SOURCE is pleased to announce a call for applications for an exciting opportunity offered in collaboration with the Bloomberg American Health Initiative, an initiative sparked by a major donation to the Johns Hopkins Bloomberg School of Public Health to help reshape the national public health agenda. The Initiative specifically focuses on five areas affecting public health:
1) Addiction and Overdose
2) Obesity and the Food System
3) Violence
4) Risks to Adolescent Health
5) Environmental Challenges

In partnership with the Initiative, SOURCE and partnering community-based organizations (CBOs), Baltimore Action Projects are community-identified projects which directly connect to the Initiative’s focus areas. Through the Initiative’s funding, Hopkins graduate students from the Johns Hopkins Bloomberg School of Public Health and Johns Hopkins School of Nursing will be hired to work a minimum of 100 hours to complete Baltimore Action Projects in partnership with CBOs.

SOURCE is now accepting Student Applications for Baltimore Action Projects!

Student Applications are due by Tues, August 10, 2021 by 11:59 pm ET
(submission info found at the end of the application).

How to Apply:
Baltimore Action Projects have already been identified by SOURCE, partnering community-based organizations (CBOs), and the Initiative. Applicants should review Baltimore Action Project descriptions. Applications will be reviewed, and top candidates for each project will be invited to interview with the CBOs. To access the online application form, click here.

Baltimore Action Project Student Commitments:
- **Service Hour Requirement:** Commitment to completing and reporting a minimum of 100 hours for the Baltimore Action Project. Students will report their hours regularly through a SOURCE online form.
- Students will be required to meet with and regularly communicate with their CBO contacts.
- Students will also be required to communicate with SOURCE and the Initiative designated working group.
- Successful completion of SOURCE Online Modules, in order to prepare for community activities.
- **Student Reflections:** Students are required to complete 3 reflection assignments (written and/or live virtual sessions) to discuss student learning and progress.
- **Final Report and Deliverables:** Students are required to complete a final report and submit final deliverable(s).
- **Program Impact:** Students are required to participate in a final “Program Impact” activity. Past activities have included poster sessions and recorded impact statements. Program impact activity is to be determined (TBD) for 2021-2022.
Baltimore Action Project Benefits:
• $1,750 stipend
• Additional $500 in funds for CBOs to use for completing Baltimore Action Projects
• Community-based experience with a CBO
• Opportunities to connect with the Initiative’s Working Groups

Baltimore Action Project Application:
• Open to all students from the Johns Hopkins University Schools of Public Health and Nursing who will be enrolled full-time for the duration of the 2021-2022 academic year.
• Applications must be completed by Tuesday, August 10, 2021 by 11:59 pm ET. Applicants will complete an online application form and attach their resume or CV to the form. To access the application form, click here.
• An internal selection team will review applications and select the top candidates to interview per project.
• Select applicants will interview with CBO preceptors for positions.
• CBO preceptors will work with SOURCE to select their student.
## Baltimore Action Projects
### 2021-2022 Project Descriptions

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B'more for Healthy Babies
Strategic Community Outreach for WIC

B'more for Healthy Babies (BHB) is a Baltimore City initiative led by the Baltimore City Health Department with support from Family League of Baltimore and HealthCare Access Maryland. BHB brings together communities, organizations, and resources so that every baby might have the best start possible.

We envision a future where all of Baltimore’s Babies are born at a healthy weight, full term, and ready to thrive in healthy families and communities.

Our success depends on collaboration and partnership. B'more for Healthy Babies brings together communities, organizations, and resources so that every baby might have the best start possible. This kind of vision can only be achieved when people work together for a common cause. Whether a mom, family member, doctor, nurse, teacher, social worker, community leader – every baby counts on you.

Focus Area: Obesity and the Food System

Project Description:
As a part of this project, the student will collaborate with B'more for Health Babies and our Pritzker Community Innovation initiative to strategically disseminate communication materials and messaging targeted to Baltimore’s families with young children to increase demand for WIC services in underserved neighborhoods and citywide. WIC outreach materials are generated at the state level by MDH; however, we know from prior BHB communications campaigns that the most effective messaging speaks specifically to local needs and features families that look like and talk like the families in Baltimore City. National and state studies have found that misperception of eligibility is the most common reason mothers have not participated in WIC, causing needed income and food to be unclaimed. The communications campaign will target underserved neighborhoods to better communicate the benefits and eligibility requirements of WIC for pregnant women, young children, and families.

The communications campaign will be built collaboratively with formative research from the Johns Hopkins Center for Communication Programs. The student will assist in community outreach, mapping, data analysis, and implementation of the strategic communication campaign.

Project Goal(s):
The goal of this project is to assist in the development and implementation of a strategic
communications campaign for the WIC program, which will collaboratively support BHB's efforts to reach underserved communities, increase utilization of WIC, and strengthen the food system for young families, ultimately improving early childhood outcomes in Baltimore city.

How is this project related to the Focus Area?
WIC is an essential resource for pregnant women, young children, and families in Baltimore City. According to CDC data, the obesity rate among children ages 2-4 who participated in WIC declined significantly, and although the CDC has not definitively determined the reason for the decline, data suggest local, state, and national initiative related to the WIC program all play a role. WIC policy also helps to shape the food system, by increasing both access to and demand for healthy food options.

As discussed further below, WIC is underutilized in Baltimore City. This strategic communications campaign will work to increase understanding of benefits and eligibility for families in Baltimore city, which will empower young families in underserved neighborhoods to make the best decisions for their health. Increasing access and utilizations of WIC can positively impact the health outcomes of enrolled families and the broader food systems. Strategic outreach for both community and providers is one of several collaborative strategies to meet the objective increasing utilization of WIC services, helping to boost low-income families' financial resources and health status.

How will this project benefit the organization and the Baltimore community?
Increasing access to food and nutrition services in Baltimore City is one of B'more for Healthy Babies' seven health priority areas. WIC is a critical service, underutilized in Baltimore city. Approximately 15% of eligible pregnant women, 20% of eligible infants, and 40% of eligible children are not participating in WIC, which has been demonstrated to reduce infant mortality and improve children's literacy and cognitive development. National and state studies have found that misperception of eligibility is the most common reason mothers have not participated in WIC, causing needed income and food to be unclaimed. In Baltimore, we have also identified lack of convenient access to a WIC clinic and difficulties with the enrollment process as systemic barriers to WIC participation.

The strategic communications project will improve and target WIC communications to increase the number of families we serve and boost low-income families' financial resources and health status through improved access to healthy foods. Improving access to healthy foods, nutrition counseling, and breastfeeding resources for families will ultimately improve early childhood outcomes for Baltimore families.

Primary Student Roles and Responsibilities
The student will work collaboratively with the B'more for Healthy Babies team to assist in community outreach, mapping, data analysis, and implementation of the strategic communication campaign.

Required Skills:
Strong interpersonal communications skills and an interest in maternal and child health

Preferred Skills (if any):
Health Communications experience, community outreach experience, and data analysis would all be helpful in this position
**Project Completion:**
This project can be completed remotely, as needed. However, in-person activities would be desired if University and community re-opening guidance permit.
Cornerstone Community Housing, Inc.
When Recovery Becomes a Barrier to Housing

1400 E. Lombard Street Baltimore, MD 21231
https://www.cchbaltimore.org

Cornerstone Community Housing is dedicated to helping men experiencing homelessness rebuild their lives and to changing community attitudes toward homelessness through outreach and education.

We operate two programs. Earl’s Place is located in Baltimore City and provides transitional housing and support services to men experiencing homelessness and substance use disorders. The program houses 17 men at a time and works with them to locate resources, build skills, and obtain permanent housing.

The second program is Prospect Place. Prospect Place is a Housing First permanent supportive housing program located in Baltimore County. Twelve men who were chronically homeless now have a studio apartment and the support of the case manager to assist them in adjusting to having their own home and to being successful.

Focus Area: Addiction and Overdose

Project Description:
The student will conduct interviews with agencies that provide Housing First permanent housing using the Coordinated Access system and individuals experiencing/have experienced homelessness. No identifiable information will be provided to CCH, but rather a report containing qualitative and quantitative data.

Coordinated Access is a standardized assessment and referral process used to access community resources for people experiencing a housing crisis or homelessness. Typically, to qualify for permanent housing, a person must be identified as chronically homeless. This means that the head of household must have a qualifying disability and currently be residing in an emergency shelter, on the street, a place not meant for human habitation, or in a Safe Haven. If the person was in an institutional care facility such as a substance abuse treatment center, they must have stayed there for less than 90 days and either resided in one of the four qualifying places for at least the last 12 consecutive months or for at least 12 months, over the past three years.

Most of our residents enter our transitional housing program after completing one or more substance use treatment program. These programs are typically 3-6 months long and disqualify the men from Housing First opportunities. Due to the limited housing opportunities available many who are
experiencing homelessness cycle through numerous treatment programs just to have a place to stay. This is expensive and inefficient and limits access of the scarce treatment spaces available for those who need them. In addition, often the clients are not allowed to work while in a treatment facility so even if housing is available, they do not have the income to support themselves.

**Project Goal(s):**
Identify best practices in assisting individuals who are experiencing homelessness and substance use disorder (SUD) in making a successful transition to independent, permanent housing.

Identify if the Housing First model causes barriers to housing for persons experiencing homelessness and addiction.

**How is this project related to the Focus Area?**
In addition to homelessness, opioid overdose continues to be a major public health crisis. The Baltimore City January 2020 Point in Time Homelessness Count reported 64% or 1,399 of those counted identified as men. Forty-six percent of those counted reported substance use disorders.

All of our residents are in recovery from SUD and twelve of 16 of our current residents are being treated for opioid addiction. According to the Maryland Opioid Operational Command Center, during the second quarter of 2020 Maryland saw increases in fatalities related to almost every class of substance. There is also a recent spike in deaths related to non-opioid substances such as alcohol. Alcohol was responsible for almost 35% more deaths in the first half of 2020 than in the first half of 2019. Residents have reported that overdoses, experienced and observed, have caused them to seek treatment.

Being homeless (and suffering from a substance use disorder) is described by residents as a painful and dehumanizing experience. Living in a recovery-focused environment with others who were working on similar goals was a key to their success. As one man said, “I just don’t think it’s possible to address addiction unless you address homelessness. Because I don’t think you could be homeless and beat your addiction.” There is a large demand for our program and the wait to enter Earl’s Place is often six months or longer.

**How will this project benefit the organization and the Baltimore community?**
This research will help our organization by strengthening methods and practices to provide services and secure affordable permanent housing for our residents.

As best practices are identified or reaffirmed, the community will benefit as the men rejoin society. The men we work with have faced many hardships, but they also show a resilience and will to do better. Given opportunities along with support, they can change their lives and be positive and engaged citizens in the community. This benefits the community in lower crime, increasing the tax base, and strengthens families.

**Primary Student Roles and Responsibilities**
The student will work with the Case Manager and Executive Director to:

Develop survey questions.

Develop a method to collect data without using identifiable data.

Identify organizations and individuals to interview.
Conduct surveys.

Develop a final report that can be used by the organization to share findings with constituents and funders.

**Required Skills:**
- Strong oral and written skills
- The ability to communicate with a variety of individuals
- The ability to work independently and in group settings
- An interest in addiction, homelessness, and poverty
- Proficiency with Microsoft Office

**Preferred Skills (if any):**
- Analytical skills.
- Critical-thinking skills.
- Detail oriented.
- Problem-solving skills

**Project Completion:**
This project can be completed remotely, as needed. However, in-person activities would be desired if University and community re-opening guidance permit.
EndsideOut Inc
Structural Barriers to Nutritional Attainment

EndsideOut is a community-based health and wellness organization.

We want to see communities thrive through a foundation of healthy eating and physical fitness. Health equity is fundamental to a strong society; yet, so often we see health disparities based on poverty, geography, race, and other socio-economic factors. We aim to bridge these gaps through holistic, community-based interventions that prioritize sustainable nutrition and exercise. Together, we can work towards healthier, happier lifestyles.

Focus Area: Obesity and the Food System

Project Description:
EndsideOut’s program has always focused on the individual, interpersonal, and community levels of public health. Following Bandura’s Social Cognitive Theory, we aim to make healthy eating and physical fitness behaviors perceived as cool, doable, and worthwhile by children and teenagers. Additionally, we leverage parental involvement and the school environment to support behavior change among these individuals. However, to date, our work has not targeted the overarching structural factors that affect nutrition and exercise. Through this project, we aim to consider structural level factors and interventions to mitigate them through three principal aims.

Aim 1: Understand the specific structural barriers that would inhibit or limit the implementation of EndsideOut’s 3D Wellness program among high school students in Baltimore.

Aim 2: Develop interventions that would be most effective at tackling the structural barriers identified.
Aim 3: Evaluate the cost effectiveness of these interventions.

**Project Goal(s):**
The ultimate goal would be to use this research to promote evidence-based, structural level interventions in Baltimore city to make healthy eating and movement more accessible to youth.

This project will occur in conjunction with the development of a 3D-Wellness Program, aimed at improving the overall health and wellness of adolescents. Though the students working in the BAP project would not be involved in the curriculum development, they could interface directly with program development staff and other Source volunteers. Their preceptor would be a current PhD student at Tulane University, studying infectious disease epidemiology, with a prior background in social and behavioral interventions.

**How is this project related to the Focus Area?**
This project is related to obesity and the food system, as it takes a multi-level approach to obesity prevention and food-system improvement, building on an existing intervention occurring from the individual through the community level by introducing a structural level component. In this project, we would be focused on interventions that would improve accessibility of current nutrition and exercise interventions that are being implemented closer to the individual level.

**How will this project benefit the organization and the Baltimore community?**
This project will benefit our organization by allowing our programming to operate more effectively. Though we currently have had success in improving attitudes around healthy eating and exercise, we are limited by structural level factors. Through a qualitative program evaluation conducted by JHSPH students, we noted that there were numerous structural barriers that were inhibiting our behavior change goal. We wish to investigate strategies to mitigate these.

More broadly, this will impact the Baltimore community by allowing for the development of specific structural interventions applicable and effective to the area, that would support the transformation of the food system. Taken together with EndsideOut’s current programing, this would support improved nutritional outcomes for adolescents in the city, by affording individual tools for healthy nutrition, and minimizing relevant structural barriers.

**Primary Student Roles and Responsibilities**
- Conduct a literature review on structural-level barriers to healthy nutrition and exercise faced by adolescents in Baltimore
- Review EndsideOut’s qualitative program evaluation and understand barriers specific to current programming
- Develop recommendations for interventions based on existing evidence
- Conduct formative research to evaluate feasibility and acceptability of proposed interventions, leveraging input from relevant stakeholders and target audience.

- Conduct cost-effectiveness evaluation of proposed interventions

**Required Skills:**

- Knowledge of formative research methods
- Knowledge of cost-effectiveness analysis methods
- Prior experience conducting a literature review
- Strong scientific writing skills

**Preferred Skills (if any):**

- Prior experience in a qualitative research setting
- Prior experience in a qualitative research settings

**Project Completion:**

This project can be completed remotely.
Green & Healthy Homes Initiative
GHHI Asthma Program III

2714 Hudson St.
Baltimore, MD 21224
greenandhealthyhomes.org

GHHI is dedicated to addressing the social determinants of health and the advancement of racial and health equity through the creation of healthy, safe and energy efficient homes. By delivering a standard of excellence in its work, GHHI aims to eradicate the negative health impacts of unhealthy housing and unjust policies for children, seniors and families to ensure better health, economic and social outcomes for low-income communities of color.

Focus Area: Environmental Challenges

Project Description:
The GHHI Asthma Program is an individually tailored, multifaceted home-based intervention comprehensive, holistic approach to asthma care management, focusing on: providing self-management education and multifactorial environmental health services to address asthma triggers in the home.

We provide asthma care management for any child residing in Baltimore City that is a member of a specific MCO and who meets the criteria: having a medical encounter due to asthma-related conditions one month preceding the referral or any child that is identified as non-compliant with controller or rescue medications within the last 90 days.

Project Goal(s):
To reduce the prevalence of asthma symptoms and exacerbations that occur for an asthmatic, by providing self-management education, healthy homes materials, and supplies to reduce environmental asthma triggers. By reducing triggers, the overall goal is to reduce the number of emergency department visits and hospitalizations, as well as missed work and school days that are prevalent amongst asthmatics and their caretakers. Another goal is to reduce the significant financial impact of asthma on the family: too many medication refills/copays because of lack of understanding of medication, missed work, travel expense (parking, transportation costs), along with the hospital/ED bills.
How is this project related to the Focus Area?
This project addresses in-home environmental asthma triggers that have a huge detriment to the child and family's overall well-being and health. According to the EPA in a 2018 study, Americans, on average, spend approximately 90 percent of their time indoors, where the concentrations of some pollutants and environmental triggers are often 2 to 5 times higher than typical outdoor concentrations. By addressing this with healthy homes materials, tools, education, and coordination, we help increase the health of the asthmatic.

How will this project benefit the organization and the Baltimore community?
This project will benefit both my organization and community by helping with overall client and community coordination and support for our families' care and self-management of their asthma and home environment. We have hundreds of clients that are in our 12-month program that need consistent follow-up, client and resource coordination, and a safe place. Access to local health and environmental resources is very scarce in our clients' community—many people have no idea what is available to them and what can ultimate increase the potential of their health. Having a Hopkins graduate student to assist with this client coordination, continuous followups to ensure the client is following their care management action plan, ensuring that our clients' needs are met, and making sure they have the best access to care, will help our program's goals succeed abundantly.

Primary Student Roles and Responsibilities
Followup surveys and questionnaires, reinforcement of asthma education, medication management, client coordination with resources, help people navigate the health care system, specifically those with chronic conditions, link between target population and different health, human and social service organizations, provide info on resources, coordinate transportation, and make appointments, work to develop a care management plan or other ways to track health progress

Required Skills:
Effective communication (respectful and culturally aware during client interaction/speak honestly and clearly/be non-judgmental)

Care Coordination & System Navigation: Obtain and share knowledge of community resources: health care, social services/Help improve access to resources by identifying barriers, documenting details and developing strategies to remove them/Refer clients to appropriate services and follow up

Education & Teaching Skills:
Develop health improvement plans with clients to build upon goals, strengths and current stage of commitment and ability to act upon health behavior goals//Understand the different ways to help people, address health risks for themselves, family members or community

Preferred Skills (if any):
Problem Solving Skills

Social Support Skills: Emotional, Informational

Self-Management Skills: ability to observe, detect or record signs/symptoms/behaviors

Project Completion:
This project can be completed remotely.
GHHI has created innovative programs to improve the delivery of services and ensure the efficient use of resources to reduce lead poisoning (in Maryland by 98%), asthma and injury in low income housing while improving energy efficiency. GHHI continues its mission to end lead poisoning while continuing to look at housing as an integral factor in the health of families and communities.

Focus Area: Environmental Challenges

Project Description:
A student will reach out to internal GHHI staff and to our partners in Baltimore, Pennsylvania, New York, Tennessee, and Rhode Island. They will interview current members of the healthy homes workforce and workforce training programs. Through these interviews, they will create stories and case studies that highlight both barriers and successful models in workforce development. Interview questions will also focus on how challenges and approaches to workforce development have intersected with equity and capacity building in impacted communities. Participants will be informed that their stories will be shared in the form of blog posts or reports. If timing and participant engagement allow, students may assist GHHI in requesting permission from some interviewees to also share their stories through a video.

Project Goal(s):
The goal of this project will be to utilize storytelling as a mechanism to provide space for the voices of residents who have been impacted by substandard, inefficient housing and who are working to address these issues. This project will leverage ongoing GHHI site and workforce development projects to identify barriers and opportunities associated with healthy housing workforce development for residents within these communities. GHHI hopes that these stories will bring attention to the important role healthy homes workforce development can play in economic recovery and job creation. GHHI also hopes that information collected through these stories can help guide equitable workforce development amongst healthy homes stakeholders and service providers across the US.
How is this project related to the Focus Area?
Environmental hazards in housing such as lead-based paint and asthma triggers continue to create poor health outcomes that disproportionately impact residents in low-income communities and communities of color, where a history of redlining and racist housing policies have made it more likely that these families will live in older, poorly maintained rental housing with limited options for relocation. These houses are also more likely to be poorly weatherized and energy inefficient, with residents who are highly burdened by utility bills. Energy inefficient housing encourages higher energy usage, makes residents more likely to be exposed to extreme hot or cold temperatures, and inhibits residents' abilities to mitigate the impacts of urban heat islands, made worse by increasingly extreme temperatures associated with climate change. Challenges in workforce development often create barriers to implementation of healthy housing programs that address these in-home environmental hazards.

How will this project benefit the organization and the Baltimore community?
This project will draw from experiences of people impacted by substandard housing and members of workforce working to address in-home hazards to identify challenges and successful models in workforce development. As a direct healthy housing service provider in Baltimore, GHHI hopes to draw from successful models and solutions identified through interviews conducted in Baltimore and at our partner sites, to support and implement best practices in equitable workforce development that focus on employment of residents from Baltimore communities that face the highest burden from unhealthy housing.

Primary Student Roles and Responsibilities
Student will be responsible for meeting with GHHI staff to learn about healthy housing and the direct services we currently provide to Baltimore residents. Student will also work with GHHI staff to conduct interviews with service providers in Baltimore and with partners in Pennsylvania, New York, Rhode Island and Tennessee. Once these interviews are completed, student will assist in writing a document about the interviews with the goal of uplifting the stories of the participants interviewed. Student will also assist in drafting a report identifying themes in barriers and solutions to workforce development that were identified through the interviews.

Required Skills:
Excellent written and communication skills, familiarity with Microsoft Office Suite, experience with communications via phone or virtual meeting platforms, experience working collaboratively as part of a team, ability to talk comfortably and respectfully with people from different backgrounds.

Preferred Skills (if any):
Experience conducting interviews, and a background in housing policies and programs and/or experience in environmental health.

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

Focus Area: Obesity and the Food System

Project Description:
Monroe Street Market is S2L2’s new farmer’s market centered around uplifting small, primarily BIPOC-owned businesses in west Baltimore. The goal is to bring fresh and affordable produce to an area that has historically suffered from food apartheid - however, in order to do that, lots of work around community outreach, event planning, data tracking, money management, and scheduling needs to be done, which we think would be a great project for a BAP intern! The market is still very new (only about a month old) and there is lots of work to be done before we can ensure our west Baltimore community has access to healthy foods.

Project Goal(s):
The BAP student will help Strength to Love II (S2L2) build the Monroe Street Farmer’s Market in the Sandtown-Winchester community in west Baltimore to:

1) Promote local businesses and farmers

2) Address the food apartheid issue in west Baltimore

The success of the farmer’s market will also provide momentum for S2L2’s plan of implementing a community-supported agriculture (CSA) program for the community – note: the CSA will most likely not be part of the BAP student’s focus.

How is this project related to the Focus Area?
Monroe Street Market provides access to healthy food retail alternatives and, long-term, aims to
improve the status of food stability in west Baltimore. This not only will reduce the rates of obesity, but also many other obesity-related health issues, such as cardiovascular disease.

**How will this project benefit the organization and the Baltimore community?**
Strength to Love II and by extension, the Monroe Street Market, addresses the lack of healthy food options in west Baltimore, a result of a historical food apartheid. In 2018, the Baltimore City Planning Department and the Johns Hopkins Center for a Livable Future found that a massive 23.5% of Baltimoreans lacked access to healthy and affordable foods. The market aims to highlight and uplift local farms and businesses in order to encourage healthy eating and a healthier lifestyle for the local community members.

**Primary Student Roles and Responsibilities**
While the core focus is the above stated goals, students will be assisting with ALL aspects of coordinating a farmer’s market including, but not limited to:

1) Researching and outreaching to local, especially BIPOC, businesses

2) Advertising Monroe Street Market via social media and newsletters

3) Managing the market schedule, including loading schedule, day-of-market logistics, etc.

4) Money management, including EBT/SNAP

5) Coordinating volunteers for market days

6) Maintaining contact with vendors throughout the farmer’s market season and keeping their contracts up to date

7) Developing data collection tools to track success of Monroe Street Market, including creating and sending out feedback surveys for both vendors and shoppers

**Required Skills:**
Microsoft Office suite (Word, Excel, etc.)
Dropbox/Google Drive
Event coordination
Communication skills
Passion and experience with community-based advocacy
Familiar with social media

**Preferred Skills (if any):**
Business/accounting knowledge
Marketing strategies
Data analysis

**Project Completion:**
This project can be completed remotely, as needed. However, in-person activities would be desired if University and community re-opening guidance permit. Personal transportation may be needed to this site.
Project PLASE
Mental Illness and Addiction

Project PLASE (People Lacking Ample Shelter and Employment) addresses homelessness in Baltimore by providing temporary housing, permanent housing, and supportive services to homeless adults and families. Since 1974, we serve the most vulnerable and underserved, including persons with mental illness, HIV/AIDS, addiction, developmental disabilities, veterans, and ex-offenders, etc. We treat, restore and rehabilitate the whole person and empower each individual to function at the highest level possible.

Focus Area: Addiction and Overdose

Project Description:
Mental Illness and Addiction

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

Mental Illness and Addiction would provide a study of our clients who suffer from addictions with the added challenge of a mental condition. Additional products would entail research-based educational discussions with our clients to provide an understanding of their daily lives and guidance to an independent life, eased from the challenges of addiction.

Project PLASE operates to help people experiencing homelessness get back on their feet and reach an independent lifestyle. We envision workshops to educate clients on their personal health and wellness, as well as general lessons about health and disease. Through these sessions and workshops, we hope clients can learn to advocate for themselves, discuss their challenges and give voice to their concerns. We would greatly benefit from the health education of Johns Hopkins students to support the development and implementation of these workshops. Project PLASE has long desired such programing, however, due to lack of staffing and need for more knowledge, we have not been able to develop and implement such programming to be effective and meaningful. We believe the year-long project style would serve well at Project PLASE, as many of our clients live in our facilities for at least a year. The
Mental Illness and Addiction workshop would empower our clients and assist their desire to have a stable life.

Mental Illness and Addiction workshops will be rooted in health education. The sessions and workshops will focus on a variety of roundtable discussions, workshops, and guest speakers. Many of our clients are sick but have not received proper education on their varied illnesses and disabilities. The workshops can be related to the specific needs of clients, but also focus on a greater range of wellness-related topics, meditation, exercise, and anger management, as well as everyday illnesses (like the cold and flu). It is important for clients to learn about the history of their illnesses and disabilities, care methods, and preventative options. Through the expertise of Johns Hopkins students, this program will be successful and set roots for the future.

Project Goal(s):
- Increase awareness of the challenges of mental illness combined with an addiction to the general public
- Research and create best practices for roundtable discussions with our clients
- Create quality workshop materials to be presented to our clients, relating to wellbeing and health
- Help identify areas of improvement for our clients by Project PLASE
- Identify and apply for various funding opportunities to further the reach of our programs

How is this project related to the Focus Area?
Studies have shown that many who suffer from the challenge of Mental Illness are often plagued with the need to find an escape. Some escapes are physical while others may be chemically induced. Project PLASE knows too well the complications of self-administration for the medications to treat various mental illnesses. Too often the client either forgets to take their prescription or attempts to take too many. Even though various lockbox methods are used to secure medication, in homeless shelters, it is one of the most sought-after items for abuse or resale.

A survey conducted by the United States Conference of Mayors asked 25 cities to share the top reasons for homelessness in their region. 68% reported that substance abuse was the number one reason among single adults. (“Opening Doors: Federal Strategic Plan to Prevent and End Homelessness.” United States Interagency Council on Homelessness, As Amended in 2015. Accessed 11 Nov. 2017.) And roughly 30% of those experiencing homelessness suffer from some serious mental illness. So there is a direct relationship between those who are suffering from addictions and mental illness having a higher likelihood of becoming homeless.

How will this project benefit the organization and the Baltimore community?
Project PLASE and the greater Baltimore community would gain a greater understanding of the relationship between mental illness and addiction. While hospitals and rehabilitation centers assist greatly with the symptoms of addiction and overdo, they are rarely equipped to keep and treat those
suffering from the compounded effects of mental illness and homelessness. We hope to review our own programs to ensure:

- Stable and safe living environment
- Access to well-trained staff who are compassionate and effective in their health plan
- Client-centered services and means to a better pathway to recovery and wellness
- Safe and practical means of independence to self-medication methods when feasible
- Integrated services to address the complex needs of homelessness, both physically and holistically

Through this program, we hope to share our findings with the greater Baltimore community as best practices for better health and wellbeing for our homeless population.

**Primary Student Roles and Responsibilities**
The student leader will be responsible for developing a research-based curriculum to implement at both or one of Project PLASE’s two transitional housing centers. Project PLASE is currently implementing surveys with clients to better understand client’s interests and needs but would welcome the student to improve upon these if they felt it was needed. The student leader can use survey results to develop the curriculum. From here, the student leader, along with their team will lead weekly or bi-weekly health-related sessions based on the curriculum. Finally, the student leader would serve as a liaison between Project PLASE staff and the volunteer group. The student leader would work directly with Project PLASE’s Director of Development and meet on a regular basis to ensure the success of the program and its curriculum. This means the student leader would communicate any changes on their hand, to Project PLASE, and vice versa. The student leader can receive training from Project PLASE case managers to share with their teams. In summary:

- Spearhead research based on survey results
- Design curriculum based on research
- Collaborate with the Medical team and Social Workers for best practices
- Research guest speakers (eg. therapists, doctors, authors)
- Implement curriculum into interactive lessons with Project PLASE clients
- Serve as a liaison and communicate between Project PLASE staff and volunteers

**Required Skills:**

- Excellent Communication Skills
- Strong understanding of Zoom and other presentation methods
- Strong understanding of Adult Education methods
- Proficiency with MS Office
- Strong organization and project management skills
- Comfortable with outreach to different communities

**Preferred Skills (if any):**

- A working familiarity of databases or the ability to learn
- Interest in collaboration with medical staff and social workers
- Flexibility and Adaptability
- Interest in non-profit researching and applying to grants
**Project Completion:**

This project can be completed remotely, as needed. However, in-person activities would be desired if University and community re-opening guidance permit. Personal transportation may be needed to this site.
The Family Recovery Program
Parents in Recovery Together- Understanding the Impact of Supportive Housing on Families in Recovery

239 N. Gay Street, Baltimore, MD 21202
www.frp-inc.org

The Family Recovery Program (FRP) is a non profit organization located in Baltimore City Maryland. In addition to being a family treatment court, FRP for the last five years has provided supportive housing at The Harry and Jeanette Weinberg Building at Sage Center which includes 23 two and three bedroom apartments. In addition we have purchased and renovated five townhomes where families currently reside. We work with families affected by Substance use disorder and other forms of trauma. We attack the issue of drug use through offering a holistic array of behavioral health services. All of the families involved in our programs work toward gaining the necessary skills to become self reliant and living their lives substance free. The Family Recovery Program has enjoyed serving families in the Baltimore community since 2005.

Focus Area: Evidence

Project Description:
The Harry and Jeanette Weinberg Building at Sage Center (Sage Center) is a supportive housing program that has been serving families since 2016 who have had children ages zero to ten years old removed from their care due to parent substance use. During that time families have been exposed to a variety of services as follows, case management services, mental health services, onsite parenting and trauma groups, physical health referrals, support group activities, fun activities, educational referrals, life improvement referrals, substance use treatment referrals, employment referrals and job skills training. The staff has been diligent in keeping data on program participants related to program participation and achievements. The data that has been collected needs evaluation. The desired results will show the impact of supportive housing on families that suffer from addiction and will identify trends, improvements and changes related to providing successful supportive housing to families in the Baltimore City community that enroll in our program. As a nonprofit, program evaluation is necessary and unfortunately funding for such evaluation is hard to acquire. The evaluation from this project will inform current and future practices for our work in supportive housing for parents in recovery. This project can be completed remotely, however, to achieve the best results we would desire using a hybrid approach with some remote work and some in person. As an organization we continue to follow all Covid-19 protocol.
FRP can de-identify the data to preserve the privacy of our program participants. Reviewing the de-identified data would support our programmatic purpose as we would get a snapshot through the analysis of our achievements and opportunities for program strengthening.

**Project Goal(s):**
The Family Recovery Program, Inc, and The Harry and Jeanette Weinberg Building at Sage Center (Sage Center) are requesting an evaluation that will allow our organization to focus on gaining a better understanding of the impact of supportive housing on families in recovery. Our focus area is “addiction and overdose” interwoven with the public health theme of “evidence”. Our project goals are to (1) Evaluate current Sage Center housing data for trends around program participation and understanding the impact of supportive housing on families in recovery in a variety of areas; (2) Inform the organization of data collection techniques and topics related to supportive housing; (3) Evaluate presented data to inform program improvements and/or changes; (4) Research additional supportive housing programs to inform Sage Center of current practices.

**How is this project related to the Focus Area?**
Understanding the Impact of Supportive Housing on Families in Recovery project is related to the public health theme “evidence” as it supports using the data we have collected on our families and their involvement in our supportive housing project in assisting us to determine what activities and exposures move our families to recovery. The use of substances and the removal of a child is traumatic for the family, the system and the community. As we work to curb the negative reality of the damage incurred, we have created what we believe to be, programming necessary to support their family recovery. It is our hope that a deep dive into the numbers will show us just what parts of our program are most correlated with success. We will use the evidence from the report to create change within the program, thereby improving a family’s chance at success.

**How will this project benefit the organization and the Baltimore community?**
When families thrive independently, the community as a whole improves. We love our families and want them to have sustained individual recovery and improved family relations. When those two things are present, families can begin to see themselves as supportive and productive members of our community. Baltimore gains workers who can be depended on. The educational system gains children who come to school ready to learn. The justice system does not interact with our families as they did—thus decreasing the burden on both the system and the family. The medical system can begin to care for our families from a preventative station rather than emergent. When families are better off we all are better off.

**Primary Student Roles and Responsibilities**
The primary student roles and responsibilities will be to review and evaluate the existing Sage Center supportive housing program data using tools available to them through Johns Hopkins Bloomberg School of Public Health. The student will be expected to conduct some research on other supportive housing programs for those with substance use disorders. The student is also expected to ask questions and seek information from Sage Center program staff as needed. The student will also participate in some programmatic offerings such as community housing meetings, case management meetings,
support groups etc. The student will be expected to present a report of their findings to the organization leadership at the conclusion of the project.

**Required Skills:**
The student skills required are good interpersonal skills, good oral communication skills, good writing skills, good computer skills with knowledge of both Excel and WORD programs. The student should have the ability to evaluate and analyze data and be able to report findings through written report and oral presentation.

**Preferred Skills (if any):**
Additional preferred skills are critical thinking and the ability to think outside the box.

**Project Completion:**
This project can be completed remotely, as needed. However, in-person activities would be desired if University and community re-opening guidance permit.
The Family Tree leads Maryland in preventing child abuse, connects caring communities, and builds strong families to improve society for generations. We educate and empower parents to help them make good decisions when raising their families—the ultimate result is to help children. More than 21,000 people receive help through our evidence-based programs and parenting classes each year. In addition, we provide professional training, community education, and advocacy for legislation that prevents child abuse and neglect.

**Focus Area:** Risks to Adolescent Health

**Project Description:**
The Family Tree is leading a statewide collective impact initiative to prevent child maltreatment and other adverse childhood experiences (ACEs). This collaboration with multiple partners promotes relationships and environments that help children grow up to be healthy and productive citizens so that they, in turn, can build stronger and safer families and communities for their children (a multi-generation approach). This initiative includes public and private partners from across the state and receives technical assistance from the U.S. Centers for Disease Control. The initiative provides members the opportunity to learn from national experts and leading states. Using advances in brain science, epigenetics, ACEs, resilience and principles of collective impact, the EFC leadership and working groups. This project will work to build a strong coalition of partners and design a strategic plan to do so.

**Project Goal(s):**
Educate key state leaders, stakeholders, and grassroots on brain science, ACEs, and resilience; in order to, build a commitment to put science into action to reduce ACEs and create safe, stable, and nurturing relationships and environments for all Maryland children.

1. Identify and use data to inform actions and recommendations for systems improvement
2. Integrate the Science into and across Systems, Services & Programs across state-wide agencies
3. Integrate the Science into Policy and Financing Solutions for state-wide agencies
4. Create a strategic plan to engage ACE trainers state-wide
5. Advocate and support state-wide legislation and city policies of Trauma-Informed Care

**How is this project related to the Focus Area?**

Toxic stress or chronic, unrelenting stress in early childhood derails development by permanently setting the body’s stress response system in high alert, weakening brain architecture, and impairing the development of all-important executive function skills. In the absence of the buffering protection of adult support, toxic stress becomes built into the body by processes that shape the architecture of the developing brain. These changes can lead to lifelong difficulties in learning, behavior, and physical and mental health contributing to early death. Building resilience for those that have ACE can prevent substance abuse, chances of suicide, social disorders, high cholesterol, heart disease and more by addressing the trauma and focusing on trauma-informed care for the community.

**How will this project benefit the organization and the Baltimore community?**

This project is focused on building a stronger coalition of partners teaching ACE, creating state-wide initiatives to train more on ACE, and target locations where ACE has not been taught to agencies, nonprofits, community members and leaders, and more to increase awareness and build resilience in Baltimore city and state-wide.

**Primary Student Roles and Responsibilities**

1. Take already existing data on our ACE presentations, trainers, and presenters and aggregate it by:
   - Number of ACE presentations by Master Trainer/Presenter
   - Presenter/Trainer characteristics
   - ACE Presentation Audience Characteristics
   - Number of ACE presentations by Cohort
   - Number of ACE presentations by Professional Sector
   - Number of ACE presentations by MD County

2. Assist in creating plans for re-engaging our Master Presenters and Trainers. These plans will include:
   - Helping to create an ACE Master Presenters and Trainers newsletter.
   - Design curricula for technical assistance/learning calls.
   - Plan for a potential TFT virtual ACE Conference or another community event.

3. Research on what other states are doing around ACEs prevention/mitigation.

**Required Skills:**

MS Office experience, Oral and Written skills
Preferred Skills (if any):
none noted

Project Completion:
The project can be completed remotely.