

The Shriver Center  
Annual Report  
FY 2014

*Submitted by: Michele K. Wolff  
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UMBC  
The Shriver Center

Annual Report  
FY 2014

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# The Shriver Center at UMBC FY 2014 Annual Report

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## 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 2014

#### ***Center-Wide Accomplishments***

*Shriver Center Leads Record Number of Applied Learning Placements:* Shriver Center staff developed and evaluated **1,056** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY14, across all programs (i.e., Service-Learning, Peacemaker Program, Choice, Public Service Scholars). This figure includes **954** service-learning placements (or a 7% increase and 64 additional placements compared to FY13).

*Three Signature Programs Engage in New UMBC Lakeland Partnership:* With generous funding from the Sherman Foundation, in FY14, UMBC launched a partnership with Lakeland Elementary/Middle School in Baltimore City. The Shriver Center's Choice Program, Shriver Peacemaker Fellows Program and Service-Learning Program, working in collaboration with UMBC's Sherman STEM Teacher Education Program, focused on academic enrichment and teacher professional development, community outreach and engagement, and youth

development. In FY14, Choice served 42 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: In FY14, Dr. Thomas Penniston successfully completed his doctoral program in Language, Literacy and Culture. Dr. Penniston's dissertation, entitled: "The Impacts of Service-Learning Participation upon Post-Secondary Students' Academic & Social Development" involved quantitative and qualitative methods, including 18 years of longitudinal data, representing 55,000 students and numerous statistical controls. His qualitative component involved 10 semi-structured interviews. This study provides an in-depth analysis of students' academic, personal and social development. Specific findings suggest:

- Service-learning students who engaged in Shriver Center experiences demonstrate a diverse set of advantages over students who did not engage in similar experiences including academic development, pro-social growth and community binding mechanisms.
- In particular, service-learning students were significantly more likely to:
  - ♦ Have higher final cumulative GPAs than non-applied learning students;
  - ♦ Have attempted and earned more credits;
  - ♦ Graduate with honors;
- Service-learning students four-year graduation rate was significantly higher than non-applied learning students.

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:

- 61% of service-learning respondents (n=721) indicated that their motivation to continue and persist to graduation increased as a direct result of their applied experience (21% of service-learning respondents indicated a *significant* increase in motivation);
- 88% of service-learning respondents indicated that their awareness of civic responsibilities increased as a direct result of their applied experience;
- 83% of service-learning respondents indicated that their ability to solve problems increased as a result of their applied learning experience;
- 87% of service-learning respondents agreed that participating in applied learning helped them to grow as a leader;
- 78% of service-learning respondents indicated that their self-confidence increased as a direct result of their applied experience;
- 78% of service-learning respondents indicated that their self-confidence increased as a direct result of their applied experience.
- 65% of service-learning respondents indicated that the clarity of their career goals increased as a result of their applied learning experience;

- 65% of service-learning respondents agreed that their ability to view their career expectations realistically increased as a result of their applied learning experience;
- 69% of service-learning respondents indicated that their oral presentation skills increased as a direct result of their applied experience.

*Shriver Living Learning Community (SLLC) Shows Positive Impact on Residents:* Data from the annual Educational Benchmarking Incorporated (EBI) Resident Satisfaction Survey suggests positive outcomes for students participating in the SLLC:

- Strengthens Graduation and Retention - 6.32 (out of 7), statistically significant above the "ALL LLC" mean of 5.78;
- Integrates academic and social life - 6.08 (out of 7);
- Life Skills are strengthened by balancing social and academic commitments - 5.81 (out of 7).

*The Center's Choice Program Continues to Demonstrate Positive Outcomes for Baltimore's Youth and Families:* Choice continues to demonstrate positive outcomes for Baltimore's youth and families: In FY14, through intensive advocacy, Choice served nearly 500 youth and families. Ninety-two percent (92%) of Choice youth were not adjudicated with new charges during their time in the program and 87% remained in the community at the time of program completion. Choice served 73 DSS youth and their families, with 77% of youth remaining with their families during Choice's intervention. This year, 42 students were served by the Baltimore City Education team at Lakeland Elementary/Middle School. 88% of youth reduced or maintained the number of suspensions compared to the previous school year, while 95% of them reduced or maintained the number of behavioral referrals. 93% 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 **954** academic service-learning placements through partnerships with **76** individual host organizations, representing community-based non-profit organizations, K-12 schools, and UMBC-based programs. This placement number includes more than 40 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 FY14, the service-learning program supported **15** classes resulting in **289** service-learning placements and service integration activities for students. Approximately 30% of students who registered for a service-learning placement this year linked it with academic credit. Shriver Center Service-Learning staff are increasingly supporting faculty with BreakingGround course development grants as these faculty seek opportunities to link their courses with PRAC096: 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

*Shriver Center Leading the Effort to Coordinate PreK-14 Connections:* In partnership with Mavis Sanders (Department of Education), Center staff began 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. This work group will present recommendations and a database prototype to campus leadership in fall 2014.

*Service-Learning Serves as a Significant Resource for High Need K-12 Schools:* In FY14, more than **300** 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 nearly **1,000 K-12 youth from 10 area schools and 12 after-school 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 FY14, 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. This year, the service-learning program began a new partnership with the Learning Technology Assistants which trains transfer students who are enrolled in Transfer Students Seminar 201(TRS) to work with faculty and staff to enhance their use of technology in the classroom or office. Other on-campus partnerships included: SUCCESS, Supplemental Instructors, The English Language Institute's Conversation Partner Program, Transfer Student Mentors, Discovery Scholars Living Learning Community, The Chemistry Tutorial Center, the Office of Student Life's Mosaic Center, BIO 141 TA Program, and IHU Peer Facilitators. This continued collaboration allowed **275** (compared 208 in FY13 or a **32% increase**) UMBC students to participate in 11 on-campus based service-learning experiences. These on-campus service-learning opportunities represent nearly **28%** 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 13 SUCCESS students who comprise the first and second 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 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 160 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 60 Peers/Lunch Buddies engaged in SP14.

*Public Service Scholars Programs Continue to Provide Highly Competitive Placements:* In 2014, nearly 230 applications were submitted to these highly selective summer programs (i.e., GSIP, MDOT Fellows, Nonprofit Leadership, Public Service Law), 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.

*The Shriver Peaceworker Program Secures Financial Support from Public, Private and Non-Profit Organizations:* Between July 2013 and June 2014, 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 (\$33,000), Friends of Patterson Park (\$15,000), Baltimore City Council (\$12,000), Baltimore Health Department (\$15,000), Sherman/Lakeland School (\$60,000), Save the Children U.S.

Programs (\$15,000), Southeast CDC (\$15,000), and Peacemaker Alumni contributions (\$1,000).

*Peacemaker Program Continues to Receive National Visibility:* Peacemakers organized the 3rd Annual Peace Corps Graduate Research Conference held in Nashville, TN in June 2014. Four UMBC graduate students presented original research. This interdisciplinary conference is integrated within the larger Annual Peace Corps Gathering and was wonderfully received and well attended. Peacemaker will continue to lead the research conference for 2015 in San Francisco.

*Peacemaker Director Supports Student Scholarship:* In FY14 the Peacemaker Program Director, Dr. Joby Taylor, served on five terminal degree committees (4 Ph.D. and 1 MFA, Chairing 2 Ph.D.s in Language, Literacy & Culture), deepening Shriver Center's role in Engaged Scholarship and Research at UMBC.

*Peacemaker Program Graduates Continue as Change Agents Locally, Regionally and Internationally:* Seven Peacemakers graduated in May 2014, bringing the number of total graduates from the program since 1994 to 146. The Peacemaker academic graduation rate remains 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, Association of Baltimore Area Grantmakers and Jack Kent Cooke Foundation. They also hold public service positions within city, state and federal government agencies. Peacemakers 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, CMS and more.

*The Choice Program at UMBC Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private sources:* Between July 2013 and June 2014, the program received over \$3 million from its various funders and revenue streams, an increase of 27% from FY13. This 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 \$2,071,166 from Department of Juvenile Services, \$399,998 from the Baltimore City Department of Social Services, \$75,000 from Baltimore County Government, and \$50,000 from the Open Society Institute of Baltimore.

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 has signed an agreement for both FY15 and FY16 for a total award of over \$4.7 million. Open Society Institute and Marguerite Casey funding is secured through FY16. Sherman Foundation funding to operate the Choice Education initiative is secure through FY17.

*Choice Community Service-Learning Fellowships Extend Campus Connections:* 33 Community Service-Learning Fellows completed nearly 54,000 hours of service working with over 850 youth and families in Prince George's County, Baltimore County and Baltimore City. Fellows had a 100% retention and completion rate during FY14. Fellows complete the program and pursue terminal degrees or enter the workforce as leaders and change agents. The Choice Program at UMBC acquired 10 additional Community Service Learning Fellowships through expansion of program services.

*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:* An agreement has been secured to open a new FFF Café at UB School of Law's new building in downtown Baltimore. This site will offer 40 youth on-the-job training experience each year while generating revenue that helps support and offsets costs related to running the program. In FY14, **294** youth were served through curriculum-based job readiness and life skills training, paid on-the-job experience and supported job placement. Sixty (60) youth received subsidized job placement through either internships or placement with FFF and 46 youth were able to acquire unsubsidized employment.

*Choice Builds Capacity of Youth and Families to Advocate on Their Own Behalf:* The Choice Program sponsored its third Baltimore Youth in Action event in June 2014 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, Choice partnered with Lakeland Elementary/Middle School in hosting its annual Family Fun Fair. Leading up to the event, 164 Choice youth and Fellows participated in Focus Groups to develop questions for the family listening post and photo booth. These questions were disseminated to 35 families who provided feedback on the school's communication with families. Over 300 people attended the Family Fun Fair to take part in the Listening Post, children's games, and build the sense of community around Lakeland.

### **SUPPORT FOR CENTER INITIATIVES**

*The Shriver Center Provides Significant Financial Benefit to the Campus:* In FY14, the Shriver Center received nearly **\$4.1 million** in contracts, grants and gifts from nearly **25 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; \$420,000 in Graduate Assistantships; over \$219,000 in student internships and salaries; over \$204,000 in indirect costs; over \$81,000 in Faculty Stipends and Teaching Support; and, over \$59,000 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 \$117,000 in funding during FY 2014, supporting nearly \$50,000 in salaries and fringes for Choice Jobs youth; and, Test Prep course offerings, which generated nearly \$47,000 in funding during FY 2014, and paid \$18,750 in teaching contracts.

In FY14, UMBC invested approximately \$680,000 in the Shriver Center. The Center's grants and contracts generated \$204,062 in Indirect Costs, and nearly \$2.8 million in salaries and benefits, including 14 FT Graduate Assistantships, 19 Governor's Summer Internships, 22 Sondheim/Maryland Non-Profit Internships, 10 Sondheim/Maryland Non-Profit Law Student Internships, 25 Professional Practice Interns (e.g., Maryland Department of Transportation, Northrop Grumman, Entrepreneur Internships, Shattuck Family Entrepreneurships), 40 Service-Learning Interns, and support for faculty and teaching stipends.

*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: \$2.1 million;
- Department of Social Services/Foster Care—awarded 1-year \$400,000;
- 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;
- 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 21<sup>st</sup> Century grant for the Lakeland Partnership—awarded \$209,092
- Corporation for National and Community Service (CNCS) AmeriCorps national direct education awards only grant for the Choice Program—awarded \$28,000;
- MD Development Disabilities Administration, MD Division of Rehabilitation Services for SUCCESS—awarded 144,682;
- Governor's Office and MDOT for Public Service Scholars Programs—awarded \$189,817;
- The Peacemaker Program secured \$250,000 in support from 10 community partners.
- Peace Corps Prep: The Peacemaker Program in partnership with the Department of Global Studies was awarded a Peace Corps Prep program at UMBC;
- 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;
- Mitsubishi Electric America Foundation: submitted a proposal for \$90,000 to support SUCCESS. The grant was not awarded.

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

- Dr. William LaCourse: NIH proposal "Broadening Experiences in Scientific Training (BEST) Program;"
- Dr. Marie desJardins: NSF proposal "Creating Community among Future Computer Science Teachers: An Integrated Approach;"
- Dr. Amy Hurst: NSF proposal "Detecting Planning Strategies to Inform Automatically Adaptive Systems;"
- Dr. Jason Loviglio: Abell and Blaustein Foundations, in partnership with the Center for Sustainable Journalism to support the Maryland News Bureau;
- Dr. Renetta Tull: Partners of the Americas Foundation proposal "The International FLAGS Project" to support study abroad partnerships;
- 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 and Eric Ford (The Choice Program): presented, “College Connections for Student Success: A Focus on Foster Care, Homeless, and Other Disconnected Youth” at a conference in Atlanta to provide an overview of key strategies utilized by Choice in its efforts to offer a community based alternative aimed at keeping youth in their community, their school, on the job and, whenever possible, in their family;
- Dr. Joby Taylor (Peaceworker Program), as a member of the BreakingGround Working Group, presented with other UMBC colleagues at the American Democracy Project Conference in June 2014 on the culture of engagement that is being developed at UMBC.
- Peaceworkers organized the 3rd Annual Peace Corps Graduate Research Conference held in Nashville, Tennessee in June 2014. Four UMBC graduate students presented original research. This interdisciplinary conference was integrated within the larger Annual Peace Corps Gathering;
- Lori Hardesty and Eloise Grose (Service-Learning) presented a workshop entitled, “*Connecting the Dots: In Work and Life*” at the 4th Annual Maryland-D.C. Campus Compact Practitioners’ Retreat. The event brought together service-learning staff from colleges and universities across Maryland and Washington, D.C. to The Catholic University of America for a day of workshops. This session focused on the retreat theme of “work/life balance.”
- Michele Wolff presented an overview of SUCCESS at the Baltimore City Local Transition Council meeting in spring 2014 to share information about SUCCESS to service providers from the Baltimore metropolitan area.
- Amy Lacosse (SUCCESS) presented on SUCCESS at a meeting in Montgomery County and shared materials at three transition fairs (Calvert County, Anne Arundel County, and Montgomery County). All sessions targeted students preparing to transition out of high school and included 20-30 participants per session.

## **NATIONAL & REGIONAL RECOGNITION**

- Dr. Joby Taylor, continued in FY14, as Vice Chair of the National Peace Corps Association’s Board of Directors;
- The Peaceworker Program was featured in several press pieces including a Baltimore Sun Op-ed, two National Peace Corps Association Blog features and a national Campaign Consultations blog post;
- LaMar Davis, Choice Director:
  - ♦ Was appointed as a task force member for The Maryland Task Force on Juvenile Court Jurisdiction examining issues related to HB786 passed by the Maryland General Assembly;
  - ♦ Was appointed 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.
- Two SUCCESS students and a SUCCESS student's parent were selected as members of a state-wide task force to study the need and provide recommendations for an expansion of post-secondary education opportunities for individuals with intellectual disabilities. The Secretary of the Maryland Higher Education Commission is leading the work of the task force.
- The Capital News Service published a written article and accompanying video on SUCCESS. Media outlets from across Maryland and in California, Illinois, and Washington picked up and published the story.
- Lori Hardesty, Service-Learning Assistant Director, serves as member of the American Society for Public Administration (ASPA), and a Maryland ASPA Chapter Member-At-Large (2012-present). In FY14, she chaired the chapter's Social Events, as well as the Public Service Awards for the annual "Innovations in Public Service Conference and Awards Ceremony," held in spring 2014, at the University of Baltimore.
- 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.
- 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), serves as a member 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, 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.

## **OPPORTUNITIES & CHALLENGES**

In FY14, four Shriver Center staff who coordinated the majority of the Center's internship, cooperative education and research programs were transitioned to the Career Services Center. This transition resulted in a set of challenges for the Center, including gaps in staffing for the Center's Public Service Scholars Programs and for Center-wide efforts such as maintaining a social media presence with students, marketing and student recruitment. These challenges became opportunities for the Center to focus efforts on strengthening existing initiatives while working to create new ones. In November 2013, the Center began a comprehensive strategic planning process facilitated by Gib Mason. The process, which has engaged 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, strategies and initiatives that will keep us focused on our priorities

and align us with the priorities of the campus. To address our staffing need for the Public Service Scholars Programs, the Center laid off an administrative assistant and reclassified a vacant line to create a new Applied Learning Program Coordinator position. This position now leads the Governor's Summer Internship Program, the MDOT Fellows Program, the Nonprofit Leadership Program, and the Public Service Law Fellows Program (all which comprise the Public Service Scholars Programs).

Also, in FY14, Center staff initiated either planning for or implementation of several new programs:

- Submission of Peace Corps Prep proposal, in partnership with the Department of Global Studies: Our proposal was accepted and in FY15 we will launch our initiative which will build significant opportunities for UMBC undergraduates to prepare for global citizenship and service;
- Launch of PreK-14 School, Family and Community Connections work group: This group, comprised of nearly 40 members of the UMBC community, has met three times thus far with a focus on facilitating better collaboration and coordination of partnerships with schools and school-based programs. In FY15, this group will share recommendations with campus leadership and launch a database to inventory existing collaborations and partnerships;
- Plan for Summer Academic Enrichment (SAE): SAE is being led by a staff member transferred to the Shriver Center from DPS. SAE will provide 1 or 2 week long, UMBC-based, content rich, academic experiences for middle and high school students. UMBC faculty in the Arts, Humanities, Natural Sciences and Engineering will lead these experiences, beginning in SU15.
- Plan for Applied Learning Experiences Work Group: With support from a BreakingGround grant and in partnership with the Division of Undergraduate Academic Affairs, the Honors College and Interdisciplinary Studies Program, in July, Center staff facilitated a three-day discussion with 15 faculty and academic administrators from across the campus. This discussion will continue throughout FY15 with a focus on strategies for integrating applied learning more deeply into curricula and research.
- Plan for Choice Jobs Program 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 December 2014.

## **FY15 GOALS & OBJECTIVES**

- Finalize strategic plan, ensuring that Center priorities align with UMBC priorities;
- 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 who engage graduate and undergraduate students in research projects focused on analyzing Shriver Center data to better understand the impact of applied learning on student success;
- Continue to maintain strong partnerships with community partners through more visibility, communication and more opportunities for partners to provide feedback;
- Develop orientation and training programs for Service-Learning student coordinators, SLLC members and service-learning students;

- Develop and implement recruitment strategies to increase number of student applicants to each Public Service Scholars Program. Special attention will be paid to increasing applications received from underrepresented institutions and students at HBIs in Maryland.
- Enhance student reflection components for each Public Service Scholars 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.
- 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 K-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; and The Choice Program.

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 FY14, 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 K-16 Initiatives)***

Through the creation and maintenance of partnerships with nonprofit, community-based organizations, and K-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.

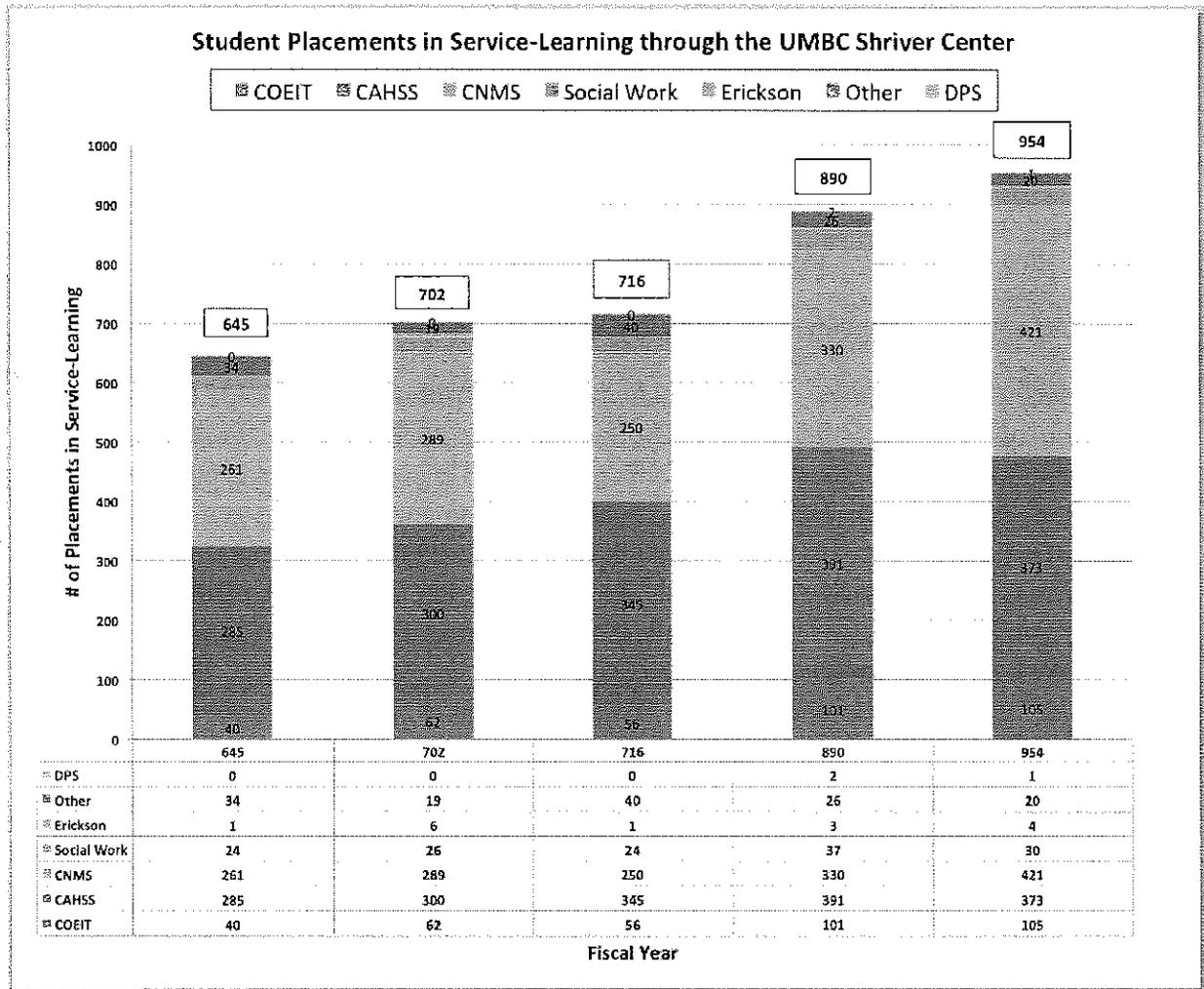
#### ***Service-Learning Programs Provide Significant Support to the Campus by:***

- 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.

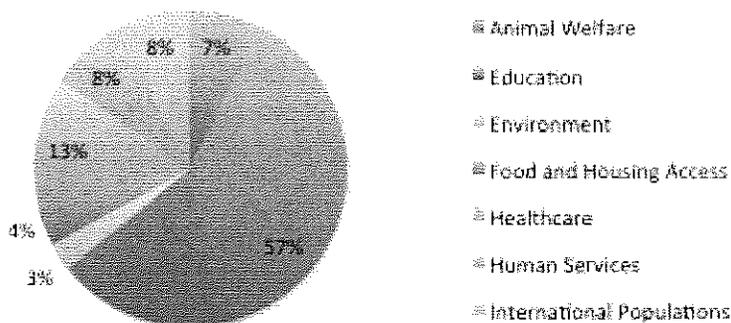
#### ***Principal Service-Learning Accomplishments – FY 14:***

***Service-Learning Placements Continue to Increase:*** In FY14, the Shriver Center led 954 student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with 76 individual partners, such as community-based non-profit organizations, K-12 schools, and UMBC-based programs. The FY14 placement number represents a 7%

increase in placements from the previous year. 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.



### Service by Issue Area



*Students Earn Course Credits Linked with Service-Learning:* Service-Learning staff continued to support faculty in the integration of service into course curricula. In FY14, the service-learning program supported **15** classes with **289** service-learning placements and service integration activities for students. Approximately 30% of students who registered for a service-learning placement this year linked it with academic credit. FY14 was the second 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 PRAC096: 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.

The following courses reflect collaborations in FY14:

- *FYS 102C: Diversity, Ethics, and Social Justice in the Context of Schooling:* In this First Year Seminar, Dr. Vickie Williams and Dr. Sue Small led 20 first year students in exploring issues in education and diversity. 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 Education Based Latino Outreach. 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 16 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.
- *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 Dr. Jessica Guzman-Rea 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 PRAC096 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. Over 40 of these students selected to enroll in PRAC096 to complete the applied learning component for this course.
- *GES 424: Environmental Justice*: Dr. Dawn Biehler's GES 424 course taught students to think critically about the ways race, class, gender and geography have shaped communities' experiences of the physical environment in the U.S. SP14 was the second time this course was offered, having received a BreakingGround Faculty Grant in 2013. Students learned directly from Baltimore residents about diverse perceptions of the environment and developed GIS mapping skills through assisting in the identification and geolocation of amenities and hazards in the community. This project is linked with a four-year National Science Foundation grant to study pest hazards and related environmental issues in Baltimore. Students in this course had the option to connect their coursework with the service-learning practicum.
- *INDS 430: Food: An Interdisciplinary Exploration*: As a new course, utilizing a BreakingGround Course Grant, this class introduced students to the "food system" framework utilized by researchers, practitioners and advocates in the fields of food security, food safety and nutrition. Students explored the components and stakeholders of the food system along the food supply chain (i.e., seed to table), and the intersecting benefits, problems and challenges the food system generates for public health, the environment and social equity. Students in this course had the option to connect their coursework with PRAC096 by volunteering with the College Gardens Youth Program where they taught elementary school youth about food systems and the importance of eating healthy foods.
- *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.
- Independent studies: *SOCY 396: Reflections on Community Service: A Sociological Perspective* and Honors 390.

*Shriver Center Continues to Support Campus-based Service-Learning Opportunities*: In FY14, 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 Learning Technology Assistants

(LTA's) which trains transfer students who are enrolled in Transfer Students Seminar 201 (TRS) to work with faculty and staff to enhance their use of technology in the classroom or office. 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, the Office of Student Life's Mosaic Center, BIO 141 TA Program, and IHU Peer Facilitators. This continued collaboration allowed **275** (compared 208 in FY13 or a **32% increase**) UMBC students to participate in 11 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 **28%** of total placements for the program.

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

UMBC Serves Transforms to BreakingGround Community Grants Selection Committee: For more than ten years, UMBC Serves 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 serving as the Service and Volunteerism Coordinator in OSL, planned, coordinated, and implemented the ASB projects that took place in Maryland and West Virginia. Students had the opportunity to participate in various service trips such as the Environmental Trip, the Arc of Carroll County, Animal Welfare, TEAR (Through the Eyes of a Refugee), and the Gesundheit Institute which addressed issues such as poverty, the environment, intellectual and developmental disabilities, refugee issues, 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, 56 students received the Practicum notation for ASB trips.

Service & Volunteerism Luncheon: "Reflecting on the year and envisioning the path ahead." The Office of Student Life, Career Services Center, and The Shriver Center collaborated to facilitate this luncheon, sponsored by the Office of Student Life to reflect on the past year and to consider the role that service can play in determining careers, hobbies, and lifestyles. Jordanna Ailor, a former Peacemaker and UMBC Alumna, served as the Keynote Speaker, and shared her experience at UMBC and the transition to teaching and community involvement.

Baltimore Collegetown Network's LeaderShape Program: In FY14, eleven colleges and universities participated in the Class #4 program, comprised 53 participants. UMBC continued to have a strong presence with 5 students, 2 Cluster Facilitators and 1 On-site Coordinator, UMBC Alumna Yvette Pappoe. UMBC, through OSL 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. SLLC is an active and social living community with a deep interest in civic and social responsibility. SLLC members represent diverse majors and interests, yet are connected through the common goal to become agents of change. Set in the framework of service-learning and civic engagement, strategies to support this transformation include relationship-building, leadership, and advocacy.

This year saw the most new students to date on The Shriver Floor with 19 (3 transfer students and 16 freshmen). Additionally, there was a new Resident Assistant (who previously had not lived on SLLC). Residents participated in sustained service-learning experiences and academic reflection through multiple disciplines. SLLC activities included:

- *SOCY 396: Exploring Civic Engagement*: Twenty-five students living on the SLLC floor were enrolled in this 1-credit course that focuses student exploration and discussion on service-learning and civic responsibility. The course encouraged students to consider their particular service sites within broader social issues and contexts. This year, guest speakers that connected with the class were Charlotte Keniston (food justice), Amy Lacosse (SUCCESS program, Supportive Animal Therapy) and Kerry Kidwell-Slak (Career Services Center, strengthening one's profile and marketability through the vehicle of service). The concept of working together to solve challenges was a golden thread, which supported the culminating course experience of the BreakingGround presentations.
- Activities sponsored by SLLC included:
  - 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 in the spring)
  - In honor of 20 years of The Shriver Center, SLLC hosted the 2013 UMBC Homecoming "Stuff-A-Scion" Food and Clothing Drive. Efforts benefitted the Maryland Food Bank and Baltimore Resettlement Center, which resulted in 110 articles of clothing and 111 non-perishable food items collected.
  - Leadership Panel was facilitated by SLLC Coordinator Lori Hardesty to model possible programming to SLLC members. This panel featured several Shriver Center/UMBC connected initiatives seeking to recruit students for leadership development opportunities (e.g., training, scholarships, summer internships, and full-time Fellowships). Nearly 40 students attended this event
  - The Shriver Center co-sponsored the inaugural Critical Social Justice Event (led by the Women's Center) in early March.
  - In April 2014, several SLLC members supported a visit by Havre de Grace Middle School's Achievement Via Individual Determination, which included a Q&A panel and tour of the Shriver Floor. The group had lunch in True Grit's and then visited the Center for the Art, Design, and Visual Culture's final exhibit of graduate students in the Fine Arts program, which included a presentation by Charlotte Keniston, Peacemaker alumna, on her "Food for Thought" exhibit.

- ♦ Share Our Strength Bake Sale: For the second year in a row, SLLC member Christy Yao led this community-building event, and collected \$110 to support efforts to eradicate child hunger.
- ♦ Welcome Week Service Project, LLC Welcome, Assateague Trip, and LLC Council activities (to include a Thanksgiving Progressive Dinner).
- Data from the annual Educational Benchmarking Incorporated (EBI) Resident Satisfaction Survey reveals positive impacts for students participating in the SLLC:
  - ♦ Strengthens Graduation and Retention - 6.32 (out of 7), statistically significant above the "ALL LLC" mean of 5.78
  - ♦ Integrates academic and social life - 6.08 (out of 7)
  - ♦ Life Skills are strengthened by balancing social and academic commitments - 5.81 (out of 7)

*Service-Learning Leads K-16 School-Based Partnerships:*

In FY14, 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 nearly **1,000 K-12 youth** from 10 area schools and 12 after-school 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 during their time at UMBC. Graduating Senior Bryan will attend Bowie State University with a future plan to transfer to UMBC.
- *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 Peacemaker 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:*

In SP14, three meetings, facilitated by Center staff and Mavis Sanders of the Department of Education brought together nearly 40 members of the UMBC campus across all three colleges and multiple offices to develop strategies for coordinating our efforts in collaborations 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. A subgroup also was formed to create a pilot database, in partnership with the Office of Information Technology, to capture existing PreK-14 partnerships. Recommendations for next steps will be put forward by this group in early FY15.

7th Annual Service-Learning & Civic Engagement Conference:

After UMBC hosted the successful “Community-Based Learning: Getting Real About Civic Engagement” in April 2013, this event returned to the University of Baltimore in April 2014. This year’s theme was “Putting Our Passion to Work.” 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 18<sup>TH</sup> YEAR: FY14 marked the 18th year of this specialized scholarship program (founded in 1996) for nine students, including five seniors. Scholarship and service to Baltimore City were priorities of this group. For the 18<sup>th</sup> cohort, the Selection Committee advocated for 8 Scholars to receive \$2000 each, totaling **\$34,406** (8 received \$2000 each, 1 received \$18,406). In April 2014, Amy Gross, the new Executive Director of the France-Merrick Foundation, visited UMBC. Ms. Gross visited The Shriver Center and met with several graduating France & Merrick recipients, some who she had met at the Scholars Luncheon a few weeks prior in March. For FY15, 3 Fellows and 10 Scholars were selected by the Selection Committee, which included 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 ThuyVy Duong, a May 2014 graduate in Biological Sciences with a Music minor, to receive this award. ThuyVy was a Service-Learning intern for SUCCESS and led campus efforts to increase awareness around “Spread the Word to End the Word” campaign.

--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 Shellina Campos, a May 2014 graduate in Psychology for this award. Shellina served as the Baltimore Animal Rescue & Care (BARCS) Service-Learning Intern. This past spring, she co-lead the largest number of UMBC volunteering at BARCS each week through the PRAC096 Community Service & Learning Practicum which consisted of 39 students.

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 of Service-Learning, Eloise Grose, co-presented a workshop titled, “*Connecting the Dots: In Work and Life*” which focused on the retreat theme of “work/life balance” at the 4th Annual Maryland-D.C. Campus Compact Practitioners’ Retreat. The event brought together

service-learning staff from colleges and universities across Maryland and Washington, D.C. to The Catholic University of America for a day of workshops.

- **UMBC Outreach Event:** MDCCC AmeriCorps VISTA, Adebamike Adeniji, and Program Coordinator for Service-Learning, Eloise Grose, shared a poster presentation about the Shriver Center partnership with Arbutus Middle School at the Master Facilities Plan Event which brought together community stakeholders to learn about the plans for new facilities and sustainability at UMBC.
- **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-present). In FY14, she chaired the chapter's Social Events, as well as the Public Service Awards for the annual "Innovations in Public Service Conference and Awards Ceremony," held in May 2014, at the University of Baltimore.
- **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.

Maryland-DC Campus Compact (MDCCC) AmeriCorps VISTA:

The Shriver Center was awarded a MDCCC AmeriCorps VISTA for FY14. The VISTA, Adebamike Adeniji, was responsible for a variety of tasks and projects including:

- Creating and implementing an after-school tutoring program at Arbutus Middle School (AMS) retitled "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 FY14: **287** (37 for Arbutus Achievers Club, 250 for March to College day) Arbutus Middle School students impacted; **74** UMBC volunteers recruited for VISTA projects; approximately **955** total hours served for VISTA projects; approximately **\$21,143** worth of volunteer hours dedicated to VISTA projects (based on \$22.14 per hour <http://www.independentsector.org/>);
- Presenting Parent Information Workshops on Internet Safety at AMS. In the fall of 2013, the VISTA presented a workshop on Internet Safety to over 200 parents during AMS's Back to School Night;
- Coordinating 20 UMBC volunteers to participate in the Project Homeless Connect event at the Baltimore Arena in fall 2013;
- Coordinating a March to College Day for 250 AMS 7th grade students and recruiting 24 UMBC students to volunteer for this event;
- Attending Neighbor Relations Committee Meetings every other month which includes members from Halethorpe, Catonsville, and the Arbutus area;

- Inviting Maryland House of Delegates Speaker Pro Tem Adrienne Jones to speak to students at Arbutus Middle School. This visit and the Arbutus Achievers Program was featured in an article in The Baltimore Sun

<http://www.baltimoresun.com/news/maryland/baltimore-county/arbutus-lansdowne/ph-at-ca-arbutus-achievers-0507-20140507,0,7523628.story>

***Overall Goals for Service-Learning (S-L) in FY15:***

- 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 S-L 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 S-L program while working towards maintaining the quality of partnerships, student learning and leadership.

***Public Service Scholars Programs***

On behalf of the State 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.

### ***Principal Public Service Scholars Program Accomplishments – FY 14:***

Scholars Placements Continue to be Highly Competitive: In 2014, nearly 230 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 Celebrates its 27th Year: Governor O'Malley's administration highly values and supports the Governor's Summer Internship Program, now in its 27<sup>th</sup> year. Over 100 applications were received from students attending Maryland institutions and Maryland residents attending institutions nationwide, as well as one international institution. Over 50 requests for interns were submitted across state government agencies. The 20 selected students, representing 12 institutions and diverse majors, were placed at 19 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, Jared Billings, and the Executive Director of Legislative Services, Karl Aro and were able to tour the State House and the Government House, the Governor's residence. In addition to their full-time agency placements, students also 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 to Governor O'Malley, who continues to recognize 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 7<sup>th</sup> 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 12 institutions and diverse majors, were placed at 19 nonprofit organizations in 2014. 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 the Maryland Association of Nonprofit Organizations on a variety of topics pertaining to nonprofit leadership and management. Interns worked in teams to develop potential non-profits applying the knowledge they gained in the seminars. This year, for the first time, the students presented their mock organizations to professional funders to receive valuable feedback.

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 3<sup>rd</sup> 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 or the Baltimore City State's Attorney's Office. Students received \$3,000 stipends for their full-time service during the 10-week program.

MDOT Provides Internship Support for 15 Consecutive Years: The Maryland Department of Transportation provided a \$53,208 contract (up by 44% from last year) requesting the services of the Shriver Center to coordinate its 2014 MDOT Fellows Internship Program and prepare for the 2015 program. This program introduces top college seniors from across the state to Maryland's integrated transportation system. The 2014 program received over 60 applications from students attending 12 institutions in Maryland as well as Maryland students attending 6 institutions nationally. Ten (10) students (up from 6 students last year) were selected representing 7 institutions and diverse majors. 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 FY15:***

- Develop and implement recruitment strategies to increase 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.
- Restructure 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.

***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 14:***

- 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; and, Instructional Systems Development) in curriculum design, teaching and research related to SUCCESS;
- Engaged more than 100 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;
- Attracted national media attention. The Capital News Service published a written article and accompanying video on SUCCESS. Media outlets from across Maryland and in California, Illinois, and Washington picked up and published the story.
- Provided support across campus within departments including: Social Work, Information Systems, UMBC Bookstore, IS-PAD Lab, Facilities Management, The Women's Center, Campus Card, Image Research Center, Student Billing, True Grits, Au Bon Pain, Famiglia Pizza, Athletics, Student Life, and Interdisciplinary Studies) through SUCCESS student non-paid internship positions;
- Constructed five semesters of classes that engage SUCCESS students in curricula to develop skills in a variety of areas including new courses in Food Systems, Career Pathways, Study Skills and Physical Education;
- Since its inception, the program has a 93% retention rate (including 100% retention of our 1<sup>st</sup> cohort of 6 students);
- Secured non-paid, campus-based internships for all 13 students. In spring 2014, transitioned three students to new internship sites to accommodate their requests for new placements;
- Continued collaboration with the UMBC chapter of Best Buddies, matching Best Buddies members with SUCCESS students for a one-on-one relationships, applying to transition the chapter into a student organization and holding on-campus events including, a dance party and a cook-out;
- Recruited and selected eight new students to serve as an incoming cohort for fall 2014 and one "transfer" student into the 2<sup>nd</sup> Year cohort;
- Retained many Peers and other traditional students from the fall to spring semesters and

- promoted several of the Peers into leadership positions for fall 2014;
- Created four additional on-campus internship locations and three additional off-campus internship opportunities;
- Created policy and code of conduct manuals for the program and students;
- Created a documentary and 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 21<sup>st</sup> Century for Learning framework;
- Secured three on-campus paid positions and one non-paid position for students during summer 2014;
- A group of SUCCESS parents are leading an effort to secure off-campus, private-pay supported housing for 6-8 students, beginning in FA14. Establishing a local housing opportunity will allow 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 13 SUCCESS students who comprise the first and second year cohorts, SUCCESS engaged a significant number of UMBC faculty members. Nine 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 160 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 60 Peers/Lunch Buddies engaged in SP14.

**Program Works Toward Financial Sustainability:**

Program staff will continue to explore external funding sources, including private foundations and corporate sponsors, to assist in supporting the program. In FY14, The Shriver Center submitted an application for funding to the Mitsubishi Electric America Foundation.

***Overall Goals for SUCCESS in FY15:***

- Engage 3<sup>rd</sup> Year students in a new set of courses, including: the first course of a multi-semester Career Pathways curriculum, Financial Education – Personal Finances, Food Systems, Study Skills, and Physical Education. They also will have the option to “audit” two social work courses and to take a cross-cohort dance course.
- Continue to develop the curriculum for spring 2015 and beyond;
- Continue to build collaboration with Best Buddies, including completing the application to become a student organization;

- 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. The UMBC Police Department will be added for FY15 sessions.
- 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;
- Work in collaboration with the UMBC Office of Financial Aid & Scholarships on submitting an application to US Department of Education for a Comprehensive Transition and Postsecondary Programs (CTP) designation;
- Explore additional funding opportunities from foundations and other organizations;
- Plan an advocacy trip to Annapolis;
- Create a program website as part of The Shriver Center's revised site;
- Continue to create partnerships for internship and employment opportunities for the students both on and off campus;
- Create a SUCCESS advisory board;
- Explore hosting the Sprout Films Festival on campus in spring 2015 in partnership with the Theatre Department;
- Create more opportunities for the SUCCESS students to build their own schedule and "audit" traditional classes.

### ***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 2-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 – FY14:***

*Program Staff Seek External Funding Support:* Peaceworker community partnerships continue to bring significant support of fellowships to UMBC. This year external partner support was nearly \$180,000. The Peaceworker Program's curriculum development 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.

*The Peaceworker Program Gains Regional and National Visibility and Recognition:* Peaceworkers organized the 3rd Annual Peace Corps Graduate Research Conference held in Nashville, Tennessee in June 2014. Four UMBC graduate students presented original research. This interdisciplinary conference is integrated within the larger Annual Peace Corps Gathering and was wonderfully received and well attended. Peaceworker will continue to lead the research conference for 2015 in San Francisco. The Peaceworker Program Director, Dr. Joby Taylor, continues as Vice Chair of the National Peace Corps Association's Board of Directors. In FY14, The Peaceworker Program was featured in several press pieces including a Baltimore Sun Op-ed, two National Peace Corps Association Blog features and a national Campaign Consultations blog post.

*Peaceworker Program Brings On Board a New Staff Member:* In FY14, The Shriver Peaceworker Program welcomed Meghann Shutt as Assistant Director of the program. Meghann is an alumna of the program, and completed her Masters of Public Policy at UMBC. She previously worked as Program Manager for Financial Security with the Baltimore CASH Campaign, and she served as a Peace Corps Volunteer in Kyrgyzstan from 2006-2008.

*Peaceworker Program Enrollment Reflects Its Local Impact:* During the 2013-2014 academic year, the program included 14 Peaceworkers in programs including: Intercultural Communications, Education, Social Work (UMB), Public Policy, Geography and Environmental Systems, Information Systems, Instructional Systems Design, Imaging and Digital Arts, and Applied Sociology. 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 2014, bringing the number of total graduates from the program since 1994 to 146. 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 and Association of Baltimore Area Grantmakers and Jack Kent Cooke.
- 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, CMS and more.

*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. Tom Penniston and Dr. Zuo Tang Zhang. He also served on the LLC Committee for Dr. David Hoffman and on the MFA Committee of Charlotte Keniston. He is currently Co-Chairing the dissertation research for Romy Hubler in LLC.

Dr. Taylor also serves on the BreakingGround Working Group, and in June 2014 traveled with a UMBC cohort to the American Democracy Project Conference to present on the culture of engagement that is being developed at UMBC.

Dr. Taylor continues to teach the First Year Seminar “Building a Culture of Peace” each fall, which again filled to capacity.

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.

*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 FY14 Community Partners with Peaceworker service placements included the following external and on-campus community organizations:

**External Partners:**

- **Baltimore City Health Department** has engaged Peaceworker, **Emilie Gilde**, in community outreach activities around their Healthy Baltimore 2015 initiative.
- **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 **Emily Sherman**, 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.
- **Southeast Community Development Corporation** is an organization promoting programs and activities leading to a healthy diverse community in southeast Baltimore. Peaceworker **Alyse Altenburg** has led a variety of community-based outreach initiatives for SECDC this past year.
- **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, **Shantonu Kundu**, 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 **Laura Bruner** 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. Peaceworker **Molly Lemoine** served in the Mosaic Center working with international student groups on diversity themed programming.
- **Continuing and Professional Studies (CPS)** has collaborated with Shriver Center on a number of curriculum development projects. Peaceworkers **Jared Kebbell** and **Ross Dionne** worked with Peaceworker and Shriver Center staff on a variety of curriculum development initiatives and partnerships including the YCLC class for international students, the SUCCESS program and more.
- **SUCCESS Program** at Shriver Center engaged Peaceworker **Charlotte Keniston** in curriculum development, instruction, and programming for this innovative new 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 individual leadership," and the Spring Practicum was "service, peace, and society."

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](#)

*Peaceworker Alumni Provide Significant Support to the Program:* The Shriver Peaceworker Alumni network remains strong. In Winter 2014, 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 FY14, 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 \$1,000.
- 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.

*The Program Secures Financial Support from Public, Private and Non-Profit Organizations:* Between July 2013 and June 2014, the program received approximately \$180,000 in support of its assistantships from community partner contributions and private foundations. In addition, Peaceworker 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 \$233,000 in support. This brought the total support for

assistantships and program (not including staff salaries on State support) to \$471,000 for the year ending June 30, 2013.

Community Partners and Foundations support included contributions from the following community partners: Baltimore Homeless Services (\$15,000), The Macht Foundation (\$33,000), Friends of Patterson Park (\$15,000), Baltimore City Council (\$12,000), Baltimore Health Department (\$15,000), Sherman/Lakeland (\$60,000), Save the Children U.S. Programs (\$15,000), Southeast CDC (\$15,000), and Peacemaker Alumni contributions (\$1,000).

### ***The Choice Program at UMBC***

The Choice Program at UMBC is solving today's challenges with tomorrow's community leaders. The program has 42 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 FY14, Choice reorganized its management structure to better support growing organizational needs. This included the creation of a Deputy Director position to oversee the Director of Operations, and newly created IT Manager and HR Manager positions. The restructure will allow the Deputy Director to have a more coordinated effort blending organizational support positions and operations while freeing up time for the Director to spend on public relations, outreach, and fund-raising efforts.

### ***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 42 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 – FY14:***

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 is implementing new data collection processes within Social Solutions Efforts-to-Outcomes software and will continue to examine data and conduct ongoing performance management in the quest to become an Evidence-Based Program.

In FY14, The Choice Program implemented three key strategies in its efforts to affect 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 \$5,645 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 FY14 to meet the needs of youth serving institutions and created 10 new Fellowship opportunities: Nine in Prince George's County serving youth and families involved in the juvenile justice system and one in Baltimore supporting job training and employment of youth.

**Impact:**

- 33 – AmeriCorps Community Service-Learning Fellows at UMBC placed
- 100% retention and completion rate during FY14
- 53,937 – Service hours completed by exiting Fellows
- 2,345 – Average number of hours completed by exiting Fellows during FY14

**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 15 year-olds and their families where permanent out of home placement appears eminent. After a pilot year, the program is showing positive results and an Intergovernmental Agreement is being finalized to ensure the program is continued beyond FY14 and through FY15. In this fiscal year, Choice also expanded its 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 will provide 9 new slots for Choice's AmeriCorps Community Service Learning Fellowships at UMBC and provide services to an additional 200 youth and their families annually.

**Impact:**

- 491 – # of DJS youth & families served
- 92% - DJS youth who completed the program and were not adjudicated with new charges
- 87% - DJS youth who remained in the community at the time of program completion
- 73 – # of DSS youth & families served
- 77% - DSS youth who remained with their families during Choice 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 nonsubsidized 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 2 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 at the University of Baltimore School of Law is scheduled to open in the fall of 2014. 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.

**Highlight:** The Jobs program went through a restructuring and expansion in October, 2013 to better support the growth of the FFF social enterprise. An Assistant Director, Julie Brooks, was assigned to the Jobs Program and a Business Development Specialist, Stephen Marengo, was hired to oversee the financial operations and sales growth. The Assistant Director's primary role focuses on programmatic oversight, staff supervision and training, and the development of employment community partnerships. The primary focus of the Business Development Specialist is focusing on marketing, daily operations of the FFF enterprise, and oversight of financial systems and purchasing related to FFF. During the start of the 2014 season, Stephen and Julie have become active members of the Waterfront Partnership, connecting FFF and The Choice Program with other Inner Harbor businesses and organizations. The Waterfront Partnership marketing department has helped to promote FFF, and raise the overall business profile of FFF within the Inner Harbor community. The Choice Program at UMBC secured an MOU with the University of Baltimore School of Law to open a Flying Fruit Fantasy Café, with slated opening in the fall of 2014. After the establishment of this 3<sup>rd</sup> FFF job training location, at least 80 youth will receive paid on-the-job training each season.

### **Impact:**

294 – Youth served

60 – Youth placed in subsidized employment at FFF and internships

46 – Youth placed in unsubsidized community employment

36% - 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, after school programming and cultural enrichment activities to meet the needs of students and their families.

**Growth:** The Choice Education Program was so successful in its pilot program that funding was secured from the Sherman Foundation to replicate the program at Lakeland Elementary/Middle School in Baltimore City. This collaboration includes organizing and building the capacity of community members in the school district to advocate for their community and educational needs of their children. Also in fall 2014 there will be a second replication of the program in a Wilmington, Delaware school implemented by Choice's replicated site partner, Child, Inc.

**Impact:**

42 - Youth served at Lakeland Elementary/Middle School

88% of youth reduced or maintained number of suspensions from previous school year

95% of youth reduced or maintained the number of behavioral referrals from previous school year

93% 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 third Baltimore Youth in Action event this June 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, Choice partnered with the Lakeland Elementary/Middle School to hold a community Fun Fair to build the sense of community in the neighborhood and with the school. Leading up to the event, Choice Fellows engaged 164 youth during focus groups at College Night at UMBC and Loyola to develop a list of questions for the Family Listening Post at the event. The goal of the Listening Post was to ask questions about parent-school communication, as well as parent satisfaction, with the goal of learning about perceived gaps and how to improve the relationship between the school and community. The findings will be shared with the school as well as the larger community at a dinner to be hosted in July at Lakeland.

**Impact:**

300 - Participants attended the third Baltimore Youth in Action Event

35 – Family engagement surveys completed at the Listening Post

The survey responses indicated a positive relationship with Lakeland. 85% of parents taking the survey stated they were in frequent communication with the school. 87% of parents said they receive positive feedback from Lakeland about their child. 84% of parents rated their relationship with Lakeland as positive. 78% of parents felt connected to outside resources through Lakeland. A few comments from parents to open-ended questions indicated that school

lunch could be improved through more organization and better meal options. Additional comments indicated that communication could be improved through more phone calls from the school or holding more open after-school meetings to engage parents.

**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 like 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 and LaMar presented at a conference in Atlanta titled "College Connections for Student Success: A Focus on Foster Care, Homeless, and Other Disconnected Youth." This session provided an overview of key strategies utilized by Choice in its efforts to offer a community based alternative aimed at keeping youth in their community, their school, on the job and whenever possible in their family. The presentation highlighted how service-learning is utilized to provide a team model of intensive case management services to youth and families where and when it is needed. During the presentation, Eric and LaMar further explored how the model responds to diverse community needs and how to use civic engagement to create the next generation of change agents.

**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.

**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 last year, is enrolled in college and had been working at Camden Yards for the concessions company at the ballpark, DNC Inc. Last year he was hired back by the Jobs Program to serve as a "College Intern" to be a manager at the FFF stand for this season. He is now in his second year managing the crew he was a part of just a few years before. Abdul’s mother also spoke to the crowd at Choices FFF Kiosk Grand Opening about her family’s struggle and eventual triumph, and urged the audience to support programs that advocate for children and families in Baltimore.

**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, is a junior at Coppin State University and has recently been hired as an intern for the Choice Jobs Program. For the last 4 years he has 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 and Urban Alliance to share resources and information in joint movement building efforts. Partnerships developed or expanded in FY14 include the Sports Challenge Leadership Academy, Adopt-a-Lot, the University of Maryland Medical Care Clinic, Big Brothers Big Sisters, Job Corps, Envirotest, the Ronald McDonald House, Community Conferencing, Civic Works, the JOINS program, 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:***

Between July 2013 and June 2014, the program received over \$3 million from its various funders and revenue streams, an increase of 27% from FY13. This 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 \$2,071,166 from Department of Juvenile Services, \$399,998 from the Baltimore City Department of Social Services, \$75,000 from Baltimore County Government, and \$50,000 from the Open Society Institute of Baltimore.

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 has signed an agreement for both FY15 and FY16 for a total award of over \$4.7 million. Open Society Institute and Marguerite Casey funding is secured through FY16. Sherman Foundation funding to operate the Choice Education initiative is secure through FY17.

***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 over 80% of the Center's total FY14 funding. In FY14, the indirect and direct costs generated by Shriver Center awards provided over \$2 million in on- and off-campus salaries and fringes; \$420,000 in Graduate Assistantships; over \$219,000 in student internships and salaries; over \$204,000 in indirect costs; over \$81,000 in Faculty Stipends and Teaching Support; over \$59,000 in computers/sensitive equipment/software and utilization of

campus services such as food services, room rentals, and AV equipment rental, and Bookstore purchases; and a \$21,869 purchase of a van/vehicle.

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 \$117,000 in funding during FY 2014, which supported nearly \$50,000 in salaries and fringes for Choice Jobs youth. Financial management was also provided for The Shriver Centers' Test Prep course offerings, which generated nearly \$47,000 in funding during FY 2014, which paid \$18,750 in teaching contracts.

### ***Financial Benefits to UMBC***

In FY14, UMBC invested \$680,467 in the Center.

The Shriver Center's grants and contracts generated \$204,062 in Indirect Costs, and nearly \$2.8 million in salaries and benefits, including 14 FT Graduate Assistantships, 19 Governor's Summer Internships, 22 Sondheim/Maryland Non-Profit Internships, 10 Sondheim/Maryland Non-Profit Law Student Internships, 25 Professional Practice Interns (e.g., Maryland Department of Transportation, Northrop Grumman, Entrepreneur Internships, Shattuck Family Entrepreneurships), 40 Service-Learning Interns, and support for faculty and teaching stipends.



## **Appendix A: Tables**

**TABLE 1: SHRIVER CENTER FY 2014 SUMMARY OF FUNDING:  
CONTRACTS, GRANTS, AND GIFTS**

**TABLE 2: SHRIVER CENTER FY 2014 SUMMARY OF FUNDING:  
CONTRACTS, GRANTS, AND GIFTS (PIE CHART)**

**TABLE 3: SHRIVER CENTER FY 2014 CONTRIBUTIONS**



**UMBC**  
**The Shriver Center**  
**FY 2014 SUMMARY OF FUNDING**

CAMPUS SUPPORT

State Budget	\$ 668,045	
Turnover Expectancy	\$ (18,100)	
FY 2013 Carryover	\$ 12,720	
		\$ 662,665

IDC EARNED

Shriver Center Administrative Services	\$ -	
DRIF	\$ 18,014	
		\$ 18,014

WORK AND SERVICE LEARNING PROGRAMS

Shriver Center Foundation	\$ 37,889	
MDOT ( <i>MDOT Fellows/Summer Internship Program</i> )	\$ 36,889	
Governor's Office ( <i>GSIP</i> )	\$ 12,000	
Maryland Sondheim Summer Internship Program	\$ 140,928	
MSDE 21st Century UMBC STEM initiative	\$ 209,092	
<b>MDOD Success</b>	\$ 20,000	
<b>SUCCESS</b>	\$ 144,682	
		\$ 601,480

SERVICE DELIVERY PROGRAMS

**The Choice Program**

Choice Program Foundation	\$ 24,280	
Department of Juvenile Services	\$ 2,071,167	
Baltimore County Government ( <i>Baltimore County Secondary Prevention</i> )	\$ 75,000	
Casey Foundation	\$ 150,000	3 years \$150K each year
OSI - Choice Poverty Reduction Through Employment	\$ 50,000	
Lakeland School Partnership/Sherman Foundation	\$ 149,000	
DSS	\$ 399,998	
Corporation for National Service ( <i>AmeriCorps Education Awards/Admin</i> )	\$ 28,000	
		\$ 2,947,445

**Choice Jobs Program**

Choice Jobs Foundation	\$ 17,134	
		\$ 17,134

**Shriver Peaceworker Program**

Work Study	\$ 58,000	
Access YEMEN (CPS with Joan Shin)	\$ 13,300	
Access Moraco (CPS with Joan Shin)	\$ 13,300	
Baltimore City Health Department	\$ 15,000	
Baltimore Homeless Services	\$ 15,000	
CASH Campaign	\$ 15,000	
CPS/Shriver Projects	\$ 30,000	
Councilman Jim Kraft	\$ 12,000	
FYS: Building a Culture of Peace	\$ 4,750	
Macht (Walden Circle/College Gardens)	\$ 33,000	
PVW Alumni fr Ethical Reflection	\$ 2,000	
SE CDC	\$ 15,000	
Save the Children	\$ 15,000	
Sherman - Lakeland	\$ 60,000	
		\$ 301,350

**Endowments** (spendable income only available)

Krieger	\$ 4,736	
Martello	\$ 1,490	
Brad and Dawn Smith	\$ 774	
Samuel Rosenberg	\$ 1,409	
		\$ 8,409

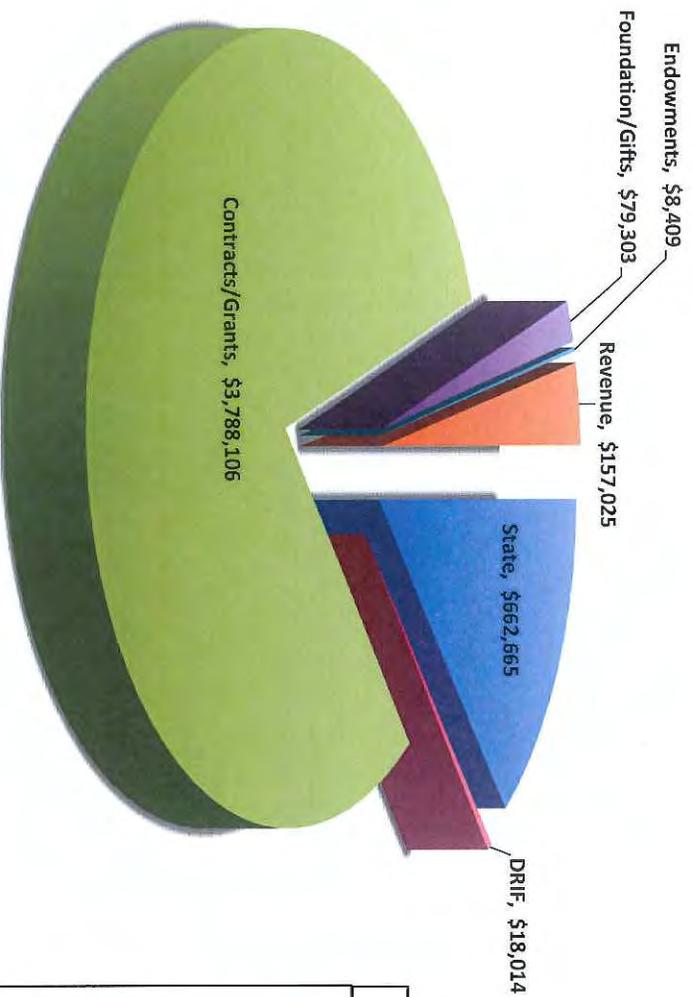
**Revenue**

Choice Jobs/FFF Stand and Kiosk	\$ 110,791	
Test Prep/GRE & LSAT Course Offerings	\$ 46,234	
		\$ 157,025

**TOTAL FY 2014 SHRIVER CENTER FUNDING \$ 4,713,522**



## The Shriver Center FY 2014 Funding by Source



Legend	
■ State	
■ DRIF	
■ Contracts/Grants	
■ Foundation/Gifts	
■ Endowments	
■ Revenue	



## Shriver Center Contributions FY 2014

UMBC Contribution	Value	Shriver Center Contribution	Value
Budget	\$ 698,567	Indirect Costs (actual)	\$ 204,060
Other Expectancy	\$ (18,100)	Personnel On Campus Staff (10) Off Campus Staff (62) Fringe Benefits Peaceworker Graduate Assistants (14)	\$ 471,790 \$ 1,174,788 \$ 356,790 \$ 420,000
		Interns/Students (110) Choice Jobs/NFTE Youth (76)	\$ 219,090 \$ 46,920
		Faculty Stipends (UMBC) (2) Teacher/Faculty Stipends (Non-UMBC) (11) Teaching Support (1)	\$ 3,750 \$ 71,500 \$ 6,000
		Computers/Sensitive Equipment/Software	\$ 44,090
		Vehicles (1)	\$ 21,880
		Campus Food Services	\$ 5,880
		UMBC Bookstore	\$ 9,750
<b>TOTAL UMBC SUPPORT</b>	<b>\$ 680,467</b>	<b>TOTAL SHRIVER CONTRIBUTION</b>	<b>\$ 3,056,290</b>

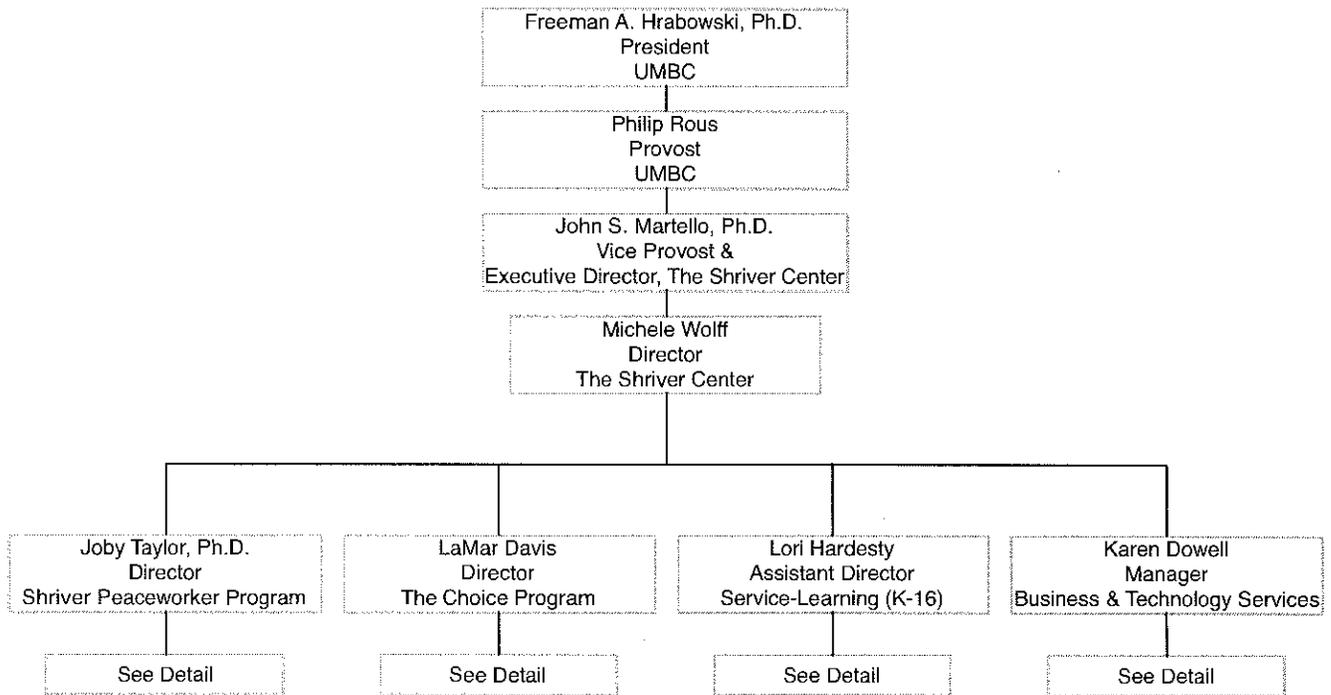


## **Appendix B: Organizational Charts**

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

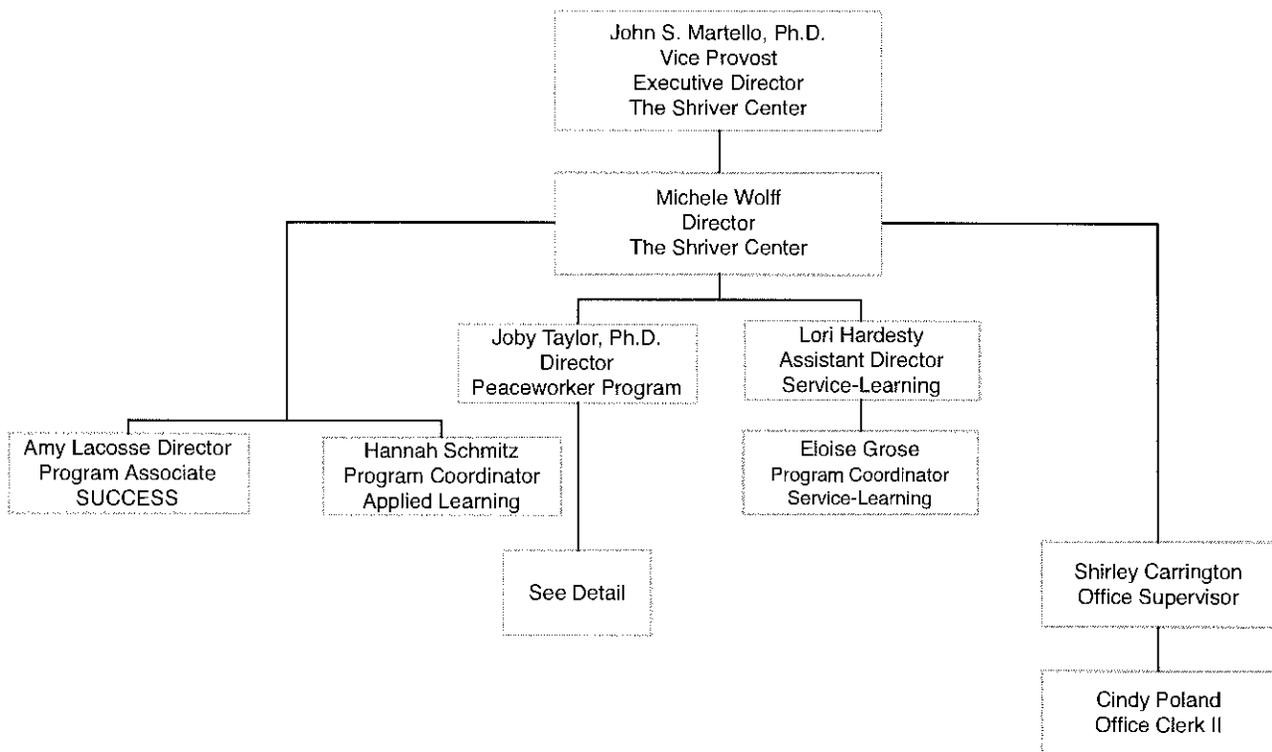


UMBC  
THE SHRIVER CENTER  
SENIOR MANAGEMENT TEAM  
&  
CAMPUS REPORTING STRUCTURE



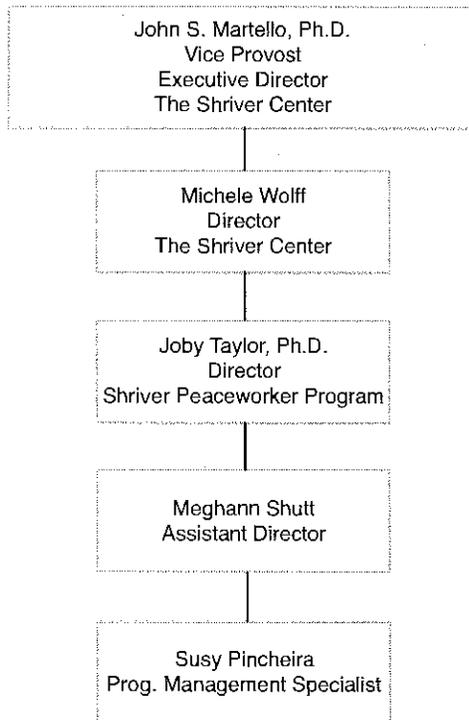


UMBC  
THE SHRIVER CENTER  
APPLIED LEARNING PROGRAMS

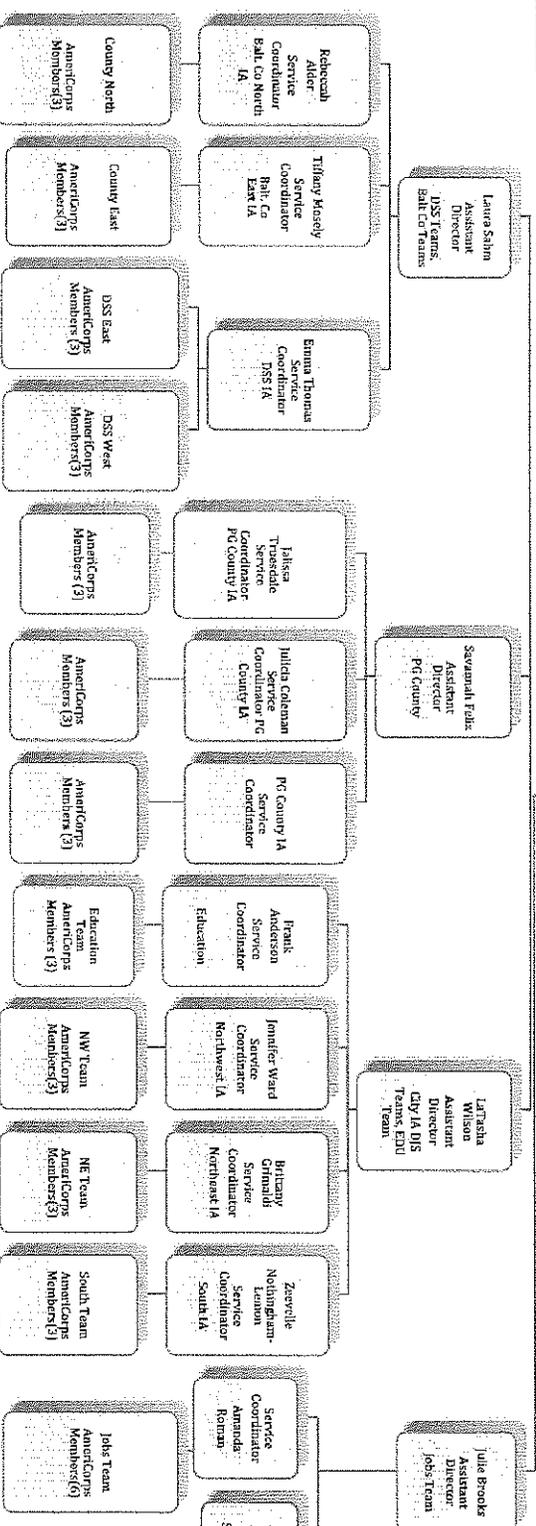
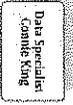
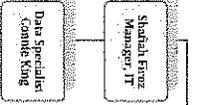
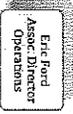
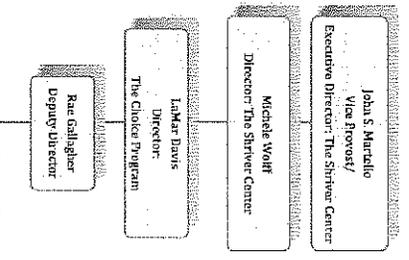




UMBC  
THE SHRIVER CENTER  
SHRIVER PEACEWORKER PROGRAM







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



UMBC

# THE SHRIVER CENTER

## BUSINESS SERVICES

