

Baltimore Action Projects 2024-2025

Bloomberg American Health Initiative and SOURCE

Program Information and Student Application Details

[SOURCE](#) is pleased to announce a call for student 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) Food Systems for Health
- 3) Violence
- 4) 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, Johns Hopkins graduate students from the Johns Hopkins **Bloomberg School of Public Health** and the 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 Wed, July 31, 2024 by 11:59 pm ET
(submission info found at the end of the application).

How to Apply:

The 2024-2025 Baltimore Action Projects (BAP) 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 SOURCE's BAP group page on the online Hopkins Engage platform.
- *Regular Meetings with CBO Contacts:* Students will be required to meet with and regularly communicate with their CBO contacts, both virtually and in-person (all projects are *fully in-person* or *hybrid* in 2024-2025, requiring a combination of on-site time with the designated Baltimore-based CBO and some remote time)
- *On-Going Communication:* Students will also be required to communicate with SOURCE and the Initiative designated focus areas.
- *Online Modules:* Successful completion of SOURCE Online Modules to prepare for community activities.

- *Employment Paperwork*: Students must commit to completing all required employment paperwork in a timely manner in order to be paid their stipend (paid in two halves at the mid-point and completion of their BAP).
- *Student Reflections*: Students are required to complete 3 reflection assignments (synchronous sessions with makeup assignment, as needed) 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 2024-2025.

Baltimore Action Project Benefits:

- \$1,750 stipend
- Additional \$500 in funds paid directly to CBOs to use for completing Baltimore Action Projects
- Community-based experience with a CBO
- Opportunities to connect with the Initiative’s focus areas
- For MPH students at BSPH, fully meets the MPH practicum requirement (registration for 3 academic credits of 551.895 is required if using BAP for the MPH practicum)

Baltimore Action Project Application Process:

- 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 2024-2025 academic year, and who will be able to perform some of their work hours on site at the Baltimore CBO.
- [Applications](#) must be completed by **Wed, July 31, 2024, 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 move on to the interview round for each BAP.
- Selected applicants will interview with CBO preceptors for the available positions.
- Students and CBOs that interview for BAPs will submit their decisions and rankings following interviews.
- CBO preceptors will work with SOURCE to select their BAP student.

Baltimore Action Projects

2024-2025 Project Descriptions

Organization	Project Title	Focus Area
Asylee Women Enterprise	AWE Food Access Project	Food Systems for Health
Commodore John Rodgers Elementary/Middle School	Increasing Access to Health Insurance for Immigrant Adolescents and Eligible Family Members	Adolescent Health
Dayspring Programs Inc.	Addiction and Overdose Resource Manual	Addiction and Overdose
Good Harvest	Food Access Mapping for Equity, Evidence, & Policy	Food Systems for Health
Green & Healthy Homes Initiative	How to Scale Community-Driven & Equitable Electrification Retrofits for Low-Income Housing in Maryland & Beyond	Environmental Challenges
Light of Truth Center, Inc.	Infectious Disease and Training Project	Addiction and Overdose
Maryland Health Care for All! Coalition	Implementation and Promotion of Health Equity Resource Communities	Equity
MissionFit	MissionFit: Outreach Strategy and Brand Kit	Adolescent Health
Parks and People, Inc.	The Equitable Network Trail: Increasing Green Spaces in West Baltimore	Environmental Challenges
SPARC Center	Community Outreach Expansion Strategy Development	Addiction and Overdose
The Family Recovery Program, Inc.	Racial Disparities in FRP Family Treatment Court Success	Addiction and Overdose

Organization: **Asylee Women Enterprise**

AWE supports asylum seekers, foreign-born trafficking survivors, and other forced migrants as they navigate the immigration legal process, heal from past trauma, and rebuild their lives in Maryland.

Focus Area: **Food Systems for Health**

Organization Information:

4500 Frankford Ave, Baltimore MD 21206

<https://www.asyleewomen.org/>

Project Title: **AWE Food Access Project**

Project Description:

The AWE Food Access Project will expand and enhance AWE's food access services, including our on-site food pantry, food delivery program, and food and nutrition education classes, thereby increasing our capacity to meet the nutritional needs of forced migrants in Baltimore.

Project Goals:

- Streamline Tuesday in-office food distributions and Friday food deliveries prioritizing sustainability and equity.
- Better understand strengths of and areas for improvement in AWE's current food distribution system through client surveys.
- Investigate pathways and partnerships for sourcing more diverse, culturally familiar food options for AWE clients.
- Expand AWE's nutrition education curriculum.

How is this project related to the Initiative's Focus Area?

AWE's client base is made up of forced migrants from across the globe, many of whom arrive in Maryland with few material possessions or supports in place. Our role is to help them navigate systems and processes, meet physical, medical, psychosocial and other needs, and find stability as they make Maryland home. This includes finding a place to live, securing permanent legal status, preparing to join the workforce, and healing from mental and physical trauma. We work holistically to address as many of our clients' interdependent needs as possible, and one of everyone's most foundational and persistent needs is food security. Tackling barriers to food access and security through outreach, advocacy, and education is an important aspect of our work.

Asylum seekers (representing about 55% of AWE clients) are uniquely affected by food insecurity as they are ineligible for any public benefits until they have their claim for asylum approved – an arduous and often years-long process for clients. What's more, asylum seekers cannot legally support themselves until they receive their Employment Authorization Documents, usually about one to two years after arrival. The federal government provides no solutions to help asylum seekers put food on the table, so organizations like AWE are left to fill in the gaps.

To address these needs, AWE relies heavily on food waste donations for our fresh/perishable items. We work closely with Let's Eat Inc., Sharing Excess, and Costco, who donate thousands of pounds of food each month that would otherwise be wasted. AWE distributes these donations to clients through our food pantry and through food deliveries for the clients who are not able to come to our office. We also use the donated food to cook Community Lunches – a hot lunch prepared by a volunteer two days a week, and shared by clients, volunteers, and staff in between our morning ESL class and our afternoon job readiness, cultural orientation, and wellness classes. All in all, we distribute between 5,000 and 10,000 pounds of food a month to over 200 individuals, and we are eager to bring on a BAP intern to help us manage, support, and streamline this process.

Our BAP intern will also conduct a series of in-depth conversations with our clients to better understand how our current work aligns with their dietary needs and preferences. Because we rely on donations, we largely cannot choose what types of food we distribute, and our clients sometimes express desires for culturally familiar foods we cannot provide, such as produce not widely grown in this region. Correspondingly, we are rarely able to give away food that is not commonly eaten outside of the US. For this reason, we have a community garden to give clients some autonomy in the food items they take home from AWE, but we hope that our BAP intern can collect data on unmet needs and look for patterns that we can target moving forward.

One more aspirational goal we have for our intern is to investigate more partnerships to provide us with more rescued food. We are very interested in teaming up with another grocery, farmers' market, or third-party food rescue nonprofit. Not only would this give us flexibility as our client base shifts and grows, it would also give our clients more freedom of choice. Everyone deserves to have autonomy over their diet, so that they can choose foods that are not only nutritious, but meaningful and familiar as well.

How will this project benefit the organization?

Our clients are newcomers to the Baltimore community, but our hopes are that they can feel welcome, supported, and included as they settle into the city. This is not an achievable goal if their nutritional needs are not met. It is nearly impossible to build a stable foundation without stable access to food as food security is critical to emotional wellbeing, and emotional wellbeing is key to language learning, career readiness, and independence. Many of our clients also have complex medical needs because of torture or abuse in their home countries, difficult journeys to the US, or detention at the border. AWE and its partners provide medical care, but maintaining a healthy diet is still an important step toward healing – as is a sense of autonomy, especially for something as personal as food choices.

This project will allow us to streamline and potentially expand our current food distribution system. One of our goals is to go above and beyond our clients' most basic needs and provide food options that feel culturally familiar as well as nutritious. Food can be a powerful vehicle for preserving memories and building connections across cultures. By fighting food insecurity, we can help our clients achieve greater stability and integration within the Baltimore community.

We are looking for a candidate with Tuesday availability.

Primary Student Roles and Responsibilities

The student will work closely with our Day Program Coordinator, Community Engagement Coordinator, and Donation and Facilities Coordinator.

Primary responsibilities include:

- Working closely with AWE staff to conduct Client Satisfaction Surveys regarding AWE's food pantry and client food needs and identify areas of client interest regarding food education.
- Work with AWE staff to help with weekly food distributions and ensure equitable client access to food pantry items.
- Organize weekly food delivery schedules for clients who are unable to visit the food pantry at the AWE office.
- Research additional donor partnerships to supply culturally appropriate fresh and nonperishable foods for distribution to AWE clients.
- Prepare materials for and potentially teach food and nutrition education classes and work closely with AWE staff to create educational materials around food access and nutrition.

Required Skills:

- Fluency in English
- Proficiency in Microsoft Office
- Cross-cultural communication

Preferred Skills (if any):

- Second language preferred (Spanish, French, Farsi, Dari, Swahili, Arabic)
- Experience working with food access equity organizations such as: a food pantry, community garden, co-op, etc. preferred, but not required.

Work Arrangements (preference for how the selected student will complete the project):

Project should be completed primarily in-person.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **Commodore John Rodgers Elementary/Middle School**

Commodore John Rodgers is a public school in Baltimore City serving approximately 750 students in grades PK-8. Many students reside in the area of Butcher's Hill, as well as throughout other areas of the City. The student body demographics are: 48% African American, 43% Hispanic, 5.3% white, 1.6% Asian, 1.2% multi-race, and .4% American Indian. Of the total, 259 or 34% are English language learners (newcomers). Commodore is a vibrant school community. We provide a rigorous academic program and as a community school, we strive to care for the whole child and whole family through many initiatives supporting student and family health, housing, food access and school readiness.

Focus Area: **Adolescent Health**

Organization Information:

6820 Fait Ave, Baltimore, MD 21224

www.thecjrschool.org

Project Title: **Increasing Access to Health Insurance for Immigrant Adolescents and Eligible Family Members**

Project Description:

This project seeks to address the problem of poor access to health care due to lack of health insurance for eligible immigrant students ages 4-15 by clarifying options within the Baltimore community, assisting parents of eligible students with applying for appropriate programs, and creating a sustainable process by training staff in protocols that can be continued after the project has ended.

The number of newcomer students at our school increases each year. Our newcomer adolescent students and other family members as well, typically do not have medical insurance of any type. Therefore, when they experience a health concern or health emergency, their options for care are limited and the family can incur significant expense. Families weigh the need for health care against that cost. Frequently, cases that are seen in the Emergency Department of a local hospital are issues that could have been treated in a doctor's office or urgent care center, or could have been prevented from becoming an emergency if earlier intervention had been available. Vaccination compliance has also been an issue, with immigrant families being out of compliance more frequently than other demographics partially due to difficulty identifying resources for vaccine administration.

During the past school year, Commodore has seen delayed care for the following health issues in immigrant students who did not have health insurance: significant dental infections, skin conditions or infections, a "minor" burn that became "major" when it developed into an infection, high fever requiring transportation to hospital, recurring stomach pain that wound up being a kidney related illness, resistant lice, as well as many mental health related issues such as anxiety, depression, suicidal ideation, PTSD for which treatment was not available. In consequence, for our students this can cause an increase in the number of absent days due to illness with negative

impact on academic progress. For families, loss of work while caring for a sick child or emergency impacts the entire family economically.

Project Goals:

The overarching goal is to increase access to health insurance (resulting in greater access to quality health care) for immigrant students through the following goals):

- Understand the types of health insurance (Medicaid, Maryland Children's Health Insurance Program, TAP, etc) available to immigrant students
- Clarify the eligibility requirements for each
- Develop a step by step process for referring and accessing the appropriate health insurance for immigrant students regardless of immigration status
- Facilitate face to face event(s) where families can receive information and direct assistance as they apply for health insurance they qualify for
- Create sustainability through training materials and training staff to activate the process after the internship is completed

How is this project related to the Initiative's Focus Area?

This project would increase the number of adolescents (and by association, the siblings and other eligible family members) who will be able to access quality health care for prevention, treatment of issues that currently often go untreated or become health crises, vaccinations, mental health care.

It is difficult for new immigrant families to navigate the systems that they need to understand in order to apply for medical assistance or to the Maryland Children's Health Insurance Program. As a result, our newcomer immigrant students access health care much less frequently and experience untreated health conditions more often than other students.

How will this project benefit the organization?

The project will benefit our organization and community in the following ways:

- More new immigrant children and adolescents will regularly attend school physically and emotionally healthy and ready to learn
- Immigrant families will have better access to current health records (vaccines, etc) that are necessary for school enrollment for their children (make the process more streamlined and aligned with requirements.)
- When an immigrant family presents with a lack of health insurance, school staff will have an identified process to follow and a bank of appropriate resources, enabling us to better assist families with information and appropriate referrals.

- The impact on Baltimore community includes reduction in unnecessary trips to the Emergency Department for issues that can be treated in the community
- The immigrant community children of Baltimore will experience greater health.

Primary Student Roles and Responsibilities

- Conduct research and understand all health insurance options for immigrant families and children regardless of immigration status.
- Identify a step by step process that a family can follow to apply for health insurance for which they qualify
- Create sustainability by providing training materials and training for school staff to be able to activate the process after the intern program ends.
- Assist the Community Schools Coordinator with planning and executing family event(s) where families can receive direct assistance applying for health insurance for which they qualify.

Required Skills:

- Fluent Spanish language skills (the majority of our newcomer/recent immigrant families speak Spanish)
- Organization, communication, professionalism
- Able to identify and navigate complex community agencies
- Able to utilize the school's preferred communication and/or social media platforms to disseminate information to families
- Skilled at connecting with diverse families within the community, creating an atmosphere of trust and confidence
- Able to communicate effectively with school administration, staff, students and families.

Preferred Skills (if any):

- Familiarity with the health insurance resources and application process for immigrant families
- Familiarity with health care options for immigrant families (particularly newcomer families) in the Baltimore area.

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **Dayspring Programs Inc**

Dayspring was incorporated as a 501(c) (3) organization in 1997 to provide a continuum of housing and support services to strengthen sustained recovery and self-sufficiency of homeless families who must surmount the barrier of substance abuse. A majority of women in transitional and permanent support housing programs are victims of domestic violence and sexual assault. Through housing and Head Start programs, Dayspring assists parents to support, nurture and create a stable and supportive environment for their children. In 2007, Dayspring's transitional housing program was certified as a long-term residential treatment program. Dayspring's mission is: To improve the lives of children and families focusing on those affected by substance abuse, homelessness and poverty. Key goals of the Dayspring model are 1) to treat the entire family, recognizing that children are affected and need concentrated services and 2) to sustain a continuum of services long enough for the family to regain and maintain stability.

Focus Area: **Addiction and Overdose**

Organization Information:

1125 N.Patterson Park Ave

www.dayspringbaltimore.org

Project Title: **Addiction and Overdose Resource Manual**

Project Description:

We are looking for a student volunteer to help outline a plan for expanding community outreach and collaborations for program participants that are struggling with addiction and the potential to overdose. Over the years we have seen an increase in the overdose rate with clients and at times have difficulty finding space at programs that we currently work with to help clients get more extensive services. We know that with the opioid epidemic has caused a major increase in the overdose rate in the area however, there are also many new agencies/ program providers that have formed as well that we may not be aware of or currently collaborate with. Developing a resource manual and possible formal MOU's would help us to be able to provide additional supportive services to our clients and the community at large

Project Goals:

To provide additional support, resources and services for families in the program who are struggling with addiction and

How is this project related to the Initiative's Focus Area?

This project is related to addiction an overdose as these are the exact issues that our clientel suffer from. Working on creating new collaborations that can ultimately serve as possible referrals and/or service providers for program participants can help to reduce the number of possible overdose incidents and provide help in a more expeditious manner. Our hope is that the student would

research new agencies that we could collaborate with to provide more access to substance abuse supportive services for the community,

How will this project benefit the organization?

Having access to additional supportive service for individuals suffering with addiction and possible overdose can help improve the quality of life for the residents in our agency and community. At times the lack of accessible services or treatment options become a deterrent to those seeking help as for them it is an immediate need. A resource manual with new collaborative partners will create a sense of stability and hope for those who are attempting to go into rehab for the first time as well as those who have relapsed. Additional services for individuals struggling with addiction will directly impact the community at large as there is a direct correlation between substance abuse use and violence in the area. Our agency is in the middle of a area plagued by housing blight, high crime and drug activity, therefore having access to more supportive services would be an overall improvement for the residents of East Baltimore.

Primary Student Roles and Responsibilities

- Conduct an anonymous survey to see what are some additional needs of clients in the program
- Research program providers and supportive services in the area along with point of contacts
- Give overview of our agency to program providers and supportive services
- Develop a resource manual for program

Required Skills:

- Ability to research, create and develop a resource manual for substance abuse resource manual
- Create anonymous needs assesment survey from program participants
- Microsoft Excel and Word
- Research substance abuse issues effecting East Baltimore
- Conduct outreach to potential new partners

Preferred Skills (if any):

Background in Public Health

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **Good Harvest**

Good Harvest has a unique, dual mission of expanding access to healthy food to underserved members of our community while also providing job training in the food service industry for those with barriers to employment.

Focus Area: **Food Systems for Health**

Organization Information:

1901 62nd Street Suite 3906, Baltimore, MD 21237

www.goodharvest.org

Project Title: **Food Access Mapping for Equity, Evidence, & Policy**

Project Description:

This project entails data collection on food deserts, population demographics, grocery store locations, public transportation routes and more. That information will then be entered on an interactive Geographic Information System (GIS) map created by the student. Following that, the student will be asked to identify correlations between health and economic factors. Finally, they will conduct workshops with community leaders on how to use the mapping system they've developed and continuously monitor and maintain the system.

Project Goals:

To gather comprehensive data and create food access maps that inform community leaders and policy makers about food insecurity and food access issues

How is this project related to the Initiative's Focus Area?

The Bloomberg American Health Initiative and Good Harvest have similar goals. We both want to share with others the importance of equity and having access to healthy food. Removing barriers to getting nutritious food in turn decreases food related illnesses and food insecurity.

This project will shine a light on the role access or lack thereof to healthy food permeates every area of life. A student will develop an interactive Geographic Information System (GIS) map that highlights challenges to obtaining healthy food as well as outcomes of that.

This project will focus on the major themes of equity, evidence, and policy. The research and data collection portion concentrates on equity. Developing the map as a resource for information supports the evidence function and can also be used for implementation at the public policy level.

How will this project benefit the organization?

This project will provide Good Harvest with additional data to further understand the communities we serve. This knowledge will equip us to better serve Baltimore.

In addition, it will also benefit local and state government officials by introducing them to the correlations between access to healthy food for constituents and the overall health and viability of Baltimore. This project can be used in urban planning for economic growth with grocery stores, in

public health sectors to track diet related illnesses, or with policy makers to inform decision making.

Primary Student Roles and Responsibilities

- Conducts independent research specific to the project
- Assembles and analyzes statistical data
- Prepares reports as needed
- Cultivates and maintains positive working relationships

Required Skills:

- Hard Skills: Content Development, Statistical & Data Analysis
- Soft Skills: Detail Oriented, Emotional Intelligence, Cultural Competence

Preferred Skills (if any):

Interest in public policy, urban planning, or public health

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

Yes, for any in-person tasks.

Organization: **Green & Healthy Homes Initiative**

Everyone deserves a healthy homes, regardless of their background or income. Green & Healthy Homes Initiative (GHHI) works tirelessly to eliminate disparities in housing conditions, ensuring equitable access to safe, affordable, and sustainable homes for all. Our mission looks to create green & healthy homes to improve health, economic and social outcomes for all.

Focus Area: **Environmental Challenges**

Organization Information:

2714 Hudson Street Baltimore, MD 21224

www.ghhi.org

Project Title: **How to Scale Community-Driven & Equitable Electrification Retrofits for Low-Income Housing in Maryland & Beyond**

Project Description:

We're excited to bring in a graduate student who would like to embark in an emerging community-driven process to decarbonize homes in East Baltimore, creating community outreach and stakeholder materials that better connect low-income communities to vital resources coming out of the Inflation Reduction Act while also supporting the creation of a guidebook from our community-driven process that allows for equitable electrification to scale.

Decarbonization and Electrification of low-income housing improves air quality, reduces greenhouse gases and advances Maryland's ambitious climate action goals of achieving 60% reduction in greenhouse gas emissions by 2031 and net-zero emissions by 2045.

Project Goals:

1. Support GHHI's efforts forming a Community Advisory Board that guides our decarbonization and electrification work
2. Support the development of a guidebook that looks to draw on pearls of wisdom from GHHI's housing intervention work and how to create a community advisory board for other communities to successfully replicate.
3. Support community outreach creation of material that better connects low-income communities to financial resources and translates heavy scientific terminology into tangible interests for environmental justice communities.

How is this project related to the Initiative's Focus Area?

Project is related to both environmental stressors and equity.

The environmental hazards both in and outside of low-income neighborhoods is a result of environmental racist policies made to systemically oppress Black, Indigenous and other people of color in America.

The Inflation Reduction Act is addressing racial inequity and bringing millions of climate dollars (at least 40% of the benefits) in Justice40 communities also known as communities experiencing environmental injustice, where cumulative impacts make communities more vulnerable to the shocks of climate change.

This project's efforts sit to connect Justice40 neighborhoods with critical financial resources (\$) that were made exclusively to address asthma triggers, lead abatement, environmental hazards and household injury caused by unhealthy housing often found in low-income communities.

How will this project benefit the organization?

As the Inflation Reduction Act's federal energy and electrification rebates program begin to be announced, our efforts look to ensure our team is connecting families who are eligible and can benefit from these climate dollars to address delayed maintenance in their homes that are making them sick and allow families, especially families with pre-existing health conditions, decarbonize their home, removing fossil fuels appliances and bringing in zero emission appliances that improve the quality of life, health outcomes and advance economic justice.

Creating outreach material, communication tools and support the development of a community electrification guidebook allows us to make rebates tangible and accessible to low-income families but our intervention work will allow us to create a toolkit or guidebook that can walk other low-income communities (who want to electrify) on how to get started. This project would be a great benefit to external stakeholders who count on our leadership on emerging innovation like this and allows us to directly support and improve the quality of life of many families in the communities GHHI serves.

We're interested in cultivating our Latino outreach and would prioritize a bilingual student who would among other things, like to engage in translating materials in Spanish and help with bilingual outreach.

Primary Student Roles and Responsibilities

1. Work in partnership with Climate, Energy & Equity Team on rolling out an intentional community advisory board that guides our placed-based work in East Baltimore, MD.
2. Collaborate and lead on some processes involved with turning our learnings from our placed-based environmental justice work into a guidebook that can walk other communities through a roadmap of implementing similar work.
3. Partner with GHHI's community organizer to develop outreach material (bilingual material highly needed) from emerging federal energy and electrification rebates being announced in the summer or fall of 2024 along with other material that connects healthy homes and electrification and connects low-income residents to the Just Energy Transition that centers their families and well-being.

Required Skills:

1. public health and climate change concentration or background (some intersectionality of public health and environmental challenges knowledge needed)
2. in deep service of environmental justice communities and humble to adapt to changing environments

Preferred Skills (if any):

1. bilingual in Spanish (prioritize but not a deal breaker)
2. Canva or Infographic experience or interest in data visualization etc. (not a deal breaker)

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

p.s. The JHU bird stops at the nearby Safeway near our office

Organization: **Light of Truth Center, Inc.**

The Light of Truth Center, Inc. is a behavioral health system of care for women seeking recovery. The continuum provides housing, treatment, multiple pathways of recovery, peer services and a women's wholeness program.

Focus Area: **Addiction and Overdose**

Organization Information:

244 N. Patterson Park Ave.

www.lightoftruthcenter.org

Project Title: **Infectious Disease and Training Project**

Project Description:

The Light of Truth of Center, Inc. would like support to update its policy and procedures for infectious control and diseases in recovery residences. In addition, support to implement the policies and procedures is required. Training for staff and participants is important to successfully implement the policy

Project Goals:

- Write Policy and Procedures for Infectious Disease effecting Recovery Residences
- Create a supporting training for staff and participants.

How is this project related to the Initiative's Focus Area?

Many recovery residences take participants from a variety of sources. Some participants have not be able to maintain health and wholeness. This is potentially a health crisis in recovery residences and the general recovery community. Individuals in active addiction often have undetected diseases affecting the recovery community.

How will this project benefit the organization?

The project will support LTC to safe guard our current participants. Many individuals in recovery are physically challenged with little or no healthcare. This is a major health issues for caregivers and the community.

Addiction is a national healthcare crisis! The challenges associated with active addiction are often unaddressed.

Primary Student Roles and Responsibilities

Review the current policy, research infectious diseases associated with addictions and recovery

residences. Write a robust updated policies and procedure. Write a process for implementation and staff training.

Required Skills:

- Communication Skills
- Computer Literate
- Writing skills

Preferred Skills (if any):

- Research

Work Arrangements (preference for how the selected student will complete the project):
Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **Maryland Health Care for All! Coalition**

A nonprofit advocacy organization working to ensure that all Marylanders have access to quality, affordable health care.

Focus Area: **Equity**

Organization Information:

2600 St. Paul Street Baltimore, MD 21218

www.healthcareforall.com

Project Title: **Implementation and Promotion of Health Equity Resource Communities**

Project Description:

The Maryland Health Care for All! Coalition successfully advocated for the state's creation of Health Equity Resource Communities in 2021. The state recently awarded the latest round of grantees under the program that are focused on addressing a wide range of health disparities and community needs. We have learned over the past three years the importance of outreach and promotion. Interns would work with our staff, consultants and coalition partners to lead robust outreach efforts to likely include paid and earned media, events and meetings in specific zipcodes/communities throughout the state. Success will first be measured by the number of interactions among the desired population and the extent to which Health Equity Resource Communities reach their enrollment goals for number of people served. The ultimate long-term measure of success will be the impact on health care access and outcomes compared to baseline.

Project Goals:

To promote new Health Equity Resource Communities and maximize participation and reduce disparities in health care access and outcomes among communities with the greatest documented disparities.

How is this project related to the Initiative's Focus Area?

Health Equity Resource Communities are based on a 2011-2015 pilot known as the Health Enterprise Zones which provided state funding for locally designed and driven interventions to advance health equity. These initiatives were deemed by independent evaluators (based at JHSPH) to be impactful, but then-Governor Larry Hogan allowed the program to sunset. In response to inequities laid bare by the COVID-19 pandemic, our coalition mobilized to revive this successful model and make it permanent. Interventions funded by the program have a record of advancing health equity and we are excited about the even greater potential to have a great impact as the program expands across the state.

How will this project benefit the organization?

Our coalition is committed to supporting implementation of those laws for which we advocate. Our hundreds of coalition partners across the state appreciate and benefit from seeing the impact of their advocacy efforts in their communities. They are also uniquely motivated and trusted local

messengers in their communities. Ensuring that these laws are implemented well, helps to advance our mission of ensuring that all Marylanders have access to affordable high-quality care and builds our capacity for continued advocacy.

More information about the HERCs (three of which are based in Baltimore City) is available from the Community Health Resources Commission here:

[https://health.maryland.gov/mchrc/Documents/001%20-%20Holding%20Folder%20for%20Documents/Meeting%20Materials/CHRC%20Agenda,%20May%202024%20\(1\).pdf](https://health.maryland.gov/mchrc/Documents/001%20-%20Holding%20Folder%20for%20Documents/Meeting%20Materials/CHRC%20Agenda,%20May%202024%20(1).pdf)

Primary Student Roles and Responsibilities

Student will participate in meetings with Coalition staff, coalition partners and consultants to craft and implement a robust outreach campaign. They will likely assist with development of social media, letters to the editor, and other promotional content. If public speaking is a strength, the student will be encouraged to reach out to coalition partners to schedule presentations about the new Health Equity Resource Communities in each locality. They will start by doing the presentations with staff and, as they feel comfortable, do them on their own. Student will be responsible for assisting with tracking and reporting on the number of people who were present/compiling online social media ad data to report monthly on outreach reach. Depending on timing and the student's schedule we would appreciate it if they could make a presentation on these efforts to our board of directors.

Required Skills:

Strong written and verbal communication skills, strong organizational skills and comfort engaging with diverse groups of people and motivating them to take action.

Preferred Skills (if any):

Experience pulling data from various source to understand and report on cumulative reach of our campaign's efforts.

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **MissionFit**

MissionFit is dedicated to changing the landscape of health and wellness in Baltimore City by creating a supportive community centered around fitness. Our program centers around physical and health education while developing skills which lead to improved social-emotional-mental wellness. Surrounded by a community of coaches, youth have the support they need to push themselves towards a better future.

Focus Area: **Adolescent Health**

Organization Information:

2720 Sisson St

www.missionfit.org

Project Title: **MissionFit: Outreach Strategy and Brand Kit**

Project Description:

We recently did some audience listening and feedback, and one thing we heard from our young people and community was that we need to get out there, people don't know about us, and that we're not doing a good enough job telling Baltimore about what we do. Much of this feedback came from our very own youth. So we're listening to them - this is what they said we need to do in order to reach more young people and create more impact.

They want more opportunities to lead, in order to do so we need to capture their voices, tell everyone about our work, and recruit new partners and new youth into our programs.

Thus, we aim to create an Outreach and Marketing plan for the year. This will include a brand/media kit complete with materials to recruit program partners and families, as well as to train coaches, staff, youth, and board members on how to speak about MissionFit publicly. It will contain a media plan and strategy for a calendar year, but it will allow the Student leader of the project to identify key areas for strategic communication, outreach, and how to tell the story of MissionFit.

Project Goals:

The goal is to grow MissionFit's outreach efforts so that more youth, partners, businesses, and schools know about MissionFit, our services, and opportunities to use our services to reduce barriers to health and wellness across the city.

How is this project related to the Initiative's Focus Area?

Our services directly target adolescents, adolescent physical health and mental health. This project will support MissionFit to increase our brand awareness among schools, families, youth serving organizations, and schools with prepared materials to recruit them. We know for a fact that too many of our youth do not get proper access to safe spaces or coaches to support their health. This is true for student athletes and youth who are not involved in sports. By spreading awareness about our services, we can decrease that barrier to access. We can create opportunity and connection that replaces disconnection.

How will this project benefit the organization?

Last year, we shared that coach recruitment was holding us back as an organization. We have effectively moved that forward, and will be hosting coach recruitment sessions this year.

As we build up our staff capital, we now have the ability to support more youth capital. With materials that support our youth, staff, board, and social media, we can more effectively spread our word. This will allow us to both create more impact, and drive more programmatic revenue that will make us more sustainable.

We believe we can support Baltimore adolescents through numerous pathways, including 1) increasing involvement, 2) decreasing isolation among Baltimore's youth, 3) increasing the pipeline into our workforce development program, Strength Ambassadors, and 4) linking them to the aforementioned coach-mentors, and 5) improving health outcomes for Baltimore's youth by developing an outreach and recruitment plan that gets the word out about MissionFit better, and trains our coaches and people how to speak effectively about what we do.

Primary Student Roles and Responsibilities

Develop:

- Marketing plan
- Recruitment materials
- Media/Brand Kit with language database

Student will meet with the Executive Director/Preceptor to establish expectation and routines, handover materials. Student will be invited to meetings, programs as desired in order to learn about programs. Then the Student Intern will be allowed to develop the deliverables on their own time with check ins as desired.

Required Skills:

None required.

Preferred Skills (if any):

Marketing, photoshop.

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **Parks and People, Inc.**

Parks & People has worked since 1984 to build public–private partnerships that sustain and improve Baltimore’s parks and green spaces, with a legacy of investing in projects that revitalize green programs that allow children, youth and adults to learn, grow, and explore their natural environment.

Our vision is to ensure that everyone in Baltimore is connected to nature, their community and each other through vibrant parks and green spaces

Focus Area: **Environmental Challenges**

Organization Information:

2100 Liberty Heights Ave

<https://parksandpeople.org/>

Project Title: **The Equitable Network Trail: Increasing Green Spaces in West Baltimore**

Project Description:

The Equitable Network Trail is a transformative project led by Parks and People. This multimodal trail between Druid Hill Park and Carroll Park connects West Baltimore residents to two of the city’s largest and oldest parks, as well as to Baltimore’s Green Trail Network. This project aims to address environmental inequities by improving access to green spaces for residents in historically disadvantaged and segregated neighborhoods. By creating new routes and access points, the Equitable Network Trail will connect West Baltimore residents to Baltimore's existing and proposed Green Trail Network.

Project Goals:

Goal 1: Promote Equitable Access to Green Spaces:

The intern will develop visually appealing flyers and social media content to reach targeted audiences. These materials will clearly explain the Equitable Network Trail project, its benefits, and how it addresses historical environmental inequities.

Goal 2: Build Credibility and Community Support:

The intern will curate and create blog posts featuring local environmental experts. These posts will emphasize the environmental importance of green spaces.

Goal 3: Amplify Community Voices through Storytelling:

The intern will work with the Communications and Parks Department to record video testimonials from residents. These testimonials will highlight the community's need for equitable access to green spaces and the potential positive impact of the Equitable Network Trail. The intern will then edit and share these testimonials on the project website and social media platforms.

How is this project related to the Initiative's Focus Area?

- Address limited access to green spaces
- Promotes public health by encouraging residents to utilize parks and trails, leading to increased physical activity and exposure to nature
- Potentially mitigates urban environmental issues like the heat island effect and air pollution through the introduction of trees and vegetation, flower gardens, and permeable pavements.
- In addition, the parks team will prioritize construction materials with durability and minimal environmental impact. Additionally, sustainable practices like native plant landscaping and energy-efficient lighting will be incorporated into the planning and development of the trail.

How will this project benefit the organization?

- The trail will provide long-awaited access to green spaces for residents of West Baltimore, historically underserved in terms of parks and recreation.
- Improved Public Health, residents will have opportunities for physical activity like walking, biking, and running on the trail.
- Our organization will reinforce our reputation as a leader in the promotion of environmental justice and community health.
- This project will set a positive example for future development projects in Baltimore with our commitment to using sustainable construction materials, native plant landscaping, and energy-efficient lighting.

Primary Student Roles and Responsibilities

- *Research:* Understand the need for green spaces in urban areas, identify and research local environmental experts with relevant specialties
- *Content Creation:* Develop a series of compelling stories featuring community members; these stories will highlight personal experiences, challenges, and successes.
- *Social Media Management:* Manage social media platforms (e.g., Facebook, Instagram, Twitter) to share and promote stories, engage with followers, and facilitate community dialogue.
- *Outreach and Engagement:* Collaborate with Parks and People staff to identify potential storytellers, schedule interviews or recording sessions, and gather multimedia content (e.g., photos, videos, quotes)

Required Skills:

- Ability to connect and communicate with community members.
- Good time management skills needed to handle multiple tasks
- Ability to establish and maintain cooperative and effective working relationships with others.

Preferred Skills (if any):

n/a

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **SPARC Center**

The SPARC Center (Sex Workers Promoting Action, Risk Reduction, and Community Mobilization) opened in 2017 with the mission of providing low-barrier, no-cost services to cis women, trans women, and non-binary individuals who use drugs and/or sell sex. SPARC operates in Southwest Baltimore through a mobile outreach and delivery program, drop-by center, and clinical space. SPARC is an essential resource, providing harm reduction tools, clinical services, and overdose prevention services during roughly 12,150 encounters with people in the community in the past 12 months alone.

SPARC offers harm reduction, medical, and social services supported directly by staff and through long-established partnerships developed with substantial community and participant involvement. These services include an overdose response program (ORP), established in 2019; a syringe service program (SSP), established in 2020; a low-barrier addiction management program; testing, counseling, and referrals to treatment for HIV, HCV, and STIs; vaccinations; wound care; reproductive health services; microcounseling; laundry; clothing; community building and case management services. SPARC provides harm reduction supplies, including Naloxone, fentanyl, and xylazine testing kits, safer use equipment, wound care, safer sex supplies, and hygiene kits.

SPARC services cater to the needs of women, cis and trans, and non-binary people. All services center gender equity by offering tailored support and information on issues such as pregnancy, intimate partner violence, and reproductive healthcare, and strive to make our drop-by space safe for children. Our services are rooted in a harm reduction framework, centering relevant lived experience and always being mindful of the structural and socioeconomic circumstances that constrain a person's choices.

Focus Area: **Addiction and Overdose**

Organization Information:

908 Washington Blvd, Baltimore, MD 21230

<https://www.facebook.com/SPARCWomensCenter/>

Project Title: **Community Outreach Expansion Strategy Development**

Project Description:

SPARC is seeking support for the expansion of wraparound services for women and people of marginalized genders who use substances and trade sex in Southwest Baltimore. SPARC currently operates a delivery-based outreach strategy for mobile supply distribution in multiple neighborhoods of southwest Baltimore, augmented by very limited mobile medical and case management services. In this capacity, we serve 200+ individuals across two neighborhoods by distributing safer use materials and information, limited medical supplies, hygiene, and food supplies, all tailored to the specific needs of cis and trans women and non-binary people. This unique form of service provision addresses many structural barriers faced by those experiencing hardship and poverty in resource-poor neighborhoods and those facing the additional challenges of mobility barriers and/or caregiving needs. Over the last four years of this model, SPARC has built

solid and invaluable relationships with individuals who would not otherwise be able to access SPARC services at our standing location. In the coming months, SPARC seeks to expand comprehensive support for participants in areas currently served through mobile engagement. While delivery-based services offer a unique and tailored approach that speaks to the individualized needs of participants in the most low-barrier way possible, this form of service provision also poses additional challenges for engagement and comprehensive service provision.

We also know that our participants often face a gap in services due to gender inequity and stigma against people who use substances. Many harm reduction organizations and service providers focused on addressing overdose prevention and drug user health center the needs of male-identified individuals in service provision and location, leaving women and non-binary people to face disparities in care. Many drop-in centers do not provide gender-specific care, are unable to cater to the needs of parents and caregivers, or do not speak to experiences of gender-based violence within a community. Alternatively, many places that center the health needs of women are unable to serve the health needs specific to substance use or are places where participants face stigma and judgment for their substance use. Because of this gap, many of our participants find the services provided by SPARC to be a primary space of support.

With this in mind, SPARC seeks support to inform and guide our planned expansion for service provision through resource and organizational mapping, outreach to mobile participants to learn more about existing support structures, and initial outreach to find values-aligned organizations for potential partnership. Within this project, we view expansion as deepening the ways that we can provide care to existing participants, as well as strengthening the network of care available to women who use substances in southwest Baltimore overall. The initial phase of the project will involve:

- Gaining familiarity with our work by going on outreach shifts to deliver supplies directly to participants in various venues.
- Meeting participants in different locations to understand the potential for engagement in outreach settings.
- Packing supply bags to understand the population's needs.

Based on this experience and working directly with our outreach staff, the project will better understand the places and ways our participants are already seeking and experiencing care and service provision to complement these current experiences. We anticipate this will involve direct engagement with participants through either individual conversations or focus groups. Lastly, this project will create a hyper-local mapping of organizations, community stakeholders and resources, informed by participants, desk research, and direct outreach. This project will culminate in planning opportunities for collaboration with values-aligned organizations and community partners where our participants can seek more comprehensive forms of care and hopefully create a more robust network of service provision specific to the needs of women and people of marginalized genders who use substances.

Project Goals:

To develop a strategic plan and materials which will guide increased outreach and community partnerships in neighborhoods currently served through mobile supply distribution

How is this project related to the Initiative's Focus Area?

SPARC is a harm reduction center which provides supplies and support around needs related to substance use and sex work. This plan will expand SPARC's ability to holistically serve women and people of marginalized genders who use substances and strengthen the existing service provision network for PWUD.

How will this project benefit the organization?

This project will allow us to expand our ability to offer holistic care and support to participants while recognizing the limits of our organizational resources and capacity. It is our hope that this program will impact SPARC's participants and the community in two important ways. By partnering directly with community organizations where our participants may already utilize for non-substance use needs, we will be better equipped to connect with participants in additional ways to offer more comprehensive SPARC services. Additionally, by connecting to organizations which offer diverse types of care such as domestic violence support or food assistance, we can support a network of care which is able to recognize some of the unique barriers faced by women and gender expansive individuals who seek support, strengthening the network of care available to the broader community.

Primary Student Roles and Responsibilities

- Work with our staff to directly support our outreach team and gain familiarity with our program and services, including going on outreach shifts and packing supply bags
- Research different forms of participant feedback mechanisms utilized for unhoused communities and other populations facing structural barriers and criminalization
- Create a resource and organizational mapping of care providers in diverse forms of service provision in neighborhoods served by mobile outreach
- Plan and begin initial organizational outreach to identify alignment in values and service population, and potential opportunities for collaboration
- Research and identify other ideas to provide wraparound care to mobile participants
- Draft an outreach and engagement strategy for expansion of mobile services

Required Skills:

- Ability to work with diverse communities
- A familiarity with harm reduction principles specific to substance use
- Familiarity with different forms of data collection for communities, specifically one on one interviews and focus groups
- Writing/Editing
- Willingness to complete additional harm reduction and outreach trainings

Physical Requirements:

- Ability to step on an off a large transit van on outreach shifts
- Ability to lift, unbox, and carry boxed materials

Preferred Skills (if any):

- Experience in community health outreach
- Experience in substance use harm reduction

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.

Organization: **The Family Recovery Program, Inc.**

The Family Recovery Program, Inc. (FRP), was established in 2005 as a nonprofit organization located in Baltimore, Maryland. We are a family treatment court, and, since 2016 FRP has also provided supportive housing for families at The Harry and Jeanette Weinberg Building at Sage Center, also in Baltimore city with 23 two- and three-bedroom furnished apartments. In 2020, we purchased and renovated an additional five townhomes in East Baltimore, Sage II at Monarch View, for family residency.

The families enrolled in FRP have lost custody or are on the brink of losing custody of children in their care due to their substance use. Since 2009 to the present FRP has achieved national recognition by becoming a peer learning hub for Family Treatment Court (FTC) initiatives, showcasing its commitment to peer-driven support.

At FRP, 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.

We work with families affected by substance use disorder (SUD) and other forms of trauma and in doing so we partner with the Baltimore Department of Social Services, and the Baltimore city Juvenile Court to provide judicial and partner oversight.

We address the issue of substance use disorder through offering a holistic array of behavioral health and wellness services. Families receive a variety of services to include case management services, mental health referrals, substance use treatment referrals, onsite parenting and trauma groups, physical health referrals, support group activities, fun activities, educational referrals, life skills improvement groups and referrals, job skills training and employment referrals.

The staff is diligent in keeping data on program participants related to program participation and achievements. The data collected is periodically reviewed by staff to determine the impact of judicial oversight and monitoring of parents with SUD, and the offering of supportive housing on the overall wellbeing of families that have been affected by SUD. FRP staff uses the data to identify trends, improvements and changes related to providing successful programming and support to Baltimore City families that enroll in our program.

In our experience, providing a safe and enhanced physical space, improved programming through having well trained staff, and acknowledgement of participant input/feedback will support our organization's goal of improving the behavioral health and wellness of program participants.

Our organization's vision is to be the national leader providing family strengthening opportunities to individuals and organizations.

Focus Area: **Addiction and Overdose**

Organization Information:

301 N. Gay St.

www.frp-inc.org

Project Title: **Racial Disparities in FRP Family Treatment Court Success**

Project Description:

The “Racial Disparities in Family Treatment Court Success” project will inform FRP through research of ongoing successful practices across the country in other family treatment courts. This project will engage FRP participants and staff in needs assessment discussions to find strategies to minimize the programming disparities that are already identified. The project will offer ways to strengthen stakeholder engagement whether it be staff or program participant. As a nonprofit, program research and evaluation are necessary. It is challenging to obtain funding for such activities. The desired results from this project will inform current and future practices for our work in family treatment court programming for parents in recovery to achieve successful outcomes. This project will involve a hybrid approach to achieve the best results. There will be some remote work, in particular reaching out to treatment courts across the country, in addition to some in person engagement allowing for in person dialogues, surveys, and observation of the population to get a clear understanding the FRP organization.

The Family Recovery Program (FRP), located in Baltimore, Maryland, stands as an exceptional, comprehensive, community-based organization that provides a host of programming services that include intensive case management, substance use and mental health treatment referrals, onsite parenting classes and trauma groups, support group activities, fun activities, educational referrals, life improvement referrals, employment referrals and job skills training, and affordable housing assistance. The staff is diligent in keeping data on program participants related to program participation, achievements, and outcomes.

The FRP data that has been collected reveals a racial disparity in the success of parents completing our program. After FRP leadership presented at a national conference for family treatment courts it was found that FRP outcomes are not unique to Baltimore. FRP is interested in researching the programming of other family treatment courts around the country, identifying the diversity of enrollment populations and the correlation to successful outcomes, identifying common areas and trends, the role of family support and possible ways to improve family engagement to achieve successful outcomes for families enrolled in our program.

Project Goals:

- Identify trends nationwide in family treatment courts that produce positive outcomes.

- To develop strategies to overcome variables in program outcomes/graduations to reduce the risk of ongoing substance use.
- To develop strategies to increase or improve family engagement to strengthen support systems of disparate ethnic groups to reduce the risk of ongoing substance use.

How is this project related to the Initiative's Focus Area?

The FRP project proposal “Racial Disparities in Family Treatment Court Success” is related to the focus area of Addiction and Overdose in many ways. FRP has demonstrated long standing evidence of programming equity to support persons impacted by substance use disorders by being fair and impartial to all, regardless of race, religion, creed, gender, or sexual orientation, to achieve sustained recovery and thereby improving the quality of life for those individuals.

The CDC data recognizes the addiction and overdose crisis is one that hits every demographic group, but there are large racial disparities between who is offered the most effective treatment and who isn't. Data shows that overdose deaths across the country among blacks are rising faster than any other ethnic group. Also access to medications to treat substance use disorders is not as readily available to non-white ethnic groups.

The same scenario presents itself on a smaller scale in FRP data as it relates to participation in recovery support services offered and who has successful graduation rates from our program and achieves sustained recovery. While the issue itself of racial disparity is much bigger than what we can tackle, we can look at our small part through research to find ways to increase participation in services offered to support achieving and sustaining long term recovery. FRP ensures equity to all participants in access to programming and services that are offered.

How will this project benefit the organization?

This project will benefit FRP and the Baltimore community by expanding our knowledge of services and practices that support client engagement to achieve successful recovery from substance use and graduate from our program. When we can increase equity and stakeholder engagement with access across different populations to supportive services that lead to sustained recovery and decrease the disparities in those achieving success, we all win. Families are stabilized. Children remain in ‘in-home’ care. The economy improves because when people are in recovery, more of them become employable. With recovery comes less chance of overdose deaths and less emergency room visits for adults and children. More people enter society that can share lived experiences and support those that are on a path to recovery.

The Family Recovery Program Inc. Baltimore Action Project titled “Racial Disparities in Family Treatment Court Success” focuses on the area of Addiction and Overdose. The project incorporates a crosscutting health theme of equity with the goal of motivating and improving stakeholder engagement to produce positive outcomes for people who suffer from substance use disorder.

Primary Student Roles and Responsibilities

The primary student roles and responsibilities will be to review existing data analysis on the disparities in the use of FRP offered services by different ethnic groups as it relates to successful program completion. The student will be expected to conduct some research on other family treatment courts across the country identifying their practices and what has worked for them to produce positive outcomes. The student will meet with FRP participants and possibly hold focus groups and/or conduct surveys. The surveys will be in person as we have found this works best for our population. The student will have the option of participating in programmatic offerings such as case management meetings, family treatment court with the assigned Magistrate from the Department of Juvenile Justice, which is held every Friday, and support groups etc., to ensure a clear understanding of the family treatment court process. The student will meet with FRP staff to ask questions and seek information, and possible recommendations. The student will be expected to present a report of their findings and proposed recommendations to the organization leadership at the conclusion of the project.

Required Skills:

The student skills required are good oral communication skills and good writing skills, good computer skills with knowledge of both WORD and programs. The student should have the ability to organize, evaluate and analyze data and be able to report findings through written report and oral presentation. The student should have good time management skills.

Preferred Skills (if any):

Additional preferred skills are good people skills, critical thinking skills and the ability to think outside the box. To have a good sense of time management.

Work Arrangements (preference for how the selected student will complete the project):

Project can be completed through a hybrid model, some time in-person and some time remote.

Is personal transportation required of a selected student?

No, public transportation is readily available for in-person tasks.