



SOURCE Service Scholars Program Information & Projects 2022-2023

SOURCE is excited to announce the eleventh 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: **critical service-learning theories and practices, interprofessional collaboration and leadership, project and volunteer management, and delivering and reporting outcomes**. Additionally, Scholars will engage in reflective practice throughout the program. These trainings will be delivered through *SOURCE Service Academy* seminar sessions 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 2022-2023 academic year who has an interest in long-term service and community-based professional development.*

SOURCE is now accepting [applications](#) for the 2022-2023 SSS cohort!

Applications are due by Wednesday, April 13th 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 **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, including regular check-in meetings with their CBO or student group contact
- ***Summer Assignments:*** Scholars are assigned readings, online training modules, and reflection exercises throughout the summer leading up to their direct placement with community partners. Scholars are required to complete all readings, modules, 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, project activities and progress, and general experiences related to the service collaboration (the first advising meeting will take place at the completion of summer assignments).
- ***Scholar Reports:*** Scholars are required to complete several written progress reports throughout the course of their service year.
- ***SOURCE Service Academy:*** Through a series of seminars and personal learning activities, the SOURCE Service Academy will train Scholars in service project management, including successful recruitment, retention and management of volunteers, principles of academic-community partnership, critical service-learning pedagogy, and leadership for social change. Scholars will also be required to complete a variety of readings and assignments as part of the service academy. *All Academy session dates are **mandatory**.*
- ***Volunteer Recruitment:*** Each Scholar is required to recruit **at least four additional** JHU health professional students to collaborate on the designated project throughout the year. The Scholar will act as the team leader and will implement volunteer management skills and critical service-learning pedagogy knowledge gained during Service Academy sessions.
- ***Final Presentations:*** Scholars are required to present their projects and progress through a poster at the Year-End Celebration (*April 2023*)



SSS Academy Sessions:

Academy sessions will likely be the second or third Wednesday of the month, but exact dates are to be determined. See tentative dates below. Sessions are approximately 2-3 hours in lengths.

- Summer 2022
 - Wed, June 8th or 15th, 2022 *(make up provided)*
 - Wed, July 13th or 20th, 2022 *(make up provided)*
 - Wed, Aug 10th or 17th, 2022 *(make up provided)*
- Wed, Sept 14th or 21st, 2022: SOURCE Service Academy session #1 (*Tentative 5-8PM TBD*)
- Wed, Oct 12th or 19th, 2022: SOURCE Service Academy session #2
- Wed, Nov 9th or 16th, 2022: SOURCE Service Academy session #3
- Wed, Feb 8th or 15th, 2023: SOURCE Service Academy session #4
- Wed, April 19th, 2023: SOURCE Service Scholars Celebration and Final Academy Session

SSS Benefits:

- \$1,750 stipend
- Practical experience in critical service-learning theories and practices, interprofessional collaboration and leadership, project and volunteer management, and delivery and reporting on outcomes.
- Valuable professional development experience through the SOURCE Service Academy and mentorship with SOURCE staff and CBO preceptors.
- 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 2022- 2023 academic year.
- [Applications](#) must be completed by **Wednesday, April 13th 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 3 projects** within the applications.
- An internal admissions team will review applications and will select the top 3-4 students to interview per community-based project. Applicants will be notified **by Wednesday, April 20th** regarding the status of their potential interview(s). Individuals will be invited to attend hybrid or online interview sessions for up to three potential service placements.
- Interviews will take place between **Wednesday, April 20th – Monday May 2nd**.
- Final matching of projects will be completed **early May 2023**.

2022-2023 SSS Community-based organization (CBO) Projects

1. Good Harvest: Dynamic mapping system of food services and workforce training outreach
2. House of Ruth: Designing and researching population-based research of legislative and media advocacy
3. International Rescue Committee: Community Engagement Scholar
4. Living Classrooms: Developing a Community Pathway to Certified Nursing Assistant Careers
5. MissionFit, Inc: Voices of Baltimore Storytelling Program
6. New Song Community Learning Center: New Song Volunteer Engagement Program
7. Shepherd's Clinic: Shepherd's Outreach & Engagement Plan: Patient & Community Advisory Council
8. SPARC Center: Overdose Prevention Education
9. The Family Recovery Program, Inc: FRP Workforce Development Curriculum



Good Harvest

1901 62nd St, Suite 3906, Baltimore MD 21237

<https://www.goodharvest.org/>

Organization Mission:

Good Harvest Community Kitchen is a Baltimore-based non-profit that combats food insecurity by providing nutritious meals to underserved members of our community as well as providing job training to individuals with barriers to employment, preparing them for successful careers in the food services industry.

Project Title & Description: *Dynamic mapping system of food services and workforce training outreach*

Students will design a mapping tool that can be updated and continually used for strategic outreach and tracking as more feeding locations are added. This mapping tool should include our workforce training outreach areas, current partners, and any relevant data. Final deliverable will include a staff/user manual for the mapping tool and best practices for keeping it updated and managed in the future.

Student Leader Responsibilities:

- Make sure that the project uses mapping information that already exists including:
 - Center for a Livable Future that assists Food Policy Councils with mapping
 - City/county government websites that list current food service sites. Baltimore Food Policy Initiative and Baltimore County Executive webpage for examples.
- Communicate effectively with preceptors and staff.
- Determine and lead workplan activities and share regular progress updates for troubleshooting.
- Regularly follow up with peer project team member between team meetings and meetings with preceptor/staff.

CBO Background & Orientation:

Organizational Values include:

- Build partnerships with community and local government organizations to address the hunger needs of populations in those communities. These partnerships include Baltimore City Homeless Services, YMCA of Central Maryland Head Start Programs, St Vincent De Paul Baltimore Head Start programs, and Baltimore City Department of Aging
- Create partnerships to address the concerns of hunger in and around Baltimore City as well as strategizing long term solutions to minimize the impact of specific populations experiencing hunger.

Justice Work includes:

- Provide meals to our targeted populations regardless of their background and status.
- Address the challenges experienced particularly by our communities in locations classified as “food deserts”. Good Harvest focuses on meeting the needs of populations that do not have regular access to healthy food.

Additional Volunteer Opportunities:

The implementation of this project will require conducting surveys and collecting various data. The need of volunteers will be important in order to gather such relevant information for developing a mapping tool.



House of Ruth

2201 Argonne Dr. Baltimore, MD 21218

www.hruth.org

Organization Mission:

The House of Ruth Maryland leads the fight to end intimate partner violence (IPV) by confronting the attitudes, behaviors and beliefs that perpetuate it and by providing services to victims to live their lives safely and free from fear.

Project Title & Description: *Designing and researching population-based research of legislative and media advocacy*

This project is to assist in the development and testing of a population-based measure of impact of efforts House of Ruth Maryland has taken to improve media response to intimate partner violence and/or legal response to intimate partner violence.

Student Leader Responsibilities:

The SOURCE Student Scholar will work closely with the Data Team to:

- 1) research best practices in assessing policy.
- 2) help construct a measurement plan for population-based measurement of impact.
- 3) recruit and direct volunteers in assisting in the project and testing the measurement tool.

Volunteers will assist in the creation of a code book, in reviewing past media and/or legal records for positive and negative impact based on the code book. Finished product will include creation/recommendation of a measurement tool, a code book for HRM's future use, and a report summarizing the work and the results of the pilot assessment.

CBO Background & Orientation:

Initially, scholars will meet with the primary preceptor for some basic IPV education, orientation to the Measuring Success Framework and this project specifically, as well as the history, mission, vision and values of the agency. They will meet with a preceptor 2-4 times a month depending on where they are in the project, and they will be meeting with House of Ruth program leadership to discuss their past and current advocacy work.

Additional Volunteer Opportunities:

Volunteers will be engaged remotely through independent research. They will work together in person, as COVID guidelines permit, with HRM staff to create a code book, and to compare results of coding media stories and/or legislation. Depending on the interest and pace of the project, opportunities exist to statistically analyze data received.



International Rescue Committee in Baltimore

1900 N. Howard Street, Suite 200, Baltimore, MD 21218

rescue.org/Baltimore

Organization Mission:

The International Rescue Committee (IRC) helps people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future.

Project Title & Description: *Community Engagement Scholar*

The project's focus is to help design a sustainable model of recruiting youth success coaches through a combination of community outreach and service extension.

Student Leader Responsibilities:

- Evaluate IRC's current volunteer recruiting model for youth coaches to support the Youth Success Coach program and explore other avenues to recruit mentors that are passionate for working with humanitarian immigrant youth.
- Review and evaluate the volunteer recruitment model of "Peer-to-Peer", a student lead organization at University of Maryland and implemented at the International Rescue Committee in Silver Spring to support afterschool youth programming.
- Research recruitment avenues from the JHU health professional schools, other partners within the Hopkins community, and JHU affiliates.
- Identify other recruitment avenues.

Project Outcomes:

- Develop a sustainable volunteer recruitment model to support the IRC in Baltimore's Youth Success Coach program and reduce the number of coach trainings to a maximum of 2 per cohort.
- Increase the number of JHU youth coaches from 20% to a minimum of 50% per cohort.
- Review and adapt the Peer-to-Peer UMD/IRC Silver Spring campus recruitment model to JHU/IRC Baltimore, if the model is feasible to our local context.

CBO Background & Orientation:

Scholar will attend an information session which is required for all IRC volunteers. The session provides an overview of refugee resettlement, the mission and work of the International Rescue Committee, and an overview of the IRC in Baltimore's program and volunteer opportunities. The Scholar will also receive an overview of youth services and complete additional training to expand understanding of working with humanitarian immigrants.

Additional Volunteer Opportunities:

Serve as Youth Success Coaches, focusing on practicing English, completing homework, socialization activities and integration to the local community. Based on each mentee's needs and identified goals, coaching pairs may do virtual visits to local parks, career development resources, libraries and museums.



Living Classrooms Foundation

1417 Thames Street, Baltimore, MD 21231

<https://livingclassrooms.org/>

Organization Mission:

Established in 1985 using unique learning environments, Living Classrooms provides access to more equitable education, workforce development, community safety, and health and wellness opportunities that enable individuals to achieve their aspirations and build safer, stronger, and healthier communities for all.

Project Title & Description: *Developing a Community Pathway to Certified Nursing Assistant Careers*

Certified Nursing Assistants (CNA) and Geriatric Nursing Assistants (GNA) are some of the most in-demand employees in Baltimore's healthcare sector. The demand for staff provides a huge opportunity for Baltimore residents who may be struggling to find employment or who are looking for an avenue to enter the nursing field. Since 2020, Living Classrooms has offered community members access to a CNA/GNA Training Program through a third-party training provider. Working with this provider, however, does not fully meet the needs of many of the community participants who enter our program.

Living Classrooms has received private support to develop a comprehensive community-based CNA/GNA Training Program out of our sites in East Baltimore. The program will provide free CNA/GNA training, stipends, job skills assistance, participant supports, case management, and certification assistance to Baltimore City residents who are seeking access to new career opportunities. The program will also strive to reduce turnover among CNAs in the field and to connect graduates to living wage positions and further education opportunities.

To deliver the program effectively and directly to residents that need it, Living Classrooms must pursue accreditation from the State of Maryland Higher Education Commission and Board of Nursing. Developing the program and earning approval will be an important milestone that opens a lasting educational pathway for the thousands of Baltimore residents who may currently be disconnected from existing CNA training opportunities.

Student Leader Responsibilities:

SOURCE Scholars assigned to the CNA community program development project will get to see through the full creation and accreditation of a new nursing assistant certification program in Baltimore City.

Scholars will play an integral role in researching, developing, and implementing resources in the CNA provider accreditation process, as outlined by the State of Maryland Higher Education Commission and Board of Nursing. This may include:

- Researching accreditation requirements, forms, and deadlines,
- Attending workshops and webinars with other providers,
- Coordinating staff around needed steps and deadlines,
- Drafting lesson content on nursing assistant topics for review by program instructors,
- Researching best practices for curriculum design and instruction,
- Conducting outreach with local nursing homes, assisted living facilities, and medical centers,

Scholars will be significantly involved with advising Living Classrooms staff on how to develop the professional skills and case management/outreach aspects of the program's curriculum. This may include:

- Conducting needs assessments, both at the participant and employer-partner levels,
- Conducting research and providing insight on how to best engage and support trainees through workforce programming,



- Networking with local CNA employers to understand factors that contribute to CNA retention and success,
- Cultivating community relationships between schools, CBOs, and healthcare/eldercare agencies,
- Leading and coordinating resume prep assistance, career counseling sessions, site visits, guest speakers, and mentors.

At the end of the placement, Scholars will have gained significant insight into how workforce development programs are developed and implemented, how CBOs account for the needs of program participants and reconcile them with regulatory requirements and funding constraints, how healthcare agencies play a role in the community, and how racial, social, economic, and environmental structures interact with employment and education programs.

CBO Background and Orientation:

Living Classrooms staff preceptors will use orientation and debrief sessions to help contextualize the role that our programs play in the larger structures of institutional racism, social marginalization, and economic exclusion in Baltimore City. As an organization that seeks to mitigate the forces that have allowed poverty to persist and thrive, Living Classrooms places an emphasis on ensuring that our staff, Scholars, and volunteers understand the history of our communities and what it means to be committed to a future of equity. In addition to orientation training on the Foundation's values and justice work, Scholars and volunteers at Living Classrooms will be able to participate in our ever-evolving conversation on how to better serve and represent the communities we call home.

Additional Volunteer Opportunities:

Additional project volunteers will be involved with assisting the Scholar and Living Classrooms' professional staff at every step in the CNA Program's development process. Volunteers may:

- Interview and focus group program participants, staff, and stakeholders,
- Canvas and resource map-related organizations and community assets relevant to the program,
- Assist with developing CNA/GNA training activities for the proposed curriculum,
- Assist with setting up a classroom and clinical space for the program,
- Provide career advice, resume assistance, or mentorship to CNA trainees,
- Research and network with employers, city agencies, and external programs.



MissionFit, Inc

2720 Sisson St, Baltimore MD 21211

www.missionfit.org

Organization Mission: Strengthen the mind, body, and community of Baltimore's youth.

Project Title & Description: *Voices of Baltimore Storytelling Program*

The MissionFit Storytelling program is designed by, and meant to be run by, Baltimore youth. The program was designed by two 19-year-old young men. Both have been involved with MissionFit for an extended period (2-3 years). At the end of December, MissionFit staff and the youth leaders on a Zoom call to discuss how to collectively to support them and their peers. MissionFit inquired about their needs, resources, and types of programming they like to develop. Their responses focused on collective belonging, engagement, need to be heard, and skills to drive meaningful discussions around topics that are important to them. The MissionFit Voices of Baltimore Podcast will be a series of discussions that takes place on multiple platforms, led the youth leaders, with the assistance of MissionFit staff and Interns, SOURCE Service Scholar as the program grows and continues. Specifically, the goals are to uplift and strengthen the voices of young people in Baltimore and the voices of community members and leaders. MissionFit strives to create space for conversations that share stories, connect people to resources, educate, and amplify youth voice.

Student Leader Responsibilities:

The Scholar will provide support in numerous facets:

- Training: The Scholar will communicate with youth participants and train them on public speaking, interviewing, and how to be the best storytellers possible.
- Administration: Scholars will support it sourcing, booking, and organizing guest speakers and interviewees.
- Technical: Scholars will support and learn about broadcasting the live and recorded interviews and podcasts through different mediums.
- Social: Video and audio clips to be posted in various mediums to promote the podcast and/or video/live events.
- Deliverables: The deliverables will be one podcast per month led by young people. Additionally, there is desire for live conversations - potentially in person and on YouTube or Instagram Live. Those decisions will be led by the young people and coordinated by the Scholar and supported by the preceptor.

CBO Background and Orientation:

Service Scholar at MissionFit will be invited to witness our ongoing programs so that they can get a taste for our work. They will engage in a group conversation with the cohort of youth involved in Voices to allow our young people to describe the program, its mission, and what their program goals for the future.

Additional Volunteer Opportunities:

Developing a live podcast/storytelling event. Creating a media plan for the year. Creating a pitch deck for sponsorship for the program.



New Song Community Learning Center

1530 Presstman St, Baltimore, MD 21217

newsongclc.org

Organization Mission:

New Song Community Learning Center (NSCLC) is building on its rich history as a community-based non-profit to create a dynamic community wellness hub through partnerships, collaborations and community engagement that focus on education, wellness and workforce development serving the children, youth and families of Sandtown-Winchester.

Project Title & Description: *New Song Volunteer Engagement Program*

The project is centered around developing a volunteer engagement program that focuses on recruiting volunteers based on their interests and skills. Engagement will not be typical. The volunteer engagement program will create a space where New Song can tell a story through volunteerism. Volunteer engagement can help our organization further achieve our mission and provide resources to more individuals.

Student Leader Responsibilities:

- Create a plan that provides orientation, training, and feedback for all volunteers.
- Create a system for tracking hours and time for volunteers.
- Create a sign-up form and interview questionnaire.
- Develop a method to stay in contact with volunteers beyond their service time.
- Create a plan for showing appreciation for all volunteers.

CBO Background and Orientation:

NSCLC believes in ensuring all parties have a mutual shared experience that all benefit. It starts with completely understanding NSCLC history, mission, values and culture. Having the Scholar and volunteers spend time with NSCLC staff, students and community members will give JHU students a view into our world and why our work is so important, and the people served. NSCLC ensures that the organization affirms and respects -- the racial, ethnic, cultural, sexual identities, history and culture of its students, parents, staff and community; that there are fair and equitable involvements, and relationships; and that NSCLC embraces the best practices of social justice in our conflict resolution for students, parents, staff and community members.

Additional Volunteer Opportunities:

Each volunteer can focus on one of the above responsibilities that our assigned Scholar will oversee. Utilizing their skill set to ensure the tasks are completed. One additional volunteer will focus on recruitment plan. One will focus on orientation, training, and feedback process. One volunteer will focus on creating a tracking system. One volunteer will focus on communication and appreciation for volunteers.



Shepherd's Clinic

2800 Kirk Avenue, Baltimore, MD 21218

<https://shepherdsclinic.org/>

Organization Mission:

The mission of Shepherd's Clinic is to provide free, comprehensive medical care, behavioral health care, and wellness services to uninsured adults in Baltimore City. Shepherd's Clinic addresses social determinants of health by working with partners to provide free diagnostic and hospital services, transportation to clinic and referral appointments, food, and dental and vision services. Shepherd's Clinic provides all of our services free of charge to all patients due to our 100+ volunteer providers, clinicians, and administrators in combination with donor and grant funding.

Project Title & Description: *Shepherd's Outreach & Engagement Plan: Patient & Community Advisory Council*

Shepherd's Clinic would like to establish a Patient & Community Advisory Council to increase patient and community input on the health needs of the community and program development at the clinic. With increased community outreach in the past year, the essential next step for Shepherd's Clinic is to establish this advisory council as part of our broader Outreach and Engagement Plan.

Shepherd's Clinic currently receives all feedback from various patient surveys. This project would provide a more structured, organized process to gather this critical data. The Patient & Community Advisory Council is a new project, so the Scholar may conduct initial research on best practices for establishing community/patient advisory councils at the onset of the project. Once the Scholar has identified best practices, the Scholar would oversee the recruitment of patients and community members to join the council. Shepherd's Clinic cares for individuals from 10 different zip codes and would like to have at least one individual representing each zip code on the council. Additionally, the Scholar would be responsible for planning and hosting the inaugural council meeting and work with the council members to establish governing documents.

Student Leader Responsibilities:

1. Conduct a literature review on best practices for establishing a patient/community advisory council at a community clinic
2. Connect with similar organizations that have a patient or community council or board in place to gather intel on the process of establishing the council
3. Collaborate with clinic staff to identify patients to invite to the council
4. Identify other community-based organizations in the ten-mile radius serving or interacting with our patient population to find community members to invite to the council.
5. Recruit and invite patients and community members to the council
6. Plan and host initial and next few council meetings
7. Work with council members to establish governing documents to outline council purposes and expectations of members.
8. Attend Shepherd's Clinic staff meetings as schedule allows
9. Possibility to conduct Community Health Needs Assessment

Proposed project deliverables/outcomes:

1. Presentation/report of literature review findings
2. Fliers to be shared with patients and community members to inform of council development for recruiting members
3. Governing documents for the council
4. Patient & Community Advisory Council establishment



CBO Background and Orientation:

Program Coordinator, with support from the Executive Director, will provide an orientation to Shepherd's Clinic, including organization structure and background, an overview of all services and programs provided, introduction to clinic staff, and a clinic tour. Scholar will receive a review of the clinic's mission and how justice and equity are integrated into the delivery of our services.

The student will be provided with an email address and access to all clinic software and documents needed to complete the project. The Patient Intake Coordinator will introduce the Scholar to front desk volunteers and collaborate to orient the Scholar to Practice Fusion, our Electronic Health Record. In collaboration with Program and Patient Intake Coordinators, the Medical Director and Clinic Manager will assist the Scholar in identifying a list of patients who would be good candidates for the Scholar to connect with in their efforts to establish the advisory council.

Additional Volunteer Opportunities:

Volunteers could assist the Scholar with background research/intel gathering on patient/community advisory councils/boards; creating fliers and conducting outreach to recruit patients/community members for the council; planning council meetings (location, refreshments, scheduling, etc) and; working with the Scholar and council to draft the governing documents. If the Scholar is interested in working on a modified Community Health Needs Assessment, volunteers would be very helpful with data collection.



SPARC Center

908 Washington Blvd, Baltimore, MD 21230
https://www.instagram.com/sparc_center/

Organization Mission:

The SPARC Center (Sex Workers Promoting Action, Risk Reduction, and Community Mobilization) opened in 2017 with the mission of providing low barrier, no-cost services to women who use drugs and women who sell sex. SPARC operates in Southwest Baltimore and is comprised of a comprehensive outreach program, syringe service program, drop-in center, and clinical space. SPARC is an essential community resource, providing harm reduction tools and overdose prevention education, clinical and drop-in services, as well as community engagement activities, supplies, and food during 18,000+ encounters with people in the community over the last four years.

Project Title & Description: *Overdose Prevention Education*

To increase engagement with the larger Baltimore community around overdose prevention education, the SPARC Center proposes to expand and offer more Overdose Prevention training to neighborhood associations and community-facing organizations. These training sessions would be relatively brief (15 minutes) and would also involve follow-up work to distribute Narcan to those interested.

Student Leader Responsibilities:

- The scholar would be initially trained in Overdose Prevention by SPARC Management along with completion of relevant Maryland Department of Health training modules. They would then take that information to create a standardized training.
- The scholar would reach out to community groups, residential recovery programs, neighborhood associations and other community-facing organizations to gauge interest in free Overdose Prevention training with naloxone distribution via tabling events. The scholar would supervise four other participants in implementing the training at these sites that have expressed interest and distributing Narcan as needed. The scholar would also participate in data collection and monitoring and could help support program reporting at the state level.
- Though SPARC already has some training materials available and does offer overdose prevention trainings as requested, this would both help revitalize training materials and create a time-limited push of targeted energy into the distribution of Narcan in response to the significant increase in overdoses since COVID-19. Ideally, trained folks would also be given information on how to access Narcan in the future, so that way the trainings could be a one-time event that better prepares them to support their neighbors and stay alive.

CBO Background and Orientation:

The Scholar would become enmeshed in SPARC's culture of shared learning by attending one or two of our weekly team huddle meetings and spending some time working in-office with the team. They would also have the flexibility of hybrid work to allow them to take care of their own needs and engage in self-care. SPARC has a small team encompassing a large variety of life experiences so the scholar will have the opportunity to learn about our harm reduction values from several diverse perspectives.

Additional Volunteer Opportunities:

The volunteers would work to both implement and promote the Overdose Prevention training organized by the scholar, in addition to supporting the distribution of Narcan.



The Family Recovery Program, Inc.

239 N. Gay St, Baltimore, MD 21202

frp-inc.org

Organization Mission:

The Family Recovery Program, Inc. (FRP) is a Baltimore nonprofit that provides support to parents whose children have been removed from their care due to their substance use disorder. Once the parents are enrolled in FRP, they receive supportive services that include judicial oversight, substance use disorder case management, substance use disorder treatment referrals, supportive housing, mental health support, incentives and other referral services. These services are necessary to support FRP parents' efforts to succeed with substance use disorder recovery, and to provide an environment that advances reunification with their removed children. The goal of FRP is to reduce the amount of time that children spend in out of home placement. "At FRP, we S.E.E. our families." Strengthen. Engage. and Equip. FRP works to strengthen families affected by substance use disorder and other forms of trauma by engaging families in a holistic array of behavioral health services. FRP equips families with the necessary skills towards becoming self-reliant.

Project Title & Description: *FRP Workforce Development Curriculum*

The Family Recovery Program, Inc. (FRP)'s project proposal is to create a workforce development curriculum for FRP participants that includes an annual job fair. FRP serves families who have experienced unstable lifestyles due to substance use disorder and because of that have had children in their care removed and custody revoked. Our goal is to work with parents who are in the reunification process to achieve positive and healthy outcomes. FRP does this through a variety of support processes such as case management, substance use disorder treatment and mental health referrals, and transitional housing opportunities to name a few.

Part of achieving a healthy outcome for participants is to support providing employment education and opportunities to earn a living wage. FRP proposes to expand work towards providing our parents better chances for employment that will help them achieve stability and productivity related to their outcomes while still in FRP and once they leave. A workforce development curriculum that includes connection with partners that employ our population, employment training and an employment resource guide would greatly benefit our program participants. FRP would like to use the Source Service Scholar Program to create such a document and therefore assist with strengthening our offerings around workforce development.

Student Leader Responsibilities:

- Orient to FRP procedures and participants
- Solicit volunteer team and assign tasks to team with due dates and ensure tasks are completed timely
- Meet with and update preceptor regularly and meet with volunteer team regularly
- Create information questionnaire for FRP participants to include a list employment options that pay a living wage
- Conduct focus groups of FRP participants
- Identify any legal barriers to employment, i.e., felonies or convictions to use as a baseline for employment opportunities
- Identify strengths and weaknesses of participants
- Research appropriate employment training and opportunities for this population, i.e., those that pay a living wage and are close in proximity to housing
- Seek employers willing to come onsite to present and employ
- Present outline of steps needed for FRP to host an annual job fair
- Create and present to FRP leadership a person-centered workforce development training curriculum specific to FRP participants



CBO Background and Orientation:

The Family Recovery Program, Inc. (FRP) preceptors will introduce the Scholar and volunteers to FRP through an in person/virtual workshop where they will learn the history and background of the organization, its growth and current work. FRP will share the daily protocols and will invite the Scholar and project team to be a part of programs that involve both participants and staff such as weekly groups, tenant council meetings and FRP graduations, as well as other gatherings and celebrations. It is important that the project team members have face to face opportunities with FRP participants so they can become familiar with the client population and gain a clear understanding of FRP organizational values and the role of justice in the work and FRP relationships. The preceptors are available for ongoing regular meetings to provide input, guidance and feedback during the project.

Additional Volunteer Opportunities:

- Orient to FRP procedures and participants
 - Complete assigned tasks by due dates and meet with team regularly
 - Provide updates on tasks and communicate challenges
 - Assist with dissemination of information questionnaire for FRP participants
 - Conduct focus groups of FRP participants
 - Assist with identifying any legal barriers to employment, i.e., felonies or convictions to use as a baseline for employment opportunities that pay a living wage
 - Create material for employment workshop to cover basis characteristics of a "good employee"
 - Assist with researching appropriate employment training and opportunities for this population
 - Assist with seeking out employers willing to come onsite to present and employ
 - Assist with creating and presenting to FRP leadership an outline of steps necessary for an annual job fair supported by a workforce development curriculum
-