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SPECIAL THANKS
Hood College
Alan Penczek
Rick Pallansch
Towson University
Dear Friends,

As we enter 2017, the need to work together to build communities of justice continues. This past year saw a continuation of racially related physical violence and an escalation of conversations about race, diversity, and equity on our campuses. Physical violence is an outward manifestation of the structural violence which besets our country and global community. Conversations about the rise of higher education interweaving with slavery have come to the fore, and, with it, the historic responsibility of higher education to elevate communities, not perpetuate social and economic injustice.

Our mission challenges us to act as responsible anchor institutions, actively partnering with our neighborhoods and communities throughout the region. Our most critical work remains in convening a larger, cross-sector conversation about what we can do together that we cannot accomplish as single institutions, or as “higher education” alone. This year we convened a region-wide Taskforce focused on enhancing college, career, and civic readiness in our region, which led to the P20 CONNECTS Action Plan. Working together with K12 educators through P20 CONNECTS partnerships simultaneously increases students’ engagement and prepares learners to contribute meaningfully to create culturally diverse and sustainable communities.

Since our incorporation in 2008, the Maryland-DC Campus Compact has been dedicated to deepening the connections and partnerships between our campuses and our communities. As we enter our eighth year, our 36 diverse member institutions, together the largest higher education consortium in the region, remain committed to fulfilling the public purposes of higher education. The model programs and partnerships captured in this magazine represent only a fraction of our network’s community engagement efforts. Yet, together, they show the impact we can have if we unite to improve community life and build just communities.

Thank you for joining us in this essential and meaningful work.

Reverend Dr. David McAllister-Wilson  
President, Wesley Theological Seminary  
Chair, Maryland-DC Campus Compact

Madeline Yates  
Executive Director  
Maryland-DC Campus Compact
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Rev. Dr. David McAllister-Wilson

MDCCC
Ms. Madeline Yates
Executive Director
These projects engage college students and faculty along with community partners in tutoring and child literacy, community and economic development, health and nutrition, financial literacy, and access to services.

As you turn to the highlights of how our colleges and universities are leveraging their resources to build just communities, I hope you will be inspired. As higher education’s partnerships with our communities evolve and mature, community voice and input reflects a move toward distributive, and, eventually, restorative justice -- opening the arteries clogged by injustice and reviving the health of our communities.

Thank you for joining us in this important work!

Madeline Yates
Executive Director, Maryland-DC Campus Compact

**A VISION OF THE FUTURE**

“This, then, is our vision: a future in which campus-community research partnerships are prolific, deep, sustained, reciprocal, and actively committed – in myriad ways, in every corner of the United States – to transforming communities and realizing a more just society. It is a future in which colleges and universities have finally become places where teaching and learning are vigorous and vital, scholarship is valued for its relevance, as well as for its rigor, and the ends of knowledge truly are the benefit and use of life. We hope you will join us in working to achieve it.”

– Dr. Sam Marullo, Director, Missional Church Programs, Wesley Theological Seminary from the publication *Community-Based Research and Higher Education: Principles and Practices*, Kerry Strand, et. al. (Jossey-Baas, 2003), 241.

**HIGHLIGHT:**

Dr. Alan Penczek constructs a native bee house at Oregon Ridge Park as a service project to complete the Maryland Master Naturalist Program. Dr. Penczek’s support for service-learning through MDCCC continues to transform our organization and region.

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

- **Wesley Theological Seminary**
  - Dr. Sam Marullo
  - Dir. of Research on Missional Communities & Professor of Sociology

*The Order of Friars Minor Conventual*
Dear Friends,

“The arc of the moral universe is long, but it bends towards justice.” When I hear these words of Martin Luther King, Jr. resounding in my mind, my heart beats faster. This is the work of which we are all a part. This is the common purpose which binds us together. “Developing Global Citizens and Building Just Communities” is the vision of our Maryland-DC Campus Compact. This, our eighth Model Programs Magazine, is dedicated to highlighting some of the compelling and effective community-campus partnerships underway in our region which embody our collective effort to “build just communities.”

Our communities -- rural and urban, neighborhoods, towns, and cities -- are richly infused with diversity, yet continue to struggle with issues of equity, inclusivity, and socio-economic justice. The programs highlighted in this magazine are increasingly grounded in thoughtfully developed partnerships with communities and community-based organizations. Within these pages you will see effective programs embedded in partnerships to address food access and justice, juvenile and criminal justice, educational access and justice, economic justice, and restorative justice – multiple facets of how our educational institutions advance community goals. Our network contributes to improving community life while developing the next generation of citizens and leaders who will continue to create just communities.

MDCCC’s P20 CONNECTS partnership is our collective commitment to enhancing our region’s P20 pipeline for college, career, and civic readiness. More than half the model programs featured here involve and directly impact K12 youth. In the MDCCC AmeriCorps VISTA Program abstracts (pp. 45-49) you will see our network’s commitment to eradicating poverty embodied in over twenty projects MDCCC currently supports.

“The arc of the moral universe is long, but it bends towards justice.” – Dr. Martin Luther King, Jr.
Awards

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

The Early Career Engaged Scholarship Award
Recognizes and honors a scholar for his/her outstanding research in curricular and/or co-curricular service-learning which advances the field.

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

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

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

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

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

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

The Civic Leadership Award
Recognizes an individual who has contributed substantially to the development of civic and community engagement in the Maryland-DC 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 region and beyond.

The William E. “Brit” Kirwan Engaged Leader Award
Recognizes and honors an individual for his or her lifetime contributions as a systemic-change agent. This individual has helped to shape policy to advance communities, ultimately elevating the quality of collective life throughout the Maryland-DC region and beyond.

The P20 Partnership Award
Recognizes a leading partnership between PreK-12, higher education, and the community. This partnership addresses issues related to college, career, and civic readiness through student engagement and service-learning, thereby increasing both student success and community development.
“High quality civic engagement is one of the most effective ways to achieve college and career readiness. Civic engagement experiences result in increased classroom participation, improved academic performance, and higher retention in PreK-12 and higher education.”

— Rev. Dr. David McAllister-Wilson, Chair, MDCCC; President, Wesley Theological Seminary
Community-based learning (CBL) at American University is an academic, course-based pedagogy that extends and deepens classroom-based learning through meaningful involvement with a community agency, nonprofit organization, or school. By collaborating with a community partner, CBL courses address community-identified needs through hands-on service or project-based products.

This year, three CBL courses partnered with DC Doors, an independent 501c3 agency serving immigrant Latino families and women facing a housing crisis. DC Doors began in 1999 as the Latino Transitional Housing Program (LTHP) to fill the gap in transitional and permanent housing needs for Latinos in Washington, DC. Based in the Shaw neighborhood, DC Doors now offers three key programs: Transitional Housing (an 18-month transitional housing program); Lifetime Care (a supportive housing program for dually diagnosed individuals); and the Accounting Technician Training Program (a 12-week technical training program).

Over 40 pages of resource materials were translated from English to Spanish in Introduction to Spanish Translation. Students acquired expertise in legal, medical, and psychological lexical areas, as well as experience in peer-editing and delivering a quality product. Students in Power, Justice, and Health: Community-Based Participatory Research Models leveraged a community-based approach to engage in action research with immigrant women and their families, using digital stories, a documentary, qualitative interviews, and a quantitative survey.

In Latinos of the DC Metropolitan Area, students facilitated life skills workshops in both Spanish and English focusing on securing permanent housing and searching for employment opportunities. Students also completed home visits, performed client interviews, and created personnel manuals. Senior McKinley Doty worked closely with a man living under a Georgetown bridge after losing his public housing when his wife died. A letter she authored to the DC government on his behalf got his housing reinstated for life. She observed, “DC Doors’ dedication to us translated into more effective and culturally competent services for the clients and a real grasp of the issues facing Latino families.”

“The collaboration of Janethe Peña and Client Service Coordinator Angela Quiroz was crucial in generating awareness of community-identified needs. They helped foster student engagement that was both pedagogically meaningful and socially conscientious by sharing knowledge about the organization’s engagement with the Latino community and the mission to alleviate homelessness in the DC area.”

– Brenda Werth, Professor, American University

“Volunteering at DC Doors allowed me to witness the issue of homelessness among a targeted group in the city. At every step of the way, I was shocked and humbled by the sacrifices and hard work that the small staff at this organization does to support its clients and their families.”

– Roshan Thomas, Business Student, American University
The Baltimore City Community College’s (BCCC) Accounting Program reinforces BCCC’s commitment to social responsibility and civic engagement by empowering students to become active in the nationally recognized VITA (Volunteer Income Tax Assistance) program.

Sponsored by the IRS, VITA offers free tax assistance to individuals with an income of $54,000 or less, persons with disabilities, and limited English speakers. To become certified VITA volunteers, students must pass multiple IRS-administered exams including advanced tests to prepare them to serve select groups like military members and senior citizens. Students enrolled in the program receive official IRS certificates for passing these exams. Local Baltimore residents receive enormous benefits from VITA and BCCC students benefit from the opportunity to serve and strengthen their communities.

The program was launched in 2014 through a partnership with Coppin State University. In 2016, BCCC students processed over 1,000 federal and state tax returns yielding total refunds of approximately $577,000 saving taxpayers up to $100,000. “BCCC’s collaboration with Coppin State University and the VITA program provides students with a wide range of employable, transferable skills,” said Accounting Program coordinator Brian R. Lazarus. “It also gives them a chance to make a difference through volunteering.”

BCCC has integrated the VITA program into its Income Tax Accounting course curriculum. Students receive credit towards their final grade for volunteering and community outreach. The invaluable hands-on experience also helps students develop a broader understanding of income tax and accounting regulations. “The BCCC Accounting Program continues to evolve with innovative partnerships so that all accounting students, regardless of their backgrounds, will grow both personally and professionally,” Lazarus said. In June 2016, three students were honored by the BCCC Accounting Advisory Board for their community outreach efforts in providing free tax preparation services to Baltimore citizens.

“Participating in community engagement initiatives, such as through the VITA program, not only strengthens our students and prepares them for their lives after graduation, but it also helps BCCC fulfill our mission of developing our community.”

– Dr. Gordon F. May, President/CEO, Baltimore City Community College
Male Initiative Expands Its Reach

When college students serve as role models for young people in need, real transformation can happen. Bowie State University’s Male Initiative has expanded from a campus-based mentoring program to one that now supports youth across Prince George’s County in reaching their full potential. A partnership with the county State’s Attorney’s Office sends Bowie State students to three local schools to volunteer in the “I Belong Here” anti-truancy program. Student mentors engage with children who are at risk of chronic absenteeism to encourage them to excel in school and strive for college. Every year, Bowie State students and staff attend pep rallies to cheer on young people who competed for best attendance.

Bowie State staff and students also teach life skills and job search tips to teens and young adults in the Woodland JobCorps, a no-cost technical career program in Laurel, MD. The JobCorps students look forward to seeing their Bowie State supporters celebrating their achievements during their graduation ceremony.

“Expanding the Male Initiative affirms our commitment to the success of the young men at Bowie State University and in our surrounding communities,” said Tammi Thomas, chief of staff to Bowie State President Mickey L. Burnim and Male Initiative program supervisor. “We anticipate even greater growth in the future.”

The addition of an MDCCC AmeriCorps VISTA has enhanced the Male Initiative’s opportunities for Bowie State students. Male students with a year or more experience in the program can now become peer leaders who organize discussions with the student body on social issues and current events to inspire them to become more active citizens. Last year, the AmeriCorps VISTA organized a group of Bowie State students to attend the Million Man March on the National Mall in Washington, DC.

Male Initiative Quick Facts:

- 82 student protégés
- During the 2015 – 2016 academic year, volunteers served 261 hours, worth nearly $6,000 in in-kind resources
- Close to 400 students from Bowie State and beyond have participated in Male Initiative activities
The Little Free Library Program

Students and faculty at Carroll Community College are committed to serving and educating future generations in the community. Students in the education department consistently have more curricular and co-curricular service hours than any other department and host a number of annual events and professional training sessions on campus. The department is comprised of active and engaging faculty members as well as two active student organizations, the Early Childhood Education Club and the Student Education Association.

Last year, the Penguin Random House awarded the Early Childhood Education Club and the Education Division at Carroll Community College a grant for the installation of four Little Free Libraries. The Little Free Library program is a “take a book, return a book” free exchange program where kids can stop to read a story or take a book home with them. Libraries are conveniently located along the Washington Road Community Trail near the Childhood Development Center of Carroll Community College, the Hill Family YMCA, Robert Moton Elementary School, and the Youth Services Bureau. “Not only does this project enhance literacy within the community, it also promotes physical fitness by encouraging kids in the community to use the walking trail connected by the libraries,” said Carole Williamson, Program Coordinator of Early Childhood Education.

In fall of 2015, 40 students, staff and faculty members began to build, paint, and install the four libraries and benches in the community. Young children in the community have started reading and swapping out books in the libraries and the Early Childhood Education Club is excited to monitor and maintain these books in future years.
The Catholic University of America (CUA) hosted its third annual Field Day at CUA on April 23 to connect the larger DC community to higher education and healthy futures opportunities. Schools and after-school programs from Ward 5 were invited to this athletic-themed event, all of whom receive free or reduced school lunches. Over 200 children and families were in attendance.

The idea originated through CUA’s partnership with Beacon House, an after-school program located in a nearby Section 8 housing complex. Beacon House’s former Executive Director, Gerry Kittner, expressed his concerns about children in the neighborhood, “It is not uncommon to see a mother and/or a child eating corn chips and drinking soda at 9:00 a.m. The level of knowledge about what constitutes a healthy diet among adult residents is very low.” This concern expanded beyond the Beacon House community into other local schools.

During Field Day at CUA’s Athletic Center, children learn drills and athletic skills from different sports teams, enjoy a healthy meal, and participate in active games to win prizes. Children are able to meet and talk with college athletes and learn of the possibilities they have in their own futures as they move through school. Fourteen Catholic University varsity and club sports teams including basketball, football, lacrosse, swimming and diving, and volleyball led activities throughout the day.

In total, over 150 student volunteers were present, including 10 active student leaders that participated in the planning of the event.

Members of the DC and CUA communities plan to expand Field Day in coming years, which will be done with the help of a new MDCCC AmeriCorps VISTA member. Through these growing collaborations between Catholic University and surrounding organizations, new events will continue to be created to spur collective action in supporting low-income families in our neighborhoods.

“I think that the kids who attend Field Day see good examples of young adults staying active and it helps them to want to remain healthy in their own lives. I think the student-athletes benefit even more because it is a unique community service event designed for us to share the sport that we love with little kids who look up to us.”
– Laura Dunn, Women’s Lacrosse team, Catholic University of America

“Service looks different to everyone. I feel Field Day is a way for athletes to get involved by sharing their love for their particular sport with younger generations. The positive feedback we received this year from kids and their families was tremendous.”
– Nicole Castellano, Swim and Dive team, Catholic University of America
Community Legal Clinic

This spring 2016, Chesapeake College collaborated with Mid-Shore Pro Bono to launch a new legal clinic at the Wye Mills campus. The clinic serves college students and others from the five-county region who are unable to pay for attorney services on their own.

Local lawyers volunteered to work with students from Chesapeake’s Paralegal program to assist individuals who visit the clinic. This free service provides access to advice on civil legal matters including bankruptcy, elder care, landlord-tenant disputes and other issues.

“The time and expertise contributed by these attorneys fills a critical need for our campus community while assisting others in the area who will benefit from free legal assistance,” said Bridget Lowrie, J.D., Chesapeake College Assistant Professor Criminal Justice and Paralegal Studies. “It’s also great work experience for our paralegal students before they launch their careers in private practices, prosecutors’ offices, and non-profit legal agencies.”

More than 30 individuals were assisted in the college-based clinic in the first two months of operation. The clinic is open two days a week including evening hours to help meet the needs of people in the community.

Paralegal students from Chesapeake College assist the attorneys in the clinic. To date, five students have worked in the clinic gaining hands-on experience while earning internship credit. Teverly Swinson was one of the first student interns.

“I’ve seen that even at this level, I can help people. I’ve seen firsthand the need for this service. It’s been a great experience for me,” said Swinson, who plans to earn a bachelor’s degree and go on to law school.

Mid-Shore Pro Bono serves the same counties as Chesapeake College, making this a true symbiotic partnership. The clinic is open to all Marylanders seeking brief advice and counseling.

“Chesapeake College is a catalyst for regional economic development. The Community Legal Clinic is one example of our commitment to assisting members of our Shore community by providing access to legal services. Such civic and community engagement initiatives also provide hands-on experience which help our students prepare for their careers.”

—Dr. Barbara Viniar, President, Chesapeake College

Standing from left, Mid-Shore Pro Bono Deputy Director Megan Ryan and Attorney James Richardson. Seated, from left, Chesapeake College paralegal students Olga Mironova and Teverly Swinson prepare for free legal clinics offered in the Learning Resource Center at Chesapeake College.
On April 28, the College of Southern Maryland Leonardtown Campus hosted a One Love Foundation workshop to help raise awareness around issues of domestic and relational violence. One Love Foundation works with young people across the country to raise awareness about the warning signs of abuse and activate communities to work to change the statistics around relationship violence.

The event was co-led by the Leonardtown Campus’s Communication class, COM 1450: Groups, Teams and Leadership, taught by Michelle Christian, and the Student Association, led by Jennifer Van Cory. The class broke into two groups, with one group promoting the event via social media, banners, and fliers while the second group led the workshop and facilitated discussions on the day of the event. The goal of the workshop was to raise awareness of relational violence among students, and how they can take action and move towards change.

The workshop began with a viewing of Escalation, a powerful and emotionally engaging 40-minute film that educates the community about relationship violence and empowers campus communities to work for change. The film was followed by a 30-minute discussion. Over 60 students and staff attended the workshop. From the feedback, it was evident that many people were moved and disturbed by the film, which showed an abusive relationship where the male ultimately kills the female. Students said they would intervene if they saw anything similar in their own lives or the lives of friends.

To find out more about the One Love movement and to connect to Maryland’s One Love representative, Jordyn Cohen, visit CSM’s Team One Love webpage at www.joinonelove.org/csm.

“At CSM, our vision is to transform lives through lifelong learning and service. Our civic and community engagement programs such as One Love provide learning opportunities for our students while meeting community needs. This investment in our students and larger community embodies the values and mission of our institution.”

– Dr. Brad Gottfried, President, College of Southern Maryland
Earlier this year, the US Department of Education launched the Teacher Quality Partnership Program (TQP) grant competition to support high-quality teacher preparation and professional development for prospective and current teachers. Dr. Yi Huang, Associate Dean and Associate Professor for the College of Arts & Sciences and Education at Coppin State University (CSU) authored the proposal.

Dr. Huang’s proposal, entitled “Pathways to Professions (P2P): Preparing Culturally Responsive Educators for Inclusive Excellence” ranked first among all applicants in 2016 and in the history of the program. The program will assist 160 teacher educators over a 5-year period.

Dr. Huang came to Coppin with two goals in mind. “I wanted to work with underserved populations, particularly in the educational area where they are underrepresented and I wanted to help create high quality programs with high impact services leading to the preparation of highly effective professionals.”

Born and raised in Taiwan, Huang grew up in poverty where education was the only way out. “My father was an orphan but he went on to become a school principal and my mother was an elementary school teacher. I guess I have education in my blood.”

Prior to coming to CSU in 2014 Huang earned her BA, two MAs and her PhD in Musicology. In addition, she earned two post-bachelors certificates while at the University of Maryland, Baltimore County.

In addition to this grant, Coppin received an award for investigation of competency-based digital badging to improve learners’ pathways from pre-professional preparation to career and lifelong success. Dr. Huang serves as author and principal investigator on this grant as well.

“In Coppin State University is a Historically Black Institution with the mission of preparing students to meet the challenges associated with urban communities. The university seeks to transform the lives of its students who return to their communities as change agents.”

-Dr. Maria Thompson, President, Coppin State University
In 2016, faculty, academic leaders, and members of the President’s Diversity Task Force launched the Campus Book Discussion Series. Open to students, faculty, staff, and the public, the initiative was designed (1) to engage in conversations about social and racial justice, and (2) to create a space for dialogue about the social upheaval experienced in Baltimore and around the nation.

Focusing on one book per semester, a team of faculty and staff facilitated a multi-session series that invited participants to discuss social, political, and cultural themes that resonated with the students and in everyday life. The fall series focused on *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander; the spring, *Just Mercy: A Story of Justice and Redemption* by Brian Stevenson. More than 150 people attended the sessions, including 32 faculty, 93 students, 34 staff, and several community members.

Series facilitators and planners gathered informal feedback which suggested that the discussion sessions and the books’ themes provided a safe space for participants to voice concerns, learn, exchange ideas, and reflect on the impacts of injustice in their lives and the community. The series has garnered attention from more faculty, staff, and community members, some of whom wish to use the campus book in their courses, and others who want to join the conversation.

Given the positive response, FCC will continue the discussion series by featuring *The Book of Unknown Americans* by Cristina Henríquez in fall 2016. To further integrate community organizations, the series will include representatives from Centro de Hispano and the Frederick Literacy Council. Impact of the series will be measured by the number of participants, a follow-up survey to determine personal engagement and response, and community social justice activities that result from the series.
Frostburg State University (FSU) and the Evergreen Heritage Center Foundation have been working together since 2008 to leverage the historic 130-acre Evergreen Heritage Center (EHC) to offer experiential learning opportunities that provide valuable knowledge and skills in STEM (science, technology, engineering, and math), while also teaching best practices in sustainability.

This journey began seven years ago when FSU identified more than 100 FSU courses as candidates for experiential education at the EHC, which contains an historic farmhouse and barn listed on the National Register of Historic Places as well as over 100 acres of gardens, orchards, streams and forest that create a rich environment for outdoor education. To date, over 1800 FSU students have participated in EHC programs and projects, receiving over 20,000+ hours of experiential education. These students, including AmeriCorps and VISTA members sponsored through FSU, have gained both real-world experience and marketable job credentials through art, business, and science projects, or field experience by assisting EHC instructors providing STEM field trips for thousands of rural K-12 students each year.

K-12 students participating in these field trips (the majority of whom qualify for USDA’s Free and Reduced Meal program), visit EHC and discover the wonders of science through hands-on experiences in the outdoors. These field classes, all aligned with the Maryland State Curriculum, increase student STEM literacy by 25 to 50% per class per pre/post tests, and serve as a model throughout the State. In 2015, this highly successful program resulted in the EHC receiving the Richard A. Johnson Award for excellence in environmental education as well as a Maryland Sustainable Growth Award for its work in leveraging an historic property for the benefit of the community. Future plans include continuing multiple grade-level wide programs in Allegany County while providing offerings for neighboring Garrett and Washington County as well.

"Frostburg has a historic commitment to campus-community partnerships. We are proud to be able to support community partner organizations such as the Evergreen Heritage Center and bring the resources of FSU to bear on community needs in our region. These partnerships enrich our students and our community, and reflect the culture of our institution."

– Dr. Tom Bowling, Frostburg State University
Gallaudet University’s Department of Social Work firmly believes in the principle of teaching its students actionable lessons in the classroom that are readily applicable and valuable when they venture into society. The department has numerous long-standing relationships and a history of collaborations with organizations and agencies, often resulting in internships. Annually, 40-60 students put learned theory into practice within their communities. Gallaudet students are often placed in agencies operated by and for hearing people — many of whom have never worked with a deaf person before — thus providing invaluable opportunities for access, growth and awareness.

Undergraduate social work students collaborated with the National Coalition for the Homeless, joining their legislative task force to propose and support an amendment to the Washington, DC Human Rights Act, to protect homeless individuals from discrimination. Students lobbied DC Councilmember Kenyan McDuffie for his sponsorship of this amendment. They educated the campus community about this issue and gathered over 400 signatures to support the proposed legislation. Students also joined community representatives from the National Coalition for the Homeless, People for Fairness Coalition, and the National Law Center on Homelessness and Poverty at a DC council briefing to testify, and visited each council member’s office to lobby for support and deliver copies of the petition.

Students in the Master of Social Work program collaborated with Roger Williams, South Carolina’s Department of Mental Health’s Deaf and Hard of Hearing Services director, to develop a departmental policy related to the use of social media in professional communications. Prior to this collaboration, Williams advocated the use of social media for efficient communication access with deaf and hard of hearing members, but was denied. Collaborating with Gallaudet students led to the revision of this policy, which proved vital for emergency communication and response with South Carolina’s deaf and hard of hearing residents during the October 2015 flooding and Hurricane Bonnie in May 2016.

“The students brought a youthful set of eyes to a policy which we needed to develop to respond to the changing ways in which our staff were using technology. Their sensitivity to a new and rapidly changing area of communication, as well as awareness of the deaf community brought the perspective we needed to be sure that our policy would be able to not just meet our current needs but be flexible to meet those needs going forward.”

— Roger Williams, Deaf and Hard of Hearing Director, South Carolina
Members of the Garrett College administration, faculty, and staff recently established the Service-Learning and Community Engagement Program to encourage students to have the desire to take an active role by serving local communities, and ultimately, becoming more engaged citizens of the world.

Students who completed a combination of service-learning, civic engagement or community service hours were honored for the first time, through the wearing of Red Cords at Commencement and honorable mention in the Commencement Programs. Vice President Sarah Garrett proposed the wearing of Red Cords as “a symbol of the heart involved . . . by those who give unselfishly for the betterment of the community. Since the program launched, a total of 168 students participated and completed more than 1,280 hours of service while studying at Garrett College. These students completed a wide variety of projects to assist with several needs in the Garrett County community. Some of those activities included: making a donation of clothing; collecting food and raising money to benefit area agencies in need; organizing trash clean-up efforts along Mosser Road and the Youghiogheny River; planting trees and restoring streams; and volunteering for major events in the community, including the Deep Creek Lake Art & Wine Festival, the SavageMan Triathlon, the Maryland JUCO Men’s and Women’s basketball tournament, and the Garrett County Job Fair.

As a result, Garrett College continues to create strong partnerships among the following agencies and non-profit organizations through student community service and volunteering: American Red Cross, Dove Center of Garrett County, Garrett County Humane Society, Garrett Regional Medical Center, HART for Animals, Inc., Loch Lynn Church of God, Maryland Department of Natural Resources, Southern Garrett County Rescue Squad, The Nature Conservancy, and the United States Fish and Wildlife Service.

Future goals of the program are to further develop cooperative partnerships and service projects among organizations in Garrett County and surrounding areas.
Since 1998, The George Washington University (GW) has partnered with Latino Student Fund (LSF), a free tutoring program offering academic assistance to economically disadvantaged students in grades PreK-12 from the Washington, DC area. For the last three years, LSF has been an engageDC program partner through the Honey W. Nashman Center for Civic Engagement and Public Service.

engageDC is a structured, year-long service leadership program immersing GW students in direct or indirect service over the academic year at one of ten community organizations.

LSF Program Coordinator, Ainslee Fessenden noted, “Our partnership with engageDC has deepened this year. Students took greater leadership roles within the organization and our success can be attributed to engageDC’s volunteers. We were able to support our students with tutoring, college guidance, bilingual support, expanded case management, social media promotion, and researching new funding streams. Without engageDC’s volunteers, we would not be able to provide the one-on-one tutoring and mentoring that have become an integral part of our Listo College Prep program, allowing students to dedicate the time and attention required to complete homework, apply for scholarships, edit college essays, and improve English language acquisition. The Listo program has almost doubled its number of student participants from last year. Without the large numbers of consistent and committed GW volunteers, LSF would not be able to fully support all of these students.”

This year, over 40 GW students, staff, and faculty supported over 250 students in LSF’s weekly programming by conducting meetings with families applying to private and parochial schools, planning and administering financial aid workshops for families, and meeting one-on-one with families offering bilingual services. As LSF enhances and builds their programs, the staff and students at GW will continue to provide support each step of the way.

“The Honey W. Nashman Center for Civic Engagement and Public Service is committed to helping students in the community and at GW to become contributing, creative, and democratic citizens to support a diverse and just democracy. Our work is designed to improve the quality of life in our neighborhood and community while enhancing scholarship and learning at our university.”

– Amy Cohen, Executive Director, Honey W. Nashman Center, The George Washington University
Obtaining a driver’s license has become a critical need for undocumented immigrants, working men and women, as they juggle late work shifts, school and doctor appointments, religious services, and household obligations. In January 2015, Georgetown University’s Center for Social Justice (CSJ) collaborated with two community partners, Central American Resource Center and Trabajadores Unidos de Washington, DC, to initiate a community-based research project to understand the experiences of DC’s undocumented immigrant community in accessing a Limited Purpose Driver’s License (LPDL). The research team, led by CSJ’s Director of Research and Evaluation, Dr. Diana Guelespe, consisted of Georgetown students and staff from local organizations who serve the immigrant community.

Passage of the District’s Driver’s Safety Amendment Act of 2013 made it possible for the DC Department of Motor Vehicles to implement the LPDL. Eleven US states, in addition to the District of Columbia, have extended driving privileges to undocumented immigrants.

Georgetown students worked collaboratively with community partner staff to identify and interview 75 undocumented immigrants eligible for the license. The report detailed the challenges undocumented immigrants face as they obtain the LPDL, such as the appointment backlog and ability to pass knowledge and road tests. Increased job opportunities, time spent with family, and a sense of security were all positive effects of successfully obtaining the license.

Since publication of the research findings, community partners have advocated for the implementation of the report’s recommendations. Their efforts led DC Council member Mary Cheh to introduce legislation on May 3, 2016: the Driver’s License Fair Access and Equity Amendment Act of 2016, which would ensure equitable processes for all DC residents seeking a driver’s license. As more states adopt similar measures, this collaborative research project can provide early lessons in implementation efforts and highlight opportunities for institutions’ community engagement to address immigrant integration.

“I joined the LPDL research project because I am passionate about working with the immigrant community in DC. Before I began, I didn’t know much about the LPDL law. All I knew was that many undocumented individuals were facing significant obstacles when attempting to obtain the license, and that something needed to be done about it. Throughout the semester, I learned much more. I learned the nuances and challenges of community-based research, observed some of the ins and outs of local DC politics, and discovered that the issue we were exploring was about far more than licenses. It was, and still is, about people’s livelihoods.”

– Austin Rose, Undergraduate Student Researcher, Georgetown University
Goucher College has a rich partnership with Earl’s Place, a transitional housing organization that provides housing and supportive services to men who are experiencing homelessness in Baltimore City. The program was developed by Phaye Poliakoff-Chen, associate professor and director of Goucher’s writing program. The partnership seamlessly blends curricular and co-curricular initiatives and has had an extraordinary impact on the Goucher and Earl’s Place communities. Each fall semester, the residents at Earl’s Place work with undergraduates enrolled in Writing 181 to produce written and audio stories about the lives of the Earl’s Place residents. At the conclusion of the course, Goucher hosts an exhibition of the written stories and the audio stories are aired on a local radio station.

The program has expanded beyond the classroom as Earl’s Place has become a signature volunteer program that encourages thoughtful, informed, and ethical community engagement. The Earl’s Place Student Leaders for Civic Action (SLCA) coordinate volunteers, facilitate bi-weekly reflection sessions, and manage weekly programming with residents. One day a week, residents and students produce poetry and artwork in a thoughtful arts-based program that encourages storytelling and self-exploration. At the end of the spring semester, the artwork is displayed in a curated exhibition in the Lenrow Gallery at Goucher College. A celebratory gathering brings all participants together, as Earl’s Place board members and local political figures experience the impact of this strong partnership.

Additionally, the residents and volunteers co-created a small courtyard garden on the property at Earl’s Place. This garden is maintained every Saturday morning by a group of volunteers and house residents. Earl’s Place, as a small residential facility, has had an enormous impact on the volunteers and CBL students who have been involved; conversely, the residents and staff of Earl’s Place have talked about the transformative nature of the programs Goucher has brought to the facility.

“Marginalized people, especially the homeless, become invisible, dehumanized. Art is humanizing, and creativity can be social. So when Goucher students and Earl’s Place residents share the creative process, they provide sparks for each other. They are able to create community and foster their individuality at the same time.”

– Phaye Poliakoff-Chen, Associate Professor, Goucher College
Writing the Wrong is a program in Frederick, Maryland established in 2015 by Hood College students Molly Masterson and Logan Samuels. By partnering with West Frederick High, West Frederick Middle School, and Monocracy Middle School, the program aims to empower and support local students. All participants are female Hispanic students who are enrolled in the English Language Learners (ELL) program.

Each project culminates with a literary work and encourages creativity, research, and bilingual writing development. The students work together closely, and, with encouragement, create a support system where they can openly discuss personal hardships and successes. Each year there are approximately 12 participants.

Over the course of the program, students are asked to complete daily writing prompts and participate in discussions and lessons. The students grew tremendously with confidence and enhanced their writing abilities. The directors of the ELL program invited the project back for a second year because of the visible impact on each participant. “Molly and Logan motivated the girls to excel academically, provided tools to enhance their written skills, assisted them in goal setting and opened their eyes to choices and possibilities of a bright future. Participants were encouraged to use their creative talents to overcome personal obstacles,” said Dr. Olivia White, Dean of Students for Hood College.

Publications of the student literary work projects are distributed within the Frederick area to acknowledge the importance of local community in the development of students. With support from Hood College, the project hopes to become a non-profit run by students who will be advised by professors. Writing the Wrong expects to enhance their efforts and programs to become accessible nationwide.

"At Hood College we aim to provide an education that empowers students to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement. Service-learning opportunities, such as the Writing the Wrong program, are a powerful vehicle for accomplishing that mission."

-- Dr. Andrea Chapdelaine, President, Hood College

"At Hood College we aim to provide an education that empowers students to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement. Service-learning opportunities, such as the Writing the Wrong program, are a powerful vehicle for accomplishing that mission."

-- Dr. Andrea Chapdelaine, President, Hood College
In the fall of 2012, Howard Community College (HCC) expanded their partnership with the Community Action Council (CAC) of Howard County in order to support the CAC’s healthy food initiative and newly established community garden. The Community Action Council (CAC) of Howard County provides programs and services to low-income residents in order to alleviate the effects of poverty and promote self-sufficiency. As the operating body of the county’s food bank and head start program, the CAC launched their healthy food initiative as a way to provide patrons with greater access to fresh, nutritious—and often costly—fruits and vegetables. Under the supervision of master gardeners, HCC students worked as CAC community garden volunteers employing organic gardening methods to help grow produce, which was then distributed at the CAC food bank. The yields from the garden have increased annually and have resulted in more than 10,000 pounds of organically grown produce being distributed to community members in need.

In order to further HCC’s commitment to increasing food access for those in need, the college established a partnership with Real Food Farm in Baltimore City in the summer of 2015. Real Food Farm works to increase access and availability to fresh food within food deserts and supports the community in creating and maintaining a healthy and nutritious lifestyle. HCC student volunteers have supported the mission of Real Food Farm by assisting with various farm preparations and maintenance duties. The majority of the food produced by the farm is distributed through the organization’s Mobile Farmers Market which makes market stops and home deliveries to areas in Baltimore City with limited food access.

HCC courses have supported this endeavor through academic service-learning

HCC students have volunteered with these organizations

“Understanding what is going on in our community & world, and learning that there is something we can all do to help really changed me.” – Student, fall 2015
Loyola University's York Road Initiative is a place-based community development strategy focused on the York Road corridor communities of north Baltimore City. The Initiative's mission is to collaborate with neighborhood residents and associations, faith-based, civic, and business organizations to produce positive change in the York Road community, growing a healthy and vibrant community for all.

In 2008, the Initiative implemented a listening project to hear the assets and needs of York Road communities. This resulted in three current focus areas: building civic capacity through strengthening area neighborhoods and community groups, enhancing education and youth development through partnerships with local schools and community institutions, and strengthening the York Road commercial corridor through economic and business development.

The Govanstowne Farmers’ Market was developed in response to a need for increased healthy food access in the area. Now in its 6th season, the market accepts SNAP benefits, serves free dinners for local youth, is a host site for library programming, and celebrates community among Loyola, Govans neighbors, local farmers and artisans, and social services each Wednesday from June through September.

The Initiative's youth development work has included preventing the closure of the neighborhood recreation center, building a swim program to connect neighborhood youth with the Loyola swimming team, and helping form a comprehensive after-school program supported by 40 Loyola undergraduate volunteers. In 2015-2016, the Initiative worked with Govans Elementary to leverage Loyola volunteer and MDCCC AmeriCorps VISTA support for a 21st Century Learning grant. Today, the after-school program is fully funded and serves 100 elementary students. As one undergraduate volunteer shared, “Working at Govans Elementary School this past year has been a truly humbling experience and a blessing... [The students’] consistent positive attitudes and energy served as a daily motivation and taught me invaluable lessons about my true passions.”
Through imagination, collaboration, and teamwork, MICAs Young People’s Studio (YPS) expands student knowledge and application of vocabulary, storytelling, problem-solving skills, narrative development, and visualization. Children and youth, aged 5–17, explore all-inclusive media channels including drawing, painting, printmaking, sculpture, furniture design, and decorative arts. Students gain 21st-century design and multimedia skills in animation, game design, computer graphics, photography, and video.

Youth today face social and emotional climates that negatively affect their relationship to education. The 2015 Baltimore City Schools’ climate survey demonstrated that only 60% of students would choose to stay at their school if given the option to change schools; 58% of students think bullying is a problem; and 58% see fighting as a problem.

The positive environment in out-of-school time community arts programs offers a haven for youth to feel safe, joyful, and supported in learning. Participation in YPS sparks curiosity, promotes constructive relationship-building, and sets high standards for achievement.

According to the National Educational Longitudinal Survey, youth involved in art and design programs are unique from non-arts participants in that they are:

• two times more likely to win an award for academic achievement,
• four times more likely to participate in a math or science fair,
• three times more likely to win an award for school attendance,
• over three times more likely to be elected to a class office in school,
• over four times more likely to engage in community service.

MICA is a leader in creating opportunities that increase educational access for high-need students in the arts. In the YPS program alone, MICA awards full tuition scholarships to 35–40 Baltimore City youth annually. Early exposure not only to the arts, but also to a college campus, often usher these young students through advanced learning opportunities and into four-year colleges.
HopkinsCORPS (Civic Engagement, OutReach, and Public Service) is an immersive, Baltimore-based week-long community service and leadership development pre-orientation program that exposes students to a variety of social justice issues. The program, which launched in 2015, involves 30 incoming freshmen from 15 different states and is facilitated by four trained student leaders and a professional staff member. The program is housed within the Johns Hopkins University Center for Social Concern.

Through a combination of direct service, site visits with community organizations, and leadership development activities, students explore topics including issues of hunger, homelessness, mass incarceration, community arts, and environmental justice. There is a special emphasis on cultural competency, power, and privilege. Service projects and site visits take place across the city for students to become familiar with a variety of different neighborhoods. In 2015, the program partnered with several non-profits, including the Living Classrooms Foundation, Second Chance, and Paul’s Place to contribute over 264 hours of service over the course of the week.

Participants complete pre-and post-program assessments designed to evaluate the impact of the program’s learning outcomes. Assessments have demonstrated that HopkinsCORPS has a substantial impact on students’ understanding of key social justice issues and how they are interconnected. The program builds a community among members of the cohort, laying the foundation for a commitment to civic engagement that will last throughout the student’s time at Hopkins. The program has catalyzed an ongoing commitment to public service, with over 50% of participants joining other Center for Social Concern programs, including the Alternative Breaks Program, community service student groups, and the Community Impact Internships Program.
Wealth, Power, and Prestige Service-Learning Course

For the past 21 years, McDaniel College has offered *Wealth, Power, and Prestige*, a unique course designed and taught by Professor Debra Lemke, that encourages undergraduate students to consider society and elements of social class stratification in new ways.

*Wealth, Power, and Prestige* provides students with hands-on experiences that bring to life the concepts of social stratification, income inequality, and the process through which class inequality develops and is maintained. This is accomplished through students working in a direct hands-on service experience working with underserved populations. Originally called Social Stratification, this course has continued to grow at McDaniel and within the community. Although not originally taught as a service-learning course, the integration classroom and hands-on education has proven tremendously helpful for students. Since the course began, nearly 400 students have completed it, with 80 students participating in the service-learning version.

Throughout the semester, students complete their traditional classroom learning through readings and discussions and then apply their learning through service in the community. McDaniel partners with a number of non-profits each semester and students are required to perform four service-learning activities at different organizations over the length of the course. Having the opportunity to directly work with underserved populations allows students to apply concepts they learn in the classroom and see first-hand the real-world work of non-profit organizations.

Professor Debra Lemke’s goals for the class are for students to understand the extent of class stratification in the United States, as well as how class inequality develops and is reinforced to become the status quo. Developing relationships within the community is an invaluable experience for students, allowing them to extend their knowledge of the world beyond a textbook. *Wealth, Power, and Prestige* continues to strengthen college-community partnerships and support the citizens of Carroll County.

“*The partnership we have formed with McDaniel College has not only given the students an opportunity to see the need and volunteer within their own community, but it has also added another layer of individualized care we can give to our neighbors in need. The students would greet them at the door, provide name tags, help carry trays of food to tables, assist with children at the craft table or even just sit down to talk and eat with them. All of these things contributed to individual care that in one guest's words became ‘the highlight of her week.’ What a blessing to have your students share in this experience with us.”*  
– Diane Fogle, Volunteer Coordinator, Ardent Folk Ministry

“There were the many intangible ways the students served that stood out; their timeliness, willingness and professionalism. But, what struck us most was when the students went over and above.”  
– Brenda Meadows, Executive Director, Shepherd’s Staff
Since 2014, over 60 Montgomery College (MC) students have worked with the Steinbruck Center for Urban Studies in Washington, D.C. through Alternative Break and student leadership programs. This collaboration offers students from diverse racial, ethnic, religious, and economic backgrounds the opportunity to demystify the roots of structural inequality in our region.

Each trip, MC students listen to local voices share their experiences with homelessness, poverty, and inequality; learn about the effects of discriminatory housing, education, and labor policies in the region; and reflect on their own experiences with inequality. Serving with immigrant communities, families, and women experiencing homelessness, and interfaith advocates, students support projects focused on structural change and developing social capital in local communities. Activities include non-traditional service like nonpartisan canvasses to increase awareness of local elections, helping host neighborhood block parties, and making food and crafts with women living in transitional housing in DC.

As a result, students are able to dispel myths about poverty, homelessness, and racial disparities, while developing a deeper understanding of the root causes of historic and lingering inequality in our communities. In post-project surveys, students indicate leaving with the tools needed to build stronger relationships with their peers and neighbors, as well as a deeper motivation to complete their educational goals and use their learning in public service. One participant shared, “As a young mother with low income, I can understand the worries and struggles and I don’t want that person to feel alone and broken like I have before. Making someone smile, like those kids who will see the playroom [that we transformed], is like a band-aid that covers my wounds and brokenness, as well as theirs. And I don’t have to feel hopeless and helpless because it’s more than just me that wants to help.”

“Alternative Break programs, such as our Montgomery College program with the Steinbruck Center, enable our students to learn about structural inequalities in our metropolitan region. These kinds of hands-on learning experiences can be transformational for students in their education and future careers. We are proud to offer them at Montgomery College.”

– Dr. DeRionne P. Pollard, President, Montgomery College
Since 1972, the Morgan State University (MSU) Upward Bound Program has helped thousands of Baltimore City high school students from low-income families and/or families in which neither parent holds a bachelor’s degree to complete high school and enter a post-secondary educational institution. This is accomplished by providing fundamental personal support and academic instruction in mathematics, English, sciences, foreign language, social studies, speech, engineering, and SAT Preparation. Tutoring, group counseling, mentoring, career exploration, cultural enrichment, and community service are also offered throughout the year.

The Upward Bound Program is a federally funded academic enrichment program sponsored through the Department of Education which started in 1968. Today, more than 80,000 students participate in 964 Upward Bound programs nationwide. These programs help potential first-generation college students better understand the complexities of higher education and create a path for success.

Morgan State’s Upward Bound Program coordinates four community service projects during the academic year such as volunteering at the Maryland Food Bank, Moveable Feast in East Baltimore, and food drives during Thanksgiving and Christmas holidays. During the summer component all Upward Bound participants volunteer in a day of service coordinated by the office. At the beginning of the 2016 Summer Component, students and staff volunteered at the Real Food Farms which is a non-profit urban agricultural enterprise engaged in growing fresh produce in Clifton Park in northeast Baltimore City. The large group was split into 2 smaller groups and went to 2 different locations. During the day’s activities, the students weeded the produce, spread mulch, and collected mulberries. In addition, the students learned how to plant produce and distinguish the plants from weeds. They also learned about bamboo, chicory root, mulch, and how to differentiate between ripe and unripe berries.
Since 2013, dedicated students, staff, and faculty of Notre Dame of Maryland University have partnered with The United Way of Central Maryland (UWCM) to support Project Homeless Connect. This resource fair at The Baltimore Convention Center has provided a comprehensive array of on-the-spot services to individuals and families experiencing poverty in Baltimore. Each family is paired with a volunteer to help them navigate the resource fair. On-site medical and dental care, photo IDs, and long-term linkages to providers are only some of the many services provided through Project Homeless Connect.

The Notre Dame partnership with UMCW has developed students who are educated about the struggles of those in their communities. Ninety-two percent of students agreed that as a result of their experience they have an improved sense of civic and social responsibility. Eighty-three percent of students said they were likely to engage in future service. One of our freshman students stated that she “learned to have an open mind and heart no matter who [she] is interacting with.” Notre Dame students have gained a better understanding of poverty and homelessness with a deeper awareness of the financial struggles families face and the collective community action it takes to make a difference.

Last year, as a result of the event and the assistance of Notre Dame volunteers, 105 people received dental surgeries, 195 received birth certificates, 118 received HIV screenings, and much more. Next year, Notre Dame plans to increase its impact by requesting businesses to donate backpacks and school supplies for Project Homeless Connect.
Prince George’s Community College (PGCC) in collaboration with the United Way of the National Capital Area (United Way NCA), the nation’s preeminent convener, collaborator, and catalyst for social change throughout the National Capital community, has opened the first Financial Empowerment Center (FEC) housed on the Largo, Maryland campus.

Like many communities in urban settings, the ratio of households that are living on very modest means is extremely high. There is a significant disparity between families earning substantial funds and those living at the poverty level where accumulating savings and investments is far from reality. For thousands of members living in this community, sudden unemployment, unexpected emergencies, or serious medical issues can send a family into financial devastation. Real-world solutions and tangible resources designed to inform, educate, and empower individuals and families are the focus of the Financial Empowerment Center and undergirds the collaboration between PGCC and the United Way NCA.

The Financial Empowerment Center is specifically designed to provide the expertise to help individuals and families in Prince George’s County advance on a path toward financial stability without the cost normally associated with this level of service. Those interested in taking advantage of the array of resources can tap into services that include financial coaching, small business coaching, financial workshops and tax preparation, including prior year and amended returns.

The FEC at PGCC is the first of several financial empowerment centers that United Way NCA will open across the region as part of its Community Commitment, which is a $12.3 million investment to address the education, financial stability, and health of residents throughout the National Capital community over the next five years.

"Opening and housing the Financial Empowerment Center (FEC) on our Largo campus is one of many important ways Prince George’s Community College continually strives to address the needs of our larger community. It also offers a unique opportunity for our students to master academic and interpersonal concepts as they provide financial coaching, tax preparation, and/or small business coaching to FEC clients. Multiple courses are linked with the FEC through service-learning, enriching both our students and community. PGCC transforms lives."

– Dr. Sandra Dunnington, Vice President for Academic Affairs, Prince George’s Community College
Community Sustainable Design is a new St. Mary’s College of Maryland learning experience giving Southern Maryland the opportunity to think big but build small. Under the guidance of teaching trio Barry Muchnick, assistant professor of environmental studies; Carrie Patterson, professor of art; and Harold Garrison, instructor at Forrest Career and Technology Center, college and high school students are exploring the connections between design, sustainability, and civil society by building two sustainable tiny houses.

Through a collaborative effort between public education (St. Mary’s College of Maryland, the Forrest Career and Technology Center, and Lexington Park Elementary School), local non-profit organizations (The Greenwell Foundation and Three Oaks Homeless Center), and local businesses, the Tiny House Project will yield practical skills, service-learning, and two small structures with one big impact.

The Greenwell Foundation has funded one Tiny House through its Camp Host Program, a new initiative with Three Oaks to support displaced veterans with housing, employment, and social services. The St. Mary’s College Tiny House is funded by a grant from The Andrew W. Mellon Foundation for expanding civic engagement and service-learning opportunities, and will reside on campus as a site of ongoing dialogue, experimentation, and exhibition.

“The partnership between environmental studies and art exemplifies the College’s commitment to sustainability and community engagement,” says Patterson. Muchnick adds, “We are preparing our students for the job market, but also helping them become engaged citizens and stewards through solutions-based, hands-on learning.” During 2016 – 2017 both houses will be completed and delivered, one to Greenwell State Park, and the other to St. Mary’s College campus, where the small structures will embody and encourage community conversation and collaboration around key issues in society and the environment.

* Like many liberal arts institutions, St. Mary’s College cares deeply about issues of social justice, and for us that includes environmental justice. We engage students in high-impact practices such as service-learning which break down the walls that separate faculty, staff, and students. We recognize that each of us has a responsibility to educate our communities, just as each of us must learn from them as, together, we find solutions to the challenges facing our region, state, and world.”

– Dr. Tuajuanda C. Jordan, President, St. Mary’s College of Maryland
Stevenson University has a strong partnership with the Akoben Foundation, a Baltimore-based non-profit organization that works to empower future generations of students by helping young children build a solid foundation in literacy and communication. To achieve its aims, Akoben runs Reading, Rhythm, and the Arts, an interactive after-school program that strengthens literacy through the performing arts.

In the 2015 – 2016 academic year, Stevenson students, faculty, and staff continued to support Akoben in multiple ways. As part of the University’s robust service-learning program, students in Dr. Takisha Toler’s Integrated Marketing Communication and Digital Marketing courses were able to use the knowledge and skills they had developed in class to further Akoben’s mission. These students developed comprehensive marketing plans and promotional strategies for the Foundation, including a Google AdWords campaign that increased traffic to Akoben’s website. Additionally, students helped Akoben develop “Fairytale in the Park,” a family-friendly event that could generate upwards of $50,000 in revenue for the organization when it is held in 2017.

To strengthen its partnership with Akoben further, Stevenson invited children participating in the Reading, Rhythm, and the Arts program to its campus for a “Literacy Alive” event, which was sponsored by Dr. Clotile Galbraith and Stevenson’s chapter of Kappa Delta Pi, the education honor society. During “Literacy Alive,” 50 elementary-aged students visited Stevenson’s theater, created art projects based on fairytale-themed books, performed various scenes, and presented their projects to the group.

Ryan Turner, Akoben’s founder and director, called his organization’s partnership with Stevenson “groundbreaking” and praised “Stevenson’s unwavering commitment to [Akoben’s] vision of increasing high school graduation rates in urban areas.”

With support from the Office of Service-Learning, Stevenson University plans to continue serving the Baltimore region in the years to come by creating lasting relationships with community partners.
Towson University’s Criminal Justice Outside the Classroom course is a service-learning initiative that helps students gain hands-on knowledge about incarceration and its impact in Maryland. Modeled after the national “Inside/Out” program, the course creates a dynamic partnership between institutions of higher education and the correctional system, expanding and intensifying the conversation around social issues such as crime, justice, freedom, and inequality.

Dr. Elyshia Aseltine, Assistant Professor and instructor of the course, believed the program would be critical for teaching students about the issues surrounding incarceration and jail operations. During spring 2016, there were two sections enrolling 30 outside students and 25 inside students. Towson’s “Outside” students learn behind prison walls in partnership with “Inside” students. Classes are discussion-based and foster meaningful interaction and dialogue as well as deep analysis and critical reflection on the criminal justice system. One student wrote, “What I have experienced and learned cannot be replicated in a traditional classroom. I’ve learned more in this class – about the criminal justice system, myself, and others – than I’ve learned elsewhere. I’d take this class 10 times over.”

Incarcerated individuals, known as “Inside” students, benefit from opportunities to place their life experiences in a larger framework. These individuals co-create visions for making the contemporary criminal justice system more effective and humane. “It has helped me gain knowledge and understanding of the criminal justice system and taught me that people are working to make a change for the better. It gives me hope and has opened my eyes,” said one participant.

Towson’s “Inside/Outside” course has been deemed life changing by its participants. This course will continue to be taught each spring with a projected expansion to Towson’s TUNE campus. “Inside/Outside” has encouraged Towson’s students to become active citizens working towards shifting the paradigm of institutionalization and mass incarceration.

“It is our time to bind Towson University ever more tightly to the future of greater Baltimore. We are the largest university in greater Baltimore—an anchor metropolitan institution for this region.”

– Dr. Kim Schatzel, President, Towson University

Towson University
At any given coffeehouse, one is likely to see a buzz of activity – students tucked among community members followed by commuters grabbing their morning Joe. At CUPs Coffeehouse in Southwest Baltimore, it’s even busier behind the counter. Part community hub, study space, and home away from home, CUPs has been a mainstay for the community since it opened in 2013. CUPs makes no distinction between serving the community and serving great coffee – they do it all.

CUPs (Creating Unlimited Possibilities) began with a passion and a problem – a passion for great coffee and helping young people realize their full potential and the problem that neither was readily available. CUPs Coffeehouse was as an answer for both.

The CUPs mentorship program is just one component of what makes this community-focused coffeehouse fantastic. Together with students from founder Holly Gray’s alma matter, The University of Baltimore, and neighboring community members, CUPs employs local youth for one year while connecting them to their community, providing support from peers, and helping them find the necessary opportunities for success.

The 30 – 40 youth participating in the CUPs program attend professional development and enrichment courses, contribute to local volunteer programs, and participate in opportunities to explore new cultural venues in Baltimore. The impact that CUPs has on its mentees is evident; one intern, Shay, shared: “My CUPS family has strengthened me and opened my eyes to things that I can’t even begin to explain. Six years ago, I thought there was no hope for me… If it wasn’t for my mentor and family at CUPs I would’ve never had the passion that I have.”

CUPs Coffeehouse plans to open their second location in an East Baltimore community this fall where it will continue serving more youth like Shay, changing the trajectory for Baltimore’s young people.

“We are proud to be part of an effort to engage with community members to make positive changes in Baltimore. The University of Baltimore is committed to providing experiences for students that help them shape the future of their own communities while considering how those communities fit together in an increasingly connected, global society.”

– Anthony Butler, Director of Transitions and Community Engagement, University of Baltimore
The US juvenile incarceration rate is almost five times that of the next highest country. The current system tends to criminalize under-privileged children, and the School-to-Prison Pipeline (STPP) is populated by poor children of color (100% of DC’s incarcerated kids are children of color). These children are also disproportionately affected by disabilities and unmet special education needs.

Between 1990 and 1995, the Juvenile and Special Education Law Clinic (JSELC) of the UDC David A. Clarke School of Law (DCSL) set up a program to train practicing lawyers in enforcing the special education rights of the parents of court-involved children. Clinic faculty next initiated a “Semester-in-Residence Program,” through which practicing attorneys have participated with law students in the clinic’s classes and case supervision sessions over the past 20 years. In addition, clinic faculty conducted special education law training sessions for judges.

Consequently, DC has become the only jurisdiction in which substantial numbers of low-income parents enforce their children’s special education rights, and judges appoint and pay special education attorneys within delinquency and child welfare cases. By the 2000s, DC had as many special education hearings as the rest of the country combined. DC’s rates of delinquency cases and number of juvenile incarceration beds have declined by two-thirds, and the paradigm has shifted from criminalizing to educating.

Another important outcome of this program is the DCSL’s Took Crowell Institute for Youth, largely funded by the law firm of Crowell & Moring, which is planning to collaborate with national delinquency defense and disability rights organizations to train, mobilize, and mentor indigent defenders across the country to enforce education rights and to actively dismantle the STPP.

“As criminal law practitioners, we knew next to nothing about how the education system has failed our clients. With each Special Education Law Clinic class, we learned more tools to help our clients receive the services to which they are entitled. And our advocacy will educate judges and prosecutors to the failings of the DC educational system.”

– Joanne Slaight, Kevin Oliver and Chantal Jean-Baptiste, area attorneys
The University of Maryland, Baltimore (UMB) CURE Scholars Program, launched last fall, prepares 6th–12th grade Baltimore students for research and healthcare careers, supported by the National Cancer Institute’s (NCI) Continuing Umbrella of Research Experiences program. Founded in 1999, NCI’s program supports underrepresented students in biomedical research and helps diversify the workforce. “Children growing up in Baltimore face a unique set of circumstances, some of which complicate their ability to achieve higher education and rewarding careers,” says UMB President Jay A. Perman, MD. “At the same time, their communities experience higher rates of cancer. The UMB CURE program takes on both of these serious issues.”

UMB CURE is led by Executive Director Robin Saunders, EdD, MS, and is the first in the nation to include middle school students. More than 200 UMB graduate students, faculty, and staff expose students to rich scientific environments to gain experience, self-confidence, and motivation. The program also includes an after-school component, Saturday tutoring, and six-weeks of Summer Enrichment.

Davion Hill, a student at Southwest Baltimore Charter School, says students are highly motivated and feel supported by their families. “We all have to get involved because it’s an opportunity to get in the right school and get good training for a career.” Nya Goins of Green Street Academy agrees, adding, “This program really impacts on my future. Did you ever hear the saying it’s better to give than receive? I received to get in such an amazing program. Maybe one day it will be my time to give a chance like this to other kids who want a great education.”

CURE’s first cohort includes 40 students from three West Baltimore public schools. The next cohort was selected in summer 2016 for the 2016-2017 school year.
Refugee Youth Project’s College JUMP (Journey Upward Mentoring Program) was created as a partnership between the Baltimore City Community College (BCCC) Refugee Youth Project and the University of Maryland, Baltimore County (UMBC) Shriver Center. The program was proposed when Refugee Youth Project, a long-standing partner of UMBC, saw a need among its students for college preparation.

College JUMP seeks to empower high school refugee and asylee students in Maryland to acquire the knowledge, skills, and mindset for success in postsecondary institutions. Mentees meet weekly with a UMBC undergraduate mentor who guides them through the college exploration, application, and preparation process. College JUMP also hosts monthly events and workshops on college campuses throughout Maryland to expose students to various aspects of student life and introduce them to communities of current college students.

In this first year of College JUMP, 13 high school mentees completed the program, with 100% of the graduating seniors accepted to college and planning to attend in the fall. This includes one young woman who will attend UMBC as a biochemistry major. Each of the graduating seniors also completed FAFSA and received federal aid. 100% of both 11th and 12th graders felt that their relationship with their mentor had a positive impact on their college access journey, and 100% reported knowing more about college as a result of this program. An additional 31 high school students attended one-time events and workshops or received materials focused on college access.

In 2016–2017, College JUMP will expand to serve 20–25 high school refugee students under an established leadership team of UMBC undergraduate students. This team will adopt more responsibility in the daily operations of the program, allowing UMBC students to play a larger role in this campus-community partnership.

“Campus-community partnerships like College JUMP smooth access to college for high school students and help UMBC students become informed, contributing citizens. I want all young people to have the knowledge, skills, and attitudes to lead their generation in the important issues of their time.”

– Dr. Freeman Hrabowski III, President, UMBC
The Maryland-DC Campus Compact, Nonprofit Prince George’s County (NPGC), and the University of Maryland’s Leadership & Community Service-Learning (LCSL) unit have partnered to launch Services 24/7 (www.services247.umd.edu), a virtual resource center with over 290 local and regional non-profit organizations. Services 24/7 serves two purposes: connecting residents of Prince George’s County with the resources they need to enhance their quality of life and connecting the vast human resource of volunteers in our community to non-profits in order to increase their capacity to serve.

“NPGC and the University of Maryland merged and expanded their individual directories to create Services 24/7 as an updated, user-friendly resource for the county,” says Deborah Slosberg, LCSL Coordinator.

“Collaborations between the County Executive’s Office, the public schools, the Department of Social Services, and many others will continue to make Services 24/7 a success.”

Since the launch of Services 24/7 in October 2015, roughly 860 individuals have visited the site with 49% using Services 24/7 to find services for themselves or others and 51% to find volunteer opportunities. Since the launch, over 4,000 brochures have been distributed during meetings, community events, and in community spaces.

Services 24/7 will continue in collaboration with the University’s School of Public Health through an internship position. Multiple student coordinators will also serve 5 – 10 hours weekly through the academic year to maintain and further outreach efforts. Multiple student coordinator positions with different responsibilities have been developed to expand the program as more students work to grow the reach of Services 24/7.
The Minorities in Agriculture Natural Resources and Related Sciences (MANRRS) Chapter at the University of Maryland Eastern Shore (UMES) is part of a national society dedicated to the promotion of diversity in the fields of agriculture and related areas of science, business, and education. Mr. Karl Binns Jr., advisor for the UMES MANRRS chapter, now has 5 Junior MANRRS sites across Maryland with K-12 school districts. Junior MANRRS, a high school component of the MANRRS organization, increases awareness of agricultural programs to high school students, develops multiple pipelines of students coming into the school, and exposes Junior MANRRS students to college/university atmosphere and enhance critical “soft skills” development.

There are approximately 130 participants in the Junior MANRRS network in Maryland. In September of 2015, the second annual Junior MANRRS state meeting, now known as the Junior MANRRS Leadership Institute, was held on the campus of UMES. Approximately 70 high school students from 5 different counties were present. Since its inception in Maryland, Junior MANRRS students have presented research at the White House, completed a nationally recognized Project Localize initiative through the Lexicon of Sustainability, and attended the World Food Prize-Global Youth Institute.

Through partnerships with UMES and the national MANRRS society, Junior MANRRS has connected Mid-Atlantic Farm Credit, USDA, and Bayer to underrepresented minorities. These partnerships led to scholarship and research opportunities for high school students. MANRRS is bringing a high-energy innovative approach to encourage minority students from diverse backgrounds to pursue careers in agricultural and related sciences. MANRRS and Junior MANRRS Maryland is fundamentally changing the attitudes minority students have towards agriculture and helping to increase enrollment in the School of Agricultural and Natural Sciences at UMES.

“Junior MANRRS helped me find my true passion. I have developed into a leader and got to do things that were outside of my comfort zone.”

— Omariah Estrada, one of the first Maryland Junior MANRRS students to enroll at UMES in the fall of 2016 to study Animal and Poultry Science on her path to become a veterinarian

“MANRRS has had such a positive effect on me. Now that I have the opportunity to have a positive effect on our younger Junior MANRRS students, it make me feel incredible.”

— Abigail Chambers, a sophomore agriculture major with a concentration in plant and soil science states
Washington Adventist University (WAU) students serving as members of the Enactus team are making a difference in their local community by applying their knowledge of strategies and best practices to small Takoma Park businesses. Enactus recently hosted a Small Business Seminar for local business owners at the Takoma Park Community Center, offering presentations on how to develop branding, create strategic marketing plans for maximum results, and use social media.

In the past year, the team’s Flower Facelift project – supported by a $1,500 grant from the “Sam’s Club Step Up for Small Business” project – helped small business owners in the Long Branch area boost sales through marketing and improved operations. The students also worked on a Job Quest project, in conjunction with Adventist Community Services of Greater Washington and Walmart, which provided the team with a $1,500 grant as part of its “Walmart Women’s Economic Empowerment” project to help unemployed and underemployed individuals find and secure jobs. Two years ago, at the 2013 Enactus Nationals competition, the team won 3rd place and $4,000 from Walmart to help support the project.

Working with women-owned businesses in the Long Branch area of Takoma Park, the WAU Enactus team used another $1,500 grant – this one from Coca Cola’s “Uncap Opportunities for Women” project – to help the owners of businesses such as El Golfo Restaurant on Flower Avenue with the marketing of the restaurant’s events.

The university’s Enactus team is part of an international non-profit organization that brings student, academic, and business leaders together to develop projects that improve the quality of life for people in need by applying business concepts. Nationwide, there are 518 Enactus teams with more than 17,000 students, working on more than 2,000 community team projects. The WAU team has volunteered more than 3,700 hours of time.

“Washington Adventist University has long been considered a gateway to service, and the students who volunteer their time as members of our Enactus team see the benefits of that service first hand. It’s a great opportunity for them to gain valuable experience in entrepreneurship, marketing and management, while helping our local businesses boost their sales and increase profitability.”

– Kimberly Pichot, Professor, Washington Adventist University
The Gaithersburg Beloved Community Initiative (GBCI) was established in 2011 on the principles of the Rev. Dr. Martin Luther King Jr’s concept of “the Beloved Community.” King’s beloved community posited a realistic and achievable goal of a world where the worth and dignity of all people are affirmed. GBCI has flourished over the past five years, becoming an agent of the love and justice King envisioned.

At Asbury Methodist Village in Gaithersburg, MD, retired adults and at-risk students from nearby Gaithersburg Elementary School come together every other Friday to build positive relationships based on values of inclusivity and nonviolence through the GBCI’s intergenerational mentoring program.

The Rev. Hal Garman, GBCI founder and a resident at Asbury, said “GBCI has positively impacted the lives of youth and families in Gaithersburg, many below the poverty line.” This area is where many arrive who are returning from the Montgomery County Correctional Facility a few miles away. Over the past year, the GBCI has begun to develop a restorative justice program to reach this population and their families.

“Developing relationships with returning citizens coming into Gaithersburg will enable smoother transitions from incarceration into the neighborhood,” Garman said. In collaboration with WorkSource Montgomery, the restorative justice program builds meaningful relationships. Residents of Asbury and Wesley Theological Seminary student interns meet with family members of those returning to the community to help prepare them for welcoming home their loved ones. “Neglecting those returning from incarceration is incompatible with a vision of Beloved Community,” Garman said. “Even after one is released from prison, one can still be a captive as doors to opportunity close. A community that rejects its returning citizens rejects its own soul.”

“Students who have engaged in service-learning show higher levels of cultural understanding, less racism, a heightened commitment to service, more confidence to engage in civic activities, and increased concern for the common good. Students also seem to like it.”

— Dr. Sam Marullo, Director, Missional Church Programs, Wesley Theological Seminary from the publication Community-Based Research and Higher Education: Principles and Practices, Kerry Strand, et. al. p. 241, 2003.
MDCCC 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.

The Maryland-DC Campus Compact joins the missions of MDCCC and AmeriCorps VISTA through projects that build campus-community partnerships to fight poverty. The MDCCC AmeriCorps VISTA program alleviates poverty by strengthening communities, building the capacity of non-profit organizations, and developing students and community members as leaders.

Students gather at “The Learning Academy,” an MDCCC AmeriCorps VISTA after-school program in partnership with the DeWees Recreation Center and Loyola University Maryland.

A participant with Georgetown University’s STEM After-school MDCCC AmeriCorps VISTA project demonstrates her magnet car to her tutor. The elementary students were tasked with engineering cars that are able to move without students touching them.

<table>
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<tr>
<th>COMMUNITY VOLUNTEERS</th>
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<td>NON-CASH RESOURCES</td>
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**PROJECT EMPHASES**

- ECONOMIC OPPORTUNITY: 33%
- EDUCATION: 52%
- HEALTH/NUTRITION: 15%
- ACCESS AND SERVICES: 30%
- FINANCIAL LITERACY: 15%
- HEALTH/NUTRITION: 15%
- ECONOMIC OPPORTUNITY: 33%
- EDUCATION: 52%
- HEALTH/NUTRITION: 15%
- ACCESS AND SERVICES: 30%
- FINANCIAL LITERACY: 15%

1,648 community volunteers
15,405 hours of service
valued at $390,717
The American University SOUL (Student-athletes Organized to Understand Leadership) project expands the capacity of SOUL to positively impact the lives of at least 100 DC youth. The MDCCC AmeriCorps VISTA develops and implements best practices for volunteer recruitment and management of corporate, college, and high school volunteers.

The BCCC-Refugee Youth Project promotes economic growth and post-secondary education for refugee teens through an arts-based social enterprise called the ArtWorks program. The MDCCC AmeriCorps VISTA spearheads this project, which focuses on increasing employment opportunities, increasing understanding of financial literacy, and providing a safe and structured environment for youth to reconnect to cultural traditions.

The Bowie Mentoring Empowerment Network (MEN) project creates a pipeline of mentoring support services for elementary through college aged African-American boys, teens, and men in the Baltimore/Washington community. This project will create a “support success” pipeline for black, male students starting in grade school through beginning a career, post graduate studies, or the military.
CATHOLIC UNIVERSITY OF AMERICA
Supervisor: Emmjolee Mendoza-Waters
mendozae@cua.edu · 202-319-5575

The CUA/Beacon House and Healthy Futures project seeks to engage at-risk girls in Washington, DC in personal development, athletic accomplishment, enhanced nutrition, higher education opportunities and access, and enhanced well-being. Through athletics and mentoring from college athletes, the project engages over 50 young girls ages 7-13 in healthy living curriculum and taking charge of their future.

CHESAPEAKE COLLEGE
Supervisor: Tasha Thomas
thomas@chesapeake.edu · 410-827-5857

The Chesapeake/Reach Out Reach Up provides resources and support for adult learners within the five-county (shore) region who live at or below the poverty level to help them pursue postsecondary education. Reach Out Reach Up partners with the Upper Shore Workforce Investment Board to target, engage, and support un-and under-employed community members.

FROSTBURG STATE UNIVERSITY
Supervisor: Janice Keene
janicekeene@evergreenheritagecenter.org
301.687.0664

The Evergreen Heritage Center (EHC) Capacity Expansion Project expands staffing and income resources for the EHC Foundation, which in collaboration with community partners, provides hands-on science, technology, engineering, and math (STEM) education to enable the underserved youth of Allegany County to break from a cycle of poverty that currently yields the lowest median household income in the State.
The Garrett College Students In Need Group (SING) project provides grocery and clothing assistance, wellness education, financial literacy and educational workshops to benefit over 600 first-generation college students and community members. The MDCCC AmeriCorps VISTA facilitates the partnership with Garrett County social service agencies, through which the SING project directly impacts individuals living at or below poverty level.

The Hood/Prosperity Center project partners with the United Way of Frederick County to elevate the financial literacy of low to moderate income families in Frederick County by mobilizing students, faculty, community members, business volunteers, and community organizations to provide free tax preparation, financial literacy workshops, and financial mentoring/coaching.

Through the Enhancing Opportunities for Educational Success (EOES) project, the Office of Community Service will be able to bring on-site tutoring to the K-8 students at Monarch Academy Public Charter School in Northeast Baltimore City and host the school’s students in a mentoring program on the Morgan State University campus. The MDCCC AmeriCorps VISTA member coordinates this partnership and tutoring program.
**PRINCE GEORGE’S COMMUNITY COLLEGE**  
Supervisor: Betty Habershon  
bhab@pgcc.edu · 301-322-0713

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

**ST. MARY’S COLLEGE OF MARYLAND**  
Supervisor: F.J. Talley  
fjtalley@smcm.edu · 240-895-2185

The SMCM/College Ambassadors Connection is an education equity program which involves low-income and first-generation St. Mary’s County Public School students and their parents in an intensive, innovative high school outreach program promoting liberal arts education. SMCM students engage in projects to increase educational equity, education policy, and enhance their own futures as well as the liberal arts.

**TOWSON UNIVERSITY**  
Supervisor: Rafi Woodus  
rwoodus@towson.edu · 410-704-2051

The Towson/BCPS High Schools project unites Towson staff and students, the Baltimore College Bound Foundation, Baltimore high school staff and first-generation, low-income students and parents in a coordinated effort to increase college enrollment. The project includes a college access and readiness curriculum model with access to additional higher education resources and opportunities.

**UNIVERSITIES AT SHADY GROVE**  
Supervisor: Justin Edgar  
jedgar@umd.edu · 301-738-6071

Achieving Collegiate Excellence and 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 MDCCC AmeriCorps VISTA designs intervention pathways for both programs.

**UNIVERSITY OF BALTIMORE**  
Supervisor: Anthony Butler  
abutler@ubalt.edu · 410-837-5419

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

**UNIVERSITY OF THE DISTRICT OF COLUMBIA**  
Supervisor: Rachel M. Petty  
thheprovost@udc.edu · 202-274-5072

With the UDC Pipeline to Success project, the MDCCC AmeriCorps VISTA member facilitates a cascading service-learning model between the University and K-12 schools where university students will support high school mathematics education and high school students will in turn support mathematics education within middle schools.

**UNIVERSITY OF MARYLAND, BALTIMORE**  
Supervisor: Brian Sturdivant  
bsturdivant@umaryland.edu · 410-706-1678

The new Center for Community Engagement will serve the neighborhoods of Poppleton, Hollins Market, and the Terraces of West Baltimore by connecting these communities to programs and initiatives of UMB’s professional schools, including legal services, workforce resources, and k-12 support.
The UMBC/Refugee Youth Project College Access Mentoring Program will create and implement a near-peer college access mentoring program between high school refugee students and UMBC volunteers. By engaging students and parents in college readiness workshops and activities, the project will increase the number of refugee youth that successfully enroll in four-year institutions.

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

The UMES/Garland Hayward Youth Center Community Empowerment project improves the scholastic achievements and civic engagement of Eastern Shore youth by building critical community support systems which increase K-12 students’ access and success in their high school, college, career, and civic engagement trajectory.
The annual MDCCC Presidents’ Institute serves as a platform for the collaborative efforts of presidential leadership, K-12, and community partners to address issues critical to the region. The 2016 Presidents’ Institute will explore the intersection of college, career, and civic readiness to strengthen communities by convening the region’s presidents, superintendents, and other leaders in a conversation about the structural and systemic issues impacting education in our region, and how civic and community engagement could enhance college, career, and civic readiness for K-12 and higher education students.

A focus of the Presidents’ Institute is discussing the collective capacity of higher education to improve and enhance community life. One way we support and sustain this is through our P20 CONNECTS initiative. In 2013, MDCCC’s member presidents collectively launched the initiative as a collective-impact approach to systemic change. Its goal is to connect the dots between PreK-12 and higher education, and many other youth-serving agencies, to enhance our region’s pipeline around college, career, and civic readiness.

Over the past year, MDCCC, Maryland State Department of Education (MSDE), Public School Superintendents Association of Maryland (PSSAM), District of Columbia Public Schools (DCPS) and the Charter Board Partners, along with area non-profits, have developed a five-year P20 CONNECTS Action Plan. Implementation has begun through our annual President and Superintendent Dinner, as well as a DC Educational Leaders Luncheon, which served to foster regional collaboration.

“Service has strengthened my leadership and management skills. I believe all students should engage in [service learning] because… it helps you to feel significant. You’re really impacting lives.”

– Ronald S., student, Annapolis High School

“Having our K12 districts participate in this initiative could make a difference in the life paths of students in our region”

– Dr. Kimberly Hill, Superintendent of Charles County Public Schools and PSSAM representative on the P20 CONNECTS Taskforce

“The MDCCC Presidents’ Institute and P20 CONNECTS initiative convene K12 and higher education leaders to advance the critical conversation about how we can, together, improve college, career, and civic readiness in our region.”

– Dr. Jack Smith, Superintendent of Montgomery County Public Schools

We would like to thank the following institutions for sponsoring these important programs:

- American University
- Baltimore City Community College
- Frostburg State University
- Gallaudet University
- Georgetown University
- Hood College
- Prince George’s Community College
- University of Baltimore
- University of Maryland, Baltimore
- Washington Adventist University
- Wesley Theological Seminary

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- Washington Adventist University
- Wesley Theological Seminary
Thank You

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Ms. Madeline Yates

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University of Baltimore
University of Maryland, Baltimore
Washington Adventist University
Wesley Theological University

GOVERNMENT & FOUNDATIONS
AmeriCorps
AmeriCorps VISTA
Corporation for National & Community Service

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