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Dear Friends,

Since our founding in 2009, the Maryland-DC Campus Compact has been dedicated to enhancing the connections between our campuses and our communities. Over the past five years, we have become the largest higher education consortium in the region, with 34 member institutions and strong presidential leadership.

In addition to the resources we offer our members to strengthen their community partnerships, our most critical work is in convening a larger, cross-sector conversation about what we can do together that we cannot accomplish as single institutions, or even as "higher education" alone. For this reason, we embarked on a collaboration with the Maryland State Department of Education (MSDE) and the Public School Superintendents’ Association of Maryland (PSSAM) to advance a new initiative — Communities Organizing Networks Now to Engage Citizens Through Service, or CONNECTS. Utilizing the effective practices of successful collective impact networks throughout the United States, our aim is to increase all students’ college and career readiness while also increasing their civic and community readiness. This is a central purpose of education and fundamental to the missions of all our institutions.

Through the programs highlighted in this Model Programs Magazine, you will see how working together with our K-12 and community partners increases students’ engagement and prepares them to contribute meaningfully to a culturally diverse world. While the model programs and partnerships captured in this Magazine represent only a fraction of our community engagement efforts, they reveal the impact we can have if we join together to create opportunities for student engagement and assess the impact we are having on student learning, college and career readiness, civic/community readiness, and our communities themselves.

Thank you for joining us in this critical work.

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Chair, Maryland-DC Campus Compact

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

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

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

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

Dear Friends,

As we celebrate the Maryland-DC Campus Compact’s fifth anniversary, we are reinvigorated in our belief in the power of partnerships and collective action to transform our students, our institutions and our communities. Much has happened since the publication of our 2014 Model Programs Magazine. At last year’s MDCCC Presidents’ Institute, academic leaders grappled with the question of what we can do together that we cannot do as single institutions. Our growing network of 34 colleges and universities committed to focusing on college readiness.

We then invited PreK–12 colleagues—the Maryland State Department of Education (MSDE) and the Public School Superintendents Association of Maryland (PSSAM)—to partner with us as we embarked on a collective impact approach to establish a cradle-to-career-to-community-engagement pipeline and our agenda evolved to enhancing “college, career and civic-community readiness” through civic engagement. We formed the CONNECTS (Communities Organizing Networks Now to Engage Citizens Through Service) Task Force to examine benefits to our region, youth, and communities if higher education and PreK–12 collectively create a pipeline for student and community transformation.

As we celebrate the 60th anniversary of Brown v. Board of Education and the 50th anniversary of the Civil Rights Act, Dr. Martin Luther King, Jr.’s affirmation of education’s vital role in eliminating oppression, poverty, and racism still rings true today. This year, our 2015 Model Programs Magazine highlights our existing P-20 partnerships which improve education access. Program foci include literacy clinics, college readiness, student

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”

Dr. Martin Luther King, Jr.
success, civic leadership, multicultural leadership summits and community art collaboratives. These partnerships demonstrate that college, career, and civic and community readiness through community engagement is an accessible pipeline, not a pipe dream.

This magazine highlights some of the outstanding structures, programs, and partnerships we have in place to educate our youth, provide opportunities to gain essential life skills, prepare them for college, and engage them as active citizens. Our challenge now before us is to connect the dots. PreK–12 and higher education can no longer afford to work in isolation, disconnected, divorced from communication with each other. Nor can we confine education to the classroom—separate from our communities. In order to nurture globally-minded 21st century “gritty” citizens with the persistence and resolve to tackle society’s toughest questions, our education system must invest in a collective-impact pipeline linking PreK–12, higher education, and career development through civic-community engagement.

As we enter 2015, we celebrate the tremendous heritage of those before us who have carried forward the work of creating a just and sustainable society. Join us as we re-dedicate ourselves to the work of achieving civil rights, all human rights, through a seamless PreK-higher education pipeline to success and a sustainable future for our world through collective impact and campus-community partnerships.

Madeline Yates
Executive Director
Maryland-DC Campus Compact

“Whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. This is the interrelated structure of reality.”

Dr. Martin Luther King, Jr.
Awards

THE ALAN G. PENCZEK SERVICE-LEARNING FACULTY AWARD
Recognizes and honors one faculty member from each higher education sector (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 provide 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 is given for demonstrated sustainability, reciprocity, and mutual collaboration.

THE CIVIC ENGAGEMENT AWARD
Recognizes an individual or group for their contribution 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 partnership development. This award honors a person who has contributed to the overall success of campus-community collaboration and advanced community engagement at their university.

THE ENGAGED CAMPUS AWARD
Recognizes an institution 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 or beyond.
As educational leaders we need to prepare our students to understand that we live in a global economy and society. Almost everything we do engages many cultures from many countries. Students today must understand the magnitude of our inter-connectedness and realize the importance of becoming global citizens.”

Dr. Jonathan Gibralter
President, Frostburg State University
Martin Luther King Week at American University strives to link today’s millennial students to the Civil Rights Movement era. The week includes a large one-day service project on MLK’s birthday, in which 250 students participate. A dozen campus-wide events are held for students to discuss the many issues of the 1960s and compare them to the current concerns of DC residents. The Center for Community Engagement & Service collaborates with multiple community partners to make these events possible, among them One DC, the United Planning Organization (UPO), and Barry Farms Study Circles. Essential to the success of this event and strong turnout is co-sponsorship by numerous academic and campus life departments.

This year, concern around resident displacement and unfair housing practices led AU community members to participate in a resident-led outreach initiative in the Barry Farms neighborhood. To learn directly about the issue of the displacement of low-income District residents, volunteers visited the Barry Farms Public Housing Community. Participants attended a panel discussion on the role of college graduates in reshaping the District; a workshop led by the Equal Rights Center on discriminatory housing practices; a panel on women in the Civil Rights Movement; and a cultural performance about memories of Dr. King.

Direct service was an important part of the MLK activities. UPO’s Community Health Day offered over 500 residents from Ward 8 access to information and services from 15 local community-based organizations. AU students, staff, and alumni supported the event in numerous ways from serving food, tabling, doing face-painting for local children, and outreach on the streets.

"Thank you so much again for the service that your students rendered this past weekend. We would like to continue to engage AU volunteers by serving as Grassroots Volunteers—Street Teams to support the Sing, Talk and Read DC Early Literacy Campaign."

*Stacey Lucas, DC Public Library*

"Thanks Don…the event was great! Thanks for your support, volunteers were awesome! This is an annual event, I would like to have the group come back every year."

*Ayana Bias, United Planning Organization*
Bowie State University is empowering young people and investing in their future through the development of the BSU Entrepreneurship Academy. The College of Business established the initiative to provide a pathway for high school and college students, particularly those from at-risk communities, to establish entrepreneurial ventures. The academy sponsors an annual Business Idea Competition and a Student Business Hatchery for BSU students, as well as a summer entrepreneurship camp for high school students.

For the first time in summer 2014, the College of Business hosted a two-week BizCamp for teens, sponsored by NFTE (Network for Teaching Entrepreneurship) and the Citi Foundation. Fourteen Maryland high school students learned the basics of crafting plans for businesses they can start today and competed for seed money to fund their ideas. Campers participated in hands-on learning experiences designed to expand their career opportunities and college readiness.

Tenth-grader Jacob Werzinsky, of Prince George’s County, Md., was the winner of the business plan competition, earning $1,000 in seed money to develop his tutoring company. He says his business will provide one-on-one tutoring using technology “to help kids know they can become whatever they want in the future.” BSU Entrepreneurship Academy executive director Minnette Bumpus hopes to see Werzinsky and the other camp participants back at Bowie State for college to pursue their dreams.

"The Bowie State University College of Business hopes that the business camp will facilitate a pipeline of students who will eventually enroll at Bowie State and participate in the BSU Entrepreneurship Academy.”

Dr. Minnette Bumpus, executive director of the BSU Entrepreneurship Academy
Carroll Community College has partnered with Carroll County Public Schools, McDaniel College, the Ira and Mary Zepp Center for Nonviolence and Peace Education, and the NAACP for the past 5 years to create a meaningful service-learning experience on MLK Day. The purpose of this event has always been to celebrate the power of diversity and to promote non-violent ways of supporting equal rights. This year’s event specifically commemorated the 50th anniversary of the March on Washington, one of the largest demonstrations for human rights in US History.

During the event, 60 3rd–12th grade students (and some parents) learned freedom songs, heard vivid testimonials from community members who attended the original March in 1963, and replicated some of the same civil rights posters that were carried by the activists there, bearing phrases such as: “Equality for all,” “I have a dream,” and “Let freedom ring.” The students marched down Westminster Main Street carrying their signs and the care packages that they had packed that morning for a local non-profit crisis organization. The 75 care packets included gloves, toothbrushes, soap and shampoo, and were handed out to those in need of emergency care supplies.

This event continues to be a success because it is a true day of service and learning. It utilizes staff members from all partnering organizations as well as 15 combined college student volunteers from Carroll Community College and McDaniel College. Much collaboration went in to making this truly “A Day On, Not Off” for all members involved.

“Helping others gain more knowledge of American history and the civil rights movement was the most meaningful part of the project. It made me want to learn even more as well.”

Kimmie Rambol, CCC Volunteer
For over 10 years, the Catholic University of America has partnered with Beacon House, a non-profit organization that serves at-risk youth in Washington, DC. Beacon House, which is only one mile from Catholic University, has been a collaborative partner over the years. In this partnership Catholic University students volunteer at Beacon House. In a variety of roles, they help achieve Beacon House’s goal of “lifting as many children as possible up and out of their often difficult circumstances.”

The partnership began in 2003, when Beacon House became one of many sites served by Catholic University’s DC Reads tutoring and literacy program. Over 230 CUA students have served as tutors & mentors for the children who attend Beacon House after school, in order to increase the literacy rates and reading skills of children.

Many children from the District of Columbia are often as risk for falling behind in school, and through the partnership with Beacon House, Catholic University is committed to helping the children overcome this obstacle.

In the past year, Beacon House has been added to the list of CUA’s weekly service sites. With this opportunity, students can volunteer Monday–Thursday every week at Beacon House, where they can serve the children and assist in the operational needs of the organization. In its first year, 150 CUA students served as mentors and positive role models, promoting the opportunities in higher education. In the upcoming year, the partnership will expand. A new VISTA project will have a concentrated focus on helping the young girls of Beacon House. CUA student athletes will work with the girls to promote healthy living, and increase opportunities for education.

“I’ve volunteered at Beacon House through both DC Reads and the new service program. Beacon House was a great opportunity not only for the kids to receive extra help with their schoolwork, but to allow me to gain more experience in my education as well. Working with children in the DC public and charter schools allowed me to build up my confidence and ability in tutoring and teaching. Serving at Beacon House was a great experience for me, and I look forward to going back in the fall and bringing some new volunteers with me.”

Mike Thorsen, a Catholic University volunteer and junior education major
The Summer Bridge Program at Chesapeake College was developed as part of the Early College Initiative to prepare incoming Dual Enrollment students for the college experience. Navigating the worlds of high school and college at the same time can be tricky, and the Summer Bridge Program is designed to provide an immersive introduction to college life. The program stresses the importance of academic planning, and the students learn about the technology and support services available at Chesapeake. The participants were introduced to deans, faculty, staff and vice presidents during the session.

The students took a field trip to Washington College in Chestertown to learn about transfer opportunities at four-year colleges. In addition, they visited the University of Maryland Memorial Hospital at Easton to learn about career opportunities in health care.

The summer program was developed this year as a pilot for Dual Enrollment students attending high school in Caroline County. The goal is to equip these students with the tools they need to be successful in Chesapeake’s Dual Enrollment program and throughout their college careers. Through the Summer Bridge program, Chesapeake aims to provide the greatest possible chance for success to its future students, and to uphold the ideal of making a college education accessible to all students, no matter their background.

“We wanted to give the students a look at what can they can expect during college. We used elements of our Freshman seminar content and topics of interest to Dual Enrollment students. They learned about our assessments, advising, and academic planning. We took them to Washington College so that they can begin thinking about transferring to a four-year institution.”

Dana Bowser, Director of First Year Programs
The Office of Residence Life at Coppin State University offers residential students a second chance to improve their academic performance the first time they earn below the 2.0 GPA required to reside on campus. As part of the Student Success Program (SSP), students participate in a number of mandatory activities, attend meetings, and are introduced to multiple learning tools and resources to become academically successful and increase their GPA. Not only does an increased GPA help students remain eligible for resident status, it automatically provides access to success paths that will assist them throughout their academic and personal experiences.

All participants receive a SSP package that includes a Student Success Agreement, program overview, time management tools, schedulers, a list of recommended programs available during the academic year, and a reference list of the university’s resources.

Students sign the Student Success Agreement and complete a detailed success schedule that outlines their goals and commitments for the program. Often, students coming from less prepared backgrounds lack access to the appropriate resources required for student success. The SSP goal is to strengthen those deficiencies and to provide students with a jump start to success; a second time around.

Successful participants in the Student Success Program not only raised their GPA, but maintained residential status. Based on the success of the program, the Division of Student Affairs’ Office of Residence Life will continue to offer this special service to the residential population during the 2014-2015 academic year.

“The Student Success Program allows students the opportunity to be self-directed in their learning while appreciating the educational journey. They learn the importance of structure and focus.”

Kevin Pertee, Director of Coppin State University’s Office of Residence Life
Frostburg State University’s ASTAR! AmeriCorps program partners with the Asian American Center of Frederick’s (AACF) annual Health Fair. AACF hosts the Frederick Community Health Fair, bringing medical providers, community businesses, organizations, and the community together for free medical services and consultations, a valuable opportunity for those from communities traditionally without ready access to health services.

Annually, the fair utilizes over 150 volunteers, a third of whom are licensed medical providers. The event was able to reach a much broader demographic by using interpreters, who created access for speakers of 13 languages. While the event is open to the public, its target demographic are minority, low-income, or limited English proficiency populations, who often lack health insurance.

This year, the program leveraged $241,288 worth of free services for 850 community members. Services included 475 flu shots, 200 glucose & cholesterol screenings, 625 vision screening, 75 lung cancer screenings, 15 mammogram referrals, and 130 Hepatitis B Screening with follow up—all free to community members. Participant surveys showed that 100% of respondents thought the fair was helpful and 71% rated it as excellent. ASTAR members were instrumental in the planning and implementation of the health fair. Members served as interpreters, and as guides who have demonstrated a deep commitment to helping these community members connect with the information and resources available to them.

Beyond the Health Fair, the partnership between AACF and FSU has also helped 577 community members sign up for Medicaid or Qualified Health Plans during the open enrollment period.

“Working at the Asian American Center of Frederick has given me a new sense of pride in my cultural heritage and the opportunity to learn and celebrate other cultures as well. I’ve had the privilege of working with an under-served community and help in eliminating the disparities that exist in our community.”

Gaby Roque, A STAR! in Western Maryland AmeriCorps Member
The Laurent Clerc National Deaf Education Center (Clerc Center) at Gallaudet University—the world’s only liberal arts university in which all programs and services are designed to accommodate deaf and hard of hearing students—provides training and develops resources for families with deaf and hard of hearing children and the professionals who work with them. Recent examples include webinars for educators and early interventionists and a partnership with Boston Children’s Hospital to develop online modules for professionals who work with parents.

The Clerc Center also operates two demonstration schools, one from birth through middle school for local students and a residential high school that accepts students from all 50 states and U.S. territories. For those who are local, the Clerc Center provides free family sign language classes and hosts language-accessible community events.

On August 18, more than 100 teachers and staff got together for the first-ever Clerc Center Cares initiatives, an afternoon of projects aimed at supporting students and campus beautification. Among the initiatives was assembling backpacks with essential school supplies for its own K-8 students at Kendall Demonstration Elementary School as well as for 75 students at neighboring KIPP DC Northeast Academy and 50 students at cross-street Two Rivers Public Charter School.

Most students arrived on day one of school with the typical mix of anxiety and excitement. However, for too many of our students, the anxiety weighed heavier as they realized their shoes were a little older, their books a little more worn, and their backpacks a little out of style. They quickly overcome that feeling though when they met with a brand new backpack stuffed with books and snacks! Thank you for helping us make sure ALL of our students had a fabulous day one of school and start to their year!"

John Barnhardt, principal of KIPP DC Northeast Academy

To learn more about the Clerc Center, visit clerccenter.gallaudet.edu or follow at http://facebook.com/InsideClercCenter.
Garrett College, in partnership with the Garrett County Board of Education, offers water safety instruction through the free “I Can Swim!” program to all kindergarten-age and sixth grade students in the county, a valuable service to families who would otherwise lack the means to attend the program.

The “I Can Swim!” initiative was a priority for Garrett College president Dr. Richard MacLennan. His goal was to provide the tools to enhance child safety and to encourage healthy lifestyles. Working with the Garrett County Board of Education, the college developed the “I Can Swim” program to ensure that every child in Garrett County has an opportunity to learn to swim.

“I Can Swim!” focuses on several objectives, adapted from the American Red Cross and Longfellow Whale’s Tales programs. The participants learn to recognize the potential dangers of swimming alone and/or unsupervised; they identify rules for safe participation in water activities, safe places to swim, and safe ways to rescue themselves in an emergency; they identify and demonstrate the skills necessary for a safe aquatic rescue; they learn the difference between the five types of PFDs; and they recognize the potential hazards of being immersed in cold water.

Since its inception, the “I Can Swim!” program has served 1,557 children in Garrett County, teaching swimming proficiency and water safety goals appropriate for the age group. In the 2013–14 school year, 60.9% of the kindergarten participants completed all American Red Cross Level I skills and progressed into Level II skill work as a result of the “I Can Swim!” instruction.

“I Can Swim!” program was a wonderful experience for my class. Some of my students had never had any formal swimming instruction and I was so pleased with how far they came in the short time that we were at the CARC. Thanks again!”

Kim Collins, Kindergarten Teacher
Every child deserves the chance to succeed; yet studies show that children from low-income neighborhoods are at a greater risk of school failure. Jumpstart is a national early education organization that helps at-risk children develop the language and literacy skills they need to be successful in school, setting them on a path to close the achievement gap before it is too late. Jumpstart supplements preschool curricula and mobilizes volunteers to bolster the pre-literacy and school readiness skills of most under-served children. Jumpstart’s curriculum focuses on key language and literacy domains and skills, including vocabulary comprehension, alphabet knowledge, rhyme awareness, and phonetic awareness.

The George Washington University (GW) has hosted a Jumpstart AmeriCorps program for more than 10 years. Jumpstart at GW 2013-14 enrolled 54 Corps Members serving on nine teams to serve 136 children for 20 weeks with three Program Partners.

Volunteers are trained extensively, receiving 40 hours of preliminary training and meeting weekly throughout the year. At the end of their participation in the program, Jumpstart Corps Members are more civically oriented, feel a stronger connection to their communities, feel they have a stronger understanding of issues related to literacy, poverty, and cultural differences, and are more likely to consider teaching or working with children in the future. Jumpstart children outperform matched peers on tests of school readiness and early reading skills, and are more likely to enter kindergarten on track to succeed despite their risk factors. Data shows that 48% of Jumpstart children made greater gains in the spring than children who did not receive Jumpstart programs.
The Georgetown University Summer College Immersion Program is a three-week intensive experience, offering rising seniors from Cristo Rey Network and KIPP Foundation schools the opportunity to take courses, live in residence halls, interact with Georgetown students and faculty, and prepare for college admissions. The program supports high achieving students from low-income communities in acquiring the aspiration, confidence and competence necessary to apply to, gain admission to, and succeed at selective post-secondary institutions.

In the program’s first week, Georgetown students and administrators lead participants in workshops and short courses related to college admissions, including SAT practice and college visits, and panel discussions on applications, financial aid, college life and academics. During the second and third weeks, participants take college-level classes with Georgetown faculty.

The program introduces students to the importance of daily reflection through the mentorship of Georgetown students.

The program launched in 2010 with 24 Cristo Rey students and expanded the next year to include KIPP students. The 2013 program enrolled 44 participants from 30 high schools. In the program’s first two years, 97% of participants enrolled in a 4-year university, with the majority of students making timely progress towards graduation. Georgetown University has enrolled 26 undergraduates who attended the program.

Perhaps the most vivid example of the program’s success has been the relationships formed among participants. One participant noted that he remains in frequent contact with nearly all members of his cohort. The community they build while on Georgetown’s campus serves as a support network during their undergraduate years.

“At Georgetown we talk about the Magis, the More—and in three weeks our participants are shown that they can do more, think more, be more, engage more in so many ways. I know they will be an asset to any university of their choice in the upcoming year.”

Sasha Panaram, 2013 GU Summer College Immersion Program Mentor

“I want to go to college because I know the future I want for myself demands that…I know that college will help me get onto the right path and where I want to go.”

Jessica Metulus, 2013 GU Summer College Immersion Program participant
For many years, the Community Service programs at Goucher College have been sustained through the efforts of a dedicated group of student leaders. In 2013, the program was redesigned to include more comprehensive support for student leaders with a focus on community-based engagement in an urban environment. The Student Leaders for Civic Action (SLCA) program creates deeper connections between curricular and co-curricular programs and allows the College’s service programs to accommodate more volunteers.

SLCA integrates a social justice lens into a traditional volunteer program model, encouraging student leaders to engage in “upstream thinking” and courageous conversations around race, privilege, and power. The SLCA program design is reinforced through student development theory, with emphasis on critical reflection and identity development. Assessment data from the SLCA program has revealed an improvement in the quality of service and the depth of co-learning happening in partnerships.

More than 600 students volunteer through eight signature Community Service programs, as well as partnerships developed through curricular Community-Based Learning. Many of the partnerships work directly with K-12 students, offering after-school support in mentoring, tutoring, environmental science education and the arts. Others include programs that support immigrant and refugee populations, incarcerated adults reentering society, the disabilities community, environmental sustainability, and organizations combating housing and food insecurity.

The SLCA program creates an infrastructure that better supports students volunteering in the community, and provides the student leaders with real work experience and significant leadership roles. SLCA also allows students to explore injustice and inequality in a structured, peer-facilitated environment. SLCA builds mutual respect into the community-based engagement, and models professional ethics and social responsibility.

“Student Leaders for Civic Action has unified and deepened Goucher’s community-based efforts in significant ways. The complexity of peer-to-peer reflection is extraordinary and our partners have remarked that our college-community collaborations have strengthened.”

Dr. Cass Freedland, France-Merrick Director of Community-Based Learning
Hood College has a robust program for alternative spring break activities for Hood students. Hood students may choose to travel to Haiti to work with the community on projects that benefit health, education, and sanitation, or travel with Habitat for Humanity to serve by helping to rebuild after natural disasters. They may also choose to travel to the Franklinton Center at Bricks, North Carolina, where they are immersed in the history of the ground that was once a cotton plantation, and later a school for free blacks. Reverend Beth O’Malley and Dr. Wanda Ruffin served as chaperones for such a trip to Franklinton Center during the spring 2014 trip. Hood students volunteered at Inborden Elementary School in classroom support positions. During this time, Hood students were able to share with the elementary students, about their own academic experience in college and encourage them in the rewards of academic efforts. Minority students often do not receive the same degree of access or encouragement toward higher education, and the Hood volunteers aim to make the college experience a more accessible idea for those who otherwise might not have considered it.

Racial prejudice plagues the community still today and the young students must navigate their way through their education and contemplate college in this environment. Hood students came home with a greater awareness of how racial prejudice can have long lasting impact, and hope to have encouraged some North Carolina elementary students to consider pursuing college classes in their future.

“I spent some time reading to the elementary students, but also working with them on strategies for improving their own reading skills.”

Eliza Jacobs, Hood Student
In the spring of 2011, Howard Community College (HCC) established a partnership with The Samaritan Women (TSW) of Baltimore in order to support their fight against hunger and human trafficking. As volunteers for the TSW Farm & Food program, HCC students employed organic farming methods to help grow produce on the TSW multi-acre farm.

In 2013, 90% of the produce grown through the TSW Farm & Food program was donated to Baltimore families in-need and local hunger relief organizations. A portion of the remaining produce provided sustenance to individuals in the TSW Residence program, a restoration program for female trauma victims, including victims of human trafficking. As TSW volunteers, HCC students had the opportunity not only to support victims of human trafficking in their process of personal restoration, but also to collaborate with TSW to educate the community about human trafficking.

In the spring of 2014, a group of enthusiastic HCC students took the opportunity to greater lengths by coordinating multiple education and outreach activities about human trafficking on- and off-campus. An awareness week educated the campus community about the issue while outreach to over 30 faith-based organizations educated community members about their rights as workers and provided resources for individuals whose rights were being abused. One student took her passion for the social issue even further by becoming a member of the Maryland Rescue and Restore Coalition, lobbying for an anti-human trafficking bill in Annapolis, and testifying to local officials for the creation of a Howard County Human Trafficking Task Force to help rescue victims in the direct community.

**STATISTICS**

- 241 students have participated in this program
- 97% of students who volunteered at TSW in FY14 said that the experience helped them better understand community needs, problems, and resources.
- 83% of students who volunteered at TSW in FY14 said that they plan to continue volunteering there in the future.
In 2012, The Johns Hopkins University and Baltimore City Public Schools continued their tradition of collaboration and launched the STEM Achievement in Baltimore Elementary Schools (SABES) project. This five-year National Science Foundation (NSF)-funded collaboration aims to improve educational outcomes and student engagement for 3rd–5th grade students in STEM in three demographically and culturally distinct Baltimore City neighborhoods: Greektown/Highlandtown, Greater Homewood, and lower Park Heights. Promoting STEM studies is especially important in neighborhoods that traditionally lack the means and encouragement for children to become involved in school.

In addition to students receiving engaging, hands-on, and enlightening curriculum, students are invited to continue their STEM learning experience in the afterschool program and showcase what they learn during our STEM Recognition events. Teachers receive instructional coaching and content-based professional development to help improve their confidence and proficiency in STEM teaching.

During the 2013–14 afterschool program, students looked at issues in their local community and utilized STEM and the engineering design process to help solve the problems. Last year, one group developed a prototype of a vacuum cleaner to clean up trash in their local community. Over 60 Johns Hopkins faculty and students aided City Schools’ students by serving as mentors in the afterschool program. Additional partners included the afterschool providers- Boys & Girls Club of Metropolitan Baltimore, Child First Authority, and Education Based Latino Outreach (EBLO) and the community development corporations-Greater Homewood Community Corporation and Park Heights Renaissance.

The program engaged approximately 500 elementary school students with school curriculum, 20 teachers with coaching and/or content-based professional development and over 400 parents, students, and community members at our spring STEM Recognition event.
Thirty-three student-staff members at Loyola University’s Center for Community Service and Justice (CCSJ) lead over 300 students in weekly service projects each semester. The model, known as The Service Thing, works with a variety of community organizations serving K–12 children and adults across Baltimore City. The students coordinate volunteers and lead preparation and reflection. To improve learning outcomes, these student-staff undergo intensive skills and content training throughout the year.

For the past 3 years, a central component of student leader training has been racial justice education. It is particularly important for students from Loyola, a predominately white institution, to understand the historical and structural realities of racism when engaging in service in Baltimore City. Racial justice training, which demands a serious emotional, spiritual, and intellectual commitment, educates students on their own privilege and their role in either perpetuating or abating racial injustices. This training involves three key components: a facilitated racial justice workshop each August, small group reflections on racial justice throughout the year, and presentations or speakers throughout the year. These elements introduce the concept of structural racism, provide common language, allow students to learn from their peers and to understand the intersection of race with issues like gender, economics, and health.

This training continues to evolve as CCSJ evaluates student leaders’ capacity to recognize and discuss racial injustice and potential for change. As this program continues, CCSJ student leaders will incorporate their training into the ongoing education of their volunteers, transforming their understanding of our racial history and how race continues to challenge the ongoing realization of justice in Baltimore and our world.

“My racial justice reflections have made me more aware of systemic racism issues especially regarding access to education.”

Loyola Student
Established in 2004, MICA’s Community Art Collaborative (CAC) is an AmeriCorps national service program run out of the Maryland Institute College of Art’s Office of Community Engagement. The CAC program places artists in yearlong residences with nonprofit organizations to facilitate arts-based programs for children and youth. Programs promote skills building, leadership development, critical thinking, and civic engagement, all of which contribute to K–12 student achievement and college/career readiness. In its nearly ten years of existence, the program has developed fruitful partnerships with approximately 50 nonprofit organizations and schools in Baltimore.

This year CAC member Alanna Purdy collaborated with Baltimore City’s Schools to develop a Science, Technology, Engineering, Art, and Mathematics (STEAM) curriculum. Lesson plans for 4th, 5th, and 6th graders enhance science instruction through place-based, arts-integrated strategies. Resulting artworks are included in an exhibition at City Hall as part of a larger effort to highlight the importance of integrating art into STEM subjects, especially for youth who do not receive such in school.

In the 2013–14 program year, CAC members worked with 14 different Title I schools in Baltimore city and county and served over 500 Baltimore City Public School K–12 students on a consistent basis, working on skill building and community art-based activities after school. More than 1,000 adults and 300 volunteers participate in the program, which has raised nearly $40,000 in support of arts-based programming.

Following the excellent work of CAC members and community partners this year, MICA is looking forward to another successful year using an arts-centric strategy to engage youth in continued learning outside the classroom setting.

Resulting artworks are included in an exhibition at City Hall as part of a larger effort to highlight the importance of integrating art into STEM subjects.
For 41 years, McDaniel graduate candidates have provided individualized instruction to local children as part of the McDaniel College Summer Reading Clinic, which fosters an engaging environment for interactive literacy instruction. For four weeks each summer, 10–20 graduate candidates from Maryland and Pennsylvania spend more than 100 hours with 40–60 children entering grades two through five from Title I schools. The program has provided support for thousands of local children since its initiation. The clinic is the graduate program’s culminating practicum, in which candidates apply the theories and concepts they have been learning to a realistic, hands-on situation. The performance of both the students attending the clinic and the graduate candidates is carefully evaluated and monitored to ensure all participants meet program outcomes. Outcomes for the students include improvement in reading, writing, and word study abilities and an increase in self-confidence. Graduate candidates see an increase in knowledge of tools and techniques for assessment, instruction, and leadership abilities, and re-enter classrooms with an enhanced capacity to reach students. The model of this camp, which supports Title I goals to meet the educational needs of low-achieving students, who often come from backgrounds that lack the necessary support structures for educational success, has generated interest among educators nationwide, and continues to be featured in national conferences. The clinic has gained new assessments and partnerships with Carroll County Public Schools, in addition to Title I affiliations. In the future, the Summer Reading Clinic plans to integrate reading technologies, such as tablets, into the classroom.

"From the beginning, the idea was to provide both a valuable service in the community that was an engaging experience for young readers and a supervised practicum for highly trained teachers who would then become certified reading specialists.”

Joan Coley, President Emerita
Montgomery College’s Alternative Breaks (AB) program began in 2008, with a Spring Break disaster relief trip to Biloxi, Mississippi with Habitat for Humanity. Six years later, the program has grown to include Winter, Spring, and Summer Breaks that challenge students to fulfill the mission of Montgomery College (MC), to “empower our students to change their lives” and “enrich the life of our community” year round. Last year, over 45 students, staff, and faculty participated in the program.

For several years, MC’s program was entirely staff run—rare for four-year programs, typical for two-year’s—but in 2013, Student Life set out to integrate greater student leadership opportunities into our program by creating a new role: Student Reflection Leaders.

At MC, Reflection Leaders help participants explore their personal values, build community, and reflect on the social issues connected to a trip’s project. We offer the positions to previous Alternative Break participants who submit a supplemental application for an upcoming break. If selected, they work with our AB facilitators, Student Life Service-Learning Coordinators, and community partner organizations to develop and lead reflection activities for AB participants before, during, and after our trips.

Following trips, Reflection Leaders stay in touch with participants, coordinate post-trip service projects, and offer opportunities to reconnect. Because of the success of our new Reflection Leaders, MC will be sending students to train with other Alternative Break student leaders from around the country this summer as part of Break Away’s Alternative Breaks Citizenship Schools.

“Our trainings and discussions worked really well and were highlights of the trip, having everyone share their stories and open up. There were so many creative ideas […]. I think a lot of that related back to the group dynamics. It was amazing to see our team together. I’ve never really seen a group that integrated so seamlessly and just worked together so effortlessly.”

*Student After Alternative Summer Break*
The Office of Community Service (OCS) at Morgan State University, established in November 1993, for many years was a part of the Division of Student Affairs. With the approval of Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011–2021, the Division of Academic Outreach and Engagement (AOE) was established and the OCS moved to AOE to better advance the strategic plan’s Goal 5: Engaging with the Community.

The mission of OCS is consistent with the goal of civil rights in that it is engaged in the design, development and implementation of dynamic community service programs to boldly address the educational, social, cultural, and recreational needs of the under-educated, under-represented, “at risk” and homeless residents of the Baltimore metropolitan area. The OCS achieves its mission by recruiting students from a variety of majors and providing them with the training, supervision, support, recognition, and evaluation needed to participate in community service programs.

The Morgan students become program coordinators, tutors, and counselors and are the reason for the OCS’ success in achieving its civic engagement and service learning initiatives. The student volunteers spend countless hours developing comprehensive plans and activities to achieve the goals of the OCS programs.

The 5 largest community service programs:
- KUUMBA Tutoring and Mentoring Program
- Campus Pals
- KWANZAA
- MSU Tutoring Program (K - 5th grade)
- YES to College
Notre Dame of Maryland University has a deep and rich tradition rooted in civic engagement. Civic engagement is often most important for children in communities that historically lacked or were denied access to high quality educational opportunities. With this in mind, Notre Dame of Maryland University has formed a partnership with the Wolfe Street Academy and the Baltimore Curriculum Project to create a new tutoring program for at-risk students enrolled at Wolfe Street Academy (WSA).

In the Spring of 2013, fifteen Notre Dame nursing students engaged thirty-three WSA students in targeted academic games and homework support designed to meet the students’ individual needs. Games and songs were used to reinforce key skills identified by the students’ teachers. The program’s goal was to not only increase academic performance, but to demonstrate to students how learning can be fun and engaging, and to encourage them to work toward academic success outside the program. The tutors worked with students once a week from 3:30-5:00 p.m.

In addition to the tutoring program, a cohort of RN-BSN students from Kernan Hospital also planned and implemented a health fair for families of Wolfe Street Academy. For families that lack proper access to health services, the opportunity to educate both children and their families on necessary health-related information was invaluable. The health fair served over 100 people and provided information and activities on heart disease, blood pressure management, nutrition, exercise, and asthma prevention.

“Love is what I feel is the heart of service. Love is what is built at Wolf Street Academy.”

Becky Unfried ’15

“I am grateful to continually contribute in small ways to the welfare of Baltimore through my service.”

Kerienne Huggins ’15
President Obama’s Interfaith and Community Service Campus Challenge emphasizes how interfaith cooperation and community service can build understanding between people from various faith traditions who work cooperatively and collaboratively to tackle difficult community challenges. The challenge spearheads an effort to build social capital and improve the human condition in direct, practical ways. The U.S. Department of Education, the Corporation for National and Community Service, and the White House Office of Faith-based and Neighborhood Partnerships work with organizations like the Interfaith Youth Corps and Campus Compact to coordinate the effort.

Prince George’s Community College accepted the invitation to become a part of this important initiative and shortly thereafter formed a college-wide interfaith service committee of thirty-three students, staff, and faculty to organize and coordinate interfaith service activities. The committee modified several existing programs, adapted other service projects, and created new opportunities to connect interfaith dialogue and service to the community throughout the year. The kick-off for the challenge occurred on September 11th with the 9/11 National Day of Service and Remembrance, which included a full day of interfaith service programs and projects.

The entire college community adopted domestic poverty and educational opportunity as a focus for its interfaith service projects. The SHARE Food Network, PGCC Cares, MLK National Day of Service, food and clothing drives, a program on county homelessness, a Multicultural World Holiday Celebration, and winter and spring break interfaith service trips to the Steinbruck Center for Urban Studies in Washington, DC, and the Episcopal Mission Center in Philadelphia brought together individuals who share a robust desire to build alliances and serve communities in need.
For the past 14 years, the Office of Multicultural Student Services at Salisbury University has sponsored a daylong workshop titled the Multicultural Leadership Summit—“Building Leadership for Tomorrow”. This year’s summit included students from high schools throughout Wicomico County on Maryland’s Eastern Shore, students from Salisbury University, Wor-Wic Community College, and the University of Maryland Eastern Shore, and plus a number of students from local churches. In total, over 155 students participated.

The program includes presentations from faculty, staff, and alumni of Salisbury University, plus a number of leaders from the Wicomico County Board of Education.

One of the Summit’s primary goals is to introduce students from diverse backgrounds to the importance of making informed decisions on college. Several presentations were geared toward exposing high school students to the recruitment process and the variety of college programs available. Presentations also focused on the experience of race in college communities, with specific topics addressing challenges faced by Muslim-Americans and people of color. Leadership skills are another priority of the summit, which is reflected both through presentations and the work of Salisbury students, who serve as mentors and role models, plan the workshop, and facilitate the summit.

Each year the program continues to grow in scope and popularity. Students, both on campus and in the local community, are excited to participate and are charged with taking what they’ve learned through their experience back to their respective schools and acting as effective change agents.

In the future, the planning committee would like to expand the Multicultural Leadership Summit into a two-day conference that would attract more students and presenters from a national perspective.
Our story actually begins with the retirement of two Bladensburg High School teachers, Mr. Elias Vlanton and Mr. Neal Conner. For decades they devoted countless hours preventing the under-matching phenomenon by assisting their students select the best college/university for them. When eight BHS alums, now rising sophomores in the DeSousa-Brent Scholars Program of St. Mary’s College of Maryland, learned of Vlanton’s and Conner’s retirements, they immediately wanted to help: “It’s our job to give back to our community and never forget where we became the tenacious individuals we are now. Had it not been for the help of Mr. Vlanton and Mr. Conner, many of us would have not been as fortunate” acknowledged Aleli Andres, one of the alums.

Armed with this personal, civically inspired mission, along with the help of Kelvin Clark, SMCM’s Academic Adviser, they created and implemented the Bladensburg Outreach Project. For three-weeks they met with 40 BHS upperclassmen for 2.5 hours to review acceptance criteria, majors, and graduation rates of all MD two-year and four-year schools. They helped their students understand the practical value of a liberal arts education and how to fund their education by explaining the differences between grants, scholarships, and loans. Although the project’s duration was only three-weeks, the Scholars will remain connected with their students helping them draft personal statements, schedule college tours, and prepare for SAT/ACT tests.
Stevenson University has continued to grow its Veteran’s Career Education Program in 2013-2014 by increasing the number of veterans being served, as well as experiencing successes in new partnerships and job placements.

At the May 2014 Veteran’s Career and Resource Fair, held on the Stevenson University campus, the number of veterans attending doubled from last year’s events. Continual outreach and visibility in community, as well as partnering with Project PLASE on shuttle service helped to increase attendance. Over twenty veterans participated in the Dependable Strengths workshop prior to the Career Fair in May. As a result of a November 2013 event, several veterans landed positions with companies and those organizations came back in May and hired more. The Dependable Strengths workshop helped them to translate their military experience into civilian skills they could articulate during the fair.

In an effort to reach more veterans in the community, a Veteran’s Career Resource Guide was developed and distributed to partner agencies and organizations. The comprehensive guide includes career assessment exercises, resume advice, interview insights, educational and vocational support resources, online resources for female veterans, and a financial literacy workbook. Additionally, the MDCCC Campus Compact AmeriCorps VISTA, Hope Marshall, encouraged students to start a student veterans club, and she spearheaded hands-on career education and civic engagement opportunities.

Stevenson will sustain the program moving forward and has hired a student veteran on a part-time basis to support the club and continue its mission. Plans are in place to collaborate with Project PLASE and economic development on future career education programs and events.
The Young Gardener’s Program

The Young Gardener’s Program is a collaboration between the Office of Civic Engagement & Leadership at Towson University and Higher Achievement Baltimore, a nonprofit that provides after-school and summer academic programs for middle school students in at-risk communities. The program began in 2012 in cooperation with Higher Achievement’s after-school program at Arundel Elementary-Middle School.

The Young Gardener’s Program is an after-school club that educates students on gardening, health, and nutrition. In 2013, fifteen elementary and middle school students participated, with more projected to join in upcoming years. The program creates a space for Cherry Hill students to expand their understanding of health, nutrition, and gardening in creative ways, including: visiting the Cherry Hill Urban Garden; growing their own herbs; weekly sessions with topics like balanced diets through activities with the USDA’s “MyPlate;” trying various healthy foods; and understanding nutrition labels. Survey data illustrated changes in food preference for the kids and increased knowledge about community gardens.

In addition, 40 Cherry Hill students from Higher Achievement Baltimore and the Young Gardener’s program visited Towson University. The trip aimed to increase college readiness by encouraging educational pursuits and gaining perceptions of college. Thanks to the tireless efforts of the organizers, it was a great event and many of the students said they were more likely to attend college after the visit. The partnership between Towson University and Cherry Hill has fostered an enthusiasm for students in under-developed communities around leading healthy lives and the importance of educational opportunities.

“...This program [Young Gardeners] is a chance to open up the minds of young Cherry Hill residents to be leaders for tomorrow.”

Cherry Hill Resident
Started in 2009, the Jessup Correctional Institution (JCI) Scholars Program is dedicated to the concept that no one in society should be deprived of access to ideas and intellectual stimulation. Each semester, the program recruits local faculty to teach college-level courses inside Jessup Correctional Institution on topics ranging from literature to game design. In Spring 2014, assistant professor Andrea Cantora taught Contemporary Corrections in the medium-security men’s prison. Along with 24 students from inside the facility, she was joined by eleven Criminal Justice students from the University of Baltimore. The Scholars Program is especially important from a civil rights perspective, as people of color are the highest population in corrections institutes, and often have had the least access to educational opportunities outside of prison. The Program helps prisoners envision and prepare for a more engaging and fulfilling life, both inside and outside prison.

Cantora’s participation in a national Inside/Out Prison Exchange Education training gave her the tools to create classroom communities combining incarcerated and college students who examine social issues together, focused on critical thinking, problem-solving and civic engagement. “Who would have thought that in just a few weeks these two groups would blend so well, would work collaboratively, would pull together a final project with limited resources, would become classmates,” writes Cantora in an ongoing blog about the Scholars Program.

The Criminal Justice Department will continue with the JCI Scholars Program in Spring 2015, with 15 additional students having the opportunity to take part in the education exchange. Cantora says it is the department’s hope to eventually offer a class at JCI every semester.

“My first experience with the UB students was one of extreme enlightenment. It has been three long years since I last interacted with young men and women within my age bracket from the outside world. It was interesting to witness how similar our perspectives are regarding various different social, economical, and political issues, even though we reside on opposite sides of the societal spectrum.”

JCI Student
The New Heights Program

The New Heights program is a school-based initiative that engages pregnant and parenting students in 13 District of Columbia Public Schools (DCPS), including Anacostia High School, through a collaboration with the University of the District of Columbia’s (UDC) College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). Its Center for Nutrition, Diet and Health (CNDH) combines education and community outreach to educate DC residents on the benefits of a healthy lifestyle.

The program’s goals are to improve the attendance and graduation rates of these students, to prepare them for college and careers, and to prevent subsequent pregnancies. Approximately 15% of participants are males. Through the partnership with DCPS, CNDH provides nutrition education to teen parents in the New Heights Program. Participants learn food safety, how to read recipes, how to shop for fresh produce, and healthy ways of food preparation, uncommon tasks for residents of Ward 8, one of DC’s “food deserts,” where Anacostia is located. The students also are able to use cooking as a collaborative activity with their children.

Students from disadvantaged communities often have higher rates of teen pregnancy and parenting, which makes the New Heights Program especially relevant in providing nutrition education and academic support, neither of which may be readily available for students from other support systems. In 2012, 80.3% of New Heights students graduated from high school. After three successful years, the New Heights collaboration is expected to continue and expand in the next academic year.

“This program illustrates UDC’s efforts to impact the lives of current and future generations.”

Rachel M. Petty, Acting Provost, UDC
The University of Maryland, Baltimore partners with Southwest Baltimore Charter School in West Baltimore to offer CLUB UMB, a free after-school STEM mentoring program that matches 1st year medical students with 6–8th graders to prepare for competition in the Maryland Science Olympiad (MSO). The MSO is a “hands-on” K–12 science competition that includes rigorous academic interscholastic tournaments that are well-balanced between biology, earth science, chemistry, physics, and technology. A Baltimore regional competition is held each year at Morgan State University followed by a statewide competition at Johns Hopkins University. Finalists are invited to participate in the National Science Olympiad tournament.

Through this initiative, CLUB UMB endeavors to heighten student interest in STEM careers by providing access to potential areas of interest and to improve student confidence so that they can compete successfully in science with their peers, which in turn helps sustain participants’ math and science grades. During the 2013–2014 academic year which was their second year competing, the team earned four gold, 2 silver and 2 bronze metals.

Olympiad post participation surveys revealed that among participating CLUB UMB students, 100% said they like math & science more or love it since participating in the MSO. 97% said their MSO experience would help with their schoolwork, and 76% said their experience made them consider career options in a STEM field. Additionally, the survey reported that over 80% of students believe girls and boys have equal STEM capabilities, which suggests the program is helping to counteract the stereotype that girls are less talented in STEM areas.

In the coming years, CLUB UMB will offer additional STEM programming and biomedical research career exposure opportunities to participants.
In the spring of 2013 the University of Maryland, Baltimore County (UMBC) initiated an innovative partnership with Lakeland Elementary/Middle School to improve student performance, uniquely defined for each student. UMBC faculty, staff, Choice Program AmeriCorps Fellows and volunteers work with Lakeland to assist in meeting its broader educational mission by reinforcing and supplementing the academic programming within the school. UMBC leverages the intellectual capacity of the University, primarily through The Shriver Center and the Sherman STEM Teacher Scholars Program, to support Lakeland's students, families, teachers, social workers and counselors in numerous capacities.

In the summer of 2014 this partnership will host the first Lakeland Freedom Schools, a 6-week summer program serving rising 1st–4th graders. Freedom Schools is a Children's Defense Fund (CDF) program that seeks to inspire children to fall in love with reading, increase self-esteem, and generate more positive attitudes toward learning. The CDF Freedom Schools model has five essential components: high-quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health, and mental health. The CDF's curriculum will be supplemented with daily STEM-based activities (i.e. Engineering Adventures and enhancing the Lakeland garden), field trips, weekly service-learning, and weekly parent workshops.

The summer staff consists of in-service teachers, pre-service teachers, college students, and middle school volunteers. This collaborative effort not only ensures that academic standards will be maintained but also provides college awareness by utilizing college students in its staffing structure. The program also plans to address college awareness in its parent workshops.

“UMBC’s support for the school is already paying dividends… We believe it will help our students and teachers re-envision what is possible and result in opportunities that allow students to demonstrate their learning.”

Najib Jammal, Lakeland Principal

Photos by Danielle Yurchinkonis
In 2008, the University of Maryland (UMD) pledged its ongoing support to College Park's Paint Branch Elementary School to promote academic excellence among the primary school’s students. At Paint Branch ES, 77.5 percent of students come from low-income families and are consequently eligible for free/reduced-price school meals. Thus, the Paint Branch ES Partnership serves a population that UMD is committed to for reasons both of equity and proximity.

Leading the Partnership, the Office of Community Engagement (OCE) cooperates with a stakeholder advisory board drawn from the primary school, the University, and local public entities. The Partnership operates by maintaining open lines of communication wherein external resources are identified to meet the ever-changing instructional needs of the primary school’s administration. The resources provided range from faculty expertise to a diverse group of college student volunteers whose presence in the classroom sends youth a powerful message about college access and attainability.

This Partnership began with an elementary school’s dream to establish the county’s only public elementary-level Chinese language instruction program, which touches the school’s 360 students through programs spanning from general education to after-school enrichment. Success is measured by the Partnership’s ability to 1) meet the instructional needs of Paint Branch ES staff, and 2) increase the number of elementary students believing they will attend college. Roughly 50 UMD employees and 100 UMD students are engaged in Partnership-sponsored programs annually.

In the future, the Partnership plans to continue assisting the administration to increase the percentage of students scoring in the ‘advanced’ range on standardized tests, as well as to promote enthusiasm about Chinese culture among students.
Men Achieving Dreams Through Education (MADE) was designed in 2013 to combat the low retention and graduation rates of young men, especially African American men, plaguing education in today’s society. It partners with Somerset County Public Schools, Somerset County Promise Academy, and the Garland Hayward Youth Center all located in Somerset County, Maryland. The It Takes A Village program is a group mentoring program within MADE designed to connect college students and K–12 youth. The program promotes academic achievement and leadership, and discusses the importance of higher education as a path to success in life.

Approximately 25 MADE students have participated in the mentoring program thus far, and these UMES students directly affected approximately 25 K–12 males. Following a recent mentoring session, End of Service Reflections Questionnaires were distributed to the UMES students and evaluation forms distributed to the K–12 youth. Both the UMES students and the K–12 youth were deeply impacted by their experiences. Several UMES students volunteered to provide service outside of the group trips to assist the youth. Since UMES’ visit to the Somerset County Promise Academy, four of the participants were able to make the transition back into their home schools.

UMES students will continue to provide workshops and seminars for K–12 youth in order to provide examples of positive male role models and open up avenues of accessibility for higher education and career readiness.

“I learned that public speaking can make an impact on the life of the youth. This event has changed my mindset…I have to be a beacon for the young men within the area.”

UMES Student
Each year, the community and Washington Adventist University gather together for a Fall Service Day dedicated to helping with important services in Takoma Park. The event offers a diverse variety of service programs participants can sign up to help out with for the morning. Programs this year ran the gamut from book distribution, environmental cleanup, food prep and delivery, volunteering with elementary schools and underserved children, and registering to donate bone marrow for leukemia or lymphoma patients.

Students who chose to participate in the day not only gained valuable experience in their chosen service program, but also had the opportunity to interact with community members—both fellow volunteers and those served by the program. Because such a diverse range of programs was featured for the Fall Service Day, the event offered a important glimpse into the needs of the Takoma Park community. Participants were reminded how needed their time, efforts, and compassion are to helping those who need it most.

Washington Adventist University has a long history of pairing service with academics, believing that a good education can only be complete when students learn to utilize their skills to give back to their community. WAU is home to the longest standing collegiate missionary program in the Seventh-day Adventist church, something that was started in 1959 and flourishes today. Whether WAU students are participating in missionary work abroad or projects close to home, that spirit of compassion and service is always present.

The wide range of service programs affiliated with WAU showcases its deep commitment to helping the underserved.
Heal the Sick Program

Wesley Theological Seminary’s newest service program, called Heal the Sick, was designed to support current congregational health networks and develop new ones in the greater Washington, D.C. and Baltimore regions. Through the Heal the Sick program, Wesley partners with a wide diversity of organizations and institutions to improve overall health, decrease health disparities, and address social determinants of health. The program supports health ministries in congregations and works with health care providers in order to reduce health disparities.

Wesley plays a catalytic role in the development of the congregational-based health model by drawing on its educational mission, its deeply rooted regional connections and its ability to add critical resources to the congregation network’s development process. As an engaged institution of higher education, Wesley aims to help faith communities to understand their role and context in health, healing, and the new evolving constructs of the new health care system. The Heal the Sick program offers congregational leaders, both lay and clergy, a variety of educational opportunities. These include introductory faith and health workshops and faith community nurse and health minister certificate programs.

Wesley students in the Missional Fellows programs support this effort by meeting with congregational health leaders to identify their congregation’s assets and evaluate areas of need in their communities. Congregations reflect on and evaluate their current internal and external ministries and their relationships and connections with current community and health resources. Wesley’s Heal the Sick team has developed a research tool as part of its congregational interview process to assist congregations in assessing their overall health and ministry vitality. The research tool helps congregations rate and measure its congregational relationships, health activities, and practices related to health ministry best practices.

“Six months after graduating from Wesley’s Faith Community Nurse program, I have had the opportunity to use the skills that I learned to co-facilitate a Dementia Support Group that meets monthly at our church. I have a good friend who...approached me to join her and I feel even more equipped to help lead the group.”

Lynne Stiefvater, RN
MDCCC AmeriCorps VISTA

MDCCC AmeriCorps VISTA is a federal service program designed specifically to fight poverty. Founded as Volunteers in Service to America in 1965, VISTA has been on the front lines in the fight against poverty in America for more than 50 years. Campus Compact VISTA programs join the missions of Campus Compact and AmeriCorps VISTA through projects that build campus-community partnerships to fight poverty. Through the Campus Compact VISTA program, we alleviate poverty by strengthening communities and developing our leaders.

3,428 community volunteers 45,396 hours of service valued at $1,023,680

DeWees Recreation Center youth and community partners read together during an afterschool club developed by the MDCCC AmeriCorps VISTA serving at Loyola University Maryland.

As part of the Heal the Sick initiative, the MDCCC AmeriCorps VISTA at Wesley Theological Seminary coordinates congregational interviews in Baltimore and DC to improve community members’ access to health care.

CUPs Coffehouse & Kitchen employs at-risk youth and serves their communities in the Baltimore area. The MDCCC AmeriCorps VISTA serving at University of Baltimore coordinates a mentoring program between CUPs employees and UB students, striving to help at-risk youth transition out of poverty.
CARROLL COMMUNITY COLLEGE
Supervisor: Kristie Crumley
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The MDCCC AmeriCorps VISTA at Carroll Community College assists with the Carroll Food Locker Program. The Carroll Food Locker Program is a grocery assistance program for all faculty, staff and students at CCC. The program also includes a financial literacy and wellness workshop series for all clients. The program’s goal is to offer grocery assistance to all members of the college community, freeing them to concentrate on their jobs, duties, and studies to the best of their ability.

CATHOLIC UNIVERSITY OF AMERICA
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The MDCCC AmeriCorps VISTA at Catholic University of America works in partnership with Beacon House, a nonsectarian, non-profit tutoring, and mentoring athletic and cultural program for low-income children and youth based in Washington, D.C. The project focuses on healthy-living through education and activity-athletics for socioeconomically disadvantaged girls, ages 7-18. The MDCCC AmeriCorps VISTA educates at risk females regarding the possibilities for higher education, personal development, athletic accomplishment, enhanced nutrition, and general well-being.

GEORGETOWN UNIVERSITY
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The MDCCC AmeriCorps VISTA at Georgetown University collaborates with the University’s Center for Social Justice Research, Teaching and Service (CSJ). The CSJ proposes a Science, Technology, Engineering, and Math (STEM) engagement project at D.C. Public Schools (DCPS). This program responds to ongoing requests from current DCPS partners, school principals that have interest in becoming partners, and a review of low proficiency D.C. Comprehensive Assessment System (CAS) math scores at these schools.
JOHNS HOPKINS UNIVERSITY
Supervisor: Gia Grier McGinnis
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The MDCCC AmeriCorps VISTA at Johns Hopkins University assists with the Food as Medicine project. Food as Medicine is a daytime nutrition education and service-learning program for middle school youth. Food as Medicine works within the school day and after school to educate youth on healthy living and to empower youth leadership in promoting healthy lifestyles within the student population.

LOYOLA UNIVERSITY MARYLAND
Supervisor: Erin O’Keefe
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The MDCCC AmeriCorps VISTA at Loyola University heads “The Learning Academy,” a new educational after school program for the Dewees Community Recreation Center. The Learning Academy engages area youth in a unique after school program wherein they develop a mastery of at least one program skill, knowledge, or competency in both an academic and non-academic activity.

MARYLAND INSTITUTE COLLEGE OF ART (MICA)
Supervisor: Kristen Smith
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The MDCCC AmeriCorps VISTA at the Maryland Institute College of Art (MICA) works with the College Access Art Clubs and with MICA’s overarching partner, the Baltimore City Public School System (BCPS). There is an obvious need for both college access resources and arts education among high school students, but classroom time is also a precious commodity as BCPS places a greater emphasis on standardized testing and core curriculum. The College Access Art Clubs highlight and address the need for high school students to have direct access to college resources as well as the creative and career-driven fields of art and design.

MONTGOMERY COLLEGE
Supervisor: Mary Sierra
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The MDCCC AmeriCorps VISTA at Montgomery College assists with the college’s first generation student completion and college readiness program. The program comprehensively addresses needs and requests from community members and partners. Currently, there are plans to expand existing research-proven programs in one region of Montgomery County to two new areas. This expansion will use methods that were developed and tested in our previous work with the help of MDCCC AmeriCorps VISTA members, and expanded in one region of the county through an investment from Montgomery College.

MORGAN STATE UNIVERSITY
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The MDCCC AmeriCorps VISTA at Morgan State University is involved with a project that engages with various schools in the Morgan Community Mile catchment area as they begin their work with the Baltimore City Public Schools District’s 21st Century Buildings Initiative. The MDCCC AmeriCorps VISTA member works with the schools, the School District, the communities, and Morgan’s faculty, staff and students to help each community school achieve the best design possible for their new or renovated building.

PRINCE GEORGE’S COMMUNITY COLLEGE
Supervisor: Betty Habershon
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The MDCCC AmeriCorps VISTA at PGCC develops and expands a coalition of community organizations to support developing free tax-preparation sites within Prince George’s County, MD. The MDCCC AmeriCorps VISTA identifies and develops partnerships with community organizations that are interested in hosting sustained free tax programs at their locations. The tax coalition is also being integrated into a broader asset-building coalition of community organizations. The MDCCC AmeriCorps VISTA is developing an outreach program of student and community volunteers that will staff the free tax preparation sites, developing procedures and document practices to support and sustain free tax-preparation site development, and organizing a directory of partners and financial services offered.
ST. MARY’S COLLEGE OF MARYLAND (SMCM)
Supervisor: Beth Rushing
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The MDCCC AmeriCorps VISTA at SMCM assists with an intensive and innovative high school outreach project that promotes liberal arts education to high capacity low-income and first generation students and their parents, and prepares low-income and first generation SMCM students to engage constructively in projects pertaining to educational equity, education policy, and the future of the liberal arts. The goal of this project is to enhance college preparation, financial literacy, and awareness of the values of a high quality liberal arts education for long term career success. By the end of three years, the MDCCC AmeriCorps VISTA project at SMCM will have formalized relationships with three area school districts, created a series of modules to ensure continued workshops at area schools, and developed an online toolkit providing resources to low-income and first generation students and their parents.

TOWSON UNIVERSITY
Supervisor: Raft Woodus
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The MDCCC AmeriCorps VISTA at Towson University assists in responding to the needs expressed by guidance counselors at various Baltimore City public schools. The program identifies high schools in the greater Baltimore metropolitan area with a high percentage of first generation, low-income (FGLI) students to participate in a new initiative of the SAGE Program (Students Achieving Graduation through Education). The SAGE Program pairs current Towson FGLI college students with FGLI high school students to work on college access issues, raising their awareness about (1) how to identify schools that align with their interests, (2) how to become more effective in applying for and managing financial aid, and (3) how to familiarize themselves with the matriculation process.

UNIVERSITY OF BALTIMORE
Supervisor: Anthony Butler
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The MDCCC AmeriCorps VISTA at the University of Baltimore researches, develops, and implements a community based initiative to reduce the effects of poverty in Southwest Baltimore, in partnership with CUPs (Creating Unlimited Possibilities), a non-profit that employs at-risk youth and serves at-risk communities. Through targeted research, interviews, discussions, and meetings with community stakeholders, the MDCCC AmeriCorps VISTA member will develop a sustainable program that aims to help at-risk youth transition out of poverty by facilitating mentoring relationships between the youth and volunteer mentors; offering substantial college readiness resources; providing career readiness programming, such as resume assistance and interviewing tips; and offering financial education workshops.
UNIVERSITY OF THE DISTRICT OF COLUMBIA

Supervisor: Sylvia Ramirez Benatti
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The MDCCC AmeriCorps VISTA at the University of the District of Columbia works with faculty to refine and incorporate a community-based learning component for the Freshman Orientation courses and workshop series for other students. Program objectives include developing the financial literacy of first year college students, who present to college-bound secondary students around the DC metropolitan area on the subject of financial aid for college and complete a series of reflection exercises regarding their experience with the program. The MDCCC AmeriCorps VISTA member researches and refines the financial literacy learning sessions, connects with DCPS high schools and coordinating student sponsored presentations, develops and administers reflection, and follows up with partner institutions.

UNIV. OF MARYLAND, BALTIMORE COUNTY

Supervisor: Eloise Grose
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The MDCCC AmeriCorps VISTA at the UMBC works with our community partner, Arbutus Middle School (AMS), to meet student needs through continued and innovative support for a Homework Club, now titled Arbutus Achievers; further implementation of Information Workshops for AMS parents; and the implementation of service projects for AMS students in the Arbutus Achievers program. Arbutus Achievers engages students—specifically those who have higher needs and who are enrolled in FARMS—in regular, sustained tutoring. The MDCCC AmeriCorps VISTA supports this program and assists to recruit UMBC students to participate in a sustained service-learning course with “at-risk” AMS students.

UNIV. OF MARYLAND, COLLEGE PARK

Supervisor: Deborah Slosberg
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The MDCCC AmeriCorps VISTA at UMD leads the Prince George's County Virtual Community Center Project to provide a one-stop community center that consists of all critical human resource nonprofit organizations in Prince George's County. In creating a virtual community center the MDCCC AmeriCorps VISTA will; (1) Create a database of all active human resource nonprofit organizations in Prince George's County, (2) Map these nonprofits onto a map of the county for local service providers, county leaders (such as those working on the Transforming Neighborhoods Initiative), and people in need, (3) Create a web based tool so that community members can find the services they require, which will advance the work of the the Human Services Coalition (HSC).

UNIV. OF MARYLAND EASTERN SHORE

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The MDCCC AmeriCorps VISTA at UMES participates in the Garland Hayward Youth Center (GHYC) Community Empowerment project. The GHYC Community Empowerment project aims to break the cycle of generational poverty, primarily by improving the scholastic achievements and civic engagement of K-12 youth who attend the Center. Scholastic improvement is achieved not only by working directly with students to enhance academic performance, but also by building and strengthening those students’ critical support systems.

WESLEY THEOLOGICAL SEMINARY

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The MDCCC AmeriCorps VISTA at Wesley Theological Seminary serves as the key leader to assist with updating the resources in the Heal the Sick Community Health Resource tool kit and outreach to congregations and community organizations in Washington, DC and Baltimore, MD on behalf of the Heal the Sick program. The MDCCC AmeriCorps VISTA member strengthens the community-based health network by increasing Wesley’s capacity to serve congregations and community organizations. The organizations seek to play an active role in improving the health of the low-income community by promoting healthier choices necessary to achieve their dreams for themselves, their families, and communities.
MDCCC AmeriCorps Students of Service

The Students of Service program, funded through a nationally-competitive AmeriCorps grant, strengthens the academic engagement of at-risk K-12 youth through mentoring and civic engagement. By enhancing academic and civic engagement of the K-12 youth, our Students of Service (SOS) program increases educational achievement. At the end of three years, at least five sustainable K-H partnerships will have been formed resulting in increased K-12 student academic and civic engagement. Fifty enrolled college students serve as part-time AmeriCorps members leveraging an additional 250 at-risk K-12 students to address needs in Maryland and DC communities. The K-12 youth mentees gain exposure to higher education and learn the practice of engaged citizenship. The fifty Students of Service college students each serve at least 300 hours, totaling 15,000 hours of mentoring per year.

SOS Program Data

- Distributed grant valued at nearly $400,000 for the Maryland-DC region
- Distributed (50) 300-hour positions across Maryland and DC providing 15,000 hours of mentoring annually to youth at risk of dropping out of the educational pipeline

Participating Member Institutions:

- American University
- Garrett College
- Georgetown University
- McDaniel College
- Salisbury University
- Towson University
- University of Maryland Eastern Shore
- Washington Adventist University
Thank You

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Now, more than ever, is the time to communicate, cooperate, and collaborate across the educational pipeline to ensure that all students understand and embrace the importance of being community-engaged citizens.”

Dr. Charlene M. Dukes
President, Prince George’s Community College

...the state and the region are blessed by the presence of extraordinary institutions. We must facilitate inter-university dialogue through organizations like MDCCC in the interest of bettering the region through the collective power of collaborating institutions.”

Excerpt from Inaugural Address of Dr. Jay Perman
President, University of Maryland, The Founding Campus