SOURCE Service Scholars Program Information & Projects
2019-2020

SOURCE is excited to announce the seventh year of the **SOURCE Service Scholars (SSS) Program**. SSS is a unique opportunity for students to make a long-term commitment to a Baltimore community-based organization (CBO) or a service-based student group that is a SOURCE partner while receiving a $1,750 stipend. Scholars will receive training and guidance from SOURCE staff covering the following: service-learning theories and practices, project management, volunteer recruitment and management, and delivering and reporting on outcomes. Additionally, Scholars will engage in reflective practice throughout the program. These trainings will be delivered through the **SOURCE Service Academy** as well as one-on-one consultations with SOURCE staff. *This opportunity is open to any student enrolled full-time in the Johns Hopkins University Schools of Public Health, Nursing, and Medicine during the 2018-2019 academic year who has an interest in long-term service and community-based professional development.*

SOURCE is now accepting applications for the 2019-2020 SSS cohort! **DEADLINE EXTENDED:** Applications are due by **Sunday, March 24 at 11:59pm.**

**How to Apply:**
SSS Projects have already been identified with SOURCE community partners and service-based student groups. Applicants should review all [projects online](#) (listed below) and rank up to 5 top choices of interest. Applications will be reviewed, and top candidates for each project will be invited to interview. To access the online application form, click [HERE](#).

**SSS Commitments:**
- **Service Hour Requirement:** Commitment to at least 150 service hours with partner organization over the course of the academic year, as well as regular check-in meeting with their CBO or student group contact.
- **Summer Assignments:** Scholars will be assigned readings and reflections throughout the summer leading up to their direct placement with community partners. Scholars are required to complete all readings and reflections by dates indicated throughout the summer.
- **SOURCE Staff Advisor Meetings:** Scholars must meet with their assigned SOURCE Advisor on a regular basis to discuss personal reflections, progress on their project and general experiences related to the service experience (the first meeting will take place at the completion of summer assignments).
- **Scholar Reports:** Scholars will be required to complete several written progress reports throughout the course of their service year.
- **SOURCE Service Academy:** Through a series of seminars and trainings, the SOURCE Service Academy will train Scholars in service project management, including: successful recruitment, retention and management of volunteers, principles of academic-community partnership, service-learning pedagogy and leadership for social change. Scholars will also be required to complete a variety of assignments and readings as part of the service academy. All Academy session dates are mandatory.

**Academy dates:**
- **Summer 2019:** Remote online sessions
  - **Wed, June 13th, 2019**
  - **Wed, July 10th, 2019**
  - **Wed, Aug 7th, 2019**
- **Wed, Sept 11th, 2019:** SOURCE Service Academy training #1
- **Wed, Oct 16th, 2019:** SOURCE Service Academy training #2
- **Wed, Nov 27th, 2019:** SOURCE Service Academy training #3
- **Wed, Feb 19th, 2019:** SOURCE Service Academy training #4
- **Wed, April 22nd, 2019:** SOURCE Service Scholars Celebration and Final Academy Session

- **Volunteer Recruitment:** Each Scholar will be required to recruit at least four additional JHU health professional students to work on the designated project throughout the year. The Scholar will act as the
team leader and will implement volunteer management skills and service-learning pedagogy knowledge gained during Service Academy sessions.

- **Final Presentations:** Scholars will be required to present their projects and progress through a poster at the Year-End Celebration (Wed, Apr 24rd, 2019).

**SSS Benefits:**
- $1,750 stipend
- Practical experience in service-learning theory and practice, project management, volunteer recruitment and management, fundraising, and program assessment and evaluation.
- Valuable professional development experience through the SOURCE Service Academy and mentorship with SOURCE staff.
- Community-based practical experience in the health field.

**SSS Application:**
- Open to all students from the Johns Hopkins University Schools of Public Health, Nursing, and Medicine who will be enrolled full-time for the duration of the 2018-2019 academic year.
- **Applications** must be completed by Sunday, March 24th at 11:59 pm. Applicants will complete an online application form and attach their resume to the form. To access the application form, click [HERE](#).
- Applicants should thoroughly review projects (listed below) and rank their top 5 projects within the applications.
- An internal admissions team will review applications and will select the top 3-4 students to interview per project. Applicants will be notified by Monday, March 25th regarding the status of their potential interview(s).
  - Student who are selected to interview will participate in an in-person or online pre-interview information session on either **Tuesday, March 26th**, **Wednesday, March 27th**, or **Friday, March 29th** from 12:30 – 1:30pm. Individuals who are not on campus or unable to attend an in-person session will be given the opportunity to attend an online session.
- Interviews will take place between **Monday, April 1st** – **Thursday, April 18th**.
- Final matching of projects will be completed by **Monday, April 22nd**.

### SOURCE Service Scholars Projects 2019-2020

| 1. Operation P.U.L.S.E.                      |
| 2. Soccer Without Borders                   |
| 3. Green & Healthy Homes Initiative         |
| 4. Project PLASE                           |
| 5. The Commodore John Rodgers School       |
| 6. Baltimore SquashWise                     |
| 7. Bmore4Kidz                              |
| 8. Esperanza Center                        |
| 9. Intersection to Change, Strength to Love|
| 10. Govans Ecumenical Development Corporation (GEDCO) |
| 11. Clay Pots                              |
| 12. Baltimore Crisis Response (BCRI)        |
| 13. Baltimore Urban Leadership Foundation   |
| 14. The Family Tree                         |
| 15. New Song Community Learning Center     |
Operation P.U.L.S.E (People United to Live in a Safe Environment)

Human Trafficking and Train the Trainer Opioid Awareness

530 E 22nd Street, Baltimore, MD 21218
http://cureoperationpulse.org

Organization Mission:
Operation P.U.L.S.E. (People United to Live in a Safe Environment) is a crime prevention program designed to have a positive impact in removing crime and violence from the East Baltimore community. In partnership with the Johns Hopkins Medical Institution Corporate Security, Operation P.U.L.S.E. trains volunteers with an extensive Crime Prevention Course in Operation Identification, Conflict Management, Public Relations, Courtroom Training, Citizens on Patrol and most important, Evangelism. We are a part of the church and spread the Word whenever and wherever we go. Once the security training is completed, P.U.L.S.E. Volunteers take to the streets working with churches, the Baltimore City Police Department, schools, neighborhoods, community groups/leaders and other city agencies to set up security ministries in making our communities a safer place to live, work, worship, go to school and play.

Project Title & Description: Human Trafficking and Train the Trainer Opioid Awareness
This project has two focuses. The first project is in partnership with The Samaritan Woman. Along with a team, the project goal would be to build an ongoing training program for the community to equip residents with the knowledge of human trafficking and how to identify a victim as well as provide training on how to contact authorities to administer help. This second part of the project will to build an ongoing training program for the community to equip residents with the knowledge of addiction causes and how to handle someone experiencing overdose of opioids in order to decrease the epidemic growth.

Student Leader Responsibilities:
- Engage in training with professional organizations dedicated to the education and fight against human trafficking to work closely with the police department to be able to develop a rapport for quick response for a victim.
- Plan training sessions.
- Hold community training classes.

Additional Volunteer Opportunities:
- Volunteers will be engaged through participation in the training sessions.
Organization Mission:
The mission of Soccer Without Borders (SWB) is to use soccer as a vehicle for positive change, providing newcomer (refugee, asylee, and immigrant) students with a toolkit to overcome obstacles to growth, inclusion, and personal success. SWB provides year-round soccer programming, academic enrichment, mentoring, and leadership development opportunities for participants.

Project Title & Description: Newcomer Access Workshops Coordinator
In the decade that Soccer Without Borders has been in Baltimore, the organization has realized that more comprehensive supports are needed to ensure that newcomer youth can successfully research and apply for colleges as well as make informed decisions about their post-secondary education. SWB has noted that family engagement is also a critical piece of a student's success and would like to engage parents more on navigating college decisions with their son or daughter. Currently, SWB offers high school seniors the opportunity to participate in existing College Access Workshops, where students are matched with volunteers as they go through the application process. SWB is looking for a SOURCE Scholar to expand on this programming in his or her role as a Newcomer Access Workshops Coordinator. This position would include developing a curriculum around college access that could be utilized at different workshops to make these sessions more impactful to students and find ways to include parents in this process. By the end of the year, there will be a College Access Manual created that can be utilized for future workshops for the following academic year.

Student Leader Responsibilities:
- Develop a curriculum around college access for impactful sessions during different workshops throughout the year.
- Create a College Access Manual for future workshops and programming.
- Work with community liaisons to learn more about where families perceive the gaps to be in navigating the college application process.

Additional Volunteer Opportunities:
- Participate during special workshops that align with their expertise.
- Facilitate workshops and coordinate activities for students.
Green & Healthy Homes Initiative
Grants & Foundations Change Management Initiative

2714 Hudson Street, Baltimore, MD 21224
www.greenandhealthyhomes.org

Organization Mission:
Breaking the link between unhealthy housing and unhealthy families.

Project Title & Description: Grants & Foundations Change Management Initiative
GHHI's strategic plan should include methods for addressing change management. Most change happens for one of two reasons: unexpected circumstances or intentional changes to promote progress. For this "Grant & Foundations Change Management Initiative," GHHI will explore and implement change management plans to address the constant state of flux in funding for nonprofits, as well as the technologies that facilitate management of funds from grants, contracts, and foundations. The student leader will coordinate a group of 4-7 volunteers to develop a "best practice-based" plan for GHHI to seamlessly manage, maintain and improve funding management processes.

Student Leader Responsibilities:

- Outline the scope of the funding process from inception to completion: policies, processes, job roles, and organizational structure.
- For grants, contracts and foundations, identify best practices and innovations for:
  - Managing reporting and documentation
  - Change management
  - Process evaluation
  - Process improvement
- Identify stakeholders and the change management team.
- Work with a change management team (which can also include 4-7 volunteers) to:
  - Evaluate the current funding management system
  - Use identified strengths, weaknesses and gaps in the system to propose improvements
  - Create a change management plan for implementing agreed-upon changes
  - Include a communication plan for these changes
  - Deliver the proposal to the GHHI CEO and Leadership Team for review, input and approval
  - Submit finalized plan to GHHI to submit as an addition to GHHI's strategic plan
- Implement changes with current GHHI staff and Source Service Scholar volunteers:
  - Break the change management plan into a list of action steps
  - Assign each action step to a staff member or volunteer with a deadline
  - Follow up on action steps and assist with troubleshooting challenges
  - Document the completion of action steps for a final report
  - Deliver a final change management plan to GHHI to continue after the project ends.

Additional Volunteer Opportunities:

- Research on the best practices and innovations in managing change for grant, contract, and foundation funding for GHHI.
- Review existing practices, make recommendations to improve existing practices with best practices, spearhead assigned action steps for implementing the change management plan, and contribute to the final report.
Project PLASE
Education to Independence Development

3549-3601 Old Frederick Rd., Baltimore, MD 21229
www.projectplase.org

Organization Mission:
Project PLASE, Inc. addresses homelessness in Baltimore by providing emergency housing, permanent housing and supportive services to homeless adults. We serve the most vulnerable and underserved, including persons with mental illness, HIV/AIDS, addiction, developmental disabilities, and ex-offenders, etc. We treat, restore and rehabilitate the whole person. We empower each individual to function at the highest level possible.

Project Title & Description: Education to Independence Development
Project PLASE, INC houses up to 60 clients between our two transitional housing centers. A transitional housing center provides housing on a temporary basis for people in transition. Many of our clients have a dual diagnosis, meaning they are homeless and are diagnosed with a mental illness, disability, or disease. While we provide services and have a nurse and case managers on staff, Project PLASE is looking to develop programming to assist clients in reaching their best potential in independence.

Education to Independence would provide our clients with weekly, research-based education on health and wellness. We are calling this project Education to Independence, as Project PLASE operates to help people experiencing homelessness get back on their feet and reach an independent lifestyle. We envision workshops to educate clients on their personal health and wellness, as well as general lessons about health and disease. Through these lessons, we hope clients can learn to advocate for themselves. We would greatly benefit from the health-education of Johns Hopkins students to support the development and implementation of these workshops. Project PLASE has long desired such programming, however due to lack of staffing and need for more knowledge, we have not been able to development and implement such programming to be effective and meaningful. We believe the year-long project style would serve well at Project PLASE, as many of our clients live in our facilities for at least a year. The Education to Independence workshop would enrich our clients’ experiences at Project PLASE and help them reach towards an independent life.

Education to Independence workshops will be rooted in health education. The workshops will focus on a different health topic each week. Many of our clients are sick, but have not received proper education on their varied illnesses and disabilities. The workshops can be related to the specific needs of clients, but also focus on a greater range of wellness related topics, such as nutrition, exercise, and everyday illnesses (like the cold and flu). It is important for clients to learn about the history of their illnesses and disabilities, care methods, and preventative options. Through the expertise of Johns Hopkins students, this program will be successful and set roots for the future.

Student Leader Responsibilities:
The student leader will be responsible for developing a research based curriculum to implement at both, or one of Project PLASE’s two transitional housing centers. Project PLASE is currently implementing surveys with clients to better understand client’s interests and needs. The student leader can use survey results to develop the curriculum. From here, the student leader, along with their team will lead weekly or bi-weekly health related sessions based on the curriculum. Finally, the student leader would serve as a liaison between Project PLASE staff and the volunteer group. The student leader would work directly with Project PLASE’s Volunteer Specialist and meet on a regular basis to ensure the success of the program and its curriculum. This means the student leader would communicate any changes on their hand, to Project PLASE, and vice versa. The student leader can receive training from Project PLASE case managers to share with their teams. In summary:
- Spearhead research based on survey results
- Design curriculum based on research
- Implement curriculum into interactive lessons with Project PLASE clients
- Serve as a liaison and communicate between Project PLASE staff and volunteers

**Additional Volunteer Opportunities:**
- Create and implement the inclusion of health topics into the curriculum of the program.
- Work directly with clients on the development of Education to Independence.
The Commodore John Rodgers School
Creating Meaningful and Impactful Afterschool Opportunities for Latinx Youth

100 N. Chester Street
www.thecjrschool.org

Organization Mission:
Our mission is to do everything in our power to equip our students with the skills, experiences, and mindset to make good choices in life.

Project Title & Description: Creating Meaningful and Impactful Afterschool Opportunities for Latinx Youth
Despite the fact that the Commodore John Rodgers School has a variety of afterschool offerings for our students, teachers and other staff have noticed a disconcerting trend: the vast majority of our middle school Latinx students do not participate in activities after school. For a few reasons, the needs of these immigrant students are often not met, and we are hoping to create a safe and welcoming space for these immigrant students in our building next year, after school, on Tuesdays and Thursdays. We are currently working with staff from the Baltimore City Health Department and Centro Sol to figure out what exact form that space can take, but one thing we already know is that we are not going to have the funding, manpower, or time to pull off the project on our own.

The SOURCE Service Scholar will leverage the resources of Johns Hopkins (including, but not limited to, committed grad school students) to bring tutors to Commodore on Tuesday and Thursday afternoons to support our students with homework and targeted interventions based on student data. The Scholar will work with the leadership of student organizations (e.g., the Latino Public Health Network) to bring volunteers willing to support our students. Other responsibilities of the Scholar in the following section. The project will be a pilot in every sense, as we will collectively be building something from the ground up, and we are hopeful that, by May 2020, our SOURCE Service Scholar will have helped us get the ball rolling on a really special opportunity for our students at Commodore.

Student Leader Responsibilities:
• Serve as a part-time tutor to students after school.
• Work with CJR’s community school coordinator to develop a recruitment strategy and a structure that will best support CJR’s Latinx middle school youth twice a week
• Meet with various member of Baltimore’s Latinx community to identify best practices in supporting immigrant youth.
• Meet with students, families, and staff to determine what a safe afterschool space for Latinx youth should and could look like
• Identify and pursue potential funding stream that will support part-time staff and other program necessitites.

Additional Volunteer Opportunities:
• Tutor students one afternoon per week.
• Attend reflection sessions, focusing in large part on their experience as tutors and the experiences of the students and families as immigrants and the children of immigrants.
Baltimore SquashWise
SquashWise Mentorship Program

3600 Clipper Mill Rd, Suite 130, Baltimore, MD 21211
https://baltimoresquashwise.org

Organization Mission:
SquashWise is a long-term support system creating opportunities for aspiring Baltimore youth. By using squash as a motivator, we help students realize their academic, athletic, and personal potential. We ensure that each student graduates from high school prepared for the next step, ready to excel in college, and continuing education, as well as in the workplace. We use a goal-oriented approach to match students to post-high school education and career placements that fit their readiness and interests. Students join the SquashWise family in middle school, and we continue supporting them as they achieve their educational, athletic, and career goals.

We support students by providing the following year-round services: academic tutoring, college preparation, career development, mentoring, counseling, service learning, travel, squash coaching and competition, and general fitness programs.

Project Title & Description: SquashWise Mentorship Program
SquashWise’s Mentorship Program is meant to pair mentors one-on-one with SquashWise participant students in grades 9-12. Through the program, mentors build lasting relationships with students and help with homework; provide career exposure; motivate and encourage students to succeed, often drawing from personal experiences; support SAT prep; aid in college research, selection, and application; build organizational skills; and provide other required mentorship to help students prepare for professional and personal success. Mentors are usually college or graduate students who commit for a semester, with the option to extend the relationship over multiple semesters and years.

SquashWise has completed the initial pilot stage (11th grade students only) of this Mentorship Program. We seek a Scholar to further develop and take this new program to scale, building a robust process for mentor recruitment, training, and retention that will result in all SquashWise high school students (~25) being matched with and supported by a one-on-one mentor.

Student Leader Responsibilities:
- Get to know SquashWise, including its mission, implementation model, needs, staff, and students.
- Research successful mentorship models that have worked for other organizations.
- Research avenues for successful mentor recruitment, create an ideal mentor profile, and develop a recruitment and marketing strategy.
- Develop and refine materials and activities needed for program implementation, including mentor orientation materials, defined mentor expectations, mentorship appreciation activities, and mentorship session descriptions.
- Create marketing materials for recruitment, including a recruitment presentation, e-mails, flyers, and other relevant materials.
- Conduct recruitment activities using the recruitment strategy, and screen potential mentors.
- Support initial implementation of the Mentorship Program by managing initial mentor-student pairings, orienting mentors, conducting mentor check-ins, monitoring mentor progress, and conducting mentorship appreciation activities.
- Deliver a final, comprehensive mentorship program model and associated materials, refined based on lessons learned from the initial implementation experience.
The timeline envisioned by SquashWise for this project has outreach to potential mentors beginning in mid-November 2019, with a new cohort of mentors starting to work with students by February 1, 2020. The Scholar is requested to be present at the SquashWise office (located at the Meadow Mill building in Woodberry, Baltimore City) at least 1 hour each week during the duration of the project and to work remotely or in the field as needed to complete project tasks.

**Additional Volunteer Opportunities:**
- Mentor Squashwise high school students.
- Support research of successful mentorship models, develop marketing and program implementation materials, and support mentor recruitment activities.
Organization Mission:
Bmore4Kidz provides a safe, nurturing and creative makerspace environment in the community to encourage children to learn and create while engaging their families. Makerspaces have a unique potential to break down barriers to access that have hindered disadvantaged communities from moving forward. It can act both as a bridge between historically divided communities and ladders of economic & educational growth. Currently Bmore4Kidz have a Young Makers Program that provides STEAM (science, technology, engineering arts & math) makers programs to 3rd-5th Grade students at Henderson Hopkins.

Project Title & Description: Bmore4Kidz Community-Serving Makerspace
Bmore4Kidz Makerspace is a community organizing project to tap into community interest, create strong alliance and tailor services to those that need them and build long-term value for users. It will draw upon data from local context & best practice for starting and sustaining a shared space as well as surveyed answers from community partners and users. Through the Start Making Curriculum being used for the Young Makers Program, participants & their families will participate in developing basic maker skills and be encourage & recruited to be mentors/facilitators for sustainable and dynamic community makerspace.

Student Leader Responsibilities:
- Coordinate a group of volunteers to work directly with the students on the Young Makers program using the Start Making Curriculum to understand basic makers skills
- Organize community make sessions to garner community interest and recruit interested makers facilitators/mentors from the community & local businesses.
- Work with VISTA coordinator to recruit and train community maker facilitators selected from interested participants from the community make sessions.
- Work with interested volunteer community maker facilitators/mentors to devise strategies to engage in a continued community makers program to provide a positive impact on participants and their families.
- Develop a strategy for continuous recruitment, scheduling, retention, and engagement of volunteer maker facilitators/mentors to work directly with the young makers, the community make sessions, as well as evaluation and improvement of program needs.

Additional Volunteer Opportunities:
- Work directly with Young Makers participants in the Start Making Curriculum to develop and engage their maker skills.
- Assist in designing, facilitating, and presenting in community make sessions.
Esperanza Center

Design and Implementation of an Esperanza Center Community Advisory Council

1728 Bank Street, Baltimore, MD 21231
https://www.catholiccharities-md.org/services/immigration

Organization Mission:
To welcome immigrants by offering hope, compassionate services, and the power to improve their lives.

Project Title & Description: Design and Implementation of an Esperanza Center Community Advisory Council
The Esperanza Center has long discussed and strategized the best way to implement a Community Advisory Council, composed of program participants, community members, and other stakeholders. However, we have never had anyone on our staff with the bandwidth to make this idea a reality.

Our Community Advisory Council would ideally deliver advice, recommendations, and feedback on services to our leadership team, thereby enhancing our services and interactions with the community.

Student Leader Responsibilities:
- Research best practices for a Community Advisory Council:
  - Draw up guidelines and bylaws, member agreements and responsibilities
- Recruit and orient members
- Attend the first several council meetings to serve as moderator/minute keeper

Additional Volunteer Opportunities:
- Assist with the design and implementation of the Community Advisory Council
- Help with tasks during meetings: set-up, clean-up, child care during the meeting
- Acting as a translator during the meeting
**Strength to Love 2 (a program of Intersection of Change)**

**S2L2 Program Evaluation**

1875 Lorman Street, Baltimore, MD 21217
https://s2l2.intersectionofchange.org/

**Organization Mission:**
Strength to Love II is a community-based program in west Baltimore’s Sandtown-Winchester neighborhood that uses a 1.5-acre farm to offer employment to citizens returning to the community from incarceration. The farm also helps to address the food apartheid issue in and surrounding our neighborhood. As a program of the nonprofit Intersection of Change, we follow a mission statement that seeks to enrich the economic, social and spiritual lives of those dealing with poverty-related issues in our community.

**Project Title & Description: S2L2 Program Evaluation**
Strength to Love II (S2L2) is a program in the process of collecting data in order to guide and enhance program operation. This applies to crop production and sales at S2L2’s farm as well as in the program’s work with ex-offenders employed at S2L2 and through a new workforce development initiative that is about to begin.

SOURCE Service Scholars in this project will engage by reviewing data (from farm harvest and shipping logs, invoices, and sales data) with the goal of evaluating and enhancing program operation and outcomes. Scholars work to assess the following benefits:

- Determining if the data can help our farm manager regulate daily operations. (Ex: employee scheduling, seeding/transplant schedule, volunteering schedule).
- Identify efficiencies in data that will lead to higher productivity and profitability.
- Strengthen supply chain relationship

Students Scholar are also responsible for analyzing the success of a new workforce development program that Strength to Love 2 is about to implement for the first time for older youth/young adults.

**Student Leader Responsibilities:**

- Assess all data and work to analyze opportunities to improve program operation and outcomes.
- Implement recommendations into implementation in the program.
- Modify tracking documents as needed to ensure strong operational follow-up.

**Additional Volunteer Opportunities:**

- Helping with the assessment of the data
- Drafting of recommendations
- Assisting with the implementation of recommendations
Govans Ecumenical Development Corporation (GEDCO)
Outreach to Member Organizations and the Surrounding Community

1010 East 33rd Street, Baltimore, MD 21218
http://www.gedco.org

Organization Mission:
GEDCO's mission, in partnership with faith-based and community organizations is to provide affordable housing, supportive services, and emergency assistance to community residents. For over 28 years, GEDCO has, and continues, to develop programs in response to the needs of the community. Our work falls in the following areas:

Homeless/Supportive Housing Services: GEDCO provides housing and supportive services for 112 individuals/families who are disabled and were homeless. Permanent, supportive housing is an evidence-based, best practice in improving outcomes for homeless individuals. In addition, we use the practice of motivational interviewing which is also an evidence-based best practice for helping individuals make necessary changes in their lives.

- Over the past two years, 100% of the formerly homeless men and women we serve with our housing programs avoided a return to homelessness; 90% maintained recovery from addictions.

Community Services: GEDCO operates the CARES food pantry and emergency financial assistance center and the CARES Career Connection program.

- Over the past two years:
  - 6,182 unduplicated individuals received food and emergency financial assistance.
  - 460 people enrolled in CARES Career Connection and completed resumes with our assistance; 307 jobs were obtained by participants.

Senior Services: GEDCO provides housing and supportive services for approximately 450 seniors at the Stadium Place affordable retirement community and the Harry and Jeanette Weinberg Senior Housing at the Gallagher Mansion. We also offer a wide variety of activities and services through the Harry and Jeanette Weinberg Senior Center/Senior Network of North Baltimore.

- Approximately 1,200 low and moderate-income seniors annually participate in wellness activities through GEDCO’s varied senior programs, helping them remain healthy and a part of their community.

Real Estate Services: GEDCO is completing the Stadium Place campus with a neighborhood commercial center to serve residents and employees of Stadium Place and the surrounding community. We are also collaborating with other neighborhood groups and nonprofit organizations to advance their affordable housing and community development goals. In the Pen Lucy neighborhood, for example, we are collaborating with another service provider to redevelop a former school, rectory and convent into transitional and permanent housing for women who are homeless. Additionally, GEDCO is serving as the coordinator for the efforts of six communities in Baltimore City to provide affordable homeownership opportunities through a Community Land Trust.

Project Title & Description: Outreach to Member Organizations and the Surrounding Community
The project involves developing a plan to get GEDCO’s 56 member organizations more involved, especially those organizations that have not been involved as well as expand the number of organizations by targeting other organizations in the nearby community. The plan may incorporate social media, working with members of GEDCO’s Board on the Membership and Marketing committees. The project would also include execution of
some of the plan such as calling members, developing a survey, sending out mailers to get information and to engage members and the organizations in the surrounding community.

The goal of the project would be to get more Members involved with volunteering and supporting GEDCO programs. Also, GEDCO would like to identify ways to better communicate with our member organizations as well as non-member organizations in the community.

**Student Leader Responsibilities:**
- Develop the plan with the input of volunteers.
- Assign tasks from the plan to the volunteers.
- Work with the preceptor and GEDCO’s Marketing and Member Organization committee to guide plan.

**Additional Volunteer Opportunities:**
- Execute the community outreach from the plan.
Organization Mission:
Clay Pots...A Place to Grow is a Southwest Baltimore community hub offering adult literacy instruction, GED classes, art and wellness workshops, a free community coffeehouse, and a ‘safe space’ for residents to gather.

Clay Pots...A Place to Grow emerged from the idea that you need to be the change you want to see in your community and the world. Members of the community founded the non-profit to create a space for neighborhood residents to have a place where they could find peace and safety along with services to support professional and personal growth. Many of the founding members continue to live in the community and serve on our board of directors. The center provides a wide range of opportunities for people to find a path to success, whether by attending GED or continuing education classes, learning to use a computer, preparing and connecting to employment and career development opportunities, sharing their thoughts over a book, or having conversations over a cup of coffee. Inner harmony brings health and wholeness to individuals and to the community. We believe when the needs and rights of each individual are met, the community thrives: the community is kept-up and cared for, its members are active and engaged, its value appreciates, and it fosters a strong social network of support and access.

Project Title & Description: Continuing Steps to Success: Bridging GED Services
Over the course of the past 10 years, Clay Pots has offered GED classes, adult education and private tutoring. These classes are offered in an intimate environment, so that students can get the support and individual services they need.

Recently, our students have expressed frustration with gaining meaningful employment, post-graduation, and even while enrolled in our program. A variety of barriers exist for these students. We would like to think about how to meet the professional needs of our students, whether they would like to find a job or are considering post-diploma advancements, such as community college or a certificate program. We believe that building a workforce development program would fit well in the continuum of services and eliminate some of the barriers to developing their future plans.

Student Leader Responsibilities:
- Connect with local workforce initiatives to assess potential resources for our students.
- Design career days where students can work on professional skills
- Find ways to connect and engage past graduates through social media or our website.
- Identify the unique needs of our GED students to connect them with community services.
- Research best practices in post-, inter- GED services.
- Host mock interview sessions.
- Leverage existing Clay Pots resources to maximize support of GED students and graduates.

Additional Volunteer Opportunities:
- Participate in mock interview day.
- Become a mentor to GED students for professional development.
- Orient students to navigating the Clay Pots computer lab.
Baltimore Crisis Response, Inc. (BCRI)
BCRI’s Healthy Food and Garden Project

5124 Greenwich Avenue
https://bcresponse.org/

Organization Mission:
Provide crisis stabilization services in the least restrictive environment to individuals in Baltimore City who are experiencing a behavioral health crisis.

Project Title & Description: BCRI’s Healthy Food and Garden Project
The project will focus on developing a large garden/green space for BCRI’s clients receiving treatment in its residential detox and crisis stabilization units. BCRI currently has 2 acres of land and would like to use some of this space to create a therapeutic vegetable and flower garden for clients and staff. This project will also focus on having regular nutrition/healthy food choice groups/education for individuals living on a fixed income, who are being treated at BCRI’s two residential units. So many of the individuals we serve have difficulty making healthy nutrition choices due to being unaware or not having the financial means to purchase these items. The majority of the population we serve has chronic mental illness and co-occurring substance use disorders. Over 60% have comorbid issues with diabetes, high blood pressure, weight gain or severe weight loss due to poor nutrition.

Student Leader Responsibilities:
- Organizing volunteers and staff to develop a garden/green space.
- Develop nutrition groups and teaching modules for the staff.
- Work with nurses and caterer to look at ways to improve health eating options with the meals served to the clients.
- Develop strategies for the clients to use to continue their focus on eating healthy when they are discharged from BCRI.

Additional Volunteer Opportunities:
- Create and work in the garden/green space.
- Assist in the development of nutrition groups.
Organizations Mission:
Our mission is to facilitate the transformation and holistic growth of youth, families and communities through collaborative partnerships, direct service, capacity-building and resource development. What We Value
We value a Christ-centered approach to development in three key areas: youth leadership, community building; and family strengthening. We value a community-participatory approach to addressing real issues faced by youth, families, and our targeted communities. We value an asset-based approach to community capacity building that intentionally incorporates the strength and efforts of the faith community. We value true partnership and collaboration among all sharing a collective interest and commitment to youth, families, and communities.

Project Title & Description: Hispanic Community Outreach
We have had some recent feedback that an opportunity for The Door would be to build/strengthen ties with the Hispanic community in our area (making them aware of our program, making them feel welcome once in the program, enhancing family communications, etc.). The challenge is doing so without having the internal skill set or financial resources to hire someone who speaks Spanish. We could use some creative minds to help us figure out how to tackle this challenge within the constraints of not being able to speak Spanish internally. This outreach effort is particularly important to us given the evolving demographics of the surrounding neighborhoods. For example, about 1/3 of the students at our primary feeder school, Commodore John Rodgers, is Hispanic. With only 2 or 3 Hispanic students in our After School program of 41 with similar numbers during Summer Camp which serves 50-60 youth, this population is underrepresented in our program.

Student Leader Responsibilities:
- Provide recommendations to The Door about how to expand Hispanic youth participation in After School and Summer programs.
- Conduct local focus groups and outreach to the local schools and neighborhoods.
- Researching similar programs with greater Hispanic representation.
- Identifying potential resources to assist with implementation of the recommendations.

Additional Volunteer Opportunities:
- Assist with the research for the project (conducting interviews, school visits, etc)
The Family Tree
24/7 Parenting Call Line

2108 North Charles Street
www.familytreemd.org

Organization Mission:
The Family Tree leads Maryland in preventing child abuse, connects caring communities, and builds strong families to improve society for generations.

Project Title & Description: 24/7 Parenting Call Line
We have just completed a strategic plan that commits us to the modernization of our responses. We want to update the parent Call Line for alignment with this goal. We have operated the parent line with staff, volunteers, and interns for many years, are seeking assistance to research best practices. We believe that doing so will improve the training and onboarding of new volunteers to helplines/call lines by researching best practices, evaluating the current system, and identifying strategies for modification, upgrades, and innovation.

Student Leader Responsibilities:
- Examining case studies, best practice, and contextual considerations in order to improve training manual, resource guides, procedure protocols, template, scripts, creation of templated and/or automatic responses.
- Evaluating the current call line system
- Researching and identifying methods for call line modernization based on advancement in technology and the use of smartphones and phone-based applications.

Additional Volunteer Opportunities:
- Assist in the research, program evaluation, or resource implementation
New Song Community Learning Center
Charting the Future

1530 Presstman Street
https://newsongcommunitylearningcenter.org/

Organization Mission:
New Song Community Learning Center (NSCLC) at the heart of Sandtown Winchester focuses on developing the academic, intellectual, social and emotional growth of students; strengthening the interpersonal dynamics of families for life-long learning, growth and development; and advancing community development and leadership anchored in social justice.

Project Title & Description: Charting the Future
New Song Community Learning Center’s, elementary-middle school is in the process of applying for charter status and is in need of guidance and support for visioning the future and expansion of educational possibilities for the students and families of New Song Community Learning Center. To this end, the NSCLC could use assistance examining different charter models in Baltimore and across the nation. Additionally, NSCLC could use assistance evaluating what it may need to grow and advance into a 21st-century charter that will influence health and well-being into its students, families, and communities.

Student Leader Responsibilities:
- Conduct research on charter best practices within the district and nationally.
- Identify best practices, case studies, and transition plans for elementary-middle charter development and consideration
- Design opportunities for parents, board members, and staff to review/ vision/ ideate together on the elements of the charter experience that align with New Song’s mission, vision, philosophy, and values, and educational goals.
- Work with the board as the lead charting the future in this manner.

Additional Volunteer Opportunities:
- Support the research element for this project.
- Assist with parent/ teacher/ staff/ board engagement on this topic.