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

Since our founding in 2009, the Maryland-DC Campus Compact has been dedicated to deepening the connections and partnerships between our campuses and our communities. Now entering our seventh year, we have become the largest higher education consortium in the region, with a diverse body of 36 member institutions, committed to fulfilling the public purposes of higher education.

Our mission calls us not only to prepare our students to contribute meaningfully to our diverse communities. It also challenges us to act as responsible anchor institutions, actively improving our neighborhoods and region. Our most critical work is convening a larger, cross-sector conversation about what we can do together that we cannot accomplish as single institutions, or as “higher education” alone. We actively partner with K-12 and other community leaders throughout Maryland-DC in a collective-impact approach to enhance college, career, and civic readiness in our region.

Highlighted in this Model Programs Magazine, you will see how working together with our K-12 and community partners in Science, Technology, Engineering, Arts and Math (STEAM) programs increases students’ engagement and prepares them to contribute meaningfully to create culturally diverse and sustainable communities. While the model programs and partnerships captured in this magazine represent only a fraction of our network’s community engagement efforts, they show the impact we can have if we unite to create opportunities for student engagement and improve community life.

Thank you for joining us in this dynamic work.

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

Madeline Yates  
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* The Order of Friars Minor Conventual

2016 | Maryland-DC Campus Compact
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

MDCCC Update

The 2015 Baltimore uprising and tragic assassinations of the Honorable Rev. Clementa C. Pinckney and members of his faith community in South Carolina searingly remind us of the deep need to co-create the just society we all envision and desire. Yet while news reporting invariably focuses on physical violence, it is the structural violence and systems of inequality undergirding these visible acts that our universities and educational systems must also address. While our member institutions and students contribute an estimated $400 million annually in the value of services to the Maryland-DC region per year, a deeper question of impact still drives our work. How can we, as the largest higher education network in our region, better address the systemic issues that continue to challenge our communities?

As Frederick Buechner reminds us, vocation is “the place where your deep gladness meets the world’s deep needs.” We can purposefully create opportunities through which all our youth can discover where their own deep gladness meets the needs of the world. These opportunities must not be limited to the privileged. Access to these opportunities is deserved by all, and we can and must play a pivotal role in creating transforming our communities to accomplish this goal.

With this goal foremost in our minds, this year we initiated the P-20 CONNeCTS Implementation Task Force, bringing together K-12 leaders from the District of Columbia and Maryland, as well as higher education and community partner voices, for the first time. The Task Force’s purpose is to enact the vision of improving college, career, and civic readiness for all youth throughout our region. Using a collective impact approach to systemic change, the Task Force is examining the unique opportunity in our region to create stronger P-20 partnerships through which both K-12 and college students participate in civic and community engagement—developing their knowledge, skills, and attitudes to become effective change agents while simultaneously enhancing their academic and career development. The Task Force is also examining ways to connect existing efforts so that the work which

“…to feed the naked and house the homeless is not just a call for isolated charity, but the imperative of a just society….For too long, we’ve been blind to the way past injustices continue to shape the present….Perhaps this tragedy causes us to ask some tough questions about how we can permit so many of our children to languish in poverty, or attend dilapidated schools, or grow up without prospects for a job or for a career….Justice grows out of recognition of ourselves in each other—that my liberty depends on you being free, too.”

President Obama’s Eulogy for the Honorable Rev. Clementa C. Pinckney, 2015
is already being accomplished goes beyond “isolated charity” to create systemic change. Other highlights include the following:

- This year our national Campus Compact network celebrates its 30th anniversary. Our member presidents are renewing their commitment to fulfilling the public purposes of higher education by signing an Action Statement and creating Action Plans to deepen their effectiveness as anchor institutions—building their communities and creating a culture of civic and community engagement.

- This year’s Model Programs Magazine issue provides a snapshot of the many projects and partnerships our campuses are engaged in that enhance STEM and STEAM learning throughout our region, primarily with lower-income K-12 youth.

- Additionally, the Maryland-DC Campus Compact, now approaching our 7th year, celebrates our first gift of real estate, a house donated by Dr. Alan G. Penczek, who has also increased his annual gift to $100,000, the largest individual gift to a Compact in the country. Dr. Penczek’s leadership in giving offers a sterling opportunity for our network to increase our fund development to further implement and expand our programs and impact.

I am deeply excited to see the growth in our expanding network and the deepening commitment across our network to a collective approach to the development of globally engaged citizens who actively contribute to creating healthy, sustainable, and socially just communities.

Thank you for joining us in this important work!

Madeline Yates
Executive Director, Maryland-DC Campus Compact

HIGHLIGHT: Dr. Alan G. Penczek recently donated a gift of real estate and increased his annual gift to $100,000. This is the largest gift by an individual donor to a Compact in the nation. His leadership in giving expands MDCCC’s reach and impact in our region.
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 on 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 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 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 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 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.
“Completing my own community-based research spurred me to look at the impact of service-learning on student development. Students who participate in service-learning are better developed and equipped as citizens in our world.”

Andrea Chapdelaine, President, Hood College

“We are rooted in this community. We are inextricably bound to our Baltimore neighbors....”

Jay Perman, President
University of Maryland, Baltimore

“I have been struck by our students’ passion for changing the world and by the imaginative and intellectually serious way in which they harness that passion by developing concrete, innovative projects.”

Steven Knapp, President, The George Washington University
The DC Reads tutoring program serves more than 500 District of Columbia Public Schools (DCPS) students. It is a collaboration between AU, six DCPS non-profits (Life Pieces to Masterpieces, MOMIE’s TLC, SOUL, Higher Achievement Program, Latin American Youth Center, DC Literacy Lab, and Reading Partners). The focus of this literacy initiative is to improve the reading proficiency of elementary and middle school students in the District of Columbia by providing them with 6 to 12 hours of free tutoring support weekly.

American University DC Reads STEAM FAIR

The DC Reads program, administered through the American University (AU) Center for Community Engagement & Service, hosts an annual Kids on Campus Day (KCD) at the end of each spring semester. Through KCD, many children who have never been on a college campus get a glimpse of college life, which demystifies college and creates awareness that higher education can be an attainable, affordable, and achievable aspiration. Each year a different theme is chosen. This year’s theme was STEAM (Science, Technology, Engineering, Arts and Mathematics), aligning with the President’s national initiative on increasing minorities and women in the STEM field.

Almost 80 DC Reads tutors, team leaders, and other AU volunteers created a STEAM Fair with a series of interactive lessons that facilitated 21st century skills and encouraged exploratory learning for almost 300 DC Public School (DCPS) students in Kindergarten through 10th grade who attended the fair. Students solved problems and collaborated with each other and met specific objectives as they rotated through a variety of hand-on stations that included spaghetti structures, catapult construction, a soccer angle game, dry ice experiments, making playdough, and African dance and drumming. In addition to these activities, students took their picture with their tutors, shared their tutoring experiences and memories on a large banner, and received two brand new STEAM-themed books. The books are intended to build each student’s home library and are given in order to encourage book ownership. KCD was supported by AU’s Office of Campus Life, the Smithsonian, Chipotle, and the individual donations of more than 50 donors.
Baltimore City Community College (BCCC) is committed to fostering and advancing local Science, Technology, Engineering, Arts, and Math (STEAM) educational opportunities.

BCCC’s Refugee Youth Project (RYP) serves more than 300 students from 17 countries through after-school, summer school and mentoring programs. Over the last eight years, BCCC staff have worked diligently to implement RYP activities that spark an interest in art, create a fun atmosphere, and address the academic, social and emotional needs of young refugees. Staff often work with an MDCCC AmeriCorps VISTA member and the Maryland Institute College of Art (MICA) to enhance ArtWorks, a social enterprise program that grew out of RYP’s existing community arts initiative. Since 2012, RYP staff and students have sold handmade products at local festivals — putting the proceeds toward educational field trips and other arts-related programs.

Another program set up to foster and advance local STEAM educational opportunities is BCCC’s Biotechnology Program, which addresses the workforce needs of Maryland’s expanding bioscience industry, while also playing a vital role in civic and community engagement. Based at the Life Sciences Institute at the University of Maryland BioPark, the program regularly holds interactive workshops, open house sessions, and camps that appeal not only to K-12 and community college students but also the community at large.

The BCCC Biotechnology program, which was launched in 1987, serves as a career pathway for students from local high schools. The Life Sciences Institute offers two-year associate degrees, one-year certificates, and non-credit industry-specific training. Students in the biotech program complete internships at various universities and companies. In addition, many of them make connections, find employment and take their experiences with them back to their communities.

“Arts programming has proven to significantly boost student achievement, reduce discipline problems and increase the odds that students will go on to graduate from college.”

Gregory Mason, BCCC VP of Business and Continuing Education Division
Using technology to solve real world problems is often the spark that ignites students’ interest and persistence to pursue scientific careers. At Bowie State University, the Education Innovation Initiative (EI²) empowers students to conceptualize and initiate project development to address issues of concern in their local communities.

Several teams of students in the Computer Tools and Environments course each year research and design technological solutions to identified community needs. This year, one team tackled the growing problem of connecting homeless individuals and families in a densely populated area of Prince George's County, MD to available resources. The result was a working prototype of an electronic public kiosk that can link people seeking the help of local shelters with up-to-date information about available shelter space and other resources like bedding, food or clothing. The students propose to install the kiosk at the Suitland metro station, which provides transportation access to 167 shelter facilities in the area.

Recognized for its innovation and potential impact on the community, the Bowie State kiosk project was one of 25 selected projects showcased at the Capitol Hill Maker Faire in June 2015 and the only project from a historically black university. The Maker Faire is a celebration of the movement to breathe new life and innovation into American manufacturing.

“The students identified a need in their community and wanted to do something about it,” said Dr. Guy-Alain Amoussou, Associate Provost for Academic Affairs. “We want to expand opportunities to engage more students to participate in this kind of innovation and development process that leads to patents. We intend to create a Maker Space environment with resources and materials where any student can develop product ideas.”

With this signature EI² program, Bowie State has begun to embed hands-on experiences as part of its core academic experience to help students see the relevance of the skills learned in class. This enhances both learning outcomes and retention.

“The students all worked really hard to develop something that is going to positively impact the community using many of the skills and technologies they use in their coursework.”

Dr. Courtney Lamar, Asst. Prof. of Computer Science
The Carroll Community College STEM Club provides opportunities for students who are interested in the fields of Science, Technology, Engineering, and Mathematics (STEM) to discuss similar interests, provide and receive mentoring, and participate in STEM-based activities inside and outside the College. As part of their service-oriented philosophy, members of the STEM Club have developed, implemented and assessed a collaborative project with one of the local middle schools in Carroll County.

Data collected locally show that students generally decide by the end of middle school whether or not to pursue higher education. National trends show that students do not change their decisions about education after 9th grade, even if they complete high school. This collaborative project includes activities that focus on the value of mathematics through hands-on activities for 224 middle school students, facilitated by 75 college students and an honest, open question-and-answer session regarding college and career choices. The project is supported by 17 college faculty, 14 middle school teachers, and various upper-level administrators from the Carroll County Public School system. The relationship developed between the Carroll Community College students and the Shiloh Middle School students has become truly reciprocal: both sets of students learn from each other.

In 2012, the Ready, Set, STEM project won the Maryland-DC Campus Compact Excellence in Service Student Group Award. This award acknowledges the service work of student groups at various types of institutions of higher education. The projects are reviewed for students’ commitment and involvement in service projects that extend beyond any co-curricular requirements or service-learning courses. The STEM Club of Carroll Community College has provided evidence of their ongoing commitment to service through various projects, with the Ready, Set, STEM project accounting for just one example.
In response to a challenge to offer more educational opportunities to youth throughout Washington, DC, the Catholic University of America (CUA) proudly participates in the DC Reads program. Since 2003, Catholic University students have tutored at-risk students through this program. CUA partners with six different community centers, private schools, and charter schools in its DC Reads program, and university students are at these locations 18 times throughout the course of a week.

All Catholic University students in this program participate in a training to prepare them for tutoring, and are given resources throughout the year to help them succeed in their service. Students learn about the social justice issues revolving around education both on campus and at their sites, and use this information to strengthen their communities. In particular, they are engaged in sessions revolving around education in the District of Columbia and basic tutoring skills.

This past year, over 80 CUA students were part of the DC Reads initiative on a weekly basis. Students from the Education Department at CUA are intentionally included as tutors with DC Reads so that they can bring the concept of service-learning to their own classrooms when they become teachers. According to partner evaluations, CUA students worked with 160 youths in the fall, and 140 in the spring, and this number is anticipated to grow during the upcoming academic year.
Chesapeake's First-generation students' Opportunity for Career and Ultimate Success (FOCUS) program was developed to help first-generation, male college students reach their goals. The FOCUS program includes advising, study seminars, speaker presentations and field trips. FOCUS centers on guiding students to an associate's degree or to transfer into a bachelor's program, and involvement in the community is a key component.

“Our program is about more than the personal success of our participants. Yes, we want them to set goals and work toward completion, but we also want the students to see that they have a role to play,” Dana Bowser, director of first-year programs, said. “These students learn that they are part of a larger community and that they can make contributions.”

To impart that knowledge to the FOCUS students, some of Chesapeake's numerous community partners were asked to give the students lessons in civic responsibility. Students saw first-hand the benefit of a socially responsible business when Queen Anne's County's Callahan Gas and Appliances gave a donation to the program; they heard about the importance of civic engagement from candidates who ran for public office in Talbot County; and they heard about leadership and working with young people when leaders in education spoke to them.

FOCUS participants also shared their own experiences in local middle school classes when they talked to students about the importance of post-secondary education.

In the 2014–15 academic year, 17 students participated in the FOCUS program. Three earned their associate's degrees in May, and one student transferred to a four-year university. The other 13 participants have enrolled in fall classes at Chesapeake and will continue in the FOCUS program.

“Through FOCUS, these students can see how their hard work here will improve their own lives and the lives of others. I enjoy seeing these students interact with younger students because they already believe in the power of education and are great spokesmen. It’s our goal to send them into the workforce or to a four-year institution with the knowledge that they can make difference and the commitment to do so.”

*Dana Bowser, Director of First-Year Programs*
The Community College of Baltimore County consistently works with its local school system — Baltimore County Public Schools — to find ways to increase opportunities for high school students to visit CCBC campuses and enroll in college courses while still in high school. This summer, CCBC and BCPS worked together to help high school students explore career opportunities in the burgeoning field of cybersecurity.

Hosted by CCBC, 19 students from BCPS high schools attended a Cybersecurity Institute summer workshop, where they received hands-on experience and insight into the cybersecurity world. They learned programming software and hardware, how hackers gather data, how to protect systems from professional hackers, and about wireless security.

Students also had a chance to visit CCBC’s fabrication lab (Fab Lab), where they worked with the facility’s 3D printer to create fun projects like a smartphone case and laser-etched keychain. They also went home with a Raspberry Pi—a credit-card sized computer that helps students learn programming skills.

The BCPS students were impressed with the summer workshop. “Cybersecurity is definitely a career choice for me,” said Kai Adams, a sophomore from Western School of Technology. “I enjoyed the program. It was a great college experience and I will be back to attend CCBC.”

Most importantly, students gained a greater sense of the opportunities available in the cybersecurity field. They learned that they can earn a degree, earn credits toward college, and even acquire a certification while in high school—with many CCBC classes tuition-free or at a reduced cost.

CCBC is exploring the possibility of holding similar weekend workshops throughout coming semesters.

“Thank you for the great opportunity for both my kids. They enjoyed their time spent at CCBC. The work they did was engaging and challenging. They both learned a great deal.”

Elease Martin, parent of two workshop participants
Within the Honors College at Coppin State University, all first-year students must take the Honors Community-Service Seminar, in which they assist K-12 students, tutoring them in subject areas where they demonstrated a deficiency. This seminar-style course was created in order to increase students’ awareness of their communities and heighten their social conscience. The service component allows university students to take the knowledge and skills that have been acquired in the classroom and apply them outside the boundaries of academia. During the 2014–2015 academic year, honors STEAM students provided tutorial and mentoring services to students at both an elementary and high school: Rosemont Elementary and Coppin Academy. Coppin honors STEAM students have been working with both these university-sponsored schools for 15 years, creating a well-established higher education and K-12 partnership through STEAM disciplines.

At Rosemont Elementary, Coppin honors students tutor elementary students in subjects they are weak in, and help them prepare for statewide proficiency exams. At Coppin Academy, high school sophomores and juniors receive assistance from Coppin State students specifically in preparation for the Scholastic Achievement Test (SAT). Tutoring takes place during the spring semester, and tutees receive two hours of individual attention each week that Coppin and Baltimore City Public Schools are in session. Over the past three years, honors students in the STEAM disciplines have represented over half of all first-year honors students engaged in community service.

Below: Coppin honors students Jasmine Beard (Nursing Major), Aashish Ghimire (Mathematics Major), Bria Murphy (Dance Major), Charlyne Smith (Chemistry Major), and Kache’ Wood (Biology Major)
As a part of its Cultural Events Series (CES), Frostburg State University (FSU) has partnered with the 21st Century After School Program to create the AfterSchool Arts program. This program offers classes and art events based around science, technology, engineering and math (STEM) at the university, conducted by professional performing and teaching artists. 21st Century After School Program annually reaches approximately 300 children from local Title I elementary and middle schools. AfterSchool Arts offers an invaluable opportunity for an at-risk student population to experience the arts in a higher education environment. FSU visits are often the children’s first experiences not only in a professional theatre, but also on a university campus.

Throughout the years, there have been many different programs that have included STEM themes, like the Carnegie Science Center, MatheMagic, Math Maniac, Mr. Molecule, Slim Goodbody and Animal Junction, as well as genres of music, theatre and dance.

Student responses are uplifting: “I really liked the performance....He let us learn and have fun at the same time....My favorite part was the whole entire performance.” Educator responses are similarly encouraging: “I had the opportunity to observe the expressions on their faces during the program. They were what I would describe as ‘mesmerized.’ Many of them had great responses — when asked what they remembered they gave great details! Great program!”

Success is measured in repeat visits. Over time, children become familiar with what may have once seemed foreign — the university, the arts and their connection with numerous areas of STEM. We trust that long after our programs have ended, students will remember their experiences and maintain a confident understanding of the arts and their connection to a university. AfterSchool Arts continues to be a CES priority, and plans are underway for artists in 2016.
An internship with Gallaudet University biology professor Dr. Caroline Solomon is a tremendous learning opportunity for budding deaf and hard of hearing scientists. For three years, Solomon and her student scientists have partnered with Washington, DC non-profit organization the Anacostia Riverkeeper, for a project called, “Anacostia River Water Quality Monitoring.” The Anacostia River flows from Montgomery and Prince George’s counties in Maryland to Washington, DC, and has long been an impaired water body, though residents still use it for fishing and recreation. The DC government sustainability plan includes the goal of making the river safely fishable and swimmable by 2025. This program has had twelve undergraduate students involved since its inception, including three deaf and hard of hearing students from other universities. During the summer of 2015 while the Gallaudet labs were undergoing renovations, Solomon’s students participated in internships at other universities and sites, such as Saint Mary’s University in Nova Scotia and several lakes in Minnesota.

During the fall, spring, and summer, Solomon takes her students out onto the river where the Gallaudet students take samples of water at 11 sites to analyze in the campus lab. The team studies the nutrient levels in the river and how they affect the health of the water. One large component that was missing from previous monitoring studies was assessing the concentration and impact of organic nitrogen in the river, which can result in algal blooms that decrease the amount of oxygen in the water. The project was originally funded by both the Water Resource Research Institute at the University of the District of Columbia and a grant from Maryland Sea Grant, and it continues to be funded by other sources.

“My work on this project has motivated me to pursue my passion in environmental science and marine biology,” said Gallaudet intern Giovanna Vazquez. “The amount of knowledge I’ve gained has made me want to put it to good use and give back to the community. Not only has the work been beneficial to me as a student, but it has been beneficial in a moral sense. Seeing the polluted river made me realize how naïve I was about the environment and the significant impact neglect has on the health of the water.”
College and Me, a cooperative Early Intervention Program between the Garrett County Public School system and Garrett College, is celebrating more than 25 years of introducing fifth graders to college through interactive programming and learning experiences. Over the years, more than 9,100 students have explored classrooms, discovered science laboratories, and made countless connections with faculty, staff, students, and community partners at Garrett College.

During their four-day week on the McHenry campus, the students attend class sessions in art, biology, theatre arts, allied health careers, adventure sports, mathematics, computer technology, robotics, and engineering, among others. Students also hear about the types of jobs that are available for those who pursue an education beyond high school, learn about resources available at the college, and wrap up the week with a swimming session at the Garrett College Community Aquatic and Recreation Complex.

Joe Winters has coordinated the College and Me program for the last 10 years, and sees it as a great opportunity for elementary students to experience a college campus: “The fifth grade students are always enthusiastic about the College and Me experience. I think it is the highlight of their fifth grade year.”

The most recent development in the program has been the inclusion of robotics in order to promote STEM education at a young age. Dr. Qing Yuan, Director of Business, Information Technology, and Engineering at Garrett College, spearheaded the inclusion of robotics. “It has been two years since robotics became part of the College and Me program. Robotics activities have been very well received by the fifth graders...the students can now carry their interest and skills in robotics through their K-12 education and come to Garrett College in the electrical engineering and math or science programs. It’s a natural transition for many of these gifted young students,” Dr. Yuan said.
In 2014–15, Dr. Tara Scully of The George Washington University (GW) in Washington, DC taught a course called Biology of Nutrition and Health, which focused on food, how the body uses it, and major dietary-related issues, including diabetes, heart disease and celiac disease. The labs built into this course work with community organizations to tackle socioeconomic issues related to diet, health and wellness. These service-learning labs provide lessons dedicated to testing the composition of inexpensive grocery store items like granola bars and ramen noodles and discussing the preparation and availability of healthy alternatives. This was the first year the course was taught, and more than 100 science and non-science majors enrolled. The students collectively served over 1,000 hours with 3 community organizations, leveraging their academic knowledge and building relationships.

One partner organization, Common Threads, connects classroom learning to community action by engaging GW students with elementary school classrooms in underserved communities, teaching children about healthy food choices and cooking healthy meals. All the Biology of Health and Nutrition students—working in teams of 8— increase their understanding of the material taught in the classroom by putting it into practice in schools and community groups in the Washington, DC area.

Teams created lesson plans based on what they learned in the classroom and lab. “This is not just about reading a textbook for the purpose of passing a test — I have to learn this material because I have to teach it to someone,” GW sophomore Libby Wuller said. “It matters what we eat, and I think a lot of kids aren’t taught that piece of education. They may be in a biology class in their schools, but they may not be learning about how the biology translates to their health.” Academic service-learning classes have increased at GW in recent years, increasing from 41 courses in the 2012–13 academic year to 70 in 2015–16.

“Changing the mindset of the country in the future regarding how we value healthy foods, and maybe also making it more affordable, would be an amazing achievement. I think we can do that through these service-learning courses.”

Dr. Tara Scully, Teaching Assistant Professor of Biology
STEM Afterschool Program

STEM Afterschool is a project-based science and engineering enrichment program developed and coordinated by the Center for Social Justice Research, Teaching & Service (CSJ) at Georgetown University (GU). From January through April 2015, CSJ partnered with J.C. Nalle Elementary School in Washington, DC’s Ward 7 to pilot the STEM Afterschool program.

This two-part program consists of science and engineering lessons twice a week and a Junior “For Inspiration and Recognition of Science and Technology” (FIRST) LEGO League team once a week. In the science and engineering lessons, nine GU students led 18 third grade students in explorations of weather, forces, and ecosystems. In addition, once a week six GU students coached the Jr. FIRST LEGO League team, which was comprised of 12 second grade students. In these LEGO sessions, students explored real-world challenges through research, teamwork, and imagination, and brainstormed, designed, and built a LEGO airplane with moving parts with the guidance of coaches.

This program aims to increase elementary students’ interest in and engagement with STEM topics, expand students’ awareness of STEM careers, and improve students’ academic performance in science and math coursework. Over the semester it was tracked, K-12 student performance consistently improved as the elementary students increased their ability to think like scientists, and as the Georgetown undergraduates’ tutoring and communication skills improved.

The STEM Afterschool program engaged students beyond the classroom as well. Students and their families were invited to Spring Fling, an annual celebration on Georgetown’s campus, and went to the Smithsonian Museum of Natural History with their tutors. At the end of the program, science and LEGO kits were sent home with students to use during the summer. STEM Afterschool reflects Georgetown’s commitment to providing opportunities for student development and meaningful community engagement. In the future, the program will continue to run on a semester schedule and will seek to expand and deepen programs in 2015–2016.

“Participating in a volunteer program such as STEM Robotics at Nalle Elementary School is an important way to get [K-12] kids excited about STEM fields, particularly young girls. Instilling in our youth a love of science and engineering from the start is a great way to ensure we will have leaders in these fields for generations to come.”

Rachel Acree, (Nursing and Health Studies), Coach, Jr. FIRST LEGO League
The Middle School Mentoring program at Goucher College pairs students from Barclay Elementary and Middle School, a Title I public school in northeast Baltimore City, with Goucher students in a one-on-one mentoring relationship for the entire academic year. Seventh grade is a crucial time in every student's life when social choices converge with larger life decisions, such as whether or not college will be a reality. Middle School Mentoring gives students information about themselves and about what college is like so that they can make an informed decision.

The program takes place on Goucher's campus and explores character building, civic engagement, and conflict resolution through activities and reflection, using an arts-based leadership development curriculum that includes local Baltimore artists and musicians. Some of the programs include: African drum and dance, slam poetry, step dance, theatre, hip hop music, and photography, all of which improve self-esteem and creative expression. Two culminating projects — a multi-media mural and short documentary — allow participants to reflect on their progress within the program.

The Barclay School partnership began in 2007, although Goucher College students have enthusiastically coordinated the Middle School Mentoring program for more than 15 years. Roughly 20 Goucher students and 20 Barclay students participate annually, making this an intimate but effective program. When the year ends, Barclay students have gained confidence in their own abilities and familiarity with a college campus, paving the way for their own college experiences. After sharing a family-style dinner and robust weekly programming, mentors and mentees feel a strong and lasting connection with one another.

The signature quality of Middle School Mentoring is that the program meets the kids where they are developmentally and helps them explore the world in safe and creative ways. By modeling effective communication and promoting pro-social skills, the program helps students transition to young adulthood with curiosity and self-efficacy.
STEM Camp for Preschoolers

STEM Camp for preschoolers started as a pilot project sponsored by Hood College in the summer of 2013, developed by Dr. Marisel N. Torres-Crespo, Assistant Professor in the education department. Part of the recent rapid evolution in knowledge of how young children learn shows that they learn best when they take an active role engaging in research projects, asking questions, collecting data, presenting and reporting it while having a teacher guide their experience. One of the objectives of the Department of Education at Hood College is to provide real classroom experiences for college students in order to increase their understanding about how preschoolers develop. Based on these two concepts, Hood College funded a two week STEM summer camp for preschoolers directed by Dr. Torres-Crespo and taught by two college students, future teachers from the Department of Education.

The STEM Camp program is designed to allow preschoolers to experiment with and investigate materials while learning basic concepts of science, technology, engineering, and mathematics (STEM) through play.

The program is not aimed at a specific population. It worked with 10 preschoolers at Hood’s Onica Prall Child Development Laboratory School in its first year, and in the summer of 2014 served 20 at-risk preschoolers at the Judy Center in Frederick. In January 2015 it was replicated at Frederick County Public Library for 20 four-year-olds in homecare. The intention is to impact positively every preschooler by incorporating STEM-related activities into their play. The purpose is not only to increase the interest in STEM career fields, but also to help with the issue of underrepresentation of women in engineering professions, and to allow preschoolers to acquire the foundations of a well-rounded, quality education, preparing them to make informed decisions. Hood’s education department plans to offer this STEM Camp every summer.

Parents offered these comments about their children’s learning:
“*She always talks about the word of the day with her siblings and explains what she learned.*” • “*He said that now he likes electricity.*” • “*He is always talking about constructing something with Legos.*” • “*When playing, she says ‘construction.’*”
Children’s Book Project – Supporting Literacy Locally and Globally

In addition to a robust STEM curriculum, Howard Community College (HCC) has established service-learning courses centered around the arts. In the fall of 2010, HCC established a partnership with Somos Amigos Medical Missions in order to support their service to the community of Naranjito, Dominican Republic. Somos Amigos’ main goal is to provide free-of-cost quality medical and dental care to the subsistence farmers living in the remote Naranjito community where healthcare and many other resources are absent. As Somos Amigos has expanded their mission to support the development of a healthy mind and body, HCC has partnered with them in order to provide Spanish language children’s books to the youth of the community. Annually, students enrolled in Professor Robin Bauer-Taylor’s Elementary Spanish courses learn about the Naranjito community and create personalized storybooks that utilize culturally relevant topics in order to help build basic language and vocabulary skills.

In the fall of 2013, HCC established a partnership with the local organization Healthy Families Howard County, which had a need for bilingual children’s books for the surrounding community. Healthy Families Howard County is part of the nationwide Healthy Families America initiative that focuses on providing support to first-time parents through education and community resources. Using a similar framework to the Somos Amigos book project, students enrolled in Professor Claudia Dugan’s Elementary and Intermediate Spanish courses learn about the educational needs of parents and children in the Healthy Families program and then create personalized Spanish-English storybooks that teach vocabulary and promote healthy living. Each book features a main character inspired by a children’s puppet, which is donated along with the book as part of an educational activity pack that encourages creative play among the young recipients. Because Healthy Families encourages parents to read the books to their children, the books help both children and parents to develop bilingual skills.

- 362 books have been created and donated to support the development of local and global literacy skills
- 22 classes have contributed to this initiative
The Charm City Science League (CCSL) is a student volunteer organization with the mission to offer STEM curricula and support Science Olympiad programs for elementary and middle school youth in grades 5–8. Approximately 40 Johns Hopkins undergraduate students, under the guidance of the Johns Hopkins Center for Educational Outreach, volunteer at six Title I Baltimore City Public Schools and one recreation center. Students receive mentoring in various STEM areas to prepare for competitions, including Science Olympiad events in the disciplines of biology, chemistry, physics, environmental science, engineering, and technology.

The CCSL was established in 2013 through a Community-Based Learning course called Leading Social Change, which included a social entrepreneurship competition and provided multi-year seed funding to winning project teams. The JHU CCSL team started their program at the Barclay Elementary and Middle School in the fall of 2013 and students continue to volunteer with the youth twice a week. In 2014, the group worked with staff from the Maryland Science Olympiad Program to expand to support teachers coaching existing teams at other schools. The program has served 120 youth since 2013.

The Barclay Science Olympiad team is highly successful, winning medals in many events every year at the Science Olympiad Baltimore City regional competitions, which qualifies them for the Maryland State competition. At the 2013 and 2014 State competition, the Barclay team medaled in one event, and in 2015 they medaled in two events. In summer 2015, the CCSL launched their first free summer program for youth at the Fallstaff Academy. The camp offered hands-on activities such as bottle rockets, DNA extraction, and electricity and chemistry experiments. Campers also came to JHU to explore a materials science lab.
Tutor Education with the St. Paul Bridges Program

Each fall semester Loyola University Maryland offers as one of its Writing courses a tutor training course for Loyola’s Writing Center, taught by Lisa Zimmerelli. Service-learning is mandatory for all students enrolled in this course.* Since fall 2011, the Bridges program of St. Paul’s School of Baltimore has partnered with Dr. Zimmerelli’s class for tutoring in any subject needed. Bridges provides a range of support services for students in the Baltimore City Public Schools, including summer bridge programs, tutoring, job training, and social services guidance. High school students are selected from Bridges to receive extra support from the Loyola students.

One night a week, the Writing Center closes early to host the Bridges students. After a pizza dinner, about 12 pairs of students and tutors pair off to work on homework, projects, SAT prep, and weekly planning. Loyola student tutors also lead a college night panel where they answer questions about college from the Bridges students. The Bridges experience is woven into the Loyola students’ class time, as they write reflections and devote time each period to discussing questions and issues that arise in tutoring, as well as discuss theoretical and praxis readings on writing centers and composition studies.

The majority of Bridges students show improved grades, and many also point to specific organization and study skills they have improved as a result of the program. Loyola students testify to strong training as tutors because of the way their class integrates service with the rest of the course material. It is a testament to the strength of the partnership that the majority of Loyola students continue to tutor their St. Paul students in the spring semester, after their course ends.

*In March 2014, Lisa Zimmerelli was recognized by the Office of Service-Learning’s Faculty Award for Excellence in Engaged Scholarship for her stellar service-learning teaching and her scholarship on that teaching.

“We have made an institutional commitment to the program and to the Bridges students; our Bridges tutoring is a permanent, important part of what we do, every week, every semester.”

Lisa Zimmerelli, Assistant Professor and Writing Center Director
The Community-Based Learning (CBL) Program, based in MICA’s Office of Community Engagement, supports courses that explore the expanding role of artists and designers in society. Piloted in the spring of 2013, the CBL model takes students out of the classroom and into the community where they learn by engaging directly with people, organizations, and spaces beyond the MICA campus.

In CBL courses, students gain experience in various skills like teamwork, communicating with community partners, producing written and visual documentation, demonstrating respect for diverse ideas and cultural differences and articulating community-identified issues or needs while simultaneously striving to understand their root causes.

A course called “Social Documentary” in MICA’s photography department was an example of the Community-Based Learning model this past spring. The course emphasized the use of photography as a communication tool for the visual investigation of the human experience. Partnering with Baltimore’s Waxter Senior Center, students and seniors were paired together to collaborate on the project. The senior citizens shared their life story while students captured both candid and formal portraits of them. The final project, a combination of these two elements, was an exhibition and publication entitled “My Story.” The project used the creative process and community engagement to transform the students’ understanding of what it means to work in a community while also reshaping their views of the elderly and the aging process. The community-based learning model allowed for a rapport and a sense of trust to be built between the students and the senior citizens, without which the project would not have been a success.

To date, the CBL program has partnered with eighteen courses across ten artistic disciplines. During the 2015 academic year, each CBL course was eligible for up to $1,500 in faculty funding and $1,500 in project funding; both were dependent on the scope and duration of the community-engaged component within the course. This monetary support helps offset the additional time spent by faculty planning and implementing the community-engaged courses, as well as purchasing of materials for the resulting project. Future plans for the CBL program include increased professional development for faculty and continued collaboration across artistic disciplines.

Social Documentary—A Community-Based Learning Course
In 2010, The Maryland State Department of Education approved McDaniel College’s Mathematics Instructional Leader (Pre-K-6) certification program. This program, the first of its kind in the state, was developed in collaboration with McDaniel College’s Elementary Mathematics Specialists and Teacher Leaders Project (EMS&TL).

EMS&TL, supported by The Brookhill Institute of Mathematics, was established in 2009 through collaborative work with a core group of Maryland mathematics specialists from Baltimore, Carroll, Frederick, and Howard County schools. The project engages mathematics specialists nationally in order to mentor and support elementary school math teachers. Part of the EMS&TL Project includes developing, maintaining, and expanding a website listing school-based initiatives that summarize program impacts, graduate level programs and state certification guidelines, and a range of publications and resources.

In 2011, the project received an award that allows for resources from Doing What Works—Common Core State Standards Mathematics Transition Project to be made available through the website. The materials provide opportunities for school professional development activities with topics like developing effective fractions instruction and assisting students struggling with mathematics. The website is available nationally and has received over 500,000 visits.

To have math specialists available who are able to mentor classroom teachers positively impacts both the teaching and learning of elementary mathematics. Studies are being done that detail the impact these math specialists are having, the challenges they face, and the leadership goals of their work. This project is set to continue until June 2018.

“We need elementary school mathematics specialists—elementary classroom teachers who know and understand mathematics and can effectively mentor their colleagues. Given the need for students with a mathematics and science background and interest, this project is a first step in that direction, with multiple national implications.”

Dr. Francis (Skip) Fennell, EMS&TL Project Director
From September through June, Montgomery College (MC) hosts a weekly service-learning project called the Manna Food Smart Sacks Program, with the local community food bank. Through Smart Sacks, Montgomery College provides three partner elementary schools with nutritious food for students receiving free and reduced meals to take home for the weekends.

Smart Sacks engages student clubs, leadership programs, students with disabilities from the College TRiO program, nutrition studies, and women’s studies courses in our weekly packing sessions. Student packers explore hunger, inequality, and the impact of nutrition on education through discussion and reflection activities, while other student groups help replenish the bank’s food supplies through donations at local drives, and help sort food at the local bank. In addition, students host an annual Hunger Banquet to inspire their peers to fight hunger on campus and in the community.

The impact for the elementary school partners goes beyond simple nutrition: Manna’s studies show that participation positively impacts school attendance and parental involvement for Smart Sacks recipients. MC students who have experienced hunger themselves feel empowered by helping others through this program. Manna relies completely on partner organizations like MC to help Smart Sacks reach more than 2,320 students at 60 elementary schools in Montgomery County, Maryland.

In 2014-2015:

- Over 100 students packed 126 Smart Sacks every week, while student volunteers and Montgomery College staff coordinated pickups from the food bank and deliveries to schools.
- Student packers who served over 20 hours received a Spirit of Service Certificate at the end of year Student Life Award Banquet.
- A committee of 20 students, one faculty, and one staff hosted over 115 people at the annual Hunger Banquet focused on Food Waste and Recovery.
- Over 30 students collected 5,500 lbs of food donations at local grocery stores.
Morgan State University (MSU)’s Department of Fine & Performing Arts and the school of Computer, Mathematical and Natural Sciences partnered with the Mathematics Association of America to foster HIV/AIDS awareness and prevention through a stage reading in northeast Baltimore. The partnership was possible through a grant awarded to Dr. Asmoah Nkwanta, Associate Professor of mathematics, and Dr. Shirley Basfield Dunlap, Associate Professor of performing and fine arts. It gave MSU students interdisciplinary experience between the arts and mathematics to develop stage plays that educated viewers about the research and design of vaccinations for HIV/AIDS. Undergraduate STEM and Theatre Arts students were introduced to research using random matrices (a random matrix is an array of numbers where each number is associated with a specified probability distribution) and other statistical models which they applied to the study of drug and vaccine design for AIDS. The students developed a transdisciplinary script called “The Invasion,” integrating the disciplines of public health, social work, statistics and random matrix theory, biology, education and theatre arts.

The STEAM Team, as the undergraduate scholars working on this project fondly called themselves, presented their findings along with a staged reading of their script to an audience of professors, chairs, deans, students, and Baltimore City and County Middle School STEM teachers. Additionally, the program was presented at the MSU STEM Expo, which was attended by Maryland students and teachers, to encourage interest from educators and administrators in the effectiveness and purposefulness of using theatre arts to help popularize STEM topics and courses.

“STEM to STEAM

“Our mission is to express the value of Theatre Arts as an educational medium in our community with the ability to accurately and effectively communicate any kind of information and paint a portrait of any kind of situation.”

Brian Jamal Marshall, Theatre Arts student

“I had a very closed mind. I did not understand how theatre arts could be incorporated with mathematics and biology…I understand now that the arts are a way for people to learn without being too technical. From here on out, I know that I will only be more open to accept the ideas of STE(A)M.”

Keisheena Waldon, Mathematics graduate student
STEM Summer Camp

Notre Dame’s STEM summer camp is designed to help K-12 students maintain and expand their budding interests in science, technology, engineering, and math since studies show that students begin to lose interest in the sciences during the middle to late years of elementary school. Campers experience space exploration through five full days of STEM activities focused on science, engineering, technology, and mathematics. Each day, campers are introduced to a new STEM concept within the theme of “space” and will participate in hands-on learning. But it’s not all science—there is also time for swimming, team building, crafts and lunch! Counselors are pre-service or in-service teachers enrolled in a School of Education degree program at Notre Dame of Maryland University and eight NDMU faculty members serve as lead instructors for the camp.

Space exploration is an exciting and fascinating topic for students of all ages, and living in Maryland makes this topic very accessible as a real life exploration with all of the resources and business partners in the vicinity. Each day focuses on a specific content area and ties into the overall theme of “Explorations through Space.” Campers are placed in small groups across grade levels with a lead counselor who works with the group throughout the week. The camp has grown from 19 students in 2014, to 39 for the 2015 camp.

One parent said, “From day one our daughter came home excited to tell us about what she had done that day. She loves science and this week was a nice combination of hands-on science exploration and learning.”
In partnership with the Prince George’s County Public Schools (PGCPS), Prince George’s Community College (PGCC) opened the first middle college high school in the state of Maryland on July 11, 2011, called the Academy of Health Sciences. The academy’s program is focused on providing students with a world-class education that will lead to further study in the fields of health sciences. Its first class of 100 ninth grade students was admitted in August 2011, followed by an additional class each subsequent year until full enrollment of 400 students in grades 9–12 was achieved in fall 2014.

The academy’s rigorous, innovative, four-year program combines high school and college courses through dual enrollment credit. Upon successful completion of the program requirements, students earn both a high school diploma and an associate’s degree in general studies.

Admission to the academy is open to all 8th grade students from Prince George’s County who have expressed a strong interest in health sciences. Utilizing an advanced assessment and scoring system, the program’s application process ensures equity in participation for students representing all geographic areas of Prince George’s County. The student body is diverse: students entering each class represent historically underserved populations with fifty percent being first-generation college achievers or students of low socio-economic status.

The first class of the Academy of Health Sciences graduated in May 2015. Eighty-five of the inaugural cohort of 100 students earned a high school diploma and an associate’s degree in general studies with an emphasis in health sciences. Every student from the graduating class has been accepted into a college program; ninety students are going to four-year institutions and two students have elected to continue their studies in the health sciences at PGCC. The overall GPA for the class of 2015 was 3.9 and graduates were accepted into over eighty colleges and universities with scholarship support in excess of 9 million dollars.
TRiO ACHIEVE Student Support Services

Salisbury University’s TRiO ACHIEVE Student Support Services (SU TRiO) is an educational opportunity project sponsored by the U.S. Department of Education that is designed to identify and provide services for individuals from disadvantaged backgrounds. Initially funded in 2010, SU TRiO has helped over 250 low-income, first-generation college students and students with disabilities who have an academic need. Through TRiO these students get the services and support to develop the academic, interpersonal, and social skills they need for success in both higher education and in life.

The program provides education on financial literacy, academic tutoring, advice and assistance in post-secondary course selection, assistance with information on financial aid, scholarships, and applying and paying for graduate school or professional programs.

Service and servant leadership are compelling and integral parts of TRiO ACHIEVE Student Support Services. TRiO students sponsor a yearly school supply drive and volunteer as mentors for at-risk males in North Carolina and Maryland. The TRiO office has also coordinated international trips to Cuba, South Africa, and Germany where students participated in different educational and service-learning activities as part of its new global learning component. Recently, two TRiO students were selected to participate in the Salisbury University Summer 2015 Student Research Program. In this program, each student is partnered with a faculty member to conduct research in various STEM fields. SU TRiO is in its fifth year at Salisbury University and was recently funded for another five years.

Highlights of TRiO ACHIEVE over the last five years:

- The TRiO program has assisted 150 participants in graduating from Salisbury University.
- Currently, more than 91% of TRiO program participants are in good academic standing with an average GPA of 2.5 or higher.
- In 2012-2013, the program achieved a 90% retention rate of program participants from one academic year to the next.
BrainSTEM After-School Program

What do sheep brains, gummy worms, and relay races have in common? Each played a role in the BrainSTEM program, an after-school enrichment program for high school students that was established this year at St. Mary’s College of Maryland (SMCM). Seventeen STEM students from Great Mills High School participated in the four-week program designed and implemented by nine SMCM students and coordinated by Dr. Anne Marie Brady, a psychology and neuroscience faculty member at SMCM. BrainSTEM was developed to stimulate interest among pre-college students in learning about the brain and nervous system, and build their knowledge base in neuroscience through fun, interactive instructional activities. High school students dissected sheep brains, built brain cells out of candy, and held races to see who could transmit neural signals the fastest. Participants reported that their interest in the brain and nervous system had increased, that they were highly likely to recommend the program to other students, and that they had a significantly higher level of understanding of the brain and nervous system compared to before the program.

The BrainSTEM curriculum was developed and implemented as part of a two-semester SMCM course sequence: Neuroscience Education and Outreach I & II. Learning outcomes for the SMCM students included solidifying their own knowledge of neuroscience and gaining experience in communicating to non-expert audiences. Final student essays indicated that these goals were met.

In its first year, the BrainSTEM program has had demonstrably positive impacts on both high school and college students, and has also served to increase the visibility of SMCM’s programs within the local community. Thus far, the program has been supported by funding from the Andrew W. Mellon Foundation. Going forward, the goal is to identify ways to sustain and expand this program to engage additional local high schools.

"The program provided an excellent educational supplement to the high school students in addition to the productive teaching and outreach experience it gave to the college students. There were no programs like this when I was in high school, and I certainly wish they had been available."

SMCM student participant
Since 2008, Stevenson University has offered an annual Expanding Your Horizons (EYH) Career Discovery Day, serving over 800 young women in the Baltimore area. The EYH Network was started in 1974 by a group of female scientists and educators in California, with the mission of encouraging school-aged girls to pursue careers in STEM and STEM-related fields. Today, the national network provides guidance to conferences in 33 states, as well as Europe and Asia.

On September 6, 2014, over 140 middle school girls participated in hands-on workshops and activities that allowed them to explore potential careers in science, technology, engineering, and mathematics (STEM). EYH participants also heard from keynote speaker Sarah Gelles, Director of Baseball Analytics for the Baltimore Orioles. Gelles spoke about her passion for sports and mathematics, as well as how these interests led her to explore STEM-related career options.

The interactive EYH workshops were led by women STEM professionals, as well as faculty and staff from Stevenson, including organizers Michelle Schwartz and Dr. Kim Pause Tucker. Women from Montgomery College, Irvine Nature Center, American Institute of Architects Baltimore Chapter, American Association of University Women, and Space Telescope Science Institute volunteered their expertise, help, and time to the EYH program, as did over 40 Stevenson students. The middle school girls who participated in EYH were able to engage with strong role models who motivated and excited their interest in STEM disciplines.

Stevenson University is proud of this program that empowers girls to pursue STEM-related careers and will hold its seventh EYH Career Discovery Day in January 2016.

“I love volunteering for EYH because it’s a great opportunity to mentor future scientists. I hope to show with hard work and perseverance, anything is possible.”

Sergut Admasu, recent graduate from Stevenson’s School of the Sciences
Since 2006, Towson University has had a strategic partnership with Building STEPS, a non-profit that provides Baltimore City public high school students who have a demonstrated interest in science and technology with the exposure, support, and safety net critical for college access and completion. Almost all Building STEPS students are low-income and will be the first in their family to earn a college degree.

Building STEPS’ comprehensive programming is comprised of distinct parts. The first is Junior Seminars, which provide exposure to science and technology-based professions through a series of nine off-campus seminars. The second part is a summer internship program that provides experience to further explore specific areas of interest and weekly workshops focused on professional development, SAT prep and community service. Lastly, building STEPS also offers college workshops which provide college access assistance. There is also a network of alumni support, providing tools and guidance to students to ensure their graduation.

Several faculty members including Dr. Alex Storrs, Dr. Blair Taylor, and Dr. Jack Shephard from the Fisher College of Science and Mathematics along with Joshua DeMonte from the 3D Object Lab collaborate with Building STEPS on these initiatives. Additionally, TU works with Building STEPS by hosting students for internships and visits, providing assistance from the Admissions and Financial Aid Offices to help students with their applications, and hosting board meetings on campus.

In the past year, approximately 100 students from Baltimore City participated in the program, increasing their awareness of college opportunities and careers in STEM fields. Statistically, 1 in 10 Baltimore City public school students earns a college degree. One hundred percent of Building STEPS students are accepted into a four-year college, with more than 80% of them earning a college degree.

Through this collaboration, more underserved students have the opportunity to go to college and obtain a degree, breaking a cycle of under-education and poverty. The Building STEPS partnership plans to reach more students in coming years and continue to provide access to a college degree.
The Digital Designer’s Guild (DDG) is a student organization founded in 2010 by University of Baltimore students August Bender and Christopher Warman. This organization focuses on building community among young professionals who are interested in simulation and game development careers. Many of these students are enrolled in UB’s undergraduate Simulation and Digital Entertainment program; however, DDG attracts students from across disciplines. DDG engages its members in their communities as a means to strengthen university-community relationships. One such effort is the Child’s Play Charity Arcade.

Since 2010, the Child’s Play Charity Arcade has been organized by DDG as a week-long annual program with day and evening tournaments set up to benefit the Child’s Play Charity Foundation, an organization that provides books, games, and toys to children with chronic and terminal illnesses and those in domestic abuse shelters both internationally and here in the United States. A local beneficiary is the Johns Hopkins Children’s Hospital.

DDG has partnered with 20 different student organizations and departments for this charity arcade, creating a campus-wide effort to bring the UB community together. In 2014, 25 students and DDG alumni volunteered up to 30 hours each over the course of the week. Volunteers planned and executed the week’s events, and thanks to these students’ efforts, nearly $1,900 was raised for the Child’s Play Charity Drive. Over the first four years of this event, over $6,000 has been raised; enough for 300 new toys, 400 new books, or 150 new video games for children in need around the world. More than 250 members of UB and the greater community have participated in this event.

The Child’s Play Charity Arcade, along with other initiatives through DDG, created experiential opportunities for University of Baltimore students, built intentional connections on campus, and with the Baltimore community, and exemplified how the technical skills students learn in the Simulation and Digital Entertainment program can prepare youth for STEM careers and work for the common good.
UDC’s “Making for Change Innovation” Project

The “Vacuum Tube-based Solar Thermal Space Heater” is a low-cost heating system for apartment units, designed by students and faculty from the School of Engineering and Applied Sciences (SEAS) at the University of the District of Columbia (UDC). The project was a response to the White House-initiated “Making for Change Innovation Showcase,” which promoted design and manufacturing projects on HBCU campuses intended to impact their local community in a substantive way and to increase the engagement of students of color in STEM fields. The Showcase was sponsored by the “HBCU Innovation, Commercialization, Entrepreneur Platform” (HBCU ICE), in collaboration with the United Negro College Fund, the Association for Public and Land-grant Universities, and the White House Initiative on HBCUs.

UDC’s team included students Denikka Brent, Tobias Goulet, Patricia Nantume and Nelson Paz, who were advised by faculty members Dr. Pawan Tyagi and Dr. Devdas Shetty. Their project addresses the use of solar thermal heating through windows to provide economical residential heating, which consumes nearly 30-50% of the total energy used in a home and can be very costly for low-income residents. The thermal heating system is designed to perform active space heating while simultaneously being aesthetically pleasing. The design is scalable, and retrofits to existing windows and residential buildings with low maintenance costs. Future studies will be conducted on how the unit can be used as a supplemental unit for residential heating and can be integrated into early stages of residential architectural designs.

The students and faculty from the UDC’s SEAS were invited to a special event at the White House on June 12, 2015, where Dr. John Holdren, Special Assistant to President Obama on Science and Technology, commented on the innovativeness of their solar thermal project.

“At the heart of this ‘Nation of Makers’ initiative are the strategies to enhance student experiences in creativity, interdisciplinary design, technology, and entrepreneurship—and the beneficiaries of UDC’s project are our low-income residents.”

Dr. Devdas Shetty, Dean, SEAS

Mechanical Engineering student Tobias Goulet and Dr. Pawan Tyagi
University of Maryland, Baltimore (UMB) students are engaged in science, technology, engineering, arts, and mathematics (STEAM) enrichment programs in several Baltimore City public schools. The School of Medicine's chapter of the Student National Medical Association (SNMA) is focused primarily on educating, serving and empowering underserved communities through multiple health education, screening, and youth enrichment programs such as its Youth Science Enrichment Program (YSEP).

YSEP is a pipeline program designed to provide elementary school students with opportunities to interact with medical students, faculty, and health professionals from UMB with the goal of interesting them in careers in medicine, allied health, or science. Through YSEP, UMB medical students visit Harlem Park Elementary School once a month to lead fourth and fifth graders in interactive science lessons that align with the Baltimore City Public Schools curriculum. Every effort is made to create fun and engaging lessons that are very hands-on.

This year, YSEP students worked on a project that showed how neurons communicate through electrical impulses. UMB students led the children in an experiment, attaching a wire to an anaesthetized cricket’s femur, and plugging it into a cell phone. As the phone played music, an electrical impulse was sent through the wire, and the students observed the cricket’s leg beating in time. The experiment made a big impression on the students. “When the cricket’s leg started dancing to the beat of the music, we knew that we had captured the students’ interest in science in a way that hadn’t been done before. Seeing that spark ignite in a fourth grader’s mind is why I continue to volunteer for YSEP,” said Jessica Chaffkin, a UMB medical student who volunteers regularly for the program.

Students from the University of Maryland School of Medicine plan to continue this partnership with Harlem Park Elementary during the 2015–2016 school year, and hope to increase the number of children engaged through STEAM enrichment by recruiting even more SNMA volunteers from the new class of medical students in fall 2015.
University of Maryland, Baltimore County (UMBC)’s mission of expanding STEM education has included the K-12 community for a number of years. In 2005, UMBC became the FIRST LEGO League (FLL) Maryland Operational partner. FLL introduces young people ages 9 to 14 to the fun and excitement of science and technology using engineering concepts, presentation techniques, and robots to solve problems. Since 2005, FLL Maryland has grown significantly from 60 teams in 2005 to over 400 in the state today. Several teams in Maryland have been nominated for and won the FLL Global Innovation award for their solutions to real world problems. FLL Maryland includes over 20 qualifier competitions around the state of Maryland and a championship held at UMBC.

Over 4,000 volunteers including coaches, mentors, and industry, university and K-12 personnel help make this possible. The Sherman STEM Teacher Scholars Program at UMBC, which aims to increase the highly qualified STEM teachers who have a strong understanding of diverse, high-needs, and urban school environments, is heavily involved with FLL. The Meyerhoff Scholars Program and Center for Women in Technology (CWIT) scholarship program also take part in the FLL program, each one promoting diversity in STEM fields at UMBC.

A study conducted by Brandeis University reported that FLL coaches observed an 84–90% student increase in understanding and interest in science and technology, teamwork, problem-solving, and research skills. UMBC is seeing the impact of this program in the growth of its engineering programs and increased university community engagement. Future plans include the growth of FLL in underrepresented areas in terms of gender and ethnicity and further increasing student diversity.

“The biggest benefit I’ve seen for my son is learning to work as part of a team. Leadership is not about bossing the others around. Others need to be accommodated. Being bright is not the same as leadership.”

Bill Von Alt, parent of participating FLL student
Alternative Weekends (AW) are short-term community-based and student-led immersion experiences that allow participants to learn about social issues and provide support to community partners in our region. Teams of 15 students spend three days engaged in social issue education, critical reflection and direct service.

The Alternative Weekends program at UMD began in the summer of 2014 as a collaboration between Alternative Breaks and Maryland LEAD. Since its inception it has doubled in size, engaging 90 students each year in hands-on learning about food security, housing justice and STEM-related topics such as Chesapeake Bay restoration through partnership with the Chesapeake Bay Foundation, Clagett Farms, National Coalition for the Homeless and Our Daily Bread.

Through the AW program, quality educational and developmental programming is available to students on campus during the summer and existing partnerships with community organizations are deepened. Whether harvesting vegetables to be delivered to a local food pantry, preparing dinner with men experiencing homelessness in Baltimore, or preparing oysters that will filter pollutants out of the bay, AW teams have contributed over 720 hours of direct service and engaged in 300 hours of issue-based education during summer 2015. As a result of participating in AW, students recognize their responsibility to participate in their community and in society. They also gain tangible tools they can use to act upon that responsibility and begin to make behavioral changes related to what they learned.

Alternative Weekends provides a committed group of volunteers who, in a short amount of time, can accomplish much needed tasks such as organizing thousands of donated homeless hygiene kit supplies, planting hundreds of trees and preparing several farm plots for planting. With structures and leadership in place, the Alternative Weekends program is looking to expand offerings into the fall semester and to other sites in our region.

“All of the work that people put into helping the Bay is inspiring. Helping with this made me more conscious of my actions at home.”

UMD Student
The Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) Chapter at the University of Maryland Eastern Shore is part of a 30-year-old national society that is 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, has chartered three different partnerships across Maryland with K-12 school districts. Junior MANRRS, a high school component of the MANRRS organization, provides an opportunity for minority students to become aware of agricultural careers and also get excited about and engaged in the pursuit of a college degree.

The purpose of Junior MANRRS in Maryland is to increase high school students’ awareness of agricultural programs, develop multiple pipelines of students coming into the school of agricultural and natural sciences at UMES, expose Junior MANRRS students to a university atmosphere and enhance critical “soft skills” development. There are approximately 130 participants in the Junior MANRRS network in Maryland. In September of 2014, the inaugural Junior MANRRS state meeting in Maryland was held on the campus of UMES with approximately 65 high school students from 3 different counties in attendance. An impressive 89% responded “yes” to the question, “Has Junior MANRRS encouraged you to pursue a degree in an agricultural science?” Ms. Gabrielle Morris, a Parkside High School CTE Junior MANRRS student said, “Junior MANRRS is an eye-opening experience full of opportunities.” Mr. Ben Webster, a Business Administration major at UMES is quoted as saying, “Because of MANRRS, I was able to surround myself with equally brilliant and driven minds coming from diverse backgrounds.” 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 are planning to expand Junior MANRRS programming into four new high schools in Somerset, Prince George’s and Dorchester Counties.
Washington Adventist University (WAU)’s STEM U program — for students majoring in biology, biochemistry, chemistry, computer science and mathematics — provides workshops, student mentors, residential and non-residential learning communities and a survival guide to ensure that students graduate on time. WAU offers an array of pre-professional programs within its BS and BA biology degree tracks, as well as degree programs in biochemistry, chemistry, mathematics and computer science.

To ensure that all students have the academic support necessary to succeed, all of the STEM scholars participate in a learning community cohort. They live together in the dormitories and are encouraged to take at least two courses together. As an integral part of the program, each week students volunteer at area elementary schools helping to develop and conduct fun STEM activities to keep children engaged in learning. Students reported that their involvement in this form of service-learning activity helped them grow and develop in many ways. WAU was ranked among the top 50 “Best Value Small Colleges for a Biology Degree” by the Best Value Schools website, specifically for its biology degree which is a part of its STEM U program.

In addition, the faculty members of the Biology and Chemistry programs assist students in developing their presentation skills each year through the Annual Student Convention. For the past two years, the biology and chemistry programs piloted a convention-like event whereby students obtained the experience and feel of a professional conference. The daylong event consisted of oral and poster presentation sessions, allowing students to experience the roles of both presenter and attendee. Approximately 160 students were involved in 120 presentations in this multi-discipline event.
The Gaithersburg Beloved Community Initiative started with a vision of retired pastor, Rev. Hal Garman, in response to a Martin Luther King, Jr. Day celebration sermon encouraging people to keep Dr. King’s dream alive by advancing the “beloved community.” From this dream, Asbury Methodist Village, Gaithersburg Elementary School, the City of Gaithersburg, Identity Inc., and Wesley Theological Seminary developed a partnership to promote interactions among community residents and students, largely immigrants and people of color, with residents of the retirement community, a predominantly white older generation. This partnership has created a number of programs, including the Beloved Community Mentoring Program, now in its third year. The program pairs residents of Asbury with 4th and 5th grade students from a local elementary school, encouraging cross-racial and intergenerational relationships.

Every other Friday, Gaithersburg Elementary students travel to Asbury Village where they participate in activities organized by Asbury residents, including nature exploration hikes, music workshops, and story-telling activities. This past year, the program focused on character building activities and on equipping the elementary students to contribute to their community through service. The principal of Gaithersburg Elementary School recently shared that she sees a noticeable difference in students who travel to Asbury for mentoring, particularly their increase in poise and sense of self.

Currently nineteen children participate in the mentoring program, with mentors from the community and four support staff, including two Wesley Seminary students. The program is sustained by a well-organized community advisory committee of residents, parents, students, and teachers. As the Beloved Community project continues to grow, the program will continue to increase its impact, improving intergroup and intergenerational relations as well as improving the life chances and quality of life of both the students and the seniors. Dr. King’s dream is indeed alive and inspiring hope and action for justice.

“Students take what they learn from the classroom to the work they do out in the community. Students have brought back insights about the challenges of overcoming barriers like race, poverty, language, etc.”

Dr. Douglas Powe, Professor of Urban Ministry
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 fights 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.

HIGHLIGHT: This past year the MDCCC AmeriCorps VISTA project with the University of Baltimore and CUPs Coffeehouse was selected as one of four VISTA projects in the country featured at the National VISTA 50th Anniversary event held in Washington, DC.

PROJECT EMPHASES

COMMUNITY AND ECONOMIC DEVELOPMENT: 15%
VETERANS: 5%
ACCESS AND SERVICES: 30%
FINANCIAL LITERACY: 15%
TUTORING AND CHILD LITERACY: 25%
HEALTH/NUTRITION: 10%
ACCESS AND SERVICES: 30%
FINANCIAL LITERACY: 15%
COMMUNITY AND ECONOMIC DEVELOPMENT: 15%
TUTORING AND CHILD LITERACY: 25%
HEALTH/NUTRITION: 10%

COMMUNITY VOLUNTEERS  4,826
HOURS SERVED  53,234
CASH RESOURCES EARNED  $51,125
NON-CASH RESOURCES EARNED  $1.2 MILLION

Youth gather for an after-school program at the Garland Hayward Youth Center as part of the Community Empowerment program developed by the MDCCC AmeriCorps VISTA project with the University of Maryland, Eastern Shore.

A Georgetown student tutors DC Public School students as part of a Science, Technology, Engineering, and Math (STEM) engagement project coordinated by their MDCCC AmeriCorps VISTA member.
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 Mentoring Empowerment Network (MEN) project at Bowie State University creates a pipeline of mentoring support services for young boys and men in the Baltimore and Washington community. The MDCCC AmeriCorps VISTA develops the support services and mentoring partnerships needed for male students to successfully transition from grade school through middle and high school into college and onto a career path, post graduate studies, or the military.
CATHOLIC UNIVERSITY OF AMERICA
Supervisor: Emmjolee Mendoza-Waters
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The Catholic University of America project with Beacon House, Healthy Futures, works with sociologically disadvantaged girls aged 7-18. The MDCCC AmeriCorps VISTA helps to educate at-risk females on healthy living. Through athletics and mentorship from college athletes, the project engages over 50 girls in a program which encompasses possibilities for higher education, personal development, athletic accomplishment, enhanced nutrition and general well-being.

GARRETT COLLEGE
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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.

GEORGETOWN UNIVERSITY
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The Georgetown MDCCC AmeriCorps VISTA collaborates with the University’s Center for Social Justice Research, Teaching and Service (CSJ), developing a Science, Technology, Engineering and Math (STEM) engagement project which focuses on the urgent need to address low proficiency math scores of certain DC schools. The STEM project provides tutoring, field trips, college and career programming, and connections with GU STEM faculty and programs to address the needs of underserved students in Wards 1 and 7.

HOOD COLLEGE
Supervisor: Angela Liddiard
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The Hood College MDCCC AmeriCorps VISTA works with the Prosperity Center project at the United Way. This project engages student volunteers, community volunteers, business volunteers, college faculty, and community organizations to provide free tax preparation, financial literacy workshops, and financial mentoring and coaching to low income families in Frederick County, MD.

LOYOLA UNIVERSITY MARYLAND
Supervisor: Erin O’Keefe
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Loyola University Maryland is partnering with the DeWees Recreation Center to develop and implement “The Learning Academy,” an innovative after-school program for local youth through a community partnership with the Govans neighborhood of Baltimore City. The MDCCC AmeriCorps VISTA coordinates an after-school curriculum for youth who utilize the DeWees Center, providing the opportunity to develop a mastery of at least one program skill, knowledge, or competency in both an academic and non-academic activity.

MONTGOMERY COLLEGE
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240-567-5408

The MDCCC AmeriCorps VISTA at Montgomery College works with Montgomery County Public Schools collaboratively to increase K-12 ESOL student engagement, academic achievement, high school completion, and college access. The MDCCC AmeriCorps VISTA does this by bringing college and public school students together to do service-learning activities to improve their shared community. This project creates a sustainable, institutionalized partnership between MC and MCPS.
ST. MARY’S COLLEGE OF MARYLAND
Supervisor: F.J. Talley
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The MDCCC AmeriCorps VISTA at St. Mary’s College of Maryland (SMCM) works with the College Ambassadors Connection to provide an intensive and innovative high school outreach project to promote liberal arts education to low-income and first-generation students and their parents. The outreach program, coordinated with student and community volunteers, 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.

TOWSON UNIVERSITY
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The Towson University and Baltimore City Public High Schools project collaborates with Towson staff and students, the Baltimore CollegeBound Foundation, Baltimore high school staff and first-generation, low-income (FGLI) students and parents to coordinate efforts leading to increased college enrollment. The MDCCC AmeriCorps VISTA develops a mentorship program pairing current Towson FGLI college students with FGLI high school students to work on college access issues. The VISTA member outlines a readiness curriculum model and increases access to additional higher education resources and opportunities.

UNIVERSITY OF BALTIMORE
Supervisor: Anthony Butler
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The University of Baltimore and Southwest Success project is a mentoring and training program for at-risk youth in the Southwest Baltimore community of Hollins Market. Through a partnership with CUPs (Creating Unlimited Possibilities) Coffeehouse, a non-profit that employs at-risk youth and serves at-risk communities, the MDCCC AmeriCorps VISTA member is able to conduct targeted research, interviews, discussions, and meetings with community stakeholders in order to develop a sustainable program that helps at-risk youth transition out of poverty. The program facilitates mentoring relationships between the youth and volunteer mentors, offers substantial college readiness resources, provides career readiness programming such as resume assistance and interviewing tips, and offers financial education workshops.
MDCCC AmeriCorps VISTA | 2015-2016 Project Abstracts, continued

UNIVERSITY OF THE DISTRICT OF COLUMBIA

Supervisor: Tom Bullock
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The Financial Literacy project at the University of the District of Columbia serves low-income freshmen students and high school youth, educating and empowering students in personal financial management. The MDCCC AmeriCorps VISTA coordinates financial literacy course modules, reaching out to local high schools through financial aid workshops to increase high school and college student enrollment and retention. The VISTA member is responsible for following up with partner institutions and also facilitating reflection exercises with students to gain feedback on their experience with the program.

UNIVERSITY OF MARYLAND, BALTIMORE

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The UMB & Veterans Network Initiative project addresses veteran poverty by creating a consortium of veteran-serving agencies in Baltimore to better meet the needs of the veteran community. The MDCCC AmeriCorps VISTA develops formal organizational structures of the Baltimore Veterans Network and leverages existing university service projects to reduce the poverty and homelessness of the veteran population.

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

Supervisor: Eloise Grose
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The UMBC & Refugee Youth Project College Access Mentoring Program creates and implements a near-peer college access mentoring program between high school refugee students and UMBC student volunteers. By engaging students and parents in college readiness workshops and activities, this MDCCC AmeriCorps VISTA project will increase the number of refugee youth that successfully enroll in four-year institutions.

The 2015-2016 cohort of MDCCC AmeriCorps VISTA members gather at Hood College for an overnight orientation.
UNIVERSITY OF MARYLAND, COLLEGE PARK
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The UMCP & Prince George’s County partnership has created a Virtual Resource Center that provides a one-stop website consisting of non-profit organizations in the area so that Prince George’s County residents are able to find and utilize crucial human services. These services include local food banks, domestic violence shelters, and tutoring and college prep programs. The MDCCC AmeriCorps VISTA coordinating this online resource creates a database, maps the non-profits, and creates a searchable site that advances the work of the Human Services Coalition (HSC).

UNIVERSITY OF MARYLAND, EASTERN SHORE
Supervisor: Clifton Harcum
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The UMES is partnered with the Garland Hayworth Youth Center in its Community Empowerment project. This project aims to break the cycle of generational poverty, primarily by improving the scholastic achievements and civic engagement of K-12 youth attending the center. The MDCCC AmeriCorps VISTA works to build and strengthen the students’ critical support systems, leveraging resources to build the center’s capacity which maximizes its positive influence on the community.

WESLEY THEOLOGICAL SEMINARY
Supervisor: Tom Pruski
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The MDCCC AmeriCorps VISTA at Wesley Theological Seminary serves as a key leader in updating the resources and strengthening community-based network for their Heal the Sick program. The VISTA member will help strengthen the community-based health network by increasing Wesley’s capacity to serve congregations and community organizations that seek to play an active role in improving the health of the community, especially the poor, by bringing health education, health care access, healing and wholeness to underserved communities.
Over the past three years, the Students of Service (SOS) program, funded through a nationally-competitive AmeriCorps grant, has strengthened the academic engagement of at-risk K-12 youth through mentoring and civic engagement. At the end of these three years, five sustainable K-H (Kindergarten-Higher Ed) partnerships have been formed resulting in increased K-12 student academic and civic engagement.

In total, 132 college students served as part-time AmeriCorps members engaging over 600 at-risk K-12 students to, together, address needs in Maryland and DC communities. The K-12 mentees gain exposure to higher education while learning the practice of engaged citizenship. The 132 Students of Service college students each serve at least 300 hours during their term, totaling nearly 40,000 hours of mentoring.

“Volunteering with Pinehurst Elementary School has opened my eyes to the Salisbury community. There is such a need for personal attention for each student, especially since many of them come from a rough background. I truly believe the students inspire me just as much as I aspire to be a good role model for them. Thank you for this opportunity to directly make a difference! It has been a blessing.”

Stephanie Machina, 2014-2015 SOS Member, Salisbury University

“Being able to give back to the elementary school I attended was very fun and impacted my life greatly. I helped children to see that they can do the work and that they can be anything they wish. I showed them that having an education is extremely important and that they need to start taking theirs seriously.”

Jelisa Payton, 2014-2015 SOS Member, Salisbury University
Presidents’ Institute & P-20 CONNECTS

MDCCC’s Presidents’ Institute gathers member presidents to strengthen campus-community partnerships and increase impact around civic and community engagement. Member presidents bring institutional leadership teams to discuss specific ways in which their campuses honor the longstanding compact between higher education and the public, to advance the public purposes of higher education on their campuses, in their communities, and across the country.

A focus of the Presidents’ Institute is discussing the collective capacity of higher education to improve and enhance community life. P-20 CONNECTS is a collective-impact approach to systemic change. Its goal is to connect the existing 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. In 2013 MDCCC’s member presidents collectively launched the P-20 CONNECTS initiative, a cross-sector collaboration of PreK-12, higher education, philanthropic, civic, and community leaders to increase students’ college, career, and civic readiness by creating a culture of community engagement.

At our 2016 Presidents’ Institute, member presidents will renew their commitment to the Presidents’ Declaration on the Civic Responsibility of Higher Education. This commitment includes capacity building and cultural change in ways that become a permanent part of the fabric of our institutions. By embodying this commitment, higher education can achieve a broader vision of engagement and fulfill the historic public purposes of higher education.

“Working with the Maryland-DC Campus Compact is a powerful opportunity to collaborate with leaders from around the region to focus on improving student outcomes. The work of the P-20 Implementation Task Force is to refine the work we’re doing so that students graduate high school ready for college and careers. We know that participation in a robust civic engagement program helps students develop and hone skills that they will need as productive citizens. We believe that our efforts will help to integrate the work of K-12, higher education and community partners to enhance these experiences for students.”

Kimberly Hill, Superintendent, Charles County Public Schools

Maryland-DC Campus Compact Presidents gather with local school system superintendents to discuss how to elevate college, career, and civic readiness throughout the Maryland-DC region
Thank You

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

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Thank You

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