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FRANK BATTEN SCHOOL of
LEADERSHIP *and* PUBLIC POLICY

Increasing Community Engagement in Williamsburg, Virginia

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IN PARTNERSHIP WITH THE
LEMON PROJECT

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Honor Pledge

“On my honor, as a University of Virginia student, I have neither given nor received unauthorized aid on this assignment.”

A handwritten signature in black ink that reads "Taylor Jones". The signature is fluid and cursive, with the first name "Taylor" and the last name "Jones" clearly distinguishable.

Taylor Jones

Disclaimer

The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency.

Executive Summary

One element of the Lemon Project's mission is to create a more inclusive environment for both students and community members. The Lemon Project's framework through 2026 aims to address its ecological footprint by increasing its social presence with community members within the Greater Tidewater community. In the future, the program seeks to create stronger ties within the community by promoting reconciliation between the greater Williamsburg community and William and Mary. However, because it can be difficult to quantify inclusion and a robust sense of community ties, this report has decided to focus on the Lemon Project's element of community engagement to determine levels of community ties. Community engagement is a method that the program can effectively use to assist the college in building stronger relationships with those in the community. The hope is that through meaningful community engagement, the Lemon Project can increase its local ecological and social footprint by expanding its social presence, thus allowing the college to improve its relationship with local community members within the Williamsburg community. This report seeks to address this problem by reviewing different community engagement models. This report will analyze three alternatives, a research course partnership, additional labor support model, and a third-party service provider to increase the Lemon Project's community engagement. I will evaluate my report using the criteria using equity, feasibility, cost, and effectiveness. I ultimately chose to recommend a Resource Course Partnership to increase community engagement.

Background on The Lemon Project

The Lemon Project is a non-profit organization created at The College of William and Mary. The organization serves both students of William and Mary, as well as community members within the Greater Tidewater area. The goal of the Lemon Project is to build a more inclusive community for Black/African American faculty, staff, and students, as well as build a stronger connection with the greater Tidewater community by rectifying past injustices. A strong emphasis is placed on historical preservation through the education of historical wrongdoings by the college in order to assist the college in moving forward. The Lemon Project takes a multi-faceted approach to address historical wrongdoings through addressing transformations in research, scholarship, teachings and other initiatives that transcend across William and Mary and the greater Williamsburg community. There are currently nine members staffed to carry out the Lemon Project's operations.

The Lemon Project has issued a call to action through increased scholarship on the untold history of African Americans in Williamsburg, as well as through community engagement. The Lemon Project's most pervasive initiative to garner community engagement is the Lemon Project Symposium. The symposium discusses the roots of Black history and life through oral and archival histories, as well as genealogy with academics, students, and community members. Based on the Lemon Project's data records, the symposium has garnered participation numbers of roughly 225 participants in person each year (Lemon Project Database, n.d.). It has been described as the program's most successful community engagement method, thus far. Another ongoing signature event that the Lemon Project has used to facilitate discussion with faculty, staff, and students is Porch Talks. The Porch Talk program traditionally garners participation between staff, students, and community members. It is estimated that roughly 35 people attend these talks (Lemon Project Database, n.dd). Porch Talks promote meaningful dialogue over critical topics, such as slavery, the African American experience at William and Mary, historical movies, and discussions over descendants. The Lemon Project hosts roughly two to three Porch Talk events, yearly. Lastly, The Lemon Project has also sponsored Branch Out Alternative Breaks, which are breaks used to facilitate community engagement between students, community members, and academic faculty. These events essentially provide students with the opportunity to join a team and travel during the Fall, Spring, and Winter break months to engage in service-based learning, while also partaking in issue-based action. Undergraduate, graduate, and professional students are able to partner with different organizations during alternative breaks, free of cost. It is estimated that roughly 30 students participate in these breaks each year. Participation numbers were calculated by reviewing past documentation in the Lemon Project's database.

Problem Statement

Community engagement efforts between the College of William and Mary and the Greater Tidewater community are sparse. Despite increased efforts from the Lemon Project, too few community members know about the Lemon Project's various research and programming efforts for local community members. Further, despite efforts to engage the Williamsburg community, there are still community members that remain apprehensive about the college's commitment towards authentic, substantial, and long-term commitment toward reconciliation of past injustices (Lemon Project Report). There has been a history of distrust between communities of color and The College of William and Mary. Increasing rates of community engagement are critical in developing and bridging the gap between the two communities and improving the Lemon Project's social presence. Historically, in many college towns, collaboration through various community engagement efforts between universities and local community members has yet to come to fruition positively (Werner, 2016). A multitude of common problems surrounding land use often arise that create difficulty in sustaining these relationships. The difficulty often stems from the usual relationship that colleges and towns that have either imposed upon or failed to acknowledge each other altogether (Werner, 2016). Common concerns that arise that create frayed town and gown relationships concern residential issues such as student housing, economic, transportation (Werner, 2016). Many proposed engagement efforts have had detrimental impacts on the community and have further perpetuated tense partnerships. This often stems from misaligned goals between the two entities. Usually, the local community's goals within a community engagement model do not align with what the university is trying to accomplish. Furthermore, community engagement models between universities and community members fail to sustain communication and long-term partnerships. There is a critical need to develop innovative partnerships by observing various community engagement models to determine the most effective way to create collaboration between the two entities in Williamsburg.

Policy Context

For many years, universities around the country did not adequately compensate or acknowledge the negative implications created by universities, and thus unfairly benefited from Black and Brown communities through slavery and labor. This has created negative consumption externalities through social and private costs for African American community members, such as increased housing prices, lack of open space, and lack of housing. Gentrification is a pervasive problem within many college towns throughout the United States (Zwick et al, 2021). College businesses and the influx of students in nearby neighborhoods often has led to the disinvestment of local neighborhoods of color that surround universities, which can foster a hostile environment between the college and communities of color. Town and Gowns is a term used to define the relationship between college institutions of higher learning and local communities (Martin & Smith, 2005). Local neighboring communities often bear the weight of surrounding college towns' activities.

There is an interconnected link between college communities and their host towns. Therefore, it is critical that these two entities develop synergies to promote their mutual development. Institutions have a great deal of influence on the social, political, and economic life of communities (Carrol and Smith, 2005). The financial relationship of colleges is interwoven in college towns. Colleges can create a number of programs to support their local towns' economies and prevent economic and social decline in various cities (Martin & Smith, 2005). This can be prevented through intense investment into local communities. Colleges that provide additional economic or social resources can serve as economic drivers that can assist in promoting the community's economic advancement (Dancy et al., 2018). Northeastern University has donated 25 million dollars every year to help the city of Boston revitalize underrepresented communities by assisting small-businesses, and investing in neighboring communities of color.

The College of William and Mary is not far detached from this problem. William and Mary has a long-rooted history of slavery, as well as discrimination in accepting Black and Brown students. Of the college's 329 year history, the college benefited from enslaved labor for approximately 170 of those years (Lemon Project Report, 2021). In addition, despite being chartered in 1693, The College of William and Mary did not admit its first Black student until 1951, when the college accepted the first African American into their law school, which was only made possible by the Brown vs. Board of Education Supreme Court decision.

Acknowledgment of harm to a community is critical in future reconciliation efforts. In 2009, William and Mary acknowledged its role as a slave holding institution, as well as being an advocate of Jim Crow through the inception of The Lemon Project: A Journey towards Reconciliation (Allen et al., 2019). The Lemon Project has apologized for the college's role and has worked towards reconciliation through revised teaching of histories, as well as through various community engagement methods such as conferences, symposiums, and talks. However, many remain wary of whether or not the college is committed to meaningful and sustainable engagement with the community.

This report looks to address how the Lemon Project can continue to develop sustained partnerships within the community by implementing various community engagement models, in order to increase the Lemon Project's social presence to achieve mutual prosperity across students, faculty, staff, and community members.

Why is Increased Community Engagement at the College Important?

“Today’s higher education structures have a responsibility to not only fulfill the traditional role of creating and disseminating knowledge but also to create a more equitable and just society” (Tisdell, 1995, p. 149). Strong Town and Gown relationships aren’t built overnight; therefore, community engagement is a method that provides increased visibility to promote a relationship between community members and universities (Bruning et al., 2006). Universities have a responsibility to serve the community that they take resources from and cohabit. While visibility and the dissemination of knowledge are critical aspects in sustaining successful partnerships, it is important that the knowledge addresses current problems (Martin & Smith, 2005). Community engagement is an important feature of diminishing the negative consumption externalities created by universities. Innovative partnerships should encourage ideas across multiple disciplines to develop strategies to address common problems. Academic research, civic engagement, and practical experiences are all methods used to develop various service learning opportunities through partnerships in the public and private sector. When these methods are used at colleges, they can enhance the curriculum for students and increase civic responsibility, while also contributing to the greater good of the community to develop a mutually beneficial outcome for both parties. Through the implementation of this partnership, community leaders and the university could develop a relationship to determine ways to cultivate reciprocal partnerships. Community engagement should focus its aim on helping local communities who have historically been disenfranchised. The University of Mississippi was successfully able to align their goals and responsibilities to foster and nurture relationships with the Oxford community by addressing the housing shortage and providing additional resources to prevent the student gentrification of homes.

Removing barriers by encouraging The College of William and Mary to reach out to the community, as well as inspiring community members to apply to the college, can help students develop meaningful collaboration.



*** Graph displays the interconnected relationship between different community engagement models.

Existing Evidence

Community partnerships with universities can be a realistic option to increase resources for community members. Town and Gown relationships have slowly been introduced within various college towns to assist in cultivating relationships between the two entities. There has been a shift in engagement from complete separation between college towns and universities, to the development of a more symbiotic relationship where the boundaries between colleges and surrounding towns are blurred and more integrated within the suburban areas around them (Martin & Smith, 2005). Town and Gown partnerships have been implemented at various universities throughout the country and have served to provide students with learning opportunities such as research, volunteer activities, integrated service, etc. Town and Gown relationships have also served universities by providing labor, financial resources, and social capital (Martin & Smith, 2005).

Community engagement initiatives that have been instituted at other universities, such as entrepreneurial, research, and public-private partnerships, have been relatively effective in bridging the gap. The University of Memphis has attempted to bridge the gap between the university and the Memphis community through the use of a participatory action research model (Driscoll & Lynton, 1998). This partnership approach falls under the teaching and academic research category. The alternative may include the use of courses for community residents, pre-professional coursework, applied research, non-professional coursework, and internships.

In recent years, Memphis leaders have been struggling to redevelop the city's economically challenged area. Therefore, the University of Memphis president encouraged faculty, students, and staff to embark on research partnerships with local leaders to revitalize the community. The faculty and students in the program met regularly throughout the course of the school year to speak to community members and even facilitated a day-long summit to speak to nearly 174 residents and 30 additional civic leaders to learn about what issues they believed were plaguing their community (Lamber-Pennington et al., 2011). The University of Memphis attempted to develop an outreach project to change how traditional institutions conducted business with marginalized communities using an anthropological approach (Driscoll & Lynton, 1998). This approach requires a partnership between the university and the local community. The university designed a course to garner discussion at the department and college levels to deliberate on the research and outreach proposed and how to ensure these commitments were sustainable. The study was designed to create a framework that would assign students with a particular topic and allow students to conduct research throughout several semesters. It allowed students to engage with scholars and community leaders to present and discuss their community-building perspectives. The program looked at the racial equity that the program could achieve, as well as how effective it could be in bridging the gap between Memphis and the college community (Lamber-Pennington et al., 2011). However, when academic institutions, such as the University of Memphis, attempted to forge these relationships through the use of this method, there was initially a level of distrust introduced from community members, as they did not believe they would see any tangible impact or long-term investment. Universities such as the University of Memphis and Northeastern university were able to effectively overcome distrust. Indicators of positive town/gown relationships included, increasing community engagement participation, achieving mutually beneficial outcome for community members and the school, and improving economic prosperity for local community members. Martin and Smith, 2005).

Public-Private Partnership, First Method

Public-private partnership usage is another example of a model used to garner widespread engagement. In recent years, public-private partnership models have become highly utilized as community engagement models. Public-private partnership usage is a method that can be defined as an entrepreneurial activity in which a private entity serves as a consultant or service provider to the community. However, this method can be employed in a myriad of ways. This method has been instituted as a means of fostering collaboration, for the enhancement of sustainable on and off-campus partnerships, in efforts to enhance income and sustainable community development (Public Private Community Partnership Program, n.d.). These partnerships have become increasingly popular in recent years. 71 percent of colleges aim to increase their public-private partnerships (Mollenkamp, 2022). This alternative is a partnership between a public agency or non-profit and a private sector entity where they share skills, technology and responsibility when delivering a service to their community. In recent years, these have become essential features within community development. This shift can be heavily attributed to the changing belief that collaboration is the answer to addressing convoluted public problems by using a diverse group of perspectives, including those within those communities (Glemmon et al., 1998). This engagement model provides students with the opportunity to research solutions for their community with the input of local community members and allows students to link theory with practice to create a stronger sense of civic responsibility. These partnerships tend to be the most capital intensive as they focus on deploying services that are outside of the universities' or public organizations' capabilities (Glemmon et al., 1998). They would provide low technical expertise activities that can be defined as administrative activities, such as filing paperwork.

Not only can solving these problems serve the community, but they can also provide a meaningful impact on students' college decisions. In 2015, 45% of incoming freshmen students rated their university's social activities concerning the role their universities holds in serving the community as well as opportunity for volunteer engagement in their own lives once they as get to university as "very important" to their decision on where they will attend college (Lundy & Ladd, 2021). This shift to public-private partnerships means that collaboration with universities and colleges is vital. However, this type of partnership is not easily forged, as it requires a coalition of diverse groups with overlapping and adverse interests. There is often a discrepancy between what is expected by each of the parties involved. These types of partnerships can be short or long-term. A criticism of this alternative is that institutions often treat surrounding communities as an object to study rather than actual individuals.

This is a partnership approach in which organizations, universities, and communities work together and invest resources to achieve a mutually beneficial outcome (Lundy & Ladd, 2021). Universities play a significant role in their local communities' economies. Allowing universities with resources to be directly involved, allows them the opportunity to try various innovations and apply varied knowledge, while also providing an opportunity to take a more active role within their communities. Through this method, universities would provide resources but would not fully control how those resources are utilized.

Universities benefit because these partnerships often lead to increased visibility and influence for the university, thus increasing their opportunity to receive more significant public funding. Examples of these activities implemented at various universities included life skills training and support for educational services. There were two main examples of the different ways of how this partnership was employed at Texas A&M and the University of Missouri. One in which community organizations, usually public schools, were essentially funded by universities so that the organizations could carry out activities or hire university staff to carry out these activities. Texas A&M implemented this type of partnership in College Station, Texas. The university performed community outreach activities that required low technical expertise from the university but high resident participation. Texas A&M built 15 community resource centers that were run by staff that delivered support, workforce development, mentoring, etc. In this case, the community organization is more involved than the university. A study done by the Journal of Higher Education stated that through the use of the joint partnerships method, private entities garnered regular participation at joint events at a rate 33% of regular volunteers (Darling Hammond et al., 2017). Through the implementation of this method, universities' investments in local non-profit organizations are likely to sustain relationships with 1/3rd of the individuals that the non-profit serves.

Public-Private Partnership, Second Method

Another example of how community outreach activities can be employed is through the use of a third-party mediator. This method also falls under the guise of a public-private partnership. Through this method, the universities would provide research and then contract out to a third-party organization to carry out a service to address this issue. Third-party contractors can be critical in building foundational assistance. This method allows institutions to engage with their local communities in a concentrated way. These models are often utilized as a way of transferring the risk of financial burden from the university to the private entity or non-profit in order to bear a shared financial risk (Lundy & Ladd, 2021). Although the number of universities that contribute to their local communities in this way is relatively small, the number is growing (Driscoll et al, 1999). A study done by the Chronicle of Higher Education stated that after surveying 350 university leaders, 71% of the university figureheads saw these partnerships growing on their campus (P3EDU, 2012). Institutions can assist in community development through service providers, employers, sources of skilled labor, etc. However, evidence has suggested that this method yields palpable results in effectively sustaining relationships between college towns and community members (Hathcer, 2014).

Through the use of this alternative, the college is then in charge of the educational aspects, as well as setting expectations for these services. The University of Missouri was able to implement a program like this within the Fayetteville, Missouri community. Through the use of the university's Center of Disease Control (CDC) partner, they were allowed by the university to cater to the needs of community members. While the contractor carries out the service, the college would attempt to reduce any potential negative repercussions on the community by educating members on the potential remediations, as well as providing information on the service that is being provided. The University of Missouri conducted research and realized that 1/3 of the children in a neighborhood were being raised by a grandparent. Through the use of the university's CDC partner, they were able to implement an administrative program that allowed the university to cater to the needs of community members that addressed the disparate care by providing a third-party consultant to perform administrative tasks for the community, additional care and health resources such as providing vaccines to children.

Evaluative Criteria

This report used four evaluative criteria to measure against each of the alternatives: equity, feasibility, effectiveness, and cost.

Equity- This report defines equity as the extent to which this program can achieve fairness and justice by promoting racial equity for Williamsburg community members. This was determined by measuring the alternatives ability to achieve the Lemon broader goals of rectifying past injustices and ability to foster meaningful relationships with local community members.

Feasibility- This report defines feasibility as the ability of this program to be sufficiently adopted at the college under the current administration. This was measured by conducting interviews with members of the Lemon Project on whether the organization believed this alternative could be successfully implemented.

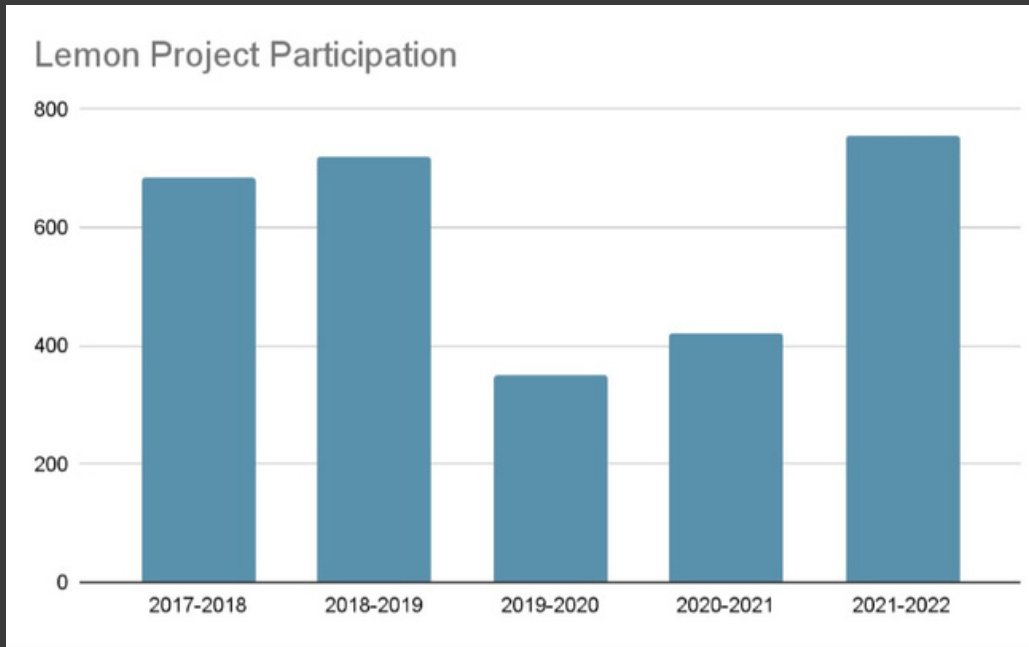
Effectiveness- This report defines effectiveness on the program's ability to maximize the relationship between the Williamsburg community and the Lemon Project/William and Mary, and reviewing community engagement participation numbers across students, faculty, staff, and community members. This was measured by reviewing existing evidence on whether or not similar programs were able to successfully bridge relationships between their universities and community members, as well as through predicting participation numbers based on the implementation of similar programs at different colleges.

Cost- This report defines cost as the amount of funds expended on implementing this program, as well as how costly the program's continual usage is. This report measured this criteria by looking at the impact of the direct costs of these alternatives on the Lemon Project.

**** The University would not absorb the opportunity costs.

Alternatives

Status Quo



*** It is important to note that there is a slight decline in participation due to the COVID-19 pandemic. However, it is likely that participation rates would continue on a similar trajectory. Participation numbers were calculated via available Lemon Project reports and interviews. In the last seven years, through the continuation of community engagement events such as Porch Talks, Lemon Project Symposium, and unveiling of the hearth memorial there has been a steady increase in community engagement numbers.

Alternative 1: Resource Course Partnership

The first alternative that this report recommends, to increase community participation, is a resource course partnership. This alternative requires applied research to address local challenges. Through this alternative, the Lemon Project would partner with the Sharpe Scholar program to develop a research course for students at The College of William and Mary. Currently, the Sharpe Scholar program primarily focuses on research and courses that center around community engagement, social justice, and collaborative research. The program is designed as a year-long living and learning community aimed at advanced community-based research. The Sharpe Scholar program utilizes a participatory action model, which is designed to work in conjunction with the community members being researched, in order to ensure that policy solutions consider their voices because they understand first-hand the potential negative or positive implications of these policies being implemented within their community. The Sharpe Scholar program performs in an almost identical capacity to the University of Memphis's research model referenced earlier in this report.

The Sharpe Scholar program designates collaborative courses through William and Mary's "College's curriculum system" (COLL system). The COLL system requires first-year students to take two courses, a COLL 100 course, rooted in exploring concepts, beliefs, and creative visions to help understand the culture of the world, and a COLL 150 course, which requires readings and group discussions of texts, data, or methods of inquiry (The College Curriculum, 2021). Through the COLL curriculum, students are intended to connect knowledge across multiple disciplines. William and Mary's second and third-year students are required to take COLL 200, 300, and 350 courses and complete their senior year with a COLL 400 capstone course. The Sharpe Scholar program has developed courses working in tandem with the COLL curriculum for first-year students to encompass participatory action research, as well as to uphold local knowledge. The primary learning objectives of the courses are to conduct policy research projects throughout the semester while working in conjunction with those within the communities they are researching.

In the Fall of 2022, there were five designated COLL 100/150 Sharpe Scholar courses based on William and Mary's 2021 course catalog, which displayed enrollment courses for all courses at William and Mary. In the Fall of 2022, there were roughly 120 students enrolled in the five Sharpe Scholar COLL 100 or 150 courses (William and Mary course enrollment catalog). While there are typically five designated courses, the topics for courses within the Sharpe Scholar curriculum vary from year to year. For example, in the Fall of 2022, the program developed a course known as, "Economic Insecurity: The Virginia Eviction Crisis". The purpose of the course was to involve students in research on the eviction crisis within Virginia, while working to articulate issues across multiple audiences. Students were required to discuss their research with community members within the Williamsburg community to understand how low-income families ultimately make housing choices in a post-public housing era. Students aimed to report local discrepancies related to eviction and understand how courts work together with the legal aid community.

Using this alternative, in future years, the Lemon Project would work in collaboration with the Sharpe Scholar program. Through the implementation of this alternative, this report envisions that the Sharpe Scholar and Lemon Project faculty would work in tandem to mold a course to better suit policy objectives specific to Williamsburg that align with the goals of the Sharpe Scholar program, Lemon Project, students, and community members. This report would ideally envision one specific course that the Lemon Project and Sharpe Scholar program would offer in the Fall and Spring semesters. While in the immediate future, the focus is to develop one course, my hope is that in future years, the Lemon Project and Sharpe program could eventually introduce a second collaborative course. Through the use of this framework, students would be assigned to particular topics throughout the semester, specific to community engagement efforts in Williamsburg, whether that be through telling unheard histories of marginalized communities or researching solutions to an issue that communities deem as plaguing the Williamsburg community. The course would continue the participatory action aims of the Sharpe Scholar program, but would integrate the Lemon Project's goals of reconciliation and education of African American history.

Currently, there is not a holistic narrative of history in Colonial Williamsburg (Prichard, 2021). While there have been strides made towards providing a more inclusive and less sanitized history, currently, African American history is left out of the recounts of Colonial Williamsburg/Williamsburg history. When it comes to African American history in the local community, there are often limited sources that are available (Prichard, 2021). There have been efforts towards rectifying this problem through the creation of nonprofits to provide insight into historical stories. Organizations have been created in the Williamsburg area to work to create a more complete narrative. This report envisions a course focusing on historic preservation within the Williamsburg community in the upcoming years. The Lemon Project could partner with the "Let Freedom Ring Foundation." The "Let Freedom Ring Foundation" works with community members at the Williamsburg First Baptist Church to preserve, conserve and protect historic buildings, objects, landscapes, and other artifacts that are considered of historical significance. The church caters to a predominantly African American population, with most of the members of the foundation being members of the Williamsburg First Baptist Church.

This course would aim to promote discussion between students and Black community members about important historical artifacts that the church owns and have been forgotten that are specific to African American culture in Williamsburg that should be preserved and create working documents around those artifacts. The goal is that through the implementation of this program, the college is able to preserve cultural artifacts, records, and stories that are imperative to Black history within Williamsburg.

Evaluation of Criteria

Equity

Many early universities in the United States were developed for educating members of the ministry. The linkage between a university and the community often was made through religion (Mayfield, 2001). Black churches historically have served as important underpinnings within African American communities and assisted in building prominent leaders within different historical movements. While it is critical to work with diverse voices within the African American community, the Let Freedom Ring Foundation would cater to primarily religious and older African Americans within the greater Tidewater area. While the foundation has important aims, the African American community is not a monolith; therefore, through the implementation of this alternative, many non-religious and younger community members who are not members of the Williamsburg First Baptist Church would not work in collaboration with the Lemon Project. While this alternative would begin in the facilitation of diverse rhetoric concerning the historical preservation of African American history between different groups of individuals, it does cater to a very niche subpopulation within Williamsburg. In order to measure the amount of racial equity that this program could achieve, this report compared the equity results of the University of Memphis's research model (Lambert-Pennington et al., 2011). Throughout the school year the program interviewed 174 local residents in order to gather insight into neighborhood conditions and cultivate ideas for future development objectives, created a neighborhood summit that involved 70 residents to formulate vision statements to achieve equity, and facilitated three forums to develop initiatives and best practices to address residents' environmental, health, economic, housing and transportation visions. More than 50 local residents were involved in the fine tuning of the final community-based literature (Lambert-Pennington et al., 2011). This model was very effective in achieving racial equity for African Americans by developing programs and policies that would revitalize the Memphis area and garnering meaningful relationships with community members (Driscoll et al., 1999). However, after comparing the two alternatives, and taking into account the niche nature of the population that the Let Freedom Ring Foundation serves, this report rates this alternative as having medium equity impacts.

Costs

The average salary of a professor at The College of William and Mary is \$98,169 (College of William & Mary (W&M) employee salaries 2020 - open payrolls, 2020). The cost of a course is roughly 1/7th of a professor's salary. Typically, William and Mary professors teach seven courses throughout the course of the school year (William and Mary 2021 Academic Course Catalog, 2021). The opportunity cost of either a Lemon Project faculty member or a Sharpe Scholar faculty member teaching this course would be \$14,024. This cost would not come from the Lemon Project's operational budget. The cost would be covered by the private grants that currently cover the salaries of Lemon Project faculty. Therefore, this report ranks this alternative as having low-cost impacts.

Feasibility

Universities such as the University of Memphis, who have developed similar research partnership programs, have developed their programs from scratch, leading them to have more extenuating program costs. However, William and Mary has the infrastructure to implement this program due to the existence of the Sharpe Scholar program that performs in a similar capacity to the program that this report suggests. This would lead to likely zero implementation costs. Due to the existing infrastructure, this report ranks this alternative as having high feasibility, as this report believes that governing bodies that are in charge of various program implementations at the college, such as the President and Board of Visitors, would not object. However, through this alternative proposal, classes would be more oriented towards historical preservation efforts for Black community members within the Williamsburg community. This alternative would in all probability, entail the lowest direct costs to the Lemon Project's operational budget in comparison to other alternatives that this report has proposed. This alternative would also require no transportation costs, as the Williamsburg First Baptist is within close walking proximity to the college.

Effectiveness

In order to measure the effectiveness of this alternative, this report compared the effectiveness of this model to the anthropological approach used at the University of Memphis (Lamber-Pennington et al., 2011). The university measured effectiveness by conducting interviews with participants within the community on whether or not they believed that the program had been successful in implementing long-term success. The University of Memphis was highly effective in sustaining long-term relationships between college and African American community members and leaders (Lamber-Pennington et al., 2011). Community members stated that the program changed past perceptions that the community is viewed as a fleeting thought. While this program initially introduced a level of distrust, as well as apprehension, after several semesters of investment and communication, the program was able to display the college's lasting interest in the community's success and prosperity. After three years, the program was highly successful in sustaining long-term relationships with the community, as it displayed the long-term commitment of the university to successfully address local problems, rather than a commitment to false starts and overzealous goals. The program had roughly 75 students participate and 274 community members engage with the program. The study showed that by community members and school members meeting regularly to establish clear goals for future semesters, they assisted in making meaningful progress towards accomplishing community members' goals. Meeting regularly assisted in providing clear communications on what was expected, as well as building trust. This report decided to rank this alternative as highly effective in bridging the gap between community members and The College of William and Mary.

This report looked at the current enrollment of Sharpe Scholar courses as a base to determine how many students would enroll in this proposed course, as well as current engagement with the Let Freedom Ring Foundation to estimate community participation numbers through the use of this alternative. The program would likely increase participation by 109 participants across students, faculty, and staff throughout the course of the school year. In order to bridge the gap between the community and the college, it is vital that students, faculty, and community members partake in meaningful collaboration; therefore, an essential aspect of calculating community engagement numbers is including participation numbers across the three subcategories. Through the implementation of this alternative, there is an assumption that 60 students (30 students each semester) will take part in the class in the Fall and Spring semesters. Based on the current enrollment sizes of Sharpe Scholar courses, 30 students each semester would enroll in the course. This is the current enrollment size for Coll 100/150 Sharpe Scholar courses (William and Mary course catalog 2022).

After interviewing the President of the Let Freedom Ring Foundation, Connie Harshaw, I discovered that there are currently 17 members working on the board for the Let Freedom Ring Foundation. Eight members are pulled from the community and nine members from the church to ensure that the interests of the Church are protected at all times. While initially this foundation was faith based, there has been more interest from individuals that are concerned with the discovery of historical aspects that the foundation presents. It has been stated that the current congregation size of the Williamsburg First Baptist church is approximately 200 people. The age of attendance volunteers spans from roughly 35-60 years old. President Harshaw estimates that 20-25 percent of Let Freedom Ring Foundation volunteers are from the First Baptist church (Connie Harshaw phone call). Based on the Let Freedom Ring's organization size, and the size of the Williamsburg First Baptist Church, this report would estimate that the Lemon Project would work with 24-25 community members each semester. A report done by Ernst and Young, stated that through the use of university and nonprofit partnership, 33% of non-profit members take part in the activities of their private partner (Lundy & Ladd, 2021). Therefore, this report calculated community participation numbers by estimating that 33% of regular community members that work with the Let Freedom Ring Foundation would work with the Lemon Project. Therefore, this report estimates that the program may work consistently with roughly 49 community members throughout the course of the school year. The Let Freedom Ring Foundation is attempting to rectify and overcome past narratives that romanticize Colonial Williamsburg by shedding light on Black history that is often forgotten. The course would focus on centering marginalized perspectives. I believe that the preservation of historical works will create lasting impacts based on the success of the University of Memphis program.

Alternative 2: Additional Labor Support Model for Local Organizations

The second alternative that this report recommends, is the implementation of an additional labor support model that will allow nonprofits to have the ability to perform the administrative tasks that they currently do not have the time or manpower to complete. Administrative capacity is a key element needed for the sustainability of local non-profits. Increasing administrative labor capacity through this model within nonprofits entails carrying out activities such as bookkeeping or disseminating meals. The Lemon Project would serve as a consultant or service provider to provide human capital, with students, faculty, and staff to a non-profit within the Williamsburg community. The Lemon Project could work in some capacity with a local organization to serve as an administrative wing within the community. There is an abundance of human capacity that is readily available at the college to deliver key services, but deficient at many non-profits that are serving the local communities. The college would perform community outreach activities that require low technical expertise from the college, but would garner high resident participation activity. A low technical expertise activity would be defined as an activity that does not require expert knowledge, but rather requires additional bodies to carry out the activity. The Lemon Project would assist in providing administrative staff capacity to these local nonprofits.

Organizations within the Williamsburg community that work with underserved communities are All Together Williamsburg, Community of Faith Mission, House of Mercy, United Way Community Resource Center, 3E Restoration, and FISH. These are all organizations that have worked in some capacity with the college and work to serve underserved communities within Williamsburg.

The House of Mercy is a local Williamsburg program in search of a partnership. The organization does not have the budget to hire people to perform additional day to day tasks. Currently, the non-profit has funds and donations to provide food; however, they have a limited work capacity. Through this alternative, the Lemon Project would work in conjunction with the House of Mercy to serve as an administrator to deliver services such as fundraising, feeding, clothing, and educating those within the Williamsburg community. William and Mary students, staff, and faculty would volunteer to increase labor capacity for the House of Mercy. However, in future years, the choice of organization would be up to the Lemon Project each semester. There are many assistance programs that operate within The House of Mercy. However, the Lemon Project would focus their efforts on the Food Security Project, which works to address food insecurity within the Williamsburg community. Food security is a chronic issue for some within the Williamsburg community (Community Partners Office, n.d.). One in six children in Williamsburg are chronically hungry (Community Partners Offices, n.d.). The student, faculty, and staff volunteers for the Lemon Project would work four times, throughout the course of the school year to organize food shelf donations and to disseminate food baskets. After conducting interviews with The House of Mercy, it is estimated that the organization sees roughly 30 people per day, depending on the time of the year. The number of students estimated to participate in this outreach program is based on current engagement with the Branch Out Program, which focuses on service learning with students in Williamsburg. Based on Branch out engagement numbers, this report estimates that roughly 45 students would volunteer throughout the course of the school year at the House of Mercy

This report estimates that participation would increase across students, faculty, and staff by roughly 165 participants during four volunteer days. The hope is that through increased interactions, this will improve community members' feelings towards the college more broadly.

This report used the model implemented at Texas A&M to compare and thus measure the effectiveness of this program. While this program was implemented on a much larger scale than this report is suggesting that The College of William and Mary implements, it performs in a similar vein to the proposed alternative that this report has proposed for the Lemon Project. When this similar program was implemented at Texas A&M, the program was effective in serving community members but not necessarily in bridging a relationship with the university and the college town. When implemented at Texas A&M, the university built 15 community resource centers throughout College Station that were run by staff that delivered support, workforce development, mentoring, etc.

Evaluation of Criteria

Effectiveness

This report ranked this alternative as having a medium impact on effectiveness. Although this alternative could impact a significant number of families within the Williamsburg community, there is still the possibility that families affected will not make the connection between the volunteering to The Lemon Project/William and Mary. However, this alternative will still likely increase community engagement numbers between students and community members by roughly 165 members throughout the course of the school year. With 4The Lemon Project may be seen as more of a silent partner through this alternative.

Costs

In order to show that the Lemon Project is working in conjunction with the House of Mercy, advertisement is a key element to building a working rapport with the community. Through this project, the Lemon Project may be viewed as a silent partner. Promotional items used to advertise the work of the Lemon Project could be t-shirts. This report estimates that the Lemon Project will provide roughly 65 t-shirts for students and faculty volunteers so that community members are able to provide a clearer link between the House of Mercy and those who are volunteering. The cost of 65 Lemon Project t-shirts using custom ink would calculate to be approximately \$298.75 ({calculated on the Custom Inks website}, 2023). It will also be important to pass out existing literature concerning the work of the Lemon Project. This report estimates that the cost of providing existing literature would be \$199.99. This estimate is to print 250 8.5x11 tri-fold pamphlets ({calculated on the FedEx website}, 2023). Running this program would require a program coordinator. With the implementation of this alternative, a Lemon Project graduate student would work to coordinate across students and the House of Mercy. This would require a reorientation of the graduate student's time and energy. This report estimates that this initiative would require approximately 32 hours to coordinate the volunteer events across students and the House of Mercy, as well as oversee events. 20 hours would be designated to overseeing the four volunteer days. Funding for Lemon Project graduate students is a set nine month stipend and summer fellowship rate of \$25,400. Graduate students are required to work ten hours during the academic school year. The opportunity cost for hourly labor for a Lemon Project graduate student is \$52.9. Therefore, the opportunity cost for carrying out this program over 32 hours would be \$1,693. The total costs of this program is \$2,191.74. However, the opportunity costs for the graduate students does not come from the Lemon Project's operational budget. Therefore, the direct cost to the Lemon Project is \$498.74. This report rates this alternative as having low costs.

Equity

Using t-shirts and disseminating supplemental items as advertisements will assist in providing a clearer understanding to members of the community of the work that the Lemon Project does. However, all people that interact with the House of Mercy during volunteering may not understand the volunteer work that is being done through the college. This organization caters to a large demographic of underserved community members within the Williamsburg community; therefore, this report ranks this alternative as having high equity impacts. To measure equity, I am also comparing the racial equity impacts of the resource center at Texas A&M. Texas A&M had high racial equity impacts through the implementation of this program.

Feasibility

This would likely have low feasibility as it does not provide the mutually beneficial relationship needed to sustain a partnership. Therefore, the university would likely not support its implementation.

Alternative 3: Third-Party Service Provider

The third alternative that this report recommends is the utilization of a third-party service provider. This alternative would entail The Lemon Project conducting research to determine a pressing issue facing the Williamsburg community and would then require the organization to contract out to a third-party organization to carry out a service for the need that they are trying to address. The third-party mediator would provide skilled labor. William and Mary is helping to address the limits of various community organizations by locating additional resources and funds for a community issue.

An important issue that the Lemon Project could address is the violation of housing codes within Williamsburg. More than 75% of housing code violations in Williamsburg, Virginia have yet to be resolved, stemming from issues such as the lack of preventative maintenance during cold weather, including failing heating systems and infrastructure. With this alternative, The Lemon Project would then contract out to the Virginia Department of Housing and Community Development (DHCD), to help implement their Weatherization Assistance Program (WAP), a program aimed at improving residents' health and safety through the installation of cost-effective energy saving measures. The DHCD would essentially become the administrators for addressing common measures such as sealing air leaks, adding insulations, and repairing heating and cooling systems.

Evaluation of Criteria

The Lemon Project would then raise awareness within the community about the program by making calls or giving existing literature to organizations that cater to underserved communities. The students and faculty would not be involved in any aspect of facilitation except through the occasional advertisement of applicants to apply for the program. In order to be eligible for this program, you must be a resident in the state that you apply for and need help with energy costs. Preference is given to people over the age of 60, families with a member with a disability, and families with children. In order to be eligible to receive access to this program, a maximum annual income that you can have prior to taxes for one household is \$29,160 and an additional \$10,280 per additional person (Workforce development toolkit for the weatherization assistance program, 2023). Based on the calculations from the WAP's website, the average cost to weatherize a home is \$6,812 (Lovaas, 2015). The last data concerning home weatherization number was accessed from 2012. Through this program, roughly, 6,222 homes were weatherized in Virginia in 2012 (Lovaas, 2015). Based on the proportion of Williamsburg county residents in Virginia, this report estimates of the 6222 homes that were weatherized in Virginia, roughly .35% of those homes would exist in Williamsburg County (World Population Review, 2023).

Therefore, roughly 22 homes would be weatherized. The average household size in Williamsburg, Virginia is three people. This would increase engagement impact by about 66 community members, depending on the number of people in the household. This report estimates that this will increase community engagement impact by about 66 members of the community. While it could have significant implications for the Williamsburg community, through this alternative, the Lemon Project would likely be viewed as a silent partner therefore, preventing the Lemon Project from building a lasting partnership with the community. Therefore, this report ranks this alternative as having a low effectiveness impact in cultivating a positive relationship between the Lemon Project and community. The program is of no cost to community members, but is entirely covered through the grant that is provided by the Department of Energy. I imagine that ten students would volunteer over the course of ten hours throughout the course of the semester and one Lemon Project graduate student would oversee the canvassing event throughout Williamsburg local neighborhoods to advertise the program. Total participants of students, faculty, and staff would be 78 participant.

Costs

While this cost is high, the cost would not come out of the Lemon Project's operational budget. The Lemon Project would apply for a grant. The base allocation of the grant for this program is two-fold; there is the initial base allocation and a fixed allocation. It has been estimated that there are roughly \$149,000 to be allocated to each grantee; therefore, the Williamsburg community could receive nearly \$149,000. The program has the potential to reach nearly 22 homes in Williamsburg. Providing help to 22 homes can assist in improving connections between communities, businesses, and colleges, by providing greater community support. Helping 22 homes may assist in creating a better relationship between community members and the college because there is an increased level of trust. This community engagement model has been used to serve community members; however, this model has limited collaboration between students and community members besides advertisement of the program through calls, as the service is completely done by the third party provider. The cost of providing 600 8.5x11 literature pamphlets would be roughly \$650 (FedEx websites, n.d.) Graduate students are required to work ten hours during the academic school year. As noted earlier the opportunity cost for hourly labor for a Lemon Project graduate student is \$52.9. I estimate that this would require 10 hours of a graduate student overseeing volunteer student canvassing that would connect Williamsburg community members with the WAP program. This would entail a total opportunity cost of 529 dollars. While the total cost of this program is \$150,179, the total direct cost to the Lemon Project is \$650.

Equity

Due to the nature of the criteria for receiving funding, this report ranked this as having high-equity impacts. The program is aimed at increasing income and racial equity. A key provision of the grant is that services are provided at no cost to single-family homes, multi-family homes, and condos. These programs are provided at no cost to landlords and rental owners. This provision would provide service to disproportionately low-income families. Black and Brown families often have higher shares of high energy burdens as they often pay a significant share of their income towards electric bills (Mariam, 2016). It is estimated that this program assisted in saving families 300 additional dollars on energy bills (Weatherization Assistance Program, n.d.). Further, this grant program considers the diversity of the community locale to determine additional fixed funding. I looked at existing data concerning the equity of this program by comparing it to the University of Missouri model. The program reached a diverse group of individuals and is described as having had high racial and economic equity impacts for the Fayetteville community. The University of Missouri's family-centered service model worked in facilitation with family members, university staff, and the CDC to learn how they could significantly enhanced service delivery models and ensure they provided services in an a consumer driven model by connecting these broader networks (Driscoll et al, 1999) After the implementation of the program,

Calculations in Appendix C
in the Fayetteville Missouri area received their COVID-19 vaccinations (COVID-19 Vaccine Tracker, n.d.)

Feasibility

An important feature that is required when implementing community engagement programs at colleges is bringing about a mutually beneficial outcome for both the college and the community. While this program would have a positive impact on community members, administrators at the college, such as the Board of Visitors and the President, would not support the implementation of this program because it needs a mutually beneficial outcome for both parties.

Effectiveness

Although the University of Missouri effectively provided additional services to the local Fayetteville community, many community members did not make the connection that the University of Missouri was in charge of running the project. If this program were approved to be implemented, it would likely take a significant amount of time, due to administrative sludge and red tape. After conducting interviews, this report decided to rank this alternative as having low feasibility impacts. If implemented, the program would not fall within the Lemon Project's 2026 aims. Further, the implementation of this program would rest entirely on the funding received through this grant.

Outcomes Matrix

Alternatives	Research Partnership	Additional Labor Support Model	Third Party Service Provider
Equity	Medium	High	High
Feasibility	High	High	Low
Total Costs	Low- 14,024	Low-\$2,194.74	High- \$150,179
	\$0 Direct cost	\$498.74 direct cost	\$650 direct cost
Effectiveness	High... sustained meaningful long-term relationships between university and community members	Medium... fostered relationships but was very difficult to sustain meaningful and long-term relationship between university and community members	Low... created minimal relationship building between the university and community members
	109 participants	165 participants	78 participants

Final Recommendation

This report recommends that the Lemon Project implements alternative one: the Research Partnership alternative. An important criteria for the Lemon Project is feasibility. The Board of Visitors and the President are the governing bodies responsible for the college's long-term strategic planning. These governmental organizations within the school have a great deal of autonomy over what programs can be implemented. While alternatives two and three have significant equity impacts, the college's governing bodies will likely not support the implementation of these alternatives, as they will likely not bring about a mutually beneficial outcome for both the college and the community. The first alternative provides a positive impact for both students who are able to learn through meaningful research, as well as community members that are being provided with impactful research material for the community. Further, because the College of William and Mary has the existing infrastructure to implement this sort of program, the program will likely be approved.

An important aspect of implementing community engagement models at universities is that there is a mutually beneficial outcome for both parties involved. Historically, community engagement programs that have failed to garner a positive relationship have been a result of a one-sided approach to combat the problem. While the other alternatives that were proposed have positive impacts on community members rather than students.

Another important reason for this recommendation is that although the Research Partnership would entail the greatest costs than the second alternative, the first alternative would likely impose the the least direct costs on the Lemon Project in comparison to the alternatives that were previously listed. The College of William and Mary has current infrastructure that would allow this alternative to be easily implemented. This report also ranked it high in terms of feasibility due to the underlying infrastructure. This report ranks this alternative as having medium equity implications, although, this alternative could assist in fostering relationships with the Black community more broadly, it does cater to a very niche population in Williamsburg, Virginia.

Implementation

This section of the report seeks to address the implementation of the resource course partnerships and various assumptions that must be made for the successful implementation of this program at William and Mary as well as potential challenges that may appear.

In order for the resource course partnership to successfully increase participation by 109 participants, certain assumptions must be made. Key stakeholders that would control whether this program is successfully implemented are Freshman students, the Sharpe Scholar faculty, the volunteers of the Let Freedom Ring Foundation, and community members. An additional fundamental assumption is that Sharpe Scholar faculty members are willing to work in conjunction with the Lemon Project to develop a community engagement course. If this program were successfully implemented from year to year, Sharpe and Lemon Project faculty would have to make decisions concerning faculty and course selection. The pair must work together to decide whether a Sharpe or Lemon Project faculty member has the capacity to teach the course, as well as determine what department the course will fall under.

There is a risk that the Sharpe Scholar program may not want to work in conjunction with the Lemon Project during semesters due to scheduling conflicts or increased demands from other courses. There is a possibility that the two organizations could lack organizational capability. This occurs when the overlapping bodies have contrasting agendas. There is a chance that the partnership may have failed to tackle mutually-held issues. However, due to the similarities between the Lemon Project and Sharpe Scholar program's nature of work and because the developed course could serve as a supplement to other COLL 100/150 courses, this report believes that the likelihood that Sharpe Scholar faculty would decide not to work with the Lemon Project is relatively low. However, to decrease resistance, it is crucial to display ways that the course would serve as a supplement to other courses, thus requiring a reduced work strain on current faculty. An essential aspect of building a working community rapport is that students are willing to engage with the community. A current assumption is that 30 students are enrolling in this course each semester.

However, a worst-case scenario situation is that students choose not to enroll in this course. An essential aspect of building community engagement is that students participate in bridging the relationship gap. Community engagement models at the University level have often failed due to the overambitious nature of their goals. Therefore, decreased enrollment rates would affect my proposed participation numbers. Another critical assumption in order to keep costs down, is that there would not be additional course funding. My thought is this collaboration course would serve as a supplement to a current course that a Lemon Project or Sharpe Scholar faculty is currently teaching. However, if the course cannot be supplemented in order to reduce the costs, the thought is that funding would be derived from the private grants that currently cover the salaries of the Lemon Project faculty. I would ideally imagine that students would work in collaboration with the Let Freedom Ring Foundation once a month, which would pave the way in building substantial relationships.

amount of time, the Branch Out program would ideally continue allowing students to volunteer over their alternative breaks.

Another critical assumption is that community members that volunteer for the Let Freedom Ring Foundation are willing to engage and show up to work in collaboration. For successful implementation to occur with this method, community buy-in is needed. An additional assumption is that this will have a positive equity impact. However, while there are some barriers to participation and successful implementation, this report believes this program could be successfully implemented and would make increased strides toward increasing community participation numbers. Additionally, this assumes that there is an organizational compatibility between the Lemon Project and The Let Freedom Ring Foundation. Partnerships can be jeopardized when the academic environment acts in a different capacity than an off-campus capacity.

Conclusion

The Lemon Project has developed meaningful ways to develop relationships with members within the Williamsburg community. It is important to continue to find innovative ways to increase the Lemon Project's social presence within the Greater Tidewater community by reviewing other community engagement models that the college can incorporate. While strides have been made towards creating a more inclusive environment for students of color through William and Mary's acknowledgement, it is critical that the college continue to learn how to best serve its community members. Through meaningful community engagement, the Lemon Project can continue in diminishing feelings of apprehension towards the college's commitment to rectifying past injustices, as well as continue to build relationships between the community and college. While my recommendation looks to address the increased community engagement with diverse populations, it will only address a portion of Williamsburg residents.

Appendix A.

Opportunity Cost	= \$98,124/7 = \$14,024
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** \$98,124= the average salary of a William and Mary professor

** 7=Average courses a William and Mary professor in this department teaches

Participation levels	150 x .33= 49.5 = roughly 49 members participate throughout the year
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150= average number of community volunteers that consistently attend Let Freedom Ring Foundation activities in a year.

.33= percentage of volunteer from the Let Freedom Ring Foundation (33%)

Category	Participation Numbers
Community Members	49
Students	60
Total	109 students, faculty, and community members

Appendix B

Catergory	Participants
Students/faculty/staff throughout the school year	45
First Event	+30
Second Event	+30
Third Event	+30
Fourth Event	+30
Total	$=45 + 120 = 165$

** calculating the increase in participation numbers

Appendix B.Continued

Category	Costs
65 T-shirts	\$298.75
Literature- 250 pamphlets	\$199.99
Grad Student Labor Opportunity Costs	$25,400 \times .75 = \$19,050$ $4 \times 10 \times 9 = 360$ $\$19,050 / 360 = \52.9 Hourly rate of \$52.9 $52.9 \times 32 = \$1,693$
Total Costs	= \$2,191.74

**\$19,050 is the designated amount of money for 9 months of the academic year
 10= Graduate students are required to work 10 hours per week for the entire academic year.

4= The amount of weeks in a month

9= the number of months in a an academic year

32= the amount of time this project would take the graduate student to carry out.

Since graduate students are required to work 10 hours per week for the entire academic year, this number is multiplied by the number of weeks there are in in a month and since there are nine months in an academic year this number is multiplied by nine.

Since there are 360 required hours in a week, this report divides the designated stipend by 360 to determine an hourly rate of \$52.9 and multiples it by the amount of hours this project requires of graduate students.

Appendix C

Williamsburg percentage of Virginia Population	$30,484 / 8,642,000 = .00352742$ $= .003527 \times 100$ $= .3527\%$
Number of Homes Weatherized in Williamsburg, Virginia	$= .003527 \times 6,222$ $= 21.9$ homes weatherized Roughly 22 homes weatherized in Williamsburg

Williamsburg county population= 30,484 people

Virginia Population= 8,642,000

Percentage that the population of Williamsburg accounts=.3527%

Number of Homes Weatherized in 2012= 6,222

Cost of Weatherizing Home	$= \$6,812 \times 22$ homes $= \$149,864$
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Average Home Weatherization costs of one home unit= \$6,812

Number of homes that would be weatherized= 22 homes

Category	Costs
Opportunity Cost of Graduate Student	529 dollars
Literature 1000 pamphlets	750 dollars

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