ACKNOWLEDGEMENTS

The inaugural Social Innovations Journal is a compilation of student submissions from Drew Stelljes’ Leadership and Community Engagement program. Each case study highlights a different non-profit organization. Students, faculty and the non-profit organizations contributed to this effort. The journal is sponsored by the Eilbott family.

Journal Review Committee:
Judd Kennedy
Austin Pryor
Chelsea Estancona
Elizabeth Miller
Katherine Eklund
Brad Potter

Editor:
Drew Stelljes, PhD

Copy Editor:
Ellie Kaufman

Contributing Authors:
Sarah Holko
Delaney Janson
Charlotte Tregelles
Anna Mahalak
Sagra Alvarado
Manal Saif
Drew Stelljes
Katherine Eklund
Jessica Edington
Sarah McHenry

Featured Non-Profits:
Building Tomorrow
Global Playground
Campus Kitchens Projects
Table for Two
The Feingold Association
Indicorps
Echoing Green
Dell Social Innovation Challenge
George Mason Social Innovations Program
Abstract
The purpose of this case study was to examine the characteristics of exceptional social innovators. The authors identified three chief executive officers of thriving social innovation organizations. The social innovators were asked to participate in an interview aimed at addressing the characteristics of successful social innovators. Results reveal a host of common characteristics, including a relentless persistence and a fierce determination to succeed. The social innovators examine their own life and then tell the story in a way that is compelling to various audiences. They are creative and imaginative, but also systematic in their long-term approach, but they also demonstrate practical, systemic thought processes.

In recent years, higher education has witnessed an increase in student involvement in social innovation activities. Upon graduation, large numbers of alumni have been seeking non-profit work that emphasizes an entrepreneurial approach to solving social problems. Students of the Millennial Generation are more group oriented, technologically savvy and infinitely curious as to how the material they are learning effects their daily lives. The Millennial Generation is considered to be the most diverse generation in U.S. history. When combined with the various technologies used to communicate with one another, it is no wonder that the Millennial Generation is highly integrated with the world around them.

Results reveal quite different paths toward success. Commonalities include a willingness to accept a subtle call to action, described by one social innovator as a “moment of obligation.” The social innovators enthusiastically accepted leadership when they were given the opportunity. They possess a relentless persistence and a fierce determination to succeed. They were not afraid to fail and thought critically and creatively to find a way to succeed. The social innovators report on the significance of examining their own life and then telling the story in a way that is compelling to various audiences. They are creative and imaginative, but also systematic in their long-term approach. While they are opportunistic, they are also realistic, knowing that they cannot solve all of the world’s problems but rather choosing to focus deeply on one area of social concern. The social innovators were asked the same series of questions. Their responses are described below and then discussed.

In addition to attending a Jesuit high school, Mike's parents were products of Jesuit education. Mike was raised to care about issues of social justice and poverty. He was taught to do the most he could to fight poverty and injustice. While striving for a more just society was always a part of Mike's life, he did not envision a career in the non-profit sector in high school or college. His first careers were in the consulting and hospitality businesses.

Mike always held an interest in DC Central Kitchen, but he assumed that there wasn't a place for him there. When a position opened that related to his skills and experiences, he was excited for the opportunity to bring his passions together and to join the organization. As he began to work for the organization, he emphasized teamwork, took time to understand the complexities of the organization, and learned from those who had been working there.

Mike has worked through struggles during his time at DC Central Kitchen, but believes dealing with issues of law and finance are speed bumps that are the same for any executive, whether it is a non-profit or a for-profit organization. Staff issues arose as the organization grew. According to Mike, a major advantage of leading a non-profit is that the mission
drives his work. By making people aware of the mission and keeping the mission's goal at heart in all work accomplished, the staff and external partners are motivated to work for a greater cause. At the same time, he never uses the mission-driven approach as a crutch because, as he consistently advocates, successful non-profits are still businesses.

Mike explains that managing the perception of the organization is always a challenge. He says that any non-profit or for-profit leader wants his or her organization to be perceived in the best and most genuine way possible. For example, many assume that DC Central Kitchen is solely a feeding organization, so Mike works tirelessly to spread the message that the organization has a much more intricate mission and approach.

Mike believes that his experience in the restaurant business helped him as CEO of DC Central Kitchen. In the hospitality business, he always had to figure out how he would get people to eat at his restaurant when there were many other places to eat. He concludes that this experience is true for non-profits as well. Mike explains that getting individuals and organizations to support the mission of an organization is a complex process and requires entrepreneurial thinking and marketing. He shares, "you can't just go by the 'help us with this and feel good' motto, you have to offer them something."

The key much of the success at DC Central Kitchen has been the incredible partnerships that Mike and others at the organization have cultivated. However, Mike is quick to say that it's impossible to involve everyone. He explains that leaders should focus on what they do, do it well, and share that story. Some will get it, others will not. While all should be inclined to expand and work with new constituents (especially if the cause or organization has evolved), there will also be people with truly different views. It is often best to focus on developing relevant partnerships rather than changing the views or involving those whose values and through processes will likely never match with the organization. At the same time, Mike cautions against closing off opportunities completely.

When asked about how undergraduates can navigate their future career path, Mike advised them to think broadly about how to start. In order to work for justice, one doesn't have to start in the non-profit sector. Sometimes the most interesting careers and projects come from taking unusual opportunities and looking for ways that interests and experiences can overlap. For example, he says there are incredible possibilities for those with degrees in law, medicine, and business, to provide value to non-profits. People with diverse experiences bring unique skills and mindsets. Whatever path a person takes, Mike says it's important to have a personal stake in the journey and destination.

Mike reminds young people who are entering the workforce to have respect for the struggles that the people before them have overcome in order to get their causes and organizations to where they are today. In sports, people always say that great players respect the greats that came before them. So too

must young people be humble and take time to learn about the contexts within which they work.

George Srour
Our goals and our passions lead us to embark on adventures. These adventures take us on individual paths that help us discover who we are and what we are meant to do. This discovery requires openness to the opportunities available to us, and we have to take these chances when they present themselves. As Albert Einstein once said, “Opportunity is missed by most people because it is dressed in overalls and looks like work.” Most endeavors that are worth obtaining are challenging and are worth the effort. Social innovator George Srour is well acquainted with these lessons as he leads his own non-profit organization: Building Tomorrow.

Building Tomorrow is the brain-child of George Srour, the founder and current leader of the organization. George Srour graduated from The College of William and Mary, Class of 2005, with a degree in Government and International Relations. During his time at William and Mary, George spent a summer in Uganda with the World Food Program. This exposure to Africa was the catalyst to a project that George would soon take on. Once he returned to William and Mary, George started the “Christmas in Kampala” campaign, where the goal was to raise ten thousand dollars, but the outcome surpassed expectations, raising $45,000 instead. This did not end George’s relationship with Africa, but instead only made it grow deeper. With the success of Christmas in Kampala, a social non-profit organization was born, and Building Tomorrow was launched. The goal of Building Tomorrow is to provide education to children in sub-Saharan Africa. Since it's beginnings in 2006, Building Tomorrow has opened seven schools in Uganda, providing students with a hope and a future.

The high achievements of George Srour did not come without hard work, dedication, and, above all, passion. Although distance may seem like a barrier to help children across the world, during his early work in Africa, Srour discovered that efforts to help are more accessible than it may seem. He shared that, “It takes a dollar and eighty-one cents to rebuild an entire school serving four-hundred students.” It was this impetus that led him to find more ways to help under-served children in Africa. Srour found his endeavor in providing children in Africa with a better future through the important tool of education.

Srour's greatest struggle in his work is, “getting people exposed to the work you are trying to solve. It can be difficult to help people understand the importance of it when we are half a world away.” However, Srour explained, there is a solution to this challenge. “You want to prove that this project is investment tangible. When you explain that three-hundred and fifty dollars provides an education for seven years, you are able to get your message across to others.” Through this explanation, Srour gives valuable advice to young social entrepreneurs; the concept of “investment tangibility.” After all, it is this concept that
Since Srour launched Building Tomorrow he has gained a vast amount of experience in social entrepreneurship. Srour has learned that, “no two days are the same.” He elaborated, “You have to try new things and bubble shoot.” He added that this exploration is part of the reason why he enjoys his work. With Building Tomorrow’s mission, there is a great deal of responsibility. When asked how he handles the pressure of carrying out the tasks of Building Tomorrow, Srour shared, “My mantra is under promise and over deliver.” He said that is better to surprise people by what you can accomplish. He followed, “The work that we do and the context we deliver is difficult. You have to come to the understanding that you're not going to educate all the children in the world. You have to be mindful of the difference you can do and make. So, with forty-two million children in sub-Saharan Africa, the more help, the better.” It is with this honest and conscientious perspective that Srour is able to lead Building Tomorrow with a positive and confident mentality. Finally, Srour gave a last piece of advice for aspiring social entrepreneur: “Find your passion, what gives you overall excitement and brings you joy.” It is through passion that Srour found his calling in Africa, and it is with this enthusiasm that he has for his work that he has been able to give hope to young students in Africa as well.

What makes Building Tomorrow a success is its leader’s unique approach to social innovation. Srour has the confidence to present his ideas and goals to others and then to find ways to execute them. Srour enjoys the challenge in searching for methods to run his operations effectively and the dynamic changes that arise in his daily work. Versatile leadership is a rare quality that plays a crucial part in a successful non-profit organization and Srour possesses it. Building Tomorrow’s, “Chief Dreamer” has a boldness to venture out to places unknown to him and break barriers. This feature in Srour is distinct and innate, and it was displayed by that crucial trip to Uganda with the World Food Program. The ability to travel to a foreign land and embrace the culture and its people is the sign of a person with an open mind. With this openness Srour welcomed opportunity, and, then, transformed opportunity into a reality. George Srour has set an example for social innovators to follow, and through his inspiring work with Building Tomorrow, perhaps there will be more non-profit organizations that follow in his footsteps.

Cosmo Fujiyama

Many William and Mary students say they want to change the world by doing something with a big impact to improve the lives of others. Aside from volunteering, however, we often find excuses for why we cannot go out and change the world right now: we haven't graduated college yet. We have to finish this daunting task before we begin any major project. We have classes, jobs, clubs, sports, and an endless list of obligations to keep us far too busy to do anything else. We came to William and Mary so that we could learn as much as we could, and then go out into the real world and start careers where we'll make enough money to support ourselves. After that is all done, then it's time to change the

helped Srour himself discover the part he could play in international education.

In 2005, then-sophomore Cosmo Fujiyama proved all of that wrong.

At age 18, Cosmo traveled to Nicaragua with Habitat for Humanity. It was there that she says she first “really put context to what ‘poverty’ and ‘humanity’ meant,” and began to wonder “what patterns create societies like this and what we can do about it.” After her initial trip, Cosmo returned to Central and South America as often as she could, over her breaks and summers. She had developed a passionate interest in the roots of such dire poverty as exists in much of the region and knew that she wanted to do something to change it.

It was not her trips to Central and South America, however, that really inspired her, but rather how she felt upon returning to William and Mary. She observed that her fellow students, even those who knew about the situations in the rest of the world, didn't really understand. She felt disappointed, and she realized that in order to really make a difference she had to change the attitudes of her fellow students at William and Mary.

The next year, Cosmo co-founded the organization Students Helping Honduras with her brother at the University of Mary Washington. The mission of the organization was to send college students on service trips to Honduras so that they could not only understand the realities of extreme poverty in countries like Honduras, but also feel the connection with the people and engage in finding a solution the way that Cosmo had on her first trip.

Since then, SHH has become enormously successful. It has raised over one million dollars, and it has started chapters on campuses across the nation. After spending three years in Honduras to help get SHH off the ground, Cosmo now holds a position with Ashoka and is a Reynolds Fellow at the NYU Wagner School of Public Service. The road to here was certainly not a smooth one, however, and Cosmo cites her ability to turn “problems” into “challenges” as one of the ways she overcame the many bumps. According to her, a change in attitude can make all the difference between the impossible and the possible.

“When I moved to Honduras, I had to learn a lot of things all over again,” says Fujiyama. “I was a toddler in a business suit.”

One of the hardest lessons she had to learn was that she couldn't possibly help everyone. When community members would come to her asking for help and there was nothing she could do, she “felt like a firefighter without a hose or water.” The wake of the 2009 earthquake was one such time, when a crumbled house killed the four-year-old daughter of a woman who was about to move into the almost-completed village. As she faced the hard reality that she had to pick her battles, Cosmo says, “It made me tired.” She began to understand the difference between the role of an organization and the role of an
individual, as well as the importance of building "emotional power" versus building a village.

At the organizational level, Cosmo also discovered that one of the most important and strengthening aspects of an organization is to have its values defined. When an organization solidly defines its values, it no longer needs to spend time debating them. It can then build stronger and more successful partnerships with other organizations and hire people that share those values. Along the way, Cosmo admits that her values have shifted slightly from when she was younger, but the same solid foundation is there.

Even from the beginning, everything was against her: the odds, the initial resources, and the stigmas of society that say you have to be secure and successful before you can start on your mission to change the world. Cosmo Fujiyama challenged all of that, and, by turning those problems into challenges, overcame them in a way that many might have previously thought was impossible.

Cosmo advises us to also challenge the norms. In fact, she urges us to take advantage of all of the opportunities and resources we have at our disposal now. Rather than college being too soon to get started, Fujiyama states that college is the best time to chase your ideas. "The environment is practically risk free: if you fail, it's not a job you can get fired from. You have access to so much funding and support, so much human and financial capital, that there really are no excuses."

**Conclusion**

It appears that there were intervals in time where actions were unique but the concept of action had similar activity. The exemplars in social innovation share a relentless commitment to one area of social concern, but they also have a deep understanding of the intersection of various issues and sectors. They accepted a call to action and have been relentless in their pursuit of action. They have been persistent in their approach and fearless in their willingness to act. They each approach their daily work with creativity and an imaginative mind. They emphasize the necessity of collaboration.

While their paths were quite different, demonstrating them is not one way to effectively make change. The exemplars accepted challenges as opportunities. The exemplars each have reflected on the influence of life outside of the profession, sometimes supporting their work and sometimes reigning in their highest aspirations. The exemplars spoke of the importance of learning to tell the story of their cause, of making the story approachable and tangible and of not distancing from another person's worldview. As the exemplars gained experience in sharing a story, they also learned about the value of uniting many others in the common cause. They each discuss the value of offering value to investors; those that invest financially and those that offer time and talent. The exemplars are realistic in their goals and systematic in their approach. They realize that not everyone will respond to their requests with interest. Their realism bleeds into their approach to their work. Since they are focused and strategic, they are able to initiate meaningful change without over extending their personal and organizational resources. They set clear goals and work tirelessly to align a vision and mission with a strategic plan.

Their unique backgrounds, engagements, and future goals demonstrate the intricate network of social innovators who are bound by a common pursuit of social justice and innovation.
Habitat for Humanity International

By: Delaney Janson

Habitat for Humanity International (HFHI) is a non-profit housing ministry that “seeks to eliminate poverty housing and homelessness from the world and to make decent shelter a matter of conscience and action.”

HFHI was founded by Millard and Linda Fuller in 1976 as a result of the couple’s desire to embrace a life of Christian service. In 1965, the Fullers left behind an affluent lifestyle in Montgomery, Alabama and moved to Georgia. They took up residence in a small, interracial farming community called Koinonia Farm, which was founded in 1942 by Biblical scholar Clarence Jordan. Jordan believed in racial equality, and Koinonia’s presence in Georgia in the 1950s challenged racism, militarism, and materialism. The lack of proper housing at Koinonia Farm inspired Jordan and Fuller to develop the concept of partnership housing. Partnership housing focuses on the idea that those in need of shelter actively work alongside volunteers to build simple, affordable, and adequate homes. Born from this idea was “The Fund for Humanity,” which would provide the capital necessary for the construction projects. Neither the Fullers or Jordan would profit from the initial investments, and loans to new homeowners would be made interest-free.

The Fund for Humanity was not a simple “money from donors in, money for houses out” type model, but rather it operated on the idea of self-sustainability. Although donations were initially necessary to fuel the fund, it would be replenished by mortgage payments from homeowners, no-interest loans provided by supporters, and fundraising efforts. This idea resulted in The Fund for Humanity’s mission statement: “What the poor need is not charity but capital, not caseworkers but co-workers. And what the rich need is a wise, honorable and just way of divesting themselves of their overabundance. The Fund for Humanity will meet both of these needs. Money for the fund will come from shared gifts by those who feel they have more than they need and from non-interest bearing loans from those who cannot afford to make a gift but who do want to provide working capital for the disinherited ... The fund will give away no money. It is not a handout.”

After the development of these ideas, they were put into action. In 1968, Koinonia created 42 half-acre sites where affordable houses were built. The money necessary to begin the project was donated by individuals throughout the country and the new homes were sold to needy families at no profit and no interest.

Once the Koinonia project was underway, the Fullers expanded their efforts to serve broader communities at no profit and no interest.

Internationally. In 1973, they moved to Zaire, Africa, where they launched a similar effort with the goal of providing housing for 2,000 families. In 1976 the Fullers moved back to the U.S. to meet with their supporters. After that, Habitat for Humanity International was created. HFHI experienced massive growth after former U.S. President Jimmy Carter and First Lady Rosalynn Carter took interest in 1984. The couple traveled to a Habitat work site in New York City to assist 19 needy families with the reconstruction of a decrepit housing unit. This became the first Jimmy Carter Work Project (currently the Jimmy and Rosalynn Carter Work Project), which has become an annual event where the couple leads a week-long HFHI trip. The Carter’s involvement with Habitat for Humanity is largely responsible for the widespread popularity of the organization, which proves that the involvement of well-respected social figures or celebrities can effectively further the mission of a non-profit organization.

Today, Habitat for Humanity International has worked with community members to build over 400,000 affordable houses serving over 2 million people around the world. It operates in all 50 states, the District of Columbia, Guam, Puerto Rico, and dozens of other countries. Habitat’s headquarters is located in Atlanta, Georgia and is comprised of an administrative staff, support staff, and volunteers. An international board of unpaid directors committed to social justice is responsible for overseeing the policy and the mission of HFHI. The current CEO of HFHI is Jonathan T.M. Reckford, who is a passionate and active citizen of this world. He came to HFHI as a seasoned traveler, businessman, Olympic rowing coach, pastor, and family man. Community-level Habitat offices, or affiliates, are managed by their own local volunteer boards. An affiliate acts in partnership with HFHI, but each is its own independent non-profit organization and each coordinates all aspects of home building within its territory.

The original Fund for Humanity model is the basis by which HFHI operates today. Habitat builds and renovates homes alongside the homeowners using provisions of donated materials and monetary gifts. However, HFHI does not give away the houses for free. Required is a down payment, monthly mortgage payments, and “sweat equity” or labor from the family. The houses are sold to the partner families at no profit and are financed through interest-free loans. The monthly mortgage payments are used to fund the building of more Habitat houses, creating an element of self-sustainability. Despite the self-sustainability of the model, donations are highly appreciated and extremely helpful. Donations are allocated as the donor desires or they are used as needed if the donor has no preference. Habitat for Humanity does accept government funding for infrastructure, utilities, and house building, assuming that the funds are compatible with its Christian principles and don’t hinder the advertisement of its Christian identity. Donors, volunteers, and the general public are able to access HFHI’s financial statements online at any time, fostering a sense of transparency and accessibility within the organization.

Families in need of housing who are interested in purchasing a Habitat home must...
apply to be a partner family through their local Habitat affiliate. Each affiliate has a family selection committee which chooses homeowners based on the family’s level of need, ability to re-pay the loan, and willingness to become a partner in the program. Neither race nor religion has any influence on partner family selection, and HFHI follows a non-discriminatory policy of selection. Because of this careful selection process, foreclosures on Habitat houses are very low and loan re-payment is timely. In order to insure that only the neediest families can take advantage of Habitat's housing services, many affiliates partner only with families who fall below the government-designated poverty line for their area.

As an organization, HFHI focuses on five mission principles: demonstrate the love of Jesus Christ, focus on shelter, advocate for affordable housing, promote dignity and hope, and support sustainable and transformational development. Advocating for affordable housing is based on a Biblical call to do justice, love mercy, and walk humbly with God. It is also based on HFHI’s belief that housing is a basic human right. HFHI advocates for the development of fair housing policy and the elimination of policies that sustain or promote poverty housing. In doing so, they hope to create a climate where poverty housing is socially, politically, and religiously unacceptable. HFHI believes that the promotion of dignity and hope is achieved through community partnerships and the development of safe and affordable housing. In this model, homeowner investment of sweat equity and a financial commitment fosters a sense of dignity and pride that would not necessarily be present if HFHI were simply a give-away type program.

Supporting sustainable and transformational development is a mission principle that is crucial to the long-term success of any project. HFHI believes this can be achieved through responsible stewardship of resources and a shared sense of trust and accomplishment among HFHI volunteers, community members, and homeowners. Sustainability in an environmental sense is also a goal of HFHI. The creation of sustainable housing means constructing houses that foster a healthy and safe environment, are durable and affordable, and utilize energy and resources efficiently. A sustainable building is not only respectful of the environment, but it is also respectful of homeowners through efficient utility usage and lower monthly bills. Habitat continually looks to adopt new efficiency practices and educate volunteers on the importance of green building practices.

Since Habitat does operate on multiple continents across the globe, the consideration of cultural differences is of crucial importance. HFHI is cognizant of this issue, and they are successful in adopting their model to meet the needs and cultural norms of the country in which they are working. For example, Habitat has a variety of international finance programs that may be more suitable to developing nations. HFHI has partnerships with multiple microfinance organizations, and, through this collaboration, a payment and building plan can be devised to fit the needs of the homeowner and the local HFHI affiliate. Cultural differences are also taken into account in the design of Habitat houses around the globe. For example, a U.S.-style house may not be suitable for a family living in sub-Saharan Africa or in the Pacific Islands. Habitat is aware of these differences and modifies home plans as needed. Habitat also works to support the local economy by building with materials that are available locally. In addition to supporting local merchants, building costs are better controlled which results in a lower mortgage for the homeowner. It also makes maintenance and repairs of the home easier, as local workmen have the skills to work on local-style homes but perhaps lack the knowledge necessary for repairing a U.S. style home.

An important point to consider when discussing a non-profit organization is whether or not there is a real need for its existence. At this point in time, the world is facing a global housing crisis, where images and references to this crisis are seen daily in the media. Housing problems include inadequate or dilapidated housing, overcrowding, or homelessness, and these problems are prevalent in the developing world and in industrialized countries. In the United States, over 95 million people live in substandard housing or are homeless, and about 1.6 billion people worldwide live in substandard housing where 32 percent of urban populations live in slums. These numbers are staggering, and they demonstrate a clear need for affordable housing.

Other benefits of quality housing should also be considered. According to HFHI, a house does more than provide a roof over one's head. As stated previously, home ownership creates a sense of dignity and pride for the family, improves safety, health, and security, allows parents to provide a stable environment for their children, and creates greater opportunity for employment or education. Housing also serves as a means of wealth creation for a family in the form of equity and forced savings due to mortgage repayment. The community benefits as well since housing construction results in job opportunities for community members. Good housing also attracts economic investment and encourages better school systems, further increasing employment and educational opportunities. It is clear that Habitat for Humanity is addressing a great social need with an adequate solution.

Habitat for Humanity International has been a nationally recognized organization for over 30 years. Like any other organization, HFHI has endured criticism, scandal, and difficult times throughout its existence. One criticism of HFHI regards the cost-effectiveness of their strategy. An article entitled “Jimmy Carter's Favorite Charity: A wildly expensive way to help small numbers of the non-poor” was published in 2005 in The Weekly Standard. The author argues that since partner families are required to demonstrate an ability to pay for their homes, many homeless and very poor families fail to qualify. It is thus argued that houses are awarded to families who are not necessarily the most needy and who may actually qualify for conventional mortgages. Many habitat affiliates addressed this criticism by adopting the policy in which only families living below the
A scandal was revealed in January 2005 when HFHI founder, Millard Fuller, was fired due to an accusation of sexual harassment that allegedly occurred in 2003. A female employee accused Fuller of making suggestive comments and of inappropriately touching her. This was not the first time Fuller was associated with such misconduct. In response to the firing, several of Fuller’s former employees admitted to knowledge of prior allegations of sexual misconduct in the workplace, dating back to before the founding of HFHI. This event caused a huge controversy among both members of the organization and the general public. For an organization that openly proclaims its Christian identity, this type of ordeal is very damaging to both its own reputation and to that of the Christian community as a whole. However, the board of directors at the time demonstrated poise and confidence in their decision, and HFHI has since recovered from this event.

Habitat for Humanity is, as it always has been, committed to creating a world in which every citizen has a safe and healthy place to live. After more than 30 years of work, HFHI still has a long way to go to reach this goal. The number of families in poverty housing is growing, and the United Nations reports that by 2030, about 40 percent of the world population will need access to affordable and safe housing. Despite these projections and the current state of the global housing crisis, the number of affordable housing units is shrinking, further proving the need and value of organizations like HFHI. Questions that need to be addressed by HFHI and similar organizations include how to successfully aid those families who most need the help, how to alleviate costs and maximize benefits, and how to create a sustainable international model that will provide jobs and training for local people in addition to housing. Overall, Habitat for Humanity International is a very strong non-profit organization that is dedicated to its values and its mission, and it has been extremely successful in addressing the housing needs of the poor worldwide.

Works Cited

Hour Children

By: Charlotte Tregelles

Hour Children unofficially began in 1986, when Sister Tesa Fitzgerald and four other Sisters from St. Joseph opened the doors of their convent to begin caring for children whose mothers were in prison. With the support of volunteers, they continued this work all the way until 1995, when Hour Children became an official nonprofit organization. Hour Children is located in Queens, New York, and its primary focus is on incarcerated and previously incarcerated mothers and their children. Today, the organization has five residences that house approximately sixty families each year (History). Hour Children earned its name because the lives of the children whose mothers are incarcerated are dictated by the “hour” of her arrest, by the “hours” of the scheduled visits to the prison, and by the “hour” of her release. Hour Children is an invaluable part of the community it serves, and its success lies in the dedicated leadership of its employees, its organizational structure that prioritizes constant support and guidance, and its strong ties to the community.

The founder of Hour Children, Sister Tesa Fitzgerald, is a native New Yorker. The idea for the organization came to her a few years after she had turned ten empty bedrooms in her convent into bedrooms for children whose mothers were in prison. During this time, she and the other Sisters would take the children to the prisons to visit their mothers on a regular basis (Bacelar). Sister Tesa came to care very deeply for these children who came to stay with her. She also realized just how badly most of the mothers wanted to change their lives for the better, but she saw that they were often trapped in unproductive and dangerous lifestyles due to a history of abuse, a lack of education, and poverty. Sister Tesa realized that, once provided with the basic resources, most of these women would fight to stand on their own two feet, and that they would then be able to take care of themselves and their families. Over the last fifteen years, the organization has continued to grow, and today Hour Children has buildings all across Queens and has helped thousands of women and children (History).

Prior to incarceration, almost all of the women who come to Hour Children are low-income, often below the federal poverty threshold. An estimated 50 percent have been victims of domestic violence, most have had dangerous drug habits, and few have obtained their general education diplomas or GEDs (Who We Are). Once these women have been convicted, they are also cut off from subsidized housing and city projects, meaning that they are being set up to fail upon their release from prison (Bacelar). When these women come to Hour Children, they need a great deal of support in various areas of their lives. As for the children of these women, many of them are sent to live with other family members
or are placed in the foster system. They may sometimes spend years being shunted from house to house (Who We Are). The children's insecurities are deepened by the little contact they have with their mothers, and this often leads to increased chances of involvement in crime, substance abuse, and other anti-social behaviors (Who We Are). According to the Bureau of Justice Statistics, “Half of the 1.5 million children with an incarcerated parent in the United States will commit a crime before they turn 18” (Bacelar). Without the proper care and support, these children will also become victims of the prison system. Therefore, the primary goal of Hour Children is to reverse this vicious cycle (Who We Are).

Hour Children is unique in that it is one of the few organizations to work both in and out of the prisons. Both types of support are necessary if they want to provide these women with the best chances of escaping the cycle of incarceration. In order to provide support for incarcerated women, Hour Children works hard to maintain strong ties between the mothers and their children. In order to accomplish this, Hour Children sets up numerous family visitations by providing vans to transport people to the prisons and staff members to accompany the children. The organization also provides parenting classes inside the prisons and family reunification counseling outside of the prisons to help facilitate mother-children relationships once the women are able to return home. Hour Children also provides legal assistance for the women and their families, which can be an invaluable resource. The four main areas that Hour Children provides support for women and their families once they have been released from prison are housing, employment training and opportunities, child-care services, and mentoring (History).

For many women, when they are released from prison or jail, they have almost no money or belongings. Sometimes they also have an infant with them, in which case they are given nothing more than a small care package of baby necessities (Supportive Housing). Hour Children aims to identify these women who have children and no where to go once they are released. Once these women are accepted into Hour Children’s program, they are placed in one of five residences. These residences are comprised of both transitional and permanent housing, and they are home to about 60 families (of women and children) each year. Hour Children is unique in that these families share their housing space with the Sisters who run Hour Children. This close proximity provides extra support and guidance for these newly reunited families (Supportive Housing).

Another crucial area in which Hour Children provides support is employment and training. To serve this purpose, the organization has its own Hour Working Women Program or HWWP, in which women learn a variety of marketable skills. These skills may include basic office skills, computer knowledge, retailing and marketing, and building maintenance (Employment & Training). Hour Children also offers the women a number of positions working in the organization’s thrift stores or in its offices as a way for women to begin building up their resumes. All women at Hour Children participate in classes and seminars, and they are given a small stipend for their work at the organization. This stipend teaches women how to budget their incomes—something many of them have never known how to do (Employment & Training). The HWWP also provides women with the appropriate clothing for interviews and office work, and it runs a variety of seminars, such as Money Management, How to Get Along With Your Peers, and Appropriate Dress and Behavior in the Workplace (Employment & Training). Many of the women who come to Hour Children have not achieved their GED, and the HWWP provides them with tutoring so that they can obtain it. A number of women choose to then go on to college, which is often funded by Hour Children. The HWWP also works closely with a number of businesses in the area, building relationships that they can use to place women in professional positions. HWWP’s main goal is for these women to become self-sufficient so that they can care for themselves and their families.

Another important part of Hour Children’s strategy is to provide strong childcare services. The organization knows that in order for these women to be able to focus fully on obtaining an education and a job, they need to know that their children are being looked after. Because of this, Hour Children has its very own after-school program for the children, as well as an all-day camp during the summer. Hour Children also has its own day care for the infants. All of these programs focus on academic enrichment, homework assistance, conflict resolution, and group sharing, among many other things (Children Services).

Hour Children also places a lot of value on its mentoring programs. One program, called Hour Friends in Deed, places adult mentors with children whose mothers or fathers are incarcerated. These relationships help children to develop strong social skills, and to establish important goals for their futures (Mentoring). Hour Children also offers the Woman-to-Woman Mentoring Program, in which women are paired with other women who are currently finishing up their sentences in prison or jail. These mentors are then able to support the women during their transition from prison to their future lives. Mentors provide positive role modeling and encourage their charges to take responsibility for their own actions. They may also provide assistance with daily living, budgeting, searching for jobs or apartments, and parenting (Mentoring). Both mentoring programs are a very important part of Hour Children’s work.

Hour Children has been hugely successful in making previously incarcerated women into self-sufficient, confident, capable mothers. In New York State in 2008, 1,855 women were released from prison (Women in Prison Fact Sheet). In the last ten years, Hour Children has assisted about 2,000 female ex-convicts in reuniting with their children and escaping the revolving door of recidivism (Bacelar). These figures clearly point to Hour Children’s success in helping a significant portion of women who are released from prison — almost 10 percent. This success would not have been possible without the fervent passion of the people, like Sister Tesa, who lead the organization. The women who work for Hour
Children do not simply consider it a job — they live with these women and children, and are there 24/7 to provide support and guidance. Hour Children has also done particularly well because of its strong ties to the community. Everyone in the area knows about Hour Children — they know Sister Tesa, they know the women, and they know the children. The entire community serves as a support system in which people look out for each other. Sister Tesa has also worked incredibly hard to gain the trust of nearby businesses. This then allows her to place women in job positions within these businesses, which helps to break down the prejudice that these women face when searching for jobs after having been convicted of a crime or felony.

If we can learn anything from Hour Children, it is that we desperately need more organizations like this that focus on rehabilitating previously incarcerated individuals. Even though Hour Children has done so much for the community, there is always the reality that the organization has to turn away some women and children simply because they do not have the space or the funding. By looking at Hour Children, we can also see the importance of organizations becoming fully integrated into the communities in which they are located, as well as the importance of employees’ dedicated leadership and providing 24/7 support and guidance. It is these factors that have allowed for Hour Children to accomplish so much and become a symbol of compassion and opportunity for the people of Queens.

Works Cited

The Bosnia Project
By: Anna Mahalak

Abstract
The purpose of this report is to critically examine William & Mary’s longest running student-run service trip. The Bosnia Project has sent William & Mary students to Bosnia each summer since 1998 to run a summer camp focused on teaching English with a partner Bosnian NGO. This collaboration with NGOs in Bosnia has changed and grown over time to adapt to the needs of Bosnian youth and take advantage of new technology. As the Bosnia Project enters its fourteenth summer, the following history and context for the project, and it’s an exploration of results and opportunities for growth, provides a model for other student organizations as they reflect on the past in preparation for the future.

Explanation of initiative’s context and background
The Bosnia Project is a long-running collaboration between the College and non-governmental organizations in Bosnia-Herzegovina. Not only is the Bosnia Project the oldest international service trip at the College, it also provides the longest in-country field service experience. While most service trips have a field experience of about two weeks, Bosnia Project volunteers typically at least four weeks of direct service. Additionally, this functions as a unique immersion experience for William and Mary students in a region where there are few opportunities to study abroad. Its mission is to bring together William and Mary and Bosnian students to foster cross-cultural understanding and leadership, as well as work towards positive change for the youth of Bosnia and Herzegovina.

The project was conceived in 1998 by a visiting scholar from the former Yugoslavia and led to a partnership with Sezam, an organization doing therapeutic work with children who experienced emotional trauma during the 1992-95 war. The first William and Mary team traveled to Zenica, Bosnia in summer 1998 to run a summer camp for children through Sezam. In teaching English language skills, students were able to provide resources to a the population of a small, economically struggling city, support positive relations among the Bosnian youth who attended the camp, and give youth the opportunity to benefit from active, student-centered teaching approaches. By promoting non-violent communication skills in the classroom, William and Mary students were setting an example for productive communication that has the potential to aid in Bosnia’s social and political transformation since the war.

As the priorities and resources of Sezam changed, William and Mary recognized the need to establish a new partnership. They began to collaborate with Creativus, a Sarajevo-based
organization developed by one of the original founders of Sezam William and Mary now sends 5 students every summer through the Bosnia Project to partner with Creativus in hosting an English and Film Summer Camp. William and Mary students are now team-teaching alongside Bosnian university students who are studying English language education, and that they are teaching digital storytelling and media production skills.

Elaboration of stakeholders and their histories (the leaders)
The primary stakeholders in the William and Mary Bosnia Project are Creativus, Bosnian university students, Bosnian youth, and William and Mary students. Each stakeholder benefits from the Project in a different way, and each is able to contribute in order to create a cohesive relationship and ensure the Project’s success.

Currently, Creativus’ main project is providing year-round English classes for preschool-aged children. The partnership with the Bosnia Project represents Creativus’s initiative to expand its name and influence in the community for social good. The summer camp run by the William & Mary and Bosnian university students, in collaboration with Creativus, is for students ages 8-12.

Bosnian university students serve as co-teachers in partnership with William and Mary students. They are students at the University of Sarajevo, and most plan to become English teachers in the country. The Bosnia Project provides a unique experience for them to gain hands-on experience working with children, which they would not normally extensively from their university development. The partnership between Bosnian and William and Mary students is beneficial academically, professionally, and socially for all involved. Bosnian youth benefit from gaining English instruction from native English speakers. While English education is present in some Bosnian schools, the extent and quality to which it is taught varies. Additionally, the Bosnia Project fosters teamwork skills and creativity in a classroom setting, which is not typically found in the Bosnian education system. The unique opportunity to “play” with English using creative media skills benefits Bosnian youth in both their education and social development. Their participation has long-term social and potentially political effects for the entire country because their videos made through the camps provide an insight into a country that has long been regarded as a war zone. The Bosnian students are able to present their country from a different perspective, giving a more realistic picture of daily life in a country that is growing and recovering but still carries the scars of the conflict.

Bosnia Project alumni have been key contributors to the Project’s longevity and success. As alumni, they want to see the Project continue to grow and succeed. Many alumni remain involved in NGO work or, specifically, work in the region of the Balkans. They continue to contribute to the Project by maintaining their relationships in Bosnia and continuing to build partnerships with NGO’s domestically and abroad that share the

Discussion of initiative’s development and implementation (the project/challenge)
The Bosnia Project continues to adapt to the needs of the community with which it works by responding to the challenges facing Bosnian youth in the post-war era and addressing the need for English education in a creative outlet. The biggest change to the project was made in 2009, when it became clear that the priorities of the original NGO partner Sezam were changing in response to limited resources, and they could no longer provide the necessary support for the summer program. That year, instead of sending a team of teachers to Bosnia, William and Mary used seed grant money to send one student to meet extensively with Sezam to attempt to solve the issues, in addition to exploring options for collaboration with other organizations. It was decided that the project would maintain collaboration with Sezam in addition to piloting a new branch of the project in Sarajevo with Creativus. In 2010, students worked with both Sezam in Zenica and Creativus in Sarajevo. After careful consideration and consultation, Bosnia Project participants have decided to shift our focus to Creativus in Sarajevo, which was viewed as the more productive and sustainable partnership.

The Project’s new direction in 2010 was a challenge, as the Bosnia Project incorporated a new creative media component into the curriculum. Through the newly developed English and Film Camp, William and Mary students facilitated the use of flip cameras as the Bosnian students created videos that showed a side of Bosnia rarely seen in the U.S. Challenges always arise when working across thousands of miles and a cultural language barrier. Communication technology can distort messages, and the language barrier can create misunderstanding across these mediums. The partnership has since grown and continued to build this trust and understanding in the relationship with Creativus. Though the challenges have been difficult, the project’s new directions adds important value; there are few opportunities for youth to engage creatively with their peers, not to mention with foreigners, in an open and fun atmosphere. The short films are concrete creative products in which the students can take great pride.

Summary of initiative’s results and limitations (the solution)
In 2010, the team taught English in a fun, no-cost setting to 250 Bosnian students. Since shifting its focus to Sarajevo, the Bosnia Project has been able to work with other children through its English and Film Camp activities as well as working at the Creativus preschool. In its first summer making films, the result was three student films and two films that detailed the Bosnia Project and the “behind-the-scenes.” In its second media summer, the Bosnia Project created eight short films. These films are posted on Youtube to be accessed by the Bosnian students, their families, and those in the William and Mary
The William and Mary students are from all different class years. Seniors are allowed to lead this student-led project, which facilitates and relies on student leadership development. And their work, while selecting the new team and playing an important role in training teach, and then return to Bosnia to spread knowledge about the Bosnian community.

Much of the Bosnia Project’s work from its early years with Sezam is seen through informal relationships and data. Some of the students who benefited from those summer camps have stayed in touch with the William and Mary students and one even became a co-teacher for one of the summer camps. The Bosnia Project has served as a resource for the Bosnian university students who serve as co-teachers. Many of these participants now have jobs as teachers and stay in contact with their William and Mary counterparts for resources regarding American education such as university curriculum.

Financial limitations limit the number of volunteers William and Mary can send each year, and how many Bosnian co-teachers can be supported with a stipend. There are fewer thriving NGO’s in more rural Bosnia, which limits the Bosnia Project to working in the capital of Sarajevo where there is often less economic diversity among students. Finding a dependable partner with which the Project had a strong relationship with already was the first priority in the shifting project. Despite these limitations, the Bosnia Project seeks opportunities to continue to grow and thrive in its purpose.

**Analysis of factors contributing to outcomes (the strategy)**

Bosnia Project students take a two-credit course taught by Dr. Paula Pickering. She works with Bosnia Project alumni to develop the topics of Bosnian history, politics, culture and language, teaching English, and non-violent conflict resolution in Bosnia, and the service learning process in general. The course also discusses why international efforts to rebuild Bosnia have both positively and negatively shaped reconstruction and reconciliation. Students create lesson plans, complete weekly readings, and keep a journal during their stay in Bosnia in order to help them engage in the reflective process of service learning. The course also discusses why international efforts to rebuild Bosnia have both positively and negatively shaped reconstruction and reconciliation. Students create lesson plans, complete weekly readings, and keep a journal during their stay in Bosnia in order to help them engage in the reflective process of service learning. The Bosnia Project's curricular component is essential to the process of service-learning. It provides current team members with the chance to acquire an objective perspective of a highly contested history, practice language skills, learn about classroom management, and bond as a team.

A key component in determining the Project's outcomes is the work of Bosnian partners and BP alumni. Bosnian partners help solicit host families, advertise the summer camp, and gather university students to co-teach. This truly creates a partnership, where the project could not survive without Americans or Bosnians. This equality of ownership leads to success.

Bosnia project alumni are a crucial aspect to the thriving project. The enthusiastically teach, and then return to Bosnia to spread knowledge about the Bosnian community and their work, while selecting the new team and playing an important role in training them. This student-led project facilitates and relies on student leadership development. The William and Mary students are from all different class years. Seniors are allowed to participate, unlike most service trips, because of the maturity and commitment they bring to the project even after they are no longer on campus. Students gain skills by planning the trip, working as a team to create lesson plans, and recruiting the next year’s team through on-campus public relations. They also serve as reflective practitioners, completing weekly reflection activities while in Bosnia and conducting self-led reflection at the end of the service project. Additionally, students then serve as mentors back on campus, acting as teaching assistants in the Bosnia Project class and returning to speak in the spring semester course to better prepare the future team.

**Reflection on lessons learned and recommendations for the future (lessons learned and questions for discussion)**

Each year, the Bosnia Project learns new lessons in cross-cultural communication and expectations. Negotiating the partnership with the NGOs, deciding on a budget, and ensuring host family accommodations is often difficult because of distance and differing cultural expectations for communication. Since moving the project to Sarajevo, the team has learned to facilitate more direct communication with co-teachers beforehand, through Skype and emails. Additionally, William and Mary students have acquired a clearer idea of what type of lesson plans must be prepared prior to their arrival in Bosnia and what must be adapted when lessons begin. Last year the Bosnia Project initiated a several-day long orientation program that helped students and their Bosnian partner address the issue of expectations. This coming summer, they have decided to expand the orientation session several days to include observation of the pre-school classes and a preparatory, collaborative lesson planning. Putting expectations for volunteers and for the community partner in writing is part of this communication and preparation.

In the future, the Bosnia Project should take advantage of technology to facilitate communication with Bosnian partners throughout the year leading up to the summer visit. This would provide connection between the Bosnian university students and William & Mary students. This would also help prevent any communication lapses between the two sides of the Project. Additionally, the Bosnia Project, which occurs typically mid-June to late July, should consider altering the timeline of the Project in partnership with Creativus to align with the Sarajevo Film Festival, which provides the opportunity to connect the English and Film Camp with a nationally recognized film festival by incorporating student films made at the camp.

One limitation of the Bosnia Project is the fact that new students participate each summer. This is helpful for multiple reasons, including bringing new ideas to the table, but limits the relationship building that can occur to plan the next year’s trip. The Bosnia Project relies heavily on alumni support for its sustainability and successful partnership with Creativus. The Project should continue to explore ways of institutionalizing this communication factor into its network and structure.
Another challenge is trying to judge more accurately the impact of the Bosnia Project on both its Bosnian and American participants. Keeping records on students and co-teachers who participate in the Project will allow accuracy in gauging this success. Consistent evaluation on how the Project contributes to Creativus and its community outreach is needed.

Wayside Youth & Family Services: Empathetic and Innovative Solutions To Community Mental Health

By: Sarah McHenry

When the movie Snake Pit screened in theaters in 1948, detailing the horrific conditions of insane asylums in the United States, the American public received a shock. Although their idealistic “Happy Days” suburban streets were clear of “crazy people” at the time, few realized the institutions where the mentally ill were hidden would make anyone crazy. Legislation poured in around the country to reform the mental healthcare system, and activists joined forces to reduce the stigma associated with psychiatric disorders. The institutions and orphanages shuttered one after another, while scientists’ discovery of the antipsychotic chlorpromazine led to the rise of the Drug Era in 1952 and, with that, the deinstitutionalization movement began.

However, a need was quickly identified in communities across the nation to provide outpatient support and treatment to patients whose mental illnesses and behavioral issues did not require hospitalization, yet these patients had social and cognitive function impairments sufficient to warrant intervention. In particular, communities sought to aid their troubled youth who were caught unprepared for adulthood with mental health and behavioral issues and who had limited adaptive skills. Central Massachusetts was no exception to this problem and, from 1953 to 1977, the state saw multiple community agencies establish themselves as shelters, counseling centers, and group homes for troubled children and adolescents. Before long, a partnership forged between two of the group homes, Harbinger House and Pearl Street House, both in Framingham, Massachusetts, and it began to change the conversation about mental health and youth and family services (Rowe, 2011a).

This collaboration would become Wayside Community Programs, Inc., the corporate predecessor of Wayside Youth & Family Support Network (Rowe, 2011a). The nonprofit, nongovernmental organization aimed to change the way community mental health services function. They did this first by identifying the overarching issue at hand, which was that youth and families across central Massachusetts needed a community-based network of supportive and educational mental and behavioral health services. Second, as particular community needs were identified, they sought to meet these needs not by opening up competing services to expand their organization but by taking on smaller community services under the Wayside umbrella. They then strove to implement research-supported, developmentally-appropriate, and culturally-sensitive programs which would integrate the individual, the family, and the community (Rowe, 2011a).
Today, Wayside divides its services into two broad categories: residential programs and community-based day programs. The residential programs vary slightly depending on their targeted population, but all of them share the characteristic of being treatment programs for adolescents in need. The youth who are referred face significant mental and behavioral challenges, often due to histories of trauma and abuse, and require structured support. The community-based programs, as mentioned before, address a wide variety of issues, including homelessness, parenting support, and trauma support service such as rape and domestic violence crisis centers, a program for youth who witness violence, and a homicide bereavement program.

As is the case with many social-services initiatives, their biggest challenge is trying to create lasting empowerment and avoiding the revolving door complex. The adolescents with whom they work only make this process more difficult for Wayside. These people are notably suffering from conditions such as conduct disorder, borderline personality disorder, oppositional defiant disorder, and major depression, and they are displaying treatment-resistant behaviors such as self-inflicted cutting, posttraumatic flashbacks, and inability to control their outbursts of anger. Approximately 13 percent of youth will be diagnosed with a significant mental disorder, posing risk to community health (Costello et al., 2003). Research has indicated that prevention and early intervention, especially with conduct disorder and oppositional defiant disorder, is the most effective way of preventing worsening of mental conditions and evolution into persistent maladaptive functioning in adulthood (Offord & Bennett, 1994). Thus, Wayside utilizes developmentally-appropriate, research-supported, individual-specific treatment which translates into long-lasting empowerment and sound mental health of the adolescent and his or her family. Residential treatment focuses on group therapy – building positive social relationships with peers who are dealing with similar challenges and putting life into perspective by watching and discussing interesting, relevant television shows such as “I Shouldn’t Be Alive” – along with individual treatment with a supportive counselor who remains the patient’s mentor throughout their time at Wayside (Rowe, 2011b). All programs emphasize fostering “resiliency” or adaptive skills that help a child thrive despite risk and adversity (Benard, 1993).

Additionally, being a family-oriented service, Wayside faces challenges concerning the right of privacy, which can clash with welfare when it comes to child welfare. There is an invisible line between the doors of a school and the parking lot, where a child is returned to the hands of their parents. No parent enjoys being told that they are doing a poor job of raising their child; however, effective and nurturing parenting is critical for healthy child development. Wayside has responded to this by creating their Parent Partnership Program and their Family Based Services (Rowe, 2011b). These two programs provide supportive services and education to parents and families, such as assistance with budgeting and household management, or counseling by fellow parents who have already been through the process of raising a child with behavioral, learning, or mental health difficulties. These programs attempt to foster positive communication and let struggling parents know that they are not alone in their problems.

Wayside seeks to further overcome these challenges by identifying their core values and ensuring that the implementation of these values directly addresses these issues. These seemingly simple values – strength, hope, and resiliency – inspire patients, staff, caregivers, and leaders alike (Rowe, 2011a). Strength as a value continuously encourages Wayside staff and leadership to increase effectiveness, warmth and individual focus in care-giving while inspiring patients and families to maintain strength through their adversity. They acknowledge that the diversity of individual histories and perspectives in their programs is a strength once these voices of the community are harmoniously integrated. Similarly, Wayside maintains that hope is absolutely critical for fostering change. Adolescents at a crossroads cannot believe in themselves if their own caregivers do not believe they will get better. Consistently maintaining positive attitudes and expectations is key for youth to be able to overcome their trials. Strength and hope must be persistent for sustainable individual and community empowerment. Then resiliency comes into play. As mentioned before, resiliency is vital for “bouncing back” from adversity, and is developed during childhood and adolescence in the form of protective factors (Benard, 1993). Wayside fosters the power of resiliency in youth by providing opportunities for positive social engagement, strengthening positive relationships with therapists and caseworkers, and never losing faith in the youth.

Wayside’s strength stems particularly from its leadership. The leaders of Wayside have been with the program since the early days, and show no sign of losing steam in the fulfillment of their mission. The President, Eric Masi, and both Vice Presidents, Elizabeth Reid and Bonny Saulnier, have all been with Wayside for a minimum of 20 years and have education and social work-related master’s and doctoral degrees, which shows that a commitment to youth behavioral and mental health goes far beyond the front lines of therapists and social workers (Rowe, 2011a). The scope of Wayside’s leadership is not limited by any means, however; the Board of Directors consists of lawyers, a reverend, parents, principals and trustees of local schools. In addition, the members of the Board are all socially-conscious residents of the towns in which Wayside works (Rowe, 2011a).

Wayside would not be as successful as it is without its business model of cooperation. In its early days, rather than creating a community service response to a need that might compete with another previously existing agency, Wayside sought to fold these community agencies into the Wayside network to make it easier for patients to access services that address all of their issues instead of navigating through disconnected referral services throughout the community. These win-win partnerships increased the breadth of Wayside’s services as well as its standing in the community. At the same time, the
partnerships provided economies of scale for operating costs, and they provided additional funding sources the programs might not have found on their own. In a slightly different sense, Wayside’s Youth Coalition and peer leadership at their Multi-Service Center cooperates with community leaders, teachers, and parents to identify community problems including AIDS, gang membership, substance abuse, and underage alcohol consumption to work towards developing creative and regional-specific solutions (Rowe, 2011b). The Multi-Service center also cooperates with local schools to provide in-school programming to enhance resiliency skills and identifies at-risk youth to bring to a therapeutic after-school program which focuses on physical, social, and creative art-based development and enrichment. Partnerships like these are critical to maintaining healthy communities. Communication and cooperation between schools and community agencies is the only way that youth can get the full support that they need.

Wayside’s impact does not stop with the communities and families it serves. In 2007, as it sought to build their Main Campus in Framingham, the organization encountered resistance from their immediate neighbors and the town at large, citing the burden of social service organizations on town tax revenue. Wayside won the lawsuits, and the policy implications from these decisions resonated throughout the country (Margolin, 2008). It affirms the right to fair housing everywhere for people with disabilities and marks one more crucial step towards justice for children in need.

Across the Massachusetts counties of Worcester, Middlesex, and Suffolk, Wayside Youth and Family Support Network has proven itself as a model of service for nearly 35 years. They have maintained this through their commitment to their mission, values, leadership, and integration of partnerships. When a youth walks through the doors of any Wayside network service, no matter what horrors they have faced in their years, they are entering a partnership that will heal their hearts and minds, and bring light and hope to their families and futures. How would I know? I am a Wayside youth and a graduate of the Day Center. I cannot fathom down what path I would have continued had I not met the supportive staff who never ceased to believe in me and my fellow peers whose incredible hope and unbelievable resilience to the horrors of their pasts inspire me to this day. It is the mission of Wayside to build strength, hope, and resiliency in the youth, families, and communities with which they work, and I am, along with thousands of other resilient Massachusetts residents, living proof that they succeed in this vision.

Works Cited and Consulted
Hearts of the Nation, 9/11 & America’s Civic Spirit

By: Sagra Alvarado
Re-printed from the Virginia Engage Journal

Heart of the Nation, 9/11 & America's Civic Spirit by John M. Bridgeland provides a compelling insight into the human condition of the United States after the tragedy of 9/11. A senior official under the Bush administration, John Bridgeland served as Assistant to the President, Director of the White House Domestic Policy Council, and Director of the USA Freedom Corps. In Heart of the Nation, Bridgeland offers an in-depth analysis on the impact of 9/11 and how it has affected the call to serve in America. Throughout the Heart of a Nation, Bridgeland argues for civic service as a vital necessity for America's prosperity as a nation and a society. He passionately defends civic service as an innate feature instilled in each person, and it must be kept alive through active involvement in the community.

Bridgeland introduces the audience to the call to serve by harboring a tragic memory know and felt keenly by each American, 9/11. In his introduction entitled, “Take off your shoes and run,” Bridgeland opens the theme of love after loss, out of tragedy, a community is born, as he states, “In the process, we can help ourselves discover the true meaning of the pursuit of happiness.” The goal of Heart of the Nation is to provide for America with a foundation to build on as he continues to discuss the impact of 9/11 and how that devastating day would shape policy on civic service there after.

In the first chapter Bridgeland vividly relives for the audience what happened in the White House as the nation was under attack on 9/11. As the nation was experiencing a crisis, Bridgeland explains that he was undergoing a transformation as well. He reveals, “I would find myself at the leading edge of a push to help keep alive a new spirit that was emerging in American culture.” Later on in the chapter the author continues to provide an account of the joint effort of the White House staff who were gathered together looking for solutions, including Joe Allbaugh, director of FEMA at the time, and Josh Bolten, White House Deputy Chief of Staff under president Bush. During this time for Bridgeland he focuses on how he anticipated the uprise in civic service that would occur as a response to 9/11. He states that, “The attacks changed the mood of the nation and how we viewed our obligations to each other.” Bridgeland begins Heart of a Nation with 9/11 in order to provide the audience with a foundation to build on as he continues to discuss the impact of civic service in the country. He uses 9/11 as a catalyst for the surge of community engagement and service that would come about as a result as the call to help another would be at its peak.

After 9/11 Bridgeland brings to mind the collective efforts to help alleviate the pain felt by the victims, “The reaction was largely spontaneous, and it cut across the city’s class lines as New Yorkers of all backgrounds tried to respond. A surprising number of stockbrokers, shopkeepers, artists, and others got involved.” The setting for civic service was in place and Bridgeland uses this to introduce the president's pivotal order to the audience that shapes the rest of this book. He describes the day he was summoned by the president who told him, “I want an initiative that will foster a culture of service, citizenship, and responsibility. Get to work.” With those words, Bridgeland would arise to a challenge of character, heart, and purpose.

When analyzing the state of service in the nation Bridgeland shares insightful thoughts on service including how “A democracy not only depends on active citizens who understand issues, vote, and keep public officials accountable, but also relies on active volunteers who do most of the work of civil society, meeting needs in compassionate ways that no government bureaucracy is ever equipped to meet.” Bridgeland wanted to create a policy where community service opportunities were accessible to the community. After conducting research with others, “USA Freedom Corps” was created. The author explains that “We wanted a ‘corps’ to signify that this was something you could actually join. We wanted to connect it to something larger and meaningful to the times – to reinforce that maintaining our freedom requires some sacrifice. And we wanted to tap the patriotism of Americans in support of a movement for service, citizenship and responsibility.” From USA Freedom Corps different sections would branch out including Citizen Corps and Medical Corps, all of these being different opportunities for community service. For Bridgeland, USA Freedom Corps was the remedy to cure the hurt felt by all Americans due to the tragedy of 9/11.

After revealing the plan of USA Freedom Corps Bridgeland discusses the importance of community service for the good of humanity. When interpreting what the founding fathers meant by, “the pursuit of happiness,” Bridgeland explains that happiness was not merely felt as a result of receiving or a product of instant gratification. Instead, in the time of the founding fathers happiness was achieved through service. He argues this by offering John Adams' account of what is happiness, “Adams valued public and private charity as the core of a happy life.” The author defends the idea that true happiness was in giving to others rather than receiving which why Bridgeland states that “the Declaration of Independences an argument for self-government, an argument for citizens to be engaged with their government and in the lives of their communities to serve the public interest and to protect the freedoms they are entitled by God to enjoy.” With this chapter Bridgeland delves deeper into what it means for Americans to be happy and how the founding fathers intended us to use our liberty through service to others.

In his chapter, “Uncle Sam Wants You,” Bridgeland offers a historical context for
community in the United States. From Theodore Roosevelt, FDR, John F. Kennedy, Reagan, and Clinton to George W. Bush, Bridgeland discusses their programs and policies on civic service and how they impacted the nation. The author discusses the pros and cons of the programs implemented by the presidents, including President Clinton's "AmeriCorps". Bridgeland explains to the audience the controversy that arose out of AmeriCorps as it was accused of playing volunteers to work by paying tuition for college students. With these examples Bridgeland is able to state that national service programs even in the face of opposition, it does not have to be costly, funding through nonprofit organizations is more efficient than "having the government create service positions"; and lastly, using federal money gives Americans a greater incentive to partake in volunteering efforts.

Towards the end of the book, Bridgeland discusses the end of USA Freedom Corps due to the economic crisis of 2008 and the lack of federal funding available. Bridgeland takes time to meditate on President Bush's impact of civic service on the country after 9/11. Bridgeland defends Bush against the "go shopping myth," made by Frank Pellegrini in his article, "The Bush Speech: How to Rally a Nation," stating that, "he made community and national service a top priority of his administration." Bridgeland ardently refutes Pellegrini's "go shopping myth" by elaborating to the audience President Bush's strong resolve in improving the nation through service. The author also states that while it is the president's duty to the country to strive for excellence in civic service, it is also the responsibility to keep it alive themselves through their own participation.

As a final note, Bridgeland leaves the audience with words of support and optimism for America. He strives for America to remain active and involved in the community. Bridgeland states, "Service to others, rallying the armies of compassion, engaging citizens in the maintenance of the health of their Republic, and waking people up to care about the poor and needy are all fundamental to the health and vibrancy of our democracy and are the heart of our nation." Through dedicated service Bridgeland believes that our nation will fulfill the mission of our founding fathers to a life in quest of the pursuit of happiness.

---

**SOMOS**

By: Manal Saif

**Introduction and Background**

In universities all across the nation students are taking part in something big: a movement in which they give up their time during breaks to work with communities all across the globe where they engage in projects ranging from building houses to providing medical relief. These endeavors that are rooted in good intentions are very complex; often the consequences of good-natured acts can lead to unexpected obstacles. A student group and non-governmental organization (in the most literal sense) that questions and researches their ideas and actions from the core finds its home at William and Mary. SOMOS, or Student Organization for Medical Outreach and Sustainability, is grounded in outreach scholarship and promotion of collective action, and it strives towards building a shared understanding of all goals and projects between the community and team. An in-depth look at key aspects of SOMOS, including the leadership, projects, challenges, solutions, strategies, and lessons learned, can give insight into the mechanisms that allow this organization to be productive and successful.

Originally two students at the College of William and Mary started an international service trip to the Dominican Republic (DR) and came back from their inaugural trip with more questions and feelings of unsettlement than they expected. With the realization that the trip was forming into another "duffel bag medicine" cause, the pioneers realized they needed to incorporate community capacity building into their mission. They approached Dr. David Aday, Professor of Sociology and American Studies at William and Mary, who agreed to take on the advising of this project and also incorporated a seminar for the students on the team to learn about international health projects. From there, the trip and team evolved into a group of conscientious and active citizens who would commit their years of undergraduate study to SOMOS and work year-round to research, learn, and work with a community in Paraiso, DR.

The transition from duffel bag medicine to a sustainable medical participatory development effort was primarily based on input from the community. With the establishment of a free clinic from which to work off of, SOMOS held a meeting with the community and asked them if they would like to continue the project. SOMOS disclosed that they do not have ready-made solutions, but they want to help with effectiveness and the capacity of the clinic by identifying underlying health problems and forming a partnership that ultimately works to heal complex health issues.

**Leaders**
SOMOS is comprised of thirteen William and Mary students, two of whom are elected as co-leaders to facilitate the group’s business meetings and handle all of the administrative work. All of the students collectively make decisions and once in country, each is an ambassador of SOMOS. Dr. David Aday is the faculty advisor who keeps the stability and continuity in the group, because the students are constantly coming into the group and graduating. Although the decision-making is primarily the responsibility of the students, Dr. Aday is the source of wisdom, guidance, scholarship, and experience. He has been with the project since the start and knows where it has been, what has been learned, and what direction is better to proceed in. Dr. Aday worries about his eventual succession after retirement, because the yearly turn-over rate of student leaders and influx/efflux of members make the continuation of knowledge becomes a problem at times. SOMOS has developed a Wikipedia site in order to provide a written history of the group, so new members joining SOMOS can learn the stories of SOMOS from the start. Furthermore, the Wikipedia site serves as a tool to look up past data and research that has been conducted up until present day. In addition to this, Dr. Aday and the SOMOS team is working to find and train a successor who can be knowledgeable and versed on the projects and history.

Another stake-holder who has been with the group since its start is Dr. Mark Ryan who is based in Richmond, Virginia. He is a medical doctor who was born in the Dominican Republic and he helps recruit medical providers, pharmacists, physicians’ assistants, and fourth year medical students to help in Paraiso. Dr. Ryan also leads a medical student group entitled HOMBRE which makes visits to the same Paraiso community during the summer. The medical students run health clinics in the community, including roving medical clinics and house calls. While this is where most other medical relief groups draw their line, SOMOS also considers the community members to be leaders and stake-holders as they give up their time, resources, and expertise in an effort to further the collective vision of SOMOS and the community.

Project/Challenge
The projects and challenges SOMOS faces are ever-changing since it is so community-interest based. The needs of the community are learned from in-depth interviews and surveys of Paraiso residents. Community members work together to establish priorities regarding problems and issues affecting their community. Currently, major concerns that have been identified are flooding, access to clean water, and trash collection. The SOMOS team, as a whole, is only able to spend seven to ten days out of the year in-country, so developing ways to constantly be working on projects with the community can pose challenges. As an effort to overcome the lack of year-round team presence, select team members devote up to ten weeks in the summer, traveling to the DR to carry forward research and projects for SOMOS. A constant project that is the foundation of their work is the annual health clinic that SOMOS has helped establish. Issues of having providers there throughout the year as well as the rising issue of encouraging community members

SOMOS is also working on a draft of a five-year plan they want to present to the community this winter. It is based on the past 7 years of research as well as recent research conducted this past summer. Within this plan there are different proposals and projects that work toward tackling concerns that come within the issues mentioned above.

Solution
SOMOS aims towards building capacity for the community to do things on their own by using participatory development perspective and methods. It is believed to be a community that can learn to organize and engage collective approaches to solve almost any kind of problem. If the community is not successful in certain aspects independently, SOMOS interjects with specific projects that the community can adopt and adapt based on what they believe works for them, while at the same time working towards promoting organizational structure in the community. SOMOS pays great consideration to what is important in the lives of the community members rather than solely implementing what they believe is correct based on their readings and experience. By working together with the community to tap into resources and knowledge in combination with the knowledge gained through literature and academics, SOMOS is able to develop projects to tackle major issues within the community.

To get past the issue of not being physically present in the DR all year round, team members are in constant communication with key members in the community through phone calls and email. SOMOS is also researching micro-financing initiatives for certain projects such as a local trash collection business. However, SOMOS and the community members must both be aware of one of the fundamental principles on which the partnership works. There must be a shared understanding between the two sides to build the capacity for collective action. Without this, there will only be superficial actions with short-term effects. Paraiso residents must be fully willing to take charge of any projects in order to see sustainable results. SOMOS aims to come up with projects that allow for resource generation and then regeneration. Within the five year plan, there are many potential projects that are listed in great detail, including information about the applicability of a project and the resources needed for the project. However, the implementation of any of these is based on community members’ approval this winter.

In executing a project, many questions need to be asked and answered, before diving full force into a project without thinking of the consequences. The core of SOMOS is to create sustainable projects that can be community-run and not create a sense of dependency within the community. Every aspect of a project is constantly reviewed, evaluated, and analyzed so the greater efforts can be augmented and improved. For example, the medical clinic is also being looked at closely to develop methods to increase sustainability of the clinic and health practices.

Strategy
SOMOS is an expert in the craft of asking questions. People get caught up in the doing, but rather, they should come up with questions because some answers to their questions are already out there and found in secondary research. Hence, time and resources can be focused on those questions still left unanswered as well as new questions that are developed based on what has already been learned. Using Geographic Information System (GIS) mapping and Social Network Analysis (SNA), SOMOS maps the entire community to determine where people live in the community, the interpersonal links that exist between community members, and the leadership structure within the community. For example, the social network analysis helped in determining key members within the community who played important roles and had potential to create or generate change. This data helped in creating focus groups where key issues and health problems within the community were discussed in greater detail. People have a common set of concerns at the collective level, but these are often not realized because people are competing at the individual level for scarce resources and they often don't see those connections. In addition SOMOS works at micro-financing as a way for resource regeneration and it engages the community members and allows them to make money. They additionally get donations and grants in order to carry-out certain projects, ranging from student research endeavors to purchasing a row-boat to deal with the flooding issue.

Lessons learned
The student-based structure of SOMOS, where students are constantly entering and leaving, gets to be problematic at times. This issue is particularly apparent regarding knowledge management. Certain groups may have researched a topic and figured out potential solutions to a problem that is currently coming up; however, the current group of students does not know about the work the previous group has done, so there could be a repetition of the same research which is wasting time that could be used for innovative research and planning. One way they are working at overcoming this issue is through a shared Wikipedia database where everyone puts their research. The research remains in the database for years so that the future generation of SOMOS can refer to it whenever needed.

Over the years SOMOS has also learned that trying to find a way to do some short-term, quick pay-off projects while working towards a larger scheme can be worthwhile. Many of the projects have a long time line until results are seen; having mini-successes along the way can be reinforcing. Therefore, occasionally choosing things that have a quick payoff for students and for the community members is something that is now implemented in the potential 5-year plan.

Additionally, the tactic SOMOS employs of conducting research and interviews before resource distribution has been rewarding. As soon as the community learns a group has resources, the relationship changes. One side has the resources and is seen as the wealthy, powerful side, while the other side is seen as the recipient. Because SOMOS lacked resources in the beginning, this dangerous dynamic was avoided, and rather empirically grounded proposals and projects were proposed and implemented based on a shared understanding.

For the future, SOMOS should look into ways of making the clinic completely run by the community. As part of SOMOS's sustainability plan, it will be a challenge to find local doctors in the DR who are willing to work at the clinic full-time. However, once physicians, PAs, and pharmacists from the U.S. aren't coming down to the clinic several times a year anymore, it is imperative that the Paraiso clinic have professionals still working. Coming up with a plan of how to get the clinic to be self-sustaining is something that will need to be worked on in the future. There are constantly questions coming up regarding projects, the relationship with the community, and SOMOS role that guide the path the team chooses and the challenges they take on.
Campus Kitchens Project

By: Sarah Holko

Context and Background

Campus Kitchens Project is a national organization that is using unique strategies to target hunger in local communities. The objective is to use existing resources to meet the needs of those in poverty who do not have a stable meal. Thus, the organization gets food donations from around the community including campus dining halls, restaurants, and local grocery stores. This food is then cooked into nutritionally balanced meals and distributed to the community in many different forms.

Campus Kitchens Project is special because it targets students and their campus food specifically. Currently, there are 31 schools around the country that participate in the program. This includes mostly colleges, and a few high schools including Gonzaga High School Atlantic City High. The students at these branches of the national organization run their campuses’ entire program on their campuses including staffing, food recovery (finding and receiving food), cooking and delivery with only minor assistance from their headquarters representative at the Washington office.

Each branch of Campus Kitchens Project has their own unique sources, cooking sites, and initiatives although they all focus on fighting hunger and homelessness in their area. For example, William and Mary has their own branch of the national organization that works with the Williamsburg Farmer's Market and recovery teams from A Gift From Ben and Vibrant Life Ministries to get food from local stores like Trader Joe's. Twice a week, this college receives the deliveries and holds cooking shifts in which they produce approximately 175 meals a week. These repackaged meals then get delivered to local low-income Williamsburg city housing.

Stakeholders and History

The Campus Kitchens Project is a combination of two main non-profit initiatives; DC Central Kitchen and a college run organization in Wake Forest called Homerun. DC Central Kitchen was started in 1989 by Robert Egger who got the idea to reuse wasted restaurant food from his career in the night club business. Homerun was a college organization that originated about a decade after DC Central Kitchen that worked to cook and serve dinners to the local community. After a few years, these two organizations connected and realized that they could use the concepts of recycling that DC Central Kitchen employed to reuse cafeteria food and fuel the cooking and delivery of the Homerun project. This merging was assisted financially by the Sodexo Foundation that continues to support the initiative. Since 2001, this idea has spread from as far south as Texas's Baylor University to Northwestern University in Chicago.

Campus Kitchens Project focuses on the issue of food insecurity. Once a college chooses to begin a branch, they normally team up with local senior citizens centers or government housing projects to deliver their food. According to Feeding America, 32.6 million adults and 16.2 million children were food insecure in 2010 (Hunger Facts). In this case, food insecure means that these families, children and individuals are not sure where their next meal will come from and do not have a steady ability to supply for themselves. Fear of hunger can have many different negative effects from disrupting the education of a child to ruining the health of an adult. With the healthy meals Campus Kitchens provides weekly, these families can count on at least a few substantial meals to get them through the week and mitigate these problems.

Initiatives Development and Implementation

The Campus Kitchens Project first started out as a small organization on the Wake Forest campus, with the model of using existing resources to meet the hunger needs in their community. When this proved successful, the organization began looking for other campuses in the country to continue to spread the program. In most cases, there was a dedicated individual on one of the campuses that had heard of DC Central Kitchen or Campus Kitchens in general and was interested in forming their own branch of the organization. In some cases, the Kitchen would reach out to people at the school to try to initiate progress.

As the Project grew, it became apparent that this strategy assisted in more than just the hunger needs of the community. The Campus Kitchens Project also helped to build student leaders, get campuses active in local issues, and bring students and their communities closer through interaction and communication. Their new mission statement and initiatives have sprouted out of these revelations. Their current mission statement is to:

- "Strengthen Bodies by using existing resources to meet hunger and nutritional needs in our community;
- Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children, and families in need;
- Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses and schools (What We Do)."

Although the website does not directly hint at this, it appears that there have been two main initiatives that have grown out of the new mission statement. First, as the non-profit grew nationally and headquarters formed, the resources available at headquarters including educational materials for individual campuses and contact information for potential donors grew as well. As a result, the Campus Kitchens Project became more
focused on educating their workers and executive teams about how to effectively run their branch and deal with the issues of hunger and poverty in their areas. This included visits by nationals to campus branches to educate them as well as national conferences to learn and grow.

Second, the need for the organization to spread education went beyond the students to the surrounding communities. With grants like the Martin Luther King Day Grant, Campus Kitchens Project sponsors educational activities for the youth and adults alike of low income neighborhoods served by the Project. At William and Mary, these funds were used to transport the children of local neighborhoods on field trips to the aquarium and zoo. Their campus has also worked to expand their impact on the lives of local low-income children by starting a mentoring program. Through this program, University students are matched one-to-one with neighborhood kids to hopefully have fun and really provide some guidance to these children who sometimes do not have the best role models in their lives (The Campus Kitchen at WM).

Initiative Results and Limitations

Campus Kitchens has been extremely successful in their goals to use food that would otherwise be wasted to help alleviate some of the hunger in their area. Although their website omits official meal numbers, from the websites of participating campuses, it appears that meals per week range from 100 a week to near 800 at schools like Northwestern (About CKNU). Hundreds of meals a week can make a huge difference in a county like Northwestern’s where 16.1 percent of the population is food insecure, struggling to meet its hunger needs (Hunger Facts).

Working to educate students and teach them leadership skills has also had some success, although there is much to be desired. The conference is held in one city without online access making it appear a waste of funds to frugal campus finance chair’s trying to focus their donations into alleviating hunger and other disadvantages in impoverished areas. Easier access to these conferences and trainings, as well as more online resources would definitely help out local campuses.

Finally, total integration and education initiatives in the communities have near limitless goals. Just the mere continued need for an organization like Campus Kitchens proves that there is still something wrong with the educational system and systemic way that resources are allocated in the community. Until this gigantic issue is somehow addressed, there will always be more ways in which the Campus Kitchen Project can further integrate with the community and educate their clients.

Factors Contributing to the Outcomes

Campus Kitchens has become an important part of many college town communities. Not only has the non-profit made students more aware of their surroundings outside their college bubble, but it has forced them to interact and work towards a goal in these surroundings. I think part of the reason this model is so successful is because it merges the enthusiasm of the students with the knowledge and expertise of a national headquarters to help achieve the mission.

Connection with businesses and local restaurants to recycle food that would otherwise be wasted has been assisted greatly by Good Samaritan laws around the country. These laws protect the donors from the threat of suit should someone accidentally get ill from their food. No one likes to see food get thrown out, so businesses are glad to donate what they would not have been able to use anyway.

It also appears that the most successful Campus Kitchens branches are the ones that have been able to partner with other non-profits or similar organizations in the community. William and Mary partners with A Gift from Ben to help provide and obtain their food supply. Similarly, Baylor University cooperates with the McLennan County Hunger Coalition a group of NGOs, government organizations, and other non-profits that are all working together to effectively eliminate poverty in their area (Baylor Campus Kitchen). The more communities’ link together to fight problems, the more successful they will be because everyone involved will have better expertise.

Reflection and Recommendations

The future of Campus Kitchens definitely lies in working towards their own futility. The non-profit should continue their mission to provide families with meals, but they should also work towards less families needing meals. The answer to this goal lies in education. Most schools have taken on this task in one way or another. Whether it be working with the children through the mentoring program to inspire them to stay in school, assisting parents with job skills, or training adults in kitchen management, these colleges are interacting with their communities to create a lasting impact rather than just a temporary fix to hunger problems.

As for the layout of the organization currently, there could be better communication between schools. Right now, it appears that the main interactions happen between national headquarters and each individual school. If the schools themselves had ways to interact with each other (other than at a once a year conference that costs hundreds to attend) they might be able to pick up some best practices and improve their organizations. As an example, at William and Mary, the branch organization had an issue with clients not answering their doors which results in left over meals being thrown away. After contacting other campuses, they found out that many other campuses had a program where their clients could elect to have their meals left with a different neighbor if they were not around during the delivery. If it was easier to obtain information like this from other campuses it would greatly increase the effectiveness of everyone’s kitchen.

In conclusion, the Campus Kitchens Project has a very sustainable layout because it can
easily spread across the country with little funding due to the fact that its main operations are based on easily obtainable donated food. However, to be completely successful, the organization should strive to reach past its original mission and reach into the daily lives of their communities — both enhancing the lives of those in need and the students themselves. It should also work to spread communication between headquarters and branches to improve the work of each branch individually.

Works Cited and Consulted