

**The Shriver Center
Annual Report
FY 2019**

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UMBC
The Shriver Center

FY 2019 Annual Report

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Relationship of The Shriver 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 FY19

Center-wide Activities

Continuing to Lead Significant Number of Applied Learning Placements: Shriver Center staff led **1,008** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY19, across all programs (i.e., Service-Learning & Community Engagement, Peaceworker Program, Choice, Public Service Scholars). This figure includes **913** service-learning and community engagement placements.

Celebrating the 25th Anniversary as The Shriver Center at UMBC: Moving Forward into the next 25 Years: A series of events recognized our 25th anniversary, including Shriver Center night at a UMBC Basketball game, an Open House and Archival Exhibit, Gritstarter fundraising effort, and a Fall 2018 UMBC Magazine article, "Moving the Needle: A Community that Cares" (<https://magazine.umbc.edu/peaceworkers-reunite-to-celebrate-milestone-of-public-service/>). Twenty-five (25) years ago Sarge and Eunice Shriver (along with an esteemed group that included most

of Maryland's elected officials and our then-new President, Freeman Hrabowski) inaugurated the Shriver Center at UMBC and gave us a bold charge to connect scholarship, service, and reflection to engage the challenges of our city of Baltimore. Dr. Ernest Boyer, a leading visionary in higher education, called UMBC's newly inaugurated Shriver Center a prototype for a "New American College" where the university's people and resources would be focused on a public service mission within its urban setting and take up the citizen call to connect learning and higher education with social change and development.

In addition to these activities, in October 2018, the Shriver Peaceworker Program celebrated this 25th milestone by hosting a long anticipated Alumni Reunion. Well over a hundred people joined in a weekend filled with festivities, community service, and ethical reflection here in Baltimore. Many Peaceworker alumni have put down local roots in our Baltimore region, but others flew in from the West Coast, East Coast, Midwest, and even overseas (two alumni in the Foreign Service joined from South Africa). A third of all Peaceworker alumni from across 25 years of fellows' cohorts came out to reconnect, reflect, and recharge. The ties to people and place developed during the Peaceworker Program are strong and enduring. Dr. Timothy Shriver, of International Special Olympics, shared a special message in recognition of our 25th anniversary

(https://www.dropbox.com/sh/o8q22n1d5ouae42/AACJnqo9XBqHI6zvKgRklaRJa?dl=0&preview=TimShriver_SSPeaceworker_Clip01.mp4).

After our year-long series of 25th Anniversary events (Center-wide and program-specific) we are energized and ready for the next 25 years. In one of Sarge's last public speeches he continued to challenge us all to hold on to social hope and keep at the work of peacebuilding and positive social change, saying: "All of history's great changes — nonviolent changes — came from below, not from above. It comes from us, and often from the least of us. From my own life I can tell you. It's not what you get out of life. It's what you give to others in life which truly enriches your own life." (Sargent Shriver, 2004)

Co-Led UMBC's Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification Self-Study and Application Submission:

Shriver Center Director, Michele Wolff, worked as Project Manager, in close collaboration with Dr. Scott Casper, Dean of the College of Arts, Humanities, & Social Sciences, to compile and successfully submit the campus' Carnegie Community Engagement Classification application. Several other Center staff members and faculty/staff from across the campus, as members of the self-study working group, engaged in the process by leading more than 35 one-on-one data gathering discussions. The self-study process afforded Center representatives the opportunity to connect with a variety of faculty, staff, students, and community partners to learn about as many Community Engagement activities as possible that currently exist across the campus. In turn, the campus now better understands these activities and appreciates where we have gaps. We are continuing to meet with campus stakeholders to build on discussions initiated during the self-study and to more fully integrate community engagement across research, and curricular and co-curricular activities.

Truth, Racial Healing, and Transformation principles and values integrated beyond Choice to Peacemaker Seminars, Service-Learning & Community Engagement Preparation, and Public Service Scholars Orientation and Seminars:

In FY19, the Peacemaker Program continued its commitment to the values and practical implementation of our Truth, Racial Healing, and Transformation (TRHT) Campus Center. TRHT curriculum for understanding structural racism and promoting critical self reflection and dialogue was developed and integrated into Peacemaker practicum seminars and retreats. Additionally, the program did a thorough review of its outreach practices and recruitment materials to ensure broad and inclusive strategies and focused attention on reaching underrepresented groups. Public Service Scholars integrated TRHT themes into the orientation, seminars, reflections, and discussions focusing on ensuring that as future leaders they represent all people, especially those who are underrepresented. Service-Learning and Community Engagement preparation included the key perspective of Service-Learning Intern and France-Merrick Scholar Fikir Ejigineh who participated in the TRHT advisory group and provided a critical lens for orientation, planning, and reflection activities. In FY19, the Truth, Racial Healing & Transformation Campus Center initiative, awarded to the Shriver Center by AAC&U, received an additional \$18,000 from the Papa John's Foundation to continue the work into FY20.

Approval of Master's of Professional Studies (MPS) in Community Leadership

Program: Shriver Peacemaker Program Director, Dr. Joby Taylor, worked with an interdisciplinary team of CAHSS faculty and Division of Professional Studies (DPS) leadership to develop a new graduate program, culminating in the February 2019 approval of UMBC's new MPS in Community Leadership. This program has been in discussions for many years, but the Spring 2015 uprising in Baltimore was the catalyst to solidify the vision and provide a practical pathway for those who want to be more effective leaders in their community. The program intends to meet the need and growing demand for skilled professionals to be change leaders in their communities and organizations. Dr. Taylor, along with Dr. Beverly Bickel and Dr. Tyson King-Meadows are currently serving as Interim Co-Program Directors. The program will launch in Fall of 2019.

Impact

Applied Learning Demonstrates Positive Impact on Student Learning and

Development: Every semester, the Center collects data from UMBCworks describing the impact of service-learning and community engagement on student learning and development. Students report the impact of their experiences on their cognitive functional competencies (e.g., critical analysis and reasoning, Student/Self Survey, n=845) as well as their professional and affective/personal development (Placement/Site Survey, n=838). Findings from this year's assessment include:

- 93% of service-learning respondents reported that their *interpersonal communication skills* increased as a direct result of their applied experience;
- 88% of service-learning respondents indicated that their *awareness of civic responsibilities* increased as a direct result of their applied experience;
- 87% of service-learning respondents agreed that participating in applied learning helped them to *grow as a leader*;

- 85% of service-learning respondents indicated that their ability to *solve problems* increased as a result of their applied learning experience;
- 84% of service-learning respondents agreed that their skills in *teamwork and collaboration* increased as a direct result of their applied experience;
- 83% of service-learning respondents reported increased their *intercultural awareness and perspective* 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;
- 78% of service-learning respondents agreed that their ability to *apply their education to work* increased as a result of their applied learning experience;
- 73% of service-learning respondents indicated that their *oral presentation skills* increased as a direct result of their applied 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;
- 68% of service-learning respondents indicated that the *clarity of their career goals* increased as a result of their applied learning experiences;
- 67% of service-learning respondents indicated that their *motivation to continue and persist to graduation* increased as a direct result of their applied experience;
- 67% of service-learning respondents indicated that their applied learning experience related to their major or career goals;
- 96% of service-learning respondents would *recommend* an internship/work/co-op-research/service placement to another student.

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

- **909** Service-Learning placements;
- **27,270** hours contributed to 64 nonprofit, community-based organizations, and PreK-12 schools (with an average of 30 hours/semester/student);
- **\$781,285.50** (\$28.65/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)

A Decade of Impact: A Reflection on SLCE Growth During our 10-year CCMA

Partnership: Since the inception of our partnership with Campus Compact Mid-Atlantic in 2008, the volume and depth of the Center’s service-learning and community engagement (SLCE) activity has significantly changed. From 2008 through 2018, the number of UMBC students placed in SLCE experiences increased from 453 placements annually across 49 partner organizations to 909 students annually across 64 partner organizations. This increase represents an additional \$696,000 of support to local nonprofit and community-based organizations and schools (based on the value of a volunteer hour in 2008 and 2018). Additionally, a significantly larger number of students have engaged as leaders in service-learning over the

decade, from a handful of student coordinators in 2008 to 82 student coordinators leading service-learning partnerships with 20 community partners in 2018.

In the mid-1990's, The Shriver Center administered a Learn & Serve America grant through the Corporation for National & Community Service for a consortium of area colleges and universities. This grant supported several conferences in the Baltimore area. In 2008, UMBC hosted a similar event, "Solutions Through Service" which was planned and implemented by members of the Shriver Living Learning Center (SLLC), twenty-nine UMBC students who live, learn, and serve together. UMBC's Office of Undergraduate Education and the Baltimore Collegetown Network were co-sponsors.

Since 2008, the conference has grown in size and scope. When the University of Baltimore hosted the event in 2009, it was renamed the "Service-Learning & Civic Engagement" (SLCE) conference. Planning committee members primarily include staff faculty, students (typically from host campuses) from over 20 institutions of higher education throughout Maryland, DC, and now Delaware. Subsequent SLCE conferences have been hosted by the University of Baltimore (twice), Towson University (twice), UMBC (twice), Stevenson University, Coppin State University, American University, Universities of Shady Grove, and most recently, at UMES (March 2018). With the culmination of the 2013 SLCE Conference at UMBC, CCMA assumed SLCE leadership, recruiting host campuses and supporting the respective planning committees. Several conferences have reached maximum capacity. Networking and collaboration lead to collective impact.

Shriver Center staff continue to be engaged in regional planning, which nurtures intercampus relationships as committees manage logistics, awards, programming/workshops, and keynote speakers. This vehicle has showcased UMBC students, community partners (Benjamin Franklin High School, The Choice Program, Reading Partners and College Gardens Youth Program). UMBC faculty Vickie Williams (Education Department) and Elaine MacDougall (English Department) previously led workshops and continue to engage their students in meaningful community-based experiences.

Program-Specific Accomplishments

Service-Learning Continues to Partner with Students and the Community for Positive Change: In FY19, the Shriver Center led 909 student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with 64 individual partners, such as community-based non-profit organizations, PreK-12 schools, and UMBC-based programs. This significant number of placements reflects continued successful collaborations with on- and off-campus partners.

SLCE Staff and Community Organizations Develop New Partnerships to Reflect Community Identified Needs: With the absence of the SUCCESS program at UMBC, and in response to student and staff recognition of the value of promoting diversity and inclusion on and off campus, three new SLCE partnerships were developed with organizations that work with individuals with intellectual and developmental disabilities. These partners include Walking Discovery, Best Buddies Itineris, and Student Disability Services Peers. Walking Discovery is a sensory-based group for neurodiverse populations designed to engage teens and adults in meaningful experiences that stimulate body, mind, and creative spirit. Best Buddies Itineris was formed in response to the popularity of our already existing Best Buddies Rockhaven group with the objective of creating additional service-learning placement opportunities

for students interested in working with differently abled populations. The partnership was formed with Itineris Baltimore which is a day habilitation center for adults with autism. Student Disability Services Peers is a partnership formed with UMBC's Office of Student Disability Services (SDS) as a pilot program to pair incoming freshman students receiving accommodations and services through SDS to be paired with current UMBC students to mentor them and assist in the social and academic transition to attending college.

In the summer of 2018, Institutional Advancement colleague Lisa Akchin reached out to Shriver Center staff to explore reigniting a campus partnership with Hillcrest Elementary School. Many years ago, there was a strong relationship with the school through UMBC's Athletic Department. Principal Jennifer Lynch identified a number of needs, to include a growing ESL population. In this first year, UMBC students primarily were paired with students at lunchtime for "Lunch Bunch" or provide some additional support in the classroom.

The Sherman Center for Early Learning in Urban Communities completed its first year in December 2018. Led by Dr. Mavis Sanders (Education Department), The Sherman Center Early Literacy Program is an initiative to meet the Center's mission to *enhance early childhood education, with a particular focus on improving literacy instruction and outcomes for young learners in and beyond Baltimore*. In SU18, Lori Hardesty worked with Mavis Sanders to recruit and select Fellows for FY19, with two placed at Curtis Bay Elementary/Middle School and two at Bay Brook Elementary/Middle School. Over the course of the year, 14 UMBC students provided 284 volunteer hours to work with 13 classrooms in PreK-3rd grades.

Lansdowne High School (LHS) faces a number of challenges despite being situated in one of the highest performing public school districts in Maryland. To offset these challenges, Baltimore County Public Schools piloted a community schools model in the region that includes LHS. LHS students and families experience significant transiency and poverty. The school lags behind the system rate in graduation, and exceeds the system rate of dropouts. Staff conversations with the LHS Community School Coordinator Jill Savage began in January 2018 to discuss synergies, considering the school's proximity to UMBC. One of the ideas came in the form of a creative expression contest that challenged LHS students to share their vision of an ideal community and their role within that vision. In Spring 2018, France-Merrick Fellows Morgan Zepp '18 and Yamani Narayan '18 met with Jill to lay down framework to take this idea to scale. In 2018-19, with Ms. Savage's support, the France-Merrick Scholarship Program initiated "Ignite the Light."

UMBC students, all members of the Shriver Living Learning Community (SLLC), created new SLCE partnerships. Zuriel Herran connected with LIFE Engineering, a local high school robotics team consisting of students from public, private, and home school education backgrounds. Ben Helmick's mother co-founded the Southwest Baltimore Charter School and is currently the Director of Instruction for Primary Grades. Ben and another SLLC member primarily organized storage spaces to maximize available classroom space.

The 2019 pilot Summer Research Collaboration leveraged local partnerships and networks, created mentored field opportunities for cohorts of community college students, and sought to engage local communities in related participatory education. Under the mentorship of GES faculty and graduate students, in summer 2019, a cohort of community college students collected and analyzed environmental data from selected forest patches in Baltimore. The students also created community-based presentations of the data. Collaborating Institutional Partners include Howard Community College (Science, Engineering and Technology) and UMBC with Dr. Matt Baker and Dr. Colin Studds (GES), Dr. Sarah Jewett (Office of the Provost) and Lori Hardesty.

Increasing Number of Students Earn Course Credit Linked with Service-Learning:

SLCE staff continued to support faculty with the integration of community-based activity into their courses.

During FY19, SLCE supported **15** classes resulting in approximately **214** placements and service integration activities for students. Approximately **24%** of students who registered for a SLCE placement linked it with academic credit. Last fall, the SLCE team matched 65 Meyerhoff Scholars (all freshmen) with placements connected to their FYE class.

Shriver Center Leading the Effort to Coordinate PreK-14 Connections: In partnership with Dr. Mavis Sanders (Department of Education), Center staff continued facilitating a working group to coordinate and maximize the impact of campus engagement with preK-14 educational organizations in the Greater Baltimore region. The rationale for these efforts involve internal and external demands. A major focus of this group has become campus visit days, with the goal to plan one in the fall and the other in spring. Students receive a campus welcome, hear from a panel of students, engage in various educational workshops, explore UMBC's campus, and have lunch at True Grits.

- This year's School Visit subcommittee included Chair Shirelle Ellis-Williams (Sherman STEM Teacher Scholars Program), Jodi Kelber-Keye (Honors College), Carol Bateman (Summer Enrichment Academy), Melissa Bailey (Sherman Center for Early Learning in Urban Communities), and Kristen Luther (Undergraduate Admissions and Orientation).
- In FY19, due to some challenges schools faced with transportation to UMBC, the fall visit did not take place. In the Spring, approximately 150 students and staff visited from Liberty Elementary School, Bay Brook Elementary/Middle School, Maree G. Farring Elementary/Middle School, and Mary E. Rodman Elementary School, all Baltimore City schools.
- OIA secured \$5,000 to support these visits, which covered lunch at True Grits for all students, buses for many of the schools, and some room set up for workshops. Remaining funds covered the cost for 20 UMBC volunteers to support the annual "March to College" visit in mid-April by Arbutus Middle School's 7th grade to help them to navigate the True Grits cafeteria. Later that month, funding covered breakfast and a luncheon for the Lansdowne HS winners of the "Ignite the Light" Social Change project for a Leadership Day at UMBC, which also included Lansdowne HS Community Coordinator Jill Savage, the UMBC France-Merrick Scholars and Fellows, and participating panelists.
- A growing database/network of faculty, staff, and students have joined the P-14 network to volunteer and partner related to P-14 engagement. There are now 100 members of this group. Student organizations include the Education Council of Majors, the UMBC REACH Initiative, and AIM, as well as leaders with service sites (Sherman Center Early Literacy Program and Arbutus Achievers) and the Grand Challenges Scholars. The Google group for information sharing: umbcp14@googlegroups.com allows for easy communication across members.
- The Student Ambassadors Network has continued to grow through the Shriver Center's 096 Community Service & Learning Practicum, which was supported by Charlotte Keniston, Associate Director, Peaceworker Fellows Program. In FY19, Student Ambassadors supported several visits to campus each monthly visits by Collegiate Scholars from Commodore John Rodgers Elementary/Middle School (first Friday of every month), and building in similar structures for the following Baltimore City schools: James McHenry Elementary School, Mary A. Rodman Elementary School, Harford Heights Elementary School, and the Academy for College and Career Exploration. These UMBC students proved to be a great resource for these campus visits.

SLCE Serves as a Significant Resource for High Need K-12 Schools: In FY19, **380 UMBC students** served as in-school tutors and after-school mentors through the 096 Community Service & Learning Practicum, supporting over **1,300 youth**. These are increases from FY18 in both number of UMBC students (up from 339 students, an 11% increase) and in number of youth supported (up from just over 1,000 students, a 23% increase). A few student organizations and nonprofit partners facilitated their

own relationships with schools, including UMBC REACH Initiative, Reading Partners, The Choice Program, and College JUMP. Two new significant partnerships formed this year with Hillcrest Elementary School in Catonsville and the Sherman Center for Early Literacy Programs at Curtis Bay Elementary/Middle School and Bay Brook Elementary/Middle School.

Over 650 youth engaged in one-time visits to UMBC, facilitated by the Shriver Center for which volunteers were recruited. In addition to the UMBC P-14 School visit in March 2019 (150 participants) and the school visits supported by the Student Ambassadors (over 200), the Greater Baltimore Urban League kicked off their Saturday Leadership Program in September 2018 with 80 participants. The entire 7th grade at Arbutus Middle School (200 students) visited in April 2019. Lansdowne High School celebrated their “Ignite the Light” Scholars in April 2019 (8 of the 9 Scholars attended). Overall, these opportunities added **close to 450 youth** benefitting from UMBC resources. **Over 70 UMBC students, staff, and faculty** were engaged with these one-time visits to UMBC. Overall, this support allowed for close to **1,750 PreK-12 youth** from **30** area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC’s service-learning students. Overall, this youth total continues to increase (up 9% from FY18) without a corresponding increase in staff.

Shriver Center Continues to Support Campus-based Service-Learning Opportunities:

In FY19, SLCE 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 connect with the community, regardless of the transportation options available to them. These on-campus experiences included, the Choice Program’s College Night, tutoring youth from Cristo Rey Jesuit High School’s Corporate Internship Program, the REACH Initiative, and Volunteer Income Tax Assistance (VITA) Program, and Retriever Essentials. The majority of these experiences are peer-to-peer/peer mentoring programs. In SU19, UMBC’s Undergraduate Admissions and Orientation Office continued to enroll their Orientation Peer Advisors in the Leadership service-learning placement. Additional on-campus partnerships included: Supplemental Instructors, Retriever Leadership Institute, Discovery Scholars Living Learning Community, The Shriver Living Learning Community Peer Mentors, The Chemistry Tutorial Center, and IHU Peer Facilitators. These continued collaborations allowed more than 313 UMBC students to participate in 14 on-campus based service-learning experiences, representing 34% of the total number of FY19 placements, down 7% from FY18. Some of this reduction of on-campus placements can be linked to the conclusion of the SUCCESS program which was a popular site for service-learning placements, and various off campus sites rising in popularity and placement numbers.

Another successful year of VITA, Free Tax Preparation Assistance Program: This was the fourth year of the Voluntary Income Tax Assistance (VITA) site at UMBC. A student leadership team, which included Evan Avila, Michael Bugg and Pranay Gupta, was supported by Trisha Wells, Assistant Vice Provost, Division of Professional Studies. **Sixty-two (62) UMBC students and staff served 540 low-income tax filers** from the UMBC and Baltimore communities, which was a **52%** increase over the previous year (355). The average adjusted gross income of client households served was \$25,554, and the **total refund amount was over \$638,216**. This project **resulted in over \$95,000 in savings in tax preparation fees and protection from predatory financial products**. The number of **hours provided by VITA volunteers totaled 2353.50**.

France-Merrick Scholarship Program: In FY19, the 2018-19 cohort received approximately **\$43,000** in scholarships from the France-Merrick Foundation. Two Fellows received close to **\$15,000 each** and seven Scholars received **\$2,200 each**.

Fellows:

- *Luwam Gebreyesus Health Administration and Public Policy*
- *Jamey Sultan Emergency Health Services*

Scholars:

- *Evan Avila Economics & Political Science*
- *Fikir Ejigineh Information Systems*
- *Meheret Gebreegziabher Biology, B.S. & Information Systems (Minor)*
- *Jessica Linus Health Administration and Public Policy*
- *Princess Sara Njemanze Chemical Engineering & Entrepreneurship & Innovation (Minor)*
- *Ayla Novruz Psychology*
- *Shiona Wijesekara Economics & Mathematics*

To date:

- 180 scholarships have been awarded to both Fellows and Scholars;¹
- 131 distinct students have been selected as Fellows and Scholars;
- Over \$500,000 has been awarded to these UMBC students;
- 35 students received scholarships over multiple years (2 students for 4 years; 11 for 3 years; 22 for 2 years);
- France-Merrick Fellows and Scholars have committed over 15,000 hours of service to the Baltimore community;²
- Fellows' and Scholars' service translates into nearly \$400,000 in support to dozens of local nonprofits and K-12 schools across the Baltimore area.³

Fellows coordinated bi-weekly meetings throughout the school year. Some of these meetings included Guest Speakers like Josh Massey with Ortus Academy and Program Officer Kristen McGuire. The largest activity this group planned was preparing for a social change project, "Ignite the Light." UMBC Scholars selected nine winners to participate in the Leadership Day on April 27, 2019. Submission formats were essays, paintings, pictures, and videos. The day included a campus tour, breakfast, a leadership presentation, a Q&A session with three panelists (Choice Program Director Eric Ford, UMBC Faculty Ash Lynch, and UMBC Truman Scholar and France-Merrick Scholar Evan Avila), lunch, and an afternoon of games and rides at

¹ This includes the 2 Fellows and 5 Scholars from the 2019-20 cohort.

² Scholars and Fellows from Fall 1996-Spring 2019.

³ Calculations are determined by "the value of volunteer time is 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." In 2019, the national rate is \$25.43 per hour. Reviewed on August 19, 2019, at <https://www.independentsector.org/resource/the-value-of-volunteer-time/>

UMBC's Quadmania. In between sessions, 10th grader Abbey mentioned that she was a former student at Arbutus Middle School and participant of the Arbutus Achievers program, a former CCMA AmeriCorps/VISTA Project (2012-15). Abbey noted that her UMBC mentor was Anna Feerick, who served as the Arbutus Achievers Student Coordinator. According to Abigail, Anna inspired her to consider becoming a teacher. Staff was able to reach out to Anna who was on campus that day; she surprised Abbey within the hour. Abbey shared her vision with her mentor for a cleaner community through a picture of an area strewn with trash.

France-Merrick Foundation Program Officer Kristen McGuire and Jill Savage served as a part of the selection committee for the next cohort of France-Merrick Scholars and Fellows. In 2019-20, Staff and Ms. Savage are discussing meaningful ways to continue "Ignite the Light." This plan could include working with the past winners to encourage them to further their vision.

Shriver Living Learning Community Continues to Benefit Residential Students: The **Shriver Living Learning Community (SLLC)**, UMBC's first Living Learning Community, is now one of ten LLCs on campus. Members of the SLLC are deeply connected with the Center's vision to lead meaningful social change through transformational higher education. SLLC members represent diverse majors and interests, yet are connected through service, leadership, and advocacy. Eight Peer Mentors, typically returning SLLC members, support a positive transition for new members through relationship-building activities and resource exploration. FY19 was the fifth year of a formalized peer mentoring program. Each mentor had up to three mentees they connected with over the summer prior to the academic year. Once at UMBC, they would connect on a weekly basis and organize face-to-face meetings with their group. New SLLC members enroll in 1-credit SOCY 396 course, facilitated by Lori Hardesty. Peer Mentors receive a Leadership Practicum notation.

This year, the Peer Mentors took a much deeper role in planning and implementing in-class experiences, which focused on privilege and challenging assumptions, building upon strengths, understanding the benefits of diverse teams, partnership development, network development, and alumni engagement. Guest Speakers included colleague Joby Taylor (Shriver Peacemaker Fellows) and Jackie Bello (co-founder of Dent Education).

- ❑ The benefits of participating in a Living Learning Community are reflected by:
 - LLC members were more satisfied with their overall academic experience on campus than students not involved in an LLC.
 - Students were more engaged and involved on campus than students not involved in an LLC.
 - They interacted with more university faculty and staff members than students not involved in an LLC.
 - LLC members had a greater understanding of diversity and multiculturalism than students not involved in an LLC.

- ❑ This is evidenced by the survey Residential Life administers to all residential students, using a Likert Scale (1=Strongly Disagree, 7=Strongly Agree). In FY19, based on the results of the Fall 2018 Residential Survey, Shriver Living Learning Community scored high. SLLC scores far exceeded the "All Students" mean (students living on campus, not including LLC-specific questions), but were also higher than the LLC mean. Additionally, all of the SLLC scores were higher than SLLC members reported in FY19:
 - In your living area (i.e., floor, apt. section, community, house), to what degree do you feel accepted by other students? 5.85/7

- Overall Evaluation - To what degree has living in on-campus housing contributed to your sense of belonging to this institution? 6.04/7
- Overall Evaluation - Regarding your on-campus housing experience, to what degree: Are you satisfied with your on-campus housing experience this year? 6.10/7
- Personal Interactions - To what extent has living on-campus housing enhanced your ability to meet other students? 6.11/7
- Community Environment - To what degree do residents who live near you respect your study time? 6.31/7
- Diverse Interactions - To what degree has your on-campus living experience helped you interact with residents who are different from you? 6.35/7 (higher than FY18, which was 6.29/7)

Leveraging UMBC's Living Learning Communities for Early Selection and Notification:

In an effort to better leverage the Living Learning Communities in the admissions yield process, Undergraduate Admissions and Residence Life collaborated to enhance promotion of LLCs as a prestigious opportunity at UMBC for highly qualified newly admitted students. Students were invited to apply for early admission to LLCs and, in turn, LLCs could facilitate early review, selection, and notification of these candidates to the LLCs. This enhanced promotion coupled with an earlier review, selection, and notification of LLC admission will help newly admitted freshmen and parents feel positive about their opportunities at UMBC. Additionally, newly admitted freshmen and parents will be able to use this information (admission to the LLC) when weighing their options and finalizing their enrollment decisions. FY19 concluded the second year that the Shriver LLC participated in this process, along with several others LLCs.

Service-Learning as Leadership Development: Each year, a group of undergraduate students engage with the Center as Student Coordinators, leading service-learning experiences for other students. In FY19, 68 Student Coordinators were engaged with 19 community partners, earning more than \$25,000 in stipends (over \$13,000 paid by the Shriver Center). 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), Creative Coders, The Esperanza Center, Refugee Youth Project, MS Aquatics, and the Regional Institute for Children & Adolescents (RICA), and Walden Circle. 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 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.

Many student leaders have been deeply involved with community engagement through The Shriver Center. After graduation, they will pursue their dreams as Fulbright Scholars, researchers, therapists, programmers, teachers, nurses, and doctors. Some examples include:

While at UMBC, Samantha Siegal was a Dance and Psychology major as well as a four-year Shriver Center Student Coordinator for BARCS (Baltimore Animal Rescue and Care Shelter) and in her Senior year, an intern for The Shriver Center. Samantha is currently working as the Associate Program Director for Capital Educators which is an ACT/SAT prep company. Samantha feels she utilizes her experience at the Shriver Center on a daily basis in her new position, specifically noting that in her day to day work she is creating training agendas, organizing/tracking attendance across numerous courses, writing clear and well-crafted

emails and keeping up a strong line of communication regarding logistics with hundred of families.. Additionally, her experience leading reflection sessions and Student Coordinator meetings has given her confidence in her work in the classroom both teaching SAT/ACT prep and in training teachers. Samantha is an excellent example of the interdisciplinary nature of this work. While she spent much of her time at an animal shelter, which seemingly has little to do with her current position, her communications and training skills that she developed in the position have carried into her career.

Laryssa Blanchard, a Psychology Major, who transferred to UMBC in her junior year and was a member of the Honors College, was one of the Student Coordinators for BARCS. Laryssa intends to use her expertise and what she learned as a research manager in a psychology department lab at UMBC, and as a coordinator and volunteer at BARCS to apply Applied Behavior Analysis methods to work with animals. This interest is unique in her field, and she specifically wants to work with shelter animals and recently adopted animals to train animals with behavior issues and concerns; the ultimate goal is to reduce animal homelessness. After graduation in the Spring of 2019, Laryssa was able to leverage her previous work experience as Student Coordinator for BARCS, and secured a full-time position as the Volunteer Coordinator at the Maryland SPCA. In her role, Laryssa is responsible for recruiting volunteers, training volunteers, managing volunteers and creating innovative volunteer programs to raise money and bring further awareness to the shelter; all similar to her work with BARCS. Long term, Laryssa hopes to gain more professional experience and then pursue a Ph.D. in Behavior Analysis.

AmeriCorps VISTA Deepens Center Partnership with Retriever Essentials: The Shriver Center continued to partner with Campus Compact Mid-Atlantic to host an AmeriCorps VISTA Project. This project is unique from the previous two VISTA projects in that the Community Partner Organization was an existing UMBC group, Retriever Essentials. Retriever Essentials is a faculty, staff, and student partnership tackling food insecurity in the UMBC community. Similar to many higher education institutions in the country, the group was founded based on the observed need for a solution to food insecurity on campus which is believed to affect student success and retention. While the Retriever Essentials Board is dedicated, the need for a full time person to manage the day to day efforts was paramount to its success. In year one of the CCMA AmeriCorps VISTA project with Retriever Essentials program, there has been tremendous growth.

- Institutional support has increased exponentially in tangible ways;
- Retriever Essentials was given a table at every resource fair during the Summer Orientations;
- Countless departments and student groups requested to hold food drives on behalf of Retriever Essentials;
- The Shriver Center approved Retriever Essentials as an official service site for its SLCE practicum which opened pathways for Retriever Essentials to recruit sustainable volunteers;
- Office of Institutional Advancement and others invited Retriever Essentials to speak at their monthly training meeting to forge new fundraising relationships;
- Retriever Essentials has been approved for a permanent space in the soon to be renovated Retriever Athletic Center (RAC);
- The Retriever Essentials team presented their work and needs to the UMBC President's Council;
- On UMBC Giving Day, Retriever Essentials raised over \$2,600 from 60 individual donors.

New relationships formed by the CCMA AmeriCorps VISTA which have streamlined the processes for food drives, on-going donations and the Save-A-Swipe program have helped Retriever Essentials collect \$23,667 worth in-kind donations from June 2018 - April 2019, along

with \$4,870 in monetary financial donations. Throughout the year 30 student volunteers were recruited to help with pantry operations, serving a total of 399 service hours, totaling \$9,631 of in-kind resources leveraged for Retriever Essentials. Finally, a total of 199 bags of food have been given to individuals who are food insecure on UMBC's campus in 2018-2019 compared to 100 in the previous year.

BCCC Refugee Youth Project (RYP) Continues with Shriver Peaceworker Fellow: The Shriver Center continued its partnership with Refugee Youth Project to continue the previous CCMA AmeriCorps VISTA project, College JUMP. With the VISTA project ending, College JUMP was continued with funds from BCCC RYP in partnership with the Shriver Peaceworker Fellows Program. College JUMP (Journey Upward Mentoring Program), works 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.

Kaitlin Benner- Kanagy, a Shriver Peaceworker Fellow, led this initiative into Year 4. Under her leadership, College JUMP had great impact in its fourth year, as follows:

- 11 Mentor Matches Completed the program (8 Seniors and 3 Juniors);
- 100% of graduating seniors in College JUMP were accepted to college;
- 100% of graduating seniors who completed the program completed their FAFSA;
- One student was accepted to Goucher College, McDaniel College, St. Mary's College of MD and BCCC and was offered a \$27,000 scholarship package to McDaniel; the student chose to attend St. Mary's.

Public Service Scholars Programs Continue to Provide Highly Competitive

Placements: In FY19, nearly **200 applications were submitted from 29 institutions** to these highly selective summer programs (i.e., Governor's Summer Internship Program (GSIP), Sondheim Nonprofit Leadership Program (SNLP), MDOT Fellows (MDOT), and Sondheim Public Service Law Fellows), which provided **53 students with nearly \$170,000 in stipends** to support their program participation and full-time placements at various government agencies and nonprofit organizations.

An extra day was added to orientation in FY18, giving the students four days of preparation prior to beginning their internships. Participants explored themes around economic and racial inequality. They participated in a day of service at Paul's Place and a trip around Baltimore City, led by Shriver Center's Joby Taylor, to explore lesser known places in the city and their socio-historical contexts.

A meeting was convened in the fall, bringing together alumni, mentors, campus representatives from Maryland institutions, and other partners. During the session, several ideas were expressed to strengthen the programs, increase recruitment efforts, and enhance the impact to the state. Several of these ideas were

implemented, including shifting the application timeline earlier in the year and prescribing a more structured on-boarding process for students at their internship site.

House Bill 0093 was passed in the Maryland General Assembly. The bill, sponsored by Delegate Sandy Rosenberg, increases the current stipend cap of \$3,000 to \$5,000. The impetus for this legislation is to be able to raise the stipend to be more competitive amongst comparable programs and continue to attract “Maryland’s best and brightest.” Current funding challenges prohibit increasing the stipend without reducing the number of students participating each year.

Shriver Peaceworker Program’s Fellows and Graduates Continue as Change Agents Locally, Regionally and Internationally: In FY19 Shriver Peaceworker Fellows studied in diverse graduate degree programs including INCC, TESOL, Public Policy, Emergency Health Services, Elementary Education, Art Education, Instructional Systems Design, and Social Work. They complemented their studies with service leadership contributing to the missions of community partners including, Walden Circle Community Center, Baltimore City Public Schools, The Sondheim Public Affairs Scholars Program, The College JUMP Program, The Center for Women in Technology, Lakeland STEAM Center, Peace Corps, Patterson Park Audubon, and City and State government offices. They also served in key positions with our UMBC campus partners in the ELI and Grand Challenges programs. Peaceworkers participated in a robust ethical reflection and leadership development curriculum that included three seminars (summer, fall, spring) and two retreats (summer, winter). These activities included regular structured opportunities to integrate their community based service and their academic learning, while also building strong community connections and developing personally and professionally. Some highlights of this year’s fellowship programming included multiple place-based tours in Baltimore, a group service project in Patterson Park, critical self-reflection exercises including Life Map and This I Believe presentations, event coordination and participation the 25th Anniversary Reunion events, participation in facilitation skills workshop, support of UMBC’s Truth Racial Healing and Transformation Center development and implementation, and more. The program is committed to facilitating the experiences, conversations, and learning needed for social change leadership in complex and diverse settings.

Five Peaceworkers completed the program in May 2019, bringing the total number of graduates from the program since 1994 to 178. The Peaceworker academic graduation rate remains well over 90%. This year’s graduates earned degrees in Public Policy, Education, Emergency Health Systems, Instructional Systems Design, Geography and Environmental Systems, and Social Work and are transitioning into careers of public service from international to local levels. This year’s graduating fellows are working in education, in refugee services as a Social Worker, in Service-Learning at the college level, and translation services. In the Spring of 2019, the program accepted six new Fellows out of approximately 60 applicants to begin the program in July 2019. This will be the 26th cohort of Shriver Peaceworker Fellows.

Peaceworker Program Secures Financial Support from Public, Private and Non-Profit Organizations: Between July 2018 and June 2019, the program received approximately **\$265,000 in support of its assistantships** from off-campus community partner contributions and private foundations. This included ongoing support from the Macht Foundation, Peace Corps, Audubon, Baltimore City, Northrop Grumman, Transamerica Foundation, Charlesmead Foundation, and others. Peaceworker Alumni contributions were approximately \$2,000. Peaceworker also leveraged support resources for its graduate assistantships through partnerships and collaborations with the following UMBC Programs: Sondheim Public Affairs Scholars, Grand Challenges, CWIT, Graduate School / ELI, College JUMP, and

Financial Aid (FWS). In January 2019 Peaceworker Program submitted a proposal to Baltimore City Public Schools to become a pre-qualified provider of extended learning services, focusing on college and career access and readiness programming. If approved this will allow Peaceworker to develop service contracts with a number of local schools including five schools where Peaceworker has already developed strong collaborative partnerships. This project could support between 2-5 Peaceworker Fellows moving into FY 2020.

Peaceworker Leadership Supports Engaged Scholarship: In FY19, Peaceworker Program Director, Dr. Joby Taylor continued his service as a member of UMBC's Public Humanities Working Group. The new undergraduate minor in Public Humanities was officially approved in October 2018 by the Undergraduate Council. In March 2019, Dean of CAHSS, Scott Casper, invited Dr. Taylor to serve on the inaugural Advisory Board for the new minor with the program launch set for Fall 2019. Dr. Taylor also continued his service on the MPS in Community Leadership Program Development Committee. In February 2019, the new MPS in CLDR was officially approved by the Faculty Senate. Dr. Taylor, along with Dr. Bev Bickel and Dr. Tyson King-Meadows were subsequently appointed as Interim Co-GPDs for the new MPS and they have been preparing the program for its scheduled Fall 2019 launch.

Dr. Taylor's engagement with diverse academic programs across our campus continues to deepen the Shriver Center's role in Engaged Scholarship and Research at UMBC. He serves on the Global Studies Coordinating Committee and is a Regular Member of the University of Maryland Graduate Faculty. He also serves on the UMBC BreakingGround Working Group and continues to support UMBC's engagement with the Imagining America organization (presented at National Conference in Oct 2018). In Spring 2019, Dr. Taylor taught a First Year Seminar entitled "Building a Culture of Peace" that filled to capacity. He supervised ISD Master's student, Phillip McKnight, in a graduate Independent Study (Fall 2018) and an Internship course (Spring 2019) which resulted in the development of new curriculum and training materials in the area of mindfulness studies and practice. These new educational components were integrated into undergraduate and graduate classes, staff trainings, and community partner trainings. Dr. Taylor also served on the Master's thesis committee for Joel Baker who successfully defended in Spring 2019 (MS in GES) with his research focused on community engagement elements of a mosquito abatement projects in west Baltimore neighborhood. Dr. Taylor also serves on the Dissertation Committees for Language Literacy and Culture Ph.D. students, Susan Elizabeth Kerfoot (proposal defended Dec 2018) and Mary Gallagher (proposal defended Dec 2018). He is currently renewing his Affiliate Faculty standing with the LLC Program.

In FY19, the Peaceworker Program Associate Director, Charlotte Keniston, supported two cohorts of Peaceworker fellows in their service placements with UMBC campus entities, local government agencies, and area nonprofit organizations. In FY18 she began a Ph.D. program at UMBC in Language, Literacy, and Culture where she will research Digital Storytelling and Social Change Movements. She assisted the broader Shriver Center in executing the 25th anniversary events, including curating an exhibition of Shriver Center historical materials and images. Charlotte also coordinated Peaceworker Program 25th anniversary Reunion weekend, which included a happy hour, formal dinner, service event, small group connecting, and brunch reflection session. Charlotte participates as a key member of the UMBC Digital Storytelling working group and received a grant from Breaking Ground in FY19 to further her training in the field with the goal of teaching DS on campus and beyond.

Peace Corps Prep Recognizes Third Graduating Cohort; Has Four Applicants Heading to PC Service: In FY19, The Shriver Center and Shriver Peaceworker Program continued its

Peace Corps Prep program for undergraduate students, graduate students, and career placement for post-grads. UMBC's Peace Corps Prep program graduated its third cohort, including three students and enrolled an additional seven 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. Two of this year's Peace Corps Prep graduates successfully applied and were accepted to the Peace Corps and have recently departed for their service. In addition to the Peace Corps Prep program, The Shriver Center finished year three of its multi-year **\$120,000 contract from Peace Corps** to support a strategic Peace Corps Recruiter on campus, helping to expand access to Peace Corps positions to traditionally under-represented groups.

Choice Program at UMBC AmeriCorps Members Continue to Serve Across Maryland:

In FY19, **33 AmeriCorps Community Service-Learning Fellows** completed over **60,000 hours of service** in communities throughout Baltimore City, Baltimore County, Howard County, Montgomery County, Prince George's County, and Philadelphia engaging **846 youth** and their families. After completing a year of service, many AmeriCorps Members pursue additional degrees or enter the workforce as leaders and change agents. In FY20, The Choice Program at UMBC will have 36 AmeriCorps slots.

The Choice Program Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private Sources:

The Choice Program at UMBC secured funding from a variety of sources to continue the financial stability of the organization and the Center. The Department of Juvenile Services committed over **\$2.8 million** to continue services in FY19. Marguerite Casey Foundation renewed its commitment to fund in the amount of \$600,000 through FY21. Northrop Grumman also renewed its funding commitment of \$600,000 through FY22 to support college access initiatives at Benjamin Franklin High School and other City Schools. Additional financial support includes \$25,000 from the Starbucks Foundation to support the Choice Jobs Program, \$136,000 from the Annie E. Casey Foundation, \$11,000 from Baltimore Workforce Collaborative, \$161,279 from the Howard County Local Children's Board, \$75,000 from Baltimore County government and \$22,176 from the Corporation for National and Community Service. The American Association of Colleges and Universities awarded Choice \$30,000 for Truth, Racial Healing and Transformation programming.

The Choice Program Significantly Changes Its Service Delivery to Promote Equity and Anti-Racism:

For over 30 years, the Choice Program at UMBC has provided youth-centered and family-based support to young people involved with the Department of Juvenile Services in Maryland. In an effort to further its commitment to the youth and families it serves, the Choice Program spent 2017 and 2018 critically reviewing the organization and piloting a new program model. This has led to the development of a new Choice Program model of service that officially rolled out organization-wide on January 14, 2019. Choice is confident that the new model better reflects the needs of its youth and families and aligns with current best practices in youth development. Furthermore, it solidifies Choice's commitment to racial and social justice. While most of the services look very similar, there are three key differences:

- Service plans and youth goal setting are at the heart of the new model. This is supported by scheduled home visits and school visits, linking accountability directly to a youth's achievement of individualized goals. This is different from our previous model, which relied on unscheduled visits, and accountability based on the number of face-to-face interactions.

- Youth no longer successfully or unsuccessfully complete the program. Instead, the Choice Program shares the youth's progress towards goals and level of program engagement at the time of completion.
- To accurately reflect the new model, reporting shifts were made, such as the data included, reporting intervals and narratives represented.

The Choice Jobs Program Continues to Build Vocational Skills and Spur Economic Gains for Baltimore Area Youth:

In FY19 Choice Jobs program provided training for **225** young people, ages 14-24. This training consisted of a six-session curriculum-based job readiness course, and the opportunity to continue with 3-6 months of paid on-the-job training at our Flying Fruit social enterprise sites: Camden Yards, Flying Fruit kiosk at Baltimore's Inner Harbor, or Flying Fruit café at the University of Baltimore. In the classroom portion of the training, young people learn the hard and soft skills needed to obtain, retain, and advance in employment. Eighty-four youth, then received supported on-the-job training at a Flying Fruit location and vocational mentorship.

Additionally, the Choice Jobs Program continued to work towards building a network of business partners committed to the goals of this project. Specifically, the Choice Placement Coordinator worked with several local businesses to connect them with Choice Jobs program youth, participants of other workforce development organizations, and other marginalized members of Baltimore area communities. A new partnership with Taharka Brothers opened opportunities for critical conversations about good job standards and meeting the needs of opportunity youth in the workplace, specifically around funding creative transportation solutions for workers. While with established partners, Starbucks, Rita's Italian Ice and Shop Rite, Choice Jobs created new interview feedback and youth hiring systems.

Our ever-evolving partnership with Starbucks, from the individual store to national level, continues to be a cornerstone of our employer education and engagement activities. In November 2018, Choice partnered with Starbucks Store Managers to host a Holiday Open House. At the community Starbucks location in east Baltimore, Choice young people and Starbucks managers directly connected with each other. Starbucks managers taught youth how to make drinks, showed them the back of house, and answered questions. Choice youth displayed their customer service skills by serving sample drinks; displayed networking and branding skills during the mingling hour; and talked about the skills they gained because of their Choice training.

Choice staff attended an April 2019 convening of Starbucks managers in Philadelphia, PA. Critical conversations were initiated around topics such as, modifying or removing background check barriers for Starbucks applicants. Choice Jobs staff continues to hold quarterly in-person meetings with Starbucks managers to discuss Choice youth who are employed or interviewing with them, and troubleshoot any issues managers are having meeting youth's needs.

Choice Expands its Vocational and Educational Support Programming to Howard County, Maryland:

The newly created "Workforce Inclusion" initiative aims to build partnerships with employers, youth, schools, and other community based organizations to fill an important gap in Howard County. In FY19, two placement coordinators, Charles Winchester and Russell Bunn, established relationships with youth and provided job readiness training, while continuing to develop partnerships with employment and referral partners. The Placement Coordinators successfully delivered Jobs program services to 15 youth in FY19 with that number expected to rise in FY20. Strong relationships have been made with both Homewood and Wilde Lake high schools. Highlights from this fiscal year: the two Howard County coordinators co-facilitated the first Oakland Mills Local Leadership Team Career Fair at Oakland Mills High

School; and, the Choice team hosted and facilitated a Choice Workshop for over 100 youth to discuss interviewing skills and professionalism.

Choice Education Programming Continues with New Private Sector Funding: In FY19, the Choice Program received funding from Northrop Grumman to support educational programming for an additional three years. Through the new education model, young people are provided with opportunities on college campuses, such as college nights at UMBC, UMD, and Loyola, as well as campus tours and events; college coaching, where young people meet with college age students and university staff who provide academic and career coaching support; and access to a wide range of enrichment activities and leadership opportunities, such as arts and activism workshops, athletics, and out of school time programming, and paid positions on Choice Program committees. The Education Program plans to expand its reach over the next three years, moving from a cohort of 30 youth at Ben Franklin High School, to providing opportunities in education to hundreds of young people throughout Baltimore. To accomplish these program goals, Choice hired an assistant director and three coordinators.

Youth in Action and Community Enrichment Continues to Give Space for Youth

Voice: With support from the Marguerite Casey Foundation, the Choice Program continued to increase its capacity for youth organizing through its “Youth in Action” initiative. In FY19, **426** young people and community members participated in community events, workshops, and arts/activism/athletic activities. Two large events included first a Youth in Action Fall Showcase at the Downtown Cultural Arts Center, where young people sold and displayed artwork they created, participated in performances, and created on the spot art as a means of self-expression. A second event, ArtRising, was held in April to commemorate the Baltimore Youth Uprisings. ArtRising was held at Excel Academy, a local Baltimore High School, and included opportunities for youth and community members to participate in on site arts activities, planting and community clean up, as well as an art sale. Both events were supported by UMBC student volunteers, AmeriCorps members, and faculty and staff.

Outside of these two events, smaller Youth in Action workshops and activities occurred throughout FY19. Key workshops included summer Basketball programming, weeklong spring break mural painting and mural making projects, and a special invite for Choice Program youth to attend Colin Kaepernick’s Know Your Rights Camp. The Choice Program also partnered with local artists and makers to facilitate classes on screen printing, oral history, candle making, hip hop dance, photography, and art entrepreneurship.

The Choice Program saw an expansion in both community enrichment and service-learning in FY19. At its Cherry Hill neighborhood office, Choice hosted UMBC students for an alternative spring break experience; hosted summer basketball programming for Baltimore City youth; and hosted a back to school event, Jam and Slam, where over 200 young people and community members received school supplies, free haircuts, and participated in the festival activities. Through Marguerite Casey, the Choice Program hired an Enrichment Coordinator who will focus on transforming the Cherry Hill neighborhood office into a community-focused space. The Enrichment Coordinator will convene community focus groups, and a youth committee that will then support renovations to the space and inform community programming and offerings.

Beyond the Cherry Hill neighborhood, program-wide **263 Choice youth participated in community service activities, resulting in over 2700 hours of community service** in FY19. Key activities include service food at the Weinberg Center in Baltimore City, as well as participating in the maintenance of a

community Adopt-a-Lot on Homewood Avenue in Baltimore City. This year also saw official community service opportunities through the Community Closet, an initiative that Choice Program staff started to receive clothing donations and set up free pop up shops in Baltimore City Schools and at Community events. The community closet hosts pop ups every two weeks, and has given out over 2,000 pieces of clothing to date.

The Choice Program Partners with the Governor's Office for Its Baltimore City

Strategy for Children and Youth: The Choice Program at UMBC, with funding from the Governor's Office of Crime Control and Prevention, seeks to expand services in Baltimore City for youth who are under DJS community supervision, youth who are in the foster care system, and those youth who could potentially enter into either system. The goals of this initiative are to reduce recidivism rates, reduce placement in the foster care system, and strengthen youth and family ties to the community through increased educational and vocational opportunities. Programming will begin in FY20.

Choice Joins Pride Youth Services to Replicated Its Education Intervention in

Philadelphia: Choice entered into a formal partnership with Pride Youth Services (PYS). The organization's mission is to positively influence and improve the social, emotional, and physical development of African-American youth and their families by providing them with resources to equip them with the confidence and skills essential to making healthy and positive choices as they deal with life challenges. PYS operates 3 programs from two school sites in Philadelphia most challenged communities, John Bartram High School and Murrell Dobbins Career and Technical Education High Schools. Choice provided an AmeriCorps position to for case management and supportive services to youth who participated in PYS group mentoring program. Also Choice provided technical assistance on family engagement, crisis intervention and community based programming. The AmeriCorps member in Philadelphia mentored 50 youth over the course of a year.

Marguerite Casey Foundation Announces Sargent Shriver Youth Warriors Against

Poverty Awards: Lizbeth Labra, an incoming UMBC **freshman**, was recognized as the 2019 Casey Youth Warrior Against Poverty. The award honors Sargent Shriver's legacy of sustained community engagement to create meaningful social change; elevate the work of youth activists committed to fighting domestic poverty through community service and organizing; and reinforce the work of foundation grantees, for their active and ongoing efforts to build a nationwide movement across race, issues, and regions, on behalf of all of America's families. The Award provides a one-time \$5,000 grant to be used at the discretion of the recipient. Lizbeth worked with the Choice Program's education initiative as a high school senior from Baltimore Polytechnic. She studied the effects of gentrification on a local city school and student experiences. Lizbeth will continue her work now as a UMBC student, connecting back to Baltimore City Public Schools through Choice Education programming and initiatives.

Grants, Contracts, and Gifts

The Shriver Center Generates Significant Support: In FY19, the Shriver Center received over **\$4 million** in contracts, grants and gifts from approximately **15 nonprofit, private, and public sector organizations** to support all Center initiatives. The Center also generated income through: the Choice Jobs

Program Flying Fruit stand, kiosk, and café located at Camden Yards, the Inner Harbor, and the University of Baltimore School of Law, respectively, which generated over **\$180,000 in revenue**.

Grant/Contract/Gift Supported Engagement: Grants, contracts, and gifts for which Shriver Center staff took the lead in FY19 included:

- MD Department of Juvenile Services for the Choice Program – awarded 2 of 2 years, \$2,862,041/yr.;
- Starbucks - awarded - 1 of 2 years, \$50,000; \$25,000 in FY 20
- Department of Social Services/Foster Care – awarded 1-year, \$380,000;
- Marguerite Casey Foundation for the Choice Program –1st year of 3 years, \$200,000/yr.;
- Annie E. Casey Foundation - awarded 2nd of 2-years, \$150,000;
- Baltimore County Government for the Choice Program – awarded, \$75,000;
- Howard County Local Management Board - awarded 1-year, \$161,279;
- AmeriCorps (Corporation for National & Community Service) for the Choice Program – awarded, \$26,400;
- Northrop Grumman for the Choice Education Program – awarded 3-years, \$200,000/yr.;
- Baltimore Workforce Funders Collaborative - awarded 3 of 3 -years, \$22,000;
- Governor’s Office of Crime Control and Prevention - 1 year - \$200,000
- Governor’s Office and MDOT for Public Service Scholars Programs – awarded, \$208,712;
- American Association of Colleges & Universities - awarded \$30,000;
- The Peacemaker Program secured approximately \$265,000 in support from community partners and foundations, including Macht Foundation, Baltimore Office of Homeless Services, Aegon/Transamerica, Audubon Society, Strauss Foundation, Crane Foundation, St. Vincent DePaul Baltimore, among other sources;
- Peace Corps: Peacemaker Program completed its \$120,000 contract 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;
- Peacemaker fully utilized its Federal Work Study allocation, supporting community-based service positions connected with its graduate assistantships.
- The Catonsville Women’s Giving Circle awarded College JUMP at \$1,000 grant to host College JUMP events which included trips to UMBC and other campuses, FAFSA and SAT workshops and Refugee Awareness Week at UMBC.
- Campus Compact Mid-Atlantic awarded the Shriver Center a new Americorps VISTA Project for FY19 which will focus on and created and sustaining a campus food pantry at UMBC. The project partner is the UMBC group, Retriever Essentials.
- 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 participated in other proposals and grants as senior personnel or contributors to proposal submission, and Center programs supported faculty scholarship. Faculty collaborations included:

- Dr. Jianwu Wang (Information Systems): NSF CAREER proposal “Hybrid Climate Causality Analytics Platform.”

- Dr. Anita Komlodi (Information Systems): NSF proposal “IGE: Enhancing Preparation for STEM Graduate Students' Community Engagement Experiences.”
- Dr. Soobum Lee (Mechanical Engineering): NSF proposal “Optimal Sensing Topology by Classification of Structural Topology.”
- Dr. Hua Lu (Biological Sciences): NSF proposal “Research Training for Future Science Teachers and High School Students.” Cristo Rey Jesuit High School Student and UMBC Intern Kimani Reed participated in this week-long experience.
- Dr. Hua Lu (Biological Sciences): NSF proposal “Investigate the Role of *FLK* in regulating ROS, defense, and flowering in Arabidopsis.”
- Dr. Keisha Allen (Education Department) continued to serve as an advisor to the Shriver Center’s Truth, Racial Healing & Transformation Campus Center initiative.
- Dr. Beverly Bickel (Language, Literacy & Culture) continued to serve as an advisor to the Shriver Center’s Truth, Racial Healing & Transformation Campus Center initiative.
- Dr. Jennifer Maher (English Department) partnered with the Choice Program’s *Community Closet* as part of her award from the Inclusion Imperative initiative through the Dresher Center.
- Dr. Claudia Galindo (Education Policy and Leadership, UMCP) and Dr. Susan Sonnenshein (Psychology): Sherman Center proposal “Improving Outcomes for Underserved Populations: An Examination of the Literacy Fellows Program.”

Productivity: Publications & Conference Presentations

- Michele Wolff, as a member of a 10-member campus-wide team, presented “Change the Meanings, Change the Culture” at the 2019 Civic Learning & Democratic Engagement conference in Ft. Lauderdale, FL.
- Eric Ford, Frank Anderson, Ciara Christian, and Sherella Cupid presented at the 2019 AAC&U Truth, Racial Healing & Transformation Summer Conference in Villanova on “Rethinking Service Learning and Community Engagement Centers as TRHT Campus Centers”
- Dr. Joby Taylor and Frank Anderson presented “Enacting and narrating a new youth-powered story in Baltimore and beyond” at the 2019 Imagining America Conference in Chicago alongside students, faculty and staff. “Enacting and narrating a new youth-powered story in Baltimore and beyond.”
- Kasey Venn collaborated with Dr. Sy and a graduate students from Sy Lab to submit an article for publication about effective methods of providing group instruction and error correction methods when working with adults diagnosed with intellectual disabilities on creating cover letters and other

employment documents, and recognised that increased skill acquisition leads to a higher probability of employment in the future for participants.

National, Regional, & Local Recognition

- Michele Wolff continues to serve on the Campus Compact Mid-Atlantic's regional P20 CONNECTS assessment team. This group is working to develop and implement an assessment plan, including student learning outcomes and rubrics as they relate to college, career, and civic/community readiness for students Pre-K through college graduation. The focus on this assessment is students' development of affective competencies in the context of service-learning and community engagement.
- Michele Wolff contacted by University of Texas, San Antonio, Dean of the Honors College for consultation on applied learning experiences. The Dean was particularly interested in the Center's PRAC infrastructure.
- Frank Anderson, Choice Program Associate Director, served as lead for the Excel Academy Advisory Board in Baltimore City Public Schools; served as project lead for AACU's Truth, Racial Healing & Transformation Campus Center grant at UMBC; and served on the Center for Social Science Scholarship's violence prevention workgroup as part of an initiative between UMBC and UMB.
- Eric Ford, Director of The Choice Program, remained a member of the Juvenile Grant Planning and Review Committee on Maryland's State Advisory Group and was selected as Vice Chair of the SAG.
- Lori Hardesty continued to consult with Campus Compact Mid-Atlantic Leadership to support the Planning Committee for the annual Service-Learning & Civic Engagement Conference (which took place in March 2018 at the University of Maryland, Eastern Shore). In January 2019, she and colleague Anthony Butler (University of Baltimore, and also a multi-year campus host) agreed with CCMA leadership that shifting this annual event to the fall was a worthwhile experiment in lieu of competing with a number of spring events.
- Hannah Schmitz, Assistant Director of Applied Learning and Community Engagement, continued to serve as a Senator on the Professional Staff Senate as part of UMBC's system of shared governance.
- Hannah Schmitz served on the Governor's Service Awards selection committee as well as the Maryland AmeriCorps Grants selection committee, both through the Governor's Office of Service and Volunteerism.
- Hannah Schmitz served on the Advisory Board for Paul's Place's Culinary Arts restaurant and training program, Groundwork.
- Kasey Venn and Eloise Grose served on Campus Compact Mid-Atlantic's Service-Learning and Civic Engagement Conference Planning committee. The conference will take place in November 2019.

- Michele Wolff continued to serve on the internal advisory board for the Grand Challenges Scholars Program (COEIT) and the STEM BUILD program (CNMS).
- Shirley Carrington was a recipient of the “Job Well Done” Group Project Award for her work with UMBC Suits You from FY18. The award, established by UMBC’s Department of Human Resources, recognizes groups of employees completing a project or initiative that supports UMBC’s mission and/or strategic goals.
- Sondheim Public Affairs Scholar and Service-Learning participant Maheen Haq, was selected as a Campus Compact Newman Civic Fellow. Ms. Haq will represent UMBC during the FY20 academic year as part of this national initiative to recognize and support community-committed students. She will attend the national gathering in Boston, MA in November 2019.
- Sondheim Public Affairs and France-Merrick Scholar, Honors College Member, and VITA leader Evan Avila ‘20 was selected for the Truman Scholarship for which he could receive up to \$30,000 for graduate or professional school, participate in leadership development activities, and have special opportunities for internships and employment with the federal government. As economics and political science majors at UMBC, Evan is passionate about solving the structural disadvantages that marginalized populations face when trying to achieve long-term financial security. “Evan has taken on what other students might consider “boring” endeavors- income tax preparation, working for the U.S. Census Bureau- and turned them into deeply meaningful experiences, ones that he sees as inextricably linked to empowering people. He cares about people who are invisible to many- immigrants, retirees, the poor,” observes April Householder, Director of Undergraduate Research and Prestigious Scholarships. After graduation, Evan intends to earn a dual JD/LLM in Taxation and pursue a public service career in tax and social insurance policy.

Campus Collaboration

Staff members from all Center programs collaborated with **more than 60 faculty members, academic administrators, and staff** 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, administrators, and staff include:

- | | |
|---|---|
| ▪ Dr. Scott Casper, College of Arts, Humanities & Social Sciences | ▪ Dr. Sara Poggio, Modern Languages, Linguistics & Intercultural Communications |
| ▪ Dr. Tyson King-Meadows, Africana Studies Department | ▪ Dr. Brian Kaufman, Music Department |
| ▪ Dr. Mavis Sanders, Education Department | ▪ Dr. Preminda Jacob, CAHSS, Dean’s Office |
| ▪ Dr. Bev Bickel, Language Literacy & Culture | ▪ Dr. Donald Snyder, Media & Communications Studies Department |
| ▪ Dr. Maria Sanchez, COEIT, Grand Challenges Scholars Program | ▪ Dr. Jessica Berman, The Dresher Center |
| ▪ Dr. Danyelle Ireland, COEIT CWIT Program | ▪ Dr. Bill Shewbridge, Media & Communication Studies |
| ▪ Dr. Simon Stacey, Undergraduate Academic Affairs and Honors College | ▪ Dr. Jason Loviglio, Media & Communications Studies |
| ▪ Dr. Steve Freeland, INDS Program | ▪ Kathy O’Dell, Fine Arts and CAHSS |
| | ▪ Dr. Gunes Koru, Information Systems |
| | ▪ Dr. Anita Komlodi, Information Systems |
| | ▪ Dr. Hua Lu, Biological Sciences |

- Dr. Erin Lavik, COEIT, Dean's Office
 - Dr. Bronwyn Hunter, Psychology Department
 - Dr. Jennifer Maher, English Department
 - Dr. Jodi Kelber-Kaye, Honors College
 - Dr. Kevin Eckert, Sociology, Anthropology, & Health Administration and Policy
 - Dir. Lee Boot, Imaging Research Center
 - Dr. Keisha Allen, Education Department
 - Dr. Denise Meringolo, History Department
 - Dr. Christine Mallinson, Center for Social Science Scholarship
 - Assistant Vice Provost Dale Bittinger, Office of Enrollment Management
 - Mr. Josh Michael, Sherman Scholars Program
 - Dr. Kimberly Moffitt, American Studies Department
 - Dr. Jolene Sy, Psychology Department
 - Dr. Laura Hussey, Political Science Department
 - Ms. Theresa Marrow, Registrar's Office
 - Ms. Kimberly Robinson, Institutional Advancement
 - Dr. Brigid Starkey, Global Studies
 - Dr. Soobum Lee, Mechanical Engineering Department
 - Ms. Jessica Cook, Sondheim Scholars Program
 - Dr. Kate Drabinski, Gender & Women's Studies
 - Dr. Carolyn Seaman, Information Systems Department
 - Dr. Vickie Williams, Education Department
 - Dr. Sarah Jewett, Provost's Office
 - Ms. Elaine MacDougall, English Department
 - Dr. David Hoffman, Center for Democracy & Civic Life
 - Dr. Romy Huebler, Center for Democracy & Civic Life
 - Ms. Christine Routzahn, Career Center
 - Ms. Kaleigh Mrowka, Residential Life
 - Ms. Terisa White, Office for Academic and Pre-Professional Advising/Registrar's Office
 - Ms. Kristen Luther, Admissions and Orientation
 - Ms. Lisa Romeo, Admissions and Orientation
 - Ms. Makeba Thompson, Division of Professional Studies
 - Ms. Mitsue Wiggs, Meyerhoff Scholars Program
 - Ms. Jill Wardell, Human Resources
 - Ms. Kacie Lawrence, Career Center
 - Ms. Brittini Brown, Student Affairs
 - Ms. Jess Myers, The Women's Center
 - Ms. Joanne Meredith, Institutional Advancement
 - Mr. Jim Lord, Creative Services
 - Mr. Keith Harmon, Meyerhoff Scholars Program
 - Ms. Carmel Krause, Institutional Advancement
 - Mr. Daniel Teage, UMBC Transit
 - Mr. Joseph Regier, UMBC Transit
 - M. Antonio Silas, Off Campus Student Services
 - Ms. Sarah Gardenghi, English Language Institute
 - Mr. Ryan Sheldon, English Language Institute
 - Dr. Brandy Wallace, Sociology, Anthropology, & Health Administration and Policy
- Michele Wolff, Shriver Center Director, served as the Project Manager of UMBC's Carnegie Community Engagement Classification self study and the application was successfully submitted in April 2019. The process involved more than 30 interviews and meetings with campus faculty and staff, and community partners;
 - Michele Wolff, Shriver Center Director, continued to serve on the advisory board for the Grand Challenges Scholars Program (GCSP). As a result of this collaboration, the GCSP continues to support a Peaceworker;

- Kasey Venn, Service-Learning & Community Engagement Program Coordinator was selected to serve on The Women's Center advisory board for a two-year term;
- Lori Hardesty, Associate Director of Applied Learning & Community Engagement, and Michele Wolff, along with Mavis Sanders (Department of Education), continued to lead the PreK-14 Schools, Family, and Community Connections work group. Each year, this group coordinates two school visit days, bringing over 300 PreK-12 students to campus, with financial support through OIA and programmatic/coordinating support from faculty and staff from across the campus;
- Michele Wolff, Simon Stacey (Honors College), and Christine Routzahn (Career Center) led a subcommittee of the Undergraduate Student Success Committee focused on Applied Learning Experiences. Our committee submitted five recommendations focused on enhancing student success in the context of applied experiences. We received \$10,000 to continue to support students through the Intern & Service Fund, a joint effort between the Shriver Center and the Career Center which will be implemented in FY20;
- Michele Wolff and Hannah Schmitz, Assistant Director, 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. We were invited for a fifth year to present our work at the Provost's Teaching & Learning Symposium in September 2019;
- Michele Wolff and Hannah Schmitz designed and implemented a pilot project with Dr. Anita Komlodi (Information Systems) and two of her graduate students in Spring 2019 to assess the impact of immersive technology (i.e., virtual reality) on graduate students' preparation for community engagement and the enhancement of their affective competencies (e.g., perspective taking and cultural competence). Ms. Wolff, Ms. Schmitz, along with Charlotte Keniston, Associate Director of the Shriver Peacemaker Program, Priya Ulla (an Information Systems doctoral student), and Michael Auerbach (Peacemaker Program alumnus and founder of Kinful) will present at the 2019 International Association for Research on Service-Learning & Community Engagement. This presentation will focus students' preparation for community engagement and the development of students' affective competencies in the context of immersive technologies (e.g., virtual reality, 360° degree video, digital storytelling).
- Michele Wolff continued to serve on BreakingGround coordinating committee and Eloise Grose served as the chair of the BreakingGround Community Grants Committee; Lori Hardesty and Kasey Venn served on the BreakingGround Community Grants Committee.
- Michele Wolff continued to serve on the STEM BUILD internal advisory board;
- Dr. Joby Taylor, Director of the Center's Peacemaker Program, continued to serve on the Public Humanities Working Group and the MPS in Community Leadership Program Development Committee. Following the approval of both of these working groups, Dr. Taylor continues as a member of their Faculty Advisory Committees. He also continues to serve on the Global Studies Program Coordinating Committee, and, along with Global Studies, to lead the Peace Corps Prep Partnership at UMBC.
- The Peacemaker Program's diverse graduate program partners continue strong Shriver Center collaborations across campus. Dr. Taylor served on Master's Thesis committees for Peacemaker Fellows in GES and INCC in AY19. He also continues to lead place-based learning experiences and

people's history tours in Baltimore for diverse campus and community partners.

- Charlotte Keniston, Associate Director of the Peacemaker Program, serves as a key member of the Dresher Center Digital Storytelling Working group. She is involved in the planning of the 2020 and 2021 International Digital Storytelling Conferences which will be held in the UK and at UMBC/Montgomery College respectively;
- Charlotte Keniston and Frank Anderson served on the selection committee for the Director of the Lakeland Community and STEAM center;
- Lori Hardesty continued to serve as a Campus Co-liaison along with Candace Martínez-Doane (Campus Life) and Kaleigh Mrowka (Residential Life) for the Baltimore Collegetown Network's LeaderShape Program to support visions and make connections. After Class Nine wraps up in Spring 2019, a new leadership format, Collegetown Fellowship will begin based on input from stakeholders.. Another multi-campus immersive experience "Go Underground" takes place during the Winter Session;
- Shirley Carrington continued to serve as a Wellness Ambassador to inspire Shriver Center colleagues to explore and maintain healthy lifestyles;
- Eloise Grose served on the selection committee for the Honors College Assistant Director of Curriculum and Retention position;
- Kasey Venn served on the UMBC Suits You Committee as a representative of The Shriver Center and was part of the planning, preparation, and facilitation of the annual Career Center Suits You event.
- Each year, Service-Learning & Community Engagement staff lead the selection of two community-engagement focused scholarships: In FY19, Cameron Walkup (Global Brigades, UMBC VITA, Young Explorers At Lakeland Elementary) was awarded the Samuel I. Rosenberg Citizenship Award: Established in 1995 by Samuel I. Rosenberg, this award recognizes a UMBC student who has completed a public service-focused internship with either a nonprofit or government organization, directly addressing a social challenge; Kayla Addai (Global Brigades, Saint Agnes Hospital, UMBC Reach Initiative, Shriver LLC Member and Peer Mentor) was awarded The Samson, Rosetta A., and Sadie Feldman Award: Established in January 1996 by Sadie B. Feldman in memory of her family, this award recognizes a UMBC student who has completed his/her junior year of studies and has demonstrated, through community service and academic activities, an understanding of the responsibilities of citizenship;
- Eric Ford partnered with Elle Trusz for an Equity and Inclusion presentation for UMBC's Cohort III of the Personal Leadership and Project Management Program
- Lori Hardesty continued the recruitment and selection of the Jacqueline C. Hrabowski Endowment Fund along with Kimberly Robinson of Institutional Advancement. Freshman Maia Parker (Shriver LLC, Sherman STEM Teacher Scholar) was selected in Spring 2019 to join a growing network of students and professionals committed to Baltimore youth. Sydney Taylor and Malaysia McGinnis will continue their scholarships into 2019-20 (Sydney graduates in December '19)..

- Frank Anderson partnered with Dr. Christine Mallinson and the Center for Social Science Scholarship by serving on the violence prevention workgroup as part of an initiative between UMBC and UMB.
- Frank Anderson led a Baltimore City Public School, Excel Academy, Advisory Board in partnership with Dr. Keisha Allen, Northrop Grumman, and the Maryland Business Roundtable.
- Frank Anderson led the TRHT Campus Center student leadership group in partnership with the Imaging Research Center, the Mosaic Center, and Language, Literacy & Culture.
- Frank Anderson Eric Ford and Jacqueline Winning served on the Coalition to Reform School Discipline committee in Baltimore City, led by Disability Rights Maryland.
- Frank Anderson continues to partner with the Mosaic Center and Campus Life to develop a student leadership committee for the Truth, Racial Healing, and Transformation Campus Center.
- Hannah Schmitz coordinated the annual Veteran's Night Out, a dinner for 200 veterans who are housing insecure in partnership with Tabrizi's restaurant/wedding venue on the harbor. Fine dining, entertainment, and prizes were all part of the experience. On-campus partners included UMBC Transit and Off Campus Student Services and off campus organizations included Project PLASE, MCVET, the Baltimore Station, Loch Raven VA Medical Center and Under Armour.
- Hannah Schmitz worked with ART332 taught by Jim Lord in Spring 2018. Using the Public Service Scholars programs as the "client", students individually created logos, branding, and style guides and presented them as their final project. The winning idea is being considered for implementation.
- Eric Ford has been working with Dr. Carlo DiClemente and Dr. Bronwyn Hunter in the creation of a specialized home visiting training and goal setting training for Choice AmeriCorps members and staff.
- Hannah Schmitz, Joby Taylor, and Lori Hardesty served on the 2018-19 Truman Scholarship Committee, facilitated by April Householder, who is now overseeing UMBC's Prestigious Scholarships. Junior Evan Avila was selected, the first UMBC recipient since Alicia Wilson in 2003. Established in 1975, the Truman Foundation is the nation's official living memorial to our thirty-third president and The Presidential Memorial to Public Service. The Truman Scholarship is the premier graduate fellowship in the United States for those pursuing careers as public service leaders. Truman Scholars receive up to \$30,000 for graduate or professional school, participate in leadership development activities, and have special opportunities for internships and employment with the federal government.

UMBC RESOURCES

Support for Center Initiatives/Overhead Support: In FY19, UMBC invested \$912,755.00 in the Shriver Center. The Center's grants and contracts generated nearly \$200,000 in Indirect Costs, and nearly \$3.4 million in salaries and benefits, including 14 FT Peaceworker Graduate Assistantships, 18 Governor's Summer Internships, 16 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland Non-Profit Law Student Internships, 7 Maryland Department of Transportation Internships, and 68 Service-Learning Interns/Student Coordinators.

Space: The Shriver Center has occupied a suite of offices, including three conference rooms, 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), the Sondheim Public Affairs Scholars Program (e.g., Service-Learning & Community Engagement, Peaceworker Program), Department of Sociology, Anthropology, and Health Administration & Policy (e.g., Service-Learning & Community Engagement, Peaceworker Program), the School of Public Policy (e.g., Peaceworker Program), and the Center for Social Science Scholarship (e.g., engaged scholarship). Our current suite of offices accommodates 24 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, Howard County, Prince George's County, and Montgomery County.

Funding: In FY19, the Center secured over \$4 million in support from contracts, grants, and gifts from approximately 15 nonprofit and government agencies, foundations, and social enterprise revenue as well as more than \$900,000 of support from UMBC. More than 85% percent of the Shriver Center's 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 FY19, the Center supported 83 full-time staff positions across all programs and units (i.e., Choice Program, Service-Learning & Community Engagement, Peaceworker Program, Public Service Scholars, Business & Technology Services, Administrative Leadership, Administrative Support) and two part-time staff positions funded by the State and numerous gifts and grants. Additionally, the Center supported UMBC undergraduate and graduate students as graduate assistants, student coordinators, and interns and 48 other students as fellows on behalf of the State through our Public Service Scholars Programs. It also supported 84 youth through the Choice Program's social enterprises. Two Center staff members hold affiliate status in academic departments and teach credited courses on an on-going basis. The Center's faculty advisory board was comprised of 6 members, representing a variety of departments from across all three colleges. The Center built and maintained on-going relationships and partnerships with more than 60 faculty, administrators, and staff from across the campus. These collaborations involved: research projects, applied learning courses, and work group efforts related to PreK-14 partnerships and applied learning research.

OPPORTUNITIES & CHALLENGES

In FY19, the Center had several valuable opportunities to expand partnerships and collaborations while also addressing substantive challenges:

- *Expanded and continued partnerships to sustain cross-campus initiatives:* Center staff maximized opportunities presented through new and existing partnerships that span campus divisions and colleges. These partnerships included: the Carnegie Community Engagement Classification self-study that involved data collection through one-on-one discussions, group presentations and discussions, and a variety of group meetings with faculty and staff from across the campus and was managed by Center staff; the PreK-14 School, Family, and Community Connections group that focused its efforts on continued coordination of a sustainable model for school visits to campus; the Applied Learning Experience working group and associated Affective Functional Competency research project which Center staff co-lead and involved a proposal to NSF and a pilot study with faculty and graduate students in COEIT; the BreakingGround coordinating group on which several Center staff serve; course integration (e.g., use of Center data for course projects; students develop products for the Center); approval for a new Master's of Professional Studies in Community Leadership, supported by Center staff; Peace Corps Prep (with Global Studies) that engaged departments and programs across disciplines; Grand Challenges Scholars Program with a Peaceworker Fellow placement and advisory support to the program; English Language Institute with Peaceworker Fellow placement; The Center for Women in Technology with a Peaceworker Fellow; The Charlesmead Initiative through the CAHSS Dean's office with a Peaceworker Fellow; the Truth, Racial Healing & Transformation Campus Center, launched by Center staff; and, the Imagining America group which continued its work in FY19.
- *Continued leadership with the Truth, Racial Healing & Transformation (TRHT) Campus Center:* On behalf of the Association of American Colleges and Universities, with support from Newman's Own Foundation and the W.K. Kellogg Foundation, UMBC, co-led by Shriver Center staff, was awarded a \$30,000 grant to establish one of the initial ten Truth, Racial Healing and Transformation (TRHT) Campus Centers in the country. UMBC's TRHT Campus Center is working to develop a framework of racial healing that includes training and reflection opportunities through The Shriver Center. The Center also will hold spaces for youth and minority voices (including those served through and partnering with Choice) by hosting events that cross campus and community divides, and strengthen campus and community partnerships. We have developed a student/community leadership team to foster racial equity and transformation by guiding the direction of the TRHT Campus Center.
- *Engaged scholarship activities:* Center staff continued to engage in academic pursuits that connect thought to action and root our engagement in the community, including: developing proposals to funding organizations that focus on connecting research and community-engaged activity; developing curriculum for courses (e.g., two new graduate level courses for Choice AmeriCorps members); teaching courses (e.g., sociology service-learning and community engagement course; First Year Seminar); exploring different elements of a research project related to student learning and program impact (e.g., strategies to assess students' affective learning and skills development); and, engaging in MPS in Community Leadership and Public Humanities working groups.

- *Celebrating milestone anniversaries:* 2018-2019 marked milestone anniversaries for the Center and its programs. A number of events and activities recognized these important milestones, including: a series of events recognizing and celebrating the Center's 25th anniversary (e.g., Shriver night at a basketball game, an open house in the Public Policy Building, and a fundraising effort across programs; and, in FA18, the Peacemaker Program recognized its 25th anniversary with a weekend of events for program alumni and their families.
- *Decreased number of service-learning placements:* The overall number of service-learning and community engagement placements decreased due to the end of the SUCCESS pilot program which had attracted a large number of traditional students as peers (i.e., from 77 in FY18 to 0 in FY19). To address this challenge, Service-Learning & Community Engagement staff continued and began new partnerships for additional placements, including a partnership with the Meyerhoff Scholars Program. In FY19, 65 Meyerhoff Scholars (all freshmen) had a community engagement requirement through the Center, connected to their FYE class. Partnerships with the student organization, Global Brigades, and with the Admissions Office Orientation Peer Advisors resulted in 35 placements and 21 placements, respectively. Other new partnerships included Hillcrest Elementary School (with 10 Placements) and Walking Discovery. This influx of new students helped to 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 and secure support for programs and initiatives from a patchwork of funding sources. In FY19, more than 85% of total support came from 15 distinct organizations. Maintaining this funding strategy is a challenge. One program-based challenge is within the Peacemaker Program where we continue to have partnership-demand that exceeds an ability to match funding. With the cost of the fellowship continuing to rise, structured funding pathways such as a formal arrangement with Baltimore City Public Schools will be key to sustaining the program. We will continue to maintain existing funding partnerships and will seek new ones, with some specific areas of focus: supporting our research project on affective student learning; designing and conducting an evaluation of the efficacy of Choice Program interventions; and, strengthening our capacity to provide transportation options to our service-learning and community engagement students.
- *Capacity to sustain, enhance, and grow:* Across programs, initiatives, and units, we continue to be challenged with limited human resources. Having constrained staff capacity impacts effectiveness and morale. This challenge has had a particularly detrimental effect on Choice and its staff. Despite this challenge, our staff are committed to continuing to work toward fulfilling our mission and purpose and do so by leading high quality programs and initiatives that benefit all of our stakeholder groups. Choice continues to explore options to address their understaffing challenges, including offering credited coursework for AmeriCorps members, creative scheduling and eliminating certain recruitment barriers for its entry level positions. Staffing challenges and capacity have impacted Choice's ability to launch the graduate courses. There also has not been a commitment from any graduate programs on the acceptance of the Choice courses as electives.
- *Increased visibility and better communication with stakeholders:* The Center needs new and different strategies to inform and educate our stakeholders on our successes and our story. We will continue to have one-on-one and small group meetings with colleagues across the campus and to

enhance our digital and social media and other communication strategies.

- *Assessment of programs:* The Center needs to enhance its assessment and evaluation plan. We lack the capacity to support this activity, however, we continue to seek out collaborations with faculty and staff in other departments to enhance our work in this area. One opportunity is our collaboration with IRADS to more formally and intentionally analyze available data to assess the impact of students' participation in Shriver Center-sponsored programs on their overall success.

Partnerships continue to serve as the cornerstone of our work. As we have done in previous years, we continue to welcome new opportunities for partnerships and collaborations while facing our challenges with positivity and perseverance as we focus our energy and efforts in support of our mission, vision, and the priorities of the campus.

FY20 GOALS & OBJECTIVES

Community Engagement/Campus Leadership

- Continue deepening The Shriver Center's campus leadership in Community Engagement, collaborating with faculty and programs across UMBC colleges to more fully integrate community-engaged activity into research and learning, and working internally to enhance the infusion of the principles and values of community engagement across our programs and partnerships.
- Continue to work collaboratively with faculty to enhance the connection of their research/creative activity with community partners, demonstrating the broader impact of their work.
- Continue to work collaboratively with faculty and staff from across the campus on the research project aimed at more fully integrating affective student learning across the campus as suggested by Middle States reviewers, including using immersive technology as innovative pedagogical tool.
- Explore funding opportunities in support of the affective competency development work.
- Continue to improve structure, content, and delivery of all Center programs to deepen the authenticity of our partnerships, ensuring they are guided by reciprocity and mutuality, and best serve our primary stakeholders (i.e., students, faculty, the institution, and local/regional community partners).
- Continue to maintain strong relationships with community partners through greater visibility, communication, and opportunities for partner/community voices to be included in as many aspects of programs, processes, and practices as possible. Also, begin the conversation on how to better integrate community voice into the institution in an authentic and substantive way.
- Along with our partners - The College of Art, Humanities, and Social Sciences, and The Division of Professional Studies – implement the newly approved Master's of Professional Studies in Community Leadership, including the launch of two new graduate courses for Choice AmeriCorps members.

- Continue to teach service-learning courses (e.g., SOCY396) and support other courses and programs such as the Humanities Scholars and Public Humanities minor.
- Choice seeks to make significant progress on the start of full evaluation of its programs, services and interventions to youth and families. Federal and state agencies are putting increased importance on funding evidence based practices in compliance with Family First Act.
- In partnership with Dr. DiClemente and Dr. Hunter, Choice hopes to pilot a specialized home visiting training and goal setting training for Choice AmeriCorps members and staff.

Applied Learning:

- Continue to co-lead the effort to engage more students (including those least likely to engage) in applied learning experiences under the guise of the Undergraduate Student Success Committee.
- Continue to ensure that the Center's priorities and framework align with UMBC priorities, with a particular focus on strengthening and developing strategies to increase the number of students engaged in applied learning experiences.
- Using a definition and criteria established by the Applied Learning Experience work group (co-led by Center staff), begin to review and revise Applied Learning & Community Engagement programs to ensure the highest quality experiences for all stakeholders.
- Explore funding opportunities for initiatives such as research projects to support Choice and our Applied Learning Experience work group.
- Continue to develop new relationships and partnerships to provide new opportunities for applied learning experiences. Peaceworker Program will continue to collaborate through the Grand Challenges Scholars Program, CWIT, Sondheim Public Affairs Scholars Program, and English Language Institute in support of applied learning.

Organizational Development:

- Consult and collaborate with OIA in building program-specific plans for alumni development for fundraising and program and partnership development.
- Continue to broaden the framework to engage students and staff on matters of equity and inclusiveness through discussion, training, and seminars based on the principles and values of the Truth, Racial Healing & Transformation (TRHT) Campus Center.
- Maximize the opportunities made available with the reorganization of the Applied Learning & Community Engagement programs (including the establishment of two Assistant Director positions and the shifting of the reporting structure within these program areas).

- Deepen Peacemaker collaborations across campus through engagement with MPS program launch, public humanities programming and implementation, and course development in Interdisciplinary Studies and other programs.
- Continue exploring new systems to more effectively manage our budget, contracts, grants, and gifts.
- Continue an internal review of processes, practices, and policies as they relate to all program areas to ensure efficiency, effectiveness, and quality for all stakeholders. Areas have included: van use, background checks, and preparation/orientation, and training for students and staff.
- Explore and implement options to address Choice's staffing challenges within its entry level positions.
- Choice will continue to work with Associated Black Charities for organizational development for their senior leadership team (Vision Team). The goal of these sessions are to align personal and organizational values and improve overall communication. There is also a healing component to address prior conflicts and misunderstandings.

Communications:

- Enhance Center-wide and program-specific public relation approaches – with an emphasis on digital and social communication. Several programs will revise or create Gritstarter pages to raise funds for their projects.
- Continue to partner with our OIA liaison to develop new tools to better communicate the Center's story to our stakeholders.
- Choice will create new marketing materials that better reflect organizational values and promotes a giving campaign and hopes to broaden the volunteer and partnership network.