SOURCE Service Scholars Program Information & Projects
2023-2024

SOURCE is excited to announce the twelfth year of the SOURCE Service Scholars (SSS) Program. SSS is a unique opportunity for students to make a long-term, justice-focused commitment to a Baltimore community-based organization (CBO) that is a SOURCE partner while receiving a $1,750 stipend. Scholars will receive training and guidance from SOURCE staff covering the following: critical service-learning theories and practices, interprofessional collaboration and leadership, project and volunteer management, and delivering and reporting outcomes. Additionally, Scholars will engage in reflective practice throughout the program. This training will be delivered through the required SOURCE Service Academy seminar sessions as well as one-on-one consultations with SOURCE staff. This opportunity is open to any student enrolled full-time in the Johns Hopkins University Schools of Public Health, Nursing, and Medicine throughout the 2023-2024 academic year who has an interest in long-term service and community-based professional development.

SOURCE is now accepting applications for the 2023-2024 SSS cohort!

Applications are due by MONDAY, July 10th at 11:59pm

How to Apply:
SSS Projects have already been identified with SOURCE community partners. Applicants should review all projects online (listed below) and rank up their 1st and 2nd choices of interest only. Applications will be reviewed, and top candidates for each project will be invited to interviews. To access the online application form, click HERE.

SSS Commitments – please review carefully.

- **Service Hour Requirement**: Commitment to at least 150 service hours with the partner organization over the course of the academic year, including regular check-in meetings with their CBO contact. This translates to approximately 4-5 hours/week.
- **Summer Assignments**: Scholars are assigned readings, online training modules, and reflection exercises throughout the summer in preparation for their direct placement with community partners, that begins officially in September. Scholars are required to complete all readings, modules, and reflections by dates indicated throughout the summer.
- **SOURCE Staff Advisor Meetings**: Scholars must meet with their assigned SOURCE Advisor on a regular basis to discuss personal reflections, project activities and progress, and general experiences related to the service collaboration (Advise meetings begin after the completion of summer assignments and will be scheduled quarterly in August-September, December-January, March-April).
- **Scholar Reports**: Scholars are required to complete at least two written progress reports, i.e. collaborative project workplans throughout the course of their service year. The first workplan is due in November and the second workplan due February or March.
- **SOURCE Service Academy**: Through a series of seminars and personal learning activities, the SOURCE Service Academy will train Scholars in service project management, including successful recruitment, management, and retention of volunteers, principles of academic-community partnership, critical service-learning pedagogy, and leadership for social change. Scholars will also be required to complete a variety of readings and assignments as part of the service academy. All Academy session dates are MANDATORY.
- **Volunteer Recruitment**: Each Scholar is required to recruit at least four additional JHU health professional students to collaborate on the designated project throughout the year. The Scholar will act as the team leader and will implement volunteer management skills and critical service-learning pedagogy knowledge gained during Service Academy sessions.
- **Final Presentations**: Scholars are required to present their projects and progress through a poster at the Year-End Celebration (April or May 2024)
SSS Academy Sessions:
Academy sessions are typically held the 2nd or 3rd week of the month, but exact dates are to be determined. Please hold the following dates below. Sessions last approximately 2-3 hours in length.

Summer 2023
- **Wed, June 28, 2023 – virtual** – preparation SSS Academy session #1 (make-up assignments for Round 2 scholars)
- **Wed, July 26, 2023 – hybrid** – preparation SSS Academy session #2 (make-up assignments for Round 2 scholars)

Academic Year 2023-2024
- **Wed, August 30, 2023 - in-person** – final preparation SSS Academy session #3 (5-8PM TBD). NOTE: *Round 2 accepted scholars must agree to participate in this first session.*
  - Quarterly SSS Advising session(s): August-September
  - Wed, September 20, 2023 – in-person, fall SSS Academy session #4 (5-8PM TBD)
  - Wed, October 11, 2023 – in-person, fall SSS Academy session #5 (5-8PM TBD)
  - Wed, November 8, 2023 – in-person, final fall SSS Academy session #6 (5-8PM TBD)
  - Winter Quarterly SSS Advising session(s): December-January
  - Wed, February 7, 2024 – in-person, spring SSS Academy session #7 (5-8PM TBD)
  - Spring Quarterly SSS Advising session(s): March-April

1. Wed, May 1, 2024 - in-person, SSS Celebration, Presentations & Final Academy Session, 4pm start time

SSS Benefits:
- **$1,750 stipend** to be disbursed upon successful completion of SSS Program requirements and service hours tracked and completed.
- Practical experience in critical service-learning theories and practices, interprofessional collaboration and leadership, project and volunteer management, and delivery and reporting on outcomes.
- Valuable professional development experience through the SOURCE Service Academy and mentorship with SOURCE Staff Advisors and CBO preceptors.
- Community-based practical experience focused on deepening health equity and social justice lens.

SSS Application: - To begin application, click: [https://jh.qualtrics.com/jfe/form/SV_6sf0qCNe9RDRS06](https://jh.qualtrics.com/jfe/form/SV_6sf0qCNe9RDRS06)

- Open to all students from the Johns Hopkins University Schools of Public Health, Nursing, and Medicine (only Med-1 thru Med-4 are eligible) who will be enrolled full-time for the duration of the 2023-2024 academic year.
- Applications must be completed by **MONDAY July 10th at 11:59pm**. Students will complete an online application form and must attach their CV/resume to the form to be considered.
- Applicants should thoroughly review projects (listed below) and rank their **top 2 projects** within the form.
- An internal admissions team will review applications and will select the top 3 students to interview per community-based project. Applicants will be notified by **WEDNESDAY July 19th** regarding the status of their potential interview(s). Individuals will be instructed to immediately schedule virtual, phone or in-person interview sessions with select CBO Preceptors for their potential service placement.
- **Interviews should take place between Thursday, July 20th – Thursday Aug 3rd.**
- Final matching of projects will be completed **the first week of August.**

### 2023-2024 SSS Community-based organization (CBO) Projects

| 3. | Green and Healthy Homes Initiative: Community-Informed Policy and Programming Project |
| 4. | Intersection of Change: Re-Engaging Residents in Martha’s Place Programming Project |
| 5. | New Song Community Learning Center: Voices In My Head Project |
| 6. | SPARC: Including the Voices of Participants in Community Based Harm Reduction Project |
| 7. | The Family Recovery Program, Inc.: Developing a Social Media Campaign Project |
Child First Authority, Inc.
Location: 3904 Hickory Ave, Suite 200, Baltimore, MD 21211
https://childfirstauthority.org/

Project Title & Description:
Child First Authority, Inc. Process Evaluation Pilot

Organization Mission:
The mission of Child First is to develop youth and strengthen families by providing high-quality community schools, after-school and summer learning programs that promote academic achievement, social and emotional well-being, and parent leadership. Child First Authority (CFA or Child First) was established by Baltimoreans United in Leadership Development (BUILD) in 1996 as a response to a city-wide call for safe, productive learning environments for children in the out of school time (OST) hours. Child First supports positive outcomes for over 6000 Baltimore City students and their families each year. Child First serves as the Community School non-profit partner and out of school time provider at ten community schools and the OST provider at four additional schools in which another non-profit is the community school lead agency.

After school programming remains a core component of Child First’s work. The typical program is four days per week, three hours per day. Each program provides an hour of academic enrichment, an hour of cultural enrichment, active recreation, at least two field trips, snack, and supper. The academic enrichment varies across sites based on principal recommendations, feedback, test scores and the school’s leadership team expertise. Every program has practicing professionals teaching skills in instrumental music, drama, painting, photography, audio and sound production, ceramics, culinary arts, choir and more. Students have access to sports and recreation enrichment including karate, flag-football, basketball, and track and field.

An emphasis on parent engagement in the school and the larger community is a cornerstone of the Child First model. Staff provide regular leadership development opportunities for parents, as well as workshops on issues of interest to parents, their school, and their children.

The community school model is created through a set of intentional partnerships among the school and other community resources that promote student achievement, positive conditions for learning, and the well-being of families and communities so that schools become the hubs of the community. In partnership with the school principal and broader school community, the community school coordinator, a full-time Child First employee, Scholar will support assessment of the needs of the designated community school and help form strategic school-community partnerships based on the identified needs to help eliminate barriers to academic success for students and stability for their families.

Core elements of CFA’s Community Schools program are:
1) To help the school develop a system to identify students facing barriers and connecting students and families to community resources to address those barriers
2) To engage families
3) To provide students with growth opportunities in physical wellness and
4) To assist students in developing socio-emotional wellness skills.

Service Format & Transportation Needs:
Hybrid (blended on-site and virtual). Scholar will use personal or public transport for scheduled on-site work. They will be required to travel to school sites to conduct project activities.
CBO Orientation & Additional Requirements

Scholars will participate in a multiday onboarding and orientation with the Director of Community Schools where they will review the organization’s vision, values and social justice work. In addition, Scholars will get a review of our organizational programs (community schools and OST) and have time to observe our programs in real time before deep diving into the project.

Additionally, Scholar will be required to have a criminal background check prior to beginning project. CFA will pay for this service. Scholars will also be required to complete the mandated reporter and child abuse training.

Student Leader Responsibilities:

- Review past CFA Evaluation Plan
- Review past CFA Evaluation Reports – outcomes based evaluation ---- make mention of our findings from this report to include in our justification for why we are wanting to take this route
- Review needs assessment reports from each school site to understand the needs of each school and action plans for the upcoming school year --- review themes across schools and assess alignment to the work
- Host 1:1 conversations with CFA Community School Coordinators to discuss their implementation of the community school strategy at their respective schools
- Host 1:1 conversations with CFA Program Coordinator for the OST program to discuss their implementation of the OST programming at their respective schools
- Work with Director of CS to create an assessment tool that reviews the following buckets of work at each school site: Pick top 2 – look at the outcome assessments and dissect top 2 areas:
  - Family and Community Engagement – purposeful engagement activities/events, bridging community and school
  - Student Engagement -- Increase exposure to expanded learning opportunities, enhance academics

Proposed Deliverables/Outcomes:

Produce report to discuss findings and recommendations for next steps and areas of improvement. Assess alignment with CFA mission and core elements to goals of community school and OST programming

Are we doing what we say that we’re doing?

- Review and report on mission commitments that we want to focus on and then how the students assess that’s what we’re doing, what materials can we put in place to document what we are doing --- how do the materials reflect back to the things we want to measure --- Survey, Focus group, Training of staff and/or volunteers --- what does onboarding look like? What does continuous support look?
- Evaluate --- Are we doing what we said we would do? How well are we doing our work? If this is not what we want it to be, then be able to answer the “why” question?
- Develop Recommendations. Review outcomes evaluation to determine if findings yield the results we want? If not, then why? What needs to change? Where can we make shift to focus/prioritize our work in the next year?

Additional Volunteer Opportunities:

- Observational guidance for volunteers
- Train volunteers for supporting documentation, survey distribution, key informant interview note taking
Energy Justice Network
Location: 2936 Wyman Parkway, Baltimore, MD 21211
https://www.cleanairbmore.org/

Project Title & Description:
Zero Waste Support for the Local Business Community

Organization Mission:
We’re on a mission to end polluting waste technologies like that of trash incineration. We support frontline communities living with incineration and advocate for policy changes to support zero waste solutions.

Service Format & Transportation Needs:
Hybrid (blended on-site and virtual). Scholar will use personal or public transport for scheduled events/on-site work.

CBO Orientation & Additional Requirements
We will provide background into the historical, political landscape into how we got to where we are in Baltimore with unsustainable waste management practices. We educate on the public health effects of these polluting facilities and the impact it’s had on the local community. By educating the public on environmental justice goals, we empower the local community to make personal changes that will create the collaboration needed for system change.

Student Leader Responsibilities:
• Support the ongoing outreach of surveying local businesses in their zero waste practices through the BYO-Baltimore Reduces campaign.
• Follow up with businesses on the Zero Waste Business Catalog already created and is a work in progress for them to update and manage.
• Assist businesses with the self-evaluation form.
• Assign them a score on the scale of Green/Silver/Gold; Together, we will implement the scoring system that was developed in the 2022-2023 program.

Proposed Deliverables/Outcomes:
• Host monthly or bimonthly support meetings for business owners.
• Host a stakeholder meeting with business owners interested in a reuse program; Plastic Free Restaurants and Foreverware are interested in attending a meeting to answer their questions and talk about how they can help them end plastic waste in their business.
• By April of 2023, Earth Day Month; 4/22/24 is on a Monday, host awards ceremony at the end of the project, honoring each business and their commitment towards zero waste
• Showcase the business members in each category.

Additional Volunteer Opportunities:
• Recruit volunteers to host zero waste engagement stations, including:
  o the rent-a-mug station at the Sunday Farmers Market
  o the zero waste education station at public events, identifying one a month; free, open to public, outdoors or indoors (Fall/Spring).
• Help with the outreach and surveys of the local business community, updating spreadsheet with information.
• Support story telling of the project by taking pictures and added as an admin to the social media pages for Clean Air Baltimore Coalition, leading the BYO-Baltimore Reduces campaign.
• Recruit volunteers to help with the execution of the end-of-year Zero Waste Business Awards ceremony.
**Green & Healthy Homes Initiative**

Location: 2714 Hudson Street, Baltimore, MD 21224  
https://www.greenandhealthyhomes.org/

**Project Title & Description:**  
Community-Informed Policy and Programming for Green and Healthy Housing

**Organization Mission:**  
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 in historically disinvested communities – with an emphasis on communities of color.

**Service Format & Transportation Needs:**  
Hybrid (blended on-site and virtual). Scholar will use personal or public transport for scheduled events/on-site work. The Scholar will be most successful if they can visit our office in the Canton neighborhood, as well as travel to evening meetings of our Electrification Advisory Board (various East Baltimore locations) and community outreach events throughout the area. These will likely average 1-2 times per month.

**CBO Orientation & Additional Requirements**

We will be happy to welcome the Scholars to our GHHI office in Canton to meet our staff which includes our direct service programs delivering housing retrofits within the city, our policy staff, data staff, community engagement staff and more. We will be happy to include them in regular staff meetings. We have hosted regular interns that we have oriented with meeting our staff for intro conversations and by sharing publications we have produced on the topics relevant to their work such as housing as a social determinant of health, the nonenergy benefits of energy efficiency programs, climate and healthy housing, and more. We will also be excited to have the scholars join us at community outreach events.

Additionally, Scholar will need to complete a background check.

**Student Leader Responsibilities:**

The Scholar will pursue three priority areas:

1. Research and data evaluation from homes that undergo electrification retrofits as a part of our East Baltimore electrification pilot. This will involve looking at improvements in health outcomes and energy-cost savings.
2. Qualitative interviews with residents as they go through our housing intervention services process for electrification retrofits to understand their experiences.
3. Engagement with our Community Advisory Group on electrification that will be meeting quarterly-to-monthly on how to engage community members around health and electrification interventions for housing.

**Proposed Deliverables/Outcomes:**

The Scholar’s work will be expected to lead to improved health outcomes in our electrification pilot work, as well as improved messaging about the quantitative and qualitative impacts of these interventions.

**Additional Volunteer Opportunities:**

These additional participants can support data collection through interviews with participants, and working with our data team and research partners on the health measures that come from this work. They can come from a mix of health, social science, and data science backgrounds. They can be trained through working with our Community Advisory Board and community outreach team.
**Organization Mission:**
Intersection of Change is a community nonprofit that addresses poverty-related issues in west Baltimore in the Sandtown-Winchester/Upton neighborhoods. One of Intersection of Change’s three core programs is Martha’s Place, a housing program for women recovering from substance use and addiction. The goal and mission of Martha’s Place is to provide women with crucial life skills so that one day, they feel comfortable moving out and living a fully independent substance-free life.

**Service Format & Transportation Needs:**
Hybrid (blended on-site and virtual). Scholar will use personal or public transport for scheduled activities/on-site work.

**CBO Orientation & Additional Requirements**
The preceptor will be working closely with the Scholar every day to introduce the Scholar to all the women and the other Intersection of Change and Martha’s Place staff. Furthermore, the preceptor will do an orientation and onboarding that explains the history of Martha’s Place and how it fits into Intersection of Change’s overall mission. The preceptor will take the Scholar to all of our Martha’s Place properties for a tour and to show the premises where residents live.

**Student Leader Responsibilities:**
The SSS project will revolve around working with the Martha’s Place staff to reinvigorate our alumnae relationships and create an active network between current, past, and future residents. The goal is to broaden the reach of Martha’s Place community, inspire current program participants, and celebrate the recovery, growth, and success of Martha’s Angels.

1. Use provided lists to update Alumnae contact information. 
   Conduct Interviews with current and former residents on what meaningful engagement and communication would look like to them.
2. Analyze qualitative interviews and develop plan for an effective alumnae re-invigoration strategy.
3. Develop a tracking system that would show the Alumnae engagement.
4. Assist in planning 1 to 2 gatherings for the Alumnae.

**Proposed Deliverables/Outcomes:**
Martha’s Place strives to create a culture of relationship building and holistic recovery. Programming is centered on physical, emotional, spiritual, financial, and social health. The Scholar will help us understand each participant and better address what they need from Martha’s Place and how to grow the program’s community reach.

1. Develop recommendations and design a plan for an effective alumnae re-invigoration strategy to implement
2. Create a presentation to showcase the process of Re-engaging Martha’s Angels.
3. Lead at least 4 Wellness Wednesday sessions during the internship span on topics of the Scholar’s choosing, including designing presentations promoting Martha’s Place Angels to discuss their journey.
4. Plan 4-5 resident outings that provide enriching experience (such as family friends cookout team activities, end of the year recovery and ceremonies).

**Additional Volunteer Opportunities:**
1. Assist Scholar to locate Martha’s place previous roster and with the program director and addictions counselor, assist in brainstorming ideas focused on how to reengage Martha’s Angels.
2. Develop a flowchart on how to keep track of Martha’s Place residents.
**Organization Mission:**
New Song Community Learning Center (NSCLC) is building on its rich history as a community-based non-profit to create a dynamic community wellness hub through partnerships, collaborations and community engagement that focus on education, health and workforce development serving the children, youth and families of Sandtown-Winchester.

**Service Format & Transportation Needs:**
Hybrid (blended on-site and virtual). Scholar will use personal or public transport for scheduled activities/on-site work.

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

Additionally, Scholar will need to complete BCPSS Fingerprinting.

**Student Leader Responsibilities:**
- Collaborate with the NSCLC team to support the students on creating a book and app centered around Mental Health for Youth by Youth.
- Lead project to review Volume 1 of the mental health book (produced pre-pandemic) and develop a process to design another volume (to be created each year) with different students.
- Explore feasibility and options to add an app into the mental health book project.
- Help bring in JHU resources and volunteers to help the students write the content for the book and the app along with the adult instructors from our Charter School.

**Proposed Deliverables/Outcomes:**
- Develop recommendations for design and implementation plan of Volume 2.
- Co-create and launch Volume 2 of Mental Health for Youth by Youth book project.
- Pilot integration of app into the mental health book project.

**Additional Volunteer Opportunities:**
Each volunteer can focus on one of the above responsibilities that our assigned Scholar will oversee. Utilizing their skill set to ensure the tasks are completed. One additional volunteer will focus on recruitment plan. One will focus on orientation, training, and feedback process. One volunteer will focus on creating a tracking system. One volunteer will focus on communication and appreciation for volunteers.
**SPARC**
Location: 908 Washington Blvd. Baltimore, MD 21230
https://source.jhu.edu/volunteer-agencies/organizations-serving-women/sparc-womens-center.html

**Project Title & Description:**
Including the Voices of Participants in Community Based Harm Reduction

**Organization Mission:**
The mission of SPARC is to provide low-barrier harm reduction services to women and non-binary people in south and southwest Baltimore.

**Service Format & Transportation Needs:**
On-site at CBO workspace. Scholar will use personal or public transport for scheduled on-site work.

**CBO Orientation & Additional Requirements**
If selected, scholars at SPARC would have the opportunity to see how a low-barrier harm reduction organization functions on a daily basis, they would be able to spend time in the center and on outreach with the support of the team at SPARC, could connect with our participants as well as with our team and the organizations we partner with. They would be able to participate in our team meetings as well as have time for one-on-one supervision to discuss and unpack the work they see in the field.

**Student Leader Responsibilities:**
The purpose of this project is to better incorporate the voices of our participants in the design and implementation of the work we do every day at SPARC. As an organization, we would like to increase the opportunities for our participants to have a say in how we work to support them. We know that our participants are the experts of their experience and that they are often left out of the conversation in the systems they navigate on a daily basis. The scholar’s responsibilities would include:

- Collaborate on the design of a survey for SPARC participants
- Implementing the survey on outreach settings and in the center
- Assess survey outcomes
- Collaborate with the team on creating opportunities for participant input to add to our daily operation
- Assist on participant community event planning and implementation

**Proposed Deliverables/Outcomes:**
- Design and implement activities to assess SPARC participants’ perspectives and experiences
- Based on survey outcomes and themes, develop recommendations for quality improvement and strategies for integrating participant voices into programming
- Plan, coordinate, and implement community event(s) for and with SPARC participants

**Additional Volunteer Opportunities:**
- Outreach to implement the survey
- Data collection and analysis
- Event planning and running help (including tabling, harm reduction supply distribution)
- Volunteers are always needed in the center for harm reduction kit making and training opportunities
**Organization Mission:**
At The Family Recovery Program, Inc., we "S.E.E. our families." Strengthen. Engage. and Equip. We strengthen families affected by trauma, substance use, and behavioral health conditions by providing equitable and inclusive services. We engage families in a diverse array of holistic services. We equip families with the necessary trauma-informed skills for resilience in order to live a self-directed life.

**Service Format & Transportation Needs:**
On-site at CBO workspace. Scholar will use personal or public transport for scheduled on-site work.

**CBO Orientation & Additional Requirements**
The Family Recovery Program, Inc. (FRP) will orient scholars to the FRP mission and vision, and procedures and policies in order to get an understanding of the organization. The Scholar will go through the FRP onboarding process for staff to learn the protocols of the organization. The Scholar will be introduced to staff and will be invited to attend the monthly "huddle" meetings where program updates, legislative updates and strategic discussions are held. The Scholar will engage with program participants through community resident meetings and possible focus groups to understand participant participation in FRP.

Additionally, background checks are required. FRP will cover the cost.

**Student Leader Responsibilities:**
- Orient to FRP procedures and participants.
- Complete assigned tasks by due dates.
- Meet with team.
- Communicate challenges.
- Assist with dissemination of information to FRP leadership on social media platforms and posting schedules.
- Conduct meetings with FRP participants and staff for social media content.
- Assist with identifying posting schedules based on timed readership.

**Proposed Deliverables/Outcomes:**
SSS Project goal is to improve and increase our social media presence.
- Draft and collaborate on social media content for posting on FRP website.
- Create a social media guide to include posting schedule, how, what, when, national monthly recognition posting content to maximize social media presence.
- Postings that showcase FRP programs and initiatives.
- Postings that showcase FRP events.

**Additional Volunteer Opportunities:**
- Monitor The Family Recovery Program's social media accounts on Instagram, Face Book and Youtube.
- Brainstorm strategies to drive engagement to FRP accounts to increase viewership and eventual participation and donations.
• Estimated weekly content posts 5 per platform.
• Assist with identifying posting schedules based on timed readership.
• Post behind the scenes videos.
• Create monthly ‘Snapshot of Activity’ to include key metrics of referral traffic, shares and comments, views of photos, and page rankings on key terms from photos sharing sites.