

An aerial photograph of the University of Vermont campus and the surrounding area. The campus features several large, historic buildings with red brick and white stone, interspersed with green trees. In the background, the calm waters of Lake Champlain stretch towards distant, hazy mountains under a clear sky. A prominent white bell tower with a green dome is visible on the right side of the campus.

# UVM CAPSTONE PORTFOLIO

ASHIA GALLO  
MAY 2020

PA: 395 CAPSTONE COURSE

UNIVERSITY OF VERMONT  
MASTER OF PUBLIC ADMINISTRATION  
2018-2020

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## BIOGRAPHY



My name is Ashia Gallo and I am from Lawrenceville, GA. I attended Georgia State University in Atlanta and studied Journalism and African American Studies. My time as an undergrad was spent gaining a myriad of experiences in print, television, and radio mediums while developing my youth leadership skills as a Resident Assistant for campus housing. My passion for travel, culture exchange, and service work led me into an exhilarating two years with the Peace Corps, where I served as a Health Outreach Volunteer in Mozambique. My skills include communications and writing, program development and management, as well as serving youth and helping to support them through opportunities, resources, and education that may change the course of their lives for the better. I worked as the Peace Corps Recruiter at the University of Vermont from 2018-2020, while earning my Master of Public Administration. This enlightening two-year program deepened my knowledge of government systems, nonprofit management, and community resilience and development. I spent the final semester of my graduate program working part-time as the Program Assistant for the Vermont Housing and Conservation Board's Farm & Forest Viability Program; through this program, I gained experience in grant and project management for our clients, as well as invoice and contract administration for our contractors/service providers. I am excited for a wide-open future that will hopefully include freelance grant writing and content contribution for public-serving organizations, helping to support and direct programs with missions I deeply care about, and eventually exploring entrepreneurship and working with other experts in public administration to create our own service programs and public organizations in the future.



# RESUME

## ASHIA GALLO

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### EDUCATION

*Master of Public Administration, University of Vermont, Burlington, VT.* Aug 2018-May 2020  
• Coverdell Fellow & On-Campus Peace Corps Recruiter

*Bachelor of Journalism, Georgia State University, Atlanta GA* Aug 2011-May 2015  
• African American Studies Minor  
• Awarded Terry F. Baker Memorial Award for Outstanding Journalism

### WORK EXPERIENCE

*Program Assistant, Vermont Housing & Conservation Board, Montpelier, VT* Jan 2020-June 2020  
• Collaborate with Farm and Forest Viability Program staff to manage data collection and evaluation of client businesses  
• Organize and review grant applications, support invoice management, and provide guidance to new contractors

*Interim Field Manager, Fresh Air Fund, New York City, NY* May-Aug 2019  
• Managed volunteer and host family communications for Friendly Towns programs in Pennsylvania, New York, and Canadian communities  
• Assisted parents and volunteers with application process for hundreds of participating New York City youth and host families  
• Coordinated and chaperoned bus trips for youth to and from Port Authority

*Health Outreach Volunteer, Peace Corps, Gaza, Mozambique* May 2016-July 2018  
• Served as National Coordinator for Peer Support Network, a mental health hotline for volunteers  
• Served as Regional Coordinator for co-ed youth leadership group (JUNTOS)  
• Conducted research assessment on local community needs and execution of numerous community health and development projects

*Broadcast Intern, WSB-TV, Atlanta, GA* Jan 2015-May 2015  
• Gained on-screen newscast reporting experience  
• Tracked local news story ideas contributed by community members via assignment desk duties  
• Assisted and shadowed on-air reporters and news producers behind the scenes

*Disc Jockey Intern, Ryan Seacrest Foundation, Atlanta, GA* Aug 2014-Jan 2015  
• Produced interactive radio show for patients and families at the Children's Healthcare of Atlanta  
• Curated creative show themes and various topics alongside intern communications team to entertain the children and encourage participation

*Social Media Intern, The Bert Show: Q100, Atlanta, GA* Jan-May 2014  
• Provided content for local news and entertainment material in individualized syndicated cities

- Indexed the morning show commentary and time block schedule

*Resident Assistant, Georgia State University Housing, Atlanta, GA*

Aug 2012-Aug 2013

- Facilitated bi-weekly educational and social programs for residents of Honors Living-Learning Community
- Supervised security booth and duty shifts to ensure safety and policy adherence of campus housing residents and guests

*Editorial Intern, Atlanta Tribune: The Magazine, Atlanta, GA*

Summer 2012

- Contributed media writing and attributions to monthly magazine issues
- Researched magazine archives for assistant editor's historical city politics cover stories
- Published regular blog posts and social media engagement for *The Intern Suite*

## KEY SKILLS

### *Communications*

- Strong affinity for customer service and professional interactions with youth, parents, clients, and partner engagement
- Grant article, report/memo, and blog writing experience
- Verbal and written communication and emotional intelligence
- Portuguese language skills

### *Computer*

- Database and spreadsheet management to track program and project progress
- Research and data collection for use of presentation and/or recommendations
- Microsoft Word, Excel, and PowerPoint, Slack, Outlook, Adobe efficiency
- Social Media marketing and engagement

### *Program Management*

- Conference planning and execution experience
- Previous positions as club president, organizational coordinator, resident assistant, international development volunteer, and program recruiter

## UVM-MPA LEARNING COMPETENCIES

1	Public Governance	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
1a	<b>Capacity to understand accountability and democratic theory.</b>	Does not demonstrate an understanding of the relationship between democracy and accountability .	Is able to explain in simple terms why accountability is important to democratic systems.	Can illustrate how accountability in a democratic society persists within particular cases and contexts.	Is able to critique the extent to which a robust democratic accountability framework is evident in particular cases and contexts and relate accountability failures and successes to effective public policy and public administrative practice.
1b	<b>Capacity to manage the lines of authority for public, private and non-profit collaboration.</b>	Cannot distinguish public sector organizations from businesses or nonprofits or cannot explain the value of collaboration for orchestrating public administration across different sectors.	Can explain in basic terms differences in governance between sectors. Is able to provide a set of examples of where collaboration and conflict persist within single organizations and between organizations.	Can illustrate how effective collaboration between organizations of different scales and sectors plays a role in the execution of public policies.	Can illustrate the key drivers of quality interorganizational collaboration, and/or identify conflict management systems for optimal collaboration across organizations of different sectors, and can apply them to new or existing cases.
1c	<b>Capacity to apply knowledge of system dynamics and network</b>	Does not understand the basic operations of systems and networks and	Can provide a basic overview of what system dynamics and/or network structures are,	Is able to describe a complex public administration issue, problem	Can apply system dynamics and/or network frameworks to existing cases and contexts to derive



<b>structures for sustainable development.</b>	how they relate to sustainable development goals.	illustrate how they are evident in particular cases and contexts, and explain how they relate to sustainable development.	or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development objectives.	sustainable solutions or feasible alternatives to pressing administrative and policy problems.
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Policy Process		(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
2					
2a	<b>Capacity to carry out effective policy implementation.</b>	Possesses limited capacity to systematically evaluate the effectiveness of a specific policy.	Possesses a rudimentary understanding of policy implementation processes within specific contexts.	Can undertake a detailed assessment of policy implementation within specific contexts.	Is capable of describing direct or indirect experiences relating to specific policy implementation activities and is able to identify ways of improving upon past practices.
2b	<b>Capacity to apply policy streams, cycles, and/or systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration.</b>	Possesses limited capacity to utilize a policy streams and policy stage heuristics model to describe observed phenomena. Can isolate simple problems from solutions, but has difficulty separating ill structured problems from solutions.	Possesses some capacity to utilize a policy streams and to describe policy stage heuristics model observed phenomena. Possesses some capacity to define how problems are framed by different policy actors.	Employs a policy streams or policy stage heuristics model approach to the describe policy making. Can demonstrate how problem definition is defined within specific policy contexts and deconstruct the relationship between problem definitions and solutions.	Employs a policy streams or policy stage heuristics model approach to the diagnoses of a problem raised in real life policy dilemmas. Can articulate how conflicts over problem definition contribute to wicked policy problems.
2c	<b>Capacity to conduct policy</b>	Possesses limited capacity to	Can demonstrate some exposure to carrying out	Can conduct an independent	Can employ sophisticated analytical

<b>analysis/evaluation.</b>	systematically evaluate the effectiveness of specific policies.	policy analysis/evaluation, employing simple evaluation methods and approaches.	piece of policy analysis, successfully rendering new insights and applicable findings for policy makers.	techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers.
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3	Analyze, synthesize, think critically, solve problems and make decisions	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
3a	<b>Capacity to employ quantitative and qualitative research methods for program evaluation and action research.</b>	Possesses a limited capacity to employ survey, interview or other social research methods to a focus area. Can explain why it is important to undertake program or project evaluation, but possesses limited capacity to actually carry it out.	Demonstrates a capacity to employ survey, interview or other social research methods to a focus area. Can provide a rationale for undertaking program/project evaluation and explain what the possible goals and outcomes of such an evaluation might be.	Can provide a piece of original analysis of an observed phenomena employing one qualitative or quantitative methodology effectively. Possesses capacity to commission a piece of original research. Can provide a detailed account of how a program or project evaluation should be structured within the context of a specific program or project.	Demonstrates the capacity to undertake an independent research agenda by employing one or more social research methods around a topic of study of importance to public administration. This research generates new knowledge about the topical area. Can demonstrate the successful execution of a program or project evaluation or the successful utilization of a program or project evaluation to improve administrative practice.
3b	<b>Capacity to initiate strategic planning and apply organizational learning &amp;</b>	Possesses a limited capacity to describe how strategic planning processes work and are used as a feature of	Can diagnose when a strategic planning process would be useful and begin to outline the rationale for doing so. Has	Can demonstrate a knowledge of one or more strategic planning processes or techniques	Has experience in leading or contributing to a strategic planning process at the design and implementation

	<b>development principles.</b>	administrative practice. Is cognizant that organizational cultures exist, but cannot employ analytical lens to describe and analyze how organizational culture impacts an organization's capacity to learn.	been exposed to the concept of organizational learning and can explain why it is important to examine the relationship between organizational learning and developmental principles and practices.	along with an explanation for how, where and why they should be used. Can conduct an analysis of an organization's culture and can identify opportunity for development and promotion of organizational learning.	phases. Can demonstrate how he/she has applied organizational learning and development concepts to real situations.
3c	<b>Capacity to apply sound performance measurement &amp; management practices.</b>	Can provide an explanation of why performance goals and measures are important in public administration, but cannot apply this reasoning to specific contexts.	Can identify the performance management considerations for a particular situation or context, but has limited capacity to evaluate the effectiveness of performance management systems.	Can identify and analyze performance management systems, needs and emerging opportunities within a specific organization or network.	Can provide new insights into the performance management challenges facing an organization or network, and suggest alternative design and measurement scenarios.
3d	<b>Capacity to apply sound financial planning &amp; fiscal responsibility.</b>	Can identify why budgeting and sound fiscal management practices are important, but cannot analyze how and/or if such practices are being used	Can identify fiscal planning and budgeting practices for a particular situation or context, but has limited capacity to evaluate the effectiveness of a financial	Can identify and analyze financial management systems, needs and emerging opportunities within a specific organization or network.	Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and

		within specific contexts.	management system.		budgeting scenarios.
3e	<b>Capacity to effectively manage projects.</b>	Can identify when a project begins and ends, but possesses very little direct knowledge for how projects are effectively managed.	Can identify what factors lead to effective project management in a general sense, but lacks capacity to diagnose project management challenges.	Can evaluate and articulate effective project management practices, applied to specific cases and contexts.	Can demonstrate effective leadership and management of projects.



4	Public Service Perspective	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
4a	<b>Capacity to understand the value of authentic citizen participation in PA practice.</b>	Can explain why it is important for citizens to be involved in the governance of their society in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Can distinguish between authentic and inauthentic citizen participation in field contexts, but cannot articulate how participation can either become more authentic or be sustained in an authentic way.	Possesses the capacity to describe how citizen participation can be undertaken in an authentic way that improves the democratic accountability of an organization or network.	Can demonstrate how she/he has played a role in facilitating citizen participation in public administration.
4b	<b>Capacity to understand the value of social &amp; economic equity in PA practices.</b>	Can explain why it is important for social and economic equity to flourish in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Can explain why social and economic equity is important to PA and can identify how social and economic equity or inequities persist within a given context, but cannot diagnose why the problem persists or how to address it.	Possesses the capacity to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestions for ways of improving inequitable situations.	Can demonstrate how she/he has facilitated the improvement of inequitable situations through action.

4c	<b>Capacity to lead in an ethical and reflective manner.</b>	Can explain why it is important for public administrators to act as effective leaders in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Possesses a basic comprehension of leadership and leadership theory within PA contexts, but cannot apply concepts to specific cases with any level of depth or insight. Can express both orally and in writing why she/he is pursuing an MPA and describe how the degree will help him/her achieve goals. Possesses a basic comprehension of ethical behavior and decision-making within PA contexts.	Can apply leadership theories and frameworks to specific situations and contexts. Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she/he views ethics as a professional competency.	Can demonstrate how she/he has lead in an effective, reflective and ethical manner in a PA context.
4d	<b>Capacity to achieve cooperation through participatory practices.</b>	Can explain why it is important for public administrators to be open and responsive practitioners in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts.	Can identify instances in specific cases or context where a public administrator demonstrated or failed to demonstrate collaborative practices.	Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices in specific cases or contexts.	Can demonstrate the ability to orchestrate any of the following: coalition building, effective teamwork, and/or conflict management.

5	Communicate and interact with a diverse and changing workforce and citizenry	(1) Does not meet the standard	(2) Approaches the standard	(3) Meets the standard	(4) Exceeds the standard
5a	<b>Capacity to undertake high quality oral and written communication to convey messages to specific audiences.</b>	Demonstrates some ability to express ideas verbally and in writing. Lacks consistent capacity to present and write. .	Possesses the capacity to write documents that are free of grammatical errors and are organized in a clear and efficient manner. Possesses the capacity to present ideas in a professional manner. Suffers from a lack of consistency in the presentation of material and expression of original ideas and concepts.	Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences.	Can demonstrate some instances in which verbal and written communication has persuaded others to take action. Can demonstrate evidence of leading or supporting public relations campaigns on behalf of a public or nonprofit sector organization.
5b	<b>Capacity to appreciate the value of pluralism, multiculturalism &amp; cultural diversity.</b>	Can explain why it is important for public administrators to be culturally competent in a vague or abstract way, but cannot provide specific explanations or justifications applied to	Is able to demonstrate knowledge of diverse cultures and groups. Can express the value of differences and different perceptions in the workplace. Demonstrates an ability to openly discuss	Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases.	Demonstrates a capacity to be aware of own behavior and its impacts on others, a capacity to understand how discrimination impacts contemporary workplace environments, and a capacity to draw on

	particular contexts.	cultural differences and issues.		diverse groups to solve complex problems.
5c	<b>Capacity to carry out effective human resource management.</b>  Can explain why human resources are valuable to any undertaking. Possesses limited capacity in describing the critical feature of successful human resource management.	Can identify some of the major features of effective human resource management systems: staffing, performance evaluation, motivations and benefits. Possesses limited capacity to analyze the HR issues relative to specific situations and contexts.	Demonstrates a capacity to identify and manage the necessary human capital to carry out a task or function within very specific contexts or situations.	Can point to instances in which he/she has lead or initiated projects or systems designed to improve human resource management practices within a specific setting.
5d	<b>Capacity to use and manage information technology with internal and external audiences to achieve public administration goals.</b>  Can explain why information technology (IT) is important to contemporary workplaces and public administration environments. Possesses direct experience with IT, but little understanding of how IT informs professional practice. Possesses little understanding	Can identify instances in specific cases or contexts where organizations have demonstrated a capacity to use IT to foster innovation, improve services or deepen accountability.	Can identify how IT impacts workplaces, organizations and public policy. Can diagnose problems associated with IT tools, procedures and uses. Can articulate how IT application is reshaping PA practice.	Demonstrates a capacity to view IT in terms of systems design. Is capable of working with IT professionals in identifying areas of need for IT upgrades, IT procedures and IT uses in real settings.

of how IT is  
reshaping  
public  
administration.

# PUBLIC GOVERNANCE

## 1A - ACCOUNTABILITY AND DEMOCRATIC GOVERNANCE

**Area:** Public Governance

**Competency Capacity Addressed:**

1A. Capacity to understand accountability and democratic theory.

**Title/Label of Evidence:**

1. FCC Net Neutrality Reversal and Protections for Internet Users
2. Student Led Presentation: Leadership People-Oriented Skills

**Type of Evidence:**

o Course assignment for (identify class): PA 301 and PA 302

**Self-Assessment Score:**

4

**Criteria you have met:**

Is able to critique the extent to which a robust democratic accountability framework is evident in particular cases and contexts and relate accountability failures and successes to effective public policy and public administrative practice.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix A and Appendix B



## Rationale for Competency #1A

In public administration, accountability is defined as the explicit and implicit standard practices between rendering accounts (i.e. public governance officials) and those to whom accounts get rendered (i.e. the public/citizens) (Koliba, 2018). Regulations, written rules, goals, and performance measures make up explicit, or unambiguous standards in public administration. Implicit standards make up norms, morals, values, and unspoken behaviors and expectations. Through two pieces of evidence, I will illustrate my ability to critique the extent to which a robust democratic accountability framework is evident in particular cases/contexts and relate accountability failures and successes to effective public policy and public administrative practice. I will use an integrated research paper from our Foundations of Public Administration course, evaluating the accountability of Federal Communications Commission (FCC) President Ajit Pai during the FCC Net Neutrality Reversal (See Appendix A), and to what extent public internet users were protected. I will also include my review of Van Wart's "People Orientated Behaviors" (See Appendix B), with a focus on how implicit skills need to be oriented and incentivized within the "personnel-intensive public sector" (Van Wart, 191).

According to the governance network accountability framework, the democratic accountability frame is made up of elective representative, citizen, and legal categories (Koliba, 2010). In my research paper, "FCC Net Neutrality Reversal and Protections for Internet Users," I focus on the accountability of government officials as I discuss the actions Pai took after his appointment by President Trump to the FCC, and how his reversal of net neutrality rules lacked accountability towards the public. The deregulation of net neutrality did stream though an effective, albeit controversial, policy cycle with explicit standards being met. In the past, President Obama's administration supported laws that called for a number of regulations on internet service providers (ISPs)/wireless providers. However, Pai disagreed and expressed support for the previously regulated ISPs, like Comcast and AT&T, with simultaneous condemnation of tech giants, like Facebook and Google. My research paper discusses how Pai and the FCC went on to repeal Obama regulations in 2017, claiming this was a move toward more freedoms within the telecommunications industry. However, granting big business ISPs a near monopoly on the internet and their consumers' internet access created an environment where ISPs have the opportunity to gain *too* much control over the Internet. Pai failed to meet implicit standards of transparency and morality, seeing as legal implications later revealed possible interference to data collection processes used to accumulate public feedback upholding reversing net neutrality rules, and a conflict of interest between Pai and previous ISP colleagues. The culmination of these actions reflect an allegiance more towards Trump's support of big business and condemnation of tech giants than it does for the protection of citizens who use the internet and need FCC regulations to ensure their safety while doing so.

Van Wart's "People Orientated Behaviors" (2017) addresses accountability through the five people-orientated behaviors effective managers must master to enhance leadership effectiveness and incorporation of subordinate consideration within the workplace: consulting, planning and organizing personnel, developing staff, motivating staff, and building/managing teams. My review of these behaviors demonstrates my capacity to understand accountability and democratic theory through an administrative lens. I highlight how Van Wart's observation of people-oriented leadership skills is significant in every organizational area, especially in the public sector, and how

accountability calls for the prioritization of inclusive and skills-building organizations. High turnover and poor public perception are not only the results suffered by organizations lacking people-oriented leadership, but also evidences a lack of accountability from that leadership to its workforce.

In both of these pieces of evidence, I have demonstrated that I can illustrate how accountability in a democratic society persists within particular cases and contexts, showcasing both an in-depth review of a recent policy process on a federal level, and more generally in the underlying public administration skillset and context for advancing accountability across different organizations and the requirements of leadership in building the infrastructure to support accountability.

Koliba, C. (2010). "The science and art of administrative decision making." Retrieved from [https://bb.uvm.edu/webapps/blackboard/content/listContent.jsp?course\\_id=\\_119951\\_1&content\\_id=\\_2637964\\_1](https://bb.uvm.edu/webapps/blackboard/content/listContent.jsp?course_id=_119951_1&content_id=_2637964_1)

Koliba, C (2018). "The Historical Context." Retrieved from [https://bb.uvm.edu/webapps/blackboard/content/listContent.jsp?course\\_id=\\_119951\\_1&content\\_id=\\_2637960\\_1](https://bb.uvm.edu/webapps/blackboard/content/listContent.jsp?course_id=_119951_1&content_id=_2637960_1)

Wart, M. V., & Suino, P. (2017). People-Oriented Behaviors. *Leadership in Public Organizations*, 307–335. doi: 10.4324/9781315268699-13

## 1B – MANAGE LINES OF AUTHORITY FOR PUBLIC, PRIVATE AND NON-PROFIT COLLABORATION

**Area:** Public Governance

**Competency Capacity Addressed:**

1B. Capacity to manage the lines of authority for public, private and non-profit collaboration.

**Title/Label of Evidence:**

1. NGOs and Funding Partnerships Midterm Paper
2. Farm & Forest Viability Program Work Internship Thick Description

Type of Evidence:

- o Course assignment for (identify class): PA 395
- o Internship artifact for (identify internship): Farm & Forest Viability Program Thick Description

**Self-Assessment Score:**

4

**Criteria you have met:**

Can illustrate the key drivers of quality inter-organizational collaboration, and/or identify conflict management systems for optimal collaboration across organizations of different sectors and can apply them to new or existing cases.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix C and Appendix D

## Rationale for Competency #1B

To display my capacity to manage the lines of authority for public, private and non-profit collaboration, I have chosen my midterm essay on NGOs and Funding Partnerships from the International Development Non-Governmental Organizations (NGO) Management course (see Appendix C) and a personal thick description about my experience working as a Program Assistant for the Farm & Forest Viability Program at the Vermont Housing and Conservation Board (see Appendix D), all of which serve to demonstrate how I can apply and illustrate the key drivers of quality interorganizational collaboration, and identify conflict management systems for optimal collaboration across organizations of different sectors. Inter-organizational collaboration can be a powerful tool in public administration in terms of building strong ties of networks, sharing resources, and working towards similar goals. The critical features of a strong collaborative process include interdependent stakeholders, solutions born of managing difference, joint ownership of decisions, collective responsibility, and understanding collaboration as an emergent process (Gray, 1989).

For my International Development NGO Management course midterm, I wrote a research paper about nongovernmental and funding partnerships in international development work. In the paper, I discuss the complexities of partnerships between NGOs and the various stakeholders (foundations, companies, governments) providing funding and other resources to help these NGOs function. While these partnerships offer significant opportunities for financial resources, management experience, networking with policymakers, and productivity within the development world, they also offer challenges in conflicts of interest, detrimental competition, and sustainability limits within the public sector. The acknowledgment and understanding of these challenges, as well as how to address and resolve them, is crucial to the success and effectiveness of NGOs. For example, complexities arise when partnerships become mere payments for the receiving organization (nonprofit, NGO, etc.) to carry out the work and implement the agendas of those who fund them. When “partners” begin buying into non-profit *brands*, and not causes, in order to claim presence across the globe, this driver of collaboration does not benefit the grantee in the long run. My recommendations for identifying collaboration conflicts to ensure optimal collaboration across organizations of different sectors include fully understanding donors’ intentions, organizational-based funding (as opposed to project-based), and the non-practice of facilitators or consultants becoming employees on a one-off basis and not a partnership basis. Strategic planning processes also need to occur together in coordination with community contribution and without the inflexible conditions attached to donor money in order to establish a genuine partnership.

Being able to apply many of these theoretical solutions in real time for my role as a Program Assistant has been invaluable. As a program assistant, I support the Vermont Housing and Conservation Board's (VHCB) Farm & Forest Viability program, a state-funded agency tasked with managing conservation and development programs throughout Vermont. I help to manage contracts and grant applications for farm and food businesses throughout the state, in addition to assisting these businesses in getting connected with our private, contracted business advisers and service providers to ensure the viability and longevity of their farms and food businesses. Key drivers of quality inter-organizational collaboration (between both VHCB and the Vermont legislature *and* our farm clients and their service providers) include frequent and clear communication, ample support and resource sharing for the private businesses seeking public

assistance, regular reporting, and plenty of variability of uses for grant funds and collaboration opportunities.

For example, I am the main contact for questions about water quality and implementation grants that many farm businesses in Vermont are eligible and apply for. All participating parties (the State of Vermont, VHCB, service providers, and clients) are interested in the improvement of water quality in Vermont and the decrease of run-off and farm-related pollution of our lakes and rivers, while also wanting to invest in the viability of businesses and farms throughout the state. I came on board shortly before the implementation of a new project, *The Blueprint*, with the goal of creating a collaborative network of organizations across the Northern Border region of New York, Vermont, New Hampshire, and Maine, to provide one-on-one business planning and technical assistance to farm and food businesses in each of those states. This more complex, novel experiment of inter-organizational collaboration called for meticulous organization (I created spreadsheets to track communications with entities in each state) and clear communication (planning of an annual conference with entire Northern Border network). Being able to execute the successful launch of the RFP for an inter-state program like *The Blueprint* test evidenced my team's ability to effectively manage the web of moving parts that makes up cross-sector collaboration.

Both my midterm paper and my description of the cross-sector work I engage in as a program assistant for the Viability Program illustrate my competency to understand key drivers of quality inter-organizational collaboration, identify conflict management systems for optimal collaboration across organizations of different sectors, and my ability to apply them to new or existing cases.

Gray, B. L., & Purdy, J. (1989). *Collaborating for our future multistakeholder partnerships for solving complex problems*. Oxford, UK: Oxford University Press.

## 1C- CAPACITY TO APPLY KNOWLEDGE OF SYSTEM DYNAMICS AND NETWORK STRUCTURES IN PA PRACTICE

**Area:** Public Governance

**Competency Capacity Addressed:**

1C. Capacity to apply knowledge of system dynamics and network structures for sustainable development.

**Title/Label of Evidence:**

1. Smart City Analytics Critique
2. Ulaanbaatar, Mongolia: Air Pollution Crisis Final Paper

**Type of Evidence:**

o Course assignments for (identify class): PA 295

**Self-Assessment Score:** 3

**Criteria you have met:**

Capacity to describe a complex public administration issue, problem or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development objectives.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix E and Appendix F



## Rationale for Competency #1C

With our futures being so connected to the evolution and development of technological solutions to our world's most pressing issues, I am using my Smart City Analytics Critique (see Appendix E) from the Smart Resilient Communities course to demonstrate my capacity to describe a complex public administration issue, problem or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development objectives.. To give a contextual example, I'll also be using my final paper for the resilient communities course, "Ulaanbaatar, Mongolia: Air Pollution Crisis Final Paper" (see Appendix F) to demonstrate my ability to apply system dynamics and/or network frameworks to existing cases and contexts to derive sustainable solutions or feasible alternatives to pressing administrative and policy problems the capital city's pollution problems. As a public administrator planning for the future of a given jurisdiction, understanding system dynamics and network frameworks in order to derive sustainable solutions or feasible alternatives to pressing administrative and policy problems is essential.

Stimmel's (2015) chapter on Smart City Analytics discourses the collective systematic tactics used to design cities in preparation for major threats or events that threaten public safety. He explores how analytics can establish a baseline for smart cities and by breaks down the types of models analytics must follow in order to fully have more desirable outcomes. In my critique, I praise Stimmel's insistence on using analytics as an art and a science, and the use of algorithms to adapt changing systems. I also commend how Stimmel describes the challenge for causation versus correlation data models when evaluating system analytics; he acknowledges how logical fallacies lead to false interpretations of data and this is a well-made point. However, I do question Stimmel's exploration of citizen adherence to smart city analytics as it pertains to the rights and privacy of citizens in smart cities. What if, even if providing personal information online helps us to better organize and move safely and efficiently as one society in the face of crises, inhabitants of smart cities do not consider the tradeoff for their privacy to be of personal benefit? Although technology helps humans be more productive and makes things more convenient and organized, it is not always designed to maximize societal goals, since ultimately, *data* has become a larger currency. At times, it seems that public administrators have confused their awareness of how data, information, and solutions actually help us to move forward, especially in a capital-obsessed American culture.

In a more internationally-focused example, the Ulaanbaatar, Mongolia: Air Pollution Crisis Final Paper demonstrates my ability to research key components of a Social Ecological System (Ulaanbaatar, Mongolia's urban capital where nearly half of Mongolia's three million people live) and identify that system's administrative and policy problems (air pollution and a resulting child respiratory health crisis). I am able to identify and give an evaluation of the social-ecological aspects at play in the Mongolian environmental and health crises, as well as describe the sustainable solutions within the system from a community, national, and regional scope. I address the collaborating stakeholders and institutions making decisions, sharing power, and exercising responsibility in ligating the situation. Proposed sustainable solutions include: green "eco" city development, an extension of non-coal heating solutions, a pneumococcal vaccine (especially for school-age children), improving indoor air quality in the public facilities for children, and

providing guidance to the public on the use and access to good quality face masks and a sustained public outreach campaign.

Both pieces of evidence my capacity to describe a complex public administration issue, problem or context using basic system dynamics and/or network frameworks, with an eye toward achieving sustainable development objectives.

Stimmel, C. L. (2015). Building Smart Cities. doi: 10.1201/b18827

# POLICY PROCESS

## 2A- CAPACITY TO CARRY OUT EFFECTIVE POLICY IMPLEMENTATION

**Area:** Policy Process

**Competency Capacity Addressed:**

2A. Capacity to carry out effective policy implementation.

**Title/Label of Evidence:**

1. FFL Fee Elimination Policy Brief
2. Viability Program Reflection

**Type of Evidence:**

- o Course assignment for (identify class): PA 375
- o Internship artifact for (identify internship): Farm & Forest Viability Program

**Self-Assessment Score:** 3

**Criteria you have met:**

Can undertake a detailed assessment of policy implementation within specific contexts.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix D and Appendix G

## Rationale for Competency #2A

I can evidence my experiences undertaking a detailed assessment of policy implementation within specific contexts from the Viability Program job reflection and from our Fletcher Free library service-learning project in our final Capstone course.

In my reflection on my experiences as the Program Assistant to support the Vermont Housing and Conservation Board's (VHCB) Farm & Forest Viability program, I discuss the abnormal policy implementations that took place at that time due to the COVID-19 pandemic brought the world to a standstill and all applicable workloads online. I was still in my first two months of training and learning the how to manage and organize service provider contracts, farm grant agreements, and client correspondence at our office in Montpelier when all work became remote. Formerly confidential conversations regarding farmer contracts and financials were being discussed through Zoom, and formally, paper-only tasks were being completed through online networks and databases, now the only form of filing and ways to access service provider and client data. In terms of carrying out effective policy implementation, I was asked to assist in the reformatting of operational policy around grant application reviews and recommendations. I was only supposed to be the main contact for questions for an active round of about water quality and business plan implementation grants applications from farm businesses in Vermont. The usual grant review process is written as followed (names have been omitted and replaced with position title):

- 1) *Applications come in to Viability Program Assistant*
- 2) *Viability leadership and Conservation staff review applications individually*
- 3) *Viability and Conservation staff review meeting/discussion/develop initial funding recommendations and identify questions*
- 4) *(Program Coordinator) follows up with farms about questions*
- 5) *(Program Coordinator), (Program Director) and Conservation staff develop funding recommendations based on farmers' responses to questions and staff recommendations*
- 6) *(Program Coordinator), drafts memo, (Conservation Coordinator) reviews and adds in any info about current or previous conservation work, (Program Director) reviews and finalizes memo,*
- 7) *(Program Director) sends memo to review committee*

We saw the implementation of completely new operational policies during the COVID-19 pandemic. Now, both myself and our team Outreach Coordinator on our Viability team were pulled in to help complete application reviews, due to capacity issues at the time. There was virtually no higher-level management input, which was a major policy shift based on how grant rounds had always been done. The team's outreach coordinator and I would not have been authorized to make such high-level recommendations otherwise, and it was interesting to take part in an unprecedented process in order to get grant projects identified and accepted by VHCB for funding.

As for the FFL Fee Elimination Policy Brief, this project called for me to introduce and identify the policy problem of attracting patrons, recovering lost items, and redefining the public library's role in the community as it pertains to implementing monetary penalties for borrowers who return library books or materials after the due date. Though I was one of four to complete this group project, we all got the opportunity to explore a policy problem in a specific context (late fee

elimination), discuss existing solutions and concerns with the administrative leaders who would be implementing this policy (FFL library director), and how other libraries and cities have implemented said policy, and understand possible drawbacks to the solution of overdue fee elimination.

When we began our analysis of the potential suggestions of fine elimination at Fletcher Free, we were largely in favor of elimination, even if the process was gradual or just partial. We believed the policy change could increase community participation and make the library a more accessible and equitable environment for all Burlington citizens, and that partial removals of the late fee structure could be useful. Through our research, we determined that waiving past dues for late fines and eliminating some (or all) fines is an effective path for FFL to support community members and increase participation. However, the onslaught of the COVID-19, similarly to the processes at the Viability Program, changed former regularities and definitely impacted the ability to consider a cut to revenue sources at such a time. The library, along with countless other community spaces, was closed. We predicted a tightened city budget in response to unforeseen consequences of the pandemic, and an unwise time to take on such large budgetary cut. We were able to understand the nuances and flexibility that must be applied to policy implementation, no matter how assured an administrator may be about a proposed policy, or how much groundwork has been covered in working towards implementation.

Through changes and projects completed, especially during the time of the COVID-19 pandemic, I definitely had the opportunity to undertake a detailed assessment of policy implementation within specific contexts.

## 2B- CAPACITY TO APPLY POLICY STREAMS, CYCLES, SYSTEMS FOCI UPON PAST, PRESENT AND FUTURE POLICY ISSUES, AND TO UNDERSTAND HOW PROBLEM IDENTIFICATION IMPACTS PUBLIC ADMINISTRATION

**Area:** Policy Process

**Competency Capacity Addressed:**

2B. Capacity to apply policy streams, cycles, and/or systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration.

**Title/Label of Evidence:**

1. Integrated Policy Analysis Paper
2. Multiple Steams Framework Critique

**Type of Evidence:**

o Course assignment for (identify class): PA 306

**Self-Assessment Score:** 4

**Criteria you have met:**

Employs a policy streams or policy stage heuristics model approach to the diagnoses of a problem raised in real life policy dilemmas. Can articulate how conflicts over problem definition contribute to wicked policy problems.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix I and Appendix J



## Rationale for Competency #2B

In public administration, understanding the processes of applying policy streams, cycles, and systems to understand how problem identification affects the system is vital because policy decides the agreed upon societal “rules” for a locality, state, nation, school, or organization. In our policy systems course, we explored many of the policy frameworks that are used to understand the applications of the legislative processes. To prove my capacity to apply policy streams, I am using evidence from a critique of Kingdon’s multiple streams framework (see Appendix I) in addition to an integrated policy analysis research paper (see Appendix J) I wrote about the Vermont Ethnic Studies and Social Equity Working Group bill and its journey to through policy systems to the statehouse floor.

For the policy streams critique, I wrote a summary about Kingdon’s Multiple Streams Framework based on an article we read in class by George Avery exploring bioterrorism, fear, and public health reform (Avery, 2004). The multiple streams framework is a well-known approach that describes non-incremental processes of open policy windows, or opportunities for a higher chance of success in policy implementation. When open policy windows parallel problem, political, or policy streams, a political agenda is created. Examples of these streams can include a prominent societal problem (i.e. gun violence), a policy deemed the solution to said problem (i.e. required background checks for gun licensing), and political will and opportunity to address the problem (i.e. statewide anti-gun movement during gubernatorial election). In my critique of Kingdon’s Multiple Streams Framework, I challenge the concept of the framework as being “random” or “unpredictable”. In some cases, behind-the-scenes problem, political, and policy alignment can be very much so premeditated and result in multiple streams policy implementation happening without public input or knowledge. This is what makes local agenda setting and interest groups so important.

My competency of employing public use of the multiple streams framework is evidenced by my integrated policy analysis research paper, in which I got hands-on experience in conducting public policy analysis and evaluation by applying the framework in a real-world context of educational equity policy analysis. Specifically, I researched efforts for a newly introduced ethnic studies policy in Vermont, geared toward an interdisciplinary study of difference—primarily race, ethnicity, and nation, but also sexuality, gender, and other such identities—and an implementation of evolved curriculum, including ethnic studies. The integrated policy analysis paper explores the “problem” of ethnic studies implementation through researching existing literature and interviewing community stakeholders. I interviewed members the Vermont Coalition for Ethnic and Social Equity in Schools (VCESES), a statewide alliance led by a multicultural and multigenerational group who began drafting the Ethnic Studies and Social Equity Working Group bill. I also spoke with Vermont state representatives who were backing the bill. “There is a policy window for the bill now, the Coalition has more [experience] and momentum,” said one state representative. I clarify his statement further in the analysis, and how he identifies the problem, political, and policy stream alignment due to a recent rise in hate crimes and harassment in the state, and how these realities and the data backing these occurrences forced the community to recognize the increase of identity-based problems and violence. It was also important for me to interview teachers, especially those of Vermont’s northeast kingdom, to contrast stakeholder support for the creation of the ethnic studies bill, as the actual implementation and potential

backlash would fall on their shoulders. This paper also explores an analysis of the solutions to a monolithic, traditional style of school curriculum in terms of the historical influencers taught to Vermont students, which limits them and gives a skewed interpretation of contributors to our society. This analysis of solutions explores various ways policymakers have tried to address the complicated, “wicked problem” that is educational inequity in the past; I include several cases and policies, from *Plessy v. Ferguson* and *Brown v. Board of Education*, to school choice and the Critical Race Theory (CRT). As we have seen with these historical examples, ethnic studies, as well as any type of equity-focused policymaking, is subject to being titled a “wicked policy problem” due to its complex solutions resulting from complicated feelings around race and equity within American society. In exploring ethnic studies policy feasibility, I also define the Narrative Policy Framework (NPF), a unique framework using interconnected inclusion of policy actors, community, and societal influences at multiple levels to affect policymaking decisions (McBeth and Shanahan, 2005).

The integrated policy analysis paper display my ability to understand a problem (in this case, educational inequity), review ways to address this problem (Ethnic Studies and Social Equity Working Group bill), analyze the ways such policy should be implemented (through interviews with teachers, the working group, and state legislators), as well as evaluating alternative solutions that have been explored in the past. My ability to contextualize these layers of the policy process is essential for every public administrator. This piece of evidence, in addition to the Multiple Streams Framework summary, provide of evidence for my ability to employ a policy stream or policy stage through a heuristics model approach to the diagnoses of a problem raised in real life policy dilemmas. I also clearly articulate how conflicts over problem definition contribute to wicked policy problems

Avery, G. (2004). Bioterrorism, Fear, and Public Health Reform: Matching a Policy Solution to the Wrong Window. *Public Administration Review*, 64(3), 275–288. doi: 10.1111/j.1540-6210.2004.00372.x

## 2C-CAPACITY TO CONDUCT POLICY ANALYSIS/EVALUATION

**Area:** Policy Process

**Competency Capacity Addressed:**

2C. Capacity to conduct policy analysis/evaluation.

**Title/Label of Evidence:**

1. Integrated Policy Analysis Paper
2. FFL Fee Elimination Policy Brief

**Type of Evidence:**

o Course assignment for (identify class): PA 306

**Self-Assessment Score:** 4

**Criteria you have met:**

Can employ sophisticated analytical techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix I and Appendix G

## Rationale for Competency #2C

To demonstrate my capacity to conduct a policy analysis and evaluation and employ sophisticated analytical techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers. I will again use the Policy Analysis Paper (see Appendix I), which employs a policy streams approach to the diagnosis of a problem raised in real life policy dilemma (education and curriculum inequality). I will also use my group's approach to the late fee elimination policy recommendations given to Burlington's Fletcher Free Library (See Appendix G) by my Capstone course service-learning group and articulate how conflicts over problem definition contribute to wicked policy problems.

As aforementioned, I used the multiple streams framework to inform my research and solution evaluation for the integrated policy analysis research paper, in which I got hands-on experience in conducting public policy analysis and evaluation for the Ethnic Studies and Social Equity Working Group bill. I researched interdisciplinary study of difference—primarily race, ethnicity, nation, sexuality, gender, and other such identities—and the status of school systems in other states who have tried to implement similar policies in curriculum across the U.S. The integrated policy analysis paper explores the “wicked problem” of educational inequity and ethnic studies implementation, and how schools respond (or fail to respond) to addressing the absence of minority-group contributions to social studies and other subject at most Vermont schools. Through interviewing members the Vermont Coalition for Ethnic and Social Equity in Schools (VCESES), Vermont teachers, and Vermont state representatives, I learned how each group objectively viewed the “wicked problem” of the absence of ethnic studies in Vermont school curriculum quite differently. VCESES members viewed the absence as a lack of attention of historic perspective and contributions of ethnic groups and social groups. Many teachers were excited about the implications of the new content, but, as the most immediate active line in support (or defense) for the changing standards in classrooms, felt nervous about the additional responsibility and lack of preparedness and steering group member support. Finally, Vermont state representatives saw the open policy window in response to a recent rise in hate crimes and harassment following the 2016 presidential election, forcing the community and its administrators to recognize the increase of identity-based violence and incidents. These varying perspectives around the same policy of ethnic studies contribute to the greater definition of what it means to have a “wicked problem”.

In terms of the FFL Late Fee Elimination Policy Brief, I used the techniques of research and interviews of potential policy implementors (FFL leadership) in order to provide a detailed policy analysis that provided new insights and actionable items for policy makers. A group project in which all members contributed to the various implications of library late fee elimination, we were able to provide a description of the problem, solutions to the problem, consequences of those solutions, and policy implementation recommendations that fit the reality of COVID-19 pandemic responses for the library. We began our policy brief with an overview of the problem: we researched Fletcher Free Library (FFL) along with a number of other public libraries throughout the U.S. to understand why patrons are keeping borrowed materials and not connecting with their local libraries. Many public libraries pinpointed overdue fees as being the overwhelming factor keeping community members away, so we began by reading about what FFL is already doing to try and mitigate this problem (Bring-Back Days, Read Away programs, etc.). With this background

information, we also took a look at the FFL budget report data to distinguish how much FFL had earned from the payment of late fees in fiscal year 2020 to date. We wanted to introduce both the drawbacks and benefits of eliminating late fees before providing a deeper dive into both and eventually offering recommendations for FFL.

The next section of the brief, solutions to the problem, describes a range of models that have been employed by the libraries examined through our preliminary research to mitigate the problem. Most of the strategies currently being used to mitigate the problem exist as some variation of a fine elimination policy. The models presented are examined primarily on the basis of their success in mitigating the problem at hand but also the degree to which they produced unanticipated positive outcomes. The section also provides some insight into factors that were taken into consideration before the libraries being examined decided to adopt one model or another.

In order to understand the potential effects of eliminating late fees at FFL, we researched stories of other public libraries in the United States, which helped us better understand the risks and potential benefits of the initiative. We learned through our research that public libraries in the United States have discovered that delivering late fines to library patrons often worsens the problems that the policy seeks to remedy in the first place.

We hoped to recommend a path towards late fee removal, at least partially. However, while researching FFL's budget, we learned that the money accrued from the fees represents a significant portion of the library budget, and due to the financial strain the city of Burlington will face due to COVID-19, not to mention the uncertainty of the future of public services, we felt it would be difficult to recommend such a massive structural change. We hope that the administrators of Fletcher Free can consider our research and recommendations once more is known about the pandemic's effects on our city.

Overall, my service-learning project's group research and presentation of a policy brief, in addition to my policy analysis paper both employ sophisticated analytical techniques to render a policy analysis or evaluation that provides new insights and actionable items for policy makers.

# ANALYZE, SYNTHESIZE, THINK CRITICALLY, AND MAKE DECISIONS

## 3A-CAPACITY TO EMPLOY QUANTITATIVE AND QUALITATIVE RESEARCH METHOD FOR PROGRAM EVALUATION AND ACTION RESEARCH

**Area:** Analyze, synthesize, think critically, solve problems and make decisions

**Competency Capacity Addressed:**

3A. Capacity to employ quantitative and qualitative research methods for program evaluation and action research.

**Title/Label of Evidence:**

1. A New Life in Vermont: Refugee Integration and Responsibility Paper
2. Ulaanbaatar, Mongolia: Air Pollution Crisis Final Paper

**Type of Evidence:**

o Course assignment for (identify class): PA 303 and PA 295

**Self-Assessment Score:**

3

**Criteria you have met:**

Can provide a piece of original analysis of an observed phenomenon employing one qualitative or quantitative methodology effectively. Possesses capacity to commission a piece of original research. Can provide a detailed account of how a program or project evaluation should be structured within the context of a specific program or project.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix K and Appendix F

## Rationale for Competency #3A

During my Applied Research Methods course, I wrote a piece of original analysis on an observed phenomenon, employing one qualitative or quantitative methodology effectively to measure the extent to which Vermonter political affiliation related to views on refugee resettlement programs and integration responsibility (see Appendix K). I wrote another piece on the effects of air pollution on the social-ecological systems and child health in Ulaanbaatar, Mongolia (see Appendix F), another analysis demonstrating my capacity to commission a piece of original research. Both examples provide a detailed account of how a program or project evaluation should be structured within the context of a specific program or project.

For the research methods course, I chose the topic of refugee resettlement and community acceptance based on the significance of this topic during the time I was writing it (late 2018) and the discordant national climate around immigration issues. I also wanted to focus specifically on the attitudes of citizens of Vermont, a leading progressive state in the acceptance and support of refugee resettlement, to evaluate the effectiveness of resettlement programs, as well as serve as an example and experiment for successful asylum of refugees in the United States. My research focuses on factors that support effective refugee resettlement and integration in localities, in addition to how Vermonter attitudes toward these factors impact refugee support once they arrive. Based on 2017 Vermont Poll result, I used SPSS Statistics software to examine the data of Vermonters' views on which entities, ranging from governmental to refugees themselves, should bear primary accountability for resettlement programs. I also measured the influences various demographic identities had on these attitudes. Identifiers included political affiliation, age, and Chittenden County residency. Finally, I measured the associations between outlooks on important integration factors with adjustment responsibility elements. I used the following hypotheses to measure cross tab results:

### Hypothesis I

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with the age of the respondent.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with the age of the respondent.

### Hypothesis II

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with by political affiliation.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with political affiliation

### Hypothesis III

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with whether or not the Vermonter is a resident of Chittenden County, Vermont.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with whether or not the Vermonter is a resident of Chittenden County, Vermont.

#### Hypothesis IV

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with their opinions about the most important factor in successful integration of refugees into Vermont.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with their opinions about the most important factor in successful integration of refugees into Vermont.

The results showed that Vermonters' political affiliation does in fact determine a significant difference in opinion regarding who should be responsible for effective refugee resettlement. These results evidence my capacity to employ quantitative and qualitative research methods for program evaluation and action research as they concern refugee resettlement.

The Ulaanbaatar, Mongolia: Air Pollution Crisis Final Paper further demonstrates my ability to provide detailed accounts of how a program or project evaluation should be structured within the context of a specific program or project. I am able to examine the various responses by the Government of Mongolia (GoM) and several ministries within the GoM, including the Ministry of Roads and Transportation, the Ministry of Health, and the Ministry of Mining and Heavy Industry of Mongolia, UNICEF, the National Program for Reducing Air and Environmental Pollution, and the Asian Foundation to employ program evaluation and action research. I identify stakeholder resolutions through a resilience management assessment methodology and provide new insights into social and ecological impacts and responses in Mongolia against the environmental and health emergencies taking place there. I am able to employ quantitative and qualitative research methods for program evaluation and action research.

Both the ethnic studies and Ulaanbaatar research papers represent pieces of original analysis of observed phenomena, employing one qualitative or quantitative methodology effectively and differently for each. These forms of evidence demonstrate my capacity to commission a piece of original research and provide a detailed accounts of how a program or project evaluation should be structured within the context of a specific program or project.



### 3B- CAPACITY TO INITIATE STRATEGIC PLANNING, AND APPLY ORGANIZATIONAL LEARNING AND DEVELOPMENT PRINCIPLES

**Area:** Analyze, synthesize, think critically, solve problems and make decisions

**Competency Capacity Addressed:**

3B. Capacity to initiate strategic planning and apply organizational learning & development principles.

**Title/Label of Evidence:**

1. PA 302 Midterm Paper
2. Fresh Air Fund Reflection

**Type of Evidence:**

- o Course assignment for (identify class): PA 302
- o Internship artifact for (identify internship): Fresh Air Fund

**Self-Assessment Score:**

4

**Criteria you have met:**

Has experience in leading or contributing to a strategic planning process at the design and implementation phases. Can demonstrate how he/she has applied organizational learning and development concepts to real situations.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix W and Appendix M

## Rationale for Competency #3B

I learned to identify and analyze performance management systems, needs and emerging opportunities within a specific organization or network during my organizational theory and behavior course, as evidenced through my eight question, long answer mid-term exam (see Appendix M) as well as through the bus spreadsheets artifacts in my Fresh Air Fund reflection (see Appendix W). I created and managed these spreadsheets as a Field Manager during my summer internship at the Fresh Air Fund in New York City.

The midterm exam for our organizational theory and behavior course measured my ability to understand what motivates people to perform well in an organization, identify problems within an organization, and decide a next course of action for the organization. I demonstrate my ability to understand to what extent is there a shared sense of culture or a differentiated one, identify the cultural competency continuum, the ladder of inference and stereotyping, and how to change habit-patterns from a leadership role. Using skills and information gained from our course readings and work done with a local organizational assessment project for this course, I was able to apply answers that reflect strategic planning, organizational learning, and development principles. For example, I address in the midterm how, in many organizations, supervisors and managers feel an inflated sense of power, and opportunities for growth (as well as conflict) can arise between team members and assigned supervisors, as people managing others in leadership positions often feel as if the work of the team is a reflection of their own reputation and work ethic. Successful managers comprehend this ability and use it as a skill to plan strategically and ascend the organization's mission to incentivize workers. According to Gulick and Urwick (1937), "a workman subject to orders from several superiors will be confused, inefficient, and irresponsible; a workman subject to orders from but one superior may be methodical, efficient, and responsible (p. 85)." As the authors points out, good management and strategic planning leads to a more efficient and responsible workforce, hence motivating people to perform well for their organization. An effective strategic planning process, especially when implementing new systems, is essential to strategic planning and the application of organizational learning and development principles.

I applied organizational learning and development concepts to real situations during my time working as a Field Manager for the Friendly Towns program at the Fresh Air Fund nonprofit organization in the summer of 2019. In Friendly Towns, New York City children had the opportunity to go travel to neighboring states and enjoy a stay with volunteer host families who would take the children to do various outdoor activities (swimming, hiking, biking, etc.), unavailable to many of the participating children in New York City's urban environments. I was one of four Field Managers in our department who were all responsible for different Friendly Town jurisdictions, their respective host family volunteers that help maintain the program, and the participating New York City children and their families. I oversaw areas in upstate New York, Pennsylvania, and Canada. I created the City Child Updates and Buses Spreadsheet (*Figure 1*), as an organizational learning tool within the organization and in coordination with volunteers who were escorting the city children to their homestays in the field. It increased our capacity to effectively manage our program travel logistics by synchronizing matched City Child with their host families and program dates to the Friendly Towns they visited throughout the summer. Friendly Town volunteers and I had access to these spreadsheets and their contents, derived from information retrieved on the Fresh Air Fund's organization-wide database, Flive. Flive contains

information on all Fresh Air Fund city families (families in New York City participating in the organization's programs), host families, volunteers, and staff/employees. I spent the majority of my workday using Flive to answer questions about city child statuses, matching city children to desired host families, coordinating travel buses, and preparing all elements of departure and return visits. The City Child Updates and Buses Spreadsheet, which was located on a shared Google Sheet on Google Drive, was a helpful "one stop shop" for all important information from Flive's database about city children and travel logistics throughout the summer. This performance management system created the opportunity for us to all remain on the same page and organized throughout the summer. It helped to promote the generation, maintenance, and transmission of knowledge within the organization. I also set up a system to help organize City Child statuses and updates (*Figure 3*). This section of the spreadsheet was very instrumental in the capacity to effectively manage projects, as our role as the central office was to contact city families and register city children for Friendly Towns, while providing our host family-focused volunteers with updates about the host child. The more people involved in the matching process (from Field managers, to interns, to volunteers), the more complicated communication became, causing project management to be challenging; therefore, ensuring safe travel and accountability for our city children by all parties was made but easier through our spreadsheets.

Overall, my ability to articulate the long-answer responses for my PA 302 midterm, and furthermore implement those theoretical concepts in a concrete way through the strategic use of the spreadsheets to streamline our program's communication, attest to my experience in leading or contributing to a strategic planning process at the design and implementation phases; they also demonstrate how I have applied organizational learning and development concepts to real situations.

Gulick, L. and Urwick, L. (1937) Papers on the Science of Administration. Institute of Public Administration, New York.

### 3C- CAPACITY TO APPLY SOUND PERFORMANCE MEASUREMENT AND MANAGEMENT PRACTICES

**Area:** Analyze, synthesize, think critically, solve problems and make decisions

**Competency Capacity Addressed:** Capacity to apply sound performance measurement & management practices.

**Title/Label of Evidence:**

1. VCWA Organizational Assessment
2. Cultural Capital Paper

**Type of Evidence:**

o Course assignments for (identify class): PA 302 and PA 326

**Self-Assessment Score:**

4

**Criteria you have met:**

Can provide new insights into the performance management challenges facing an organization or network and suggest alternative design and measurement scenarios.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix N and Appendix U

## Rationale for Competency #3C

In order to thrive a public-serving organization, leadership must have the capacity to apply sound performance measurement & management practices. The Vermont Counsel on World Affairs (VCWA) Organizational Assessment I wrote for organizational theory and behavior (Appendix N), and the Cultural Capital paper I wrote for community economic development (Appendix U) evidence my capacity to apply sound performance measurement and management practices. Through these two assignments, I provide new insights into how to handle the performance management challenges facing an organization or network and suggest alternative design and measurement scenarios.

VCWA is a Burlington-based, nonprofit that organizes professional events, homestays, and interactions among interested parties in Vermont and a slew of international comrades. I had the opportunity to research the organization, attend some events, and interview the executive director and board chair of the organization in order to complete an assessment on various categorical facets for VCWA using the McKinsey Capacity Assessment Grid, an abridged assessment grid in table form including 15 subgroups covering six categories: aspirations, strategies, organizational skills, human resources, organizational structure, and culture. For each category, I assessed and gave VCWA a rating on the McKinsey grid and provided a paragraph rationale supporting my assessment. My assessment was based on information drawn from source document analysis, observations and interview. VCWA scored moderately to high on the majority of capacities, demonstrating strong leadership, mission-based programming, and excellent organizational culture. However, organizational skills and human resources needed more development. In terms of performance measurement, I scored this competency of skill only partially measured and tracked. Visuals and metrics are used post-events to measure success and future improvement among the team. As is the case with many nonprofits, fundraising is another common metric for performance measurement. The procurement of grant and/or stakeholder support appears to stand as the funding model metric for the organization. Board commitment and composition, I scored VCWA as basic in its ability to maintain a diversely representative Board membership composition and contribution, as it related to due payments and role responsibilities in requesting donor contributions and overall support, were also areas for improvement. My recommendations for VCWA included a centralized measurement system for events and nonprofit operations, as well as a new recruitment and onboarding process for new Board members. I provided examples for how to implement all recommendations in the conclusion of my assessment.

For my Cultural Capital paper, I wrote about my time with the Peace Corps from 2016 to 2018. During my service, I worked as a health outreach specialist in a rural, farming village in southern Mozambique called Chicumbane. My time as a Peace Corps volunteer was my first introduction to the world of international and community development, and I had to master the concepts of integration and local through understanding the components of cultural capital in the village. In the first few months of my service, before any projects could be proposed or grant funding considered, volunteers were required to complete a community needs assessment outlining the histories, demographics, and local perceptions of programmatic needs at our sites we would be able to contribute to throughout our two-year service. My paper discusses my methodology, including the dissemination of a questionnaire, interviews, community history research, etc. I had to analyze, synthesize, think critically, solve problems and make decisions about my project

recommendations based on this analysis. I found that working with local youth gave me the clearest understandings of the desired future of Chicumbane. With the after-school program I led with a prominent youth community leader, we established projects focused on social issues in Mozambique, HIV/AIDS, malaria, and public health education. Over the course of two years, I was able to assist the group in attending theater competitions, a malaria campaign for Chicumbane, and establishing a closely bonded group of young activists who now had the tools to create their own initiatives after my departure. I recorded these activities on both a personal blog and for our organization's virtual reporting forms, due at the end of each quarter. I was able to tap into the cultural capital of the village in order to benefit the youth with whom I worked. We were also able to use evaluation tools, such as pre- and post-tests, with the youth leadership team to measure how effective our public health education trainings were (i.e. a malaria prevention training with learning materials from a Peace Corps library). My co-leader and I would grade the post-tests together and adjust our teaching and meeting styles to yield better results in the future.

I believe my examples of completing both organizational and community needs assessments, using said assessments to develop new programs, and implementing pre- and post-tests for participants to measure and evaluate programmatic retention are evidence of my ability to provide new insights into the performance management challenges facing an organization or network, and the subsequent recommendations and project implementation suggest excellence in management practices.

### 3D- CAPACITY TO APPLY SOUND FINANCIAL PLANNING AND FISCAL RESPONSIBILITY

**Area:** Analyze, synthesize, think critically, solve problems and make decisions

**Competency Capacity Addressed:** Capacity to apply sound financial planning & fiscal responsibility.

**Title/Label of Evidence:**

1. The Operating Budget Paper
2. The Budget Decision Paper

**Type of Evidence:**

o Course assignment for (identify class): PA 305

**Self-Assessment Score:**

3

**Criteria you have met:**

Can identify and analyze financial management systems, needs and emerging opportunities within a specific organization or network.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix P and Appendix Q

## Rationale for Competency #3D

I am demonstrating my capacity to apply sound financial planning & fiscal responsibility through two different summaries from Public and Nonprofit Budgeting Course: The Operating Budget (Appendix P) and The Budget Decision (Appendix Q).

In both papers, I provide more examples from my time working in Peace Corps Mozambique. In describing the formation of a federally grant-funded operating budget for the construction of an incinerator at my site hospital, I describe the timeline from proposing a project idea to receiving an adopted operating budget. I explain how the planning and budget proposal process were similar to what Weikart explains in *Budgeting as Part of Planning Process* (2013) and how I was required to cycle through the three main components of project planning-- mission, objective, and program-- before the final operating budget was approved. I completed the grant proposals on an online portal called Peace Corps Grants Online (PCGO), where elements including monitoring and evaluation, classification and indicators, project timeline, budget, and additional documents were submitted for project funding to be considered. The mission of my project was to construct a low-cost incinerator to eliminate toxic waste daily and prevent the risk of accidental infections of community members and improve the hospital's sanitation practices. The objectives were for the hospital to use the incinerator to responsibly dispose of hospital waste and protect approximately 700 patients per day from contracting HIV and other diseases, and to improve sanitation practices and become a safer environment for health workers and patients alike. To complete the budget, I traveled via public transport to record price quotes for equipment, materials, labor, travel, and food to provide a final project budget estimate. These steps of not only receiving, but also planning for the monetary responsibility that would come with the management of this grant project's operating budget definitely applied sound financial planning and fiscal responsibility.

The budget decision paper demonstrates my experience as a regional coordinator for my youth group in Mozambique. I detail the planning of fund distributions in the coordination of an annual youth conference. All funds were distributed to my account and I was be accountable for program implementation and paper trail receipts for Peace Corps auditors following the conference's completion. As the person responsible for authorizing expenditures amongst a team of conference planners, I chronicle my experience in handling to cash from the conference's beginning planning stages to the end of the process using the elements of Lynch's Theory of Budget Execution (2017). After withdrawing the transferred funds, which had moved from the Peace Corps office (agency heads), to the national financial coordinator (budget head), to my coordinator bank account (agency operating unit), I was shocked to realize I was now responsible for 475,125 meticaais of petty cash (approximately \$8000 USD). Due to many market-style location where I bought food, materials, and pay contractors with cash, I had to create my own cash-flow management system; I would only bring the funds needed for the objectives of specific days to ensure secure cash books and would carry my own receipt book to manually write out purchases to ensure my own expenditure controls. These cash, itemized receipts were required by Peace Corps, or else unauthorized budget spending would be withdrawal from our own allowances and bank accounts. Our organization definitely depended on bid requirements, as my spending and booking conference necessities depended on quotes from contracted cooks and facility administration.



Overall, I feel as if my incinerator project and conference coordinator leadership examples adequately demonstrate my ability to identify and analyze financial management systems, needs and emerging opportunities within a specific organization or network.

### 3E- CAPACITY TO EFFECTIVELY MANAGE PROJECTS

**Area:** Analyze, synthesize, think critically, solve problems and make decisions

**Competency Capacity Addressed:** Capacity to effectively manage projects.

**Title/Label of Evidence:**

1. Fresh Air Fund Reflection
2. History, Economics & Behavior Paper
3. The Budget Decision Paper

**Type of Evidence:**

- o Course assignment for (identify class): PA 305
- o Internship artifact for (identify internship): Fresh Air Fund

**Self-Assessment Score:**

4

**Criteria you have met:**

Can demonstrate effective leadership and management of projects.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix Q, Appendix O, and Appendix W

## Rationale for Competency #3E

I display my capacity to effectively manage projects throughout several examples in both papers and internship work throughout this portfolio, but will choose to focus on the an artifact from the Fresh Air Fund Reflection, an Escort Trip Route and Sample Volunteer Thick Description (Appendix W), and the History, Economics & Behavior (Appendix O) and The Budget Decision Papers (Appendix Q) from Public and Nonprofit Budgeting.

In the Escort Trip Thick Description from my internship, I chronicle my time as assistant Field Manager and the occasions I was selected to volunteer for an outbound or return escort trip, where interns were assigned to chaperone trips and to take city children to and from their Friendly Towns (FT). In early June 2019, I escorted my first Fresh Air Fund bus from Mill Hall, Pennsylvania back to Port Authority in New York City. My thick description chronicles my trip on an Amtrak train from Penn Station in NYC to Lewisburg, PA, the closest Amtrak station to Mill Hall, PA, where the return bus would be returning to NYC from on the following morning (*Figure 3*). I took an Uber from Lewisburg to Mill Hall to stay overnight at hotel and called to coordinate the Fund rep and all greeters who would meet us at various stops along the way back to New York from Mill Hall the next day, with three to four returning city children at each stop. After arriving at the Mill Hall bus stop, I collected all medications for children and evaluation sheets from host families at the first stop, and subsequently at every stop along the route back to NYC. I maintained constant communications with all greeters along our route to give them ETAs and updates twenty minutes prior to their individual bus stops. We had stops in Bloomsburg, Shamokin Dam, and Mountoursville, PA (with a quickly resolved anti-freeze incident that delayed us one hour). We arrived back at Port Authority that afternoon My role during these escort trips was to lead all communications, city child hand-offs, and organize all documentation and medication belonging to each child. Once we arrived back in NYC, I had to head straight into the office to complete a report on the overall trip, any mishaps, and officially close the trip on our office's network. These protocols allowed FAF to catch any inconsistencies and to work to make every summer's transportation experiences better than the last. I can wholeheartedly say these were my favorite workdays; my second-favorite days were spent at Port Authority helping to organize passports and paperwork for international city child travel. The bulk of my work hours were spent behind a computer screen, on the phone, and submitting paperwork to data entry at the FAF office, so the opportunity to participate in the program's execution increased my understanding of the value of face-to-face interaction in the field; it is vital to any organization's workforce motivation and mission. During those escort trips, I played a crucial role in program management and I enjoyed the responsibility thoroughly.

The History, Economics, and Behavior and The Budget Decision Papers from our budgeting class display my ability to lead and manage both the objectives and operating budgets of projects effectively. When I served as a public health volunteer in Mozambique, I was expected to research the demographics and needs of my community, propose a number of project solutions, and work to find the bandwidth and funding to make this happen. Even though the actual execution of community projects was by far my most favored aspect of the work, learning how to prepare and format my ideas in ways that fit our volunteer objectives and then argue if and how these projected activities should be funded was a more challenging aspect of my job. The History, Economics, and

Behavior paper, I document the importance of understanding the social, historical, and financial realities of those one is serving through a project. For example, it was important for me to initially format the after-school youth groups to address the larger-context social issues of gender inequity in Mozambique. As Lynch (2013) argues in the *Budget Formats and Preparation* chapter, “budget formats channel thought and highlight policy issues and new ideas”; the same is true for encouraging social education and behavior change as a part of project goals. The Budget Decision Paper demonstrates my ability manage project ideas from the stages proposals to implementation and create to own cash-flow management systems and apply sound financial planning to support the goals of that project.

Both my time with the Peace Corps and at the Fresh Air Fund demonstrate my capacity for effective leadership and management of projects.

## PUBLIC SERVICE PERSPECTIVE

### 4A- CAPACITY TO UNDERSTAND THE VALUE OF AUTHENTIC CITIZEN PARTICIPATION IN PA PRACTICE

**Area:** Public Service Perspective

**Competency Capacity Addressed:** Capacity to understand the value of authentic citizen participation in PA practice.

**Title/Label of Evidence:**

1. Fresh Air Fund Reflection
2. Revenue Paper
3. *Estamos Juntos* Grant Proposal

**Type of Evidence:**

- o Course assignment for (identify class): PA 305 and CDAE 326
- o Internship artifact for: Fresh Air Fund

**Self-Assessment Score:**

4

**Criteria you have met:**

Can demonstrate how she/he has played a role in facilitating citizen participation in public administration.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix W, Appendix S, and Appendix T

## Rationale for Competency #4A

I have demonstrated how I have played a role in facilitating authentic citizen participation in public administration personally through my Fresh Air Fund internship reflection (Appendix W). I have also evidenced my ability to provide suggestions and proposal for authentic citizen participation through my Revenue Paper (Appendix S) for public budgeting that assesses VCWA and the Fresh Air Fund's capacity for this competency. Finally, in my grant proposal write up, *Estamos Juntos* (Appendix T) that I wrote for our community development and applied economics course, I provide a project proposal that calls for an interactive and inclusive workshop amongst leading healthcare providers in my Peace Corps Mozambique community, Chicumbane. The capacity to understand the value of authentic citizen participation and contribution in public administration is a vital practice and is missing in many forms of public governance and leadership we see today. A service provider's ability not only to provide resources and assistance to the public, but also engage and be a part of the community it serves is essential for adequate for sustainable and genuine care.

As a part of my Fresh Air Fund internship reflection, I include the Escort Trip Route/Volunteer Committee List as an artifact because I believe it is a prime example of the vital participation by volunteers needed to run Friendly Towns as a summer program. From former child participants, to former host families who could not take on a visiting child a home that summer but still wanted to provide support, the volunteer lists for each Friendly Town area varied. As the Field Manager, I was responsible for communicating with the bus escorts and facilitating all transportation to and from NYC. It was very rewarding to interact with individuals who had directly benefitted from the Fresh Air Fund, either as a former participant or the host parents who held a reverence for the nonprofit. Having access to our Volunteer lists aided in effective communications between everyone, making me less of the liaison and more so just another team member. Sometimes, when escorts had questions for the volunteers who would be meeting them at stops along the transport route, they would bypass me and initiate communication and problem solving with one another.

The Revenue Paper asks the question: how exactly does an organization whose goal is not to make money generate revenue in order to survive? Throughout the essay, I answer this question using the examples of two nonprofits I have had observed and worked with over the past year: The Vermont Council on World Affairs (VCWA) in Burlington and the Fresh Air Fund (FAF) in New York City. The secret to the success of both organizations was the active participation of those who donated, attracted other donors, and donated their own time for the events and facilitation of programming for each organization. For VCWA, this meant the hosting of regular events in community with donors and community members (trivia nights, Annual Dinner, etc.). For the FAF, it meant inviting former Friendly Towns participants and hosts to escort program transport, host welcome parties in the Friendly Towns, and attend annual FAF conferences.

Finally, my grant proposal, *Estamos Juntos*, evidences my range in not only determining the personal contributions of myself or other benefitters to an organization, but the collaboration and authentic participation of both spiritual and systematic partners in a community. I detailed my proposal for a \$5000 subaward for the Rural Hospital of Chicumbane to collaborate with local curanderos, or "witch doctors", to provide a cross-over training and open communications between the traditional healers and hospital workers. I can see the benefit in including both service

providers, who are traditionally pit against one another, to come together in order to practice health administration for community members in need of both physical and spiritual care.

Overall, I believe that my personal experiences with the Fresh Air Fund, my assessment of citizen participation at the two aforementioned nonprofits, and my proposal for a future event to promote collaborative community participation demonstrate how I have and can continue to play a role in facilitating citizen participation in public administration.

## 4B- CAPACITY TO UNDERSTAND THE VALUE OF SOCIAL & ECONOMIC EQUITY IN PA PRACTICES

**Area:** Public Service Perspective

**Competency Capacity Addressed:** Capacity to understand the value of social & economic equity in PA practices.

**Title/Label of Evidence:**

1. Fresh Air Fund Reflection
2. Cultural Capital Paper
3. PA 301 Reflection Paper

**Type of Evidence:**

- o Course assignment for (identify class): PA 301 and PA 326
- o Internship artifact for (identify internship): Fresh Air Fund Reflection

**Self-Assessment Score:**

3

**Criteria you have met:**

Possesses the capacity to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestions for ways of improving inequitable situations.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix W, Appendix U, and Appendix V



## Rationale for Competency #4B

The capacity to understand the value of social and economic equity in public administration practices is essential for public sector entities because of the vast array of identities that make up the widespread public. I have demonstrated the capacity to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestions for ways of improving inequitable situations.; I will use my Friendly Town reflection (Appendix W), PA 301 Reflection Paper from foundations of public administration (Appendix V), and Cultural Capital paper from community economic development to evidence this competency (Appendix U).

In my PA 301 Reflection Essay, I detail the roles of several members of my family in the public sector and/or service and how they have been defined by gender, availability of choice, and who they hold responsibility to. I openly reflect on how those generational experiences have collected and resulted in me, my opportunities, and my passion for helping others while maintaining personal agency. I discuss my interest in combining the science of public administration through honing administrative theory and research method training with the art of administration through specialized community engagement, expertise, and reverence for the people I hope to serve and work with. In discussing the struggles of my grandmother to earn basic human rights while working as a factory worker, and the racial upheaval of my uncle as he served as a southern town's first Black mayor, I believe these examples document my understanding of the need for social and economic equity in public administration. In the case of my great-uncle, John Morrow, he facilitated the improvement of inequitable situations through the action of becoming Gainesville, Georgia's first Black mayor in 1985. He was greatly dissatisfied with inadequate education and employment opportunities for members of the black community. This was no small feat in a self-segregated, white-ran city, but Morrow was well-respected across color lines for his innovative ideas and dedicated years serving his community. He symbolized representative bureaucracy and the dismantling of white-dominant traditions and class biases, challenging the status quo while empowering poverty-stricken citizens who were often treated as second class citizens. This was a major and rare step towards the promotion of equal opportunity in conjunction with compensatory opportunity (Krisolv 1974).

In my cultural capital paper, I am able to share more details about my time working with Mozambican youth and how our after-school meetings focused on youth development, social issues, and activity-building. The participating adolescents would discuss how they and their parents viewed the world around them, sometimes in similar ways, but many times differently. Studious teenage girls would repudiate the statuses of their traditional mothers, claiming that they wanted to travel, earn degrees, and adhere to family planning to have more full and enriching lives. All believed in preserving the sacredness of local language, a rejection of the cultural domination of Portuguese colonialism or invisibility of their authentically Mozambican culture. Though the impacts of gender inequality still proved challenging and incongruent a cultural norm among the adolescents, the group's impressive ability "to regard the world around them, [define] what is problematic and, therefore, can be changed (Flora, 103)" was especially impressive among these future-ruling Mozambicans.

And finally, at the Fresh Air Fund, we were forced to deal with the very real threat of immigrant children (who were allowed and encouraged to participate in Friendly Towns) being stopped at the

border to and from Canadian host family stays. Therefore, to encourage equal opportunity and treatment for all of our city children, it was my job to help families gain access to passports for their children, as well as organize notarized consent forms in the case of an ICE stopping to make sure the children were legally documented. It was an active, prevention method that luckily never had to be employed, but being in charge of making sure all children on our busses were covered equitably was extremely important.

Overall, I believe that my work with children who were denied opportunities and resources due to their economic and social realities, in addition to my ability to apply personal examples from my own family and their various working conditions, demonstrate my ability to describe and analyze social and economic equity/inequity within specific contexts. Can offer suggestions for ways of improving inequitable situations.

Flora, C.B., Flora, J.L., & Gasteyer, S.P. 2016. *Rural Communities: Legacy and Change*, 5th edition (4th edition is fine too). Boulder: Westview Press.

Krisolv, S. 1974. Representative Bureaucracy. In Shafritz, J.M., Hyde, A.C. and Parkes, S.J. (editors) *Classics of Public Administration. Fifth Edition*. Belmont, CA: Wadsworth/Thomson. 350354.

## 4C-CAPACITY TO LEAD IN AN ETHICAL AND REFLECTIVE MANNER

**Area:** Public Service Perspective

**Competency Capacity Addressed:** Capacity to lead in an ethical and reflective manner.

**Title/Label of Evidence:**

1. Fresh Air Fund Reflection
2. PA 301 Reflection Paper

**Type of Evidence:**

- o Course assignment for (identify class): PA 301
- o Internship artifact for (identify internship): Fresh Air Fund Reflection

**Self-Assessment Score:**

4

**Criteria you have met:**

Can demonstrate how she/he has led in an effective, reflective and ethical manner in a PA context.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix U and Appendix W

## Rationale for Competency #4C

In my Fresh Air Fund reflection (Appendix W) and Cultural Competency paper (Appendix U), I demonstrate how I have led in an effective, reflective and ethical manner in a public administration context. When working in any full-time position at any type of organization, public office, or agency, the tendency for work to become an incessant mirage of days, weeks, months, and even years bleeding into one another can feel inevitable. Community members for whom one advocates can commonly become just another client to blindly fulfill needs or quotas for, before moving on to the next need in the name of productivity. This is why the capacity to lead in an ethical and reflective manner in public administration is a capacity I revisit as frequently as possible.

For the Fresh Air Fund reflection, I was able to explore what my expectations were when going into the internship, what I learned in my role, and what I wished I would have learned. I was also able to reflect on my training experience, what skills I gained from the internship, how supported I felt by management, and what I learned about the city children whom we had served all summer. I appreciated the opportunity to provide in-depth, honest feedback to the organization, as I believe the mark of a successful seasonal program like Friendly Towns is to take stock and evaluate what went right and what went wrong over the course of that season. I was able to sit down with the Director of Friendly Towns, along with my supervisor, at the end of the summer to discuss this reflection and was praised for my ability to articulate a thoughtful contemplation about my summer experience, both personally and professionally.

I had the chance to practice being reflective of my role not only at the end of an experience, but at the beginning and throughout it from my role as a health volunteer in Mozambique, an ability I demonstrate in my Cultural Competency paper. In the context of international development, I believe that the extent to which an incoming culture, organization, or business is effective, reflective and ethical is associated with the degree to which the incoming entity inquires and understands the needs of the community it is entering. I wrote about the early lessons in my service around the importance and local perceptions of cultural capital, or “the social and economic factors that contribute to the cultural capital young people receive from their families and communities and how gender, race, and ethnicity affect cultural capital (Flora, 73).” I thought it especially important for me to interview those in the community without bulk of the cultural capital in my village: women and youth. It was through these interviews, the completion of a community needs assessment, and after much reflection that I decided to focus the majority of attention to the underserved youth of the community, partnering with them for a number of social and health projects that helped provide the sense of community and leadership development many of them expressed to me they wanted.

I believe that both my hand-on leadership in Mozambique and my conclusive internship experience with the Fresh Air fund demonstrate my ability to lead in an effective, reflective and ethical manner in a public administration context.

Flora, C.B., Flora, J.L., & Gasteyer, S.P. 2016. *Rural Communities: Legacy and Change*, 5th edition (4th edition is fine too). Boulder: Westview Press.

## 4D- CAPACITY TO ACHIEVE COOPERATION THROUGH PARTICIPATORY PRACTICES

**Area:** Public Service Perspective

**Competency Capacity Addressed:** Capacity to achieve cooperation through participatory practices.

**Title/Label of Evidence:**

1. The Operating Budget
2. Revenue
3. Analytical Process and Methods

**Type of Evidence:**

o Course assignment for (identify class): PA 305

Self-Assessment Score:

3

**Criteria you have met:**

Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices in specific cases or contexts.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix P, Appendix S, and Appendix Y

## Rationale for Competency 4D

Where two or more are gathered, conflict and contention will always find its way to the surface. This is why the capacity to achieve cooperation through participatory practices via inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices in specific cases or contexts. My public and nonprofit budgeting papers, *The Operating Budget* (Appendix P), *Revenue* (Appendix S) and *Analytical Process and Methods* (Appendix Y) all cover different challenges I ran into during my time proposing projects, managing budgets, and facilitating teamwork during my Peace Corps service in Mozambique. I will use these hands-on examples to demonstrate my capacity to achieve cooperation through participatory practices.

Participatory practices were essential to my volunteer work in my community because they were the only way to ensure the sustainability of the work that would take place over my short two-year service. Very similar to the Holistic Systems theoretical foundations discussed in Lynch's "Analysis Applied to Budgeting" chapter in *Public Budgeting in America* (2017), co-facilitators and I (at the hospital and in the community) used a logic model for each project proposal to present a roadmap for the cause and effect of each projected idea. Understanding the inputs, or resources that would need to be acquired to execute said projects, as well as the process for how the inputs would be used was a major starting point for each of our ideas, especially when requesting funding and displaying how the budgets would work. Mozambique taught me the importance, challenges, and complexities of analytical processes, as well as the basic principles of accounting and reporting in international project development. Completing the community needs assessment significantly improved my abilities to analyze program feasibility, pinpoint and select issues with a team, understand my role as a chief executive and a team. I believe that analysis and analytical process and methods are foundational, not only in budgeting and financial management, but in every step of program development to stay on task and think through potential successes and failures competently.

After creating a project proposal system, *The Operating Budget* paper demonstrates the journey between myself, the Peace Corps, and my hospital staff through the completion of a grant-funded incinerator construction project. Early on, the several levels of hierarchy and clearance the incinerator project proposal would need to go through closely resembled Lynch's four institutional roles of public budgeting detailed in the "Budgeting Behavior" chapter: I, as the one responsible for collecting, disseminating, and managing the budget and project; the Peace Corps Mozambique staffing office, were the executive central budgeting office; and the clientele, which included both my hospital and local patients who would have improved facilities as a result of the project. Hospital personnel would also be responsible for maintaining the incinerator's function for years to come. The intertwined web of participants had to be balanced skillfully and carefully, as Peace Corps had its reservations about funding a construction project, and my male hospital directors had doubts about my abilities to lead such a project as a woman (in a very patriarchal societal context). I combatted these doubts through competence knowledge and preparedness in research on the incinerator's construction details (it was low-cost and low-risk and had already been replicated in the nearby district capital). I also demonstrated my competence as a collaborative and communicative leader through several hospital meetings, with in-depth responsibility assignments given to medical and custodial staff so that the directors felt confident in my abilities to not only construct the incinerator, but to also maintain it. In the end, we were able to construct a functioning,

low-budget incinerator to provide a more sanitary alternative to the elimination of toxic waste at the rural hospital in my community.

I demonstrate through my foundational, analytical processes paper and the collaborative incinerator grant project examples how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices in the specific case of this grant project.

Lynch, Thomas D., Smith, Robert W., and Sun, Jinping Public Budgeting in America (2017 – 6th edition). Pearson Prentice Hall. ISBN 978-0-99730844-0. • Forsythe, Dall W. and Boyd, Donald J. Memos to the Governor (2012 – 3rd edition).

## COMMUNICATE AND INTERACT WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY

### 5A- CAPACITY TO UNDERTAKE HIGH QUALITY ORAL, WRITTEN AND ELECTRONICALLY MEDIATED COMMUNICATION TO CONVEY MESSAGES TO SPECIFIC AUDIENCES


**Area:** Communicate and interact with a diverse and changing workforce and citizenry

**Competency Capacity Addressed:** Capacity to undertake high quality oral and written communication to convey messages to specific audiences.

**Title/Label of Evidence:**

1. PA 302 Midterm Paper
2. VCWA Organizational Assessment

**Type of Evidence:**

 Course assignment for (identify class): PA 302

**Self-Assessment Score:**

3

**Criteria you have met:**

Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

o Evidence is located under: Appendix AA and Appendix N



## Rationale for Competency #5A

Oral and written communication to convey messages to specific audiences is important in public administration to ensure that the mission, intentions, and response to given situations is received effectively by an organization or constituent's employees, service recipients, etc. Through my VCWA Organizational Assessment (Appendix N) and Case Study 3 (Appendix AA) from our organizational theory and behavior course, I demonstrate my capability of consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences

For the VCWA Organizational Assessment, the final product is presented in five distinct sections that encompass: the VCWA's organizational biography, the McKinsey capacity assessment analysis (including scores and justification for scores), a systems story covering the organization's challenges and my proposed recommendations, interviews with the executive director and Board chair, and a written observation of an executive committee meeting. The intended audience for this organizational assessment was the internal team at VCWA, notably the executive directors, and the organization's Board of Directors. At the request of the executive director (after shared my final assessment with her), I was able to visit the next Board meeting to present some of my recommendations and communicate suggested improvements to the Board and internal staff in a private setting. The executive director provided very positive feedback about my ability to give a non-biased, useful critique that will be used as a reference for future ideas around centralized monitoring and evaluation systems, annual goal setting, and strengthening Board composition and commitment.

As for Case Study 3, we were given a scenario in which I was asked by an immediate supervisor to provide your perspective on whether the anti-racism initiative is working and needed at a fictional nonprofit organization, Seattle Community Association (SCA), offering essential needs to a community made up of 60 percent persons of color. In the scenario, I am representing an African American and a longtime member of the organization's staff. In my case study response, I am able to personally identify with the fictional character and express personal experiences of racism, the existence of covert racism in liberal spaces like Seattle, and the outcomes and drawbacks of to the anti-racism initiative this fictional character has been asked to address. The case study letter captures my ability to not only address its intended audience, the supervisor of the fictional character, but to also address sensitive and uncomfortable topics in a fashion that incorporates both professionalism and taking a stance on a controversial issue.

Both the VCWA Assessment and Case Study 3 are prime examples of my capacity to consistently expressing ideas verbally and in writing in a professional manner that communicates messages to intended audiences. My ability to provide a fictional nonprofit input on anti-racism initiatives in addition to providing a local nonprofit with recommendations to improve their capacity to achieve their mission demonstrates my capabilities successfully.

## 5B- CAPACITY TO APPRECIATE THE VALUE OF PLURALISM, MULTICULTURALISM & CULTURAL DIVERSITY

**Area:** Communicate and interact with a diverse and changing workforce and citizenry

**Competency Capacity Addressed:** Capacity to appreciate the value of pluralism, multiculturalism & cultural diversity.

**Title/Label of Evidence:**

1. PA 301 Reflection Essay
2. Fresh Air Fund Reflection

**Type of Evidence:**

- o Course assignment for (identify class): PA 301
- o Internship artifact for (identify internship): Fresh Air Fund

**Self-Assessment Score:**

3

**Criteria you have met:**

Can explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix W and Appendix V

## Rationale for Competency #5B

The capacity to appreciate the value of pluralism, multiculturalism and cultural diversity is, similarly to the case made in Competency 4B, essential in public administration for the perspective needed to serve a widespread public. However, the nuanced verbiage and understanding of what “diversity” means in this context is explored through my PA 301 Reflective Essay (Appendix V) and the Fresh Air Fund Reflection (Appendix W) dives deeper than celebrating merely the myriad of experiences and backgrounds in a room, but celebrates and acknowledges how explain how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within specific cases.

In terms of the appreciating cultural diversity, my reflection paper reviews personal familial examples of public servants and administrators; from World War II veterans and city mayors, to registered nurses and factory workers. I touch on each example with details of the realities of working each profession with an African American identity, with the context of the time or era in which their experiences occurred. The roles of many of my family members in the public sector and/or service were defined by gender, availability of choice, and who they held responsibility to. Generational experiences have collected and resulted in me, my opportunities, and how my cultural awareness, knowledge and skills are employed in my own work within public administration. I also write about an interest in combining the science of public administration though honing administrative theory and research method training with the art of administration through specialized community engagement, expertise, and reverence in order to serve, communicate and interact with a multicultural workforce and citizenry.

In the Fresh Air Fund reflection, I reminisce about my favorite working days of the summer internship when I led escort trips and was able to have interactions and conversations at length with the with the Fresh Air Fund participants. The city children we served were represented an astounding cultural diversity and listening to their made the mission of Fresh Air Fund very tangible for me. The most moving realization I had, as written in the reflection, was that these children do not qualify their host family experiences to be “better” than their New York City realities. Instead, they viewed their summer experiences as an opportunity to create extensions of themselves and explore different aspects of their personalities that are brought out (and back to their communities) through travel, culture exchange, and, most importantly, *love*.

Both of my reflections evidence my capacity to appreciate the value of pluralism, multiculturalism and cultural diversity. I am able to articulate effectively how cultural awareness, cultural knowledge and cultural skills are employed, or not employed, within real world contexts.

## 5C- CAPACITY TO CARRY OUT EFFECTIVE HUMAN RESOURCE MANAGEMENT

**Area:** Communicate and interact with a diverse and changing workforce and citizenry

**Competency Capacity Addressed:** Capacity to carry out effective human resource management.

**Title/Label of Evidence:**

1. VCWA Organizational Assessment
2. Viability Program Thick Description

**Type of Evidence:**

- o Internship artifact for (identify internship): Viability Program
- o Course assignment for (identify class): PA 302

**Self-Assessment Score:**

3

**Criteria you have met:**

Demonstrates a capacity to identify and manage the necessary human capital to carry out a task or function within very specific contexts or situations.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix D and Appendix N

## Rationale for Competency #5C

The capacity to carry out effective human resource management is crucial to the focused productivity of an organization towards its administrative capacity and overall functionality. Through my VCWA Organizational Assessment (Appendix N) and Farm & Forestry Viability Program reflection (Appendix D), I am able to point to instances in which I have identified and managed the necessary human capital to carry out a task or function within very specific contexts or situations.

When I was an evaluator for VWCA, there was an entire section of my rating, interview, and observation focus dedicated to assessing the non-profit's human resource management. Board commitment and composition received a basic score due to interviews that revealed a lack of variety among Board composition, a slack attitude regarding Board meeting attendance, and often disconnected communication between the internal team and VCWA Board. In terms of the CEO/executive director and/ or senior management team and financial judgement, I rated VCWA very high due to the apparent unity of the team, an evident result of strong human resource training by the executive director. In only a few years, the ED has multiplied VCWA's donor and sponsorship, trained and developed a small, yet strong staff, and increased programming and events as a nonprofit that depends on several types of local stakeholders' support in order to achieve aforementioned tasks. She also displayed a high level of capacity for financial judgment, risk-taking, and maintaining influential relationships. My ability to identify and assess how to manage human capital to carry out a task through this project prepared me for when I would be in charge of creating similar procedures.

As for the Viability program, I was responsible to creating a system to organize communications, incoming applications, and grant contracts and legal documents for food and farm businesses throughout the state of Vermont. As detailed in my thick description of my experience as a Program Assistant for the state-funded program, I had to learn to prioritize a number of responsibilities pertaining to the management of grants: the team and I determined if application deadlines could be extended, and for how long, scheduled regular grant committee meetings for the entire Viability team on days that corresponded with the grant disbursement timelines, and streamlined the process of contract agreement signatures and invoice submissions and check requests. My job description was to be the Viability Team's human resource manager in terms of grants paperwork, and I quickly learned the importance of organization and frequent communication with both my team and partners in order to remain efficient. Many of the tracking spreadsheets were used as regular benchmarks for the entire team as we reviewed grant applications, made recommendations for funding, and provided simple versions of grant requests to our advisory grant committee.

My examples of initiated projects or systems designed to improve human resource management practices during both my internship at the Fresh Air Fund and my time working part-time with the Viability Program exemplify my capacity to carry out effective human resource management.

## 5D- CAPACITY TO USE AND MANAGE INFORMATION TECHNOLOGY WITH INTERNAL AND EXTERNAL AUDIENCES TO ACHIEVE PA GOALS

**Area:** Communicate and interact with a diverse and changing workforce and citizenry

**Competency Capacity Addressed:** Capacity to use and manage information technology with internal and external audiences to achieve public administration goals

**Title/Label of Evidence:**

1. PA 302 Case Study 1
2. Viability Program Reflection

**Type of Evidence:**

- o Course assignment for (identify class): PA 302
- o Internship artifact for (identify internship): Viability Program

**Self-Assessment Score:**

3

**Criteria you have met:**

Can identify how IT impacts workplaces, organizations and public policy. Can diagnose problems associated with IT tools, procedures and uses. Can articulate how IT application is reshaping PA practice.

**Instructor Assessment Score:** \_\_\_\_\_

**Checklist:**

- o Evidence is located under: Appendix L and Appendix D

## Rationale for Competency #5D

Information technology can be used in a myriad of ways to achieve public administration goals. Internally, record keeping, communications, and monitoring and evaluation have become easier to streamline and make more efficient. Internal reporting can be used to export data to external audiences in a way that is clearer and increasingly more rapid. However, lack of training and/or adherence to electronic monitoring or reporting can lead to a paper trail of recorded failures or scandal within an organization, and the pressure to rely more and more on technology can create an organizational culture that ignores older generations not well versed on the newest updates and can lead to a loss essential elements of the “human touch.” I evidence both opportunities and drawbacks to IT tools, procedures and uses in workplaces, organizations and public policy through Case Study 1 (Appendix L) and my thick description about the effects of going fully remote at the Viability Program (Appendix D).

For Case Study 1, we were given a fictional scenario in which I wrote an op ed piece the local newspaper from the perspective of the Executive Director of Express Transit, a bus company that has just been exposed by the media for maintenance malpractice and declining services. The Case Study articulates Express’ position on the matter and the goal of this piece is to assure the public that our buses are safe and reinforce the appearance that we are “fixing the problem”. I take accountability in the case study for the clear mismanagement and unsafe conditions and make promises about the diligent processes working to renovate new IT systems that will includes all levels of the organization (inspectors, mechanics, supervisors, and managers). “Reporting will be seamless and consistent throughout facilities and shifts. We will work together through regular trainings and check-ins to ensure a transparent and respectable workplace,” I write, although in reality, the execution of these types of mandates are rarely easy, especially if they are being implemented at an already disjointed team environment. In the case of Express Transit, the absence of efficient use of IT for reporting resulted in a public apology and an unsure future for the company.

In the case of the Viability program, especially in March of 2020 when the COVID-19 pandemic brought the world to a standstill and all applicable workloads online, IT application definitely began reshaping public administration practices nearly overnight. For a period, rapid email correspondence was no longer expected, grant and contract deadlines were extended, and the rules for document signatures and application attachments were now obsolete. The use of IT during the pandemic was absolutely essential, since the call for social distancing made all in-office work impossible. Daily check-ins on the video call software called Zoom became the commonplace tool for connecting teams and having face to face communications. Personal device communications between colleagues and service providers and clients also went from being wildly informal to absolutely necessary as office work phones were no longer accessible. Online networks and databases were now the only form of filing and ways to access service provider and client data. As I detail in the Viability thick description, my access to email and ability to receive grant applications, track received materials on Excel spreadsheets, and communicate via Smartphone and computer with my team as well as program clients was all only possible through the use of IT.

Both my case study and thick descriptions evidence my capacity to use and manage information technology with internal and external audiences to achieve public administration goals.

## Summative Final Reflection

I entered the MPA program in 2018, quite literally fresh off the plane from Mozambique. I visited UVM and CDAE once during a short visit to the U.S. nearly ten months prior during a 3-week visit home in the U.S. from Peace Corps service. I had only an inkling of what to expect, as my only introductions had been with a couple of first year MPA students, Julie Starr, and Ned McMahon. I sat in on one of Assim Zia's policy courses during that visit, with conversation around policy frameworks traveling gracefully over my head at the time. I knew that public administration had ties to improving the kinds of funding, resources, and opportunities I had watched trickle down into my small farming community in Chicumbane, Mozambique over my two years of working there and coordinating projects backed by the Peace Corps, US AID, and other federal funders. As an American health outreach volunteer, I had had access to funding that resulted in a multitude of projects during my service: the construction of an incinerator, a mosquito net distribution, a malaria mural to promote preventative measures and public health education, and the coordination of a leadership conference for the young people I worked with in my village and surrounding regions. I had accomplished some promising projects alongside my counterparts in Chicumbane but was always left with the feeling that I should be doing more. That I could do more if I *knew* more. Hence, earning a Master of Public Administration to learn to lead and develop the types of policies, programs, and organizations that would serve the underserved, and provide more access to the basic human rights that these communities deserved seemed a spot-on next step.

What I got from the MPA program was an insight into a plethora of interconnected ways our public and nonprofit sectors impact the administration of public services. My experiences throughout the program were incredibly nuanced, as I had little experience in research methods, policy studies, or public governance, but knew well the public service perspective and how to connect and interact with diverse and changing workforces and citizenries, both at home and abroad. Courses like research methods, public and nonprofit budgeting, and community resiliency pushed me to learn new ways of thinking and making sense of societal problems whilst providing feasible solutions. International NGO management, community and economic development, and organizational theory and behavior solidified my interest and confidence in my abilities to lead, connect, and work alongside at-risk communities. My ideas around the terms "developed vs. underdeveloped" was challenged in my first semester and continues to challenge me as I complete this terminal degree. What makes one more or less "developed" than another? His or her access to education, healthcare, employment, and goods? Or is it one's access to love, belonging, community, agency, and freedom of thought? I am excited to apply the possibilities of public sector opportunities that will continue to build upon my competence to understand, employ, carry out, lead, achieve, and appreciate the values and foundations of public administration. Perhaps I'll start my own nonprofit or foundation along my journey or become a niche grant writer or program director for the missions and causes that move me. I am also interested in interweaving my love for program development with my first love, writing, and connecting in a creative way to the stories and realities of those whom we serve in this field. Sometimes service can look like helping to put food on table, medicine in cabinets, and roofs over the heads of safe, healthy families. Other times, it can look like giving a voice to those same families through means of media and art, connecting public administrators to the unique and very real challenges of those groups in ways never explored before. I sincerely hope to have the opportunity to do both over the course of my nontraditional and multi-hyphenated career.



## Recognition & Appendices Introduction

The remaining portfolio contains my appendices that are referenced as evidence for the rationales that make up my Capstone Portfolio. Appendix entries range from research papers and summative essays, to case studies and internship/job reflections. I am extremely proud of the work I was able to produce during my Public Administration program with the Community Development and Applied Economics Department at the University of Vermont. I would like to thank the professors, faculty, and staff who so consistently supported both myself and our entire cohort throughout our time at UVM. Our rigorous, comprehensive learning courses and experiences were applied at our internships and work opportunities; they will continue to inform the rest of our careers in public service and beyond.

I am incredibly grateful.

Ashia Gallo

## Appendix A

### FCC Net Neutrality Reversal and Protections for Internet Users

Ashia Gallo

#### *Introduction*

The Federal Communications Commission (FCC) is an independent, federal bureaucratic agency that acts as a legislature by writing and enforcing regulations concerning radio, television, wire, satellite, and cable to control interstate communications. Ajit Pai, the President Trump-appointed chairman of the FCC, has made waves over the last couple of years following his reversal of net neutrality, the heavily Obama-supported regulation that called for a number of regulations on internet service providers (ISPs)/wireless providers. He has expressed support for ISPs, like Comcast and AT&T, with simultaneous condemnation of tech giants, like Facebook and Google. Pai's issues with these popular digital platforms have included an alleged lack of transparency, user privacy, and online expression. Pai and the FCC repealed these regulations in 2017, claiming this was a move towards more competition and freedoms within the telecommunications industry. However, granting big business ISPs a near monopoly on the internet and their consumers' internet access may be creating an environment where ISP will have the opportunity to gain *too* much control over the Internet. Pai's decision to reverse net neutrality came during a time when the power and access of the tech giants, namely Facebook, was being questioned by Trump and Washington DC, bringing into question whether Pai's position was more about politically aligning with stakeholders than performing presumable apolitical bureaucratic functions. Many states, consumer advocacy groups, and tech companies are fighting back against these repeals, warning citizens that Pai's decisions are based more on support for big business than for the protection of consumers' rights. The FCC's role in net neutrality, influence over the future of Internet, and public pushback against these decisions effectively highlight various concepts discussed in the Foundations of Public Administration course; this assessment will synthesize these concepts and reinforce public administration theorists' views and themes on the challenges of governing public bodies.

#### *Social Media vs. ISPs: Threats to Internet Freedoms*

Pai has implied the government should impose more regulations on tech giants like Facebook, Twitter and Google, arguing these companies owe their customers and the public more information on service operations, customers' information privacy, and clarifications of why some posts are flagged/blocked and users suspended while others skate by without consequence. He is arguably attempting to incite similar distrust for these popular digital platforms as net neutrality regulations did against ISPs; restrictions prevented providers from slowing down or speeding up access to certain websites or playing favorites in the market by throttling or blocking content/websites that they disagreed with. The power and frequent abuses of bureaucratic leadership due to self-regulation and high levels of influence placed on bureaucrats by Congress reflects the control of bureaucratic theory. The theory defines the distinctions between political and administrative actors and the politics-administrative dichotomy that creates a distrust of administrative powers. It would be concerning if Pai, who atop the organizational hierarchy as chairman of the FCC, is only targeting these media platforms for political gain. Trump, who appointed Pai, also accused Google of suppressing conservative voices.

The support for Trump's claims is adding to the widespread distrust of Pai, generating a "crisis of legitimacy" (Rosenbloom 1983). According to public administrative theory, the three major dimensions of public administration governance (legal, management, and political) have been thrown out of balance as Pai and the FCC were sued by The New York Times for alleged misuse of managerial powers. Politically, the FCC claimed that the regulation reversals were for the ultimate good of the lay public, showing consideration for those who are not in power by using FCC's administrative position to open up the telecom industry. His managerial approach, supposedly benefitting the masses, instead created ambiguity, and has resulted in the suspicions against Pai's deregulation motives. The legal implications of these executive decisions reveal possible interference to data collection processes used to accumulate public feedback upholding reversing net neutrality rules. Many of these uploads were allegedly fraudulent and submitted in random people's names without their permission. The possibility that Pai manipulated public support evidence in order to achieve a victory for big business would be a significant abuse of administrative power, especially in light of his recent shaming of those tech giants for similar actions. ISPs' total access to internet users creates a pluralistic political system that, as Rosenbloom writes, leaves internet users "powerless" and in need of protections. This was overlooked for the sake of backing ISPs, who share many political interests with the FCC. If the FCC did fabricate public support of the appeal, an abuse of the quasi-judicial functioning of administration would have occurred against substantive consumer rights of citizens.

Pai has, in turn, called many of the tech company operations "illegal" and argued that "the Internet should be run by engineers, entrepreneurs, and technologists, not lawyers, bureaucrats, and politicians" (Corbet, 2018). His adamancy to roll-back Obama's regulation and propensity to fall in line with Trump support of ISPs is an example of Linbolm's root method. Pai is using a means to clear ends rationale to address complex problems and generate a series of values and goals approaching policy formulation (or in this case, policy reversal). If the ends were to provide Internet protections for start-up tech and internet innovators, reversing net neutrality was not the means to do so. In fact, deregulation can slow or completely block consumer access to several platforms, as well as put small internet companies out of business completely. However, Pai is focused in on tech companies being the root of the problem, not ISPs, meaning he intends to create a narrative where the means of regulating social media and digital platforms will lead to ends of online freedoms. Pai's decision to reverse net neutrality came during a strategic time when the power and access of the tech giants, namely Facebook, was being questioned, especially by conservatives. Facebook CEO Mark Zuckerberg was called by the Senate to testify about the impact its political ads may have influenced the 2016 presidential campaign. Distrust of social media was high, and a net neutrality reversal meant (among many other changes) more competition and less control of internet mediums for Facebook and Twitter, while Comcast and AT&T would have the ability to limit dissenting opinions by implementing paywalls and throttling speeds. Pai's use of a policy window, as detailed by Kingdon, was at play and helped him to advocate for a major repeal during a politically significant time. The ease at which this repeal occurred and the last questionable effects it will have on citizens' freedom online begs the question, "how often is plain dumb luck responsible (Kingdon 2004)?" With the new lawsuit filed by the press against the FCC, Pai is not only using a social equity approach for FCC regulation, but is also deepening the fissure of distrust of administrative and executive power.

## Citizens or Customers: FCC's Role in Consumers' Rights Without Net Neutrality

Although Pai has already rolled-back the 2015 FCC order to impose net neutrality rules, ISPs and the broadband industry are still seeking to prevent administrations from imposing a similarly strict set of rules in the future. The Supreme Court, however, denied ISPs' requests. The Pai-led FCC is defending its net neutrality repeal against several lawsuits, including 22 state attorneys general, consumer advocacy groups, and tech companies (Brodkin, 2018). The question remains: did Pai repeal net neutrality for the good of the "people" or for the good of big business? Since the start of his tenure, Pai and the GOP have targeted and abolished numerous, basic consumer protections. These deregulations have included reversing basic privacy rules governing the sale and collection of private data, and rules that protect consumers and competitors from being nickel-and-dimed by telecom monopolies (Bode, 2018). Pai has also attacked efforts to bring competition to cable boxes, undone broadband programs for the poor, condemned states' rights to protect consumers or build their own networks, and basically obliterated the FCC's ability to protect the public from monopoly power online.

Major tax cuts for ISPs and reduced local authority over cellular tower placement have also been highly controversial policy orders fulfilled by Pai. What are the gains from these deregulations? In addition to more competition and freedoms within the telecom industry, Pai has argued that his ultimate goal is a dramatic spike in next-gen "5G" network implementation, causing a "big boost" in sector investment overall (Bode, 2018). The 1993 Report of the National Performance Review focused on creating a government that works better without the high costs and bureaucratic red tape. The Review argues that regulations prevent individuals in government organizations from being innovative and improving the efficiency of their organizations for citizens. The aforementioned ambiguity in Pai's managerial approach toward net neutrality deregulation could be argued a tradeoff for productivity and the shedding of bureaucratic "red tape" in order to fulfill what may be an economically and technologically innovative decision. However, similarly to former FCC bosses who've claimed destroying consumer protections and regulatory oversight of ISPs will be good for the market, there are no facts supporting such claims. Instead, administrators overseeing the unlimited access of broadband industries are quite obviously engaging in deals that benefit wealthy owners and stakeholders while disadvantaging the citizens who use their services.

As Frederickson argues, the adaptation of a new public administration adds social equity to the objectives of the rational and rejects classic public administration, which has focused on top-down efficiency. Frederickson is clear that administrators in the classic form of leadership (as we are seeing with the FCC) are not unbiased and, because of this, inhibit social equity and overall citizen benefit. A new commitment to both good management and internet-user justice are essential. In the case of deregulation within the FCC, classic public administration has caused net neutrality to define the difference between viewing the populous as citizens vs customers, distinctions also explored by Crenson, & Ginsberg. For customers, net neutrality deregulations give Americans less options and monopolize the telecom market for ISPs. For citizens, companies like AT&T, Verizon, and Comcast all inhibit more power to influence tech policy agenda. It is not too late to turn these trends around. What the FCC and telecom sector desperately need are intelligent tech policy and regulatory solutions with an unwavering focus on driving broadband competition in whatever form that takes (Bode, 2018). Recommendations include eliminating ISP-

written state laws banning towns and cities from exploring alternatives to purely private networks (public/private options). Bryson & Crosby and Salamon explain the reasons cross-sector collaboration solutions are important and their theories can be used to address the complexities of tech regulations and policy. These collaborations are ideal because of the multiple actors (FCC, State governments, Supreme Court, social media, ISPs, etc.) with many different skill sets approaching the problem and being able to tailor their approach for the good of citizens, as Salamon explains it. Including the input of these various players increases social equity and a fairer stake in the future of consumer rights online.

### *Public Participation Against Net Neutrality Repeal*

The opportunity for reversal of the net neutrality repeal decision is slim, but still possible. Advocacy groups representing individual internet users and tech business owners are pressuring lawmakers into signing the Congressional Review Act (CRA) resolution to restore net neutrality before it expires in December 2018. Although there is almost no Republican support for forcing a vote to restore net neutrality, advocates from every political persuasion and background are fighting for the restoration of protections against blocking, throttling, and new fees that were repealed by the FCC. Net neutrality defenders view the Internet as an unprecedented platform meant for the free exchange of ideas. They believe that, without regulations, monopolistic Internet providers like Comcast, Verizon, and AT&T — some of the least popular companies in the United States — will become the dictators of our online experience: they'll control what we see, where we get our news, which businesses succeed, and which ones fail. The FCC ignored the voices of citizens and experts alike in a repeal proceeding overrun with identity theft and fraud. "Poll after poll shows that the overwhelming majority of people from across the political spectrum support strong protections against blocking, throttling, and paid prioritization of Internet content (Future, 2018)."

As King et. al. explains in his reading overviews authentic participation in public administration, the way public participation is currently framed leads to power struggles and puts the public and their administrators at odds with one another. The barriers to authentic participation can all be seen in this struggle between free Internet advocates vs. the FCC. It is interesting how the nature of life in contemporary society actually does majorly involve Internet use for the coordination of day to day lives, from work, to academics, to how we communicate with people in our lives. However, the threats to the free and open uses of the Internet are being threatened by net neutrality's repeals, and most dissent is coming from those in the tech world who will feel its affects them more directly in terms of competition and visibility. The administrative process of having to persuade bipartisan lawmakers to repeal also hinders participation from citizens who may care, but do not want to feel burdened with the pressure to persuade lawmakers to sign the CRA resolution when their party loyalty has likely already made up their minds. Lastly, the techniques of participation being used here include efforts website owners and tech business leaders directing people via social media posts, banner ads, and website alerts to a "deadline for net neutrality" page, where they can sign an open letter to Congress (Brodkin, 2018). While the tactic for participation promotion seem simple enough, citizens see new petitions and calls to contact their Representatives for one social issue or another each passing week; the policy windows and concern for free-use internet are just not as appealing as gun control or women's rights at the present moment.

While many of the consequences of net neutrality reversal may not significantly affect the lives of the wealthy and privileged majority who are making these decisions, ISP monopolies will give the average citizens far less choice and have additional repercussions that may be unforeseen. Numerous internet giants, through industry groups like the Internet Association and Incompas, are focusing much of their money on lawsuits against the FCC, arguing that its decision to discard its net neutrality rules was indeed illegal (Finley, 2018). A few states have also passed their own net neutrality protections, though it's not yet clear whether those will withstand legal challenges since the FCC claims authority to preempt state laws on the issue. These states and industry groups are clearly reflecting roles as Couto's mediating structures, defending consumers against the FCC through organizing increased social and economic equality and communal bonds. The role of industry groups in this case focus on the potential of empowerment that mediating structures hold in representing minority or underserved groups by giving them a means to come together and have a voice, though the challenge of these structures can often maintain systemic inequality by benefitting higher class groups who are able to donate more to the cause and will likely benefit more from the ends (Couto 1999).

The next move is now placed on lawmakers, who must now balance their authoritative roles between demands of citizens and evident decisions already made by another administrative body, the FCC. The conflict highlights concepts of authority explained by Presthus, where lawmakers' authority is interrelated with perceptions of opposing citizens and consensus among political party, with the deciding factors belonging to individuals with their own interests. The fluidity of authority can be seen in this and every political issue. The stark pushback of advocates and mediating structures against Pai can be used as evidence of his lack of genuine authority, which is illegitimated through lack of acceptance by those exposed to and suffering from it (Presthus, 2001). The pressure for lawmakers to oppose their own political parties despite what may be beneficial for the lay public furthermore confuses House members' loyalties to their constituents, political missions and obligations to the general public that they serve; this onus supersedes any personal issues. To distance themselves from the duties of a citizen representatives vs. politicians en lieu of moral concerns can be seen as "a form of [...] moral self-indulgence (Thompson, 2017). The call for the reversal of FCC rules stands as an example among many challenges in our political system pertaining to alliance, administrative ethics, accountability and responsibility.

### *MPA Competencies*

The reversal of net neutrality rules continuously unfolds as a decision in which the rights of consumers, protections for the public, and repercussions for access changes to Internet seem negligible in comparison to political vendettas and bipartisan allegiances. The FCC execution of regulation reversal, a decision saturated with controversy and allegations, omitted democratic accountability for the eventual affected public. Public governance competency was not executed well by Pai, whose personal interests limited his implementation of understanding accountability and democratic practices. The deregulation of net neutrality did stream though an effective, albeit controversial, policy cycle when there was room for digital platform distrust and a general miseducation about exactly what net neutrality is. Although the Internet is important to citizens, general capacity to analyze policy implications are not universal. Therefore, Pai using problem

identification to deregulate ISPs shows a strong use of policy process. While capacity to lead and take action was strong in this case, the propensity toward a public service perspective is weak. The means-ends practices did not correlate with social or economic equity among citizens, leading to a public backlash for lack of authentic participation in the repeal process that will affect Internet usage and freedoms for all. The advocations of interest groups and mediating structures to back maintained protections, however, demonstrates facilitated improvement of inequitable situations through action. Overall, the federal lawmakers, the FCC, the public, and all Internet users are affected by this current event in ways that will be implicated in the future of our online experiences.

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## Appendix B

### **Student Led Presentation: Leadership People-Oriented Skills**

#### *Article Summary*

Van Wart's "People Orientated Behaviors" focuses on how people skills need to be oriented and incentivized within the "personnel-intensive public sector" (Van Wart, 2005, p.191). He writes about the five people-orientated behaviors effective managers must master to enhance leadership effectiveness and incorporation of subordinate consideration within the workplace: consulting, planning and organizing personnel, developing staff, motivating staff, and building/managing teams. Consulting focuses on involving people in decision-making in order to solicit information, suggestions, and ideas that can benefit individuals and the organization. The coordination of people and operations within an organization and assuring competency within roles make up planning and organizing personnel behaviors. Developing staff takes many people-oriented skills in leadership because a strong staff is reflected by how effective workers are in current positions as well as how prepared they are for the next position and step (a rare investment in most low-wage and/or generalized occupations). Motivating staff also calls for skilled leadership talent, as enhancing "inner drives and positive intentions of subordinates" (Van Wart, 2005, p.213) takes a certain understanding of psychology and emotional intelligence. Finally, building and managing teams calls for leaders to enhance identification of workers with their workplace, encourage intra-member cooperation.

Van Wart's observation of people-oriented leadership skills is significant in every organizational area, but especially in the public sector. The prioritizing of a happy, inclusive, and skills-building workspace is beneficial to both the health of the organization and to individual development of a workforce. High turnover and poor public perception are the results of organization who lack people-oriented leadership.

#### *Current Event*

Nipsey Hussle, a 33-year-old Grammy-nominated rapper, philanthropist, and entrepreneur well-known for his uplifting messages of peace and neighborhood investment within the Los Angeles community, was fatally shot outside his clothing store in L.A.'s Hyde Park neighborhood on Sunday afternoon. Hussle was shot multiple times in the parking lot of The Marathon Clothing, a store he opened in 2017, after arriving to provide free clothes to a close friend who had just been released from prison. He was pronounced dead at a hospital, police sources said. The shooting left two others wounded, according to police (Griffith 2019).

The slain rapper, Jay-Z's Roc Nation entertainment company, and leadership from the Los Angeles Police Department were scheduled to have a groundbreaking community-focused meeting on combating gang violence on the Monday after Hussle's death. LAPD Commissioner Steve Soboroff expressed shock in a press conference at the rapper and entrepreneur's untimely demise, professing in a tweet that "many of us will join together to stop whatever caused your, and so many other tragic unnecessary killings."

One of the most devastating components of this loss has been the lost opportunity for a people-oriented solution by two leaders in the community, street bureaucratic LAPD, and community-recognized organizer Hussle. The long-time struggle against poverty-related gang violence within the community is long documented, and the prospect of the police force consulting with community leaders whose voices will register with the youth in an effective way was brutally robbed, leading Hussle's murder to be the center of immense public grief and attention. The coordination of the LAPD and street leaders would have provided a chance for motivation in both of these well-meaning entities and the building of supportive teams through enhanced identification with the neighborhoods the LAPD serves.

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## Appendix C

### PA 395 International Development NGO Management Mid-Term Exam

#### **NGOs and Funding Partnerships in International Development Work: Opportunities and Challenges**

International development non-governmental organizations, or NGOs, are multifaceted entities working towards humanitarianism by addressing the social issues of a community, country, or region. I had the opportunity to work with an NGO, the Elisabeth Glaser Pediatrics AIDS Foundation (EGPAF), at an eye-opening, grassroots level during my Peace Corps service in Mozambique in conjunction with my rural hospital in the village of Chicumbane. I played a participatory role in the organization of project ideas, compilation of HIV initiative-focused grant proposals, and implementation of activities that served our community and built human capital amongst myself and my counterparts. I learned about the influence of Peace Corps as a government agency and its partnership with EGPAF; I witnessed what was expected of our community chapter in terms of monitoring and evaluation for efficient reporting. Partnerships of NGOs and various stakeholders consists of a cooperation among foundations, companies, governments, etc. to provide funding and other resources for NGOs to help them to function. While these partnerships offer significant opportunities for financial resources, management experience, networking with policymakers, and productivity within the development world, they also offer challenges of interest conflicts, detrimental competition and sustainability limits. The acknowledgment and understanding of these challenges, as well as how to address and resolve them, will be crucial to the future success and effectiveness of NGOs.

Many countries in the developing world face the uncomfortable reality that their governments do not (or cannot) address dire social issues on a community level that would drastically improve the lives of citizens in an effective way. In Chicumbane, for example, the community is ravaged with high HIV rates and minimal prevention and treatment education. EGPAF provides vital support to both facility and community-based programs working to expand access to HIV prevention, care, and treatment services for mothers around the world while relying on strong networks of mothers living with HIV and helping them to understand and live with HIV (McLeod, 2014). According to Marie McLeod, the Director of the Peace Corps' Office of Global Health and HIV and former Agency for International Development (USAID) liaison, the partnership between EGPAF and Peace Corps exemplifies a successful link amongst a well-known public health NGO and U.S. government volunteers to accomplish international development work in the hardest-to-reach areas of the world. NGOs partnering with government actors can offer unique opportunities, such as with my connection as a Peace Corps volunteer to funding from the U.S. President's Emergency Plan for AIDS Relief (PEPFAR). This collaboration led to the construction of an incinerator which would effectively dispose of toxic waste in a much safer manner than nearby trash pits, alleviating the concern of accidental disease contraction due to improper waste management. The idea that NGOs engage more directly and effectively than governments with citizens in the developing world, especially among those living in poverty, women, and/or minorities normally excluded from economic and political participation within existing social structures, has attracted Western government partnerships with development NGOs across decades.

The participation of governments in the operations, goal setting and monitoring of an NGO, however, can lead to many pitfalls in the fundamental goals an NGO may have. After all, the goal of NGOs is to exist as essentially non-governmental. While a government may provide specialized services, reduced costs, and access to resources, the top-bottom organizational structure also limits NGOs' potential in overall messaging. The controversy of this type of partnership is rooted in the risk of funding focusing on political goals, not developmental ones. NGOs can be divided into advocacy or service delivery organizations based on their functions. Service delivery NGOs, who aim to benefit society through providing specific resources to combat issues of health, education, food security, natural disasters, etc., do not always change the social structures that generate and reinforce poverty. They instead frequently focus on resources distribution as opposed to resolving the deep-rooted, collective problems. Cross-national levels expertise and finances offered from government entities are rarely sustainable. It is also difficult to grow from initial investment if much focus is put on maintaining government funding, policy, and ideals and opposed to an NGO's original purposes. Advocacy NGOs often defy governments with goals that may not parallel those in power and do attempt to address greater social issues. This conflict of interest can result in advocacy NGOs receiving less funding from outside governments who do not wish to "rock the boat." NGO labeling has important resource and policy implications in terms of 'who is in, who is out, and who gets what' (Lewis, 2010). The oversaturation of NGOs, their types, and which fall in line with the policies government partners would want to fund and support encompass the challenges these partnerships are likely to face.

NGOs can also receive funding from private donors, foundations, for-profit organizations, and other grant-offering partners of the private sector. These partnerships create more opportunities for NGO expansion and reaching more host country nationals in need of services. Also, local NGOs are more likely to receive money directly with less political implication, generating new and diverse ideas. The face of donorship is changing, with philanthropic actors from China, South Korea, and the Gulf States partnering with third world NGOs with anti-ideology views, promoting self-reliance and partnership "in contrast with Western nations who offer charity with one hand and conditionality with the other (Lewis, 2010)." In the past, corporations were not considered as humanitarian-focused and therefore not viewed as options for partnering by NGOs. However, non-profit organizations like the Institute for Sustainable Communities (ISC) have partnered with unlikely for-profit donors such as Walmart, Citi Bank, and Apple as a part of their initiative to work with "socially responsible businesses committed to addressing the impacts of economic growth on livelihood and the natural environment (ISC, 2018)." The ISC has joined a number of partnerships with governments, other non-profits, foundations, corporations, public/private and community-based organizations in order to fund and sustain environmental health projects all over the world.

Complexities arise when NGO partnerships become payments to carry out the work and implementation the agendas of others. As Lewis (2010) quotes, 'he who pays the piper plays the tune,' and while partnerships expand an NGO's ability to reach more people, they can also limit an organization's autonomy and independent vision. While the ISC maintains an impressive number of partnerships that allow for its projects to thrive in the U.S., China, Bangladesh, and India, current ISC President George Hamilton admitted how "complicated [it is] to manage several funding relationships." While the ISC learns about the environmental needs of different communities and what types of projects local experts wants to work toward, the NGO must also cater to the direction that funding partners may want to focus on to ensure more opportunities and an outcome that pleases all parties involved. In some instances, the funder-NGO relationship

becomes more of a parent-child relationship than a partnership. Or worse, major donors with significant financial power can dictate political interests of a particular developing community and even country for the sake of keeping the money flowing. Too much of a focus on partnerships goals and accountability and not the core values of the NGO can lead to an organization's eventual dissolution (Fowler, 2010). Another challenge of private sector partnership has become partners buying into non-profit brands, not causes, in order to claim presence across the globe (Fowler, 2010). As NGOs follow this trend of their funders, they become more focused on global branding and communications than programming initiatives. Partners like the American Red Cross can be spotted on the scene of many natural disaster emergencies and have spread their brand and become a well-known nonprofit around the world; they've also, however, been criticized for being experts at raising money through visibility then not knowing how to manage private donations and choosing unreliable partnerships, resulting in many natural disaster survivors never receiving these donations.

International development NGOs aspire to master management shortcomings and engage in mutually beneficial partnerships in order to enact real change for communities in need. The interconnectivity of an NGOs relevance, legitimacy, and sustainability results in organization beauty, or attractiveness, while the strategy of achieving this intersection is the 'grand, conceptual *how*' (Fowler, 2010). In Fowler's (2010) effective strategic planning model detailing the steps and challenges necessary to achieve organizational beauty within an NGO, he outlines how to avoid partnership pitfalls that most NGOs come to face at some point. He recommends understanding donors' priorities, warns against facilitators or consultants being employers on a one-off basis and not a partnership basis, and promotes donor relationships keen on funding self-sufficiency efforts. Strategic planning processes need to occur together with community contribution and without the inflexible conditions attached to donor money in order to establish a genuine partnership. Organizational-based funding, as opposed to project-focused, should be prioritized to ensure long-term and beneficial partnerships. NGOs are significant players in the development world and have the potential to create more efficient management practices overall. They better understand the sector of development from an on-the-ground perspective and, with improved partnerships with donors and working together to build human capital locally, will work to make significant community development impact for years to come.

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## Appendix D

### **FARM & FOREST VIABILITY PROGRAM PART-TIME PROGRAM ASSISTANT POSITION REFLECTION**

In January of 2020, I signed a six-month contract to begin working as the Program Assistant to support the Vermont Housing and Conservation Board's (VHCB) Farm & Forest Viability program, a state-funded agency tasked with managing conservation and development programs throughout the state of Vermont. I help to manage contracts and grant applications for farm and food businesses throughout the state, in addition to assisting these businesses in getting connected with our private, contracted business advisers and service providers to ensure the viability and longevity of their farms and food businesses. In March of 2020, the COVID-19 pandemic brought the world to a standstill and all applicable workloads online. I was still in my first two months of training and learning the how to manage and organize service provider contracts, farm grant agreements, and client correspondence at our office in Montpelier when all work became remote. Rapid email correspondence was no longer expected, grant and contract deadlines were extended, and the rules for document signatures and application attachments were now obsolete. The use of internet technology became crucial during the pandemic, since the call for social distancing made all in-office work impossible. Daily check-ins on the video call software called Zoom became the commonplace tool for connecting teams and having face to face communications. Personal device communications between colleagues and service providers and clients also went from being wildly informal to absolutely necessary as office work phones were no longer accessible. Online networks and databases were now the only form of filing and ways to access service provider and client data.

Most of my correspondence with farmers and their service providers remained via email, as it had been before the pandemic, but the levels of correspondence including clarification, policy changes, and regular check-ins shot way up. I still maintained my ability to receive grant applications, track received materials on Excel spreadsheets, and communicate via Smartphone and computer with my Viability team as well as with program clients. I was responsible for creating systems to organize communications, incoming applications, and grant contracts and legal documents for food and farm businesses throughout the spring grant round. I quickly learned to prioritize a number of responsibilities pertaining to the management of grants: the team and I determined application deadline extensions, scheduled regular grant committee meetings for the entire Viability team on days that corresponded with the grant disbursement timelines, and streamlined the process of contract agreement signatures and invoice submissions and check requests. My job description was to be the Viability Team's human resource manager in terms of grants paperwork, and I quickly learned the importance of organization and frequent communication with both my team and partners in order to remain efficient. Many of the tracking spreadsheets were used as regular benchmarks for the entire team as we reviewed grant applications, made recommendations for funding, and provided simple versions of grant requests to our advisory grant committee.

I was the main contact for questions for an active round of about water quality and business plan implementation grants applications from farm businesses in Vermont. All participating parties (the State of Vermont, VHCB, service providers, and clients) invest in the improvement of water



quality in Vermont and the decrease of run-off and farm-related pollution of our lakes and rivers, while also wanting to participate in the viability of businesses and farms throughout the state. I was present for the implantation of an operational policy change in relation to grant application reviews for the business implantation and water quality grants I was only meant to be responsible for organizing. The usual grant review process is written as followed (names have been omitted and replaced with position title):

- 1) *Applications come in to Viability Program Assistant*
- 2) *Viability and Conservation staff review applications individually*
- 3) *Viability and Conservation staff review meeting/discussion/develop initial funding recommendations and identify questions*
- 4) *(Program Coordinator) follows up with farms about questions*
- 5) *(Program Coordinator), (Program Director) and Conservation staff develop funding recommendations based on farmers' responses to questions and staff recommendations*
- 6) *(Program Coordinator), drafts memo, (Conservation Coordinator) reviews and adds in any info about current or previous conservation work, (Program Director) reviews and finalizes memo,*
- 7) *(Program Director) sends memo to review committee*

We saw the implantation of a completely new operational policy during the COVID-19 pandemic. Now, both myself and our team Outreach Coordinator on our Viability team were pulled in to help complete application reviews, due to capacity issues at the time. There was no Conservation team input, which was a major policy shift based on how grant approvals had always been done. The team's outreach coordinator and I would not have been authorized to make such high-level recommendations otherwise, and it was interesting to take part in an unprecedented process in order to get grant projects identified and accepted by VHCB for funding.

I came on board shortly before the implementation of a final grant opportunity, *The Blueprint*, with the goal of creating a collaborative network of organizations across the Northern Border region of New York, Vermont, New Hampshire, and Maine, to provide one-on-one business planning and technical assistance to farm and food businesses in each of those states. This more complex, novel experiment of inter-organizational collaboration called for meticulous organization (I created spreadsheets to track communications with entities in each state) and clear communication (planning of an annual conference with entire Northern Border network). Being able to execute the successful launch of the requests for proposals (RFPs) for an inter-state program like *The Blueprint* test evidenced my team's ability to effectively manage the web of moving parts that makes up cross-sector collaboration.

Overall, I was able to incorporate many of our public administration competencies into my work as a part-time program assistant, especially in the midst of crisis. I was also able to observe our team coordinator, and VHCB directors to watch and learn how they handled a rapidly changing, unprecedented crisis that was COVID-19. It was fascinating to see the ways in which the entire office worked together to keep colleagues connected and in-tune, both personally and professionally. We had all-staff meetings every Tuesday, when I would have the chance to announce grant updates and take questions from the staff. Albeit a bit intimidating, I grew as a public administrator who was able to continue tasks, manage a grant program, and support my

team all from home for half of my contract. I am grateful to have had the opportunity to maintain employment and gain such hand-on knowledge during a very unsure time.

## Appendix E

### Smart City Analytics Critique

Stimmel's (2015) chapter on Smart City Analytics discusses the common analytical approaches to design cities prepared for major threats or events that would disturb public safety (storms, riots, etc.). He explores how analytics can establish a baseline for smart cities to operate with on a daily basis, and how these ideas can be implemented with cost-efficiency. Stimmel begins by breaking down the types of models analytics must follow in order to fully optimize insights and outcomes; the models include descriptive, diagnostic, predictive, and prescriptive. Descriptive models cover what the event happened, diagnostic explains why it happened, predictive speculates what will happen, and prescriptive assesses which options create the most optimal results. My only critique in the initial defining on these models as the baseline for analytics is the absence of an evaluation or space for error review. Following this model does not guarantee success, and although later sections acknowledge the repercussions of failure in smart city analytics, a final model focused on assessment of the previous would have been useful here.

Stimmel continues by assessing the challenges and benefits of analytical models, highlighting the use of algorithms and statistics to uncover patterns and discover relationships to increase values. He explains how the best models do not just use pack but also pick the best data sources, algorithms, variables, and techniques that fit smart city business' specific problems. I appreciated the author's insistence on using analytics as an art in addition to a science here, is trust of algorithms and numbers singlehandedly is sure to be a challenge for those who are looking to adapt these systems. Analytical models are more valuable when they reinforce knowledge within a company, and to do so must be attained through partnerships between utility and data scientists. I also liked how Stimmel revealed the challenge for causation vs. correlation for data modelers in analytics, as we find in all research methods; he acknowledges how logical fallacies lead to false interpretations of data and this is a well-made point.

In the subsequent sections, I appreciate how Stimmel begins to provide more tangible and specific examples of smart city analytics and how data can be used to build them. He emphasizes that not all smart city applications and widgets need to be complex to necessarily be helpful. In his examples, he explains how most of us think machines diagnosing patients or video footage of all crimes when we think "smart cities." Instead, he wants for the reader to explore detailed location information for first responders and easier reporting of potholes by citizens. The absence of complex data and technology does not make it less effective. Stimmel also describes how we can use data collection to predict future actions, such as crime outbreaks and transportation (for ex. after the construction of a new downtown stadium) solutions. He then explains how humans are used in analytics as sensors. The prime example given are the capture of the Boston Marathon bombers, which was executed through TV footage, Twitter streams, smartphone triangulation, and digital images.

Although aforementioned examples give valid evidence as to why human sensors are beneficial in smart city analytics, I have many doubts about the rights to privacy citizens of smart cities actually result in maintaining. The article addresses this concern slightly, through a Privacy Impact Assessment revealed by the National Operations Center that is transparent about its monitoring of social media platforms. However, I question whether or not social media users and even those who do not indulge in providing personal information online are even given the option of opt out if they happen to reside in a smart city. This chapter continues to consider these ideas in

its exploration of the intersections of human and machine, realizing that human sensors are in a networked system of smart cities, and that human behavior is at the nexus of analytics. Although technology helps humans be more productive and makes things more convenient and organized, it “is not always designed to maximize societal goals.” Ultimately, data has become currency, not the technology itself, and we lose the awareness of what data, information, and solutions actually help us to move forward. Take the argument against the repeal of net neutrality, for example. It is essentially a fight over the selling of data, either for objectives of capitalism or political gain.

I have similar thoughts later on in the chapter when Stimmel discusses analytics as a service, and uses platforms such as Facebook, Netflix, and Uber as examples for a mutually beneficial developer-user relationship. Which technology and business do benefit from sharing across platforms, does multi-application interface also benefit the user? Facebook is the standout example, as the social media platform has increased its value and become more indispensable as its intersected with so many heavily used applications. However, if users feel obligated to Facebook for not only networking and keeping up with others, but also to run business, be considered for employment, and receive essential information, who can choose not to have a profile? The same goes for smart cities. If not all residents want to be included in the data sharing across city asset managers, service providers, and citizens themselves, do analytics force them to?

Cost-effectiveness depends on less customization and more interface of smart city analytics. Sharing leads to more flexible services and access to residents, as well as a plethora of cross-sector solutions. If we view data through issue and goal lenses and use multi-scale approaches to urbanization, smart cities can revolutionize the way that municipalities set goals. Stimmel’s examples include: addressing home energy inefficiency through decreased heating bills during winter, resolving neighborhood food deserts through development support for new grocery stores, decreasing pollution from household waste at a regional level, and reducing fossil fuel emitting depletion via fossil fuel use at a global scale. This goal-setting lens reflects goal-setting as opposed to agenda-setting through data collection.

In essence, mastering smart city analytics is a promising and essential in the foundation of smart cities and the types of problems it can address. I appreciated Stimmel’s highlighting the importance of setting foundations for scale and platform of analytics in less complex spaces. Infrastructures such as licensing schemes and preloaded appliances are examples of platforms Stimmel describes as where applications complete required computing operations. Initial analytical packages that are easily customized, such as traffic management and electricity demand, are the author’s recommended experimental realms. It is important to try out smart city analytics in less complex places to consider operations, service functions, and tools for urban residents. In doing so, data scientists decrease the chances for poorly executed smart city analytics, which would stall subsequent implementation trials. I appreciate how the chapter comes full circle in understanding the weight of possibility and responsibility users of smart city analytics take on.

## Appendix F

### **Air Pollution and Child Health Crisis in Ulaanbaatar: Restoring A Social Ecological System**

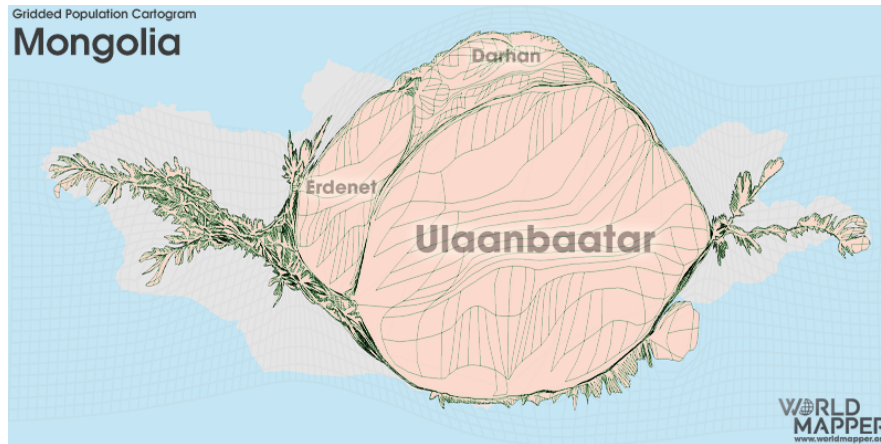
#### *Ulaanbaatar's Social Ecological System (SES)*

Ulaanbaatar is Mongolia's urban capital, where nearly half of Mongolia's three million people live. The migration from rural to urban areas ascended after the Soviet Union dissolved in the 1990s. Although the Mongolian economy grew at a fast pace afterwards and this landlocked nation emerged as a vibrant democracy, a third of country's population now live below the poverty line. According to the 2014 Climate Change Risk Index, Mongolia has become the eighth most vulnerable country in the world to the impacts of climate change. Winter conditions have become increasingly harsher, making it almost impossible for many nomadic communities to survive. Over the past decade thousands of nomadic herders have lost their animals due to a natural disaster in Mongolia known as *dzud*. In 2016, more than one million animals were killed by dzud, forcing the herders to seek new opportunities in Ulaanbaatar. The impacts of climate change and land degradation continue to increase the risk for more frequent and extreme dzud conditions.

The rapid and unplanned urbanization led to the expansion of “ger districts” in the suburbs of Ulaanbaatar (see Map 1). These large informal areas, where more than 60% of the city's population live (two-thirds of capital's 1.5 million), experience a variety of public health and environmental challenges. Among many factors, smog of ger districts, public and private transportation, and power plants have produced the majority of air pollution. Rapid growth of these areas and severe upsurge in air pollution has increased pressures on the government to pass policies to protect its air and the health of citizens. Outdoor air pollution is the most significant environmental risk faced by children in Ulaanbaatar, which led to UNICEF naming it a child health crisis. Children and pregnant women residing in the ger districts are at greatest risk. The majority of the air pollution stems from the use of raw coal and other solid fuels to keep these communities warm, leaving women and children exposed to the highest risk.

Spatially, I'll be focusing on the urban, industrial center of Ulaanbaatar and its surrounding ger districts where families reside. Over the past ten years, there has been a 270% increase in respiratory infections among children, who have a 40% lower lung capacity in the city. Although mass urbanization began in the 1990s, my temporal focus will rely on data since 2009 when research air pollution and climate change-related health risks in east Asia began to increase, as well as the present and future policies and action plans that have failed and been upgraded since the recognized beginning of crisis management in Ulaanbaatar.

Map 1. Gridded Map of Ulaanbaatar and Ger Districts



### *Key Components of SES*

Air quality and raw coal are the leading natural resources in the Ulaanbaatar air pollution and child health crisis. PM<sub>2.5</sub> levels—the measurement of ultrafine particles, mixture of solid particles and liquid droplets in the air— fluctuate as high as 130 times higher than WHO’s (World Health Organization) safe level during Ulaanbaatar city winters. PM (particulate matter) can carry carcinogens such as arsenic and mercury and are small enough to permeate most of the body’s defensive filters. It can cause severe health and economic damages. A number of key resources, ecosystem services, and stakeholders play a role in the complex system’s improvement of air quality and raw coal-use elimination.

#### **Air Pollution**

Sources of air pollution in Ulaanbaatar include raw coal burning for warmth, industrial boilers, dust emissions of construction, power plants, public/private transport, waste burning, smog of ger districts, motor vehicles and power plants. The geography and topography of Ulaanbaatar play a role in the severity of the effects of the pollutant sources. The capital city is surrounded by mountains, causing thermal inversion, when a cooler layer of air is trapped near the ground by layer of warmer air above, not allowing for dispersion of pollutants. The effects of thermal inversion are especially severe during winter months in the world’s coldest capital. The average January low is -27.4F (-33C), but temperatures can dip even further. On the coldest days, the stoves of hundreds of thousands of ger district homes burn in unison. Citizens use 1 million tons of coal a year. For the poorest families, their stoves burn plastic bottles and rubber tires.

Stakeholders primarily include all breathing Ulaanbaatar residents, especially mothers and children. Other stakeholders include industries and companies profiting from emission-producing machines and factories in the capital, transportation users and providers, and coal companies selling the coal to Mongolian businesses and families. Both coal and air are subsistence components, while the source of income by companies supplying coal or with industrial ties are economic components. The governmental action plans calling for the reduction and/or elimination of pollution activities provide political stakeholders. The National Program for Reducing Air and Environmental Pollution (NPRAEP) and the Master Plan 2030 for development to combat urbanization are examples of policies with much buy in from the Mongolian Prime Minister, urban

planners, and national/international backers. Finance and technology for clean heating solutions and emission reduction are consistent challenges.

### *Child Health Crisis*

For much of the lay public, the concern over ecological threats remain benign until they become human threats. In Ulaanbaatar, both threats are already coming to a boiling point. Major barriers to a systematic resolution in pollutant emissions include low awareness of the air pollution and child health connection, as well as a lack of access and insufficient antibiotics/medicines to treat children with pneumonia, bronchitis, etc. Families, public health experts, and medical providers in Ulaanbaatar represent the leading stakeholders of the child health crisis in Mongolia.

The impact of toxic air affects pregnant mothers and prenatal children. According to a 2018 report describing life in the most polluted capital in the world, “the toxic air could be snuffing out lives in Mongolia even before they begin; preliminary data suggests a 3.5-fold increase in fetal mortality rates between summer and winter and a near-perfect correlation between stillbirths and air toxicity (time).” Babies and young children are especially vulnerable to pollution because they have small lungs, breathe more rapidly than adults, and their immune systems are not fully developed. Pneumonia is now the second-leading cause of death for children under five in Mongolia, according to UNICEF. Additionally, children exposed to toxins in the womb are more likely to exhibit neurological disorders, behavioral problems, and have lower IQs and disease resistance. While stakeholders range from the Ministry of Health and political actors to hospital workers, the children and future generations of Mongolians are the ultimate and most direct resource dependents in this air pollution crisis.

### *Assessing Resilience*

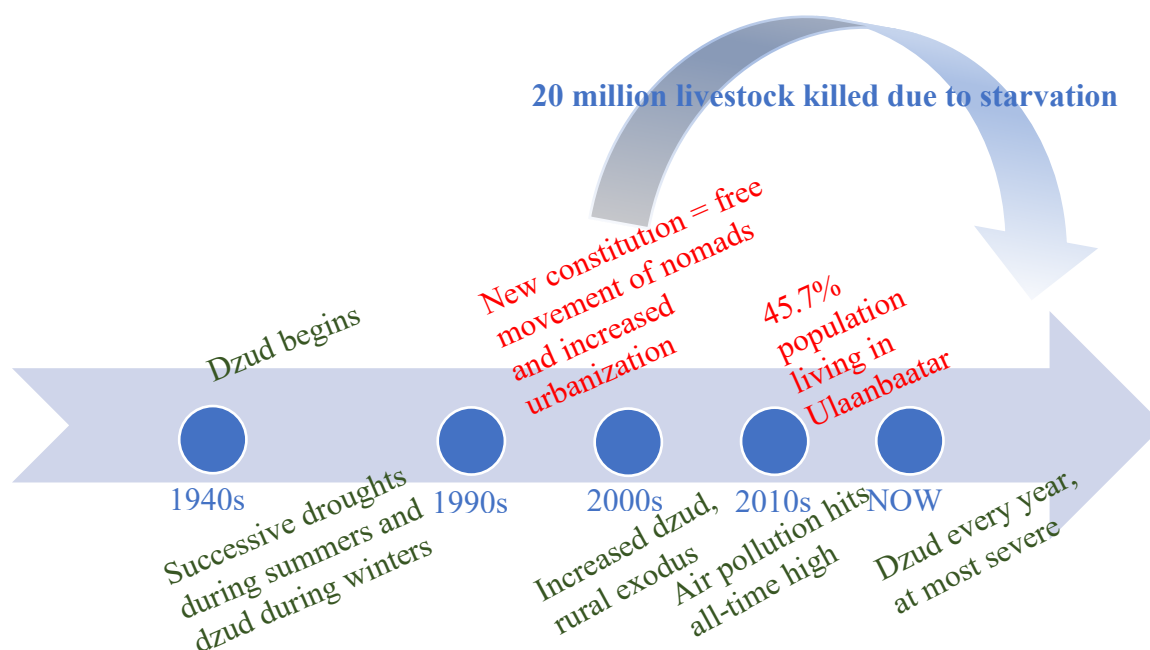
Assessing a social-ecological system’s (SES) resilience is crucial in being able to contextualize which parts of the system we are looking at. In the case of Ulaanbaatar, Mongolia, it is important to measure how biophysical, economical, and social dynamic changes over time all played a part in its current air pollution and child health crisis, alongside associated thresholds. This can be approached by fundamentally considering known disturbances and thresholds in the system. Once the challenges to the management of social-ecological system are understood, we can identify trends and changes at multiple scale levels by examining them in terms of possible effects. Finally, after we understand system dynamics and how to expand it, assessing change and transformability elements through cross-scale interactions, thresholds, and adaptations is possible. Ulaanbaatar and its ger districts have been building up to the boiling point for decades now, and action plans are being set in motion to address its interrelated realities of mass urbanization, dangerously polluted air, and a suffering future generation.

From the 1940s-1990s, Ulaanbaatar increasingly represented a much larger portion of the national population. In the last decade, the city’s population growth has significantly outpaced the national growth rate, quickly heading towards claiming half of the country’s population. Much of Ulaanbaatar’s recent population growth is generally attributed to urban migration from Mongolia’s steppe areas by nomad farmers. Contiguous with the three decades between 1963 and 1989, when federally centralized planning strictly regulated migration, the seasonal prevalence of *dzud* (a natural disaster causing frigid winters and dry summer) increased. Between 1940 and 2015, an

official “dzud declaration” was made a dozen times, and the phenomenon has killed more than 20 million animals since the start of the 2000s. While the former description of the SES clearly linked this gradual history of urbanization with the current air pollution and child health crisis we’re seeing today, a broad overview of system change through time reveals patterns of past disturbances and the impacts of cumulatively changing variables. We gain insight into how historical Ulaanbaatar migration undercurrents have shaped the current system.

### *Disturbances*

The main disturbances in the Ulaanbaatar SES are air pollution-induced disease and dzud. Disease is most relevant in young children, who are suffering from rampant respiratory illnesses. Disease due to air pollution is an example of a press disturbance, as it has had increased gradual pressure on the system over time. Dzud, the winter weather phenomenon that has killed tens of millions of livestock and forced nomads into the ger districts, began in the 1940s, proving to also be a press disturbance. Both child respiratory disease and dzud are most prevalent during winter months (November to March). The time between recovery for dzud usually takes place from May until October, although severe drought has become the constant during the warmer months in the region. Unfortunately, although symptoms and new diagnoses elevate during winter, many of the health issues resulting from increased coal use and air pollution during winter months are ongoing. Components most affected by these disturbances are children and mothers, livestock animals dying at striking rates each winter, nomadic herders who have lost their livelihoods, and the plant species and grassland soil that cannot thrive in these ecological realities. *Figure I* provides a visual of the impact of these disturbances on the Ulaanbaatar system over time, in past years and decades.



*Figure I.* Timeline of system change over time



## Expanding the System

Ulaanbaatar air quality is the central, focal system for this assessment. The ger districts account for the smaller scale sub-system. The larger, spatial scales that influence the focal system include: climate change (ecological) and government mandates (social) allowing free movement in Mongolia. Consistent drought and dzud cycles have affected the region for decades, with the sole solution for most herders being to move to the capital for the survival of their families. This rural exodus also occurred more devastatingly on smaller scales: for livestock, whose death toll increased as the forage and available food sources decreased. Also, ger district increasingly serve as a smaller scale example of the results of larger scale components. These social and ecological dimensions that interact with the focal system within the context of the main issue give a clear overview of the problem, making it easier for resilience experts to determine action plans and solutions that will serve each scale that has affected and cause its current state (*Figure 2*). The driving forces behind the system disturbances, dzud and disease, can be seen in these large-scale systems. Summer droughts and increased temperatures lead to decreased rainfall and heatwaves. Come winter, the absence of grasslands and vegetation due to less precipitation leads to devastating results for grazing animals. Many research gaps remain, however, for *how* exactly dzud and drought data relates, since the historical patterns are unclear. For example, temperatures currently are seasonally 2.7°F higher compared to centuries past.

*Figure 2.* Social and ecological dimensions of systems at larger and smaller scale interactions in Ulaanbaatar

	Social	Ecological
<i>Large Scale Systems</i>	1992 removal of restrictions on Mongolians to migrate domestically, causing rural exodus. Population, growth nearly 1,000 fold in the last 88 years, but the national population has grown just over 4 fold in the same period. The difference between these two rates has been compensated by the city claiming an increasing share of the national population.	Droughts and dzud phenomena: lack of precipitation and long, thirsty months; iron, for winters with a short thaw and subsequent hard freeze that locks up pastures in ice; extremely low temperatures that cause animals to burn through their fat reserves.
<i>Smaller Scale Systems</i>	Increase in ger districts; increase in child health problems.	Record air pollution levels in capital and ger districts due to high coal use.

## Cross Scale Interactions and System Thresholds

Specified resilience refers to resilience of some part of the system to specific disturbances. We've already established disease and dzud as being the main disturbances in this system, as harsh weather patterns and air pollution due to urbanization make up the larger scale systems. Now we'll determine Ulaanbaatar system known thresholds, thresholds of potential concern, and development concept models. These models include how the system works and changes, and we'll later address how it adapts (adaptive cycles). Identifying thresholds is significant in understanding at what point these system disturbances will cross the system into a different regime. Biophysical, economic, and social aspects play a role in each region that make up a system. The following visual (Figure 3) shows how these various thresholds interact with each other. The steppe (rural) areas, ger districts, and Ulaanbaatar city center make up the causal and effected regions of air pollution and severe health issues. While dzud and drought face biophysical threshold in the Mongolian steppes, dangerous particulate matter (PM) levels threaten both ger districts and the capital. Loss of livestock and livelihoods are seen in the rural areas, while upsurges in coal, transportation, and industry in the highly populated city center and ger districts results in financial upswing. Finally, the remnants of nomadic life dominate the steppes, while toxic air, child health crises, and undermanaged urbanization remain the social realities of the ger districts and Ulaanbaatar alike.

Figure 3. Ulaanbaatar Threshold Matrix

	Steppes	Ger Districts	Ulaanbaatar City-Center
Biophysical	Dzud-caused droughts/extreme winter	Severe air pollution; widespread raw coal use	Severe air pollution; widespread raw coal use
Economic	Decreased herding. Severe loss of livestock (20 million animals)	Increased coal industry	Industry and transportation boom; tourism
Social	Decreased nomadic life	60% city population residence; toxic air pollution	Densely populated; population boom

### Thresholds

Soil Nitrogen: <5.25 g N m<sup>22</sup> yr<sup>21</sup>

Above Ground biomass: 20 cm

Particulate Matter: 36–55 µg/m<sup>3</sup> (WHO recommended limit: 25 µg/m<sup>3</sup>)

Winter temperatures: < 0°C

(<https://royalsocietypublishing.org/doi/pdf/10.1098/rstb.2011.0352>)

## *System Dynamics and Adaptive Cycle*

As we have explored how the Ulaanbaatar system changed over time, we will now evaluate the specified resilience dynamics within the system, and how the adaptive cycle of the system and following the four phases: growth, maintenance, collapse, and reorganization. Through understanding system thresholds and discussing the several mission and natural disaster response plans, we'll explore how a system is established, develops and stabilizes, undergoes rapid change, and then reorganizes itself to begin the sequence again.

The growth-state of the air pollution crisis in Mongolia began as herders and nomads migrated from rural regions into the capital city. There was no development plan in place by the Government of Mongolia (GoM) to absorb the effects of dzud-forced urbanization, including sources for heating, cooking, and transport of inhabitants. Maintenance for this unexpected, sizable urbanization became the emergence ger districts surrounding Ulaanbaatar. The collapse-state began as air pollution in Mongolia surpassed both New Delhi and Beijing as the capital with the highest levels of air pollution in the world in 2016. A children's' health crisis was issued by UNICEF. GoM responses informed by current institutional and policy framework on the issue of pollution, which include existing strategic documents, frameworks, and sector plans. These action plans account for the reorganization state of this system, since there are few ways that dzud or climate change effects on winter and livestock can be mitigated.

## *Cross-Sector Interactions and Cascading Change*

“Social-ecological system resilience interacts with and is influenced by larger-scale systems in which it is embedded, as well as with the smaller-scale systems of which it is comprised (Resilience Packet).” Panarchy, or linked systems levels that interact across scales, can be seen through the use of raw coal (smaller-scale) and its relationship with the focal system (Ulaanbaatar) and the larger-scale systems (mass urbanization). These effects are also most potent during Mongolia's winter months. Understanding the phases of the adaptive cycle and system connections reveals vulnerabilities and opportunities of the focal system. Although raw coal is seen as an ecological solution to the problems of overpopulated ger districts, they are polluting the air and causing air pollution-induced health problems to young children and mothers. Aforementioned solutions and action plans, however, expose the opportunities for reorganization and alternative answers to Mongolia's air pollution problems.

A World Bank report offers findings on Ulaanbaatar's air pollution and its influence on health. Air pollution was observed year-round in Ulaanbaatar's ger areas for the first time and analyzed exposure of the population to PM2.5 in the city was found to be, typically throughout the year, 10 times higher than Mongolian Air Quality Standards and 6-7 times higher than the most lenient World Health Organization targets. Action plans and law-changes for resilience (which we'll dive in the final resilience management essay) require understanding how a system moves between multiple states and learning how to facilitate transitions to achieve desired outcomes, if possible. Ulaanbaatar's air pollution has many sources – dust from the desert, unpaved roads and open soil surfaces, lack of vegetation, ash and emissions from coal stoves, power plants, boilers, and vehicles. Coal and wood burning by the 175,000 households in ger areas for cooking and heating

contributes to the severity of air pollution during winter, as air pollution in the summer is much lower in comparison.

Just as there are several multi-scaled causes to the problem, solutions for change also covers a multitude of sectors. From sciences and technological solutions, to land-use planning and urban development, managing resilience is an important action step after understanding and assessing its thresholds, systems, and intersections of social and ecological components. Dzud, urbanization, and other larger-scale systems provide opportunities for change and adaptation among Ulaanbaatar and the ger districts, our focal system. Innovations such as alternative energy sources, vaccines for sick children, and development plans innovations and learning coming from smaller-scale systems at the focal system. All of these solutions will have to have cross-sector intersections in order to be successful and manage Mongolia's resilience. Understanding the historical implications, biophysically, economically, and social, allows the GoM and resilience experts to make informed recommendations and make sense to the root of the problem. Understand the adaptation cycles force the creators of these action plans to interpret multi-scale components and propose intersectoral responses. Change is possible to combat urbanization and toxic air pollution in Mongolia.

### *Managing Resilience*

The evaluation of the social and ecological aspects at play in the Mongolia air pollution and child health crises have revealed a complexity of layers when defining and assessing resilience within a community, national, or regional scope. There are a number of collaborating stakeholders and institutions making decisions, sharing power, and exercising responsibility in ligating Ulaanbaatar and Mongolia's air pollution and child health crises. Many aspects of this social-ecological system (SES) interact in ways beneficial to others, while some conflict with one another. This section will analyze these interactions and reveal the effectiveness of formal and informal institutions with regard to the main concerns in this SES. Finally, we will synthesize all of these findings through our understanding of stakeholder interactions and potential thresholds within the system in order to explore final solutions.

### Governance Systems and Institutions in Ulaanbaatar

Formal and informal institutions make up the governance systems of Ulaanbaatar and its main concerns of air pollution and child health issues. Formal constituents and lawmakers include the Government of Mongolia (GoM) and several ministries within the GoM, including the Ministry of Roads and Transportation, the Ministry of Health, and the Ministry of Mining and Heavy Industry of Mongolia. Private market stakeholders include coal and mining companies in the region, which have international investors and dependents, and create conflict between the GoM's goals for economic benefit and public protection. Informal institutions mainly involve the shifting cultural norms of Mongolians as herders and nomads to urbanization and work in industrialized markets, transforming historic behaviors into survivalist ones. Private transport emissions, burning coal for warmth and cooking purposes, and waste burning make up the informal institutions that further propagate issues of air pollution in the city of Ulaanbaatar and surrounding ger districts. Levels of decision making regarding these main issues range from local, to national, to regional, depending on stakeholder interactions and institutional formalities. Local decision-making relies

on the informal institutions and decisions being made by residents regarding heating, cooking, and waste removal; the available choices are being presented by formal institutions including the GoM and coal companies. According to the Energy Regulatory Authority (2018), there are between 80,000 and 100,000 additional households using individual coal stoves for heating and cooking. Energy solutions such as centralized or electric heating, clean stoves and boilers, air purifiers, household energy efficiency, and an extension of non-coal heating solutions would need to be proposed and distributed nationally in order to change behaviors and effect change locally. “Whilst there is increasing concern from the public about the health implications of air pollution, there is still much to do to further inform the public about the health risks and possible measures they can take to reduce these risks. It is thus recommended to develop and implement a comprehensive and multi-year public outreach campaign (UNICEF, 2018).” UNICEF’s solutions, ranging from public outreach and pneumococcal vaccinations to public school insulation and the use of face-masks during Mongolia’s cold season, also present appropriate decisions that can address the issue of child health regionally while air pollution solutions are being implemented. The following section maps the power relations and conflicts that additional solutions pose and illustrates the complex realities that must be explored in defining stakeholders, their levels of power, potential conflicts they pose, and how they interact with the SES’s main issue resolutions.

### Stakeholder Resolutions and Conflicts

Stakeholders of remedies for the air pollution concern primarily include all breathing Ulaanbaatar residents, especially mothers and children. Other stakeholders include the GoM through its goal to govern and protect citizens, transportation users and providers, and coal and mining companies seeking beneficial opportunities from coal production. Both coal and air are subsistence components, while the source of income by companies supplying coal or with industrial ties are economic components. The governmental action plans calling for the reduction and/or elimination of pollution activities provide political stakeholders. The National Program for Reducing Air and Environmental Pollution (NPRAEP) and the Master Plan 2030 for development to combat urbanization are examples of policies with much buy in from the Mongolian Prime Minister, urban planners, and national/international backers. Finance and technology for clean heating solutions and emission reduction are consistent challenges.

The National Program for Reducing Air and Environmental Pollution (NPRAEP) released a comprehensive strategy which integrates policies aimed at reducing air and environmental pollution with concrete implementation actions and inter-sectoral coordination using technical, financial, and human resources by 2025. The program costs \$5-10 trillion over 8-year implementation period and is led by the GoM. NPRAEP’s plan aims to reduce pollution sources through environmentally-friendly, advanced technologies, reducing raw coal consumption, decreasing the amount of pollutants emitted from vehicles, rewarding air and environment pollution activities, and increasing citizen participation and accountability in reducing environmental pollution.

The Asian Foundation has also drafted Master Plan and Development Approaches for 2030, a parliament-approved plan to address urbanization in Ulaanbaatar. Priorities include development of a green city resilient to climate change, a livable environment for its residents through appropriate land use planning, infrastructure, and housing, good governance and a developed legal

environment, further development of settlements, towns and satellite cities outside the city center. Specific economic goals include Ulaanbaatar becoming one of Asia's tourist destination cities and the creation of an internationally competitive business center and be developed as a world-standard capital city. The Plan aims to make Ulaanbaatar an "eco-city," one that does not create negative impact on the natural environment, can be passed on to the next generation, and has a great quality of life; the Plan indicates that this can be achieved only when government and public work in partnership.

As much as the NPRAEP and Master Plan 2030 call for multi-sector collaboration by the GoM, however, clear conflicts can be seen in a country with abundant mineral resources such as gold, coal, and copper, located next to the world's largest consumer of mining products, the People's Republic of China (MMHI, 2019). Taking its geographical advantages, Mongolia is expanding its engagement in the regional infrastructure and economic integration through various development strategies including the Mongolia-China-Russia Economic Corridor Program and the Belt & Road Initiative. The Ministry of Mining and Heavy Industry is transparent in its mission is to "promote mining and heavy industry sectors in order to enrich the state treasury and achieve a balanced and well-diversified economy (MMHI, 2019)." To this end, the Ministry develops policy, laws, regulations and national programs within the sectors, in the same way the Ministry of Health and Energy Authority wants to effect change with opposite goals.

Suggestions from UNICEF for combatting the child health crisis caused by the air pollution include a roll-out of the pneumococcal vaccine, improving indoor air quality in the public facilities for children, providing guidance to the public on the use and access to good quality face masks and a sustained public outreach campaign. These actions would likely provide immediate, short-term relief to some of the most vulnerable and severely affected children (UNICEF, n.d.). "There is a need to mobilize resources to finance the adoption of these and other potential interventions, however, given the current macroeconomic climate in Mongolia, there is limited budgetary space in relevant ministries, departments and agencies to finance additional interventions aimed at mitigating health impact of air pollution (UNICEF, n.d.)." That said, there are alternative financing available across the Mongolian public financial system which could be utilized without causing disruptions to the delivery of other basic social services or causing additional conflict within GoM attentions.

The Urban Development Resource Center (UDRC), for example, is a local non-governmental organization that aims to promote community-driven urban upgrading and infrastructure development activities in ger districts of Mongolia (UDRC, 2018). A large effort to improve air quality in Ulaanbaatar ger areas is the Ulaanbaatar Clean Air Project (UBCAP), an intervention financed by the World Bank (World Bank, 2018). Mitigations include an upgrade to electricity distribution networks, expansion of ger district heating, improvement of energy efficiency measures in homes and public buildings, improved and standardized fuels, insulating buildings housing policy, and access to credit for families with access to modern services; If government and donors are able to make progress on all these fronts, Ulaanbaatar can improve quality of life not just for ger residents but for everyone in Ulaanbaatar. International stakeholders in the public sector provide welcomed solutions mostly absent of critical conflicts due to their non-governmental nature and public sector goals. General criticisms of foreign aid can include

alternative motives by partnering countries and conditionality of funds from the donating nation, but conflicts in terms of assistance in Mongolia's air pollution solution have yet to be seen.

### *Synthesis of Findings*

The information gathered and recorded throughout this assessment of Ulaanbaatar, assessing its interacting components, and reviewing the several ideas for managing the pollution crisis in the region can be used as a basis for synthesizing overall assessment findings. The environmental and social impacts of Ulaanbaatar can be seen through increasing droughts and dzud phenomena in Mongolia's steppes, mass urbanization and dramatic increase in air pollution in the last ten years, and the sub-sequential emergence of a child health crisis due to the prevalence of particulate matter in the atmosphere of the capital and surrounding districts. The continual burning of raw coal as a natural resource over time caused the main issues of pollution and respiratory health decline.

The key impact has been the reoccurrence of dzud-caused lack of precipitation and long, thirsty months in summers and a short thaw and subsequent hard freeze that locks up pastures in ice during winters; extremely low temperatures have caused animals to burn through their fat reserves and herders to lose their earning and living potential through devastating loss of livestock. In this way, the original stakeholders are herders and their families, as they are the ones forced to Ulaanbaatar to generate income after severe climate change forced them from their rural lifestyles. As a result, all Mongolians in ger districts, primary children and young mothers, became the sufferers of urbanization's harsh result of severe air pollution, bringing attention to the system and the necessity for solutions from the GoM.

The main disturbances in the Ulaanbaatar SES are air pollution-induced disease and dzud. As aforementioned, the devastating impact has been a threat to the Mongolian traditional way of life and future generations for the half of the population that resides in the pollution-rampant region. Small scale systems include: socially, an increase in ger districts and in child health problems, and ecologically, record air pollution levels in capital and ger districts due to high coal use. Larger scale systems include the removal of restrictions on Mongolians to migrate domestically, causing rural exodus and the droughts and dzud phenomena. Institutional responses are more immediate due to innovations regionally acknowledging the remedies required to modernize cities regionally to be able to survive and thrive despite climate change realities.

The adaptive cycle reveals a necessity for the GoM to respond to urbanization in a more immediate and responsive way than it has before. When growth-state of the air pollution crisis in Mongolia began and herders migrated from rural regions into the capital city, there was no plan to absorb the effects of dzud-forced urbanization, or to mitigate the massive uses of raw coal that would eventually lead Ulaanbaatar and its inhabitants into an air pollution crisis. The collapse-state began as air pollution in Mongolia surpassed regional capitals with the highest levels of air pollution in the world in 2016 and a children's health crisis was issued by UNICEF.

GoM responses informed by current institutional and policy frameworks on the issue of pollution, which include existing strategic documents and sector plans which account for the reorganization state of this system. Stakeholder resolutions named in this resilience management assessment revealed new insights into social and ecological impacts and responses that will hopefully change the fabric of Mongolia and transform its capital's entire structure. Large scale decision making,

such as NPRAEP's policies aimed at reducing air and environmental pollution with concrete implementation actions, are on the right track to encourage multi-sector partnership and interaction to significantly impact Ulaanbaatar. Although public and private sector power dynamic conflict will prove challenging in the functional balance of economic and climate change innovation within the state, the functional shift toward cleaner air solutions to remedy respiratory health concerns appears promising and well underway.



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## Appendix G

### Policy Brief for Fletcher Free Library

#### Title

Eliminating Late Fees at Fletcher Free Library

#### Summary

*Our service-learning group has researched the impact of eliminating late fees at public libraries around the country. This policy brief serves as a collection of observations and can be used to inform administrative decisions around eliminating late fees that penalize community members for keeping library books and materials past established due dates. Across the country, more and more public libraries are doing away with overdue fines in order to attract patrons, recover lost items, and redefine the public library's role in the community. This brief combines the consequences and projections from other libraries who chose to eliminate late fees and the ways it impacted their services.*

#### Description of the problem

In January of 2020, Fletcher Free Library (FFL) hosted a “Bring-Back Day,” offering library borrowers and patrons the opportunity to return overdue books to any of its drop boxes without charge. This period ran for two weeks and was hosted to offer an “atonement” for borrowers who “felt guilty” or could not afford to pay their existing balance for overdue library books. FFL also offers #FFLReadAway, a reading program to assist FFL cardholders ages 21 and under “read away their fines” at the library. As the existence of these forgiveness programs display, although overdue fees have added \$23,000 in revenue to FFL’s budget for the fiscal year to date, they also exist as a barrier for borrowers to continue to utilize the library; the disengagement subsequently impacts the library, with less public use, event attendance, and missing library materials. According to FFL’s Circulation Policy, patrons are charged a maximum fine of \$5 per item, no matter how long past the due date. If a patron owes \$15 or more, that borrower's account is blocked and that patron cannot borrow or renew any additional items. This familiar format of using late fees to police library patrons and hold them accountable for late or missing items via monetary penalties has both drawbacks and benefits for FFL. We will explore the policy solution of completely eliminating late fees at FFL in this brief.

#### Solution to the Problem

Fines for overdue library materials were established as a way of incentivizing on-time returns and creating additional revenue for libraries. Unfortunately, this policy has had some unintended consequences for library accessibility. A Study on the San Diego Public Library revealed that nearly half of the patrons with blocked accounts due to late fees lived in two of the city’s poorest neighborhoods (Bowman, 2019). Another study by Crist and DePriest (2018) suggests that fines have no impact on rates of overdue materials but do deter readers from borrowing in the first place out of fear of incurring debt (Editorial Board, 2018). The barriers to returning materials on time and in turn, the risk of incurring debt is especially high for marginalized groups like low-income families, people with disabilities, and the elderly. Of course, it is groups

such as these that have the most to benefit from the public services that libraries provide (Editorial Board, 2018). The American Library Association has gone as far as passing a resolution to highlight this social inequity. The resolution formally recognizes fines as a form of social inequality and calls upon libraries across the nation to find a way to eliminate fines (Bowman, 2019).

Within just three weeks of implementing a fine-free policy, the Chicago Public Library saw a 240% increase in returns and 400 more card renewals than there was at the same time during the previous year (Bowman, 2019). Fine elimination and reduction policies are not a new concept. In fact, Sno-Isle Libraries in Washington have not charged late fees for more than 35 years (Rowe, 2019). While these kinds of policies hold promise, the value of assets such as books returned and patron engagement need to be weighed against the lost revenue that results from these policies (Rowe, 2019). A key tenet of public libraries is access, and by eliminating late fees, public libraries have the opportunity to emphasize their unique place in American society as an easily accessible public resource that is open to all. Denver Free Public Library, which made the decision in 2019 to go “fine-free”, explains that “fines penalize the most vulnerable families,” and by eliminating fines, they can “get community members back into our buildings to use materials and enhance their quality of life and education” (“No Shame, No Blame, No Fines”, 2019).

Variations of fine elimination policies have been implemented, but most models give cardholders a set amount of time past due dates for items to be returned until their card is blocked from use. In order to use the card again, borrowers must replace or pay for any lost items (Bowman, 2019). Some libraries have found it more viable to instead eliminate only certain subsets of fines, such as those on children’s books (Editorial Board, 2018). The Chicago Public Library found that nearly a quarter of blocked accounts in their system belonged to children under the age of 14 (Bowman, 2019). In other cases, materials like telescopes, video games, and Blu-Ray DVDs are excluded from the policy (Bussel, 2019). The downside of exceptions like these is that they may create added confusion and in turn create another deterrent for card holders. According to a 2017 study, around 92% of US libraries continue to charge late fees on at least some materials (Rowe, 2019). In Denver, after instituting a “fine free” model, the city’s public library continued to charge “fees”, explaining that fees often cover lost or damaged materials, while accumulating fines for late but otherwise undamaged materials would be waived.

One major success story of a public library eliminating late fees is that of the Chicago Public Library (CPL). On October 1st, 2019, Chicago Mayor Lori E. Lightfoot and Chicago Public Library (CPL) Commissioner Andrea Telli announced CPL’s new policy to eliminate fines for late book returns. The policy is outlined as follows:

*We’re no longer charging overdue fines on most materials! And, we’ll automatically renew materials for you up to 15 times as long as no one else has placed them on hold.*

*As part of these policy changes, we’ve made additional changes:*

*Unreturned materials will be marked lost 7 days after their due date. At that time, a fee for the replacement cost will be added to your account. Replacement fees for lost materials will be automatically removed from your account upon return of the materials. If you have an outstanding balance exceeding \$30 on your account, you will be unable to renew materials or check out additional materials.*

*As a reminder, you can have up to eight holds pending at any one time. This does not include hold requests that are in transit or ready for pickup.*

(Fines Don't Fly: CPL Eliminates Most Overdue Fines, 2019).

By the end of October, Telli reported that the policy change led to a 240% increase in book returns (Spielman, 2019).

### **Consequences of Solution**

A common argument in favor of late fees is that the system generates revenue for the library, but this is often less than significant. The Enoch Pratt Free Library in Baltimore relies on fines for less than a quarter of a percent of its annual budget. Pratt also decided to stop charging minors late fees after a year of receiving just 10% of the near \$250,000 owed from those under 18 (Bowman, 2019). The San Diego Public Library calculated that it would actually save money and believed it could compensate with reduced staff time from collecting and processing fines (Editorial Board, 2018). Many libraries already cannot afford to collect the fines they are owed--officials in San Diego calculated that the city spent nearly \$1 million to collect \$675,000 in fines each year (Bowman, 2019).

This statistic serves as evidence that a punitive system for unreturned books may create a greater burden for a public library than the burden caused by patrons not returning their books. However, these changes can be reversed if libraries find that it does not suit their financial structure. In the past, some libraries have embraced the initiative then later reversed it; for example, the Seattle Public Library cut overdue fines for children's books in 1990, but brought them back later in 2009 (Rowe, 2019).

### **Recommendations for Implementation**

When we began our analysis of the potential implications of fine elimination at Fletcher Free, we were largely supportive of elimination, even if the process was gradual or just partial. In order to increase community participation and make the library a more accessible and equitable environment for all Burlington citizens, we believed that partial removals of the late fee structure could be useful. Through our research, we have determined that keeping fees (i.e costs incurred for lost or damaged items) while waiving past dues for late fines, and eliminating some or all fines, is an effective path for Fletcher Free to support community members and increase participation.

However, the onslaught of the COVID-19 crisis has changed public life as we know it. The library, along with countless other community spaces, has closed. The city budget is likely to tighten in response to unforeseen consequences of the pandemic, and it seems unwise for the library to take on such large budgetary changes at this time. Until we can fully understand the future of Burlington city services, we cannot recommend a restructuring of the current library income model. Fines represent a significant portion of Fletcher Free Library funds and eliminating them at this point could be a risk for the library.

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## Appendix I

### 1.4: Integrated Policy Analysis Paper

#### **Education Equity Policy: The Vermont Ethnic Studies and Social Equity Working Group Bill**

##### *Analysis of the Problem: Ethnic Studies Policy*

Education policy consists of the principles and government policies in the educational sector and the laws that govern the operation of education systems. The content and curriculum allowed in primary, secondary, and higher education establishments speaks to the institutional values at large in America. The inclusion of carefully selected subjects, histories, and ideologies reflects the cultural norms and contributions we choose to highlight. The exclusion of minority contributions reveals the antithesis of this goal. Ethnic studies are an interdisciplinary study of difference—primarily race, ethnicity, and nation, but also sexuality, gender, and other such identities—and power, as expressed by the state, by civil society, and by individuals. Ethnic studies arose as a counter to Euro-American studies curricula (Sleeter, 2011). The Association for Ethnic Studies (AES), the oldest ethnic studies association in the United States, provides an interdisciplinary forum for scholars and activists concerned with the national and international dimensions of race and ethnicity (“Ethnic Studies Association,” 2019.). AES scholars call for the refusal to align with principles and practices that have never benefitted people of color and oppressed communities. “Ethnic Studies was never meant to be a part of the ivory tower, but to disrupt it. Ethnic Studies scholars who are true to our field are not academics, but intellectuals whose work must challenge the order of things and should make a contribution to freedom and justice struggles (“Ethnic Studies Association,” 2019.).”

The Vermont Coalition for Ethnic and Social Equity in Schools (VCESES) is a statewide alliance led by a multicultural and multigenerational group including: people of color, anti-poverty, disability rights advocates, and LGBTQIA advocates (“Vermont Coalition for Ethnic and Social Equity in Schools”, 2019). Between November 2017 and January 2018, the VCESES began drafting the Ethnic Studies and Social Equity Working Group bill, now known as the H.3 bill. The “Bill as Introduced (H.794 at the time)” specifically listed its demands to Vermont State Legislatures to address the following problems in Vermont public schools:

- Low capacity for cultural competency of public-school teachers and students
- Minimal attention to history perspective and contributions of ethnic groups and social groups
- Minimal critical thinking regarding history, contribution, and perspectives of ethnic groups
- Racial biases in curriculum
- Insufficient school environment for students to explore safely questions of identity, race equality, and racism
- Inappropriate disciplinary responses to racial incidents and an absence of restorative practices

H.3 mandates would include the creation of the Ethnic and Social Equity Standards Advisory Working Group to recommend how the state should update curriculum standards to acknowledge fully the history, influences, and perspectives of represented ethnic groups and social groups. This working group will advise the State Board of Education on the implementation of ethnic and social equity studies standards in Vermont educational standards. This bill also proposes a requirement for the State Board of Education to publish federal privacy laws and regulations, data on student performance and hazing, harassment, or bullying incidents disaggregated by student groups, including ethnic and racial groups, poverty status, disability status, English language learner status, and gender.

### *Existing Literature*

Public attitudes around the implementation of ethnic studies in the United States are varied. While considered by some to be a common-sense transition toward a more accurate and comprehensive history and understanding of our multi-cultural and diverse cultures, others view ethnic studies as racist, anti-White, unsuitable for primary to secondary school students, and a placation into identity politics. For Vermonters, an argument exists around necessity to teach a 95-percent White population non-Eurocentric history.

Substantial research has investigated impact on students' knowledge and feelings toward race and people who differ from themselves. Results include conclusions around depictions or label groups or group members (emphasizing a person's race, ethnicity, or gender) in curricula may draw students' attention to "group markers and differences and invite stereotyping without engaging them in questioning their own thinking" (Bigler, Brown, & Markell, 2001). In addition, Bigler noted that most curricula need to take account of children's age-specific cognitive development, and that effective approaches should focus explicitly on stereotyping and bias. Higher education studies found that required diversity courses had more positive impacts on White students in comparison to students of color (Bigler et. al., 2001). "This is probably because exposure to a systematic analysis of power is newer to White students than it is to students of color and, while most students of color have engaged in cross-racial interaction previously, a large proportion of White students have not." Results also found that representation of racially and ethnically diverse people into curriculum in addition to teaching directly about racism can make the most impact. Ethnic studies in the United States is currently torn between two problems of the coloniality of global power: the "identity politics" of liberal multiculturalism and the disciplinary colonization of the Western colonial human sciences in academic spaces (Grosfoguel, 2012).

In a Heritage Foundation report titled "Eliminating Identity Politics from the U.S. Census," the Trump Administration is praised for the decision to eliminate ethnic identifications and instead reinstating a question about citizenship in the 2020 Census "because citizenship, unlike race, is an important category in a constitutional republic (Gonzalez & Spakovsky, 2018)." The American conservative think tank report argues that the elimination of ethnic classification and addition of citizenship is a vital step to weaken identity politics by emphasizing citizenship (as opposed to racial and ethnic ties) in the Census. "This [move by the] government tells all people, especially immigrants and their children, that it is concerned with their relationship not with the land of their ancestors but with the land to which they now belong, an important and inclusive message to send (Gonzalez & Spakovsky, 2018)." While the report focuses on the Census as opposed to ethnic

studies, it does provide prevalent argument against policy-promoted ethnic recognition, claiming that it attributes to the “racializing all of society.” A minority of scholars in the field of ethnic studies similarly use this structure to reproduce the worst kind of “identity politics.” Rather than decolonialize studies, “identity politics” tend to reproduce colonial relations that manifest two main tendencies: one based in Anglo-American “light” liberal multiculturalism and the other based on the chauvinist and nationalist absolutizing of one’s own ethnic/racial identity to the detriment of dialogue and alliance with other racially oppressed groups (Grosfoguel, 2012).

The views of scholars and researchers opposing ethnic study policy are hardly transparent; they are ultimately granting permission for racialized groups to celebrate their identity/culture, as long as they do not question the ethnic/racial hierarchies of white supremacist power and leave the status quo intact (Grosfoguel, 2012). A prime example can be seen in Arizona, where an ethnic studies program that helped improve the graduation rates and test scores of some of the district’s worst-performing students was temporarily banned in public schools as a result of actions taken by a racially motivated superintendent. Concerns about the potential cultural implications of ethnic studies policy implementation are half the battle for the H.3 bill. Depictions of an educational policy teaching “divisive,” un-American, racial separatism, supporting the overthrow of the U.S. government are examples of concerns. However, core goals of ethnic studies curricula very intentionally include historically marginalized communities and students in a multicultural American curriculum and narrative, often supporting and developing cross-group communication (Sleeter, 2011).

“Additionally, commonly perceived as touchy-feely and non-academic—even as lowering academic standards—ethnic studies curricula are academically based, usually designed to improve students’ academic performance, and sometimes explicitly focus on university preparation (Sleeter, 2011).” The anticipated issues most commonly claimed by those opposed to ethnic studies implementation generally are rooted in fear and can be combatted with supportive research and examples from successful execution around the country.

### *Community Interviews*

In 2017, members of the Ethnic Studies Coalition worked on Act 54, the Fair and Impartial Policing bill which required the States Attorney General’s Office and the Human Rights Commission to study discrimination and racism in Vermont. The ensuing report showed the existence of racism and discrimination in Policing, Education, Health Care and Housing in Vermont. The Ethnic Studies Coalition decided to tackle racism and discrimination in education, which is how the work on H.3 began.

“The Education bill failed 2017 session, but the Coalition continued our work to reintroduce and pass H.3 in 2019,” says Wafic Faour, a member of Vermonters for Justice of Palestine (VTJP) and VCESES. “I believe there is broad support for the bill among Vermont educators and families. We hosted two forums to allow community members to familiarize themselves with the bill and give us feedback. No objections were raised, but there were questions about implementation moving forward and what would happen if the bill failed to pass.



According to Vermont State Representative Brian Cina, who also worked as a mediator to bring the Abenaki Native American tribe into the fold on H.3, the bill is on the “fast-track to passing” and things are going smoothly. Cina was not involved on H.3’s first go-around, where the bill had difficulties with disagreements on language.

“There is a policy window for the bill now, the Coalition has more [experience] and momentum,” says Cina. He also spoke about how a recent rise in hate crimes and harassment has forced the community to recognize the increase of identity-based problems and violence. “Data is backing stories that we hear. H.3 [is the result of] a combination of coalition momentum, social currents, and recognition of the institutionalized school to prison pipeline by how we teach our children.” Pushbacks against H.3 in Vermont, according to various stakeholders, primarily exist around the responsibility of local decisions and implementation. Fellow State Representative and education policy maker, Dylan Giambatista, understands the reliance of Vermont’s educational system on “local control.”

“At the state level, we have an agency and state board that oversee laws and rules for standards and education quality,” states Giambatista. “The relationship of these systems make mandating change difficult. As such, the primary pushback we received during the course of developing and vetting H.3 had to do with the relationship between state and local decisions.”

Vermont teachers will be the most immediate active line of support (or defense) for the changing standards in classrooms. And although Alyssa Chen, High School Completion Coordinator at Vermont Adult and University of Vermont graduate student, deems the changes associated with H.3 as “exciting” for her professional career as an educator in Vermont, she acknowledges the potential apprehension some under-resourced and overworked teachers may feel. “However, if we take [a] grassroots, community-based approach, then the pressure should not just fall on the teachers to make the changes; we should be collaborating with community members and taking our cues from parents and students belonging to minoritized racial and social groups.”

Jen Reeve, a middle school teacher in the Northeast Kingdom, acknowledges the challenges H.3 will face in Vermont, especially in its more rural communities. “Most people in Vermont believe that hard work will result in prosperity no matter who you are or where you come from,” says Reeve. “My personal push back would be, *how* do schools and communities do this? Meaning instead of passing more reform policies, give me the tools I need and the resources I need to make this happen. Teach me how to fish instead of telling me I have to eat it.” Reeve is hopeful that with grant money and accountability, the long term of H.3 in addition to the public outreach and community care Vermonters already provide is very much so possible.

“Vermont is full of forward thinkers, policy makers and shapers, initiatives and idea fairies,” she says. “[Vermont] schools do a lot. They have taken on a great deal more, and more, and more, as they see children in need. They feed students for free all day and on weekends and on vacations, they buy Christmas gifts for families in need, they provide social emotional learning, they give winter clothing to students so they can play outside in the winter with their classmates, they offer family style lunches with their Advisories, meal manners groups, book groups, cooking options, transportation for after school activities, the list literally could go on for pages. All beautiful and intense, all being done well in small pockets of the state, all without guidelines or support from

the lawmakers and policy framers who passed it onto the schools to ‘figure out’.” The hope is that with H.3 implementation, local support and training will also be provided to teachers already at capacity. A collaborative effort between the Vermont State House and Senate to pass the bill, community partners and schools working together to integrate H.3 into the classroom would be the ideal for all the Vermont fairies.

### *Analysis of the Solutions*

Americans are unwavering in their belief in the power of education and the levels of access its attainment provides for future generations. We trust in education’s ability to alter the lives of youth and communities by allowing greater opportunity. This strongly held ideal also encourages teachers, educational leaders, and policymakers who fervently believe that their work has the potential to expedite greater economic, political, and social well-being. This can be seen in the state of Vermont’s unanimous decision to pass the H.3 Ethnic Studies Bill in March of 2019, a symbolic verdict addressing the need for changes to the state’s academic standards. With the passage of H.3, the proposed impact is to fully recognize the history, contributions, and perspectives of diverse ethnic and social groups in the classroom. It also obliges the state to collect supplementary data on bullying, harassment and hazing in Vermont schools, with analyses based on student demographics. Nicole Mace, Vermont School Boards Association executive director called the bill’s goals “extraordinarily important,” but also expressed to state lawmakers the need to have access to expertise and support for school districts to really be able to do this work in a “meaningful way (Duffort, 2019).”

In some states, opponents to ethnic studies have defeated and banned the passing of similar bills. Most infamously in Arizona, counter-movement legislators passed HB 2281, prohibiting classes and materials that "promote the overthrow of the U.S. government," "resentment toward a race or class or people," or "ethnic solidarity." This happened soon after the passage of SB 1070, which gave local police legal authority to question a person's citizenship (Depenbrock, 2017). Although the ban was eventually revoked, the debate over ethnic studies raised similar questions that most race, ethnicity, and education policy have historically tried to answer. Many policy alternatives and predecessors have attempted to address problems of achievement gaps based on racial and ethnic disparities, institutional disservices to our increasingly diverse schools and students, and inequities in resource investment for school populations of varying socioeconomic statuses. *Figure 1* displays a matrix table for each policy alternative described in this essay, the criteria for their evaluation, and a summary of the outcomes for each policy option. The subsequent essay compiles research on the successes, shortcomings, and stalemates of policy solutions for solving inequities in education.

The 1896 decision in *Plessy v. Ferguson*, which legitimated “equal but separate” educational institutions and its eventual overturn in 1954’s *Brown v. Board of Education* set the foundation for race and education policy efforts in American schools. Since then, reintegration efforts, debates round school finance and board makeup, urban school politics, No Child Left Behind, and school choice have become actionable policy choices, both debated and upheld by various stakeholders. Students, teachers, higher education trainers, parents, school boards, communities, and state to national legislators all make up stakeholders in the educational system and have conflicting views on how (and whether) diversity and ethnicity should be applied to education policy decisions.

Figure 1. Policy Alternatives

Alternate Policy Options	Rationale for Implementation	Outcomes
<i>Plessy v. Ferguson</i>	Legitimated “equal but separate” educational institutions	Overtured <i>Brown v. Board of Education</i> in 1954
<i>Brown v. Board of Education</i>	Establishing racial segregation in public schools as unconstitutional, even if the segregated schools are otherwise equal in quality	Educational policy perpetuated inequality through negligence of impacts of broader social and economic patterns
<i>Parents Involved in Community Schools v. Seattle School District</i>	Invalidated voluntary race-based student assignment policies in Seattle and Louisville	Reintroduced questions about how the Constitution allows the public-school system to consider race in student assignment
School choice	Makes alternative public-school choice accessible through charter schools/voucher programs, particularly for minority populations	Varies by state; effects are not strong enough to merit confirmation in either support or opposition; create a free marketplace for education overall to improve
No Child Left Behind Act of 2001 (NCLB)	Required schools and districts to break out test scores by racial and ethnic group; severe remedial actions if schools and districts did not meet statewide competence goals.	The law technically expired in 2007 amidst much parent/teacher debate; controversial due to punitive emphasis on standardized testing
Critical Race Theory (CRT)	interdisciplinary theoretical lens that considers how race and racism are entrenched in education policy implementation through expansive practices	Teacher training which include actions to develop a specific status for teacher training on socio-cultural diversity
Socio-cultural diversity training for educators	European ad hoc-appointed by Steering Committee for Education implemented prerequisite socio-cultural	More diversified application of diversity management; an improved overall educational system that does not call for

	diversity training for educators	regional passage of ethnic studies mandate
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### *Alternative Policy Solutions in Education Equity*

Strategies to improve schools is a matter of identifying not only the *right* strategies for reform, but also the right location in the policy stream for issues to be decided (Hochschild, 2014). Because desegregation was so strongly legitimated in the decades after the *Brown* decision, court mandates were no longer a necessary condition for race conscious district policies in the 1990s, when these mandates were being withdrawn. School patterns observed in 1970 represented a “regime of segregation” that was replaced by 1990 and 2000 by a very different “regime of desegregation” (Logan et al. 2008: 1614). A period of more or less energetic desegregation of schools was largely halted by the Supreme Court’s 2007 decision in *Parents Involved in Community Schools v. Seattle School District*, a decision that invalidated voluntary race-based student assignment policies in Seattle and Louisville, thus reintroducing questions about whether and how the Constitution allows the public school system to consider race in student assignment (Fischbach, et. al. 2008). Some argue that policymakers still need to “continuously acknowledge the vast, interlocking structural barriers to equal opportunity... [including] discrimination and government policy [and] segregated neighborhoods of concentrated disadvantage (Ogletree and Eaton 2008: 298).” In this view, the educational system continues to demonstrate racial and, increasingly, ethnic separation within classrooms, schools, districts, and states. Others, however, offer a more optimistic interpretation of the history and future of school desegregation: because desegregation was so strongly legitimated in the decades after the *Brown* decision (Logan et al. 2008: 1614).

Advocates and education policy experts agree that educational policy can alleviate inequity through addressing race and social class disparities to increase opportunity for all students. Even after desegregation, educational policy perpetuated inequality through negligence of impacts of broader social and economic patterns, promoting universal solutions to complex social problems, narrow research bases in the creation and enacting of policy, and inadequate funding, specifically for lower-income minority students. Ending educational inequity requires that adequate resources and funding is dispersed based on student necessity, are efficiently applied, and are invested in a variation of resources that enhance school learning environments. Policymakers must speak to disparities in educational funding to guarantee that all students have access to excellent learning environments and educational opportunity. Research shows that augmented fiscal allocations to schools can have a significant effect on educational achievement and future earnings. For example, a study showed a 20 percent increase in per-pupil spending over the duration of student’s education leads to approximately 0.9 more years of completed education, a 25 percent increase in job earnings, and a 20 percent reduction in adult poverty (Jackson, Johnson, & Persico, 2014). Furthermore, policy increasing funding sources must also develop evaluation and monitoring systems to ensure that resources are utilized in the provision of meaningful educational opportunities for all students, including investing in teacher professional development and the rigorous learning opportunities (Trujillo, et. al., 2017).

As was seen with the 2007 *Parents Involved in Community Schools v. Seattle School District* case, education policy around school choice has also been an alternative predecessor to ethnic studies in seeing the needs of students of color and wanting to encourage further school integration and investment. Of the many proposals to address achievement disparities and lack of diverse representation in classrooms, public school choice through charter schools and voucher programs has sparked some of the most controversial debate. While some argue that choice increases student performance, perhaps particularly for minority populations, others fear that choice produces more racial stratification for schools, a similar criticism against ethnic studies mandates. Research on choice suggests that its effects are not strong enough to merit confirmation in either support or opposition. Voucher schools are occasionally associated with small improvements in students' test scores, and more often with increased parental satisfaction (Rouse and Barrow 2009). However, charter schools are continuously emergent, and some are praised as the best hope for poor children of color.

One of the most visible and contentious policy alternatives towards the elimination of racial disparities in academic performance was the No Child Left Behind Act of 2001 (NCLB). NCLB sought to solve and address the achievement gap between students of color and white students by requiring schools and districts to break out test scores by racial and ethnic group; status as economically disadvantaged; disability; and limited English proficiency (Rothert, ). It imposed severe remedial actions if schools and districts did not meet statewide competence goals. This new law was accompanied with promises of more funding for higher performing schools through the federal reauthorization of the Elementary and Secondary Education Act. Schools that fail to make adequate yearly progress were threatened with sanctions, required to pay for tutoring services and, eventually, to choose from a list of remedial actions, that included replacing curriculum or extending the school day. After five years, schools "in need of improvement" were supposed to construct a restructuring plan that could include firing teachers, reopening as a charter or handing over control to the state (Turner, 2015). Opponents of the bill, mainly parents and teachers, disagreed with NCLB's punitive emphasis on standardized testing, and the law technically expired in 2007. While educational policies ranging from desegregation to standardized mandates have sought to address student achievement gaps and racial and ethnic disproportions in curriculum and school demographics, few have succeeded to hit the mark in the ways current ethnic studies and authorized diversity and inclusion trainings for future educators have sought to fundamentally transform education.

The Critical Race Theory (CRT), an interdisciplinary theoretical lens that centers race but understands that it operates together with other social constructs, considers how race and racism are entrenched in education policy implementation through the expansive practices that frame who "needs" particular kinds of interventions and who is most capable of satisfying those needs (Dumas, 2015). Education scholars have studied the ways in which educational equity is complicated by practices that also frame the "common sense" of access and opportunity to be a function of merit and colorblindness. Youth in school, and teachers and parents will be essential for combatting these misconceptions. An alternative to ethnic studies could be teacher training which include actions to develop a specific status for teacher training on socio-cultural diversity. Recommendations for re-defining the content and context of intercultural education include: encouraging member states (school districts and policy makers) to introduce intercultural dimensions in their education policies, in order to enable appropriate consideration of dialogue

between cultures; devising and promoting working methods to facilitate integration into states' own initial and in-service training programs on the principles of non-discrimination, pluralism and equity; recognizing the potential of socio-cultural diversity training as a tool for promoting intercultural learning in a global context; and developing educational strategies and working methods to prepare teachers to manage the new situations arising in our schools as a result of discrimination, racism, xenophobia, sexism and marginalization and to resolve conflicts in a non-violent way (Europe, 2010).

Prerequisite socio-cultural diversity training for educators can solve the educational problems of achievement gaps, institutional absence of race and ethnic education, and lack of student investment for all types of school populations. A European ad hoc group appointed by the Steering Committee for Education completed a multi-country study showing positive results for statements, recommendations, and implications for action that emerge from the data analysis. Suggestions include trainings for pre- and in-service teachers which emphasize professional competences on managing and enhancing socio-cultural diversity by both teacher training policy decision-makers and teacher training institution representatives in a collaborative framework. Phases of implementation include analyzation for the current situation of the national teacher training system, creating a proposal for a national/regional teacher training curriculum, and applying a support system which permits an effective and efficient implementation of the designed curriculum through international networks and resources which may operate as facilitators at a national level (Europe). Trade-offs for socio-cultural diversity training include more diversified application of diversity management among teachers as opposed to training students directly, an improved overall educational system that does not call for regional passage of ethnic studies mandate, and absence of conflict around ethnic studies inclusion and aims for students.

### *Political Feasibility Analysis*

The Narrative Policy Framework (NPF) is unique in its interconnected inclusion of policy actors, community, and societal influences at multiple levels to affect policymaking decisions. The three levels of analysis to review in NPF are the micro, meso, and macro levels of a given policy issue. Understanding these scales helps policymakers using NPF to identify the overarching scope of a given matter and construct the story, or narrative, that will influence other stakeholders and decision-makers to support their proposed legislation. In the case of the H.3 Ethnic Studies and Social Equity Working Group Bill, much of its success in being adopted as a state mandate depended on an array of narratives surrounding identity, inclusion, diversity, and education in the state of Vermont. The implementation of an H.3 Ethnic and Social Equity Standards Advisory Working Group will soon officially become Act 1 in the state of Vermont, establishing a 20-member task force. The working group will work to recommend modifications to Vermont's statewide academic standards to the State Board of Education. State curriculum is imposed at the local level, but backers anticipate using the standards to motivate schools to better incorporate the history and roles of marginalized groups in their classrooms.

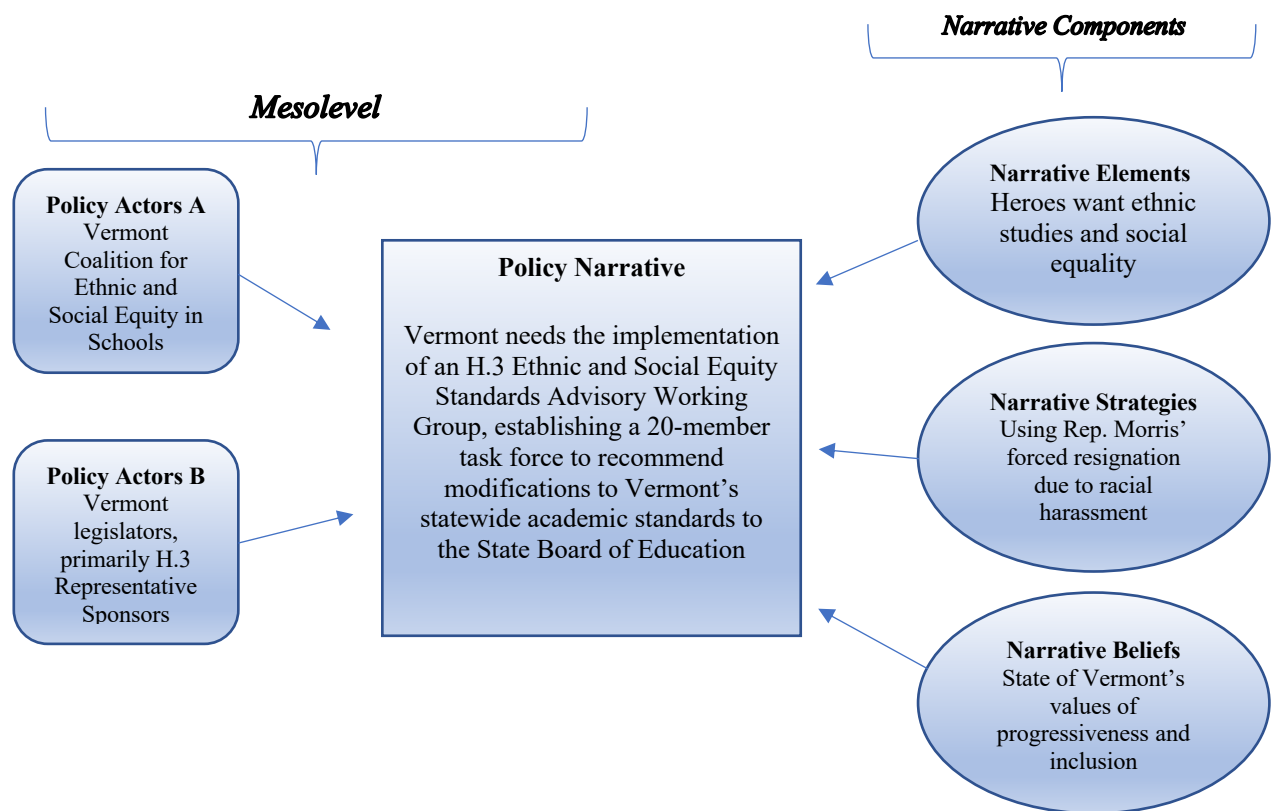
Vermont Governor Phil Scott signed the first bill into law in March of 2019, taking a major step in the state's dedication to inclusivity and diversity for the next generation. Similar legislation introduced last session was caught up in committee and never reached the governor's desk. But the measure took on renewed significance after Representative Kiah Morris, Vermont's sole Black

female legislator, resigned in September of 2018 following recurrent incidents of racial harassment. When H.3 was introduced the following year, it moved hastily out of committee and passed both the House and Senate unanimously. In many ways, H.3 supporters' ability to create a narrative around Vermont's assumed culture, Rep. Morris' resignation, and concurrent current events involving racial, religious, and sexual orientation tensions led to H.3's passage. Although a number of frameworks could use relevant current events and H.3's similarity to other state-mandated curriculum changes surrounding identity, H.3's passage most directly aligns with the elements of NPF.

"This is about Vermont, and what *we* really stand for," said Rep. Kevin "Coach" Christie, a Vermont Democrat representing Hartford, and the H.3 bill's main sponsor (Duffort, 2019). Christie's position is shared by many backers on the need for ethnic studies and social equity legislation in Vermont public schools, and set the stage early for moral stance, policy characters (villains and heroes), and what the Vermont locale is supposed to represent. H.3 legislation gained wide-ranging support from LGBTQIA, civil rights, racial justice, indigenous, and school groups. As Macbeth states in her literature exploring how NFP and the role of "policy marketers" in policy debates, "cultural values often override interests leading to policy conflict." In her exploration of how cultural values can undermine interests that are based in technology, science, and economics considerations, her reflection highlights the emotion used in NPF that is sometimes intentionally used to push legislation forward. Figure 1 gives a visual representation of how meso-level policy actors and narrative components worked together to reflect NPF and subsequently get passed by the legislature. In the form element of NFP, the setting is a progressive state that views itself as a regional leader, evolved far beyond the issues of bigotry and discrimination. The heroes of this narrative are those who want to maintain and enhance the goal of progressiveness by enacting legislation that also educates public school children in a culturally representative fashion. Rep. Morris was strategically placed at the forefront of this narrative as proof of the need to take immediate measure against bias and discrimination in Vermont; her resignation as result of Vermonter bigotry serves a crucial role in the narrative of necessity for H.3 legislation.

The media's coverage of Morris' story, the push from policymakers and stakeholders to defend the obligation by the state to take action against inequity, and representatives who served as political marketers all contribute to the macro framing of the bill. Vermont State Representative Brian Cina spoke to the larger, American political context of this policy in his interview. At the macro scale, according to a study reported by The Washington Post, counties that hosted political rallies with Donald Trump as the headliner in 2016 saw a 226 percent increase in hate crimes over comparable counties that did not host such a rally in subsequent months (Sakuma, 2019). Although correlation does not necessarily point to causation in this case, narrative framing at the macro scale helped policymakers easily compare national incidents to local ones. At a meso-scale, several members from the Vermont Coalition for Ethnic and Social Equity in Schools (VCESES), local high school students, and representatives spoke at the Vermont State House to defend their support and give testimony for the necessity of H.3. These became written text that supplemented the bill and its movement through the General Assembly in addition to aforementioned Vermont belief systems at play in the core policy narrative represent H.3 at the micro scale.

Figure 2. Model of Policy Narratives at Meso-level of NPR



We can apply a number of NRP meso-level hypotheses and origins to H.3 and its eventual passage. Examples include narrative strategies, public opinion, and coalition membership hypotheses. Study findings did reveal that winning groups employ the “angel shift”, and that media do predictably contribute to coalition narratives. Jones and McBeth (2010) hypothesize that “groups will heresthetically employ policy narratives to manipulate the composition of political coalitions for their strategic benefit” as a narrative strategy, and we definitely have evidence of this in the case of H.3. According to Vermont State Representative Brian Cina, who also worked as a mediator to bring the Abenaki Native American tribe into the fold on the bill, H.3 was originally much smaller in scope, which likely led to its challenging in trying to pass the first time. The revised bill comprised more LGBTQIA, religious, and Native Abenaki input, which empowered the coalition and manipulated the composition to become more inclusive. These inclusions also enhanced public opinion, as Shanahan, Jones, and McBeth (2011) hypothesize in their study of endogenous public opinion affects: “when endogenous public opinion shocks are incongruent with a coalition’s preferred policy outcome, coalitions will offer policy narratives that seek to expand the subsystem coalition.” VCESES was successful in using this method when rewriting the bill for 2019 passage. Finally, as Shanahan et. al. (2008) plainly states, “the media can be a contributor to advocacy coalitions” as well. While some pushback regarding ethical and student bullying reporting by the Vermont Agency of Education, and some cautious enthusiasm from teachers who will need



consistent assistance and dedication from VCESES for an implementation H.3 that does not overwhelm, media coverage of the bill has been nearly exclusively positive. Support from local and state media, as well as continued focus on Rep. Morris and her role in continuing advocacy for ethnic studies, likely influenced the policy narrative and legislator pressure to provide an affirmative decision.

In essence, based on the breakdown of policy actors, narrative components, and the successive passing of H.3, the narrative policy system framework can be best used to analyze the political feasibility of ethnic studies and social equity in Vermont public school. Given the narrative's ability to effectively represent all three of NPF's levels of analysis, policymakers were able to appeal to the individual (micro), community (meso), and institutional culture (marco) of Vermont's priorities and values system. Elements of NPF has been discussed via the elements of policy narrative reflective of the state of Vermont: a setting for progressive, forward-thinking citizens dedicated to inclusion and appalled at the notion that a celebrated representative of color would be forced from her position due to community members reflective of the antithesis of Vermont values. Policy content elements of H.3 complimented the outrage for Morris' departure, once again invoking belief systems many Vermonters want to further emphasize through ethnic studies legislation. The feasibility of successful and effective implementation has yet to be seen, however the use of current narrative to appeal to the hearts Vermont legislators can be viewed as a success in terms of H.3's passage.

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## Appendix J

### Multiple Steams Framework

This week we are covering Kingdon's multiple streams framework, which focuses in on agenda-setting in the policy process in relation to problem, policy, and political streams. While the availability of "policy windows" is described in much of our readings as "fairly random," my overall critique involves the corruption at play in international, national and even local politics and a suggestion that it may not be so arbitrary. In Brunner's *Understanding Policy* piece discussing emissions trading in Germany, he acknowledges that the status of a climate change agenda item in the mid-2000s reflected much of the national mood of the time. The problem stream was pushed by scientists and politicians, and even media with the popularity of Al Gore's "A Convenient Truth" documentary during the same era. With policy and political streams also lining up with energy corporations being ostracized at the time, climate change organizations had a clear policy window. My critique is of the temporary public blindness against the greed of one industry in place of another (i.e. climate change organizations vs energy organizations), a spectacle that tends to happen without public acknowledgement until policy is already hastily passed. In this case, the streams point toward more positive social and environmental change, but they do not always. For example, Liu, Xinsheng, Lindquist, Vedlitz, & Kenneth Vincent's *Understanding Local Policy Making*, citizen-influenced policy processes can be both a positive and negative. In local agenda setting, where the community is constantly addressing and coping with unlimited problems, local and state government as well as interest groups can easily engage in more conflict, closed-door policy influence, and focus more on one minority group with unbalanced power.

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## Appendix K

### **A New Life in Vermont: Refugee Integration and Responsibility**

#### Abstract

*The topic of refugee resettlement and community acceptance is significant in the current political climate. Vermont, a leading progressive state in the acceptance and support of refugee resettlement, serves as an example and experiment for effective asylum of refugees in the United States. The present research focuses on factors that enable successful refugee resettlement and integration, and how Vermonter attitudes toward these factors impact refugee support. We carried out studies to examine Vermonters' views on which entities, from governmental to refugees themselves, should yield primary responsibility for resettlement and the impact of various demographic identifiers on these attitudes. I measured to what extent views on refugee adjustment responsibilities associate with political affiliation, age, and Chittenden County residency. I also measured the associations between outlooks on important integration factors with adjustment responsibility elements. The results showed that Vermonters' political affiliation does determine a significant difference in opinion regarding who should be responsible for effective refugee resettlement.*

#### *Introduction*

Since the 1970s, over 3 million refugees have resettled in the United States (Nezer, 2016). Vermont resettles around 300 refugees each year and has been doing so since 1987 (*Vermont Poll*, 2018), mostly in Burlington, Vermont. During a period when individuals fleeing violence and poverty for American opportunity is being labeled a “national emergency” by President Donald Trump, the exploration of whether or not refugees will be allowed into the U.S. and which states are to welcome refugees is an important issue to unpack (Semotiuk, 2018). National attitudes may have an influence on local attitudes, as has been the case with a number of communities who have felt mandated to accept resettled refugees based on decision-making among the U.N., State Department and non-governmental organizations (NGOs) (Bose, 2016). Although Vermont is well-known for its progressive ideals and superior social service programs, the complex issue of refugee resettlement is met with a variety of attitudes. Community decision participation, cultural education, and employment are all factors that play significant roles in refugee resettlement and integration. However, there remains a gap in knowledge surrounding the extent to which attitudes towards who should be responsible for refugee adjustment to life in Vermont is associated with citizen location, political affiliation, and general views on refugee resettlement and factors of integration.

#### Literature Review

##### *Role of Community Decision Participation and Attitudes*

Community Decision Vermont officially began participation in the Federal Refugee Resettlement Program in 1980 under then Governor Richard Snelling. The State, through the State Refugee Coordinator, implemented the State Plan for Refugee Resettlement to supervise federal grants for refugee services (refugee healthcare assistance, refugee school grants, etc.) (Zucker, 1983). Today,

the Refugee Coordinator works with national, local and community partners to increase partnership and locate resources for the resettlement and successful integration of the refugees into Vermont. Resettlement has many challenges: issues such as criminal and disease security, refugee exploitation and abandonment, and the uncontrolled and unmonitored growth of the number of refugees in the world (Barnett 2011). Interracial and inter-ethnic tensions play a role, as in-group interrelation safety tools and attitudes many Vermonters may experience with the arrival of newcomers are utilized (Levine & Campbell, 1972). Income-inequities and perceptions of wealth insecurity also affect attitudes and increase xenophobia. Inability to participate in community relations resulting from exclusion and marginalization of a community that not agree to resettlement also poses a threat to successful refugee integration. Case studies such as Rutland, VT provide positive examples of the intersections of the local idiosyncrasies of refugee integration in new cities with the national conversation and politics of resettlement in contemporary America (Bose, 2018).

### *Role of Cultural Education and Integration*

Researchers have found that successful integration relies heavily on local community preferences for immigrants to reflect dominant cultural beliefs and practices (Testé & Assilaméhou & Perrin, 2012). American immigrants and refugees are often perceived to threaten majority culture because they are believed to fail or refuse to learn English, adopt an American identity, and embrace key American values and customs (Newman, 2014). Becoming accustomed to new cultural and environmental realities after surviving home country terrors is a tall order for newcomers to the state, and social interventions are weakened by migration, because immigrants face their own assimilation challenges. Mental health support systems provided in Vermont for Bhutanese refugee communities provided in response to challenges led to mental health improvements and more effective integration (Chase & Sapkota, 2017). Narratives, social construction, and discourse theories have been used to interpret research with Bosnian refugees in Vermont who used “re-constructive” activities such as gardening that allow people to re-create traditions whilst connecting with Vermonter agricultural values and customs (Derrien & Stokowski, 2014). Immigrant and refugee social networks within their own cultural communities has also been an aid to overall integration; Poor access to social networks, support, and capital means that newcomers are more vulnerable to physical and mental health problems (Hynie & Barragan, 2011). Education of Vermonters about the role of refugees in a society shaped in a positive light also allows for greater integration success, as displayed in other cities who explore the interconnectivity of refugee and immigrant stories as part of American culture and heritage as opposed to separate from or threatening to it (Haines & Rosenblum, 2010).

### *Role of Refugee Labor Market Participation*

The role of immigrant employment as relates to positive and negative local attitudes toward refugees is well-documented. Economic variables that play a key role in political preferences regarding immigration policy. There is a positive correlation between existing refugee skill levels within high-income countries and pro-immigration views, and conflicting attitudes towards low income countries (Mayda, 2006). While some communities view education level of refugees and subsequent potential labor market competition with apprehension, other studies find that all income and education levels demonstrate prejudicial attitudes toward immigrants under conditions

of economic uncertainty amongst the poor and wealthy alike (Jetten; Mols; Postmes, Guimond & Dambrun). Again, Rutland shines as a positive Vermont example in the sentiments of local officials and citizens who viewed the incoming refugees as an opportunity for “urban revival” as the city was experiencing numerous forms of decline (Bose, 2018). Employment opportunities solidify refugee community status as they transform from being viewed as victims and in need of caretaking to participatory members of society and contributors to local and state economy.

### *Remaining Questions*

Vermont has numerous progressive, inclusive state policies in support of refugee resettlement and there is much literature on the factors for successful integration of refugees in Vermont. Attitudes toward which institutions should be responsible for refugee adjustment to life in Vermont, from governments and nonprofits to communities and individuals themselves, and these attitudes’ associations with Vermonter identity dynamics have yet to be explored. This research paper will seek to create additional literature relating to factors of successful integration, community involvement, and the role of various demographics in the support of and believed responsibility for resettlement.

### Methods

#### *Procedure and Materials*

To investigate whether opinions regarding location for refugee settlement are related to county of residence, I used data collected by the Center for the Rural Studies at the University of Vermont as part of the 2018 Vermonter Poll. The telephone polling was conducted using computer-aided telephone interviewing (CATI) and was conducted between the hours of 9:00 a.m. and 9:00 p.m. beginning on February 10, 2018 and ending on February 20, 2018. A random sample for the poll was drawn from a list of Vermont landline telephone numbers, which is updated quarterly and included listed and unlisted telephone numbers. The youngest member of the household over the age of eighteen were interviewed. We used data from 781 surveys with complete responses on all questions. Based on a group of this size, the results have a margin of error of plus or minus 5 percent with a confidence interval of 95 percent.

I recoded the survey question about Vermonter attitudes towards who should be responsible for refugee resettlement, narrowing the nominal responses into four categories: government, third party or religious organizations, communities, or refugees themselves (Figure 1). I used this recoded dependent variable for each of my hypothesis tests. I also created a Descriptive Statistics table (Table 1) to reflect independent, demographic variables: age (recoded to scale four age categories), political affiliation, and county residence (recoded for ‘yes’ or ‘no’ response to living in Chittenden County, Vermont). Table 2 shows percentages for the most important factors for successful integration in Vermont.

#### *Hypotheses:*

I test the following hypotheses:



### Hypothesis I

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with the age of the respondent.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with the age of the respondent.

### Hypothesis II

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with by political affiliation.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with political affiliation

### Hypothesis III

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with whether or not the Vermonter is a resident of Chittenden County, Vermont.

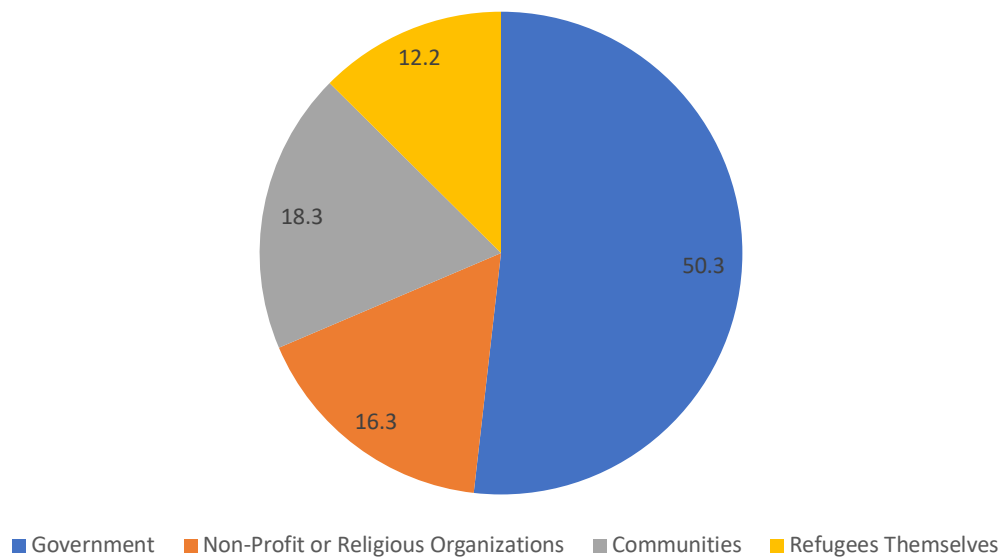
Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with whether or not the Vermonter is a resident of Chittenden County, Vermont.

### Hypothesis IV

Null: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is not associated with their opinions about the most important factor in successful integration of refugees into Vermont.

Alternative: Vermonter attitudes towards who should be responsible for helping refugees adjust to life in Vermont is associated with their opinions about the most important factor in successful integration of refugees into Vermont.

Methods, cont.



*Figure 1.* Responses for Who Should Be Responsible for Refugee Resettlement. The total number of respondents was 499.

*Table 1*  
*Descriptive Statistics*

Variable	Definition	Percent/Mean
<i>Age</i>	Age in years	
	18-26	3.5%
	27-35	2.8%
	36-54	20.8%
	55 or greater	72.9%
<i>Politics</i>	Political Party	
	Republican	15.3%
	Democrat	28.1%
	Independent	29.8%
	Progressive	5.5%
	Not Politically Affiliated	17.5%
<i>Chittenden County Resident</i>		
	Yes	16.3%

No

83.7%

*Note.* This table does not include the data of responders who did not know or refused to respond concerning their views. The total numbers of responders varied by category and were as followed: age: N=572, political affiliation: N=587, county residence: N=781.

*Table 2*

*Responses to Most Important Factor in Successful Integration of Refugees into Vermont*

Most Important Factor	Percent
Learning English	51.9%
Learning Local Customs	3.7%
Getting an Education	16.1%
Getting a Job	22.2%

*Note.* This table does not include the data of responders who did not know or refused to respond concerning their views. The total numbers of responders were 507.

## Results

### *Impact of Age*

Table 3 shows a Post Hoc, One-Way ANOVA test of relationship between Vermonters' ages and refugee responsibility. Findings show there was no significant effect on Vermonter views of who should be responsible for refugee integration at the  $p < .100$  level for the four age groups [ $F(3, 439) = 3.39, p = .018$ ].

*Table 3*

*Relationship Between Average Birth Year and Attitudes on Refugee Responsibility*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20112330.4	3	6704110.15	3.388	0.018
Within Groups	868577688	439	1978536.88		
Total	888690019	442			

Note. This table does not include the data of responders who did not know or refused to respond concerning their birth years. The total numbers of responders were 442.

### *Impacts of Political Affiliation*

Table 4 shows the results of a chi-square test of the relationship between Vermonters' political affiliation and who they believe should be responsible for helping refugees adjust to life in Vermont. Finding suggest there is a significant relationship between political views and perceptions on refugee responsibility.

*Table 4*  
*Relationship Between Political Affiliation and Attitudes on Refugee Responsibility*

<u>Refugee Responsibility</u>	<u>Political Affiliation</u>				
	Republican	Democrat	Independent	Progressive	Not Politically Affiliated
Government	44.9%	65.0%	43.7%	56.0%	62.0%
Non-Profit/Religious Organizations	11.6%	15.4%	21.8%	20.0%	10.1%
Communities	8.7%	17.1%	23.9%	24.0%	16.5%
Refugees Themselves	34.8%	2.6%	10.6%	0.0%	11.4%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

*Note.* n=436, Chi-square= 68.801<sup>a</sup>, p=.000..

### *Impacts of County of Residence*

Table 5 shows the results of a chi-square test of the relationship between Vermonter residency in or outside of Chittenden County and who they believe should be responsible for helping refugees adjust to life in Vermont. Finding suggest there is no significant relationship.

*Table 5*  
*Relationship Between County Residence and Attitudes on Refugee Responsibility*

Refugee Responsibility	Are you a resident of Chittenden County?	
	<u>Yes</u>	<u>No</u>
Government	54	182
Non-Profit/Religious Organizations	17	55
Communities	14	67
Refugees Themselves	9	45
Total	94	349

*Note.* n=436, Chi-square= 2.056<sup>a</sup>, p=.561.

#### Most Important Factors of Successful Integration

Table 6 shows the results of a chi-square test of the between attitudes on most important refugee integration factors and refugee responsibility. Finding suggest there is no significant relationship.

Table 6

*Study 1- Relationship Between Attitudes on Most Important Refugee Integration Factor and Refugee Responsibility*

<u>Refugee Responsibility</u>	<u>Most Important Integration Factor</u>			
	Learning English	Learning Local Customs	Education	Employment
Government	51.6%	58.8%	65.7%	49.5%
Non-Profit/Religious Organizations	16.4%	17.6%	13.4%	19.2%
Communities	16.4%	23.5%	17.9%	23.2%
Refugees Themselves	15.5	0.0%	3.0%	8.1%
Total	100.0%	100.0%	100.0%	100.0%

*Note.* n=412, Chi-square=19.942<sup>a</sup>, p=0.174

## Discussion

The aim of the research was to determine to what extent views on who should be responsible for refugee adjustment to life in Vermont is associated with Vermonter demographics and attitudes on significant integration factors. Key findings do suggest that political affiliation does impact perceptions of resettlement responsibility. While each political affiliation majority believes that the government holds the key responsibility to refugees, 34.8% of Republican respondents also place substantial responsibility on refugees themselves to achieve successful integration than the resettlement communities or non-profit/religious organizations. In comparison to only 2.6% of Democrats who expect refugees to be responsible for their own integration success, the findings are noteworthy. Additionally, Progressives claim the top percentage, 24%, of all political affiliations regarding the belief that communities should be held responsible. I conclude that refugees thrive in Democratic and Progressive-majority environments who place most responsibility on government and community. There were no significant findings suggesting that age or Chittenden County residence play a significant role in attitudes on refugee responsibility in Vermont.

These results are consistent with existing knowledge in the literature review, in efficiently addressing the elements of what makes a refugee's integration successful, while leaving a gap in citizen attitudes concerning *who* should contribute to integration. Learning English, learning local customs, education, and employment were all majority viewed as the responsibility of government, with mixed results regarding non-profit/religious organization and community responsibility. The results match the assumption that communities who feel vulnerable by the integration of the "other" will not thrive in embracing resettle refugees, and political affiliation can be used to gauge general impressions regarding those fears and attitudes toward newcomers (Levine & Campbell, 1972).

These results are contrary to research suggesting that communities feel they should play significant roles in refugee integration. While data does not demonstrate significant results in Vermonter attitudes toward important factors of integration and responsibility, there was little evidence supporting that refugees or communities should be responsible for integration. Instead, positive results over several variables suggest that the government should hold majority responsibility. This implies that, although communities want to play visible roles in the granting of permissions for resettlement opportunities for refugees, they have less interest as communities toward responsibility for the many challenges of resettlement (including refugee exploitation, abandonment, and growth monitoring) (Barnett 2011).

Ultimately, my research is noteworthy in the continuing study and conversations around refugee resettlement success in Vermont. The results of these statistical tests would be helpful in the political and communal process of deciding where refugees should be relocated upon arrival in Vermont, and in the United State. The political affiliation of communities plays a significant role in perceptions, ideas, and acceptance of refugees. Politics also impacts to what extent individuals, public services, and local resources of communities may be willing to give to ensure successful refugee integration. Being informed on where we are placing refugees is essential to our ability to provide safe, welcoming environments to visitors who have experienced substantial suffering in their own countries and are seeking new beginnings in our communities. Ensuring that educated



and calculated decision-making is being practiced while resettling refugees is, as a society, our essential responsibility as hosts and asylums.

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## Appendix M

### PA 302 Mid-Term Exam

- 1.) *What motivates people to perform well in an organization? Cite at least two different references from the class.*

I've been working for a breadth of organizations for over a decade now. From food to volunteer service, universities to paycheck preparation businesses. Despite the work area, I've found that a common thread runs through all positions in terms of whether or not people are happy, and therefore performing at their top potential: access to power. Power can take the forms of position, respect, salary, even work shift. The people who believed they had access to resources, information, and/or support, as Kanter explains, also felt that they had more agency in their positions and therefore generally performed better at their assigned tasks and had overall increased respect for the organization or company. For example, servers upgraded to the position of store managers generally felt very satisfied with this advancement, as higher pay (resources), more access to restaurant finance and operations (information), and a newfound comradery and status with fellow managers and owners (support) were great perks that accompanied the increased power.

In many organizations, supervisors and managers feel an inflated sense of power, and opportunities for growth (as well as conflict) can arise between team members and assigned supervisors, as people managing others in leadership positions often feel as if the work of the team is a reflection of their own reputation and work ethic. "Power accrues around the ability to get cooperation in doing what is necessary (Kanter, 2011, p.320)." Successful managers comprehend this ability and use it as a skill to ascend the organization's mission and incentivize workers. "A workman subject to orders from several superiors will be confused, inefficient, and irresponsible; a workman subject to orders from but one superior may be methodical, efficient, and responsible (Gulick, 1937/2004, p.85)." As Gulick points out, good management leads to a more efficient and responsible workforce, hence motivating people to perform well for their organization.

- 2.) *Provide an example from either your ethnomethodology assignment or another observed example of someone "climbing the ladder of inference." See power point slide deck from February 14 for a refresher on this concept.*

As we learned in February, "climbing the ladder of inference" many times creates bad judgements and rushed assumptions. This can happen fairly often in organizations, as there are multiple aspects of interactions that occur among a significant range of perceptions, cultures, generations and norms. Diversity "is a mix of people in one social system who have distinctly different, socially relevant group affiliations (Shani and Lau, 2006, p.197)." Understanding the ladder of inference can help one make emotionally intelligent decisions about how to address perceived complex situations caused by diversity. I lived in rural Mozambique for two years, and when my mother came to visit, I was determined to take her to a local market to enjoy some traditional food and to feel the energy of the bustling provincial capital. We lunched at a favorite restaurant called Mussuei, enjoying grilled pork, beer, and fresh salad. I could sense her slight unease as one hour stretched into two and my visiting friends and I rattled off one exciting story after another, jumping up in between beers to fetch another at the bar and informally chat in

Portuguese with several servers who we'd built great rapports with. As the night wound down and our bellies protruded, my mother slightly irritatingly asked me, "So are they going to bring our check now or will we have to go up and ask for that, too?"

We couldn't help but giggle at her misunderstanding, as it is considered rude in many parts of Mozambique, particularly with foreigners, to walk up to the table apart from taking original orders and delivering food for fear of interrupting conversations and appearing to rush customers. "Operationally, within an organization, cultural competency is achieved by integrating and transforming knowledge about individuals and groups into specific practices, standards, policies, and attitudes applied in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Rice and Mathews, 2012, p.23)." I realized that, from the American context of what "good" customer service looked like, this wasn't it. My mom perceived the servers' hands-off approach as being unconcerned and non-attentive. She selected the data of us getting up repeatedly to mean that going to the bar was the only way of getting service (which wasn't accurate, we could've waved someone over at any time). She made the assumption that we'd have to collect our checks ourselves and came to the conclusion that this restaurant had given us bad service. Her action was luckily to confront her concern with us volunteers, instead of otherwise possibly voicing dissatisfaction to the restaurant owner, which would have led to further miscommunication and misunderstanding. Our explaining Mozambican restaurant culture helped her to question her assumptions and conclusions, be presented with contrary data, and make the choice to relax as we had actually partaken in a superb dining experience by cultural standards (everything we ordered was actually on the menu!).

*Read the Corvallis Crisis Line case to answer the next two questions.*

*3.) Diagnose what the problem or problems are with the organization. Cite at least two different references from the class.*

The Corvallis Crisis Line case is a prime example power hunger gone amok and lack of operational human resources management. The shifts from Dia's program management position, to Seaton's program director role, and finally Olson's promotion to executive director display grossly underqualified and undeserving candidates being appeased by a Board desperate for leadership. In response to the study's final questions, there absolutely needs to be a rebuilding of organizational structure of CCL and an acknowledgment of the mission, vision, and future leadership. In fact, a promotion for Dia would've avoided many of CCL's consequential leadership disasters, seeing as she was popular with volunteers, mental health community members, and competent at her job. It ended up costing the organization their reputation, volunteer resources, and more money long-term by *not* offering a competitive salary to Dia.

Follet's "The Art of Giving Orders" defines the challenges that arose by moving on to new leadership too quickly, making this a "habit-pattern" that did not serve the organization, and expecting orders of new leadership to replace skill training. Olson's abrasive leadership style, for example, damaged CCL's reputation among volunteers and the community because Olson clearly misunderstood how to "take orders from the situation" (Follet, 2007, p.67). Instead of addressing her obvious lack of communication skills and the steady decline of CCL, she dug

in her heels and continued to mismanage and abuse volunteers and fellow employees. In terms of human resources, an apparent lack of performance appraisal or review placed CCL's mission of serving and empowering community members in crisis completely on the backburner. Ideal performance review, which should include a continuous cycle of goal setting, coaching, development, and assessment, was seemingly absent and resulted in a downward spiral (Hyde and Uys, 2016, p.140). The goal of personal appraisals is to identify strengths in people and move them into the right position through coaching (Bowman, 2016, p. 135). However, there was no coaching, training, or review for CCL members, eventually leading to a decline in leadership and volunteer quality. Lack of feedback among leadership and team members lead to a lack of accountability, mission-based work, and disconnect among a non-incentivized team. CCL has the capability to rebound from this, but an entire restructuring and rebalancing of power dynamics, leadership appointments, training, and appraisal must be prioritized.

4.) *Answer the question at the end of the case concerning the next course of action for the organization. Do you immediately concentrate on hiring a new leader or focus on organizational development work?*

The interim period between leadership is an understandably anxiety-provoking time for all organizations. It suggests a lack of planning, direction, and control in the organization's and operations. However, it is very clear in the case of CCL that a pause is needed to recollect and do some damage control. A new leader needs to be appropriately vetted, interviewed, and collectively approved by the Board, long-time stakeholders, and the mental health community. A guide for CCL's organization reform can be found through Carnevale's organizational development (OD) perspective. As we've identified the problems of CCL, action research cycle steps would include evolution, recommendations, application or practice, reflection, consideration of new questions, and a repeated succession of these steps. A refocus on community service, employee improvement, common vision, empowerment, and building a healthier organizational culture would prove a most effective next course of action (Carnevale, 2003, p.16). Hopefully, through intensive organizational development work, CCL can rise to meet the needs of community members in crisis and reclaim its reputation for leadership and outreach, trained volunteers, and thriving work environment.

*Read the "Fighting Discrimination in Reed City" case to answer the next three questions.*

5.) *Describe the culture within the staff. To what extend is there a shared sense of culture or a differentiated one? Cite at least two different references from the class.*

Reed City's Implementation Committee for the Planning and Development Department comes off quite sexist, heavily engaged in indirect communication and gossip, and practices power dynamics and gender norms that supersede official position. Thompson, an innovative male tech coordinator who has been praised by the local major and is obviously revered in the community, appears very entitled, quick to blame others for a lack of leadership skills, and intimidating to a majority of the Committee. Larsen's concerns about Thompson's lack of professionalism, perceived superiority, and inappropriate comments towards women seem to fall on mute ears, as

no colleagues suggest using a human resources department to report her experiences. Her experience, however, is differentiated between fellow female employees. While Williams, a department director with much perceived power, seems intimidated by Thompson, others (Anderson) find it better to ignore him, younger staff members search for new jobs altogether to escape the toxic culture. The question is not whether or not Thompson is a problem, but how to solve (or ignore) said problem.

An obvious imbalance of power dynamics also rules this organizational culture. There are definitely signs of powerlessness, including Williams' overzealous "nudge" about the impending deadline for the online portal, and Thompson's "chromosomal" reasoning for being behind schedule. These signals of micro-management, rule-mindedness, inappropriate position and power overlapping, and turf-mindedness show signs of powerlessness among the Committee (Moss Kanter 2011, p.322-323). The Department also presents an unstable bureaucratic structure and personality through leadership's inability to accept responsibility and respect members of the Committee through aforementioned examples. "If the bureaucracy is to operate successfully, it must attain a high degree of reliability of behavior, an unusual degree of conformity with prescribed patterns of action.... The efficacy of social structures depends ultimately upon infusing group participants with appropriate attitudes and sentiments. As we shall see, there are definite arrangements in the bureaucracy for inculcating and reinforcing these sentiments (Merton, 2007, p.111)." As we've seen through intimidation, sexist comments, and lack of safety in the office for Larsen to address her concerns, she does not feel respected nor integrated into this staff culture.

*6.) Given what you know from this case, compare where Ted Thompson is on the cultural competency continuum and Ellen Anderson's place is on the continuum. Cite at least two different references from the class.*

Thompson and Anderson's behaviors land them on the cultural destructiveness and cultural blindness spaces on the cultural competency continuum respectively. Thompson is definitely forcing assimilation and subjugating differing opinions, reinforcing sexism and maintaining stereotypes about women's roles in the workplace. He is only preserving rights and respect for dominant groups only (i.e. men). He seems to have a complete inability to empathize and genuinely connect with individuals who differ from himself, thus misunderstanding (or not caring about) the impacts of discrimination on identity and self-esteem among his team (Rice and Mathews, 2005, p.26). Anderson's willingness to blindly ignore Thompson's behaviors for the goal of enhancing her own career and tech knowledge also is problematic and only meets the needs of the dominant group, essentially deserving herself. The lack of an inclusive, cultural competent culture is clearly having a detrimental impact on the Committee's ability to meet deadlines and targets, perform well, innovate, and achieve business outcomes (Bourke, 2016). As Deloitte's inclusion model shows, the lack of respect and fairness, and an absence of belonging and safety is stunting the Committee's growth and disempowering individual team members.

*7.) What advice would you give Linda Larson? Provide a one paragraph response.*

I would recommend that Larsen leave the Implementation Committee for the Planning and Development Department, with a strongly worded two-week notice letter detailing the sexist and intimidating practices she experiences within the department. The importance of documentation

and reporting inappropriate behavior is very important here, but so is the preservation of Larsen's dignity and self-respect. Her peace has been compromised, and no position at any organization is worth that. With a more validating and culturally competent organization, staying and growing with the company's diversity and inclusion maturation would've remained an option, but the case study shows an unsafe environment that personally would not be worth the effort for me. Unfortunately, the Department would have to learn the hard lessons about lacking organizational self-awareness, which will include poor retention and more difficult recruitment and hiring practices once news of their cultural incompetence spreads.

8.) *Summarize five big "take aways" that you have learned from the first half of the semester. Provide at least one reference for each observation. Each observation can be summarized in a bulleted, two to three sentence form.*

1. The ladder of inference lead to stereotyping and many times creates bad judgements, rushed assumptions, and bias (<https://www.youtube.com/watch?v=K9nFhs5W8o8>).
2. Changing habit-patterns can be viewed as positive effective leadership that actually gains the respect of an experts; it is not always a negative form of manipulation and can give workers meaning and value (Follet, 2007). It also suggest the immense responsibility that comes with leadership, a responsibility that likely needs further investigation to do so with reverence for all people. Power accrues around the ability to get cooperation in doing what is necessary (Moss Kanter 2011, p.320).
3. Through our reading and organizational assessment, I am learning the significant of understanding an org's "informal society." It goes back to the "it's not what you know, but who you know" saying of understand the personalities and motivations at play will tell you far more than a classroom, website, presented mission, and org chart ever will (Bernard, 2007). It reinforces the point that success is less about effort and intelligence and more about connection and access to these informal societies.
4. Socialization is truly complex, and perspectives on how the world works depends on so many complex networks that it's hard to define what is "wrong" and what is "right. Norms and assumptions can only be deciphered over time, but American culture is obsessed with fast and outer appearance. Because of this, deciphering culture becomes nearly impossible because we are satisfied with relying on stereotypes, outer appearances, and selective statistics to tell us what we need to know about basically everything. That lack of in-depth curiosity leads to an ignorant society (Schein, 1985).
5. The idea of corporate social responsibility includes business ethics, corporate governance, community development, and environmental protection, preservation of human rights, workplace equity, and marketplace (GAO, 2005, p. 9-10). The fact that CSR is a rather new concept with these components that should be common knowledge reveal than capitalism and humane treatment to cannot coexist without mandates and alternative goals.



## Appendix N

### **Organizational Capacity Assessment Project Compilation Vermont Council on World Affairs (VCWA)**

#### *Organizational Biography*

“The future of Vermont depends upon the world beyond our borders. The Vermont Council on World Affairs, in cooperation with the public and private sectors, promotes an awareness and understanding of the world and its people through public forums, hosting international visitors and working with our educational institutions to develop programs for students, faculty, staff and community.”

#### **-VCWA Mission Statement**

The Vermont Council on World Affairs organizes professional interactions with various objectives. VCWA programs such as the Young Leaders of the Americas Initiative, Open World, the Pan-African Youth Leadership Program, and the Iraqi Young Leaders Exchange Program, work to unite participants to relevant businesses, nongovernmental and nonprofit organizations, and experts to boost their expertise and provide networking opportunities. VCWA also implements the local International Visitor Leadership Program (IVLP), a professional exchange program launched by the U.S. Department of State. Through short-term visits to Vermont, current and emerging foreign leaders from several fields experience the United States firsthand through cultivate lasting relationships with local professional counterparts.

VCWA also facilitates an Ambassador Series, inviting distinguished international diplomats to Vermont to engage in talks about international affairs. According to the VCWA website, “Vermont is attractive to leaders of this level of achievement because it is increasingly on the world map as an incubator for cutting-edge programs in a number of areas such as energy, the environment and community-building, and as a place where the citizenry is informed and engaged and where public and private sector leaders are committed and accessible.” In addition to bringing the world to Vermont, VCWA also aims to bring Vermont to the world through organizing annual International Tours, giving members opportunities to travel and experience new cultures. These efforts have distinguished VCWA as the leading foreign-affairs non-profit organization in the state.

The World Affairs Councils of America (WACA) was established in 1918, when the League of Free Nations Association was formed by 141 Americans to promote just peace and nurture public awareness of critical international issues affecting the U.S. In 1923, the organization was reconstituted as the Foreign Policy Association (FPA). Citizen discussion groups and FPA branches began to develop in the 1920s, 1930s, and after World War II – catalyzing the independent World Affairs Councils of subsequent decades. In 1986, the National Council of World Affairs Organizations office was opened in Washington, DC. The organization was renamed the World Affairs Councils of America, and today WACA serves more than 90 World Affairs Councils nationwide, in 40 states and the District of Columbia. The Vermont Council on World Affairs chapter was established in Burlington, VT in 2010.

**Sources:**

Vermont Council on World Affairs – Burlington, Vermont. (n.d.). Retrieved from [https://www.vermont.org/vcwa/WACA | Main](https://www.vermont.org/vcwa/WACA%20Main). (n.d.). Retrieved from <https://www.worldaffairscouncils.org/>  
Capacity Assessment Analysis

## McKinsey Grid Scoring and Explanations

### I. ASPIRATIONS

#1	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Mission</b>	No written mission or limited expression of the organization's reason for existence; lacks clarity or specificity; either held by very few in organization or rarely referred to	Some expression of organization's reason for existence that reflects its values and purpose, but may lack clarity; held by only a few; lacks broad agreement or rarely referred to	Clear expression of organization's reason for existence which reflects its values and purpose; held by many within organization and often referred to	Clear expression of organization's reason for existence which describes an enduring reality that reflects its values and purpose; broadly held within organization and frequently referred to

I scored the non-profit's mission assessment at the moderate level of capacity because the programmatic and fund-raising focus of the organization do reflect its stated goals and proof of adherence to this promise can be seen in what VCWA does. Also, the diversified funding sources that the ED has accumulated in recent years strongly speaks to its public/private cooperation and local engagement. Exchange programs and within Vermont schools also support the organization's commitment to collaboration with educational institutions through programs with students and faculty throughout the state of Vermont.

However, the only drawback I had against mission are the suggested inconsistencies in broadly understood terms, specifically between the Board and internal operations at VCWA. The use of the goals of the committee meeting exercise were to "get on the same page, and to discover what page we are on right now" regarding the vision for VCWA events and possibilities. This displays that there is some room for growth in an understanding across the board about where VCWA is now, and where it intends to go.

#### **Sources:**

Vermont Council on World Affairs – Burlington, Vermont. (n.d.). Retrieved from <https://www.vermont.org/vcwa/>  
Executive Director Interview  
Executive Committee Meeting Observation

#2	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Program relevance and integration</b>	Core programs and services vaguely defined and lack clear alignment with mission and goals; programs seem scattered and largely unrelated to each other	Most programs and services well defined and can be solidly linked with mission and goals; program offerings may be somewhat scattered and not fully integrated into clear strategy	Core programs and services well defined and aligned with mission and goals; program offerings fit together well as part of clear strategy	All programs and services well defined and fully aligned with mission and goals; program offerings are clearly linked to one another and to overall strategy; synergies across programs are captured

I scored the non-profit's program relevance and integration assessment at the highest level of capacity because the programmatic focus of the organization strongly aligns with its mission and goals. According to the ED, although the mission to promote awareness and understanding of the world through education and engagement is seems broad at first glance, proof of adherence to this promise can be seen in what VCWA does. The organization engages nationally through leadership programs (Pan-African, Iraqi, etc.) and the hosting of international visitors by its members. Even the ED hosts visitors and dinners at her home, engaging with programming.

Education is achieved through VCWA's Speakers Series, a civil discourse through public forums to bring cultural experiences to students and future leaders (intergenerational exchange) from Board members, speakers, and leaders visits.

As for community awareness, VCWA plans international trips for its members to also have the opportunity to travel abroad, with the goal of "demystifying the *other*." Through building partnerships with international visitors, diversifying funding, engaging educators, and providing tangible travel experiences, VCWA lives up to its motto of "bringing the world to Vermont and Vermont to the world" in synergies across every stated organizational value.

#### **Sources:**

Vermont Council on World Affairs – Burlington, Vermont. (n.d.). Retrieved from <https://www.vermont.org/vcwa/>  
Executive Director Interview

#3	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Program growth and replication</b>	No assessment of possibility of scaling up existing programs; limited ability to scale up or replicate existing programs	Limited assessment of possibility of scaling up existing programs and, even when judged appropriate, little or limited action taken; some ability either to scale up or replicate existing programs	Occasional assessment of possibility of scaling up existing programs and when judged appropriate, action occasionally taken; able to scale up or replicate existing programs	Frequent assessment of possibility of scaling up existing programs and when judged appropriate, action always taken; efficiently and effectively able to grow existing programs to meet needs of potential service recipients in local area or other geographies

The interview with the ED and the executive committee exercise regarding the vision for VCWA events and possibilities proved very positive for VCWA's ability to assess possibilities for growth within the organization, as well as staff review and metrics following every single event. Within the past years, VCWA has expanded its international visitor programs, added two youth leadership programs to its portfolio, and continued our work on the Young Leaders of the Americas Initiative. Consistent review in order to improve replicated future events will allow for healthy retrospection for all members of the team and continued improvement. Although staff size and funding limitations are obvious challenges for program growth, the ability to assess possibilities for scaling up within the organization by the ED and Executive Board members shows proactive mindset and seems highly competent through my observations.

#### **Sources:**

Executive Director Interview  
Executive Committee Meeting Observation  
VCWA Annual Report 2018

## II. STRATEGIES

#4	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Funding model</b>	Organization highly dependent on a few funders, largely of same type (e.g., government or foundations or private individuals)	Organization has access to multiple types of funding (e.g., government, foundations, corporations, private individuals) with only a few funders in each type, or has many funders within only one or two types of funders	Solid basis of funders in most types of funding source (e.g., government, foundations, corporations, private individuals); some activities to hedge against market instabilities (e.g., building of endowment); organization has developed some sustainable revenue-generating activity	Highly diversified funding across multiple source types; organization insulated from potential market instabilities (e.g., fully developed endowment) and/or has developed sustainable revenue-generating activities; other nonprofits try to imitate organization's fund-raising activities and strategies

VCWA has a diversified list of donors and partnership sources publicly listed on its website. I also was present for the introduction of a sponsorship packet to the Board, which is being put together by internal staff to organize and sustain old and new funding sources, which when developed will be invaluable for the future of VCWA's funding model. Although a fully developed endowment is not available at this time, mentioned interest in attaining one was stated by the Chair of the Board during our interview, suggesting that the building of one is a high priority funding model goal.

Activities such the Giving Tuesday auction and a growing number of local relationships through ED and Board engagement will likely lead to a steady increase in funding capacity.

### Sources:

Board Chair Interview

Executive Committee Meeting Observation

### III. ORGANIZATIONAL SKILLS

#5	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Performance measurement	Very limited measurement and tracking of performance; all or most evaluation based on anecdotal evidence; organization collects some data on program activities and outputs (e.g., number of children served) but has no social impact measurement (measurement of social outcomes, e.g., drop-out rate lowered)	Performance partially measured and progress partially tracked; organization regularly collects solid data on program activities and outputs (e.g., number of children served) but lacks data-driven, externally validated social impact measurement	Performance measured and progress tracked in multiple ways, several times a year, considering social, financial, and organizational impact of program and activities; multiplicity of performance indicators; social impact measured, but control group, longitudinal (i.e., long-term) or third-party nature of evaluation is missing	Well-developed comprehensive, integrated system (e.g., balanced scorecard) used for measuring organization's performance and progress on continual basis, including social, financial, and organizational impact of program and activities; small number of clear, measurable, and meaningful key performance indicators; social impact measured based on longitudinal studies with control groups, and performed or supervised by third-party experts

VCWA has room to grow its performance measure tracking in order to gain comprehensive, measured impacts of programs and activities. Although tangible metrics can be seen through increased partnership, programming, and donor relationships, a balanced scorecard on the reflecting VCWA's social, financial, and organizational impact would give substantial feedback and inform key indicators and a framework for success and improvements. The ED did speak about regular post-event meetings within the staff to discuss areas for improvement and performance review. Moreover, impact can be measured through multiple ways and performed by third parties to uncover unexplored avenues for improvement.

#### Sources:

Executive Director Interview

#6	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Fund-raising	Generally weak fund-raising skills and lack of expertise (either internal or access to external expertise)	Main fund-raising needs covered by some combination of internal skills and expertise, and access to some external fund-raising expertise	Regular fund-raising needs adequately covered by well-developed internal fund-raising skills, occasional access to some external fund-raising expertise	Highly developed internal fund-raising skills and expertise in all funding source types to cover all regular needs; access to external expertise for additional extraordinary needs

VCWA's ED informs much of the regular fundraising improvements and growth in recent years, which must be stated in the organization's fundraising and revenue competency. Although general needs are adequately covered, and programs are steadily growing under the ED's current diversified and organized model, external expertise and increased collaboration would increase the organization's fundraising skills and source types significantly.

According to our interview, the ED provides the bulk of fundraising ideas and donor communication. Access to additional expertise and efforts, starting with the Board of Directors, would be instrumental in more local engagement. Board Chair acknowledged the Board's crucial role in further fundraising development and support for the ED. "There is more we could do collectively, through joint initiatives," said the Board Chair.

#### **Sources:**

Executive Director Interview  
Board Chair Interview



#7	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Local community presence and involvement	Organization's presence either not recognized or generally not regarded as positive; few members of local community (e.g., academics, other nonprofit leaders) constructively involved in the organization	Organization's presence somewhat recognized, and generally regarded as positive within the community; some members of larger community constructively engaged with organization	Organization reasonably well-known within community, and perceived as open and responsive to community needs; members of larger community (including a few prominent ones) constructively involved in organization	Organization widely known within larger community, and perceived as actively engaged with and extremely responsive to it; many members of the larger community (including many prominent members) actively and constructively involved in organization (e.g., board, fund-raising)

Differentiated funding, donors, membership, and event participation demonstrate a reasonably strong local community presence and involvement. The hosting program gives strongest evidence of this, as VCWA reported 174 international visitors just in 2018, displaying the responsiveness of larger community involvement and its essentiality in the continuation of the organization's programming. Room for growth was addressed in the Executive Meeting, with a goal set by the ED to make regular events more well-known and consistent for community members to be able to plan their schedule around and to encourage regular participation. This could lead to a more widely known reputation in Burlington, and furthermore increased and diversified support for VCWA within the community.

#### **Sources:**

Executive Director Interview  
VCWA Annual Report 2018  
Executive Committee Meeting

#### IV. HUMAN RESOURCES

#8	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Board – composition and commitment</b>	Membership with limited diversity of fields of practice and expertise; drawn from a narrow spectrum of constituencies (from among nonprofit, academia, corporate, government, etc.); little or no relevant experience; low commitment to organization's success, vision and mission; meetings infrequent and/or poor attendance	Some diversity in fields of practice; membership represents a few different constituencies (from among nonprofit, academia, corporate, government, etc.); moderate commitment to organization's success, vision and mission; regular, purposeful meetings are well-planned and attendance is good overall	Good diversity in fields of practice and expertise; membership represents most constituencies (nonprofit, academia, corporate, government, etc.); good commitment to organization's success, vision and mission, and behavior to suit; regular, purposeful meetings are well-planned and attendance is	Membership with broad variety of fields of practice and expertise, and drawn from the full spectrum of constituencies (nonprofit, academia, corporate, government, etc.); includes functional and program content-related expertise, as well as high-profile names; high willingness and proven track record of investing in learning about the organization and addressing its issues; outstanding commitment to the organization's success, mission and vision; meet in person regularly, good attendance, frequent meetings of focused subcommittees consistently good, occasional subcommittee meetings

Observation of the Executive sub-committee meeting and truthful interviews with the ED and Board Chair revealed needed improvements to Board diversification, member commitment/dues payments, and contributions to donor relationships required for VCWA's growth within the community. Interviews revealed a lack of variety among Board composition, a slack attitude regarding Board meeting attendance, and often disconnected communication between the internal team and VCWA Board. The Chair also spoke to challenges relating to fundraising and relationship-building responsibilities of Board members. He admits that this "cannot be a one-man job," and that the Board does need to step up in its outreach role. Expertise is drawn from a variety of stakeholder backgrounds.

##### **Sources:**

Executive Director Interview, Board Chair Interview

#9	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>CEO/executive director and/or senior management team</b>	Low energy level and commitment; little continued attention to organizational vision	Good energy level; visible commitment to organization and its vision	Inspiringly energetic; shows constant, visible commitment to organization and its vision; excites others around vision	Contagiously energetic and highly committed; lives the organization's vision; compellingly articulates path to achieving vision that enables others to see where they are going

The ED's commitment and engagement with VCWA, Board members, and the local community can be evidenced in its increased donor/sponsorship relationships, programmatic scope, and successful, visible events. Through interviews and observations, the ED shows a high capacity of leadership ability and operational expertise among her team. Our interview lasted for hours, as a result of her openness and knowledge about the nonprofit's history and desired future. She was also able to excitingly articulate the organization's strengths and weaknesses, as well as detail steps being made to address said challenges.

I was impressed with her navigation of the various Board member personalities and needs, as she definitely takes on anterior aspects of the organization from all fronts. She uses a number of personality tests (i.e. DISC and Myers-Briggs) and team exercises to understand different personalities, styles, and processing in the organization, as well as get everyone on the same page mission and value-wise. The Board Chair also spoke highly of her during our interview, describing his relationship with her as one with "open communication" and feels she is easy to communicate with regarding issues and concerns related to the Board. I foresee her continued growth alongside VCWA's organizational expansion.

### **Sources:**

Executive Director Interview

Board Chair Interview

Executive Committee Meeting Observation

#10	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Financial judgment	Has difficulty considering financial implications of decisions	Draws appropriate conclusions after studying all the facts; understands basic financial concepts and drives for financial impact of major decisions	Has sound financial judgment; consistently considers financial implications of decisions	Has exceptional financial judgment; has keen, almost intuitive sense for financial implications of decisions

In the past five years, the ED has multiplied VCWA's donor and sponsorship, trained and developed a small, yet strong staff, and increased programing and events as a nonprofit that depends on several types of local stakeholders' support in order to achieve aforementioned tasks, the ED show a high level of capacity for financial judgment, risk-taking, and maintaining influential relationships. She was the auctioneer for the organization's Giving Tuesday auction, balancing relationships with businesses that offered their services for sale as well as members who attended and bought-in at the auction.

The ED's assertive leadership ability coupled with an easygoing demeanor has proved invaluable to VCWA. She continues to grow and increase strategic financial decisions through innovative additions to the nonprofit's funding model (i.e. sponsorship packet, Board member assignment to key stakeholder reach-out, etc.).

#### **Sources:**

Executive Committee Meeting Observation  
Executive Director Interview

## V. ORGANIZATIONAL STRUCTURE

#11	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Organizational design	Organizational entities (e.g., headquarters, regional and local offices) are not “designed,” and roles, responsibilities of entities are neither formalized nor clear; absence of organization chart	Some organizational entities are clearly defined, others are not; most roles and responsibilities of organizational entities are formalized but may not reflect organizational realities; organization chart is incomplete and may be outdated	Organizational entities are clearly defined; all roles and responsibilities of organizational entities are formalized but do not necessarily reflect organizational realities; organization chart is complete but may be outdated	Roles and responsibilities of all organizational entities (e.g., headquarters, regional and local entities) are formalized, clear and complement each other; organization chart is complete and reflects current reality

VCWA’s organizational entities are made up of a modest staff of five, and a two-committee Board of Directors. Internal team roles include the position of ED, a Manager of Global Engagement, a Community Development Coordinator, and a college Intern. On the Board of Directors, there is a Chair and Vice-Chair, as well as an Executive and Governing Committee. The ED holds the majority of responsibilities, through much social media outreach, marketing, strategy, program coordination, and event execution is now shared throughout her team. As ED, she leads communications on the team, as well as with the Board and its committees. She also writes grant proposals and spearheads all fundraising initiative. In our interview, she expressed the immense growth VCWA has undergone since the time of her arrival in 2014, when she practically ran the organization solo.

While I acknowledge the nonprofit’s growth into a team where shared responsibilities have balanced the pressures and needs for operations, I do see there being significant room for growth, hopefully through more membership and financial support. The smaller team seems to make roles less formalized since an “all hand on deck” attitude is necessary for survival. Increased staff numbers would significantly increase VCWA’s local visibility and ability to do more.

### Sources:

VCWA Website  
Executive Director Interview  
Board Chair Interview

#12	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Interfunctional coordination</b>	Different programs and organizational units function in silos; little or dysfunctional coordination between them	Interactions between different programs and organizational units are generally good, though coordination issues do exist; some pooling of resources	All programs and units function together effectively with sharing of information and resources; few coordination issues	Constant and seamless integration between different programs and organizational units with few coordination issues; relationships are dictated by organizational needs (rather than hierarchy or politics)

Communication, rapport, and program integration seem seamless among the VCWA team, a likely result of its small size and strong ED leadership. I observed an easy, laidback relationship between team members during my many visits to the VCWA office, with everyone at work on individual projects that integrated well with the larger scope goals. During the observational meeting exercise asking for feedback from all participants pertaining to needs/wants of an unlimited budget, I noticed that the internal team had many overlaps in their opinions, displaying a clear understanding of organizational direction and coordination. Relationships seem to be absent of much hierarchy or politics and information to be shared openly.

#### **Sources:**

Executive Director Interview  
Board Chair Interview

#13	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
<b>Individual job design</b>	Lack of positions created to address a number of key roles (e.g. CFO, HR, learning and measurement); unclear roles and responsibilities with many overlaps; job descriptions do not exist	Positions exist for most key roles, with a few still missing; most key positions are well-defined and have job descriptions; some unclear accountabilities or overlap in roles and responsibilities; job descriptions tend to be static	All key roles have associated positions; most individuals have well-defined roles with clear activities and reporting relationships and minimal overlaps; job descriptions are continuously being redefined to allow for organizational development and individuals' growth within their jobs	All roles have associated dedicated positions; all individuals have clearly defined core roles which must be achieved and an area of discretion where they can show initiative and try to make a difference; core roles are defined in terms of end-products and services rather than activities; individuals have the ability to define their own activities and are empowered to continuously reexamine their jobs

Most key roles are filled, although I would recommend continual growth, not only within job growth, but additionally in individual job creation (though acknowledged that much of this is out of direct control of VCWA and dependent on increased resources). The ED's role as the face of the nonprofit is explicitly defined, although her roles overlap out of necessity. She spearheads VCWA's strategic vision, events management, communications and social media, corporate sponsorship collaboration, and the organization's fee for service programs. Her role is to "see problems before they are problems," while knowing what everyone on the team is working on, and how its interconnected. The Manager of Global Engagement and Community Development Coordinator are essential, exclusive roles for internal operations and, according to interviews, experience continued job growth within their position through direct training from the ED and fluctuating responsibilities.

As for the Board members' roles, the Executive and Governing committees have well-defined positions in authority. The Executive Committee decides what is going to be agenda at meetings, what information is relevant for the Board to know, how the Board functions. The Governance Committee identifies board members, creates other committees, and sees to bi-law changes and adherence. Criteria for Board membership include diversity (in term of age, gender, and background).

#### **Sources:**

Executive Director Interview  
Board Chair Interview

## VI. CULTURE

#14	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Performance as shared value	Employees are hired, rewarded and promoted for executing a set of tasks/duties or for no clear reason, rather than for their impact; decisions are mostly made on “gut feeling”	Performance contribution is occasionally used and may be one of many criteria for hiring, rewarding and promoting employees; performance data is used to make decisions	Employee contribution to social, financial and organizational impact is typically considered as a preeminent criterion in making hiring, rewards and promotion decisions; important decisions about the organization are embedded in comprehensive performance thinking	All employees are systematically hired, rewarded and promoted for their collective contribution to social, financial and organizational impact; day-to-day processes and decision making are embedded in comprehensive performance thinking; performance is constantly referred to

The Board Chair describes Vermont as having a “vibrant civic culture” and believes that the VCWA’s success is strongly tied with a community dedication to being world citizens. He ties in hiring of competent, mission-oriented employees as a major part of the nonprofit’s success, starting with the hiring of its current ED and subsequent internal staff. The ED also shares the same respect and acknowledgement for the team’s composition, variety of skills and experience brought to the table; consistent addition of fresh interns help with some of the administrative, day-to-day processes that can be challenges to tackle with a small staff size. Performance and local reverence were referred to several times in both interviews by the organization’s leaders, and the collective decision-making processes were evident in the committee meeting observation.

### Sources:

Executive Director Interview  
Board Chair Interview  
Executive Committee Meeting Observation



#15	1 Clear need for increased capacity	2 Basic level of capacity in place	3 Moderate level of capacity in place	4 High level of capacity in place
Shared references and practices	No major common set of practices and references exists within the organization (such as traditions, rituals, unwritten rules, stories, heroes or role models, symbols, language, dress)	Common set of references and practices exists in some groups within the organization, but are not shared broadly; may be only partially aligned with organizational purpose or only rarely harnessed to produce impact	Common set of references and practices exists, and are adopted by many people within the organization; references and practices are aligned with organizational purpose and occasionally harnessed to drive towards impact	Common set of references and practices exist within the organization, which may include: traditions, rituals, unwritten rules, stories, heroes or role models, symbols, language, dress; are truly shared and adopted by all members of the organization; actively designed and used to clearly support overall purpose of the organization and to drive performance

In cultural references and practices within VCWA, the nonprofit scores very high. Rationale for high capacity scores is founded in an observation of backgrounds and expertise of the Board of Directors, internal staff, and members. The Chair described the Board composition as a group of individuals who “think globally and act locally.” The ED has headed international nonprofits before her time with VCWA. Through observation of the unspoken attitudes and rituals, from welcomed lunch dining during the Board committee meeting to mission-based brainstorming including everyone from the ED and Board members to the college intern, a shared practice of inclusion and openness seem to remain common throughout the organization. Even the granting of full access for my capacity assessment speak to VCWA’s transparency. The majority of group time is spent discussing programmatic goals and upcoming events or presenting action plans for gaining more members and support in order to expand current capacities. These observations exhibit a shared understanding of VCWA’s goals and purpose, and desire to grow in the future.

#### Sources:

Executive Director Interview  
Board Chair Interview  
Executive Committee Meeting Observation

## Systems Story and Recommendations for VCWA

Vermont Council on World Affairs is dedicated to increasing consciousness and understanding of the world's issues and varying perspectives through local education and engagement. Its events and program achieve the organization's mission well, and its expert, dedicated staff and Board of Directors work together to encourage membership, welcome and host international guests, and maintain a flourishing nonprofit through diversified sources of funding and community support. In my assessment, I focused on 15 McKinsey Capacity Assessment Grid competencies, a tool designed to help nonprofit organizations assess their organizational capacity and describe an organization's current status or performance through grid scoring and written rationale for every assigned score (McKinsey). The objective of these scores and the following resulting recommendations are to draw on external observations beyond VCWA personnel and be used by the staff and Board members to measure capacity and encourage valuable discussion about the future of the organization.

### *Challenges*

I drew on six relevant elements of McKinsey Capacity Assessment: aspiration, strategies, human resources, organizational structure, organizational skills, and culture. VCWA scored moderately to high on the majority of capacities, demonstrating strong leadership, mission-based programming, and excellent organizational culture. However, capacities regarding organizational skills and human resources could use development. In terms of performance measurement, I scored this competency of skill only partially measured and tracked. Visuals and metrics are used post-events to measure success and future improvement among the team. As is the case with many nonprofits, fundraising is another common metric for performance measurement. The procurement of grant and/or stakeholder support appears to stand as the funding model metric for the organization.

As for Board commitment and composition, I scored VCWA as basic in its ability to maintain a diversely representative Board membership composition. There are a few different constituencies (from among nonprofit, academia, corporate, government, etc.) and seemingly modest commitment to organization's success, vision and mission. Board membership attains much social capital, however the exchange for the benefits of membership and commitment to the needs of VCWA proved unbalanced. Although routine, purposeful meetings are well-planned by the ED, sources revealed that attendance is fair and overall membership participation could be improved. Observation from the executive committee meeting disclosed issues with Board commitment regarding due payments and role responsibilities in requesting donor contributions and overall support regarding VCWA's growth within the community.

### *Recommendations*

A centralized monitoring and evaluation system for events and programming outcomes may prove effective for VCWA to view its performance metrics over time. Suitable M&E systems and requirements guarantee that programs are executed in a strategic manner. For example, SMART annual goals (specific, measurable, achievable, relevant, time-bound) are an effective starting point for nonprofit organizations to see what they are achieving and what changes may need to be made.

Annual goals help in assessing progress and obstacles, assisting in strength investment and challenge resolution. “Measuring productivity is essential to any economy (Hyde and Uys, 2016). Having the metric to back all organization throughput will be helpful for internal operations, Board membership comprehension, and external transparency.

As for the strengthening of Board composition and commitment, starting at leadership could be a promising foundation. VCWA’s choices for future Board members should be intentional, and leadership should be made up of experienced Board members (perhaps an active member of one of the two committees) who’s been exemplary in leadership, support, and participation. This could set an essential practice in expectations of Board members to be forerunners who can mentor, redirect by suggesting corrective actions, assist in hiring, and contribute to attracting more sponsor and membership. Reducing the size of the Board may also set the bar for expectations for excellence in composition background in addition to dedication to VCWA.

**Sources:**

Hyde, A., & Uys, F. (2016). The Death and Life of Productivity Management in Government. *Public Human Resource Management: Problems and Prospects*, 32-48. doi:10.4135/9781483395982.n3

Ilsoe, B., & Nokia. (2017, June 30). 8 steps to building a strong board of directors. Retrieved from <https://venturebeat.com/2017/07/02/8-steps-to-building-a-strong-board-of-directors/>

Pelz, B. M. (2018, May 02). Monitoring And Evaluation: The Key To Making Strategic Nonprofit <https://www.forbes.com/sites/forbesnonprofitcouncil/2018/05/02/monitoring-and-evaluation-the-key-to-making-strategic-nonprofit-decisions/#2d9b25c26e56>

## Appendix A: Executive Director Interview

**March 28<sup>th</sup>, 2019, 12pm**

### Role in the Organization –VCWA Executive Director

The VCWA Executive Director (ED) is a native Vermonter and has studied and traveled abroad extensively. Her work has included being an educator and curriculum developer in Tanzania, working with women's issues for the United Nations, and global food security with the U.S. State Department's Office. She is also President and Founder of a non-profit that provides nutrition and hygiene education to children in rural Guatemala. As for her position as the leader and face of VCWA, the ED said her role is "hard to define"; it reflects what is listed in a general ED job description, but also so much more. She spearheads VCWA's strategic vision, events management, communications and social media, corporate sponsorship collaboration, and the organization's fee for service programs. Her role is to "see problems before they are problems," while knowing what everyone on the team is working on, and how its all interconnected.

### What makes for effective leadership at VCWA?

The ED stated that the major challenge includes balancing being a leader with ego but staying humble. She works hard to create an environment, culture, and team that feels supportive. She highlighted the importance of high emotional intelligence, or the ability to bring empathy, compassion and love into the workplace. She also uses DISC and Myers-Briggs personality tests to understand different personalities, styles, and processing in the organization. "[I believe in] meeting people where they are," said the ED. "You don't know how to lead until you know your team." She also added that modeling desired behaviors is imperative for effective leadership. For example, she trains other team members in emails to observe her communication with sponsors, Board members, Ambassadors, etc. She was insistent that a leader cannot have a standard for a team that you they do not have for themselves.

### To what extent is the organization's mission and purpose used to align programs?

The ED read the mission during this interview question, then gave specific example of programs and opportunities which promote aware and understand of the world through education and engagement. "We **engage** through Leadership programs (Pan-African, Iraqi, etc.) through the fact that people visiting and relocating here from overseas with our support," said the ED. She also hosts dinners and visitors for extended stays, engaging in programming in the same ways VCWA asks the community to.

"We provide **education** through our Speaker's Series and bringing education to schools and future leaders (promoting intergenerational exchange) from Board members, speakers, and leaders visiting." The ED also spoke about upcoming international trips for Vermonters to China, reinforcing VCWA's mission to demystifying the "other". The ED also shared the more informal motto that VCWA programs are shaped by: *Bring world to Vermont and Vermont to the world.*

### Does your organization engage in a fund-raising model? If so, how often? Who leads it? How effective has this model been?

One of the ED's proudest accomplishments has been her ability to diversify funding sources. When she first began as ED in 2014, almost all funds came from VCWA's Annual Dinner and membership payments (from the same 20-30 donors). At the time, the organization was \$70,000 in debt and there was no blueprint for solving this deficit. First, diversify funding sources and community we're engaged with.

To diversify membership, the ED began a series of events to attract more supporters: Trivia Nights, Happy Hours, networking events, adding college students, providing membership packets with benefits, starting the Speaker's Series, and raising VCWA's profit. The main goal was to create events to be assessible to everyone—attendees not need pay! This result in quadrupled membership numbers and more personal relationship and “neighborly buy-in” by community members who now saw more of what VCWA was doing.

Diversifying funding also included innovative ideas, in order to attract corporate sponsors and startup fee for service programs, as opposed to only relying on the Annual Dinner. The ED gained community buy-in from businesses and personal relationships to grow sponsorship. She also traveled to Washington DC to attract more partners. Through her marketing and visibility plan (ex. Giving Tuesday—a silent auction in collaboration sponsors who get to know VCWA and make money through the auction), the ED also added more video and documentation to spread the organization's story online. Since she started working for VCWA, she is also able to manage a small staff to assist with the organization's growth and increased visibility.

What is your organization's Board composition and commitment? Who are some key members of the team and why?

The current VCWA Board of Directors includes 22 Board members, and two committees: the Executive Committee and Governance Committee. Board composition includes lawyers, business leaders, higher education representative, etc.; in essence, all members have a strong passion for and investment in international issues.

Board commitment is a full three-year term, as well as attendance for 10 quarterly meetings and 12 VCWA events per year. Members are asked to host at least one international leader for VCWA community events, and cultivate more organization Board members, supporters, and members. Their financial contribution request is a modest \$100 per year.

As for key members of the Board, the ED says her key members are strong and opinionated, yet VCWA's biggest supporters. Key members will sit after meetings and go above and beyond in understanding the organization's needs. “Allies of the ED are allies of VCWA, and tend to also be financially helpful,” said the ED. They tend to value the ED's opinions and needs, as well as respect her role.

Challenges among Board membership can include a lack of respect, empathy, and enhanced self-importance. There a need for improvement by some members interested only in buy-in for personal gain and attention. This causes a disconnect from big picture and operational realities and can attribute to internal operations feeling detached from the Board, and vice versa.

How and to what extent does your organization outreach to, network or partner with, external constituencies? Who carries these functions out and how central is local community presence and involvement to your organization's mission?

VCWA has to have these connections (local, partner/donor, etc.) in order to function as a nonprofit; therefore, outreach and communication is **everything**. For example, March's International Women's Day event has 15 sponsors that the ED had to continuously foster communication and to be in community within order to help spread word about the event. Hosting in Vermont homes, business, and lives is result of VCWA's program and event outreach. The ED says that the organization's Manager of Global Engagement and Community and Development Coordinator have both been essential in these functions. Their small, yet mighty team's engagement with local donors and members remains "vital to survival of VCWA."

How do members of your organization communicate with one another? What is the organizational design for inter-functional coordination? (Roles, responsibilities, etc.)

The ED referred to the VCWA Handbook in explaining the roles and responsibilities of herself and staff. In terms of communication at the office, she listed the use of an online portal and blog for minutes, the VCWA website, social media, and bi-weekly emails. Emails are primary mode of communication for expectations. She conducts in-person coffee dates with all Board members to maintain consistency in communication, and otherwise also relies on email communications.

The ED also pointed out legitimate reasons VCWA is not upgrading to more modernized, state-of-the-art smart communication tactics. "[They ask me] why I don't use Google Documents?" said the ED. "We don't have the tools and skills on OUR Board to do that. We're small, in Burlington, not in Manhattan."

How does your organization set and pursue performance goals? Is performance measured and used to guide practice?

The ED pointed to individual areas and systems for the setting of performance goals. For example, fee for service programmatic goals are based on projections and what VCWA will have to do to meet said goal (ex. how many grant proposals to complete per week). "Our successes and failures are evident in what funds we have succeeded in securing, not necessarily quarterly reporting," she said.

As for local events, the ED says she and her team review visual and metrics during team meeting after each and every event. "That's when we figure out what went well, what didn't, what could've gone better," said the ED. Success is not based on attendance, instead audience diversity, how they did as a team in implementation of programming, and how they can continually improve.

What is working well within VCWA? What are some common practices that exist within the organizational culture?

"Our team and its solidarity. Our budget that has increased by 10. Having more members, diversifying profiles of visitors, and Vermonters dedicated to VCWA. We are constantly growing in big and small ways."

What are some of the major challenges impacting the success of VCWA?

“Stagnation due to training through transitions and being such a small team. Our excellent office culture gets us through it, but turnover can bring up issues. Lack of consistent Board support concerning fundraising and finances. And as for donors, we are tapping the same wells, and they are drying out. We’ll all need to keep coming together for continued success.”

Board Chair Interview  
**March 29, 2019, 9am**

### Role in the Organization –VCWA Board of Directors Chair

The Board of Directors Chair is a professor at the University of Vermont and spent his career as a political change analyst. He first joined as a member VCWA after attending some events in Burlington after searching for some ways to get involved in community service. Sooner after, he was approached by the Chair of the Board of Directors to see if would be interested in joining the Board; he was then asked to join the Executive Committee (decision-making committee of the Board), then Vice Chair, and then Chair of the Board within 3 months. This Board member said yes to the challenges of the speedy onboarding because he “knew [he] could do them, seeing as the position of Board Chair comes with a year apprenticeship to learn about the position.”

### Board Membership –

The VCWA Board of Directors is made up of 22 members, all of which have international backgrounds, expertise and interests. The Chair described the Board composition as individuals who “think globally and act locally.” The Board is made up of two committees, each with 4-6 members. The Executive Committee decides what is going to be agenda at meetings, what information is relevant for the Board to know, how the Board functions. The Governance Committee identifies board members, creates other committees, and sees to bi-law changes and adherence. Criteria for board membership include diversity (in term of age, gender, and background. “We are always searching for the Three T’s,” said the Board Chair, “Time, talent, treasure.” Commitment to the Board includes \$100-200 for bare minimum contribution and membership, hosting visitors, providing goods for auction, etc. He also expressed ideal Board membership to be engaged with the success of VCWA.

### Connection of Mission to Practice-

The Board Chair believes that VCWA is working well to align its mission and purpose used to align programs, that gave examples for how the organization is being recognized for these accomplishments.

In March, George Washington University Institute for Public Diplomacy and Global Communication awarded Vermont Senator Patrick Leahy the Walter Roberts Award for Congressional Leadership in Public Diplomacy, with VCWA being awarded the corresponding Walter Roberts Endowment to enhance international youth leadership exchanges. The Senator praised VCWA for dedication to promoting awareness and understanding of the world as well as “Vermonters’ [understanding] their future is inextricably linked to the wider world.”

The Board Chair also discusses Global Quest, a contest between high school students about current events, and the desire for VCWA to continue working toward accepting more international visitors to Burlington and Vermont.

### Human Resource Management –



The Board Chair explained that staffing decisions are the responsibility of the ED, who is trusted and in charge, unless mistakes arose in the future. As for communication management between the Board and the VCWA, he expressed that he does not want “to overload Board and drag them too much into micro-management, but I want them to be involved.” He explained that, because of this, Board leadership communication with the ED is much stronger than with the Board of Directors in general. He also admitted that Board attendance and commitment quality are challenging that remain “areas of discussion.”

He described his relationship with the ED as one with “open communication” and saw his position as being supportive and empowering to staff, although his consequent oversight function can feel somewhat contradictory. Although the Board Chair disclosed that these management positions can create some tension, he believes that he and the ED often work it out through open and honest communication and feels he has good communication with her.

The Board’s responsibility of bringing contacts, resources etc. is clear, but issue of where the boundaries are can sometimes seem unclear. The Board Chair feels that staff may view the Board as being too intrusive if they are asking too many things that aren’t relevant for the job (ex. reporting). The Chair’s position is delegate what information should and should not be shared with whom; this should always be discussed between himself and the ED, as they decide meeting agenda together to avoid surprises. “We owe it to ED not to surprise them,” said the Board Chair. “Sometimes it happens though.”

#### Partnerships and Networking-

The Board does mostly individual advertisement within their networks to invite friends and colleagues to events and to give donations. “There is more we could do collectively, through joint initiatives,” said the Board Chair. For example, he gave an idea for identifying funding targets for outreach and collectively going after those targets.

He also addressed the recent government shutdown, and how it proved nerve-racking since federal donors offer so much support to major fundraising events.

#### What is working well?

The Board Chair feels that VCWA’s sense of purpose as organization and its intercultural communication are very strong. He feels lucky to live in place with vibrant civic culture and believes that the organization’s success is strongly tied with a community dedication to being world citizens. VCWA is creating a buzz about itself and has a very clear sense of purpose. “We don’t argue about our strategic purpose,” he stated.

#### What are some major challenges?

The Board Chair disclosed that VCWA does face sustainability issues. He acknowledged that the organization has made major strides thanks to the ED, but insists that fundraising and creating relationships with donors “cannot be a one man job.” The Board does have an important role in outreach.

He also expressed a strong desire to receive \$2 million endowment, to enjoy a consistent ~\$80k/year financial safety net for the organization.

He also believes the ED has “raised competitive metabolism” through her hiring choices, as the current staff has done much follow-up work for more resources. However, the challenge also remains for how to deal with an expanding organization with limited staffing numbers.

## Appendix B: Executive Committee Meeting Observation

### **VCWA Board Room, Tuesday February 19<sup>th</sup>, 2019, 12pm**

**Who:** 3 Board members, the Community Development Coordinator, the Manager of Global Engagement an Intern, and the Executive Director

**What:** Monthly Executive Committee Meeting

**When:** Tuesday February 19th 12:00-1:30pm

**Where:** Lake Champlain Regional Chamber of Commerce, 60 Main St. #100 Burlington, VT 05401

**How:** I sat at the table with VCWA team members, introduced myself, and quietly observed the meeting and types notes on my computer.

### **Observations:**

#### *Introductions*

I arrived in the board room at the office about at 11:50am and was the first to arrive. A self-identified Board member arrived soon after and introduced himself before taking a seat at the table and pulling out his lunch and computer. After him followed, another Board member, the Executive Director (ED), and finally, at the head of the table, and the Board's Chair. The Board members were welcoming and told me what they did outside of VCWA (an art conservationist and grant writer, employee benefits accountant, and a professor in the CDAE department at UVM). Staff members, the Manager of Global Engagement, Community Development Coordinator, and Community Outreach Intern, joined the room last, at which time the ED introduced the intern and me to the Board members. The ED lead the meeting by doing an overview of the meeting's agenda. The atmosphere was soft and relaxed, with a couple of attendants eating lunch at the table as the ED began to discuss upcoming events.

#### *Events Overview*

The ED first discussed a monthly event called Global Talk. The group discussed the Vermont Digger editor and, per ideas of last meeting, discussed ways to casually introduce people to VCWA. The ED then began discussing the upcoming Macedonian parliamentarians visit, warning the group not to discuss said event publicly as "everyone would come out" and it would be a bit overwhelming for visitors.

The ED then requested that the Board members to use connections for networking ideas, since networking with influential individuals is apparently very important for the organization's health. She then continued onto the next event, the VCWA Speakers Series, and the need for more marketing and promotion. The ED then moved on to International Women's Day and the assistant attorney general's role as moderator. The group gave much positive feedback about "fantastic speakers" selected for International Women's Day. There were to be an expected 150 participants,

with \$3000 in sponsorship, and free to attendees. The Board members seemed impressed and excited for the celebration of international women.

The ED then continued down the agenda to discuss the International Career Fair and Great Decisions Program (starting in June with eight open seats). She paused for the group's attention as she presented an important sponsorship packet, a more formalized resource to address specific funding needs for events such as Trivia Nights, International Day, Annual Dinners, etc. The packet was categorized, and the Board seemed impressed by its function, although there are some repetitive questions and comments made despite the ED's insistence on this being a "first draft." There was a debate and some questioning surrounding Trivia Night ideas (i.e. were many trivia locations preferable to one consecutive location). Clarifying questions were also asked about the sponsorship packet, including whether VCWA as reaching out to sponsors for every specific event, if sponsors were expected to donate every year, plan B's, and event advertisement (board members, membership, social media, etc.).

The ED then began to discuss VCWA's Annual dinner, generally attended by organization members and Board members. She raised genuine concerns about how to expand the dinner to attract a more diverse crowd, in order to avoid hosting the "same suspects every year" and becoming "honoree dependent."

#### *Group Exercise*

Following logistics and event discussion, the ED introduced the next order of business as an exercise for VCWA internal staff and the Board to be further engaged. Goals of the exercise were to "get on the same page, and to discover what page we are on right now" regarding the vision for VCWA events and possibilities. A worksheet was passed around with the same thought-provoking questions at the top: *If we had all the money we needed, what would we be doing? What would we be doing that we're not doing now?* Everyone had 4-5 minutes to brainstorm and write their responses, as the intern retrieved a large poster board to record the group's answers.

#### *Ideas and suggestions included:*

- Exchange programs for Vermont high school students
- An official events-only budget
- Paid internships
- A larger, more public office space
- Consistent and popular events that members can plan schedules around
- More group travel offers
- Theme nights, ex. International cook-offs, etc.
- Connection between Vermonters and other cultures to promote importance of international involvement and stay on mission
- Integration of international approach into local schools
- Use of local media (TV, print, radio) for promotion
- Integration assistance for New Americans into community
- More staffing to diversify programming
- Stipend/allowance for community members who host travelers
- Increase of staff salaries/benefits to be competitive
- Become independent of the LERCC Chamber of Commerce
- Membership reception

A common obstacle among many of these ideas and wishes included more staff and an increased capacity to do more in the community.

The ED questioned the group on what the exercise felt like for them, which ideas are fundable, and if the group had interest in testing these ideas. More specifically, at the upcoming Annual Dinner among community members, the Board, donors, etc. The group expressed excitement to imagine how VCWA could make a difference, although there were some comments acknowledging the differentiation of ideas vs. implementation. The Board wanted to add more ideas than staff, including finding funders to match specific ideas (integrated partners vs giving sponsors). The Board Chair wanted to do same exercise at the next Board meeting for engagement and to make it a marketing exercise at future opportunities at the Annual Dinner. The ED insisted on keeping the initial intent of the exercise the same, which was to connect the Board and internal staff to VCWA's mission and illustrate the need for more Board buy in in order to do so.

VCWA internal staff was excused after brainstorming exercise.

### *Closing*

The ED then went over a donor list and requested that Board members write their names next to donors they would be requesting support from. A question was posed as to whether VCWA should dilute amount of funding they ask for when feeling any push back from a potential donor, despite donation amount of the past. It was acknowledged that Board members have more room for negotiation, although the VCWA office had to send out specific documents initially before the Board could request funds, proving complex. The Board wanted to leave the documented asking price at \$2500, and to ask for more in person if needed.

Last notes of the meeting included the ED and Board Chair's upcoming travel plans. The ED also reiterated the needs from the Board, including hosting, contribution, showing up to events and bringing friends, helping with corporate donors, and giving introductions. The meeting was adjourned and everyone, excepting one Board member, leaves.

The remaining Board member stayed for nearly an hour more, taking a closer look at the donor list and thoughtfully deciding who to reach out to. The Board member and the ED discussed challenges among Board, including unpaid memberships and few working members. Ideas were discussed about differentiating advisory vs. working Board members, and the need for members to be more proactive connectors to VCWA members. The Board member then left and my observation came to a close.

### *Analysis of Interview:*

The ED was the leader of the group and the meeting. She was well prepared and spoke in an informative tone, while allowing space and time for Board members to provide input. The present Executive Committee of the VCWA Board was quite opinionated, especially the only present female Board member (who was the same to stay following the meeting). The internal staff did not provide any opinions or speak until the participatory exercise, and they left soon after, which showed me that they are not generally a part of Executive Committee meetings or privy to

information that gets discussed. The intern was included in the brainstorming exercise, proving a team spirit that does not exclude students from the learning experience of being present for organization decision-making and among influential leadership.

Objects including the agenda, exercise worksheet, and poster board used to document everyone's ideas were used as a tool of engagement by the ED and helped to keep the group on-task. The conversational atmosphere (although the agenda was formalized) and openness to eat lunch during the meeting portrayed a laid-back subculture respectful of everyone's time and needs. At the beginning of the meeting, the ED asked who would be willing to take notes, and one of the Board members volunteers, also suggesting that roles are not concrete and that everyone is expected to contribute to the meeting's success. However, insights into the relaxed culture and subsequent Board input revealed a lack of understanding about internal staff operations and many opinions were given that seems misplaced. The ED does gently correct assumptions, however, and repeats herself to reinforce effective ways the Board can support VCWA in several ways.

### *Methods/Process of Interview*

I really enjoyed observing the Executive Committee meeting and felt that the ED covered a lot in a short period of time. I think I learned some definite leadership skills through her use of the exercise to bring the team into an abundant as opposed to scarce mindset that is so common with non-profit organizations. I felt very comfortable and included by the ED and Board members, which eased my fear of being unwelcomed in a meeting with private organizational matters being discussed.

## Appendix O

### History, Economics and Behavior Paper

Most of my experience in using budgeting in a professional arena was during my two-year Peace Corps service in Mozambique. I served as a Health Outreach Specialist and was expected to research the demographics and needs of my community, propose a number of program and project solutions, and work to find the bandwidth and funding to make this happen. Even though the actual execution of community projects was by far my most favored aspect of the work, learning how to prepare and format my ideas in ways that fit our volunteer objectives and then argue if and how these projected activities should be funded was a more challenging aspect of my job. As we explored the importance of budget formats, historical shifts of budgeting, and performance measurement in this week's readings, I definitely agreed with the authors' foundational thoughts for how to present budgets to governing bodies in order to secure funding for necessities; the presentation of these budgets must be based in an acute understanding of the thought processes, local histories, relevance to program goals, and projected outcomes of said projects. The art of persuasion in these instances is no easy task, and I plan to expand on the ways I had to effectively become a "budgeting officer" to acquire the grants and support needed to initiate the kinds of projects my small farming community, Chicumbane, wanted and needed during my service.

Essentially, the overall primary project objectives of my service were to enhance local understanding of HIV treatment and prevention, malaria prevention, and general nutrition and public health education. Secondary projects could include community organizing and addressing social issues with local activists and counterparts. One of the first requested projects many parents and leaders in my community wanted was the initiation of a youth, after-school program for local teenagers who had little other positive activities to dedicate their time and talents to after school. There was existing curriculum in Peace Corps Mozambique's archives that addressed some of the region's social issues concerning youth: gender inequality, lack of sexual health and family planning education, etc. Mozambique's historical patriarchal traditions contrast greatly with the country's modern goals for a more equitably educated, employed, and involved citizenship; the struggle of patriarchy against gender equality plays out similarly to the king and Parliament examples given in Lynch's *Toward Modern Budgeting* chapter. Our goals of tackling the issues of gender inequality within the youth group were not about transferring power from one gender to another, but equity, similarly to how the financial goals of a country are a balanced budget, not surpluses or deficits.

It was important for me to initially format our group goals to the participating Mozambican youth for learning and exercising gender equity. As Lynch argues in the *Budget Formats and Preparation* chapter, "budget formats channel thought and highlight policy issues and new ideas"; the same is true for encouraging social education and behavior change. Our youth group had several heated conversations about how girls being undereducated, subjugated, and viewed as inferior to male counterparts was problematic. As the group came to their own conclusions about what types of gender shifts they would like to see in their own generations, we came up with local activities and ways to present these ideas to fund allocators within Peace Corps leadership. We

later requested money to cover travel expenses to attend local theater competitions for the teens to creatively perform and display their new knowledge and values surrounding gender equity and female empowerment.

As my service and experience continued, I was expected to provide more concrete monitoring and evaluations to measure our youth group's performance outcomes and efficiency, especially in topics relating more to public health topics. I decided to host a malaria competency training, encouraging members of our after-school group and additional local youth to attend and gain skills to be malaria activists in the community through opportunities with health advocacy and education groups. I gave a pre- and post-test to the participating group before and after the malaria training to measure their learning over the 3-day activity. Questions such as what to do if one believes they have contracted malaria, where and how to acquire free or affordable treatment medications, how malaria is contracted, etc. were addressed and learned through games and activities, guest speakers, and group discussion. Being able to demonstrate the stark difference between pre- and post-test results served as proof to my organization of my ability to competently engage in malaria prevention and treatment education. After completing the training, I applied for a small grant to secure 500 mosquito nets to distribute to families of HIV+ children who attended my daily pediatric health lectures and activities at the hospital. I highly agree with Weikart's explanation that "budget and performance measurement are linked," since the prior results from my teen malaria training were heavily considered in my qualification to receive the mosquito nets. Additionally, my ability to detail inputs, process, outputs, and outcomes of the mosquito net distribution program were also necessary planning steps in securing funds. Overall, I agree with Weikart and Lynch's descriptions of the importance of formatting a budget's goals and being able to prove the subsequent program or project's relevancy through various avenues that make said activities as important to the allocators of funds as they were to myself and my community.



## Appendix P

### The Operating Budget

The timeline from a brilliant project idea to receiving an adopted, then operating budget is no easy ride. I learned this through a few funded programs I directed during my Peace Corps service. The most prominent, expensive, and extensive one I led was the construction of a low-cost incinerator at my village's rural hospital, the Rural Hospital of Chicumbane. The hospital was in need of a number of resources to operationally make it a more safe and sanitary space for its patients, faculty, and staff. The hospital director came to me early on to express how major a contribution to the hospital a low-cost incinerator would be. An incinerator is needed to eliminate toxic waste daily and prevent the risk of accidental infections from unsanitary and piercing items that come into contact with patients' blood, such as syringes, scalpels, etc. that, in Mozambique, could potentially lead to the transfer of HIV. Through in-depth research, we discovered the blueprints for Project Ndzilu (in the local language of Changana meaning "project fire"), a small to mid-size hospital incinerator that had been successfully constructed and maintained in a number of African countries (Kenya, Senegal, Mali) with similar rural hospital populations and budgets. I was to apply for the VAST (Volunteer Activities Support and Training) grant with the purpose of acquiring funding to purchase construction materials for the incinerator. The hospital's contribution was to be transportation for the transport of materials from surrounding locations, as well as the labor payment for the construction team to build and maintain the incinerator.

Early on, the several levels of hierarchy and clearance the incinerator project proposal would need to go through closely resembled Lynch's four institutional roles of public budgeting detailed in the *Budgeting Behavior* chapter: I, as the one responsible for collecting, disseminating, and managing the budget and project, was clearly serving as the agent (a high-pressure role that I found very challenging!). The Peace Corps Mozambique staffing office located in the nation's capital, Maputo, were the executive central budgeting office. They required much documentation and budget planning process proof from me on the strategic steps in place to ensure this project would go well. The legislative office would fall most in line with our Peace Corps headquarters in Washington, D.C. Although the in-country office made decisions about small grant and budget approvals, construction projects are usually discouraged for Peace Corps volunteers. There are policies that shy away from using government dollars to build schools, community centers, etc. that volunteers would not be able to maintain after their service ends. However, Peace Corps headquarters gave an exception and approved my project due to its small-scale and relevance to health sector goals in Mozambique. Finally, the clientele included both my hospital and local patients who would have improved facilities as a result of the project. Hospital personnel would also be responsible for maintaining the incinerator's function for years to come.

Much of the planning and budget proposal process looked a lot like Weikart explains in *Budgeting as Part of Planning Process*. I definitely used the three main components of project planning--mission, objective, and program-- before I was approved. All volunteers must complete their grant proposals on an online portal called Peace Corps Grants Online (PCGO), where elements including monitoring and evaluation, classification and indicators, project timeline, budget, and additional documents must be submitted for project funding to be considered. The mission of my project was to construct a low-cost incinerator to eliminate toxic waste daily and prevent the risk of accidental infections of community members and improve the hospital's sanitation practices. The objective

was for the hospital to 1. use the incinerator to responsibly dispose of hospital waste and protect ~700 patients per day from contracting HIV and other diseases, and 2. improve sanitation practices and become a safer environment for health workers and patients alike. Program indicators included the prevention of accidental HIV contraction for 700 patients/day, hospital personnel, and community members. To complete the budget, I traveled around on public transport to get quotes for equipment, materials, labor, travel, and food to provide a final project estimate we believed would be accepted.

Project Ndzilu ended up being approved and funded by the VAST grant. I personally believe that my approval to complete the project was based on a very well-written and clearly defined proposal; the assuredness we gave Peace Corps Mozambique's central office ties in closely with Lynch's description of successful budget officers: we displayed confidence (even though I knew next to nothing about incinerators or construction!), had a well-researched and reasonable budget (total project cost was around \$1000), and the organization itself knew that positive results would be impressive for Peace Corps headquarters and build confidence in the organization as a government-funded volunteer program. The incinerator was the last project of my service, after many projects I applied to be funded for; even though I was unsure of whether they would approve a construction project, I understood Lynch's point on successful programs building on one another. Political influence patterns include confidence, results, and hearings. My hospital and I had demonstrated proof of all three. The result was an operating budget that covered the cost of a project my hospital really needed and one of the proudest moments of my service.



## Appendix Q

### The Budget Decision

When I signed on to become the JUNTOS regional coordinator for my province of residence, Gaza, during my Peace Corps service in Mozambique, I simply assumed I would be putting my natural event-planning skills to work as I led the youth group activity. JUNTOS, a Portuguese word that means “together” was an after-school program with chapters across Volunteers’ sites where we joined local Mozambican counterparts, leaders in our communities, to create and host events and activities for participating adolescents in our localities. My Chicumbane JUNTOS group was a phenomenal community of young people who had passions for music, theater, and community activism. They assisted me in a number of public health projects by helping through promotion and participation. When the opportunity to coordinate a provincial conference for this group, and twelve others throughout the region, presented itself, I jumped at the opportunity! I would be responsible for the planning and execution of the 2018 Gaza JUNTOS Conference, where the combined, thirteen co-ed groups would be treated to a weekend of workshops focused on gender quality, leadership development, sex education, and plenty of meals, talent shows, and socialization. This was a highly anticipated event amongst the teens, Mozambican counterparts, and Volunteers. Our national financial coordinator began sending the quarterly budget breakdown on through Google Drive Excel files, giving us coordinators very clear estimates on tools needed for the conference planning. The cash budget breakdown provided line-by-line item descriptions, projected unit costs, and projected grant amounts for each item we would need to buy. From conference venue and meal expenses to per diem for accompanying group leaders and printing curriculum materials, the budget decisions were laid out for each provincial coordinator in a straight-forward manner. I was assured that the execution of buying needed materials, booking contracted cooks and accommodations, and organizing the participating groups would be a simple process.

Elements of Lynch’s Theory of Budget Execution were definitely present during my analytical planning of how the funds would be distributed in the coordination of the youth conference. I understood myself as having “fixing responsibility” since the funds would be distributed to my account and I would be accountable for program implementation and paper trail receipts for auditors the conference’s completion. As the online person in authorizing expenditures, I knew that much confusion and mismanagement would be avoided, although potential disasters would also land on me as well. After withdrawing the transferred funds, which had moved from the Peace Corps office (agency heads), to the national financial coordinator (budget head), to my coordinator bank account (agency operating unit), I was shocked to realize I was now responsible for 475,125 meticaís of petty cash (nearly \$8000 USD). Due to many market-style location where I’d have to buy food, materials, and pay contractors being cash-only, I was forced to quickly create my own cash-flow management system; projecting, monitoring, analyzing cash outflows and balances was not being monitored by Peace Corps, we were simply expected to submit all corresponding receipts following out conference (Weikart, Ch. 8). I would only bring the funds needed for the objectives of specific days to ensure secure cash books and would carry my own receipt book to manually write out purchases to ensure my own expenditure controls. These cash, itemized receipts were required by Peace Corps, or else unauthorized budget spending would be withdrawal from our own allowances and bank accounts. Our organization definitely

depended on bid requirements, as my spending and booking conference necessities depended on quotes from contracted cooks and facility administration.

In the end, the preparation, execution, and overall experience of planning the JUNTOS conference went very smoothly budget-wise. We ended up spending our small surplus on extra food to ensure the youth groups were well-fed and satisfied; it felt great, after the great pressure to manage all that petty cash, that funds had been “liquid” and all obligations met (Weikart, Ch. 3). Although I submitted a cash flow management report in conjunction with all of my itemized receipts after the conference, which detailed exactly how money came in and went out of the budget during the planning process, receipts apparently did not account for about \$40 in missing funds. I reviewed and re-calculated the numbers again and again, unable to explain the error and frustratingly having to play out of pocket for the omitted amount. I had been so careful and did not fully understand how this had happened but realized that the system in which allotments had occurred fell in one of Lynch’s many pitfalls: I had been out of sync with accounting and budgeting processes. More specifically, I had not prenumbered my receipts and, seeing as I was handling cash, writing receipts, and organizing myself in the midst of fast moving, chaotic marketplaces and printing shops, my lack of prenumbering receipts lead to the replacement of a few of them. While my experiences as the provincial coordinator offered fantastic opportunities for professional and personal growth, as well as fun and the accomplished emotions of providing this event for the youth, the budgeting process and making budgeting decisions were amongst my most important lessons.

## Appendix S

### Revenue

The most natural first question when I began researching nonprofit organizations and the work they do was: how exactly does an organization whose goal is not to make money generate revenue in order to survive? Although I understood the use of donations, government grants, and earned revenue sources to tackle a nonprofit's goals, I have enjoyed having the opportunity to work for and with nonprofits to view how this process occurs first hand. For this week's reflection, I'll be focusing in on two nonprofits I have had the pleasure of observing over the past year: The Vermont Council on World Affairs (VCWA) in Burlington and the Fresh Air Fund (FAF), based in New York City. I covered VCWA for a research project as part of an Organizational Theory and Behavior public administration course. I interned for FAF over the summer and worked as an interim field manager in one of the well-known nonprofit's international programs. Both opportunities allowed me to understand the complexities of relations between both donors and Boards of Directors who serve as both donors themselves and recruiters of funding sources. I also worked very closely with the Executive Director of VCWA and had the opportunity to interview her several times, asking for first-account experiencing of fundraising and the challenges included in keeping a nonprofit organization running.

VCWA's mission statement reads: "The future of Vermont depends upon the world beyond our borders. The Vermont Council on World Affairs, in cooperation with the public and private sectors, promotes an awareness and understanding of the world and its people through public forums, hosting international visitors and working with our educational institutions to develop programs for students, faculty, staff and community." Right away, the organization acknowledges its revenue diversification through stating "cooperation" with a number of different resources for income and support, both public and private. I was present for discussions on how to improve funding sources during a committee meeting. The executive director presented a sponsorship packet to the Board during this meeting, which was to be used as a new tool to organize and sustain old and new funding sources, which, when developed, was to be invaluable for the future of VCWA's funding model. In the past five years, the executive director has increased VCWA's donor and sponsorship and has boosted programmatic events. She also helped the organization to land a huge government grant last year. Some of the long-term revenue goals of VCWA are to eventually have an endowment that can help the organization have a more solid foundation. The nonprofit depends on several types of local stakeholders' support in order to achieve aforementioned tasks. I learned at VCWA that financial leaders of nonprofits must demonstrate a high level of capacity for financial judgment, risk-taking, and maintaining influential relationships. In terms of generating revenue in creative ways, VCWA also hosted a Giving Tuesday auction, demonstrating relationships with local businesses that offered their services for sale, as well as providing VCWA members an opportunity to buy-in at the auction.

Having been established in 1877, FAF has a long history and reputation in NYC for giving children living in under resourced communities the opportunity to get away from the urban center and enjoy free summer experiences in more rural communities in surrounding states and Canada.

My role at FAF was matching new and returning city children with host families in those surrounding areas, helping to manage transport to and from NYC to their respective host family communities, and essentially taking care of all logistics needs to make for a smooth transition to and from these visits. According to the most recent 2018 FAF Annual Report, FAF earned a revenue of \$15,841,861 and spent \$18,977,003 in expenses. Sources of revenue include off-season use of camp lands (earned revenue), investment income, and contributions. Total expenses included FAF's main programs (Friendly Towns, Fresh Air Camp, and the nonprofit's Sharpe Reservation) and supporting services (fundraising, management and general). From my observations, FAF uses a number of nonprofit revenue strategies Weikart covers in the *Understand Revenues* chapter. "Heartfelt Connectors" have been a consistent strategy for FAF, as it's gotten heavy promotion from the New York Times every summer for decades to reinforce its mission for serving NYC's children. "Member Motivators" can be seen in FAF's 3500 volunteers (FAF's 2018 Annual Report). Volunteers help to host, interview host families, and travel as chaperones for traveling FAF children throughout the summer; volunteers are also invited every February to an annual conference in NYC to debrief successes and failures of the previous summer and propose solutions for the upcoming one. Having volunteers so entrenched in the mission of FAF has been a brilliant way to continue receiving donorship from FAF host families and individuals from the communities that host these children as well. Finally, FAF attracts "Local Nationalizers" in NYC who love the nonprofit's focus on providing opportunities for local children to experience summertime outside the city. Big name donors, such as Mariah Carey and Tommy Hilfiger, have youth camps named after them and definitely bring more fundraising power to the organization by casting the net wide and high in terms of generating revenue to fund the organization's operations for years to come.



## Appendix T

### **Estamos Juntos: Traditional Healers and Public Health System Collaborative Workshop CDAE Foundation Community Development Grant Proposal**

#### *Introduction*

Mozambique is a large nation located on Africa's southeastern coast that is home to nearly 30 million people. Throughout the country's history of colonialization, a crippling civil war, and widespread poverty, it has remained a land of collective solutions and used cooperative teamwork to address its most urgent political and social issues. Public health is currently taking center stage, as malaria and HIV/AIDS have ravaged Mozambique's people, old and young, for decades, without significant action being taken by federal government to educate its citizens on the importance of testing, prevention, and treatment options. Mozambique's Ministry of Health principally works to control the country's HIV/AIDS epidemic, reduce the high mortality rates from malaria, and improve the quality of health services in communities. Government-run health centers throughout the country, in addition to local and international non-government organizations, work to support the Government of Mozambique's National Strategic Plan.

Malaria is the leading cause of death in Mozambique. It accounts for 29 percent of all deaths and 42 percent of deaths in children less than five years old (World Health Organization, 2018). According to the World Health Organization's 2018 World Malaria Report, the country has the third highest number of malaria cases anywhere in the world, or 5 percent of all cases globally. Mozambique also has the 8th highest HIV rate in the world. According to data from UNAIDS, a United Nations affiliate leading the global effort to end AIDS as a public health threat, there is an 11.5 percent rate of HIV infection within adults aged 15 to 49, nearly 15 times higher than the U.S. national rate for the same age group (averaging 0.8 percent). There are an estimated 34,000 AIDS-related deaths in individuals 15 years or older, and approximately 802,659 adults living with HIV adhering to antiretroviral therapy (ART) and taking antiretroviral drugs (UNAIDS, 2018).

Although the public health crises of AIDS and malaria-related deaths are well documented and understood by Mozambique's government, the challenges of inadequate public knowledge, adherence, and distrust of Westernized medicine remains a prevalent obstacle. Delayed uptake of clinical services impedes favorable clinical outcomes in Mozambique. Care is delayed among patients who initiate care with traditional healers (locally known as *curanderos*); patients with conditions like human immunodeficiency virus (HIV), malaria, or tuberculosis are rarely referred to the health system in a timely fashion (Audet, 2014).

I am proposing a \$4500 subaward for the Rural Hospital of Chicumbane to facilitate a collaboration education workshop between local *curanderos*, the Rural Hospital of Chicumbane, and participating local agencies to encourage a crossover training and open communication between the traditional healers, hospital faculty, and community health workers. Studies prove that patients often seek care of symptoms from a healer before presenting to the local health facility (Audet, 2014). Traditional healers are typically older and have less formal education and medical

resources than hospital workers, but have established more trust with Chicumbane's general population. Hospital staff and community health workers have the resources to save the lives of community members living with HIV or who contract malaria, but do not have the same stronghold in the community for those experiencing symptoms of life-threatening illness. Combining the resources and reach of these entities would prove instrumental in the advancement of public health outreach in Chicumbane.

### *Objectives of Estamos Juntos Workshop*

Objective 1: Improved knowledge base on health attitudes, malaria, HIV/AIDs, communication and leadership skills among Rural Hospital of Chicumbane faculty/staff and traditional healers in Chicumbane.

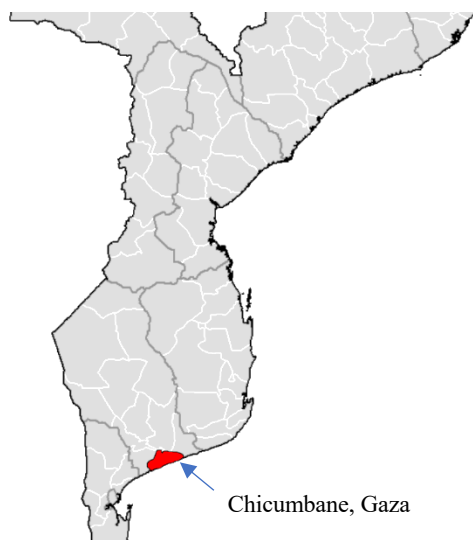
Objective 2: Increased communication and collaboration between Rural Hospital of Chicumbane faculty/staff and traditional healers to design and execute community-based health initiative to share life-saving knowledge about HIV/AIDs and malaria in Chicumbane.

Objective 3: Improved training of traditional healers in Chicumbane to guide and refer malaria and HIV-infected community members to the Rural Hospital of Chicumbane for symptom needs beyond natural and spiritual treatment.

Objective 4: Completion of a 3-day workshop to fulfill stated goals and complete periodic check-ins to report on traditional healer adherence to referrals and collaboration quality within three months of the workshop's completion.

### *Background – Chicumbane, Mozambique*

Chicumbane is a medium-sized farming village located in the Gaza province of southeast Mozambique. Chicumbane is located 22.2 kilometers south of the capital of the Gaza district, Xai-Xai, and 194.9 kilometers north of Maputo, the country's capital. Chicumbane contains 5



neighborhoods, or *bairros*. The population is approximately 80,200, with 44 percent men and 56 percent women. The Rural Hospital of Chicumbane was founded in 1945 by the Swiss Mission and is located in Mozambique's Gaza province. The rural hospital has 99 beds distributed by the pediatric departments, physiology and gynecology; it receives transfers from the Provincial Hospital in Xai Xai. As of 2013, there were 1.4 million Mozambicans living with HIV/AIDS (UNICEF, 2013). Of these, 200 000 are children, 550 000 are men and 850 000 women, registering a 15 percent prevalence among pregnant women. In absence of treatment, the risk of mother-to-child transmission of the virus is therefore high. According to UNICEF (2013), 85 children are born



with HIV every day in Mozambique, and half of them, in the absence of adequate care, is likely to die within the second year of life. Chicumbane is one of the areas most affected by the HIV epidemic because of its location in Gaza. Due to the proximity to South Africa and Zimbabwe, countries with high infection rates, many men find employment in these neighboring countries then return to the village and infect their partners. Because of this, a focus on combining traditional public health resources (*curanderos*) with the Rural Hospital of Chicumbane is imperative for the village and its members, who often seek traditional healers for their HIV symptoms several times before going to the Hospital (Audet, 2014). As for malaria, Mozambique has historically been one of the countries with the highest malaria burden in the world (Aide, 2019). Starting in the 1960s, malaria control efforts were increased in the southern region of the country, especially in Gaza and Maputo provinces, to support regional initiatives aimed to eliminate malaria in South Africa and eSwatini, but elimination was never achieved (Aide, 2019). Currently, providing medication to cure malaria and increasing community member trust and adherence to prevention and treatment are the prevalent strategies to save lives.

### *Nature of the Project*

Hospital participants will include the Rural Hospital of Chicumbane administrative staff, the Hospital's Maternal, Infant and Child Health Department, and Blood Bank/Testing Facilities staff teams within the hospital. Community participants will include practicing traditional healers in Chicumbane and a number of local agencies working to combat malaria and HIV in the community (listed below). Direct stakeholders include community members of Chicumbane (especially pregnant mothers and children), hospital staff/faculty, and local traditional healers. Indirect stakeholders include local agencies (including nonprofits, NGOs, and government programs) and health workers of Xai-Xai (the nearby district capital where many rural patients are transferred). These stakeholders, who are already working together to combat the HIV and malaria epidemic in Chicumbane, will ensure the workshop's success through increased communication and collaboration; the results will be more community member connection and engagement with public health resources

### *Local Agencies:*

#### Elizabeth Glaser Pediatric AIDS Foundation (EGPAF)—

EGPAF is an international organization dedicated preventing pediatric HIV infection and eliminating pediatric AIDS through research, advocacy, and prevention, care, and treatment programs.

#### Crianças Artistas Contra HIV e SIDA (CACHES) Young Artists Against HIV and AIDS—

CACHES is a community-based organization that provides health education to children 5-15 years old through the art, music, theater and sports.

#### Stomping Out Malaria—

The Stomping Out Malaria Initiative connects Peace Corps Volunteers, malaria-focused organizations, Ministries of Health and the President's Malaria Initiative, a collaboration of CDC and USAID, to prevent and treat malaria in affected countries throughout Africa.

## Timeline of activities

\*Rural Hospital of Chicumbane: RHOC

\*Traditional Healers: TH

\*Local Agencies: LA

Activity	Person(s) Responsible	Main Objective	Implementation Date
<i>RHOC and TH collaborative and planning meeting</i>	Lucia Cossa (RHOC director) and other RHOC administration, Maternal, Infant and Child Health and Blood Bank and Testing Facilities staff teams, local agencies, TH	Hospital and Traditional Healer initial collaboration commences; local agencies also included in preventative and treatment planning	4/08/20
<i>RHOC job shadow TH</i>	TH and RHOC staff	Hospital administration pays respects and gains understanding of TH role in Chicumbane	4/20/20
<i>Estamos Juntos Workshop Day 1</i>	RHOC, local agencies, TH	<ul style="list-style-type: none"> <li>-Pre-test evaluation on existing attitudes and relationship between Traditional Healers and Hospital Staff</li> <li>-Building trust and respect between two groups; discuss both histories and significance in village</li> <li>-Understanding the malaria and HIV/AIDS crisis in Mozambique, specifically in Chicumbane</li> </ul>	4/25/20: World Malaria Day
<i>Estamos Juntos Workshop Day 2</i>	RHOC, local agencies, TH	<ul style="list-style-type: none"> <li>-Begin action plan for communication and timely referrals from Traditional Healers to Hospital Staff when faced with malaria and HIV/AIDS cases</li> <li>-Discuss symptom treatment plans and consultations taking place after critical care and medication provided to community members from Hospital</li> </ul>	4/26/20

<i>Estamos Juntos Workshop Day 3</i>	RHOC, local agencies, TH	<ul style="list-style-type: none"> <li>-Review workshop agreements and sign a contract between Traditional Healers and Hospital Staff establishing partnership and collaboration</li> <li>-Post-test evaluation on new attitudes between two health service groups; focus on collaborative assessment and plan for follow-up meeting within 3 weeks</li> </ul>	4/27/20
<i>Evaluation and Future Reporting Review</i>	RHOC, local agencies, TH	Review referral success rates and explore ways to improve	5/14/20

### *Evaluation*

We will measure five key elements of cooperative learning to evaluate the collective understanding of the expectation of shared reporting and referrals from traditional healers to the Rural Hospital of Chicumbane. We will use a pre- and post-workshop evaluation to measure the following:

Positive Interdependence: We will know we have succeeded in structuring positive interdependence when between the Hospital and traditional healers if serving Chicumbane residents can be viewed through mutual goals, division of labor, dividing materials, roles, and by making part of each community member's health dependent on the performance of the collaborative group. Both entities must believe that each person's efforts benefit not only him- or herself, but the community as well.

Individual Accountability: The essence of individual accountability in cooperative learning is that healers and health workers serve together but perform alone.

Face-to-Face Interaction: Workshop sessions and education exploring the hospital, traditional healers, and local agency dynamics will promote each other's learning. This includes sessions lead by all participating entities (traditional healers, local agencies, and Rural Hospital of Chicumbane) on what they do and how they serve the community's overall health needs.

Interpersonal and Small Group Social Skills: In cooperative learning groups, all participants discuss subject matter (HIV, malaria, etc.) and also interpersonal and small group skills (teamwork). Thus, a group must know how to provide effective leadership, decision-making, trust-building, communication, and conflict management.

Group Processing: After completing their task, all entities must be given time and procedures for analyzing how well their learning groups are functioning and how well social skills are being employed (accomplished within three weeks of workshop completion).

### *Impacts*

Impact 1: Improved knowledge base on health attitudes, malaria, HIV/AIDs, communication and leadership skills among Rural Hospital of Chicumbane faculty/staff and traditional healers in Chicumbane.

Impact 2: Increased communication and collaboration between Rural Hospital of Chicumbane faculty/staff and traditional healers to design and execute community-based health initiative to share life-saving knowledge about HIV/AIDs and malaria in Chicumbane.

Impact 3: Improved training of traditional healers in Chicumbane to guide and refer malaria and HIV-infected community members to the Rural Hospital of Chicumbane for symptom needs beyond natural and spiritual treatment.

### *Budget*

Item	Amount
Facility	\$0
Food*	\$1200
Transport	\$100
Per Diem*	\$1500
Materials/Supplies	\$200
Overhead	\$500
Technology	\$1000
Total	\$4500

While the figures above represent U.S. dollar (USD) amounts that will be made possible through this grant, it is also important to note that most purchases will be made in the Mozambican metical currency (MZN). Due to the currency conversion of 1 USD being equal to 63.99 MZN (e.g. \$4500 will equal 287,970.33 MZN), a major benefit of this grant project will be the far reach of our funds for in-country purchases.

Facility- The facility will be part of the Rural Hospital of Chicumbane's community contribution for the workshop. The Hospital has an existing event space frequently used for conferences, large meetings, etc. and can be used to house faculty/staff, local agencies, and the traditional healers for the workshop. The facility meeting space will not need to be covered by budget funds.

Food- We will need to provide breakfast, lunch, and coffee/snacks for the workshop for all three days. The asterisk represents flexibility in the budget, since the Hospital can ultimately decide how many individuals from each Department will be attending and eating.

Transport- The Hospital will be able to provide some transport with their own organization vehicles, as will some local agencies. The transport per diem will mostly be distributed to traditional healers to use public transportation and/or reimburse for gas in transport to the Hospital.

Per diem- As local agencies and traditional healers will be taking time away from their own organizations and schedules to attend the conference, we find it necessary to offer per diem compensation for their time and contributions to the workshop. Similarly to the food budget, the asterisk represents flexibility in the budget, since the Hospital can ultimately decide how many individuals from each local agency the grant can afford to pay.

Materials/Supplies- Pre- and post-test evaluation print handouts, notebooks, a workshop program booklet, pens, markers, and large presentation paper for activities will be the materials and supplies needed for interactive learning during the workshop.

Overhead- 10% of overhead cost to UVM CDAE Foundation.

Technology- We will need to purchase and/or rent microphones, a projector, audio/video interface technology (HDMI, etc.), and flash drives to enjoy the workshop is accompanied by visual presentations. The Hospital can provide the computers needed for presentation design.

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*Thank You*

*Estamos Juntos* is a popular Portuguese saying in Mozambique that means we are together. With collaboration from the Rural Hospital of Chicumbane, Traditional Healers of Chicumbane, local health workers, and the CDAE Foundation, we can provide support for the education of community members in Chicumbane to know and adhere to the many prevention and treatment options against the epidemics of malaria and HIV/AIDS.

I appreciate your consideration!

Estamos juntos,

Ashia Gallo

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## Appendix U

### Cultural Capital

From 2016 to 2018, I worked as a health outreach specialist in a rural, farming village in southern Mozambique called Chicumbane (which translates to “little pig” in the local dialect of Changana). I was serving as a Peace Corps volunteer and getting my first introduction to the world of international and community development, a crash course in integration and local programming that forced me to learn very quickly and get really good at thinking on my feet. In the first few months of my service, before any projects could be proposed or grant funding considered, volunteers were required to complete a community needs assessment outlining the histories, demographics, and local perceptions of programmatic needs at our sites we would be able to contribute to throughout our two-year service. As I commenced in the drafting of my assessment, I developed a questionnaire and interview questions, then set out into the community to get answers to my burning questions: Who were the most vulnerable populations in Chicumbane? Where did men and women congregate, both together and apart? Did people know their HIV status or the symptoms of malaria? In the beginning stages of my research, I found myself being frequently corrected by the hospital directors, head nurses, and public health students that I should not be randomly interviewing hospital staff, patients, and community members in the fashion I was. According to them, some voices mattered more than others, depending on where individuals originated, how much land they owned, how much education they had accumulated, and how active they were in the community.

I learned early in my service the importance and local perceptions of cultural capital, or “the social and economic factors that contribute to the cultural capital young people receive from their families and communities and how gender, race, and ethnicity affect cultural capital (Flora, 73).” “Chefes”, or community “bosses”, leaders, and stakeholders were the most culturally appropriate sources to be my first points of reference to interview for relevant information about the history and demographics of the village, since a simple internet search was not going to provide the information needed for me to complete my assessment. Those considered “chefes” often maintained Bourdieu’s three forms of cultural capital: objectified, embodied, and institutionalized. They majority had large plots of land, many children, sometimes multiple wives who worked the land and cultivated food for the family, and large houses with plenty of material possessions (objectified capital). In fact, my host father had been one of these chefes. He was greatly respected in the community for both being the executive director of a local nonprofit and holding several college degrees (institutional capital), in addition to speaking multiple languages and being known for having an exceptional work ethic around community education and building (embodied capital). Between he and the other chefes (all male and middle-aged), I was able to compile knowledge and documentation on history, demographics, existing local organizations, and principal social issues affecting the community as a whole.

However, it was additionally important for me to interview those in the community without bulk of the cultural privilege in Chicumbane: women and youth. While men held Bourdieu’s view of the cultural power that is reproduced in their sons as inheritors of patriarchal views and their fathers’ lands, Flora’s definitions of values and symbols that make up cultural capital were heavily maintained by women. My host mother, for example, was more than just my successful host

father's wife. She had not received formal education or been able to converse in English with me, but she was a talented seamstress who brought significant income into the home through her traditional Mozambican designs for locals of all ages and genders. Her contributions of eloquently designed "capulana" outfits, traditional Mozambican fabric, added and maintained the symbolic culture of this rural town. Many women would express the same sentiments of rural versus urban life, easily comparable lifestyles seeing as our village was ten kilometers south of the province's metropolitan capital, Xai-Xai. While the rural women in Chicumbane viewed themselves as hard-working, devoutly religious (mostly Christian), and patriotic (more purely "Mozabicana" through their connection with the land), they regarded the citizens of the district capital as corrupt, lazy, and disconnected as a community.

Working with local youth gave me the clearest understandings of the desired future of Chicumbane. During our after-school meetings focused on youth development, social issues, and activity-building, Chicumbane's adolescents would discuss how they and their parents viewed the world around them, sometimes in similar ways, but many times differently. Studious teenage girls would repudiate the statuses of their traditional mothers, claiming that they wanted to travel, earn degrees, and adhere to family planning to have more full and enriching lives. All believed in preserving the sacredness of local language, a rejection of the cultural domination of Portuguese colonialism or invisibility of their authentically Mozambican culture. Though the impacts of gender inequality still proved challenging and incongruent a cultural norm among the adolescents, the group's impressive ability "to regard the world around them, [define] what is problematic and, therefore, can be changed (Flora, 103)" was especially impressive among these future-ruling Mozambicans. While the history of the African country as a whole could be split along the battle lines of political factions and violent history, the village of Chicumbane shared common understandings, institutions, generational expectations, and cultural capital.



## Appendix V

### PA 301 Reflection Essay

I come from a family of public servants and administrators; from World War II veterans and city mayors, to registered nurses and factory workers. I served in the Peace Corps as a health volunteer in Southern Africa, specifically Gaza province in the country of Mozambique. I have always figured my talents in leadership were fostered through example, as well as passed down through generations of Black, southern resilience; lessons through experiences and oral histories combined with training in excellent academic environments where I developed ways to critically analyze and apply those gifts (Van Wart, 2003). I wanted to join Peace Corps for a number of reasons: deep interest in African culture, a dedication to volunteerism, to build rare leadership and project development skills, and to have a unique life experience. My objectives were a mixture of career advancement and increased emotional intelligence ambitions. During my service, I began to have very conflicted views on volunteerism and my role as a representative of the American government in foreign affairs; specifically, in understanding my own motivations and how I could develop as a more influential and empathetic leader to assist underserved communities. While my deeper interests in public administration did form during Peace Corps, I struggled with how much my dedication towards self-growth whilst serving my community may have been rooted in self-gratification and “personal democracy” (Crenson & Ginsberg, 2003).

Being raised in a culturally individualistic, middle-sized suburb outside of Atlanta, Georgia, a completely different demographic reality as aforementioned family members who had all been raised in small, homogeneous towns with high citizen participation and involvement, serving in the Mozambican village of Chicumbane was my first concrete experience in relating the cruciality and skillset of gaining community respect and understanding local needs before project or activity implementation. This became a critical point in my life when I realized my calling to build a career focused on earning social power that will make me an effective leader and drives an organization or community. “The significance of cooptation for organizational analysis is not simply that there is a change in or a broadening of leadership, and that this is an adaptive response, but also that this change is consequential for the character and role of the organization or governing body (Selznick, Philip 2017).” My integration and flourishing as a leader in the village was about more than my simply completing community needs assessments and learning Portuguese; I came to actively seek out projects and opportunities where my counterparts would attain significant social capital and be able to sustainably continue making positive changes in the community after my departure as a volunteer. In this essay, I will highlight familial histories to relate public administration competencies through the eyes of members of my family who also had significant experiences in the public sector.

My maternal grandmother labored many years as working-class, single mother to my young mother. She worked the self-proclaimed “private duty,” a maid (like many Black women in the South during segregation) for private homes and a jewelry store for Hungarian Jews during the 1960s. Though she’s told us several stories about the management styles of different individuals she’d worked for during an age of rampant racism, sexism and classism, no stories are more disturbing than those reviewing her experiences working at a poultry processing plant in our

hometown of Gainesville, Georgia, a small, traditional southern town located northeast of Atlanta. She reflects on maltreatment of workers that would include unsafe work conditions, frigid temperatures while working production lines in standing water, and an absence of unions (as is standard in the South even today). Gainesville is the chicken and poultry capital of the world, with a monument in the city square honoring Jesse Jewell, the man who is credited with revolutionizing the poultry industry by utilizing assembly line techniques. Jewell is honored for making the production of poultry a science, increasing proficiency and production at the cost of his workers. My father also worked in the food industry for over 30 years, spending most of my childhood as a food director for a prominent, local military academy. Unlike Jewell, although my father was accredited for running highly successful food services, he was mostly known for his charisma and ease of relationships with *everyone*, from academy custodians to military generals. He fulfilled what Presthus would consider a “legitimate authority” in his capacity to evoke compliance in others (Presthus, 2001), garnering acceptance of his staff through managerial and food industry expertise, a friendly and reverent rapport, his formal position as department director, and an appropriate, traditionally militant deference to authority.

During the time my grandmother worked for the factory, authority was also met with widespread compliancy, but for different reasons. For the majority poor, working class fleet suffering the unethical work realities at the poultry factory, the “transactional relationship” in which the organization and the workers each independently decided on how authority would be manifested was heavily based on each worker’s perception of power and influence in the factory (Presthus, 2001). Many times, disenfranchised groups have had few other choices for employment in a town like Gainesville, therefore feeling obligated (like my grandmother) to withstand the poor treatment for the promise of a modest, yet imperative income. Poultry factories under Jewell’s model were examples of scientific administration, while food departments ran with my father’s authority are examples of administration being practiced as an art. Although high production may be a result of the highly centralized, top-down structures of the poultry factory, one can argue that the administrative efficiency was negatively affected (high turnover rates, numerous administrative issues due to disenfranchised workforce, troubling local reputation, etc.). Though certain principals for successful organizational efficiency are at play, such as specialization, unity and command, and control, the absence of purpose and safe workplace counteract high production with low administrative success (Simon, 1946). In my father’s case, he was never given a plaque or personally recognized apart from promotions and reputation, but he reflected a company culture of administrative excellence that collectively ranked the military academy he worked with as one of the top in the state of Georgia.

Reform in trends and public administration is rooted in early intergovernmental relations, innovations in executive power, and improved performance management. My mother has worked as a registered nurse in the Atlanta-area for nearly 20 years and speaks frequently about how various reforms in healthcare have trickled down to simultaneously benefit the nursing industry while making hospitals reflective of corporations and much less focused on patient care than when she began her nursing career. Though a nurse would not necessarily be equated with being a street-level bureaucrat, the healthcare policies heavily influence the ability for healthcare workers to do their jobs effectively and is often decided upon by public health administrators out of touch with patient care realities. My mother has frequently compared the shifts in nursing protocols to the Toyota Production System (TPS). The Toyota Production System is a unified socio-technical

system, developed by Toyota, that includes highest quality, low costs, and short lead times. The system revolutionized the car industry in past decades as Toyota surpassed many American car dealers in efficiency, quality, and production. Nurses today find themselves being trained to use TPS techniques in patient care, leading to a higher integration of technology to measure production. My mother started her nursing career in the 1990s and has watched trends progress from hand-written documentation to updated electronic records. Much like Dawes' predicted enhancement in e-governance for administrative and institutional reform, the integration of technology into the nursing professional has proved life-changing (Dawes, 2008). For example, many hospital systems' initial defenses against the U.S. opioid drug crisis have been the implementation of electronic healthcare procedures. With systems collecting patient names, prescription histories, and timestamps, the opportunity of traveling state to state to support an opioid addiction or to distribute is more easily avoided. However, the traditional power systems and division of tasks by specialization have become ineffective use of hierarchies within a system where nurses are being tasked with inequitable concepts of "healthcare" plus "production" (Dawes, 2008). Electronic hospital systems are attempting to measure the progress of patients against a model that was used for cars, which is inefficient in measuring human care. In doubling the patient loads for nurses and measuring their efficiency through monitoring the minutes permitted in each patient's hospital room, the result is an overworked nurse workforce and lower quality of care for patients, especially in public hospitals. Professional, critical thinking has significantly altered and been reduced from nursing, being replaced with mistreatment and unreasonable expectations. The fine line between productive and oppressive uses of technology in measuring public service professions will allow for public administrative to further evolve and incorporate technology for purposes more innovative than productive.

By the 1950s and 1960s, Gainesville had failed to represent black populations in any area of city government. My great-uncle, John Morrow, was greatly dissatisfied with inadequate education and employment opportunities for members of the black community. Morrow was a founder and participant of the Men's Progressive Club, a civic organization that was dedicated to improving the quality of life for black citizens. He later joined the city council, the Board of Education, and eventually ran a successful election in becoming Gainesville's first black mayor in 1985. This was no small feat in a self-segregated, white-ran city, but Morrow was well-respected across color lines for his innovative ideas and dedicated years serving his community. He symbolized representative bureaucracy and the dismantling of white-dominant traditions and class biases, challenging the status quo while empowering poverty-stricken citizens who were often treated as second class citizens. This was a major and rare step towards the promotion of equal opportunity in conjunction with compensatory opportunity (Krisolv 1974). Morrow's historic entrance into Gainesville's governmental sphere also provides support for the diversity affirmation theory's objectives towards upward mobility and taking affirmative action to higher ground via unassimilated inclusion and participation (Thomas, 1973). Thomas' idea that the goal of managing diversity is to ensure no employees (or in this case, Gainesville residents) receive any unnatural advantages or disadvantages than another group was tricky here. Black citizens never felt that they had received representation in local government, thus wanted to elect a mayor who would prioritize their demographic needs (employment, education, etc.). The success in moving beyond affirmative action and effectively managing the diversity of the city would have fulfilled Thomas' goals, but the existing institutions would not be overturned, white-majority representation has continued to dominate Gainesville's local government. Morrow did, however, make many lasting impacts and

inspired the first black female city council member and mayor after his term, furthering the goals of minorities and women entering middle to high level positions of leadership and moving diversity up momentous ladders.

The roles of many of my familial mentors in the public sector and/or service have been defined by gender, availability of choice, and who one holds responsibility to. Generational experiences have collected and resulted in me, my opportunities, and my passion for helping others while maintaining personal agency. I am interested in combining the science of public administration through honing administrative theory and research method training with the art of administration through specialized community engagement, expertise, and reverence for the people I hope to serve and work with. While e-governance and the advancement of technologies will continue to provide opportunities for productivity research and program assessment, maintaining emotional intelligence and understanding the humanistic aspects of service that cannot be monitored or evaluated is also significant. Moreover, representing the identities of myself and those before me, in addition to being unafraid to speak for others who share the same or similar race, ethnicity, gender, sexual orientation, and socio-economic backgrounds is a powerful and useful way to apply my experience and skills. All of these perspectives work together in creating collections of administrators working to equitably represent our society by analyzing and implementing policies and participation that reflects the needs of us all.

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## Appendix W

### **The Fresh Air Fund Friendly Towns Intern/Seasonal Coordinator Reflection**

\*Disclaimer: This piece of evidence contains five internship artifacts that are covered in respective competency rationales. Please see below following reflection.

My internship with Friendly Towns at the Fresh Air Fund most definitely served in support of my learning objectives, as my role on the program's team felt valuable and I had the opportunity to learn from individuals who have worked for this non-profit for decades. Although I was hired as a Field Manager Assistant, I was told during orientation that I would be replacing my supervisor during the final weeks of my internship as he transitioned into paternity leave. This led to more pressure being applied to my entire experience, since it was understood that I would need to learn to carry the workload quickly. It was an experience that pushed and challenged me, and I learned a lot about what I do and do not love about working for an urban, well-known non-profit organization. The following is an evaluation and reflection of my entire experience keeping these transitions in mind:

#### 1. What were your expectations going into the Friendly Towns Intern position?

My expectations were that my primary duties would include matching new and returning children with host families, helping to manage transport to and from New York City to their respective host family areas, and assisting my supervisor, Cesar, in all logistics that make for a smooth transition to and from these visits.

#### 2. What did you learn in your role as a Friendly Towns Intern?

I learned how management of an off-site non-profit program operates from the inside (FAF office) and in the field (escorting)! In the office, I've mostly learned how executing the Friendly Towns matching and host family/volunteer management processes all work together to help everything run smoothly. I also learned a lot about the New York non-profit environment and how to thrive in at fast-paced, organization learning capacity.

#### 3. What would you have liked to have learned in your role as a Friendly Towns Intern?

I would have loved to interact more with different departments! While I understood the necessity for us to stay on task as a team to ensure that all matches and trips went off without a hitch, it would have been nice to explore and chat with other colleagues about their responsibilities and experiences with camp, communications, finance, programming, etc. to get a more well-rounded view of what the FAF does in general. I felt underprepared (apart from passing comments/initial quick introductions) to answer natural cross-over questions by city parents who had children attending both FT and FAF camps.

4. Do you believe that you were adequately trained for the position? If not, please provide ways in which training for new Interns can be improved.

Somewhat. I really felt like the first few days in the classroom was a crash course on Friendly Towns in general and a good overview on what we'd been doing this summer. I also really enjoyed the ice breakers and team challenges, since working as a unit has been vital in our FT success. However, I did feel discouraged at times in the beginning with my Field Manager being so frequently absent and feeling a bit aimless. As an assistant, I did not feel super comfortable asking other FMs questions I felt should have been clarified by *my* FM. In the end, I learned all the needed skills to thrive independently, but would not suggest placing another intern in that position; it brought about unnecessary stress on myself and our volunteers in the first few weeks of summer trips and I did not start feeling more comfortable in my position until much later in the internship.

5. What skills did you acquire in your role as a Friendly Towns Intern?

I definitely learned how to manage a massive workload, several moving parts, and an endless to-do list! Learning to balance the different personalities of city parents, volunteers, and in-office colleagues was challenging at times, but learning to balance it all makes me feel very competent in the non-profit arena. I also learned how to organize and maintain a transportation spreadsheet, organize and disseminate the necessary paperwork for an international program for minors, and safely coordinate the escorting of participating children on Port Authority buses to and from New York City.

6. What skills do you believe were useful in your role as a Friendly Towns Intern?

I believe my strong communication, organization, and ability to remain calm amongst chaos were skills that shined this summer. The amount of paperwork and clearance we must receive for city children, in addition to the plethora of personality types we come into contact with daily requires patience and professionalism. I feel that my ability to remain flexible, calm, and on top of ongoing responsibilities serve myself and the team well.

7. Did you feel supported by your supervisor? If not, what support would you have liked to receive?

I was made aware very early in my internship what would be expected and that I would eventually need to be able to handle the full FT role for the last few weeks of my internship independently. My supervisor prepared me for the role and I did feel supported and listened to when it came to doubts and nervousness I had when taking over in my supervisor's absence. As aforementioned, I did feel less supported in the beginning weeks because, at the time, I had not been thoroughly trained to handle our area's workload on my own. Subsequently, my supervisor's frequent absence did leave me feeling incompetent and confused for a period of time.

8. What did you learn about the children that are served by The Fresh Air Fund?

My favorite working days of this summer have been during escort trips when I have been able to have interactions and conversations at length with the FAF children! These children are multifaceted, talkative, intelligent, resilient beings; listening to their stories has definitely made the mission of FAF clear as day for me. The most important thing I was happy to realize is that these children do not qualify their host family experiences to be “better” than their New York City realities. They view FT as an extension of themselves and an opportunity to explore different aspects of their personalities that are brought out through travel, culture exchange, and, most importantly, *love*.

9. What would you have liked to learn about the children that are served by The Fresh Air Fund?

I would like to know more about their and their families’ social perceptions of the FT program. What is their take on the largely racial homogenous host family makeup? What type of cross-cultural events/opportunities exist for host families and their children to spend time with city families in NYC? I would be interested in seeing what topics are covered at conference in February and how volunteers and host families interact with FAF staff pertaining to city children during the sessions.

10. Would you be interested in returning as a Friendly Towns Intern if given the opportunity? Why or Why not?

I would be interested in returning as a part- or full-time employee, but probably not as an intern. I enjoyed the humbling experience of learning on the job, working with my intern team, and returning to a fulltime professional environment for the first time in several years. However, I do believe I have the competence, experience, and skillset to manage a more permanent position (and I got practice as a Field Manager in the process!).

11. Would you recommend this internship/ seasonal placement to other students/professionals? Why or why not?

Yes, definitely! FAF is an excellent learning environment to learn several aspects of the non-profit sector in a supportive, and fast-paced space. It is also rare to find paid internships that give an intern a purposeful role.

12. What would have improved the orientation process?

More hands-on Flive training and interaction between Field Managers and interns in the beginning weeks. Understandably difficult during the first weeks of summer, but a little more direction and training would have led to a better trained staff earlier in the summer.



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	A	B	C	D	E	F	G	H	I
1	Bus Stops	Date of Departure	Outbound Bus	Shared w/	Bus Stops	Date of Return	Return Bus	Shared w/	Date of Return
2	Geneseo, Henrietta	June 28	Bus 1897440 - Outbound	✓	Geneseo, Henrietta	July 5	Bus 1897539 - Return	✓	
3	Saratoga	June 28	Bus 1899973 - Outbound	✓	Saratoga	July 5	Bus 1900350 - Return	✓	
4	Pocono/ Elmira / Canandaigua	July 1	Bus 1897392 - Outbound	✓	Pocono/ Elmira / Canandaigua	July 15	Bus 1897485 - Return	✓	
5	Bloombsburg / Shamoking Dam/ Mountoursville/ Mill Hall	July 1	Bus 1897393 - Outbound	✓	Bloombsburg / Shamoking Dam/ Mountoursville/ Mill Hall	July 8	Bus 1897487 - Return	Kavita	July 15
6	Albany	July 2	Bus 1897374 - Outbound	✓	Albany	July 9	Bus 1897504 - Return	✓	
7	Lewistown, State College, Altoona, Somerset	July 5	Bus 1897390 - Outbound	✓	Lewistown, State College, Altoona, Somerset	July 12	Bus 1897486 - Return	✓	
8	Utica, Liverpool, Central Square, Watertown	July 8	Bus 1897367 - Outbound	✓	Utica, Liverpool, Central Square, Watertown	July 18	Bus 1897503 - Return	☐	
9	Thorold, Grimsby	July 10	Bus 1897452 - Outbound	✓	Thorold, Grimsby	July 24	Bus 1897549 - Return	☐	
10	Williamsville, NY	July 12	Bus 1897378 - Outbound	✓	Williamsville, NY	July 19	Bus 1897465 - Return	☐	
11	Harmony, PA	July 12	Bus 1897395 - Outbound	✓	Harmony, Somerset, Altoona, State College, Lewistown	July 19	Bus 1897541 - Return	☐	July 26
12	Middletown, Poughkeepsie, Hudson, Rensselaer	July 12	Bus 1897369 - Outbound	✓	Middletown, Poughkeepsie, Hudson, Rensselaer	July 19	Bus 1897460 - Return	Kavita	
13	Saratoga, VT (2)	July 15	Bus 1897448 - Outbound	☐	Saratoga, VT(2)	July 22	Bus 1897552 - Return	Amy	
14	Utica, Liverpool, Central Square, Watertown	July 15	Bus 1897368 - Outbound	☐	Utica, Liverpool, Central Square, Watertown	July 24	Bus 1897464 - Return	☐	
15	Port Colborne, Dunville, Calendonia	July 16	Bus 1897447 - Outbound	☐	Port Colborne, Dunville, Calendonia	July 30	Bus 1897546 - Return	☐	
16	Port Colborne, Dunville, Calendonia	July 23	Bus 1897451 - Outbound	☐	-	July 30	Bus 1897546 - Return	☐	

Artifact 1. Outbound and Return Buses

#### Cesar: NY, PA, ON Buses

As of 07/13/2019

Date	Bus Number	To/From	Escorts	Notes
5/28/2019				
	D-1897440	Henrietta-NY	Christine and Christopher Casaccia	Greeters: 2/2
	D-1899973	Saratoga Springs-NY	Patti Voska and Cindy Mangione	Greeters: 1/1 Melissa Nicolaysen
7/1/2019				
	D-1897392	Canandaigua-NY	Patricia Kaleta / Gwendolyn Graham	Greeters: 3/3
	D-1897393	Mill Hall-PA	Vicki Bracco & Kathy Froio	Greeters: 3/3
7/2/2019				
	D-1897374	Loudonville-NY	Andrea Baird and Richard Cavallaro	Greeters: 1/1 Cynthia Mangione
7/5/2019				
	R-1900350	Saratoga Springs-NY	Tricia Barkman	Greeters: 1/1 Melissa Nicolaysen
	R-187539	Rochester	Melissa and Alisha Murphy	
	D-1897390	Somerset--		
7/8/2019				
	D-1897367	Watertown-NY	Donielle and Brian Dwyer	Greeters: 3/4 Dona Beyel, Marie Bailey, Marcia LaManna
	R-1897487	Mill Hall-PA	Mayra Villatoro and Crystal Ailly	Greeters: 1/5 Jennifer Workman
	R-1897539	Henrietta-NY	Sandy and Daniel Schicker	Greeters: 0/2
7/9/2019				

Artifact 2. Fresh Air Fund Volunteer Escorts

Child's Name	Current Status	Host	FT Area	CC App Status	Notes
Olivia Akemo	Matched	David and Meloney McMurry	Ithaca, NY	Registered	Traveling to alternate Friendly Town Areas
Jazmixaly Maldonado	Matched	Emily Miller	Dundee, NY	Registered	Traveling to alternate Friendly Town Areas
Kimberlyn Perez	Matched	Ana and David Keller	Westside Rochester, NY	Registered	
Mercedes Perez	Matched	Steven Gersz and Marsha Raines	Penfield, NY	Registered	
Caitlyn Shea	Matched	Jessica Green and Sam Green II	Westside Rochester, NY	Registered	Traveling to alternate Friendly Town Areas
Bowei Weng	Matched	Karin Cross-Smith and Kevin Smith	Penfield, NY	Registered	Traveling to alternate Friendly Town Areas
Kevin Bahena	Invited	Daniel and Lori Ryan	Pocono, PA	Not Registered	6/21 Devon filled out application for CC and sister over phone a days ago, so they're in data entry.
Tenzin Choesang	Invited	Brian and Julie McDonnell	Pocono, PA	Not Registered	6/21 CP called back. Received missing mailed pages. Took to doc office to complete. Doctor's office will fax them to us.
<b>New Child</b>	Invitation withdrawn	<b>Brian and Nancy Thomas</b>	<b>Scranton, PA</b>	<b>WITHDRAWN</b>	As of 6/5/19
Richard Ren	Invited	Joseph and Michelle McNally	Scranton, PA	Under Special Review	CC is only available between 8/12-8/23 due to summer school. No FM Kavita.
Victoire-Nda Agnon	REFUSED	Ann and Jason Howe	Gorning-Elmira, NY	REFUSED	
Mikai Sanders	Invited	Susan Orego	Canal Towns, NY	Not Registered	As of 6/21; CP not answering phone
Reina Vanleeuwarde	WITHDRAWN	Jacqueline Adamski and Matuzalen Silva	Canal Towns, NY	Registered	6/21 Waiting on CM to confirm new Aug 6-13 dates
Alexa Restituyo	Invited	Jonathan and Lisa Martin	Dundee, NY	Not Registered	As of 6/21 Followed up with David Wong

Artifact 3. City Child statuses and updates

Artifact 4. City Child Consent Forms

the Fresh Air Fund  
CONSENT LETTER TO ALLOW A MINOR CHILD TO CROSS THE US/CANADIAN BORDER

The signee(s) of this letter is/are the Legal Parent(s) or Guardian(s) of the Minor Child listed below. I/We hereby provide our consent for the Minor Child to travel on the trip described below with the Responsible Adult(s) listed in this letter who are working on behalf of The Fresh Air Fund.

Minor Child Information Full Name [REDACTED]  
Date of Birth 05/25/04 Place of Birth Bronx, NY  
Home Address [REDACTED]  
Passport/Document Information [REDACTED]

Trip Description Traveling to [REDACTED]  
Departing on 08/12/19 Returning on 08/22/19  
Purpose FRESH AIR FUND FRIENDLY TOWNS VISIT

Responsible Adult #1 Full Name Donna Besan  
Passport/Document Information [REDACTED]  
Date of Birth 10/24/45 Place of Birth [REDACTED]  
Home Address [REDACTED]  
Work Address [REDACTED]  
Work Phone Number [REDACTED] Cell Number [REDACTED]

Responsible Adult #2 Full Name Jeremy and Mary Warden  
Passport/Document Information [REDACTED]

Artifact 5. Passport Photocopies



## Appendix Y

### Analysis & Analytical Process and Methods

I often pride myself on being a naturally analytical thinker. In my first leadership roles dating back to high school, it always came very easily to me to understand in which direction our clubs/organizations were trying to go, the steps it would take to get there, and evaluating how well we did after for future reference. Luckily, we had administrative guidance through faculty who oversaw our student clubs and re-routed us to better choices when we appeared a bit overzealous. During college, I worked as a resident assistant for university housing and had the opportunity to plan educational and social events for my peers. Similarly, however, we had supervisors overseeing our budgets and ensuring that bulletin board arts and crafts and pizza orders were not being overinvested in. The first time I had the obligation to apply a complete process analysis for my own programmatic ideas was during my Peace Corps service in Mozambique. We were guided a bit in the understanding of the problems in our respective communities; we were hired as health outreach volunteers to specifically tackle public health issues such as HIV and malaria treatment and prevention, in addition to social issues ranging from domestic violence and gender inequity to family planning and unemployment for young people. However, as Lynch identified in *Analytical Process*, my journey from newcomer to my village to using rational thinking to focus on options that would be invaluable for my community through in-depth program analysis, was a long one.

One aspect of my health sector Peace Corps program that really pushed me was the requirement for a community needs assessment of my village, Chicumbane, to be completed before I was allowed to apply for any grant funding or establish any new programs or projects. I did extensive research and produced an assessment overviewing the history, demographics and geography of Chicumbane. I also completed an evaluation of the needs of the community based on interviews with hospital and community leaders (stakeholders). I completed a focus group and questionnaire with random members of Chicumbane to gauge which local issues they believed were the most important, especially in terms of healthcare. Alongside community activists, I created a guide of the organizations already doing work raising HIV awareness in the community. I presented the results of this evaluation through visual tables and charts. After presenting our findings to Peace Corps, I proposed recommendations for projects I believed would be useful for Chicumbane over the course of my service.

Our expected community needs analyses applied many of the concepts discussed in Lynch's *Analysis Applied to Budgeting* chapter. Very similar to the Holistic Systems theoretical foundations, I used a logic model for each project proposal to present a roadmap for the cause and effect of either projected idea. Understanding the inputs, or resources that would need to be acquired to execute said projects, as well as the process for how the inputs would be used was a major starting point for each of my ideas, especially when requesting funding and displaying how my budget would work. As for outputs and outcomes, these elements helped to present the "so what" aspect of project design to Peace Corps supervisors who would essentially approve or deny my proposals. Being able to competently express the anticipated effectiveness and efficiency of my projects through both qualitative and quantitative data was a new challenge and helped me view program implementation as a more complex process.

Especially in Mozambique, understanding and expressing the moderators, or “intervening variables” of my proposed ideas was especially difficult for me at times. Realistically, understanding the amount of time it would take me to become fluent in Portuguese, the national language, in order to actually pitch and lead a team amongst natives to execute my project goals was an intervening variable I had not kept in mind. Additionally, the very real constraints of time (my contract was for two years) also played a major role in which projects could and could not get funded. As the “chief executive” on these projects, I had to understand my role in selecting which issues myself and counterparts were looking to tackle, preparing and modeling a work schedule, ensuring continued community participation, and (most importantly) developing projects that could be sustainable and continue on after my service ended. Mozambique taught me the importance, challenges, and complexities of analytical processes, as well as the basic principles of accounting and reporting in international project development. Completing the community needs assessment significantly improved my abilities to analyze program feasibility, pinpoint and select issues, understand the role of a chief executive and their team, and forecast potential expenditures and outcomes. I believe that analysis and analytical process and methods are foundational, not only in budgeting and financial management, but in every step of program development to stay on task and think through potential successes and failures competently.

## Appendix Z

### Case Study #1

#### **A Message from Express Transit Executive Director—Taking Responsibility and Enacting Change for A Smoother, Safer Ride**

To: *The Centerville Globe* and Our Express Transit Passengers

From: Martin Jiles, Executive Director of Express Transit

Date: October 15, 2018

Re: Bus maintenance and safety problems

Express Transit cares about the safety of passengers who choose our services. For several years, we've earned a national reputation for being a successful and innovative award-winning company dedicated to the public, the environment, and our employees. From being the first articulated buses in the nation to leaders in disability services and recent advances in vanpooling, Express has long been dedicated to helping people get to where they need to go in greater Seattle.

Recent events have called for us to review our company's mission, purpose, and managerial philosophies in an honest way. As Executive Director, I haven't taken the claims against unsafe and falsely maintained Express buses on the road lightly. These issues have included:

- Unsafe Express busses operating despite threats to passengers and environment
- Falsified maintenance reports
- Pressures from facility supervisors for mechanics to sign-off on falsified reports

I immediately called for a senior management meeting to address these serious allegations with our directors of transit operations and maintenance. Since management has been determined the root problem, I thought it appropriate to focus in on leadership to figure out what has happened here. I do, however, deeply value our dedicated, service-focused employees. Mechanics are on the ground, in our shops, getting Express busses on the road daily.

Stephanie Hoyt-Lang, former Express lobbyist and transportation consultant served as investigative committee leader due to her expertise on Express Transit operations. During facility tours, Hoyt-Lang and other upper-level supervisors on her teams met in employee-only sessions, without facility management present, to speak honestly and confidentially about a number of pressing issues effecting Express. We have used employee opinions, suggestions, and long-time frustrations as our guidelines to revamping Express Transit as a safer, improved service for our passengers.

We can assure that our busses are safe, parts are updated and replaced as needed, and the unacceptable conditions formerly reported will no longer pose further threats to passengers or the

environment. After carefully reviewing the report send from the committee's finding, we swiftly addressed and corrected the maintenance issues.

While the immediacy of maintenance issues has been addressed, I would like to delve into how we arrived at such a dire state with our busses, address management accountability, and give some solutions to how we are looking to evolve as a company to ensure we are never in this position again.

In additional to addressing issues of bus safety concerns, spoke of a managerial intimidation culture at Express Transit. Doctored maintenance records, employee pressure to evade safety protocol, and punishment of those who rightly uphold ethical mechanic procedures will not stand.

We value the voices of mechanics and those who are present "on the ground" in our repair shops, day after day. They serve as the foundational, essential members of our Express team and will be treated as such. Structural flaws and an unclear, damaged chain of command led to confusion amongst facilities.

We are diligently working at all levels with our Transit Division, Vehicle Maintenance Division, and Union Local 231 to collaborate and renovate a new system and culture that includes all levels of our organization and holds all inspectors, mechanics, supervisors, and managers accountable for their responsibilities. A culture that reflects our goals as a company for respect, honesty, and collaboration. Reporting will be seamless and consistent throughout facilities and shifts. We will work together through regular trainings and check-ins to ensure a transparent and respectable workplace.

I will personally ensure the initiation of these changes through routine visits to all Express facilities to check in with mechanics and review reporting systems. I also guarantee monthly Union meetings where company-wide issues will be addressed, and solutions constructed and executed. My hope is that with more regular, centralized communication between mechanics, inspectors, and supervisors with both myself and fellow Transit Division leaders, we can strive toward a more approachable and open company culture that encourages expression and team building.

Express Transit's recent challenges have served as a hard-learned lesson for myself and the company. I accept responsibility as the leader for the leadership shortcomings that were presented and intend for our future and solutions as a company to pose as a response to our criticisms. We welcome guests to enjoy Express buses with a peace of mind in our priority for their safe transportation. We invite feedback and deliver transparency moving forward.

As for the nearly 3,000 staff and faculty, I thank you for your loyalty, patience, cooperation and hard work as our Express family changes and elevates during this time. You are valued and appreciated as the backbone of our company for many years. May we always continue to improve our services, think forward, and continue to present our passengers the most dependable and enjoyable transportation option.



## Appendix AA

### Case Study #3

To: Kathy Crumlish, Seattle Community Association, Director of Youth Education Services

From: Yvonne Stills, Seattle Community Association, Program Coordinator for Youth Tutoring and Education Services

Re: SCA Anti-Racism Initiative Feedback and Personal Reflections

Hi Kathy,

I have been working with SCA for nearly 25 years and have been active in the non-profit realm for my entire adult career. Non-profit support, public service, and connecting with at-risk youth is a passion and talent that I've had the privilege of pursuing over several decades, and the work we've done within the Youth Education Services program at SCA has been inspiring to say the least.

When I was first asked to provide my thoughts on Cheryl Cobb's anti-racism, I felt conflicted. I have experienced several eras of race relations in SCA and Seattle during my tenure, and can say there more awareness today, a learning curve fast transforming into more open conversation and having a powerful influence over my day-to-day experiences within the company.

Through it all, I've been a black woman focused on my work and maintaining respect and comradery within our SCA family. To suggest that this journey has been easy would be misleading. I was one of only 15 employees of color amidst a staff of hundreds when I began working with SCA, a reality that hit me hard during my first years here. I relocated directly from my hometown of Birmingham, Alabama, where I had done literacy work and community library organization for many years.

I knew, upon stepping into SCA, I was highly qualified to serve the children of Seattle through our Youth Tutoring and Education Services but was unsure of how working alongside such a homogenous, white staff would pan out. Racism in the South and the Pacific Northwest look very different. This is why, when Cobb first introduced SCA's anti-racism initiative in 2001, I was very surprised that a New Orleans-based organization (*Undoing Institutional Racism*) would be conducting our training.

In the South, racism experienced by persons of color (POC), particularly blacks, is generally fairly overt. Interactions between peoples of various races and ethnicities are frequent, and therefore challenges of race relations are faced more frequently. Though there may be more apparent conflict, the histories of cities like New Orleans are so foundationally intertwined with race and class challenges that the conversation must be had.

In more liberal settings, such as Seattle, my experience of racism has been more understated. There is a safety in white, liberal ideologies that almost limits genuine discussions about race. I have

thoroughly enjoyed the work culture at SCA and have never felt discernibly discriminated against. Microaggressions and more subtle forms of hostility from constantly being one of the few, if not the only, black woman in many SCA workspaces has also been a reality. Due to this, I have heavily supported and been impressed by Cobb's bravery and insistence and our growing in cultural competency and anti-racism.

There have been several great outcomes to the anti-racism initiative, which include but are not limited to:

- Understanding the racial realities of those whom we serve, resulting in improved service delivery
- Challenging white colleagues to grow through the uncomfortable learning curve, providing a small sample of what employees of color experience daily
- Reflectiveness on limitations of diversity within SCA, and the courageous decision to take action to advance our organization's faculty and culture
- Visibility and ally-ship towards employees of color

However, there have definitely been some drawbacks to the initiative, including:

- Compromising diversity vs. competence, therefore reinforcing stereotypical critiques of affirmative action through rejection of qualified applicants based on their lack of diverse identities
- Solely focusing on racial identity neglects the existence of various other forms of diversity
- Aforementioned disconnect between the racial and cultural differences of Seattle and our New Orleans-based training team
- Slightly forceful nature of anti-racism concepts onto faculty at various levels of cultural competency, resulting in less than eager response and poor feedback

I cannot provide many feasible suggestions for how to address many of these cons, since I am of the same opinions as many other POC who believe that it is not the role nor responsibility of us to solve the problems of racism within a system that we did not build. I will, however, offer the following feedback to how SCA may increase susceptibility of staff to the anti-racism initiative:

- Clearly communicate goals of the initiative and how more cultural competency will improve their lives both personally and professionally
- Meet people where they are in terms of comprehending racism and the system that privileges white citizens, which will lead to more in-depth conversations about the need to use said privilege to empower to others
- Less top-down management of value change, and instead more collaborative engagement of how we would like to move forward addressing anti-racism and creating a more unified workforce

Although I do appreciate the opportunity to provide my feedback perspectives on how SCA is doing regarding our efforts to undo racism and instate more cultural competence, I would like to end with a sentiment I think many POC can relate to: I have more to offer than my diverse identities. I did not serve on the Anti-Racism Committee and, apart from this memo, have not been very vocal about this initiative



for this reason. I have enjoyed watching my colleagues grow and come to some realizations during this process and am open to selective participatory roles in the continuing process. I encourage leadership to please remember and respect this.

Sincerely,

Yvonne Stills