

**The Shriver Center
Annual Report
FY 2020 & FY2021**

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UMBC
The Shriver Center

FY 2020 & FY 2021 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 and vision statements 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.

Race Equity

In 2017, the Shriver Center received funding from the American Association of Colleges and Universities (AAC&U) to create a Truth, Racial Healing and Transformation Campus Center. Under the leadership of the Shriver Center's Choice Program, the Shriver Center is working to become an anti-racist organization. An essential component of this work has been the development of a [race equity statement](#), finalized in 2020. This statement was created through a deliberative, inclusive process of listening and dialogue. The result of this process is our aspirational principles and ideals as an organization and the people who comprise our community.

Partnership

In 2020, Shriver Center staff and community-based partners created a [living document](#) reflecting our best current thinking about the values, principles, and practices needed to develop and sustain authentic, reciprocal, and mutually beneficial partnerships. This statement is inclusive of our anti-racism and social equity mission and values, extending those commitments and practices beyond our internal organization and into our collaborative community-based work. This document was created both as an aspirational north star, and as a useful reference and tool for ensuring that our partnership decisions and actions align with our values.

FY2020 and FY2021: Years in Review

Shriver Center (Center-wide highlights)

Return on Investment: The value the Center brings to UMBC and our community:

The Shriver Center is a nationally-recognized campus-based organization that, for nearly 30 years, has advanced the mission of UMBC as a leading public university, serving the region, state, and nation and putting into practice the principles and values of a community-engaged institution. **Investment in Shriver Center programs is an investment in student success and the prosperity of our region.** The Shriver Center promotes community-engaged teaching and learning, enhances research and development, and enriches community and civic life on campus, throughout Baltimore, and across Maryland. The [impact of the Center](#) is significant and has been assessed for [students](#), [faculty](#), and the [university](#) - all within the context of community partnerships. A summary of impact can be found [here](#).

Pandemic Response:

Across FY2020 and FY2021, the Shriver Center responded to the multiple pandemics of the COVID-19 virus, racial inequities/structural racism, and economic disparities, with a focus on aligning actions and activities with organizational values and principles.

Accomplishments include:

- Finalized anti-racism statement through an inclusive and iterative process; the statement is on the Shriver Center website, is being operationalized and integrated across programs, and is being shared with others on campus and beyond;
- Continuing to integrate Truth, Racial Healing & Transformation (TRHT) values/principles and operationalize anti-racism statement across all Shriver Center program curricula;
- Continuing to co-lead campus discussions on structural racism and white supremacy;
- Finalized and began sharing and implementing the Shriver Center Partnership Values, Principles, and Practices document; the document is on Shriver Center website and is being operationalized and integrated across programs and shared with others on campus and beyond;
- Hosted focus groups of students, faculty, and community-based partners and surveyed partners to gather feedback and co-create Service-Learning & Community Engagement (SLCE) experiences to meet community and student needs; resulted in new partnerships, wider reach to different types of students, and more focus on capacity building activities;
- Co-created community-building experiences with students to ensure sense of belonging and substantive engagement (for students in Peacemaker Program, SLCE, Public Service Scholars);
- Peacemaker and Community Leadership programs implemented safe face-to-face class meetings in outdoor settings. Since Summer 2020, these “seminar in the park” sessions have provided carefully managed opportunities for student cohort development, social connection, and valuable place-based learning opportunities. For our Peacemaker Fellows in 10 different graduate programs, our practica have provided direct human and community connections to their graduate school experience. In many cases, we have been their single source of in-person experiences and relationships during their time in Baltimore. We did this successfully with a safety-first approach, and have had 100% retention of Fellows during this time.

- In the Spring of 2021, the Peacemaker Program accepted eleven new Fellows out of approximately 70 applicants, forming our largest cohort of Shriver Peacemaker Fellows since the founding of the program in 1994.
- Turned postponement of Public Service Scholars program into successful pilot of fall 2020 and spring 2021 programming with new elements (e.g., LinkedIn articles, digital stories, cross-sector learning);
- Choice moved quickly to fully remote services for young people without losing integrity of services (e.g., ensured technology access; provided virtual engagement; distributed essential supplies to families; continued Youth In Action and ArtRising);
- Partnered with the Provost's Office (Director, Innovations in Transfer Research and Practice) on 2020 and 2021 summer session Public History and Public Science collaborations with Howard Community College;
- Partnered with the Dean of CAHSS on a SP2021 Charlesmead Foundation-funded international project focused on art/digital storytelling as resistance to oppression (focused on COVID as oppressor);
- Partnered with Campus Compact Mid-Atlantic on FA2020 and SP2021 webinar series in collaboration with Middle States Commission on Higher Education (MSCHE) (focused on the intersection of community/civic engagement and MSCHE standards and student learning);
- Partnered with the Faculty Development Center to host FA2020 workshops on integration of Affective Functional Competencies into curricula, research, and community-based activity;
- Because of our unique needs and work of Shriver Center staff/programs, prompted the university to provide SU/FA 2020 guidance on how to navigate off-campus programs and activities to maintain integrity of community engagement and commitments to community members and our sponsors (i.e., some of our requests did not fit neatly into existing processes so they needed to be considered on an ad hoc basis).

Lessons Learned include:

- Through various strategies, maintained communication with stakeholders, especially undergraduate and graduate students and other young people, to sustain a sense of belonging and community. Examples include:
 - Remained available via email and text
 - Used technology like Kahoot, Collaborate, Blackboard for social and academic connection and other communication
 - Maintained regularly scheduled meetings
 - Developed and led “seminar in the park” sessions providing carefully managed face-to-face opportunities for student cohort development, social connection, and valuable place-based learning opportunities.
 - Peacemaker Program turned the program’s annual Progressive Dinner into a virtual international event. In a creative response to COVID limitations, the program hosted a virtual event focused on non-local alumni who joined a WebEx space to give house tours and updates from their home locations. Alums from across the country as well as around the globe (Indonesia, Thailand, South Africa, and Ecuador) participated.

- Navigated the complexities and gray areas related to university approval processes through on-going communication, collaboration, and leveraging relationships (e.g., with HR for RTOCW, Events, ALEET, academic/course review):
 - Choice offices are community-based office spaces, some under the guise of UMBC, some shared with DJS, and some shared with community partners. Needed to balance UMBC guidance with those of partners and seek additional guidance beyond that which was already established by the university for on-campus efforts.
 - Choice events: Jam & Slam
 - Jam and Slam was a one-time community-based/off-campus event but involved both UMBC staff and community members;
 - with the in-person event approval process designed for on-campus events and the RTOCW designed for staff returning to continuous on-campus work, neither process quite fit for this event;
 - going through an alternate process allowed us to lay out our justifications and explain the context of the event and our protocols to ensure safety of all participants
 - After Jam and Slam, Choice received permission to offer a discrete series of on-site training in ServSafe certification at a community partner's outdoor classroom in Central West Baltimore.
 - Choice/Shriver learned how to navigate the RTOCW process during Jam and Slam application in order to anticipate, identify, and implement safe Covid protocols.
 - Peaceworker Fellows (PW) hybrid community-based placements
 - 6 PWs worked with community partners who were requesting PWs to be in-person for some portion of their 20 hours/week
 - The RTOCW forms did not easily allow for an opportunity to get guidance or feedback before submission and the form's questions do not seem to recognize or accommodate off-campus work requests
 - Sought guidance beyond the existing information and were able to get approval for PWs while maintaining safety of all participants and serve as a model for others at Shriver and around campus
 - Because the existing processes were originally set up for on-campus activities, the forms did not account for off-campus requests (like the examples described above). We were able to suggest changes to existing processes and to work with different groups to share our unique circumstances. Examples of suggested changes include:
 - Providing additional guidance on controls/protocols for off-campus and/or activities occurring at non-UMBC facilities
 - If a request is denied, providing an opportunity to explain and provide additional context. This option could be difficult if the turnaround time on decisions is limited.
- In SU2020, used focus groups, surveys, and continuous feedback from all key stakeholders to inform and frame our Center-wide transition to fully virtual/remote programming for FA2020. Participating partners included:

- Community-based/external partners: Lakeland Elementary/Middle School, Retriever Essentials, Esperanza Center, Legal Services Mid Shore, Soccer Without Borders, Governor's Office, Reading Partners, DJS, Md Dept of Human Resources, Great Kids Farm
- Academic-related departments: Provost's Office, COEIT Dean's office, Global Studies, Honors College, Sondheim Scholars Program, ENGL, Ctr for Democracy/Civic Life, LLC, FDC/FYS, MLLI, BIOL, IS
- Student groups: SLCE coordinators, SLLC leaders, Peaceworkers, alumni, student org leader
- Embraced unanticipated outcomes of fully virtual/remote programming across programs which included:
 - No transportation barriers to get to sites;
 - Geographic flexibility for students;
 - Expanded options for partners (e.g., capacity building);
 - Expanded options for students with asynchronous options;
 - Engaged different/new partners and students;
 - Overall great accessibility to experiences for students
 - Use of technology as we had not done before but will continue with moving forward.

Fundraising:

- UMBC Giving Day (SP2020): Shriver Center raised \$7,895 from 55 donors (included funding directly to Choice from 20 donors)
- Shriver Center Alumni and Partner Appreciation Night at the UMBC Events Center - February 2020
- Partnered with Career Center on Intern & Service Fund in 2020 and 2021: 10 recipients who participated in unpaid, virtual internships and service opportunities, received awards in SU2020 and two participants in SU21; SLCE partners included: Baltimore Underground Science Space (BUGSS), Project SAFER; Retriever Essentials, and Washington Pediatric Hospital.

Faculty/Staff Collaboration:

- Partnership with Sarah Jewett, Director, Innovations in Transfer Research and Practice, Transfer Equity Initiative, Office of the Provost, HIST and GES faculty, and Howard Community College on Public History and Public Science summer programs (SU2020 and SU2021); PRAC096 as resource for tracking, reflection, and connection to UMBC;
- Presentations at 2019 Provost's Teaching & Learning Symposium (FA19):
 - High impact Practices
 - Assessing and Integrating Curricular & Co-Curricular Student Learning
- Hosted Campus Compact Mid-Atlantic Service-Learning Faculty Workshop led by Dr. Barbara Jacoby
- Led three Faculty Development Center (FDC) Affective Functional Competency workshops:
 - FA2019 "Promoting and Assessing Affective Learning: How can we help students develop empathy and resilience? (~30 faculty/staff attendees)
 - SU2020 ("Crafting Affective Outcomes: How can you help students integrate affective learning?") (48 faculty/staff attendees)

- FA2020: “Cultivating Students’ Affective Learning: Perspective Taking and Social Responsibility” (49 faculty/staff attendees);
- Provided information session as part of COEIT/CNMS Career Bootcamp: January 2020 and January 2021 - presented to groups of faculty from COEIT and CNMS preparing for NSF CAREER Awards and other grants (sponsored by Deans offices) on models and best practices for outreach/community engaged activity, and Shriver Center as a resource/partner; FY2020 - 12 attendees (2 collaborated with Shriver in FY21)
- Letters of support for/supported grant proposals FY2020 and FY2021 include:
 - Foad Hamidi (IS)
 - Matt Baker (GES)
 - Sarah Jewett (Provost’s Office)
 - Naghmeh Karimi (CSEE)
 - Jianwu Wang (IS)
 - Nirmalya Roy (IS)
 - Osman Gani (IS)
 - Vandana Janeja (IS)
 - Anita Komlodi (IS)
 - Erin Lavik (CBEE)
 - Hamed Pirsivash (CSEE)
- Presentation to CAHSS Associate Deans on ALE/AFC and relevance to research, teaching, and student success (December 2019);
- Social Science Pop-ups (Center for Social Science Scholarship) - FA19: “Writing a compelling Broader Impacts section of an NSF proposal - consultation with faculty on how to be intentional about the reciprocal and mutually beneficial aspects of community-engaged work (included Fernando Tomas - Public Policy; Pamela Bennett - Public Policy)
- Individual faculty collaborations include:
 - Foad Hamidi (IS) for course integration of AFCs (FA19);
 - Steve Bradley (VA) ART400: Teaching Artists - PRAC notation (course funded by Charlesmead Fund (SP2020 - not sure it happened) and consultation on reflection component/SLOs;
 - Steve Freeland/Carrie Sauter (INDS) - consultation on reflection component (FA19);
 - Animikh Biswas (MATH) - consultation about Shriver resources (FA19);
 - Felipe Filomeno (GLBL/POLI) - integration of PRAC into Global Citizenship course.
- Presentation to COEIT graduate students as a component of a professional development seminar, with focus on community partnerships and integration of community-based activity into research (FA19).
- Consultation with new faculty at FDC New Faculty Welcome (SU19)

Engaged Scholarship:

- Shriver Center Director, Michele Wolff, served as PI and partnered with CAHSS Dean, CAHSS interns, and a Peacemaker on Charlesmead Foundation award in support of Kultur Stories - international cultural exchange program virtually connecting our future leaders (young people around the globe) to encourage digital storytelling techniques and build awareness of human rights through creative expression (SP2021);

- Shriver Center Director, Michele Wolff, presented as part of CCMA/MSCHE partnership - Guided Conversations: MSCHE Accreditation Standards and Community and Civic Engagement (February 2021): “Community and Civic Engagement Initiatives through the Lens of Standards III, IV, and V. Presented with MSCHE VP, former VP at Gettysburg College, and Dean at CCBC. Focused on Standard III - rigorous and consistent educational experience for students; Standard IV - support student experience as measured by student retention and success; Standard V - institutional assessment of educational effectiveness (FA2020 and SP2021);
- Choice Director, Eric Ford, and Shriver Center Assistant Director for Applied Learning & Community Engagement, Hannah Schmitz, presented at AAC&U annual conference: “How Student Development is Enhanced through Truth, Racial Healing & Transformation: Perspectives from TRHT Campus Centers” (January 2020).
- Peaceworker Program Director, Dr. Joby Taylor, continued serving in the following faculty capacities: Language Literacy & Culture Ph.D. Program, Affiliate Faculty; University of Maryland Graduate Faculty, Regular Member; Community Leadership Programs, Instructor and Faculty Advisory Committee; Public Humanities, Faculty Advisory Committee; Global Studies, Advisory Board; Peace Corps Prep, University Liaison; Baltimore Entrepreneurship and Leadership Network (BELN), Member.
- Peaceworker Program Associate Director, Charlotte Keniston is currently co-authoring a book chapter with other UMBC colleagues on collective storytelling efforts and co-editing a digital collection for the forthcoming *Story Work for a Just Future (2022)*.
- Center Director, Michele Wolff, Assistant Director of Applied Learning & Community Engagement, Hannah Schmitz, Associate Director of Peaceworker Program, Charlotte Keniston, a graduate student and a community-based partner/Peaceworker alumnus presented at annual IARSLCE conference: “Exploring the Efficacy of Virtual Reality as a Preparation Tool for SLCE that Literally and Metaphorically Cross Borders” (November 2019);
- Presentations at Campus Compact Mid-Atlantic Annual SLCE conference at UMCP - November 2019
 - SLLC peer mentors: “Student Leadership Puts Passion to Action within a Living Learning Community (and Beyond)”
 - CCMA AC VISTA Retriever Essentials Coordinator: “The Struggle for Success: Food Insecurity among College Students”;
- Corporation for National & Community Service (CNCS) Office of Research & Evaluation 2019 Research Summit (FA19) presentations:
 - “Student Leadership as a Sustainable Community Engagement Practice” (included Shriver staff - Associate Director of Applied Learning & Community Engagement, Lori Hardesty, Assistant Director of Applied Learning & Community Engagement, Eloise Grose, and student leaders;
 - “360° Impact: Deepening Indirect Civic Engagement through Campus-Community Partnerships and Innovative 360° Video Technology” (included Shriver staff, Assistant Director of Applied Learning & Community Engagement, Hannah Schmitz and a graduate student);
- Shriver Center Director, Michele Wolff, and Assistant Director of Applied Learning & Community Engagement, Hannah Schmitz, co-authored articles (e.g., IEEE) on use of VR in

training graduate students for CE in partnership with Dr. Anita Komlodi and two IS graduate students.

Other Campus and Community-based Collaboration:

- Shriver Center program information sharing: Career Center's Applied Learning Showcase - Learn by Doing (SU19) - audience: UMBC students
- Presentation of SLCE initiatives: Arbutus Middle School - audience - school teachers and administrators
- Colleagues from across the UMBC campus, community partners, and Peaceworker Program alumni located all around the world joined to welcome the new Peaceworker fellows and hear opening remarks from Director of the Peace Corps, Jody Olsen (SU2020)
- Kasey Venn served on the Women's Center Advisory Board
- Eloise Grose served as a Soccer Without Borders Baltimore board member
- Hannah Schmitz served as a Groundwork Kitchen Advisory Board member, Chair of Outcomes committee
- Hannah Schmitz served as a peer reviewer for the Governor's Office of Service & Volunteerism 2019 & 2020 Maryland AmeriCorps Grants
- Shriver Center spearheaded an event in November 2019 serving an upscale dinner, with dancing and door prizes to nearly 200 veterans who are unhoused and/or housing insecure in partnership with UMBC transit, Tabrizi's Event Venue, and several regional nonprofit organizations. Volunteers for the event
- Shriver Center, in July 2019, spearheaded a week of upscale lunches to nearly 600 adults and 25 children who are unhoused and/or housing insecure in partnership with UMBC transit, Tabrizi's Event Venue, and several regional nonprofit organizations. Attendees each left with a backpack stuffed with full-size personal hygiene products, many which were donated by UMBC community members.
- January 2021 - Choice Deputy Director Kelly Quinn was appointed to the board of South Baltimore Gateway Partnership.

National, Regional, and Local Recognition:

- August 2019 - Choice Director, Eric Ford, was reappointed by Governor Hogan to the Juvenile Grant Planning and Review Council in recognition of his dedication to public service;
- October 2019 - Choice Director, Eric Ford, was appointed by Governor Hogan to the Juvenile Justice Reform Council in recognition of his dedication to public service;
- November 2019 - Service-Learning & Community Engagement (SLCE) team received Campus Compact Mid-Atlantic's Civic Engagement Award recognizing and honoring work, participation, and innovative ideas that contribute to the development of civic learning and engagement;
- January 2020 - UMBC receipt of Carnegie Foundation for the Advancement of Teaching's Community Engagement classification. Shriver Center served as co-lead on self study and application submission; Center Director, Michele Wolff, presented to President's Council February 2020;
- November 2020 - UMBC received Campus Compact Mid-Atlantic's Engaged Campus award. The Shriver Center was highlighted in the Provost's video as "a key organizer and change maker in the development of the university's community-engaged work";

- December 2020 - the Center received an unsolicited gift - the Betty C. Baker Endowment Award of \$50,000 in memory of Ms. Baker - someone who supported the values/principles represented by the Center and as a returned Peace Corps volunteer.
- January 2021- Choice Deputy Director Kelly Quinn received a special commendation from Citizens' Policing Project in recognition of service to residents of Central West Baltimore during the pandemic.
- Mark Shriver, Chief Strategy Officer at Save the Children (and founder of The Choice Program) joined the Peacemaker Program practicum.

Shriver Center Programs/Units (Highlights for FY2020 & FY2021)

Service-Learning & Community Engagement (SLCE):

SLCE in the times of COVID:

FY2020/21 were unique to every department and organization and Service-Learning & Community Engagement (SLCE) was no exception. In addition to the challenges the rest of the world, community, and campus faced in adapting to the pandemic, the SLCE team faced the challenge of integrating UMBC campus policies and practices with those of approximately 60 partners in the community. In March 2020, because of the off-campus, direct service (face-to-face) nature of the SLCE 096 Practicum, it was very challenging to shift to online as other courses were able to do. Shriver Center staff site liaisons worked individually with partners to identify how to best move forward.

In Summer 2020, SLCE staff collaborated with the broader Shriver Center to develop focus groups and surveys to reach partners, students, faculty, and staff and understand their capabilities for fall 2020. The SLCE team provided several methods of engagement: in-person, virtual (both synchronous and asynchronous), and capacity building/project-based.

In fall 2020, the majority of UMBC students resided off campus and participated remotely in their courses, with the exception of a handful of hybrid courses. This presented new challenges to SLCE to on-board students for virtual sites, maneuver technical logistics, and a significant decrease in hours served. Remarkably, staff facilitated **337 service placements**.

In spring 2021, lessons learned from March 2020 - December 2020 helped enhance staff knowledge and new practices that will remain with the SLCE program beyond the pandemic. SLCE Staff facilitated **313 placements**.

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

Positive Change: In FY2020-2021, the Shriver Center led 1,594 student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with 30+ 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 Outputs - Students' Contributions to the Community:

FY 2020: **865 Placements** for 25,950 hours with community-based and on-campus partners worth \$740,613 in non-compensated work*.

FY 2021: **729 Placements** for 21,870 hours with community-based and on-campus partners worth \$624,170 in non-compensated work*.

*Using \$28.65/hour as the value of a volunteer 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)

SLCE Staff and Community Organizations Develop New Partnerships to Reflect Community Identified Needs:

In Fall 2019 The Shriver center staff continued to add new partnerships based on community need and student interest. These partnerships included a connection with Baltimore County 4H to run a Robotics Club at Lansdowne PAL Center, a revitalized connection with Great Kids Farm and a new partnership with The Children’s Home in Catonsville which included reflection and training run in partnership with our Truth, Racial Healing, and Transformation (TRHT) Campus Center. Discussions from meetings with community college partners also demonstrated a need for more flexible project-based and online Service-Learning & Community Engagement Programs.

In March 2020, the need for online engagement became a necessity and SLCE staff worked to connect with campus and community partners to create new systems to continue to promote community engagement, despite the inability for most to physically be in the community. Through focus groups and surveys with campus and community partners during the summer 2020, SLCE staff was able to convert the majority of its in-person programming to virtual programming for fall 2020.

Due to the COVID-19 the majority of SLCE opportunities were virtual in FY2020/21. This created space for new partnerships with schools and community organizations and the opportunity to rethink how we worked with current partnerships. Some new partnerships included; Art with a Heart, Baltimore Green Space, Building STEPS, Virtual Tutoring at Morrell Park Elementary Middle, research and social media opportunities with Baltimore Underground Science Symposium (BUGSS) and STEMCX, a virtual after school homework help program in Baltimore City. Additionally, partnerships with Relay Elementary expanded to include creating curriculum and social emotional workshops for over burdened teachers. Creative Coders, a coding-focused mentoring program traditionally held at Arbutus Middle School, found a temporary online partnership with Baltimore County 4H partner, General John Stricker Middle School. This temporary partnership was leveraged into a Maryland State Department of Education Grant proposal to expand the program into three Baltimore County Schools. This grant was awarded to the program in summer 2021 for \$14,500.

Rubric Creation for Affective Functional Competencies (AFCs) and Student Learning Outcomes (SLOs):

At the beginning of 2020, SLCE staff began to work with Dr.

Jennifer Harrison from the Faculty Development Center to create a rubric to measure students' growth and mastery of 096 Practicum learning outcomes. Each semester, students complete an end of semester assessment on UMBworks rating their personal and academic growth. In an effort to be able to measure, compare, and quantify growth mastery of outcomes, we began the process to create a rubric to operationalize outcomes and provide structure and clarify expectations of reflections. One of the primary focuses when creating the rubric was to include student input to ensure it could serve as a guide with clear expectations. Based on feedback from 096 Prac students and Service-Learning interns, SLCE staff created a version of the rubric with three overarching categories that included course outcomes and mapped out with Dr. Harrison which outcomes aligned with specific AFCs (Global Citizenship, Internal Reflection, Personal Growth) and also we included a professionalism category. An image of course crosswalk appears below. This tool will be used moving forward to collect data on the impact of SLCE experiences on students' growth and development.

Proposed 096 Practicum SLOs	Rubric Criteria	PRAC OUTCOME		
		Aligned Institutional Level Functional Competency (FCs)	AFC's	
<ul style="list-style-type: none"> Demonstrate awareness of community assets and needs Demonstrate sense of social responsibility 	1. Global Citizenship: a) Demonstrate awareness of community assets and needs b) Demonstrate a sense of social responsibility c) Exhibit intercultural awareness and perspective-taking	1, 2, 6	1, 3, 5	2, 4, 5, 6, 7, 8, 9, 10
<ul style="list-style-type: none"> Demonstrate critical self-reflection and learning from experience Demonstrate self-confidence and self-awareness Develop leadership skills Exhibit Intercultural Awareness and Perspective taking 	2. Internal reflection: a) Demonstrate critical self-reflection and learning from experience b) Enhance clarity of educational and career goals	3, 8	3	1, 2, 5, 9
<ul style="list-style-type: none"> Strengthen interpersonal communication and collaboration Enhance clarity of Educational and Career Goals 	3. Personal Growth: a) Demonstrate self-confidence and self-awareness b) Develop leadership skills c) Strengthen interpersonal communication and collaboration	4, 5, 7	1, 3	1, 3, 4, 6, 7, 9, 10

Retriever Essentials: FY2020, Retriever Essentials was led by CCMA AmeriCorps VISTA Fariha Khalid, and supervised by Eloise Grose. During this year of service, the CCMA AmeriCorps VISTA was able to focus on big-picture aspects of Retriever Essentials, such as capacity and sustainability building, and beyond project coordination of activities such as holding pantry hours, overseeing the volunteer activities, and doing data entry. Many components of Retriever Essentials became automated, virtual, and customizable. The VISTA recruited and supervised two Public Health interns who served for 400 hours combined, and through their work, many direct-services and some administrative duties previously tasked to the VISTA, were able to be delegated. Data on fiscal year outcomes are included in the chart below:

Number of community volunteers recruited or managed	Number of Volunteer Hours	Dollar value of cash resources leveraged	In-kind resources leveraged	Number of individuals served/ Number of food bags delivered and Number of students who received meal card	Number of individuals who report increased food security

81	814	\$15,388.70	\$20,115.18	510	39
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Presentations and Conferences

- **2019 Corporation for National & Community Service (CNCS) Research Summit, Washington, D.C. (September 2019)** SLCE Staff Eloise Grose and Lori Hardesty, UMBC Alum Morgan Zepp, and student Princess Njemanze presented a workshop. This workshop explored ways in which SLCE staff utilize student leaders to build capacity and ensure all students at UMBC have the opportunity to engage in service-learning and community engagement, to include Past AmeriCorps/VISTA projects have informed staff that student leadership is a sustainable practice. Several reflection and assessment strategies/platforms were presented to inform student success and identify opportunities for growth
(<https://docs.google.com/document/d/1UM90nVR2g7mVCVYic4-Ka6rzmTcQLpKYrQQWidxQw1Y/edit?usp=sharing>)
- **2019 Campus Compact Mid-Atlantic Service-Learning & Civic Engagement Conference (SLCE): Passion to Action, University of Maryland, College Park, November 2019** *Student Leadership Puts Passion to Action Within a Living Learning Community (and Beyond) Presented by Shriver LLC Peer Mentors Fehintola Elizabeth Bright-Awonuga, Thomas Southerland, Maia Parker, and Rees Draminski.* This workshop exemplifies how student leaders put their **passion to action** and build community, understand differences, and identify solutions to overcome barriers. This interactive session will create an environment for participants to develop a learning community, exchange knowledge about leadership development, and how to apply it in their respective organizations/campuses
(https://docs.google.com/document/d/1MioDi72Ob_MbkAuRla8bajMMP-z2L1EzU4vHwCQNMwc/edit?usp=sharing)
- **2020 Campus Compact Mid-Atlantic Service-Learning & Civic Engagement Conference (SLCE): Justice, Equity, Diversity, Inclusion and Building Democracy. Virtual, April 2021** *Virtual Service-Learning at UMBC Presented by Shriver Service-learners Princess Sara Njemanze and Ayra Hussain. SLCE Staff member Emily Passera served on the Conference planning committee.*

Strengths and Challenges in FY2020/21

Strengths

- COVID-19 has created space to implement new systems in tech and organizational structure
- Programs have become more accessible with Virtual, hybrid, capacity building and in-person options available.
- New and innovative partnerships have been created based on new community needs
- Transportation, which has been a barrier to working with certain service opportunities, was not a barrier in virtual settings making certain opportunities more accessible.
- Flexible work schedules for SLCE staff created opportunities for work/life balance

Challenges:

- A long time SLCE staff member retired in January 2020

- Hiring and onboarding of a new staff member was delayed due to campus-wide hiring “pause” in March 2020; she did not begin with the team until three months later in June 2020.
- Numerous partnerships including; College Gardens, The Children’s Home, RICA and BARCS were placed on hold due to inability to adapt to virtual parameters and organizational capacity
- Flexible/work from home schedules created challenges with work/life balance
- Role of Student Interns and Coordinators in virtual/hybrid settings were difficult to manage
- It was difficult to create a sense of community in a virtual environment
- It was an unusual time for the Shriver LLC, considering that normally to participate, students had to live on 2nd West in Erickson. In FY2020, the physical footprint of the LLC expanded into 2nd -North to allow each member to have their own room, resulting in two students/suite. LLCs were prioritized, and therefore allowed to go beyond the typical 29-student membership, resulting in 30 members. However, the majority of these students were virtual. Some students struggled with mental health and unstable home environments. In a remote setting, it was extremely challenging to make direct connections with them to support them.

Strengths of Adopting New Technology

As COVID 19 kept staff, students, and partners apart, new technologies were utilized to build connections and improve efficiencies. The newest update of the learning management system Blackboard Ultra transformed how we organized assignment submission and grading. For large and small group meetings, staff utilized WebEx by Cisco, finding joy when breakout room functionality was introduced in October 2020. To record introduction and overview videos to share information asynchronously, staff utilized the recording software Panopto. Many of the SLCE staff’s video projects for inward and outward facing audiences needed a professional polish, so the team utilized WeVideo and iMovie.

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.

- The FY2020 School Visit subcommittee included Lori Hardesty (The Shriver Center), Corey Carter (Sherman STEM Teacher Scholars Program), Jodi Kelber-Keye (Honors College), Melissa Bailey (Sherman Center for Early Learning in Urban Communities), Kimberly Feldmann (Education), and Lisa Romeo (Undergraduate Admissions and Orientation).
- In October 2019, the committee hosted a visit from three schools: Lakeland EMS, Maree G. Farring ES, and Bay Brook EMS, with approximately 160 students, teachers and chaperons.
- The committee was set to host a group in late March 2020, when the pandemic shut everything down.
- There were no activities in FY21.
- The Google group for information sharing: umbcp14@googlegroups.com continues to serve as an efficient communication strategy across members.

Shriver Center Continues to Support Campus-based Service-Learning

Opportunities: In FY2020/21, 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 virtual on-campus experiences included, the Choice Program's College Night, tutoring youth from Cristo Rey Jesuit High School's Corporate Internship Program, Volunteer Income Tax Assistance (VITA) Program, and Retriever Essentials (In-Person). The majority of these experiences are peer-to-peer/peer mentoring programs. In SU2020/21, 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, SGA Leaders, Discovery Scholars Living Learning Community, The Shriver Living Learning Community Peer Mentors, The Chemistry Tutorial Center, and IHU Peer Facilitators.

France-Merrick Scholarship Program: In FY2020, Scholars and Fellows received \$47,500 for scholarships; in FY21 it was \$41,476. 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 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. FY2020 was the sixth 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.

- ❑ 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.

Leveraging UMBC's Living Learning Communities for Early Selection and

Notification: FY2020/21 closed out the fourth year that the Shriver LLC participated in UMBC's 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.

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 FY2020, **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 represented 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.

In fall 2019, Student Coordinators worked in a similar fashion described above and were on target to have similar numbers in FY2020. The COVID-19 Pandemic altered the role of Student Coordinators and the need for some Student Coordinators at certain sites. Often, the most significant roles changed from driving a group of students in a 12-passenger van to a physical location, to virtually coordinating 10-12 students to serve at different times in an online setting. This created a need for SLCE staff to focus more on each individual site and coordinator than on working with Student Coordinators in bi-weekly meetings. Student Coordinators continued to work to create a sense of community with Prac 096 students in goal setting and reflection settings.

Shriver Peaceworker Fellows Program:

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

FY 2020: Between July 2019 and June 2020, the program received approximately \$310,000

in support of its Fellowships from community partnership contributions and private foundations. This funding included ongoing support from the Macht Foundation, Audubon, Baltimore City Public Schools, multiple Baltimore City Government Agencies, TransAmerica, Northrop Grumman, Charlesmead Foundation, Refugee Youth Project, and others. Peacemaker Alumni contributions exceeded \$2,000.

FY2021: Between July 2020 and June 2021, the program received approximately \$281,000 in support of its Fellowships from community partnership contributions and private foundations. This funding included ongoing support from the Macht Foundation, Audubon, Baltimore City Public School System, multiple Baltimore City government agencies, TransAmerica, Northrop Grumman, Charlesmead Foundation, and others. Peacemaker Alumni contributions exceeded \$4,000.

Shriver Peacemaker Program's Fellows and Graduates Continue as Change Agents Locally, Regionally, and Internationally: In FY2020 and FY2021 Shriver Peacemaker Fellows studied in diverse graduate degree programs including INCC, TESOL, Public Policy, Economic Policy Analysis, Community Leadership, 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, Soccer Without Borders, The Center for Women in Technology, Lakeland STEAM Center, Patterson Park Audubon Center, The Charlesmead initiative for Arts Education, and City government offices. They also served in key positions with our UMBC campus partners in the ELI and Grand Challenges programs. Peacemakers participated in a robust ethical reflection and leadership development curriculum that included practicum seminars in both Spring and Fall semesters and twice annual retreats adapted to the challenges of COVID-19. 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. We were able to seek hybrid designation for all of our practicum courses allowing us to engage in both robust online conversations and sessions and safe outdoor experiences that brought us closer to the communities we work and live in. Some highlights of this year's fellowship programming included multiple place-based tours in Baltimore, a group service project in with Patterson Park Audubon, critical self-reflection exercises including Life Map and This I Believe presentations, the creation of Digital Stories- both as a start to the program and newly as a capstone project to the program, participation in a facilitation skills workshop, and much more. The program is committed to facilitating the experiences, conversations, and learning needed for social change leadership in complex and diverse settings.

Six Peacemakers completed the program in May 2021, bringing the total number of graduates from the program since 1994 to 190. The Peacemaker academic graduation rate remains well over 90%. This year's graduates earned degrees in Social Work, Public Policy, Intercultural Communication, Information Systems, Sociology, and Geography and Environmental Systems. They are transitioning into careers of public service from international to local levels. This year's graduating fellows are working in hospital based social work, DEI, Federal disaster management, and city planning. In the Spring of 2021, the program accepted eleven new Fellows out of approximately 70 applicants, forming our largest ever cohort of Shriver Peacemaker Fellows who began the program in July 2021. This will be the 28th cohort of Shriver Peacemaker Fellows.

Programming and Special Guests/Events: The Peaceworker program kicked off its FY21 program year with an online event welcoming our 6 new fellows. Colleagues from across the UMBC campus, community partners, and alumni located all around the world joined to welcome the new fellows and hear opening remarks from Director of the Peace Corps, Jody Olsen.

Peaceworker pivoted back from fully remote to hybrid classes and events as soon as possible in Summer 2020 and has continued this mixture of in person and synchronous remote meetings through the current Fall 2021 semester. We proposed, vetted, and approved a safe F2F structure for outdoor “Prac in the Park” seminars, allowing us to safely retain our high priority commitments to cohort and community building as well as community and place-based learning. We’ve been very proud of how we’ve balanced safety and high engagement through careful planning, preparation, and facilitation. Peaceworkers regularly meet in parks and neighborhoods in and around Baltimore (masked, distanced, and symptom free) for about 30% of our sessions (e.g., 5 of 15 weeks in semester). This on-location and in-person time complemented our remaining class sessions which were run through synchronous video format. The personal connections built during F2F meetings carried over, and we experienced full and interactive video participation in real time throughout the year. For our Peaceworker Fellows in 10 different graduate programs, our Prac have provided direct human and community connections to their graduate school experience. In many cases, we have been their single source of in-person experiences and relationships during their time in Baltimore. We did this successfully with a safety-first approach, and have had 100% retention of Fellows during this time.

Peaceworker turned the program’s annual Progressive Dinner into a virtual international event. For 20 years Peaceworker has held an annual social and networking event featuring three evening stops at local Baltimore area Alumni homes. Traditionally, at each stop our hosting Alum preps a course (apps, dinner, or dessert), provides some history and context about their home community, and makes some introductions across cohort years and career pathways. This year, in a creative response to covid limitations, Peaceworker hosted a virtual event focused on non-local Alumni who chimed in to our WebEx space to give house tours and updates from their home locations. Alums from across the country (New England, Midwest, West Coast, and South represented) as well as around the globe (Indonesia, Thailand, South Africa, and Ecuador).

Peaceworker PRACs and regular events included visits to many local sites and communities and special visits with a number of regional community leaders including:

- Mark Shriver, Save the Children (and founder of Choice Program)
- Ed and Jo Orser (Ed is author of Blockbusting in Baltimore, and Jo is President of Friends of Gwynns Falls / Leakin Park)
- Jennifer Robinson, Executive Director of Friends of Patterson Park
- Ashley Minner, of National Museum of the American Indian
- Lee Jordan, Black Yield Institute
- Dani DePietro, Maryland District 46 (Del. Brook Lierman Office)

Peace Corps Prep Recognizes Fifth Graduating Cohort: In FY21, The Shriver Center and Shriver Peaceworker Program continued its Peace Corps Prep program for undergraduate students. UMBC’s

Peace Corps Prep program graduated its fifth cohort, this year with just one graduate, despite the global withdrawal of Peace Corps volunteers. The graduate plans to work for a year and then apply to Peace Corps once the program is reopened. The recent graduate's work and experiences related to Peace Corps Prep were captured in an online portfolio demonstrating their knowledge, skills, and attitudinal growth. Two additional students participated in the Peace Corps Prep orientation in Spring 2021.

Peaceworker Leadership Supports Engaged Scholarship: In FY2020 and FY2021 Peaceworker Program Director, Dr. Joby Taylor continued serving in the following faculty capacities:

- Language Literacy & Culture Ph.D. Program, Affiliate Faculty
- University of Maryland Graduate Faculty, Regular Member
- Community Leadership Programs, Instructor and Faculty Advisory Committee
- Public Humanities, Faculty Advisory Committee
- Global Studies, Advisory Board
- Peace Corps Prep, University Liaison
- Graduate Program Directors Group, Member
- Baltimore Entrepreneurship and Leadership Network (BELN), Member

In addition to these ongoing roles, during this time Dr. Taylor advised capstone, thesis, and dissertation research projects with students in INDS (Undergraduate), INCC (Masters), ISD (Masters), CLDR (Masters), and LLC (Ph.D.) programs. He developed curriculum and instructed multiple core courses within the Community Leadership Program (CLDR) and also led the development and implementation of a new series of 1-credit skill-based courses for the program. Dr. Taylor continues to develop and lead numerous place-based pedagogical experiences, leading diverse UMBC program groups on outings exploring layered cultural histories underpinning current social change dynamics and discourse. He is a regularly called upon resource across UMBC campus for other scholarship areas including researcher reflexivity and positionality, community-engaged learning and scholarship, partnership development, public scholarship, conceptual metaphors and applied linguistics, service learning, and more. He has been one of the early faculty members making regular and strategic use of UMBC's Lion Brothers classroom in Baltimore City, leading core course instruction, staff meetings, and numerous neighborhood tours and outreach during these two years. During this period he participated in Shriver Center's Truth Racial Healing and Transformation work, integrating TRHT values and practices into Peaceworker and CLDR programs and collaborating on Shriver Centers Anti-Racism Statement. He also led a year-long process culminating in the Shriver Center's statement on Community Partnership Values, Principles and Practices. In close collaboration with both Peaceworker and CLDR leadership teams, he is working to develop and integrate innovative program structures including: Vision, Mission, Values statements; Curriculum Maps, KSA Learning Goals (i.e., knowledge, skills, and affective learning); Digital Portfolio assessment tools; and new engaged scholarship products emerging from close mutual community collaborations.

In FY21, 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. Charlotte continued her Ph.D. program at UMBC in Language, Literacy, and Culture, completing her coursework and embarking upon the comprehensive exams. She is researching the use of storytelling in social change movements in community based settings. She participated in the IARSLCE and Imagining America Conferences, as a presenter at both, furthering the Center's engagement with strategic national organizations. She is currently co-authoring a book chapter with other UMBC

colleagues on collective storytelling efforts and co-editing a digital collection for the forthcoming *Story Work for a Just Future* (2022).

Charlotte participates as a key member of the UMBC Digital Storytelling working group, guiding a two-day digital storytelling workshop for UMBC staff, faculty, and students and members of the Dresher Center's Inclusion Imperative (faculty from HBCUs). Charlotte co-led a digital storytelling workshop for community partners of The Shriver Center during the Spring of 2021; the workshop was a result of conversations with Shriver Center staff who identified video production as a need community partners had expressed that could be met despite the limitations of the COVID-19 pandemic. During the summers of 2020 and 2022 Charlotte led groups of Public Science and Public History students in utilizing Digital Storytelling to reflect on their experiences in their field. Stories from the workshops mentioned can be viewed on the [UMBC digital storytelling website](#).

Charlotte is collaboratively leading a listening tour, The Public Stories Lab, funded by the Jodi Crandall fellowship and the BreakingGround Fund at UMBC, which is intended to explore the possibility of expanding and institutionalizing engaged storytelling work happening at UMBC.

In June of 2021, Charlotte was selected to participate as one of the inaugural fellows of the Baltimore Field School, funded by the Mellon Foundation.

Public Service Scholars Programs:

- 2019 Program:
 - 50 participants placed in government and nonprofit internships across 4 programs
 - Weekly seminars, events, and trips
 - Cumulative projects including 20 fellows presenting policy proposals to members of the Governor's Cabinet.

- COVID-19 Pandemic
 - Engaged in a strategic framework process - including reps from all stakeholder groups;
 - Integrated TRHT and Partnership doc values and principles into framework
 - 5 law students were funded in a modified version of the Sondheim Public Service Law Fellows program, participating in remote internship they secured
 - Governor's Summer Internship Program, Sondheim Nonprofit Leadership Program and MDOT Fellows program were suspended for SU20. 2020 selected participants were invited to defer to SU2021 program or a modified version offered in FA20 and SP21

- FA20 Modified program
 - 5 participants placed in government and nonprofit internships
 - Added LinkedIn articles, digital stories, and equity reflection
 - Communication maintained with weekly meetings

- SP21 Modified Program
 - 12 participants placed in government and nonprofit internships
 - Added LinkedIn articles, digital stories, and equity reflection

- Communication maintained with weekly meetings
- SU2021
 - All remote programming, including 4-day orientation and weekly meetings
 - 41 participants in a mix of remote, in-person, or hybrid internships in the state government or nonprofit sectors
 - Redeveloped the typical group project component, including 21 GSIP fellows presenting policy proposals to members of the Governor’s Cabinet.
 - Added a policy proposal project to the MDOT Fellows program which included 7 students presenting their proposals to two Deputy Secretaries of MDOT

The newly implemented equity reflection project asked fellows to engage in a multi-step reflection process which explores their own relationship to social justice and equity. Additionally, they explored and reflected on social justice and equity as they showed up in the policies and practices of their internship broadly, and in their individual projects. They identified an Equity Partner at their internship site with whom they could learn about the organization’s efforts and discuss their observations. Finally, they reflected on the overall process experience and how it impacts their ideas about social justice, equity, and their own leadership and developed a reflective paper and creative output.

The Choice Program at UMBC: (see full FY2020 Annual Report as PDF attachment)

The Choice Program at UMBC offers a community-based, family-centered, comprehensive case management model that aims to reduce the number of youth in detention in Maryland. Choice provides programming in intensive advocacy, workforce development, and college and career readiness; connecting young people to the resources and support they need to successfully reach their goals. Choice serves young people in their homes and communities, in their schools and on the job; aligning with the state's race and ethnic disparities (RED) strategy and its focus on reducing the percentage of youth of color who are detained and in inappropriate detentions. Choice continued to provide high quality, high impact services in three youth-serving programs throughout the global pandemic and the period of state-sanctioned racial violence: intensive advocacy, jobs and education. Choice’s recent model shift from monitoring to mentoring was implemented in FY 20 (highlights are featured in the attached annual report). The focus on youth-centered service planning as the primary method of intervention and support aligns with best practices in youth development rooted in culturally-responsive, trauma-informed practices. This service delivery model promotes equity and anti-racism. In late August and early September 2020, Choice was in the spotlight as one important publicly-funded effort to promote healthy youth development and to end the over incarceration of young people of color in Maryland. President Hrabowski and Department of Juvenile Services Secretary Sam Abed co-authored an op-ed in the *Baltimore Sun*: [“UMBC president: We must end the over-incarceration of youth of color.”](#) And, local public radio hosts Tom Hall and Karsonya Wise Whitehead interviewed President Hrabowski, Secretary Abed, and Eric Ford on Midday (WYPR) and Today with Dr. Kaye (WEAA) respectively..

The Choice Program has been working with youth and families involved in Maryland's Department of Juvenile Services for nearly 35 years. In FY21, AmeriCorps members and staff served 846 young people and their families through the Intensive Advocacy (IA) teams. IA provided critical one-on-one contact, mentoring, and advocacy to young people involved in the youth legal system. Given the racial and ethnic disparities in Maryland's legal systems, Choice serves primarily Black and Latinx young people ages 8-18 years old. Choice mentors support young people to remain in their communities and not to receive new charges or arrests during their tenure in the program. During COVID-19, mentors offered remote services via videoconferencing, phone calls, text messages. AmeriCorps members and young people engaged in activities that included, for example, goal setting and acquisition, know-your-rights workshops, arts and crafts, video games, self-care sessions, and homework help. In FY 21, Choice staff and members had 21,938 youth contacts, 7,925 family contacts and 4,746 activities (90% of youth participated). There were also 1,370 (80% of youth) goal oriented service plans completed. Program-wide, 169 Choice youth participated in community service activities, resulting in more than 2,700 hours of community service. When AmeriCorps members identified critical needs like food access, vital documents, furniture and clothing, they brokered resources.

Young people participated in Choice Jobs' workforce training. In FY21 Choice Jobs program provided training for 390 young people, ages 10-24. This training consisted of a six-session curriculum-based job readiness course. Through virtual classes, young people acquire and hone hard and soft skills needed to obtain, retain, and advance in employment. During the pandemic because of the ability to provide remote instruction, Choice expanded the service catchment area beyond the Baltimore catchment area to include Howard, Montgomery and Prince George's counties. Choice was able to reach 73% more young people in FY 21 (a year of full remote services) than FY 19 (a year fully in person). The Choice Jobs team offered our workforce development curriculum in a virtual format in two public vocational Baltimore City high schools. Participants received a small stipend upon completion. Choice Jobs continued to build a network of partners including local, leading arts-organizations like Art with a Heart and Baltimore Youth Arts. Young people who successfully completed Choice Jobs programs were placed in subsidized externships at these organizations. Additionally, a partnership with No Boundaries Youth Organizers provided jobs training including no cost ServSafe certification, an important credential for food services and preparation. Choice Jobs' leadership team hosted three competitions of pitch parties for young people to present business plans to Choice staff and local workforce professionals. The sessions were hosted virtually and resembled the popular television program SharkTank. Young people prepared for these events by studying entrepreneurship. Radio One, an Urban One Company, featured Choice Jobs in a series of public service announcements alongside Seedy Nutty, a local, youth-serving social enterprise and Wide Angle Youth Media. The campaign--sponsored by I Care--was shot on location at Flying Fruit's kiosk location and featured PorkChop, Baltimore club music legend and 92Q deejay.

Education program staff provided career and college coaching with 30 students at Ben Franklin High School in Baltimore City. They also hosted virtual programs with undergraduates from UMBC and Loyola University. Education programming also included Creations at the Coffee House, an afternoon of virtual arts programming and ArtRising, a series of workshops via Instagram. Education coordinators deepened relationships with young people to solidify Choice's Youth Advisory Board. YAB members collaborated with UMBC professors Erika Fountain and Dillon Mahmoudi to examine how young people

involved in the youth legal system are required to navigate Baltimore City and Baltimore County in order to meet court compliance requirements, and the transportation and support available for them to do so.

Choice AmeriCorps Members continue to serve across central Maryland: in FY21, 35 members completed more than 39,000 hours of service in communities throughout Baltimore City as well as Baltimore, Howard, Montgomery, and Prince and George's counties, engaging 850 youth and their families. In 2021, America's Service Commission (ASC) recognized Choice as an AmeriCorps program who responded swiftly and effectively during the pandemic. ASC's publication, [Innovative State Service COVID-19 Response Programs](#), highlighted 79 exemplary programs.

Choice Program hosts up to 36 AmeriCorps slots, as a member of the Governor's Office on Service and Volunteerism. (GOSV is led by Nicki Fiocco, a UMBC alumna). After completing a year of service, many AmeriCorps Members pursue additional degrees (many at other University System of Maryland institutions including professional schools at University of Baltimore and University of Maryland, Baltimore). Others enter the workforce as leaders and change agents throughout the Baltimore and D.C. metropolitan regions. GOSV recognized Choice leaderships' expertise: Eric Ford, director, presented on "Equity in Service" during their statewide Spring JAM (Journey AmeriCorps Maryland).

Eric Ford, director, is a leader in American Association of College and Universities' (AAC&U) nationwide effort to prepare the next generation of strategic leaders and thinkers to break down racial hierarchies and dismantle the belief in the hierarchy of human value. The Shriver Center is UMBC's Truth, Racial Healing, and Transformation Campus Center. He hosted healing circles with senior level staff at UMBC and colleagues at Spelman College. Ford served as a mentor and [workshop facilitator](#) for AAC&U's Truth, Racial Healing and Transformation Campus Center Institute June 22-25, 2021. Ford published, ["Building the Racial Equity Ecosystem for Sustainable Change"](#) in *Change: The Magazine of Higher Learning* (with Tia Brown, and, Goosby Smith). He also published ["Shaped by Shriver"](#), an article for Sargent Shriver Peace Institute's blog. In 2021, UMBC formally [supported](#) a congressional resolution to establish a United States Commission on Truth, Racial Healing, and Transformation (TRHT). Eric Ford and Frank Anderson were featured in the ["Call and Response"](#) issue of UMBC Magazine. National coverage of ongoing state-sanctioned violence demanded the public's attention. Choice, as led by Eric Ford, was especially well-poised to provide expertise on matters of the history of racial harm and the possibilities for racial healing. Ford represented Choice and Shriver in two university-wide townhalls: [Truth Racial Healing and Transformation](#) (October 2020) and [The Three Pandemics: Three Conversations](#) (March 2021). And he shared his autobiographical story during UMBC's Grit X 2021 Talk: [Mentee to Mentor](#)

In October 2020, Eric Ford and Kelly Quinn, deputy director, launched Systems Change, a series of monthly conversations about Choice's advocacy at local, regional, state, and national levels. Part assembly and part briefing, Ford and Quinn update the Choice, Shriver, and the larger campus community about policy advocacy. Choice participated in a wide array of reform efforts regarding such issues as police free schools and school discipline; youth detention; and charging children as adults. Ford and Quinn, along with Jacqueline Winning, service coordinator, served on Governor's Hogan's council and statewide/local coalitions with like-minded nonprofits and community-based organizations conducting one-on-one meetings with elected officials, direct testimony at public hearings, and letters of support.

Closer to home, Ford and Quinn served on Inclusion Council committees regarding restorative processes, hiring practices, communications, and standardized testing requirements.

The Choice Program secures financial support from federal, state, local public and private sources.

- Maryland's Department of Juvenile Services committed more than \$2.8 million for case management throughout central Maryland in FY 20 and level funding in FY 21.
- Northrop Grumman's \$600,000 commitment through FY22 addressed college access initiatives at Benjamin Franklin High School and other city schools.
- Family League of Baltimore City \$380,000 grant provided case management and diversion services for young people between 14 and 17 years old.
- Marguerite Casey Foundation's final \$200,000 gift continued youth programming including leadership development and youth stipends, as well as professional development training for staff and AmeriCorps members.
- Starbucks Foundation \$18,000 gift in FY 20 and 21 to the jobs program ensured a major refurbishment of the Flying Fruit kiosk in Baltimore's Inner Harbor, a significant tourist destination. These funds also support youth salaries at our social enterprises.
- \$236,000 from the Annie E. Casey Foundation grant provides support for social enterprises, job training and job placement.
- \$180,000 from Maryland's Governor's Office of Crime Control and Prevention enabled workforce development and job placement for young people ages 8-18.
- \$75,000 from Baltimore County government underwrote AmeriCorps member stipends, staff salaries, youth programming and professional development.
\$27,7200 from the Governor's Office on Service and Volunteerism for AmeriCorps member administrative support
- The American Association of Colleges and Universities awarded Choice \$30,000 for Truth, Racial Healing and Transformation programming for FY 20 and 21.
- The Meyerhoff Family Foundation's gift of \$100,000 enabled Choice to retire debt incurred during the expansion of the social enterprises, and offer organization-wide training in anti-racism.

Grants, Contracts, and Gifts

The Shriver Center Generates Significant Support: In FY2020 and FY2021, the Shriver Center received over **\$4 million** in contracts, grants and gifts each year from **nonprofit, private, and public sector organizations** to support 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.

Grant/Contract/Gift Supported Engagement: Grants, contracts, and gifts for which Shriver Center staff took the lead in FY2020 and FY2021 included:

- MD Department of Juvenile Services for the Choice Program – awarded \$2,862,04, each fiscal year
- Starbucks for the Choice Program- awarded \$20,000 & 15,000 - FY2020 & FY2021
- Marguerite Casey Foundation for the Choice Program – 3 years @ \$200,000/yr. FY19 - FY22
- Annie E. Casey Foundation for the Choice Program- awarded \$236,600 - FY2020-FY22
- Baltimore County Government for the Choice Program – awarded \$75,000, each fiscal year
- Governor’s Office on Service and Volunteerism for the Choice Program – awarded, \$21,954 FY2020 and \$27,720 FY21
- Northrop Grumman for the Choice Education Program – awarded 3-years, \$200,000/yr.FY19 - FY22
- Baltimore Workforce Funders Collaborative for the Choice Program- awarded 3 years, @ \$32,000 - FY18 - FY21
- Governor’s Office of Crime Control and Prevention for the Choice Program - awarded \$180,000 FY21
- Family League of Baltimore City for the Choice Program - awarded \$385,692 FY21
- Governor’s Office and MDOT for Public Service Scholars Programs – awarded, \$208,712, each fiscal year
- American Association of Colleges & Universities - awarded \$21,000 FY2020 - FY21
- Baltimore City Public Schools for the Peacemaker Program - awarded \$51,197 FY20
- 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

UMBC Resources

Support for Center Initiatives/Overhead Support: In FY2020 and FY2021 combined, UMBC invested \$1,982,973.00 in the Shriver Center. The Center’s grants and contracts generated over \$400,000 in Indirect Costs, and \$5.6 million in salaries and benefits, including 14 FT Peacemaker Graduate Assistantships; 58 Governor’s Summer Internships, Sondheim/Maryland Non-Profit Internships, and 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, giving students convenient access to our offices from residence halls, The Commons, the Library, and other areas of campus. Shriver also benefits 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, Peacemaker Program), Department of Sociology, Anthropology, and Public Health (e.g., Service-Learning & Community Engagement, Peacemaker Program, Choice), the School of Public Policy (e.g., Peacemaker Program), and the Center for Social Science Scholarship (e.g., engaged scholarship). Our current suite of offices accommodates 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 Fiscal Years 2020 and 2021 combined, the Center secured over \$8 million in support from contracts, grants, and gifts from government agencies, nonprofits, foundations, and social enterprise revenue as well as more than \$1.98 million of support from UMBC. More than 80% of the Shriver Center's funding originated from organizations external to UMBC and included agencies such as: Maryland Departments of Juvenile Services and Transportation, and the Governor's Offices on Service and Volunteerism and Crime Prevention, Youth & Victim Services; Baltimore City Public Schools and Baltimore County Government; the Macht, Aegon Transamerica, Annie E. Casey, Marguerite Casey, and Charlesmead Foundations; and the Audubon Society.

Faculty and Staff: In Fiscal Years 2020 and 2021, each year, 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 - all funded by the State, 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. Two Center staff members hold affiliate status in academic departments and teach credited courses on an on-going basis. 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 and grant proposal preparation/collaboration, applied learning courses, and work group efforts related to PreK-14 partnerships, applied learning research, and affective competency and student learning outcomes development.

Opportunities and Challenges

Challenges: The primary challenge during FY2020 and FY2021 was the COVID-19 pandemic and other social and economic crises:

- As experienced by all of us, the COVID-19 pandemic posed (and is posing) an urgent and extraordinary challenge to our way of doing our work and our way of life. Within days of the initial shutdown in March 2020, Shriver Center staff were working with each other and our partners to shift our work from fully in-person to fully virtual. This process continued throughout the rest of 2020 and 2021. Along the way, staff modified and improved their processes and practices to meet the interests and needs of partners and to continue to sustain the quality and integrity of programs and services.
- Staff members have had to manage work-life balance like never before, while maintaining their mental and physical health and that of their family members in the context of multiple crises. This situation has been difficult and, for some, has taken a toll on their physical and mental/emotional well being. Throughout the pandemic, our focus and priority has been on being as flexible as possible to ensure the best health outcomes possible for everyone.
- Staff members have committed a substantial and significant amount of time and effort to ensuring the quality and integrity of programs and services have been maintained despite the current challenges. This process includes maintaining effective and, in some cases, putting into place new modes of communication with partners, being innovative and creative in working with partners to

create new types of experiences that are mutually beneficial for all involved, and effectively managing rapidly and continuously changing processes, policies, protocols, practices.

- Some of our programs have high numbers of students and staff who relocate to the area specifically to participate and contribute to our mission-driven work. The increasing costs of living in the Baltimore area (particularly housing costs) combined with the ongoing challenges of safely returning to full face-to-face work, present challenges to our recruitment and retention of these key individuals.

Opportunities: We have learned much in the past two fiscal years. The challenges of the COVID-19 context and the racial injustices and social inequities brought to the forefront facilitated discussions, processes, and practices that will be continuously improved, integrated, and sustained as we move forward. Some examples include:

- Putting into place more effective and new ways to communicate with on- and off-campus partners (e.g., using virtual tools like WebEx, Zoom, Jamboard, DocuSign, Blackboard Ultra, Panopto, WeVideo, IMovie);
- Creating different ways for students to engage with partners including fully virtual and hybrid experiences, which engages students who may have not previously participated;
- Offering students community-engaged experiences focused on different needs of partners as they modify their own work in the current COVID context (e.g., capacity building activities);
- Engaging with community-based young people in a variety of in-person, virtual, and hybrid ways to continue to deliver services and to mentor, train, and advocate for these youth.
- Engaging with undergraduate and graduate students in a variety of settings and ways to facilitate a sense of belonging and community, even if they are interacting with masks on or remotely.
- Increased skill and comfort with online synchronous video conferencing has allowed us to be more inclusive of our non-local alumni. We will continue to develop events and communication structures that create connection between a globally dispersed community of alumni.

Goals & Objectives

Goals & Objectives:

- Full integration of TRHT/anti-racist and partnership values and practices across the Center, our programs, and the campus by:
 - Continuing to integrate TRHT/anti-racist and partnership values and practices across the Center and our programs;
 - Continuing to engage in discussions and activities with other departments and programs (e.g., OEI; McNair Scholars Program) for integration of TRHT/anti-racist and partnership values and practices across the campus.
- Explore new and enhance existing collaboration and partnership opportunities on campus by meeting with and developing action plans with other departments (e.g., Center for Global Engagement, Provost's Office focused on the Carnegie Foundation's Community Engagement classification, Faculty Development Center focused on Affective Functional Competency development);

- Continue to integrate lessons learned from our transition from fully in-person to remote/virtual and hybrid activity by collecting and assessing data on most effective practices and continuing to get feedback from our on- and off-partners, including students, faculty, community-based partners.
- Diversify and increase funding by:
 - Researching and applying for and request funding from internal and external sources (e.g., the Provost's Office, Hrabowski Innovation Fund award; Allstate Foundation; federal agencies);
 - Partner with faculty from across all three colleges on grants, especially related to the outreach, broader impact, and community-engaged activity components of their proposals;
 - Present updated return on investment data to demonstrate the value of Shriver to the campus and community;
- Articulate and implement a robust and holistic learning model for our Shriver Programs including: Vision, Mission, Values statements, KSA learning goals, curriculum maps, digital stories and other innovative reflection and assessment projects, digital portfolio capstones, and diverse and innovative engaged scholarship and research products. Shriver Peaceworker Program, Community Leadership Program, and Peace Corps Prep Program are leading this effort to fully implement holistic and engaged learning in higher education.
- Plan for the transition of UMBC leadership in FY23 by continuing to educate different stakeholders about: Shriver and our programs and initiatives, the value our work brings to the university and our stakeholders, and the synergies of Shriver activity with university priorities.