

The Shriver Center
Annual Report
FY 2015

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UMBC
The Shriver Center
FY 2015 Annual Report

TABLE OF CONTENTS

FY 2015 ANNUAL REPORT EXECUTIVE SUMMARY.....	1
RELATIONSHIP OF THE CENTER'S ACTIVITIES TO UMBC'S MISSION & VISION.....	1
SHRIVER CENTER PRINCIPAL GOALS & OBJECTIVES FOR FY 2015	1
<i>Center-wide Accomplishments</i>	1
<i>Impact</i>	2
<i>Program-Specific Accomplishments</i>	3
SUPPORT FOR CENTER INITIATIVES.....	7
PUBLICATIONS & CONFERENCE PRESENTATIONS	8
NATIONAL & REGIONAL RECOGNITION	9
OPPORTUNITIES & CHALLENGES	10
FY15 GOALS & OBJECTIVES	12
SHRIVER CENTER PROGRAM DATA	13
<i>Service-Learning and K-16 Initiatives</i>	13
<i>Service-Learning Programs Provide Significant Support to the Campus by</i>	13
<i>Principal Service-Learning Accomplishments - FY15</i>	14
<i>Public Service Scholars Program</i>	23
<i>Public Service Scholars Programs Provide Significant Support to the Campus by</i>	23
<i>Principal Public Service Scholars Accomplishments - FY15</i>	23
SUCCESS	25
<i>SUCCESS Provides Significant Support to the Campus by</i>	26
<i>Principal SUCCESS Accomplishments - FY15</i>	26
<i>The Shriver Peaceworker Program</i>	28
<i>The Peaceworker Program Provides Significant Support to the Campus by</i>	29
<i>Principal Peaceworker Accomplishments – FY15</i>	29
<i>The Choice Program at UMBC</i>	33
<i>The Choice Program Provides Significant Support to the Campus by</i>	34
<i>Principal Choice Accomplishments- FY15</i>	34
<i>Summer Enrichment Experience (SEE)</i>	41
<i>SEE Provides Significant Support to the Campus by</i>	41
<i>Principal SEE Accomplishments- FY15</i>	41
<i>Business & Technology Services</i>	42
<i>Business & Technology Services Provides Significant Support to the Campus by</i>	43
FINANCIAL BENEFITS TO UMBC	43

Appendix A: Tables

**TABLE 1: SHRIVER CENTER FY 2015 SUMMARY OF FUNDING:
CONTRACTS, GRANTS, AND GIFTS**

**TABLE 2: SHRIVER CENTER FY 2015 SUMMARY OF FUNDING:
CONTRACTS, GRANTS, AND GIFTS (PIE CHART)**

TABLE 3: SHRIVER CENTER FY 2015 CONTRIBUTIONS

Appendix B: Organizational Charts

The Shriver Center at UMBC FY 2015 Annual Report

Executive Summary

Relationship of The Center's Activities to UMBC's Mission & Vision

Through its work, the Center supports UMBC's mission and vision, with special emphasis on the elements of the mission statement as highlighted, below:

Mission

UMBC is a dynamic public research university integrating teaching, research and **service to benefit the citizens of Maryland**. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and **community service and leadership**. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through **entrepreneurial initiatives, workforce training, K-16 partnerships**, and technology commercialization **in collaboration with public agencies and the corporate community**. UMBC is **dedicated to cultural and ethnic diversity, social responsibility** and lifelong learning.

Vision

UMBC: An Honors University in Maryland seeks to become the best public research university of our size by combining the traditions of the liberal arts academy, the creative intensity of the research university, and the **social responsibility** of the public university. We will be known for integrating research, teaching and learning, and **civic engagement** so that each advances the other for the benefit of society.

Shriver Center Principal Goals & Objectives for FY 2015

Center-Wide Accomplishments

Shriver Center Leads Record Number of Applied Learning Placements: Shriver Center staff led **1,162** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY15, across all programs (i.e., Service-Learning, SUCCESS, Peaceworker Program, Choice, Public Service Scholars). This figure includes **1,056** service-learning placements (or an 11% increase and 102 additional placements compared to FY14). Additionally, the Center led the creation and implementation of summer academically focused experiences for 95 middle and high school youth through Summer Enrichment Experience (SEE).

Three Signature Programs Continue to Positively Impact UMBC Lakeland Partnership: With generous funding from the Sherman Foundation, in FY15, The Shriver Center's Choice

Program, Shriver Peaceworker Fellows Program and Service-Learning Program continued, in collaboration with UMBC's Sherman STEM Teacher Education Program, to support academic enrichment and teacher professional development, community outreach and engagement, and youth development at the school. In FY15, Choice served 47 youth to reduce the number of suspensions and behavioral referrals; Peaceworker Fellows worked with school and community leaders to improve community school goals like school climate, parent and community engagement, improved attendance and behavior and enhanced academic performance; and, Service-Learning students, in partnership with Sherman Fellows, collaborated with the school's teachers, administrators, and parents to enhance the educational experience for Lakeland students through after-school programming.

Impact

Applied Learning Demonstrates Positive Impact on Student Learning and Development:

Every semester, the Center collects data describing the impact of applied learning on student learning and development. Students report the impact of their experiences on their functional competencies (e.g., critical analysis and reasoning) as well as their professional and personal development. Findings from this year's assessment include:

- 63% of service-learning respondents (n=448) indicated that their motivation to continue and persist to graduation increased as a direct result of their applied experience (22% of service-learning respondents indicated a *significant* increase in motivation);
- 69% of service-learning respondents indicated that their oral presentation skills increased as a direct result of their applied experience.
- 70% of service-learning respondents indicated that the clarity of their career goals increased as a result of their applied learning experience;
- 70% of service-learning respondents agreed that their ability to view their career expectations realistically increased as a result of their applied learning experience;
- 83% of service-learning respondents indicated that their ability to solve problems increased as a result of their applied learning experience;
- 83% of service-learning respondents indicated that their self-confidence increased as a direct result of their applied experience;
- 88% of service-learning respondents agreed that participating in applied learning helped them to grow as a leader;
- 91% of service-learning respondents indicated that their awareness of civic responsibilities increased as a direct result of their applied experience;
- 94% of service-learning respondents would recommend an internship/work/co-op-research/service placement to another student

Service-Learning Outputs: Students' Contributions to the Community:

- 1056 Service-Learning Placements
- 31,680 hours contributed to 88 nonprofit, community-based organizations and PreK-12 schools (with an average of 30 hours/semester/student)
- More than \$730,000 of non-compensated work contributed to community partners (at \$23.07/hour)

Shriver Living Learning Community (SLLC) Shows Positive Impact on Residents: Data from the annual Educational Benchmarking Incorporated (EBI) Resident Satisfaction Survey (distributed November-December 2014 by Residential Life) suggests positive outcomes for students participating in the SLLC:

- Are better able to connect with faculty/instructors - 5.54 (out of 7), statistically significant above the "ALL LLC" mean of 4.93;
- Are better able to connect with fellow students - 6.54 (out of 7), statistically significant above the "ALL LLC" mean of 6.06;
- Balance social, work and academic commitments - 6.00 (out of 7), numerically above the "ALL LLC" mean of 5.55;
- In their experience living on-campus, ability to improve interpersonal relationships - 6.19 (out of 7), numerically above the "ALL LLC" mean of 5.77;
- In their living area, respect other students - 6.69 (out of 7), numerically above the "ALL LLC" mean of 6.37.

Applied Learning Experience Work Group Begins Project to Research Impact of ALE on Students' Affective Skills Development: In partnership with the Division of Undergraduate Academic Affairs, the Honors College, and the Interdisciplinary Studies Program, The Shriver Center convened a series of workgroup meetings of more than 20 faculty and staff from across the campus, funded by a BreakingGround grant, to explore what makes an applied learning experience. The workgroup is leading an effort to establish a unified framework for assessing and enhancing applied learning experiences across the campus. This framework will encourage new ALEs and foster a system by which to identify, track, assess, strengthen, reward, and encourage greater participation campus-wide. In SP15, the group was awarded a two-year Hrabowski Innovation Fund Research and Implementation grant to assess the impact of ALEs on students' affective skills development.

The Center's Choice Program Continues to Demonstrate Positive Outcomes for Baltimore's Youth and Families: In FY15, through intensive advocacy, Choice served 600 youth and families. Ninety-six percent (96%) of Choice youth were not adjudicated with new charges during their time in the program and 86% remained in the community at the time of program completion. Choice served 92 DSS youth and their families, with 92% of youth remaining with their families at the completion of Choice's intervention. This year, 47 students were served by the Baltimore City Education team at Lakeland Elementary/Middle School. 77% of youth reduced or maintained the number of suspensions compared to the previous school year, while 73% of them reduced or maintained the number of behavioral referrals. 87% of program participants engaged in positive and educational after-school or out-of-school activities with Choice Program Fellows.

Program-Specific Accomplishments

Service-Learning Matches Student Interests with Community & Campus Needs: The Center made **1,056** academic service-learning placements through partnerships with **88** individual host organizations, representing community-based non-profit organizations, K-12 schools, and UMBC-based programs. This placement number includes nearly **60** placements of new UMBC Honors Forum students through an on-going partnership with the Honors College.

Increasing Number of Students Earn Course Credit Linked with Service-Learning: Service-learning staff continued to support faculty with the integration of service into their courses. During FY15, the service-learning program supported **15** classes resulting in **296** service-learning placements and service integration activities for students. Approximately 28% of students who registered for a service-learning placement this year linked it with academic credit. Shriver Center Service-Learning staff continued to support faculty with BreakingGround course development grants as these faculty seek opportunities to link their courses with PRAC096: Community Service and Learning Practicum.

Shriver Center Leading the Effort to Coordinate PreK-14 Connections: In partnership with Mavis Sanders (Department of Education), Center staff continued facilitating a working group exploring strategies for improved campus-wide collaboration in relation to engagement with PreK-14 schools and school-based organizations and initiatives. The work group presented recommendations and a database prototype to the Council of Deans in fall 2014.

Service-Learning Serves as a Significant Resource for High Need K-12 Schools: In FY15, **307** UMBC students served as in-school tutors, after-school mentors, and volunteer hosts for campus visits through the service-learning program. This support allowed for more than **1,200** PreK-12 youth from 24 area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC's service-learning students.

Shriver Center Continues to Support Campus-based Service-Learning Opportunities: In FY15, the Service-Learning program continued to collaborate with several campus-based programs to provide more service-learning opportunities for students and leaders within these groups. The majority of these experiences are peer-to-peer/peer mentoring programs. On-campus partnerships included: SUCCESS, Supplemental Instructors, The English Language Institute's Conversation Partner Program, UMBC Eco-Ambassadors, Discovery Scholars Living Learning Community, The Chemistry Tutorial Center, The Garden at UMBC, The Peer Alumni from Community Colleges, BIO 141 TA Program, and IHU Peer Facilitators. This continued collaboration allowed 460 (compared 275 in FY14 or a 67% increase) UMBC students to participate in 20 on-campus based service-learning experiences. These on-campus service-learning opportunities represent nearly 45% of total placements for the program.

SUCCESS Program Integrates and Engages Significant Numbers of Faculty and Traditional Undergraduate and Graduate Students: Faculty and traditional students assisted program staff in extending the campus' definition of diversity. In addition to the 21 SUCCESS students who comprise the first, second, and third year cohorts, SUCCESS engaged nearly 20 UMBC faculty members. Nine faculty members from eight academic departments instructed students in the First Year Seminar and Acting Workshop and an additional five faculty members instructed students in integrated classes or supervised students in internships within their departments. Additionally, seven graduate students representing five disciplines were involved through their instruction of SUCCESS courses, evaluation of student progress and development, scholarly research related to individuals with disabilities, and as advisors. More than **300** Peers and Lunch Buddies have engaged with SUCCESS students in formal classroom settings and

informal settings since program inception in fall 2012, with more than **200** Peers/Lunch Buddies engaged in AY15.

Public Service Scholars Programs Continue to Provide Highly Competitive Placements: In 2015, nearly 200 applications were submitted to these highly selective summer programs (i.e., Governor's Summer Internship Program, Nonprofit Leadership Program, MDOT Fellows, and Public Service Law Fellows), which provided 55 students with \$170,000 in stipends to support their program participation and full-time placements at various government agencies and nonprofit organizations.

Public Service Scholars Programs Legislation Expanded: In February, 2015 past participants, community partners, and program staff testified in front of the House Ways and Means Committee in favor of HB 0074, a bill to expand the scope of the Walter Sondheim Jr. Maryland Public Service Scholarship Internship Program to offer opportunities in Fall and Spring semesters in addition to its regular summer programs. In March, further testimony was given to the Senate Education, Health, and Environmental Affairs Committee. Both committees gave a favorable report and the bill passed both houses unanimously. Preparations are underway for a Spring 2016 pilot.

The Shriver Peaceworker Program Secures Financial Support from Public, Private and Non-Profit Organizations: Between July 2014 and June 2015, the program received approximately \$180,000 in support of its assistantships from community partner contributions and private foundations, including: Baltimore Homeless Services (\$15,000), The Macht Foundation (\$42,000), Friends of Patterson Park (\$15,000), Baltimore City Council (\$12,000), Annie E. Casey Foundation (\$16,500), Sherman/Lakeland School (\$65,000), Save the Children U.S. Programs (\$15,000), and Peaceworker Alumni contributions (\$1,500).

Peaceworker Program Continues to Receive National Visibility: The Peaceworker Program was mentioned in a *Baltimore Times'* article covering the Peace Corps Director, Carrie Hessler-Radelet's visit to a program partner site entitled "Returning Peace Corps volunteers assist at Lakeland School," (September 22, 2014). Peaceworkers organized the 4th Annual Peace Corps Research Conference held in Berkeley, CA in June 2015. Six UMBC graduate students presented original research as well as coordinated two days of research sessions. At the Peace Corps Connect Conference in June 2015, Peaceworker Director, Dr. Joby Taylor, was seated as Chair of the Board of Directors for the National Peace Corps Association, the primary alumni organization for the 250,000 Returned Peace Corps Volunteers and Staff since 1961.

Peaceworker Director Supports Student Scholarship: In FY15 the Peaceworker Program Director, Dr. Taylor, served on two Language Literacy and Culture Ph.D. degree committees, co-chairing the successful defenses of Dr. Zuoqiang Zhang (Dec 2014) and Dr. Romy Hübler (SP2015). He also currently serves on MA committees in INCC and GES Programs, deepening Shriver Center's role in Engaged Scholarship and Research at UMBC. Assistant Director, Meghann Shutt, shared her knowledge on bride kidnapping in Kyrgyzstan with an introductory Global Studies class that became a semester long project for students engaged in the topic.

Peaceworker Program Graduates Continue as Change Agents Locally, Regionally and Internationally: Seven Peaceworkers graduated in May 2015, bringing the number of total graduates from the program since 1994 to 153. The Peaceworker academic graduation rate remains well over 90%. This year's graduates are transitioning into careers of public service from national to local levels. Program alumni hold significant positions within philanthropic foundations including the Annie E. Casey Foundation and Association of Baltimore Area Grantmakers. They also hold public service positions within city, state and federal government agencies. Peaceworkers continue to have a significant presence in Baltimore City Hall, Maryland State Government and a number of Federal agencies including: HHS, HUD, USDA, USAID, SSA, Homeland Security, Peace Corps, SBA, and CMS.

The Choice Program at UMBC Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private Sources: Between July 2014 and June 2015, the program received over \$3 million from its various funders and revenue streams. This figure equated to over \$1.5 million in support of its Choice AmeriCorps Community Service-Learning Fellowships at UMBC to impact the lives of hundreds of youth and families in the Baltimore Metro Region with meaningful programs and interventions. This support includes \$2,353,725 from Department of Juvenile Services, \$380,000 from the Baltimore City Department of Social Services, \$75,000 from Baltimore County Government, \$145,000 from the Sherman Foundation, and \$50,000 from the Open Society Institute of Baltimore. In FY15, AmeriCorps expanded funding to Choice to hire and train 6 Opportunity Youth Fellows assigned to the Choice Jobs Flying Fruit Café at the University of Baltimore School of Law.

Choice has secured funding from a number of sources that will contribute to continued financial stability of the organization and the Center. The Department of Juvenile Services and the Department of Social Services have committed funding for FY16. Open Society Institute and Marguerite Casey funding is secured through FY16. Sherman Foundation funding to operate the Choice Education initiative is secure through FY17.

In FY15, 34 Community Service-Learning Fellows completed over 69,000 hours of service working with over 850 youth and families in Prince George's County, Baltimore County and Baltimore City. Fellows complete the program and pursue terminal degrees or enter the workforce as leaders and change agents. The Choice Program at UMBC secured an additional 5 Community Service Learning Fellowship slots for program expansion in FY16 as well as 6 Opportunity Youth Fellowship slots for FY15 and FY16.

Choice Jobs Scheduled to Launch Third Flying Fruit Fantasy (FFF) Stand at the New John and Francis Angelos Building at the University of Baltimore (UB) School of Law: Construction was well underway for the launch of the new FF Café at the UB School of Law's new building in downtown Baltimore. UB and UMBC entered into partnership in early 2014. This site will offer 40 youth on-the-job training experience each year while generating revenue that helps support and offset costs related to running the program. The Choice Program expanded its AmeriCorps funding to create six Opportunity Youth Fellowships, providing one-year intensive advocacy for DJS-involved young-adults while they complete their GED, supervise youth employees at the Cafe, and provide community leadership through service projects. In FY15, **227** youth were served through curriculum-based job readiness and life skills training, paid on-the-job experience and supported job placement. Fifty-four (54) youth received subsidized job

placement through either internships or placement with FFF and 19 youth acquired unsubsidized employment.

Choice Builds Capacity of Youth and Families to Advocate on Their Own Behalf: The Choice Program sponsored its fourth Youth in Action event in June 2015 as a continuation of its involvement in the *Equal Voices* campaign response to the need for youth to plan and implement their own events. This year's Youth in Action movement events provided youth with a platform to use art as catharsis for violence prevention and as a catalyst for social change. In a series of workshops leading up to the June event, youth used art as a way to speak out about the challenges they see in their communities and the changes they want to see. Workshops leading up to the main event included Youth Peace Circles, hip hop, DJ, photo and writing seminars, workshops with local authors, theater workshops with Charm City Fringe, and a multi-day mosaic project between youth and police in Baltimore City. Using art as a medium, youth were able to communicate their ideas and dreams about decreasing violence in their communities. Youth participated in this movement at every level, by attending workshops and forging their own committee to steer to the event to highlight their art and desires for social change. The culminating event took place on June 20th, at Baltimore's Graffiti Warehouse, with over 350 attendees. There was a gallery space containing all the youth's artwork and a dynamic performance program featuring youth and community partners.

SUPPORT FOR CENTER INITIATIVES

The Shriver Center Provides Significant Financial Benefit to the Campus: In FY15, the Shriver Center received nearly **\$4.4 million** in contracts, grants and gifts from more than **20 nonprofit, private and public sector organizations** to support all Center initiatives. The indirect and direct costs generated by these awards provided over \$2 million in on- and off-campus salaries and fringes; \$330,000 in Graduate Assistantships; over \$398,000 in student internships and salaries; nearly \$200,000 in indirect costs; over \$35,000 in Faculty Stipends and Teaching Support; and, over \$109,000 in computers/sensitive equipment/software and utilization of campus services such as food services, room rentals, and AV equipment rental, and Bookstore purchases. The Center also generated revenue through: the Choice Jobs Program Flying Fruit Fantasy stand and kiosk located at Camden Yards and the Inner Harbor, which generated over \$135,000 in funding during FY 2015, supporting more than \$82,000 in salaries and fringes for Choice Jobs youth; and, Test Prep course offerings, which generated more than \$42,000 in funding during FY 2014, and paid \$19,268 in teaching contracts. The SEE program, which also is managed by The Shriver Center, generated over \$28,000 with its first series of summer experiences.

In FY15, UMBC invested approximately \$708,000 in the Shriver Center. The Center's grants and contracts generated nearly \$200,000 in Indirect Costs, and more than \$3.5 million in salaries and benefits, including 11 FT Peacemaker Graduate Assistantships, 20 Governor's Summer Internships, 20 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland Non-Profit Law Student Internships, 10 Maryland Department of Transportation Internships, and 39 Service-Learning Interns.

Externally Supported Engagement: Grants/contracts/gifts for which Shriver Center staff took the lead in FY14 included:

- MD Department of Juvenile Services for the Choice Program-- awarded 1-year \$2.4 million;
- Department of Social Services/Foster Care—awarded 1-year \$380,000;
- Marguerite Casey Foundation for the Choice Program—awarded 3-years \$150,000/year;
- Open Society Institute for the Choice Jobs—awarded 2-year \$100,000;
- Baltimore County Government for the Choice Program---awarded \$75,000;
- AmeriCorps for the Choice Program - awarded \$134,400
- Lakeland Elementary/Middle School-awarded 4 years \$1 million (Center staff are managing the administration of the budget for this grant, supporting Choice, Peacemaker, and Service-Learning);
- MSDE 21st Century grant for the Lakeland Partnership—awarded \$205,861
- Hrabowski Innovation Fund Research and Implementation grant--awarded 2-years \$22,466
- MD Development Disabilities Administration, MD Division of Rehabilitation Services for SUCCESS– awarded \$161,637;
- Governor’s Office and MDOT for Public Service Scholars Programs—awarded \$206,506;
- The Peacemaker Program secured \$249,605 in support from seven community partners and foundations, as well as several other sources (e.g., Federal Work Study);
- Peace Corps Prep: The Peacemaker Program in partnership with the Department of Global Studies launched Peace Corps Prep, admitting its first cohort of 19 UMBC undergraduate students from diverse majors.
- BreakingGround for the Applied Learning Experience Summer Work Group, in collaboration with the Division of Undergraduate Academic Affairs, the Department of Interdisciplinary Studies and the Honors College—awarded \$2,000;
- Maryland/DC Campus Compact support to host an AmeriCorps VISTA in FY15 to lead a partnership with Arbutus Middle School with the Center’s Service-Learning Program. Also received notification of continuation of the VISTA slot for FY16 with a new partnership with Refugee Youth Project.

Support to Faculty for Research & Engagement: Center staff also participated in other proposals and grants as senior personnel, evaluators or contributors to the proposal submission. The UMBC faculty supported by Center staff included:

- Dr. Amy Hurst: NSF proposal “Detecting Planning Strategies to Inform Automatically Adaptive Systems”
- NSF-S-STEM led by Dr. Liang Zhu (Mechanical Engineering)--awarded with Shriver Center as outreach support and with Shriver Center Director as Senior Personnel.

PUBLICATIONS & CONFERENCE PRESENTATIONS

- LaMar Davis (The Choice Program at UMBC) and two former Choice Program Participants, Imhotep Simba and Abdul Brannum, participated in a panel discussion “Supporting Academic Success of Youth in Juvenile Justice Settings” hosted by UMBC and the White House Initiative on Educational Excellence for African Americans.
- Peacemakers organized the 4th Annual Peace Corps Research Conference held on the California campus of UC Berkeley in June 2015. Six UMBC graduate students presented original research as well as coordinating two days of research sessions. This

interdisciplinary conference was integrated within the Peace Corps Connect Conference, which drew over 500 participants. Several news and media stories outlined in the Peaceworker Program section in more detail.

- Michele Wolff and Bryan Barry (a SUCCESS participant) presented “SUCCESS at UMBC” at the 2015 Transitioning Youth Conference (a state-wide, government sponsored event for people with disabilities);
- Amy Poole (SUCCESS) presented on SUCCESS and shared materials at a meeting in Montgomery County and at the College Disability Summit. She also presented “*UMBC SUCCESS: An innovative initiative expanding the university’s diversity definition through service and social change*” at the annual Service-Learning & Civic Engagement Conference. The event brought together service-learning staff from colleges and universities across Maryland and Washington, D.C. to for a day of workshops. This workshop focused on the retreat theme of “Connect, Create, Reflect.”

NATIONAL & REGIONAL RECOGNITION

- Dr. Joby Taylor was seated in June 2015 as Chair of the National Peace Corps Association’s Board of Directors. NPCA is the leading alumni organization for the 250,000 Returned Peace Corps Volunteers and Staff since the Agency’s founding in 1961.
- Dr. Taylor was invited to serve on the selection jury for the Peace Corps Commemorative Foundation’s national design competition for a memorial to be established near the Mall in Washington D.C.
- Dr. Taylor served on the selection committee for the Fulbright-National Geographic Digital Storytelling Fellowship in February 2015.
- Dr. Taylor currently serves on the Planning Committee for the Imagining America Conference to be hosted by UMBC in Baltimore during Fall 2016.
- Dr. Taylor addressed major donors at the National Peace Corps Association Shriver Circle Recognition Dinner.
- LaMar Davis, Choice Program at UMBC Director:
 - Published an Op-Ed in the Baltimore Sun titled “Say enough to violence”
 - Appeared on Baltimore’s NPR program “Midday with Dan Rodricks” to discuss issues of youth violence in Baltimore.
 - Served as a member of the OSI-Baltimore Leadership Council. This group engaged professionals who share a commitment and a passion for Baltimore, and who actively want to be part of the solutions for its future;
 - Continued to serve on the Baltimore City Disproportionate Minority Contact Committee which was responsible for bringing the validated Washington State MCASP Needs Assessment tool into use in Maryland’s Department of Juvenile Services and stopped the building of a new youth detention facility in downtown Baltimore City;
 - Continued as an active member of the Maryland Juvenile Justice Roundtable sponsored by Advocates for Children and Youth;
 - Serves on the Board of Directors for Class Acts Arts (CAA). CAA’s Project Youth ArtReach (PYA) uses art as a vehicle for transformation and change working with incarcerated youth and young adults.
- The Choice Program at UMBC hosted a White House Summit on “Supporting Academic Success of Youth in Juvenile Justice Settings”.

- Zeevelle Nottingham-Lemon, Choice Program Assistant Director, was selected by Baltimore Mayor Stephanie Rawlings-Blake's Baltimorphosis Committee as a Baltimorphosis Changemaker for her impact on violence prevention in the Baltimore community for her leadership in the Youth in Action movement.
- The Social Security Administration (SSA) requested the creation of a partnership to support job skills development of SUCCESS participants. SSA initiated the partnership by hosting eight students in a 13-week internship program for summer 2015;
- In October 2014, BCPS (Baltimore County Schools) TV profiled Arbutus Middle School and UMBC's multiple levels of partnership. The video features: Mark Zachar, current student-teacher intern, Peacemaker Fellow and Sherman Program Affiliate; Elizabeth Forney, UMBC alum and now full time English teacher at AMS; Michael Guarraia, UMBC alum through NSF funded MSP grant and now AMS Science Department Chair; and Shriver Center Arbutus Achievers (tutors), specifically Ciara Saunders, UMBC Social Work and Health Administration and Public Policy Double Major.
- Lori Hardesty served as a member of UMBC's Community and Extended Connections (CEC) Strategy Group (on which LaMar Davis and John Martello serve as Consultants), and a CEC sub-group to define qualities of existing partnerships and explore the creation of a database/map of these existing partnerships.
- Eric Ford, Choice Director of Operations, along with Center colleagues Lori Hardesty, Eloise Grose (Service-Learning Program Coordinator) and Hannah Schmitz (Applied Learning Program Coordinator), served as members of the civic engagement workgroup of the Alliance for Community, Teachers and Schools (ACTS). The group's goal is to identify and implement ways to increase and improve the active placement of college and university students in Baltimore City Schools to the benefit both of the students and the school children.
- Julie Brooks, Choice Assistant Director, continued to participate in quarterly meetings of the Baltimore City Workforce Investment Board. The mission of the Baltimore Workforce Investment Board, in partnership with the Mayor's Office of Employment Development, is to create a public workforce engine driving Baltimore toward sustained prosperity by ensuring that businesses secure talented workers and that citizens build productive careers.
- Several members of the Choice Program, including LaMar Davis, Eric Ford, and Rebeccah Alder (Choice Assistant Director) participated in monthly Thriving Community Collaborative meetings centered around trauma-informed practices and care.
- Hannah Schmitz, Applied Learning Program Coordinator participated in UMBC's first cohort of Project Leadership, a year-long leadership development program focused on developing project managers at UMBC.
- Eloise Grose, Service-Learning Program Coordinator, and Hannah Schmitz, Applied Learning Program Coordinator, served on the planning committee for the 8th Annual Service-Learning & Civic Engagement (SLCE) conference, "Create, Connect, Reflect" held at American University in March 2015. Eloise served as the chair of the Awards Committee.

OPPORTUNITIES & CHALLENGES

In FY15, the Center continued with its comprehensive strategic planning process facilitated by Gib Mason. The process, which continues to engage the majority of Center staff from across

all program areas and units, has provided us with a set of goals and objectives, areas of focus, and strategies and initiatives that will keep us focused on our priorities and align us with the priorities of the campus. The plan resulted in the creation of six work groups focused on: Cross Program Understanding; Engaged Scholarship & Research; Funding & Resource Development; Technology; Marketing & Communications; and, Gap Analysis.

In FY15, Center staff implemented several new programs:

- Summer Enrichment Experience which led 95 placements of middle and high school youth in SU15 and is supported by the transfer of a staff member from DPS to the Center;
- Peace Corps Prep at UMBC: The Shriver Peaceworker Program in partnership with Global Studies launched the new Peace Corps Prep at UMBC Program, admitting a cohort of 19 undergraduate students from diverse majors in Spring 2015. The curriculum and web-based platforms for this program were created and designed by Peaceworker Fellows.
- Applied Learning Experience Work Group (supported by existing Center staff): Stemming from the 3-day forum held in July 2014, the group continued its work on a comprehensive approach to integrate applied learning more deeply into the UMBC experience. With support from a BreakingGround grant and in partnership with the Division of Undergraduate Academic Affairs, the Honors College and Interdisciplinary Studies Program, the group of nearly 30 faculty and staff across units and divisions has met quarterly to further their work. A Hrabowski Research and Implementation Innovation Grant was awarded in SP15 to support the assessment and connections between Applied Learning Experiences and student affective development, with funding to begin in FY16 and continue through FY17. Michele Wolff and Hannah Schmitz are two of the four co-investigators on the grant.

Although these new initiatives bring great value to the Center, the campus and the community, they have been challenging to implement, as they did not come with additional financial or staffing support.

The Center has been asked by the UMBC administration and faculty to serve as a resource to the campus in response to the Baltimore Uprising in Spring 2015. The Center's response included: participation in the May Teach-in and Open Dialogue, connection of faculty to local and state-wide initiatives, facilitation of a forum for students engaged in service-learning to reflect on the situation, and continuation of managing our day-to-day programming that directly impacts the Baltimore region. Specifically, the Center Service-Learning Program lead more than 500 placements of undergraduate and graduate students in service-learning experiences with more than 35 non-profit, community-based organizations and schools located in Baltimore City. These students contributed nearly 61,000 hours to these organizations, worth nearly \$1.4 million in non-compensated support, assisting these organizations to build their capacity and provided critical services to meet the needs of Baltimore City communities. In FY16, the Service-Learning will continue to engage in partnerships that directly address the needs of our local and regional community.

The Peaceworker Program, like other Shriver Programs, has a deep history of engagement in service and civic initiatives in Baltimore. In addition to our ongoing commitment, Peaceworkers and Peaceworker Alumni have been and are engaged in conversations and activities related to supporting Baltimore's underserved communities. Twenty Peaceworker

alumni joined a practicum via conference call to discuss articles and topics related to the uprising and broad social justice issues in May 2015. Alumni physically gathered in June to organize a service day in the Pigtown neighborhood of West Baltimore. Program Director, Joby Taylor, presented as a panelist at UMBC's Teach-in joining a full house of faculty, staff, and students to discuss issues and needs highlighted by the events leading to the uprising. The Peacemaker Program also brought on three new community partners (In, For Of; Commodore John Rogers School; and Audubon Center of Patterson Park) and continues to develop new partnerships and project opportunities for FY16 including one with the Baltimore Department of Public Work and Water Charity.

Throughout FY15, The Choice Jobs Program has been working the design of its Flying Fruit Fantasy (FFF) cafe at the University of Baltimore School of Law. This new FFF venue will represent the program's third setting for training Choice youth. The new location is scheduled to open in FA15.

The Center experienced several high impact losses in FY15. The Choice Program staff endured the tragic losses to violence of several current and former Choice youth. These young people had great promise and their deaths reflect the many challenges that Choice staff are dedicating themselves to addressing. We also suffered another great loss in SP15 with the sudden and tragic death of Nicholas Ramundo, our MDCCC AmeriCorps VISTA. Nick was not only an important member of our Service-Learning staff who contributed greatly to our partnership with Arbutus Middle School, but was a well respected and valued member of our Center community. The passing of these individuals was difficult to process and accommodate for many of us, and set up a unique challenge for the year.

FY16 GOALS & OBJECTIVES

- Continue to implement the Center's strategic plan, ensuring that Center priorities align with UMBC priorities based on the campus-wide planning process;
- Continue to improve structure, content and delivery of all Center programs to best serve primary stakeholders (i.e., students, faculty, the university, local and regional community);
- Continue to collaborate with faculty and undergraduate and graduate students to assess the impact of Center programs on students' affective and cognitive development and on the regional community;
- Continue to maintain strong partnerships with community partners through more visibility, communication and more opportunities for partners to provide feedback;
- Use feedback from faculty, youth and parents engaged in the Summer Enrichment Experience (SEE) to strengthen this initiative for SU16.
- Increase collaboration across Shriver Center programs to maximize efforts and deepen impact on students, faculty and our local/regional community;
- Enhance Center-wide and program-specific marketing materials and identify effective communication strategies through on-line presence (e.g., myUMBC and Shriver Center website, Facebook, Instagram).

SHRIVER CENTER PROGRAM DATA

The Shriver Center and its partners lead and support a variety of programs: Service-Learning (including PreK-16 initiatives); Public Service Scholars Programs (including the Governor's Summer Internship Program, the Nonprofit Leadership Development Program, the MDOT Fellows Internship Program and the Public Service Law Program); SUCCESS (Students United for Campus-Community Engagement in Post-Secondary Success); The Shriver Peaceworker Fellows Program; The Choice Program; and Summer Enrichment Experience (SEE).

Through these programs, the college experience for an increasing number of undergraduate and graduate students is no longer confined to campus. More students are enriching their academic program with applied learning. In FY15, both undergraduate and graduate students participated in structured applied experiences, taking their classroom learning and applying it in settings in the nonprofit, community-based and public sectors. Through its programs, the Shriver Center broadened the meaning of scholarship to include the application of knowledge, as well as teaching and service.

Service-Learning (Including PreK-16 Initiatives)

Through the creation and maintenance of partnerships with nonprofit, community-based organizations, and PreK-12 schools, the Shriver Center facilitates the engagement of UMBC's faculty, and graduate and undergraduate students in addressing some of our region's most pressing problems.

Service-Learning Programs Provide Significant Support to the Campus by:

- Making the largest formalized contributions toward achieving UMBC's vision of civic engagement and outreach to the local and regional community.
- Assisting faculty in the integration of service into course curricula, including guidance on pedagogical issues, assistance with placement development, and student placement and monitoring; and, supporting faculty in their research proposals to agencies such as the National Science Foundation (NSF) which require a demonstration of broader impact to the community.
- Generating resources by bringing in grants to support faculty, graduate and undergraduate students, staff and programs.
- Enhancing UMBC's visibility and reputation regionally, state-wide and nationally through placement of UMBC students in applied learning opportunities, collaborating with public and private sector entities, presenting at national conferences, and generating media coverage.
- Providing essential administrative/logistical support to faculty and administrative departments for the placement and evaluation of UMBC students in service-based applied learning opportunities.

Principal Service-Learning Accomplishments – FY15:

Service-Learning Placements Continue to Increase: In FY15, the Shriver Center led **1,056** student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with 88 individual partners, such as community-based non-profit organizations, PreK-12 schools, and UMBC-based programs. The FY15 placement number represents an 11% increase in placements from the previous year (102 additional placements compared to FY14). This increase reflects improved program structure, staffing stabilization, and student support, as well as successful implementation of new faculty partnerships and recruitment strategies to engage more students.

Students Earn Course Credits Linked with Service-Learning: Service-Learning staff continued to support faculty in the integration of service into course curricula. In FY15, the service-learning program supported **15** classes with **296** service-learning placements and service integration activities for students. Approximately 28% of students who registered for a service-learning placement this year linked it with academic credit.

The following courses reflect collaborations in FY15:

- *FYS 102C: Diversity, Ethics, and Social Justice in the Context of Schooling:* In this First Year Seminar, Dr. Vickie Williams led 37 first year students in exploring issues in education and diversity. This year the course was offered in both the fall and spring semesters and students participated in service-learning placements where they provided educational support such as tutoring and mentoring to a broad range of settings from Arbutus Middle School and the College Gardens Youth Program, to the Choice Program's College Night Mentoring Program and Reading Partners. Service-Learning staff also facilitated reflection activities for the students to foster connections between service and learning.
- *MLL 306: Intercultural Communication: Issues Confronting Immigrants and Heritage Communities:* Dr. Sara Poggio facilitated the classroom experience for 10 students, and the service-learning program provided weekly service placements with community based programs that included an intentional cross-cultural experience. For best integration with course content, the service-learning staff identified community partners that would allow students to serve in settings where they would work with issues related to cross-cultural communication, cultural identity and immigration and refugee services. Service-Learning staff also supported the course by leading reflection activities for students.
- *PSYC 437: Making a Difference.* The Service-Learning program was contacted by Dr. Jill Schlieber to integrate a service-learning component into her course. Students were given a menu of Shriver Center community partners to choose from based on organizations that Dr. Schlieber felt fit the goals and objectives of the course. All students in this class participated in the 096 Community Service and Learning Practicum.
- *ENGL 100P and PUB 150H:* The Service-Learning program worked in partnership with Jessica Cook, Associate Director of the Sondheim Public Affairs Scholars Program, to

provide service-learning placements to all incoming Sondheim Scholars. The students registered for ENGL100P in the fall semester and PUB150H in the spring semester, and also registered for the Shriver Center Practicum which includes weekly service placements through the Service-Learning program. Students participated in structured reflection activities throughout the duration of both semesters, enabling them to connect their service with their learning through critical inquiry and analysis.

- *SOWK 200: Social Issues, Social Action*: This course, which was awarded a BreakingGround Faculty Grant in Fall 2012, explores three broad social issues challenging the United States and nations worldwide: poverty, dimensions of diversity, and health care with a focus on HIV/AIDS. Readings and assignments encouraged students to develop their own ideas on social issues and to connect their ideas with action. The Service-Learning staff worked with Social Work Instructor Barbara Nathanson to place students in service settings where they could bridge theory to practice.
- *Honors Forum*: This year the Service-Learning staff, in partnership with the Honors College, worked to give all students in the Honors Forum the opportunity to participate in an applied learning experience. In its second year of implementation, the decision was made to allow the 100+ students in the Honors Forum to choose between participating in this applied learning experience through the PRAC 096 Practicum which would provide them with a weekly 2-5 hour service-learning experience or to select a shorter one-time service experience that was not connected to the practicum. Nearly 60 of these students selected to enroll in PRAC 096 to complete the applied learning component for this course.
- *SOCY 396: Reflections on Community Service: A Sociological Perspective*. This course is taught by Shriver Center Director Michele Wolff and engages students across numerous majors and service sites. Students reflect on their service experiences focused on various issue areas from a sociological perspective.

Additional Faculty Outreach and Engagement:

FY15 was the third year for the BreakingGround Faculty Course Development Grants, which supported an increase of meaningful, deepened learning experiences for students by enhancing their courses with civic engagement experiences. Since this initiative began, Shriver Center Service-Learning staff has seen an increase in faculty seeking opportunities to link their courses with PRAC 096: Community Service and Learning Practicum. Shriver Center staff have met with faculty in several departments to begin planning for courses with a service component, including Interdisciplinary Studies, Africana Studies, Music Education, and Judaic Studies. Additionally, Dr. Elaine MacDougall (*FYS 101: The Search for Truth and Happiness in a Technological World*), Dr. Robert Bennett (*ENGL 393: Technical Communication*), and Meryl Damasiewicz (*SOCY 201: Social Problems in American Society*) invited the Service-Learning staff to give presentations to their classes to explain the 096 Practicum, the concept of service-learning, and how to be a good partner in service.

Shriver Center Continues to Support Campus-based Service-Learning Opportunities: In FY15, the Service-Learning program continued to collaborate with several campus-based programs to provide more service-learning opportunities for students and leaders within these groups.

Offering these on-campus service experiences allows all students the chance to make a difference in the community, regardless of the transportation options available to them. This year, the service-learning program began working with the Peer Alumni from Community Colleges program (PACC). This is a peer network that connects prospective STEM transfer students from AACC, CCBC, HCC, and MC, with current UMBC STEM students who have transferred from these partner community colleges. PACC leaders sponsor programs and events across institutions to provide information and support for both prospective and current transfer students.

This partnership added to the diversity of on-campus service-learning opportunities that were already in place for students with programs such as SUCCESS, Supplemental Instructors, The English Language Institute's Conversation Partner Program, Transfer Student Mentors, Discovery Scholars Living Learning Community, The Chemistry Tutorial Center, BIO 141 TA Program, Eco-Ambassadors, the Community Garden, and IHU Peer Facilitators. This continued collaboration allowed 460 (compared 275 in FY14 or a 67% increase) UMBC students to participate in 20 on-campus based service-learning experiences, many of which have a specific focus on enhancing their leadership development. These on-campus service-learning opportunities represent nearly 43% of total placements for the program.

Service-Learning Student Coordinators Lead Peers in Service-Learning and Develop Leadership Skills:

In FY15 The Shriver Center supported 28 Student Coordinators at 15 service-learning sites in the Baltimore Metro Area. Student Coordinators are responsible for the recruitment, training, management and reflection of service-learning students in the 096 Community Service and Learning Practicum. They also serve as the liaisons between The Shriver Center Staff and the Community Partner. Student Coordinators attend bi-weekly training meetings with the Shriver Center Service-Learning staff and also attend individual check-ins at least once a semester. During meetings and check-ins, Student Coordinators work on leadership development and volunteer management skills. This year we also asked guests from the Career Center to do a workshop on resumes and guests from post-graduate public service programs such as AmeriCorps VISTA, Peace Corps and the AmeriCorps funded Choice Program spoke to our Service Coordinators about post-college careers in public service.

Service-Learning Partnerships Continue to Promote Collaboration Across the Campus:

UMBCServes Transforms to BreakingGround Community Grants Selection Committee: For more than ten years, UMBCServes has been a partnership between The Shriver Center, the Office of Residential Life, the Office of Student Life (OSL), Student Government Association's Service, Volunteerism, & Activism (SVA), and Athletic Community Outreach. Over the years, it has transformed from a group that planned service-based activities to one that supports and consults with students, staff, and faculty who are eager to work with others to develop solutions to address social issues both on and off campus. This group, renamed BreakingGround Community Grants Selection Committee has awarded \$5,000 in grants.

Alternative School Breaks (ASB): The Shriver Center continued to support ASB trips in partnership with OSL. Mark Zachar, a Shriver Peacemaker Fellow serving as the Service and Volunteerism Coordinator in OSL, planned, coordinated, and implemented the ASB projects that took place in Maryland and West Virginia in FY15. Students had the opportunity to

participate in various service trips such as the Environmental Trip, Homelessness Trip, the ARC of Carroll County trip, and the Gesundheit Institute. These trips addressed poverty, the environment, intellectual and developmental disabilities, and health. The Service-Learning Program provided use of Shriver Center vans for the local, week-long excursions and enabled participating students to enroll in the Center's Practicum in recognition of their participation in this service-learning immersion experience. This year, 53 students received the Practicum notation for ASB trips.

Service & Volunteerism Luncheon: The Office of Student Life and The Shriver Center hosted the Service and Volunteerism Luncheon on Wednesday, April 29 to reflect on the past year and consider the role that "service" can play in determining careers, hobbies, and lifestyles. Michelle Bond, a Returned Peace Corps Volunteer, UMBC Peaceworker Program alumna, and now Vice-President of her consulting company, provided remarks regarding her experience at UMBC, the transition to a successful career, and continued involvement in the community.

Baltimore Collegetown Network's LeaderShape Program: LeaderShape is unique in its mix of college students throughout the 14-member network. In FY15, eleven colleges and universities participated in the Class #5 program, comprised of 53 participants. UMBC continued to have a strong presence with 9 students and 4 Cluster Facilitators. Shriver Center staff members Hannah Schmitz and Eloise Grose served as Cluster Facilitators for Class 5. In FY16, 10 UMBC students were selected, with 3 Cluster Facilitators, to include Class 5 (and UMBC) graduate, Josh Massey. UMBC, through OSL, Res Life, and The Shriver Center, contributes \$3,000 to this initiative.

UMBC Students Continue to Learn, Serve and Live Together Through the Shriver Living Learning Center (SLLC): The Shriver Center, in collaboration with the Division of Student Affairs and Residential Life Office, provided 30 undergraduates with a substantive and engaging residential opportunity in Erickson Hall. The SLLC bridges campus to community through engaged scholarship. SLLC members explore service and civic engagement through the lens and legacy of Sargent Shriver. Through a one-credit seminar, weekly service, and reflective activities, SLLC members build community and increase social change awareness. Leadership development is achieved through the Peer Mentors (SLLC returners), who support a positive transition for new students through relationship-building activities and resource exploration.

This year saw the most new students to date on The Shriver Floor with 21 new students (2 transfer students and 19 freshmen). Members represented a number of disciplines across all three colleges.

SLLC activities and successes included:

- *Deeper Orientation Training:* Since its inception 15 years ago, there has always been an informal Peer Mentoring component for returning SLLC members who supported new students transitioning to UMBC. Beginning in Spring 2014, floor advisor, Lori Hardesty, worked with nine FY15 Returners to develop an inaugural Peer Mentoring Program. Peer Mentor training included: developing a mission statement, identifying important characteristics, and deepening their mentoring skills; a group service project with the

Baltimore Community ToolBank; a matching event to connect the mentors with new students; and, on-going meetings with their advisor.

- *SOCY 396: Exploring Civic Engagement:* All twenty-nine students living on the SLLC floor were enrolled in this 1-credit seminar that explores civic engagement through the lens of Sargent Shriver and integrates BreakingGround, a campus-wide initiative that supports meaningful change. The course encouraged students to consider their particular service sites within broader social issues and contexts to include community partnerships, leadership development, and values. BreakingGround presentations were the culmination of the group. Shriver Floor alumnae and campus partners attended and provided feedback on these proposals that may potentially be funded by the BreakingGround Community Grants Group.
- *Welcome Week Service Project:* Many SLLC members participated in the six options this year, also supported by Shriver Center staff and partners, including The Baltimore Community ToolBank, Weinberg Center, The Samaritan Women, UMBC's The Garden, Parks and People/Art With a Heart, and Paul's Place and Pigtown Food for Thought.
- *Service Fest:* A group of Shriver Floor members from the 2013-14 cohort were awarded a BreakingGround Grant of \$585 to support their idea for Service Fest to broaden opportunities for UMBC students to engage in service through direct connections with community partners. This event was fully planned and implemented by these students, with additional support from the Office of Student Life and The Shriver Center. Of the three students, two returned in FY15 as Peer Mentors, further extending their leadership development. Their video is featured on the Shriver Center Living Learning Community's website.
- *Numerous youth-based visits* to UMBC/Shriver Floor through which current members are connected (College Gardens Trick Or Treating in the fall, Refugee Youth Project and Arbutus Middle School's March to College Event in the spring).

One challenge for SLLC was a reduction in funding. In past years, funding for SLLC was approximately \$5500. Because of the increasing number of Living Learning Communities on campus, this amount was decreased to \$2500 for FY15. This amount did not fully cover the costs connected with the floor. The difference was covered by other Shriver Center funding sources.

Data from the annual Educational Benchmarking Incorporated (EBI) Resident Satisfaction Survey (distributed November-December 2014 by Residential Life) suggests positive outcomes for students participating in the SLLC:

- Are better able to connect with faculty/instructors - 5.54 (out of 7), statistically significant above the "ALL LLC" mean of 4.93;
- Are better able to connect with fellow students - 6.54 (out of 7), statistically significant above the "ALL LLC" mean of 6.06;

- Balance social, work and academic commitments - 6.00 (out of 7), numerically above the "ALL LLC" mean of 5.55;
- In their experience living on-campus, ability to improve interpersonal relationships - 6.19 (out of 7), numerically above the "ALL LLC" mean of 5.77;
- In their living area, respect other students - 6.69 (out of 7), numerically above the "ALL LLC" mean of 6.37.

Service-Learning Leads PreK-16 School-Based Partnerships:

In FY15, the Center continued to be actively engaged in facilitating the placement of UMBC students as resources to our local public school community, with over **300 students** serving as in-school tutors, after-school mentors, and volunteer hosts for campus visits through the Service-Learning program. This support allowed for more than **1,200 K-12 youth** from 24 area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC's service-learning students. Some specific outreach initiatives included:

- *Cristo Rey Jesuit High School:* The Shriver Center has partnered with Cristo Rey Jesuit (CRJ) since the school opened in Baltimore in 2007. Four CRJ students, ranging from freshmen to seniors, were placed as interns across a number of departments through the Office of Enrollment Management (Admissions, Advising, and the Registrar's Office) and The Shriver Center's Service-Learning Program. The CRJ students also received tutoring and mentoring, many connected through the France-Merrick Scholarship Program.
- *The Greater Baltimore Urban League's Saturday Leadership Program (SLP)* serves 8-12th grade students from underserved communities throughout Baltimore. Now in its second year, the program takes place at local colleges and universities to introduce students to these institutions of higher education. SLP participants have opportunities to build upon their strengths and passions. Despite certain personal challenges, they will learn that a degree is attainable and important on a path to success. SLP participants attend middle and high schools throughout the Baltimore region. In November 2014, approximately 80 students visited UMBC, co-sponsored by the Meyerhoff Scholars Program, UMBC's Undergraduate Admissions and Orientation, and The Shriver Center. The keynote speaker was Dr. Shawn Bediako, Associate Professor, Psychology. The theme was "Hands-On Banking Financial Literacy" (supported by Wells Fargo). After morning sessions, students had lunch in True Grit's and furthered connected with UMBC students to further discuss financial literacy workshops, and/or learn more about respective college experiences. They all toured the campus afterwards and pulled together for an end-of-day reflection. Plans are underway for an October 2015 visit.
- *Knowledge Is Power Program (KIPP)* employs UMBC Alumnus Ben Davis, a 6th grade Science Teacher, who works hard to maintain a strong partnership with his alma mater. While at UMBC, Ben was deeply involved with The Shriver Center and UMBC, a member of The Shriver Living Learning Community, a France-Merrick Fellow, and founded the ARC of Carroll County ASB trip and was the first student leader for Relay for Life. He connects KIPP students to UMBC campus engagement through multiple visits throughout the year, with the chance to visit labs/classrooms, hear from student/staff/faculty, tour campus and

eat lunch in True Grit's. In SU15, Ben coordinated a group of approximately 100 7th graders to visit UMBC. Tara Carpenter, Lori Hardesty, and Rehana Shafi served on the Staff/Faculty panel.

- *Lakeland Elementary/Middle School:* Over the last two years, Lakeland Elementary/Middle School has been a strong partner with which to work in collaboration with several service-learning courses (Education and Social Work). The partnership expanded in FY14 with a \$1 million gift from the Sherman Foundation. This funding facilitates in-class academic support from aspiring teachers through the Sherman STEM Teacher Scholars Program, community support through the Shriver Peaceworker and Service-Learning Programs, and at-risk interventions through The Choice Program. UMBC students participated in three different sites connected to the Lakeland Project: Choice Program's College Night (Monday nights on campus, middle school focus), Choice Education Team (Tuesday & Wednesday afternoons at the school with 5th-8th graders), and the Young Explorers Program (elementary school focus).

Shriver Center Co-Leads PreK-14 School, Family & Community Connections Campus-Wide Collaboration Effort: This work group continued to develop and grow (45+) across all three colleges and multiple departments, facilitated by Center staff and Mavis Sanders (Education Department). Four meetings were held throughout the year to continue to develop strategies for coordinating our efforts in collaboration with PreK-14 school and community-based partners and to ensure shared knowledge of partnerships (past, present, or in the pipeline), non-duplicative efforts, and equitable impact. Recommendations for next steps were put forward in January 2015. A subgroup also was formed to create a pilot database, in partnership with the Office of Information Technology, to capture existing PreK-14 partnerships.

8th Annual Service-Learning & Civic Engagement Conference: Nearly 200 college students, faculty, staff, and community partners attended the conference. Center staff played substantive roles in conference planning.

Awards, Scholarships, & Recognition:

--*FRANCE & MERRICK SCHOLARSHIP PROGRAM CELEBRATES ITS 19TH YEAR:* FY15 marked the 19th year of this specialized scholarship program (founded in 1996). In FY15, three Fellows and 10 Scholars were selected by staff members from Off-Campus Student Services, Corporate Relations, and the Shriver Center. An increase in spendable income for the program allowed awards to be \$10,000 for each Fellow and \$1,200 for each Scholar (totaling \$42,000).

--*THE SAMSON, ROSETTA A., AND SADDIE FELDMAN AWARD* recognizes a rising junior or senior who has demonstrated, through community service and academic activities, an understanding of the responsibilities of citizenship. The Shriver Center selected junior Sayre Posey who is pursuing a B.A. in History and an Education Certificate and as a Sondheim Scholar, became involved in service-learning in the fall of her first year at UMBC with the SUCCESS program. She has since volunteered in various after-school settings through the 096 Practicum. This includes middle-school aged "at risk" youth in Baltimore City through the Choice Program's Education Team; with middle and high-school aged refugee youth through Baltimore City

Community College's Refugee Youth Project; and finally, as a Shriver Center Service-Learning Student Coordinator with elementary school youth at The YMCA's College Gardens Youth Program. As the current Intern for the Shriver Center's Service-Learning program, Sayre mentors student leaders and promotes service-learning and civic engagement through her work on weekly service-learning reflections that reach hundreds of service-learning volunteers. Sayre plans to pursue a career in teaching upon graduation from UMBC in the Spring 2016.

--*THE SAMUEL I. ROSENBERG AWARD* recognizes a student who has completed an outstanding apprenticeship within the citizenship and public policy initiative. The Shriver Center selected Chad Byrd, a junior double major in Biology and Psychology. Chad is one of The Shriver Center's SUCCESS Student Coordinators leading the Physical Education Class and Secretary for the student organization SUCCESS Buddies. After getting involved in SUCCESS as a peer, Chad stayed involved and continued to assist with the program. He has done outstanding work getting other students involved and advocating for the inclusion of the SUCCESS Program. He hopes to continue to education to become a Pediatrician.

--*JACQUELINE C. HRABOWSKI ENDOWMENT FUND* - Named to recognize the accomplishments and contributions of Jacqueline C. Hrabowski, recipients are selected based upon her/his commitment to improving the lives of at-risk urban youth through academic studies and community service activities. Students must be rising juniors, with the chance to develop relationships with past participants and Mrs. Hrabowski. This year, Lori Hardesty was asked to facilitate the process of recruiting strong candidates. Sophomores Isabel Geisler and Hanna Dasco were selected, both involved with The Shriver Center (Shriver LLC and the Reach Initiative, and Student Coordinator for Refugee Youth Project).

In his Commencement address, Class of 2015 Valedictorian Michael Moubarek eloquently articulated the importance of service to his peers, particularly following the events in Baltimore just a few weeks prior. Michael consulted with Shriver Center staff to get specific data points for the graduating class that he integrated into his speech, including **131 students that completed 175 placements**. For the second year, The Shriver Center gave chords to those graduating students who had served as Shriver Center Student Coordinators and lead group sites. Michael asked these students to stand. He then asked all who had ever participated in service while at UMBC to stand - the majority of graduates stood.

Center Staff Extend Reach Through Professional Networking:

- ***Service-Learning Staff Share Expertise at State-Wide Training:*** Assistant Director of Service-Learning and K-16 Partnerships, Lori Hardesty, and Program Coordinator Shirley Carrington participated 5th Annual Maryland-D.C. Campus Compact Practitioners' Retreat, "Purpose - Balance - Wellbeing." The event brought together service-learning staff from colleges and universities across Maryland and Washington, D.C. to Towson University for a day of workshops.
- ***American Society For Public Administration:*** Lori Hardesty serves as member of the American Society for Public Administration (ASPA), and a Maryland ASPA Chapter Member-At-Large (2012-March 2015).

- **Consortium for Urban Education (CUE):** Area institutions of higher education have come together with Baltimore City Schools to advance the development and implementation of productive partnerships that benefit children. In addition to Choice Program's Eric Ford, Shriver Center Staff Lori Hardesty, Eloise Grose, and Hannah Schmitz attended Civic Engagement Work Group meetings and events.
- **UMBC Strategic Planning** - Lori Hardesty serves as a member of UMBC's Community and Extended Connections (CEC) Strategy Group (on which LaMar Davis and John Martello serve as Consultants), and a CEC sub-group to define qualities of existing partnerships and explore the creation of a database/map of these existing partnerships.
- **Professional Staff Senate** - Shriver Center Staff Eloise Grose and Hannah Schmitz were elected to serve in the 2015-17 term.

Maryland-DC Campus Compact (MDCCC) AmeriCorps VISTA:

The Shriver Center was awarded a MDCCC AmeriCorps VISTA for FY15. The VISTA, Nicholas Ramundo, was responsible for a variety of tasks and projects including:

- Implementing an after-school tutoring program at Arbutus Middle School (AMS) titled "Arbutus Achievers Club." This program focused on AMS students who had been identified as "at-risk" of failing and in need of one-on-one tutoring and provided them extra tutoring/mentoring by UMBC service-learning students;
- Results from FY15: **287** (37 for Arbutus Achievers Club, 250 for March to College day) Arbutus Middle School students were impacted; 124 UMBC volunteers were recruited for VISTA projects and contributed approximately 1,599 total hours; approximately \$35,401 worth of volunteer hours were dedicated to VISTA projects (based on \$22.14 per hour <http://www.independentsector.org/>);
- Coordinating a Parent Information Workshop on February 5th about college readiness planning presented by a representative from College Savings Plans of Maryland.
- Coordinating a March to College Day for 250 AMS 7th grade students and recruiting 52 UMBC students, staff and faculty to volunteer for this event;
- Attending Neighbor Relations Committee Meetings every other month which includes members from Halethorpe, Catonsville, and the Arbutus area;
- Implementing sustainability measures to ensure the continuation of the project upon the end of its funding in June 2015. In order to ensure sustainability, the MDCCC AmeriCorps VISTA designed three volunteer leadership positions and successfully recruited and managed three Arbutus Achiever volunteers in these positions. These positions consist of a Volunteer Coordinator, Curriculum Development Coordinator and a Community Outreach Coordinator. Each student volunteer was given a detailed work plan and through the supervision of the MDCCC AmeriCorps VISTA met with the group weekly to ensure accountability and proper implementation. All three of the students in the position plan to continue in fall 2015 and Arbutus Middle School has agreed to continue to support the program.

Overall Goals for Service-Learning (S-L) in FY16:

- Develop orientation and training programs for student coordinators, SLLC members and service-learning students;
- Increase collaboration across Shriver Center programs to maximize efforts;

- Continue to use data to inform planning and programming decisions (e.g., UMBCworks, EBI Resident Satisfaction Survey for SLLC);
- Continue to maintain strong partnerships with community partners through more visibility, communication by SL staff and more opportunities for partners to provide feedback;
- Update marketing materials and identify effective communication strategies through on-line presence (e.g., myUMBC and Shriver Center website, Facebook, Instagram);
- Prepare for continued growth of the SL program while working towards maintaining the quality of partnerships, student learning and leadership.

Public Service Scholars Programs

On behalf of the State of Maryland and established as part of legislation creating the Walter Sondheim, Jr. Public Service Summer Internship Scholarship Program, the Shriver Center develops, markets and manages four Public Service Scholars initiatives to introduce undergraduate and graduate students to the rewards and challenges of careers in the public and nonprofit sectors. Through these summer experiences, students from a variety of higher education institutions engage in substantive internships; work in groups to develop policy papers, projects and models; and, gain in-depth learning through a seminar series about many aspects of state government and nonprofit organizations. These initiatives include: Governor's Summer Internship Program, Walter Sondheim Jr. Maryland Nonprofit Leadership Program, Walter Sondheim Jr. Maryland Public Service Law Fellowship, and the Maryland Department of Transportation Fellows Program.

Public Service Scholars Programs Provide Significant Support to the Campus by:

- Providing UMBC students the opportunity to apply theory to practice in real-world settings, acquire the valuable work experience and skills needed to jump-start their careers after graduation, and explore the challenges and rewards of careers in public service.
- Extending UMBC's mission and vision of promoting public service and leadership to our local community and promoting civic responsibility to UMBC students as well as students from across other higher education institutions
- Enhancing UMBC's visibility and reputation regionally, state-wide and nationally through partnerships with a multitude of community organizations, government agencies, and institutions of higher learning with whom the programs collaborate. Student participants are also introduced to several relevant degree and certificate programs offered at UMBC aligning with their interests as well as opportunities to engage with The Choice Program and other service-related post-graduate opportunities.

Principal Public Service Scholars Program Accomplishments – FY 15:

Scholars Placements Continue to be Highly Competitive: In 2015, nearly 200 applications were submitted to these highly selective summer programs, which provided 55 students with \$170,000 in stipends to support their program participation and full-time placements at various government agencies and nonprofit organizations.

Governor's Summer Internship Program and Nonprofit Leadership Program Participants Attend Three-Day Orientation: 2015 marks the first year where participants attended a three-day orientation prior to beginning their internships. During the orientation the students got to know those in their own program, as well as other scholars program and formed strong relationships with their cohort. They also participated in several leadership development opportunities, exploring their top 5 StrengthsFinders strengths, developing LinkedIn profiles, learning networking skills and tips on using business cards (which they received at the opening kickoff event). Students also had the chance to participate in a service project. Nonprofit Leadership students volunteered at the Baltimore Community ToolBank and GSIP participants volunteered at Paul's Place, both in the Pigtown neighborhood of Baltimore City.

Governor's Summer Internship Program Celebrates its 28th Year: Since the beginning of his term in January, Governor Hogan's administration was eager to support the Governor's Summer Internship Program, now in its 28th year. Nearly 100 applications were received from students attending Maryland institutions and Maryland residents attending institutions nationwide. More than 50 requests for interns were submitted across state government agencies. The 20 selected students have an average GPA of 3.67, representing 13 institutions and diverse majors, were placed at 20 different offices in 16 state agencies. Students received \$3,000 stipends for their full-time service to these agencies during the 10-week program. During a visit to Annapolis students met with high level State officials such as the Governor's Director of Policy, Adam Dubitsky and Deputy Director of Policy, Mark Newgent as well as the Executive Director of Legislative Services, Karl Aro. Students also toured the State House. In addition to their full-time agency placements, students attended seminars and received consultation on policy analysis from UMBC Professor of Political Science, Dr. Roy Meyers. The program will culminate in student teams presenting their policy analyses and papers in August 2015 to Governor Hogan, who recognizes UMBC and the Shriver Center for playing an active role in promoting public service to our next generation of leaders.

The Walter Sondheim Jr. Maryland Nonprofit Leadership Program Participants Continue to be in High Demand from Nonprofit Organizations: For its 8th consecutive year, on behalf of the State, the Shriver Center developed, marketed, and implemented the Maryland Nonprofit Leadership Program. Over 60 applications were received from undergraduate and graduate students attending Maryland institutions. Over 100 requests for interns were submitted by nonprofit organizations across the state. The 20 selected students, representing 10 institutions, diverse majors and an average GPA of 3.62, were placed at 20 nonprofit organizations in 2015. Students received \$3,000 stipends for their full-time service to these organizations during the 10-week program. In addition to interning full-time, these students attended bi-weekly seminars hosted by OrgForward, a nonprofit consulting organization, on a variety of topics pertaining to nonprofit leadership and management. This year, rather than having student teams develop hypothetical nonprofits; they were tasked with completing a capstone project for an existing nonprofit. These projects offer solutions to a problem or need that an area nonprofit is experiencing.

The Walter Sondheim Jr. MD Public Service Law Fellowship Program Continues to Support Law Students: On behalf of the State, the Shriver Center developed, marketed, and managed the Public Service Law Fellowship through its 4th year. Over 30 applications from students of the two law schools in Maryland (University of Baltimore School of Law and University of

Maryland School of Law) were received. The 5 selected students were placed within the Office of the Attorney General, The Public Justice Center, The EEOC Hearings Unit in Baltimore City, and the Baltimore County Department of Social Services-Legal Department for Child Endangerment Unit. Students received \$3,000 stipends for their full-time service during the 10-week program.

MDOT Provides Internship Support for 16 Consecutive Years: The Maryland Department of Transportation (MDOT) awarded a \$54,588 contract (a 2.5% increase from last year) requesting the services of the Shriver Center to coordinate its 2015 MDOT Fellows Internship Program and prepare for the 2016 program. This program introduces top college seniors from across the state to Maryland's integrated transportation system. The 2015 program received nearly 50 applications from students attending 11 institutions in Maryland and nationally. Ten students were selected representing 5 institutions, diverse majors, and an average GPA of 3.48. These students were placed across the 5 modals comprising the Maryland Department of Transportation. Students received \$3,500 stipends for their full-time service during the 8-week program.

Overall Goals for Public Service Scholars Programs in FY16:

- Develop and implement recruitment strategies to increase the number of student applicants to each program. Special attention will be paid to increasing applications received from underrepresented institutions and students at HBIs in Maryland. Efforts will be made to identify and target students who are already committed to public service.
- Continue to develop the restructuring of the Nonprofit Leadership program's seminars and group project component to examine problems currently impacting Maryland by developing solutions through existing nonprofit organizations while still acquiring nonprofit leadership and management skills.
- Add and improve student reflection components to each program to facilitate greater application of theory to practice relating to problems affecting Maryland and gauge student growth and insight surrounding the exploration of careers in public service in Maryland.
- Design an assessment strategy and compile and analyze data to work towards expanding the program to fund and support more opportunities to expose students to the challenges and rewards of careers in public service in Maryland.
- Form and enhance the Public Service Scholars Alumni network, through LinkedIn groups, communication, and an alumni networking event.
- Strengthen the Public Service Scholars "brand". Develop consistency in marketing materials, communications, and cross-program understanding. Work with the students to help them communicate their experience to both strengthen their professional development and serve as advertising for the programs.

The SUCCESS Initiative

SUCCESS (Students United for Campus-Community Engagement for Post-Secondary

Success) is Maryland's first four year, university-based program for young adults with intellectual disabilities. The mission of SUCCESS is to enable students with intellectual disabilities to develop their independence, critical thinking, problem solving skills, and employment skills. By providing the students with a four-year college experience, they are given the opportunity to interact with their peers through a wide array of inclusive educational, social and recreational campus based activities.

SUCCESS Provides Significant Support to the Campus by:

- Expanding the campus' definition of diversity to include individuals with intellectual disabilities.
- Spreading general awareness on campus of the challenges and strengths of individuals with intellectual disabilities.
- Providing opportunities for faculty to engage in innovative pedagogy with traditional students and students with intellectual disabilities.
- Offering access to students who can assist faculty in their research on areas such as the development of assistive technology.
- Supporting graduate students in the developing their skills in research and teaching through courses, curriculum development and projects;
- Engaging a substantive number of traditional UMBC students in unique externships to expand their awareness and deepen their understanding of the challenges faced by and strengths possessed by young adults with intellectual disabilities.
- Enhancing UMBC's visibility and reputation regionally, state-wide and nationally through the integration of individuals with intellectual disabilities in a university-based experience, thus filling a small part of a large gap in our educational system; collaborating with public and private sector entities; presenting at national conferences; and, generating media coverage.
- Providing valuable support to a variety of departments and office across the campus through SUCCESS student internships.

Principal SUCCESS Accomplishments – FY 15:

- Provided opportunities for seven graduate students from a variety of disciplines and fields (including Assistive Technology & Accessibility/Human Centered Computing; Applied Developmental Psychology; Applied Sociology; Imaging and Digital Arts; Education (MAT), and Instructional Systems Development) in curriculum design, teaching and research related to SUCCESS;
- Engaged more than **200** traditional UMBC students as SUCCESS Peers and Lunch Buddies to learn with, about and from people with intellectual disabilities;
- Spread general awareness on campus with SUCCESS student-led information sessions for Peer recruitment;
- Provided support across campus within departments including: Social Work, Information Systems, UMBC Bookstore, IS-PAD Lab, Facilities Management, Interdisciplinary Studies, Intermedia and Digital Arts, True Grits, Au Bon Pain, Athletics, and Visual Arts) through SUCCESS student non-paid internship positions;
- Constructed seven semesters of classes that engage SUCCESS students in curricula to

develop skills in a variety of areas including new courses in Public Speaking, Conflict Management, Music, Legislation and Policy, and Leadership;

- Since its inception, the program has a 91% retention rate (including 100% retention of our 1st cohort of 6 students);
- Secured non-paid, campus-based internships for all 21 students;
- Continued collaboration with the UMBC student life, creating the student organization SUCCESS Buddies, matching UMBC student members with SUCCESS students for one-on-one relationships and holding on-campus events including a game night and an open mic nights;
- Retained many Peers and other traditional students from the fall to spring semesters and promoted several of the Peers into leadership positions for fall 2015;
- Created four additional on-campus internship locations and three additional off-campus internship opportunities;
- Created digital stories through the Vision of Self and Advanced Vision of Self courses;
- Created the first cross-cohort elective class, Introduction to Dance, in collaboration with an undergraduate Dance major;
- Worked with a fellow from the Center for Innovation and Leadership in Special Education at Kennedy Krieger Institute, referred to our program by Dr. Nancy Grasmick, former Maryland Superintendent of Education, to train interns and to build curriculum using the 21st Century for Learning framework;
- Secured one on-campus paid position and eight non-paid position (at the Social Security Administration for a 13-week internship) for students during summer 2015;
- A group of SUCCESS parents secured off-campus, private-pay supported housing for 6-8 students, beginning in FA14. The Friends of SUCCESS House, an established non-profit, provides a local housing opportunity allowing the program to be available for more students across the state.

Program Integrates and Engages Significant Numbers of Faculty and Traditional Undergraduate and Graduate Students:

In addition to the 21 SUCCESS students who comprise the first, second, and third year cohorts, SUCCESS engaged a significant number of UMBC faculty members. Eight faculty members from eight academic departments instructed students in the First Year Seminar and Acting Workshop this academic year and an additional five faculty members instructed students in integrated classes or supervised students in internships within their departments. Additionally, seven graduate students representing five different disciplines were involved through their instruction of SUCCESS courses, evaluation of student progress and development, scholarly research related to individuals with disabilities, and as advisors. More than **300** Peers and Lunch Buddies have engaged with SUCCESS students in formal classroom settings and informal settings since program inception in fall 2012, with more than **200** Peers/Lunch Buddies engaged in FY15.

Overall Goals for SUCCESS in FY16:

- Engage 4th Year students in a new set of courses, including: Public Speaking, Conflict Management, Music, Legislation and Policy, and Leadership. They also will have the

option to “audit” two social work courses and to participate in a cross-cohort dance course.

- Complete the curriculum for spring 2016, finalizing the 4-year curriculum;
- Continue to revise orientation and training for SUCCESS students, interns and Peers to ensure all participants are prepared for their interactions and engagement in program courses and activities.
- Explore new ways to engage SUCCESS students in campus events/activities (e.g., presenting at the Undergraduate Research & Creative Achievement Day);
- Enhance program assessment to include more feedback from SUCCESS students to faculty and staff as a strategy for program improvement and self-empowerment, and to inform our partners at DDA and DORS regarding program outcomes;
- Plan an advocacy trip to Annapolis;
- Continue to create partnerships for internship and employment opportunities for the students both on and off-campus;
- Explore hosting the Sprout Films Festival on campus in AY16 in partnership with the Theatre Department;
- Create more opportunities for the SUCCESS students to build their own schedule and “audit” traditional classes.

In FY16, SUCCESS will not admit new students into the program, but will continue existing programming and curriculum for the remaining three cohorts.

The Shriver Peaceworker Program

Preparing new social change leaders in the spirit of Sargent Shriver:

The Shriver Peaceworker Program brings together Returned Peace Corps Volunteers who build upon their intercultural experiences and commitment to the ideals of Peace Corps service to promote sustainable development in the urban communities of the Baltimore-Washington area. The Shriver family established the program at UMBC with the founding of the Center in 1993. Program participants join and help maintain a network of leaders who work toward social improvement and equity through the integration of academic study, community service, and ethical reflection. This service-learning model is unique at the graduate level. Annual cohorts of 6-10 Peaceworkers enroll in full-time graduate academic programs at UMBC or a member of the Shriver Higher Education Consortium (11 member institutions). With their appointments they receive graduate assistantships, the components of which are full-time academic study in a graduate program of their selection, part-time community service internships (20 hours/week), and participation in a two-year structured series of ethical reflection practica and retreats. This reflection component is designed to enable Peaceworkers to identify, understand and respond to the personal, social, cultural, and ethical dimensions of the urban problems with which they are engaged.

The Peaceworker Program Provides Significant Support to the Campus by:

- Attracting diverse and highly qualified full-time graduate students to UMBC who have a demonstrated commitment to civic responsibility and practical social research. The graduation rate for these students exceeds 90%.
- Placing several Fellows in graduate assistantships that directly support the campus community.
- Enhancing UMBC's visibility and reputation regionally, state-wide and nationally through cooperative partnerships within higher education, the social sector, and governmental agencies.
- Continuing to help UMBC fulfill its commitment to civic engagement and community service-learning through strong and sustained service partnerships.

Principal Peaceworker Program Accomplishments – FY15:

Program Staff Seek External Funding Support: Peaceworker community partnerships continue to bring significant support of fellowships to UMBC. This year external partner support exceeded \$180,000. The Peaceworker Program's curriculum and instruction efforts have continued an entrepreneurial collaboration with the Education Department and UMBC Training Centers to offer online courses to international youth engaged through U.S. Department of State programs. This year Youth Community Leadership Challenge courses were offered in both Fall 2014 and Spring 2015.

The Peaceworker Program Gains Regional and National Visibility and Recognition:

Peaceworkers organized the 4th Annual Peace Corps Research Conference held on the California campus of UC Berkeley in June 2015. Six UMBC graduate students presented original research as well as coordinated two days of research sessions. This interdisciplinary conference was integrated within the Peace Corps Connect Conference, which drew over 500 participants.

Peaceworker Program Enrollment Reflects Its Local Impact: During the 2014-2015 academic year, the program included 13 Peaceworkers in programs including: Intercultural Communications, Education, Social Work (UMB), Public Policy, Geography and Environmental Systems, Information Systems, Instructional Systems Design, and Imaging and Digital Arts. A total of 23 graduate departments at 9 institutions have partnered with the program since 1994.

Program Graduates Continue as Change Agents Locally, Regionally and Internationally:

Seven Peaceworkers graduated in May 2015, bringing the number of total graduates from the program since 1994 to 153. The Peaceworker academic graduation rate remains over 90%. This year's graduates are transitioning into careers of public service from national to local levels.

- Alumni represent agencies from the local community level to the national and international level; they serve in international organizations in areas such as small business development, social justice advocacy, and immigration/refugee services.
- Alumni work ranges from research and management to grass-roots program direction and community organizing (e.g., teaching and counseling in schools and higher education

institutions; directing after-school and service-learning programs; coordinating public health and homeless services programs).

- Peaceworker alumni hold significant positions within philanthropic foundations including the Annie E. Casey Foundation, the Association of Baltimore Area Grantmakers, and the Jack Kent Cooke Foundation.
- Alumni hold public service positions within city, state and federal government agencies. Peaceworkers continue to have a significant presence in Baltimore City Hall, Maryland State Government and a number of Federal agencies including: HHS, HUD, USDA, USAID, SSA, Peace Corps, SBA, and CMS.
- Alumni leverage their impact by networking together and bringing their expertise back to the program to meet with and mentor current fellows. Several alumni are working on food justice issues in Baltimore City including Charlotte Keniston, an OSI fellow, working with Pigtown Food for Thought, Brooks Binau who is the lead farmer at Great Kids Farm, current fellow Katie Miller who works with her city neighborhood garden and coordinated a food drive for Viva House in 2015.

Peaceworker Program Staff Provide Critical Support Across UMBC:

Dr. Taylor continues to advise UMBC terminal degree students whose research involves questions of civic agency, engagement, and service-learning. This year he Co-Chaired dissertation committees for Language Literacy & Culture graduates, Dr. Zuo Tang Zhang and Dr. Romy Hübler. He is currently on the Master's Committees for students in INCC and GES Programs. He also continues to teach the First Year Seminar "Building a Culture of Peace" each fall, which again filled to capacity

Dr. Taylor also serves on UMBC's BreakingGround Working Group and the Imagining America Planning Committee. He served as a consultant on UMBC's Community and Extended Connections Strategy Group and joined a focus group for the Innovative Curriculum and Pedagogy Strategy Group.

Assistant Director, Meghann Shutt, regularly advises undergraduate students interested in Peace Corps service. She teaches two financial education classes for students in the SUCCESS program, represents the Shriver Center across campus in a variety of capacities and engages with colleagues (in the Office of Student Life, Mosaic Center, Women's Center, Breaking Ground, English Language Institute) across campus on service initiatives.

This year, Meghann met with the Baltimore City Health Commissioner, Freeman Hrabowski and several UMBC staff and faculty to explore ways UMBC have worked together in the past and could continue to work together in the future, including a Peaceworker service placement.

Meghann and Joby both served on Shriver Center stewardship initiatives including strategic planning, hiring committees, retreat planning, fellow selections, and event coordination.

Peaceworker Community Partners Provide Critical Support to Fellows On and Off Campus:

Community partners of the Peaceworker Program represent small and large organizations providing services directly and indirectly across a range of social need areas in the Baltimore region and the UMBC campus. In FY15 Community Partners with Peaceworker service placements included the following external and on-campus community organizations:

External Partners:

- **Baltimore City's Office of Homeless Services** provides administrative oversight and direction for the care of homeless individuals and those at-risk for homelessness. As a Peaceworker Fellow, **Jennifer Mayo** leads the office's initiative to develop an inter-faith hospitality network to fill the service gap of care for homeless families in Baltimore City.
- **Friends of Patterson Park** provides space and programming for the diverse urban communities and neighborhoods that touch Patterson Park. Peaceworker **Kellie Bland** serves the organization by providing outreach to the Spanish speaking community, planning and supporting programming, events and more.
- **Lakeland Elementary and Middle School** has partnered with the Shriver Center to improve community school goals like school climate, parent and community engagement, improved attendance and behavior and enhanced academic performance. Peaceworkers **Brooks Binau and Greg Couturier** work with school and community leaders to achieve these goals.
- **Office of Baltimore Councilperson Jim Kraft** serves the City's 1st District, which includes many historic neighborhoods and diverse communities. Peaceworker **Katie Miller**, worked with community members on constituent services as well as with Council staff on a variety of urban policy projects, including drafting new legislation.
- **Save the Children's U.S. Programs** provide early childhood development, literacy, physical activity, and nutrition programming as well as emergency relief in impoverished rural communities. Peaceworker **Merrie Winfrey** has supported the creation of a new office within the organization advocating for impoverished children in the United States.
- **Annie E. Casey Foundation** works to empower youth and families with data driven policies and innovative solutions to social problems. **Mollie Willis** supports their Kids Count data initiative to measure the impact of various state-level policies aimed at improving the lives of children living in poverty.
- **Walden Circle Community** is a residential rental community owned by Regional Management Corporation. Because of a successful track record of work with the College Gardens Community, Peaceworker Fellow, **Joel Bakers and Pierce MacMillan**, coordinated a community center to provide appropriate programming for both youth and adults in the Walden Circle community.

On-Campus Partners:

- **The English Language Institute (ELI)** is located on the UMBC campus where it provides intensive English Language courses and tutoring services for international students. Peaceworker **Shannon Pierre-Jerome** served as a graduate level reading and writing tutor for international students on campus.
- **Office of Student Life** works to provide programs on the UMBC campus that enhance the overall student experience through creating intentional models of self-authorship. Peaceworker **Mark Zachar** coordinates undergraduate service and volunteer opportunities and creates linkages between various student organizations and departments on and off campus.
- Residential program was coordinated by Peaceworker **Molly Lemoine**. Mollie's work engages UMBC undergraduate students in diverse intercultural programming that helps them develop into global thought leaders.

- **Education Department and UMBC Training Centers** continue to partner with Peaceworker Program on the Youth Community Leadership Challenge online course. Peaceworker Pierce MacMillan has led the curriculum and instruction for online courses in the fall and spring this academic year.
- **SUCCESS Program** at Shriver Center engaged Peaceworker **Jaclin Paul** in curriculum development, instruction of Vision of Self and Advanced Vision of Self photography classes, and programming and presentations of original art for this program for persons with intellectual disabilities.

Additional Initiatives and Activities Support Peaceworker Fellows:

Pedagogy: Several years ago, the program embraced service-learning as the organizing model for its pedagogy. As the program develops, a more facilitative model of student involvement in the planning and delivery of reflection curricula has been implemented. The facilitative curriculum model, student led seminars, and personalized advising sessions have deepened the reflection component of this service-learning experience for students. This year's Fall Practicum's focus was "service, peace, and culture," and the Spring Practicum was "service, peace, and religion/spirituality."

Community Building: Peaceworkers participated in weekend retreats during the summer and both the fall and spring semesters, where they engaged in structured team-building and skill-building activities, as well as additional ethical reflection sessions.

Peaceworker Program Strengthens Campus/Community Connections: The program continued to work with the New Media Studio and International Media Center on campus to support incoming Peaceworkers to integrate digital storytelling into their personal reflection. The project is growing a library of Peaceworker digital stories for use within the program and for recruitment. The digital storytelling project, integrated into the program's Proseminar in "Ethics and Social Change Leadership," proceeds from the prompt "I knew I was in the Peace Corps when..." and allows Peaceworkers to learn multimedia skills as they share meaningful examples of cross-cultural learning in an engaging and useful format. Fellows' stories can be seen at: [Peaceworker Digital Stories](#)

In FY2015, the Peaceworker Program contributed to several community initiatives outside of their standard community service placements. In 2015, Peaceworker fellows represented UMBC through a park cleanup at Patterson Park; a garden build day in Pig Town; Peace Corps Day at Lakeland School; an initiative to enroll newcomer families in health insurance through Lakeland School; gave presentations on Peace Corps service at Peace Corps Day; and, volunteered for the Baltimore Homeless Census.

Peaceworker Alumni Provide Significant Support to the Program: The Shriver Peaceworker Alumni network remains strong. In Winter 2015, a number of local alumni continued the tradition of hosting an annual Progressive Dinner that introduced new Fellows to several neighborhoods in Baltimore and to the wider Peaceworker Program Alumni community. The service-learning curriculum of the program continues to be substantially alumni led. Informal involvement also remains high with alumni providing a range of support services from orientation to social activities to career networking. The alumni listserv now has more than 130

subscribers and is a much used communication medium. As UMBC's listserves policy changes, the program will look for a new platform to keep our alumni communication robust.

In FY15, the program continued several alumni initiatives:

- The program continued its targeted giving campaign by reaching out to alumni on an annual basis. The program has chosen to target these gifts to support the ethical reflection component of the program, which includes the weekly practicum sessions as well as the yearly retreats. Personalized materials were created for each cohort, and the appeal was met with enthusiastic participation leading to individual gifts totaling nearly \$1,500.
- The program continued to build traditions through a number of annual program alumni events including a Labor Day cookout and a Progressive Dinner in which local Baltimore alumni host current Fellows in their homes across the City. Also, the program has created additional platforms for building its community and extending its reach and reputation. The program continued its Facebook presence and is exploring other forms of supportive technology.
- Alumni visited our Peacemaker practicum class to share their perspectives on professional development and social change leadership. Four alumni participated in an alumni panel, one provided his expertise in immigration, one alumnus hosted the group on Capitol Hill and several others joined current fellows for informal conversations.

The Program Secures Financial Support from Public, Private and Non-Profit Organizations:

Between July 2014 and June 2015, the program received approximately \$182,000 in support of its assistantships from community partner contributions and private foundations. In addition, Peacemaker Graduate Assistantships (GAs) were supported by \$58,000 in Federal Work-Study funds. UMBC contract services, departmental support, and departmental GAs supported by the State of Maryland provided approximately \$158,000 in support. This brought the total support for assistantships and program (not including staff salaries on State support) to \$398,000 for the year ending June 30, 2015. Community Partners and Foundations support included contributions from the following community partners: Baltimore Homeless Services (\$15,000), The Macht Foundation (\$42,000), Friends of Patterson Park (\$15,000), Baltimore City Council (\$12,000), Annie E. Casey Foundation (\$16,500), Sherman Foundation/Lakeland School (\$65,000), Save the Children U.S. Programs (\$15,000), and Peacemaker Alumni contributions (\$1,500).

The Choice Program at UMBC

The Choice Program at UMBC is solving today's challenges with tomorrow's community leaders. In FY16, the program will have 47 AmeriCorps Community Service Learning Fellows who, as recent college graduates with a wide array of backgrounds and experiences, apply their passion, energy and dedication to addressing the pressing social, health, educational and economic challenges of over 800 youth and families in Maryland each year. Over the past 25 years The Choice Program at UMBC has worked with more than 21,000 youth and their

families from Maryland's highest risk communities. The program's intervention is a community-based, family-centered, comprehensive case management approach to reduce the number of youth in detention and ensure public safety. The program works within the framework of two primary theories of change. First, Choice uses service-learning to impact workforce development and create the next set of change agents that will solve Maryland's most challenging issues. Second, the program seeks to reduce disproportionate minority confinement among youth involved in the juvenile justice and court system by empowering youth and families to advocate for themselves and connect to resources.

In FY15, Choice completed its expansion to Prince George's County to include three fully operational teams. Choice continued to work with the University of Baltimore School of Law on the construction of the Flying Fruit Fantasy (FFF) Cafe with an anticipated opening date in FY16. Choice also was approached for potential expansion into Baltimore County and Baltimore City Schools.

The Choice Program Provides significant support to the Campus by:

- Raising the national visibility of UMBC, and helping the institution achieve its vision of promoting civic responsibility;
- Enrolling 47 Choice AmeriCorps members in a one year UMBC Community Service-Learning Fellowship practicum;
- Creating a culture of positive social change in the Baltimore Area as Choice AmeriCorps Community Service Learning Fellows at UMBC stay in Baltimore long after their year Fellowship is completed and become agents of change, representing UMBC in the professional workforce, addressing Maryland's most challenging issues;
- Providing a significant UMBC presence in Baltimore City, Baltimore County and Prince George's County delivering needed services to at-risk communities;
- Providing a service-learning opportunity for UMBC students to tutor youth in a structured and supervised setting. UMBC undergraduates provide weekly mentoring to program youth on campus through Choice's College Night. The Choice Program at UMBC's **Community as Classroom** model trains and encourages these UMBC students to utilize their volunteer experience to develop an understanding of the world through the eyes of the youth involved in the program.

Principal Choice Accomplishments – FY15:

The Choice Program, through the efforts of its Quality Assurance Task Team, continued to refine data collection needs and processes throughout the fiscal year in pursuit of becoming an Evidence-Based Practice. In FY13, The Quality Team utilized an organization-wide appreciative inquiry process to meet with every team within Choice to receive input on the quality of services and data challenges perceived by the teams. In FY14, the Quality Team began using these data, supplemented by additional meetings with teams, to define Choice's target population, refine program logic models, and identify key performance indicators and requirements, all key steps in becoming an Evidence-Based Practice. In FY15, the Quality Team fully implemented new data collection processes within Social Solutions Efforts-to-Outcomes software and continued to examine data and conduct ongoing performance management in the quest to become an Evidence-Based Program.

In FY15, The Choice Program continued to implement three key strategies in its efforts to effect social change and meet urgent community needs.

Strategy 1: Developing social change agents through our UMBC Community Service-Learning Fellowship, engagement and training of community volunteers and building the capacity of youth and families to engage in advocacy on their own behalf. The program uses service-learning as a vehicle to solve and address Maryland's most challenging social issues impacting youth and families.

Choice AmeriCorps Community Service-Learning Fellows at UMBC

Goal: Harness, develop and direct the passion and dedication of recent college graduates to effectuate substantive change in the lives of youth and families from Maryland's most challenged communities.

Overview: The UMBC Choice Community Service-Learning Fellowship is a one-year service-learning opportunity. This unique fellowship program allows its participants to experience the community as classroom by working in teams serving youth involved in the juvenile justice or social service systems and at risk of being removed from their families and the community. Fellows gain intensive field experience by serving youth and families in their homes, schools and neighborhoods. Youth and families become the experts who familiarize Fellows with the community, its needs and potential. Fellows actively challenge the conditions that prevent a just and equitable society. They gain a broad range of exposure to community based services including: juvenile justice, human services, public schools, courts and housing. Key roles such as leadership, organizing, brokering, advocating, and linking to services are part of the daily experience. Choice recruits recent college graduates with a wide array of backgrounds and experiences. This life changing experience for Community-Service Learning Fellows is the foundation for developing the next group of change agents and leaders dedicated to addressing the social inequities of the systems. Fellows gather on a quarterly basis to participate in reflections geared towards identifying the needs of the youth, families and communities in which a Fellow serves, learning the community resources that are designed to meet the needs of community members, exploring of systems of delivery and examining the roles of individuals, organizations and the community as agents of change.

At the end of their year of service, Fellows receive a \$5,730 AmeriCorps educational award they can use to support entering graduate school at UMBC. Last year over \$197,400 was paid directly to Fellows in the form of education awards.

Growth: The program expanded in FY15 to include two additional Community Service-Learning Fellows placed with the Choice Jobs team in Baltimore and six Opportunity Youth Fellows. These Fellows will be supporting the Choice Jobs expansion of the FFF franchise to the UB Law School. The Opportunity Youth Fellows are young people aged 17-24 who will enroll in AmeriCorps for a year of service while completing GED programs and providing mentorship to FFF youth employees.

Impact:

38 – AmeriCorps Community Service-Learning Fellows at UMBC enrolled
69,183 – Service hours completed by exiting Fellows
2,308 – Average number of hours completed by exiting Fellows during FY15

Strategy 2: Direct services with youth and families through Intensive Advocacy, Jobs and Education Programs.

Choice Intensive Advocacy Program (IA)

Goal: Provide an effective and affordable community-based alternative to institutionalization of Maryland youth.

Overview: The Intensive Advocacy Program provides a cost-efficient and effective alternative to the incarceration of youth and to the long-term placement of youth in the foster care system. Youth and families involved in the Intensive Advocacy Program receive intensive monitoring, youth development and linkage to resources 24/7, 365 days a year. The Intensive Advocacy program expanded at the end of FY13 to meet the needs of youth at risk of permanent foster care placement. Through a partnership with the Baltimore City Department of Social Services, The Choice Program is applying the Intensive Advocacy model in service to adolescents aged 13-17 and their families where permanent out of home placement appears eminent. At the end of the pilot year, the program showed positive results for maintaining youth in the home. An Intergovernmental Agreement was finalized to ensure the program is continued through FY16. In FY15, Choice completed expansion efforts for Intensive Advocacy services to the Washington DC metro area of Prince George's and Montgomery Counties where services were discontinued due to funding loss in 2009. This expanded partnership provided nine new slots for Choice's AmeriCorps Community Service Learning Fellowships at UMBC and provides services to an additional 200 youth and their families annually.

Impact:

603 – # of DJS youth & families served
96% - DJS youth who completed the program and were not adjudicated with new charges
86% - DJS youth who remained in the community at the time of program completion
92 – # of DSS youth & families served
92% - DSS youth remained with their families at completion of Choice's intervention

Choice Jobs Program

Goal: Utilize supported employment strategies to provide youth curriculum-based Job Readiness and Lifeskill Training, paid on-the-job experience and supported job placement and retention to ensure youth are successful in unsubsidized employment.

Overview: The Choice Jobs Program prepares youth from Baltimore's most challenged neighborhoods for the work world. The program utilizes a supported employment model that delivers community-based vocational services that include a job readiness curriculum, paid on-the-job training experience and supported job placement. Choice offers two different venues for subsidized, on-the-job training. Choice currently operates two social entrepreneurial Flying Fruit Fantasy (FFF) enterprises – one in Camden Yards and one in Baltimore's Inner Harbor- to

provide on-the-job training and experience for youth during the summer. A third location, the FFF Cafe, at the University of Baltimore School of Law is scheduled to open in FY16. The goal of the FFF stands is to prepare youth with the capacity and opportunity to successfully participate in the legitimate work world. Choice staff who are trained in supported education and supported employment interventions ensure youth are able to successfully meet obstacles in the work place.

Highlights: The Choice Program at UMBC secured an MOU with the University of Baltimore School of Law to open the FFF Café, with slated opening in FY16. After the establishment of this 3rd FFF job training location, at least 40 additional youth will receive paid on-the-job training each season. Through this partnership opportunity, Choice also received additional AmeriCorps funding for 6 Opportunity Youth members. The Opportunity Youth members are young people aged 17-24 who have been disconnected from school or work, with a history of involvement in the criminal or juvenile justice system. The Opportunity Youth members will receive mentoring and support from more experienced Community Service-Learning Fellows. The Opportunity Youth will, in turn, be providing mentorship and leadership at the FFF Cafe to less experienced youth.

Impact:

227 – # of Youth served

54 – # of Youth placed in subsidized employment at FFF and internships

19 – # of Youth placed in unsubsidized community employment

32% - Youth job placement rate

Choice Education Program

Goal: Provide an intensive case management alternative to in-school arrests, suspensions and expulsions.

Overview: The Choice Education Program provides an intensive case management alternative to in-school arrests, suspensions and expulsions. Choice Education Fellows provide school-based advocacy, afterschool programming and cultural enrichment activities to meet the needs of students and their families.

Highlights: The Choice Education Program continued to provide services at Lakeland Elementary/Middle School. The replication site of the Choice Education Program remained in operation at Gauger-Cobbs Middle School operated by Child, Inc. in Wilmington, Delaware. The Choice Education Team offered numerous opportunities for productive out-of-school enrichment activities, including weekly afterschool programming, College Night at UMBC, afternoon book club, spring break mosaic project, Youth in Action planning and participation, and referrals to the Choice Jobs vocational training program. Key partnerships to enrichment activities included the Baltimore Wisdom Project, Baltimore Office of Promotion and Arts, Charm City Fringe theater workshops, and Dr. Rubin from UMBC. During this program year, Choice Education team members focused primarily on in-classroom coaching and mentoring.

Impact:

47 - # of Youth served at Lakeland Elementary/Middle School

77% of youth reduced or maintained number of suspensions from previous school year
73% of youth reduced or maintained the number of behavioral referrals from previous school year
87% of youth participated in a Choice-sponsored activity

Strategy 3

Focused movement building efforts through staff, volunteers and youth serving in community roles that shape policy, engaging the community in events that bring attention to critical issues and the positive role that youth, families and communities can play in creating solutions, and in the development of partnerships that can create momentum in movement building.

Building the capacity of youth and families to advocate on their own behalf Baltimore Youth In Action

Goal: Engaging the community in events that bring attention to critical issues and the positive role that youth, families and communities can play in creating solutions.

Overview: The Choice Program sponsored its fourth Youth in Action event in June 2015 as a continuation of its involvement in the *Equal Voices* campaign response to the need for youth to plan and implement their own events. This year's Youth in Action movement events provided youth with a platform to use art as catharsis for violence prevention and as a catalyst for social change. In a series of workshops leading up to the event, youth used art as a way to speak out about the challenges they see in their communities and the changes they want to see. Workshops leading up to the main event included Youth Peace Circles, hip hop, DJ, photo and writing seminars, workshops with local authors, theater workshops with Charm City Fringe, and a multi-day mosaic project between youth and police in Baltimore City. Using art as a medium, youth were able to communicate their ideas and dreams about decreasing violence in their communities. Youth participated in this movement at every level, by attending workshops and forging their own committee to steer to the event to highlight their art and desires for social change. The culminating event took place in June 2015, at Baltimore's Graffiti Warehouse, with over 350 attendees. There was a gallery space containing all the youth's artwork and a dynamic performance program featuring youth and community partners.

Impact:

350+ - # of Participants attended the 4th Baltimore Youth in Action Event

Focused movement building efforts through staff, volunteers and youth serving in community roles that shape policy

LaMar Davis, Choice Director: Appointed Task Force Member for The Maryland Task Force on Juvenile Court Jurisdiction examining issues related to HB786 passed by the Maryland General Assembly. The Task Force on Juvenile Court Jurisdiction studied current laws relating to the jurisdiction of the juvenile court and review best practices for handling offenses committed by youth in the court system. This year LaMar became a member of the OSI-Baltimore Leadership Council. This group engaged professionals who share a commitment and a passion for Baltimore, and who actively want to be part of the solutions for its future. The group meets with

the intent of involving participants in active discussion with experts, policy makers and advocates who are already implementing results-oriented strategies about the most serious social and economic problems facing Baltimore City. LaMar also serves on the Baltimore City Disproportionate Minority Contact Committee which was responsible for bringing the validated Washington State MCASP Needs Assessment tool into use in Maryland's Department of Juvenile Services and stopped the building of a new youth detention facility in downtown Baltimore City. LaMar is an active member of the Maryland Juvenile Justice Roundtable sponsored by Advocates for Children and Youth. LaMar is on the Board of Directors for Class Acts Arts (CAA). CAA's Project Youth ArtReach (PYA) uses art as a vehicle for transformation and change working with incarcerated youth and young adults. Among their many workshops and professional artist residencies, PYA creates murals inside detention facilities that are publically displayed in spaces such as the courts or public administration buildings. These projects give voice to the contribution and potential incarcerated youth have when given the right support and direction.

Eric Ford, Choice Director of Operations: Work Group Member - Alliance for Community, Teachers and Schools (ACTS). Eric serves on the civic engagement workgroup. Their goal is: identifying and implementing ways to increase and improve the active placement of college and university students in Baltimore City Schools to the benefit both of the students and the school children. To that end, they focus their work on strategies that ready the students for their service and ready the schools for productive engagement. Eric also participates in the "First Generation Baltimore" planning committee, the Woodland Job Corps Community Relations Council, and is a volunteer basketball coach at Patterson High School.

Julie Brooks, Choice Assistant Director: Julie participates in quarterly meetings of the Baltimore City Workforce Investment Board. The mission of the Baltimore Workforce Investment Board, in partnership with the Mayor's Office of Employment Development, is to create a public workforce engine driving Baltimore toward sustained prosperity by ensuring that businesses secure talented workers and that citizens build productive careers. Board members and participants are committed to serving as the "voice of business" by contributing to the local economy by promoting stronger linkages among workforce system stakeholders, identifying career pipelines within the city's growth industries in an effort to match well-trained job seekers with employment opportunities and preparing Baltimore's youth for college and career exploration. As a member of the Choice Program community familiar with the opportunities and challenges for Baltimore's young people, Julie is able to add their voice to address issues discussed in the Workforce Investment Board meetings. Julie also participates with the Baltimore City Opportunity Youth Collaborative, which engages programs and systems that work with Opportunity Youth in a network of idea and resource-sharing. The Collaborative aims to align the services available to young people and create a mobile application and can connect youth with positive peer role models, mentors, training and educational opportunities, and employment.

Abdul, a young man living in Baltimore, started with The Choice Program in late 2010 and worked with the Jobs team throughout 2011, applied for the FFF stand at Camden Yards and did not get it because he needed to work on interview skills. Although he was a favorite of Choice staff, he learned there are no favorites in the work world. He applied again in 2012 and earned the position. Then he became a youth intern, helping lead job readiness classes and

contributing to the jobs newsletter. He developed good work habits and leadership experience to enhance his naturally great communication skills. Abdul graduated from high school, is enrolled in college and had been working at Camden Yards for the concessions company at the ballpark, DNC Inc. For the last three years, Abdul has been hired back by the Jobs Program to serve as a "College Intern" and will be a manager at the FFF stand for this season.

Imhotep, a young man living in Baltimore, came to the Choice Program at the age of 10, after he began to get into trouble in his community. Having overcome numerous personal challenges and obstacles, he graduated from high school, received his bachelor's degree in SP15 from Coppin State University, and recently has been hired by an organization called Concerned Black Men. For the last five years he had been a volunteer and intern working with the Choice Director, speaking at public events and advocating for the program as a former client who has benefitted from the supports of the program.

Development of partnerships that create momentum in our movement building

The Choice Program at UMBC has served the community for 25 years as a **cornerstone organization** providing and promoting a community based alternative to the removal of children from their families and communities. From its inception, The Choice Program has had a strong working partnership with the Maryland Department of Juvenile Services frequently serving as the only community-based alternative to the incarceration of youth. The deepening partnership with the Baltimore City Department of Social Services has created an opportunity to cultivate a long-term relationship with a key purveyor of services to youth and families. The Choice Program also partners with like-minded organizations including the Mayor's Office of Employment Development, The Open Society Institute, The Family League of Baltimore City, Ignoma Foundation, and Urban Alliance to share resources and information in joint movement building efforts. Partnerships developed or expanded in FY15 include the University of Baltimore School of Law, the Adopt-a-Lot, Adopt-a-Park in PG County, the University of Maryland Medical Care Clinic, Big Brothers Big Sisters, Job Corps, My Sister's Place, the Ronald McDonald House, Community Conferencing, the Baltimore City Health Department, Behavioral Health System Baltimore, Civic Works, Living Classrooms, Baltimore County Public Defender's Office, the JOINS program, the Robert Kennedy Center for Justice and Human Rights/Speak Truth to Power initiative, and the Baltimore Downtown Partnership.

These partnerships have enabled The Choice Program to **share best practices and resources** with other community organizations offering an opportunity to work with youth and families in the program, to **take a leadership role** in advocating for community based alternatives to the institutionalization of children and to **support community dialogue and action** in support of youth and families.

The Choice Program at UMBC Secures Financial Support for Fellowships and Programing from Federal, State, Local Public and Private sources:

In FY15, the program received over \$3 million from its various funders and revenue streams. This figure equated to over \$1.5 million in support of its Choice AmeriCorps Community Service-Learning Fellowships at UMBC to impact the lives of hundreds of youth and families in the Baltimore Metro Region with meaningful programs and interventions. This support includes

\$2,353,725 from the Maryland Department of Juvenile Services, \$380,000 from the Baltimore City Department of Social Services, \$75,000 from Baltimore County Government, \$145,000 from the Sherman Foundation, \$134,400 from AmeriCorps, and \$50,000 from the Open Society Institute of Baltimore.

Summer Enrichment Experience (SEE)

SEE brings the college experience to middle and high school youth, offering a variety of academic enrichment opportunities in science, engineering, technology, arts and humanities. Youth participating in our one or two week summer experiences tap into their creative talents, expand technical skills and hone academic skills. All of the experiences have hands-on activities where youth partner with UMBC faculty, local guest presenters who are experts in their field, and undergraduate students from the academic departments leading the experiences, to enhance the learning process. All of the experiences are designed to spark participants' passions and interests while, at the same time, offer them the opportunity to connect their experience with future majors and careers in the subject.

Summer Enrichment Experience Provides Significant Support to the Campus by:

- Introducing a new population of middle and high school students from around the region to the strengths of UMBC's academic programs and campus, thus potentially creating a pipeline for prospective students.
- Providing opportunities for middle and high school youth to learn substantive content in a variety of disciplines across STEM, the arts, and the humanities.
- Supporting faculty and students in delivering their disciplinary-based content to community members and prospective UMBC students.
- Providing faculty with an opportunity to demonstrate an education and outreach component in their research proposals to agencies such as the National Science Foundation (NSF).
- Generating resources by bringing in revenue to support faculty, students, staff and programs.

Principal SEE Accomplishments – FY 15:

Summer Enrichment Experience (SEE) a success in its pilot year: The first summer of the new SEE program, the Center brought in a total of 95 placements of middle and high school students (or an unduplicated count of 53 middle and 33 high school students) to UMBC to participate in seven academic, content-rich experiences in science, engineering, technology, the arts and humanities. Instructors included six faculty members from across campus and all three colleges, the CEO & Founder of the Women's Society of Cyberjutsu, and a science teacher from Rochester, NY. Together with eight undergraduate students and several local guest lecturers, they successfully developed and presented these unique hands-on workshops that embodied the college-like atmosphere.

With no start-up budget or grants, SEE kept program expenses low and charges reasonable and feasible for the families who participated. The overall operating cost for the seven experiences was approximately \$27,000. The revenue generated from registrations was \$28,360, providing us a net profit of approximately \$1,300. Additionally, 10 scholarships were awarded to children from Title I and high need schools in Baltimore City and Baltimore County. The Education Department initiated its new "SEE Scholars Program", with awards to three students from their Professional Development Schools (PDS). The Education Department faculty who conducted the "Measuring Up! What's in a Number?" experience donated his salary to sponsor five youth, also from the PDS schools. The Interdisciplinary Studies Program received a small grant from NSF and was able to provide two scholarships to students from Baltimore City.

The majority of the participating youth reside in the three jurisdictions closest to UMBC - 35% from Howard County, 26% from Baltimore County, and 18% from Baltimore City. The other 21% of participants reside in Anne Arundel, Prince George, Montgomery, Carroll, Charles, Harford and Frederick Counties, as well as three participants from Pennsylvania. There were 36 female and 50 male participants from various ethnic backgrounds ranging from 41% Caucasian, 25% African American, 16% Asian, and 18%, Hispanic, Native American, and other.

Overall Goals for Summer Enrichment Experience (SEE) in FY16:

- Analyze feedback from participants and parents for program improvement;
- Enhance marketing and communication to engage more youth in the SU16 program;
- Work with faculty in the Mechanical Engineering Department to add an experience in engineering for high school girls that will incorporate computer coding and robotics for SU16. Several of the faculty have already expressed an interest in conducting their experiences again in SU16.

Business & Technology Services Unit

The mission of The Shriver Center's Business & Technology Services (BTS) Unit is to efficiently and effectively manage the business needs of the Shriver Center. Through budget, accounting, procurement, and technology, BTS enables the Center to function. The BTS Unit provides accurate procurement and payroll services, and account management in accordance with audit and various funding agencies' regulations.

BTS also includes an MIS component. All computer and technology needs are provided by BTS staff. Troubleshooting, hardware and software support, and technical guidance also are provided. The Shriver Center website is managed and maintained by unit staff. BTS staff also provide database development/management and other technology services for various Center programs.

Business & Technology Services Provides Significant Support to the Campus:

Business & Technology Services provides the necessary infrastructure and administrative functions that are critical to attracting continued funding for Shriver Center programs. These awards (totaling more than \$4 million) attract local, state and national attention to UMBC and The Shriver Center and provided nearly 80% of the Center's total FY15 funding. In FY15, the indirect and direct costs generated by Shriver Center awards provided over \$2 million in on- and off-campus salaries and fringes; \$330,000 in Graduate Assistantships; over \$398,000 in student internships and salaries; nearly \$200,000 in indirect costs; over \$35,000 in Faculty Stipends and Teaching Support; and over \$109,000 in computers/sensitive equipment/software and utilization of campus services such as food services, room rentals, and AV equipment rental, and Bookstore purchases.

BTS manages all the financial functions associated with the Revenue Sales from The Choice Jobs Program Flying Fruit Fantasy stand and kiosk located at Camden Yards and the Inner Harbor, which generated over \$135,000 in funding during FY 2015, and supported over \$82,000 in salaries and fringes for Choice Jobs youth. Financial management also was provided for The Shriver Centers' Test Prep course offerings, which generated nearly \$42,000 in funding during FY 2015, and paid \$19,268 in teaching contracts. The SEE program, which also is managed by The Shriver Center, generated over \$28,000 with its first series of summer experiences.

Financial Benefits to UMBC

In FY15, UMBC invested \$708,347 in the Center.

The Shriver Center's grants and contracts generated \$194,632 in Indirect Costs, and over \$3.5 million in salaries and benefits, including 11 FT Peaceworker Graduate Assistantships, 20 Governor's Summer Internships, 20 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland Non-Profit Law Student Internships, 10 Maryland Department of Transportation Interns, 39 Service-Learning Interns (College Gardens Community Center, Choice College Night, Freedom School, STEM – Lakeland Elementary, SUCCESS), and support for faculty and teaching stipends.

Appendix A: Tables

**TABLE 1: SHRIVER CENTER FY 2015 SUMMARY OF FUNDING:
CONTRACTS, GRANTS, AND GIFTS**

**TABLE 2: SHRIVER CENTER FY 2015 SUMMARY OF FUNDING:
CONTRACTS, GRANTS, AND GIFTS (PIE CHART)**

TABLE 3: SHRIVER CENTER FY 2015 CONTRIBUTIONS

**UMBC
The Shriver Center
FY 2015 SUMMARY OF FUNDING**

CAMPUS SUPPORT

State Budget	\$	735,697	
Turnover Expectancy	\$	(18,100)	
FY 2014 Carryover	\$	85,835	
Cost Containment/Cuts	\$	(10,850)	
			\$ 792,582

IDC EARNED

DRIF	\$	20,406	
			\$ 20,406

WORK AND SERVICE LEARNING PROGRAMS

Shriver Center Foundation	\$	32,850	
MDOT (MDOT Fellows/Summer Internship Program)	\$	53,208	
Governor's Office (GSIP)/Maryland Sandheim Summer Internship Program	\$	153,298	
MSDE 21st Century UMBC STEM Initiative	\$	205,861	
SUCCESS	\$	161,637	
			\$ 606,854

SERVICE DELIVERY PROGRAMS

The Choice Program

Choice Program Foundation	\$	23,739	
Department of Juvenile Services	\$	2,352,725	
Baltimore County Government (Baltimore County Secondary Prevention)	\$	75,000	
Casey Foundation	\$	150,000	
OSI - Choice Poverty Reduction Through Employment	\$	50,000	
Lakeland School Partnership/Sherman Foundation	\$	145,000	
DSS	\$	380,000	
Corporation for National Service - Youth Opportunity Fellowships	\$	106,400	
Corporation for National Service (AmeriCorps Education Awards/Admin)	\$	28,000	
			\$ 3,310,864

Choice Jobs Program

Choice Jobs Foundation	\$	18,500	
			\$ 18,500

Shriver Peaceworker Program

Work Study	\$	58,000	
YCLC (with Joan Shin)	\$	5,500	
YCLC (with Joan Shin)	\$	5,500	
Baltimore Homeless Services	\$	15,000	
Annie E. Casey Foundation	\$	16,500	
Friends of Patterson Park	\$	15,000	
Councilman Jim Kraft	\$	12,000	
FYS:Building a Culture of Peace	\$	4,000	
Macht (Walden Circle/College Gardens)	\$	41,105	
PWAlumni fr Ethical Reflection	\$	2,000	
Save the Children	\$	15,000	
Sherman - Lakeland	\$	60,000	
			\$ 249,605

Endowments (spendable income only available)

Krieger	\$	4,720	
Martello	\$	1,507	
Brad and Dawn Smith	\$	831	
Samuel Rosenberg	\$	707	
Samson, Rossetta & Sadie Feldman	\$	742	
			\$ 8,507

Revenue

Choice Jobs/FFF Stand and Kiosk	\$	101,285	
Test Prep/GRE & LSAT Course Offerings	\$	41,432	
SEE	\$	19,955	
			\$ 162,672

TOTAL FY 2015 SHRIVER CENTER FUNDING \$ 5,169,990

The Shriver Center FY 2015 Funding by Source

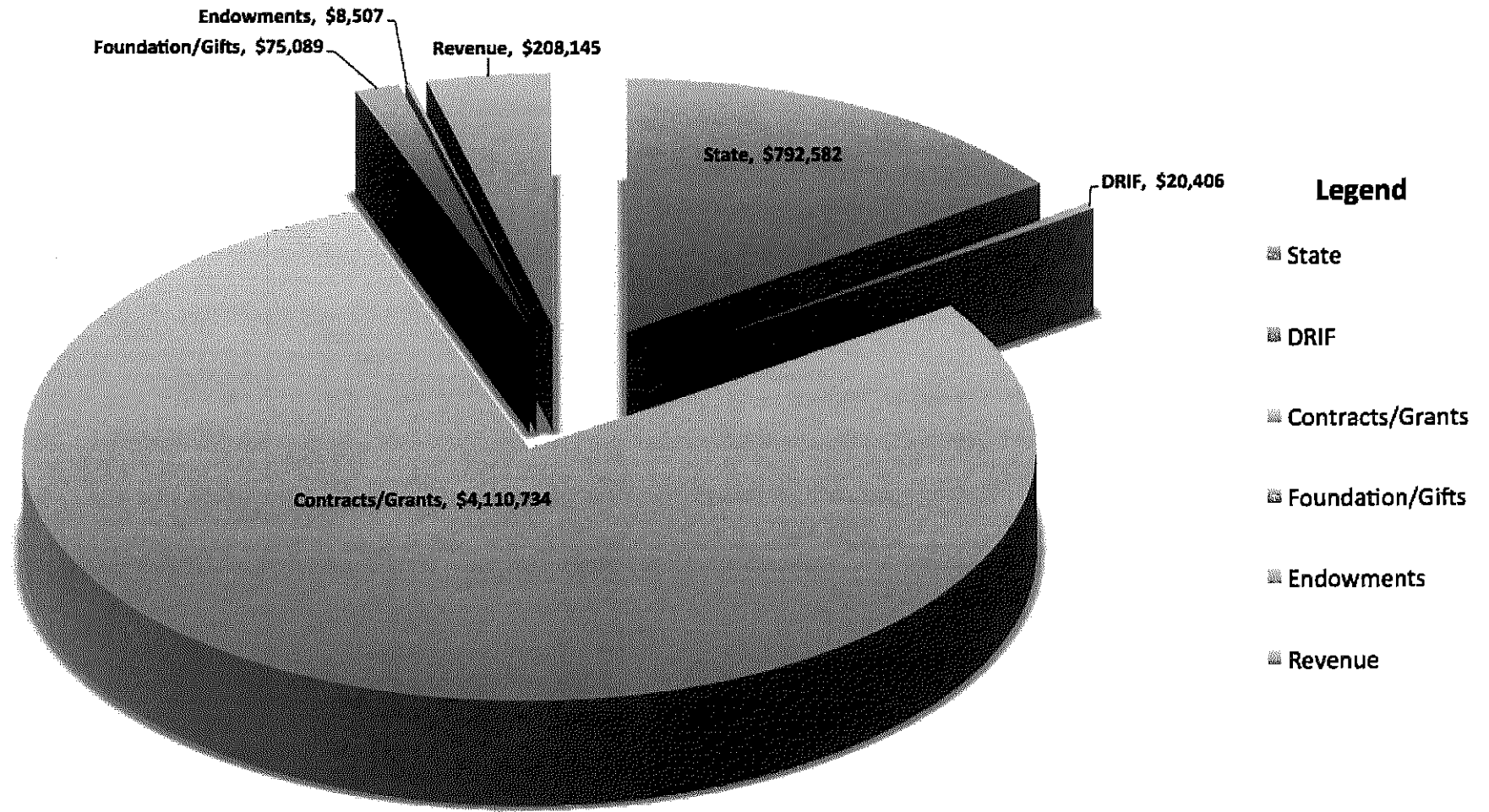


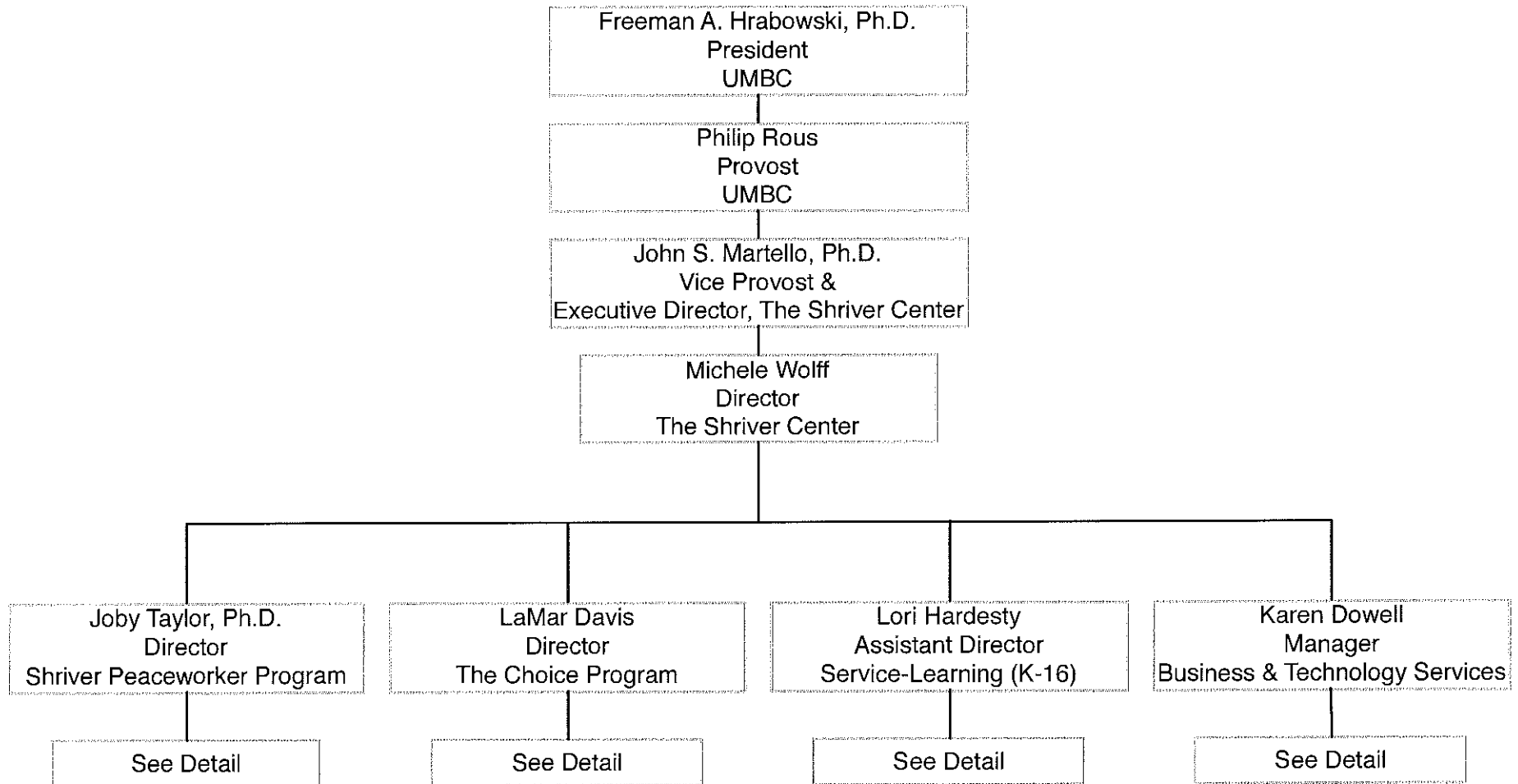
Table 1
Shriver Center Contributions
FY 2015

UMBC Contribution	Value	Shriver Center Contribution	Value
State Budget	\$ 735,697	Indirect Costs (estimated)	\$ 194,632
Turnover Expectancy	\$ (18,100)	Personnel	
Cost Containment/Budget Cuts	\$ (10,850)	On Campus Staff (17)	\$ 517,524
Computer Replacement Initiative	\$ 1,600	Off Campus Staff (95)	\$ 1,471,430
		Fringe Benefits	\$ 478,296
		Peaceworker Graduate Assistantships (11)	\$ 330,000
		Interns/Students (100)	\$ 272,304
		Choice Jobs/NFTE Youth (132)	\$ 125,904
		Faculty Stipends (UMBC) (3)	\$ 16,664
		Teacher Stipends (Non-UMBC) (2)	\$ 12,714
		Teaching Support (1)	\$ 6,000
		Computers/Sensitive Equipment/Software	\$ 39,569
		Equipment for Choice Jobs Café	\$ 17,843
		Marketing Design for Choice Jobs Café	\$ 4,995
		Campus Food Services	\$ 18,218
		UMBC Bookstore	\$ 29,331
TOTAL UMBC SUPPORT \$ 708,347		TOTAL SHRIVER CONTRIBUTION \$ 3,535,424	

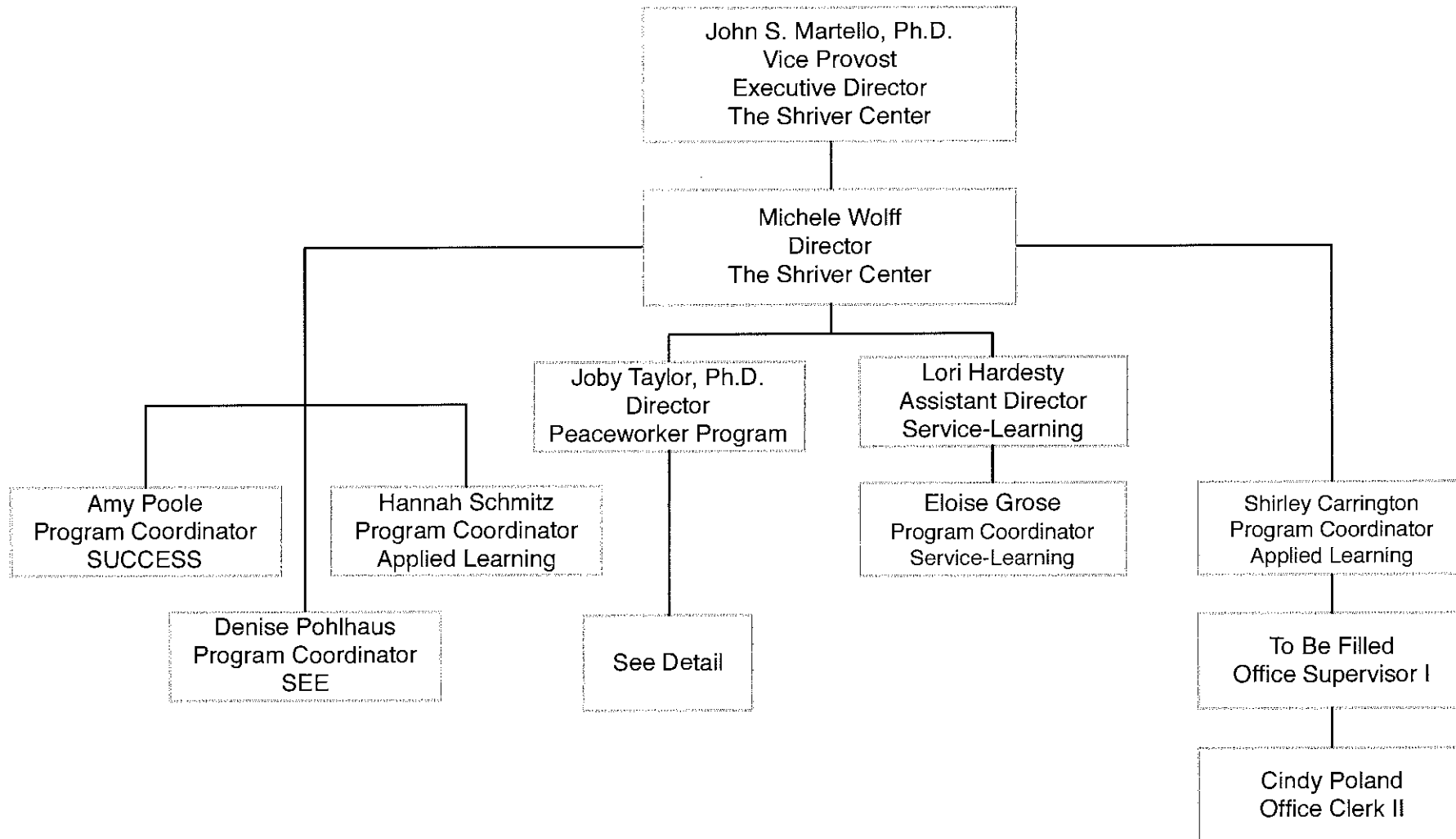
Appendix B: Organizational Charts

SENIOR MANAGEMENT TEAM & CAMPUS REPORTING STRUCTURE
APPLIED LEARNING PROGRAMS
SHRIVER PEACEWORKER PROGRAM
THE CHOICE PROGRAM
BUSINESS SERVICES

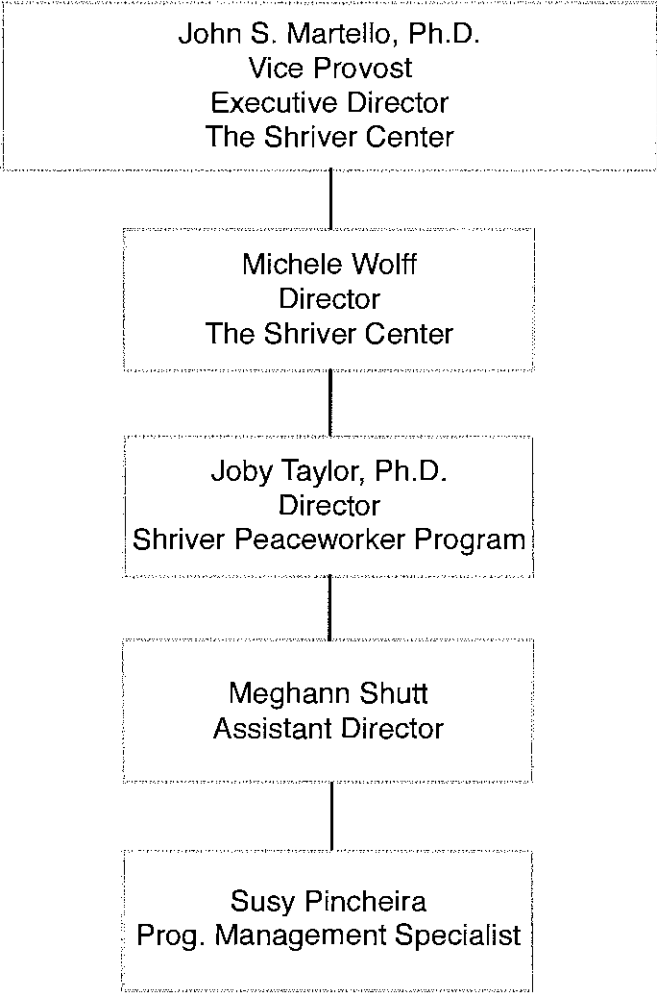
UMBC
THE SHRIVER CENTER
SENIOR MANAGEMENT TEAM
&
CAMPUS REPORTING STRUCTURE

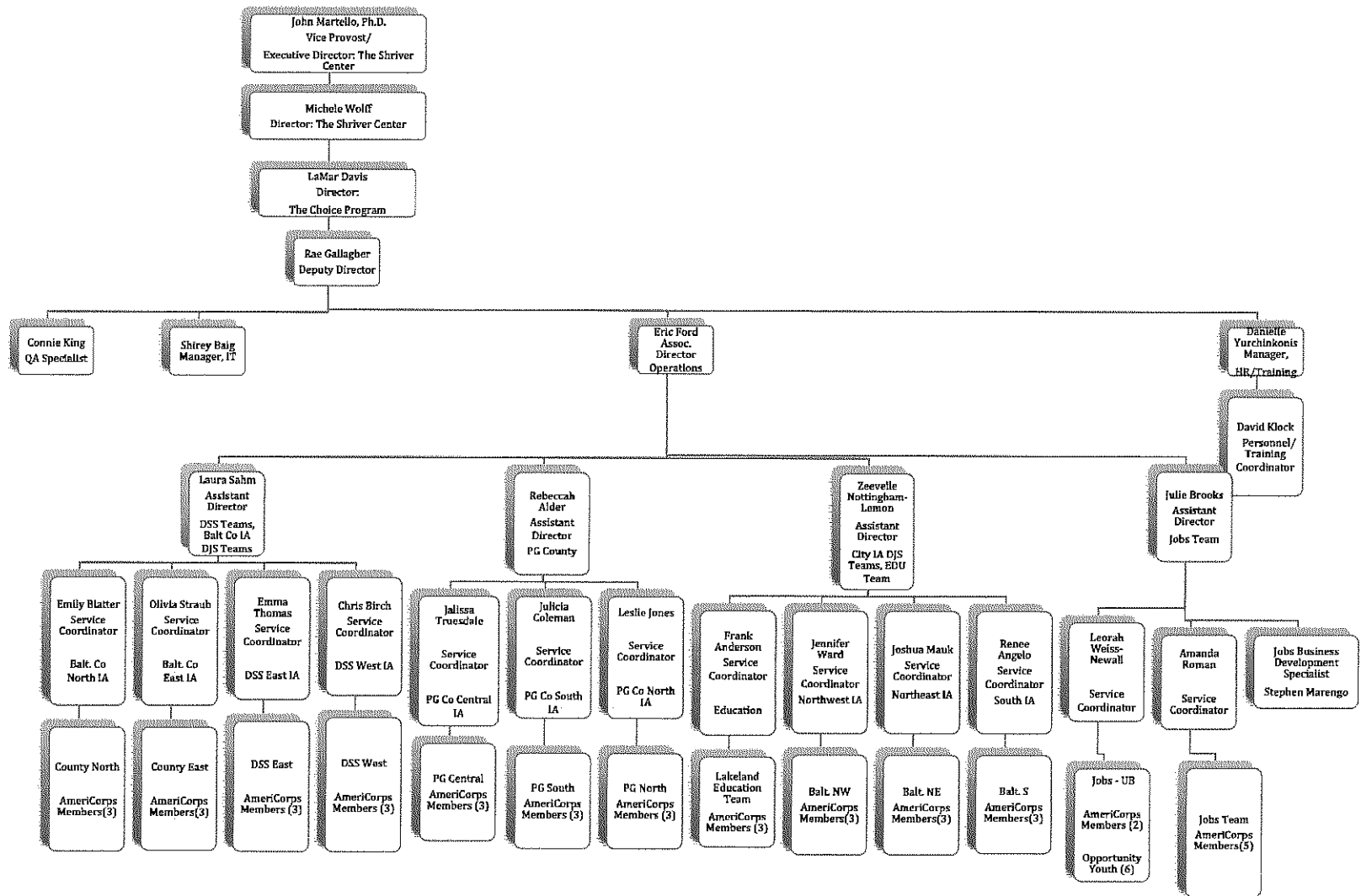


UMBC
THE SHRIVER CENTER
APPLIED LEARNING PROGRAMS



UMBC
THE SHRIVER CENTER
SHRIVER PEACEWORKER PROGRAM





Not included above: DE Education Team
 Exec. Dir: Tim Brandau
 Assistant Dir: Michele Ostafy
 Service Coordinator: Donna Johnson
 AmeriCorps members (2)

UMBC

THE SHRIVER CENTER

BUSINESS SERVICES

