

The Shriver Center at UMBC FY 2016 Annual Report

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

Our UMBC community redefines excellence in higher education through an **inclusive culture** that **connects innovative teaching and learning, research across disciplines, and civic engagement**. We will advance knowledge, economic prosperity, and **social justice** by welcoming and inspiring inquisitive minds from all backgrounds.

Shriver Center Goals & Objectives for FY 2016

Center-Wide Accomplishments

Shriver Center Continues to Leads Significant Number of Applied Learning Placements:

Shriver Center staff led **1,146** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY16, across all programs (i.e., Service-Learning, SUCCESS, Peacemaker Program, Choice, Public Service Scholars). This figure includes **1,001** service-learning placements.

Three Signature Programs Continue to Positively Impact UMBC Lakeland Partnership: With generous funding from the Sherman Foundation, in FY16, The Shriver Center's Choice Program, Shriver Peacemaker Fellows Program, and Service-Learning Program continued, in collaboration with UMBC's Sherman STEM Teacher Education Program, to support academic enrichment and teacher professional development, community outreach and engagement, and youth development at the school. In FY16, Choice served 47 youth to reduce the number of suspensions and behavioral referrals; Peacemaker Fellows worked with school and community leaders to: provide group therapy and clinical support to families and students in the school who have experienced trauma; begin life skills and reproductive health programs for

girls; organized Latino mothers to participate more fully in the life of the school; and, operated the food pantry and provided English classes, job support classes, and more to parents. 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.

Promoting Community Engagement After Graduation: Thirty-nine percent (39%) of UMBC undergraduates who graduated between summer 2014 and spring 2015 reported engaging in "volunteering/community service-learning" during their time as a student. The National Association of Colleges and Employers (NACE) reported that nationally 1.0% of students go on to do full-time service programs after graduation (e.g., AmeriCorps, Peace Corps). UMBC reported 1.12% (or 14 students) went on to engage in a year of service following graduation. The Center is working to increase this number with initiatives such as Peace Corps Prep and Choice AmeriCorps Service-Learning Fellows.

Impact

Applied Learning Demonstrates Positive Impact on Student Learning and Development: Every semester, the Center collects data from UMBCworks describing the impact of applied learning on student learning and development. Students report the impact of their experiences on their cognitive functional competencies (e.g., critical analysis and reasoning) as well as their professional and affective/personal development. Findings from this year's assessment include:

- 66% of service-learning respondents (n=737) indicated that their motivation to continue and persist to graduation increased as a direct result of their applied experience (up 3% from FY15); of the 66%, 22% reported a significant increase;
- 68% of service-learning respondents indicated that their oral presentation skills increased as a direct result of their applied experience;
- 66% of service-learning respondents indicated that the clarity of their career goals increased as a result of their applied learning experience;
- 70% of service-learning respondents agreed that their ability to view their career expectations realistically increased as a result of their applied learning experience;
- 74% of service-learning respondents agreed that their ability to apply their education to work increased as a result of their applied learning experience;
- 86% of service-learning respondents indicated that their ability to solve problems increased as a result of their applied learning experience (up 3% from FY15);
- 80% of service-learning respondents indicated that their self-confidence increased as a direct result of their applied experience; of the 80%, 21% reported a significant increase;
- 86% of service-learning respondents agreed that participating in applied learning helped them to grow as a leader; of the 86%, 23% reported a significant increase;
- 90% of service-learning respondents indicated that their awareness of civic responsibilities increased as a direct result of their applied experience; of the 90%, 34% reported a significant increase;
- 93% of service-learning respondents would recommend an internship/work/co-op-research/service placement to another student; of the 93%, 60% strongly agree.

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

- 1,001 Service-Learning Placements;
- 30,030 hours contributed to 74 nonprofit, community-based organizations, and PreK-12 schools (with an average of 30 hours/semester/student);
- \$799,999 (\$26.64/hour in Maryland) of non-compensated work contributed to community partners. [This figure is based on data from The Independent Sector. Calculations are determined by "the value of volunteer time based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits." https://www.independentsector.org/volunteer_time]

Service-Learning Shows Positive Impact on Student Development: A graduate student in Dr. Bronwyn Hunter's Department of Psychology evaluation course completed a qualitative assessment of the Blackboard reflections of thirty-nine service-learning students placed at Lakeland School. From her assessment, she suggested the following outcomes as a result of their service-learning experiences:

- Civic responsibility: 69% of respondents perceived an increase in the value of service;
- Connections to future careers: 48% of respondents perceived a connection;
- Personal development: 69% of respondents perceived development in skill building; 49% in leadership development; and, 49% in interpersonal development;
- Community assets: 59% of respondents highlighted strengths of the community (including a focus on teachers, children, and their parents).

Applied Learning Experience Work Group Continues to Research Impact of ALE on Students' Affective Skills Development: Center staff, in partnership with the Division of Undergraduate Academic Affairs, the Honors College, and the Interdisciplinary Studies Program, continued to lead a diverse campus-wide group exploring the impact of applied learning on student development. In FY16, the group focused on using support from a Hrabowski Innovation Fund Research and Implementation grant to continue revising and refining its evaluation tool. This effort included engaging several graduate students in research, data collection, and data analysis. Additionally, a new experimental course (INDS430: Creative Survey Design: An Interdisciplinary Approach to Creating Interactive Assessment Tools) was created and will be offered in FA16 that will engage a multi-disciplinary group of students in teams to develop questions for an interactive survey tool that includes games, cartoon, stories, animations, and video shorts. We also submitted a letter of inquiry to the Spencer Foundation to explore additional external funding for this project.

The Center's Choice Program Continues to Demonstrate Positive Outcomes for Baltimore's Youth and Families: In FY16, through the Intensive Advocacy program, Choice served 606 youth and families. Ninety-two percent (92%) of Choice youth were not re-arrested during their time in the program and 86% remained in the community at the time of program completion. Choice served 79 Department of Social Services (DSS) youth and their families, with 94% of youth remaining with their families at the completion of Choice's intervention. This year, 67 students were served by The Choice Program's education teams at Lakeland Elementary/Middle School, Benjamin Franklin High School, and the Excel Academy at Francis M. Woods. Of youth served at Lakeland Elementary School, 64% reduced or maintained the number of suspensions compared to the previous school year, while 64% of them reduced or

maintained the number of behavioral referrals. Attendance improved for 50% of Lakeland participants. The Choice Education team engaged youth in positive and extended learning activities for 1,173 hours during the year. The Choice Jobs Program engaged 237 youth in vocational skills training and development. Fifty-six (56) youth participated in paid on-the-job training at Choice's Flying Fruit social enterprises, Flying Fruit, at Camden Yards, Baltimore's Inner Harbor, and the University of Baltimore. Ninety-five percent (95%) of participants completing the job training demonstrated improved job knowledge and skills based on pre and post-tests.

Program-Specific Accomplishments

Service-Learning Continues to Partner with Students and the Community for Positive Change:

In FY16, the Shriver Center led **1,001** student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with **74** individual partners, such as community-based non-profit organizations, PreK-12 schools, and UMBC-based programs. This significant number of placements reflects improved program structure, staffing stabilization, and student support, as well as successful implementation of new faculty partnerships and recruitment strategies to engage students. To balance out the broad number of settings, issue areas, and high quantity, for the Spring 2016 Semester, the Service-Learning team created an Orientation Quiz intended for Service-Learners to complete prior to starting their service experiences. The team has come to realize that some partners have extensive orientation, while some do not. Based on materials used for The Choice Program and SUCCESS, coupled with past resources, expectations regarding professionalism and boundaries are presented, then followed up with a Blackboard Quiz.

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 FY16, the service-learning program supported **16** classes resulting in 314 service-learning placements and service integration activities for students. Nearly 30% of students who registered for a service-learning placement linked it with academic credit. Shriver Center staff continued to support faculty with BreakingGround course development grants as these faculty sought opportunities to integrate service-learning into their courses.

Shriver Center Leading the Effort to Coordinate PreK-14 Connections: In partnership with Mavis Sanders (Department of Education), Center staff continued facilitating a working group exploring strategies for improved campus-wide collaboration in relation to engagement with PreK-14 schools and school-based organizations and initiatives. Three successes for FY16 include:

- **A growing database/network of faculty, staff, and students willing to volunteer/partner related to P-14 requests:** Currently, there are nearly 60 members of this group with the biggest increase represented by student organizations including: Connecting to College, Reach Initiative, UMBC SPLASH!, and Charm City Connections;
- **Google group for information sharing:** umbcp14@googlegroups.com allows for easy communication across members;
- **Pilot campus visit day in FA17 for K-8 students:** A subcommittee, comprised of Lori Hardesty, Mavis Sanders, Sandra Abbott, Michele Wolff, and Shane McCormick, is targeting one day in the fall for up to 300 K-8 students to visit campus and have meaningful experiences through age specific sessions, tours, and lunch.

Service-Learning Serves as a Significant Resource for High Need K-12 Schools: In FY16, **368** UMBC students served as in-school tutors and after-school mentors through the 096 Community Service & Learning Practicum, supporting more than **650 youth**. **An additional 600 PreK-12 students** engaged in one-time visits to UMBC, facilitated by The Shriver Center for which volunteers were recruited. Some of these off-campus groups had existing UMBC connections, but the visiting youth had not been directly served by UMBC students. This opportunity added another 140 youth receiving UMBC resources. Over 60 UMBC students, staff, and faculty were engaged with these one-time visits to UMBC. Overall, this support allowed for close to **1,300 PreK-12 youth** from **23** area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC's service-learning students.

Shriver Center Continues to Support Campus-based Service-Learning Opportunities: In FY16, 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. These on-campus experiences included SUCCESS, The Choice Program's College Night, tutoring youth from Cristo Rey Jesuit High School's Corporate Internship Program, the REACH Initiative, and the new UMBC Volunteer Income Tax Assistance (VITA) Program (a BreakingGround-funded initiative). The majority of these experiences are peer-to-peer/peer mentoring programs. On-campus partnerships included: Supplemental Instructors, The English Language Institute's Conversation Partner Program, UMBC Eco-Ambassadors, Discovery Scholars Living Learning Community, The Shriver Living Learning Community Peer Mentors, The Chemistry Tutorial Center, BIOL 141 TA Program, Transfer Student Peer Facilitators, and IHU Peer Facilitators. This continued collaboration allowed more than **150** UMBC students to participate in **17 on-campus based service-learning experiences**. These on-campus service-learning opportunities represent nearly 37% of total placements for the program.

Service-Learning as Leadership Development: Each year, a group of undergraduate students engage with the Center as Student Coordinators, leading service-learning experiences with other students. In FY16, **73** Student Coordinators were engaged with 18 community partners, earning more than \$14,200 in stipends. The service-learning partnerships represent a range of organizations, including: College Gardens Afterschool Program, The Choice Program, Arbutus Achievers at Arbutus Middle School, BARCS (Baltimore Animal Rescue & Care Shelter), Education Based Latino Outreach (EBLO), the Esperanza Center, Refugee Youth Project, MS Swim, and the Regional Institute for Children & Adolescents (RICA). By engaging undergraduate students in these types of experiences, the Center increases its capacity to be a resource to a larger number of students and to more effectively address the needs of our community partners. These student leaders were responsible for the recruitment, training, management and reflection with service-learning students in the 096 Community Service and Learning Practicum. They also serve as the liaisons between Service-Learning staff and the respective community partners. For students, these experiences assist them in building their own skills in leadership, problem-solving, team work, and career development.

Several of these leaders following graduation will transition into public service opportunities. **Brooke Savage** (Choice Education Team) will now serve as the Baltimore City Community College (BCCC) Refugee Youth Project (RYP) Maryland-DC Campus Compact (MDCCC)

AmeriCorps VISTA. Brooke served as a College JUMP Mentor. **Sayre Posey** (The Choice Program, SUCCESS, College Gardens, RYP, and The Shriver Center's Service-Learning Intern) will begin as a Baltimore City Public School teacher. Sayre attributes her experience with The Choice Program to her future career as a Baltimore City Public School Teacher. **Cheyenne Smith** (College Gardens, Baltimore RISE Fellows Intern, Service-Learning Intern, France-Merrick Fellow) attributes her Center experiences to her new position as a Choice Program Community Service Learning Fellow.

AmeriCorps VISTA Deepens Center Partnership with BCCC Refugee Youth Project (RYP): The Shriver Center continued its partnership with the Maryland/DC Campus Compact and was selected to host an AmeriCorps VISTA. This year's project, College JUMP (Journey Upward Mentoring Program), was created in partnership with Baltimore City Community College (BCCC) Refugee Youth Project to implement a near-peer college access mentoring program for refugee youth. College JUMP seeks to empower high school refugee and asylee students in Maryland to acquire the knowledge, skills, and mindset to feel prepared for success in postsecondary institutions. Mentees meet weekly with a UMBC undergraduate mentor who guides them through the college exploration, application, and preparation process. College JUMP also hosts monthly events and workshops on college campuses throughout Maryland to expose students to various aspects of student life and introduce them to communities of current college students.

Christina Smith, UMBC alumna, was selected as our VISTA to lead this initiative. Under her leadership, College JUMP had great impact in its first year, as follows:

- 100% of graduating seniors in College JUMP were accepted to college and plan to attend (one student will major in Biochemistry at UMBC in FA16);
- 100% of graduating seniors who completed the program completed their FAFSA and received financial aid;
- 100% of 11th and 12th graders felt their relationship with their mentor had a positive impact on their college access journey;
- 100% of program participants reported knowing more about college as a result of this program;
- In addition to the 13 mentor pairs who completed year one, an additional 31 high school students attended one-time events and workshops offered by the program focused on college access.

In FY17, College JUMP will expand to serve 20-25 high school refugee students under an established leadership team of UMBC undergraduate students. This team will adopt more responsibility in the daily operations of the program, allowing UMBC students to play a larger role in this campus-community partnership.

SUCCESS Celebrates Program Completion of Inaugural Cohort: At an inspiring event in SP16, six students, representing the program's first cohort, celebrated the successful completion of their four years in SUCCESS. The students' accomplishments, skills development, and personal growth were recognized through remarks and video presentations. The culminating highlight of the event involved the students, dressed in caps and gowns, walking across the stage to receive their certificates of completion. Two more cohorts of students will be recognized over the next two years.

SUCCESS Program Continues to Integrate and Engage Significant Numbers of Faculty and Traditional Undergraduate and Graduate Students: Faculty and traditional students assisted program staff in extending the campus' definition of diversity. In addition to the 21 SUCCESS students who comprise the first, second, and third year cohorts, SUCCESS engaged **thirteen** UMBC faculty members. Six faculty members from six distinct academic departments instructed students in a First Year Seminar and an additional seven faculty members instructed students in integrated classes or supervised students in internships within their departments. Additionally, five graduate students representing four disciplines were involved through their instruction of SUCCESS courses, evaluation of student progress and development, and scholarly research related to individuals with disabilities. Thirty-five (**35**) internships provided the opportunity for traditional students to gain leadership skills and financial support for their education (with a combined nearly **\$24,000 in stipends**) as instructors of courses. In FY16, nearly **140 Peers and Lunch Buddies** engaged with SUCCESS students in formal classroom settings and informal settings, bringing the total since program inception in fall 2012 to nearly **450**.

Public Service Scholars Programs Continue to Provide Highly Competitive Placements: In 2016, nearly 200 applications were submitted to these highly selective summer programs (i.e., Governor's Summer Internship Program, Sondheim Nonprofit Leadership Program, MDOT Fellows, and Sondheim Public Service Law Fellows), which provided 54 students with nearly \$170,000 in stipends to support their program participation and full-time placements at various government agencies and nonprofit organizations.

Public Service Scholars Programs Launches Baltimore RISE Fellows Program: With the successful passage in SP15 of HB 0074, a bill to expand the scope of the Walter Sondheim Jr. Maryland Public Service Scholarship Internship Program to offer opportunities in Fall and Spring semesters in addition to its regular summer programs, Center staff designed and successfully launched the pilot semester of the Baltimore Regional Impact through Sector Engagement (RISE) Fellows program in SP16. The pilot, supported with one-time funds from The Shriver Center, engaged eight UMBC students from a variety of majors (e.g., Sociology, Financial Economics, Environmental Studies, Political Science, Health Administration & Policy) in a semester-long experience that included internships with nonprofit organizations or government agencies, a series of seminars exploring the nonprofit and government sectors and engaging both in cross-sector work, and a research project that engaged pairs of students (one representing the nonprofit sector and one representing the public sector) in developing a set of cross-sector solutions to an issue currently impacting the Baltimore region. The project culminated in a paper and presentation to stakeholders. Students were paid a stipend of \$2,000 for their participation. We are exploring our options for continuing to offer this initiative to students in future semesters.

The Shriver Peaceworker Program Secures Financial Support from Public, Private and Non-Profit Organizations: Between July 2015 and June 2016, the program received approximately **\$193,000 in support of its assistantships** from off-campus community partner contributions and private foundations, including two new funding partners. The Strauss Foundation will support the program with \$30,000 over two years and the Crane Foundation will support the program with \$20,000 in FY17. Peaceworker Alumni contributions continued to exceed \$1,500.

Peaceworker Director Supports Student Scholarship: In FY16, the Peaceworker Program Director, Dr. Joby Taylor, continued his affiliate faculty appointment with UMBC's Language

Literacy & Culture Ph.D. program and also with the Office of Undergraduate Education, where he continues to teach the First Year Seminar “Building a Culture of Peace.” He serves on the Global Studies Coordinating Committee and also is currently serving on an MA thesis committee for Joel Baker in Geography and Environmental Systems. Dr. Taylor is a Regular Member of the University of Maryland Graduate Faculty and his engagement with diverse academic programs across our campus continues to deepen the Shriver Center’s role in Engaged Scholarship and Research at UMBC. Assistant Director, Meghann Shutt, co-taught the First Year Seminar in Peace Studies in Fall 2015 and presented to an introductory Global Studies class about her community development experience in Kyrgyzstan.

Peaceworker Program Graduates Continue as Change Agents Locally, Regionally and Internationally: Six Peaceworkers completed the program in May 2016, bringing the number of total graduates from the program since 1994 to 159. **The Peaceworker academic graduation rate remains well over 90%.** This year’s graduates are transitioning into careers of public service from national to local levels. This year’s graduating class is pursuing work to bring passports to underserved youth in Baltimore City; research the intersections of vacant housing, mosquitoes, and public health outcomes; develop solutions to Baltimore City food deserts; seek work in international information technology; and, transition to work in Federal service. In June 2016, the program accepted six new Fellows out of approximately 50 applicants to begin the program in July 2016.

Peace Corps Prep Recognizes First Graduating Cohort: In FY16, The Shriver Center and Shriver Peaceworker Program expanded its relationship with U.S. Peace Corps to include programming for undergraduate students, graduate students, and career placement for post-grads. UMBC’s Peace Corps Prep program graduated its first cohort of four students (from an inaugural cohort of 19) and **enrolled an additional 13 new students to prepare for lives of international public service work.** The recent graduates’ work and experiences related to Peace Corps Prep were captured in online portfolios demonstrating their knowledge, skills, and attitudinal growth. These portfolios will be available as a resource to future students, the Center, and the campus. In addition to the Peace Corps Prep program, The Shriver Center was awarded a **\$120,000 contract from Peace Corps** to support a strategic Peace Corps Recruiter on campus over multiple years, helping to expand access to Peace Corps positions to traditionally under-represented groups.

Successful Launch of VITA, Free Tax Preparation Assistance Program: The Shriver Peaceworker Program co-led the efforts of a Voluntary Income Tax Assistance (VITA) site on UMBC’s campus for the first time ever this year. Sixteen (16) UMBC students and 4 staff **served 106 low-income tax filers from the UMBC and Baltimore communities, returning over \$125,000 in tax refunds** and saving untold thousands of dollars in tax preparation fees and protection from predatory financial products.

Successful Implementation of Microfinance Initiative: With financial support from One Main Financial, Center staff successfully designed and implemented a microfinance initiative. Staff also initiated a new partnership with faculty in the Department of Economics to assume coordination and sustainability of the initiative moving forward.

The Choice Program at UMBC Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private Sources: The Choice Program has secured funding from a variety of sources to continue the financial stability of the organization and the

Center. The Department of Juvenile Services has committed nearly **\$4.9 million** to continue services in FY17 and FY18. Marguerite Casey Foundation funding is secured through FY18. Northrup Grumman and Baltimore City Public Schools funding is committed through FY17 to support education initiatives at Lakeland Elementary/Middle School, Benjamin Franklin High School, and Excel Academy at Francis M. Woods. Additional financial support includes \$380,000 from the Baltimore City Department of Social Services, \$112,390 from the Department of Family Services in Prince George's County, Maryland, \$25,000 from the Starbucks Foundation to support the Choice Jobs Program, and \$77,271 from the Corporation for National and Community Service.

In FY16, **41 AmeriCorps Community Service Learning Fellows** completed over **78,000 hours of service** in communities around Baltimore City, Baltimore County, and Prince George's County. After completing a year of service, many Fellows pursue additional degrees or enter the workforce as leaders and change agents. In FY17, The Choice Program at UMBC will have 48 AmeriCorps slots for program expansion, as well as 6 Opportunity Youth Fellowship slots.

Choice Jobs Launches Third Social Enterprise with the Flying Fruit (FF) Café in the John and Francis Angelos Building at the University of Baltimore (UB) School of Law: In SP16, Choice hosted a ribbon cutting ceremony with more than 100 guests (including UB President Kurt L. Schmoke, UMBC President Freeman Hrabowski, and Baltimore City Deputy Mayor Dawn Kirstaetter) for the new FF Café at the UB School of Law. The highlight of this event was the inspiring remarks provided by two youth whose lives have been transformed by their engagement in Choice. At this site, Baltimore area youth received on-the-job training while generating revenue that helps support and offset costs related to running the program. The Choice Program expanded its AmeriCorps funding and engaged six Opportunity Youth who received one-year of case management and mentoring while completing their GED, supervising youth employees at the Café, and providing community leadership through service projects. In FY16, **237** youth were served through curriculum-based job readiness and life skills training, paid on-the-job experience and supported job placement. **Fifty-six (56)** youth received subsidized job placement through either internships or placement with FFF and **35** youth acquired unsubsidized employment with community employment partners.

Choice Expands its Education Program with Partnership with Benjamin Franklin High School and Excel Academy in Baltimore City: With generous support from Northrup Grumman and Baltimore City schools, Choice was able to expand its education program to two high schools in Baltimore City, Benjamin Franklin High School and Excel Academy at Francis M. Woods. With this expansion, an additional 80 students from Baltimore City will receive in-school behavioral support to reduce suspensions, expulsions, and school arrests.

Choice Builds Capacity of Youth and Families to Advocate on Their Own Behalf:

In SP16, The Choice Program at UMBC sponsored the ArtRising event in Baltimore City. The event was designed to bring members of the Baltimore community back together, one year after the Baltimore Uprising, to remember, reflect, celebrate, and create art. The objective of the ArtRising event was to use art as a medium to raise collective voices for change. ArtRising was hosted at Choice's "Adopt-a-Lot" location in Baltimore City. The Choice Program staff, Fellows, and volunteers set up a variety of art stations that included yarn art, tie dye, canvas painting with art therapy, a living memorial art gallery, poetry writing, and on-the-spot improv and theater exercises. Volunteers handed out hot dogs, drinks, chips, and cookies. Additional

groceries were distributed to community members, such as fresh fruits and vegetables and bread. Partner organizations that participated in the event included Charm City Fringe, Nomita Advani art therapy, Bmore than Dance, UMBC's Imaging Research Center, and Baltimore Participatory Action Research Group. Approximately **200 individuals** from the community, The Choice Program, UMBC, and partnering agencies attended the event.

In June, The Choice Program sponsored its fifth Youth in Action event as a continuation of its involvement in the Equal Voices campaign response to the need for youth to plan and implement their own events. This year's Youth in Action movement and events continued to provide youth with a platform to use art as catharsis for violence prevention and as a catalyst for social change. This year's event was hosted at Baltimore City's YNot Lot and included a gallery space containing youth's artwork and a dynamic performance program featuring youth and community partners. The June event included a kick-off and call to action for the upcoming Youth in Action series for FY17, with a focus on storytelling and giving youth access to additional tools of expression to articulate, process, and highlight the events and experiences of their communities.

Choice Hosts Its Inaugural Youth Career Fair: In SP16, Choice hosted its inaugural Youth Career Fair in collaboration with the University of Maryland, Baltimore Community Engagement Center, and with support from Starbucks, AmeriCorps, Job Corps, Concerned Black Men, the Baltimore Workforce Investment Board, One Baltimore For Jobs, the CONNECT, the Mayor's Office of Employment Development (MOED), Baltimore City Community College, and University of Baltimore. The Choice Program partnered closely with Starbucks to offer mock interviews and resume editing stations, in addition to the career exploration offered by community partners. The fair featured representatives from a variety of career fields including food service, engineering, law, healthcare, advertising and marketing, financial services, social work, and architecture. Representatives from higher education institutions also participated. **Fifty (50) youth** participated in the fair and a total of **25 community employment and higher education partners** were in attendance. Of the 25 employers present, six offered job shadows to youth to further their career exploration

Grants, Contracts, and Gifts

The Shriver Center Generates Significant Support: In FY16, the Shriver Center received nearly **\$4.4 million** in contracts, grants and gifts from more than **20 nonprofit, private, and public sector organizations** to support all Center initiatives. The Center also generated revenue through: the Choice Jobs Program Flying Fruit stand, kiosk, and café located at Camden Yards, the Inner Harbor as well as the University of Baltimore School of Law, which generated nearly \$250,000 in funding and Test Prep course offerings, which generated more than \$28,400 in funding during FY 2016.

Grant/Contract/Gift Supported Engagement: Grants, contracts, gifts for which Shriver Center staff took the lead in FY16 included:

- MD Department of Juvenile Services for the Choice Program – awarded 1-year, \$2.4 million;
- Department of Social Services/Foster Care – awarded 1-year, \$380,000;
- Marguerite Casey Foundation for the Choice Program – 2nd year of 3 years, \$150,000;
- Prince George's County Local Management Board – awarded 2-years, \$230,000;

- Open Society Institute for Choice Jobs – 2 years, \$100,000;
- Open Society Institute for Choice Jobs Curriculum Design – 1-year, \$50,000;
- Baltimore County Government for the Choice Program – awarded, \$75,000;
- AmeriCorps (Corporation for National & Community Service) for the Choice Program – awarded, \$74,889;
- Northrop Grumman for the Choice Education Program – awarded 3-years, \$200,000;
- 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 21st Century grant for the Lakeland partnership – awarded, \$175,537;
- Hrabowski Innovation Fund Research and Implementation grant – awarded, 2-years, \$22,466;
- Governor’s Office and MDOT for Public Service Scholars Programs – awarded, \$214,187;
- The Peacemaker Program secured \$249,605 in support from community partners and foundations, including Macht Foundation, Baltimore City Council, Baltimore Office of Homeless Services, Aegon/Transamerica, Annie E. Casey Foundation, Peace Corps, and Audubon Society, as well as several other sources (e.g., Federal Work Study);
- Peace Corps: awarded \$120,000 to support a strategic Peace Corps Recruiter on campus over multiple years, helping to expand access to Peace Corps positions to traditionally under-represented groups;
- Crane Foundation: Awarded \$20,000 grant to support Peacemaker projects with In, For, Of organization in Baltimore City;
- Strauss Foundation: Gift of \$30,000 to support Peacemaker Program for two-year public service partnership in Baltimore (Maryland 46th District);
- Maryland/DC Campus Compact support to host an AmeriCorps VISTA in FY16 for a new partnership with Refugee Youth Project, College JUMP (featured on UMBC’s website <http://news.umbc.edu/new-mentoring-program-connects-refugee-youth-in-baltimore-with-opportunities-to-pursue-a-college-education/>);
- Marguerite Casey Foundation for K-12 Visits to UMBC – in SP16, awarded a one-time gift of up to \$10,000, supported over 500 students, many living in high needs communities and/or in Title I schools, to visit UMBC and connect with UMBC faculty, students, and staff through a meaningful experience to see college as a possibility.

Faculty Research & Engagement Collaborations: Center staff also participated in other proposals and grants as senior personnel, evaluators, or contributors to proposal submission, and Center programs supported faculty scholarship. Faculty collaborations included:

- Dr. Amy Hurst (Information Systems): NSF CAREER proposal “Making ‘Making’ Accessible: 3D Printing for Diverse Cognitive Abilities.”
- Ms. Erin Buehler (Ph.D. candidate in Information Systems under the guidance of Dr. Amy Hurst): publications, presentations, and course development: “Leveraging 3D Printing to Support Education and Accessibility.” To appear in the 16th Annual Coleman Conference on Cognitive Disability and Technology. (Invited Presentation); Buehler, E. (2016). “Emergent Technology Literacy and Access to Postsecondary Education.” In Exploring Social Justice, Design, and HCI at ACM SIGCHI Conference on Human Factors in Computing Systems (CHI). (Workshop); Buehler, E., Easley, W., Poole, A., and Hurst, A. (2016). “Accessibility Barriers to Online Education for Young Adults with Intellectual Disabilities.” Proceedings of the Web For All Conference (W4A). (Full Paper); Buehler, E., Easley, W., McDonald, S., Comrie, N., and Hurst, A. (2015). “Inclusion and Education: 3D Printing for Integrated

Classrooms.” Proceedings of the 2015 ACM Conference on Computers and Accessibility (ASSETS). (Full Paper); Buehler, E. (2015). “Supporting Inclusive and Collaborative Postsecondary Education For Adults With Intellectual Disabilities.” ACM SIGACCESS Conference on Computers and Accessibility (ASSETS). (Doctoral Consortium); IS498 – 3D Printing and Entrepreneurship: offered in cooperation with the SUCCESS program, undergraduate students will work alongside SUCCESS students learning about 3D printing technology and how it can be used to invent, produce, and market printed objects. In leveraging an integrated classroom environment, this course will also teach students concepts of social entrepreneurship with a special focus on employment and community support for people with diverse abilities.

- 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.
- Dr. Weidong Zhu (Mechanical Engineering) with Dr. Meilin Yu (Mechanical Engineering): NSF proposal “Fundamental study of innovative self-starting vertical axis wind turbines for improved energy density in modern wind farms.”
- Dr. Nirmalya Roy (Information Systems): NSF CAREER proposal “CAREER: Scalable Activity Recognition for Independent Living Applications,” and Environmental Protection Agency proposal for an Environmental Education project.
- Dr. Meilin Yu (Mechanical Engineering): NSF proposals “Dynamic stall analysis and control for flapping wings in shear flow” and NSF CAREER proposal “Turbulent hydrodynamics of fin-body flow interactions in high-Reynolds-number Fish Locomotion.”
- Dr. Soobum Lee (Mechanical Engineering): NSF CAREER proposal “CAREER: Uncertainty Quantification for Improved Performance of 3D Printed Piezoelectric Systems.”
- Dr. Carlos Romero Talamás (Mechanical Engineering): NSF CAREER proposal “CAREER: Investigations of Strongly Magnetized Dusty Plasmas.”
- Dr. Jolene Sy (Psychology): presented “Learning Along the Way: Two Interventions to Target Writing Skills of Adults with Intellectual Disabilities in a Vocational Writing Class” at a conference at the University of Houston, Clear Lake in SP16 and submitted two articles for publication entitled “Teaching Cover Letter Writing to College Students with Intellectual Disabilities” and “Effects of a multicomponent treatment package implemented within a classroom context on the cover-letter writing skills of adults with intellectual disabilities.”

Productivity: Publications & Conference Presentations

- International Association for Research on Service-Learning & Community Engagement (IARSLCE) -- Michele Wolff and Hannah Schmitz will present in September at the 2016 International Association for Research on Service-Learning & Community Engagement (IARSLCE) 16th annual research conference. The presentation will highlight the work of the Applied Learning Experience work group’s research on the relationship between applied learning and students’ affective skills development. A scholarly paper on our research will be included in the conference proceedings.
- Imagining America Conference – In FA15, The Choice Program hosted a 90-minute performance and presentation for the 15th annual Imagining America National Conference, which seeks to “advance a vision of the world in which publicly engaged artists, designers, scholars, students, and culture workers play critical roles in enacting the promises and ideals of a democratic society.” During the conference, Choice youth shared how they use different artistic mediums to meaningfully address pressing social issues. The youth hosted a gallery space, which included a living memorial dedicated to friends and family lost to gun violence, as well as various art pieces expressing their engagement with Black Lives

Matter, their schools, and their communities. Choice youth presented sound collage recordings that highlighted their communities in unique ways by combining sound and interviews, and performed original pieces of individual and group dance, rap, and song. The performance was followed by a critical discussion with the audience on the issues that the youth addressed and the mediums they utilized in their presentation. Choice youth and staff members will be traveling to Milwaukee to participate in Imagining America in FA16.

- Arts Integration Conference – In SP16, The Choice Program presented at the 10th annual Arts Integration Conference hosted by the UMBC Department of Education. Choice Program staff member, Frank Anderson, and Choice Program participant Jamal Karim, were invited to give the keynote address to an audience of 300 teachers, administrators, and aspiring educators from across Maryland. Each was able to speak about the importance of arts programming in highlighting youth voices. Several other Choice staff and youth participated in the conference, volunteering with event logistics and hosting interactive arts activities with conference participants. One key highlight included an activity centered on what equity looks like to individuals through drawing and brief interviews recorded by Choice Program youth.
- Imaging America Conference: Dr. Joby Taylor led a half-day community-based session in Baltimore as part of the conference, co-sponsored by UMBC in FA15.
- AmeriCorps VISTA Summit: Christina Smith (MDCCC AmeriCorps VISTA Member) co-presented a workshop entitled “Becoming Welcomers: Fostering Inclusive Communities for Newcomers: Refugees, Immigrants, and Asylees” at the 2016 AmeriCorps VISTA Summit: Stronger, Safer, Healthier Communities in Baltimore.

National, Regional & Local Recognition

- Dr. Joby Taylor continued in FY16 as Chair of the National Peace Corps Association’s Board of Directors. NPCA is the leading alumni organization for the 250,000 Returned Peace Corps Volunteers and Staff since the Agency’s founding in 1961.
- Michele Wolff was invited to join a group of nationally recognized leaders in Service-Learning and Community Engagement to meet with top level administrators at the Corporation for National & Community Service to discuss the need to continue recognizing service-learning as an important pedagogy and resource at the national level.
- Michele Wolff was invited to join the Living Classrooms Foundation Target Investment Zone advisory board.
- Dr. Taylor was invited to serve on the selection jury for the Peace Corps Commemorative Foundation’s national design competition for a memorial to be established near the Mall in Washington D.C.
- Dr. Taylor served on the Planning Committee for the Imagining America Conference hosted by UMBC in Baltimore in Fall 2015. He also led a half-day community-based session in Baltimore as part of the conference.
- Dr. Taylor addressed major donors at the National Peace Corps Association Shriver Circle Conference in March 2016 and participated in a number of Capitol Hill advocacy meetings for a bigger, better Peace Corps.
- LaMar Davis, Choice Program at UMBC Director, was honored by Community Law in Action (CLIA) as a 2016 Baltimore Inspiring Voice for creating positive social change and transforming the city.
- LaMar Davis:

- Served as a member of the OSI-Baltimore Leadership Council. This group engaged professionals who share a commitment and a passion for Baltimore, and who actively want to be part of the solutions for its future;
- Continued to serve on the Baltimore City Disproportionate Minority Contact Committee which was responsible for bringing the validated Washington State MCASP Needs Assessment tool into use in Maryland's Department of Juvenile Services and stopped the building of a new youth detention facility in downtown Baltimore City;
- Continued as an active member of the Maryland Juvenile Justice Roundtable sponsored by Advocates for Children and Youth;
- Serves on the Board of Directors for Artivate, formerly Class Acts Arts.
- Frank Anderson, Choice Program at UMBC Assistant Director, served on the Baltimore Participatory Action Research Group at UMBC, the School Climate Collaborative through the Family League of Baltimore City, and the Coalition to Reform School Discipline through the Maryland Disability Law Center and Advocates for Children and Youth.
- Lori Hardesty earned her Master's of Public Administration at the University of Baltimore in SP16.
- Shriver Center program alumni shared their views on inequality in Baltimore as part of the UMBC annual retreat in SU15 – All six session panelists had past and/or current connections to The Shriver Center. These alumni were featured on the UMBC Homepage, found at <http://www.umbc.edu/window/how-we-rebuild.html>;
- Shirley Carrington, Program Coordinator, Service-Learning, and Eric Ford, Director of Operations, Choice, were selected to participate in UMBC's second cohort of Personal Leadership and Project Management, a year-long leadership development program focused on developing project managers at UMBC.
- Lori Hardesty and Christie Smith served on the planning committee for the 9th Annual Service-Learning & Civic Engagement (SLCE) conference, "Stronger Together," held at the Universities of Shady Grove in April 2016. Lori chaired the Keynote, Sponsorships, and Giveaways Community, and engaged Ludley Howard, CEO and founder of Pride Youth Service, Inc., a consultant with The Choice Program. Christie participated in the Workshops Committee. This annual state-wide conference originated at UMBC, under the leadership of The Shriver Center.
- The Social Security Administration (SSA) requested the creation of a partnership in FY15 to support job skills development of SUCCESS participants. In FY16, SSA continued the partnership by hosting three students in an internship program for summer 2016;
- Julie Brooks, Choice Assistant Director, continued to participate in quarterly meetings of the Baltimore City Workforce Investment Board. The mission of the Baltimore Workforce Investment Board, in partnership with the Mayor's Office of Employment Development, is to create a public workforce engine driving Baltimore toward sustained prosperity by ensuring that businesses secure talented workers and that citizens build productive careers.
- Eloise Grose, Service-Learning Program Coordinator, and Hannah Schmitz, Applied Learning Program Coordinator, were elected to serve as Senators on the Professional Staff Senate as part of UMBC's system of shared governance.

Campus Collaboration

- Staff members from all Center programs collaborated with nearly 40 faculty members and academic administrators from across departments and programs in all three colleges to support research projects, applied learning course integration, program activities, and work

group efforts related to PreK-14 partnerships and applied learning research. These faculty and administrators include:

- Dr. Diane Lee, Dean & Vice Provost, Undergraduate Academic Affairs
- Dr. Tyson King-Meadows, Africana Studies Department
- Dr. Mavis Sanders, Education Department
- Dr. Bev Bickel, Language Literacy & Culture
- Dr. Marie desJardins, COEIT, Dean's Office
- Dr. Simon Stacey, Honors College
- Dr. Steve Freeland, INDS Program
- Dr. Sara Poggio, Modern Languages, Linguistics & Intercultural Communications
- Dr. Brian Kaufman, Music Department
- Dr. Anna Rubin, Music Department
- Dr. Preminda Jacob and Dr. Kathy O'Dell, Visual Arts Department
- Dr. Jessica Berman and GA William Klotz, The Dresher Center
- Dr. Bill Shewbridge, Media & Communication Studies
- Dr. Don Schnider, Media & Communication Studies
- Mr. Lee Boot, Imaging Research Center
- Dr. Amy Hurst, Information Systems
- Dr. Bronwyn Hunter, Psychology Department
- Dr. Jim Bemby, Psychology Department
- Dr. Lauren Edwards (Managing Public Organizations class on an evaluation)
- Dr. Rebecca Schacht, Psychology Department
- Dr. Barbara Bourne, Education Department.
- Dr. Ken Maton, Psychology Department
- Dr. Jodi Kelber-Kaye, Honors College
- Dr. Carolyn Tice, Social Work Department
- Dr. Jolene Sy, Psychology Department
- Dr. Laura Hussey, Political Science Department
- Dr. Brigid Starkey, Global Studies
- Dr. Weidong Zhu, Mechanical Engineering Department
- Dr. Meilin Yu, Mechanical Engineering Department
- Dr. Nirmalya Roy, Information Systems Department
- Dr. Soobum Lee, Mechanical Engineering Department
- Dr. Carlos Romero Talamás, Mechanical Engineering Department
- Dr. Liang Zhu, Mechanical Engineering Department
- Dr. Preminda Jacob, Visual Arts Department
- Dr. Kate Drabinski, Gender & Women's Studies
- Dr. Carolyn Seaman, Information Systems Department
- Dr. Vickie Williams, Education Department
- Dr. Merle Damasiewicz, Health Administration & Policy
- Ms. Elaine MacDougall, English Department
- Michele Wolff, Shriver Center Director, was invited by the Dean of the College of Engineering and IT to join the advisory board for the newly launched Grand Challenges Scholars Program (GCSP). As a result of this collaboration, the Center and GCSP will share a Peacemaker over the next two years;
- Michele Wolff and Lori Hardesty, Assistant Director for Service-Learning and K-12 Partnerships, along with Mavis Sanders (Department of Education), continued to lead the PreK-14 Schools, Family, and Community Connections work group. This group now has a plan in place to better coordinate school and education-based organization campus visits;

- Michele Wolff and Hannah Schmitz, Program Coordinator, along with Steve Freeland (INDS Program) and Simon Stacey (Honors College), continued to lead a campus-wide group exploring the relationship between applied learning experiences (ALEs) and students' affective development. The work of the group this year has been supported by a Hrabowski Innovation Fund Research & Implementation grant and we submitted a letter of inquiry to the Spencer Foundation for potential future support. We have been invited for a second year to present our work at the Provost's Teaching & Learning Symposium in September 2016;
- Michele Wolff's existing connections with Carlo DiClemente and Tyson King-Meadows led to new collaborations with Bronwyn Hunter (Department of Psychology) and Jim Bemby (Department of Social Work) in the submission of a letter of inquiry to the William T. Grant Foundation to support a research project to evaluate of the impact of Choice on the youth engaged in its programs;
- Dr. Hunter connected two of her graduate students in her evaluation course to Shriver Center service-learning data to explore the relationship of service-learning and student development in areas such as level of civic engagement;
- Michele Wolff collaborated with Rehana Shafi (Sherman STEM Teacher Scholars Program) to engage an external evaluator in assessing the Lakeland School/UMBC partnership.
- Dr. Taylor's ongoing affiliations with LLC Ph.D. Program, OUE First Year Seminars, Global Studies Program, and Peacemaker's diverse graduate program partners continue strong Shriver Center collaborations across campus;
- Each year, UMBC honors 30 exceptional graduates. At Commencement, Valedictorian **Katelyn Seale** shared that her participation in The Shriver Center's partnership at MS Swim at the Catonsville YMCA was the most meaningful experience she had at UMBC, which lead to several other applied learning experiences working in high needs environments, often outside of her comfort zone and knowledge base. In addition to Katelyn, Salutatorian **Ashby Henningsen** mentioned The Shriver Center as a transformative experience. In FY16, the Center had three graduating Student Coordinators/Leaders who were highlighted in the "Class of 2016" feature on UMBC's homepage: **Avanti Mehta** (Education Based Latino Outreach); **Sayre Posey** (The Choice Program, SUCCESS, College Gardens, RYP and Service-Learning Intern); and **Cheyenne Smith** (College Gardens, Baltimore RISE Fellows Intern, Service-Learning Intern, France-Merrick Fellow). Sayre attributes her experience with The Choice Program to her future career as a Baltimore City Public School Teacher. Additionally, Cheyenne began working with The Choice Program as a Fellow. **Katie Cano** (RICA) will be working as a Special Education Teacher at Beechfield Elementary/Middle School;
- Class of 2016 **Shruti Gujran** was awarded a Fulbright Scholarship to study in Australia. Shruti will use her research grant to study antibiotic drug resistance at the University of Melbourne's department of microbiology and immunology. She credits her experiences pursuing community engagement opportunities through The Shriver Center and Honors College with inspiring her to become a well-rounded researcher, dedicating her time to help improve access to healthcare for people who need it the most (she engaged in Best Buddies, MS Swim at the Catonsville YMCA, and Chemistry Tutorial Center).

UMBC RESOURCES

Support for Center Initiatives/Overhead Support

In FY16, UMBC invested approximately \$725,000 in the Shriver Center. The Center's grants and contracts generated nearly \$300,000 in Indirect Costs, and more than \$3.5 million in salaries and benefits, including 12 FT Peaceworker Graduate Assistantships, 20 Governor's Summer Internships, 20 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland Non-Profit Law Student Internships, 9 Maryland Department of Transportation Internships, and 73 Service-Learning Interns.

Space

The Shriver Center has occupied a suite of offices, including one conference room, on the 1st Floor of the Public Policy Building since January 2003. This location is ideal for the Center since students have convenient access to our offices from the residence halls, The Commons, the Library, and other areas of campus. We also benefit from sharing space in a building that houses academic departments and programs with which we have existing collaborations and partnerships such as the Department of Political Science (e.g., Public Service Scholars, BreakingGround), the Sondheim Public Affairs Scholars Program (e.g., Service-Learning), Department of Sociology, Anthropology, and Health Administration & Policy (e.g., Service-Learning, Peaceworker Program), Economics (e.g., Peacework Program), and the School of Public Policy (e.g., Peaceworker Program). Our current suite of offices accommodates 25 program, administrative support, and budget staff members representing all of the programs and units of the Center. A significant number of staff also work off campus with our Choice Program in offices in Baltimore City, Baltimore County, and Prince George's County.

Funding

In FY16 the Center secured \$4.4 million in support from contracts, grants, and gifts from 20 nonprofit and government agencies, foundations, and revenue. More than 80% percent of this funding originated from organizations external to UMBC and included: Peace Corps and the Corporation for National & Community Service; Maryland Departments of Juvenile Services, Transportation, and Education; Baltimore Department of Social Services and the Baltimore City Council; the Macht, Annie E. Casey, Marguerite Casey, Sherman Family, Strauss, and Crane Foundations; and, the Audubon Society.

Faculty and Staff

In FY16, the Center supported **92** full-time staff positions across all programs and units (i.e., Choice Program, Service-Learning, Peaceworker Program, Public Service Scholars, SUCCESS, Business & Technology Services, Administrative Leadership, Administrative Support) and one part-time staff position. Additionally, the Center supported **127** UMBC undergraduate and graduate students as graduate assistants, student coordinators, and interns and **54** other students as fellows on behalf of the State through our Public Service Scholars Programs. It also supported **110** youth through the Choice Program's social enterprises and Opportunity Youth initiative. Two Center staff members hold affiliate status in academic departments and teach credited courses on an on-going basis. The Center has a faculty advisory board currently comprised of 10 members and a chair, representing a variety of departments from across all three colleges. The Center builds and maintains on-going relationships and partnerships with **nearly 40 faculty** from across the campus. These

collaborations involve: research projects, applied learning courses, and work group efforts related to PreK-14 partnerships and applied learning research.

OPPORTUNITIES & CHALLENGES

In FY16, the Center faced several substantive challenges. In some cases these challenges provided opportunities for positive change:

- Navigating difficult dialogue related to diversity and social justice: In the context of larger societal challenges around diversity and inequality, several Center programs faced challenges of leading dialogue around the issues intersecting with our community-based service-learning work. Communicating and learning across diverse identity perspectives and difficult social issues poses naturally complex challenges. The Shriver Center is approaching these challenges as an opportunity to develop skills and knowledge for ourselves and our students. The Peaceworker Program initiated a number of conversations about dialogue practices and ground rules and invited Lisa Gray from UMBC Mosaic Center to facilitate discussion of safe and brave space considerations for dialogues. In FY17, we will continue this effort.
- Staff Transition and Instability in Business & Technology Services (BTS) Unit: One major challenge in FY16 was the staff transition in our business unit, responsible for our payroll and procurement processing and our grants/contracts management. Within six months, two senior and seasoned staff members within BTS retired (one was anticipated; the other was not). Additionally, the recently hired staff member responsible for payroll was not a good fit for this position and resigned in SP16. As a result of this attrition, the unit struggled to meet the needs of a large organization with a complex payroll and budget structure. In early FY17, we anticipate: becoming fully staffed with a stable, qualified group; receiving targeted training from HR on payroll; and, moving from a crisis-reactive mode of work and a more proactive mode, based on thoughtful planning.
- Decreased number of service-learning placements: for the first time in many years, our number of service-learning placements decreased from the prior year. This decrease can be attributed almost exclusively to the anticipated decrease in the number of traditional students engaged as peers with the SUCCESS program (i.e., from more than 200 in FY15 to 138 in FY16). As SUCCESS participants continue to complete the program, fewer opportunities will be available to peers, so their numbers will continue to decrease as we move toward the program's end in SP18. To address this challenge, Service-Learning staff will explore new partnerships and opportunities for additional placements, including a renewed partnership with the Meyerhoff Scholars Program. In FA16, all incoming Meyerhoff Scholars will have a community engagement requirement through the Center. This influx of new Meyerhoff students will counterbalance the decrease in SUCCESS peers.
- Funding to support program infrastructure and engaged scholarship: An inherent challenge of the Center is the need to continually seek out and secure support for programs and initiatives from a patchwork of funding sources. In FY16, more than 80% of total support came from 20 distinct organizations. Maintaining this funding strategy is a challenge. We will continue to maintain existing funding partnerships and will seek new ones, with some specific areas of focus: implementing Choice's revised infrastructure, addressing the new salary requirements under a revised Fair Labor Standards Act, and supporting our desire to enhance evaluation, assessment, and research related to our programs' impact, efficacy, and effectiveness.

Challenges from the past year such as the ones described above tested the patience and morale of our staff center-wide. However, the way in which challenges like these and like those

we have encountered in previous years are confronted and addressed continues to demonstrate the resilience, strength, perseverance, and ability to move forward in a positive and productive manner of the committed people who comprise The Shriver Center community. We look forward to the opportunities available to us in FY17.

FY17 GOALS & OBJECTIVES

- Stabilize staffing in our Business & Technology Services unit by fully staffing it and revising processes and procedures to most effectively serve the needs of our programs, the University, and the community. Also work to implement the revised infrastructure of Choice by fully staffing new positions and existing positions (especially the Fellows positions).
- Recruit and bring on board a new Peaceworker Program Associate Director to lead program administration and community partnerships (Peaceworker Assistant Director, Meghann Shutt, will be transitioning to a position in Baltimore City Department of Social Services in August 2016).
- Continue deepening The Shriver Center's campus leadership for Community Engaged Scholarship, collaborating with faculty and programs across UMBC colleges and working internally to infuse community engaged scholarship into our programs and partnerships.
- Explore funding opportunities for initiative such as Baltimore RISE Fellows, research projects to support Choice, our Applied Learning Experience work group, and our AmeriCorps VISTA College JUMP program.
- Explore professional development and recognition strategies for staff.
- Ensure Center priorities and framework align with UMBC priorities based on the campus-wide plan, while also reflecting national conversations and trends.
- 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 maintain strong relationships with community partners through more visibility, communication, and more opportunities for partners to provide feedback.
- 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); and, revise the current structure with Orientation to make our presence more efficient and have a strong impact on students, perhaps with a video to represent our programs and resources.