

# The Connection Community Consultants Projects 2017-2018 Academic Year

## Clarifying Interactions with Clients on Social Media

**Organization:** [House of Ruth Maryland](#)

**Description:** House of Ruth Maryland leads the fight to end violence against women and their children by confronting attitudes, behaviors, and systems that perpetuate it, and by providing victims with the services necessary to rebuild their lives safely and free of fear. House of Ruth Maryland's vision is that one day; every woman in Maryland will be safe in her own home. The organization is recognized as one of the nation's most comprehensive domestic violence center.

Through their work, the House of Ruth Maryland has found it necessary to update and expand their social media policy surrounding staff interactions with clients on social media. With assistance from Connection students the organization will create recommendations for interacting with clients via social media for direct service staff. These recommendations will create clear guidelines for staff, a procedure for documentation, and create a trauma-informed process for explaining social media guidelines to clients.

**Final product:** The final deliverable will be a recommended policy and procedure for direct service staff to respond to social media inquiries, in a trauma informed way, from current and former clients from the agency.

**Team members:** 1 MPH student, 2 JHSPH students

## Trauma Informed Care Orientation

**Organization:** [Project PLASE](#)

**Description:** Project PLASE (People Lacking Ample Shelter and Employment) is a nonprofit organization that has worked for 43 years to provide housing and hope to Baltimore's most vulnerable homeless individuals. Project PLASE's mission to treat, restore, and rehabilitate the whole person by empowering clients to direct their own growth and ensuring each client access to stable housing, responsive case management, and a full range of supportive services. Our vision is to eliminate homelessness.

Trauma-Informed Care and Practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment. With improved understanding of trauma-informed care and practice Project PLASE will staff will be able to better assist their clients.

**Final product:** A training module (power point or online module) for new employees on trauma informed care.

**Team members:** 1 SOM student, 1 SON student, 2 JHSPH students

## **Improving and Standardizing Outreach: Social Media at the CJR School**

**Organization:** [The Commodore John Rodgers School](#)

**Description:** The Commodore John Rodgers Elementary/Middle School is a Baltimore success story. In 2010, we were labeled a "Turnaround" School due to poor academic performance and safety concerns. Due to our recent academic achievement and positive school culture and climate, Baltimore City Public Schools recently voted in support of our expansion, and we now serve as a lab school to support the growth of three other turnaround schools in Baltimore City. We are defined by Baltimore City Public Schools as a "community school," which means that we design and implement strategies and programs to support students' and families nonacademic needs like healthcare, food access, financial literacy, immigration issues, and afterschool needs.

As CJR expands their programs and begins to work with additional 100% schools they will expand and refine their social media presence. Part of expanding this presence will be further developing a social media plan, guidelines, and an easy way for teachers and staff to submit material for social media posts. Creating guidelines and submission forms will allow for an increased and sustainable social media presence.

**Final product:** Literature review identifying the best programming practices for MERIT focusing on areas such as mentoring, family engagement, and student STEM & healthcare achievement.

**Team members:** 1 MD student, 1 MSN-MEN student, 2 JHSPH students

## **Banner Neighborhoods Community Corporation Policy and Procedure Manual**

**Organization:** [Banner Neighborhoods Community Corporation](#)

**Description:** The mission of Banner Neighborhoods is to promote resident-based leadership, neighborhood pride and stability, and provide direct services that contribute to the overall viability throughout specific communities in southeast and east Baltimore.

Established in 1982, Banner has grown to include a variety of programs which include: The Home Maintenance Program, The HUBS Program, The Summer Youth Employment

Program, The Southeast Youth Collaborative Job Readiness Program, Year-round out of school Youth Programs, The Small Grants Program, Community Empowerment Initiatives. Banner Neighborhoods Community Corporation is working to develop a staff policy and procedure manual to document and clarify employee expectations.

**Final product:** Three to four completed staff policy and procedure manual sections for Banner Neighborhoods.

**Team members:** 3 JHSPH students, 1 SOM student

### **Baltimore Curriculum Project STEM Initiative**

**Organization:** [Baltimore Curriculum Project \(BCP\)](#)

**Description:** The Baltimore Curriculum Project is a network of neighborhood charter schools serving over 2,700 PreK to 8<sup>th</sup> grade students in Baltimore City. BCP schools include City Springs Elementary/Middle School, Frederick Elementary, Govans Elementary, Hampstead Hill Academy and Wolfe Street Academy. The Mission of the Baltimore Curriculum Project is *to develop, implement, and advocate for an innovative, sustainable, and replicable education model that improves student outcomes. In so doing, the Baltimore Curriculum Project will help to raise educational standards and opportunities for disadvantaged youth and Baltimore City schools.*

BCP was invited by BGE to submit a grant. They are submitting a grant for STEM programs in all four BCP schools and would like a Connection team to compile the grant application. Receiving the BGE grant will allow for increased STEM programming in the four BCP schools.

**Final product:** The final deliverable will be completed BGE grant application for STEM program funding, ready to submit to BGE.

**Team members:** 3 JHSPH students

### **Texting for Chronic Disease Management**

**Organization:** [Baltimore City Health Department - Office of Chronic Disease Prevention](#)

**Description:** The Office of Chronic Disease Prevention was exploring the feasibility of

improving chronic disease management through a texting intervention in several programs focused on asthma, pre-diabetes, and cardiovascular disease. They were interested in addressing whether texting as a public health application is effective in improving chronic disease management, and, if so, what is the best framework to conduct such an intervention. Specifically, they wanted to know what the best practices are, what type of information is best disseminated via text, what similar programs already exist, and how to begin to develop a texting intervention.

**Final product:** Literature review aimed at developing recommendations and a framework for initiating a texting intervention for chronic disease management.

**Team members:** 4 JHSPH students

## Defining Environmental Literacy in Baltimore

**Organization:** [Parks & People Foundation](#)

**Description:** A key goal of Parks & People Foundation (PPF) is to be a leader in Baltimore of providing programs that improve the environmental literacy of elementary, middle, and high school students by ensuring that all youth programs have an outdoor component that takes place on our campus or in local parks. Environmental literacy is a term that is loosely defined, both within PPF and in organizations across the country. PPF was looking for consultants to review and compile relevant research on environmental literacy and to identify key methods of measuring environmental literacy. Information gathered in this project allowed PPF staff to create metrics for measuring the impact of their programs through research tested methods in the future.

**Final product:** A final literature review of relevant literature, research, and program models on environmental literacy to help Parks & People Foundation identify key methods and criteria for measuring the impact of their programs on environmental literacy among elementary, middle, and high school students.

**Team members:** 2 JHSPH students

## Strength to Love 2 Fundraising Initiative

**Organization:** [S2L2/Intersection of Change](#)

**Description:** Recently, Intersection of Change (IOC) added an organization called Strength to Love 2 (S2L2), one of the largest urban farm initiatives serving ex-offenders returning to the West Baltimore community. They were in need of students to help develop fundraising strategies for S2L2 that includes potential event ideas, resources, and steps to guide the group. Students will speak to other fundraising committees within IOC as well as other Baltimore area farms to learn about similar initiatives for funding.

**Final product:** A strategic fundraising report that could be developed into an annual fundraising event for S2L2.

**Team members:** 4 JHSPH students

## **Policies and Procedures for Franciscan Center Programs**

**Organization:** [Franciscan Center, Inc.](#)

**Description:** The Franciscan Center serves as a one-stop shop for families and individuals in crisis throughout Baltimore. The Franciscan Center has grown substantially as an organization and therefore seeks to develop formal policies and procedures for its services. Students developed administrative guidelines for the food services branch of the Franciscan Center, specifically for the kitchen and emergency food pantry. The ultimate goal of the project was to create an internal document that gave consistency to the organization's activities for guests to maintain its services and mission.

**Final product:** Two final reports outlining the policies and procedures for the kitchen and emergency food pantry.

**Team members:** 3 JHSPH students, 2 MPH student

## **Southeast Youth Collaborative Professional Development**

**Organization:** [SEYC/Living Classrooms Foundation](#)

**Description:** The Southeast Youth Collaborative (SEYC), with Living Classrooms, is made up of community organizations in Southeast Baltimore who value developing

youth leaders as well as strengthening the community through connecting members of all ages to provide training around job and college readiness. As a response to the 2015 Baltimore uprising, SEYC created a 5-week long summer program for high schoolers to reengage in the community and learn applicable lifelong career skills. SEYC was seeking a team to research best practices to employ for community engagement, specifically in the areas of professional development, conflict resolution, and cultural identity. Consultants reached out to partner organizations and integrate their findings to develop a summer program calendar.

**Final product:** Develop best practices for career development and engagement that includes a Professional Development Calendar and Red-Day Toolkit for the summer program.

**Team members:** 2 JHSPH students, 3 MPH students