2020-2021 SSS Community-Based Organization Project Proposals

Robert'a House

Project title:
Recruiting Volunteers

Description:
Healing Hearts Volunteers are valuable resources for Roberta's House and they play a vital role with implementing the programs. The project includes developing a strategic plan for the volunteer component, creating policies and procedures, assisting in the national accreditation procedures and recruiting male volunteers to launch a new male involvement grief support group.

Scholar responsibilities:
The student will work closely with the Volunteer Coordinator to carry out the following responsibilities: 1. Create and implement a needs assessment 2. Develop written policies and procedures for the agency's volunteer component 3. Develop and implement a recruitment plan to recruit male volunteers 4. Assist with developing a training curriculum for male volunteers.
The project will engage 4-7 volunteers by: 1. Assigning each student to one of the primary program goals 2. Provide training on grief, loss and trauma 3. Provide opportunities for the students to participate and or observed as facilitators in the support groups in order to gain first hand experience on the roles of the volunteers.

International Rescue Committee in Baltimore

Project title:
Resettlement Shop Student Manager.

Description:
This project is to assist the IRC to develop a self-sustaining free supply shop for humanitarian refugees that can be staffed primarily by volunteers. The IRC currently manages a small shop, but with limited volunteer support. As a result, IRC staff must accompany clients to select needed items. This project would involve developing volunteer training, procedures, and recruiting strategies for staffing a shop that serves a diverse client base. It may also involve recruiting and receiving in-kind donations of specific items to build donor relationships. These activities would increase the overall impact of the shop: more clients would have regular access to needed items, and more community members would have opportunities to engage with the IRC.
**Scholar Responsibilities:**
The student leader will be responsible for expanding the capacity of the resettlement shop. They will work with the logistics specialist to connect clients, donors, and volunteers. The leader will collaborate with community partners to build new relationships that will allow for increased donations and client traffic to the shop. The student leader will identify culturally sensitive and respectful volunteers and manage a team to staff the shop on a weekly basis. These volunteers will receive, sort, and organize donations; directly assist refugee and immigrant clients in the shop; and establish recruitment and outreach strategies for volunteers and needed items.

**Student National Medical Association**

**Project title:**
Cut Hypertension

**Description:**
The project's goal is to provide free blood pressure screenings and hypertension prevention tips to the Baltimore community. We hope to improve hypertension awareness amongst African American men, a group with the lowest life expectancy (70 years for someone born in 2007) of any major demographic group, and some of the highest rates of conditions like hypertension (41 percent) that play a role in mortality. The barbershop initiative also provides a means of improving health literacy in a population that is less likely to visit a primary care physician. Finally, the project seeks to create a strong partnership between Johns Hopkins and the residents of Baltimore, and provide empowerment through education.

**Scholar Responsibilities:**
The student leader will be the head of both outreach and training for this project. Currently, this project has not started in any barbershops in Baltimore. The goal for the year would be to work with barbershops around Baltimore to establish Cut Hypertension in several locations and then train various volunteers who can then go on site to these barbershops to conduct blood pressure screenings while men are receiving their haircuts and raise awareness about hypertension. This would also include creating written materials. This could include a brochure to give to men who have elevated blood pressure on site and may want to learn more about what they can do, as well as a blood pressure card that will have their pressure on that visit and space to write future blood pressures to encourage return. Additionally, we hope to establish a provider-base for further follow-up, if necessary. This project easily lends itself to a small group of volunteers who will go on site with the scholar to take blood pressure readings. The scholar will also be able to set up training sessions to make sure volunteers are adept and informed, as well as sensitive to possible issues that might arise. Sessions can be held at differing times and establishments for maximal reach.
From Prison Cells to PhD

Project title:
Ban the Box in MD: Experience the Full Advocacy Process, from the Grassroots to the State House

Description:
P2P is looking for a motivated SOURCE Scholar who can lead a small team of advocacy volunteers to make real legislative impact in Annapolis during the 2021 session. Our goal for the project is for the SOURCE Scholar to guide our proposed legislation (e.g., "Ban the Box" in all MD college applications) through the entire advocacy process, from building a grassroots coalition, to drafting a legislative proposal and finding a lawmaker to sponsor it, and providing research and advocacy support to the bill as it makes its way through the State House. Along the way, the SOURCE Scholar will gain valuable insight into how to make real, impactful legislative change at the state level.

Scholar Responsibilities:
The Source Scholar will lead the advocacy process for a specific bill that will expand educational opportunities for individuals with criminal convictions in Maryland. The scholar will:
• Conduct background research on access to higher education among individuals who have been incarcerated
• Work with P2P to develop a legislative proposal for the 2021 Maryland Legislative Session
• Identify and assemble a coalition of community stakeholders to support the proposal
• Identify/meet with legislators who will introduce/support the proposal
• Recruit and coach directly impacted individuals who can help advocate for the bill through personal testimony
• Organize advocacy events, publish op-eds, social media campaigns, and other outreach events to build grassroots support for their proposal
• Track their proposal through the legislative process, providing research, testimony, and other support as necessary
The proposed project offers several opportunities to engage volunteers through all parts of the process outlined above. The SOURCE scholar can decide to engage a team of 4-7 volunteers through the entire length of the project, splitting up responsibilities based on the individuals’ interests (e.g., social media, event planning, emailing legislators, etc.). Alternatively, the scholar could choose to recruit volunteers for shorter term projects, such as facilitating a grassroots advocacy day where a team of volunteers could help coordinate the event logistics (i.e., keeping track of attendees, organizing rides to Annapolis, registering individuals to testify at bill hearings, etc.).

Henderson-Hopkins Partnership School

Project title:
The Henderson-Hopkins Community Service Connection

Description:
To graduate from high school in Maryland, a student must obtain at least 75 hours of community service. As a school that is focused on unleashing students’ passion, we are looking to become a leader in providing our students with community service opportunities. Currently, Henderson-Hopkins Partnership School does not have a structure in place to help our middle school students obtain service hours in an effective, meaningful way. We are looking to change this by fostering greater connections with community partners including businesses, non-profits, the John’s Hopkins Medical System/University, and other organizations. This way, our students can become involved in community service projects, increase their knowledge of initiatives happening in our neighborhoods, expand their networks before high school, while also logging meaningful community service hours. We envision our students to be engaged in service opportunities related to their class curricula, as well as offering a constructive space for our students to reflect upon their service.

Scholar Responsibilities:
The SOURCE Service Scholar will be in-charge of fostering community partnerships in the area. This may include John’s Hopkins Hospital/University, Baltimore Green Space, Moveable Feast, Charm City Care Connection, and neighborhood association groups, to name a few. The Service Scholar, along with Henderson-Hopkins’ Community Affairs Team (Community School Coordinator, Family Advocate, Enrichment Coordinator, and JHU School of Education Liaison), will work with these community partners to identify priority areas of service for our Henderson-Hopkins students (this may be based on interest or related classroom material). Once service opportunities are identified, the Service Scholar will work to 1) organize middle school students to get them excited about volunteering, 2) make these opportunities available to our students via flyers, a monthly newsletter with service opportunities, etc. 3) track middle school students’ service hours, 4) continue partnership development, and 5) lead reflections for our students. The 4-7 volunteers will help the lead Service Scholar identify service opportunities in the area, create permission slips and arrange transportation (if necessary), help to solidify logistics, and build positive relationships with our middle school students. We will expect these volunteers to serve alongside our students and help them build positive attitudes about service and community. These volunteers will be integral in creating a vast Community Service Connection program at Henderson-Hopkins.

The Commodore Johns Rodgers School

Project title:
Creating Meaningful and Impactful Opportunities for Family Engagement
**Description:**
The Commodore John Rodgers School enrolls over 900 students. The school provides health services, food access programs, and opportunities to access social services for students and families. For example, students receive vision screenings, glasses, dental cleanings, and vaccinations regardless of insurance coverage. Families have access to a bi-monthly food pantry, a weekly community market, and weekly bags of non-perishable food items. However, family access to regular financial planning services, professional development opportunities, and adult health and social services needs to be improved. The SOURCE Service Scholar will leverage the many partnerships that CJR has in the community to plan monthly (or bi-monthly) family programming, geared at addressing top priorities identified by parents: safety/violence reduction and services, mental health services, employment/workforce development services, and community engagement and collaboration. The Scholar will work to build a sustainable family engagement program that addresses the needs of our families and connect them with community resources.

**Scholar Responsibilities:**
The student leader will work with CJR’s community school coordinator to identify parent priorities (including leading focus groups with parents and selected CJR staff). S/he will identify community partners and meet with them to plan monthly informational and training sessions for parents and families. The Scholar will also investigate the use of social media to facilitate authentic family engagement. Finally, the Scholar will identify ways to sustain the program into the future.

The SOURCE Service Scholar will recruit volunteers to assist in leading parent focus groups to identify priority areas and later structure family engagement sessions. The Scholar will lead volunteers in the identification of potential community partners and outreach to partners to plan family events. At the middle and end of the school year, the Scholar (and volunteers) will follow-up with a parent reflection session to assess the trainings and resources provided.

**Jubilee Arts**

**Project title:**
Youth in Business Alumni Network

**Description:**
We are looking for someone to develop an alumni network for our Youth in Business Program.

**Scholar Responsibilities:**
This would mean, identifying, tracking and collecting stories from those who were in the program and no longer and create an engagement strategy. Researching and implementing best practices to make this work.
The leader can work with volunteers to conduct phone calls and interviews, YiB alumni volunteer scheduling, possibly developing an online portal to connect alumni with ongoing opportunities.

**Project title:**
Community Communication Specialist

**Description:**
The Community Communications Specialist (CCS) will organize SquashWise’s strategy for communicating our work to a variety of stakeholders through multiple mediums. Working with SquashWise staff members and students, the Source Service Scholar will curate content for a monthly newsletter that will spotlight SquashWise constituents and/or activities. The goal of the monthly newsletter will be to formalize recognition of students, volunteers, partner organizations/schools, and other stakeholders in a consistent and routine communication. This project would fill a current void at SquashWise, as we do not have a formal structure for newsletter or social media communication. The Community Communications Specialist will work with staff, students, and family members to define a structure and distribution method(s) for the newsletter and other communications. Determining the appropriate content format to highlight the success of our students and organization will be successful if the process incorporates youth voice. An example of content that we envision is “Student of the Month” spotlights, highlights about our community and institutional partnerships, a section on dedicated volunteers and family member involvement, and other program activities and events. A potential area of mutual benefit would be for the monthly newsletter to highlight SquashWise’s partnerships with many different departments at Johns Hopkins. Working with students, the CCS will determine the most effective way to disseminate this content. While we envision using the newsletter to keep SquashWise donors and supporters informed, we also want the CCS to ensure that the content is relevant to our youth and reaches them on platforms where they actually engage. One intended goal is to ensure that youth who are doing great work in our program are highlighted in a frequent and meaningful way that they can share with friends, family, teachers, and other people in their lives. In addition to external communication, we would like to involve the CCS in improving internal communication strategies with students and families. Currently, SquashWise uses many avenues for communication: calls, texts, emails, social media. Working with staff, students, and families, the CCS would help to streamline this process and create a more uniformed method for communication, potentially through a selected phone app or program that transmits all relevant communications to students and parents in one place. Once in place, the CCS would assist staff members in disseminating internal communications regarding programming to students and families.

**Scholar Responsibilities:**
1. Survey students, families, and staff to design appropriate format for monthly newsletter
2. Curate and generate content for newsletter to highlight the work of our students, families, volunteers, partners, and staff. 3. Create the monthly newsletter and devise a strategy for dissemination through multiple mediums to reach relevant stakeholders.
4. Research best practices for organizing communication in youth programs (e.g. schedules, events, cancellations etc…)
5. Initiate a system for internal communication between the organization and students/families.

In the process of generating a monthly newsletter, the CCS could appeal for volunteers from the Johns Hopkins community through many angles. The monthly newsletter could list different upcoming or ongoing volunteer opportunities and be shared through SOURCE and The JHU Center for Social Concern at the undergraduate school. By actively promoting SquashWise, the CCS will have plenty of content with which to appeal to Johns Hopkins’ students and faculty about ways that they can get involved. Other areas for potential volunteer engagement include: - Recruiting student photographers for newsletter pictures - Recruiting writers for producing content - Recruiting business school students for marketing strategy guidance - Interviewing faculty working on social justice and social inequities

**FreeState Justice**

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

**Description:**
In 2020, 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

This program will be conducted in partnership with GLSEN and will be led by the Source Service Scholar. The work will be conducted by both existing staff, interns/fellows, volunteers, and consultants. Volunteers will be charged with assisting with research and program design as well as scheduling and participating in planning conversations.

Sisters Together and Reaching (STAR)

Project Title: Why Women Cry Conference Project Manager

Description:
This conference happens on the Monday following Easter. It coincides with National Women and Girls HIV/AIDS awareness day. It is designed to be a day-long conference with multiple tracks for community and providers alike. The conference in the past has an attendance of at least 1000 persons. There are 2 plenary sessions and over 25 breakouts. There will also be a Wellness Village.

Scholar Responsibilities:
Project management of this conference requires biweekly/weekly meeting management; conference agenda development, speaker/facilitator recruitment, engaging state and local officials as needed, recruitment of "day of" volunteers, public relations, continuing education credits, liaison to organization CEO, and conference evaluation.

This project will need additional volunteers to assist with the various aspects such as creating a value add and innovative health and wellbeing track, applying for continuing education credits, public relation management, social media marketing and campaigning, volunteer management, identifying and securing wellness village vendors, evaluation development, and evaluation analysis.

Franciscan Center

Project title:
Stopping Food Waste / Feeding Hungry Families

Description:
Thousands of pounds of food are thrown away in the Baltimore Area by restaurants, hotels, and
grocery stores while individuals and families go hungry every night. While our center does and average job of collecting donated foods from grocery stores, we must do better. Most stores only donate bread and desserts. The desserts especially are harmful to our clients and the homeless because of the sugar content.

**Scholar Responsibilities:**

1. Help our center grow our relationships with the local grocery stores with a goal of getting more items that are healthier for us to serve.

2. Help us create a partnership with 10 restaurants so we can help them stop food waste while helping us serve our community meals.

3. Help us create a partnership with at least 1 hotel to help them stop food waste by donating their foods to our center.
   The student will also lead volunteers to meet these goals.

**Soccer Without Borders**

**Project title:**
Proactive Community Building through Social Emotional Circles

**Description:**
One of our previous SOURCE scholars researched social emotional learning activities for our students to engage in when they have completed homework or have no homework on any given day. She developed a comprehensive resource binder of activities, and this was the start of something that can be really impactful for our participants. All of Soccer Without Borders™ students are refugees or immigrants, and many of them have gone through traumatic experiences before, during, or after their migration to the United States. They continue to be bullied in school and live in a community where they do not always feel safe. This causes them to often operate in “fight or flight” mode and make quick decisions without thinking them through. By promoting social and emotional learning (SEL) at a young age, the youth are better able to understand, manage and express their social and emotional needs, and make better decisions by reflecting on how their decisions may affect themselves or others. It is important to be proactive about these skills, instead of trying to teach them if or when an incident occurs.

This project would build on the materials developed by a SOURCE scholar two years ago and use them to implement weekly circles with a small group of students. (While the activities the previous SSS developed are meant to be student-directed, we have not seen that come to fruition, and believe that having an adult lead the conversations will be more productive. This is by no
means a criticism of the work, rather a challenge that we have with motivating students to do something valuable and independently during free time.) Students will be identified by the SWB staff and would be pulled out from academic time in order to participate in the circle. Therefore, the SOURCE scholar should be available to attend our afterschool program at least 1 day a week, from 4:45p- 6:00p. This will be much more direct service focused than the previous project, which laid the groundwork.

Many of the ongoing challenges that SWB participants face is being bullied by American-born students. It would be really powerful to bring some of those students into this program as well, to build community not just within SWB, but also throughout the entire school. If non-ESOL students were willing to participate in these social emotional learning circles, then they would also be invited to participate in soccer.

In addition, these proactive community building circles will allow for students to develop leadership skills as well. Once the SWB participants become familiar and comfortable in the SEL circle format, then they will be invited to lead a portion or all of the circle â€“ proposing challenging situations that have arisen lately, asking questions for feedback from their peers, and/or providing support and advice to others. These leadership skills may also lay the foundation for a Youth Advisory Council, to provide ongoing youth voice in SWB™s year-round programs.

**Scholar Responsibilities:**
As part of the SOURCE scholar’s orientation and training he/she/they will be trained in Restorative Practices and Circles. With this foundation, the student leader will be responsible for leading a weekly conversation with 10-12 middle school participants. The SSS will be required to determine the topic and/or activity for every week, and to facilitate a conversation that will last at least one hour. If the conversation does not last for the allotted time, then the student leader should refer to the SEL binder and engage in other activities with the students until the end of the hour. If the student leader identifies certain students who might benefit from continued participation or additional support, then he/she/they should communicate this to SWB staff so that they can take the appropriate next steps. The SOURCE scholar will also be responsible for compiling all circle topics, best practices, and words of advice into one curriculum that can be used in the future by other volunteers or interns.

The student leader will be responsible for training all volunteers that he/she/they recruit on SEL best practices, trauma-informed responses, and a background on SWB and whom we serve. This project will be even stronger with more volunteers supporting the SEL circles. If the student leader can recruit 4-7 volunteers to join him/her/Them at the afterschool program, then there could be smaller circles, which could create even better conversations, or this could allow for more students to participate. Volunteers will also support the activities if/when the circle
conversation concludes. It would be ideal if the scholar could recruit volunteers who would be willing and able to participate on a regular basis (weekly or every other week).

**House of Ruth Maryland**

**Project title:**
Intimate Partner Violence in Faith Communities Initiative

**Description:**
In our Training Institute we are starting a new initiative to better serve the different faith communities in our service areas - starting with churches, synagogues, and mosques. We will do this by creating a database of every faith institution in our service areas, creating and implementing a needs assessment to each institution, collecting and analyzing the subsequent data, and mapping out new programming and outreach based on this data. We want to know what efforts we can strengthen, what new efforts the communities want, and how to build our mutual relationship.

**Scholar Responsibilities:**
The SSS will be responsible for leading community outreach, data analysis, and consulting on next steps for this initiative. The SSS will assist me by 1) curating the faith institution database, 2) strengthening the core documents of this initiative, and 3) collaborating on creating the needs assessment. Additionally the SSS will lead volunteers through 1) conducting the needs assessment with each institution, 2) recording all data and touch points, and 3) analyzing data for trends and themes. The SSS will meet with me regularly to report on their and the volunteers progress, as well as to discuss the trajectory of this initiative.

This is the start of an exciting and task heavy initiative so we would love a scholar and as many volunteers as available to assist us in this first step. We have over a thousand institutions logged in our database at the moment. The SSS will lead 4-7 volunteers in 1) verifying each institution on this list, 2) contacting each institution to complete the needs assessment, 3) recording all of the data from each needs assessment, and 4) analyzing the data for trends and themes in responses.

**Project PLASE**

**Project title:**
In it for the Long Haul: Building Capacity for Long-term Volunteers

**Description:**
In an effort to effectively utilize the SOURCE Community Connection team's work in developing materials for our volunteer program, PLASE is hoping to secure a SOURCE Service Scholar to assist in growing our recurring volunteer program. Currently, we have about 12 volunteers that come on a weekly basis. With the information gleaned from the consultation project and the assistance of a SOURCE Scholar to help further develop our relationship with Hopkins students, we believe our program can be transformed into a well-oiled machine. We hope to both increase the number of recurring volunteers, further cultivate relationships with Hopkins organizations, and to ensure recurring volunteer experiences are fulfilling and enjoyable.

**Scholar Responsibilities:**
The student leader will:

- Assist the Director of Development and Communications in implementing the changes to the current PLASE volunteer program, as suggested by the Community Connection Team
- Develop relationships between PLASE and Hopkins student organizations, with an emphasis on securing long-term, recurring volunteers
- Work with PLASE staff in determining the most effective way for the Volunteer Program to meet the needs of our service programs
- Create social media materials geared towards gaining long-term, recurring volunteers
- Assist the Director of Development in implementing and adjusting the volunteer intake and orientation process, as suggested by the Community Connection Team

This project will engage a group of at least 4-7 volunteers through the continued cultivation of PLASE relationships with student groups. By creating new and growing old relationships, the project will engage both student leaders who will share the word of volunteer opportunities at PLASE and new volunteers who would like to be involved with PLASE on a long-term basis. The Scholar will also be working with current recurring, long-term volunteers to determine any suggested changes of the current structure, all with the emphasis on program sustainability.

**Maryland Citizen’s Health Initiative**

**Project title:**
Prescription Drug Affordability Initiative

**Description:**
The organization is leading an advocacy campaign to rein in the rising cost of prescription drugs. Stories from Marylanders who have been affected by the high cost of prescription drugs can help us build support for the initiative and identify and support grassroots leaders on this issue.

**Scholar Responsibilities:**
The Service Scholar will recruit and oversee a team of volunteers. The Scholar will train the volunteers on the organization’s story banking protocol and then work with them to collect at least twenty stories from Marylanders who have been affected by the high cost of prescription drugs that can be used publicly in our advocacy and media work.

The volunteers will be trained on the organization's story banking protocol and referred to various sources for stories. It will be their responsibility to reach out to the source, schedule, record/report stories as appropriate. The organization has a goal for this project to yield 20 stories which can be shared with the general public through referrals to reporters/letters to the editor, policy briefs to be shared with legislators, testimony and other methods as approved by the people sharing the stories.