

**2020-2021
ACADEMIC YEAR IN REVIEW:
SERVICE DURING THE PANDEMIC**



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Acknowledgments

The Center for Social Concern's programs engaged differently with community-based organizations and community members during the COVID-19 pandemic. Appropriate social distancing was practiced as recommended by public health guidelines. As a result, all CSC programming during the 2020-2021 academic year remained virtual as we navigated community needs in Baltimore City and beyond. Hopkins Engage, powered by GivePulse, is the university's community engagement platform and allowed us to capture impact data reflected in this report of all students who recorded their service and activities in the platform.

* Economic Impact was calculated by multiplying total student service hours by Maryland's 2020 estimated value of volunteer time rate at \$31.29/hr. For an additional explanation for state and territories, go to: http://independentsector.org/volunteer_time.

Introduction

The impact of various CSC programs (see Figure 1) is seen when disaggregating the data by program. The programs of the CSC encourage long-term engagement in the Baltimore community through summer employment, cohort-based service, and weekly tutoring opportunities.

Although JHU Take Action and Hopkins Votes combined amount to less than 2% of total impact, these short-term service opportunities serve as a catalyst for CSC students to begin their journey toward active citizenship. These programs are invaluable for CSC community partners—providing the people power needed to complete one-off capacity-building projects that may not be accomplished otherwise.

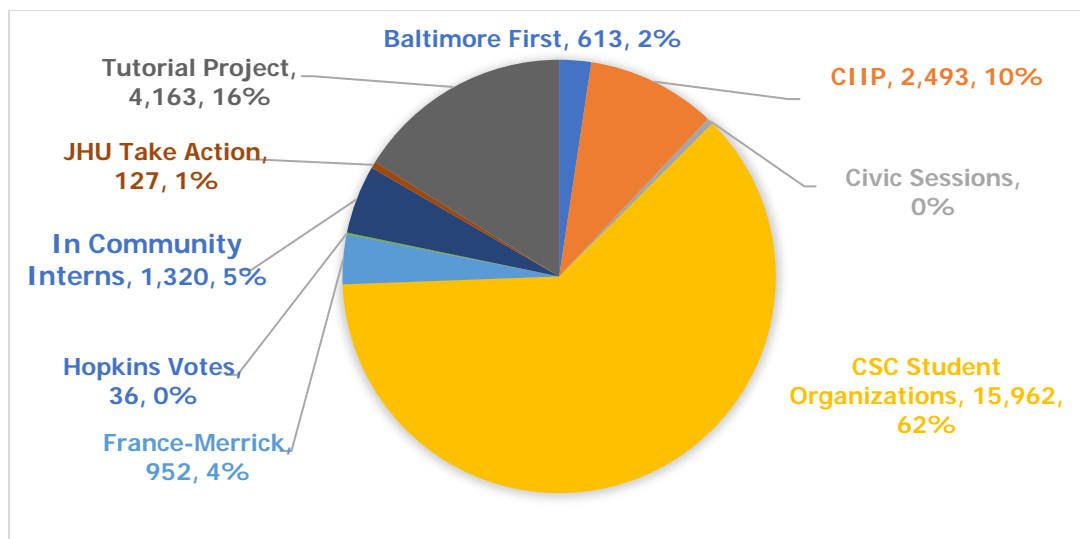


Figure 1 Hours Served by CSC Student Organizations, Programs, and Events

Student Reflections

"The personal experience It was great, and I truly learned a lot about personal responsibility and independent work. I had never been expected to do so much independently without a tremendous amount of instruction. For instance, in class, I constantly was given rubrics, so I knew exactly what boxes to fill and tasks to do. But at MOED, I needed to independently come up with ideas on how to contact people, how to do research, and identify how to communicate with people who are my senior and knew much more about issues than I do. At the end of it, I hope to have come out a more responsible and timely person when it comes to independent work." (Community Impact Internship Program)



"I thought the B'More Program was a great introduction to Baltimore, especially since we have been online in the fall and many of us have not spent much time in the city. It definitely helped changed the narrative of the city for me. I enjoyed many of the community speakers and panelists that talked about their work and personal experiences. It had a huge impact to hear about some of their work firsthand." (B'More Program)

"Started working on reading lessons with my student! It was really great to see him so excited about reading." (Baltimore First)

"The [France-Merrick Civic Fellowship] is one of the largest highlights of my undergraduate career. This year-long fellowship gave me immense opportunities to grow as a leader, grow as a peer mentor and leader, and grow as a community leader. FMCF led me to make a life's commitment to investing my work and energy into Baltimore, to make a commitment to serve this beautiful community." (France-Merrick Civic Fellowship)

"Doing my civic duty and being part of this national process meant using my voice to vote for a better future!" (JHU Take Action/Hopkins Votes)

"Working with the Tutorial Project has been one of my most rewarding college experiences. It has allowed me to engage with the Baltimore community a lot more than I probably would have



otherwise and has educated me on many difficult topics that can be challenging to talk about. The DEI training we completed this semester really opened my eyes to a lot of problems that exist in the Baltimore community and has motivated me to become more involved in helping where I can. I have tutored the same tutee the entire year and it has been so special to watch her grow and become more confident in herself and her skills. Since she is in fifth grade, this is her last year in Tutorial

Project, but I hope she enjoyed the experience and learned a lot so that she can be confident in her future education and success." (Tutorial Project)

"I had so much fun attending it! I didn't realize there are so many ways to enact social change and this session really introduced me to that! I look forward to attending more sessions." (Civic Sessions)

"Good meeting, great guests, and fun conversations." (Baltimore First)

"While I already had in mind to request my mail-in ballot, being reminded by JHU Take Action was the last push I needed to get it done! Being able to checkmark that I took action today not only makes me feel accomplished but also grateful for the opportunity to provide to my community". (JHU Take Action)



"The small interactions I was able to have with students were definitely my favorite part of my community placement. As much as my work is able to have a lasting impact on Dent, those students have made a far greater impact on my life. My experiences at Dent will definitely stick with me wherever I end up in life." (Community Impact Internship Program)

"Today, I voted in the general election. It was a great day and my next-door neighbor was one of the volunteers at my polling site." (JHU Take Action)



"I loved my very first Civic Session! There were a lot of people with different levels of experience with civic engagement both at Hopkins and at home. So, it was really fun to see how people applied what they had learned from their hometown to their life at Hopkins and in Baltimore." (Civic Sessions)

"I'm glad I got to learn more about what we can do as student leaders to help encourage people to vote." (Hopkins Votes)

"My reading partner and I practiced spelling words and switching letters to spell new words. It was really great to see him get excited when he got them right!" (Baltimore First)

"The France-Merrick Civic Fellowship gave me the time and space to delve deeply into my focus area, pushing me to gain new perspectives, both in Baltimore and globally, and think critically about intersectionality with the other fellows' areas." My work with the IRC has been very insightful." (France-Merrick Civic Fellowship)

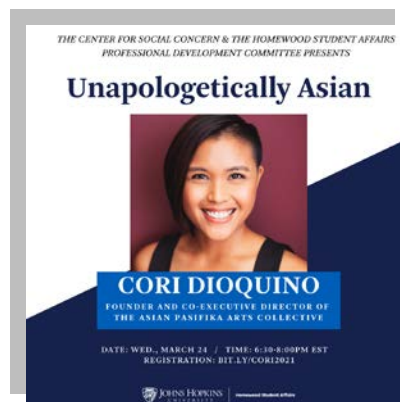
"Absolutely loved the session!" (Hopkins Votes)

"I helped register my sister to vote! She's currently in Bangladesh but will be voting from Texas. It's the first elections she's ever going to be voting in and she's really excited to have her voice count." (JHU Take Action)



"It was a wonderful experience assisting high school students with science and math subjects as well as serving as a mentor for students! (Baltimore First)

"The France-Merrick Civic Fellowship has been the most memorable and rewarding experience I've ever had. From the very first moment I was engaged in my focus area while being surrounded by equally passionate and motivated individuals. from numerous phenomenal mentors and amazing cohort members, I learned more about disability access in Baltimore and even more about myself and how I play a larger role than I assumed. The things I'm taking away from this experience are too much to put into words but I'm certain they will be apparent to everyone I encounter moving forward and in the many actions I plan to take to help curb the issues of disability access across the nation." ([France-Merrick Civic Fellowship](#))



"Working with the MERIT Health and Leadership Academy gave me the opportunity to pay it forward. As a woman of color from a low-income background, I constantly reflect, recognizing the people and resources that allowed me to successfully achieve a college education. It was a humbling experience to work one-on-one with students and I am blessed to have been able to foster a relationship where my students could share their vulnerabilities with me. Through the past eight weeks, I have supported and mentored Baltimore City high school students and created resources to overcome the common barriers that underrepresented students face when applying to college." ([Community Impact Internships Program](#))



"I think the experience was very nice! I've never done anything remotely similar to this before, and I'm really glad I got to go. It was such a good time to just see everyone jamming out to music! It certainly made my day." ([Baltimore First](#))

"I interned at the Central Baltimore Partnership, a non-profit that works to support the Baltimore community by helping coordinate efforts by other community organizations, directing bigger picture development strategies, and providing financial support for smaller projects. I had a great experience working at CBP, and I'm grateful to have had the opportunity to see and to directly involve myself in the many facets of non-profit work. I'm especially grateful to my wonderful supervisor Aaron Kaufman for sharing so much of his experience with me; I learned so much through my conversations with him and the genuine kindness and passion for his work that he continually showed made a huge impression on me." ([Community Impact Internships Program](#))

"This was eye opening. A lot of the times we say things without a bad intention but it can come off the wrong way. Additionally, there was useful information on how to respect others even though you may not understand or agree with them." (Civic Sessions)



Tutorial Project

The Tutorial Project is an after-school tutoring program that provides academic support for elementary school students (grades 1-5). Children are paired with Johns Hopkins University students and receive one-on-one help in reading and math. During the 2020-2021 academic year, 126 students participated and served 4,163 hours, an economic impact of \$130,260.27.

The Tutorial Project student demographics are as follows: 99 enrolled in the Krieger School of Arts and Sciences, 26 enrolled in the Whiting School of Engineering, one enrolled in the School of Medicine, including four student-athletes, and 18 FLI students. The current undergraduate/graduate year and ethnicity of participating students are below in Figure 2.

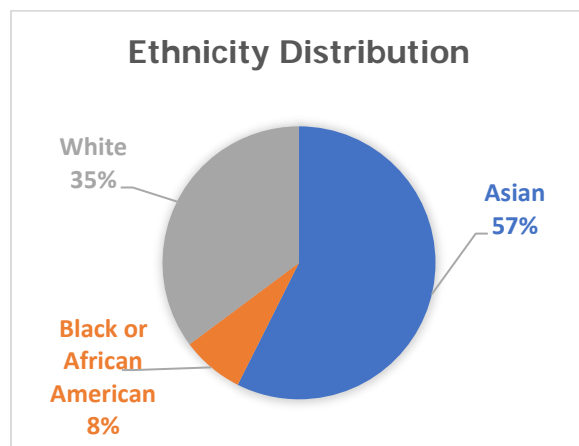
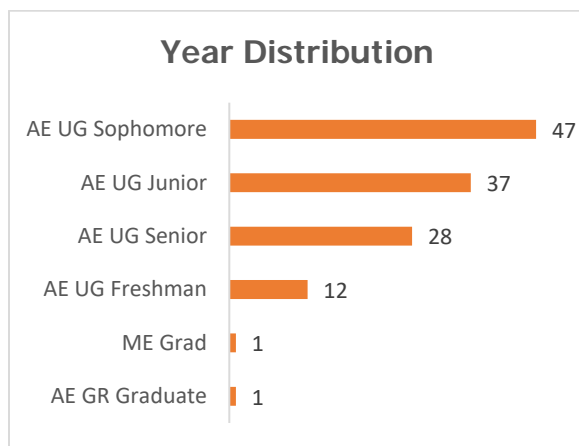


Figure 2 Tutorial Project Student Year and Ethnicity Distribution

Baltimore First

Founded in 2017 by a group of students seeking a more reciprocal and sustainable model of service on campus, Baltimore First is a semester-long, cohort-based direct service program. Service opportunities across Baltimore City are coupled with interactive education workshops and peer-led reflection sessions rooted in racial and social justice frameworks. Baltimore First provides a steady stream of volunteers for community partner organizations on a weekly or bi-weekly basis, providing much-needed people power for programming integral to the organization's mission. During the 2020-2021 academic year, 53 Baltimore First students

worked with six community partner organizations, serving 613 hours, a total economic impact of \$19,180.77.



- Central Baltimore
- Club 1111
- Corner Team, Inc.
- Reading Partners
- St. Francis
- Vegetarian Resources Group

The Baltimore First student demographics are as follows. Forty-four students enrolled in the Krieger School of Arts and Sciences, nine enrolled in the Whiting School of Engineering, including three student-athletes and 3 FLI students. The current undergraduate student year and ethnicity of participating students are shown in Figure 3.

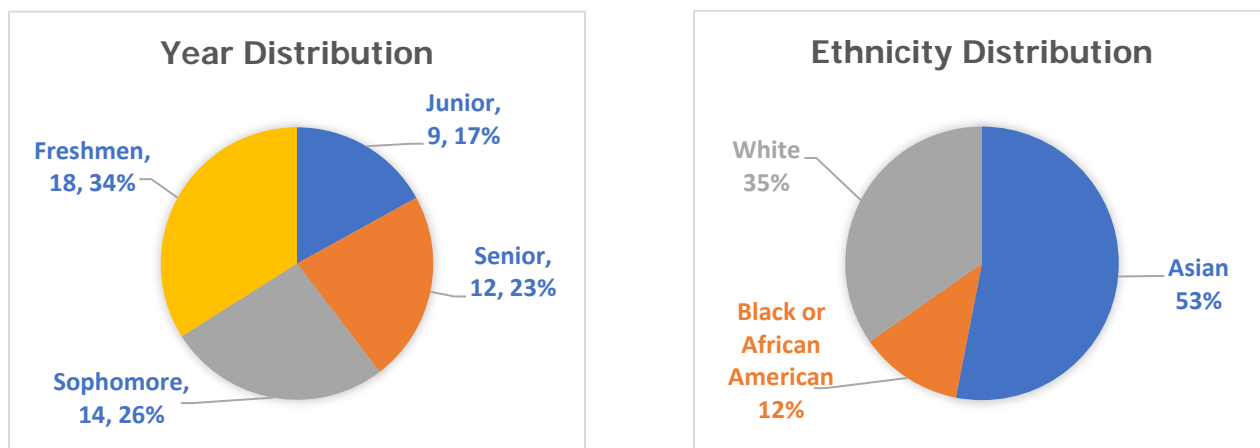


Figure 3 Baltimore First Student Year and Ethnicity Distributions

Community Impact Internships Program (CIIP)

The Community Impact Internships Program is a summer internship program that pairs undergraduate students with non-profit organizations and government agencies to work on community-identified projects in Baltimore. Students and community partners also have the opportunity to extend their connections into the academic year through CIIP Extension. While the CIIP summer program and CIIP Extension were affected due to the COVID-19 pandemic, the program pivoted and created the CIIP Spring 2021 Alternative Program to allow students to still work on community projects. During the 2020-2021 academic year, 28 students participated in CIIP and served 2,493 hours, with an economic impact of \$78,005.97. Students worked with the following community partner organizations:

- Academy for College and Career Exploration
- Baltimore SquashWise
- Baltimore Youth Arts
- Bikemore
- Central Baltimore Partnership
- Centro SOL
- Code in the Schools
- Corner Team, Inc.
- Dent Education
- Episcopal Refugee and Immigrant Center Alliance (ERICA)
- Esperanza Center
- Fusion Partnerships, Inc.
- Greater Baybrook Alliance



- Jubilee Arts (Intersection of Change)
- Mayor's Office of Employment Development
- Mayor's Office of Immigrant Affairs
- MERIT (Medical Education Resources Initiative for Teens)
- MissionFit
- MOMCares
- Neighborhood Design Center
- No Boundaries Coalition
- Out For Justice
- Shepherd's Clinic
- St. Ambrose Housing Aid Center
- Thread

The demographics of students who participated are as follows. Twenty-seven enrolled in the Krieger School of Arts and Sciences, one enrolled in the Whiting School of Engineering, including three student-athletes and 7 FLI students. The current undergraduate year and ethnicity of participating students are shown in Figure 4.

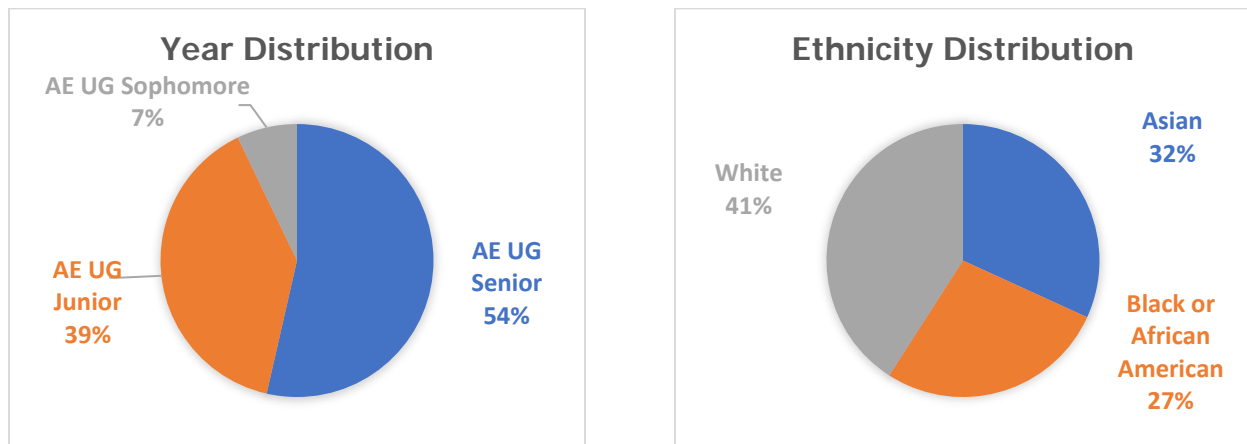


Figure 4 CIIP Student Year and Ethnicity Distributions

Civic Sessions

Civic Sessions offer JHU student participants the opportunity to learn about multiple civic engagement topics while building community with fellow Blue Jays. The Center for

Social Concern staff and community-engaged students help facilitate discussions with students to explore their civic agency through multiple civic topics. Students were not required to attend each session but choose the most exciting sessions for them and their civic journey. During the 2020-2021 academic year, 68 students participated for 123 hours, and economic impact of \$3,848.67.

Civic Session Topics:

- Mapping Civic Engagement
- Asset-Based Community Development
- Hopkins Votes Civic Engagement After the Election
- Diversity and Identity in Civic Engagement
- Approaches to Social Change
- Baltimore History and Social Justice
- Civic Engagement/Active Citizen Continuum
- Understanding Positionality and Power in Civic Engagement



- Politics of Baltimore from a Structural Perspective

The demographics of students who participated are as follows. Fifty-five enrolled in the Krieger School of Arts and Sciences, 13 enrolled in the Whiting School of Engineering, including one student-athlete and 11 FLI students. The current undergraduate year and ethnicity distributions of participating students are highlighted in Figure 5.



- Civic Engagement beyond the Ballot
- Race, Class, and Baltimore City Education
- Being an Engaged Citizen Through Your Discipline
- What are Microaggressions and How Do We Disrupt Them
- Engaged at JHU: Alumni and Student Panel on Engagement
- Global Responsibility and Citizenship

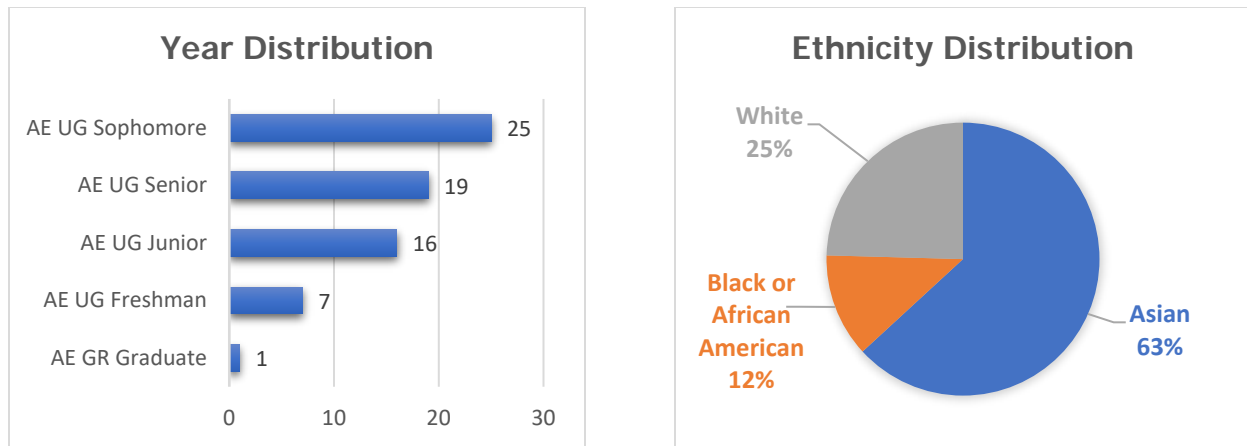


Figure 5 Civic Sessions Student Year and Ethnicity Distributions

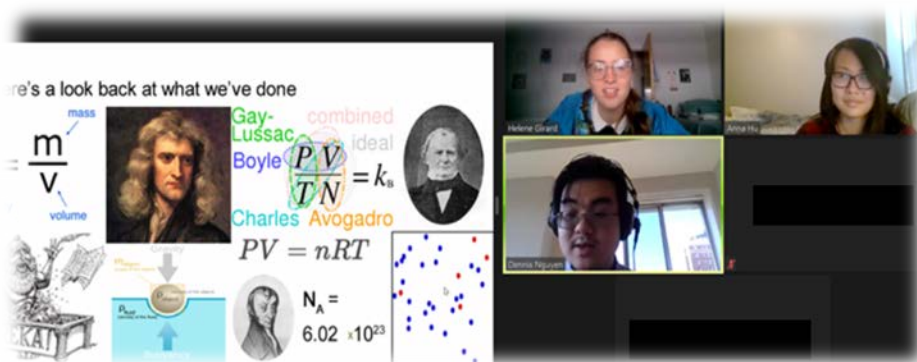
CSC Student Organizations

Of the 500+ student organizations under Homewood Student Affairs, those with an expressly service-focused mission are recognized and advised by the CSC. Each organization is paired with a CSC staff member as an advisor to support the student leadership development, policy understanding/adherence, risk management, partnership development, and transition planning for each organization. The Center convenes the Civic Engagement Recognition and Allocations Commission (CERAC), a group of 5 undergraduate students, to review budget proposals each spring and make recommendations for funding annually. During the 2020-2021 academic year, 349 students from 25 organizations participated and served 15,962 hours, an economic impact of \$499,450.98. The student organizations that made an impact are:



- Advocates for Baltimore Community Health
- Alpha Phi Omega
- American Red Cross Corps.
- Applying Science with Kids
- Believe in Art
- Camp Kesem at Johns Hopkins University
- Charm City Science League
- Circle K at Johns Hopkins University
- Encore Music Program
- Heart and Stroke Awareness at Hopkins

- Hop Help Tutoring
- Hopkins Community Connection Student Group
- Jail Tutorial Project
- Maryland Science Olympiad at JHU
- Medical Interpretation and Translation Initiative
- Project Finish to Start
- Real Food at Hopkins
- Salud
- Sharing Languages
- Special Olympics
- Splash at JHU
- Supporting Hospitals Abroad with Resources and Equipment
- YO! Baltimore Tutoring Project
- Youth Library Tutorial



The demographics of students involved in CSC Student Organizations are as follows. Two hundred sixty-one students are from the Krieger School of Arts and Sciences, 85 enrolled in the Whiting School of Engineering, three enrolled in the School of Public Health, including 11 student-athletes, and 49 FLI students. The current undergraduate/graduate year and ethnicity of participating students are shown in Figure 6.

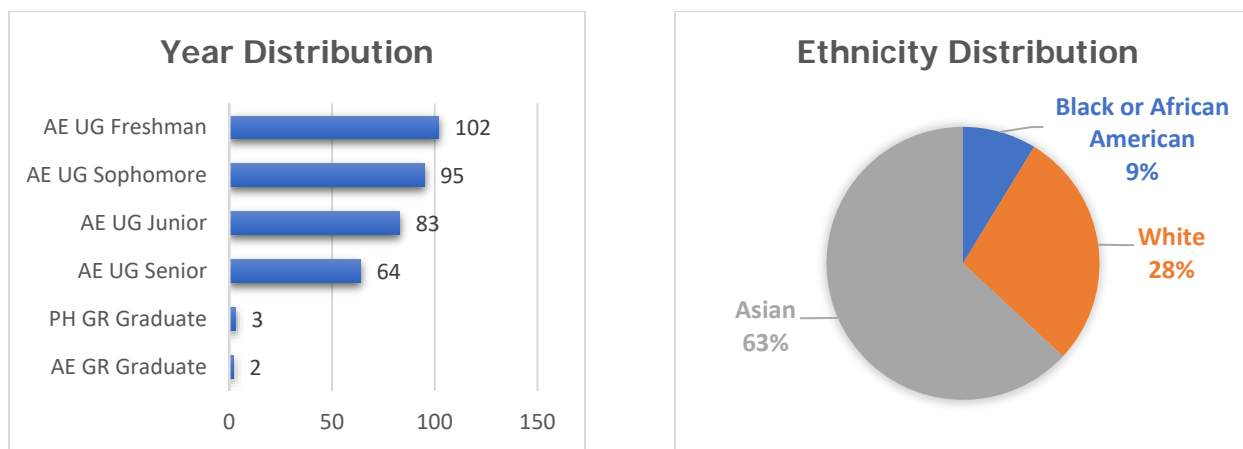


Figure 6 CSC Student Organizations Student Year and Ethnicity Distributions

France-Merrick Civic Fellowship (FMCF)

Established in the fall of 2019, the France-Merrick Civic Fellowship supports a diverse cohort of Homewood undergraduate students (juniors and seniors) to plan and

implement a community-identified project around an issue area or community of focus. During the 2020-2021 academic year, seven students participated for 1400 hours and an economic impact of \$43,806.

The FMCF student demographics are as follows. Six enrolled in the Krieger School of Arts and Sciences, one enrolled in the Whiting School of Engineering, including 1 FLI student. The current undergraduate year and ethnicity of participating students are shown in Figure 7.

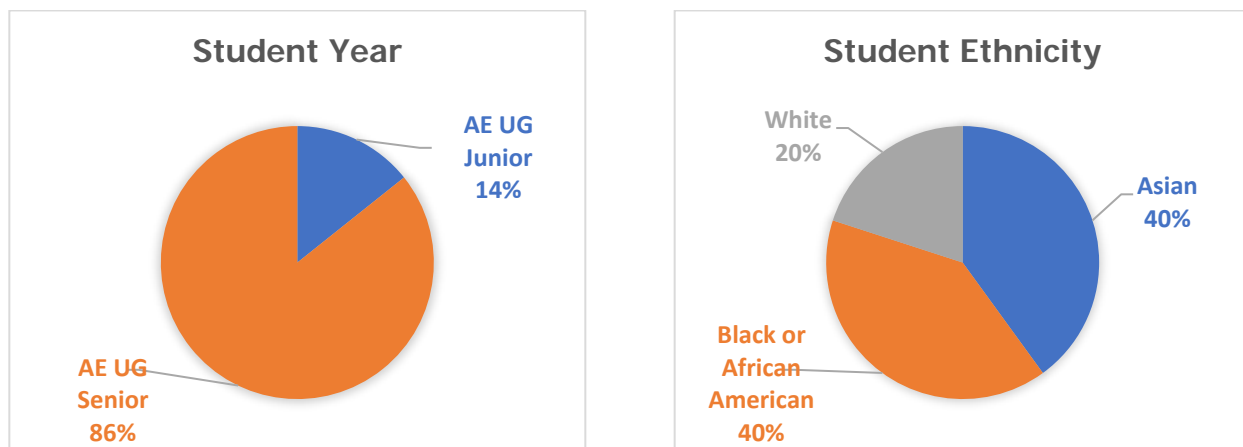


Figure 7 FMCF Student Year and Ethnicity Distributions

In Community Interns

In Community Interns, Federal Work-Study eligible JHU students to support community-based agencies while earning their financial award. Students may apply to be placed with an approved community partner organization and gain the skills and community connections afforded by a non-profit internship at no cost to the community partner organization. Students may participate for a semester or academic year with their service site. During the 2020-2021 academic year, ten students participated for 1,320 hours and an economic impact of \$41,302.80. Students worked with the following community partner organizations:

- Wide Angle Youth Media
- Made in Baltimore
- 29th Street Community Center
- Eubie Blake National Jazz Institute and Cultural Center
- DewMore Baltimore
- 901 Arts
- The Community School
- Hampden Family Center

The demographics of students who participated are as follows. Eight enrolled in the Krieger School of Arts and Sciences, two enrolled in the Whiting School of Engineering, including one student-athlete, and 2 FLI students. The current undergraduate year and ethnicity distributions of participating students are shown in Figure 8.

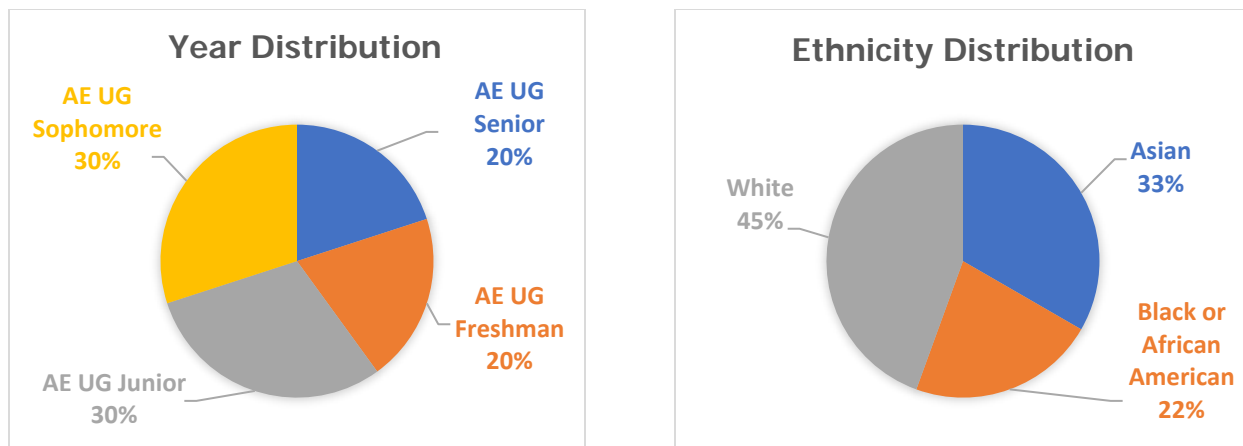
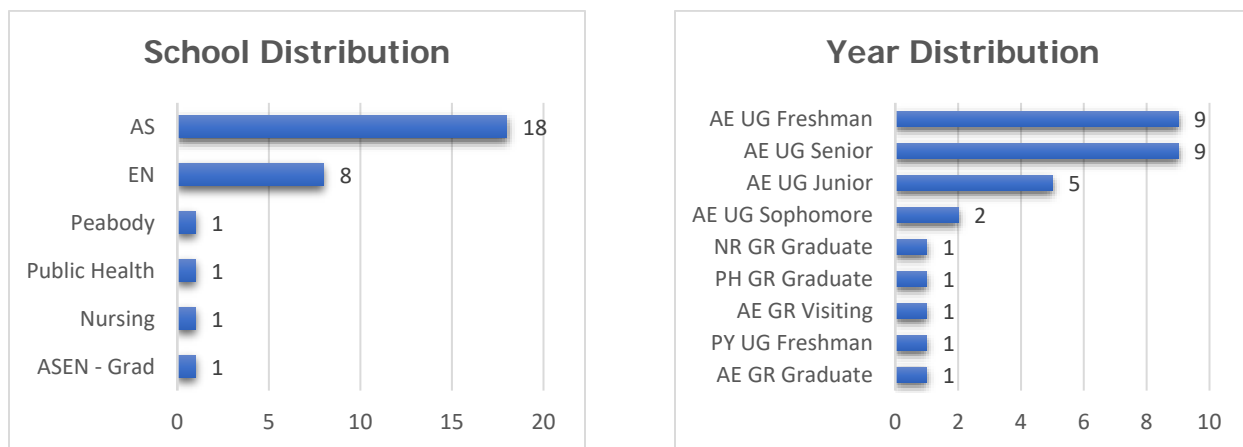


Figure 8 In Community Interns Student Year and Ethnicity Distributions

JHU Take Action

As part of the Center's commitment to civic engagement during the pandemic, through education, action, and reflection, the Center for Social Concern invited JHU affiliates to participate in civic engagement activities during fall 2020, JHU Take Action. Students, staff, and faculty pledged to engage in their community and demonstrate civic leadership through simply participating in meaningful civic action in their community. During fall 2020, 30 students, including one student-athlete and 2 FLI students, participated in the pledge and contributed 127 hours, an economic impact of \$3,973.83. The current undergraduate year and ethnic distribution of participating students are shown in Figure 9.



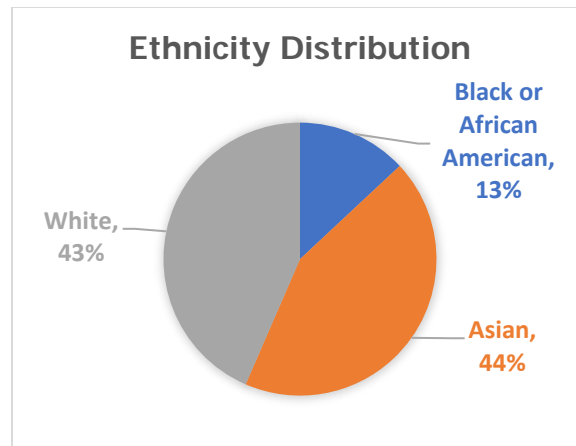


Figure 9 JHU Take Action Student School, Year, and Ethnicity Distributions

Hopkins Votes

Hopkins Votes is a nonpartisan effort that engages students, staff, faculty, and alumni in fostering a university-wide environment that promotes voter education and engagement for local, state, and national elections. It makes sure all students who are eligible to vote are equipped with the resources and knowledge they need to make their voices heard.

More information will be available once the JHU 2020 NSLVE report is released this summer; in the meantime, the following survey results are Hopkins Votes' most accurate barometer to student voting for the 2020 election. In response to an HSA undergraduate survey during the 2020 election cycle, over 1500 undergraduates confirmed that they were registered. These students either had already cast their ballot or had a plan to do so. Detailed student engagement is shown below in Figure 10.

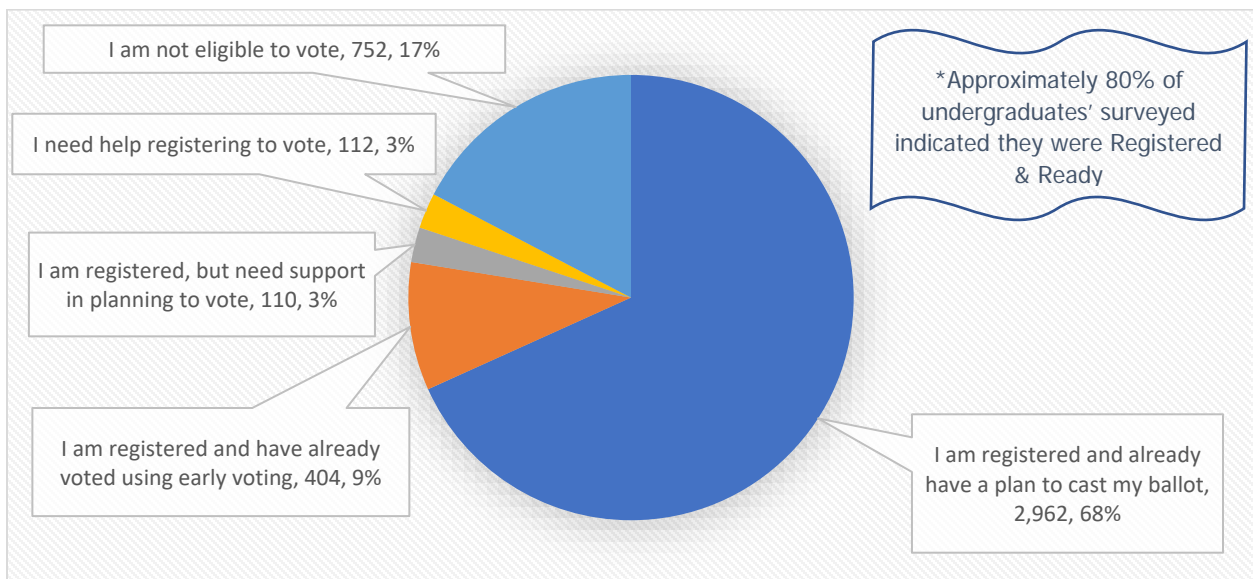


Figure 10 Hopkins Votes Engagement

During the 2020-2021 academic year, 27 Hopkins Votes student volunteers participated in voter education and registration efforts for 36 hours, with an economic impact of \$1,126.44. Due to the COVID-19 outbreak, all of these volunteer efforts were carried out via Zoom.

The demographics of students who participated are as follows: 19 enrolled in the Krieger School of Arts and Sciences, seven enrolled in the Whiting School of Engineering, one enrolled in the School of Public Health, including seven student-athletes, and 2 FLI students. The current undergraduate/graduate year and ethnicity distributions of participating students are highlighted in Figure 11.

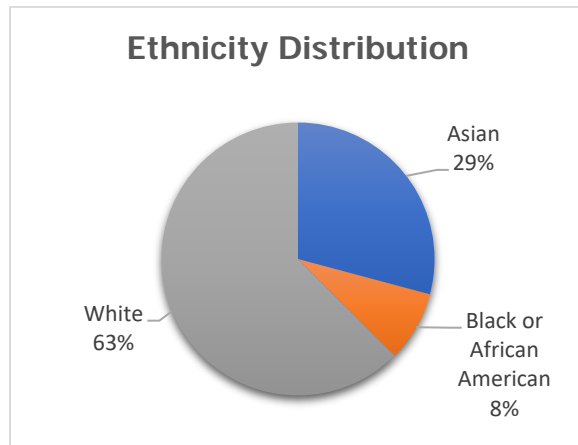
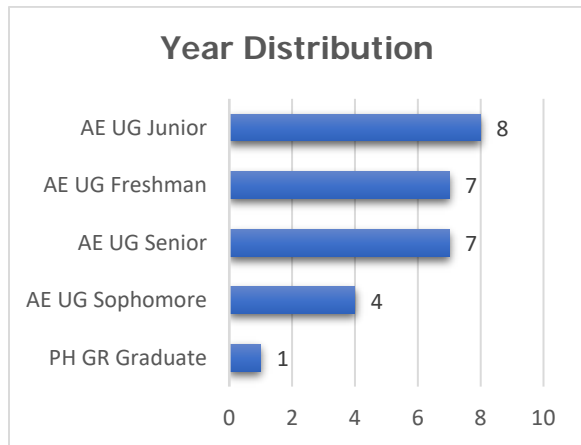


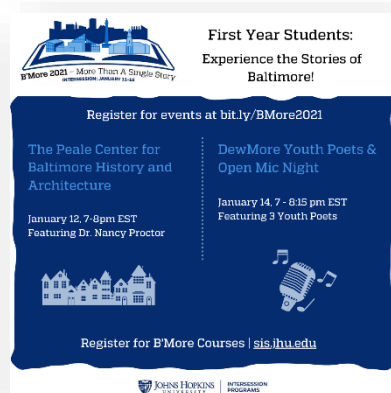
Figure 11 Hopkins Votes Student Year and Ethnicity Distributions

B'More

The B'More program is designed to introduce first-year students to Baltimore and help them to establish a relationship that will transcend the program and their time at JHU. The program as a whole will immerse students in the city and show them how the city's civic and cultural resources can enhance a Johns Hopkins education. Students will identify ways that Baltimore will contribute to their overall educational goals, and they will be called to action to contribute to the city and its residents. The course programming will take place during January Intersession each academic year. There are integrated activities in the afternoon that reinforce the courses and social and service activities that will enhance class spirit throughout the last week of Intersession.

Due to low enrollment numbers during the pandemic, the number of courses offered was reduced to three: Stories of Race & Intersectionality; Public Health, Community, and You; HIV/AIDS: Awareness & Action in Baltimore). The B'More Program was held January 11-15, 2021, and approximately 25 undergraduates registered.

Reflections from undergraduates regarding the impact of community partners and course offerings:



"All of the community speakers that came to my class were extremely powerful and gave me the chance to learn a lot more about the Baltimore community and community partners that are fighting for more equity and equality"

"Great program overall :). However, I was surprised in the number of people who participated. I honestly couldn't recommend this program more and I feel that more students should have been a part of it."

Newman Civic Fellowship



The Newman Civic Fellowship program recognizes and supports community-committed students who are change-makers and public problem-solvers at Campus Compact member institutions. Through the fellowship, Campus Compact provides students with training and resources that nurture their assets and passions and help them develop strategies for social change. The year-long program, named for Campus Compact founder Frank Newman, includes virtual learning opportunities and networking as part of a national network of engaged student leaders and an optional in-person convening.

This year's fellow, Moufi Adedoyin'22, Economics major and Baltimore Native, focused on significant social issues that have been a part of her own experience as a first-generation American, FLI student, and black woman. Moufi's goal was to shine a light on these issues and impact a person's life experience and outlook. Moufi organized a *Fireside Chat Series* that allowed for in-depth conversations regarding two (2) social issue topics: 1) Campus Policing and Black Students and 2) Urban Education. During these discussions, Moufi conversed with Ozioma Anyanwu, a junior at JHU, on the first topic and how their experiences as black women were not positive with police; additionally, they discussed what makes black college students feel safe on their campuses. The second conversation centered around how systematic oppression and white flight cannibalized urban public education and the long-term effects on disinvesting in two (2) generations of public-school students. Moufi was joined by Natasha Heggins, life-long educator and Senior Program Director of Baltimore's Promises, and Jeremy Lea, higher education professional and Ph.D. student at the North Carolina State University.

Community Impact

During the 2020-2021 academic year, the Center for Social Concern worked with 46 community organizations in Baltimore City, providing a total of 30,657 hours of service for a total economic impact of \$959,257.53.

Overall, 722 of the 2,938 (24.6%) people associated with the CSC made an impact. Additionally, 655 students participated for 26,862 hours through the Center for Social Concern's programs.

The demographics of participating students are shown below. (Figure 12).

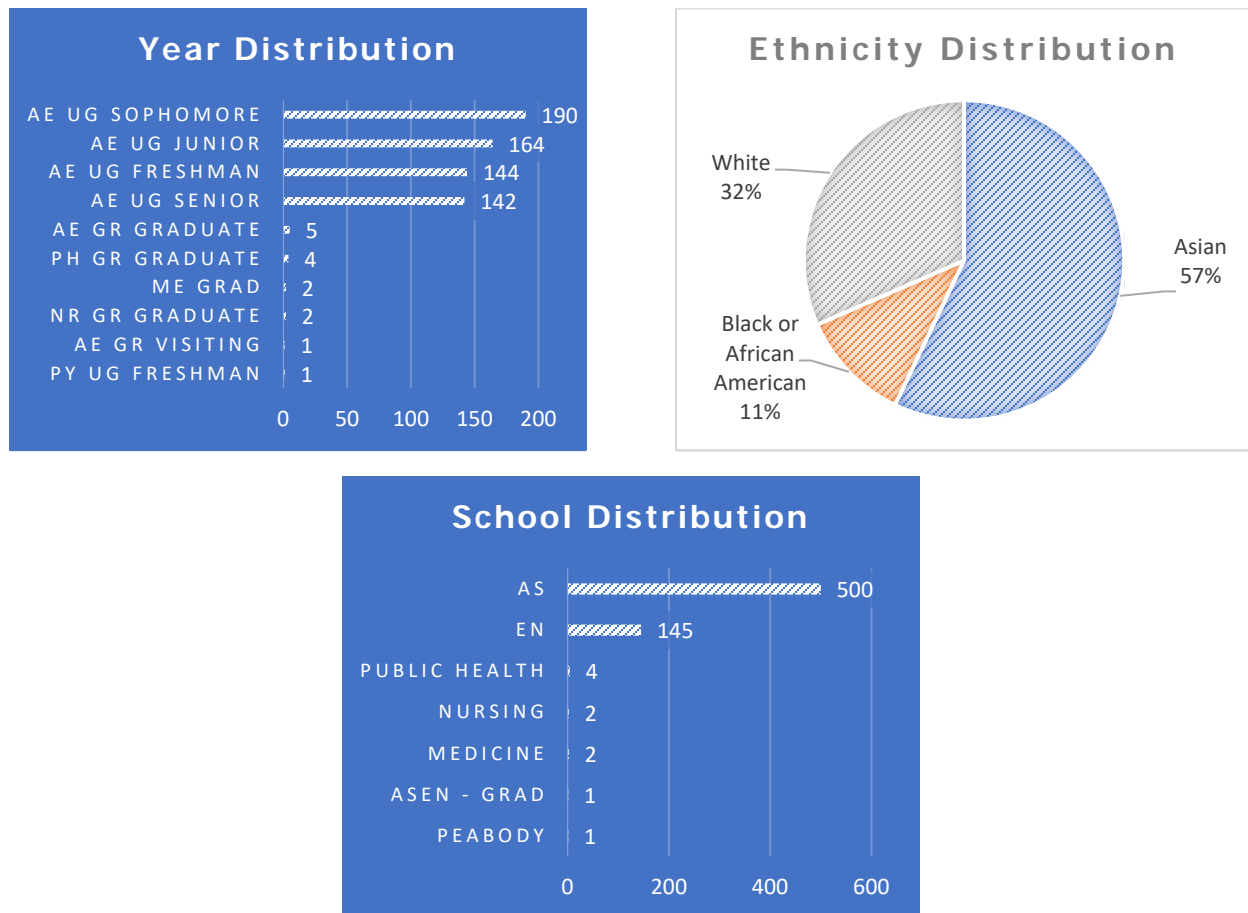


Figure 12 CSC Student by Year, Ethnicity, and School Distribution

FLI Student Involvement

FLI students were heavily involved in CSC programs and events. This year, 96 FLI students served 4,656 hours for an economic impact of \$145,686.24. The demographics of the FLI students are highlighted below in Figure 13.

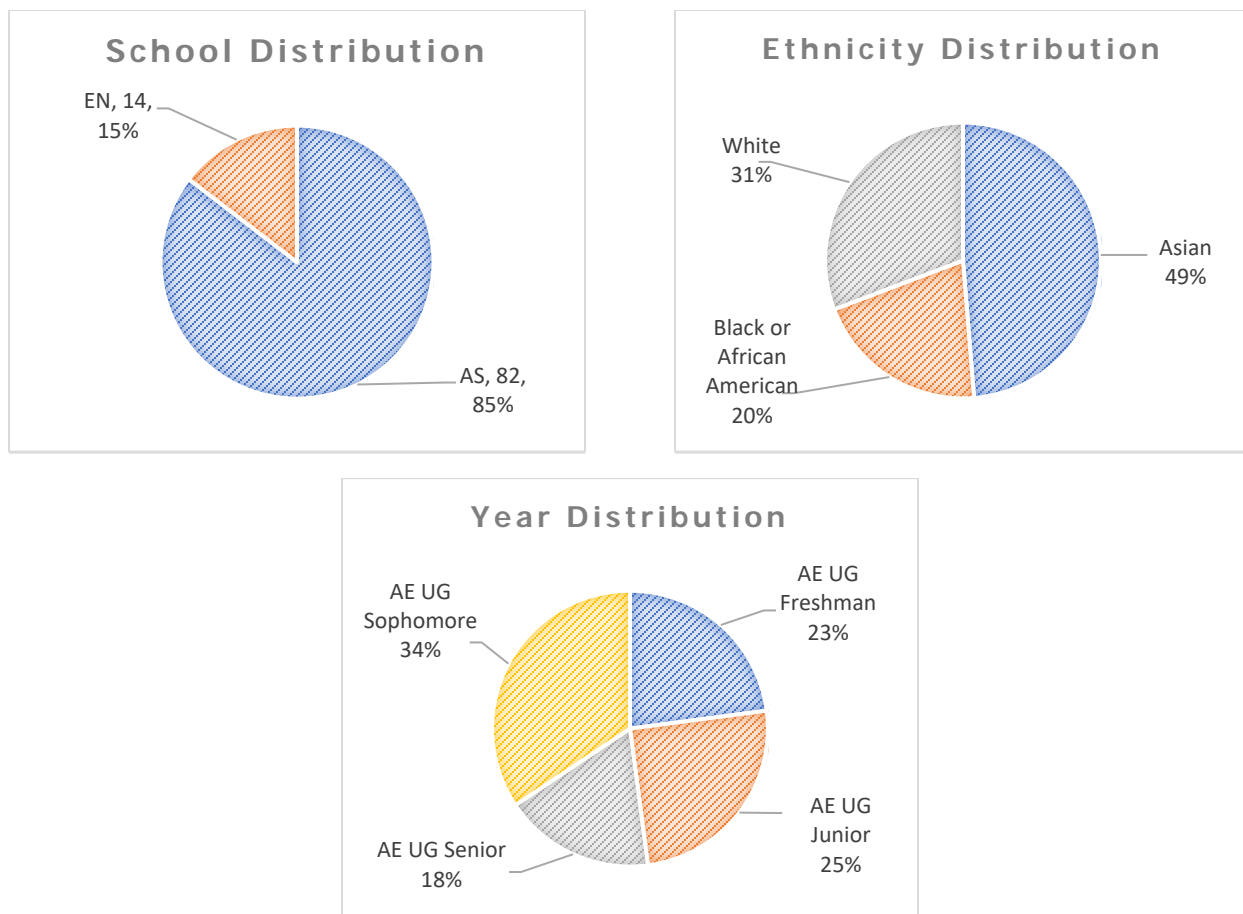


Figure 13 FLI Student Year, Ethnicity, and School Distribution

Athletics Involvement

Student-athletes participated in the CSC's programs and events. Twenty-four athletes served 601 hours for an impact of \$18,805.29. The hours served per team, and the number of athletes who participated per team is shown in Figure 14 and 15, respectively.

The demographics of athletes who participated are as follows: 20 enrolled in the Krieger School of Arts and Sciences, four enrolled in the Whiting School of Engineering. The current undergraduate year and ethnicity distributions of participating athletes are shown in Figure 16.

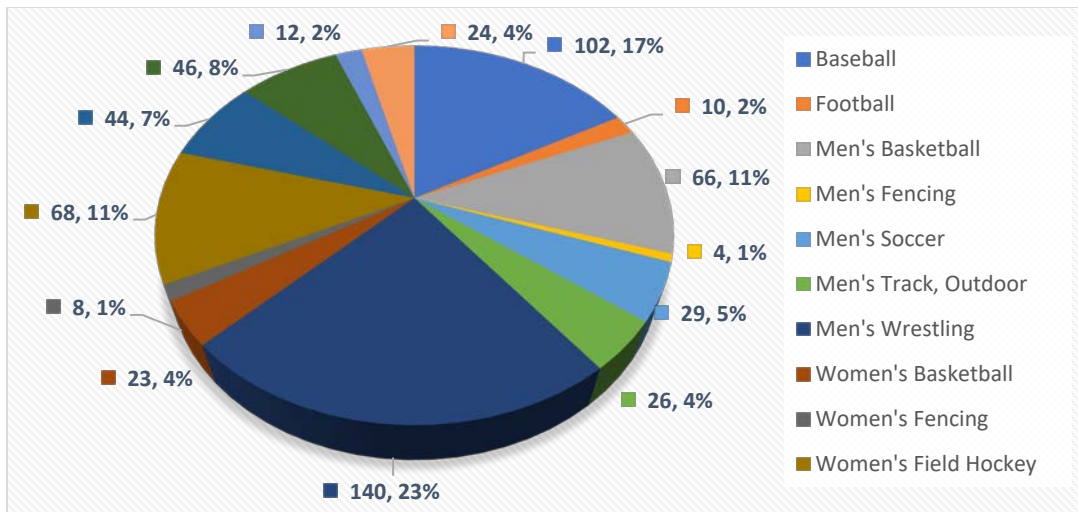


Figure 14 Hours Served per Team

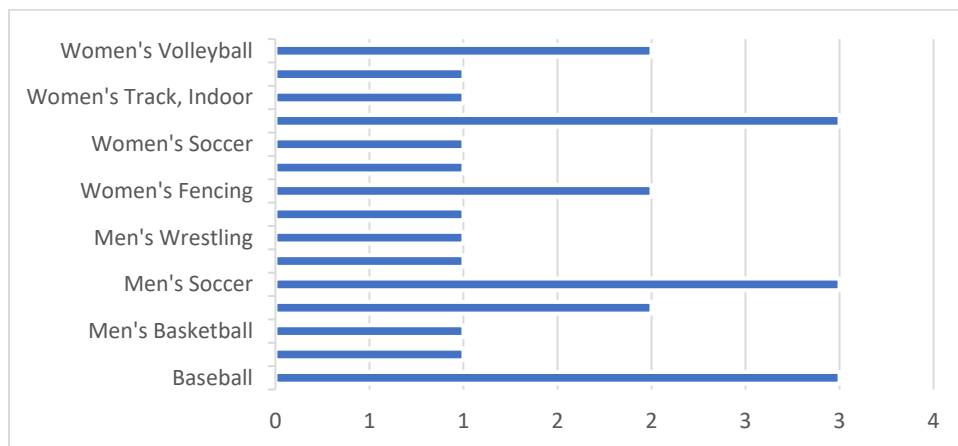


Figure 15 Number of Athletes who Participated per Team

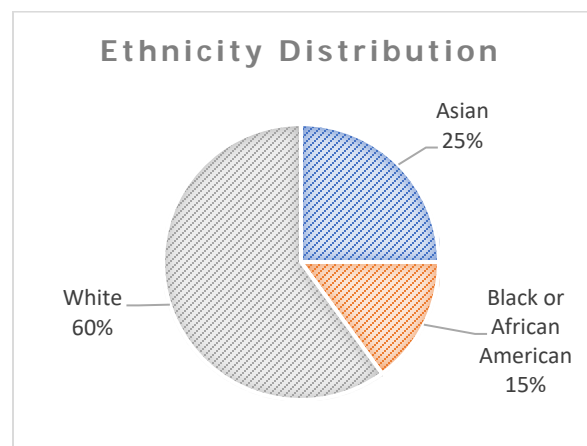
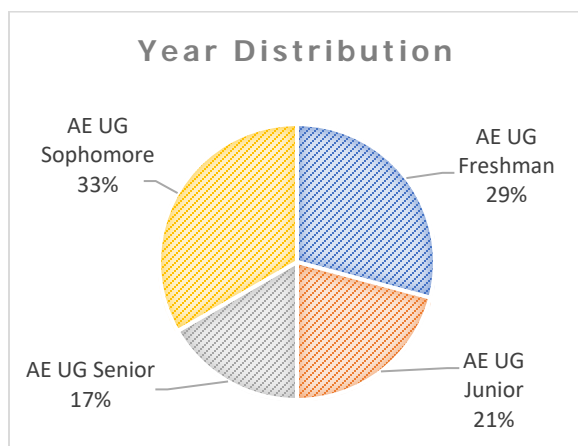


Figure 16 Athlete Year and Ethnicity Distributions