SOURCE is excited to announce the tenth 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 2021-2022 academic year who has an interest in long-term service and community-based professional development.

SOURCE is now accepting applications for the 2021-2022 SSS cohort!

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 3 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.
- **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 (April 2022).
Academy Sessions- Academy sessions will likely be the second or third Wednesday of the month, and will be roughly 2-3 hours in lengths. All times are in EST (Baltimore time) and will be online until it is safe to meet in person.

- June: Online
- July: Online
- August: Online
  - Wednesday, September 15 5pm-7pm
  - Wednesday, October 20 5pm-7pm
  - Wednesday, November 17 5pm-7pm
  - Wednesday, February 16 5pm-7pm
  - Wednesday, April 20 5pm-7pm

**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 2021-2022 academic year.
- Applications must be completed by **Monday, July 26th at 11:59 pm**. Applicants will complete an online application form and attach their resume and a letter of recommendation to the form. To access the application form, click [HERE](#).
- Applicants should thoroughly review projects (listed below) and rank their **top 3 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 **Wednesday, August 4th** regarding the status of their potential interview(s). Individuals who are not on campus or unable to attend an in-person session will be given the opportunity to attend an online interview.
- Interviews will take place between **Wednesday, August 4th** - **Monday, August 16th**.
- Final matching of projects will be completed by **Friday, August 20th**.

### SSS 2021-2022 Projects

| 1.    | MissionFit, MissionFit Storytelling Program |
| 2.    | Good Harvest, GIS Mapping                  |
| 3.    | Pride Center of Maryland, Wellness Affirming Program |
| 4.    | Commodore John Rodgers School, Commodore to College |
| 5.    | International Rescue Committee, Refugee Mentorship Program Assistant |
| 6.    | Freestate Justice, Creating Safe and Supportive Communities for LGBTQ Youth |
| 7.    | Total Health Care, Evaluation Strategies to Engage Baltimore Adolescents |
| 8.    | Green and Healthy Homes Initiative, Ending Childhood Lead Poisoning in Baltimore |
| 9.    | Hopkins Community Connection, Evaluating the Impact of Hopkins Community Connection |
| 10.   | EndsideOut inc., 3D-Wellness Pilot Program Development |
| 11.   | Roberta’s House, Collective Volunteer Program |
| 12.   | CASA Maryland, Volunteer Coordination and Community Outreach Specialist |
| 13.   | Lori’s Hands, Volunteer Capacity Manager    |
2021-2022 SSS Community-Based Organization Projects

1. MissionFit Inc

**Organization Mission:** Strengthening Baltimore’s Youth. Changing the landscape for youth health and wellness in Baltimore by creating a supportive community, centered around fitness.

**Project Title:** MissionFit Storytelling Program

**Description:**

The MissionFit Strengthcast & Voices of Baltimore will be a series of month-long discussion that takes place on multiple platforms, led by Corey and Zion, with the assistance of MissionFit Staff and Interns (we currently have a CIIP intern), and will hopefully be supported by a Service Scholar(s) as the program grows and continues.

The program consists of interviews and conversations distributed on Instagram, YouTube Live, and a podcast. Zion and Corey are leading the design, sourcing guests to be interviewed. Over the course of a month, the program will include a ‘closed’, live conversation that will take place on Instagram. It will involve Corey, Zion, and a guest with expertise on topics such as mental health, sports, health, entrepreneurship etc. Corey and Zion will lead the interview. In the week following that interview, we will distribute video and podcast recordings of the conversation. We will use that and clips to promote another conversation with the same or different experts in the same field. That second conversation will be a live, ‘open’ conversation that will take place on YouTube so that viewers of the interview can ask questions and comment in real time.

Through this program we hope to engage and fortify numerous social contexts that have been weakened, removed, or otherwise currently create barriers and isolation for youth. With an online platform to engage with experts on physical health, mental health, and community (topics of their choosing), we hope to undo barriers to knowledge and information about these topics, and create space for youth to voice their experience and also to create a platform for them to engage with each other about the same topics. We believe that by creating this arena for youth to see other youth in power, driving the agenda, they will be inspired and see the power and value of their own experience. While allowing youth to remain in the driver’s seat, we all share the belief that hosting other youth to share their stories, is a critical mandate of the program and has the potential to give voice and power to their friends and other youth who otherwise feel disconnected and undervalued. It also represents numerous opportunities for future growth of the program.

Eventually we hope that this program will grow. We hope to feature and allow more youth to play a leadership role. We hope to allow more youth to formulate their stories, interview and be interviewed. We know that each youth has a valuable story to tell - we hope that we can play a role in creating platforms for that story to be shared.
Scholar Responsibilities: A Student Leader will play a critical role in the StrengthCast program. The Service Scholar and Volunteers could lend their expertise in social determinant arenas described previously and learn about how to interact with them outside of the classroom, with the potential to cultivate real opportunity and change. The Student Leader(s) will support in numerous arenas, and I hope that they will design a project or program at the end of their service to support its growth and sustainability. To name a few:

Administration: Scholars will support it sourcing, booking, and organizing guest speakers and interviewees. Again, we hope that this will grow, so it will be great to have administrative support to create a functioning system that sources and books excellent guests, and creates an efficient system for bringing them into the conversations.

Technical: Scholars will support and learn about broadcasting the live and recorded interviews and podcasts through different mediums. The Scholar will support with Instagram, YouTube Live, or Podcasting, navigating RSS feeds, posting to stories and our website, preparing flyers, or event promotion. While the Student Leaders need not have previous experience, but I hope they are excited to learn and build a skillset in using social media to tell the stories of “underserved” adolescent youth and engage local audiences. I expect them to become masters, and find creative ways to gather and reach our audience. Editing and graphic design tasks may be in need as well. Again, Scholars need not have experience, but I hope that they can support our youth in creating a truly professional storytelling platform. As this program will incorporate video, audio, and photography, I believe there is a lot of space for influence from the Student Leader.

Sustainability: It is my hope that Scholars will formulate a pathway for this program to continue into the future. Whether that means creating a training document, training more youth, or outlining guests for the future, I hope that the Student Leaders will make it easy for the program to continue after their service is over. Again, the scholar does not need to be an expert, but I hope they can research and learn how to build the program, and transfer leadership capabilities to other supporters of the program. I also hope that they can train more youth on how to participate in the program and take on ownership.

This program makes for a great opportunity because there is freedom and opportunity for Student Leaders to make their mark. This is a totally new program, and we are open to different ideas and routes to find and tell the stories of Baltimore’s youth. If Scholars or youth have an idea of their own for how to make that happen, we are totally open to it.

For any student interested in program design, program evaluation, and building creative methods and interventions to support positive identity, self-esteem, and community among youth, this could be a great opportunity.
2. **Good Harvest**

**Organization Mission:** To increase food access to healthy food and job training to those impacted by poverty.

**Project Title:** GIS Mapping of existing service areas and potential new areas

**Description:**

Students will design a mapping tool that can be updated and continually used for strategic outreach and tracking as more feeding sights are added. Final deliverable will include a manual for the map and best practices for keeping it updated and managed in the future.

Make sure that the project uses mapping information that already exists which includes:
- Center for a Livable Future that help county Food Policy Councils with mapping
- City/county government websites that list current food service sites (such as the Baltimore Food Policy Initiative and Baltimore County Executive webpage for example).

**Scholar Responsibilities**

- Communicate effectively with KT.
- Determine workplan.
- Determine who does what.
- Follow up with each team member between team meetings and meetings with KT.
3. **Pride Center of Maryland**

**Organization Mission:** To be a catalyst for uniting and empowering sexual and gender minorities in Maryland, and to advocate for a better quality of life for the entire community.

**Project Title:** Wellness Affirming Program for a Diverse Group of Same-Gender Loving (SGL)/Sexual and Gender Minorities (SGM)

**Description:**

This program utilizes the methodology of Critical Thinking and Cultural Affirmation (CTCA) to promote healthy Self Concept among those who identify as SGL/SGM.

**Scholar Responsibilities**

The Scholar is responsible for creating, branding, facilitating, and evaluating a unique, engaging, and educational wellness program for a targeted 10-15 participants (members) that fosters and encourages vulnerability and openness as a strength, healthy Self Concept, and sexual health awareness. There is a lot of flexibility in the type of program the scholar can create, but there must be messaging and educational components around HIV prevention and Risks of Substance Misuse and Abuse.

**Deliverables include:**

- Scholar must facilitate 2 group sessions per month for a duration of 5 months.
- At least 80% of program participants receiving HIV risk factor/risk reduction education will be able to identify at least two risk factors for HIV related to substance use after prevention education.
- Provide referrals to supportive services to 80% of program participants who are assessed as having additional service needs.
- At least 50% of Participants will identify as having or moving towards a healthy Self Concept after the program.
4. **Commodore John Rodgers School**

**Organization Mission:** Baltimore City Public School, Community School.

**Project Title:** Commodore to College

**Description:**

The Commodore John Rodgers School (CJR) is a Baltimore City public school. 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. Under the Family League of Baltimore and through the support of the Center for Adolescent Health at the Johns Hopkins University Bloomberg School of Public Health, Commodore meets the holistic needs of children and families. We provide a variety of opportunities and resources to all members of our school community in an effort to fulfill and stay true to our school's mission and vision -- Commodore to College, 100% for 100%. By teaching, modeling, and recognizing our Five Promises -- Commitment to Quality, Honor and Integrity, Perseverance, Gratitude, and Contribution -- we are equipping our students to make responsible decisions.

Commodore’s motto is Commodore to College. All our students, staff, and families know this by heart. It is posted in every hallway and classroom, and used as a call and response with our students. The school vision is to move 100% of our students from Commodore to College so they have the opportunity to do what they choose in life. Our Collegiates will compete and be kind at the same time. Our school is built on the principle of giving 100% to each and every student, in order to equip them with the skills, experiences, and the mindset to good choices in life.

**Project Goals:** To generate data that supports the school’s mission of preparing students to excel academically and socially and to reconnect with school alumni to create a stronger Commodore Community.

**Scholar Responsibilities**

The student leader will take the lead role in Part 1-3. High School Choice data is available, but needs to be compiled and analyzed. The Scholar will create outreach materials and devise a communication plan to share with school and community networks.

- **Part 1:** Catalogue High School Choice data to identify trends in student acceptance rates among Baltimore City High Schools. This catalogue will be updated annually with 8th grade information.

- **Part 2:** Create outreach materials to reconnect with CJR alumni and identify ways the school can continue to support our students after 8th grade. Track responses to identify best methods to contact students and their interests. Information collected from this survey will be important for determining the next steps of this project. Year 2 goals could include, creating alumni meet-ups or afterschool groups, SAT prep support, or peer-peer tutoring with current CJR students.

- **Part 3:** Create materials to highlight CJR alumni that can be shared with the school community and among current students (i.e. social media posts, newsletter, etc.)
5. **International Rescue Committee**

**Organization Mission:** The mission of the IRC is to help people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future.

**Project Title:** Refugee Mentorship Program Assistant

**Description:**

Refugee Mentorship Program Assistant will support the activities of the Refugee Youth Mentor Program (RYMP) at the International Rescue Committee in Baltimore office. The Refugee Mentorship Program Assistant will facilitate programing for youth humanitarian immigrant students ages 15-24 and humanitarian immigrant families. Their focus will be creating engaging activities between IRC clients and community sourced volunteers to become more familiar and comfortable within the Baltimore community.

**Scholar Responsibilities**

The assistant is responsible for designing events for the youth success coach program. The assistant will primarily assist with youth success coaching meetings online and coach recruitment. The Refugee Mentorship Program Assistant is required to plan and execute one monthly event to create successful interactions between youth and coaches. They will also survey and contact previous participants to collect feedback and concerns for future programming. The assistant will also support monthly family mentorship meetings by leading a quarterly family-oriented activity. Family mentors work one-on-one with a refugee family or individual to ease their transition to the Baltimore region and the United States. Quarterly activities will focus on practicing English, socialization activities, and integration to the local community.
6. **FreeState Justice**

**Organization Mission:** FreeState Justice is a legal advocacy organization that seeks to improve the lives of low-income lesbian, gay, bisexual, transgender, and queer (“LGBTQ”) Marylanders.

**Project Title:** Creating Safe and Supportive Communities for LGBTQ Youth

**Description:**

In 2021, we are launching a program aimed at removing structural barriers to equitable outcomes of LGBTQ youth. Centering youth voice and leadership, the program is meant to provide education and training to providers, educators, and policymakers serving youth, provide skills and support to youth and families navigating resources within systems like schools and foster care, and research and craft proposals for systemic improvement in LGBTQ youth outcomes in foster care, juvenile justice, and education.

Our program is meant to solve structural issues facing LGBTQ youth in the three major state institutions that youth interact: public schools, foster care, and the juvenile justice system. Our program is centered around leading a statewide coalition of organizations devoted to equitable outcomes for LGBTQ youth called the Youth Equality Alliance (YEA). We plan to recruit a Youth Advisory Board to inform the YEA’s work and develop youth programming including a youth lobby day in Annapolis and an LGBTQ youth activism program.

**Scholar Responsibilities**

- Conduct research into existing programming for LGBTQ youth, their families, and youth-focused service providers and institutions.
- Leveraging research, develop program design and partnership framework for future programming geared towards LGBTQ youth, families, and service providers.
- Hold planning conversations with LGBTQ youth, potential partner organizations and stakeholders.
7. **Total Health Care**

**Organization Mission:** To improve health and quality of life in the communities we serve.

**Project Title:** Evaluation Strategies to Engage Baltimore Adolescents

**Description:**

Developing Evaluation Strategies to Engage the adolescent population in Baltimore City and their family by working in partnership with the local Juvenile Justice Programs and the Baltimore City Public School System to identify early identification and intervention strategies for at risks youths. 

**Brief Practicum Description & Proposed Approach:** Racial and ethnic minority youth have some long-standing patterns of social marginalization and stigmatization experiences that have uniquely compromise their health, safety, and well-being. Their lived experiences, coping styles, and access to opportunities for upward social mobility is often interrupted due to untreated behavioral health problems. To create the greatest impact, the Adolescent Center will collaborate with families, community youth organizations, schools, and the Juvenile Justice Department. The Center intends to establish a lasting relationship in the community by working with local organizations to create continued referrals to the Adolescent Center. The student will be contributing to the project by conducting external program development by helping to engage with those local organizations, develop a policy paper to highlight the need for mental health services among the teen population, identify prevention strategies to help engage the population in care

**Scholar Responsibilities:**

- Conduct an analysis of surrounding adolescent programs that can provide optimum collaboration. That outlines the un-met mental health needs among the adolescent population in Baltimore City.
- Develop a strategic partnership committee to inform local official on the severity and need.
- Identify resources to help healthcare/education practitioners eliminate behavioral health disparities within the target population.
- Develop a legislative recommendation to help increase local/state officials on the severity and challenges of untreated mental health conditions among teens.
8. **Green and Health Homes Initiative**  
**Organization Mission:** Creating healthy housing for all Americans to eliminate inequities in housing by decades of unjust housing policies, address the social determinants of health and advance health and racial equity

**Project Title:** Ending Childhood Lead Poisoning in Baltimore

**Description:**
The Green & Healthy Homes Initiative (GHHI)‘s mission and work is focused on creating healthy housing for all Americans to eliminate inequities in housing by decades of unjust housing policies, address the social determinants of health and advance health and racial equity in low-income communities of color. We were founded by parents who lived in the shadow of Johns Hopkins whose children became lead poisoned from their homes. GHHI has worked in the community of Baltimore since 1986, directly working with families to provide education around lead poisoning prevention and environmental health, inspecting and remediating lead-based paint hazards, providing wrap around services to families to holistically address their needs, and successfully advancing over 40 pieces of local and state legislation to reduce lead poisoning.

While great progress has been made, now is the time to finish the job. There are still hundreds of children identified every year in Baltimore with elevated blood lead levels, and with the low screening rate, there are definitely thousands more who are lead poisoned but have not been identified. And there are tens of thousands of housing units in Baltimore that have lead-based paint hazards and can poison a child in the future. This past year has shown us how critical homes are to public health, and if we want to move towards increased racial justice and environmental justice we must end childhood lead poisoning, that leads to lifelong impacts for children in terms of health, IQ level, behavior, educational attainment, career opportunities, and crime. With the American Rescue Plan, last year’s CARES act, and potential upcoming resources that would be part of a jobs / infrastructure package, there are more resources that can be used to address lead poisoning that has ever existed. This project would be to create the advocacy strategy to capitalize on this unprecedented opportunity.

**Scholar Responsibilities:**
The student leader will be working directly with GHHI President and CEO Ruth Ann Norton to craft the advocacy strategy to utilize resources from the American Rescue Plan (of which Baltimore received $670 million, and lead poisoning prevention is an eligible activity) the CARES act of 2020, and the various proposals and packages from the administration and Congress around infrastructure and jobs to be utilized to end childhood lead poisoning in Baltimore. This will involve developing the advocacy strategy, identifying the key stakeholders to be reached in that advocacy (e.g. Baltimore Mayor’s office, Maryland Governor’s office, housing and health departments, environmental justice advocates, school systems, the justice department, hospitals and health systems, universities, and other anchor institutions) and crafting materials that best speak to all of the relevant audiences. The student leader would be developing arguments for stakeholders around the impact of scaling lead poisoning prevention efforts, how new resources would integrate with existing lead poisoning prevention efforts, and how the community’s voice will be present and integrated into policies and implementation.
9. Hopkins Community Connection

Organization Mission: HCC's mission is to catalyze this healthcare system by connecting patients with the basic resources they need to be healthy, and in doing so, build leaders with the conviction and ability to champion quality care for all patients.

Project Title: Evaluating the Impact of Hopkins Community Connection

Description:

Evaluating the impact of Hopkins Community Connection (HCC) on patients and families through a lens of racial justice. HCC is a program that screens patients and families for social determinants of health, and works to navigate to appropriate resources and benefits while alleviating barriers along the way. HCC is seeking support to evaluate patient perceptions on the impact of HCC in the community while taking into account frameworks of racial justice and trauma informed care. Project could include re-establishing Patient Advisory Board as well as developing and conducting a survey to evaluate patient satisfaction with HCC programming.

Scholar Responsibilities:

Developing a variety of methods to assess patient and family satisfaction with HCC programming (could include surveys, informal recordings, focus groups, etc.) in order to inform on-going programming and to support ongoing fundraising opportunities. Work with clinic leadership to re-establish Patient Advisory Board. Provide recommendations to program for how to incorporate patient input to programming in an on-going matter while addressing and approaching work through a racially just framework.
10. **EndsideOut Inc.**

**Organization Mission:** EndsideOut is a community-based health and wellness organization. Our mission is to see communities thrive through a foundation of healthy eating and physical fitness.

**Project Title:** 3D-Wellness Pilot Program Development

**Description:**

- Volunteers will work together with EO staff to develop an enriching, rigorous after school program for high school students
- The scholar would see the program development through from development to implementation, in four distinct phases
- The scholar would initially be responsible for the research around course content, then module development, pilot testing, feedback through focus groups/ qualitative methods, and finally refining based on feedback

**Scholar Responsibilities:**

- Research into best practices/ evidence-based content in the 8 dimensions of wellness (specified below)
- Developing curriculum to include 8 modules for high school students for each of the 8 dimensions of wellness (Emotional / Mental, Environmental, Financial, Intellectual, Occupational, Physical, Social, Spiritual)
- Lead high school students in weekly volunteer opportunities at established partnering organizations
- Developing curriculum mirroring the 8 modules for students, for parents and community members
- Pilot test and receive feedback with target audiences through qualitative methodologies such as focus groups
- Analyze data from qualitative methods/ pilot testing and make relevant changes
11. Roberta’s House

**Organization Mission:** We believe all children and families suffering the loss or death of a loved one should have support and a safe place to heal and recover. Roberta’s House addresses grief as a public health preventive service.

**Project Title:** Collective Volunteer Program

**Description:**

The purpose of this project is to help manage and support the ever-expanding Volunteer Program at Roberta's House. Roberta's House now operates two sites, one in Prince George's County and one in Baltimore City. We would love a SOURCE Service Scholar to help ensure both sites run more smoothly as one, collective Volunteer Program. The SOURCE Service Scholar will work closely with the Volunteer Coordinator to create a booklet with (already drafted) policies and procedures, adapt the Volunteer Training curriculum, and coordinate events for volunteers from both sites to interact. A proposed, but not final, project title: "We're expanding! Curating a Collective Volunteer Program at Roberta's House."

**Scholar Responsibilities:**

Key responsibilities of the SOURCE Service Scholar will include:

- Reviewing and editing the new policies and procedures, and helping develop the deliverable (such as a toolkit, binder, booklet, etc.) for dissemination to the Roberta's House community
- Adapting the Volunteer Training curriculum, which will involve updating content, editing PPT slides, coordinating speakers for upcoming trainings, creating a new training manual, etc.
- Coordinating events for volunteers at both sites to interact, which may involve bringing in speakers, scheduling, facilitating sessions, etc.
12. CASA Maryland

**Organization Mission:** To create a more just society by building power and improving the quality of life in working class and immigrant communities.

**Project Title:** Volunteer Coordination & Community Outreach Specialist

**Description:**

We are looking for a detail-oriented and focused student volunteer coordinator and community outreach specialist to be responsible for our database of volunteers and volunteer opportunities. The volunteer coordinator's responsibilities include recruiting and training new volunteers, keeping a database of volunteer information and skills, matching volunteers to opportunities that suit their skills, keeping volunteers informed, and conveying the organization's purpose to the public. The community outreach aspect of the project will include outreach to local organizations, businesses, etc. to recruit volunteers from their communities as well as locate and identify possible internship experience host sites for our students throughout the year in preparation for our student's internship experiences in the summer.

A successful volunteer coordinator should be meticulous about keeping records and passionate about volunteer work. You should uphold the values of our organization while ensuring the comfort of our volunteers in their positions

**Scholar Responsibilities:**

- Recruiting, training, and supervising new volunteers.
- Collecting volunteer information, availability, and skills, and maintaining an up-to-date database.
- Using marketing tools such as outreach programs, e-mails, and volunteer databases.
- Keeping new and existing volunteers informed about the organization and volunteer opportunities.
- Matching volunteers to opportunities that suit their skill sets, and ensuring they understand their responsibilities and receive the proper training.
- Organizing training for new volunteers
- Keeping schedules and records of volunteers' work.
- Ensuring the organization's purpose is conveyed to the public.
- Researching, outreaching, and following up with potential host sites for our student's internship experiences

*We strongly recommend that our student scholar be bilingual in English/Spanish* *(Other languages are also helpful including but not limited to Urdu, Tagalog, Twi, Yoruba...)*
13. Lori’s Hands

Organization Mission: Lori’s Hands builds mutually beneficial partnerships between community members with chronic illness and college students, fostering empathy, connection, and resilience. Students provide practical assistance to support community members’ independence at home, and community members share their health and life experiences to support students’ learning.

Project Title: Volunteer Capacity Manager

Description:

Lori’s Hands seeks a dedicated strategy for volunteer capacity building will ensure our program can continue to deliver essential community service. The Volunteer Capacity Manager will implement capacity-building strategies particularly around volunteer recruitment and retention so that our outreach program can boost efficiency and effectiveness, thereby pushing the Lori’s Hands mission forward.

The Volunteer Capacity Manager would focus on building capacity in four key areas:

- Support Senior Program Manager in recruiting and managing volunteers
- Building partnerships with local universities to sustain a consistent volunteer pool
- Develop a strategy for volunteer engagement and retention during the regular school year and the summer semester.
- Provide support in growth and diversification of volunteer program resources.

Scholar Responsibilities:

Key responsibilities of the SOURCE Service Scholar will include:

- The student leader will support Program Manager, Tiaira Harris in recruiting a diverse, skilled, and talented cohort of volunteers for the 2021/2022 Fall and Spring Semester. This will include using a range of marketing and outreach tools to recruit volunteers. The leader will also use AirTable to help us to track current and new volunteers.

- The student will help to foster partnerships with local universities with a strategic goal to recruit volunteers of diverse backgrounds to reflect the demographic of Baltimore City. The student will identify student clubs, Greek organizations, and other potential groups to recruit volunteers.

- The student will help Lori’s Hands develop a strategy to keep current volunteers engaged and to help boost retention in our current volunteer pool. This will improve our capacity to continue to serve clients in Baltimore.

- The student will identify areas of potential diversification in volunteer programs, including reaching out to local high schools for service programs with Lori’s Hands.