Model Programs Impacting Communities

Maryland – DC Campus Compact

Model Programs Impacting Communities
Dear Friends,

The missions of each of our institutions call us to prepare students to contribute to a global society and culturally diverse world. Our institutions are anchors in our communities, charged with elevating those communities in which we are based. In partnership with community organizations, our network provides learning opportunities to strengthen our students’ academic, social, and ethical development while instilling the value of service to others and reinforcing the pattern of civic engagement in our next generation of leaders.

As the newly renamed and re-affiliated Maryland-DC Campus Compact (MDCCC), our network of 31 institutions is already the largest higher-education network in the Maryland-DC metropolitan region. We are also the first regional Campus Compact in the United States. For the first time in the history of Campus Compact, since its inception in 1985, two jurisdictions have joined together to reinforce our collective efforts. By linking institutions in Maryland and the District in a single organization, we are able to share our experiences, learn from one another, and influence our region in more focused and more effective ways.

Last year our students contributed over nine million hours of service, valued at over $220,000,000 to our communities. That record speaks volumes about the dedication of our students and the commitment of our institutions to community development and civic leadership. I am proud to be a part of this program. Please join me in celebrating our combined network of committed leaders, our achievements, and the positive impact on our students and communities that we can have as a collective.

Warm regards,

Barbara Viniar, Ed. D.
President, Chesapeake College
Chair, Maryland-DC Campus Compact

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President Barbara Viniar,
President, Chesapeake College

1. American University
2. Carroll Community College
3. Chesapeake College
4. Coppin State University
5. Frostburg State University
6. Gallaudet University
7. Garrett College
8. George Washington University
9. Georgetown University
10. Goucher College
11. Hood College
12. Howard Community College
13. Johns Hopkins University
14. Loyola University Maryland
15. Maryland Institute College of Art
16. McDaniel College
17. Montgomery College
18. Morgan State University
19. Mount St. Mary’s University
20. Notre Dame of Maryland University
21. Prince George’s Community College
22. Stevenson University
23. Towson University
24. University of Baltimore
25. University of the District of Columbia
26. University of Maryland, Baltimore
27. University of Maryland, Baltimore County
28. University of Maryland, College Park
29. University of Maryland, Eastern Shore
30. Washington Adventist University
31. Wesley Theological Seminary

Maryland-DC | Campus Compact
Founding Member Campuses
Maryland-DC Campus Compact

MDCCC AmeriCorps VISTA Leader, Nick Mueldener, joins AmeriCorp Alums at the White House.

Dear Friends,

Yelena Bonner, wife of the Soviet dissident Andrei Sakharov, once said to me, “When there is a need, leaders arise.” Leaders have indeed arisen throughout our Maryland-DC region over the past five years to work collaboratively to bring our network into being. While the culture of higher education historically rewarded specialization, today the complex needs of our society are driving the need for collaboration to develop democratically engaged citizens, collectively addressing larger issues of the commons.

In January 2012, AAC&U released A Crucible Moment: College Learning and Democracy’s Future. Developed through the involvement of leaders from all parts of the higher education and civic renewal communities, A Crucible Moment “calls on educators and public leaders to advance a 21st century vision of college learning for all students—a vision with civic learning and democratic engagement as an expected part of every student’s college education.”

The National Campus Compact network responded with A Praxis Brief which “highlights the intersection between Campus Compact’s mission and A Crucible Moment.” As Praxis notes, “For the past 27 years, Campus Compact has been the only national higher education organization solely dedicated to enhancing campus-based civic engagement” 2. A Crucible Moment argues that “It is time to bring two national priorities—career preparation and increased access and completion rates—together in a more comprehensive vision with a third national priority: fostering informed, engaged, responsible citizens” (13). “These priorities of teaching, learning, research, career preparation and access and retention are complementary with the need to foster informed, engaged, and responsible citizens” (4).

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A Crucible Moment

The progress we have made in our Maryland-DC Campus Compact this year parallels this national conversation. Our network now includes 31 member institutions, each committed to expanding opportunities for students to develop the knowledge, skills, and attitudes of engaged citizenship, while simultaneously enhancing our communities. We have seen an expansion of leadership in our Senior Advisory Group for Engagement (SAGE) with a Steering Committee and Working Groups dedicated to cross-pollinating best practices and developing a common instrument through which we will be better able to assess the impact of our activity on students, member institutions, and our community partners. We held and co-sponsored a record number of workshops and conferences, notably hosting the International Association for Research in Service-Learning and Civic Engagement (IARSLCE) in Baltimore in September of 2012, bringing scores of researchers and published writers in our field to our own region for the first time. In the subsequent pages of this magazine you will see abstracts about our various grants through AmeriCorps and AmeriCorps VISTA.

We are now the first “regional” Campus Compact in the country, and the largest higher education association in the capital area. Building on the strong roots we have formed in Maryland, as we re-form our organization to include the District of Columbia, the healthy tensions of continuity and change apply. While we strongly appreciate our roots in Maryland, we also draw on the early work in community organizing and the national leadership provided by our DC colleagues over the past 15 years in the field of service-learning and civic engagement which they bring to our combined network.

After four years at our generous initial host institution, Mount St. Mary’s University, our transition to our new home at Hood College in Frederick, Maryland is symbolic as we move our office closer to DC. Frederick is equidistant from the urban hubs of Baltimore and DC. We are fortunate to be welcomed by yet another wonderful institution which is deeply committed to providing civic engagement and global learning opportunities for its students. We are also grateful to The George Washington University for sponsoring our satellite office in DC.

Our Senior Advisory Group for Engagement has begun a strategic planning process which will take us into 2016. Last year, our network provided a value of over $220 million to our region, through over nine million hours of service contributed by students and staff of our member campuses. As I reflect on the accomplishment of both forming our network and what we are already achieving, it is clear that this contribution can only be accomplished as a collective, and can only grow.

Thank you for joining us in this work!

Madeline Yates, Executive Director
Maryland-DC Campus Compact

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Maryland-DC Campus Compact

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Chesapeake College

Vice-Chair
Dr. Jay A. Perman, President
University of Maryland, Baltimore

Secretary/Treasurer
Dr. Charlene M. Dukes, President
Prince George’s Community College

*Recommended slate as of October 2012

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Carroll Community College

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Chesapeake College

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Goucher College

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Hood College

Dr. Kathleen Hetherington
Howard Community College

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Johns Hopkins University

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Loyola University of Maryland

Mr. Fred Lazarus IV
Maryland Institute College of Art

Dr. Roger N. Casey
McDaniel College

Dr. DeRonnie P. Pollard
Montgomery College

Dr. David Wilson
Morgan State University

Dr. Thomas H. Powell
Mount St. Mary’s University

Dr. James F. Conneely
Notre Dame of Maryland University

Dr. Charlene M. Dukes
Prince George’s Community College

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Stevenson University

Dr. Maravene Loeschke
Towson University

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University of the District of Columbia

Mr. Robert L. Bogomolny
University of Baltimore

Dr. Jay A. Perman
University of Maryland, Baltimore

Dr. Freeman A. Hrabowski, III
University of Maryland, Baltimore County

Dr. Wallace B. Loh
University of Maryland, College Park

Dr. Juliette B. Bell
University of Maryland, Eastern Shore

Dr. Weymouth Spence
Washington Adventist University

Dr. David McAllister-Wilson
Wesley Theological Seminary

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Dr. David McAllister-Wilson
Wesley Theological Seminary

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Senior Advisory Group for Engagement (SAGE)

Steering Committee

Carroll Community College
Dr. Michael Kiphart
Dean of Student Affairs

Frostburg State University
Dr. Tom Bowling
VP for Student and Educational Services

George Washington University
Ms. Amy Cohen
Executive Director, Center for Civic Engagement and Public Service

Hood College
Dr. Katherine Conway-Turner
Provost

University of Baltimore
Dr. Stephen Percy
Dean, College of Public Affairs

University of Maryland, Baltimore County
Ms. Michele Wolff
Director, The Shriver Center

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American University
Dr. Fanta Aw
Asst VP of Campus Life & Director, ISSS
Office of Campus Life

Chesapeake College
Dr. Kathryn A. Barbour
VP for Academic Affairs & Economic Development

Coppin State University
Dr. Frank Chambers
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Gallaudet University
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Georgetown University
Ms. Jane Genster
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Goucher College
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Provost

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Ms. Erin Yun
Deputy to the Vice Provost for Student Affairs

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Ms. Karen Stults
Director of Community Engagement

McDaniel College
Dr. Julia Jasken
Director of the Center for Experience & Opportunity

Montgomery College
Dr. Michelle Scott
Chief Diversity Officer

Morgan State University
Dr. Maurice C. Taylor
Vice President for University Operations

Mount St. Mary’s University
Dr. David Rehm
Provost

Notre Dame of Maryland University
Ms. Pauline Williamson
Dean of Students

Prince George’s Community College
Dr. Sandra F. Dunnington
VP for Academic Affairs

Stevenson University
Ms. Anne Scholl-Fiedler
VP for Career Services

Towson University
Dr. Deb Moriarty
VP for Student Affairs

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Provost

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Associate VP for Academic Affairs

University of Maryland, Baltimore County
Ms. Lisa Akchin
Associate VP of Marketing and Public Relations (Assistant to the President)

University of Maryland, College Park
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Faculty Associate for Leadership and Community Service-Learning
Dr. John Zacker
Assistant VP for Student Affairs

University of Maryland, Eastern Shore
Dr. Rolanda Burney
Special Asst. to the President and Activity Director of the Title III: Preparation for Progress Initiative (PPI)

Washington Adventist University
Dr. Patrick A. Williams
Dean of SASS and Associate Provost

Wesley Theological Seminary
Dr. Sam Marullo
Director of Research on Missional Communities and Professor of Sociology

Maryland-DC Campus Compact
Ms. Madeline Yates
Executive Director
American University’s Alternative Break program delves deep into social issues, beyond direct service, and encourages students to take part in thoughtful projects with community leaders who are working for change in their communities. The program’s purpose is for students to engage in the global community through service, activism, academic inquiry, and leadership.

Housed in the Center for Community Engagement & Service, the predominantly international program is comprised of student-led immersion trips that provide hands-on experience in social justice issues where student groups partner with community initiatives in locations across the globe. Students learn from community leaders about the importance of reciprocity with the community in regions ranging from South Africa and Nepal to Alabama, San Francisco and Guatemala.

Started in 1998 as a response to Hurricane Mitch in Honduras, the 14-year program has grown to approximately 15 trips a year in 2012 with over 200 students a year and over a dozen community partners participating. All trips are accompanied by a faculty or staff member and vary in length from nine days to three weeks.

Students who participate in Alternative Breaks gain an increased knowledge about international and domestic social, political, economic, and environmental issues. Students are challenged to live and work in cultures and circumstances dramatically different from their own, and with reflection, a core component of the program, students gain personal and global awareness.

Through intensive training, leaders develop leadership traits that include initiative and cross-cultural sensitivity as well as skills that include planning, budgeting, independent completion of complex tasks, problem solving, and group facilitation.

Students become active citizens in the sense that they advocate for the social issues once they return to their home campus through lobbying, awareness raising and student activism. All participants share their stories and follow-up projects during a “post-trip activism conference” held at the end of the year.

“Frosty’s Gifts is a college-wide program where classes, departments, and clubs “adopt” an individual from the Carroll County’s Neighbors in Need (NIN) program to purchase presents during the holiday season. Frosty’s Gifts began in 2010 as an AmeriCorps VISTA initiative in collaboration with the college’s community partner, the Human Services Program of Carroll County, who coordinates the NIN program.

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“The impact of knowing that someone who was close to our age had to support a young child reached all of us. Everybody chipped in and we were able to purchase over $80 worth of gifts. It was an extremely rewarding experience.”

Becky Hendry, Campus Activities Board President

NIN is a holiday giving program that ensures that all Carroll County residents have a happy holiday season. Every year, approximately 600 families are “adopted” by local businesses, churches, or community organizations. In 2011, different clubs and departments in Carroll Community College adopted 28 individuals in 9 families and donated over 175 wrapped gifts. The remaining 775 households are invited to take part in the NIN Holiday Shop, where community members donate new clothing, household items, books and toys for the families to shop for holiday gifts. Many volunteers are needed to organize donations and to help shop with the families. This past year, Carroll students and staff dressed up in holiday attire and shopped with the families. Every year, Frosty’s Gifts expands as Carroll faculty, staff and students look forward to participating in this community effort to provide holiday hope.

“My Anthropology of American Culture students have loved being a part of the Frosty’s Gifts program. The project is one which connects students to one another, to their chosen profession, and to the community at large. It is a joyful as well as a caring endeavor for us all.”

Mel Hall, Social Science Associate Professor
Civic Engagement & Community Service

Community Outreach

In the spring of 2012, a group of students signed up for a Community Outreach Group, whose main goal is to engage the community and participate in selfless service projects.

The group of students held meetings to discuss the benefits of service to themselves and others, local service opportunities, and the mental and physical conditions of a full week of service.

Multiple events were planned where the students met off campus several times to put in hours of volunteer work. Choptank’s Habitat for Humanity was their first project; they finished odds and ends in a Habitat house in St. Michaels to make it move in ready for a needy family. Next, they worked in the Habitat Restore, a store filled with donated items, including remodeling projects and leftover materials. All proceeds go to building more homes in the community.

In addition to the work projects, students held fundraising events to help pay for the donations they were making to the people and organizations they supported. The first was the Mardi Gras pancake breakfast, where the students set up the café, handed out beads and masks and served pancakes, sausage, bacon and coffee. They also held a Valentine's Day Bake sale.

The students excelled at every task, impressing volunteer coordinators and the recipients of their service. The group will begin meeting again during the 2012-2013 academic year where they will set new goals and expectations to improve civic engagement and community service opportunities at Chesapeake College.

The LLC provides students with an opportunity to build strong, positive foundations by uniting classroom and residential experiences. Each semester a theme is chosen for student focus and all classes, service learning, academic and social activities revolve around it.

The College of Health Professions (CHP) Living Learning Community was created as an educational experience based on a specific theme, which integrates academic learning and residential community living. The program is for entering first year, sophomore, transfer, and general CHP students who desire to live on campus. The students select a block of scheduled classes that meet their general education and prerequisite requirements. A service-learning component is included to enhance the living learning experience for students and assist in the development of civic responsibility and awareness.

The students benefit from increased attention to academic skills development that should result in higher grade point average and a better retention rate for living learning participants as compared to non-participants. The LLC promotes strong academic pursuits, personal responsibility, service learning, and specific positive networking relationships with faculty and peers.

The Living Learning Community has proven to be a unique opportunity to live and study with fellow dedicated health profession students. Students that participated in the pilot developed leadership skills through academic and social activities while building relationships with faculty and staff.

Rhory Flood, Director of Student Life
Chesapeake College

“The group learned that service, even in small projects, is important and extremely rewarding. Not only did they feel that they had accomplished something, but they knew that they had directly impacted the lives of others for the better.”

Living Learning Community

Living-Learning Communities (LLC) is a growing phenomenon within college campuses throughout the country. These LLC’s are designed to reach and attract students with similar goals and aspirations; whether they are academic, social, or political. Participation in an LLC provides students with the opportunity to become part of a unique experience, with programs and facilities to support the interests of the community members.

As a member of an LLC, students have the chance to really get to know their instructors and develop strong friendships with fellow students. Residents have access to many special resources, programs and activities such as freshman orientation, seminars, tutors, mentoring programs, and smaller classes or reserved space in regular courses. In fact, many residence halls have classroom space located just a few steps from student rooms.

Rhory Flood, Director of Student Life
Chesapeake College

The Ladies with local Habitat Coordinators

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Cross-cultural understanding, global outreach, and transforming lives - these were just but a few of the goals that Frostburg State University’s Office of Leadership and Experiential Learning was hoping to accomplish for its elite senior leaders within the President’s Leadership Circle (PLC).

The President’s Leadership Circle began in 2008 with a focus on connecting senior leaders with the senior administration at the University. With the creation of the Office of Leadership and Experiential Learning, increased emphasis was placed on providing a cross-cultural experience for these students. This past year, our 12 elite members of the PLC had the opportunity to participate in one of three experiences – international youth leadership conferences in Prague or Dubai, or a service project in Uganda. These experiences were designed to introduce them to global issues affecting the lives of young adults throughout the world.

“I never imagined that a place full of people who have so little would be full of so much joy. From this experience, I learned that I am capable of more than I imagined. I have always been a shy, reserved, nervous person and cautious about opening up to new people. I was proud of my ability to adapt to such new situations and new people and connect with them on a variety of levels. Leadership is not easily defined but adaptability and interpersonal skills are certainly two important skills one must possess to be a leader. I was happy to learn that I do have the capacity for both of these.”

Micayla Bowman,
Frostburg University Student
President’s Leadership Circle

In partnership with The Water School, a nonprofit organization in Africa, four members of the PLC embarked on a two-week journey to Kisoro, Uganda to promote health and wellness. The students were passionate about fundraising, promoting the Water School’s efforts and sought to aid in this work first-hand. Specifically, the students built hand-washing stations, water houses, and water purification tables (SODIS stations) in four elementary schools and several homes within the area. Currently, a video is in production documenting the transformative experience this adventure had upon these four seniors.

The students developed a multicultural competence that improved their global thinking and awareness, while strengthening their desires to give through service. The students affected sustainable change in a developing country while providing educational background on the health benefits of clean water and sanitation. By creating sanitation projects to assist communities and schools, these students served as role models for the younger children.

Gallaudet University’s Community Service Program operates an “Alternative Spring Break” (ASB) every March as a way of providing students with a productive and healthy alternative to the usual college spring break get-away. Participating students travel to various locations to perform week-long service projects. Projects have included rebuilding homes damaged by natural disasters, eco-system restoration projects, work to protect the habitat of an endangered species and work in the area of early education for at-risk young children.

The ASB program aims to encourage students to gain a deeper understanding of a specific community need or societal problem (e.g. poor academic preparedness of children from low-income families), learn how government and non-governmental entities are working to resolve these challenges, and develop a greater commitment to volunteerism as a means of addressing community needs or solve societal problems.

CSP has found the Alternative Spring Break enables students to get a rest from the stresses of academic life while simultaneously improving the lives of a needy community. We have learned that while it is easy to say “service benefits the doer and the recipient” it is amazing to see students transform their outlook about those in need and the value of service.

The population served through our program varies from year-to-year. One year it was a low-income family who was in need of affordable housing; another year it was the red-cockaded woodpecker which is an endangered species that resides in old growth longleaf pine forests. This year (2012) we worked with children from low-income families residing in New Orleans who are enrolled in an early education program.

All of the students who participate in the Alternative Spring Break are deaf or hard-of-hearing and use American Sign Language (ASL) to communicate. As a consequence, this Program has the added benefit of giving students who are deaf the opportunity to interact with individuals who are hearing impaired and vice-versa.

This interaction helps to extinguish the negative stereotype and associated with people who are deaf or hard-of-hearing.
GW supports over 50 academic service-learning courses every year. Students in these courses, their instructors, and community partners are invited to share the impact of their work at the Center for Civic Engagement and Public Service’s Service-Learning Symposiums. The Symposiums, hosted at the end of the Fall and Spring semesters, provide students the essential opportunity to demonstrate and celebrate their learning and service, while also helping faculty and partners explore important resources and future collaborations.

GW hosted the first Symposium in December 2010, with 44 students presenting and nearly 100 faculty, staff, and community organizations attending. The Symposium has grown to over 100 students and 200 attendees participating in the one-day conference, contributing to the panels, presentations, and vibrant poster session. As a result, the Symposium has become mutually beneficial to our community partners, faculty, and students as a resource for networking, professional development, and information exchange.

One Symposium featured the creators of the BRIDGE Project DC, with many organizations first learning of the comprehensive online guide to social services and public resources in the District of Columbia this way. Another provided students from Ballou High School the opportunity to showcase their work with GW students through Prime Movers, an organization that teaches media literacy through community journalism. With People Love Animals (P.A.L.) staff, Ballou and GW students debuted a video segment they had created about a living classroom and garden at Stanton Elementary. Their high school teacher, Valeska Fernandez, praised the Symposium as a unique opportunity that challenged her students to create a video they were proud to share.

Amy Cohen, Executive Director of GW’s Center for Civic Engagement and Public Service says, “The Academic Service-Learning Symposium provides the forum for students to demonstrate what they have learned to the people who matter—the partners they served, other students, and faculty. Through these presentations, students and community members make new discoveries and plan for deepened collaboration on service-learning and community-based research.”

In Garrett County, the Transitional Age Youth (TAY) program is offered by a partnership between Garrett College (GC), the Garrett County Board of Education, and the Garrett County Core Service Agency (GCCSA). The program, implemented by students and faculty of the Adventure Sports curriculum at GC, targets boys and girls who are facing challenges in staying on course for a successful future.

The Adventure Sports TAY program provides youth with meaningful experiences in self-discovery and growth using adventure activities to foster cooperation, respect, trust, honesty, and compassion. The staff emphasizes positive decision making, strong communication skills, critical thinking, and problem solving.

A TAY group of 15-21 members participates in 38 program days a year. The students learn rafting, skiing, and other skills to develop self-esteem and discipline. They also learn to work with peers and the staff, which includes student mentors who may use the GC Adventure Sports program for their internship requirement.

One Garrett County student, who faced obstacles due to attention deficit disorder, was offered a guiding hand through the TAY Adventure Sports program. “The TAY program influenced the direction of my life. Many of the activities I enjoy such as kayaking, started in TAY,” he said. He has since completed an associate degree at GC and a bachelor degree at Frostburg State University.

Fred Polce, director of the GCCSA, is more than satisfied with the Adventure Sports Transitional Age Youth program, which uses Garrett County’s natural resources. “It is a very strong partnership that we have with the college. They do a fine job. Our program is effective and the state is very pleased with the results we’ve shown,” he said.

The Garrett College Adventure Sports Institute (ASI) is directed by Michael Logsdon, with Scott Richardson as Coordinator of the ASI TAY program.

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Teaching and Learning

Summer Institute

The Summer Institute for Teaching and Learning (SITL) is a high-impact community program in partnership with DC Public Schools (DCPS) started in 2010. Through this program, Georgetown provides afterschool programming for DCPS summer school in Ward 7, particularly serving elementary schools in the DC Promise Neighborhood footprint. Coordinated by the Center for Social Justice Research, Teaching & Service, Georgetown undergraduate students develop enrichment and academic lesson plans to enrolled elementary age students to reduce summer learning loss. These academic lessons supplement and enrich summer school classes in the morning and provide additional support to closing the achievement gap during the summer.

Under the direction of and trained by Georgetown staff members, the undergraduate teachers developed lesson plans to contribute to summer learning outcomes for the elementary school students.

In the eight-week program, the undergraduate students are assigned to different grades and use a co-teaching approach of 3-4 teachers per classroom. The first two weeks of the program include intensive training on curriculum development, lesson planning, pedagogy, co-teaching methods, classroom behavior management, and differentiated learning approaches. In this program, the co-teachers serve as the sole group of educators in the classroom. This high-impact practice has led to not only providing a positive learning environment and support for community members, but also an intensive and meaningful teaching experience for the Georgetown undergraduates in a classroom setting. SITL is a meaningful and engaged learning experience for the Georgetown students with real teaching and classroom responsibilities.

With the community, SITL is a continued investment by Georgetown University in the DC Promise Neighborhood Initiative (DCPNI) footprint and with DCPS. Based on feedback from DCPS and continued strong interest in the continued SITL in 2012, Georgetown is a significant summer program and service in DCPS to children of Ward 7, particularly within the Promise Neighborhood. Georgetown will continue to seek opportunities to partner with the community in Ward 7 and DCPNI. SITL is an important, high-impact opportunity to maintain our support with the community through the summer months in 2013 and beyond.

Read-a-Story/Write-a-Story

Literacy Fun

In 2005, a small group of Goucher College volunteer tutors—discouraged by their young mentees’ lack of excitement about reading and writing—brainstormed a simple idea for a program. Hoping to inspire the young children to find literacy fun and exciting, they designed Read-a-Story/Write-a-Story, a program that focuses on the simplicity of reading books and sharing stories aloud. Their premise was that children can learn critical literacy skills through playful reading and writing and simultaneously develop a stronger sense of self through storytelling. Additionally, it has been proven that an appreciation for reading supports in-school learning and can improve the standardized test scores of children who participate in such programs.

“Read-a-Story/Write-a-Story is a wonderful program that blends foundational literacy skills with creative expression. It’s great to see our students excited to read and create their own stories. The books they produce will be treasured for a long time.”

Kelly Oglesbee, Community Coordinator
The Barclay School #54

Now, seven years later, Read-a-Story/Write-a-Story has become one of Goucher’s most successful and sustainable volunteer programs in Baltimore City. In 2011, this program served two Title I elementary schools in central Baltimore City: Barclay Elementary/Middle School and Dallas F. Nicholas, Sr. Elementary School, in partnership with Greater Homewood Community Corporation and Child First Authority.

Supported by Goucher’s offices of Community-Based Learning and Community Service, nearly 100 undergraduates, faculty, and staff serve more than 85 schoolchildren each year through Read-a-Story/Write-a-Story. Hundreds of stories are read aloud between partners, and the children each create a small collection of their work—often about identity, family, and important social issues relevant to growing up in Baltimore City—that is then bound into a handmade book to remind them that literacy is both fundamental and fun.

“Our students love Goucher’s ‘Read-A-Story Write-A-Story’ program and they really looked forward to working with the Goucher students each week. Most of all, we appreciate the opportunity for our students to not only master reading and writing skills and concepts, but to be given frequent and diverse opportunities to exercise their ‘creative brain!’ THANK YOU GOUCHER!”

Jenny L. Heinbaugh, Principal, The Barclay School

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The Hood College Summer Reading Clinic was designed to serve the needs of children who require assistance in reading and to be a laboratory site for graduate students enrolled in the Master of Science Reading Specialization Program. It has successfully addressed the needs of children who read below level for over twenty years. The program is offered in collaboration with Frederick Community College.

**Summer Reading Clinic**

**Assistance in Reading**

Through intense, direct instruction students are motivated to successfully master skills in reading, writing and word knowledge, and with each success, clinicians ‘nudge’ students towards the next instructional goal. The reading clinic goes far beyond warding off summer remission...it accelerates students’ levels in reading and writing.

Densie Goodson,
MS in Reading Specialization 2002
Reading Specialist, Valley Elementary School
Lead Teacher, Hood College Reading Clinic

The Hood College Reading Clinic provides children with an opportunity to improve reading, writing, spelling and word study. An analysis of reading comprehension, reading fluency, writing and spelling is followed by prescriptive instruction planned to meet each child’s academic success needs. Serving schools in Frederick, Carroll, Washington and Montgomery counties, the public schools have noted the intense progress made by the students and continue to recommend so many students each year that a wait list has been established.

Howard County’s History

**Archeology and Service Learning**

During the spring of 2012, Howard Community College’s Center for Service Learning joined forces with Dr. Laura Cripps, Assistant Professor of Anthropology, and the Robinson Nature Center to launch an exciting venture of historic proportions. This unique service-learning project, a collaborative archaeological research endeavor, was designed to create a valuable training opportunity for Howard Community College (HCC) anthropology students while educating community members and preserving local history.

Through this project, HCC students and community members excavated a parcel of land at the Robinson Nature Center in Columbia, MD that is associated with a mid-18th century to early 20th century village. During the project’s inaugural run, HCC students educated over 50 community members and provided an opportunity for them to experience archaeology first-hand. While excavating what appears to be a domestic dwelling, the participants unearthed numerous artifacts including a fully-intact glass jar, clay marble and sewing thimble. As HCC students began preparing the site for the second session of public excavation activities this fall, they unearthed an eagle-clad, Union button from the Civil War. With additional research, this exciting find could potentially help the group discover the late 19th century inhabitants of the dwelling.

After fall excavation activities are complete, HCC students will participate in post-excavation research and artifact recording. Annually, the results of the excavation will be compiled into a professional report and submitted to Maryland’s state archeologist as a record of Howard County’s history.

The program is always at full capacity and serves 25-40 children each summer. This extremely successful program is well known throughout the county and has improved the reading skills of hundreds of children. Since reading is a foundational skill that elevates all academic subjects, advancing reading has allowed students who have completed the program to improve their performance in K-12.

Gyu-Won Park, Third Grader
Deer Crossing Elementary

“I enjoy the reading clinic. I learned the hamburger strategy for writing and to read with punctuation and not to read like a robot. I think this will make me a better reader when I’m in third grade.”

Gyu-Won Park, Third Grader

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Reading Specialist, Valley Elementary School
Lead Teacher, Hood College Reading Clinic

“The experience of discovering something and pulling it out with your own two hands cannot be described in words.”

Amanda Parks,
ANTH 110 Student
**Tutorial Project**

**Mentoring Young People**

The JHU Center for Social Concern is home to the Johns Hopkins Tutorial Project. Today, it is not uncommon to find opportunities for university students to tutor and mentor young people. The Tutorial Project however, has deep roots in the struggle for civil rights in the late 1950s. Dr. Chester Wickwire was the University Chaplain who established the Tutorial Project against the backdrop of a segregated Baltimore City, and a somewhat isolated Johns Hopkins University.

At that time, bringing underserved children to campus to help them in their studies was a welcome development among those who believed that a university had a responsibility to the community. Others saw the Tutorial Project as an unnecessary diversion from the research and scholarship done at the institution. The tutors in the program however, learned more than they had anticipated.

Most of the volunteer tutors then and now, came from comfortable middle-class backgrounds, and benefited from excellent public or private school educations. They learned, for the first time, the inequalities that existed in urban education. The Tutorial Project gave them the opportunity to connect with a child, but also with a city. Dr. Wickwire engaged them with other social justice efforts, such as desegregating an area amusement park, as well as staging a protest in front of a Charles St. restaurant that refused service to black patrons.

While those days of activism are gone, the academic mission remains the same. Since 1958, the Tutorial Project has served over 6,000 families. For over 120 children each year, it continues to provide a warm, supportive environment for elementary school students in need of academic assistance.

**SOURCE Service Scholars Program**

**Community-Identified Needs**

The SOURCE Service Scholars (SSS) Program, funded by JHU President Daniels, trains a cohort of student leaders in service-learning pedagogy, volunteer management, and reflection. The Scholars collaborate with CBOs to design and implement projects requested by CBOs. Scholars serve a minimum of 150 hours per year, and recruit other volunteers for their projects. The 2012-2013 SSS cohort will serve at least 2,000 hours.

“SOURCE has been an extraordinary partner that has provided invaluable help for our program. Every [Hopkins] student that has come to us through SOURCE has enriched our program in many ways.”

Gina Baez, M.A., Mi Espacio After-School Program for Hispanic Youth, Baltimore City Health Department

**Student Orientation to Service**

**Service & Education Opportunity**

S.O.S. (Student Orientation to Service), is a unique service and educational opportunity in which a small group of incoming students, student leaders and administrators stay in the heart of Baltimore City. Side-by-side with people who are experiencing material poverty and/or homelessness, Loyola students explore the issues, concerns and realities of material poverty and homelessness. The experience includes service with people of all ages and backgrounds; students, faculty and administrators who share an interest in serving others interact through reflections, discussion, educational videos and readings. The program is a unique opportunity for students to begin or continue their involvement in community service while learning about the many service opportunities available to them as Loyola students. S.O.S. allows participants to experience the city of Baltimore as a community of real people and to begin to live Loyola’s motto “Men and Women for and with others.”

Recently, 235 S.O.S. alumni were surveyed to evaluate the extent to which Center for Community Service and Justice (CCSJ) is meeting our learning outcomes for students who participate in the S.O.S. program. Results for each learning outcome from the 79 survey respondents can be found below:

**Community Engagement Learning Outcome:** To broaden students’ exposure to Baltimore, instilling a sense of ownership, membership, and responsibility to the local urban community.

- 70 former S.O.S.ers said that being introduced to another side of Baltimore was one of their most memorable parts of the program.

**Service Learning Outcomes:** Learn about the many types of service (i.e. direct and indirect service, social change, and solidarity). Understand the dynamic nature of community life and that every member’s contribution is valuable and necessary.

- 97.4% of survey participants agreed that S.O.S. encouraged them to become more involved in service during their time at Loyola.

**Spirituality Learning Outcome:** Enhance one’s faith and spirituality in relation to service and justice.

- 100% of participants agreed that participating in S.O.S. fostered new perspectives on faith and/or justice.

“S.O.S. was transformative. Never in my life up to that point was I confronted with homelessness in a human rights and justice context. My experience started me on the path of questioning and action towards social change. It also encouraged reflection, which helped to channel my feelings, relate to others, and apply my service to everyday life. I am a different person because of S.O.S.”

S.O.S. Participant
Summer 2012 marked the third year of the Summer Academic Enrichment Program (SAEP), held at McDaniel College. For four weeks, 230 rising high school seniors from the District of Columbia lived on McDaniel’s campus and completed a variety of classes designed to strengthen their reading, writing, math, technology, and financial literacy skills in preparation for higher education.

The theme-based curriculum, titled “Taking Care of Our World House: An Integrated Approach to College-Level Literacies,” is designed to increase the students’ awareness of the interconnected nature of the world in which they live and establish a framework for a positive college experience. Achievers who complete the program also receive college credit and scholarships from the Bill & Melinda Gates Foundation.

As of March 2012, CAC members serving in the 2011/12 program year:

- Served 1730 youth through after-school programs, workshops, festivals, & more;
- Supported 597 volunteers engaged at CAC sites;
- Facilitated 79 community projects for people of all ages;
- Raised nearly $29,000 in support of arts-based programming in the community.

CAC prides itself on the caliber of its programming which is maintained by professional development trainings throughout the year and regular site visits with experienced supervisors. One program benefiting by these best practices is Baltimore Viewfinders (BV). BV is comprised of youth leaders from differing neighborhoods telling the collective story of their community through photography, video and intergenerational interviews. Through the exploration of self, identity, and community, BV aims to improve young people’s outlook on their future.

Now in its ninth year, CAC has helped create sustainable community art programs where none previously existed. Jubilee Arts, a community art center in an under-resourced neighborhood, opened in 2010 with the support of two CAC members and continues to be staffed by CAC members. Furthermore, leadership skills developed in CAC have transferred to fulltime positions for past CAC members with their former sites such as the Club at Collington Square and the Refugee Youth Project. CAC intends to maintain this momentum by strengthening community organizations negatively impacted by the changing economy.

McDaniel College students, faculty, and staff provide support to the program at all levels. Nearly 20 McDaniel students work as classroom coaches and tutors, and a range of McDaniel professors return each summer to teach the curriculum. Dean Lisa Breslin, the Associate Dean of Student Academic Life, and Dr. Julia Jasken, Director of the Center for Experience and Opportunity, serve as the Director and Assistant Director of the Program.

The Achievers’ academic curriculum is enhanced by experiential field trips to an organic farm, a dairy farm, and an outdoor adventure camp, and classes with Common Ground on the Hill, McDaniel’s annual cultural arts program. The Achievers also get a preview of college life outside the classroom from skits like “College 101: What You Should Know Before You Go to College,” performed by McDaniel College students.

By the end of the four weeks, both the Achievers and McDaniel staff have been exposed to new and challenging ideas and experiences, mutually enriching each other as they work towards the Achievers’ success in higher education.
Morgan State University’s Office of Community Service was created in November 1993 to develop service-oriented programs that address the educational, social, and cultural needs of the underprivileged and underrepresented youth and families of the Baltimore City area. The Office of Community Service currently has 15 programs dedicated to improving the educational challenges of Baltimore’s urban population.

One of the Office of Community Service’s largest and most successful programs is the MSU Tutoring Corps, which provides in-school and after-school educational, social and cultural learning opportunities to primary and secondary school students in the Baltimore area. The main goal is to help reduce the dropout rate of African American youth in public schools. In addition to helping students improve their reading, writing and math skills, the Tutoring Corps assists students in developing skills for stress management, methods of problem solving, and for acquiring positive, effective communication skills. The Tutoring Corps is free and very popular with the youth of the community. Over the course of an academic year, the Tutoring Corps will serve between 700-800 Baltimore students.

The Tutoring Corps program is run and staffed by Morgan State University undergraduate students who employ fellow undergraduate students who exemplify leadership and a passion to mentor the youth who enter into the program. Not only do Morgan’s undergraduate volunteer tutors hope to increase a love for education and learning among Baltimore school aged children, but they also hope to foster close relationships with the families and students. The MSU Tutoring Corps has served 154 elementary schools and middle schools in Baltimore City and nearby counties.

Tutorial Corps Goals:
- Reduce the dropout rate of African American youth in public schools
- Improve reading, writing & math skills
- Develop skills for stress management, problem solving and effective communication

Office of Community Service Tutoring Corps

For MC student volunteers, HRD was more than just an exercise in community engagement. The hands-on experience, coupled with the required training prior to the event, made homelessness become real, local, and personal. MC volunteer Josh Krasner reflected on his interaction with one of the homeless guests, “She had three jobs and a child to care for. She got in the situation she is in . . . and she was doing all she could to get out of that situation. I had a new feeling for her and other people in the same situation.” On any given day, more than 1,100 individuals experience homelessness in Montgomery County. Student volunteers assisted over 300 homeless individuals in one day and confronted the realities of homelessness. As student Olivia Howell reflected, “Ultimately my outlook on homeless people has changed. I now understand that anyone can be homeless.”

Because of the program’s positive impact, Montgomery County organizers, including Montgomery College, are planning another Human Resource Day for November 2012.

Tutorial Corps

Homeless Resource Day One Day, One Stop

Montgomery College mission is to “empower our students to change their lives” and “enrich the life of our community” when more than 40 students participated in the first ever Homeless Resource Day on October 19, 2011. Sponsored by the Montgomery County Department of Health and Human Services and the City of Gaithersburg, Homeless Resource Day (HRD) was designed to be a “one day, one stop” opportunity for homeless individuals and families to access benefits, medical care, substance abuse and mental health counseling, and a variety of social services. Students served as one-on-one guides for the guests, escorting them through the maze of services provided.

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Jill Kronstadt, Associate Professor - English, Montgomery College- Germantown Campus

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Each semester, an average of 30 Notre Dame of Maryland University undergraduate students enroll in the Beginning Spanish course taught by faculty member Linda Stilling, SSND. In an effort to reinforce and apply class content in a practical setting, Sister Linda collaborates with Notre Dame’s Academic and Career Enrichment Center to facilitate a service-learning opportunity with the nonprofit organization Food for Thought. Food for Thought is an after school tutorial program founded over 22 years ago to provide educational support to the Southeast Baltimore community, one of Baltimore’s most diverse communities.

The organization strives to be a home-away-from-home for students; volunteers help with schoolwork and foster creativity in a computer-free environment. As a result of evolving demographics over the years, Food for Thought has come to serve the Latino population almost exclusively, making it an ideal service location for the NDMU Spanish-speakers. The Spanish students travel to Food for Thought throughout the semester to provide homework help to youth from preschool through high school while simultaneously practicing their own Spanish language skills. Notre Dame students significantly increase their cross-cultural understanding as a result of this immersion experience.

“I appreciate the energy and flexibility of the Notre Dame tutors and believe that without volunteers like the Spanish students, Food for Thought could not be a success.”

Mary Ann Hartnett, SSND
Director of Food for Thought

The partnership between Food for Thought and Notre Dame of Maryland University will be strengthened by the development of a health and wellness program within the next year. Due to the outstanding success of the service-learning project, Food for Thought students now travel to Notre Dame’s campus four times a year for “parties” that involve them in various arts, crafts and games. The exposure to higher education, as well as the various activities in which the students participate, are extremely beneficial to the children.

“My heart was definitely at work when I visited Food for Thought, and in that moment I challenged myself.”

Service-Learning Student Participant,
Notre Dame of Maryland University

Now in its fourth year of operation, the Community Outreach Realizing Equality (CORE) team at Mount St. Mary’s University is a dynamic group of young men and women who are passionate about living lives of service and justice. They are selected and trained to plan, facilitate, and evaluate all of the office’s service and justice offerings. Because the Office of Social Justice does not use faculty/staff advisors and leaders for their programs, a comprehensive training is required for each student leader. These leaders are not only trained on issues of injustice, community engagement, and Catholic Social Teaching, but also on technical skills required for safe and successful service experiences including group facilitation, city navigation, cooking, and emergency medical response.

Though a bulk of their training takes place over their first year in the program (affectionately referred to as “training year”), the development of each student (and in turn, the group as a whole), is carefully guided over their time in the program. The staff meets as a whole each week in a staff meeting, and individual members meet for a 1:1 meeting with the Office of Social Justice director. In addition to trip leading responsibilities, CORE leaders serve as primary contacts for the office’s many community partners, coordinating service dates, volunteer needs, and even forming learning outcomes for each of the scheduled experiences.

“I applied my freshman year because a friend did. When I got accepted, I was apprehensive, but looking back on my four years, I can’t imagine my college career without this.”

CORE Leader

“The work that we do in communities is crucial, but just as important are the learning outcomes for students. The members of the CORE team are embodiments of commitment to a just world.”

Jeff Abel
Director of the Office of Social Justice

“Leadership Beyond Boundaries
Leadership Development
Mount St. Mary’s strives to “graduate men and women who... see and seek to resolve the problems facing humanity.” As such, the Office of Social Justice has been committed to providing quality educational opportunities through service and justice. The intentionality behind the program, however, reaches far beyond community engagement. The Office of Social Justice works to train and develop student leaders, not as service participants, but as facilitators of these experiences.

“Profound experiences...”

Mount St. Mary’s University
Office of Social Justice
In Fall 2011, Prince George’s Community College’s Office of Service-Learning launched a Student Tutoring Program, providing college students the opportunity to apply and develop their academic skills by assisting public school students with homework and development of learning skills. The tutoring program was implemented at Central High School and involved approximately 24 students working with 75 high school students.

College students from disciplines such as math, psychology, business, English and other programs of studies, supported high school students enrolled in the Advancement Via Individual Determination (AVID) program. AVID is an educational program for middle and high school students that support them in achieving college goals. The Prince George’s Community College were trained in techniques to be used for the AVID program, which encourages the tutor as an academic guide and supports empowering AVID students to be responsible for their learning.

“I was impressed with the amazing people, so supportive and eager to see others succeed. I loved working with the students at Central High School and how open they were to learning.”

Odessa Barker, Student Tutor

On campus efforts include working toward the establishment of a student veteran support group. The goal of this group will be to encourage participation in community service to other veterans, and to establish peer to peer and vocational support. The first meeting will be held on November 12, 2012.

Hope has also established a partnership with the Student Service Corps at Stevenson, in order to encourage sustainable veteran support projects in the community. Such projects are scheduled to begin in the spring semester.

She is also collaborating with another VISTA member, assigned to the Beans and Bread shelter in Baltimore. Beans and Bread sponsors a speaker’s bureau: “Faces of Homelessness.” Current efforts are underway to have veteran speakers come on campus to educate students on the plight of those veterans facing homelessness.
Partners in Academic and Life Success

Cherry Hill Community

Towson University’s Partners in Academic and Life Success (PALS) Program, administered by the College of Health Professions, offers a three-year integrated program for middle school students, their families, and community partners in the Cherry Hill neighborhood of Baltimore City. The program, started in 2009, aims to promote the development of resiliency and protective factors in adolescents who are at risk for the development of chronic disease and maladaptive behaviors. Additionally, the program seeks to develop knowledge and skills in children’s parents/guardians and to establish effective community partnerships, in order to sustain program goals. Program activities, which include academic support, life skills training, nutrition lessons, and physical fitness, are offered after school three days per week, one to two Saturdays per month, and through a 5-week summer camp held on Towson University’s campus.

Program activities are delivered by a team of Towson University faculty and students as well as individuals hired from Cherry Hill. Three faculty members are the grant co-principal investigators: Marcie Weinstein, Ph.D., Beth Merryman, Ph.D., and Jill Bush, Ph.D. They plan, develop, and supervise the execution of all programming, and have worked to include other faculty, staff, and students. Over three years, at least 12 faculty/staff and 50 students have served over 8,000 hours.

Since its inception, approximately 125 Cherry Hill students have been enrolled in PALS programming; some have participated the entire duration of the program while others have been involved for shorter periods. The impact of the PALS program on these students and the community has been measured using a variety of methods, such as the Individual Protective Factors Index (IPFI) that measures resiliency among youth through a 71-item questionnaire. Data obtained from this questionnaire reflects a self-reported decrease in negative behaviors overall and suggests that PALS students are making better choices about behavior and environments.

Project PLASE

Money Matters

The Money Matters program at the University of Baltimore was created to provide financial education to low-income residents of the Central Baltimore neighborhoods surrounding UB. Launched in 2011 by MDCCC AmeriCorps VISTA Tina Dudley and the Henry and Ruth Blaustein Rosenberg Center for Student Involvement, the program utilizes a unique curriculum created by the Maryland CASH Campaign, and leverages the Central Baltimore Partnership’s strong relationships in the community to identify the individuals most in need of this training.

This year, MDCCC AmeriCorps VISTA TaQuilla Martin trained 10 student presenters and developed relationships with two Central Baltimore organizations, the Family Tree, a local nonprofit providing family solutions to prevent child abuse, and Project PLASE, which provides housing and support for homeless citizens. These partnerships have led to 95 homeless and low-income adults receiving free personal financial education classes in goal setting, budgeting, and credit card management. According to Elaine Birkey, at the women’s transitional facility at Project PLASE, the financial education program “Helped our ladies broaden their knowledge of financial issues and skills.”

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“Student presenters provide an important contribution by educating community members, and in return get valuable training and community engagement experience. Student presenter Jessica Drake says, “The Money Matters Program opened my eyes to the Baltimore community and also inspired me to want to help educate, and help out more. This program also helped me discover my own financial situation and gave me the knowledge to become more financially stable.”

In Summer 2012, a newly-formed group of students, the Leadership and Service Council, will be trained on the Money Matters curriculum, and train additional students who are interested in participating university-wide, Erica Symonds, MDCCC AmeriCorps VISTA for 2012-13, will be tasked with expanding the program’s reach and adding additional sites.

“This program is about more than providing financial education. It provides participants with hope and stability, and answers critical questions about personal finance. In today’s economy, that’s more important than ever.”

Anthony Butler, Associate Director of Leadership and Community Engagement
Rosenberg Center for Student Involvement
Community Classroom Project
College of Agriculture, Urban Sustainability & Environmental Sciences

The Community Classroom project is a collaboration between the College of Agriculture, Urban Sustainability, and Environmental Science (CAUSES) of the University of the District of Columbia (UDC) and Matthews Memorial Baptist Church, Temple of Praise, and ReGeneration The Church in the Field. The project identifies a designated area of the City as the learning context for academic courses. It seeks to serve the residents of the District of Columbia while making the educational experience of UDC students more relevant and meaningful.

Several classes participating in the Community Classroom project conduct soil and water testing, and provide information about healthy food and exercise choices to residents in Ward 8 in SE Washington DC.

Community Classroom Options

Environmental Science
Students collect soil and water samples at participating homes. The samples are tested and participating households receive a brief report of their test results.

Nutrition and Dietsetics
Students enrolled in Nutrition and Dietsetics conduct nutrition counseling for interested residents. The nutrition counseling is carried out under the supervision of the course Instructor. Residents receive a summary of the nutrition information.

Health and Fitness
Students in two of the public health courses provide information about body fat and exercise, determine the body fat and physical fitness index of participating volunteers using a standardized President’s Physical Fitness Test. Students provide participants a brief summary report of their findings.

Water Quality Assessment
Under the mentorship of their instructor, graduate students collect water samples from participating homes in Southeast Washington. The samples are analyzed for contaminants in the CAUSES laboratory. Students prepare a fact sheet about concerned contaminants to educate the participating home owners and residents.

Promise Heights Cradle-to-Career Pipeline

The University of Maryland, Baltimore partners with community based non-profits and faith-based organizations to improve the educational, health, and development outcomes of children from birth to young adulthood in the West Baltimore neighborhood of Upton/Druid Heights. Entitled Promise Heights, the partnership is led by the School of Social Work and is creating a pipeline of wrap-around services that begins with prenatal care and continues through grade five. By leveraging resources to develop and implement a long-term strategic plan, Promise Heights expects to bring about transformational change in the lives of socioeconomically disadvantaged children and families. This cradle-to-career pipeline seeks to surround children and families with a holistic set of supports that enable them to succeed at home, in school, and in the community.

Community Resource Schools at F.L. Templeton Preparatory Academy (FLT)
Located at Furman Templeton Preparatory Academy, it serves children birth through age five and their families, providing comprehensive early care and education services to promote continuous progress toward school readiness.

Community Resource Schools at F.L. Templeton Preparatory Academy (FLT)
Provides comprehensive services to children (pre-K to 5th grade) and their families through effective community partnerships, parent engagement, and support services. Early Head Start and Head Start began in the building in the 2011-2012 school year.

Community Support for Schools at The Historic Samuel Coloridge-Taylor Elementary (SCT)
Creation of PTO, increased parent engagement, and support services to children (pre-K to 5th grade) and their families.

Our Results

100% of babies born to women enrolled in BHB were full-term and healthy weight
110 pregnant and post-partum women provided with direct services by BHB
100% of parents participating in PU showed an increase in positive interactions with their child
75% of parents participating in PU enrolled their child in Early Head Start or Head Start
150 parents referred by the Judy Center for child development and health services
94% of Kindergarteners attending FLT tested “school ready”
50 FLT Fourth graders provided with obesity prevention and nutrition classes
30 new school/community partnerships created by the Community Resource School Site Coordinator at FLT
9 meetings held by newly created PTO at SCT in 2011-2012 school year

“Community is important because without it, there is no life.”
“All we need is some people to guide the youth in the right direction.”
“Community is where human ideals get exchanged for the betterment of society.”
Leadership and Community Service-Learning (LCSL) at the University of Maryland - College Park is housed in the Adele H. Stamp Student Union. Two of our programs, Partners in Print (PIP) and the Stamp Staff Language Partner Program (LPP), focus on improving literacy in an intergenerational setting within the university and local community. PIP is a bilingual family literacy program, collaborates with 23 community partners to support Prince George’s County families through literacy workshops catered to parents and their Pre-K to 2nd grade children. Student-led workshops promote parental involvement by providing parents with tools to engage children in reading at home in a fun, interactive, and effective way, strengthening the parent-child academic bond in a supportive environment. The Language Partners Program came into existence after reports exposing abuse of university staff surfaced and has become a mutually beneficial partnership. While LPP is still extremely new, it pairs college students, who use the Stamp on a daily basis, with Stamp facilities staff, who keep the building operational, in a collaborative effort to hone the staff members’ English and computer literacy skills.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

John Wesley

The Shriver Living Learning Center (SLLC) is a residential floor at UMBC that is home to students who are committed to making an impact in their community. Founded in honor of Sargent Shriver, the SLLC is comprised of 29 undergraduate students. As part of their residency, students enroll in two academic courses: the 096 Practicum, which includes a 3-5 hour weekly service commitment, and a one-credit Sociology course. The course allows the SLLC students to explore issues related to their service through critical analysis and problem-solving activities.

Through participation in weekly service, SLLC members have provided a broad range of support to the community, from one-on-one tutoring with Arbutus Middle School to physical therapy support through the Y of Maryland’s MS Swim Program, and direct care for animals in collaboration with the Baltimore Animal Rescue Care Shelter. Each year, the SLLC also participates in two service events: the 9/11 Day of Service and service to commemorate Dr. Martin Luther King, Jr. Day. Through partnerships with the Friends of Patapsco Valley and The Samaritan Women, the SLLC have spent these service days assisting with local stream clean-ups and preparing space for sustainable gardens.

Since it was founded in 2001, nearly 300 students have lived and served together, contributing almost 18,000 hours of service to the community. The success of this living-learning model has had a positive impact on SLLC alumni who have integrated service into SLLC Reunions through activities such as a book drive and a collection event of non-perishable food.

Both PIP and LPP are similar in the needs from which they arose, their intentions, and their multicultural learning goals. Through continuous and intentional relationship building with the Stamp and Prince George’s County communities, these programs were developed out of the visible and spoken community needs and are continually tailored with their input. Both programs expose UMD students to multicultural environments with the intention of developing multicultural sensitive and competent students. The programs are structured so that students commit at least one semester to work consistently with community members which facilitates developing and strengthening partnerships. PIP and LPP work to engage various members of the university and local community to fulfill LCSL’s mission to promote positive social change through transformative learning and community engagement.
Health and Wellness

Screenings

Each spring, the University of Maryland Eastern Shore extends its expertise and services to residents of the Lower Eastern Shore community, particularly those from the Somerset, Wicomico, Worcester, and Dorchester counties; and UMES campus members through the Annual Health and Wellness Festival. Faculty, staff, and students from various UMES departments and health and wellness related programs get involved in promoting wellness by preparing interactive informational exhibits on healthy living and prevention of disease, and through providing free health screenings. Some of the no-cost health screenings provided to community members include blood pressure, blood glucose, cholesterol, vision, skin, nutrition, and fitness screenings. Many community members look forward to this annual event as an affordable way to receive essential health screenings. Individual health and wellness assessments have included body composition (BMI), strength, flexibility, balance, sensation, and posture. Participants have enjoyed getting engaged in interactive health demonstrations and education.

Event organizers and sponsors include the UMES Alcohol, Tobacco, and Other Drugs (ATOD) Prevention Program, the UMES Dietetics/Nutrition Program, many departments within the School of Pharmacy and Health Professions, the Charles R. Drew Student Health Center, and the UMES Health and Wellness Program. Through this annual project, strong and consistent partnerships have been established between members of the UMES campus, community-based healthcare agencies, programs, and businesses from the Eastern Shore of Maryland. Since the first Annual Health and Wellness Festival held in 1998, the project has shown significant increases in the number of participants from the community, UMES campus, and participating community-based health care providers. The 14th Annual Health and Wellness Festival (March 2012) brought together approximately 60 health exhibitors and 400 participants from four Eastern Shore counties and UMES students, staff, and faculty.

UMES recognizes the need for promoting healthy living and preventative action within the community. Planning committee members from the campus and community will continue to collaborate and reach out to community members and additional health care agencies, programs, and businesses to expand the health promotion services offered through the UMES Annual Health and Wellness Festival.

Focus on Retention and Success

First Year Experience Program

The First Year Experience Program is aimed at providing all freshmen with the academic and social tools they need to be successful. The program lasts the entire freshmen year and begins with orientation activities and continues with students in an academic course focused on practicing and discussing effective strategies to ensure success in higher education and provides support to students in a structured manner. The First Year Experience shows that new students need more support in managing their time and balancing life outside of their academic work.

First Year Programs

At Washington Adventist University we are a learning community committed to excellence and service. Our cosmopolitan institution challenges students to seize the opportunities for learning in order to become moral leaders in communities throughout the world.

President Weymouth Spence, Ed.D.
Maryland-DC Campus Compact

MDCCC recently received a nationally competitive grant to strengthen the academic engagement of at-risk K-12 youth through mentoring and civic engagement. Our Students of Service (SOS) Program will increase educational achievement by enhancing academic and civic engagement. At the end of three years, at least five sustainable K-H partnerships will have been formed resulting in increased K-12 student academic and civic engagement. Fifty enrolled college students will become part-time AmeriCorps members leveraging an additional 250 at-risk K-12 students to address needs in Maryland and DC communities. The K-12 youth mentees will gain exposure to higher education and learn the practice of engaged citizenship. The 50 Students of Service college students will each serve at least 300 hours, totaling 15,000 hours of mentoring per year.

Participating Member Institutions
- George Washington University
- Johns Hopkins University
- McDaniel College
- Towson University
- Washington Adventist University

“Students of Service” AmeriCorps Education Award Program

“The SOS grants allow us to form another connection to our official campus-community partner, the Boys and Girls of Westminster. Students also are able to see the benefits of a long-term service commitment, while also receiving support for their education.”

Sara Krome, Associate Director of Community Outreach and Initiatives McDaniel College

“Students of Service” Maryland-DC Campus Compact

“I feel very fortunate to receive the Students of Service grant because it is awesome to be rewarded for doing what you love!”

Kamiko O’Rullian, Students of Service Member

Urban Ministry Fellows Program

The Urban Ministry Fellows program at Wesley Theological Seminary embodies the seminary’s commitment to serve the church and the world through its engaged pedagogical practices, its community-based research, and its partnerships with congregations and other non-profit organizations for the purposes of community transformation. The urban ministry fellows meet as a seminar to participate in a collaborative, praxis-driven, engaged model of teaching and learning through which the fellows work in groups with community or congregational ministry partners to undertake service and/or justice oriented projects to bring about community transformation for the purpose of living the Christian ideal of the “Beloved Community.”

A cohort of roughly fifteen fellows participate in collaborative, community-driven research to map the assets of local congregations in order to bring them into alignment so better address the needs of the community. Such partnerships are formed based on mutual trust, shared goals, and cooperative practices that enable the fellows to engage in the work of community transformation alongside members of congregations and ministries that serve the poor and marginalized.

“Students of Service” Maryland-DC Campus Compact

“Maryland-DC Campus Compact

WESLEY
THEOLOGICAL SEMINARY

The mission of Wesley Theological Seminary is to equip Christians for leadership in the church and the world, to advance theological scholarship, and to model a prophetic voice in the public square. Wesley’s impact results from its commitment to service and to congregational partnerships.”

David McAllister-Wilson, President Wesley Theological Seminary

Urban Ministry Fellows Program

No Child Left Outside

One such collaborative project is “No Child Left Outside” (NCLO)—an effort of the Downtown Cluster of Congregations, a number of local congregations, and Wesley Theological Seminary. The focus of the campaign is organizing assets of Washington, DC’s faith community in support of the unique needs of homeless children and their families. There are at least 1,500 homeless children and youth enrolled in DC public schools. These children are at much higher risk for dropping out of school, suffering from long-term unemployment, and entering the criminal justice system. Currently our city government is unable to mobilize the resources necessary to meet the needs of the most vulnerable young people.

In the Gospel of Matthew we hear Jesus say, “Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs (19:14).” Our communities of faith have a unique responsibility to care for children in need. The NCLO campaign is organizing opportunities particularly for faith communities to connect with and support families struggling with homelessness.

Students of Service

“She has new friends and a new school in a safe environment.”

Kamiko O’Rullian, Students of Service Member

Participating Member Institutions
- George Washington University
- Johns Hopkins University
- McDaniel College
- Towson University
- Washington Adventist University
AMERICAN UNIVERSITY
Supervisor: Ms. Robin Adams
(202) 885-7378 radams@american.edu
AmeriCorps VISTA: Andalisia Lopez
The American University AmeriCorps VISTA assists with coordinating the DC Reads (DCR) tutoring program at American University (AU) and the DC Reads university-wide at various D.C. institutions. The AmeriCorps VISTA works to increase the capacity of the American University DC Reads program in the areas of community partnership, best practices, program efficiency and impact, leadership and sustainability, along with the implementation of a large scale assessment of community partners and the impact of the program.

CARROLL COMMUNITY COLLEGE
Supervisor: Ms. Kristie Crumley
(410) 386-8408 kcrumley@carrollcc.edu
AmeriCorps VISTA: Kimberly McShane
The Carroll Community College AmeriCorps VISTA assists in providing grocery assistance to the faculty, staff, and students of Carroll Community College through the Carroll Food Locker Program. With donations from the college community and a partnership with a local food pantry housed in one of the public schools, the goal is to provide basic groceries (both perishable and non-perishable) to those in need. The AmeriCorps VISTA works on developing workshops, policies, procedures, and partnerships as well as partnerships with Robert Moton Elementary School and the Gateway School.

CHESAPEAKE COLLEGE
Supervisor: Dr. Kathryn Barbour
(410) 827-5832 kbarbour@chesapeake.edu
AmeriCorps VISTA: Sara Jones
The AmeriCorps VISTA at Chesapeake College works with the Habitat for Humanity project to continue the multi-year partnership serving Dorchester and Talbot Counties on Maryland's Eastern Shore. The Habitat Choptank organization is currently in a large-scale building program focused on putting up 25 houses in the next five years. By working with the organization both on site and in their efforts to work with potential homeowners, the AmeriCorps VISTA builds the capacity of this locally respected organization.

COPPIN STATE UNIVERSITY
Supervisor: Mr. Steve DeLice
(410) 951-3587 sdelice@coppin.edu
AmeriCorps VISTA: Kevin Jeter
The AmeriCorps VISTA at Coppin State University assists with the coordination of the Freshman Male Initiative Program (FMIP), which is a peer mentoring program for first year male students enrolled at Coppin State University, along with the expansion of the program to local high schools. In order to tackle some of the problems incoming college male students in this community face, the AmeriCorps VISTA works to establish a partnership with neighboring high schools, recruit high school students within the community to participate in weekly tutoring sessions, assist in monthly workshops, and collect data that leads to evaluation of the program’s effectiveness.

HOOD COLLEGE
Supervisor: Ms. Yvette Webster
(301) 617-2699 eokeefe1@loyola.edu
AmeriCorps VISTA: Leanne Demery
The AmeriCorps VISTA at Johns Hopkins University works with the Food as Medicine program, a complimentary daytime service-learning program for Waverly Elementary/Middle School sixth graders. Food as Medicine works within the school day on empowering youth leadership in promoting healthy lifestyles within the student population. The AmeriCorps VISTA develops and mentors JHU student leadership to implement the program, along with conducting outreach to Waverly teachers to help identify a faculty advisor for a year two school club for program graduates.

JOHNS HOPKINS UNIVERSITY
Supervisor: Ms. Gia Grier-McGinnis
(410) 516-6773 ggrier2@jhu.edu
AmeriCorps VISTA: Marie McSweeney
The AmeriCorps VISTA at Loyola University Maryland continues to identify, coordinate, evaluate, and implement a variety of projects and efforts that support the York Road/Govans community, including strengthening existing York Road businesses and organizations; attracting new businesses to operate along the corridor. This is accomplished through the development of sustainable models for their projects, including the Govansville Farmers Market, and establish long-term links between Loyola resources & the community.

LOYOLA UNIVERSITY MARYLAND
Supervisor: Ms. Erin O’Keefe
(410) 617-2699 eokeefe1@loyola.edu
AmeriCorps VISTA: Marie McSweeney
The AmeriCorps VISTA at Loyola University Maryland continues to identify, coordinate, evaluate, and implement a variety of projects and efforts that support the York Road/Govans community, including strengthening existing York Road businesses and organizations; attracting new businesses to operate along the corridor. This is accomplished through the development of sustainable models for their projects, including the Govansville Farmers Market, and establish long-term links between Loyola resources & the community.
MARYLAND INSTITUTE COLLEGE of ART
Supervisor: Ms. Agnès Moon
(410) 225-2347 agnem@micam.edu
AmeriCorps VISTA: Jennifer McKenzie
The AmeriCorps VISTA at Maryland Institute College of Art establishes relationships with the local middle and high schools to develop educational and service opportunities for their students. The MICA campus, MICA’s Community Arts Partnerships office facilitates an on-campus art club for high school students from Carver High School, a school that does not offer art courses. The AmeriCorps VISTA develops similar relationships with other Baltimore City schools in an effort to introduce students to the possibility of a collegiate education, teach specific skills related to future careers in fine arts and design, and integrate community engagement into the arts education experience.

MC DANIEL COLLEGE
Supervisor: Ms. Julia Jasken
(410) 857-2431 jjasken@mc.daniel.edu
AmeriCorps VISTA: Samantha Lopez
The AmeriCorps VISTA at McDaniel College works to strengthen the relationship between McDaniel and the Westminster community, particularly through the local nonprofit, Higher Learning, Inc. (HL). The AmeriCorps VISTA recruits volunteers for HL from McDaniel, focusing on the first generation population, helps maintain and expand programming to serve a greater number of students, and develops a Habitat for Two program to address the needs and nurture its potential in the areas of economic, community, and educational development.

MORGAN STATE UNIVERSITY
Supervisor: Dr. Tiffany Mfume
(443) 885-3651 tiffany.mfume@morgan.edu
AmeriCorps VISTA: Carolyn Ingram
The AmeriCorps VISTA at Morgan State University continues development and implementation of the financial literacy program for at-risk freshmen and their families participating in the Access Orientation Program. The AmeriCorps VISTA researches, develops, and facilitates the financial literacy aspects of the program based on existing, successful financial literacy model programs, and coordinates the service project for the students in partnership with PNC Bank.

NOTRE DAME of MARYLAND UNIVERSITY
Supervisor: Ms. Melissa Lee
(410) 532-3651 mlee@ndm.edu
AmeriCorps VISTA: Erica Sickelbaugh
The AmeriCorps VISTA at Notre Dame of Maryland University creates, implements and supports programs for our community members including, but not limited to, healthy living and exercise for middle school students, and provide multiple communities per month with agencies that are committed to ending childhood obesity, in addition to Mother Seton outreach programs.

PRINCE GEORGE’S COMMUNITY COLLEGE
Supervisor: Ms. Betty Habershon
(301) 322-0711 bhabersh@pgcc.edu
AmeriCorps VISTA: Victoria Saunders
The AmeriCorps VISTA at Prince George’s Community College develops a coalition of community organizations to support the development of free tax preparation sites within Prince George’s County and develops an outreach program of volunteers that staff the sites, after being trained and certified through the Volunteer Income Tax Assistance (VITA) program of the Internal Revenue Service. Ultimately, the AmeriCorps VISTA works to expand the number of free VITA tax preparation sites from one primary site at to at least six sites hosted by community organizations throughout Prince George’s County.

STEVENSON UNIVERSITY
Supervisor: Dr. Anne Scholl-Fiedler
(410) 394-9257 ascholl-fiedler@stevenson.edu
AmeriCorps VISTA: Hope Marshall
The AmeriCorps VISTA at Stevenson University creates a system of communication among community organizations, assists in sharing resources to serve the target population in an effort to maximize state and federal resources, and supports efforts to reach Veterans living in the Baltimore area. The AmeriCorps VISTA coordinates programming to provide career and life skills advice, addressing root causes of veteran homelessness by supporting veterans before they find it difficult to maintain a home or employment. Finally, the AmeriCorps VISTA connects veterans to educational resources needed to achieve career ambitions through information sessions on higher education and support workshops for student veterans.

TOWSON UNIVERSITY
Supervisor: Ms. Katelyn Victor
(410) 704-2806 kvictor@towson.edu
AmeriCorps VISTA: Mesha Byrd
The AmeriCorps VISTA at Towson University supports the Cherry Hill Learning Zone Initiative (CHLZI) which began in 2005 as a partnership between Towson University, Baltimore City government, the Baltimore City Public School System, and neighborhood organizations with the goal to build upon the strengths of the Cherry Hill community and to meet its needs and nurture its potential in the areas of economic, community, and educational development.

WASHINGTON ADVENTIST UNIVERSITY
Supervisor: Dr. Ralph Johnson
(301) 891-4106 rejohnso@wau.edu
AmeriCorps VISTA: Kassie Edwards
The AmeriCorps VISTA at Washington Adventist University is the program coordinator for the First-Generation Ambassadors Program. She selects the Ambassadors and facilitates workshops for the Ambassadors aimed at supporting their adjustment to college life. The AmeriCorps VISTA also facilitates interactions with parents by preparing a student newsletter, coordinates service projects in collaboration with Adventist Community Service of Greater Washington, and supports efforts to recruit Ambassadors for the Ambassadors so they can focus on their academic achievement while in college.
Thank You

Our network and accomplishments are possible through the contributions of many people and organizations!

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Hood College

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