SOURCE Service Scholars Program Information & Projects
2021-2022

SOURCE is excited to announce the tenth year of the SOURCE Service Scholars (SSS) Program. SSS is a unique opportunity for students to make a long-term commitment to a Baltimore community-based organization (CBO) or a service-based student group that is a SOURCE partner while receiving a $1,750 stipend. Scholars will receive training and guidance from SOURCE staff covering the following: service-learning theories and practices, project management, volunteer recruitment and management, and delivering and reporting on outcomes. Additionally, Scholars will engage in reflective practice throughout the program. These trainings will be delivered through the SOURCE Service Academy as well as one-on-one consultations with SOURCE staff. This opportunity is open to any student enrolled full-time in the Johns Hopkins University Schools of Public Health, Nursing, and Medicine during the 2021-2022 academic year who has an interest in long-term service and community-based professional development.

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

How to Apply:
SSS Projects have already been identified with SOURCE community partners and service-based student groups. Applicants should review all projects online (listed below) and rank up to 3 top choices of interest. Applications will be reviewed, and top candidates for each project will be invited to interview. To access the online application form, click HERE.

SSS Commitments:
• Service Hour Requirement: Commitment to at least 150 service hours with partner organization over the course of the academic year, as well as regular check-in meeting with their CBO or student group contact
• Summer Assignments: Scholars will be assigned readings and reflections throughout the summer leading up to their direct placement with community partners. Scholars are required to complete all readings and reflections by dates indicated throughout the summer.
• SOURCE Staff Advisor Meetings: Scholars must meet with their assigned SOURCE Advisor on a regular basis to discuss personal reflections, progress on their project and general experiences related to the service experience (the first meeting will take place at the completion of summer assignments).
• Scholar Reports: Scholars will be required to complete several written progress reports throughout the course of their service year.
• SOURCE Service Academy: Through a series of seminars and trainings, the SOURCE Service Academy will train Scholars in service project management, including successful recruitment, retention and management of volunteers, principles of academic-community partnership, service-learning pedagogy, and leadership for social change. Scholars will also be required to complete a variety of assignments and readings as part of the service academy. All Academy session dates are mandatory.
• Volunteer Recruitment: Each Scholar will be required to recruit at least four additional JHU health professional students to work on the designated project throughout the year. The Scholar will act as the team leader and will implement volunteer management skills and service-learning pedagogy knowledge gained during Service Academy sessions.
• Final Presentations: Scholars will be required to present their projects and progress through a poster at the Year-End Celebration (April 2022).
Academy Sessions - Academy sessions will likely be the second or third Wednesday of the month, but exact dates have yet to be determined. Sessions will be roughly 2-3 hours in lengths and will be online until it is safe to meet in person.

Wednesday, June TBD
Wednesday, July TBD
Wednesday, August TBD
Wednesday, September TBD
Wednesday, October TBD
Wednesday, November TBD
Wednesday, February TBD
Wednesday, April TBD

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

**SSS Application:**
- Open to all students from the Johns Hopkins University Schools of Public Health, Nursing, and Medicine who will be enrolled full-time for the duration of the 2021-2022 academic year.
- Applications must be completed by **Monday, March 15th at 11:59 pm**. Applicants will complete an online application form and attach their resume and a letter of recommendation to the form. To access the application form, click **HERE**.
- Applicants should thoroughly review projects (listed below) and rank their **top 3 projects** within the applications.
- An internal admissions team will review applications and will select the top 3-4 students to interview per project. Applicants will be notified by **Friday, March 19th** regarding the status of their potential interview(s). Individuals who are not on campus or unable to attend an in-person session will be given the opportunity to attend an online interview.
- Interviews will take place between **Monday, March 22nd-Friday, April 9th**.
- Final matching of projects will be completed by **Monday, July 15th**.

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2021-2022 SSS Community-Based Organization Projects

1. MissionFit Inc

**Project Title:** MissionFit Storytelling Program

**Description:**

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

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

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

Eventually we hope that this program will grow. We hope to feature and allow more youth to play a leadership role. We hope to allow more youth to formulate their stories, interview and be interviewed. We know that each youth has a valuable story to tell - we hope that we can play a role in creating platforms for that story to be shared.

**Scholar Responsibilities:**

A Student Leader will play a critical role in the StrengthCast program. The Service Scholar and Volunteers could lend their expertise in social determinant arenas described previously and learn about how to interact with them outside of the classroom, with the potential to cultivate real opportunity and change. The Student Leader(s) will support in numerous arenas, and I hope that they will design a project or program at the end of their service to support its growth and sustainability. To name a few:

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

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

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

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

2. House of Ruth Maryland

Organization Mission: House of Ruth Maryland leads the fight to end intimate partner violence 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: Designing a program to provide outreach to recent sexual assault victims in Baltimore.

Description:

As one of the oldest providers of services to address intimate partner violence in the country, the House of Ruth Maryland is working to add additional services to victims of sexual assault not perpetrated by a partner (dating rape/stranger assault). This project is to assist in the design of the outreach component of services, including victim accompaniment at the hospital, courts, and police station; volunteer and intern opportunities and training; and metrics of program success.

Scholar Responsibilities:

The Source Student Scholar will work closely with the Survivor Engagement Team to:
1) assess agency capacity and local gaps in services,
2) help construct a timeline for implementation of services,
3) design program policies, procedures, and training curriculum,
4) recruit volunteers and interns to assist in outreach work.

Finished product will include community needs assessment, policies and procedures, training curriculum, and at least one cohort of volunteers/interns trained.
3. **Kidztable**

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

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

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

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

**Scholar Responsibilities**
- Communicate effectively with KT.
- Determine workplan.
- Determine who does what.
- Follow up with each team member between team meetings and meetings with KT.

4. **Pride Center of Maryland**

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

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

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

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

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

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

**Project Title:** Enrichment and Arts Integration at Commodore

**Description:**

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

The Commodore John Rodgers School enrolls over 900 students, from Pre-Kindergarten through 8th grade. All our students participate in a variety of Enrichment classes during the school year, including Physical Education, Spanish, Music, Band, Art, and Library. The Scholar will work with the Enrichment Team Lead, Mr. Watson, to support this team, including identifying grants to support this department and the organization of department supplies/resources. In addition, the Scholar will work to create an Enrichment Team Fund, which can be used to purchase equipment and resources during the school year. Lastly, the Scholar will provide support to the Arts Integration Team to help with the distribution of Arts Integrated Opportunities throughout our building.

The Arts Integration Team helps to deliver the development and skills necessary for general educators to implement Lessons that use the arts as a vehicle to teach core content. Currently, we are looking to build a database of lessons based on the subject matter and grade level that can be easily accessed. We also would like to create an inventory list that shows what materials and supplies are available at our school, as well as the ability to order and replenish various supplies. The Source Service Scholar will be creating this database that our staff can utilize and will work with the Enrichment Team to make sure this model is sustainable after the Scholar concludes their portion of the project.

**Scholar Responsibilities**

The Scholar will work with members of the Enrichment Team to develop systems and procedures for maintaining and tracking the various resources used by the team. There has been significant supplies and donations given to our school which needs to be placed into a working system for access by teachers. The Scholar will work with the Arts Integration Team to identify and support Arts Integrated Opportunities at the school.
6. **International Rescue Committee**

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

**Project Title:** Refugee Mentorship Program Assistant

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

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

7. **FreeState Justice**

**Organization Mission:**

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

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

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

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

**Organization Mission:** 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.

**Project Title:** Project PLASE’s Education to Independence: Health Education Workshops

**Description:**
Project PLASE’s Education to Independence: Health Education Workshops program consists of monthly health education workshops for residents of Project PLASE. The program was created to engage residents during their stay and ensure that they are on a path to sustained medical independence when they do move into permanent housing. Project PLASE serves vulnerable and underserved individuals, including those with mental illness, HIV/AIDS, addiction, and ex-offenders. The health workshops include mental health topics, like depression, PTSD, and Bipolar Disorder. The workshops also focus on chronic diseases like diabetes and hypertension since being able to successfully manage these physical conditions ultimately influences an individual’s mental health. In addition to providing education about the topic area, the workshops also include resources for residents that provide screening, treatment, and other supportive services helping to connect workshop attendees to resources within the Baltimore area.

**Scholar Responsibilities:**

The Workshop Coordinator will be responsible for overseeing the Education to Independence: Health Education Workshop program. One health education workshop occurs every month at each of the two temporary housing facilities.

Responsibilities include: reviewing and updating current workshop curriculum; coordinating workshop dates with house managers; hanging up fliers to advertise workshop to temporary housing residents; securing and orienting volunteer workshop leaders; preparing materials, setting up for workshops, and introducing workshop leaders and; administering post-workshop evaluation and entering data to spreadsheet file. The Workshop Coordinator will be responsible for leading the workshops when they are unable to secure volunteers. The Workshop Coordinator may also be responsible for seeking out grant funding and donations to purchase workshop materials and incentives for the clients to attend the workshops. The Workshop Coordinator will work closely with the Director of Development & Communications, the Linkage to Care Coordinator, and the Volunteer Coordinator. The Workshop Coordinator will be expected to work 16 hours each month, with most of the hours occurring the week before and the week of the monthly workshops. Ideal candidates will have backgrounds in, or currently be pursuing degrees in, public health, nursing, or medicine. Prior health education experience is preferred.