INTRODUCTION

This is a retrospective assessment about the Lang Opportunity Scholarship (LOS) program which was founded by Eugene M. Lang in 1981. This report studies projects variously undertaken over ten years from 1999 to 2010.

As a component of the LOS program, student from Swarthmore College have received support and funding to create or adapt a project that addresses a social problem and/or produces an improvement in conditions in an American or foreign community. The conception, development and completion of the project represents the philosophical center of the LOS program and is intended to result in initiatives that are of on-going value to the community once the Scholars have terminated their involvement, usually at graduation.

For the Scholars themselves, their participation is intended to provide a significant learning experience, be personally fulfilling and, perhaps, lead to a lifelong career of service and social innovation. A defined set of qualifying, development and completion considerations has been identified by the LOS Selection Committee. Six sophomores are then named Lang Scholars, based on this set of criteria and their projected ability to create a socially significant and sustainable initiative.

This Retrospective Assessment represents the first systematic exploration of its kind, as such a project has not been undertaken previously in the LOS program history and there is a dearth of studies on student social entrepreneurship generally. It is designed to answer two primary research questions:

1) What has been the nature of the experience of developing and implementing a project for the Scholars themselves?
2) What have been the outcomes of the LOS projects with regard to rate of completion, sustainability and replication?

In addition, the report includes a set of recommendations based on the results of the collected data and a set of “promising practice” criteria for assessing LOS projects in the future.

ABOUT THE AUTHOR

Andrea S. Taylor, PhD of Taylor Consulting LLC, provides consultation, training and technical assistance to a variety of private, non-profit organizations, universities, school districts, federal and state agencies, including the Center for Substance Abuse Prevention, the Centers for Disease Control and Prevention, the Office of Juvenile Justice and Delinquency Prevention, the Child Welfare League of America, the National Society for Prevention Research, and the National Council on the Aging. She currently serves on the Research and Policy Council for MENTOR/National Mentoring Partnership and was a member of the research team that developed the 2010 Elements of Effective Practice.
HISTORY OF THE LANG OPPORTUNITY SCHOLARSHIP PROGRAM

The Lang Opportunity Scholarship Program each year selects up to six members of Swarthmore College’s sophomore class as Lang Scholars. Selection criteria include distinguished academic and extra-curricular achievement, leadership qualities and demonstrated commitment to civic and social responsibility. As its central feature, the Program offers each Scholar the opportunity and related funding to conceive, design and carry out a Project that creates a needed social resource and/or effects a significant social change or improved condition of a community in the United States or abroad. In addition, it offers each Scholar a diverse succession of undergraduate and graduate financial and other benefits.

As the nature of community service and social justice work changed over time in the US and abroad, so too did the form of the LOS Program. Emphasis on “do no harm,” grounding the Projects in what the community needed and going into the field with an abiding appreciation for and understanding of the community rather than “parachuting” in are all features of the way our students enter communities today. Mr. Lang’s generosity made it possible to steward the cultivation of Scholar’s ideas and aspirations through the funding of successive Lang Scholar Advisors.

The administration of the LOS program has been shepherded by an array of dedicated staff over the years. In the 1980s, there was a LOS Committee which guided Scholar’s experiences which was convened by former Dean of Students and current Board member of the College, Janet Dickerson (Dickerson left the College in 1991). From 1991 to 1995, Ngina Lythcott, Dean of Students at that time, served as the LOS advisor. Associate Dean Myrt Westphal was the LOS advisor from about 1995 to 2005. Dean’s Office staff member Pat James followed in Dean Westphal’s footsteps and served as LOS Advisor from 2005 until spring 2008 when Jennifer Magee, PhD joined the Lang Center for Civic and Social Responsibility. Dr. Magee is the current Lang Scholar Advisor.

From the mid 80s to mid 90s, there was a fair amount of variety in the LOS program – some students were permitted to do two internships and no project; some did research projects; some did only a project; some did one internship and a project; some were initiated into the program when admitted to the College, and others applied as part of an open competition. What binds the LOS program over the years is educational value to the Scholars and social value to the communities in which they work. Eugene Lang’s continued generosity and fierce commitment to creating a better world provides constant inspiration.

Founder of the “I Have a Dream” Foundation and a recipient of the Presidential Medal of Freedom, Eugene M. Lang ‘38 is the founder of Project Pericles, a national organization of colleges and universities working to encourage and facilitate inclusion of education for social responsibility and participatory citizenship as an essential part of their educational programs. He is also chairman emeritus of the Swarthmore Board of Managers. Mr. Lang has a long history of philanthropic involvement with Swarthmore. His gifts include the Lang Center for Civic and Social Responsibility, the Lang Music Building, the Eugene M. and Theresa Lang
Performing Arts Center, endowed professorships, and support for faculty research and financial aid, the Lang Summer Social Action Awards and the Eugene M. Lang Opportunity Scholarship Program.

CURRENT STRUCTURE AND EXPECTATIONS OF LANG SCHOLARS

In 2007 there were some significant changes in requirements for acceptance and guidelines with regard to deliverables. There were a few factors that influenced changes in the LOS program over time including Mr. Lang’s concerns about the LOS program generally and the projects specifically; the imperative to ground projects in a comprehensive community-based needs assessment; and the realization that acceptance into the LOS program upon admission to the College was not the optimal circumstance.

In December 2007 an endowment agreement was signed. Under this agreement, projects may:

- be original or an adaptation of an established service, activity or resource that is designed to ameliorate a social problem and/or to create a significant improvement of substantive social value in an American or foreign community...

- The Scholar must have originated the proposed Project and be directly and responsibly involved in its planning and implementation so that the Project and the Scholar’s service may not be properly regarded as an internship under third party auspices.

- The Project must have defined objectives that can be used to assess its results and must clearly state the bases, means and practicability of ongoing monitoring and evaluation.

- The Project is usually selected by a Scholar, after much thought and consultation, as a result of past or current exposure to social issues—life experiences, community service involvements, family and environmental circumstances, academic and co-curricular subjects.

- Its conception usually derives from the Scholar’s experience, social interests and career objectives. A Project, as a resource, activity or service of material substance, can take many forms.

- It may be inventive and/or original, educational and/or physical.

- It may be a replication or adaptation of a proven program or facility designed to eliminate a social or physical condition that has been adversely impacting—or add to the well-being—of a community or constituent group.

- It may be organized and established to provide through creative intervention a continuing value to the community by some systemic change or elimination of a persistent hazard...
The Project should evidence resourcefulness in its methodology, and provide a fulfilling learning experience for the Scholar.

The Project, ideally, will establish a model that is replicable by others, generating positive ripple effects within the community.

The constructive impact of the Project should continue to develop and be maintained when the Scholar no longer is directly involved.

In addition to these expectations, the Lang Center staff has produced the Lang Scholars Handbook (Appendix C) which provides guidelines for each step of the application process, the requirements for internships, and the components for the final report and final presentation. It is important to note that the information contained in the Handbook outlines requirements for Lang Scholars, not optional choices. The goal is to standardize the process and deliverables with the intention of producing a greater number of completed projects that result in the intended outcomes for the communities/participants and are sustainable. In addition, training workshops and access to mentoring by former Lang Scholars have been added to the many resources available to current Lang Scholars.

REVIEW OF THE LITERATURE

The Lang Opportunity Scholarship program opens a door to civic participation and engagement that is unusual for most college students. There is considerable interest in civic engagement and public service among colleges and universities across the country and the proliferation of courses, programs, departments and centers at institutions of higher education in the past two decades is an indicator of that interest (Eyler & Billig, 2003). The LOS program, however, is unique in that it includes the development of student-initiated and implemented projects that require the individual scholar to take on significant responsibility for creating the web of support necessary for successful completion of the project, including developing content expertise, identifying personal mentors and collaborating with community partners. This represents an extraordinary opportunity: an opportunity for a community to benefit from a social innovation that can have important outcomes for its members and an opportunity for young adults to enhance their skills and personal development in a way that is, in the words of many Scholars, “transformative”.

A review of the existing literature on emerging adulthood, civic engagement, program development and evaluation and social innovations and entrepreneurship provides a context
for better understanding the benefits and challenges of these experiences for the students and the impact of their work on the communities in which they served.

Emerging Adulthood

Emerging adulthood has been proposed as the developmental period encompassing the years between 18 and 25 (Arnett, 2000; 2004). Identity theorists (Erikson, 1969, Levinson, 1978 and Keniston, 1971) described these years as a time of role experimentation in which many of the traditional adult commitments and responsibilities are delayed, providing young people an opportunity to explore the adult world and build a stable life structure. There is a substantial body of research that suggests, especially for college students, this is a period of significant developmental change (Bronfenbrenner, 2005, 1999; Labouvie-Vief, 2005, 2003; King & Kitchener, 2002; Levinson & Levinson, 1996) and represents a critical phase between adolescence and mature adulthood (Arnett, 2004; Furstenberg, 2005; Levinson, 1978).

What is of particular relevance for our study is an understanding of the cognitive and emotional growth that occurs during emerging adulthood where changes in the prefrontal cortex of the brain affect executive functioning (e.g. risk taking, decision-making) and emotional regulation (Steinberg et. al. 2006; Giedd et. al. 1999). Researchers have noted differences between the early college years, when changes of young adulthood are beginning, later college years when they are consolidating and changes which continue to occur after graduation (Simpson, 2009). Lang Scholars straddle these developmental stages.

In a recent article in Dogfish Stories: The Lang Scholar Newsletter, Bella Liu ’07 provides an illustrative example of this. She writes, “Born in Guangzhou, China, I moved with my parents to the United States at age 12. Growing up, I experienced many obstacles common to the Chinese immigrant story, from language and cultural barriers to my family’s economic struggles. Yet looking back now, I think the experience built my character greatly. One quality I came to acquire was certainly self-motivation, gained from watching my parents work so hard and take so much pride in my achievements. Other qualities, which I think are not as commonly attributed to growing up in an immigrant family, were empathy and compassion, acquired from meeting people different from myself and from experiencing adversity first hand. To me, with the understanding of people different from oneself, their hopes, needs and problems, comes the wish to make a difference for others. Throughout high school, college and now medical school, I have been passionate about several activities that could potentially translate this wish into action...”

Late adolescence/young adulthood. Developmentally, the period of late adolescence/young adulthood is a time when multiple points of view can be evaluated using critical thinking skills and prioritizing, and there is an increased recognition that problems often have no clear solution (Perry, 1999). There is appreciation of other’s perspectives and an increased capacity
to engage in relationships based on shared values and mutual benefit. Researchers have suggested that this stage allows for a greater understanding of the concepts of constructive criticism, loyalty and commitment and increases the capacity for undertaking leadership and public service (Simpson, 2009). Nonetheless, it is a period when the external environment—family, school, community or institutions—provides the value structure that people follow.

*Mature adulthood.* The distinguishing feature of mature adulthood appears to be the capacity to shift from an external validation (e.g. relationship or institution) of one’s perspectives and values to an internal recognition and acceptance of one’s role in making decisions and forming values. The manifestation of these changes is the capacity to develop principles of caring and justice; integrate diverse cultural perspectives; take initiative in forming roles and rules; acknowledge one’s own biases; accept personal responsibility; and solve complex problems for which there may be no “right” answer. The developmental psychologist Robert Kegan (1994) identified this shift as “self-authorship”, in which one “marches to one’s own drummer rather than someone else’s”. In Kegan’s view there is an enhanced capacity for leadership, to shape rules rather than only following them, and to make internal commitments to people, work, communities and families based on self-awareness of one’s own role in making choices. Some researchers have suggested that these ways of thinking are additionally influenced by gender, culture and nationality, disability and/or sexual orientation (Simpson, 2001).

Lang Opportunity Scholars are usually selected at the age of 19 and finish when they graduate at the age of 22. Obviously, admission to Swarthmore College puts them among the very brightest and most intellectually accomplished of their generational cohort and while there is a very strong correlation between higher level thinking and education (Colby et al. 1983, Dawson, 2002), the achievement of these mature thought structures is, nonetheless, a process. Research indicates that this period marks the emergence of these thought structures rather than the culmination and progress toward full integration should be thought of more like a spider’s web or spiral than a straight trajectory (Labouvie-Vief 2004).

Indeed, young people tend to use these more complex thought processes when they have someone else modeling for them, a point recognized decades earlier by Erickson (1950, 1968) who said that entry into adulthood was dependent on the presence of knowledgeable and generative adults who could mentor and support them. No matter how mature the student, in times of stress, such as intense emotion, sleep deprivation or unfamiliar situations, these complex ways of thinking tend to dissipate (Simpson, 2009).

**IMPACT OF CIVIC ENGAGEMENT**

While civic engagement has many meanings, we are defining it in the context of direct service, either through participation in an on-going activity, the development of a solution and/or product designed to create a social resource or improve conditions of a specific population or...
community (Planty, Bozick and Regnier, 2006; Alvord, S. H. Brown, L. D. & Letts, C. W. 2004). The body of research on civic engagement and emerging adulthood suggests that participation can enhance a young person’s academic, leadership and civic skills (Simpson, 2009).

While the college experience, by providing teachers and mentors, exposure to diverse populations and ideas and opportunities to practice and reflect on new skills and ideas, plays an important role in facilitating the developmental changes required for mature thought processes it is the exposure to different perspectives, the pressure to integrate them and the opportunity to become actively involved that helps promote the commitment to lifelong civic participation and social responsibility (Furlong, 2008).

Researchers have described a “transformative change” that often occurs for young people, whereby previously held assumptions, values, beliefs and lifestyles may be radically changed (Kiely, 2005; Eyler and Giles 1999); multiple viewpoints respected; and biases recognized and altered (Pompa, 2005). This supports what many of the Lang Scholars told us about their experience: “It was transformational” and “I realized I could tackle any problem.” Observed correlates of the “transformative change” include:

- **Enhanced academic skills and motivation** including a correlation between grade point average and public service (Kraft and Wheeler, 2003, Austin et al, 2000), a higher retention rate for undergraduates and more interest in attending graduate school (Astin and Sax, 1998);

- **Critical thinking skills** that include the ability to recognize the complexity of problems with no ready solutions and the need for evaluating, and resolving, conflicting information (Pompa, 2005; Eyler and Giles, 1999);

- **Career skills** including leadership and technical roles (Pascarella and Terenzini, 2005; Astin and Sax, 1998);

- **Leadership skills**, including leadership development, involvement in leadership activities (Austin, et al 2000) and the ability to work collaboratively in teams (Eyler and Giles, 1999);

- **Management of risk taking**, which involves not only the elimination of risk taking (Levine, 2007; Wilson, 2000) but good judgment in selecting and evaluating risks (Steinberg et.al. 2006). Public service and civic engagement activities can offer practice in taking risks in settings that are well supervised where mistakes can be made and consequences are at acceptable limits (Lightfoot, 1997; Ponton, 1997);

- **Support for diversity** includes a reduction in stereotyping, appreciation for other cultures, socializing across socio-economic and ethnic lines and commitment to promoting racial understanding (Astin et al, 2006, 2000; Eyler and Giles, 1999). There
are greater effects when there are opportunities for interaction with those from other cultures, classes and circumstances and when there is a chance for reflection of these experiences (Spring, Dietz and Grimm, Jr. 2006). There are also greater effects when students can “be with” rather than “do for” community members (Butin, 2005b; Pompa, 2005; Flanagan, 2004). The impact may be different for those from diverse backgrounds (Hyman and Levine, 2008).

- **Self confidence/self efficacy** involves the “self authorship” cited previously and includes greater self-knowledge, social confidence, reduction in feelings of disempowerment, complexity of thinking about oneself and levels of internal locus of control. Positive relationships have been found between service and self efficacy and these increase with the degree of reflection, length of service and other specific characteristics (Astin, et al, 2006; Jones, Gilbride-Brown and Gastorski, 2005; Eisenberg and Morris, 2004);

- **Moral development** involves the transition from an emphasis on obeying externally imposed rules to following internally derived principles of caring and justice (Daloz Parks, 2000; Gilligan, 1982; Kohlberg, 1973). Also included is the progression in perspective-taking skills, the ability to simultaneously recognize the systems, values and beliefs of the self and others (Selma, 2003). Some studies have observed changes in moral reasoning such as the development of an “ethic of care” and the recognition of the need to create community and dialogue as society becomes increasingly diverse (Rhoads, 1997).

- **Attitudes toward civic activities** include an increase in commitment to lifelong civic engagement in the form of behaviors, such as working with communities, volunteering and political activism; attitudes and values such as commitment to social change and social activism; finding reward in helping others; interest in pursuing a socially oriented career; and knowledge about social issues (Flannagan, Levine and Setterson, 2009; Levine, 2007; Astin, et al, 2006).

**“Reversing the Telescope”** One of the criticisms of college and university-based service programs has been the tendency to target off-campus needs rather than addressing needs of its own community members specifically low-paid workers such as janitorial, food service, facilities maintenance and security staff (Burack & Mullane, 2004). Although largely unresearched, others have noted the capacity of public service to build community on campus by teaching improved interpersonal skills and team collaboration (Butin, 2005; Eyler & Giles, 1999). This research draws attention to the question of location for student’s projects and suggests there may be a benefit to “looking local” if not “looking inward”.

**Social Entrepreneurship, Social Transformation and Social Innovation**

A far more complex issue arises when we begin to address the impact of the LOS projects on the communities in which they were implemented. The Lang Scholars Handbook states:
The LOS Project provides each Scholar with the opportunity to develop and implement solutions to a significant social problem. LOS Projects are innovative, bringing new ideas, strategies, resources and knowledge to bear on the issues they address while challenging Scholars to expand their knowledge and skills as agents for effective social change. LOS Projects are sustainable by the communities in which they are implemented, and replicable in other communities facing similar challenges. The Project, ideally, will establish a model that is replicable by others, generating positive ripple effects within the community. The constructive impact of the Project should continue to develop and be maintained when the Scholar no longer is directly involved – that is, a sustainable project is one that bears lasting, positive impact upon a community. (p. 17)

One of the challenges in understanding the impact of the LOS projects is in identifying exactly what it is the Scholars are being asked to do. It does not appear that they are expected to be social entrepreneurs in the way the term is defined by William Drayton, founder of Ashoka, a global association of social entrepreneurs, as “an individual who conceives of, and relentlessly pursues, a new idea designed to solve societal problems on a very wide scale by changing the systems that undergird the problems” (Leviner, Crutchfeld & Wells, 2009 p.93). Finding sustainable solutions to societal problems is the goal for LOS projects but those solutions, as suggested by this definition, may require fundamental changes in political, economic or social systems that create and maintain the problem to begin with (Alvord et al, 2004). Indeed, “wide societal scale” and “systemic change” would seem to be beyond the purview of most Lang Scholars within the context of their college years at Swarthmore College.

On the other hand, not all development work amounts to social entrepreneurship; replication or expansion of existing services, for example, does not require social entrepreneurship, but creative strategies can serve to reconfigure existing resources and services to reach a wider audience (Uphoff, Esman & Krishna, 1998). The fundamental tension regarding the LOS program is between the expectation regarding impact and sustainability of projects, the dearth of programmatic guidelines for how to get there and the Scholars lack of personal experience. There is a body of research that attempts to identify the patterns and characteristics of initiatives that lead to social transformation and we will utilize this work to inform the creation of an assessment tool for past and future projects. Understanding how effective programs and projects are conceived, implemented and evaluated will help to identify a set of criteria by which proposals from future Lang Scholars can be critiqued.

The test of business entrepreneurship is the creation of a viable and growing business organization. The test of social entrepreneurship, as cited, is change in a social system that creates and maintains a problem. Initiatives that utilize entrepreneurial capacities to solve social problems are not new and many have been disappointing in terms of effectiveness, sustainability and their capacity to “scale up” (Alvord et al, 2004).

An exploratory study on social entrepreneurship and societal transformation conducted by Sarah Alvord and her colleagues at Harvard University (2004) identified seven projects that
have changed the lives of thousands of people around the world. The programs selected for analysis all shared the following characteristics: they were widely recognized as interventions designed to help poor and marginalized communities; from many diverse regions of the world; had sufficient descriptions in the research literature; and were a potential catalyst for social transformation. The study identified three forms that successful initiatives can take: 1) building local capacities (enhance skills) to solve problems; 2) providing “packages” (small loans, improved technology) needed to solve common problems; and 3) building local movements (organize groups) to deal with community problems (p.270).

1) **Building local capacities** involves working with poor and marginalized populations to identify capacities needed for self-help and then helping to build those capacities. This approach is based on the assumption that given increases in local capacities, local actors may solve their own problems.

2) **Disseminating a package of innovations that serve a widely distributed need** is based on the assumption that information and technical resources can be reconfigured into user-friendly forms that will make them available to marginalized groups.

3) **Building a movement that mobilizes grassroots alliances to challenge abusive elites or institutions** assumes that increasing the political voice of marginalized groups can help solve their problems.

The study also identified six characteristics or propositions associated with effectiveness. These include:

1) **Mobilizing existing assets** rather than delivering services focuses on helping clients use their own assets to solve problems. Examples include organizing community groups to improve local services or organizing community groups to be more effective in influencing other “actors” and political forces.

2) **Emphasis on continual learning** by individual staff and partners is key to improving performance on complex projects. Organizational learning to enhance organizational capacity is critical in addressing challenges in the development of large scale projects, especially where there is conflict or volatility. Most initiatives in this study emphasized individual learning by staff and partners but few focused on organizational learning.

3) **Forging links with diverse stakeholders** refers to the capacity of the leadership to understand the perspectives of and work effectively with constituencies whose concerns and resources were important to the initiative.

4) **Building organizational capacity** involves investing in organization and management systems to support organizational growth to expand coverage or investing in building alliances with clients or other organizations that will carry out operational activities.
5) **Identifying “scaling up” strategies** typically involve one of three patterns: expanding coverage to provide services and benefits to more people; expanding functions and services to provide broader impacts to primary stakeholders; and initiating activities that change the behavior of other groups with wider reach, thereby scaling up the initiative indirectly.

6) **Utilizing activities for leverage** refers to the different arenas of stakeholder experience that can be affected by the socially entrepreneurial ventures. Social transformation leverage and impacts vary across innovation forms. *Capacity-building* initiatives alter local norms, roles and expectations to transform the cultural contexts in which the marginalized groups live; *package distribution* initiatives provide tools and resources to enhance individual productivity and transform circumstances; and *movement-building* initiatives increase the voice of marginalized groups to transform their political contexts and their ability to influence key decisions (Alvord et al. 2004, pp270-279).

A 2009 report by the Bridgespan Group on the Social Innovation Project defines social innovation as “novel solutions to social problems that are more effective, efficient, sustainable or just than existing solutions; the value created accrues to society as a whole rather than private individuals” (*Rediscovering Social Innovation*, 2009). Innovations that address critical issues can be assessed against three core criteria:

1) Program impact (does the model work?);

2) Scalability (can the model be scaled?); and

3) Organizational capacity (does the organization support impact and scale?).

These social innovations progress through different stages of programmatic and organizational development from “start up” to “at scale”. The benchmarks associated with the nascent stage of program start-up are essential components of program development. These include:

- Creation of a plausible theory of change;
- Establishment of key outcomes, relevant indicators and a strategy for measurement;
- Basic data collection system; and
- Obtaining encouraging results for participants (Bridgespan Group, 2009).
ELEMENTS OF PROGRAM/PROJECT DEVELOPMENT

Further illustration of these benchmarks can be found in the literature on program development and evaluation strategies for human service programs. Yuen and Terao (2003) define a program or project as a “coordinated change effort that is theory based, goal oriented, often time limited, target-population specific and activity driven” (p.1). Program planning is a dynamic process involving the identification of needs and the development of goals, objectives, activities and evaluation. The needs assessment is critical to the design of effective programs/projects because it provides the rationale for why a particular effort or intervention will benefit the community it is designed to serve. The needs assessment also informs the Theory of Change and Logic Model, which becomes the roadmap for a well defined project: “Where do I want to end up and how will I get there?” The Theory of Change is conceptual and tests plausibility (e.g. does this make sense?) whereas the Logic Model tests feasibility (e.g. will it work?).

The logic model provides a simplified description of the program, the intended outputs and intended outcomes (Harrell et al, 2009).

- Program characteristics include the population to be reached, the resources to be used and identification of the types and levels of service elements.

- Outputs are immediate program products resulting from the internal operations of the program or project such as the number of micro-finance loans provided or the number of households composting their waste material;

- Program outputs are, in turn, the vehicle for producing the desired program outcomes such as increasing the financial independence of village women or establishing a community-wide system of waste management.

- Careful attention must be paid to when the anticipated outcome is likely to occur; therefore it is useful to look at intermediate vs. long term outcomes (Harrell et al, 2009).

Finally, the logic model is used for measurement and evaluation purposes.

- In process evaluation, the logic model is used to identify expectations about how the program should work, which can then be used to assess changes from the original plan.

- In performance monitoring the logic model is used to focus on which kinds of output and outcomes indicators are appropriate for particular target populations, communities or time periods.
In impact evaluations, the logic model is used to identify how and for whom certain services or products are expected to create changes or benefits.

Ultimately, even simple data collection strategies can help to ensure accountability and potentially improve outcomes for clients and stakeholders (Yuen, Terao & Schmidt, 2010).

**METHODOLOGY**

In light of this literature review, the following methodology was created and employed:

1.) A review of the history of the LOS program from its inception in 1981 to the present provides a context for assessing the mission and goals of the LOS program and the changes in requirements and expectations that has occurred over the years;

2.) A review of the relevant research literature on emerging adulthood, the impact of civic engagement on college students, social entrepreneurship and social innovation and elements of effective program design and evaluation;

3.) A review of projects via program files and reports that has been maintained by the Lang Center staff;

4.) A review of project development and project outcomes via an on-line survey “On-line Survey for Lang Opportunity Scholarship Retrospective” (Appendix A-4) that was sent to the 63 individuals who were Lang Scholars between the years 1999-2010;

5.) A review of project development, outcomes and personal reflection on the LOS experience via in-person or telephone interviews using the Lang Opportunity Scholarship Retrospective Interview Protocol (Appendix B-1) conducted with a subset of Scholars (N=27) who were selected based on a set of criteria for their projects which included location (national or international), status (completed or not), focus, and strategy employed;

6) The creation of the LOS Cohort Sample for Interviews which identified the project focus or problem to be addressed; strategies utilized; location; and status (Appendix A-1);

7) The creation of a set of criteria, the LOS Project Assessment Criteria, (Appendix A-2) combining “best practices” in program development (Bridgespan Group, 2009) with a social entrepreneurship framework (Alvord, 2004) and a comparison of the 23 selected projects to the criteria, The LOS Program Assessment of Current Projects. (Appendix A-3); and

8) The identification of LOS “exemplars” to discern the validity of the criteria, which can be found throughout the report.
PROCEDURE

The present study was conducted over a ten month period, from March 2010 through December, 2010. The study participants were 62 individuals who were Lang Opportunities Scholars between 1999 and 2010 for whom there was up to date contact information. The study included the construction of a 45 item survey and a 14 item interview; pilot testing both instruments; posting/administering the survey; conducting in-person or telephone interviews and analyzing the data for both the survey and the interviews.

Informed consent protocols were created for all study participants and the study was approved by the Swarthmore College Institutional Review Board. Signed consent forms have been kept in a locked filing cabinet by the lead researcher and the research assistant.

Interviews were recorded on an MP3 Player, downloaded to Sony Digital Voice Recording Software and sent to one of four transcribers via sendthisfile.com. The digital files were converted to Word documents and posted in a password protected file on SwatFiles to which only the research team had access. Each interview subject was identified via a code developed by the research team and the identity of each study participant is known only to them.

The survey questions were developed by studying the history of the LOS program, reading a synopsis of LOS projects created from 1999 to 2010 and conducting interviews with current Lang Center staff and a work study student who had been an LOS in 2009. The survey consists of a variety of questions, including Likert scale items, yes/no and multiple choice with opportunities for additional comments to be added. The survey was posted on Survey Monkey, an on line tool for collecting quantitative data, and was first pilot tested with the ’10 cohort of LOS.

Minor modifications were made following the pilot and a link was sent to 56 former LOS (not including the six from ’10 who had pilot tested the survey) embedded in an email letter from the lead researcher explaining the purpose and design of the study. Jennifer Magee, Associate Director for Student Programs and Training, had previously communicated with past Scholars via the Lang Scholars Newsletter: Dogfish Stories, and postings on the Lang Center Facebook page. The lead researcher sent four emails over a period of four months reminding Scholars about completing the survey. There were 24 responses.

The Lang Scholars who were identified as study participants were those who completed and/or started a project. We were interested in learning about why some projects were not completed and those Scholars were invited to participate too. Our task, however, was not to evaluate internships; consequently Lang Scholars who had completed only internships were not included.

From the pool of 62, the research team selected 27 Scholars (representing 23 projects) to be interviewed in more depth. They were identified based on the following criteria:
THE LANG OPPORTUNITY SCHOLARSHIP PROGRAM

1) The issue being addressed by the project;

2) A balance of international and domestic projects;

3) The degree of sustainability; and

4) The strategies utilized to address the issue.

Please refer to LOS Cohort Sample in Appendix A for a breakdown of each project selected for further exploration. Each Scholar was then contacted via an individual email explaining the study and the purpose of the interviews. The Informed Consent letter was attached to each email. The lead researcher and research assistant divided the list and set up interview appointments with each person. Two Scholars declined to be interviewed, citing work load as the reason. Twenty seven interviews were conducted. Three different individuals were interviewed separately for the same project and two individuals were interviewed together for the same project. Interviews, which were semi-structured, took approximately one hour, and were conducted in person if they were in the Philadelphia area or over the phone if they were not, between July and September, 2010.

Table 1. Participant Pool and Response Rate

<table>
<thead>
<tr>
<th>LOS Participants 1999-2010</th>
<th># Pilot Tested Survey</th>
<th># Rec’d Survey</th>
<th># Completed Survey</th>
<th># Selected for interview</th>
<th># Completed Interview</th>
<th># of Completed Projects Rep’d by interviews</th>
<th># of Inc Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>6</td>
<td>56</td>
<td>24</td>
<td>28</td>
<td>27</td>
<td>23</td>
<td>2</td>
</tr>
</tbody>
</table>

**Analysis**

The verified transcripts were analyzed using a three-step process. Each transcript was read in its entirety multiple times and a narrative summary of the transcript was constructed (Way, 1998). Then, employing a holistic content approach (Lieblich, Tuval, Mashiach, & Zilber, 1998), thematic analyses were conducted by two coders using the qualitative analysis software NVivo 9. Initial themes were identified and discussed by the coders who agreed on the major themes detailed below. The coders recoded all of the interviews for the major themes and entered the associated quotations into conceptually clustered matrices (Miles & Huberman, 1994) constructed for each theme to detect patterns and identify sub-themes across the interviews.

In addition to the survey and interviews, the projects themselves were assessed for the purpose of better understanding:

1) The issues addressed by the LOS and the strategies utilized to address them;
2) The degree to which the projects utilized strategies associated with effective and sustained social entrepreneurship models; and

3) The degree to which the projects utilized elements of effective program development.

These questions were assessed in three ways:

1) **The Lang Scholar Cohort Sample** (based on program files) which identified the project focus (problem to be addressed), strategies utilized, location and status (completed, sustained or replicated);

2) **The LOS Project Assessment Criteria** combined “best practices” in program development (the Bridgespan Group, 2009) with a social entrepreneurship framework (Alvord, 2004) and compared the 23 selected projects to the criteria. The set of essential elements for creating and sustaining effective social innovation models include:
   a) Conducting a needs assessment;
   b) Creating a theory of change and logic model;
   c) Establishing goals and objectives;
   d) Producing measurable outcomes;
   e) Documenting the project implementation;
   f) Developing a sustainability plan; and
   g) Identifying strategies for replication.

Using the work of Alvord and her colleagues we categorized the selected projects into one of the three models of effective social entrepreneurship programs. These are:

a) Building local capacities (enhance skills) to solve problems;

b) Providing “packages” (small loans, improved technology) needed to solve common problems; and

c) Building local movements (organize groups) to deal with community problems.

The selected projects were further assessed in terms identified six characteristics associated with effectiveness. These include:
a) Mobilizing existing assets;

b) Investing in individual and organizational learning;

c) Forging links with diverse stakeholders;

d) Building organizational capacity;

e) Identifying appropriate “scaling up” strategies; and

f) Utilizing activities with leverage for economic, political or cultural transformation that vary by innovation forms (Alvord, 2004).

3) **LOS Project Exemplars** highlighted projects that have been replicated or sustained as a means for making a preliminary assessment of the validity of the criteria.

### LIMITATIONS OF THE STUDY

Designing and conducting a study of LOS program presents both opportunities and challenges. The obvious opportunity is to delve into the complexities of programs designed by young adults to address the myriad of social issues that affect our country and people around the world. The first obvious challenge is to make sense of what those complexities are based on a relatively small sample size, and with limited time and resources.

Although there are 99 Scholars who participated in the LOS program from 1999-2110, we only had updated contact information for 62, and of those 62 less than half completed the survey and participated in the more in-depth interviews. This is not an uncommon phenomenon in the world of research but, nonetheless, must be noted. Since this is the first Retrospective Assessment that has been conducted, the second challenge is in determining if the questions we asked were the “right questions”. The survey, interview and program assessment data all pointed to the same outcomes and conclusions which suggest that the Lang Center staff and research team identified the salient issues and utilized a variety of methods to explore them. Future studies will need to review and adapt the research questions and instruments accordingly.

### RESULTS: SUMMARY OF THEMES

**EXPECTATION OF THE LOS EXPERIENCE**

All of the respondents, from both the survey and the interviews, were pleased and excited about the opportunity to be a Lang Scholar and to be involved with the Lang Center. While the obvious benefit of scholarship money was cited, the primary sentiment that was expressed was about the honor of being trusted by Mr. Lang; being connected with others of like mind,
interest and ambition; and benefitting from mentoring and skill building opportunities. Those who were selected on admission had far less information about the LOSP upon arrival at Swarthmore, but once they were oriented to the process were appreciative. A Lang Scholar who was among the early recipients stated:

*I mean the project was the big draw, the opportunity to design and implement something of your own initiative and have the funding to back you up... But yes the project was the big draw and the financial aid of course and then the chance to be among a selected group of students that were also committed to public interests.*

Some respondents described the sense of community they experienced as LOS, and this was especially true for international students, some of whom expressed a feeling of isolation when they first arrived on campus. Many saw this as a way of enhancing their skills or launching a career trajectory.

*I thought it was a wonderful idea that here was a, you know, higher education institution that had a center that connected students who are like-minded, who share this commitment to simple justice and community service, public engagement, and that had, you know, a really professional staff with extensive experience not only in the field but also advising students in this respect. So connecting students with staff, with resources, and community partnerships and sort of being a bridge in so many different ways I think is really wonderful and it would be good to be part of such a community.  

*I guess I was attracted by the notion that I'd have a committee, a group of supportive people who would help me through the process of making a project, evaluating it, understanding it, writing a proposal.*

*...I thought it was just a great way to get...seed funding for an idea that would allow me to launch my career in the non-profit sector.*

**Identifying a Project**

Slightly over 37 percent of the study participants who responded to the on-line survey received their Lang scholarships upon admission, while slightly over 52 percent applied and received their scholarships in their sophomore year. The remainder was split between junior and senior year. Of those who were interviewed, 10 received their scholarships on admission, 15 applied during their sophomore year and two received theirs in the junior or senior year. For those students who applied or were designated as Lang Scholars on admission, identifying a project was a particular challenge because they knew they had the funding before they had any idea of what to do with it. As one Lang Scholar stated:

*It was interesting going into Swarthmore knowing that I had this project potential or opportunity because everything becomes a potential project. You*
A small number of Scholars stated that they had an idea for a project, either based on a lifelong interest before they arrived at Swarthmore or as a result of involvement once on campus, and in searching for a way to bring it to fruition were told about the Lang Scholarships. Those who applied, primarily as sophomores, articulated an idea in their application but 48 per cent of them did not complete the same project they initially described. This was due to life circumstances (illness or personal relationships, for example) or political realities, especially for international projects.

For many (82 per cent), the internship experience influenced a shift in thinking that changed or modified the project in some way. Some projects emerged from a personal issue (“I felt like an underdog and this was a chance to empower others”) while others grew out of a longstanding political awareness about issues in underserved communities.

That made me really angry. Every day I would just come back from [my job] and go to Chinatown and bite through some Chinese buns and just smoke would come out of my ears and I wished that I could talk to the people…. But if I did that it would violate my code and lose my job and lose the money that I was making to support myself. So that’s really why I guess one of the key motivators that’s made me look towards the Lang, thinking about some tiny drop that I could do to support these folks.

Meeting a Community Need

Conducting a needs assessment is one of the first and most essential elements for developing any kind of program or project. This involves both academic and community focused research. As one Lang Scholar reported, “I had a lot of book knowledge but far less practical experience on my topic”. Some Scholars described their project as being driven by their own passion and interest and identified their own failure to determine if their idea was needed or would be embraced by the community.

Some tried to take an idea that worked well in another region of the country and transport it to a different location or setting without assessing the community context and norms.

I envisioned a sort of [type of] program, and I saw [program] as...a good way to get at a lot of the issues. And so that’s sort of what happened. I think I had set my steps a little bit high. So somewhere in the middle, I realized that [this model] wasn’t necessarily working and started focusing more on [other activities]. Lots of things were problems that I hadn’t even considered.
EXEMPLAR: Furniture Donation Exchange Program, Amy Retsinas ’01

Amy used her Lang Opportunity funds to organize a furniture donation and exchange program in Rhode Island to help battered women start a new life away from their abusers. Noting that financial dependency is the primary reason women return to their abusers, Amy was surprised to learn there were no existing services providing inexpensive or free furniture to these women and their families. To answer this need, she developed a donation program with Goodwill Industries through which battered women living in shelters may receive donated furniture free of charge. Her project was a natural extension of her dedication to the cause of victim’s rights, particularly women and children and she has continued to pursue this path in her career. She recently graduated from the University of Pennsylvania School of Law and has returned to Rhode Island to continue her work against domestic violence.

SETTING REALISTIC EXPECTATIONS FOR THE SCALE AND SCOPE OF THE PROJECT

A fundamental tension that emerged in the interviews focused on the scope and dimension of projects completed by Lang Scholars. Some respondents described feeling pressure to create a project on the scale of the Chester Community Improvement Project, which continues to be a robust non-profit after more than 30 years. One Scholar stated “Coming out of doing the project, that was one of the things that I felt like was most challenging was just that it felt like there were really high expectations, but it was unclear about how to actually go about it.” A number of Scholars made the case for embarking on something that was manageable, either because they had done so and found it rewarding or because, in hindsight, they wished they had done so.

In some ways I think that Swarthmore students can be so ambitious and so excited about a concept that they can lose sight of what might be at stake, and I think that the Lang committee is wise to...provide a sort of safety net for those students and say, look, this is what you don’t want to compromise. Or at least recognize that you’re compromising before you choose to do it.

One respondent summed it up this way:

Every student wants to come up with this totally unique thing...about their idea and their set of experiences, and it’s kind of antithetical to what any sort of community development work is about...but I think that can be challenging too. It’s like, “Oh, this is going to be my legacy, and I’m going to invent this whole thing,” which is beautiful and inspired, but at the same time can be not very realistic.
THE ROLE OF MENTORS

The importance of effective mentoring cannot be overstated. Mentors are needed for emotional support, for technical and logistical guidance and for making critical connections in the community. Almost 95 per cent of survey respondents reported being mentored by community or agency partners and 84 per cent of survey respondents reported being mentored by Lang Center staff. Among the interview participants, the few who did not seek out mentors felt they suffered because of it, either because they felt isolated or they struggled to figure out things (identifying resources, making community connections) that could have been done more easily with the right kind of support. Survey and interview respondents also cited friends (73%), Swarthmore College faculty and staff (63%), project advisory committee members (47.7%) and LOS alumni (42%) as mentors.

Reaction to mentoring and support from Lang Center staff was mixed among interview participants and this was very much connected to the years in which they were Lang Scholars. A small percentage who were Lang Scholars in 1999-2002 did not recall Lang Center staff really mentoring them at all, save for assisting in completing the application and providing some guidance on the time frame for completion. Over three quarters of interview participants, however, did talk specifically about mentoring received from Lang Center staff. Those who completed projects within the last two to three years were overwhelmingly positive in their reporting, while those in the early and middle years of this decade had different experiences.

At the time I felt a little frustrated at the mentoring I received because I got the impression that the people at Swarthmore had sort of already figured out that my project was a little too much for me to carry out and they were sort of waiting for me to figure that out on my own, which was a very valuable life experience. It all worked out fine in the end but I was frustrated with it at the time.

...I had also hoped I think for more support from the Lang Center just in terms of some logistical things...even things like budgeting, I have the basics of how to do it, but I felt like it was never clear like what receipts I needed to save or how I got to get reports out to them, and how that affects my own taxes and things like that. So I remember there was some logistical questions that I felt weren’t completely answered.

...one of the – one of our advisors was Deb Kardon-Brown who really needs to be honored and recognized and promoted because she is just so amazing. I mean, she, you know, gives students her cell phone number. She’s always available. She responds to emails immediately. She’s like a mother. She’s so caring and so invested, and loves her work. I mean, so involved and just so inspiring. And we –
I could not have been able to do it without her. And I know other people feel the same way.

The staff of the Lang Center was also supportive, in various different ways coaching through the process of negotiating a budget, and writing a grant and establishing and working with community partners, and I’ve kind of continued this year after I’ve graduated. I’m still working on it and they’ve continued to be very helpful. The staff here has been some of my main resources in terms of trying to make the program more sustainable...

Jennifer always makes herself available for help, yeah, she’s always made herself available, you know, and she’s so not judgmental ...

It appears from the interview data that both emotional support and technical expertise are very much needed by the Lang Scholars. In general, participants indicated that they felt they received more of the “psychological mentoring” from Lang Center staff but sometimes needed more technical support in terms of implementation. This ranged from “I needed help with budgeting, creating benchmarks, a plan” to “I needed help with engineering and environmental issues and this isn’t a major focus for Swarthmore”.

As cited, mentoring from community partners is essential and participants were very positive about this aspect of their projects.

If I made a mistake with that community or something then it would have seemed a little bit more difficult to fix. But I never really had the opportunity to step too far out of line just because I was always with people who were experienced and knowledgeable. So, but it was [two names] they’re the ones that really seemed to help out.

She really helped a lot, like, the fact that she would trust me at the time, a 19-year-old college student to take on a task as big as that, which is awesome and she was, she was very supportive. Anything I needed, she helped with, she pointed me in the right direction.

**MENTORING BY MR. LANG**

Fewer students in recent years had much contact with Mr. Lang beyond the meal that takes place on Board Meeting weekends. For those who did have an opportunity to interact with him, and even develop a relationship, the response was positive.

I did have connections with Mr. Lang and we have a very interesting relationship. I...have a tremendous amount of respect for him...
for him and his generosity and his philanthropy. And I think that he recognized my work and everything. He was a huge cheerleader and champion...

Mr. Lang was pretty awesome and he would share some words of wisdom and talk about his experiences. I never really developed a personal relationship with him. I know some of my peers did have that opportunity and I wished I could have, because who wouldn’t really want to have a personal relationship with him?

And, as a result, it really changed my life... His money or his committee had brought such wonderful things over.

...I just have so much appreciation for him. I don’t know that he impacted my program, but I know he’s impacted me. Just, how could somebody think to do this with undergraduate students? I just really appreciate everything he has done and his philosophy behind the whole thing...I really appreciate the faith he has in us, in the students, and...he’s a really inspirational figure, and I know that has moved me.

Almost all of the interview participants who talked about Mr. Lang, described him as “tough” and went on to explain that he was rigorous in his questioning, did not accept statements at “face value” and had an expectation that Scholars could back up their arguments with some research or data. Some Scholars, who felt that he was coming down too hard on them at the time, stated that, in hindsight, they realized he was right and wished that they had listened to his concerns and advice.

He didn’t think it was a good idea. And to his credit he allowed the committee to make the decision that they made to fund it. And also to his credit he could see the challenges of students running a business...So I actually now in retrospect go back and go, he was right, but not just about running businesses, he’s right about running non profits, he’s right about that students need to be students and learning and under some broader experiences of people who have – and be given a lot of agency, and that’s great. But, be part of something bigger.

And one of the things he was talking about was accountability and how do you measure that your program was actually meeting (benchmarks). I remember at the time we were a little bit resentful, I mean, what? All these people here and we have such nice ideas and good intentions and what do you mean that we have to make surveys or, you know, have some kind of measurement tool to be able to see that it’s working. Of course, it’s working. And now I see that our biggest missed opportunity was not collecting that data.
MENTORING BY FORMER LANG SCHOLARS

Scholars who were interviewed from the early years of the decade cited frustration with not having contact with Lang Scholars from previous cohorts. For example “...I would try to build stronger ties within the Lang Scholars, itself. Have a buddy system, or have a mentorship system.” Scholars from more recent cohorts described themselves as “grateful" that Lang Center staff was making an intentional effort to bring cohorts together and encourage a mentoring relationship.

...she [former Lang Scholar] gave me a lot of help in terms of...you know, she really just mentored me. Though her project was not in [same country], but she helped me in terms of knowing how to keep a budget, because the environment she was in was very similar, in terms of the people we were dealing with and just a lot of social circumstances. So we just shared stories and to know that somebody else was doing it and that we had something in common and we could talk about it was a really big...

Some Scholars may not be aware in the beginning of how important these networks will be but a number of interview participants, when asked a later question about “lessons learned”, said “develop and use your networks”. A recurrent theme in the interviews was the degree to which mentoring was a key to a positive experience for the LOS and often had an impact on the outcome of the project.

SCHOLARS’ EXPECTATIONS OF THE TIME REQUIRED

Several themes emerged from the interviews having to do with the Scholars expectations of themselves and the experience. Very few, for example, had any idea how much time it would require to develop and implement a project, or the challenges of trying to create a project that was to be implemented over a summer and also demonstrate sustainability.

While approximately 16 per cent of survey respondents said they were able to plan their projects in one to three months, for the remainder it was anywhere from four to six months (37%) to almost a year (26%). Twenty-six per cent of survey respondents stated that they took off a semester or more to complete their projects. The interviews revealed some ambivalent feelings, both about the amount of development/implementation time the projects required and about taking time off which meant that they graduated late or doubled up on coursework in order to graduate on time.

Some Scholars were additionally challenged by trying to plan an international project while they were taking courses and even thinking about graduate school.

I also remember that once I realized what the project entailed and that it would involve taking some time off...if I was going to do it right. I knew I couldn’t do it in a summer. I felt a little bitter about that...that it had to involve taking a semester
off. At the end it was fine, I managed to get all the credits so I could graduate in time with 3.5 and I guess I saved a semester’s worth of tuition. But I did load up on classes so I was a little bitter about that, all my friends were at school and I was not.

I was trying to plan an international project while I was taking a full load of classes and was based at Swarthmore. If I had realized everything that needed to go into the development of the project I would have scaled way back—or maybe given it more time. I did it in a summer and it didn’t last after I left.

…I don’t think I realized that it was going to be really, really time consuming... they cover your work study, et cetera, for a reason. Because...you’re gonna be working, it’s going to be really intense. I’m always over committed and I’m always doing a million things at once but it was even a shock to me! And, you know, I know quite a few people who didn’t graduate on time because of the Lang project.

It is worth noting that some of the Scholars who completed projects earlier in the decade felt that projects completed by Scholars later in the decade “did seem a little bit more contained”.

**Scholars’ Assessment of their Maturity and Skill Level**

Scholars also identified their lack of skills and maturity as an influence on their expectations. This can be seen as an advantage, in that youthful exuberance can lead to amazing change and innovation, as demonstrated by a number of projects. More than half of those who were interviewed, however, saw it as a disadvantage. “I was a kid”, “I was only 19”, “I was immature” were all common refrains.

I have [since] studied a lot of the things that at the time I sincerely thought were a good idea, and I’ve learned a lot of things that I wish I had known then. I think that one of the biggest stumbling blocks was trying to set up the program without any formal training in any of the things I was trying to do. Looking back on it I’m actually really surprised at some of the insights I had and I think wow I could do that project now, I wish I still had my Lang scholarship. A lot of it was that I was trying to do something that was really beyond my skill level, and who knows how it would have all worked out now...

Part of the support that I wish I had gotten was a little bit more focus in my idea because I think I was an ambitious 21- or 22-year-old that was really excited to start something, and I think part of what I didn’t really get was the reality check that that probably wasn’t going to happen with $10, 000 and no skills to speak of. And maybe to have had either support in looking for additional sources of funding, or ways to really make it sustainable, or looking for support in terms of
ways to scale it back into something that would still be meaningful – or maybe just have a place to focus on doing something that could be replicable.

When you’re 20 years old, or 21 years old, you’re still an adolescent and you’re typically – not everybody, but typically you’re going through a lot of life change. Hormones are raging, you’re brain is not the fully developed adult brain. And to be a social leader out in the world is really a...very tall order. And so that I think – that dimension of it needs to get attended to. I think that the Lang program...it’s dealing with adolescents who are learning to be adults. And though many of us who went to Swarthmore were very mature adolescents...

Although I wouldn’t fault any individual person for that because everyone I interacted with, or was involved in the Lang Center Scholars program was excellent. But at the point I was doing it...I think it also reflects on the level of personal maturity at the time. The plausibility of self management was not there.

THE PROJECT LOCATION

While the time commitment was an issue for almost everyone, it was even greater for Scholars embarking on international projects. The challenge of planning a project abroad while taking classes in Pennsylvania, not being able to stay in the host country for a sufficient amount of time and having to negotiate unfamiliar systems from afar were all identified as concerns. For all of these reasons, and the fact that there is no “quick access” to a foreign country to stay connected or engage in troubleshooting, sustainability is even more difficult for an international project.

EXEMPLAR: Salem Shuchman ’84 Chester Community Improvement Project

Salem was in the first cohort of Lang Scholars and was selected as part of the admissions process. As a student teacher in Chester, Salem became involved in life of the community and decided to revive a community organizing group and focus on housing. Salem used his Lang Opportunity grant to design a project to rehabilitate houses for local low income families. The project evolved into a viable community group focusing on housing and economic development and almost thirty years later Salem is still an active board member.

The question of need and impact came up numerous times in the interviews as well. It was repeatedly noted that the city of Chester, a mere three miles away from Swarthmore, has more than enough challenges that could be addressed by LOS and is also easily accessible.

There were those who just, you know, they were committed to social service work, they didn’t need to go to [location], they could go to Chester, it was four miles down the road. I really want—my personal bias, I want the Lang Scholars
to go four miles down the road. They don’t need to go... You got lots of communities that need help. You don’t have to go very far. It may not be as glamorous but it can be very effective.

On the other hand, it was also pointed out that some of the international students who became Lang Scholars have an opportunity to make an impact on their home community and that some of the international projects completed by U.S. citizens brought some innovative ideas to these communities. Of the Scholars from the interview pool who completed international projects, it is unclear how many have been sustained because some of the models identified have just been completed and it is still too early to know for certain.

THE PROJECT MANAGEMENT

There were a few instances where Scholars had worked together on projects, either as members of the same cohort or successive cohorts. This approach had several advantages which are worth noting. First is the obvious division of labor, especially where individual skills and strengths were complimentary and not duplicative. For example, people talked about being “big picture oriented” while their partner focused on details or having political savvy while their partner was a “people person”. Second was the opportunity for mentoring and “succession planning”, so as one person graduated another could step up a takeover. Finally, was the continual sharing and reflection that occurred between partners, which reduced isolation and the sense of operating in a vacuum.

INTERNSHIPS

Without a doubt, internships were rated by survey respondents and reported by interview participants as being very important to the evolution of the projects, for enhancing skills and increasing understanding of communities and local politics. Eighty nine per cent of survey respondents completed an internship and 82.4 per cent indicated their project was revised as a result of the internship experience.

I had a lot of book knowledge, and, you know, I knew what I wanted to do, but I had never had any hands-on experience in an environment like a developing country. So, my internship shed a lot of light on what actually happened, how the protocols were actually used for [topic]. So, I think my internship really informed how my final program, final project turned out to be.

...Because my internship informed my project a lot, especially in terms of the location and what exactly I was going to do. I think there are very few Lang Scholars whose very original proposals match what they actually ended up doing and that’s definitely the case for me.

89% of survey respondents completed an internship and 82.4% indicated their project was revised as a result of the internship experience.
RELATIONSHIP TO A HOST ORGANIZATION

A recurrent theme that emerged during the interviews was where the LOS projects “belonged” or fit. Some LOS started projects that were “stand alone” entities and experienced failure and frustration because they didn’t have allies/advocates and they were bringing something to the community that they “thought” was a good idea but hadn’t thoroughly researched it to determine if it was, in fact, a community need.

Others started stand alone projects that became their own non-profits, in part because they were able to identify partners and advocates and because they were meeting a clearly articulated need in the community. Nonetheless, the reaction was mixed on the benefits of following this path. Is the naiveté of a college student a blessing or a curse—or both? And, as a student, are you willing to sacrifice a significant amount of time—and maybe even forfeit the college experience—for your project?

Other LOS created projects that were “embedded” in a host agency—the projects were new but were in keeping with the mission of the umbrella organization. Others created projects in conjunction with community partners.

But if you are able to do something with in the auspices of another organization, that might be a lot easier, like starting a sub-project within an existing organization, then all these other concerns that are so serious go away because you don’t need to worry whether that organization will be financially solid next year, you only have to worry about your little project….. I was looking for all these people, I started from scratch. I felt like I worked so hard and to see it fail, I mean, it was the natural progression. If I were a little bit more savvy I probably wouldn’t have been as shocked.

COMMUNITY PARTNERSHIPS

One hundred per cent of survey respondents indicated they had advocates and supporters in the local community. Many interview participants described positive relationships with community partners, both internationally and domestically, while also identifying some of the challenges in gaining entrée in a community where they didn’t understand the politics or who the key stakeholders might be.

In general, Scholars felt the Lang Center staff did a good job in emphasizing the importance of strong partnerships but some felt that as college students they lacked the skills to conduct outreach. Two things that were identified as facilitating partnerships were:

100% of survey respondents indicated they had advocates and supporters in the local community.
1) The presence of a mentor who could assist the Scholar in making connections with key stakeholders and

2) Establishing a presence in the community, either through residence, such as an internship or actually moving into the neighborhood or village, or working in one’s home community.

*The piece that you know about community support and engagement with the community was another challenge – that piece we did pretty well with, in part, by living in the community, in part by having some really good advocates. So, I worked and I lived among them. You know, we borrowed a little facility in the village, so I was working and living amongst the people. When I was working, I was running a program, but when I was back at home, I was just one of the people...*

Identifying and facilitating community partnerships is a key in the project planning process and can also be time consuming, depending on the nature and location of a project.

*I was talking about making community partners. And so, that community partner, which is part of planning the project, they were one of two very important community partners in my project. So, making that partnership, I guess, to put it technically, took about a year.*

A familiar refrain also focused on whether college students could make a contribution in a community not their own.

*She was reasonably skeptical of these white kids from the suburbs who were college kids coming in and doing this stuff. I think what gave us a bit of “legitimacy” – people were willing to take a little bit of a chance on us is that [the project focus] are and were crucial missing lynchpin in community development efforts and that we were truly filling a need.*

**The Challenge of Sustainability**

Perhaps one of the most challenging aspects of assessing the outcomes of LOS projects has to do with sustainability. Eighty-nine percent of those who responded to the on-line survey indicated their project was developed with a specific continuation and sustainability plan in mind and 68 per cent indicated that their project was continued, although it should be noted that a fifth of the respondents skipped these questions entirely.

The survey did not drill down to determine the length of time projects had been sustained after the Scholar was no longer involved and this is a limitation of this component of the study. The interviews were far more helpful in illuminating the thorny issue of sustainability.
It should be noted that sentiments expressing disappointment, and sometimes failure, were shared by Scholars from all cohorts, not just those prior to 2007-2008 when new guidelines were put in place. Of the 27 interviewed, 20 Scholars stated that their projects were not sustained beyond three to five months, if at all.

The whole process of developing it and trying to implement it and then ultimately deciding that it didn’t make sense for me to carry out my project was absolutely a learning experience for me but very painful at first… This is why I had come to Swarthmore, I was really passionate about the project, I had made all these contacts…I had taken a semester off from school to work on it. It was difficult for me to decide that ultimately I didn’t have the skills or resources or financial backing to make this happen.

But I think either I, or the program itself, need to be somewhat more realistic about how sustainable the program can really be when it’s, it is very much focused on one person really starting this program while you’re an undergraduate, which is really hard to do; to create a sustainable program. And so, I think that knowing beforehand that while it’s important to have that sustainability as a goal that it may not necessarily be sustainable in the way that you want it to be.

…I don’t know that I left a real plan for the sustainability of the actual project.

My major regret is that the project was not sustained. I was unaware of what sustainability would require—you know in terms of infrastructure and long term planning. And I was doing this in a summer.

EXEMPLAR: Learning 4 Life: Liz Derickson, ’01, Susie Ansell, ’02, Jessica Lee ’03

Liz and Susie won a Lang Open Competition grant to institutionalize and disseminate the Leaning 4 Life program. Begun in the fall of 1999, Learning 4 Life is a Swarthmore College campus-based tutoring program in which students are partnered with adult college service staff to engage in activities that meet the learning goals of the adult learners—from computer skills to foreign languages. Not surprisingly, student tutors and adult learners share in their enthusiasm about the project and describe how the experience was mutually beneficial. Learning 4 Life continues to thrive at Swarthmore and is an excellent example of a project that had a strong succession plan and infrastructure. Currently, Liz is a Ph.D. candidate in sociology at Princeton University, Susie is the NAEP (National Assessment of Educational Progress) coordinator for the Vermont Department of Education and Jessica is a resident in psychiatry at the NYU Medical Center.
COMMONALITIES OF SUSTAINED PROJECTS

As cited earlier, in selecting the Lang Scholars to be interviewed, sustainability of their projects was one of the criteria. Of the 27 interviews conducted, which represent 23 projects (because some of the projects were created by teams) six appear to have been sustained beyond one year.

The projects that were sustained share common characteristics. These include:

- Creating an infrastructure to share leadership and identify new leaders going forward;
- Coaching and mentoring emerging leaders;
- Raising awareness about the project to a broader audience by presenting at conferences, publishing in peer review journal (in conjunction with faculty);
- Creating a website or using Facebook;
- Training community partners to manage the project;
- Having measurable goals;
- Identifying outcomes;
- Sharing outcomes in a variety of formats; and
- Seeking funding beyond the Lang Scholarship award.

Of those who indicated on the survey that their projects have been sustained, the reasons cited were:

- The host agency took it over;
- Community partnerships were formed;
- A new non-profit was formed; and
- Other Swarthmore students took over.


Smitha Arekapudi, ’99 used her Lang Opportunity grant to start the Illinois Public Health Advocates (TIPHA), a non-profit statewide organization which mobilizes community participation in public health policy-making as a means to promote social justice. Smitha first recognized the need for such an organization during her Lang internship work in 1997 at the Health and Medicine Research Group in Chicago. During the summer of 1998, she established the organizational structure, including forming a Board of Directors which included the Dean of the University of Illinois School of Public Health, the Illinois public health commissioner and grassroots community activists in the public health arena. In November, 1998 she spoke to the American Public Health Association (APHA) about the need to establish similar organizations in other states. She now serves on the APHA’s national steering committee. The TIPHA model has been adopted by in other parts of the country.

It should be noted that a number of these strategies are those identified in “Social Entrepreneurship Framework” as facilitating effective social entrepreneurship programs, specifically creating an infrastructure to share leadership and identify new leaders going
forward; coaching and mentoring emerging leaders; raising awareness in the broader community; training community partners; and seeking diversified funding.

Other strategies identified by Scholars as contributing to sustainability are aligned with the “Elements of Effective Program Development,” including:

- Having measurable goals,
- Identifying outcomes and
- Sharing outcomes in a variety of formats.

Sustainability is an issue that confounds even the most mature and sophisticated of program developers but that does not preclude setting sustainability as a goal for Lang Scholars. In later sections of this report, we will explore in more detail possible reasons for sustainability challenges and identify some potential strategies for addressing those.

**Outcomes for Community and Participants**

Just over 10 percent of survey respondents indicated they had a formal evaluation, while close to 37 percent indicated that direct observation and anecdotal (26%) evidence provided information about impact. The remainder cited a combination of strategies. When asked if they had measurable goals and objectives, 22 of interview participants said “no”. Of those who did have quantifiable goals, the data cited was often “outputs” such as the number of people trained, the number of people who received supplies or utilized a service or the number of materials produced.

*The numbers, in terms of quantification, the numbers that I do have are numbers from the program, like how many children graduated, how many defaulted, how many deaths occurred. So, those are the numbers that I have; statistics on what happened. But, I don’t have the statistics on how it was maintained... for how long... and, for other programs in the country, those statistics are very hard to gain... But, had I had it my way, I would have stayed there longer to do more of the outcomes research and stuff. After I left, there really wasn’t anybody to do that on the ground.*

It is still not clear, despite changes in proposal requirements for current LOS, to what extent Scholars are both identifying objectives and then actually measuring them,

*I feel that for a project like mine, it’s very difficult, ‘cause just even in terms of teaching... you might have a crappy kid who seems like now he doesn’t care about anything you say, but 10 years down the line, you may meet this kid. He may... “Remember the lesson you taught on X, that really helped me here”. So, I feel it’s that type of thing.*

*...I don’t know of any long term impact... and I think that’s a whole other area that my project lacked ‘cause I don’t really, I don’t really have a clear goal [and] I*
don’t really know exactly what the impact looked like other than my little anecdotal stories.

A number of Lang Scholars cited anecdotal evidence as their primary source of information regarding outcomes. Examples provided included youth whose first language was not English who were able to articulate a concept in their new language, or village residents who had learned a new skill that would benefit their children or enhance the well being of the entire community or limited English speakers who had access to legal aid all were described in great detail and with compassion by the Scholars. Recent cohorts of Lang Scholars have been able to capture this evidence in written form and digitally as part of their final reports and presentation.

I think because there were elements of the program that were so successful, there were these partners [who] would stand up at the end of the semester and talk about how their lives had been profoundly moved by those experiences.

FINAL PRESENTATION/REPORT

Slightly more than 89 percent of survey respondents indicated they had completed a written report and 83 percent indicated that the LOS experience was enhanced by giving a presentation. This was corroborated by the interview data but also varied by cohort. Many Scholars from the earlier cohorts reported not writing a report or having no memory of it if they did and some described the report writing as a “perfunctory” exercise.

Scholars from the later cohorts had a much different experience and talked about how meaningful it was to both reflect on what they had done and share their hard work and accomplishments with friends, faculty and family. There was an additional boost and excitement for those who were able to bring community participants to talk about the experience or share their digital stories in ways that brought the projects “to life” for the audience.

It’s...been on my heart, and there are just some questions that I don’t know how to unpack because they’re so loaded. The process of making the digital story was really, for me, therapeutic. It helped me think about a lot of things...it was very emotionally engaging. So, for me, the digital story itself was, kind of, a look deeper into the project, a look into me and, my personal thoughts of the project. So, that’s one component of the presentation, whereas the other was the Powerpoint presentation. And, I think, the goal of that was to just lay out for people the goals, , why I did what I did and what were the goals of my project and what actually happened and, what is going to happen in the future...

Scholars also reported having explicit guidelines for final reports and presentations that make it easier to focus.
Jennifer was always really clear about...well, I mean, she always gives us guidelines in terms of what we should do, and the handbook, the LOS handbook, I know Jennifer has been working constantly to improve the handbook to make it clear and to make it more useful.

A REFLECTION ON THE LOS EXPERIENCE

Of those Scholars who were interviewed, 90% reported that the experience was “life changing” and/or “transformative” for them. This is true for the eight participants whose projects we know are currently sustained and the 12 who did not generally consider their project successful. It is true for the seven participants whose projects are sustained and those whose projects haven’t been sustained much beyond their direct involvement.

Scholars described the ways in which it informed their career trajectories and continued commitment to social justice, the ways in which it helped them to mature and provided opportunities for skill building and networking.

Overall, it was probably the most impactful and educational experience I've ever had, and I'm incredibly grateful to have had the opportunity.

The process of designing, trying to implement, and eventually choosing not to complete my project challenged me to expand my skills and confidence, but also helped me accept my limitations and taught me how to withdraw gracefully.

While my project was not amazingly successful (it was not repeated), I gained immeasurably from the project and would be willing to help out current Lang Scholars in whatever way possible.

I...got to be part of making a contribution to an institution that I care about...I learned what it feels like to really care about something and to work really hard at it and feel like you’ve made a difference. It was transformative.

DIFFERENCES IN THE LOS EXPERIENCE BASED ON COHORT YEAR

A consistent theme throughout this report is the degree to which systems have been put in place in recent years that have increased the likelihood of producing high impact projects and enhanced satisfaction among the Scholars. These include clear expectations, mentoring,

---

1 At present, we have insufficient data on those projects implemented from the LOS Class of 2010.
accountability requirements and a staff that is dedicated, knowledgeable and passionate. Indeed, the level of satisfaction expressed by Scholars who have recently completed projects is consistently high.

My project was an absolutely wonderful, life-changing experience. You learn about yourself while creating your project, but Lang Scholars must also be aware that they may fall—and that is perfectly ok, even excepted. We have wonderful support who will guide struggling LOS-ers if they are completely honest and open about their growth as students. For it is my belief that the scholar must be comfortable with him or herself before embarking on a project to help others. Help from the Lang Center and from my friends was amazing and the main factor in making me stay confident and motivating me to complete the project successfully.

…I wish he [Mr. Lang] would know how much the experience has made me a different person in terms of my outlook and...how it’s really been a life-changing experience for me. Even if I may not have met his standards for sustainability...the experience and having that... and having an opportunity to direct something like that is just incredible.

RESULTS: ANALYSIS OF PROJECTS

Twenty five projects were selected for further in-depth study. Once the interviews were conducted it was determined that one of the projects was not implemented due to feasibility issues and another was actually two internships that did not result in a project. While there was important learning to emerge from both Scholars, neither proposed project is included in the data sets, leaving 23 projects that were studied in depth. As cited previously in the narrative, we assessed the LOS projects against three sets of criteria. The completed tables can be found in Appendix A.

Appendix A-1: Lang Scholar Cohort Matrix identifies the LOS Projects that were selected for further exploration. The chart indicates if the project was international or domestic, the issue being addressed, the strategies employed to address the issue and whether the project had been sustained or replicated.

Appendix A-2: The LOS Project Criteria combines “best practices” in program development (Bridgespan Group, 2009) with a social entrepreneurship framework (adapted from Alvord, 2004) and compares the 23 projects against the selected criteria.

Recall that the set of criteria utilized for identifying elements of effective program development include: a comprehensive needs assessment; a theory of change and logic model; goals, objectives and measurement strategies; measurable outcomes; documentation; and a
sustainability plan. We also included an assessment of whether the project had been sustained and if so for how long; and whether the project had been replicated.

The “Social Entrepreneurship Framework” categorizes the projects into one of three forms identified by Alvord and her colleagues (2004) as representing examples of effective social entrepreneur models. Operational definitions for these forms are:

1) **Building local capacities** involves working with poor and marginalized populations to identify capacities needed for self-help and then helping to build those capacities. This approach is based on the assumption that given increases in local capacities, local actors may solve their own problems.

2) **Disseminating a package of innovations that serve a widely distributed need** is based on the assumption that information and technical resources can be reconfigured into user-friendly forms that will make them available to marginalized groups.

3) **Building a movement that mobilizes grassroots alliances to challenge abusive elites or institutions** assumes that increasing the political voice of marginalized groups can help solve their problems.

Appendix A-2 further identifies which of six strategies commonly associated with effective social entrepreneur models were utilized by Scholars in implementing their projects. Operational definitions are:

1) **Mobilizing existing assets** rather than delivering services focuses on helping clients use their own assets to solve problems. Examples include organizing community groups to improve local services or organizing community groups to be more effective in influencing other “actors” and political forces.

2) **Emphasis on continual learning** by individual staff and partners is key to improving performance on complex projects. Organizational learning to enhance organizational capacity is critical in addressing challenges in the development of large scale projects, especially where there is conflict or volatility. Most initiatives in this study emphasized individual learning by staff and partners but few focused on organizational learning.

3) **Forging links with diverse stakeholders** refers to the capacity of the leadership to understand the perspectives of and work effectively with constituencies whose concerns and resources were important to the initiative.

4) **Building organizational capacity** involves investing in organization and management systems to support organizational growth to expand coverage or investing in building alliances with clients or other organizations that will carry out operational activities.
5) Identifying “scaling up” strategies typically involve one of three patterns: expanding coverage to provide services and benefits to more people; expanding functions and services to provide broader impacts to primary stakeholders; and initiating activities that change the behavior of other groups with wider reach, thereby scaling up the initiative indirectly.

6) Utilizing activities for leverage refers to the different arenas of stakeholder experience that can be affected by the socially entrepreneurial ventures. Social transformation leverage and impacts vary across innovation forms.

a. Capacity-building initiatives alter local norms, roles and expectations to transform the cultural contexts in which the marginalized groups live;

b. Package distribution initiatives provide tools and resources to enhance individual productivity and transform circumstances; and

c. Movement-building initiatives increase the voice of marginalized groups to transform their political contexts and their ability to influence key decisions (Alvord et.al. 2004, pp270-279).

The full and completed tables contained in Appendix A provide a more detailed picture of the LOS projects. However the summary data (see Table 2 and Charts below) does provide a quick snapshot and the data suggest an alignment between what the Scholars said about their projects and what the project assessments are showing.

Table 2: Project Summary

<table>
<thead>
<tr>
<th>Location</th>
<th>Project Form</th>
<th># of Effective Social Entrepreneurial Strategies Utilized</th>
<th>Not Sust’d</th>
<th>Sust’d</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic=8 Int’l=6</td>
<td>Building Local Capacities = 14</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Domestic=2 Int’l=5</td>
<td>Providing Packages = 7</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Domestic=2 Int’l=0</td>
<td>2 = Building a Movement</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
The chart above indicates that of those people interviewed, most created projects designed to build local capacities while the fewest engaged in movement building.
Chart 2: Average Score % Average Score % across Project Form on LOS Project Assessment Criteria (Building Local Capacities, Providing Packages and Building a Movement)
The “Framework for Effective Social Entrepreneur Models” appears to be a valid framework for the projects, as do the characteristics associated with effective and sustainable models. Not surprisingly, although Scholars did utilize some of the strategies there is no way of judging to what extent these were employed or how intentional their utilization was. Also, while most Scholars utilized some of the program development strategies overall level of implementation was low to moderate.

**Chart 3: Average Score within each Project Form on LOS Project Assessment Criteria (Building Local Capacities, Providing Packages and Building a Movement)**

[Diagram showing average scores for different criteria such as Building Local Capabilities, Providing Packages, and Building Movements.]

[Legend: 0=No Implementation; 1=Low Implementation; 2=Moderate Implementation; 3=High Implementation]

---

2 See Appendix A-3 for a summary of score averages for each project type according to the LOS Project Assessment Criteria, as well as tables that depict how each individual project scored on these criteria.
This “Social Entrepreneur Framework” was identified after the survey was constructed and the interviews were conducted and, therefore, the research team utilized the interview data to complete the framework matrix rather than as self-report from the Scholars. It is, nonetheless, worth pursuing these constructs when thinking about future LOS projects and using them to help frame the student’s proposals. With regard to sustainability, most projects were not sustained beyond three to five months after the Scholar left the site and some not at all.

**Chart 4: Projects Sustained & Not Sustained**

<table>
<thead>
<tr>
<th>Sustained</th>
<th>Not Sustained</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>56%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Chart 5: Sustained Project (International vs. Domestic)**

<table>
<thead>
<tr>
<th>Domestic</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>74%</td>
<td>26%</td>
</tr>
</tbody>
</table>

The data summarized in the charts above validate what interviewees reported – that not only are international projects more difficult to implement, they are more likely not to be sustained than their domestic counterparts.
DISCUSSION AND CONCLUSIONS

The results of this study confirm that the LOS program has undergone some significant and important changes in the last three to four years, changes which appear to contribute to expressions of satisfaction about the program. Conversations with current Lang Center staff, interviews with recent cohorts of Lang Scholars and the latest iteration of the *Lang Scholars Handbook* all serve to document the positive changes that have been made to strengthen the program and enhance the experience for the Scholars.

Scholars from recent cohorts (2008-2010) consistently described the clarity of expectations regarding their applications, the support they received from Lang Center staff and the opportunity to network with past LOS as contributing to their increased skill development, self-awareness and personal satisfaction.

The question is whether these changes are sufficient to result in programs that are innovative, can demonstrate impact and be sustained. Some of the factors cited as contributing to lack of sustainability, such as being young and immature, cannot really be addressed with any degree of certainty.

Screening candidates carefully can help to identify those who might not have the capacity to complete a project and providing on-going training and support can help to enhance competence and self-confidence, but neither does anything to insure long term sustainability, which often confounds the most sophisticated of program developers.

It is also important to note that not every project is destined to be sustained if it remedies the underlying problem it was designed to address. Further, replication is also a form of sustainability, whether or not the Scholar is directly involved in that process. Bella Liu ’07 and the replication of her *China Memory Book Project* provide an illustrative example of how replication helps to sustain the impact of a social action project, reaching wider and wider audiences:

**EXEMPLAR: Pikin Wellbodi, Lois Park**

In summer 2008, Lois served as an intern with the National Organization for Wellbodi (NOW). Lois helped to implement the Child Survival Intervention Project in the Port Loko District of Sierra Leone, where she went into the villages to survey and refer children that are severely malnourished to a therapeutic feeding center (TFC) to be admitted and treated in an inpatient program. In summer 2009, Lois returned to Sierra Leone and initiated a community-based treatment program for acutely malnourished children called “Pikin Wellbodi” (children’s wellness) program as her Lang Opportunity Project. Over 800 children under five years of age were screened in a house-to-house screening initiative and 90 were enrolled into the treatment program using Plumpy’nut, a highly nutritious food supplement. A new TFC, closer to the Port Loko District is in the earliest of planning stages.
“The memory books were used as part of a U.S. National Institute of Mental Health funded HIV intervention project in China; They were adopted as medication diaries for HIV-positive children in central China by the Henan Center for Disease Control; They were the basis for an HIV care manual for HIV-positive children nationwide funded by the Beijing National Center for Disease Control and Prevention and UNICEF; Thanks to the charity I initially worked with for my Lang project, the mentorship program has continued annually, with more children, at additional universities around China.” (Dogfish Stories: The Lang Scholar Newsletter, March 2011)

In another example, Diego Garcia Montufar ’09 succeeded in developing and implementing a simple yet effective waste collection and treatment service in the community of San Francisco in the Peruvian Amazon called San Francisco Saludable Project. Even though Diego is no longer directly involved in the project, his community partner Brian Best wrote, “Our original project continues and over the past year it was replicated in another community, and this year it is scheduled to be replicated in 10 more communities, 7 are in association with their FSC certified forests” (Personal email exchange, April 19, 2011).

A number of other factors that appear to contribute to the challenges, and possible solutions, associated with sustainability include:

- **Whether a project is a “stand alone” or embedded in a host agency;**
  - Projects that were embedded in a host agency proved to be more durable than those projects that were “stand alone.”

- **The degree to which the sustainability plan includes a succession plan or a distribution plan in the case of projects that develop products;**
  - Projects that included a succession plan, or a distribution mechanism in the case of projects that developed a product, were more likely to be sustained (and/or replicated) than those that did not.

- **The degree to which the project meets an identified community need based on a thorough needs assessment;**
  - Projects resulting from thorough needs assessment (moderate to high implementation) were three times more likely to last beyond three months of the Scholar’s direct involvement than those that did not.

- **The degree to which there are community advocates, allies and partners on the Project;**
  - Projects with alliances and/or capable of leveraging social networks of allies were more likely to last than those that did not. These networks can also help promote a project for replication regardless of whether a Scholar is directly involved in that process or not.

- **The presence of a strong network of mentors;**
Scholars who had a strong network of mentors – whether subject experts or not – were more likely to have sustainable projects.

- The physical location of the project (domestic or international):
  - Projects completed in Chester, Philadelphia or communities surrounding Swarthmore, as well as those carried out in Scholars “home town” (in the U.S. or abroad) were more likely to be sustained than those carried out in communities that were not the Scholars’ own.

- Whether there is sufficient time available to the Scholar, (to plan, implement, monitor and evaluate a project):
  - Scholars who spent two or more semesters developing and implementing projects were more likely to last than those who did not.

- Whether or not the LOS project is being guided by program development principles, such as identifying goals, objectives and strategies for measurement:
  - Projects that followed program development principles appear to have more longevity than those that do not.

- The degree to which the LOS project utilizes principles associated with effective social entrepreneurship models:
  - Projects that adhered to two or more elements of effective social entrepreneurship models – intentionally or otherwise – appear to have more longevity than those that do not.

- The availability of training that adequately addresses program development, budgeting and evaluation skills:
  - Scholars who had the benefit of such training were more likely to develop sustainable projects than those who did not.

- The degree to which it is the innovative aspect of the project concept or the qualities/characteristics of the individual applicant that is driving the selection of the Lang Scholar:
  - Where the social innovation of the project concept drove the selection of Lang Scholars, those students appear to be less likely to produce sustainable project compared to those who were selected based upon their personal qualities/characteristics.

- The degree to which a project is completely original versus an adaptation or extension of a program:
  - Projects that were adaptations or extensions of programs which have demonstrated some level of effectiveness were more durable than those that were completely original creations.
RECOMMENDATIONS

Based on the data and suggestions from past Lang Scholars, we are making the following recommendations for consideration:

1. **Provide opportunities for Scholars to research other models of social innovation and social entrepreneurship.** Reaching beyond the boundaries of Swarthmore College can be very helpful in exposing students to the broader world of social innovation and social entrepreneurship and could help guide them in the development of their proposals. Specifically, work emerging from Ashoka, Stanford University or the Bridgespan Group (2009) could help in illuminating the challenges and strategies associated with developing social innovation models.

2. **Consider encouraging Scholars to connect projects to a host agency.** While there appears to be nothing explicitly stated forbidding this as a strategy, it might be advantageous to help students think through the pros and cons of various approaches as they are preparing their proposals. Some interview participants warned of host or partner agencies trying to impose their ideas, but many had very positive experiences especially if they were able to be flexible with their partners but clear for themselves about what aspects of the project might be “non-negotiable”. In the end, none of these approaches guarantees sustainability without other plans in place but creating a project in conjunction with a host agency that has resources and an existing infrastructure might be more likely to insure longevity.

3. **Require the inclusion of a succession plan as part of the sustainability plan.** Those LOS projects that were sustained had an individual/and or structure in place that supported, if not guaranteed, continuation. Non-profit agencies that want to maintain operation beyond the founder’s tenure (who is generally the same person as the Executive Director) begin quite a ways in advance of the departure of the Executive Director to set up a succession plan. Those that fail to do so generally do not survive and this has been the fate of many of the LOS projects. In the case of LOS projects that are creating a product, such as a curriculum, video, arts project or oral history, Scholars should consider a distribution mechanism such as a school, library or local non-profit or identify a host agency that will house and display the products.

4. **Clarify guidelines for developing a community needs assessment.** The current Lang Scholars Handbook lists the community needs assessment as an important component of the application process and provides some strategies for identifying and understanding the community context. The recommendation in this report is intended to reiterate and underscore the importance of this step. A needs assessment should include a review of the literature on the issue being addressed by the Scholar, an assessment of what currently exists in the community AND an assessment of what models might exist in the broader community that could inform the Scholar’s proposed project.
For example, a Scholar is interested in doing a project on obesity prevention, a topic currently generating considerable interest nationwide. There are numerous models and approaches for dealing with it and a review of the literature reveals that most programs target school aged children but that obesity is also a major problem among pre-schoolers and there are no documented programs addressing it. Further community-specific research reveals that in certain neighborhoods in Philadelphia the obesity rate among two to four year olds is twice the national average and that there are a number of obese children attending local early childhood centers. Thus a project implemented in an early childhood center in the Philadelphia neighborhood could be an ideal LOS project. This addresses an identified community need and presents an opportunity to embed a project in a host agency.

5. **Consider local projects as a priority.** The research team acknowledges this as a difficult issue, especially since there have been many interesting and innovative LOS models implemented both in other states and also internationally. Nonetheless, the argument in favor of local projects (cited by Lang Scholars who implemented projects across the country as well as internationally) is strong and has merit. As has been cited, the city of Chester alone not to mention Philadelphia and the surrounding areas presents a myriad of opportunities to address serious social issues and conditions that could be improved by the time, talent and energy of Swarthmore students, who, by virtue of their proximity to the city, could work in conjunction with local residents to strengthen and empower their efforts to deal with local challenges.

Second, students would have the advantage of planning a project in an area more easily accessible to them and could address problems more quickly and, perhaps, efficiently, than if they were in a distant location. It certainly might be easier for them to manage class work and project planning from a few miles away than from 400 plus or thousands.

Third, it is more likely (though not guaranteed) that a succession plan could be identified and monitored, given that it is easier to stay in contact with local participants when the Scholar is also local.

6. **Teach Scholars how to identify and facilitate relationships with community advocates, allies and partners.** This is another recommendation that is more of a reiteration since it is an aspect of the process that is already emphasized. Some of the Scholars who were interviewed cited challenges in knowing how to identify community partners and advocates and, once identified, how to nurture and facilitate those relationships. A workshop in strategies for community organizing might be a helpful resource and, of course, the support provided by LOS mentors. Utilizing a Logic Model (see recommendation # 10) can help with regard to mapping both the “who” should I be talking to and the “what” with regard to the steps in building allies in the community. Internships are also extremely useful as part of this
process and the *Lang Scholars Handbook* is very prescriptive in how to identify appropriate internships and get the very most from the experience.

7. **Continue to promote internships.** As cited, Scholars felt their internships were key to creating focused projects that were an improvement over what they had originally proposed (close to 83 percent of those completing the on-line survey stated that the internship helped them revise their project) and no one said the internship was not helpful. Interview data support this finding and those from earlier cohorts who were not required to do an internship cited this as a serious omission from the experience. Again, Scholars from more recent cohorts described the support they received from Lang Center staff with regard to identifying and negotiating the internship.

8. **Maintain Dedicated Staff Position.** It is clear from the interview data and a review of the projects that having a dedicated staff position to oversee the LOSP is important to the development of effective, sustainable projects and the well-being of the Scholars themselves. Scholars who have completed projects in recent years spoke very highly of the mentoring support they had received from Dr. Jennifer Magee, Associate Director for Student Programs, and the clear articulation of expectations represented by the *Lang Scholars Handbook* she has developed which Pat James had previously created. This is not to suggest that Scholars from earlier cohorts did not receive support and mentoring and, in fact, a number cited specific people who were very helpful to them. It does appear, however, that the support was inconsistent and there were Scholars who felt they had floundered because they needed more help than they perceived was available to them.

9. **Create a mentor team.** The presence of mentors was cited repeatedly as essential to being a successful Lang Scholar. Lang Center staff, former Lang Scholars, community advocates and partners, even friends and family can participate as part of the network of mentors. Again, the *Lang Scholars Handbook* addresses the importance of mentors and Scholars, regardless of their cohort, are aware of how critically important continuing support can be.

10. **Consider varying time frames.** Another recurring theme focused on the amount of time it takes to develop and implement a project that can also be sustained. When asked about “lessons learned” comments such as these were common:

    *I also felt that doing a project of this magnitude while in school was extremely challenging. I took a semester off (plus a summer) to work on this project, which was not enough to get something off the ground in the long-term.*

    *It’s really hard, if not impossible, to truly create a completely sustainable, new project for social change in three years, while you are a Swarthmore student, so don't necessarily expect that of yourself/other LOS-ers.*
Indeed, almost every person who was interviewed made similar statements, either describing the pressure to keep up with classes while planning a project, the challenge of implementing an innovative, sustainable project in a summer or the pros/cons, and sometimes disappointment, of taking time off from school to complete projects. It’s almost impossible to come up with a recommendation that will satisfy this dilemma but it’s an important one because it was suggested more than once that the time issue may be preventing more students from applying for the Lang Opportunity Scholarship.

Some Scholars recommended a range of options up front (which is described in the Lang Scholars Handbook) with the caveat that projects might require a leave of absence from school. A number of interviewees felt that helping Scholars develop realistic expectations of themselves with regard to scale and scope, including more guidance from staff with regard to developing a time line, might be an effective way to address the time issue. Several people also suggested time management strategies might be helpful, including a daily list of tasks to help balance classes, work and the LOS. Finally, two people also suggested the possibility of completing the project as a post graduate, perhaps as an entrée to graduate school. If this idea was adopted the suggestion was to perhaps fund fewer Scholars at a higher rate in order to cover living expenses.

I would recommend thinking about ways to have a culminating project happen post-graduation, when LOS have time to make an impact in local communities. It would also ease some of the post-graduation panic and ennui, while providing graduates with extremely valuable work experience.

11. Require a Logic Model. As cited in the data analysis section, Scholars in some of the early cohorts stated that they did not have measurable goals and objectives and beyond whether or not the building got built or the after school program held classes they had little idea about what they had accomplished.

The current Lang Scholars Handbook explicitly identifies the criteria for proposal development, which includes creating goals, objectives and an action plan that outlines the steps for meeting the objectives. We would argue that a Logic Model, including a Theory of Change, would strengthen the proposals even further and engage the Scholars in a process to articulate why they are doing what they’re doing, identify outcomes, ensure to some reasonable extent that the proposed activities will lead them to the anticipated outcomes and engage them in some intentional evaluation and data gathering activities. The Logic Model provides an opportunity to describe the community context and climate, identify resources (inputs) and assess the feasibility of their sustainability plan. There is no doubt that the process of developing a project
is fluid and, as a majority of Scholars reported, the project they proposed was not what they ended up doing. The Logic Model does not inhibit this process; rather it can guide the interim assessments and adaptations that will naturally occur.

12. **Encourage Scholars to utilize strategies associated with effective social entrepreneurship models.** The LOS Project Criteria (Appendix A) indicates the strategies utilized by Scholars in past cohorts. All of these strategies have been documented as contributing to sustainability and while the models cited in the original research (Alvord et al, 2004) are very sophisticated and have a very wide reach, there are, nonetheless, important lessons that can be applied to LOS projects. An intentional, rather than serendipitous, focus on these strategies would help in the development of a sustainability plan and the creation of the Logic Model can help the Scholar identify which strategies would be appropriate and how activities can be implemented to address them.

13. **Increase Workshop and Training Options.** Almost all the Scholars who were interviewed felt they needed a lot more guidance in the basics of managing a program, especially regarding proposal writing, creating and following a budget and understanding program evaluation. In recent years, a few Scholars had taken the non-credit course on Effective Grantsmanship (which also includes a session on creating a budget) offered through the Lang Center and found it very helpful. Acknowledging that time is a factor it would, nonetheless, make sense to provide training in the development of the Logic Model, including developing goals, objectives, strategies for evaluating a program and tools for data collection. It was also suggested that grounding in systems change would be helpful.

14. **One Last Note: The Person or the Project?** Another recurrent theme in conversations focused on the individuals who were selected as Scholars and whether the Selection Committee should be looking for the most innovative project idea or looking for the person most likely to complete a project. In reviewing the selection process for Ashoka Fellows it is apparent that having an innovative idea is not enough – selection is based on the individual’s capacity for empathy, collaboration, problem-solving, and ethical “fiber,” among other things (Ashoka 2010). The present study was not designed to tease out the person/project characteristics of the Scholars but there is sufficient evidence in the literature on social entrepreneurship to make a case for considering both going forward. As one Scholar stated:

> It’s one thing to envision an idea and another thing to possess those qualities to be able to carry that idea out. So, even if a person doesn’t necessarily have the best ideas – if those qualities are like a change agent shine through in an interview, that may be the person that you want to pick and you could actually coach them into coming up with a different or better idea.
Criteria for Future LOS Projects

It is not expected that all of these recommendations can be implemented but they should provide some content to engage all those who are invested in the future of the Lang Center in some meaningful conversations that will guide the direction of the LOS program going forward. Based on the data and recommendations, we are proposing that projects be assessed against the following criteria which include two primary areas for review including:

1) Forms and Characteristics of Effective and Sustainable Social Entrepreneur Programs

2) Components of Effective Program Development

Proposed Checklist

1. What is the issue being addressed?

2. What is the form the initiative will take?
   • Building Local Capacities
   • Providing Packages
   • Building a Movement

3. Develop a Logic Model
   • What is the primary goal?
   • What is the community situation or context?
   • What are the existing community resources (inputs)?
   • What are the objectives?
   • What are the activities and strategies that will address the objectives?
   • What are the anticipated outcomes?
   • How will the outcomes be measured?
   • What are the documentation tools and strategies that will be utilized?

4. Which of these strategies associated with effectiveness and sustainability will the project will utilize? Identify.
   • Mobilizing existing assets
   • Investing in individual and organizational learning
   • Forging links with diverse stakeholders
   • Building organizational capacity
   • Utilizing “scaling up” strategies
   • Utilizing leverage activities
CRITERIA FOR ASSESSING FUTURE LOS PROJECTS

LOS Project Assessment Criteria (Appendix A-2) provides a set of criteria for assessing Lang Projects going forward. This includes both the essential program development components previously cited and the identification of the form the initiative will take- building local capacities, providing packages or building a movement. Operational definitions are provided for each item. Depending on the initiative form, the determination about which criteria are necessary and sufficient for Project “success” may vary.

RECOMMENDATIONS FOR FUTURE RESEARCH

The Lang Opportunity Scholarship program offers a unique experience for intelligent and highly motivated young people to positively impact vulnerable populations and communities, both domestically and internationally. This study has helped to illustrate the ways in which this has occurred over the past decade and provided a snapshot of the benefits and challenges of the experience for the Scholars themselves. The study was less effective in assessing outcomes for the communities in which the projects were implemented and in understanding long term impacts, in part because the data simply was not available and in part because of time and resource constraints. Assessing project impact and sustainability is an essential component to better understanding social entrepreneurship in general and the elements of effective models in particular. Equally important is that the LOS program is unique in the world of student entrepreneurship with regard to the level of responsibility given to the scholars and the results of the current Retrospective, as well as future research, could help to inform the broader educational community regarding program development strategies and assessing effectiveness. Research recommendations are as follows:

1) Investigate Project Impact in More Depth. One of the initial goals of the study was to answer the questions “Did the projects have social value” and “Did the projects contribute to the social good”? One of the ways to answer those questions is to assess the impact on the individuals and communities in which they have been implemented. Impact is defined as “the tangible outcomes and ‘force of impression’ that the program leaves on the participants, stakeholders and the community at large” and it is measured by asking “what change occurred as a result of the work?” (NCOA/MGCE 2009). The research team had access to program files and data from the Scholars but was unable, due to time and resource constraints, to assess community impact in more depth, which would have involved conducting interviews and collecting records from the agencies and individuals who participated in the projects across the U.S. and around the world.

---

3 Building local capacities refers to working with poor and marginalized populations to identify capacities needed for self-help and building those capacities.
4 Providing packages refers to disseminating a package of innovations that serve a widely distributed need (for example, technology and information can be reconfigured into user-friendly forms).
5 Building a movement refers to mobilizing grassroots alliances to challenge abusive elites or institutions (for example, increasing the political voice of marginalized groups can help solve problems).
systematic and intentional assessment of impact could help in addressing those initial questions. Creating a protocol and testing it could prove invaluable in the future.

2) Understand Distinctive Characteristics of Sustained Projects. As cited in the Conclusion section of the report, it is still uncertain as to whether the changes that have occurred with the LOS program since 2007, or the observations noted in the report with regard to sustainability, are actually contributing to sustainability. Identifying and studying those models that have been sustained, or those that have been short term but have had long lasting impact, will help validate the LOS Project Assessment Criteria and further our understanding of how to guide and support Lang Scholars in the selection and development of their projects.

3) Evaluate Impact on Scholar as an Advocate for Social Change. As cited, all of the Scholars who were interviewed regarded the opportunity as “life changing”. An assessment of the work former Scholars are involved in suggests that many have gone on to careers in which they will continue to influence community and policy change and improve conditions for poor and marginalized people. A future study might help to better understand the connection between the LOS experience and the Scholars life trajectory and provide a valuable set of criteria for educators engaged in working with students involved in social change and social entrepreneurship.

EXEMPLAR: Empowerment Group, Philadelphia, PA, David Zipper and Peter Murray

David Zipper ’00 were co-recipients of a Lang Scholarship in 1998 to found Empowered Painters, a non-profit organization training inner-city Philadelphia residents to work as house painters in the suburbs and a predecessor of the Empowerment Group. Ten years after graduating from Swarthmore, the Empowerment Group has been sustained. David’s passion for urban development endures. He currently resides in Washington DC, where he serves as Director of Business Development and Strategy in the mayor’s office. David also sits on the board of StartingBloc, an international non-profit organization that—much like the Lang program—helps young people become social entrepreneurs and change agents. Peter founded the Center for Progressive Leadership, which “has trained over 6,000 diverse leaders through intensive, nonpartisan leadership programs primarily in our state offices” (http://www.progressiveleaders.org/).
REFERENCES


ACKNOWLEDGMENTS

The author wishes to thank the members of the Research Team for their participation and support: Germaine L. Edwards, Ph.D. Research Assistant; Denise Clay, Technical Support; Jenna Zhu and Laura Brown, Transcriptions.
### Appendix A-1

**Sample for Interviews**

<table>
<thead>
<tr>
<th>PROJECT and YEAR</th>
<th>FOCUS</th>
<th>DOMESTIC/INTERNATIONAL</th>
<th>SUSTAINED Yes/No</th>
<th>REPLICATED Yes/No</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(00,00) Empowerment Group [Painters &amp; Truckers]</td>
<td>Education</td>
<td>Domestic (North Phila., PA)</td>
<td>Yes</td>
<td>Yes</td>
<td>Education/Training</td>
</tr>
<tr>
<td>(03,04,05) Digital Bridges</td>
<td>Education</td>
<td>Domestic (Chester &amp; Swarthmore PA)</td>
<td>No</td>
<td>No</td>
<td>Education/Training (Tech)</td>
</tr>
<tr>
<td>(07) RescuCorps &amp; La Fundacion Solidaridad</td>
<td>Education</td>
<td>International (Santa Cruz, Bolivia)</td>
<td>No</td>
<td>No</td>
<td>Education/Training</td>
</tr>
<tr>
<td>(10) Chop for Pikin</td>
<td>Health</td>
<td>International (Portloko, Sierra Leone)</td>
<td>Unsure</td>
<td>No</td>
<td>Nutrition</td>
</tr>
<tr>
<td>(99) IL Public Health Advocate</td>
<td>Health</td>
<td>Domestic (Chicago, IL)</td>
<td>No</td>
<td>Yes</td>
<td>Education Policy</td>
</tr>
<tr>
<td>(06) Sanyukta Sansaar: United World</td>
<td>Peace/Social Justice</td>
<td>International (Bong Bast Darjeeling, India)</td>
<td>No</td>
<td>No</td>
<td>Creating Community Center (Education)</td>
</tr>
<tr>
<td>(06) Palestinian Student Society</td>
<td>Peace/Social Justice</td>
<td>Domestic (Swarthmore, PA/Nationwide)</td>
<td>Yes</td>
<td>No</td>
<td>Established Student Society-LGBT Focus</td>
</tr>
<tr>
<td>(10) Saludable Project</td>
<td>Environment</td>
<td>International (San Francisco, Peru)</td>
<td>No</td>
<td>Yes</td>
<td>Education – Awareness Building</td>
</tr>
<tr>
<td>(01) Indo-Chinese American Council</td>
<td>Environment</td>
<td>Domestic (Phila., PA)</td>
<td>No</td>
<td>No</td>
<td>Waste Management-Education Garden</td>
</tr>
<tr>
<td>(08) Micro-finance Program</td>
<td>Business/Economic Development</td>
<td>International (Kampala, Uganda)</td>
<td>No</td>
<td>No</td>
<td>Education Business Loans</td>
</tr>
<tr>
<td>Project Code</td>
<td>Project Title</td>
<td>Sector</td>
<td>Location</td>
<td>Region</td>
<td>Matched SOL to Non-profits &amp; Courts</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------</td>
<td>--------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>(05) Xiping Agricultural Technique Center</td>
<td>Business/Economic Development</td>
<td>International (Xiping, China)</td>
<td>Not sure</td>
<td>No</td>
<td>Education Training</td>
</tr>
<tr>
<td>(07) Sek Mis: Civil Eyes-Documentary</td>
<td>Identity/Personal Development</td>
<td>International/ Domestic (NY/Cameroon/ Swarthmore)</td>
<td>Product</td>
<td>No</td>
<td>Media Arts (LGBT)</td>
</tr>
<tr>
<td>(06) Phoenix Q Arts</td>
<td>Identity/Personal Development</td>
<td>Domestic (Albany, NY)</td>
<td>No</td>
<td>No</td>
<td>Arts (LGBT)</td>
</tr>
<tr>
<td>(02) Chinese American Youth Initiatives (CYI)</td>
<td>Identity/Personal Development</td>
<td>Domestic (Chinatown, NYC)</td>
<td>No</td>
<td>No</td>
<td>Personal Development/Leadership/Education</td>
</tr>
<tr>
<td>(06) Swarthmore Language Bank (student organization)</td>
<td>Politics &amp; Government</td>
<td>Domestic (Swarthmore, PA)</td>
<td>No</td>
<td>No</td>
<td>Matched SOL to Non-profits &amp; courts to address immigration &amp; legal issues</td>
</tr>
<tr>
<td>(01) Furniture Donation Exchange Program</td>
<td>Homelessness</td>
<td>Domestic (Providence, Rhode Island)</td>
<td>No</td>
<td>Yes (in RI)</td>
<td>Economic support to help women transition</td>
</tr>
<tr>
<td>(03) The Arts and Social Change</td>
<td>Peace/Social Justice</td>
<td>International (Bytom, Poland)</td>
<td>No</td>
<td>No</td>
<td>Arts</td>
</tr>
<tr>
<td>(99) Painted Bride Art Center Internship II</td>
<td>Education Peace/Social Justice</td>
<td>Domestic (Philadelphia, PA)</td>
<td>No</td>
<td>No</td>
<td>Arts</td>
</tr>
<tr>
<td>(99) Summer Program-Teens with Disabilities Internship</td>
<td>Health Environ’l Access</td>
<td>Domestic (Philadelphia, PA)</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(99) Queer Issues in Philly [The Attic et al] Dyke March</td>
<td>Identity/Personal Development</td>
<td>Domestic (Philadelphia, PA)</td>
<td>Yes</td>
<td>No</td>
<td>Identity/Education (LGBT-Youth)</td>
</tr>
<tr>
<td>(07) Women's</td>
<td>Homelessness</td>
<td>International</td>
<td>No</td>
<td>No</td>
<td>Education</td>
</tr>
<tr>
<td>Center / Shelter</td>
<td>Identity/Personal Development</td>
<td>Health Education</td>
<td>Domestic (Lungi, Sierra Leone)</td>
<td>To provide a safe space for women's issues, health education, and personal development.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------</td>
<td>-----------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>(01,02, 03) Learning for Life Program</td>
<td>Education Identity/Personal Development Domestic (Lang Center, Swarthmore, PA)</td>
<td>Yes No</td>
<td>Mentoring Adult Education Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10) R.E.A.D.Y (Remaking Engagement, Action &amp; Democracy through Youth)</td>
<td>Education Domestic (Chester, PA)</td>
<td>Current No</td>
<td>Education (Curriculum—American Democracy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10) Voices for Change</td>
<td>Education Personal Development Domestic (Chester, PA)</td>
<td>Current No</td>
<td>Media Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10) Extraordinary Possibilities</td>
<td>Education Personal Development Domestic (Chester, PA)</td>
<td>Current No</td>
<td>Education (Curriculum—Active Citizenship Development)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(86) Chester Community Improvement Project</td>
<td>Business/Economic Development Domestic (Chester, PA)</td>
<td>Yes No</td>
<td>Housing Rehab and Economic Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix A-2**

**LOS Project Assessment Criteria**

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>SCHOLAR NAME</th>
<th>CRITERIA</th>
<th>DEFINITION</th>
<th>Y</th>
<th>N</th>
<th>STRATEGY/APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUILDING LOCAL CAPACITIES: Working with poor and marginalized populations to identify capacities needed for self-help and building those capacities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>Identification of the scope of the problem, target population &amp; service environment, existing resources, project partners, characteristics of service need.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Change</td>
<td>A conceptual representation of how change will occur. Tests <em>plausibility</em>: Does this project and approach make sense?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic Model</td>
<td>A linear approach to program planning and evaluation. Tests <em>feasibility</em>: will it work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>Projected state of affairs that a person or a system plans or intends to achieve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measureable Outcomes</td>
<td>Identification of the anticipated change (short/intermediate/long term) and how results will be determined.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability Plan</td>
<td>Identification of strategies and indicators for insuring that a project will last for some period of time beyond initial implementation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mobilizing Existing Assets</strong></td>
<td>Focuses on helping clients use their own assets to solve problems rather than delivering services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emphasis on Continual Learning</strong></td>
<td>Provides opportunities for continual learning and reflection among staff, partners and the organization as a whole.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Forging Links with Diverse Stakeholders</strong></td>
<td>Leadership has the capacity to understand and work effectively with constituencies whose concerns and resources are important to the initiative.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building Organizational Capacity</strong></td>
<td>Investment in systems to support organizational growth to expand coverage or investing in building outside alliances that will carry out operational activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identifying “Scaling Up” Strategies</strong></td>
<td>Expanding coverage to provide services and benefits to more people; expanding functions and services to provide broader impacts to primary stakeholders; and initiating activities that change the behavior of other groups with wider reach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Utilizing Activities for Leverage</strong></td>
<td>The different arenas of stakeholder experience that can be affected by the socially entrepreneurial ventures. <em>Capacity-building</em> initiatives alter local norms, roles and expectations to transform the cultural contexts in which the marginalized groups live.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Project Sustained
Length of time and indicators that project lasted beyond initial implementation.

## Project Replicated
Identification of sites/organizations that adopted the project model.

<table>
<thead>
<tr>
<th>PROJECT TITLE</th>
<th>BUILDING A MOVEMENT: Mobilizing grassroots alliances to challenge abusive elites or institutions (increasing the political voice of marginalized groups can help solve problems)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOLAR NAME</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Identification of the scope of the problem, target population &amp; service environment, existing resources, project partners, characteristics of service need.</td>
</tr>
<tr>
<td>Theory of Change</td>
<td>A conceptual representation of how change will occur. Tests plausibility: Does this project and approach make sense?</td>
</tr>
<tr>
<td>Logic Model</td>
<td>A linear approach to program planning and evaluation. Tests feasibility: will it work?</td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>Projected state of affairs that a person or a system plans or intends to achieve.</td>
</tr>
<tr>
<td><strong>Measureable Outcomes</strong></td>
<td>Identification of the anticipated change (short/intermediate/long term) and how results will be determined.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sustainability Plan</strong></td>
<td>Identification of strategies and indicators for insuring that a project will last for some period of time beyond initial implementation.</td>
</tr>
<tr>
<td><strong>Mobilizing Existing Assets</strong></td>
<td>Focuses on helping clients use their own assets to solve problems rather than delivering services.</td>
</tr>
<tr>
<td><strong>Emphasis on Continual Learning</strong></td>
<td>Provides opportunities for continual learning and reflection among staff, partners and the organization as a whole.</td>
</tr>
<tr>
<td><strong>Forging Links with Diverse Stakeholders</strong></td>
<td>Leadership has the capacity to understand and work effectively with constituencies whose concerns and resources are important to the initiative.</td>
</tr>
<tr>
<td><strong>Building Organizational Capacity</strong></td>
<td>Investment in systems to support organizational growth to expand coverage or investing in building outside alliances that will carry out</td>
</tr>
</tbody>
</table>
Identifying “Scaling Up” Strategies

<table>
<thead>
<tr>
<th>Operational Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding coverage to provide services and benefits to more people; expanding functions and services to provide broader impacts to primary stakeholders; and initiating activities that change the behavior of other groups with wider reach.</td>
</tr>
</tbody>
</table>

Utilizing Activities for Leverage

| The different arenas of stakeholder experience that can be affected by the socially entrepreneurial ventures. **movement-building initiatives** increase the voice of marginalized groups to transform their political contexts and their ability to influence key decisions. |

Project Sustained

| Length of time and indicators that project lasted beyond initial implementation. |

Project Replicated

<p>| Identification of sites/organizations that adopted the project model. |</p>
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>DEFINITION</th>
<th>Y</th>
<th>N</th>
<th>STRATEGY/APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Identification of the scope of the problem, target population &amp; service environment, existing resources, project partners, characteristics of service need.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory of Change</td>
<td>A conceptual representation of how change will occur. Tests <em>plausibility</em>: Does this project and approach make sense?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic Model</td>
<td>A linear approach to program planning and evaluation. Tests <em>feasibility</em>: will it work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>Projected state of affairs that a person or a system plans or intends to achieve.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measureable Outcomes</td>
<td>Identification of the anticipated change (short/intermediate/long term) and how results will be determined.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustainability Plan</td>
<td>Identification of strategies and indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
for insuring that a project will last for some period of time beyond initial implementation.

**Mobilizing Existing Assets**
- Focuses on helping clients use their own assets to solve problems rather than delivering services.

**Emphasis on Continual Learning**
- Provides opportunities for continual learning and reflection among staff, partners and the organization as a whole.

**Forging Links with Diverse Stakeholders**
- Leadership has the capacity to understand and work effectively with constituencies whose concerns and resources are important to the initiative.

**Building Organizational Capacity**
- Investment in systems to support organizational growth to expand coverage or investing in building outside alliances that will carry out operational activities.

**Identifying “Scaling Up” Strategies**
- Expanding coverage to provide services and benefits to more people; expanding functions and services to provide broader impacts to primary stakeholders; and initiating activities.
that change the behavior of other groups with wider reach.

<table>
<thead>
<tr>
<th>Utilizing Activities for Leverage</th>
<th>The different arenas of stakeholder experience that can be affected by the socially entrepreneurial ventures. <em>Package distribution</em> initiatives provide tools and resources to enhance individual productivity and transform circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Sustained</td>
<td>Length of time and indicators that project lasted beyond initial implementation.</td>
</tr>
<tr>
<td>Project Replicated</td>
<td>Identification of sites/organizations that adopted the project model.</td>
</tr>
</tbody>
</table>
### LOS Project Criteria: Assessment and Comparison of Selected Projects

#### SUMMARY OF SCORE AVERAGES FOR EACH PROJECT FORM

<table>
<thead>
<tr>
<th>LOS Project Assessment Criteria</th>
<th>Bldg Local Cap AVE</th>
<th>Providing Packages AVE</th>
<th>Bldg movements AVE</th>
<th>Ave Score across Project Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>2.08</td>
<td>1</td>
<td>1</td>
<td>1.36</td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>1.31</td>
<td>1.29</td>
<td>1.5</td>
<td>1.36</td>
</tr>
<tr>
<td>Measureable Outcomes</td>
<td>1.31</td>
<td>1.29</td>
<td>1.5</td>
<td>1.36</td>
</tr>
<tr>
<td>Sustainability Plan</td>
<td>1.31</td>
<td>1</td>
<td>2.5</td>
<td>1.6</td>
</tr>
<tr>
<td>Mobilizing Existing Assets</td>
<td>1.31</td>
<td>1.29</td>
<td>1.5</td>
<td>1.36</td>
</tr>
<tr>
<td>Emphasis on Continual Learning</td>
<td>0.77</td>
<td>0.29</td>
<td>0</td>
<td>0.35</td>
</tr>
<tr>
<td>Forging Links with Diverse Stakeholders</td>
<td>0.77</td>
<td>0.57</td>
<td>0</td>
<td>0.44</td>
</tr>
<tr>
<td>Building Organizational Capacity</td>
<td>0.69</td>
<td>0</td>
<td>0</td>
<td>0.23</td>
</tr>
<tr>
<td>Identifying “Scaling Up” Strategies</td>
<td>0.46</td>
<td>0</td>
<td>0</td>
<td>0.153</td>
</tr>
<tr>
<td>Utilizing Activities for Leverage</td>
<td>0.46</td>
<td>0.14</td>
<td>0.5</td>
<td>0.36</td>
</tr>
<tr>
<td>Project Replicated</td>
<td>0.15</td>
<td>0.29</td>
<td>0</td>
<td>0.146</td>
</tr>
</tbody>
</table>

**BUILDING LOCAL CAPACITIES**: Working with poor and marginalized populations to identify capacities needed for self-help and building those capacities.

Projects are arrayed in the chart below numerically as follows:

1. Empowerment Group
2. RescuCorps
3. Sanyukta Sansaar: United World
4. Learning for Life
5. Women’s Center (Chester)
6. Pikin Wellbodi
7. Saludable Project International
8. Xiping Agricultural Technique Center
9. Furniture Donation Exchange Program
10. Women’s Center/Shelter (International)
11. Illinois Public Health Advocates
12. Chester Community Improvement Project (created prior to '99 but is an example of long term sustained project)
13. READY

[Legend: 0=No Implementation; 1=Low Implementation; 2=Moderate Implementation; 3=High Implementation]

<table>
<thead>
<tr>
<th>Building Local Capacities</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td></td>
<td>2.08</td>
</tr>
<tr>
<td>Theory of Change</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>Logic Model Goals/Objectives</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1.31</td>
</tr>
<tr>
<td>Measureable Outcomes</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1.31</td>
</tr>
<tr>
<td>Sustainability Plan</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1.31</td>
</tr>
<tr>
<td>Mobilizing Existing Assets</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>n/a</td>
<td>1.31</td>
</tr>
<tr>
<td>Emphasis on Continual Learning</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>n/a</td>
<td>0.77</td>
</tr>
<tr>
<td>Forging Links with Diverse Stakeholders</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>n/a</td>
<td>0.77</td>
</tr>
<tr>
<td>Building Organizational Capacity</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>n/a</td>
<td>0.69</td>
</tr>
<tr>
<td>Identifying “Scaling Up” Strategies</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
<td>0.46</td>
</tr>
<tr>
<td>Utilizing Activities for Leverage</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>n/a</td>
<td>0.46</td>
</tr>
</tbody>
</table>
### Providing Packages

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>AVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Micro-Finance Program (Uganda)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sek Mis: Civil Eyes Documentary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Phoenix Q Arts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Language Bank</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.29</td>
</tr>
<tr>
<td>Digital Bridges</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1.29</td>
</tr>
<tr>
<td>IndoChinese American Council Community Garden</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Voices for Change</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1.29</td>
</tr>
<tr>
<td>Goals/Objectives</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0.29</td>
</tr>
</tbody>
</table>

[Legend: 0=No Implementation; 1=Low Implementation; 2=Moderate Implementation; 3=High Implementation]

### Providing Packages

<table>
<thead>
<tr>
<th>Project Sustained</th>
<th>1</th>
<th>1</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>0</th>
<th>3</th>
<th>1.31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Replicated</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.15</td>
</tr>
</tbody>
</table>

**PROVIDING PACKAGES:** Disseminating a package of innovations that serve a widely distributed need (technology and information can be reconfigured into user-friendly forms).

Projects are arrayed in the chart below numerically as follows:

1. Micro-Finance Program (Uganda)
2. Sek Mis: Civil Eyes Documentary
3. Phoenix Q Arts
4. Language Bank
5. Digital Bridges
6. IndoChinese American Council Community Garden
7. Voices for Change
BUILDING A MOVEMENT: Mobilizing grassroots alliances to challenge abusive elites or institutions (increasing the political voice of marginalized groups can help solve problems)

Projects are arrayed in the chart below numerically as follows:

1. Palestinian Student Association
2. Queer Issues in Philadelphia

[Legend: 0=No Implementation; 1=Low Implementation; 2=Moderate Implementation; 3=High Implementation]
<table>
<thead>
<tr>
<th>Area</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Plan</td>
<td>3</td>
<td>2</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Mobilizing Existing Assets</td>
<td>2</td>
<td>1</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Emphasis on Continual Learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Forging Links with Diverse Stakeholders</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Building Organizational Capacity</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Identifying “Scaling Up” Strategies</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Utilizing Activities for Leverage</td>
<td>1</td>
<td>0</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Project Sustained (0=no; 1=3 mos+; 2=1 yr; 3=current)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Project Replicated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Interview Protocol

1. How did you get involved in LOS program? On admission? Intentional application?
2. What excited/interested you about the chance to be involved in LOS? What were your expectations of the experience?
3. Please talk a little bit about the semesters leading up to the development of your project. Clarity of expectations regarding your participation in LOS; internship; motivation for selecting your project focus; development of your project proposal.
4. Please describe your project: Was the project national or international? What was the social issue or problem being addressed? What were the solutions? Did you create a Theory of Change? Did you identify measureable goals and objectives?
5. Please talk a bit about the type of mentoring or coaching you received in the development of your project? Who mentored you (e.g. fellow students, Lang Center staff, and other faculty, community or agency participants?) Was it specific to your project? Clear guidance around content? Was there emotional support as you were going through the process?
6. What were some of the barriers/challenges in the development of your project? How did you address and overcome these?
7. Please describe the implementation phase of your project. How long did your project take to plan and implement? Has it been sustained? (If yes, provide history). Has it been replicated?
8. What was your experience in the community? How did you gain entrée? Was there a gatekeeper who helped you? Was this someone you met in the planning process or an existing contact? How receptive was the host organization or the community to your presence?
9. What happened to the participants/organization/community as a result of your project? How do you know? (e.g. is your evidence tangible, documented, anecdotal?) Did other community members know about the project? Did you have advocates/champions in the community?
10. In general, what would you identify as the barriers and challenges in the implementation of your project? How did you address/overcome these?
11. Can you identify/elaborate on anything you wish you had known before you started planning and/or implementing the project?
12. Tell us a bit about your final presentation. What was the goal of your final presentation (raising awareness about the issue? Sustainability? Fulfilling a requirement?) What kinds of guidelines were you given to assist with the development? What was the
nature of the coaching/mentoring you received? In what ways did the preparation and delivery of the final presentation help you reflect on your experience as a LOS? The pros and cons of your project? The impact of your project on the community? What was your experience in delivering your presentation?

13. Your wisdom and experience are invaluable to the future of this process and we will be making recommendations for future LOS based on the results of this research. Are there any “lessons learned” you can share with us? (OR can you name three lessons learned?)

14. Is there anything else you would like to add that we haven’t included?
Citation

The Eugene M. Lang Opportunity Scholarship Program each year selects up to six (6) members of Swarthmore College’s sophomore class as Lang Scholars. Selection criteria include distinguished academic and extra-curricular achievement, leadership qualities and demonstrated commitment to civic and social responsibility. As its central feature, the Program offers each Scholar the opportunity and related funding to conceive, design and carry out an Opportunity Project that creates a needed social resource and/or effects a significant social change or improved condition of a community in the United States or abroad. In addition, it offers each Scholar a diverse succession of undergraduate and graduate financial and other benefits. The Program was conceived and endowed by Eugene M. Lang ’38.

NOTE: This Handbook will constitute your Lang Opportunity Scholarship Program agreement.

Please read this information carefully.

Letter from the LOS Advisor

Dear Lang Scholar,

First, my heartfelt congratulations! I am excited to embark upon this LOS journey with you. Engaging in social change-oriented work means that we all “stand on the shoulders of giants,” learning lessons of those who have gone before us and sharing lessons we’ve learned with others. Please know that I can be called upon at any time to support you in this learning journey. From being a sounding board of early project ideas to an assisting problem solver for internship issues, from being a reality-checker to a time management coach, I am happy to be of service to you in whatever way will be most helpful to you. All I ask in return is that you be in communication with me about the kind of support you need from me. My door and email and phone are always open to you!

Second, I hope you will take some time to reflect on the process that got you here: Lots of talking, writing, with a lot of support from other Lang Opportunity Scholars, faculty, Lang Center staff and other students, community partners, family, friends, roommates and more. What you should understand by now—or what I hope you will soon understand—is that while you are ultimately responsible for your work as a Lang Opportunity Scholar, you don’t do any of it alone!
Behind it all is someone whose commitment to Swarthmore College students as effective agents of social change makes this program possible: Eugene M. Lang ’38. Founder of the "I Have a Dream" Foundation and a recipient of the Presidential Medal of Freedom, Mr. Lang has a long history of philanthropic involvement with Swarthmore. In addition to the Center, his gifts to the College include the Lang Music Building, the Eugene and Theresa Lang Performing Arts Center, endowed professorships, support for faculty research and student financial aid, the Lang Summer Social Action Awards, as well as the Lang Opportunity Scholars Program. Mr. Lang is also the founder of Project Pericles, a national organization of colleges and universities working to encourage and facilitate participatory citizenship and social responsibility through education. During your opportunities to talk with Mr. Lang, make sure to find out about the roots of his commitment to progressive social change. Again, I offer my congratulations to you for making it this far. The best is yet to come...

Warmest wishes,

Jennifer Magee, PhD

Lang Scholar Advisor

610-328-7320

jmagee1@swarthmore.edu
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation</td>
<td>1</td>
</tr>
<tr>
<td>Letter from the LOS Advisor</td>
<td>2</td>
</tr>
<tr>
<td>What is the Lang Opportunity Scholarship?</td>
<td>4</td>
</tr>
<tr>
<td>Expectations of Lang Opportunity Scholars</td>
<td>5</td>
</tr>
<tr>
<td>Timeline of the LOS Experience</td>
<td>8</td>
</tr>
<tr>
<td>Accessing LOS Funds</td>
<td>11</td>
</tr>
<tr>
<td>About the LOS Internship</td>
<td>13</td>
</tr>
<tr>
<td>How to Find an Internship</td>
<td>13</td>
</tr>
<tr>
<td>LOS Internship Midterm and Final Report Guidelines</td>
<td>15</td>
</tr>
<tr>
<td>LOS Internship Report Cover Sheet Template</td>
<td>16</td>
</tr>
<tr>
<td>The LOS Project Overview</td>
<td>17</td>
</tr>
<tr>
<td>Responsibilities of LOS Project Grant Recipients</td>
<td>19</td>
</tr>
<tr>
<td>The LOS Project Application Process</td>
<td>21</td>
</tr>
<tr>
<td>The LOS Project Application Checklist</td>
<td>22</td>
</tr>
<tr>
<td>The LOS Project Application</td>
<td>23</td>
</tr>
<tr>
<td>The LOS Project Agreement Template</td>
<td>29</td>
</tr>
<tr>
<td>Paperwork for Approved LOS Project Proposals</td>
<td>30</td>
</tr>
<tr>
<td>The LOS Mid Report</td>
<td>31</td>
</tr>
<tr>
<td>The LOS Final Report</td>
<td>32</td>
</tr>
</tbody>
</table>
What Is the Lang Opportunity Scholarship Program?

The Lang Opportunity Scholars Program (LOSP) is grounded in the vision that Swarthmore College students committed to social justice can and should be challenged to address significant social problems.

The Program provides Lang Opportunity Scholars with access to:

- A full-time, paid summer internship (as of August 2009, the current rate is $3,750.00);
- A $1,500.00 educational enhancement fund;
- The opportunity to apply for up to $10,000 for a Lang Project.

For those Scholars who qualify—that is, those who complete a satisfactory project, write a final report, and participate in an oral examination—a $10,000 graduate fellowship ($5,000 for a one-year program, or $5,000 each year of a two-year program) and a completion award of $1000 may be awarded.

Each year the Lang Center for Civic and Social Responsibility conducts a competition for Swarthmore College students in the first semester of their sophomore year. Up to six students are normally selected.

With the mentoring and resources available through the Lang Center for Civic and Social Responsibility, Swarthmore College faculty, and community-based partners, Scholars gain the knowledge, resources and skills to craft effective solutions and become effective agents for positive social change. Lang Opportunity Scholars are expected to plan and implement projects that create measurable, sustained improvements in the world.

The Lang Opportunity Scholarship Program underscores Swarthmore College’s position as a leader and innovator in higher education’s renewed commitment to civic engagement while providing communities with skilled, knowledgeable Scholars committed to developing innovative solutions to significant social problems.

Expectations of Lang Scholars

- Lang Opportunity Scholars should consider their LOS work as a priority second only to their academic work.
- Lang Opportunity Scholars should plan to be in regular contact with the Lang Opportunity Scholar Advisor, as well as community members, LOS alumni, faculty and others who have expertise or knowledge in the subject and geographical area of their Project. For help identifying such experts or resources, please talk with the Lang Advisor.
- Lang Opportunity Scholars must do a full time summer internship (350 hours, 35 hours per week for 10 weeks), or the equivalent BEFORE they submit an LOS Project proposal or proceed with LOS Project planning. Generally this internship occurs during the summer after the sophomore year, but it may also be done during the academic year as long as you fulfill the required time commitment.
- Lang Opportunity Scholars should plan to have their LOS Proposals completed and approved by the LOS committee before the end of their junior year. Scholars may not proceed with Project activities until committee approval is obtained. Please be advised that Project funds will not be released prior to full committee approval.
- Lang scholars may not make any promises, commitments or contracts with potential LOS Project community partners prior to full approval of the Project application by the LOS Advisor and Advisory Committee.
- LOS Projects must involve at least 450 hours of direct, on-site, hands-on management by the scholar. This is most easily done during the summer, but can also happen during the academic year (15 hours/week) if the site is local to the college, or if the scholar takes a leave of absence to focus full-time on the project.
- Lang Opportunity Scholars are strongly encouraged to develop Projects that are congruent with their academic programs, and that may serve as the basis for a senior thesis or senior project.
- Lang Opportunity Scholars should complete their projects prior to graduation and should complete and submit all required reports prior to graduation. However, with special approval, a Scholar may be allowed extra time until the Labor Day following graduation, submitting their final report no later than October 1st of the same year, as well as schedule a public presentation/oral examination at that time – if one was not completed in the spring with the rest of the senior class.
Any websites, articles, books, curricula or other products created as part of the LOS Project must credit the Lang Opportunity Scholar program. The citation on the front page of this document is sufficient for this purpose.

The LOS application, internship reports, and project reports must be submitted in a timely fashion. These materials become the property of the Lang Center for Civic and Social Responsibility and may be posted on the Center’s website, and made available for use by other Swarthmore College students, faculty and staff.

Lang Opportunity Scholars are invited to participate in the recruitment and selection of new classes of Lang Opportunity Scholars by assisting with information sessions for prospective applicants, coaching and mentoring interested applicants, assisting in the reading and evaluation of written applications, and/or participation in the interviews of LOS finalists.

Lang Opportunity Scholars are required to attend and participate in certain classes, workshops and/or events each year, including a grant-writing workshop (usually in the spring semester of sophomore year), other skill-building workshops and Lang Opportunity Scholar meetings, as well as periodic meals with Mr. Lang, and an end of the year celebration that features the work of graduating scholars.

Lang Opportunity Scholars must behave responsibly and ethically as outlined in the Statement of Student Rights, Responsibilities, and Code of Conduct. Lang Opportunity Scholars found to be in violation of the Code risk losing some or all of the benefits of the Scholarship. Please visit http://www.swarthmore.edu/cc_collegelife.xml for more information.

Lang Opportunity Scholars are encouraged to study abroad. However, scholars should plan their LOS timeline accordingly in conjunction with the Lang Scholar Advisor and academic advisor to ensure that a satisfactory LOS obligations and Project plans can be completed in the time available. When planning your study abroad, please bear in mind the timeline for the Project and explore the feasibility of communicating with the Lang Advisor and Advisory Committee while abroad. I advise you not to do study abroad immediately preceding the Project term (for example, if you plan to do the Project during the summer in between junior and senior years, then a spring semester abroad during the junior year is not advised. In this case, a fall semester abroad during the junior year would be preferable.).

Eligibility for LOS benefits is retained for an aggregate of up to five semesters, provided the scholar remains in good standing as a full time undergraduate at the College and shall, in due course, have acted to carry out the LOS Project. “Good standing” will be discerned each term in coordination with the Registrar’s Office. A Scholar’s standing as a full time undergraduate will not be compromised by arranging for study at another accredited institution or for other authorized purpose. However, all LOS benefits shall be permanently forfeited if the Scholar fails to resume full time undergraduate status at the College and the fulfillment of your Project commitment when the period of any such leave shall have expired. A Scholar’s recognition as a Scholar and entitlement to LOS benefits shall automatically terminate if (i) at the end of any semester, the Scholar shall have failed to pass all regular courses or seminar requirements of his/her academic program or if (ii) at any time or for any reason, the Scholar is no longer in good standing as a student of the College or if (iii) by the end of the summer following the Scholar’s junior year, he/she shall not have actively initiated a duly approved Project.

Lang Opportunity Scholars who do not complete their project, do not conduct a project that is in keeping with the Lang Project parameters, do not give a public presentation and respond to oral examiners’ questions, and do not provide a copious final report may not be eligible to receive graduate school funding and/or the completion award. After the Final Report about the Project is submitted to the Lang Advisor and Advisory Committee, the Scholar will participate in a public event where she/he will report on her/his Project, respond to questions about the Project from at least two or three evaluators, ordinarily the Scholar’s Project Advisory Committee, who will indicate to the Lang Advisor whether they feel the Project succeeded in its goals or not. This determination informs the decision about whether or not the Scholar is eligible for graduate school funding or the completion award.
Timing (and Planning!) Is Everything.

As someone who has been recognized for outstanding community service, social action and civic engagement, you probably can appreciate that 3 years – from the time you were named a Lang Opportunity Scholar until you graduate – is not a lot of time to implement a social change oriented project. Add to this equation your academic program, extracurricular interests, family roles and so forth, and you may begin to see that it is imperative to be organized and to manage your time wisely. With this in mind, efficient time management and planning are crucial ingredients to a successful LOS experience.
Take a moment to consider the ways in which the LOS experience may influence your academic and non-academic life. Jot down some of the immediate or near term goals and obligations, in addition to your Lang Project aspirations.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Look back over your list of goals. Which are among the top priorities? Which are of lesser importance? What are the intermediate objectives or steps which will help you achieve these goals? When do you plan to achieve these objectives and goals? As you go through this mental exercise, can you identify any areas where some goals and objectives may conflict or compete with others? If you need special assistance, beyond conferring with the other Lang Scholars, Lang Scholar alumni and/or the Lang Scholar Advisor, please contact Tracey Rush (trush1) the Learning Resources Advisor.

What follows on the pages below is a sample timeline, designed to help you to plan your LOS experience. Each Lang Scholar customizes her/his own plans—taking into consideration such things as plans to study abroad, senior theses, projects, or shows, course loads from semester to semester, extracurricular activities and responsibilities, plans to take a semester off, and summer plans—in coordination with the Lang Scholar Advisor and her/his academic advisor. This is meant to provide some guidance on what (and when) you should be considering as you plan.
Sample LOS Timeline

**When you are first named a Lang Scholar during the first semester of your sophomore year...**

☐ As you prepare your plan of study for the next few years, consult with the LOS Advisor and your academic advisor(s) about ways to integrate your LOS plans with your academic program.

☐ Make an appointment with the LOS advisor to begin planning your LOS timeline.

☐ Attend LOS Orientation.

☐ Review the LOS archives and/or LOS alumni database for information about past Lang Opportunity Scholar projects that may be congruent with yours.

*This is the time to plan ahead...* Note the dates of LOS meetings, meals with Mr. Lang, the grantsmanship workshop series and other LOS obligations (if known) to ensure your attendance at these events. If you note scheduling conflicts, please be in communication with the Lang Scholar Advisor as far in advance as possible.

*This is the time answer some tough questions...* Do I want to study abroad? Where? When? Is this where I want to do my Project? What impact might this have on my LOS experience? Do I plan to do Honors? Am I a member or leader of many clubs or groups on campus? How will the LOS experience influence these things? Do I need to scale back my involvement in other activities to ensure that the LOS program is second only to academics? How will I manage this transition? How can I best structure my academic and LOS experiences such that I have a successful experience? Answering these questions in coordination with your academic advisor, LOS advisor and previous Scholars who have made various decisions about using their time at Swarthmore and abroad, is strongly recommended.

*This the time to ask questions...* Make use of the LOS Orientation Session, conversations with Mr. Lang, the Lang Scholar Advisor and other Lang Scholars to find answers to your questions. *Remember: the only “stupid” question is the one that does not get asked.*

**During January – May (2nd semester of sophomore year)**

☐ Attend LOS monthly gatherings (if/when offered).

☐ Attend grantsmanship workshop series (if/when offered).

☐ Attend LOS support course (if/when offered).

☐ Work with LOS advisor and community partners, to identify internship opportunities that will both support your learning goals and inform your intended Project.

☐ Plan your LOS internship for the summer following your sophomore year. See the internship section of this handbook for advice from current Lang Scholars and alumni.

☐ Provide Lang Scholar Advisor with contact information for internship site host and with a budget for summer internship. In this budget, be sure to include your summer earnings requirement as well as other expenses you anticipate. Most Scholars request the maximum amount.
submitted, the 2nd installment of internship funds is released. Once the final report is submitted, the 3rd and final installment of internship funds is released.

☐ Discuss your Project ideas with your internship supervisor, prospective partners and participants, community members and so on.

☐ Map out a timeline to write your proposal, and set the date that you plan to start the Project.

**This is the time to learn and to network…** Use the internship to learn skills and knowledge that will support your project ideas, and to build a network of people who will support your project.

---

*By August (before the 1st semester of junior year)*

**This is the time to form your committee.** Faculty and staff are frequently invited to serve on committees each fall. You would be well-advised to invite folks to serve on your committee at the beginning of the term. The longer you wait, the more likely prospective members will have agreed to other obligations and be unable to serve on your committee. The committee can include:

- community partners, especially internship supervisors;
- one or two faculty members;
- two or three students including at least one other Lang Scholar,
- the Lang Opportunity Scholar Advisor, and
- Lang Scholar alumni or other individuals’ whose expertise is needed.

The actual size of the committee is up to you, depending upon your own preferences and Project needs. Where expertise is lacking, the Lang Scholar Advisor may make suggestions. Be advised that waiting until finals week to schedule a committee meeting to go over your proposal can make for a very stressful and hectic experience for all involved. It is important that you tell the committee members what you need from them (for example, how they can best help or support you throughout the process, anticipated meeting times or frequency of meetings, etc).

---

*September – December (1st semester junior year)*

☐ Discuss and develop project proposal with LOS Advisor and other members of your LOS Project Advisory Committee.

☐ Outline your proposal, identify areas for further research and development, gather input and feedback from Advisory Committee members and knowledgeable others.

☐ If you plan to connect your Project with your senior theses work, you may be subject to IRB protocols. Schedule an appointment with the Lang Scholar Advisor to discuss this possibility.
Sample LOS Timeline (cont’d)

If you intend to start the project during the summer after your junior year...

☐ If you submitted a first draft of your proposal to the Lang Advisor, complete the **next draft of your proposal before spring break**, and distribute it to all members of your LOS Project Advisory Committee.

☐ Schedule a meeting with LOS Advisor and your Advisory Committee to review, finalize and approve your proposal before the end of the semester. Be advised that waiting until finals week to schedule a committee meeting to go over your proposal can make for a very stressful and hectic experience for everyone. If you are able to do so, I recommend holding your committee meeting by late – mid April at the latest. Note: Depending upon comments, questions and concerns of the committee, the group may have to convene (in person, by conference call, email or Skype) more than once.

☐ Write, revise, re-write, edit, revise… the your project proposal and submit the final draft for committee approval. Do not be disheartened if you are asked to revise, rewrite and resubmit your proposal – the role of the Advisory Committee is help ensure that you are well-prepared for the Project you plan to undertake and that you have all the “tools” you need to construct a successful experience.

☐ Once the project is approved by the LOS Advisor and committee, you will be asked to supply the following materials: the LOS Project Agreement, Release of Liability forms for all program participants and volunteers, Permission to Deposit form (if you are a Franklin Mint Credit Union account holder and wish to have your funds deposited there), MOUs to be signed by you, your community mentors, and the LOS Advisor, and other paperwork. Note: These items must be on file with the Lang Advisor before funds can be released.

**Summer in between junior and senior year**

☐ Begin/Continue/Complete LOS Project.

**August – December (1st Semester Senior Year)**

☐ Begin/Continue/Complete LOS Project.

**January – May (2nd Semester Senior Year)**

☐ Complete Lang Project.

☐ Keep journal/field notes, expense log, contact sheet, etc.
Accessing LOS Funds

Whether you are seeking to obtain internship, educational enhancement or project funds, simply write a letter (email is fine) to the Lang Scholar Advisor indicating which funds would like to access, what you plan to use the money for, and a budget. Note: It can take up to 5 – 7 business days (“business days” exclude weekend days) to process. With this in mind, please email the Lang Advisor with your request at least 5-7 days before (or earlier!) you will need the check. Also, be sure to let the Lang Advisor know if you do not receive the funds by the end of the 7th day from when you first made the request.

Internship Funds

As of May 2011, up to $4,350 is available to Lang Opportunity Scholars, depending upon the initial budget the student submits. Typically, this will be paid out in three installments: One installment at the outset of the internship, one installment after a satisfactory midterm report has been received by the Lang Scholar Advisor, and a final installment after a satisfactory final report has been received by the Lang Scholar Advisor. The exact timeline will be established by the Lang Scholar and the Lang Scholar Advisor.

Educational Enhancement Funds

Each Lang Opportunity Scholar has access to $1,500 (of which $500 is available during the sophomore year) to cover the costs of special items, services and experiences that enhance the understanding of social issues and involvement in community service. Such costs may include books, computer programs, attending conferences, learning skills, classes or otherwise facilitating a Project. Scholars may access their funds all at once, or on an as-needed basis. Educational Enhancement funds must be spent prior to graduation. Lang Opportunity Scholars have used EE funds to:

- Purchase books, art supplies, computers, and software;
- Purchase still and video cameras, film, sound recorders, and other media devices;
- Attend training workshops, conferences and symposia;
- Participate in demonstrations or other activist events and meetings;
- Organize workshops and events on campus or in the community.

LOS Project Funds

As of March 2010, up to $10,000 for solo projects ($15,000 for joint projects) may be applied for by Lang Opportunity Scholars, depending upon the budget the student submits. Typically, this will be paid out in three installments: One installment at the outset of the project, one installment after a satisfactory mid-experience report has been received by the Lang Scholar Advisor, and a final installment after a satisfactory final report (including budget report with accompanying receipts and expense log) has been received by the Lang Scholar Advisor. The exact timeline will be established by the Lang Scholar and the Lang Scholar Advisor.

Award Completion Funds

A $1,000 award may be available to the Scholar, contingent upon the satisfactory completion of a Project and the review and acceptance of the Scholar’s written final report of the Project (guidelines for what this report should include can be found elsewhere in this document). Copies of the Scholar’s Report and review comments of its oral examiners, if applicable, shall be made available through the Lang Center’s Project File where they are catalogued and maintained for reference by prospective Scholars. The Scholar will also participate in a public presentation in which members of the Scholar’s Project Advisory Committee may ask questions. The Lang Advisor will contact the committee members via email, attaching a copy of the final report, and request that they provide their feedback as to whether the Project was successful in their view (or not) and whether the final report is sufficient. At this point, in order to access award completion funds, you will need to furnish: your full legal name, social security number and mailing address.
Graduate Fellowship

A $10,000 fellowship for graduate study in an accredited degree program, paid over two years at the rate of $5,000 per year of a two-year graduate program to Scholars who successfully complete a Project and related reporting requirements. (A $5,000 fellowship is provided for an accredited one year graduate degree program). The fellowship must be used within five years following graduation from the College.

Scholars have a choice regarding to whom the graduate fellowship money is distributed:

1. Have Swarthmore College send a check directly to the graduate institution. The benefit to the Scholar of this approach is that it carries no tax liability for the student. For this option, you will need to send the tuition bill to the LOS Advisor along with your graduate student ID number.
2. Have Swarthmore College send a check directly to the student. For this option, you will need to send the a copy of your acceptance letter and tuition statement to the LOS Advisor. Keep receipts of all expenses paid from this money for your personal tax records. These funds may be taxed by the IRS. Funds used to pay for tuition and books typically are not taxable, however, portions of the grant that support personal living, travel expenses and other portions of grant funds may also be taxable. You may wish to request assistance on tax preparation from a tax advisor or attorney.

About the LOS Internship

The Lang internship provides scholars with opportunities to gain experience, knowledge and skills to develop and implement a Lang Project. Generally the internship takes place during the summer after the sophomore year, and involves ten weeks of full-time (thirty-five hours per week) work. However, with approval of the Lang Opportunity Scholar Advisor, Scholars may complete their internships during the academic year as long as they work an equivalent amount of time.

In some cases scholars may design their own internships to gain the necessary skills, experience, knowledge and contacts. This is done under the supervision of the Lang Opportunity Scholar Advisor and must meet all the requirements of the internship in terms of time and reporting.

The internship provides scholars with $4,350.00 to be used as needed to fund living expenses, travel, summer earnings, and program costs. Scholars must provide a budget in advance of receiving the funds, and must provide a final budget report in addition to the final internship report.

Note: If you are the recipient of another grant award or opportunity which includes a summer internship, you may not receive both the LOS internship monies and the award from the other source at the same time (that is, you are eligible to receive only one stipend at a time). If you find yourself in such a position, please contact the Lang Advisor.

How to Find an Internship

Set objectives. The first step is to identify what you want an internship to do for you, and set clear, achievable objectives. The internship can help you increase your knowledge and build skills. It can help you develop networks of people and resources that will help you plan and implement your project. Internships can help you gain basic knowledge about how non-profit organizations work, how to fundraise and how grants are made, how to do community organizing and outreach, plan programs, conduct special events, engage in social or political advocacy, and much more.

Imagine. What would your ideal internship be like? Think about your personal strengths and imagine how the internship could enhance them, or how it could help you overcome challenges. Do you want to work on a team or by yourself? Do you want to be in a large, established organization or a small grassroots agency? Do you want to work in a highly structured system, or on a forming project? Do you hope to be closely supervised or highly
independent? What specific knowledge and skills do you need to gain? What kind of network would you like to build? How will the internship support your development and implementation of your LOS Project?

**Start looking.** Once you have identified your internship objectives, and you have a sense of what your ideal internship would be like, start looking. Meet with the Lang Scholar Advisor, and/or Deb Kardon-Brown and/or examine Lang Center archives to find out where other students have had successful internships. Check out idealist.org, volunteersolutions.org and other online resources. Check with Career Services and examine their online database of public service internships and alumni who are engaged in public service. Talk with other Lang Scholars, and other students who have done internships via the S2A2 program or with Swarthmore Foundation support. Also look at externship contacts as they are often willing to help students find placements. Come up with a list your top three-five internship sites.

**Contact potential internship sites.** Send a letter to request a meeting (in person or by phone) to discuss a potential internship with their organization. Include a copy of your resume, and a brief description of the LOS Program (you might include a copy of page in this handbook, *What is the Lang Opportunity Scholars Program?*). Your letter should highlight the fact that your internship is already funded. This is a very attractive opportunity for most organizations. A few days later follow up with a phone call to confirm that they received the letter, and to request a meeting. BE PERSISTENT! It is your responsibility to establish the contact. Don’t wait for someone to call you back. If you cannot talk directly with someone who can discuss an internship with you, ask when you should call again. Bear in mind that even though establishing this internship is high on your list of priorities, it is fairly low on the organization’s list. Then make the call, and keep calling until you get through. This will demonstrate that you are focused, persistent, and committed - all good qualities for agents of social change.

**Meet with potential internship sites in person or by phone.** The purpose of the meetings is for them to get to know you and decide if they want to bring you on board. Equally important, it is a chance for you to get to know them and to evaluate if this is the place for you. Be clear about your goals and objectives for the internship. Ask about the work style of the organization, what their expectations for you would be, and ask about their process for making a decision about your internship. Take your time to think it over, and don’t make any decisions until you have had a chance to talk to all of the sites on your list.

**Select a site.** Once you have selected a site and have been selected by them, meet with the Lang Scholar Advisor to

- Sign your internship contract,
- Establish a timeline,
- Review reporting requirements,
- Create a budget,
- Obtain your internship funds.

**Send hand-written thank you notes** to everyone who helped you through this process, especially the sites that you did not choose, or that didn’t choose you. People will remember you for this small, gracious act, and may be more inclined to help other students seeking opportunities to work with them.

**LOS Internship Midterm and Final Report Guidelines**

**Midterm Reports**

**Due:** Beginning of the sixth week of your program.

**Length:** 2-3 pages (respond only to first set of questions listed below)

**Process:** Email as a Word attachment to Jennifer Magee ([magee1@swarthmore.edu](mailto:magee1@swarthmore.edu)). Please make sure that the attachment is labeled with your Last Name/LOS/Internship/Report 1.
Final Reports

Due: No later than the Friday before October break.

Length: 5 pages (respond to all questions found below).

Process: Email as a Word attachment to Jennifer Magee (jmagee1@swarthmore.edu). Please make sure that the attachment is labeled with your Last Name/LOS/Internship/Report 2.

In your report, please respond to the following prompts:

◊ Give a brief overview of your program. What are you doing on a daily basis?
◊ Describe your orientation.
◊ What have you learned about the organization?
◊ What is working well? List some of your successes and accomplishments so far.
◊ What, if anything, is not working so well? What are you and your site supervisor doing to change the situation?
◊ What contributions have you made to the organization?
◊ How has the experience impacted you so far? What have you learned? How has doing this worked changed you? What new insights do you have about yourself and about this program?
◊ How are you documenting your experience to deepen your learning? What kind of reflection process are you employing, and how often?
◊ How has this experience shaped your LOS Project ideas and plans?

For final reports only:

◊ What was your biggest success? This could be in terms of what you learned, or what you accomplished for the organization, or both.
◊ What was your biggest challenge?
◊ If you were to do this again, what would you do the same, what would you do differently, and why?
◊ How has this experience impacted your Project ideas and plans?
◊ Pictures and stories are among the most powerful ways to convey information about an experience. Use your report as an opportunity to tell the stories of your summer experience and include at least 2 or 3 photos from the experience, if possible.

LOS Internship Report Cover Sheet Template

Midterm or Final Report (select one)

Your Name:

Current Address:

Current Phone:

Current Email:

Internship Site:

Site Supervisor:

Site Address:
The LOS Project Overview

The LOS Project provides each Scholar with the opportunity to develop and implement solutions to a significant social problem. LOS Projects are innovative, bringing new ideas, strategies, resources and knowledge to bear on the issues they address while challenging Scholars to expand their knowledge and skills as agents for effective social change. LOS Projects are sustainable by the communities in which they are implemented, and replicable in other communities facing similar challenges.

The Project is usually created by a Scholar, after much thought and consultation, as a result of past or current exposure to social issues—life experiences, community service involvements, family and environmental circumstances, academic and co-curricular subjects. Its conception usually derives from the Scholar’s experience, social interests and career objectives.

A Project, as a resource, activity or service of material substance, can take many forms. It may be inventive and/or original, educational and/or physical. It may be a replication or adaptation of a proven program or facility designed to eliminate a social or physical condition that has been adversely impacting—or add to the well-being—of a community or constituent group. It may be organized and established to provide through creative intervention a continuing value to the community by some systemic change or elimination of a persistent hazard.

In defining, planning and carrying out a Project, the Scholar will be encouraged to establish one or more suitable mentor relationships. In areas where, in the judgment of the Center, professional expertise is necessary, the Center can require that a student engage in a mentor relationship as a condition of Project approval. The Project must have a realistic budget that can cover Project expenses, including a Scholar stipend, if desired. The maximum stipend amount shall be set at the standard amount prorated for College summer awards, if appropriate. The Project should evidence resourcefulness in its methodology, and provide a fulfilling learning experience for the Scholar. The Project, ideally, will establish a model that is replicable by others, generating positive ripple effects within the community. The constructive impact of the Project should continue to develop and be maintained when the Scholar no longer is directly involved— that is, a sustainable project is one that bears lasting, positive impact upon a community.

The Project may be original or an adaptation of an established service, activity or resource that is designed to ameliorate a social problem and/or to create a significant improvement of substantive social value in an American or foreign community. Although qualification of the applicant and quality of the proposed project are the most important criteria for selection, the LOS will maintain balance over time between projects carried out within the US and internationally.

The Scholar must have originated the proposed Project and be directly and responsibly involved in its planning and implementation so that the Project cannot be confused with an internship under third party auspices. The Project must have defined objectives that can be used to assess its results and must clearly state the bases, means and practicability of ongoing monitoring and evaluation.

Finally, LOS projects exemplify best practices in service and learning. To this end, they should:

- Meet community needs as articulated by that community;
- Be guided by clearly articulated, mutually agreed-upon goals, objectives and work plans with clear lines of responsibility and accountability;
- Demonstrate an appropriate match between the knowledge, skills and resources of the scholar and the scope of the problem to be addressed;
Provide regular, structured opportunities to critically reflect on the work being done. This can be done within the proposal as well as the mid- and final Project report.

Also...

- Lang Opportunity Scholars should plan to have their LOS Proposals completed and approved by the LOS committee before the end of their junior year.
- Lang scholars may not make any promises, commitments or contracts with potential LOS Project community partners prior to full approval of the Project application by the LOS committee.
- LOS Projects must involve at least 450 hours of direct, hands-on management by the scholar. This is most easily done during the summer, but can also happen during the academic year (15 hours/week) if the site is local to the college, or if the scholar takes a leave of absence to focus full-time on the project, and with the approval of the LOS Advisor.
- Lang Scholars are strongly encouraged to develop projects that are congruent with their academic programs, and that may serve as the basis for a senior thesis or senior project.
- Lang Scholars should complete their projects prior to graduation including all required reports and oral examination prior to graduation.
- Any websites, articles, books, curricula or other products created as part of the LOS Project must credit the Lang Opportunity Scholar program. The citation on the cover of this document can be used for this purpose.

Responsibilities of LOS Project Grant Recipients

**Before you begin your project:**

- Submit final draft of proposal, meet with LOS Advisory Committee and receive approval of the project from LOS Advisor.
- Generate the LOS project agreement (see template below), letter(s) of support and/or Memorandum of Understanding (M.O.U.). Return one copy signed by all parties (if possible) to the LOS Advisor.
- Complete and sign release of liability form. Your Project participants will need to sign a release of liability form as well, however, this may be done once you are in the field, if they are unknown before the start of the Project.
- Provide the names, addresses, phone number and email of community partners.
- Provide a certificate of insurance from the service site, if applicable.

**During your project:**

- Complete the project as described in your project application. If your plans change, notify the LOS advisor and Advisory Committee as soon as possible.
- Maintain an ongoing record of your activities by keeping a regular journal, blog, or other documentation. **This will help IMMEASURABLY during the final report write-up.**
- Keep a detailed record of expenses, including copies of receipts, to be submitted at the end of your project. Remember to keep your receipts for your personal tax records.
  - NOTE: Lang Opportunity Scholarship grants may be taxed as scholarships, which are defined as personal income by the IRS. All portions of the grant that support personal living and most travel...
expenses are taxable. Other portions of grant funds may also be taxable. Be sure to keep careful records of your expenditures and save receipts. You may request assistance on tax preparation from a tax advisor.

◊ Send a mid-project report to the Lang Opportunity Scholar Advisor describing the progress of your project.
◊ Please do not hesitate to let the LOS Advisor know how she/he can support you throughout the project.
◊ Take photographs! Where it is not possible to obtain written permission (photography consent forms are available on the Lang Center website under “Forms”), please ask for verbal permission (for example, “Is it OK if I take your picture?”).

At the end of your project:

◊ Submit a 10-15 page report about your project. Use the prompts found in this document as a guide. The report will be kept on file as a resource for subsequent applicants, may be posted on the website and included in other publications.
◊ Send your expense record including copies of receipts to the Lang Opportunity Scholar Advisor.
◊ You will receive the final installment of your grant when both your Project and budget reports are complete.
◊ You will be expected to make a presentation to the College community about your Project, and to participate in an oral evaluation (or written evaluation if necessary). Note: These events may coincide, and will be facilitated through the Lang Scholar Advisor.
◊ Depending upon whether or not your Project meets the criteria of a successful Project as deemed by your committee and oral evaluators or not, you may/may not receive a completion award and/or be eligible to receive funding for graduate school.

LOS Project Application Process

What follows below is a guideline for the LOS project application process. When you are ready to write your proposal, request a meeting with the Lang Opportunity Scholar Advisor to get started.

◊ Develop your project idea.
◊ Meet with LOS Advisor to discuss idea and brainstorm about LOS Project Committee composition.
◊ Assemble your LOS Project Committee.
  o The committee should consist of community partners with whom you plan to work, other community resource people, one or two faculty members and/or other subject/regional experts, and two or three students, including other current Lang Opportunity Scholars and LOS alumni.
  o In assembling your committee, it would be helpful to consult with committee members, sharing your project idea, requesting advice or insight and processing feedback from LOS Project Committee before your final draft is complete.
◊ Submit a rough draft of your project proposal to the Lang Opportunity Scholar Advisor, and make an appointment to discuss it.
◊ Submit a final draft of your Lang Project Proposal to the LOS Advisor and to your LOS Project Committee.
◊ Coordinate a mutually convenient time, date and location of a LOS Project Committee meeting to discuss the proposal and to provide feedback. NOTE: THIS MEETING SHOULD BE HELD WELL IN ADVANCE OF YOUR ANTICIPATED START DATE FOR YOUR LOS PROJECT.
  o If you intend to start the project during the summer after your junior year, then you should complete the first draft of the proposal before the end of the fall semester, complete the final draft of the proposal before spring break, and schedule a meeting with your project committee before spring break.
  o If you intend to start the project during the second semester of your junior year, you must complete the first draft of your proposal by the end of fall break, complete the final draft before
Thanksgiving break and schedule a meeting with your project committee before Thanksgiving break.

- If you wish to hold the meeting at the Lang Center, the LOS Advisor can be of assistance in procuring the space.
- If community partners cannot attend (or other committee members), Skype chat or conference call may be arranged.

**LOS Project Application Checklist**

A completed application includes:

- A cover page (for joint applications, each applicant must complete a separate cover page);
- A personal statement
- A project abstract
- Project narrative (which include mission, goals, and objectives);
- A budget and budget narrative;
- Letters of support and collaboration from your agency supervisor or community partner, and others in the community with whom you plan to work;
- Completed Release of Liability forms for all involved in the Project;
- A certificate of insurance if you are working with an agency, if applicable;
- Other supporting documentation that will enhance the LOS Selection Committee’s understanding of your proposal.
MISSION STATEMENT

Defining the mission is the most important step in planning your Lang project. Everything you do for your project flows from the mission, which defines the goals, objectives and values. Confusion and lack of direction can generally be traced back to lack of clarity about the mission.

You should be able to describe your project in a few short sentences such that your intentions are clear to someone completely unfamiliar with the issues you are addressing. Mission statement language is active and affirmative, so instead of defining your mission in terms of what you hope to end or prevent, define it in terms of what you plan to accomplish, create or change. Avoid passive voices.

The most important considerations in crafting your mission statement are:

1. Clear **GOALS** stated in simple, straightforward terms. Goals are general statements of what you hope to accomplish, but they are generally not measurable. For example, the goal to increase adult literacy in Chester, can’t be measured easily. Projects that attempt to cover too much ground with too many goals are less likely to be funded than projects with a narrow but well-defined focus.

2. Clear statement of the **OBJECTIVES** with direct, logical linkage to goals. If goals are the “what,” objectives are the “how.” The objectives are what come after the word “by” in the goal statement. For example, The goal is to increase adult literacy in Chester by creating a school-based program for 50 parents of students at Columbus Elementary School during the 2010-2011 school year. The underlined portion of the statement is an objective. Objectives are measurable and should answer as completely as possible the questions of who, how many, when, where as well as how. Each goal may have several objectives. For example, another way to increase adult literacy is by creating a community library for adults to engage in self-study guided by on-site tutors. More objectives mean more complexity and resources, so make sure your project design is realistic in terms of what you can actually accomplish with the time and money available.

3. Articulation of the **VALUES** that inform your approach to the project. Your values guide ends and means; these must be congruent for a successful outcome. In the example that we have been using, the value might be your belief that literacy is the key to...
Community

◊ Describe the community with whom you will work, the intended population that will directly benefit from your project.
◊ Provide evidence that your project addresses a community need as identified by that community.
  o Interview community leaders, read local newspapers, obtain census data and public health information, and other information that is directly relevant to your project. Do not assume that anything is self-evident as you develop your proposal. Often, much of this information has already been compiled by community agencies. Ask your community partner for support to gather this information, and be sure to cite information that they have provided.
◊ Describe how you involved the community in developing your idea, and how the community will be involved in shaping, evaluating, and sustaining your project.

Issues

◊ What are the specific problems issues or needs to be addressed?
  o Use a variety of research methods to gather evidence to build your case that the problem is real. Cite examples of similar approaches in other communities. If there are no examples, what theories support your solution?

Action Plan

◊ Describe your action plan and the activities the Project will include, and detail how each activity addresses the issues and meets the objectives that you described above.
  o List all activities needed to accomplish each objective. This is your road map to guide planning and implementation of your project. For each objective, list all the activities required to complete that objective. For example, to meet the objective to create a school-based program for 50 parents of students at Columbus Elementary School, during the 2010-2011 school year, the tasks could include:
    ▪ Creating a community advisory committee;
    ▪ Creating a curriculum;
    ▪ Developing and implementing a recruitment plan for participants;
    ▪ Developing and implementing a recruitment plan for tutors;
    ▪ Obtaining space in the school;
    ▪ Obtaining program materials;
    ▪ Planning a schedule for the program; and so on.
◊ Cite evidence that such an approach is feasible in this setting. Evidence can be based on firsthand experience or conversations that illustrate the “demonstrated need,” as well as other sources (newspapers, minutes from community meetings, magazines, peer reviewed journals and so on).
◊ Indicate how you will determine if and when each activity has been successfully completed.
  o Your evidence of accomplishment is straightforward. For example, you create a community advisory committee that meets six times during the first year, and provides guidance, resources, and support to the project.

Timeline

◊ Create a timeline that details weekly activities of the project – starting with pre-project research and planning, and ending with plans for sustainability and/or replication. The timelines should include who will be the point person(s) for each activity and the steps needed to complete each activity.
Integrate all the activities so that everything you will do during each week during the life of the project is listed. The timing of a number of steps may overlap. Look for conflicts between your timing, and availability of resources. Avoid developing plans that require too much of your attention during critical times, such as finals, or too little of your attention when you can afford more, such as breaks and summers. If others are accountable for some steps, you must ensure that they agree to your timing for their responsibilities.

- A detailed timeline is another measure of how realistic and do-able your goals and objectives are. While it’s tempting to be optimistic that everything will go exactly as planned, it’s usually better to assume that most maps don’t show local detours and large potholes. Give yourself some time to account for the unexpected in your project.

- Once a project is funded, the timeline is a guide. It can be changed, but creating it ahead of time enables you to consider many of the ramifications of changing it. This honing process is intensely personal. If your project is funded, you will be living and breathing it for a significant period of time. Be sure to reflect on the parts of the plan that have the most meaning to you, that engage your passion and curiosity, that are most congruent with your values and life goals.

**Qualifications**

- What are your qualifications and experience related to doing this work? That is, what skills and knowledge do you already possess to successfully implement the activities of the project?
  - If available, please provide letters of support from individuals qualified to assess or attest to your skills and abilities.

- What skills and knowledge will you need, and what is your plan for obtaining these? What training will you receive to prepare for your project?

- What knowledge and skills do you hope to gain as you complete the work?

- Is there a relationship between this project and your academic studies? If so, please explain.

**Mentors**

- Identify two or three people who will serve as your mentors during planning, implementation and evaluation of the project. These should include people from the community in which you are working, people experienced working with the concern your project addresses.

- Describe the guidance, supervision, and support you will receive from community partners, faculty, and other students. That is, briefly identify the process by which you will work with them. Include letters of support from each mentor, if available.

**Other Resources**

- What other resources are available to you? Will you need permits from local authorities? Insurance? Space? Equipment? Consultants? How will you obtain them?
  - Though this section is fairly self-explanatory, it is another opportunity to measure the feasibility of your plans and to revise as needed. Be completely realistic about the need for and availability of resources. Find ways to simplify tasks, revise activities, and even change objectives if it doesn’t look as if you will be able to obtain the level of resources you need. It’s always easier to grow a small project than to shrink an overly ambitious one. Don’t take for granted that needed resources will be available to you, or will be available exactly when you need them. Always check, and as much as possible, obtain some sort of documentation that the resources you need will be there.

**Creativity, Originality & Innovation**

- Why is this approach unique? How is it different, new, original, and distinct from other efforts to address the same issue? Why hasn’t this been tried previously? Or if it has been tried previously and proven successful in another context, in what ways are you extending, modifying or innovating upon the idea or approach in this new context?
Here you may do a short literature review on similar programs (include bibliography). You could do an analysis of similar programs in the area using different approaches, or programs using similar approaches for different ends. In any case, don’t assume that your own lack of information about projects such as yours means there are none. Look.

**Evaluation & Reflection**

- What strategies will you use to reflect upon what you have learned through the project experience both during and after it is completed?
  - This should include keeping some sort of journal, but you are encouraged to develop additional strategies with your community partner that will enable you to assess both personal and project goals.
- Think about the difference between qualitative and quantitative evaluation. Will you have project participants fill out mid-project and/or end-of-project evaluation forms? Will you perform focus groups or interviews to gather evaluative comments about your Project?
  - Note: For the purposes of Project evaluation, IRB approval is not necessary. However, if you suspect that you would like to use the data you gather in an independent study, for a thesis or later publication, consult with the IRB chair to determine whether you will need to go through the Human Subjects Review process or not.
- Describe the processes by which you will evaluate the effectiveness of your project:
  - How will you and your community partners know that your project made/makes a difference? That is, what are the specific, concrete, measurable objectives of your project, and how will you know when you have achieved them? *Please describe your intended outcomes in both quantitative and qualitative terms, if possible.*
  - What outcome or change do you hope to see as a result of your work?
  - What sustained impact do you anticipate this project will have?
    - NOTE: Often it is tempting to evaluate only what was successful. This is a mistake. Some of the most important information comes from what did not work, what you did about it and what you could do in the future to change the project to be more effective.

**Vision for the Future: Sustainability & Replicability**

- What is your vision for the future of the project? Where could it be in five to ten years?
- Describe your plans for continuation of the project after your involvement ends. That is, what happens to the project once you graduate?
  - How will the project be sustained—both in terms of human resources and financial resources?
  - What effects will your exit from the project have upon the community or project?
  - How will your responsibilities as project leader be turned over to your local partners?
- Describe how your project could be replicated or adapted to other settings. What additional resources would be needed?

**LOS Project Budget**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>$______</td>
</tr>
<tr>
<td>Supplies</td>
<td>$______</td>
</tr>
<tr>
<td>Equipment</td>
<td>$______</td>
</tr>
<tr>
<td>Other</td>
<td>$______</td>
</tr>
<tr>
<td>Total</td>
<td>$________</td>
</tr>
</tbody>
</table>

---

**A 10 YEAR RETROSPECTIVE ASSESSMENT** 98 | Page
Living expenses
Rent $______
Food $______
Utilities $______
Local transportation $______
Total living expenses $__________
Non-local transportation $__________
Summer earnings $__________
Other expenses (itemize)
__________________ $______
__________________ $______
__________________ $______
Total other $__________
TOTAL Project Budget $__________
Amount of budget covered by other sources $__________
Total request from LOS $__________

Budget Narrative
On a page separate from the budget, write a short description of each proposed cost in each budget area.

◊ **Program**
  o Describe the supplies, equipment, travel and other items to be used in your project, and how you derived the costs for each item.

◊ **Living expenses**
  o Describe the specific living expenses to be covered by your LOS Project grant, and how you derived the amounts for rent, food, utilities, and local transportation. Itemize other costs you include in this category as well and how you derived the amounts.
    ▪ Make sure that your calculations are in accord with recognized cost of living for the area in which you will be living.

◊ **Other expenses**
  o All other expenses must be itemized, and you must document how costs are derived.
  o You may also include yourself as staff to meet summer earnings requirements.
  o If you plan to compensate volunteers, partners or participants, explore the following...
    ▪ Do research on compatible wage norms. Use caution or well-informed discretion when deciding on how much money to budget for salaries. For example, paying a facilitator as a teacher – it’s very important to know what they would be paid elsewhere for doing the same thing. Your project can be jeopardized by over-paying and by underpaying co-facilitators.
    ▪ Consider what impact paying participants could have upon your ability to gather objective evaluation information. That is, would it be likely that you’d
get only positive feedback about your project because participants were paid (or would want to continue to be paid, in the case of a pre- or mid-experience evaluation)? If a person is counting on being compensated by you, she/he may feel like she/he needs to tell you what you want to hear rather than telling you what she/he would say otherwise.

The LOS Project Agreement

The LOS Project Agreement is a contract between the Lang Opportunity Scholar and the Lang Center for Civic and Social Responsibility. Once the Project has been approved by your committee, you will need to submit the following documents in order to receive funding.

◊ Names and contact information for all parties to the agreement.
◊ Name of the LOS Project and an abstract of the project.
◊ Anticipated start and completion dates of the Lang Opportunity Scholar’s involvement in the project.
◊ Anticipated disbursement schedule of LOS Project funds.
◊ Agreement on a schedule of mid-project and final reports.
◊ Release of Liability forms (for Lang Scholar as well as program participants)
◊ Memoranda of Understanding (M.O.U.) generated by community partners outlining support they will provide for the LOS Project, and what they expect the project to accomplish.
◊ Certificate of insurance from the primary community partner (if applicable).

Please read the LOS Handbook and the statement below, then signify your acceptance of all of the terms outlined in these documents by signing and dating this form.

I understand that a certain portion of my grant will be withheld until all final reporting is complete and documentation of expenses has been turned into the LOS Advisor. I UNDERSTAND THAT FAILURE TO SUBMIT THIS INFORMATION IN A TIMELY FASHION WILL RESULT IN FORFEITING THE REMAINING PORTION OF THE GRANT.

If for any reason I am unable to carry out my project, I agree to notify the LOS Advisor and/or Lang Center for Civic and Social Responsibility without delay, and to reimburse any funding I received for the performance of my project.

I agree to respect the customs and culture of the organization and community in which I will be working. I agree to abide by personnel policies and other regulations established by my community partners. I agree to abide by all regulations regarding confidentiality and client contact established by my community partner.

I understand that the funding and/or my participation in the Project can be terminated at the discretion of staff of Swarthmore College or Lang Center for Civic and Social Responsibility.

Scholar Signature: ___________________________ Date ____________________

Advisor Signature: ___________________________ Date ____________________
THE LANG OPPORTUNITY SCHOLARSHIP PROGRAM

PAPERWORK FOR APPROVED LOS PROJECT PROPOSALS

PROJECT TIMELINE & DISBURSEMENT SCHEDULE

PROJECT START DATE:

1ST INSTALLMENT OF PROJECT FUNDS: Amount:

MID-PROJECT REPORT:

2ND INSTALLMENT OF PROJECT FUNDS: Amount:

ESTIMATED PROJECT COMPLETION DATE:

FINAL PROJECT REPORT: Amount:

FINAL INSTALLMENT OF PROJECT FUNDS:

See attached signed grant agreement, Release of Liability Forms, MOUs, Permission to Deposit form (if applicable), additional waiver and/or information for work in country on U.S. Department of State “travel warning” list (if applicable) or if listed by the College’s insurer as being a country where insurance does not extend (if applicable), and certificate of insurance from the primary community partner (if applicable).

During the LOS Project...

• Complete the project as described in your project application. If your plans change, notify the LOS advisor and the Project Advisory Committee as soon as possible.
• Maintain an ongoing record of your activities by keeping a regular journal, blog, or other documentation.
• Keep a detailed record of expenses, including copies of receipts, as these must be submitted at the end of your project. Remember to keep your receipts for your personal tax records. NOTE: Lang Opportunity Scholarship grants may be taxed as scholarships, which are defined as personal income by the IRS. All portions of the grant that support personal living and most travel expenses are taxable. Other portions of grant funds may also be taxable. Be sure to keep careful records of your expenditures and save receipts. You may request assistance on tax preparation from a tax advisor.
• Send mid-project and final report to the Lang Opportunity Scholar Advisor by the due dates.
• Funding is contingent upon receipt of reports, compliance with the grant agreement and terms outlined in the LOS Program Handbook.
• Please do not hesitate to let the LOS Advisor know how she/he can support you throughout the project.

NAME & CONTACT INFORMATION (OF STUDENT, EMERGENCY CONTACT & COMMUNITY PARTNERS DURING PROJECT):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The LOS Mid Report

How do you feel about your project right now? At the mid-point of your Lang Project, you may find that you are right on the course you set out in your proposal. Or you might find that you or your situation has changed, leading your project in a new direction. You may be feeling inspired and motivated to move ahead. Or you might be feeling burnt out or discouraged about the future. Whatever the case, the goal of this mid-report is to provide you with a structured opportunity to reflect, to appreciate all that you have learned and to help you translate this learning into future actions. Use the questions below as a guide to write a reflective report of about 5-10 pages plus at least 2-3 photos (or more!).

1. Go back to your original proposal. What was the social problem your Project sought to address? Do you think your project is addressing this social problem in a positive way and why?
2. Which of your objectives have you achieved so far, how, and how well?
3. Which of your methods are working well? Which aren’t? What will you do differently in the future?
4. Has your project plan/proposal changed? If so, how?
5. What have been some of your special achievements or experiences so far?
6. How are you measuring the impact of your project?
7. Do you think the impact of this project will be sustained? If so, how? If not, why not?
8. Do you think this project can be usefully replicated elsewhere? If so, how? If not, why not?
9. How are your relationships with community partners and/or volunteers and/or participants going? What’s working in these relationships? What’s not, and how might these be remedied?
10. Failure is often our greatest teacher. What failures have you experienced so far, and what did you learn from these experiences?

Pictures and stories are among the most powerful ways to convey information about an experience. Use your report as an opportunity to tell the stories of your summer experience and include as many pictures as possible with your final report, but at least 2 or 3 photos from the experience.
The LOS Final Report

Think of your final report as a letter to future Swarthmore College students interested in doing something like your project. Use the questions below as a guide to write a report of about 10 – 15 pages plus at least 2-3 photos (or more!). Use the written and narrative tools that best suit giving a good account of your experience. It may be relating a set of statistics, or it may be telling stories to illustrate a point. [Note: Though we encourage story telling, be sure not to violate client confidentiality. Change or eliminate names as appropriate.]

1. Go back to your original proposal. What was the social problem your Project sought to address? The final report should begin by restating your goals and objectives, and the methods by which you anticipated achieving them.

2. Which of your objectives did you achieve, how, and how well? Which were not achieved, and why not?

3. What was the basic structure and methodology of your Project? Did your methods work? What you would do differently in the future, and why? What would you do the same? What other methods would you employ?

4. In what ways was your project innovative and/or distinctive? What were some of your special achievements?

5. In what ways did you and your Project contribute to social change in the context where you worked? How did you measure these contributions?

6. What sustainability plans have you implemented (fund raising strategy, grant writing, recruiting of volunteers, infrastructure development, etc)? What sustainability plans are still “in the works”?

7. Do you think the impact of this project will be sustained? If so, how? If not, why not?

8. Do you think this project can be usefully replicated elsewhere? If so, how? If not, why not?

9. Include a final budget report using the same format as your original proposal budget. Highlight differences in actual expenditures. Include copies of receipts and an expense log when receipts are not available.

10. What are your final thoughts as you leave your LOS work behind? Reflect on what brought you to this work in the first place, and how this work has impacted you.

11. Did you have adequate resources? Qualifications? Time? Support? Indicate how and the extent to which these may have affected the development, quality or effectiveness of Project.

12. What resources did the community provide? What additional resources did you need, and how did you obtain them?

13. What did you hope to learn? What did you learn? What were the unexpected events and surprises (good and bad)? How did you handle them?

14. What failures did you experience? How did you handle them? When did you feel like quitting? How did you keep going?

15. Who were your mentors? How did they inspire and/or support you? What did you learn from them?

16. How has this experience shaped future personal, academic, or professional plans?

17. If you intend to maintain constructive contact with the Project after graduation, please specify how.

Pictures and stories are among the most powerful ways to convey information about an experience. Use your report as an opportunity to tell the stories of your summer experience and include as many pictures as possible with your final report, but at least 2 or 3 photos from the experience.
APPENDIX D

SURVEY QUESTIONS & RESULTS SUMMARY