CAPSTONE PORTFOLIO

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Demonstration of Public Administration Competencies and Reflection

Master of Public Administration September 2014-May 2016

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UNIVERSITY OF VERMONT MASTER OF PUBLIC ADMINISTRATION

USE OF THIS DOCUMENT

This document was compiled in order to identify competencies set forth by NASPAA. These competencies were measured in five areas: (1) Public Governance, (2) Policy Process, (3) Analyze, synthesize, think critically, solve problems and make decisions, (4) Public Service Perspective, and (5) Communicate and interact with a diverse and changing workforce and citizenry. The evidences and rationale presented in this document are evaluated on a 1-4 scale to measure the level achieved.

APPRECIATION

My graduate school career with the public administration program has been one difficult yet rewarding journey. I want to thank the faculty and staff of the MPA program. I appreciate the time, dedication, rigorous courses filled with personal and practical experiences incorporated in this program. I also want to say a big thank you to my family and friends. They have heard me stress out while watching me juggle a full time job, an internship, federal work-study and my personal life. Your words of encouragement and support have not gone unnoticed. Thank you all so much for what you have done and continue to do.

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BIOGRAPHY

Naa was born and raised in Accra Ghana. She moved to South Burlington Vermont at age 16. She attended South Burlington High School and graduated in 2009. Naa is a graduate of Emmanuel College with dual degrees in International Affairs and Sociology, with a concentration in Social Justice. She had the opportunity of interning with the European Union during her semester abroad in Brussels. Her main focus was with the Mission of Montenegro and its integration process into the European Union.

She has also worked with the United Nations as an Economic and Social Council representative. She was engaged in projects that were centered on immigration, development, and young girl empowerment. Along with her passion for female empowerment, she interned with Dress for Success Burlington to assist disadvantaged women with getting back into the workforce. She moved back to Vermont after graduating from Emmanuel. After her international experience, she began working with the State of Vermont as a Grants Program Specialist. She is also currently serving on two volunteer boards and committees with the City of South Burlington. She speaks three Ghanaian languages (Ga, Twi and Fante). During her downtime, Naa enjoys planning her next adventure. She plans to travel to South Africa, Australia, New Zealand and Singapore in the next couple of years. She also enjoys spending time with her family and friends.

After graduation, she hopes to take the Foreign Service Officer Exam and look for program/project management positions on either the state or federal level.

RESUME

EDUCATION

University of Vermont, Burlington, VT
Masters' in Public Administration
May 2016
- **Honors/Awards:** Public Administration Honor Society
- **Relevant Coursework:** Foundations in Public Administration, Local Government Administration, Organizational Theory and Behavior, Public and Non- Profit Financial Budgeting, Policy Systems, Human Resource Management

Emmanuel College, Boston, MA
Bachelor of Arts degree in Global Studies and International Affairs
Bachelor of Arts degree in Sociology with a concentration in Social Justice
May 2013
- **Honors/Awards:** Dean's List Spring 2010, International Relations Honor Society, Genesis Commencement Student Speaker
- **Relevant Coursework***:* Introduction to International Relations, Politics of International Economy, State and Local Government, Sociology of Globalization, International Organizations, Introduction to Law, International and European Law

PROFESSIONAL EXPERIENCE

Economic Services Division, Essex, VT
Grants Program Specialist
January 2014-December 2015
- Administrator of the VSNIP program
- Responsible for processing applications for the program
- Investigated and Determining eligibility of applicants for the program using computer systems such as ACCESS
- Promoted and managed the program
- Analyzed ways and means to create additional funding or the program
- Attended conferences and meetings for the program
- Provided professional support to the Economic Services Division: Grants and Contracts
  .

Department of Children and Families ADPC, Williston, VT
Indexer
September 2013-January 2014
- Served as an application processor of the Department of Children and Families
- Worked on a team of indexers to process information on the new Vermont Health Connect program
- Implemented newly developed standard operation procedures for the Vermont Health Connect program
- Sorted and batched applications to be indexed
- Investigated and determined correct mailing addresses for returned mail
- Gained experience in OnBase production and ACCESS

United Nations Association of Greater Boston, Boston, MA
Intern
September 2012-May 2013
- Served as an education intern
- Developed topic guides for the Model UN and Global Classrooms project for middle and high school students

- Moderated Model UN conferences
- Aided in the planning of United Nations Association of Greater Boston events such as Consuls Ball, International Women's Day, UN Day among many others
- Developed strong clerical and administrative duties

United Nations, New York, NY
Intern
June 2012-August 2012
- Played an integral role as part of a team of advocacy promoters on behalf of the Sisters of Notre Dame NGO on topics related to trafficking of persons, migration and working groups on girls
- Focused on themes, ethics and values of the United Nations Economic and Social Council
- Attended meetings at the United Nations to report information to the Sisters of Notre Dame
- Wrote summaries on conferences attended

Mission of Montenegro to the European Union, Brussels, Belgium
Intern
January 2012-May 2012
- Worked on the integration process of Montenegro to the European Union
- Attended conferences at the European Commission on leading European policies and issues
- Wrote reports on the conferences attended
- Updated the public on the integration process through Facebook and Twitter

LEADERSHIP & EXTRACURRICULAR ACTIVITIES

Vice President of Emmanuel College Sociology Club, Vice President of Community Awareness Respect and Equality Club (CARE), Emmanuel College Association of Countries Cultures Events Nations and Traditions (ACCENT), Emmanuel College Black Student Union

VOLUNTEER EXPERIENCES

Board Member, City of South Burlington Recreation and Parks Department
Board Member, City of South Burlington City Charter Committee

SKILLS:

Languages: Ghanaian Languages (Ga and Twi), conversational proficiency in Spanish and French
Computer: PC, MS Office (Word, Excel, PowerPoint), Social Media (Facebook, Twitter, LinkedIn), Internet research, SPSS, ACCESS, SIEBEL

UVM-MPA LEARNING COMPETENCIES

	PUBLIC GOVERNANCE	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the Standard	(4) Exceeds the Standard
1A	**Capacity to understand accountability and democratic theory**	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 accountability framework is evident in particular cases and contexts
1B	**Capacity to manage the lines of authority for public, private and non-profit collaboration, and to address sectorial differences to overcome obstacles**	Cannot distinguish public sector organizations from business or nonprofits. Cannot explain how vertical command and control structures differ from horizontally arranged ones. Cannot explain the value of collaboration for orchestrating public administration in diverse settings	Can explain in basic terms hat governance is and why it is important to PA practice 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 within and between organizations play a role in the execution of public policies. Can illustrate how administrative authority exists within a collaborative structure. Can describe conflicting needs and interests inherent to public, private and nonprofit collaboration	Can illustrate the key drivers of quality collaboration, and/or identify conflict management systems for optimal collaboration and can apply them to new or existing cases
1C	**Capacity to apply knowledge of system dynamics and network structures in PA practice**	Does not understand the basic operations of systems and networks; Cannot explain why understanding PA cases and contexts in terms of systems and networks is important	Can provide a basic overview of what systems dynamics and network structures are and can illustrate how they are evident in particular cases and contexts	Is able to undertake an analysis of a complex public administration issue, problem or context using basic system dynamics and network frameworks	Can apply system dynamics and network frameworks to existing cases and contexts to derive working solutions or feasible alternatives to pressing administrative and policy problems

	POLICY PROCESS	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the Standard	(4) Exceeds the Standard
2A	**Capacity to carry out effective policy implementation**	Possesses limited capacity to systematically evaluate the effectiveness of 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 comparing policy implementation processes across different policy domains, and decipher challenges to effective policy implementation processes
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**	Possesses limited capacity to utilize 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 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 study of observed phenomena. 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	**Capacity to conduct policy analysis/evaluation**	Possesses limited capacity to systematically evaluate the effectiveness of specific policy tools or interventions.	Have some exposure to carrying out policy analysis/evaluation, employing simple evaluation methods and approaches	Can conduct an independent piece of policy analysis, successfully rendering new insights and applicable findings for policy makers	Can 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	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the Standard	(4) Exceeds the Standard
3A **Capacity to employ quantitative and qualitative research methods for program evaluation and action research**	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 carrying it out	Demonstrates a capacity to employ survey, interview or other social research methods to a focus area and an understanding of how such data and analysis is useful in administrative practice. Can provide a rationale for undertaking program/project evaluation and explain what the possible goals and outcomes of such and evaluation might be	Can provide a piece of original analysis of an observed phenomena employing one qualitative and quantitative methodology effectively. Possesses capacity to commission a piece of original research. Can provide a detailed account for how a program or project evaluation project should be structured within the context of a specific program or project	Demonstrates the capacity to undertake an independent research agenda through 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 to improve administrative practice
3B **Capacity to apply policy streams, cycles, systems foci upon past, present and future policy issues, and to understand how problem identification impacts public administration**	Possesses a limited capacity to describe how strategic planning processes work and are used as a feature of administrative practice. Is cognizant that organizational culture exist, but cannot employ analytical lens to describe and analyze how organizational culture impacts an organization's capacity to learn	Can diagnose when a strategic planning process would be useful and begin to outline the rationale for doing so. Has 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. However, capacity to apply these concepts to real situations is limited	Can demonstrate a knowledge of one or more strategic planning processes or techniques along with an explanation for how, where and why they should be used. Can conduct an analysis of an organization's culture and can identity opportunity for development and promotion of organizational learning opportunities via re-engineered performance evaluations, ongoing professional development, and evolved uses of information technology and meeting protocols	Have 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 solutions
3C **Capacity to apply sound performance measurement and management practices**	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	Capacity to apply sound financial planning and fiscal responsibility	Can identify why budgeting and sound fiscal management practices are important, but cannot analyze how and/or if such practices re being used within specific contexts	Can identify fiscal planning and budgeting practices for a particular situation or context, but has limited capacity to evaluate the effectiveness of a financial management system	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 budgeting scenarios

	PUBLIC SERVICE PERSPECTIVE	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the Standard	(4) Exceeds the Standard
4A	**Capacity to understand the value of authentic citizen participation in PA practice**	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 within an authentic way that improves the democratic accountability of an organization or network	Can demonstrate how she has played a role in facilitating citizen participation in public administration
4B	**Capacity to understand the value of social and economic equity in PA practice**	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 suggestion for ways of improving inequitable situations	Can demonstrate how she has facilitated the improvement of inequitable situations through action
4C	**Capacity to lead in an ethical and reflective manner**	Can explain why it is important or public administration 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 and insight. Can express both orally and in writing why she is pursuing an MPA and describe how the degree will help her achieve goals. Possesses a basic comprehension of ethical behavior and decision-making within PA contexts, but cannot apply concepts to specific cases with any level of depth and insights	Can apply leadership theories and frameworks to specific situations and contexts. Is able to articulate how she views leadership as a professional competency. Can express both orally and in writing how course concepts and learning competencies synthesize with her own life experiences. Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she views ethics as a professional competency	Can demonstrate how she has lead in an effective reflective and ethical manner in a PA context
4D	**Capacity to achieve cooperation through participatory practices**	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 inclusive practices	Can demonstrate how inclusive practices and conflict management wins cooperation for forming coalitions and collaborative practices	Can orchestrate any of the following: coalition building, effective teamwork, and or conflict management

COMMUNICATE AND INTERACT WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY	(1) Does not meet standard	(2) Approaches the standard	(3) Meets the Standard	(4) Exceeds the Standard
5A **Capacity to undertake high quality oral, written and electronically mediated communication and utilize information systems and media to advance objectives**	Demonstrates some ability to express ideas verbally and in writing. Lacks consistent capacity to present and write. Can explain why information technology is important to contemporary workplaces and public administration environments. Possesses direct experience with information technology, but little understanding for how IT informs professional practice. Can explain why media and public relations is important to contemporary workplaces and public administration environments. Possesses limited capacity to demonstrate how media framing impacts PA practice	Possesses the capacity to write documents that are free of grammatical error 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 or original ideas and concepts. Can identify instances in specific cases or context where a public administrator successfully or unsuccessfully demonstrated a capacity to use IT to foster innovation, improve services or deepen accountability. Analysis this level is relegated to descriptions and thin analysis	Is capable of consistently expressing ideas verbally and in writing in a professional manner that communicated messages to intended audiences. Can identify how IT impacts workplaces and public policy. Can diagnose problems associated with IT tools, procedures and uses. Can articulate how the role of the media and public relations informs PA practice. Can envision media and public relation strategies in specific contexts	Can demonstrate some instances in which verbal and written communication has persuaded others to take action. Demonstrates a capacity to view IT in terms of systems design. Is capable of working with IT professionals in identifying areas of nee for IT upgrades, IT procedures and IT uses in real setting. Can demonstrate evidence of leading or supporting public relations campaigns on behalf of a public or nonprofit sector organization
5B **Capacity to appreciate the value of pluralism, multiculturalism and cultural diversity**	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 particular contexts	Is able to demonstrate knowledge of diverse cultures and groups. Can express the value of differences and difference perceptions in the workplace. Demonstrates an ability to openly discuss cultural differences and issues	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 impact on others, a capacity to understand how discrimination impacts contemporary workplace environments and a capacity to draw on diverse groups to solve complex problems
5C **Capacity to carry out effective human resource management**	Can explain why human resources are valuable to any undertaking. Possesses limited in 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 every specific contexts or situations	Can point to instances in which she has lead or initiated projects or systems designed to improve human resource management practices within a specific setting

PUBLIC GOVERNANCE

Title/Label of Evidence: Express Transit Case Study
                             Undoing Racism Case Study
                             Summative Analysis on Education: A tool every girl needs
Type of Evidence:
o   Course assignment for (identify class): Foundations in Public Administration

o   Internship artifact for (identify internship): _____

o   Written reflection produced for the portfolio: _____

o   Other (explain): _____

Competency/capacity addressed:
1A [Capacity to understand accountability and democratic theory]

Self-Assessment
Score: 4

Criteria you have met:
[Is able to critique the extent to which a robust accountability framework is evident in
particular cases and contexts]

Instructor Assessment
Score: _____

Checklist:

o   Written assessment follows completed rubric

o   Evidence is located under : Appendix A, C , E

o   Additional supporting evidence included

1A - ACCOUNTABILITY AND DEMOCRATIC GOVERNANCE

I have chosen three pieces of evidence to demonstrate my understanding for public governance 1A, "capacity to understand accountability and democratic theory. Accountability has been defined and understood through the literature of the foundations of public administration course in a number of ways. Accountability is understood in both explicit and implicit standards. Explicit standards of accountability include standards clearly evident to both parties through written rules, stated goals, performance indicators, etc. (Koliba, 2014). Implicit standards of accountability on the other hand are not clearly evident to parties, but rather can be seen in underlying behavior and expectations, resulting from and through participation such as norms, mores, values, etc. (Koliba, 2014).

The first piece is a memo response to the case study on Express Transit Maintenance and Management. My response to the case study articulated recommendations on management styles that allows for inclusion of its employees. One major recommendation made for this case study was the need to have leadership accountable to its employees, clients as well as its stakeholders. The defined level of accountability mentioned illustrates both explicit and implicit standards of accountability. In order for an organization to be accountable, there has to be an effective and efficient leadership system in place. The memo also addressed one particular way for leadership to collect uniform data. Data serves as a way for an organization to be accountable to its various stakeholders. With regards to democratic theory, a successful organization will need to provide a platform for employees to share insights on certain issues. This is necessary because democratic process allows for employees to be involved in developing policies and procedures that will directly impact their work life.

The second piece of evidence illustrates good governance. Good governance embodies participation, transparency, responsiveness, equity and allows for consensus (Koliba, 2014). The attached memo is a response to a case study on Seattle Community Association's Undoing Racism Initiative. My response to this case study came from a perspective of a reflective individual who would like to work in an organization that recognizes diversity. In order to recognize diversity, I addressed the need to have employees of different backgrounds involved in designing initiatives that will affect them in the long run. In order for employees to see positive change within an organization, the leadership and work culture should have a working environment that will include employees in the process. It will also be beneficial as the flow of information will be cyclical. In the long run, a democratic leadership process that invites employees to express their ideas will aid an organization in achieving its goals and objectives effectively and efficiently.

The third and final piece of evidence that illustrates my understanding of accountability and democratic theory comes from a summative analysis on a current event analysis. This completed analysis focused on Malala Youfsazai's stand on girl child education. This summative analysis dissected how both accountability and democratic theory works in international organizations especially ones that tackle big social problems such as girl child

education. It mentions how people who tackle these social problems with the aim to achieve beneficial community outcomes need to understand that multiple sectors of a democratic society must foster and maintain cross-sectorial collaborations. Cross-sector collaborations play a role in seeking solutions, creating efficient ways to distribute resources, and developing an effective way to deliver resources. Most importantly, cross-sector collaborations improve the need for accountability. The analysis also supports the impact that international organizations involved in such social problems need accountability. It serves as a way to inform and involve the people being served, pressure groups, funding organizations and other international organizations involved or receiving these services. Overall, understanding how different sectors can collaborate and provide effective and efficient services has developed my understanding of accountability and the democratic process throughout the public administrative program.

PUBLIC GOVERNANCE

Title/Label of Evidence: Summative analysis on Education: A tool every girl needs
                                Youth Services Case Study
                                Weekly budgeting paper: Understanding Revenues

Type of Evidence:
o   Course assignment for (identify class):   Foundation in Public Administration
                                                        Public and Non-Profit Budgeting

o   Internship artifact for (identify internship): _____

o   Written reflection produced for the portfolio: _____

o   Other (explain): _____

Competency/capacity addressed:
1B [Capacity To Manage The Lines Of Authority For Public, Private And Non-Profit
Collaboration, And To Address Sectorial Differences To Overcome Obstacles]

Self-Assessment
Score: 4

Criteria you have met:
[Can illustrate the key drivers of quality collaboration, and or identify conflict management
systems for optimal collaboration and can apply them to new or existing cases]

Instructor Assessment
Score: _____

Checklist:

o   Written assessment follows completed rubric

o   Evidence is located under: Appendix D, B,M

o   Additional supporting evidence included

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

To illustrate my understanding of competency 1B "Capacity To Manage The Lines Of Authority For Public, Private And Non-Profit Collaboration, And To Address Sectorial Differences To Overcome Obstacles", I have chosen two pieces of evidence from Foundations of Public Administration and Public and Non-Profit Budgeting. Define collaboration

The first piece of evidence is a summative analysis on a current event topic that focused on Education for young girls with the focus on Malala's organization and her story. This analysis aimed to answer questions relating to cross-sectorial collaboration and how to manage the lines of politics, authority and accountability. The analysis discusses how tackling social problems needs participants to understand the effectiveness of collaboration with other sectors. Malala's organization is one that is utilizing a number of partnerships to promote her platform of universal education for young girls. The Malala Fund invests in early stage or small organizations that are led by local leaders. They provide grants to provide some sort of support for local leaders (Malala Fund: Who We Support, 2014). The organization collaborates with local leaders in various countries. Since the United Nations has one Millennium Development Goal (MDG) that focuses on universal education, Malala has the opportunity of working with them to advance her initiative. For instance, in Kenya, the Malala Fund works with partners to provide funding for school expansion and infrastructure so more girls can receive quality education. Whereas in Pakistan and Jordan, the Malala Fund offers funding to communities to provide quality education to young girls at risk of dropping out of school or being denied access to it. This collaboration is creating a channel for local leaders, and citizens to collaborate on finding a solution to universal girl child education.

Malala's story and fight for universal girl child education is an international story that has given her an opportunity to have lucrative partnerships. Through her struggle, and collaboration with the United Nations, propelled the need to seek out substantial support from other international governmental organizations and non-profits. Although collaboration with other organizations is necessary, the Malala Fund also ensures that there is an avenue for authentic citizen participation through local leaders, and citizens. Authentic citizen participation empowers citizens to make an impact. The benefit of understanding the lines of authority and collaboration makes sure the flow of information is cyclical. The second piece of evidence is a case study on recommendations for the Youth Services Collaborative in Savannah. The program was meant to improve the economic situation of the community while addressing social problems such as dropout rates, illiteracy, and poor school performance, among many other things. One major recommendation for this case study was the need to understand cross sector collaboration and leadership. A partnership with the school system, and businesses will allow for the program to be effective in achieving its objectives.

The third piece of evidence is a weekly blog post from the public and non-profit budgeting course that focuses on Understanding Revenues. This post discusses the revenue relationship between local, state and federal governments. Through a structured collaboration process, taxes from individuals, businesses, etc. are distributed between the three different entities. Furthermore, these revenues are then used to produce and provide public goods and services. Just as government relies on revenue from individuals and businesses, so do non-profit organizations. Non-profits have to understand how their revenue streams from private donations, the public, grants and earned revenues require some form of collaboration and accountability. Specifically in the case of Institute for Sustainable Communities (ISC), an international non-profit organization that gives committed people the tools and skills they need to inspire active citizenship protect the environment and take on climate change. ISC had a history of collaborating with a number of federal agencies in achieving its mission. As ISC evolved over the years, it decided to collaborate with a number of for-profit organizations. The exploration of these new partnership opportunities is designed to be a beneficially mutual relationship.

The weekly analysis further goes on to emphasize how non-profits need to understand the complex relationships involved in their revenue streams. Certain partnerships can either be lucrative or unprofitable. Navigating these relationships with governmental organizations as well as for profit and individuals can be complicated. Therefore it is the responsibility of the non-profit and their partner to discuss the objectives, responsibilities and expected results of the partnership. Overall, with society advancing and realizing that a number of social issues cannot be solved using narrow thinking but rather requires collaborative thinking to accomplish a desired goal.

PUBLIC GOVERNANCE

Title/Label of Evidence: Dress for Success Final Internship Report
                              Outreach Email to Referral Agencies from Internship

Type of Evidence:

- o Course assignment for (identify class):   _____

- o Internship artifact for (identify internship):   DFSB Final Report

- o Written reflection produced for the portfolio: _____

- o Other (explain): _____

Competency/capacity addressed:
1C [Capacity To Apply Knowledge Of System Dynamics And Network Structures In PA Practice]

Self-Assessment
Score: 3

Criteria you have met:
[Is able to undertake an analysis of a complex public administration issues, problem or context using basic system dynamics and network frameworks]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o Evidence is located under: Appendix J, K

- o Additional supporting evidence included

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

I have chosen my final report and an excerpt of partnership referral agency emails from my internship experience with Dress for Success Burlington, as a piece of evidence to demonstrate my understanding for public governance 1C, "capacity to apply knowledge of system dynamics and network structures in PA practice". Systems thinking and network structures can be applied to my pieces of evidence based on Koopenjan and Klijn's work. They argue that the nature of decision-making differs on every level. On the individual level, decision maker assesses alternatives on the basis of his own objectives and with as complete information as possible (Koopenjan and Klijn, 2004). Decisions on the group level are made in groups where the process influences course and outcome (Koopenjan and Klijn, 2004). On the organizational level, decisions are made in relative autonomy depending on the structure and function of the organization (Koopenjan and Klijn, 2004). Other scholars explain systems thinking as explaining dynamic goal selection, providing attention to appropriate critical cues, ties between situation awareness and typical actions (Endsley, 1995).

The summer of 2015, I had the opportunity of interning with the international non-profit organization, Dress for Success Burlington as a Career Center Outreach Intern. Dress for Success Burlington is an organization that focuses on providing disadvantaged women the necessary tools and resources to get back into the work force. The organization provides resources using a three-prong approach through a Career Center, a Suiting Program and an Empower Mentors Program. The Career Center helps women through the job search process. The Suiting Program gives women the apparel for an Interview as well as a full week's worth of clothes once they are employed. Finally, the Empower Mentors Program is meant to provide women with the network of support in order to stay employees while balancing their professional and personal lives. The support that the organization provides is one that is meant to give these women the chance to stay in a sustainable career path.

In order to demonstrate my ability to apply knowledge system dynamics and network structures, the attached evidence illustrates my involvement in seeking referral partnership agencies that work with low-income women. First and foremost my internship was a learning experience for me, since I have not worked in a non-profit organization. This internship is one that allowed me further understand the work culture of the non-profit sector. I quickly realized that the level of systems thinking is one that had been outlined for this organization through the worldwide office. The referral process was based on an outlined process that is designed to serve the structure of the organization as a whole and its affiliates. Coming from a governmental agency that had strong autonomy in the decision making process, the structure and hierarchy of performing duties assigned to individuals was easy to apply in this situation. There was a chain of command and how different agencies interacted with other non-governmental and governmental agencies. Referral partner agencies have been designed to play an integral role in the work that Dress for

Success Burlington. With the difficulty I experienced in this role, I used systems thinking to adapt an effective tactic in recruiting new referral agencies.

My background with the State of Vermont allowed me to also identify and establish relationships with organizations that otherwise will not be in partnership with Dress for Success. The referral partner relationship is a complex and detailed process. Once an organization is identified as a possible partner, an initial meeting is schedule. The major hurdle with scheduling an initial meeting with an organization is attempting to identify the appropriate point of contact. There were certain organizations that had the Executive Director deal directly with every program being offered, and what partnerships they sought. Other organizations had specialized personnel that dealt with the development of new programs and partnerships. The interactions with various personnel proved that decisions being made in an organization on a systems thinking level can be complex. This obstacle also proved the point made in foundations of public administration about how the flow of information can affect the effectiveness of an organization. Overall, systems thinking is a theory that differs on various levels. It requires collaboration on how information can be distributed effectively.

POLICY PROCESS

Title/Label of Evidence: Final Policy Paper on Juvenile Recidivism in New York
                             Summative Analysis on Education: A tool every girl needs

Type of Evidence:

- o Course assignment for (identify class):   Foundations in Public Administration
                                                 Policy Systems

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio: _____

- o Other (explain): _____

Competency/capacity addressed:
2A [Capacity To Carry Out Effective Policy Implementation]

Self-Assessment
Score: 3

Criteria you have met:
[Can undertake a detailed assessment of policy implementation within specific contexts.]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o Evidence is located under: Appendix F, N

- o Additional supporting evidence included

2A- CAPACITY TO CARRY OUT EFFECTIVE POLICY IMPLEMENTATION

To illustrate how I meet the standard of Policy Process 2B" can undertake a detailed assessment of policy implementation within specific contexts", I have chosen two pieces of evidence from an extensive policy analysis and a summative analysis of a current event topic. The policy process has been acknowledged to go through stages. These stages include problem definition, policy design and planning, policy coordination, policy implementation, and policy evaluation (Bouviard, 2005 in Koliba 2014). Problem definition is the need to understand the cause of a problem. The design, planning and coordination process requires the need to analyze the history of policy, policy options and plan for implementation. Finally policy evaluation is when policy is evaluated to see the effectiveness of a policy (Bouviard, 2005).

The first piece of evidence is an analysis of a current event topic on girl child education whereas the second piece of evidence analyzes the incarceration rates and its effects on recidivism in the State of New York. The first piece of evidence deals with the role of Malala as a policy entrepreneur in the context of universal girl child education. In Malala's documentary *Class Dismissed: Malala's story,* she emphasizes the point about how being a policy entrepreneur has the advantage of handling various approaches to policy implementation and how to bring attention to certain crises and policies. The summative analysis also assesses the effectiveness of how countries have achieved the policy goal of universal girl child education and the roles of stakeholders. Her role as a policy entrepreneur provides an insight to how she can apply both political and ethical aspects to the issue of universal education.

The second piece of evidence attached is a policy analysis that requested four policy recommendations to a defined policy problem. Through the policy recommendations, a detailed assessment of these options in terms of the advantages and disadvantages and the effects it will have on the people should they be implemented was included. One of the main policy options that I advocated for was the need to look into evidence based grant programs. These evidence-based programs will be awarded using block grants. They will also be designed to help state and local law enforcement to develop new methods for the prevention and reduction of crime among the juvenile population. As discussed in the policy analysis, through evidence-based programing, the U.S Office of Justice Programs has designed a number of these programs using education, community service sentencing, mental health services, mentor programs and tracker programs. These programs aim to reduce juvenile offending through accountability on the part of the offender. In order to understand the assessment of the policy option of evidence based programs, I showcase the benefits that will accompany this policy. I argue that evidence based programs for reducing incarceration rates and the effects of recidivism will provide law enforcements and government agencies a variety of rehabilitative programs. It also provides the opportunity for data collection on national juvenile recidivism rates. This was one of the main benefits I saw to evidence based programs because there is not enough data to

support the claims made about rehabilitative programs and recidivism. The data from such programs will aid in further research and analysis of the impacts of the aforementioned programs. It will also provide communities and organizations the opportunity to provide input on the positives and negatives.

Although there are positives to evidence based programs, I discuss the negatives that will accompany the implementation of this policy option. One major negative is the fact that states will see additional costs due to the administering of these block grants. It means that governments will have to seek out additional revenue resources. Alongside the need for additional funding resources, there is a clear lack of periodical studies to prove the effects of such evidence-based programs. Therefore there is a huge unknown accompanying the impacts of implementation. Overall, both evidence prove that I have met the standard of providing detailed assessments of various policy issues. These assessments have allowed me to provide an understanding to the effects of policy implementation while providing an insight to the various aspects of the policy process.

POLICY PROCESS

Title/Label of Evidence: Literature Review: Policy Formulation and the policy analyst
                             Literature Review: Policy Streams
Type of Evidence:

- o Course assignment for (identify class):   Foundations of Public Administration
                                                 Policy Systems

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio:_____

- o Other (explain): _____

Competency/capacity addressed:
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]

Self-Assessment
Score: 3

Criteria you have met:
[Employs a policy streams or policy stage heuristics model approach to the study of
observed phenomena. Can demonstrate how problem definition is defined within specific
policy contexts and deconstruct the relationship between problem definition and solutions]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o Evidence is located under: Appendix G,H

- o Additional supporting evidence included

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

To prove that I meet the standard of applying policy streams, cycles, systems on policy issues, I have chosen two pieces of evidence to support my claim. The first piece of evidence is a reading summary of J.Kingdon's work on *An Idea Whose Time Has Come*. This is a critical piece of reading from the foundations of public administration class that illustrates the thinking of policy streams.

This reading summary focuses on Kingdon's argument about when we decide a policy's time has come. Kingdon poses a question about knowing when and how we decide to give attention to certain issues and ignore others. Kingdon is especially known for his work on policy streams and the effect it has on the policy process. For clarification purposes the policy process has been defined from the Birkland reading summary as one that consists of policy formation, policy formulation, policy implementation, policy evaluation and policy termination. The main policy streams discussed include party control, intra party ideological balances, the mood of the nation, and budgetary workability. Although certain policy streams such as national crises and wars can have a huge impact on the policy process. This brings up the question of what role other policy streams such as policy analysts; researchers, academics, consultants and everyday people have in the policy process. What do these various factors contribute to policy issues?

The second piece of evidence is another reading summary from Birkland about the historical context of the policy process. My reading summary highlighted that the history of our society and public policy making in the United States has been characterized by policy restraint. Policy restraint is defined as a measure that prevents governments from acting without considering the costs and benefits of new policies. With the presence of policy restraint, Birkland emphasizes that an idea or a policy can be introduced, but the adoption and implementation can take a number of years. This basically means that although a policy is introduced, it does not necessarily mean it will be implemented. It is quite clear that structural (policy streams) and historic (policy restraint) influence the making of public policy issues.

The constitutional structure of the United States is based on incrementalism, therefore any other type of change makes it difficult to achieve. The reading summaries portray that understanding the policy process provides the foundation for defining a problem, as it is the first step in the policy process. The definition of a problem is a crucial step in the policy process because it determines the solutions. This is evident in any policy analysis that was conducted through the policy systems course. Overall, the main course designed by the public administration program provided an insight into the historical context of the policy

process and how the identification of a problem impacts implementation and evaluation of a policy.

POLICY PROCESS

Title/Label of Evidence: Policy Analysis: Juvenile Recidivism in New York

Type of Evidence:

- Course assignment for (identify class):   Policy Systems

- Internship artifact for (identify internship): _____

- Written reflection produced for the portfolio: _____

- Other (explain): _____

Competency/capacity addressed:
2C [Capacity To Conduct Policy Analysis/Evaluation]

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:

- Written assessment follows completed rubric

- Evidence is located under: Appendix F

- Additional supporting evidence included

2C-CAPACITY TO CONDUCT POLICY ANALYSIS/EVALUATION

In order to illustrate my standard of how I meet policy process 2C, " capacity to conduct policy analysis/evaluation, I have selected a policy analysis paper as my supporting evidence. This evidence was a complete policy analysis of finding alternatives to juvenile incarceration and its effects on recidivism rates in the New York State. Policy analysis involves problem definition, policy recommendations and policy evaluation.

The evidence outlines the various steps involved in analyzing policies surrounding juvenile incarceration, recidivism and how to effectively rehabilitate teenagers. The first step in policy analysis is defining the problem. The main problem defined in this policy analysis was the fact that America's prison population has skyrocketed due to state laws and policies that have placed more offenders behind bars and kept them there longer. Reports have also proven that there are a high number of young adults being put in jail in the State of New York for minor offenses. Many of these youth have been confined for noncriminal behavior simply because there are no other options. Due to these rates, the analysis emphasizes on the effects incarceration has on young adults, to the tune of increased recidivism rates. The problem definition also includes the cost of incarceration to citizens. The report illustrates the correlation between incarceration and recidivism rates. The problem definition sets the stage for the policy analysis because it provides readers with the history associated with the defined problem.

In order to further understand the topic, the analysis goes on to examine the evolution of policy reform with regards to the problem of juvenile incarceration and recidivism rates through previous reforms. This step is known as the evaluation phase of policy analysis. The effectiveness of policy reform as well as programmatic changes around the issue on the local, state and federal level was evaluated in the analysis. Through research it was clear that there are certain programs that have been adopted by individual states on how to deal with the problem of juvenile incarceration and recidivism rates. The most effective ones were used as a guide to develop recommendations that will work best for the State of New York. Evidently, the attached policy analysis illustrates 4 different solutions that employ new insights and actionable items for policy makers. These solutions include:

1. Inaction. This means that no new policy reform is required and it is better to maintain the status quo of juvenile incarceration rates
2. Raising the Age for prosecuting young adults in New York and potentially Nationwide
3. Evidence Based Grant Programs that involve mentoring and after school activities
4. Restorative and Court Diversion Programs

The aforementioned solutions included a detailed description, and a cost and benefits analysis that will guide policy makers on the pros and cons of implementing new policy around the problem of juvenile incarceration. A policy analysis is only effective when both

the positives and negatives are analyzed. This gives policy actors the chance to know what actions will be effective and will have a long-term impact. Before arriving at my conclusions, the analysis required a policy option scoreboard. The scoreboard analyzed the costs and benefits of researched policy solutions. A sample of the policy scorecard with two solutions shows the costs and benefits of various policy options. For instance, it was evident that the costs of inaction outweigh the benefits. The only benefit to inaction was the fact that states would avoid the additional costs to the Juvenile Justice Department and the State of New York. With regards to raising the age, youth will be treated as youth and will have the opportunity for rehabilitation. It will also decrease incarceration rates and lessen the possibility of fraternizing with career criminals. The cost to this will be additional costs to both taxpayers and the Juvenile Justice Department and the State. Although these solutions and policy scorecard had a detailed breakdown, my final recommendations included a combination of the various solutions outlined above. My recommendations include:

- It is necessary to raise the age for juvenile crime responsibility
- National evidence programs that will require funding from the federal government to states will be needed to develop accountable and less restrictive restorative programs for the youth

The main reason behind my recommendations is the fact that the success of these programs relies solely on the collaboration among community members and organizations. This approach will allow for mentoring programs, skill building programs, and case management procedures for young adults. The accountability aspect of these programs will allow state and federal governments to measure the performance, and the strengths and weaknesses of these evidence based programs. This analysis provided me the opportunity to research the problem of juvenile incarceration rates and how that can in turn affect their futures. It also gave the prospect of analyzing current policy reforms and how they can be made better. Through my analysis it is obvious that the issue of juvenile incarceration will need to be tackled using a multi-faceted intervention approach in order to be effective. Because utilizing just the discipline and punitive measures for the juvenile population has a higher risk of recidivism. Overall, the attached evidence illustrates the techniques employed to render a policy analysis or evaluation with a thought out actionable solution for policy makers.

ANALYZE, SYNTHESIZE, THINK CRITICALLY, AND MAKE DECISIONS

Title/Label of Evidence: Collective Impact Project with Y of Greater Burlington
University of Vermont Medical Center Eating Habits

Type of Evidence:

- <mark>Course assignment for (identify class):</mark>   Research Methods

- Internship artifact for (identify internship): _____

- Written reflection produced for the portfolio: _____

- Other (explain): _____

Competency/capacity addressed:
3A [Capacity To Employ Quantitative And Qualitative Research Methods For Program Evaluation And Action Research]

Self-Assessment
Score: 4

Criteria you have met:
[Demonstrates the capacity to undertake an independent research agenda through 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.]

Instructor Assessment
Score: _____

Checklist:

- Written assessment follows completed rubric

- <mark>Evidence is located under: Appendix O, P</mark>

- Additional supporting evidence included

3A-ANALYZE, SYNTHESIZE, THINK CRITICALLY, SOLVE PROBLEMS AND MAKE DECISIONS

To illustrate that I exceed the standard of 3A" capacity to employ quantitative and qualitative research methods for program evaluation and action research", I have chosen two pieces of evidence from a research methods course. The evidence attached illustrates both qualitative and quantitative research that was employed over the course of the semester.

The first piece of evidence was designed as a qualitative research project. Qualitative research is designed to be useful when there is a limited amount of information about a topic. This allows a researcher to identify and develop hypotheses. The Director of the YMCA of Greater Burlington approached our research class about facilitating a qualitative study that involved focus groups. The focus groups were meant to involve a variety of stakeholders from different backgrounds. Hence why this research was classified as a collective impact project. Collective impact projects involve different stakeholders who have a difficult time finding a common ground. The process involved with this research included:

- Presentation from the Director of the YMCA Burlington
- Selection of a Research Topic
- Designing discussion questions for the Summit organized by the Y of Greater Burlington
- Allocating facilitator and note taker role among class members
- Training for facilitators and note takers
- Transcribing and sharing of notes from the Summit

The facilitation of the study was designed to have stakeholders create commitment statements. These statements were to be used during the policy formulation process of Healthy Eating and Physical Activity (HEPA) standards. The qualitative study was a joint effort with the Y of Greater Burlington. The Y received a Robert Johnson Grant that was meant to come up with successful HEPA standards that will be replicated throughout the United States. Since the topic of childhood obesity is one that needs attention, the Y realized that a behavioral change from an early stage is imperative. I tackled the research with the intention of finding the most effective way for stakeholders to contribute to a policy process. The research required background literature review research, a logic model, methods and results section, discussion of limitations and recommendations to the study. In order to successfully execute this collective impact research, a research question was developed. Once the question was developed, a literature review was used to demonstrate what previous research was saying about the question being asked. Since the research was a qualitative study that involved input from stakeholders, a focus group was used in gathering the data. The summit had approximately 50 stakeholders in attendance. These stakeholders included early care and afterschool providers, educators and trainers, healthcare professionals, state agencies, funders, policy makers, support and advocacy

organizations, researchers and parents. To facilitate this summit participants were put into focus groups of 8 tables with 6-8 stakeholders including a facilitator and a note taker. The tables were assigned to ensure that there was a fair representation from as many of the different stakeholder groups as possible. At the end of the summit, each table had 5 concrete HEPA commitment statements that would be presented for policy consideration. The attached evidence demonstrates how a qualitative research was conducted in partnership with a community partner. Although the research was already designed, I was involved in the implementation of the project.

The second piece of evidence is a quantitative study that was conducted in conjunction with the University of Vermont Medical Center Dining Services. A quantitative study is designed to explain a hypothesis developed by collecting numerical data that is analyzed using statistical software. The study wanted to understand the importance of food goals and the link to patronage at its five dining locations: The Garden Atrium, Market Street Café, Harvest Café, Café Express and the Pavilion. At the beginning of this research, an overarching question to better understand the relationship between guest failures or satisfaction on food qualities, and how many times patrons eat at its dining locations was posed. In order to further analyze the data, four hypotheses were developed. These include:

1. There is no direct relationship between affordability being the reason for a visit, and the number of times people eat at the various dining locations.
2. There is no relationship between the reason of visit being convenience and the number of times people eat at the various dining locations.
3. There is no relationship between gender and the number of times people eat at the various dining locations.
4. There is no relationship between the primary purpose and the number of times people eat at the various dining locations.

For this research, the method of data collection was through a one-page survey containing 10 questions about food qualities and goals, as well as demographic information. The survey were designed and distributed by students in the Research Methods class over seven days during breakfast, lunch and dinner. There were approximately 290 completed. The surveys were then analyzed using a statistical tool, SPSS. The analyzed data proved that there was a direct relationship between food service and patronage. Although the data shows that the hypothesis had a direct relationship, a discussion of limitations and suggestions for further research were made. Overall, the research methods course did provide an opportunity for students to familiarize, understand and carry out both qualitative and quantitative research processes through data collections, analysis, interpretation and presentation of research results.

ANALYZE, SYNTHESIZE, THINK CRITICALLY, AND MAKE DECISIONS

Title/Label of Evidence: Organizational Culture Mid-Term
                             Organizational Learning Reading Guide
                             City of South Burlington Public Meeting Paper

Type of Evidence:

- Course assignment for (identify class):   Organizational Theory and Behavior
                                              Public and Non-Profit Budgeting

- Internship artifact for (identify internship): _____

- Written reflection produced for the portfolio: _____

- Other (explain): _____

Competency/capacity addressed:
3B [Capacity to initiate strategic planning, and apply organizational learning and development principles]

Self-Assessment
Score: 3

Criteria you have met:
[Can demonstrate knowledge of one or more strategic planning processes or techniques 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 opportunities via re-engineered performance evaluations, ongoing professional development, and evolved uses of information technology and meeting protocols]

Instructor Assessment
Score: _____

Checklist:

- Written assessment follows completed rubric

- Evidence is located under: Appendix Q, R, S

- Additional supporting evidence included

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

For meeting the standard to competency 3B "capacity to initiate strategic planning, and apply organizational learning and development principles", I have chosen a reading reflection, a mid-term exam on organizational culture and a public meeting paper from the City of South Burlington.

The first two pieces of evidence are a reading reflection and a mid-term exam from the Organizational Theory and Behavior course on the topic of organizational change and learning. Organizational theory is built on the theory of organizational culture and how various factors can affect a work environment. Organizational learning as defined by the reading reflection is a process that is initiated by an organization to allow employees the opportunity to solve a problem or complete a task. There is an understanding that organizational learning in an organization can happen in two ways. These learning styles include single loop and double loop learning process. These processes can shape standard operating procedures, cultural norms as well as policy of an organization. The reading guide aided in defining the role that organizational learning plays in finding strategic and change management tools that will shape an organization.

The reading guide also delves into the most effective change management tools and how it can propel culture change. The reading guide illustrates that as a public administration student, I would like to utilize SWOT (strength weaknesses opportunities threats) and SSP (strategic planning process) change management tools. SWOT is best used in an open inclusive and supportive environment in order to achieve effective change in an organization. SWOT uses everyday aspect of an organization to find ways to solve problems that arise. SSP also includes elements of SWOT with an emphasis on participation from every level in an organization. The main difference between SWOT and SSP is the fact that SSP allows for the definition of vision, clarity, and the creation of structure. SSP is the most comprehensive of the change management interventions because it engages employees from every organizational level in developing proactive systems, starting with the vision statement and ending with evaluation feedback. SSP allows for continuous improvement in an organization. The way an organization responds to change comes from the role leaders play and the strategic tools used to employ that change.

The second piece of evidence is a public meeting paper from the presentation of the City of South Burlington's financials. The meeting that was discussed in the attached piece of evidence focused on a 10 year Human Resource Investment Plan (HRIP) discussed by the ten department heads of the city. The HRIP was described as a budgetary plan that was going to act as a road map for the City of South Burlington since it is in the process of becoming an urban center through the Tax Increment Financing and the development of an urban City Center. The City Center is projected to have an impact on neighborhood developments and the growth of the City as a whole. Also as South Burlington continues to

experience continued growth, it is necessary to focus on ensuring that the city has the necessary resources and infrastructure available to meet the demands. This piece of evidence analyzes one of the strategic planning processes that the City of South Burlington is utilizing in order to ensure that the new City Center comes to fruition.

Overall, It is imperative to understand that in order to understand the inner workings of an organization, a strategic planning process, and an analysis of various change management tools can shape the successes and failures of an organization.

ANALYZE, SYNTHESIZE, THINK CRITICALLY, AND MAKE DECISIONS

Title/Label of Evidence: Performance Review Literature Review
                              Budgeting Final Paper: Dress for Success Burlington

Type of Evidence:

- o **Course assignment for (identify class):**   Foundation of Public Administration
                                                    Public and Non-Profit Budgeting

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio: _____

- o Other (explain): _____

Competency/capacity addressed:
3C [Capacity to apply sound performance measurement and management practices]

Self-Assessment
Score: 4

Criteria you have met:
[Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and budgeting scenarios]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o Evidence is located under: Appendix T, L

- o Additional supporting evidence included

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

To illustrate my capacity of exceeding the standard of 3C "capacity to apply sound performance measurement and management practices", I have chosen two pieces of evidence to support my claim. The first piece of evidence is a performance management literature review. The second piece of evidence is a budget analysis of a non-profit organization.

The first piece of evidence is a literature review that defines performance management as a way to measure a variety of things in an organizational network. According to Koliba et al, types of performance management include measuring of resources, workload, efficiency, effectiveness, cost-effectiveness and productivity. Although there are different types of performance management, the literature review emphasizes on the different ways it is measured in the private sector and public sector.

The private sector measures performance management by how much profit an organization makes. Whereas in the public sector (government) and even non-profit, performance management is based on monitoring and reporting, strategic planning, budgeting, program management, program evaluation, quality improvement, contract management and communication with the public. The literature review emphasizes that performance management systems are designed to take information from the environment through consultation with the public, stakeholders, public representatives and other relevant actors. This is mainly because performance management is meant to bring about accountability within various organizations.

The second piece of evidence approaches performance management from the financial viewpoint. The attached evidence is a budget analysis of Dress for Success Burlington (DFSB); a non-profit organization. The budget analysis utilizes the contemporary use of performance measures in government and non-profit organizations as discussed in the literature review by Koliba et al, in the previous literature review. The budget analysis illustrates DFSB's budgeting and financial management system. It also discusses the various techniques that the organization utilizes in order to monitor, evaluate and report on the successes and failures of its programs. The analysis also demonstrates some of the challenges that the organization faces with regards to a sustainable revenue stream. The size of DFSB does have an impact on its revenue sources. The analysis shows that the organization's income and expense ratio are unequal.

In order to ensure the effectiveness of this analysis a number of recommendations were made on how to maximize its effectiveness and efficiency. These recommendations include:

1. The need to invest in a continual review of DFSB's finances between both the Board and the Leadership of the organization. This change will allow for flexibility to adapt its budget system to fit its needs.
2. The need to have the organization invest in a capital budget. A capital budget will aid in making long-term planning decisions for profitable investments. The absence of a capital budget is draining in to the operating funds of the organization.
3. DFSB will need to seek creative ways by pooling resources with other non-profits, whose mission and goals align with theirs. The pooling of resources allows for a cost cutting measure, with regards to programmatic expenses.

Through the budget analysis of DFSB's budget, I was able to provide new insights on how to better improve its financial management system in order to see an increase in revenue. The identified problem in the analysis also needed an insight on how different budgeting solutions and scenarios can aid in the sustainability of this organization. Overall, effective performance management systems, actions and strategies can impact the effectiveness of an organization as long as goals are clearly defined.

ANALYZE, SYNTHESIZE, THINK CRITICALLY, AND MAKE DECISIONS

Title/Label of Evidence: Budget Analysis of Dress for Success Burlington

Type of Evidence:

- o   Course assignment for (identify class):   Public and Non-Profit Budgeting

- o   Internship artifact for (identify internship): _____

- o   Written reflection produced for the portfolio: _____

- o   Other (explain): _____

Competency/capacity addressed:
3D[Capacity to apply sound financial planning and fiscal responsibility]

Self-Assessment
Score: 4

Criteria you have met:
3D [Can provide new insights into the financial management challenges facing an organization or network, and suggest alternative design and budgeting scenarios]

Instructor Assessment
Score: _____

Checklist:

- o   Written assessment follows completed rubric

- o   Evidence is located under: Appendix L

- o   Additional supporting evidence included

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

In order to illustrate that I exceed the standard on applying financial planning and fiscal responsibility, the piece of evidence attached is a financial analysis of a non-profit organization, from the public and non-profit budgeting course. The financial analysis was conducted on Dress for Success Burlington (DFSB); an organization that I have worked with in the past through my internship, and still continue to do so till this day. The main reason for choosing to analyze Dress for Success Burlington is because during my internship, I was exposed to the cultural and social aspect of the organization. Therefore a higher interest of the inner workings on this organization and an insight into the funding and financial standing will culminate my involvement with this organization.

Budget preparation aids organizations in both the public and private sector in making decisions about the sustainability and day-to-day operations of their mission and goals. As discussed by Lynch (2004), policy makers are responsible for deciding on the budgets of governmental agencies, while public administrators must execute these budgets. Per the National Association of State Budget Officers (NASBO) manual, public budgeting is a phenomenon that exists at the core of policy making and management. Public budgeting is part of the analytical process where policy analysis aids in deciding what is necessary in the formulation of a budget. It is imperative that budget analysts realize that policy formulation and implementation do have a direct correlation in terms of agenda setting. It determines what programs are given the highest priority from both the perspective of policy activists, and government agencies. This logic of budgeting and program implementation can be applied to the management and planning of programs in public sector organizations.

The budget analysis of Dress for Success Burlington (DFSB) detailed the history of the organization, and an overview of the organizational structure and functions. The analysis also was sure to illustrate the budgetary evolution of the organization. The evolution of this organization's budget included a comparison of the Dress for Success Worldwide model and how that plays into how DFSB's budgetary model should look like. When comparing Worldwide's budget to DFSB, it was easy to determine that the Worldwide office has diversified revenue sources through fundraising activities, investment income, in-kind contributions in the form of products and services, membership dues, government grants and financial contributions.

DFSB on the other hand receives a majority of its income through grants, donations and special events. The size of DFSB does have an impact on its revenue sources. The analysis shows that the organization's income and expense ratio are unequal. A detailed discussion of the organization's quarterly reports presented in a balance sheet and a profit and loss standard statement also emphasized the various budget elements and issues presented. DFSB receives high revenue during special events. For instance through its summer sale in

June it received approximately $6,000 whereas the golf tournament brought in about $7,000 in revenue. These quarterly special events are the main ways that DFSB maintains its operating expenses.

The analysis required recommendations addressing the various challenges discovered while analyzing Dress for Success's budget. A few of the recommendations attached in the evidence include:

1. Programmatic changes through reporting measures. These reporting measures will allow DFS to realize which programs are successful. I strongly urge the use of this because it is one that is used in policy decisions about programs.
2. The need to invest in a continual review of its finances between both the Board and the Leadership of the organization. This change will allow for flexibility to adapt its budget system to fit its needs.
3. The need to have DFSB invest in a capital budget. A capital budget will aid in making long-term planning decisions for profitable investments. The capital budget will allow DFSB to invest in a permanent infrastructure. It is clear to see that the absence of a capital budget is draining into the operating funds of the organization.
4. Final recommendation of seeking creative ways by pooling resources with other non-profits, whose mission and goals align with DFSB. The pooling of resources allows for a cost cutting measure, with regards to programmatic expenses.

Overall, once my analysis was competed, I had the opportunity to present my findings and recommendations to the Executive Director of the organization. Through my current time at the organization in a federal work-study capacity, I have noticed a few of these changes. A few of the recommendations have been presented to the Board of the organization. The most discussed recommendation is how the organization is looking into creative ways to offset programmatic expenses. The organization is also looking into lucrative partnerships that will increase fundraising opportunities. Finally, DFSB is also increasing the number of special events that it hosts throughout the year. This is mainly because special events tend to increase the revenue of the organization. I am glad that my recommendations were taken into consideration by the Executive Director and the Board of the organization in order to increase its effectiveness and efficiency in program delivery. Overall, this analysis did allow me to analyze and provide new insights into the financial management challenges facing DFSB, while providing alternative solutions.

PUBLIC SERVICE PERSPECTIVE

Title/Label of Evidence: Public Meeting Minutes

Type of Evidence:

- o   Course assignment for (identify class): _____

- o   Internship artifact for (identify internship): _____

- o   Written reflection produced for the portfolio: _____

- o   Other (explain): I currently serve on South Burlington's Recreation &Leisure Arts Committee. We were tasked with coming up with recommendations for a park in South Burlington (Baycrest) that needed to either be developed or left as a green space

Competency/capacity addressed:
4A [Capacity To Understand The Value Of Authentic Citizen Participation In Pa Practice]

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   Written assessment follows completed rubric

- o   Evidence is located under: Appendix V,W

- o   Additional supporting evidence included

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

To show that I exceed the standard for 4A" Capacity To Understand The Value Of Authentic Citizen Participation In PA Practice", I have chosen to include an authentic citizen participation experience I had during my first month on the Recreation & Leisure Arts Committee.

According to Frederickson, authentic participation is when citizens are involved because they have something to feel responsible for (Frederickson, 1971). King et al, defines authentic participation as participation that works for all parties and stimulates interest and investment in administrators and citizens (King et al., 1989). According to King et al, the political system in the U.S is designed to allow for citizen participation (King et al., 1989). Therefore, my active participation in a policy process illustrates one of the pillars of the public administration program.

My first meeting with the committee was one that was focused on finding a solution to an open space park in South Burlington known as Baycrest. Baycrest is a 1.7-acre land that is owned by the City. There are strong views on the issue of what improvements need to go into the park. From information such as emails voicing opinions from members of the community, I was prepared to see authentic participation at play. The members of the community felt that they had a responsibility of informing City officials of what they would like their neighborhood to look like. It is an investment in their present neighborhood outlook while building a legacy.

The R&LA Committee facilitated the conversation between the members of the community, in order to come to a compromise on the plans for improvements. Members of the committee asked probing questions seeking why people were against a park and what compromises the people who supported would make. I asked why a neighborhood that is changing with a higher number of younger families would not want a park. Another member also asked if a compromise on the park would be made if the issue of increased lighting was explored. An opportunity for collaboration arose when the R&LA committee sought advice from the bike and pedestrian committee on creating better and accessible crosswalks. A suggestion of a bike rack was also presented. Although it seemed there was never going to be a compromise among community members, the R&LA committee decided to come up with recommendations that it saw fit. Once the members of the committee voted on those recommendations, it was forwarded on to the City Council for a vote. Our recommendations were sure to involve compromises that will not take away the beauty of the current open space. Our committee agreed and voted on a smaller play structure being inserted in the natural park design. A suggestion of crosswalks and a bike rack was included in the recommendation that was forwarded to the City Council. We also recommended that a visible park sign be made. We would like to see the benches in the natural park as well. Since it is costing the city so much money to maintain the current open space, it is best we made improvements that will actually increase the number of park

spaces in that neighborhood. In the long run, it will be a park that will be utilized by a number of people.

The proposed plan that involved authentic citizen participation from various committees and the residents of the neighborhood finally passed. After almost six months of seeking public input and recommendations from specific committees, I was pleased to hear that I had contributed to this decision making process. Even so it was better to hear a comment from one resident that said he was completely thrilled to see public policy like this move forward in a way that was inclusive. Overall, the public administration program has emphasized the need to have authentic citizen participation in whatever capacity we can. Therefore, seeing the opportunity through my community did push me to get involved as I feel a sense of responsibility to my City.

PUBLIC SERVICE PERSPECTIVE

Title/Label of Evidence: Baseball Cares Request For Proposal

Type of Evidence:

- o **Course assignment for (identify class):**   International Development NGO Management

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio: _____

- o Other (explain): _____

Competency/capacity addressed:
4B [Capacity To Understand The Value Of Social & Economic Equity In PA Practices]

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 suggestion for ways of improving inequitable situations]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o Evidence is located under: Appendix U

- o Additional supporting evidence included

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

In order to demonstrate that I meet the standard for MPA Core Competency 4B "Capacity To Understand The Value Of Social & Economic Equity In PA Practices", I have chosen to use a term project from an International Development NGO Management course. The team project required preparing a project proposal from two actual, real time USAID Requests for Proposals (RFPs). The RFP, which was a common interest between the Major League Baseball (MLB), Major League Baseball Players Association (MLBPA) and the USAID/Dominican Republic to develop and advance a partnership in improving the socio-economic status in the country. The partnerships mentioned above have a collective interest in promoting education for youth, addressing the educational needs of children with disabilities, and combating domestic abuse.

This attached evidence is a USAID Request For Proposal (RFP) that was aimed at tackling social and economic equity in the Dominican Republic. The project was designed to take place in the Duarte Corridor of the Dominican Republic. These major cities in the Duarte Corridor include: Santo Domingo, Santiago, San Cristóbal, Puerto Plata, San Pedro de Marcoris, Haina and Bonao. The project had three major objectives that needed to be achieved. These objectives include:

- Improving education and basic reading skills for youth ages 10-18in targeted communities.
- Addressing the educational needs of children with disabilities.
- Combating domestic violence and child abuse.

With a limited budget and a short time frame, the best approach to the program was to build a community center that will serve as a community resource. The idea behind a community center was that fact that it will serve as a scalable model after its first year of success. A community center will also allow our organization to carry out a number of activities related to the outlined objectives. Listed below are a few of suggested activities that were decided as the best approach to facilitate improvement while achieving success with the objectives.

1. To ensure enrollment retention a public awareness campaign along with a lecture series that involved past and present MLB players from the Dominican Republic, would serve as a productive way to get the message across. It will also serve as a mentor opportunity. To ensure that at-risk youth pursue higher education, a scholarship fund in partnership with a university in the Dominican Republic would aid students in envisioning a future.
2. To address and improve basic literacy concerns for children aged 10-18, quarterly teacher trainings will provide teachers with the tools needed to foster the spirit of learning. An after school program out of the community center was also designed to serve as an environment where school children can utilize as a homework and skill

development center.

3. In order to increase the number of disable children in schools, targeted teacher training to provide teacher with resources and tools they need to support children with disabilities is a necessity. Our organization also suggested a partnership with a number of charities run by MLB players from the Dominican Republic to provide in-kind and monetary donations.

In order to ensure that planned programs and activities were going to be sustainable, I developed a monitoring and evaluation plan with attainable markers that can aid in the replication of the program. These markers were designed to inform stakeholders about progress being made through over the course of the project using both qualitative and quantitative data. The main reason a community center that was staffed by Dominican Republic nationals was the best approach is because community involvement illustrates a vested interest in promoting economic equity. Although community involvement will ensure sustainability, a number of partnerships involved in the activities require in-kind and monetary donations. I developed joint mission statements, costs and benefits of partnerships as well as a pledge for an exchange in services. Partnerships were the cornerstone of many activities planned for the Baseball Cares project. Unfortunately we did not win this RFP but rather the Pedro Martinez Organization, who happened to be one of our partners, did win this bid. Although we did not have the opportunity to implement this RFP, providing my expertise to a group that was tasked with developing a real life international development project that is aimed at improving social inequity, did provide an insight of the inner workings of public service.

PUBLIC SERVICE PERSPECTIVE

Title/Label of Evidence: Foundations of Public Administration Reflective Paper
                             Organizational Theory Final Paper
                             Budget Paper on Ethics

Type of Evidence:

- o ==Course assignment for (identify class):==   Foundations of Public Administration
                                                  Organizational Theory and Behavior
                                                  Public and Non-Profit Budgeting

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio: _____

- o Other (explain): _____

Competency/capacity addressed:
4C [Capacity To Lead In An Ethical And Reflective Manner]

Self -Assessment
Score: 3

Criteria you have met:
[Can apply leadership theories and frameworks to specific situations and contexts. Is able to articulate how she/he views leadership as a professional competency. Can express both orally and in writing how course concepts and learning competencies synthesize with his/her own life experiences. Can apply ethical frameworks to specific situations and contexts. Is able to articulate how she/he views ethics as a professional competency.]

Instructor Assessment
Score: _____

Checklist:

- o Written assessment follows completed rubric

- o ==Evidence is located under: Appendix X, Y, I==

- o Additional supporting evidence included

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

To illustrate that I meet the standard for 4C "Capacity To Lead In An Ethical And Reflective Manner", I have chosen two pieces of evidence that show characteristics of a reflective and collaborative leader.

The first piece of evidence is a reflective paper from the Foundations of Public Administration course. At the end of the course, we were tasked with writing a reflective essay that drew upon past and present experiences. The essay also allowed me think about what type of leadership style I will like to exhibit and or work with. Drawing on my social capital as a young child, I explored my identity as a student, professional and a public administrator. Participating in the Public Administration program has given me the insight to know the inner workings of a successful government, policy process, bi-partisanship and the interaction between for profit, non-profit and international organizations. Through internships, and my professional experiences, I have taken a closer look at organizational culture in the organizations I have been a part of. Through my reflection on both coursework and field experience, I have realized I would like to work in an environment that embraces individuality but also promotes teamwork. An organization that has the leadership style that encourages and accepts input from every employee.

The reflection allowed me to deliberate on my role as a female in public administration. As discussed by Stivers, Public Administration needs the female perspective. Stivers believes that women in the field of Public Administration, bring a new way of thinking about concepts, questions and important issues (Stivers, 1989). This was extremely evident through my local government course that was taught by two town mangers. The town managers discussed how an annual convention held for town managers proved that the field of local government has a higher number of Caucasian men with little or no diversity represented in this field. This statement made me quickly realize that there is the need to make this field diverse. It is particularly necessary to open the doors to more women, as they will be able to bring a new perspective to local government.

The second piece of evidence is an Organization Theory and Behavior final exam. The final exam encompassed leadership in an organization, cultural intelligence and a case analysis of change in leadership. The attached evidence discussed how leadership can determine the tone of an organization's culture. Leadership allows for power sharing, the pursuing of goals, cultivation and enhancement of people, ideas, technology and the organization itself. There was a case analysis involved in the final exam that required the identification of leadership problems and implementable solutions. The case scenario was a recently promoted supervisor that required change in culture since the supervisor used to be one of the employees. The analysis presented a number of problems that the supervisor could tackle. These include:

- Lack of a plan on where to begin leadership role

- Communication breakdown between employees
- Blatant disregard for the new supervisor

It was evident that the case study needed to develop a plan that will leadership in alleviating some of these problems. It will also aid leadership in being effective and efficient. Also a strategic planning process that involves facilitation will be needed to develop effective communication skills among employees and leadership. Identifying the role leadership plays in an organization can affect the interaction between employees and leaders. The attached piece of evidence from the organizational theory and behavior course has provided me the insight to apply leadership theories and frameworks to specific situations and context.

The third piece of evidence is a weekly reading reflection about ethics from the public and non-profit budgeting course. The reading reflection focused on the interpersonal skills, and the Code of Ethics of a budget specialist. Ethical conduct for state officials and employees is a topic I have been exposed to from a Local Government course. Ethical Codes of Conducts are guides that I have had the opportunity of reading from work, volunteer positions and even class. The most relevant experience related to the ones listed in the reading reflection would be my exposure to the ICMA Code of Ethics for Town Managers, from the Local Government course. The ICMA Code of Ethics is defined as the cornerstone of a Town Manger's profession. They serve as the foundation for the local government management profession, while setting standards for excellence. The ICMA Code of Ethics has 12 Tenets that are structured around issues of equity, transparency, integrity, stewardship of public resources, political neutrality, and respect for the rights and responsibilities of officials and residents. These tenets are important because they merit the trust that the public has for elected officials. It is important to have these guidelines in order to ensure that elected officials can be trusted and are serving the needs of the people that put them there.

Overall, the themes and concepts in the public administration program has given me the opportunity to look at everyday life through a critical lens. I have also learned what kind of leader I want to be, the type of organization and culture I will be comfortable working in.

PUBLIC SERVICE PERSPECTIVE

Title/Label of Evidence: Baseball Cares RFP
                                Organizational Theory Final Exam Analysis

Type of Evidence:

   o   <mark>Course assignment for (identify class):</mark>   International NGO Management
                                                       Organizational Theory Final Exam Part II
   o   Internship artifact for (identify internship): _____

   o   Written reflection produced for the portfolio:_____

   o   Other (explain): _____

Competency/capacity addressed:
4D [Capacity To Achieve Cooperation Through Participatory Practices]

Self-Assessment
Score: 4

Criteria you have met:
[Can orchestrate any of the following: coalition building, effective teamwork, and/or conflict management]

Instructor Assessment
Score: _____

Checklist:

   o   Written assessment follows completed rubric

   o   Evidence is under: Appendix U, Y

   o   Additional supporting evidence included

4D- CAPACITY TO ACHIEVE COOPERATION THROUGH PARTICIPATORY PRACTICES

To illustrate that I exceed the standard for 4D "Capacity To Achieve Cooperation Through Participatory Practices", I have chosen a Request For Proposal (RFP) term project for a literacy program sponsored by the MLB and USAID. This evidence demonstrates, my capacity to build coalition and effective teamwork. First of all, this RFP was designed to be one that depended on teamwork. Group dynamics allowed this project to be a success as every member on this team brought their own expertise. I brought my grants and contracts experience to the table; another brought federal experience while another brought community development experience. Thinking of creative ways and delegating tasks was a fairly easy task, as each and everyone on the team knew what they were good at. In a team, it is imperative to recognize strengths and work collaboratively on the weaknesses.

Secondly, this RFP was designed to develop and advance a partnership in improving the socio-economic status in the country. The project was designed to take place in the Duarte Corridor of the Dominican Republic. These major cities in the Duarte Corridor include: Santo Domingo, Santiago, San Cristóbal, Puerto Plata, San Pedro de Marcoris, Haina and Bonao. The RFP was focused on meeting three objectives that needed to be met in. These objectives include:

- Improving education and basic reading skills for youth ages 10-18 in targeted communities.
- Addressing the educational needs of children with disabilities.
- Combating domestic violence and child abuse.

The RFP was funded at an amount of $500,000 over a two-year period. It is evident that in order to develop activities and programs that will be efficient and effective, it was necessary to find creative ways of fulfilling the goals of this RFP. Therefore, in order to have a successful project, I sought out a total of eleven partnerships from public and private sector organizations, whose mission and goals align with the objectives mentioned above. As defined by Agronoff and McGuire, collaboration is a purposive relationship designed to solve a problem by creating or discovering a solution to a problem (Agronoff & McGuire, 2002).

In order to ensure that the partnerships were going to be beneficial for all parties involved, I drafted a joint mission statement and objectives that were going to be met by the participating parties. I also had a pledge form that every partnership organization was willing to contribute to the success of the project. A number of the partnerships just to name a few, included The David Ortiz Foundation, TeleAntillas, Universidad Autónoma de Santo Domingo, Girl Effect, and Special Olympics. The approach to these partnerships was to analyze the background of the organization, the services they provide, contributions and a joint mission statement. This was a way to demonstrate how collaboration was going to aid in achieving the outlined objectives. The creative thinking of seeking contributions and

collaborators allowed finances for the project to be utilized in various aspects that will sustain the project. A few of the contributions that were received from partnership organizations included:

1. An internship program from Universidad Autónoma de Santo Domingo that will give students education credit while they gain experience working for a non-profit while contributing to their community
2. Monetary donation for a scholarship fund from Universidad Autónoma de Santo Domingo to fund at least five students from the community center.
3. Support and Resources from Special Olympics to provide expertise on what children with disabilities will need to succeed in school
4. Educational aids for children with disabilities from the David Ortiz Foundation
5. Mentoring and Coaching incentives from MLB and MLBPA for students and staff of the Community Center

This project demonstrates how effective assessment of a team can create an effective work environment for effective teamwork and creative thinking to complex situations. It also shows how coalition building with different partners can aid in making this project a success.

The second piece of evidence is an analysis of a conflict in an organization. It demonstrates how a leader will address the issue of conflict management. The organization discussed in the attached evidence has experienced a number of leadership changes. The most recent leader happens to be internal, therefore there are a number of ill feelings surrounding this development. There is a lukewarm reception from colleagues towards the new leader. The final exam required finding a feasible conflict management technique that will be used in this situation. The best approach I came up with for this was to open the lines of communication between the new leader and colleagues. In an organization that has experienced a number of changes, communication and collaboration is a necessity. Informing employees about the need to maintain professionalism will ensure that the organization's goals are met efficiently and effectively. Another suggested form of conflict management was facilitation. Having a neutral person facilitate the discussion will aid in keeping the lines of communication and effective collaboration open. It will also allow involved parties to come up with attainable goals and policies that will help with the various issues at hand. Overall, the concept of cooperation and collaboration is one that has been discussed in great detail in the Public Administration program. It is a concept that has provided insights and various advantages of seeking creative solutions to complex problems from different actors.

COMMUNICATE AND INTERACT WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY

Title/Label of Evidence: Volunteer Policy Handbook for Dress for Success Burlington Monthly Newsletters

Type of Evidence:

- o   Course assignment for (identify class): _____

- o   Internship artifact for (identify internship): Dress for Success Burlington

- o   Written reflection produced for the portfolio: _____

- o   Other (explain):_____

Competency/capacity addressed:
5A [Capacity To Undertake High Quality Oral, Written And Electronically Mediated Communication And Utilize Information Systems And Media To Advance Objectives]

Self-Assessment
Score: 4

Criteria you have met:
[Can demonstrate some instances in which verbal and written communication has persuaded others to take action. Demonstrates a capacity to view IT in terms of system design. Is capable of working with IT professionals in identifying areas of need for IT upgrades, IT procedures, and IT uses in real setting. An demonstrate evidence of leading or supporting public relations campaigns on behalf of a public or non-profit organization]

Instructor Assessment
Score: _____

Checklist:

- o   Written assessment follows completed rubric

- o   Evidence is located under: Appendix Bb, Cc

- o   Additional supporting evidence included

5A- CAPACITY TO UNDERTAKE HIGH QUALITY ORAL, WRITTEN AND ELECTRONICALLY MEDIATED COMMUNICATION AND UTILIZE INFORMATION SYSTEMS AND MEDIA TO ADVANCE OBJECTIVES

To demonstrate that I exceed the standard for 5A " capacity to undertake high quality oral, written and electronically mediated communication and utilize information systems and media to advance objectives", I have chosen two pieces of evidence from my internship and current job with Dress for Success Burlington.

The first piece of evidence are samples of the monthly newsletters that I am tasked with writing to referral agencies that collaborate with Dress for Success Burlington (DFSB) and newsletters to clients and interested individuals of DFSB. DFSB is an organization that aims to provide women with the necessary tools they need in order to find and maintain employment. This is to help women out of poverty and maintain a sustainable life. One of the many ways that DFSB builds its clientele is through the partnership with referral agencies. These agencies refer women who are in need of suitings and career advice to DFSB. Through my internship, I recruited a number of referral agencies. In order to ensure that these agencies know what is happening with DFSB, I have been tasked with writing a monthly newsletter to the friends of DFSB as well as the referral agencies that the organization partners with.

These newsletters include services, appointment news, update of programs and special events happening at DFSB. The main reason this newsletter is necessary is because it reminds referral agencies about our organization. The statistics from the newsletter software shows that there are currently a total of 391 people receiving the Friends of DFSB newsletter. Out of the 391 people receiving the newsletters, there is a 75% viewing rate. The Friends of DFSB newsletter is also posted on the Facebook page of DFSB. Through this medium, the newsletter is shared approximately 3 or 4 times in a month. The newsletter to referral agencies has approximately 192 contacts from the 20-referral agencies that DFSB has a partnership with. In order to measure the effectiveness of our newsletters, whenever new clients are referred it is standard procedure to ask where they heard about our services. Approximately 25% of clients say through the Facebook page or information from a referral agency.

The second piece of evidence is a volunteer policy handbook that I developed for DFSB. Since DFSB is a relatively small non-profit organization, it relies heavily on volunteers. The volunteering program of the organization also provides volunteers with the opportunity to benefit from services that DFSB offers. The policy handbook will be presented to the Executive Director. Once the Executive Director and the Board of the organization approves it, the Volunteer Coordinator will adopt and implement it. The policy handbook is meant to serve as a reference guide to Volunteers, the Volunteer Coordinator, Program Coordinator and the organization as a whole. Through the guidance of materials from the parent

organization of DFSB, the program coordinator, I was able to develop a policy handbook that works well with the size of the organization and the number of expected volunteers over the course of the years. I researched a number of Dress for Success affiliates that had policy handbooks, and used it as a template. Along with materials from other affiliates, the parent organization of DFSB was also used as a guide to create the final policy handbook. It is required of all Dress for Success affiliates to follow a color scheme and template for producing written communication and presentation materials. Through a number of draft workshops with the Program Coordinator, I was able to produce an organization wide volunteer policy handbook. It is currently waiting for approval from the Executive Director. Components of the policy handbook include:

- Introduction of the parent organization: Dress for Success Worldwide
- Introduction of DFSB
- A letter from the Executive Director
- Description of DFSB services
- DFSB policies and procedures
- Volunteer Expectations
- Volunteer Job Descriptions

The document highlighted all the necessary information that volunteers will need to thrive in providing services to clients of the organization. Once the approval has been received, the handbook will be an actionable piece of written communication that will guide the DFSB volunteer experience. The newsletters demonstrate how public relation campaigns on behalf of DFSB can have an impact on visibility. Writing DFSB's newsletters and its volunteer handbook has taught me that nonprofits thrive when the stakeholders are adequately informed. Acting as the outreach coordinator of DFSB has also given me the opportunity to interact with clients on a different level other than service provision. The policy handbook on the other hand, serves as a document that will determine the actions of volunteers of DFSB. It is a document that illustrates how written communication has persuaded people to take action that reflects the organization as a whole.

COMMUNICATE AND INTERACT WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY

Title/Label of Evidence: Final Paper on Cultural Intelligence

Type of Evidence:

- o   Course assignment for (identify class):   Human Resource Management

- o   Internship artifact for (identify internship): _____

- o   Written reflection produced for the portfolio: _____

- o   Other (explain): _____

Competency/capacity addressed:
5B: [Capacity To Appreciate The Value Of Pluralism, Multiculturalism & Cultural Diversity]

Self-Assessment
Score: 4

Criteria you have met:
[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 diverse groups to solve complex problems].

Instructor Assessment
Score: _____

Checklist:

- o   Written assessment follows completed rubric

- o   Evidence is located under: Appendix Dd

- o   Additional supporting evidence included

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

To demonstrate that I exceed the standard of 5B" Capacity to appreciate the value of pluralism, multiculturalism and cultural diversity", I have chosen a final paper from a Human Resource Management course on cultural analysis. The attached evidence was an analysis of the concept of Cultural Competency and how organizations are incorporating this theory into the management of a diverse workforce. It also sought to explore the impacts of cultural intelligence and diversity in an ever-growing global market.

The overarching question throughout the attached evidence was "What does it mean to be culturally competent?" The analysis sought to define cultural competency and the various components associated with it. The attached evidence also discussed how various organizations employ this concept in the workplace as well as an action plan on how to build a culturally competent workforce. The analysis involved three organizations and a thorough description of the people involved in building a culturally competent workplace. As discussed in the analysis many people tend to confuse cultural competency with cultural knowledge, awareness and sensitivity. Cultural knowledge means that individuals know about cultural characteristics, history, values, beliefs and behaviors of another ethic or cultural group. Cultural awareness is understanding other groups. Cultural sensitivity is knowing that differences exist between cultures, but not assigning values to the difference. Cultural competency brings together all the elements of the definitions above. It is having the ability to function effectively in culturally diverse situations, and with diverse people.

To further analyze the issue of cultural competency in the workplace, a closer look at an organization like Google provided an insight on how to build a desirable environment. Google employs people from all walks of life. The work culture has been advertised as one that is inclusive. Although it is an organization that has been recognized as one of the best working environments, it is widely known that it is lacking cultural competency. Of Google's US employees, only 2 percent of its employees were of Hispanic descent, and 3 percent were African American. In order to ensure that Google was going to address this issue, the Vice President of Operations; Nancy Lee, discusses the various factors that have contributed to the lack of a cultural competent organization. These include societal standards of the world of technology being dominated by men. Another factor is the rapid expansion of Google and its services. The expansion did not allow Google to stop and realize that its make-up was homogenous. Another major hurdle is understanding that women do not typically go for computer science degrees. Through an organizational analysis and criticism from a number social activists, Google invested 40million in girl child education, 150 million in diversity initiatives. Google has also asked current employees to devote 20% of their workweek to finding creative ways to generate and promote diversity initiatives.

Overall, in incorporating cultural competence, Google has taken the first step by becoming aware of diversity related issues that can help their company. It is also cultivating the

knowledge and skills of its employees on diversity related issues. It is crucial to understand that there are many benefits to cultural competency. It allows for the exchange of ideas, opportunities, and cultures. Other benefits include the increase in respect and mutual understanding, the increase in creativity and innovation, and an inclusive work environment. The use of deliberative dialogue is essential. Deliberative Dialogue supports active listening and the exploration of a range of views. Deliberative dialogue improves employee relations and performance by building trust and creating a foundation for working relationships. It aids in resolving conflicts, builds understanding and knowledge about complex issues. It also generates innovative solutions to problems, inspires collective or individual action. As we are becoming increasingly connected on a global scale through communications, trade, business, etc., it is necessary to increase our cultural competency. Employees need to be equipped with the skills and knowledge to be able to compete in the global market.

The topic of cultural competency is of great personal and professional interest to me. Through coursework, my interest for the concept has also peaked as my focus throughout the program has been related to international development. Being culturally competent aids in professional pursuit both as a leader and an employee. As a future project manager and a leader, I would like to be fully equipped with the necessary tools for team members to be successful in local and international projects. I would like to see effective mechanisms that have been used, while employing new ones that will aid in creating a culturally competent workforce.

COMMUNICATE AND INTERACT WITH A DIVERSE AND CHANGING WORKFORCE AND CITIZENRY

Title/Label of Evidence: Managing Diversity Case Study
                             Employee Layoffs at St. Mary's Hospital Case Study
                             Bank Merger Case Study

Type of Evidence:

- o Course assignment for (identify class):   Human Resource Management

- o Internship artifact for (identify internship): _____

- o Written reflection produced for the portfolio

- o Other (explain): _____

Competency/capacity addressed:
5C: [Capacity To Carry Out Effective Human Resource Management]

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 Written assessment follows completed rubric

- o Evidence is located under: Appendix Z, Aa

- o Additional supporting evidence included

5C- CAPACITY TO CARRY OUT EFFECTIVE HUMAN RESOURCE MANAGEMENT

To prove that I meet the standard for 5C "Capacity To Carry Out Effective Human Resource Management", I have chosen a number of case studies from the human resource management course as evidence. These case studies have given me the opportunity to identify effective human resource management techniques.

The first case study that involves managing diversity at an organization named Johnson Chemical International. Johnson Chemical International was characterized as one of the world's leading manufacturers of specialty chemical products. The case study involved an email exchange that had demeaning words to a number of races. Questions surrounding this include evaluating how to manage a diverse working force. In order to address this human resource issue, a number of systems and policies were suggested. A couple of suggestions included:

1. A mandatory training or awareness surrounding the issue of diversity in the workplace.
2. Educating employees and management staff about diversity
3. Investing in trainings, conferences and orientations
4. Developing policies and procedures surrounding email policy, discrimination and harassment. Employees need to be made aware of the ramifications that will accompany the disregard of such policies.

Overall, this case study suggested that in order to have an effective workforce, it is necessary to ensure that there is no tension between employees.

 The second case study is one that focuses on job analysis and planning on the topic of employee layoffs at St. Mary's hospital. The case study analyzed a number of the problems that the hospital was facing, alternatives for dealing with these problems and a feasible plan on how to adjust the budget and avoid employee layoffs. The major problems St. Mary's Hospital was facing can be attributed to the lack of revenue. The lack of revenue has resulted in the need for a lay-off plan. The lay-off plan is a difficult task because per the case study, there is no performance evaluation system in place. To further explore human resource techniques, this case study discusses how attrition can be used as an alternative to a blind lay-off of employees. Another concept that the case study suggests is a reduction in force (RIF). A RIF does not completely lay-off employees and allows them to be placed in another position in either another department or another hospital. Lay-offs will affect the work culture. This will in turn affect the performance of employees. Assessing this job analysis case study allowed me to take a look at creative ways of human resource management when an organization is faced with financial burdens.

The third case study focuses on a bank merger. Northeastern Bank and Trust Company and First Bank signed a merger agreement. First Bank and Trust Company are statewide banks

with over 80 branches in 38 cities and more than 1,800 employees. Both banks have centralized support functions such as operations, personnel, audit and accounting. As with any merger, the consolidation of services and support functions is a challenge. The case study required an evaluation to the bank's approach to implementing the merger, the human resource issues associated with the merger. Finally, developing a plan of action to handling the complications associated with the merger i.e. staff reduction, labor surplus, etc. It was clear that First Bank and Trust Company and Northeastern Bank did have a good plan of beginning the merger process early enough. The merger was sure to include the various representatives from both banks through the pre-merger and post-merger process. Unfortunately, it did not include the employees. The overall case study was sure to look at every angle of a merger. It also provided possible solutions to issues that might arise. The case studies served as a way to develop leaders who are equipped to handle all the challenges that come with organizations no matter the sector. Overall, all case studies from the human resource management class was sure to provide the tools for human resource management while meeting the needs of the organization and its people.

Appendix A

<center>Express Transit Case Study</center>

DATE: October 6th 2014
TO: Frank Preston: Transportation Services Director
CC: Martin Jiles: Executive Director of Express Transit
FROM: Clayton Baker: Manager of Vehicle Maintenance
SUBJECT: Improvements to Express Transit Maintenance and Management
The article published about the declined ridership and safety of Express Transit, brought to our attention numerous issues that need to be addressed. Some of the problems that have been brought to my attention include:

1. The unplanned consequences of the Pay for Performance Plan
2. The organizational structure of Express Transit. i.e. the hierarchical structure
3. The organizational culture of Express Transit. i.e. the distinct difference between management and employees.
4. The divided organizational culture between the drivers and mechanics of Express Transit
5. The unprofessional transitioning of shifts between mechanics
6. Communication among individuals in Express Transit
7. The lack of a standard operating procedure for reporting information.
8. Flaw in the database (MIRS).

My position as the liaison between the upper management and workers of Express Transit gives me a unique perspective on these issues mentioned above. In order to ensure that Express Transit is providing efficient and safe services to the public, listed below are some suggestions for your consideration:
First of all, Express Transit could adopt "management by walking around". This means that the managers will participate directly in the work-related affairs of the company. In order to effectively achieve this type of management, executives and upper management would have to make informal visits to a base. Management by walking around makes management visible to the employees. It enables the employees to connect with managers as well. Employees are more likely to be more engaged and productive if they see and speak to managers more frequently. This type of management will assist in diminishing the clear hierarchical divide between management and employees.
This kind of interaction also enables the collection of qualitative information, listening to suggestions and complaints from employees, and also having a pulse of what is happening in the company. Managers will be able to use the qualitative information they receive along with the quantitative data that comes with the MIRS database. This will aid in reducing some of the flaws in the MIRS database.
I also suggest that in order to have a uniform way of reporting data, there is the need to make sure the MIRS database is working correctly. Once that is secured, there should be a mandatory training on the MIRS database for all employees of Express Transit. This should help with the flow of information in the company.
Secondly, there is the need to have a standard operating procedure for all levels of employees. As mentioned earlier, the unprofessional transitioning of shifts between

mechanics creates tension between mechanics. I suggest that we introduce a standard operating procedure that all base supervisors and head mechanics have to adhere to. There should be a checklist to show what has been done and what tasks were not completed on a vehicle. At the end of every shift, this checklist should be passed on to the next base supervisor and head mechanic.

Thirdly, there should be a uniform way of providing incentives to the employees. The presence of incentives or the lack thereof, can be the cause of disgruntled employees. In one company, there are two different ways of recognizing mechanics and drivers. Mechanics complain that they do not receive any recognition or positives for hard work. The only recognition they receive is the number of years in service at Express Transit. Whereas drivers receive regular recognition of their contributions to the organization's service. A "mechanic appreciation day" can also be adopted.

The Pay for Performance Plan that has been adopted for base supervisors can also be taken a step further for the drivers and mechanics of Express Transit. This will provide the employers with the motivation and equal treatment they want.

Finally, in order to make this organization successful, there is the need to provide a platform for the employers to provide insights on how to address some of the issues we face. This will empower and include the employees. I feel confident that Express Transit will increase its ridership while providing efficient and safe services to the public.

Appendix B

<center>Youth Services Case Study</center>

DATE: November 3rd 2014
TO: Chevron Miller: Executive Director of the Anne E. Casey Foundation
FROM: June Adams: Program Officer of the Anne E. Casey Foundation
SUBJECT: Recommendations for the Casey Foundation Planning Guide
The Youth Services Collaborative in Savannah, was a program that was meant to improve the economic situation of the community, while addressing the social problems. Some of these social problems include:

- Drop-out rates
- Illiteracy
- Poor school performance
- Unemployment rate
- Crime

In order to concentrate on these social challenges, Savannah had a three-pronged approach (planning guide) for improving the school performance of at-risk youth. The planning guide aided in identifying the necessary solutions to each social problem. The Savannah program wanted to focus on:

1. Expanding remedial school programs targeting the school district's most vulnerable middle and high school students
2. Establishing a pilot case management system that would provide intensive counseling
3. Advocating for reform in the school district's structure, policies and curriculum.

After reviewing the Savannah case, one can come to the conclusion that the planning guide did not serve as an appropriate tool for the program. There were a number of factors that contributed to its collapse. Listed below are a few elements that inhibited the success of the program.

- The mission of the Savannah program was not clear
- The Savannah program appeared as a short term solution
- Opportunity for participation from the citizens was limited
- Inadequate cross-sector collaboration leadership
- Communication among internal and external stakeholders was not encouraged
- The flow of information was one-sided
- Ineffective definition of roles and the duplication of programs
- Flaw in the case management system

In order to ensure that New Futures Youth services are successful, there is the need to revise aspects of our planning guide. After careful consideration of the contributing factors that led to the failure of the Savannah program, I have come up with a number of recommended changes to our organizations' planning guide. My planning guide recommendations will be categorized into 1. Intervention 2. Integration 3. Incentives and 4. Business Partnerships to better address the inhibiting factors listed above.

Intervention: As stated, intervention should be early enough. Our planning guide should explicitly state that intervention should be no later than middle school. In order to ensure that the program is successful, there is the need to have supportive programs throughout school years and one year after graduation. I also suggest that there should be services for high school students and not just cater to the needs of elementary and middle school children. An introduction of mentor opportunities for graduates of this program will familiarize them to the idea of authentic participation. The mentor opportunity should also be available even after students' graduate middle and high school. I strongly believe these mentor opportunities will give these students a purpose. A feeling of accomplishment, and a sense of responsibility, will inspire these students to pass on the knowledge gained from the program.

Integration: The Savannah model illustrated that there was a duplication of services as well as the lack in defining roles of the various actors. For example the STAY teams and the TAPP program can be combined into one program. The STAY program can utilize the resources and grant funding from programs like TAPP. Instead of "divvying up" new funds among separate programs and organizations involved, there is the need to collaborate and integrate services of these programs. Also, with the integration of these programs into the school system, it will serve as a realistic and not an experimental program. The clear definition of roles will also ensure that services are being administered to these students. Services should be provided in a way that integrates most of these social problems. For example, students who attend school full-time and graduate, will be introduced to employment opportunities. Therefore, in order to ensure the idea of integration there is the need to condition one set of services on the use of another.

Incentives: As mentioned in the article, attentive teacher praise, public recognition for individual skill improvement, scholarship opportunities and access to desirable after school and summer jobs on the condition of attendance and effort, illustrates that incentives can drive the success of the program. I believe mentioning these incentives explicitly in the planning guide will enable the various actors to be successful. The inclusion of incentives for non-at-risk youth also aids in reducing the stigma associated with the at-risk youth.

Business partnerships: Finally, I am certain that when incentives and business partnerships are integrated into the program, our planning guide will assist in making youth service collaborations successful. A school reform in terms of the curriculum is a necessity. School boards should consider establishing a relationship with the business partnerships. It will give the school a chance to have some input from business on what skills they are looking for in graduates. This partnership should create an opportunity for students of the program with the introduction of an internship class in the curriculum. An internship experience will give students especially those in high school, a chance to be ready for the work force.

I am certain that with these recommendations laid out in our planning guide, all New Futures programs and Youth Services Collaborative, will not have to face the failure that the Savannah program did in its initial years. Overall, the planning guide should serve as a reference for creating a long term, realistic reform, to solving the social problem mentioned earlier in this memo.

Appendix C

Undoing Racism Case Study

DATE: December 8th 2014

TO: Kathy Crumlish: Human Resources Director

FROM: Yvonne Stills: SCA Staff Member

SUBJECT: Seattle Community Association's Undoing Racism Initiative

The mission statement of the Seattle Community Association (SCA) explicitly mentions that the organization is dedicated to achieving a just and caring community, free from poverty, prejudice and neglect through compassion and respect. The goals of the SCA also illustrate that in order to be able to provide these services, the organization will provide effective leadership and support anti-racism initiatives.

Undoing Racism, is a great initiative that was designed to educate the employees on the connection between institutional racism and poverty. Even though things were going quite well in the organization, Cheryl Cobbs wanted to provide an insight to the employees so they can have a deeper understanding of why they provide these services. As an employee, I understand why she felt this was necessary. Some questions that might have led to the creation of this initiative include:

- How do you create a safe space for both the staff and clients?
- How effective will this safe space be?
- Who is responsible for creating this safe space?

The first conference was a success and it benefited many staff members. I would say since many people in the organization had not had the access to this type of training, it was a great platform. After the first training it would have been best if the language of this initiative had been presented differently. Lucky enough for me, the organizational culture of the SCA has been welcoming of my identity. Although sometimes it seems my identity might make me the token African-American employee, which is not the case. The cultural competency in this organization does not allow for discrimination. Even though I wish that was the case in our present day society, unfortunately, it is not.

I took it upon myself to review materials of the SCA. After reviewing the Mission Statement and the Anti- Racism Committee Work Plan, one can come to the conclusion that both these plans and goals did not serve its purpose nor give Ms. Cobbs the positive report she had hoped for. In my humble opinion, The Working Plan was very elaborate and did not need to have all the goals listed. A number of these goals could have been merged in order to make this plan work. Listed below are a few suggestions of a better approach. This would have increased awareness among the SCA staff as well as educating them on issues of institutional racism.

Diversity vs. Undoing Racism Initiative: Just as I mentioned earlier, the language of this initiative could have been presented differently. When an organization that is made up of predominantly white individuals get attacked with the word "racist", there is a chance they might withdraw and not participate in this initiative. Nobody likes to be called that. If the initiative was renamed along the lines of diversity or cultural competency training, the reports would have been otherwise. Secondly, if this training was offered once every two or three years, it would have been a success. The reason for the time frame is because these

types of training should serve as refresher certifications or courses for employees. It should be mandatory for every new hire. Various companies have diversity and cultural competency training sessions for their employees as a mandatory requirement. These trainings give employees the opportunity to put themselves in one's shoes. Since Ms. Cobbs wants her staff to have a deeper understanding of the population they serve, this might be a platform that the organization could explore.

Adjusting the *Work Plan*: The SCA Anti-Racism Committee's Work Plan has seven goals and numerous objectives. That is excessive. The progress of these objectives are ongoing. Due to a number of staff members giving negative feedback as well as declining to participate in the initiative, it might never be completed. I suggest that a number of these be merged into fewer goals that can bring about positive reports. For instance Goal number 4 which states: *To make our services and work place more accessible to and supportive of people of color,* can easily be added to goal number 5: *To ensure that our services are culturally relevant.* I strongly believe these goals can be merged because when you take a look at the objectives, they are fairly similar. Another goal that needs attention in terms of its objectives is number 2: *To educate SCA staff about anti-racism principles, history, and concepts, including identifying and implementing models that we can use to undo racism at the SCA and in the broader community.* My first question to this goal was why do we need this elaborate goal, when we are addressing this issue in goal numbers 4 and 5?

I strongly believe that if Ms. Cobbs and the SCA wants to see some positive change with this anti-racism initiative, there is the need to re-evaluate the program. There should be an avenue that will include staff members in this process. Also, it would be beneficial if people of color were included in designing this initiative.

Even though this program was designed with a good intention in mind, there is the need to address some of the problems and setbacks that have negatively impacted it. The re-designing of this initiative, would enable SCA to achieve its goals and objectives while providing excellent services to their clients.

Appendix D

<center>Education: A tool every girl needs</center>

Summative Analysis #2

In this summative analysis, I will be exploring questions related to what cross-sector collaborations does Malala's organization have with other organizations. What is the structure of this organization and how is information distributed? How is this organization funded? What is the balance between politics and the main idea of this organization? What opportunities are being created in terms of authentic participation?

As Bryson and Crosby noted, people who want to tackle tough social problems and achieve a beneficial community outcome are beginning to understand that multiple sectors of a democratic society must collaborate to deal effectively and humanely with the challenges (Bryson et al 2006). With Malala and her organization being in the public eye, one can say she is utilizing a number of partnerships to promote the platform of universal education for young girls. Some of them include the media, organizations such as Girl Rising, and UNICEF that focus on young girl empowerment. The most influential cross-sector collaboration that the Malala Fund has is with the United Nations. The United Nations Millennium Development Goal (MDG) 2 and 3 focuses on universal education and gender equality, (We Can End Poverty: Millennium Development Goals and Beyond 2015) which aligns perfectly with Malala's platform. They have had a number of collaborations, which include talks that address how everyone can play a role in achieving the MDGs, boosting education, and empowering women and girls. Malala's fight has propelled the United Nations to seek out more support from other IGOs to ensure that the goal of quality universal education is reached.

Her partnerships with various IGOs have enabled her to broadcast her message while gaining her international recognition. October 11, is recognized by the United Nations as the International Day of the Girl. This day was established to celebrate young girl empowerment as well as recognize the achievements of young girls all over the world. This year's celebration is one to remember because Malala Yousafzai was the recipient of the 2014 Nobel Peace Prize the day before. Many people are beginning to ask the question of whether her prize will translate into her organization and what effect it will have on her platform. Malala on her acceptance speech mentioned that she is planning to collaborate with her co-winner in order to pave the way for other countries to also work together (Nobel Peace Prize Acceptance Speech, 2014). I am posing this question to my fellow classmates, what do you think this Nobel Peace Prize translates into the platform of equality and universal education?

The Malala Fund is an organization that Malala, her father Ziauddin Yousafzai and Shiza Shahid, a Pakistani social entrepreneur and activist co-founded.   Salamon will characterize this type of non-profit organization as a civic organization with the focus on advocacy (Salamon 2001). This non-profit's main mission is to advocate for policy and system changes that will give girls access to high quality education (Malala Fund: What We Do, 2014) The Malala Fund was established by a small group of committed individuals— education entrepreneurs, lawyers, teachers, business and tech leaders, engineers, innovators, and NGO representatives, known collectively as the Malala Fund Advisors (The

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Malala Fund). It is publicly funded through avenues such as the UN foundation, Girl Up, etc. It is a small organization that is made up of an Interim-CEO, Director of Operations and Communications and a Program Coordinator. The hierarchical structure of this organization illustrates that every member is specialized in their roles and what they contribute professionally. The division of work in this organization speaks to Gulicks' point about how people differ in nature, capacity and skill. This in turn creates an opportunity for an organization to gain greatly in dexterity by specialization (Gulick 1937). Even with the division, there are some limitations that face an organization as small as the Malala Fund. Gulick in his Notes mentions some of these limitations *on the Theory of Organization.* One major limitation I foresee in this organization is how the volume of work might require more man-hours (Gulick 1937). There might be the need to increase the size of this organization or seek out collaborators in order to effectively increase its efficiency internationally.

With the specialization in this organization, it proves Mergel's point about information being distributed or disseminated in silos. The hierarchical structure of this organization illustrates how information is segregated in a bureaucracy (Mergel, 2010). In order for this organization to be successful, there is the need for the members to step out of their silos and work together. With society moving towards the "need to know" paradigm, and the Malala Fund being in the public eye, there is the need to increase the flow of information. The public expects to have information on this organization at their disposal. This in turn creates an ethical challenge. The challenge of what compromises are being made? Is this organization responsible to the people they serve, the public or its stakeholders?

In terms of other countries that her NGO has an active presence in, i.e. Pakistan, Kenya, Nigeria and Jordan, there seems to be a diplomatic balance between politics and ethics. The Malala Fund invests in early stage or small organizations that are led by local leaders. They provide grants to provide some sort of support for local leaders (Malala Fund: Who We Support, 2014). This gives local leaders in these countries, the necessary tools to propel change in their locales and countries. As mentioned by Issouf and Mia in the comments, public participation is needed to make this platform of universal education effective. Empowering citizens means designing processes where citizens know that their participation has the potential to have an impact. It is all about access to skill building and information (King et al, 1998). The services that the Malala Organization provides should not interfere with the politics of these countries. For instance in Kenya, the Malala Fund works with partners to provide funding for school expansion and infrastructure so more girls can receive quality education (Malala Fund: Who We Support, 2014). Whereas in Pakistan and Jordan, the Malala Fund offers funding to communities to provide quality education to young girls at risk of dropping out of school or being denied access to it (Malala Fund: Who We Support, 2014). This is creating a channel for local leaders to have

meaningful involvement in their locales and countries. Selznick defines this as the cooptation of voluntary associations i.e. cooperation (Selznick, 1949). With the participation of local leaders, the people affected by the lack of quality education in their countries have the opportunity to play an active role. Overall, it appears that the Malala Fund ensures that it provides grants to people in specific countries, that know what their communities need in order for every young girl to have access to education.

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Appendix E

<p align="center">Education: A Tool every girl needs</p>

Summative Analysis #3

As 2014 is coming to a close, it is time for governing bodies and international organizations to evaluate what they have achieved in terms of the Millennium Development Goals (MDGs) and universal education to young girls (United Nations Girls' Education Initiative). According to UNICEF, they plan to take a more transformative approach to girls' education by tackling discrimination, violence and the exclusion of girls from education. Programming in girls' education will focus on the empowerment of girls in tandem with improving their learning and measuring learning outcomes. UNICEF plans to work with partners to move beyond indicators focused on gender parity and focus more on measuring larger progress in girls' education on dimensions of equity and learning outcomes ((Girls' education and gender equality, 2014). Most international organizations will tackle issues around empowerment of girls' using the paradigm shift as discussed by Emma Watson in her *Heforshe* campaign (A Solidarity Movement For Gender Equality).

One would ask, what kind of administrative and policy decisions go into building and sustaining high quality education for girls in developing countries? On November 19, The House passed legislation by voice note to expand scholarships available to Pakistani women and provide aid for women's rights in developing countries (Marcos). According to representatives in The House, the bill will be directed by USAID and it will aid in promoting women's education in developing countries that limit women's rights (Marcos). Even though the bill passed by The House caters specifically to Pakistani women, there are a number of global advisory committees and partners who share in the planning, decision making, guidance and accountability of the United Nations Girls' Education Initiative (UNGEI). People who want to tackle tough social problems and achieve beneficial community outcomes are beginning to understand that multiple sectors of a democratic society, i.e. business, non-profits and philanthropies, the media, the community and government- must collaborate to deal effectively and humanely with the challenges (Bryson and Crosby, 2006). These decisions are a true example of how cross-sector collaborations aid in finding a solution to a social issue. With our society moving into a shared power world, it is necessary to consider cross-sector collaborations (Bryson and Crosby, 2006).

In order for the international organizations involved with universal education, a level of accountability is necessary. First and foremost, international organizations and non-profits that cater to the issue of universal education and young girl empowerment, are accountable to the people they serve as well as the different pressure groups (Mass & Radway, 2001). Some of the people and different pressure groups include Malala, educated women and other young girls, who are using their position in society to ensure that universal and equal education reaches developing countries. According to chapter 9 in Koliba et al, accountability can be understood in terms of explicit and implicit standards. Explicit standards are results that can be shown through written rules, stated goals, performance indicators, etc. (Koliba et al, 2010). Whereas implicit standards are results that are not clearly stated but can be shown through participation, norms, values, etc. (Koliba et al,

2011). International organizations like UNICEF, operate with a combination of explicit and implicit standards. Examples of these standards, just to name a few include written goals, mission statements, standard operating procedures, and the values of educating young girls. There is not a clear way to assess accountability with social problems such as universal education. Therefore, it is necessary to combine these two standards.

Many people wonder why gender is even an issue in the first place. I briefly discussed this question in my first summative analysis. And to go into details, due to the traditional role patterns in developing countries, many parents do not enroll young girls in school. The stronger the cultural preference for boys in a particular country or region, the greater the gender disparities in the educational sector, for instance in sub-Saharan Africa, the Middle East, and in South and West Asia (Education in Developing Countries). Increasingly, adolescent girls also face economic and social demands that further disrupt their education, spanning from household obligations and child labor to child marriage, and gender-based violence. Recent estimates show that one-third of girls in the developing world are married before age 18, and one-third of women in the developing world give birth before age 20. If all girls had secondary education in sub-Saharan Africa and South and West Asia, child marriage would fall by 64 per cent, from almost 2.9 million to just over 1 million. Also, inadequate or discriminatory legislation and policies often inhibit girls' equal access to quality education. In countries such as Afghanistan and Pakistan, formal or written threats to close girls' schools or end classes for girls have fueled gender motivated attacks on schools (Girls' education and gender equality, 2014). When compounded by factors such as poverty, disability and locations, such barriers can become nearly unconquerable for young girls.

With the question of why gender is even an issue, leads to the discussion of whether poorer educational opportunities for girls is a matter of politics, poor managerial discretion or of unprotected legal rights of girls? Quite a number of circumstances contribute to the lack of young girls and women having access to education. It is a mostly a mixture of politics, and unprotected legal rights of girls. In most developing countries, women are hindered from being recognized as part of their society. Political implications such as not allowing women to register girls' when they are born, prohibits them from gaining access to public services. This is where the beginning of marginalization of young girls and women begin. In order to accommodate cross-sector collaboration, *The listening bureaucrat* is necessary. According to Stivers, listening bureaucrats see themselves more as facilitators and this gives them a way to welcome criticisms, and ideas. It creates an avenue for them to appreciate their harmony, dissonance, and opportunities of interweaving (Stivers, 1994). It is under the managerial discretion of governing bodies and networks to update and change these policies to include girls and women. It is necessary for governing bodies to allow partnerships with international organizations and NGOs to create an avenue for equal treatment of young girls and boys.

Overall, with Malala's story, there is a global awareness now around the issue of educating young girls. In past years there was not much conversation or the need to explore the value of educating young girls in developing countries. With both positive and negative stories surrounding this issue, and the involvement of international organizations and NGOs, the

relevance of this issue has moved up. I am looking forward to observing what happens post 2015 after the United Nations accesses its effects and areas of advancement on this issue.

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Alternatives to Juvenile Incarceration and Recidivism in the State of New York

A. Problem Definition

I. The Cost of Incarceration

America's prison population has skyrocketed mainly because of state laws and policies that placed more offenders behind bars and kept them there longer. There are a high number of young adults being put in jail in the State of New York. Research has proven that putting an adolescent in detention reduces their chances of graduating high school. It also increases the chances of recidivism[1]. In the late 18th and early 19th century, courts punished and confined youth as young as 7 years old by putting them in jails and penitentiaries. Many of these youth were confined for noncriminal behavior simply because there were no other options[2].

In 1825, the State of New York became the first to establish the juvenile justice system with the idea of reforming youth offenders[3]. States such as Boston and Philadelphia followed suit by creating similar institutions to that of New York[4]. This process led to the first major decision to establish the first juvenile court in Cook County, Illinois in 1899. This court was established under the doctrine of parents *The State as parent*[5]. This meant that it was the state's duty not only to protect the public interest in juvenile offenders' cases, but also to serve as the guardian of the interest of the children. The main goal of this was to provide supportive and rehabilitative services to juveniles[6].

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[1] (No Place for Kids: The Case for Reducing Juvenile Incarceration, 2015)
[2] (Juvenile Justice History, 2015)
[3] (Juvenile Justice History, 2015)
[4] (Juvenile Justice History, 2015)
[5] (Juvenile Justice: Child or Adult? A Century Long View, 2014)
[6] (Juvenile Justice: Child or Adult? A Century Long View, 2014)

It was not until 1974 that the U.S Congress passed the Juvenile Delinquency Prevention Act. This legislation established the Office of Juvenile Justice and Delinquency Prevention (OJJDP). This Act and OJJDP required states to develop plans designed to address the issue of juvenile delinquency and improving the juvenile justice system[7]. In order to make sure that the Juvenile Delinquency Prevention Act served its purpose, Congress added amendments that will provide further protection for youth in the juvenile justice system. The amendments required that 1. Youth offenders were to be separated from adult offenders 2. Youth could not be detained in adult jails unless certain requirements were met 3. States have to create plans to reduce the number of minority youth in the juvenile justice system 4. Youth who have committed status offenses such as curfew, truancy, etc. could not be placed in a juvenile or adult detention facility[8].

It wasn't until the 1980's that the public perceived that serious juvenile crime was increasing and the system was too lenient with offenders. Many states responded by passing more punitive laws that made it easier to try juveniles in adult criminal courts. 31 states passed laws expanding sentencing options, 47 states modified confidentiality provisions for juvenile courts, and 22 states passed laws increasing the victim's role in juvenile court processing[9]. This shifted the idea of juvenile justice from the rehabilitative process to punitive measures[10].

Going to prison as an adolescent interrupts school and makes it difficult to have a stable life i.e. have a career, get a loan, etc. later in life. Being incarcerated also decreases the

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[7] (Department of Juvenile Services, 2015)
[8] (Department of Juvenile Services, 2015)
[9] (Juvenile Justice: Child or Adult? A Century Long View, 2014)
[10] (Juvenile Justice History, 2015)

chances of graduation, but also aids in building a certain type of capital: criminal capital[11].

When adolescents are put in prison, they are forced to fraternize with other offenders and

it turns out to be excellent training for a life of crime. Adult prisons have a focus on

punitive, rather than rehabilitative methods. Prisons do not provide the services that youth

offenders need to reform.

Although the disadvantages of putting adolescents in the prisons are quite clear, there

is also the cost that the government has to incur. Researchers estimate that States spends

about $6billion on juvenile corrections every year[12]. According to the American

Correctional Association, the average cost of incarcerating a juvenile offender in 2008, was

around $66,000-$88,000 for 9-12 months[13]. The daily cost of youth held in state-funded

correctional facilities costs about $240.99 per day[14]. The average daily cost per youth can

be equated to one's daily income at the most. States cannot continue to spend this much

money on incarceration. With such budgetary constraints, the majority of funding from the

federal government, that go into alternative rehabilitative measures have also been

reduced. Historically, federal funding appropriated to these programs was at a record high

in fiscal year 2002, for the amount of $547 million[15]. In the current fiscal year (2015),

funding has drastically reduced to the amount of $251 million[16]. For fiscal year 2014, the

State of New York appropriated $10,633,846 to the Criminal Justice Department. A total

amount of $89,875 which is 0.8% of the budgeted funds was set aside for Alternatives to

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[11] (Aizer & Joseph, 2013)
[12] (Aizer & Joseph, 2013)
[13] (No Place for Kids: The Case for Reducing Juvenile Incarceration, 2015)
[14] (Petteruti, Walsh, Velazquez, & King, 2009)
[15] (Gately, 2015)
[16] (Gately, 2015)

Incarceration. 30% of the money went into Capital Crimes ($2,966,242)[17]. A five year

expenditure trend study conducted by the New York City Independent Budget Office,

illustrates the breakdown of different spending programs. In 2003, the total amount spent

on juvenile justice was at $108.4 million. $54.2million went to Juvenile Incarceration

whereas a mere $5million went to Alternative incarceration programs. In 2007, the report

indicated that only $3million went to alternative programs[18]. These numbers prove that

alternative juvenile justice programs are not the top most priority in terms of state

business.

   The reduction in funds has deterred organizations that offer alternative rehabilitative

measures to question their participation. These organizations do not have the incentives to

participate and or offer these services. Furthermore, should funds continue to be reduced,

it will further increase the number of adolescents in prison. There is the need to consider

effective and cost-effective ways to reduce juvenile justice spending, while addressing the

issue of reducing recidivism rates.

II.   Arrest and Detention Rates

It has been reported that the United States has approximately 14times the amount of

youth incarcerated compared to other states. It has been reported that in the United States,

the youth incarceration rate is at 336,000 compared to other European countries[19]. It is

reported that Finland has a youth incarceration rate of 3,600 per every 100,000 while

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[17] (Funding Summary for Statewide County, 2014)
[18] (IBO's Programmatic Review of the 2007 Budget, 2007)
[19] (Youth Incarceration Rate: United States Vs. Other Nations Juvenile Incarceration Rate per 100,000 Youth Population, 2015)

Sweden has a youth incarceration rate of 4,100[20]. Studies have shown that over 130, 000

juveniles are detained in the United States each year, with approximately 70,000 in

detention facilities on any given day[21]. Japan has even reported a lower rate of 100 per

100,000[22]. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) collects

information on juveniles held in detention and correctional facilities. These facilities

include residential placement that house persons younger than 21 who have had some

form of contact with the justice system[23]. This data includes both status and delinquent

offenders[24]. A status offender is defined by OJJDP as a young offender who is under the

jurisdiction of a court for repeated offenses that are not crimes[25]. While a delinquent

offender as the name suggests is a juvenile guilty of criminal behavior[26].

Per OJJDP, records indicate that the juvenile arrest trend were at their highest in the

late 1980s and 90s[27]. Juvenile arrest rates for all offenses i.e. person offenses, property

offenses, drug and public order offenses reached its highest level in the last two decades in

1996 with approximately 8,500 arrests per 100,000 juveniles[28]. The second highest year

was 1995 with 8,000 arrests[29]. In 2001-2007, the arrest rates declined to 6,000 arrests per

every 100,000 juveniles[30]. Once could say this could be in part to the 9/11 attacks. The

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[20] (Youth Incarceration Rate: United States Vs. Other Nations Juvenile Incarceration Rate per 100,000 Youth Population, 2015)
[21] (Aizer & Joseph, 2013)
[22] (Youth Incarceration Rate: United States Vs. Other Nations Juvenile Incarceration Rate per 100,000 Youth Population, 2015)
[23] (Statistical Briefing Book, 2014)
[24] (Statistical Briefing Book, 2014)
[25] (Statistical Briefing Book, 2014)
[26] (Statistical Briefing Book, 2014)
[27] (Statistical Briefing Book, 2014)
[28] (Statistical Briefing Book, 2014)
[29] (Statistical Briefing Book, 2014)
[30] (Statistical Briefing Book, 2014)

arrest rates declined further to approximately 4,000 in 2010[31]. In 2011, the OJJDP reported

that there were 3,941 arrests for every 100,000 youths ages 10-17 in the United States. It

has been reported to be the lowest since 1980 and 1995.

Although the OJJDP collects data on arrest rates, it focuses mainly on national statistics.

The Federal Bureau of Investigation collects arrest data per states. According to the FBI

arrest statistics, the total number of arrests has decreased by 5% since 2006 nationally[32].

The total number of arrests in 2006 was recorded at 2,213,500, and reported to be at

1,319,700 in 2012[33]. FBI statistics report that between 2001 through 2013, there were a

total of 335,045,109 adolescents in juvenile confinements[34].

To discuss further, from 2006-2012, the FBI gathered data on the arrest rate of

adolescents (persons age 10-17) in the State of New York. In 2006, the total number of

juvenile arrests that were made in New York was 5,337 of 100,000 persons (94%)[35]. From

2007-2010, the number of arrests reduced to 5152 (2007), 4,874(2008), 4,841(2009) and

4,705(2010) respectively[36]. Unfortunately, according to the report, the arrest rate

increased to 6108 per 100,000 persons (98%)[37]. One might attribute the spike in arrest

rates due to the crash of the stock and financial market. The rise in juvenile delinquency

has historically been linked to community problems such as poverty[38].   The Division of

Criminal Justice Services reported that in 2010, there was a total of 46,791 16-17 year olds

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[31] (Statistical Briefing Book, 2014)
[32] (Puzzanchera & Kang, Easy Access to FBI Arrest Statistics: 1994-2012, 2014)
[33] (Puzzanchera, Kang, & Slandky, Easy Access to Juvenile Populations: 1990-2013)
[34] (Puzzanchera, Kang, & Slandky, Easy Access to Juvenile Populations: 1990-2013)
[35] (Puzzanchera & Kang, Easy Access to FBI Arrest Statistics: 1994-2012, 2014)
[36] (Puzzanchera & Kang, Easy Access to FBI Arrest Statistics: 1994-2012, 2014)
[37] (Puzzanchera & Kang, Easy Access to FBI Arrest Statistics: 1994-2012, 2014)
[38] (Juvenile Justice History, 2015)

arrested in the State of New York[39]. In the subsequent years, the arrest made among that population declined to 43,093[40], 38,729 in 2012[41], 33,414 in 2013[42] and 30,286 in 2014 respectively[43].

The State of New York is one of the only two states that prosecute all youth (with the focus on 16-17 year olds) as adults. States like Connecticut and Illinois have raised the age of criminal responsibility. Raising the age and focusing on rehabilitative interventions have proven to steer nonviolent youthful offenders out of the justice system[44]. It has attributed to the reduction in recidivism and juvenile crime rates[45].

Overall, even though arrest rates have declined, there is the need to continue to push for further reductions in confinement rates.

III.   Recidivism

Recidivism is defined as the tendency lapse into a previous pattern of criminal habits often after a person has had some form of contact with the justice system[46]. Blumstein and Larson are known as one of the earlier scholars who studied recidivism. They defined it using two elements: the commission of an offense, and an offense committed by an individual, who is already known to have committed at least one other offense[47]. Recidivism is commonly measured by criminal acts that resulted in rearrests, reconviction

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[39] (New York State Arrests Among 16-17 Year Olds, 2015)
[40] (New York State Arrests Among 16-17 Year Olds, 2015)
[41] (New York State Arrests Among 16-17 Year Olds, 2015)
[42] (New York State Arrests Among 16-17 Year Olds, 2015)
[43] (New York State Arrests Among 16-17 Year Olds, 2015).
[44] (Creelan & Elijah, 2014)
[45] (Creelan & Elijah, 2014)
[46] (Recidivism, 2014)
[47] (Blumstein & Larson, 1971)

or return to prison with or without a new sentence during a three year period following the prisoner's release[48].

The Bureau of Justice Statistics (BJS) has found high rates of recidivism among released prisoners[49]. In 2010, BJS released a study that tracked 404,638 prisoners in 30 states after their release from prison in 2005[50]. The study showed that about 68% i.e. about two-thirds of the 404,638 state prisoners that were released in 2005 were arrested within 3 years of release and 77% (three- quarters) were arrested within 5 years[51]. The study also reported that within 5 years of release, 37% were arrested within the first 6 months after release and more than half (57%) were arrested by the end of the first year[52]. Within 5 years of release, approximately 84% of inmates who were age 24 or younger at release were arrested, compared to 79% of inmates ages 25 to 39, and 70% of those age 40 or older[53]. The main limitation of this study is that it does not explicitly measure juvenile recidivism. On the other hand, these numbers illustrate that there is a direct correlation between prison experience and recidivism. It also proves that when considering preventative and reform measures, there is the need to focus on reducing recidivism, since it is at the core of criminal justice.

Although recidivism is the probability of committing another crime after being released from incarceration, studies have shown that there is no valid way to measure it[54]. The major reason as to why scholars are not able to measure it is due to the fact, that there is no

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[48] (Recidivism, 2014)
[49] (Recidivism, 2014)
[50] (Recidivism of Prisoners Released in 30 states in 2005: Patterns from 2005 to 2010, 2014)
[51] (Recidivism of Prisoners Released in 30 states in 2005: Patterns from 2005 to 2010, 2014)
[52] (Recidivism of Prisoners Released in 30 states in 2005: Patterns from 2005 to 2010, 2014)
[53] (Recidivism of Prisoners Released in 30 states in 2005: Patterns from 2005 to 2010, 2014)
[54] (Measuring Recidivism, 2008)

valid way of measuring whether a crime has occurred[55]. Therefore, the unclear way of measuring recidivism has proven that there is no national recidivism rate for juveniles. Each state's juvenile justice system differs in organization, administration and data capacity.

The Pew Charitable Trusts' Public Safety Performance Project has provided a resource that can be used to estimate the recidivism rates in different states[56]. According to a survey conducted by the Pew Charitable Trusts, the Council of Juvenile Correctional Administrators and the Council of State do not collect or report recidivism data[57]. The rate of recidivism is often used as a basic measure of success of a criminal or juvenile justice agency[58]. The survey reported that out of 50 states and Washington, D.C, 33 juvenile corrections agencies reported recidivism data on a regular basis, five reported infrequently and 13 did not report or collect this type of data at all at the state level[59].

Although the data is not consistent, the Trusts' resource states that, states define and measure recidivism differently. The State of New York measures juvenile recidivism in terms of rearrests of any delinquent (misdemeanor or felony offense)[60]. One can say that the reason the State of New York does not have a detailed report on juvenile recidivism is due to the fact that they are not required to report this information. If and when they do end up reporting, said report is given to the executive branch on an annual basis[61]. In order to reduce recidivism, state and federal laws have been enacted in an attempt to

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[55] (Measuring Recidivism, 2008)
[56] (Measuring Juvenile Recividism, 2014)
[57] (Juvenile Recidivism Measurement Inconsistent Across States, 2014)
[58] (Juvenile Recidivism Measurement Inconsistent Across States, 2014)
[59] (Juvenile Recidivism Measurement Inconsistent Across States, 2014)
[60] (Recidivism By Youth Released from State Funded Juvenile Correctional Facilities: A Compilation of Available Studies, 2015)
[61] (Measuring Juvenile Recividism, 2014)

reduce the number of habitual criminals. For example Washington' habitual criminal statute imposes a minimum sentence of ten years imprisonment for persons convicted of a second felony, third misdemeanor or third petit larceny[62]. Another state that has enacted a recidivism statute is California. California's statute is known as the Three Strikes Law, increases sentencing when the habitual offender commits additional crimes[63]. Although these two states enacted statutes to reduce recidivism, critics will argue that this will drastically increase prison populations in some states.

B. Evolution of Issue Reform

Juvenile Justice Agencies are judged successful or not based on arrest and recidivism rates. These rates denote the extent to which youths commit crimes after receiving juvenile justice services. This is not to say that delinquency prevention is the sole purpose of these agencies or of any single juvenile system. Rather, it is to acknowledge a central expectation of the public and policy makers that juvenile justice agencies should prevent future crime by rehabilitating young offenders. Policy makers want to know what is working best in terms of deterring arrest and crime rates. Law enforcement officials, Juvenile Justice correctional agencies also want to be able to prove that the goal of corrections is being met.

There are many ideas on how to solve the problem of recidivism. For years, whenever elected state officials attempt to respond to the public's frustration with high crime rates, they tend to suggest incarceration. Most officials believe that keeping people who committed crimes behind bars is the best way to ensure public safety[64]. In order to respond to recidivism rates, states and justice agencies need to build or expand capacity to

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[62] (Habitual Criminals RCW 9.92.090)
[63] (California Penal Code § 667)
[64] (Council of State Governments Justice Center, 2014)

collect analyze and report such data. There is the need to have a concise definition of recidivism, decide what factors should be measured and have an annual calculation of recidivism data[65].

A number of States have taken the initiative on rehabilitation programs that will aid the juvenile population. For instance in 2001, the State of Texas mandated the use of the Massachusetts Youth Screening Instrument as a mental health screening tool. This allows departments to identify youth in need of mental health services and divert them to appropriate interventions[66]. These intervention programs provide case management and helps link youth and their families to community based services[67].

Washington State was the first state to use evidence-based programs to reduce juvenile recidivism[68]. These evidence based intervention programs are defined as one governed by a protocol or manual that specifies the nature, quality, and amount of service that constitutes the program[69]. In 2007, Tennessee passed the Evidence-Based Law, which required state agencies to ensure that state funds for juvenile justice programs are spent only on evidence-based programs[70]. On the other hand, in 2006, Louisiana was selected as a MacArthur Foundation Models for Change site and identified the adoption of evidence-based practices as a priority for juvenile justice reform[71].

A number of states have developed diversion programs that act as a rehabilitative measure. One prominent example would be Vermont's Court Diversion Program that acts

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[65] (Council of State Governments Justice Center, 2014)
[66] (Seigle, Walsh, & Weber, 2014)
[67] (Seigle, Walsh, & Weber, 2014)
[68] (Seigle, Walsh, & Weber, 2014)
[69] (Seigle, Walsh, & Weber, 2014)
[70] (Seigle, Walsh, & Weber, 2014)
[71] (Seigle, Walsh, & Weber, 2014)

as a restorative alternative to the court process[72]. This program is offered to youth and

adults who are with committing a crime or being charged with a delinquent crime[73]. In

order to make the State of New York a contender in terms of reduction in juvenile

incarceration and recidivism rates, it is important to consider recommendations and policy

changes. In order to begin with this process, Governor Andrew Cuomo has announced a

campaign on raising the age of criminal responsibility known as *Raise the Age[74].* The

process of raising the age began with the formation of the Commission on Youth, Public

Safety and Justice[75]. The goal of the Commission was to develop a plan to raise the age of

criminal responsibility, and make recommendations as to how New York's juvenile systems

can improve outcomes for youth while reducing recidivism and maintaining public safety.

New York is one the only states that has the criminal responsibility age set at 16 years

old[76].

Governor Cuomo believes that there are other alternatives to incarcerating young

adults. The urgency and need to develop age-appropriate solutions for young people does

not mean their actions are without consequence. Overall, should the State of New York

begin looking into diversion programs, and other rehabilitative services, it will aid in

reducing recidivism and making the state a leader in juvenile justice policy.

Policy Option 1: Inaction

The cost of incarcerating the youth is fiscally, psychologically and socially expensive.

Federal funding spent on the juvenile justice system is steadily declining. This in turn is

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[72] (Vermont Court Diversion, 2012)
[73] (Vermont Court Diversion, 2012)
[74] (Raise the Age NY: Sensible solutions to promote children's well-being and public safety, 2015)
[75] (Butts & Roman, 2014)
[76] (Butts & Roman, 2014)

causing individual states to bear the cost. For instance the State of New York is known to appropriate 30% of its funding to Capital Crimes and Incarceration[77] while a mere 0.8% is budgeted for Alternative programs[78]. Overall, one can project that the trend of funds being budgeted towards incarceration rather than alternative programs will continue. This will then increase the cost to tax payers.

Another aspect of juvenile recidivism can be attributed to being incarcerated at a young age. Research has proven that adolescent brains are not fully developed until the age of 25[79]. This means that adolescents incarcerated before the age of 18, are more susceptible to peer- influence[80]. The ability to be open to influence creates an environment where access to criminal capital can easily be built. Data has illustrated that the arrest rates among 16-17 year olds in the State of New York have declined from 46,791 to 30,286 since 2010[81]. Whereas for the period of 2009 through 2013, the statewide total of juvenile arrests went from 27,999 to 17,053[82]. One can suggest that the attention that has been given to arrest rates should reduce the number of people being incarcerated. Although statistics proves that there has been a drop in arrest rates, it is not in the nature of the juvenile justice field to not seek further ways to reduce confinement rates. The youth have to be diverted from confinement. Despite improvement in ensuring that arrest rates have declined in the State of New York, there is still the challenge of ensuring that the juvenile population is receiving access to the appropriate rehabilitative program. With the State

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[77] (Funding Summary for Statewide County, 2014)
[78] (Funding Summary for Statewide County, 2014)
[79] (Raising the Juvenile Justice Jurisdictional Age: Treating Kids as Kids in New York State's Justice System, 2012)
[80] (Raising the Juvenile Justice Jurisdictional Age: Treating Kids as Kids in New York State's Justice System, 2012)
[81] (New York State Arrests Among 16-17 Year Olds, 2015)
[82] (Juvenile Arrest 2009-2013 in the State of New York, 2014)

spending the majority of its funding on incarceration, it is unlikely that restorative

programs are being explored to their full potential.

Policy Option 2: Raise the Age

The state of New York is one of two states (North Carolina is the other) that treat 16

year olds as adults in the criminal justice system[83]. In the State of New York, anyone age 16

or older who commits a crime is sent to be tried in the adult criminal justice system[84].

Juvenile justice system is meant to be rehabilitative whereas adult justice system is focused

on punishment. Placing adolescents in the adult criminal justice system immediately

increases their chances of building criminal capital as well as destroying their chance at

building a productive life. Most youth in the criminal justice system have committed non-

violent felony or misdemeanor offenses. In 2014, there were a total of 30,286 arrests and

22,200 (73.3%) of which were for misdemeanors and 8,086 (26.7%) for felonies[85].

Nationally, 4.5% of juvenile arrests are for violent crimes such as murder, rape, and

aggravated assault[86].

These statistics and social problems associated with incarceration prompted Governor

Cuomo to institute the reform of the juvenile justice system by first raising the overall age

of juvenile jurisdiction. *Raise the Age NY* is a campaign that includes national and local

advocates, youth, parents, law enforcement and legal representative groups, faith leaders,

and unions that have come together to increase public awareness of the need to implement

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[83] (Raising the Juvenile Justice Jurisdictional Age: Treating Kids as Kids in New York State's Justice System, 2012)

[84] (Raising the Juvenile Justice Jurisdictional Age: Treating Kids as Kids in New York State's Justice System, 2012)

[85] (New York State Arrests Among 16-17 Year Olds, 2015)

[86] (Raising the Juvenile Justice Jurisdictional Age: Treating Kids as Kids in New York State's Justice System, 2012)

a comprehensive approach to raise the age of criminal responsibility. The main reason for raising the age is to provide better rehabilitative options for adolescents[87].

Should the State of New York continue to treat adolescents as adults in the criminal justice system, they are more likely to recidivate. Studies have proved that adolescents who are tried and come into contact with the criminal justice system have approximately 34% more re-arrests for felony crimes than youth have access to rehabilitative services in the juvenile justice system[88]. Incarcerated youth are 36 times more likely to commit suicide[89]. It is necessary to raise the age of criminal responsibility in the State of York, in order to create better rehabilitative options that will meet the needs of young people.

Although raising the age would require opening new facilities throughout the state to house younger people charged with misdemeanors and felonies, and require the hiring of more judges to handle cases[90], the benefits outweighs the cost. This is mainly because it will serve as an avenue for reducing incarceration rates, conviction rates and eventually prison costs to taxpayers[91].

Policy Option 3: Evidence Grant Based Programs

The U.S Office of Justice Programs has instituted a Juvenile Accountability Block Grant (JABG) Program[92]. This program was passed by Congress under the Omnibus Crime Control

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[87] (Raise the Age NY: Sensible solutions to promote children's well-being and public safety, 2015)
[88] (Effects of Violence of Laws and Policies Facilitating the Transfer of Youth from the Juvenile to the Adult Justice System: Report on Recommendations of the Task Force on Community Preventive Services, Centers for Disease Control and Prevention, 2007)
[89] (Jailing Juveniles: The Dangers of Incarcerating Youth In Adult Jails in America, 2007)
[90] (Final Report of the Governor's Commission on Youth, Public Safety and Justice: Recommendations for Juvenile Justice Reform in New York State, 2014)
[91] (Final Report of the Governor's Commission on Youth, Public Safety and Justice: Recommendations for Juvenile Justice Reform in New York State, 2014)
[92] (Juvenile Accountability Block Grants Program)

and Safe Streets Act of 2002[93]. The program is designed to help state and local law enforcement to develop new methods for the prevention and reduction of crime. Certain characteristics of these programs include education, community service sentencing, mental health services, mentor programs, notification programs, tracker programs and electronic monitoring programs[94]. The JABG program is targeted in reducing juvenile offending through accountability and evidence based programs. The program seeks to reduce juvenile offending through both offender-focused and system focused activities that promote accountability[95]. In April 2012 through March 2013, the JABG program reported that the State of New York received the third highest number of funds ($4,227,947)[96] with Texas and Florida coming in first.

New York's JABG program is designed to address the issues of community protection, accountability, and or competency development. The program requires a collaborative relationship among police, juvenile court judges, probation officers, educators, juvenile justice agency officials, youth service providers and community leaders.

A number of states throughout the United States have adopted additional innovative practices and methods that have proven to yield positive results in terms of juvenile justice. For instance in 2013, Governor Nathan Deal of Georgia state, signed into law a landmark legislation that will improve the state's juvenile justice system through innovative practices[97]. This bill is to provide grant funding for the creation of local programs to serve the juvenile population in the community who would otherwise be committed to Georgia's

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[93] (Omnibus Crime Control and Safe Streets, 2002)
[94] (Detntion Reform in New York State)
[95] (Juvenile Accountability Block Grants Program)
[96] (DCTAT data for Juvenile Accountability Block Grants Program, 2013)
[97] (House Bill 242, 2013)

Department of Juvenile Justice[98]. Although this bill was passed, there is no data to prove how effective this program will be in the State of Georgia. Some might argue it is a short term fix to the problem of juvenile incarceration and recidivism. Between 2005 and 2010, Redeploy Illinois, a program that offers counties financial incentives to use grant based alternative rehabilitative programs instead of state incarceration, reduced youth commitments to Illinois prisons by 51%[99]. During that period, there were 28 participating counties and they were able to keep approximately 883 youth away from state prisons. This in turn saved the state an estimated $40million[100]. The State of Texas also utilizes the grant based restorative programs. It has been reported that the state has saved more than $200 million dollars. This has also resulted in the reduction of incarceration rates in the State of Texas[101]

Grant Based alternative programs have proven to work. Although they work, there are no national standards available that measure performance measures. There is no data to support the long-term effects of such an option. It also leads to the question of how to report and analyze such data if and when it is collected, as well as how they interact with recidivism rates. Overall, how do we define the impact of these grant based programs? Finally, the funding provided for evidence based programs are faced with the challenge of trying to figure out cost-effective ways of reducing crime due to the minimal funding that it currently receives.

Policy Option 4: Restorative and Diversion Programs

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[98] (House Bill 242, 2013)
[99] (Redeploy Illinois: Annual Report to the Governor and the General Assembly: Calendar Years 2010-2011, 2011)
[100] (Redeploy Illinois: Annual Report to the Governor and the General Assembly: Calendar Years 2010-2011, 2011)
[101] (Evans, 2012)

Diversion programs are aimed to divert youth out of the court system. A diversion program is meant to be restorative and allowing offenders to analyze and take responsibility for their actions. One typical example where this type of justice is practiced is in the State of Vermont. The Court Diversion program aims to assist persons charged with delinquent, criminal, and civil offenses[102]. The aim of the Court Diversion program is to engage community members in responding to the needs of crime victims, the community, and those who violated the law[103]. For the 2012 Fiscal Year, the state of Vermont reported that the 81% of the juvenile population that were referred to this program successfully completed the program[104]. In 2014, an evaluation study on the Vermont Court Diversion Program focused on the post-program behavior of subjects who participated in the program from July 2008-June 2011 was published. This study focused on criminal history records of 3,464 subjects aged 16 and older[105]. The report illustrated that there was a 14.3% recidivism rate for those who participated in the Court Diversion program[106].

Court Diversion gives the offender the chance to make amends to victims and the community. They are also given the opportunity to decide how to repair the harm they have inflicted on victims. This exposure can educate offenders and are less likely to commit another crime. Another caveat to Court Diversion programs is the fact that the offender avoids a criminal conviction record. Diversion programs can reduce the stigmatization and labeling of the *juvenile*.

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[102] (Vermont Statutes Online: Title 03: Executive Chapter 007: Attorney General §163. Juvenile Court Diverson Project, 2015)
[103] (Court Diversion, 2012)
[104] (Court Diversion, 2012)
[105] (Ph.D Wicklund & B.S Halborsen, 2014)
[106] (Ph.D Wicklund & B.S Halborsen, 2014)

Although the study illustrates that diversion programs tend to rehabilitate juvenile offenders, some might argue that it will cast the net wider for juvenile punishment. Critics might also say that since there has not been a long term study on which correctional approach is best suited to particular types of youth, it will be difficult to evaluate the effectiveness of such a program.

Final Recommendations

After evaluating the above mentioned policy options, it is possible to assume that the State of New York needs to address reform in terms of juvenile justice. It is also clear that there is the need for additional funding in order to address the lack of rehabilitative and restorative programs for the juvenile population. Should the State of New York decide not to proceed without further action in terms of juvenile incarceration and recidivism, it will result in a high recidivism rates due to the lack of restorative programs.   Secondly, the State needs to **raise the age for juvenile crime responsibility.** It is one of only two states that currently treat the juvenile population as adults. This creates a disruption in the opportunity for a career, education and a better life in the future. It also exposes the youth to higher criminal capital and their chances to recidivate once released from incarceration. Finally, **a national evidence program that will require funding from the federal government to States will be needed to develop accountable, least restrictive restorative programs for the youth. These programs should be managed by the Division of Juvenile Justice Services in New York. These programs have to be solely community-based alternatives that provide an environment where there is collaboration among community members. The major approach in these evidence grant programs should include mentoring programs, skill building programs,**

restorative programs and case management. In order to measure the performance of these programs, the Division of Juvenile Justice needs to request quarterly reporting on recidivism rates, strengths and weakness of such programs. It is also necessary to conduct annual reviews and a five year study in order to analyze what additional changes need to be made to these programs in order to accommodate factors such as time, population size, funding, etc. Overall, there is the need to have a multi-faceted intervention approach available to the juvenile population in order to be effective. Utilizing just the discipline and punitive measures for the juvenile population has a higher risk of recidivism.

Limits to Methodology

There were certain limitations to this policy assessment in regards to the data utilized and the unknowns of proposed policy options. The data presented in this analysis to both the State of New York and the United States as a whole was not consistent. This is mainly because there isn't a national requirement on collecting data on recidivism rates among both the juvenile and adult population. States vary in terms of data collection. The data also presented was not over a continuous period but rather dispersed over the years. Finally, there are no studies that prove the impact of evidence-based programs. These limitations could have altered certain policy recommendations and outcomes, although, other states with a focus on restorative juvenile justice have proven the effectiveness of the above recommendations.

Policy Options Scorecard

Alternative 1	Outcome from Inaction
Benefits	a. No additional cost to the Juvenile Justice Department and the State
Cost	a. Increased juvenile incarceration rates b. Building criminal capital while incarcerated c. Additional costs to tax payers due to the need for more beds in prisons d. Punitive rather than rehabilitating the youth

Alternative 2	Raise the Age
Benefits	a. Treating the youth as youth b. Opportunity for rehabilitation c. Decrease in incarceration rates d. Lessening the possibility of fraternizing with career criminals
Cost	a. Additional cost to tax payers due to the need to hire justice professionals to take on additional cases i.e. judges, social workers, etc. b. Additional cost to Juvenile Justice Department and States

Alternative 3	Evidence Based Grant Programs
Benefits	a. Variety of rehabilitative programs such as mentoring, skill building, case management, close monitoring, counseling, restitution and mediation b. Opportunity for data collection on national juvenile recidivism rates c. Reduction in recidivism rates d. Research prospects on impacts of programs e. Frequent reports on positives and negatives from communities and organizations receiving grants f. Gradual cost savings
Cost	a. Additional cost to states b. Unknown impacts on implementation c. Lack of periodical studies to prove the effects of such programs d. May be seen as casting the net in terms of crime and punishment too wide

Alternative 4	Restorative and Court Diversion Programs
Benefits	a. Engaging community members in responding to the need of crime victims b. Chance for restitution and accountability from offender c. Cost-effective due to the offender paying a fee for the court diversion program

	d. Avoiding a permanent criminal record
Cost	a. Lack of periodical studies to prove effects of diversion programs
	b. Unknown impacts of implementation
	c. May be seen as casting the net too wide

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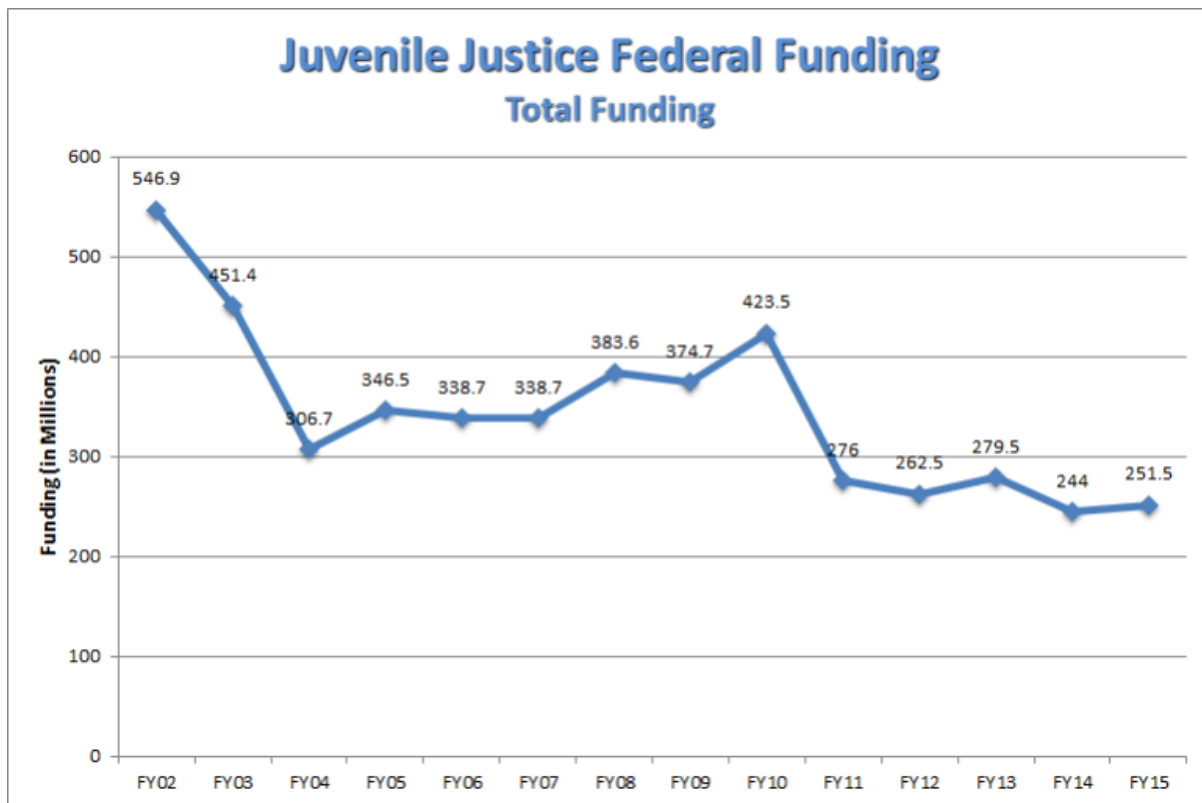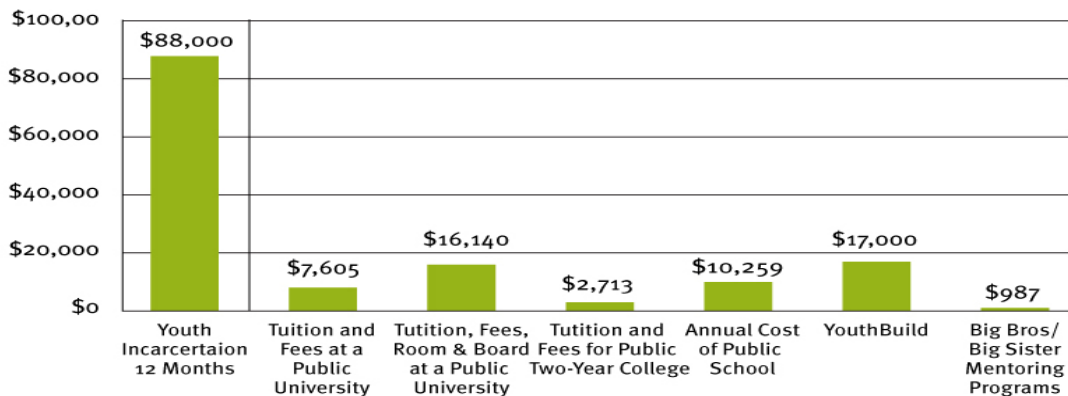
Appendix

Figure 1. U.S Juvenile Justice Federal Funding Budget Retrieved from *Federal Juvenile Justice Funding Declines Precipitously*: Juvenile Justice Information Exchange, p.3.
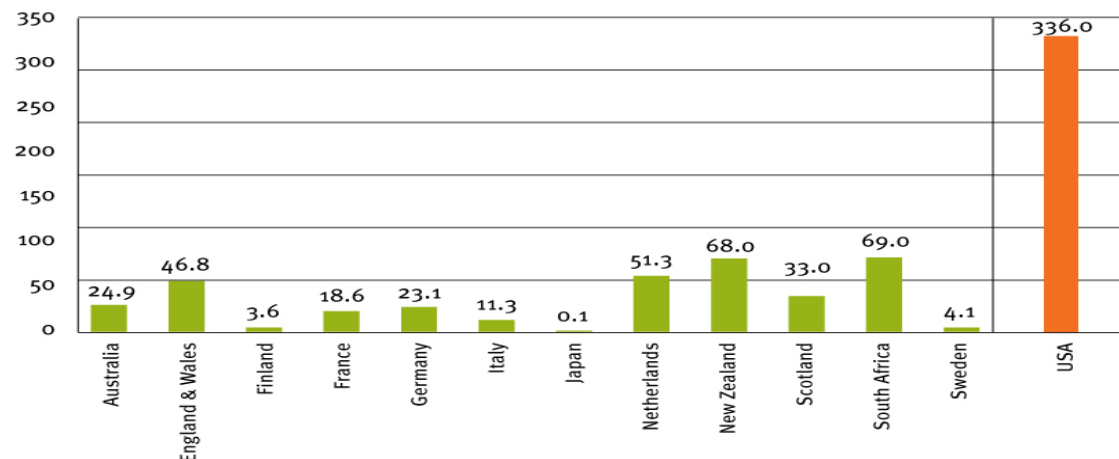

Figure 2. U.S Annual Cost of Juvenile Incarceration Vs. Other Youth Investments Retrieved from *No Place for Kids: The Case for Reducing Juvenile Incarceration:* The Annie E. Casey Foundation, p.3.

YOUTH INCARCERATION RATE: UNITED STATES VS. OTHER NATIONS
JUVENILE INCARCERATION RATE PER 100,000 YOUTH POPULATION

Source: Hazel, Neal, Cross-National Comparison of Youth Justice, London: Youth Justice Board, 2008

Figure 3. Youth Incarceration Rate: United States VS. Other Nations Juvenile Incarceration Rate per 100,000 Youth Population. Retrieved from *No Place for Kids:* The Annie E Casey Foundation, p.4.

Region of Arrest	Age at Crime	Arrest Category	2010	2011	2012	2013	2014
New York State	16	Misdemeanor	15,743	14,668	13,009	11,163	9,817
		Non Violent Felony	2,524	2,266	2,237	1,961	1,790
		Violent Felony	2,855	2,630	2,252	2,086	1,948
		Total	21,122	19,564	17,498	15,210	13,555
	17	Misdemeanor	19,355	17,718	16,001	13,562	12,383
		Non Violent Felony	3,227	2,966	2,739	2,392	2,370
		Violent Felony	3,087	2,845	2,491	2,250	1,978
		Total	25,669	23,529	21,231	18,204	16,731
	Total	Misdemeanor	35,098	32,386	29,010	24,725	22,200
		Non Violent Felony	5,751	5,232	4,976	4,353	4,160
		Violent Felony	5,942	5,475	4,743	4,336	3,926
		Total	46,791	43,093	38,729	33,414	30,286

Note: The state total includes arrests made by New York agencies outside of the state and are not shown separately.

Source: DCJS, Computerized Criminal History system (as of 1/20/2015).

Figure 4. New York State Arrests among 16-17 Year Olds. Retrieved from New York State Division of Criminal Justice Services, p.6.

Appendix G

1. **Full APA citation of this reading:**

Kingdon, J. W. (1995). How Does an Idea's Time Come? Agendas, Alternatives, and Public Policies. In J. M. Shafritz, & A. C. Hyde, *Classics of Public Administration* (Seventh Edition ed., pp. 454-459). Boston, MA: Suzanne Jeans.

2. **Sum up what this reading is about (in one paragraph):**

Kingdon begins his argument with "an idea whose time has come", is a phrase that members of congress, and policy activists tend to use, without giving it much thought, when advocating for some sort of legislation. But then we need to ask ourselves, what makes an idea's time come? In this section of the book, Kingdon attempts to find out what makes people attend to certain subjects in public policy and not others. I.e. why do certain subjects that deserve attention, never receive it? He goes on further to illustrate how the different participants in public policy such as the president, congress, bureaucrats, political parties, interest groups, the media, and the general public affect the decision making process. Although a subject might go through the policy making process, it doesn't necessarily guarantee that it will be passed or even implemented.

3. **Identify three major "take aways"/major points/highlights from this reading (in bullet point form):**

- The process for public policy is a tumultuous journey. It can be going beautifully in the beginning only to discover not so much.
- Agendas on public policy are diffused through professional circles and policy elites. These agendas can be changed through a number of streams. These streams include, party control, intra party ideological balances, the mood of the nation, budgetary workability, etc.
- It made me question how often do we pay attention to public policy? And in order to change these public policies, how many of these ideas come from people like policy analysts, researchers, academics, consultants and everyday people? What is the media's role in public policy change?
- **Bonus highlight**: Public policy is not the sole responsibility of analysts, and people in power.

4. **Identify two quotes that most resonate with you, that give you cause for concern, or are confusing or contradictory to what you had previously thought. (replicate the two quotes below and include the page number that the quote appears on):**

"Why do decision makers pay attention to one thing rather than another? I've seen situations in which the secretary has been dealing with absolute junk, when he should be working on some really significant issue. I've always wondered why". P.454
"The generation of policy proposals...resembles a process of biological natural selection". P.458

5. **Draw one link to another reading from this week's reading. Explain the link and why it is interested to you (in one brief paragraph)**

Kingdon's chapter relates to Kaufman's section on *current dissatisfaction* in his *administrative decentralization and political power*. Both shed light on how proposed subjects have to go through so many obstacles, and in the end these public policies that are created, are full of compromises. This in turn results in change being slow and the general public that believes a subject should have immediate attention, quickly become dissatisfied.

Kaufman's ideas illustrate how the governed respond to why certain subjects in public policy are neglected.

Birkland Literature Review

Full APA citation of this reading:

Birkland, T. A. (2011). *Introduction to the Policy Process* (3rd ed.). London: M.E. Sharpe.

Sum up what this reading is about

Chapter 3: The history of our society and of public policy making in the United States has been characterized both by remarkable stability and remarkable change. One major feature of the United States constitution is policy restraint. As many people complain that the U.S Congress and other institutions are slow in policy making, it is intentionally built into the constitution as a form of restraint. This prevents governments from acting without carefully considering the costs and benefits of new policies. Robertson and Judd define the formulation of public policy and policy restraint into four eras. These eras include:

- A period of divided power
- An era of State Activism
- National Activism
- National Standards

Divided Power: According to Robertson and Judd, this is the era of our nation's policy history (1787-1870) and the major task facing the nation was to divide policy making power between the states and the national government. There was also the need to figure out how the federal government and states would work both together and independently of each other. With historical and structural impediments that prevent radical policy, change can occur, but the full expression of an idea can take years to be adopted and implemented.

State Activism: This era spans the period from the 1870s to 1933. It was also known as the urbanization era in the U.S that led to great wealth for some and poverty for others. States were considered to be powerful political entities in this period, and even more powerful today. States could make and implement policies that catered to their needs. For example the case of Plessy v. Ferguson effectively returned the power over civil rights and liberties to the states to do whatever they pleased. State government mattered more to people as it affected their daily lives and also under constitution, most policy was made at the state level.

National Activism: The third era which ran from 1933-1961. National activism was triggered by the demands placed on the national government by the Great Depression. This era was characterized by the expansion of the federal government's role in national policy issues and policy making, beginning with Franklin D Roosevelt's New Deal programs.

National Standards: Per Robertson and Judd's formulation theory, this is the final era which began from 1961 and is still on going. This era is depicted as the one for domestic policy making. The federal government in this time frame began setting national standards for States and other actors to follow in the pursuit of policy goals. The 1960s was when we decided to see the emergence of public policy and public problems. From then till now, the main questions that every public policy student asks are "***What are the problems?***" "*What causes these problems?*" And "***Do the policies we have to address the problems work?***

Even though Robertson and Judd talk about these different eras, we continue to live in an era in which the federal government is mistrusted, while for the most part not able to

develop vast new programs that benefit the public. As discussed earlier, policy restraint in the United States is one major characteristic that has made this nation one of the most politically stable in the world. The elements that have made the U.S a political stable county are:

Ideological stability: By definition as a way that Americans tend to stray from a set of ideological precepts based largely on our national experience. For example the U.S has not had a labor party or worker's movement like European nations because our ideological stability includes some suspicion of class warfare.

Political stability: This means that politics in the U.S tends to be fairly stable due to the fact that our constitutional structure has had little change since 1789. This is a key element of our overall national stability. Mainly because when states disagree with the federal government, it can result in a considerable delay of the implementation of policies. Although not all delays of resistance is bad, Goggin and his colleagues argue that strategic delay in implementing federal mandates, allows states to learn more about the policies and how to implement it to address unique local situations.

Policy stability: Policies tend to change very little over time. This basically means that policies remain stable over time.

Stability in power: Changes in power tend not to cause major policy, political or social upheavals. The major example in this instance would be the transition from one president to another or the transition in party dominance in a house of Congress is generally smooth, democratically accepted.

Chapter 4: There are two broad categories of participants in policy making. This chapter discusses the official actors and their roles in public policy. In the realm of public policy, official actors are known as the legislative, executive and judicial branches of government. Official actors are involved in public policy because laws or the Constitution sanctions their responsibilities. They also have the power to make and enforce policies.

Legislature: By definition they are considered the major policy making branch. They are responsible for passing substantive laws that establish how various program s will run, how money will be distributed, what public works projects will be funded and so on. In recent years, the legislative branch has taken on two other functions that have gained considerable importance in recent years: casework and oversight. Casework allows for a legislator to gain some form of feedback on the implementation of public policy. Whereas oversight is the process by which Congress supervises the executive branch's implementation of laws and programs. These are done through public hearings. Public hearings help reveal shortcomings of a policy, provides various interest groups the platform to testify and pressure for change in policy. According to Woodrow Wilson in his pursuit to distinguish between law and politics, Congress makes public policy and the bureaucracy simply carries out that policy without exercising discretion (top-down implementation).

Judiciary: Interprets the laws as enacted by Congress. Courts cannot be policy makers because they are engaged in policy makers because they are supposed to maintain neutrality

Executive: The president has some considerable advantages in policy making when compared to the legislature i.e. the veto power. Kingdon argues that the president is more involved with agenda setting than in developing policy alternatives to address the issues and problems the he raises on his agenda. The role of the president according to Paul Light

is to narrow the stream of people and ideas into a manageable policy agenda. Although the executive branch might have an advantage in policy making, its powers are not limitless. This is due in fact to constitutional stability.

Identify three major "take aways"/major points/highlights from this reading (in bullet point form):

1. Many structural and historic factors influence the making of public policy.
2. Although constitutional structure places restraint on policies, and slows down the process of policy making, rapid efficient policy making is possible. It is frequent during wars and other national crises. Deliberation is also good during the policy process because it prevents passage and implementation of dangerous unconstitutional or unfair policies.
3. Anything more than incremental policy change is difficult to achieve in the United States given our constitutional structure and political culture.
4. Constitutionally, there is a clear definition of roles in terms of the branches of government and what they contribute to the policy making process. For example, Legislatures and Executives initiate public policy while Courts react to the practical effects of such policies.

Identify two quotes that most resonate with you, that give you cause for concern, or are confusing or contradictory to what you had previously thought. (Replicate the two quotes below and include the page number that the quote appears on):

"Politics creates policy and law ensures that policy is implemented justly" (pg. 122).
"An idea or a policy can be introduced, but the adoption and implementation can take a number of years" (pg. 63). The idea of policy restraint makes it rather difficult and time consuming to have a policy implemented once it is introduced.

Draw one link to another reading from this week's reading. Explain the link and why it is interested to you (in one brief paragraph)

The chapters on Birkland can be linked to that of Deborah Stone's chapters on Liberty and Security. They both talk about how the Constitution of the United States is not itself a guarantee of our civil rights and liberties or of political stabilities. They emphasize on the point that the features of the American constitutional order (federalism, separation of powers, and rule of law), aids in the keeping of personal liberty. They both mention that although the constitution, ensures that liberties of citizens are kept, it also urges individuals to act with some sort of restraint. This same restraint is applied to official actors of the policy makers.

Weekly Budget Paper on Ethics

This week's readings focused on the interpersonal skills, and the Code of Ethics of a budget specialist. The one that I identified with the most was module 12 from the NASBO reading. This module focused on the ethical conduct for state officials and employees, with a focus on the financial analyst. The Ethical Codes of Conducts were one that I was able to parallel alongside a number of other guides that I have had the opportunity of reading from work, volunteer positions and even class. The most relevant experience related to the ones listed in the NASBO reading would be my exposure to the ICMA Code of Ethics for Town Managers, from my Local Government class. The ICMA Code of Ethics are defined as the cornerstone of a Town Manger's profession. It serves as the foundation for the local government management profession, while setting standards for excellence. In comparison to the NASBO Code of Ethics, the ICMA Code of Ethics has 12 Tenets that are structured around issues of equity, transparency, integrity, stewardship of public resources, political neutrality, and respect for the rights and responsibilities of officials and residents. These tenets are important because they merit the trust that the public has for elected officials.

It is important to have these guidelines in order to ensure that elected officials can be trusted and are serving the needs of the people that put them there. Although there are guidelines, instilling public trust is not always the case. For instance an article that was published in April of 2014, on the NPR website talks about a salary scandal of an ex-city manager of California and the charges he faces. Robert Rizzo, the former City Manager of Bell, California has been ordered to serve 12 years in state prison and repay nearly $9 million for conspiracy, misappropriation of public funds and falsification of public records. Mr. Rizzo along with a number of his employees and contractors were indicted as well on the charges listed above. During his sentencing, Mr. Rizzo told Los Angeles Superior Court Judge Kathleen Kennedy that he breached the public trust. To put it in better terms, he disregarded the Code of Ethics he was bound by as a public official. According to the court records, it was reported that Mr. Rizzo gave himself a $1.5 million annual salary and benefits package to run a town of 40,000 people. The Superior Court judge made a rather compelling point about how Mr. Rizzo let greed get the best of him. He allowed absolute power "get to his head". One would question why it seems as though there

were there no checks and balances to control Mr. Rizzo? What about the other people in power? How did he get away with this type of phony deductions and reporting during budget presentations to both the people and the Select Board? Finally, how do we police these Code of Ethics effectively?

The Scandal discussed above in the City of Bell, California, unfortunately happens too often in the public service sector. The schemes associated with these scandals tend to get creative as time progresses. Although Code of Ethics for any public official is supposed to be abiding, it seems as though it is difficult to implement and police. My first instinct to a few of the ICMA Code of Ethics as well as the ones in the NASBO Manual seemed as though they might be restricting. I agree that they are supposed to ensure integrity, but one might think certain personal freedoms are being encroached upon. For example, one of the guideline states: *You may not directly or indirectly accept gifts in any form*. I find it extremely difficult to decipher this ethic. Solely because what if a friend, or a vendor (that an organization or agency has a great relationship with) wanted to get a gift for a public official for an occasion? How do you accept or even deny this gift? There are more questions than answers surrounding the topic of Code of Ethics.

Although Code of Ethics are crucial in maintaining integrity among public officials, the NASBO manual complimented these with interpersonal skills that will guide an individual in following these codes. One major attribute mentioned was having a budget analyst be direct and honest. This is the foundation for acting ethically and being considered by your peers as a "straight shooter". Honesty will brand a budget analyst in how successful they are in delivering good and bad news. It will also determine how they handle situations that arise during the budget preparation process. It is easy to say one should practice honesty, but public officials need to be reminded quite often that they are in office to serve the public. They also need to be reminded that tax payers have put absolute trust in them to deliver services to them, and that responsibility should not be taken lightly.

Dress for Success Internship Evaluation and Final Report

At Dress for Success Burlington (DFSB), I was tasked as being the Summer Career Center Intern. My duties included the development and facilitation of Career Center Workshops and Professional Women's Groups workshops. I was also tasked with recruiting new referral partner agencies that DFSB could work with. Finally, outreach to clients that have either expressed interest in using or have used the services of DFSB. First and foremost, it was a learning experience because I have never worked with a non-profit before. This was going to be my first time learning about the organizational culture that existed in the non-profit sector. DFSB is a fairly small non-profit made up of the Executive Director, The Program Coordinator, A Professional Women's Group Coordinator, and an Administrative Assistant. As the Career Center Intern, my direct supervisor was the Program Coordinator. I did however have some check- in and contact with the Executive Director when necessary.

The first week of my internship felt as though I did not have any specified tasks assigned to me. My first week check-in with my supervisor was the chance for me to inform her that I needed to develop a work plan for this internship. In order to do this, I asked her which tasks were top priority on my responsibilities list as an intern. We both decided, it would be best to start reaching out to potential referral agencies, that DFSB could start working with. She also instructed that Outreach was one of the main things that needed to be done. Solely because, she did not want clients to feel as though DFSB had forgotten about them. Another task that was decided on was getting ready for the quarterly sale in the Burlington Town Center. My supervisor made it clear that once the sale was over, I could focus on the Professional Women's Group and the Empower Mentors Program. Once

this work plan was developed, I felt as though my time with DFSB was going to be busy. It was something I was looking forward to. I quickly realized that as part of this internship, it was my responsibility to inform my direct supervisor of the necessary tools I will need, in order to make this a successful and rewarding experience. The leadership style was mostly laissez-faire. My supervisor and the Executive Director both trusted that I will bring my professional working experience and knowledge to the organization. They both created an environment where I was allowed to take initiative in ensuring that my tasks were performed while meeting the goals and mission of the organization. They both had an open-door policy that allowed me to ask questions whenever I needed clarification.

The leadership style was something that I was used to in my current employment as well. I can testify that it does help employees flourish. Due to the layout of the office, the Program Coordinator and the Executive Director share a secluded office space. The Administrative Assistant, the Professional Women's Group Coordinator and I on the other hand, shared an office space in the welcome area of the office. Sometimes it did feel as though that the Program Coordinator (which was my supervisor) and the Executive Director forgot about the others. I realized this layout did sometimes affect communication in the office.

As weeks went on, additional responsibilities were added on due to the fact that my supervisor felt I was making progress in recruiting and reaching out to referral agencies and clients. She also felt as though I was ready to take on one on one client suitings. My first solo suiting was an interview suiting. Interview suitings are normally a quick session where we get information from clients about their possible interview and what we think will be appropriate professional attire. Interview sessions normally last for an hour

whereas employment suitings can last for 2-2.5 hours. Therefore the best way to get me

acclimated was to start with an interview suiting. My first suiting was a success although I

did need some input from the Program Coordinator to clarify information on certain things.

As time went on, the whole office was gearing up for the biggest event of the

quarter. This main event that I took part in at the beginning of the internship was the Dress

for Success Burlington Flash sale. The sale was over a five day period in the Burlington

Town Center. The Burlington Town Center donated a space solely for this event. I was

actively involved in the set-up process and the handling of day to day operations such as

client interaction, register and fitting room interactions. Most of the professional clothes

and accessories were donated from the worldwide office of Dress for Success, Talbots and

other fashion label companies. I enjoyed helping women who were not clients find work

appropriate attire for a discounted price. All proceeds went to DFSB. The Executive

Director was pleased with the outcome and is currently working on a bid to the Burlington

Town Center about the space that was used for the sale. Should DFSB get that space, it will

increase the visibility of the organization as well as increase the number of participants in

the program.

Another interesting aspect of my internship was working as part of the Career

Center. There were free computer classes offered to clients who were interested in

improving their Microsoft Office Suite skills. The computer classes were two hour sessions

over a six week period. During my time there, we were working on Microsoft Excel. I

informed my supervisor that Microsoft Excel is a tool that I work with every single day at

my current employment. She then decided to allow me co-teach a session with her. As part

of taking initiative, I decided to create a packet and power point presentation that

illustrated what information was going to be taught at every workshop. Most participants did enjoy the power point presentations as well as the handout that allowed them to follow along. Although I was not going to be present for a number of the workshops due to my internship being completed, I was sure to complete presentations and handouts for future sessions. My supervisor was very pleased to know that she will have these tools at her disposal. Having the opportunity of co-teaching these computer classes made me feel connected to these women. After teaching these classes, there was a sense of accomplishment that my skills can help a woman on her path to finding independence.

Another major responsibility that was assigned to me was the need to actively recruit new referral partner agencies. Referral partner agencies play an integral role in referring women that are in need of services that are provided by the Career Center and or the Suiting Program. Referral partners mainly work with the population that DFSB caters to. Therefore, actively seeking new partners is necessary in ensuring that the goals and mission of the organization are met. Due to my background with the State of Vermont, I suggested to both my supervisor and the Executive Director of DFSB that we should contact parent child centers as well as organizations that serve New Americans. Should we develop relationships with a number of these organizations, we will be reaching out to a more diverse group of people. I was given the sole responsibility of setting up meetings with a number of organizations that we had thought would benefit from a partnership relationship with Dress for Success Burlington. The referral partner relationship is quite detailed. Once an organization is identified as a possible partner, there is the need to schedule a meeting with them to introduce them to the services, and their role in the partnership. Once that organization decides to become a partner, they will need to send in

an application indicating their interest. That application is then reviewed by the Executive Director and Program Coordinator. Should they approve the application, DFSB sets up an orientation. The orientation serves as an opportunity for the partner agencies to tour the office space where suiting and career center workshops take place. They are also given a presentation on the process for referring clients to DFSB.

It was a difficult task contacting, and coordinating schedules with a number of these parent child centers and organizations that serve the New American population. I sometimes felt defeated when I did not get a response or was not able to get some organizations to join DFSB in its efforts. The Program Coordinator however did make sure to provide the necessary support .Although at the end of my internship, I did have a number of referral agencies send in applications in order to become a referral partner. Every time I made an appointment with a possible referral partner agency, the Executive Director and the Program Director made sure we celebrated. The celebration was sure to recognize even the smallest of victories. The recognition was known to be a part of the organization's culture. One would say it does boost the morale of employees because we all try our possible best to push the goals of the organization forward.

Overall, I did enjoy working at a non-profit and providing service to low-income women. It was an educational and an insightful experience because it was my first time working in a non-profit. Learning about the organizational culture, the layout and communication style did however add to my professional experience. There was a rewarding feeling that came with every suiting, career center workshops and the development of partnerships. I enjoyed the liberties that the Executive Director and the Program Coordinator gave to me in terms of leadership style and work ethic. They both

enjoyed the relationship and my work that they decided to offer me a work-study position

for the school year. I am pleased to be going back to work with that population. I look

forward to finishing most of the work I started with Dress for Success Burlington.

Appendix K

<div align="center">Partnership Email</div>

Dear Mr. /Ms.,

I am writing this email on behalf of Dress for Success Burlington, to request that *your organization* become a partner in our efforts. Dress for Success Burlington is an affiliate member of the international non-profit organization: Dress for Success Worldwide. Our mission is to promote the economic independence of disadvantaged women. We pride ourselves in providing professional attire, a network of support and career development tools to help women thrive both at work and in life.

Dress for success partners with 20 organizations in the state of Vermont that refer job ready women to us for services and support. Along with providing professional attire, our services include career center workshops, and a network of support also known as Empower Mentors. Through our efforts over the last three years, we have served a total of 185 clients, and received 302 referrals from our partner agencies. Your organization is a pillar of the local community, which is why we are asking you to join these efforts.

We look forward to working together to help women in the state of Vermont, reach economic independence. We are available to discuss possible partnership opportunities either in person or over the phone. Our executive director, Harriet Williams can be reached at 802-861-2243. I am also available via email at career@dressforsuccessburlington.org. I look forward to hearing from you soon.

Sincerely, --

Naa Aku Addo

Career Center Outreach Intern

Dress for Success Burlington 95 St. Paul Street, Suite 340 Burlington, VT 05401 Tel 802.861.2243

career@dressforsuccessburlington.org

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To be removed from the Dress for Success Burlington mailing list, please send an email to burlington@dressforsuccess.org with the subject 'unsubscribe'.

Dress for Success Burlington Budget Analysis

Dress for Success Burlington (DFSB) is an affiliate member of Dress for Success Worldwide. Dress for Success Worldwide is the international non-profit organization whose mission is to promote the economic independence of disadvantaged women (Dress for Success Burlington, 2015). This is achieved by providing professional attire, a network of support and the career development tools to help women thrive in work and in life (Dress for Success: WorldWide: About Us). In order to understand the evolution of Dress for Success Burlington, it is best to discuss the history of Dress for Success Worldwide. In 1996, Nancy Lublin the founder of Dress for Success inherited $5,000 from her great-grandfather. In order to make the most of her inheritance, she decided to collaborate with three nuns in Manhattan, NY, to fulfill the need to aid women in finding economic independence (Dress for Success: Worldwide: Who We Are, 2015). Dress for Success began providing services to women in a church in Manhattan before it gained recognition all over North America and across the globe. In two years, Dress for Success created affiliates in 22 different cities throughout the United States (Dress for Success: Worldwide: Who We Are, 2015). In 1999, it established its first international location. Currently, Dress for Success boasts of 141 affiliates in 20 countries (Dress for Success: Worldwide: Who We Are, 2015).

Dress for Success collaborates with a diverse group of non-profit and government agencies. Some of these agencies include homeless shelters, immigration services, job training programs, educational institutions, domestic violence shelters, etc. (Dress for Success: Worldwide: Who We Are, 2015). Dress for Success' target population is mainly women due to the fact that poverty often affects women and their families the most (Dress for Success: What We Do, 2015). Therefore, improving the quality of life for women will not only lift the woman out of poverty, but the benefits will be reaped by the family, community and future generations (Dress for Success: What We Do, 2015). Dress for Success believes that building a woman's knowledge, and economic stability will generate a long term impact in both the woman's private and public life (Dress for Success: What We Do, 2015). In order to become an affiliate, one has to identify a city as a target location and submit an application to the worldwide office in New York City. The worldwide office makes sure to inform its potential affiliate members that fundraising efforts, programs, referral agency relationships, volunteers and so on are the sole responsibility of that community affiliate.

Dress for Success Burlington (DFSB) is an affiliate that was started by Dr. Harriet Williams. Dr. Williams opened DFSBs' doors in September 2012 (Dress for Success Burlington, 2015). DFSB currently boasts of 20 referral organizations that it partners with in providing job ready women the support and services they require. In order to promote its mission of economic independence of disadvantaged women, it provides services using a three dimensional approach: Suiting, Career and Mentoring Support. The main staple of Dress for Success is the Suiting program. This is unique to the organization because it focuses on providing women with career appropriate clothing, cosmetics, footwear, accessories, and most importantly, positive reinforcement and a boost of confidence for either the interview and or employment process. DFSB provides women with the opportunity to receive industry appropriate interview clothing. Also, once a woman finds work, she can return for a full week's worth of professional attire. The Career Center of DFSB was one that was added on in March 2014, due to a generous $25,000 grant from the Walmart Foundation and a challenge grant of $5,000 from the Tarrant Foundation (Dress for Success Burlington, 2015). The Career Center provides women with the necessary soft skills such as resume and cover letter workshops, assistance with the job search process and free computer classes. It also provides career counseling and mock interviews to clients. The mentor program, also known as Empower Mentors serves as a support network for every woman that has utilized the services of DFSB one way or another. Empower Mentors is considered a safe space for women to learn about navigating and balancing both their personal and professional lives through workshops and seminars. Every seminar is designed to provide practical information from financial literacy to health. The main purpose of Empower Mentors is to provide women with the inspiration to remain employed so they can truly thrive in building a career.

DFSB is a relatively small non-profit organization. Its staff is made up of a Founder and Executive Director, a Program Coordinator, a Volunteer Coordinator, an Administrative Assistant and an Outreach Specialist. The organization is managed under the direction of Board of Directors. With regards to the Board of Directors, there are currently six members who each bring a unique set of expertise to the organization. There is a Chair, a Vice Chair, a Treasurer, and a Secretary. The Chair of the Board is responsible for planning and presiding over Board meetings, organizing business of the Board and setting the annual Board calendar (Dress for Success Burlington By-Laws, 2014). The Chair also has the power to sign contracts on behalf of

DFSB (Dress for Success Burlington By-Laws, 2014). The Vice Chair serves in the absence of the Chair. The Secretary is responsible for meetings and notices of meetings of the Board (Dress for Success Burlington By-Laws, 2014). The Treasurer is known as the fiscal officer of the organization. The Treasurer is responsible for safekeeping all funds and properties of the organization (Dress for Success Burlington By-Laws, 2014). The Treasurer is tasked with knowing the financial status of the organization and being able to report on it. The treasurer is also responsible for developing and reviewing fiscal procedures, and the annual budget with staff and other Board members of the organization (Dress for Success Burlington By-Laws, 2014).

The Executive Director leads the day to day operations of DFSB. The Executive Director implements and directs key fundraising activities, oversees operations and programs, claims fiscal responsibility of the budget, develops new donor and community relationships and works in collaboration with the Board to achieve the mission of the organization. It is also the Executive Director's responsibility to foster and maintain relationships with the Worldwide office, referral agencies, business partners, local government, educational organizations as well as other community organizations. The Executive director of DFSB emphasized the importance of developing and implementing a multi-year funding strategy that will allow the organization to meet its strategic goals. Leadership is also responsible for growing individual donations to diversify its revenue stream. This speaks to the point made in the Weikhart readings regarding how leadership in a non-profit organization is responsible for all financial and operational matters (Weikhart, Chen, & Sermier, 2013). Leaders and the Board of a non-profit are held accountable for the financial health of an organization. This responsibility ensures that DFSB is in full compliance with financial reporting and legal requirements. The Program Coordinator's role at DFSB is one that is described as integral to the day to operations of the services that DFSB provides. The Program Coordinator's primary responsibility is the designing and delivery of workforce development programs around the Career Center and the Suiting Program. These workforce development programs can be around educational programming such as workshops and seminars. The Coordinator also actively seeks and develops partnerships with agencies in the area that will allow for recruiting clients for DFSB's services. Finally the program coordinator is responsible for program evaluation using Results Based Accountability to determine where funding is being spent. This is done by maintaining a database for services rendered. This

database aids in the preparation, review and submission of reports and records of goals and improvement plans that will be submitted to the Executive Director and the Board.

The Outreach Specialist has a number of responsibilities, which include assisting with the development and facilitation of Career Center Workshops, Empower Mentors workshops, recruiting new referral agencies, especially ones that serve new Americans, actively seeking ways to recruit new clients, assisting clients with transition from job-search to the Suiting Program, and connecting with clients that have previously used DFSB's services. Finally, since DFSB relies heavily on volunteers, there is a Volunteer Program Coordinator who oversees and manages volunteers. The Volunteer Program Coordinator is tasked with providing guidance to volunteers, organizing orientation and training sessions on the services that DFSB offers, and how they can actively be involved in the mission of the organization.

The organizational chart outlined above illustrates that Dress for Success Burlington is a relatively small organization with a modest budget in comparison to the Worldwide office. It is a stipulation that the Worldwide office does not provide start-up or continuous funding to its affiliates. Each affiliate is expected to raise all of the monies necessary for its launch, and day to day operations. This means that the worldwide office does not provide salaries (Dress for Success: WorldWide: About Us). It is expected that founders and executive directors of affiliates receive no compensation during the first two years of operations. Therefore it is the responsibility of the executive director and its board members to discuss compensation packages after the 2 year period. Through the data gathering process, I quickly realized that Dress for Success Worldwide is not as forthcoming with its budget. Due to this challenge, the financial analysis of the Worldwide office is based on end of year statements. Dress for Success Worldwide and Dress for Success Burlington's budget period runs on a calendar year basis i.e. January- December. According to BBB Wise Give Alliance, an organization that helps donors make informed giving decisions by producing reports about national charities, Dress for Success Worldwide has 21 board members (National Charity Reports: Dress for Success Worldwide, 2012). It also has 31 paid staff on board with the Chief Executive Officer's salary at $284,114.00. December 31, 2012, BBB Wise Give Alliance published Dress for Success's audited financial statements for that year. Table 1 below gives a detailed description of sources of funding that the organization received in 2012. The table below shows that approximately 65% of Dress for Success Worldwide' s funding is dependent on In-Kind Contributions in the

form of Products. This makes sense as the Suiting Program relies heavily on professional clothes, shoes and accessories being donated from department stores. The second highest source of income is monetary contributions, which are about 19% of the budget. Approximately 15% of its revenue comes from Fund-Raising Activities.

Table 1:

Financial Statement FYE 2012 for Dress for Success Worldwide

Source of Funds	
In-Kind Contributions- Product	$10,319,931
Contribution	$3,088,820
Fund Raising Activities	$2,377,939
In Kind Contributions- Services	$78,732
Investment Income	$22,649
Total Income	**$15,888,071**
Program Expenses	$14,895,173
Fundraising Expenses	$664,247
Administrative Expenses	$149,347
Other Expenses	$0
Total Expenses	$15,708,767
Income in Excess of Expenses	**$179,304**
Beginning Net Assets	$3,636,057
Other Changes in Net Assets	($110,839)
Ending Net Assets	$3,704,522
Total Liabilities	$3,069,574
Total Assets	**$6,774,096**

Note: Adapted from http://www.give.org/charity-reviews/national/dress-for-success-worldwide-in-new-york-ny-3510

The information from Table 1 illustrates that approximately 95% of Dress for Success's expenditure goes to programs, while 4% goes to Fundraising and 1% goes to Administrative expenses. It is of great interest to know that the funds the organization receives, is contributing tremendously to the mission and goals of the organization. Although one criticism of this information will be the fact that a financial statement only provides a summary of activities and the position a business is in at the end of a certain period. It would have been helpful to have

some insight as to the changes that affected the net assets, and what constitutes its liabilities. Another organization that provides financial information about non-profit organization is Charity Navigator. It provides information in the form of how financial savvy an organization is by focusing on their level of accountability, financial performance and transparency. With the report produced at the year end of 2013 for Dress for Success Worldwide, there was a clear breakdown of Revenue and its relation to expenses. Table 3 illustrates the Income Statement at the end of the 2013 calendar year, and financial condition of Dress for Success Worldwide.

Table 2:

Income Statement FYE 2013 for Dress for Success Worldwide

REVENUE	
Contributions	
Contributions, Gifts & Grants	$15,583,514
Federated Campaigns	$4,648
Membership Dues	$0
Fundraising Events	$2,116,739
Related Organizations	$0
Government Grants	$1,706
Total Contributions	$17,706,607
Program Service Revenue	$0
Total Primary Revenue	$17,706,607
Other Revenue	$47,000
TOTAL REVENUE	**$17,753,607**
EXPENSES	
Program Expenses	$15,825,968
Administrative Expenses	148,121
Fundraising Expenses	$718,688
TOTAL FUNCTIONAL EXPENSES	**$16,692,777**
Payments to Affiliates	$2,254,993
Excess (or Deficit) for the year	$1,060,830
Net Assets	$4,765,374

Note: Adapted from http://www.charitynavigator.org/index.cfm?bay=search.summary&orgid=7942#.VkDP9dKrTRZ

Table 2 illustrates that 88% of Worldwide's revenue came from Contributions, Gifts and Grants, whereas a mere 12% revenue was generated from Fundraising Events. In relation to Revenue and Program expenses, the data presented in the table suggests that there is an approximate even distribution. Worldwide's income statement illustrates that the organization does its absolute best to avoid ending the year in a deficit. This can be proven using data from Income expense that was left over in the 2012 income statement from Table 1. Both Table 1 and 2 show that the worldwide office strives to end its calendar year with a surplus in both revenue/expense and assets.

As discussed earlier, Dress for Success Burlington has a relatively smaller budget compared to that of the worldwide office, due to it being classified as an affiliate. Data obtained from the Executive Director of DFSB supports this claim. DFSB utilizes a number of different reports: a Balance Sheet, a Profit and Los report, and their actual budget. Dress for Success Burlington's Budget for 2015 was at $65,540.00. The income of this non-profit consists of a number of individual donations, corporate donations, grants from foundations and the government, special events, clothing sales as well as in-kind donations. A total of $9,000.00 was received through individual donations, $5,000.00 worth of donations came from corporate or for-profit organizations, and a total of $8,000.00 which is approximately 12% of the budget was received in In-kind donations. A total amount of $7,000.00 can be attributed to donated products and $1,000.00 to donated services.

For a relatively small non-profit organization, one would argue that it is actively seeking various ways to diversify its revenue stream. This speaks to Weikhart's chapter on *Understanding Revenues*. Weikhart explains that as the government relies on taxes, so do non-profits also rely on private donations, public support, grants and earned revenues (Weikhart, Chen, & Sermier, 2013). A majority of DFSB's revenue came from Foundation Grants. A total of $35,000.00 was received from Foundations whereas $1,500.00 was received in Government Grants. The total amount of $36,500.00 which makes up 56% of the Budget was received in Grants. In order to ensure that there is enough revenue, DFSB holds special events such as Golf Tournaments, Pop-Up Clothing Sales and Disco-Bingo Nights, just to name a few. A total amount of $6,540.00 which accounts for 10% of the budget was earned through this year's special events. Figure 1 illustrates the breakdown of DFSB's Budget for 2015.

DFS Burlington 2015 Budget: $65,540.00
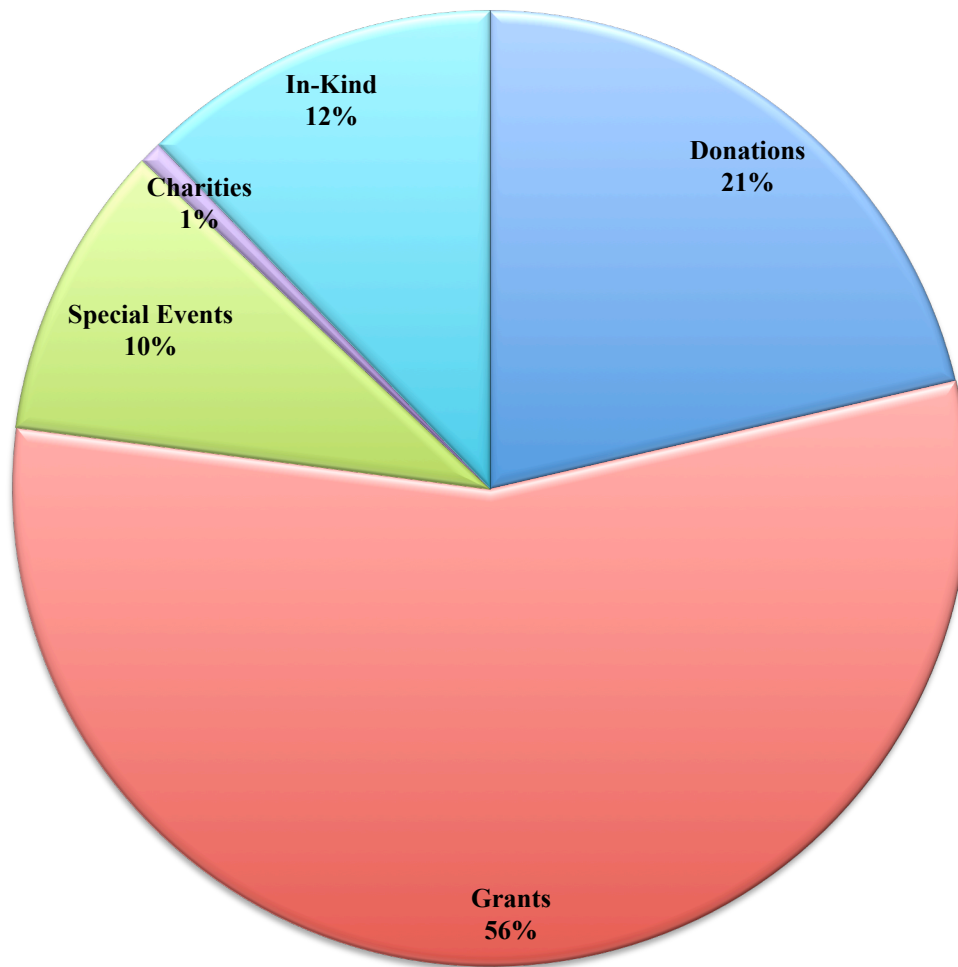
Figure 1: DFSB 2015 Budget. Adapted with permission from Dress for Success Burlington

Although DFSB has a diverse revenue stream, it is important to note that the majority of it is through grants. Weikhart mentions that the nonprofit world is experiencing a changing institutional philanthropy that is seeking mutual benefits, and sometimes active involvement in policy setting and program deliveries (Weikhart, Chen, & Sermier, 2013). Although the non-profit world is experiencing this new wave of mutual involvement, it is imperative to evaluate the pros and cons of such partnerships. An observer would question whether DFSB experiences such challenges. Should they experience them, to what level do they compromise? What types of effects do these grants have on the mission of the organization? These philanthropic partnerships are designed to provide a win-win situation for both parties. Therefore the parties involved,

would have to cultivate and maintain a relationship that ensures that neither deviates from the reasoning behind the partnership. Some examples of partnerships that have supported the mission of DFSB are Danform Shoes and the J. Jill Compassion Fund. Danform is a family owned business in Vermont that prides itself on finding the best fit shoes for its customers. Through the years Danform prides itself on giving back to the community. At the beginning of the year, the owners donated nearly $10,000.00 worth of footwear and nearly 100 handbags and wallets to DFSB. Danform believed in the mission of DFSB and wanted to contribute to helping women prepare for successful re-entry into the workforce. The J. Jill Compassion fund on the other hand is one that explicitly states that its mission is to provide support to community based organizations that help disadvantaged and homeless women become self-sufficient (J.Jill COmpassion Fund: Supporting Women In Need). J. Jill supports the mission of DFSB through in-kind donations on a regular basis. These examples reaffirm Weikhart's points about the relationships and effects of non-profit partnerships. Seeking a partnership can be complicated. Then again, once a non-profit finds a good fit, the results are quite lucrative.

Granted that DFSB's budget has a variety in terms of revenue, we need to understand the expenses of this organization. DFSB relies heavily on volunteers. Therefore salaries and benefit packages do not make up the majority of its expenditure. Table 3 shows the forecasted expenditure of DFSB. A projected amount of $54,413.00, which is approximately 45% of DFSB's revenue, will be expended. Table 3 also explains how DFSB's Program and Fundraising percentages will be paying for the projected expenses. Certain expenses are 100% funded by either Fundraising or Program efforts. Others have an even distribution, whereas others rely heavily on either Program or Fundraising percentages.

The majority of this non-profits expenditure is associated with Rent. DFSB rents a space out of Saint Paul's Street. It is a property that houses a number of law offices and state agencies. A total amount of $23,340.00 is spent in the physical upkeep of the organization. These include rent, telephone bills, utilities and parking fees. DFSB pays $18,000.00 annually for the office space being rented. Along with rent comes parking fees. There is a private parking lot situated in the office complex, which requires a private pass. In order to keep up with maintenance costs, the landlord of this building has crafted parking fees into the rent, that can be purchased monthly or annually by the tenants. The budget reflects that DFSB pays an estimated 9% in parking expenses, out of its budget. The next highest expenditure are programming costs. Empower

Mentors, Career Center programs such as computer workshops, the Suiting Program and Fundraising Programs total $10,900.00 of this year's budget. The Program Coordinator position which is managed as an AmeriCorps program is another big expenditure of DFSB. This is a necessary expenditure due to the role the Program Coordinator plays in the day to day operations of the organization. The Career Center which serves as a resource for women during the job search is the next highest expense associated with DFSB. The Career Center houses computers, projectors that are used during computer workshops, and printing services just to name a few, that require constant maintenance.

Table 3

DFS Burlington 2015 Budget

EXPENSES		**% ADMIN/ FUNDRAISING**	**ADMIN/ FUNDRAISING**	**% PROGRAM**	**PROGRAM**
SALARIES/AmeriCorps	9,000.00	25%	2,250.00	85%	7,650.00
RENT	18,000.00	20%	3,600.00	80%	14,400.00
TELEPHONE	900.00	20%	180.00	80%	720.00
UTILITIES	2,400.00	25%	600.00	75%	1,800.00
PARKING	2,040.00	25%	510.00	75%	1,530.00
IT (SOFTWARE/SUPPORT)	2,000.00	15%	300.00	85%	1,700.00
TRAVEL	2,000.00	30%	600.00	70%	1,400.00
CONFERENCES/MEETINGS	1,250.00	50%	625.00	50%	625.00
POSTAGE, SHIPPING	120.00	10%	12.00	90%	108.00
PRINTING & PUBLICATIONS	1,500.00	0%	0.00	100%	1,500.00
OFFICE SUPPLIES	2,000.00	20%	400.00	80%	1,600.00
INSURANCE/LIABILITY	1,603.00	25%	400.75	75%	1,202.25
DUES/SUBSCRIPTIONS	500.00	83%	415.00	17%	85.00
FUNDRAISING	1,400.00	100%	1,400.00	0%	0.00
PWG	1,000.00	0%	0.00	100%	1,000.00
CAREER CENTER	6,500.00	0%	0.00	100%	6,500.00
SUITING PROGRAM	2,000.00	0%	0.00	100%	2,000.00
PETTY CASH	200.00	0%	0.00	100%	200.00
TOTAL EXPENSES	**54,413.00**		**11,292.75**		**44,020.25**
TOTAL CASH EXPENSES	**54,413.00**				
NET REVENUE / (DEFICIT)	**11,127.00**				
NET REVENUE / (DEFICIT) - CASH	**3,127.00**				
PERCENTAGE			**21%**		**81%**

Note: Adapted with permission from the Executive Director of Dress for Success Burlington. Data reflects total expense of $54,413.00 out of a budget of $65,540.00

Approximately 80% of the budget is funded through Program funds, and the remainder of the budget is financed through Fundraising Events. Programs such as Suiting, Career Center and the

Empower Mentors Program are 100% funded through the revenue assigned to it. This is solely because these programs are the staple services that Dress for Success provides to its clients. The budget of this organization gives a great understanding into its revenue streams, and the financing of expenses. Another report that DFSB keeps is a Balance Sheet and a Profit and Loss Statement for the calendar year.

The Balance Sheet report is updated on a quarterly basis to reflect the organization's assets, liabilities and shareholder's equity at a specific point in time. Table 4 is a statement that will be given to investors, the Worldwide office as well as the Board, to give them an idea as to what DFSB owns and owes. At the end of March, DFSB's Restricted Assets in comparison to Other Assets had a relatively low asset rate. This led to that quarter closing out to $167.64 in assets. In relation to the other quarters, the month of November currently also has a fairly low asset report. The main argument for the present low reporting in assets is due to the fact that the information reported for the month of November is incomplete. This means that the data reflects that November is on track to contribute to the lowest asset reporting rate at the close of the quarter. At the end of the second quarter, DFSB reported $9,355.24 in total assets; which is the highest for 2015. As someone who has been involved in the organization, it is safe to attribute this increase in asset reporting to the 3-day pop-up sale that occurred in the month of June. It was a sale that produced approximately $4,500.00 in revenue. The third quarter also boasts of a high asset reporting value due to the Golf Tournament event that brought in about $7,355.00 in revenue as well. One would argue that DFSB special events does increase its gains in Accounting.

As discussed in class and Memos to the Governor by Fortsythe, once a financial officer recognizes a trend in the financial operations of an organization, it makes forecasting a lot less complicated (Forsythe & Boyd, 2012). It also speaks to the point made by Professor Cate about how a budget is a living document. Once a forecast has been made, external factors such as revenue, the economy, expenses (both expected and unexpected) will affect the forecast in either a positive or negative way. Although DFSB's assets are relatively small compared to that of the Worldwide office, there is a notion of avoiding a deficit.

Table 4

DFS Burlington 2015 Balance Sheet Statement As of November 8, 2015.

	March 31 2015	June 30 2015	September 30 2015	November 8 2015
Assets				
Current Assets				
Checking/Savings				
Key Bank				
Key Bank-Restricted	8,251.75	8,151.11	2,255.02	1,016.96
Key Bank-Other	(8,084.11)	1,204.12	5,399.08	(871.54)
Total Key Bank	167.64	9,355.24	7,654.10	145.42
Total Checking/Savings	167.64	9,355.24	7,654.10	145.42
Total Current Assets	167.64	9,355.24	7,654.10	145.42
TOTAL ASSETS	167.64	9,355.24	7,654.10	145.42
Liabilities & Equity				
Equity				
Opening Balance Equity	10,678.07	10,678.07	10,678.07	10,678.07
Net Income	(10,510.43)	(1,322.83)	(3,023.97)	(10,532.65)
Total Equity	167.64	9,355.24	7,654.10	145.42
TOTAL LIABILITIES & EQUITIES	167.64	9,355.24	7,654.10	145.42

Note: Adapted from Dress for Success Burlington's Balance Sheet Standard as of November 8, 2015, with permission from the Executive Director.

The Profit and Loss statement on the other hand summarizes the revenues, costs and expenses incurred during a specific period of time (January-December 2015). DFSB's profit and loss statement compliments the Balance Sheet statement from Table 5. At the end of the second and third quarters, DFSB gained a substantial amount in terms of revenue. These gains as mentioned earlier are linked to the special events that occurred during those periods. The Expense report proves the saying that in order to make money, money needs to be spent. DFSB spent a total of $3,906.49 in the second quarter and made a revenue of $13,040.94. Although this analogy of spending money does not apply every time. An example of this can be seen in the third quarter financials. DFSB reported a $1,171.14 deficit. The biggest factor contributing to this deficit was facilities and equipment. Reasoning behind this expense would be deferred

maintenance or the rental of space for special events. The final quarter has no reports as the period is not over yet.

Table 5

DFS Burlington 2015 Profit and Loss Standard January through December 2015

	Jan-Mar 15	Apr- Jun 15	Jul-Sep 15	Oct-Dec 15	Total
Ordinary Income/Expense					
Income					
Direct Public Support	850.00	3,425.59	600.00	0.00	4,875.59
Indirect Public Support	132.33	0.00	0.00	0.00	132.33
Grants	1,500.00	0.00	1,000.00	0.00	2,500.00
Program Income	25.00	4,443.55	231.00	0.00	4,699.55
Major Events Income	0.00	0.00	15,164.97	0.00	15,164.97
Third Party Events	347.00	5,171.80	0.00	0.00	5,518.80
Total Income	2,854.33	13,040.94	16,995.97	0.00	32,891.24
Expense					
Bank Service Charges	0.00	15.00	0.00	25.00	40.00
Business Expenses	500.00	0.00	0.00	0.00	500.00
Facilities and Equipment	5,610.00	3,400.00	7,820.00	510.00	17,340.00
Major Events	0.00	0.00	2,638.99	5,002.00	7,641.21
Operations	1,206.46	411.93	1,135.10	0.00	2,753.49
Miscellaneous Expenses	1,158.25	45.49	400.00	0.00	1,603.74
Payroll Expenses	51.00	0.00	0.00	0.00	51.00
Program Expenses	4,849.36	31.07	5,327.07	192.96	10,400.46
Travel and Meetings	0.00	3.00	845.95	1,803.50	2,652.45
Total Expense	13,375.07	3,906.49	18,167.11	7,533.68	42,982.35
Net Ordinary Income	(10,520.74)	9,134.42	(1,171.14)	(7,533.68)	(10,091.11)
Other Income/Expense					
Other Income	0.00	0.49	0.00	0.00	0.49
Refunds/Coupons	17.81	52.66	0.00	190.11	260.58

Note: Adapted with permission from the Executive Director of Dress for Success Burlington
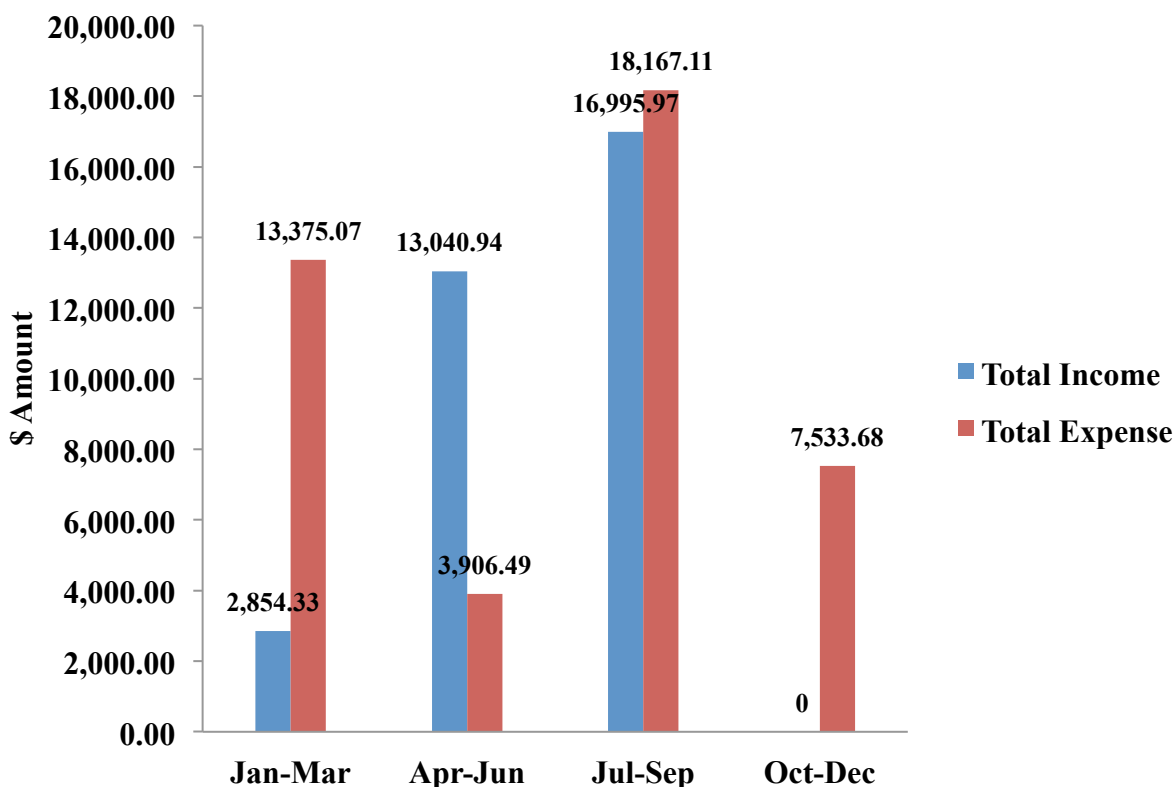
Profit and Loss Statement

Figure 2: DFS Burlington income and expense ratio for 2015.

Overall, the data presented in this paper demonstrates that with the number of programs DFSB has during the year, there is always a high expenditure rate compared to the income being received. In actuality, DFSB has a positive value in its Assets, than it does in its budget for day to day operations. The data from the profit and loss statement shows that DFSB spends approximately 57% of its budget with an income of 43%. In summation, DFSB spends more than it receives in revenue. As an observer, a few recommendations that DFSB would need to consider includes a number of programmatic changes. Through its reporting measures i.e. results based accountability; it will be beneficial for DFSB to review program achievements and financial performance over a period of possibly two years. This will allow DFSB to realize which programs are successful. This is a tool that is used in policy and programmatic decisions. It aids in determining which programs have a high revenue return rate while fulfilling the mission of the organization.

Secondly, there are a number of programs that DFSB focuses on. As an affiliate of the Worldwide office, and a relatively new non-profit of three years, I would suggest that it sets

program and organizational goals for a few programs in the budget period. One way that these minor programmatic and organizational goals can be altered is the change in schedule for a program. For instance, a program that is scheduled to start one quarter might be moved to another period, allowing the expenses of that program to be moved as well. This will limit the high expenditure in certain programs that do not have a high turn around rate. It will also allow DFSB to align its expenses with its revenue for the budget period. This will be reflected significantly in the profit and loss statement.

Another recommendation will be the need to establish a continual review of its finances between both the Board and the Leadership. Guidance should clearly be stated in the bylaws of DFSB allowing for adopting a budget that will work best in sustaining the organization. The flexibility in the budget does give DFSB the opportunity to adapt its budget system to fit its needs. Thirdly, DFSB does not have a Capital Budget. A capital budget is design to be used in making long-term planning decisions for profitable investments. The capital budget will allow DFSB to invest in a permanent and bigger office space. An expanded office space will present the possibility of Landlord Status for the organization, due to the fact that certain spaces can be rented out for additional revenue. It will also eliminate the highest expense factor in its budget; rent. The absence of a Capital Budget drains into the operating funds of the organization. A capital budget contributes to the sustainability of an organization, should there be a decrease in its revenue. The Capital Budget can also act as a safety net for DFSB. It will be in the organizations best interest to invest and plan for special events. Special events that were held during the second and third quarters did increase DFSB's revenue. It reported about an 80% increase in its revenue compared to the first quarter. Therefore, the more special events DFSB plans, the greater it will increase its revenue.

Finally, DFSB might benefit from a few of the creative ways that non-profits have adapted to turbulent times in the Weikhart chapter. DFSB would benefit from pooling resources with other non-profits, whose mission and goals align with theirs. This will allow for a cost cutting measure in regards to programmatic expenses. For instance a partnership with an organization that offers Career Center workshops such as computer courses, will release some funds from the Career Center for a special event, a Capital Budget or even a rainy day fund. A profitable partnership be it monetary or in-kind donations, goes a long way in relieving certain organizations of financial constraints. Overall, budgets are an essential tool in every

organization's plan. They are tools that are utilized for policy decisions, and ensuring the financial sustainability of that organization. A budgetary plan should be as flexible as possible, while aiding an organization in achieving its goals with order and success.

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Weekly Budget paper on Understanding Revenues

I was especially interested in this week's Weikhart chapter on *Understanding Revenues*. As citizens, we are mostly aware of the different revenue streams that the government relies on. This includes income tax, sales tax, property taxes, impact fees, etc. These taxes are then used in return to finance or produce public goods and services. Public goods and services are to the benefit of the public. The chapter was also illustrative in explaining the benefit theory in direct relation to the concept of public goods. As government also relies on certain revenue streams, so do non-profits also depend on certain avenues for revenues. Non- profits receive funding from a diverse number of sources. Some of these include private donations, public support, grants and earned revenues.

Weikhart mentions that the nonprofit world is experiencing a changing institutional philanthropy that seeks mutual benefits and sometimes active involvement in policy setting and program, deliveries (p.195). Although the nonprofit world is experiencing this new wave of mutual involvement, there is still the need to evaluate the pros and cons of such partnerships and the compatibility of missions (p.193).

This point was relevant to me as my International NGO management class did take a field trip to the Institute of Sustainable Communities (ISC) in Montpelier on Wednesday. In our discussion of the mission, role and budget of the organization, the Financial Director was sure to mention the effect that grants have on their mission statements. She mentioned how lately corporations have discovered the idea of "social responsibility". This means that big corporations have tapped partnership opportunities with nonprofits that are focusing on providing public goods that the big corporations are failing to. One main example that was discussed was how ISC and Walmart are working together to create opportunities so people can live better. Its main focus is to provide people in Bangladesh with the resources on how to improve workplace conditions.

One main comment that a classmate made was that the partnership for both ISC and Walmart had to be an easy decision. This is because it matches the mission of ISC while making

Walmart look acceptable in the eyes of the public. Although ISC has gained a financial partner, there is the need to cultivate the relationship to be sure that both parties do not deviate from the reasoning behind the partnership.

In the case of ISC and Walmart, the partnership was compatible. On the other hand, a partnership that is a poor fit can damage the name of the nonprofit and the financial support that it receives from the corporation. This brings up another point that the Financial Director of ISC made about how other nonprofits that do not fully evaluate the alliance can become easily distracted from their mission and goals. Seeking partnerships can be a tricky venture but then once it is a good fit, can be lucrative.

Education: A Tool every girl needs

Summative Analysis #1

I realized my topic was very narrow and after consulting with Mr. Koliba, he thought it would be wise to delve into questions that focus around the delivery of education in developing countries. Why is gender even an issue in the first place? According to statistics, due to the traditional role patterns in these developing countries, many parents do not enroll young girls in school. The stronger the cultural preference for boys in a particular country or region, the greater the gender disparities in the educational sector, for instance in sub-Saharan Africa, the Middle East, and in South and West Asia (Education in Developing Countries). Pre-existing gender roles have played a role in excluding young girls in these developing countries, from receiving an education. Stivers would agree that educating young girls in these developing countries will be beneficial (Stivers, 1989). Additionally, crises and wars prevent children from going to school. Many schools are destroyed as a result of these wars in many of these developing countries. (Education in Developing Countries)

Which brings me to the question of what goes in to the decision making process of how education is delivered in these countries? According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) spend roughly between 3.4-4.7% of their GDP on education (United Nations Educational Scientific and Cultural Organization, 2012). To go along with these numbers, the amount of aid that goes to global education has drastically reduced over the years. According to UNESCO, aid has declined by 7% (Schooling For Millions Of Children Jeorpadized By Reductions In Aid, 2013). This goes to show that the agenda of global education is not receiving as much attention as it should. If aid continues to decline, meeting the Millennium Development Goal of Universal Education by 2015 will be impossible.

This current event can relate to John Kingdon's *How Does an Idea's Time Come?* He mentions that agenda setting in policy is affected by two processes. These processes include active participants and when windows of opportunities open (Kingdon, 1984). Malala's highly publicized experience of being denied the basic human right to education, sets her in these two processes that affect agenda setting. In the documentary *Class Dismissed: Malala's story* she states "... I must be a politician to save this country. There are so many crises in our country. I want to remove these crises". (Elick & Ashraf, 2012) Her ordeal and campaign sheds light on where we are in terms of achieving the goal of universal education. What has been achieved? What next steps need to be taken, to ensure that quality education is provided to everyone in developing countries especially young girls?

Public administrators might ask since she can personally relate, what role does value and ethics play in her message of young girl empowerment? Waldo emphasizes on the point that public administrators need to be trained in both politics and ethics (Waldo, 1948). She is well vested and educated on the political issues of her country. In terms of other countries that her NGO has an active presence in, what is the balance between the politics and the ethics? What compromises does her organizations have to make to achieve their

goal? Are the expectations of this NGO affected by the source of its funding? How effective are the different policy streams and actors? I plan to explore these questions in my next summative analysis.

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Appendix O

Research Brief on HEPA Standards

Knowledge of Healthy Eating and Physical Activity (HEPA) Standards and the creation of Commitment Statements: Using Collective Impact to Find a Common Ground among various Stakeholders during the Policy Formulation Process.

ABSTRACT

In response to a call by First Lady Michelle Obama and the Partnership for a Healthier America, the Y has expanded its commitment to support healthy living by adopting a set of Healthy Eating and Physical Activity (HEPA) standards. The Y of Greater Burlington was awarded a Robert Johnson Grant that is meant to develop a set of HEPA standards in childcare and afterschool programs that can be reproduced throughout the United States. The need to realize that childhood obesity is a topic that needs to be a topic that needs attention and possible behavioral changes from an early stage is imperative. The use of this grant is meant to focused on creating an environment where buy in conversations, policy formulation and effective programs that can measure the outcome and long-term impacts on society. It will be of great benefit to raise awareness about the importance of healthy eating and physical activity in childcare and afterschool settings. To ensure that this issue of developing Healthy Eating Habits and Physical Standard, the YMCA of Greater Burlington enlisted the help of various stakeholder groups, in creating commitment statements that will help policy makers and others move towards implementation of Healthy Eating and Physical Activity Standards. These commitment statements will also be shared at organizations such as Vermont Association for the Education of Young Children (VAEYC), School Nutrition Association (SNA) and Vermont Afterschool Conferences in order to move on with the process of policy formulation.

BACKGROUND

The main question in terms of Collective Impact is finding the most effective ways that stakeholders from different sectors, can contribute to policy formulation. According to Doherty and Rispel, it is important to have a step-by-step approach on how to conduct an environment that is participatory (Doherty & Rispel, 1995). They both address how tumultuous a guided process aids in the navigation of problems that arise during the planning phase of policy formulation. In order to facilitate meaningful participation in the policy process, it is important to ensure that every stakeholder presents a unique idea and must have the opportunity of being heard (Doherty and Rispel, 1995). Policies that arise from participatory approaches in research have to be rational, implementable and have wide political support. This point does coincide with the proposed goal of building buy-in in terms of the adoption of these statements.

As the issue of creating buy-in is important for promoting these standards, identifying stakeholder values and using them as a basis for creating policy is a great resource. Keeney and Gregory (1994) ask three questions surrounding stakeholder involvement 1. How do you get the decision context? 2. How do you specify the objectives that need to be achieved? 3. How do you identify alternatives to achieve these objectives? Ryan Torres; the Director of the Y of Greater Burlington, did define and identify the appropriate group of stakeholders to contribute to the process of creating healthy eating

and physical activity standards that can be implemented statewide and possibly nationwide. The creation of an environment that allows for individuals with potentially different viewpoints, to participate in resolving a problem that they care about, is something that Mr. Torres was sure to provide.

An avenue where interactive policy formulation is fostered creates a meaningful participatory setting (Edelenbos et al, 2005). The development of stakeholder analysis aids in the analysis of interests and influences that stakeholders bring to the table (Brugha, 2000). Stakeholder analysis focuses on interrelations of groups and organizations and their impact on policy (Brugha, 2000). In order for the Y of Greater Burlington to get the issue of healthy eating habits and physical activity on the policy agenda, it is necessary to understand that stakeholder analysis plays a crucial role (Brugha, 2000).

METHODS

To begin the process of evaluating the effectiveness of these commitment statements that will be created, a logic model was utilized. The logic model shows the relationship between the availability of resources and what effects they have on the inputs, through-put (activities), outcomes and long-term impacts of a program. The Inputs identified in this project include: The realization that childhood obesity needs to be reduced and prevented at an early stage, the YUSA and the YMCA of Greater Burlington being a proponent for Healthy Eating and Physical Activity (HEPA) standards, and The Robert Johnson Grant. The activities include the planning meetings for the Summit, The Lake Morey Summit, the 8 tables made up of stakeholders, presentations from Support and Advocacy groups, along with panel discussion of HEPA standards, and the development of commitment statements from stakeholders. The proposed outcomes for the Summit was the creation of 2-3 commitment statements from the 8 tables of stakeholders, a webinar to inform the stakeholders that were present at the Lake Morey Summit about the agreed upon commitment statements and individual commitment statements that were made by these stakeholders. In order to ensure that a logic model focuses on beyond the short-term outcome, a long-term output is necessary. It is projected that the long-term impact of this summit and the commitment statements will help reduce childhood obesity, increase healthy eating habits and physical activity at an early age, creating policy that will change the HEPA standards nationwide and finally, changing behaviors of both young children and families to ensure that they are practicing healthy eating habits and physical activities.

In order to develop a set of commitment statements from different stakeholders, a Healthy Eating and Physical Activity Summit was organized in order to have a platform for this discussion. The summit had approximately 50 people in attendance. In attendance for the Summit were representatives from different stakeholder groups. The stakeholders included Early Care and Afterschool Providers, Educators and Trainers, Healthcare Professionals, State Agencies, Funders, Policy Makers, Support and Advocate Organizations, Researchers and Parents. The stakeholders were each tasked with developing one commitment statement that represented their organizations and interests. To facilitate this summit, participants were put into focus groups. There were 8 tables with 6-8 people at each table including a facilitator and a note taker. The tables were assigned to ensure that

there was a fair representation from as many of the different stakeholder groups as possible.

The summit was divided into two sessions. The first session was to start the process of drafting a set of commitment statements for the different stakeholder groups represented at the table and throughout the room. There was a packet handed out to each stakeholder. The packet had an agenda, a summary of both the value and belief statements of the YMCA, and a set of sample commitment statements along with the HEPA guidelines. Facilitators conducted a discussion while note takers recorded a number of these responses while creating a list of the commitment statements in a Google Document. There was a second session held in order to refine the commitment statements, and narrow them down to at least one for each stakeholder group represented at the table and the one assigned to them. In order to analyze the statements in the Google Document, a program called HyperRESEARCH was utilized. In order to effectively use HyperRESEARCH, there is the need to create a case and a codebook. For our purposes, the case identified as Stakeholder Statements. The codebook will need common themes that can be characterized as codes.

RESULTS

In HyperRESEARCH, 11 codes were used to analyze the data in the Google Document. The codes identified included ***Advocacy, Accountability, Change in Culture, Childhood Health and Physical Activity, Collaboration, Education, Funding, Long term Impacts, Parent Involvement, Policy Making and Support***. Table 1 illustrates the detailed description of the themes used in analyzing the data. In order to further understand these codes (themes), the Frequency Report tool built into HyperRESEARCH was used to decipher how often they occurred in the commitment statements that the stakeholder groups came up with. Table 1 and Figure 1 shows the frequency of the themes analyzed. The most frequently referenced themes were Education and Childhood Health and Physical Activity. Education, Childhood Health and Physical Activity was referenced 23 times throughout the commitment statements listed in the Google Document. Focusing on the need for Education, and the need to invest in activities that catered to Childhood Health and Physical Activity, an Early Care and Afterschool Program Provider mentioned the need *"to educate and engage families on how to promote and adopt Healthy Eating and Physical Activity (HEPA) standards at home".* A state agency representative also mentioned how important it is to "*Have State Agencies in the State of Vermont commit to professional development of staff around understanding HEPA standards and its goals. These professional development projects should focus on training and educating providers and other partners that are committed to providing healthy meals and physical activities to children in Vermont*".

The second most mentioned theme, which appeared 22 times in the document, was Collaboration. One comment that a state agency representative mentioned that "*To ensure that balanced nutrition and physical activity is available to all of Vermont's children as a part of quality childcare and afterschool care, state agencies commit to interagency collaboration to develop guidance resources to support the adoption and implementation of nutrition and physical activity standards specified in licensing regulations*". The analysis revealed that State Agencies and Support and Advocate Organizations heavily mentioned the theme of Collaboration.

Table 1

Stakeholder themes from Lake Morey Summit on HEPA Standards

Themes	Descriptions	Frequency of Use
Accountability	Ways and means to provide checks and balances across the different stakeholder groups.	6
Advocacy	The different ways that different stakeholder groups were willing to find ways of support for these Healthy Eating and Physical Activity Standards	7
Change in Culture	Identifying the need to move away from the unhealthy eating habits and lifestyles while introducing new and exciting ways of raising healthy children	3
Childhood Health and Physical Activity	The different activities and ideas the stakeholders came up with to support these statements and standards.	23
Collaboration	Avenues that stakeholders are willing to explore in order to ensure that there is uniform involvement.	22
Education	How to provide training, and information to parents and families, case workers, and other stakeholders with the appropriate tools on healthy eating and physical standards	23
Funding	The various means as to how these stakeholders are willing to explore long-term funding streams. E.g. Grant opportunities	14
Long-Term Impacts	The change in attitude and how these statement, commitments and activities will be sustained in the long run.	3
Parent Involvement	The best practices of involving parents and providing them with the necessary resources for keeping up with the HEPA standards at home	5
Policy Making	The strategies that will aid in the policy formulation process from these commitment statements	9
Support	The assistance from various stakeholders	4

Note: A detailed description of the codes used in analyzing the commitment statements from the Google Documents. A table of 6-8 participants representing the different stakeholder groups came up with 2-3 commitment statements.

The ideas surrounding Funding and Policy Formulation surrounding the HEPA standards were also favorable themes that all the stakeholders would commit to working towards. A number of stakeholder representatives discussed the importance of providing access to state, federal, private and local funding for high quality professional development for both providers and partners. "*It is necessary to that grant opportunities are made available to community partners who are focused on HEPA standards*". Support and Advocacy groups mentioned the immediate need to ensure that funders did provide a sustainable form of funding as well as the support, to aid in implementing HEPA standards. The least discussed themes in the codebook were Change in Culture and Long-Term Impacts. These were mentioned 3 times in the Google document.

Figure 1: The frequency of themes that were mentioned by the stakeholders present at the Lake Morey Summit to discuss the Healthy Eating and Physical Activity (HEPA) Standards

DISCUSSION AND CONCLUSION

From the results, it shows that the Lake Morey Summit on Healthy Eating and Physical Activity is a topic that is of great importance. Collective impact does allow for an interactive avenue where policy can be formulated. The contributions fro the various stakeholder groups tend to have common themes surrounding what the next steps for implementing these HEPA standards. There was a strong presence from support and advocate organizations. A major limitation that was realized by one representative from the Support and Advocate Organization stakeholder group was that were no parents, and children included in this conversation. As this discussion of HEPA standards is something that will be implemented in childcare settings, input from these two groups is necessary. Other limitations to this study included the lack of a non-uniform note taking technique. The Google Document had a variety of notes that included observations made by the note takers. This made it difficult to decipher which commitment statements to analyze. There was also some confusion as to which representative had to assign a commitment statement to another.

The panel discussion increased the drive for various stakeholders in ensuring that HEPA standards are successfully adopted and implemented nationwide. The increased knowledge and collaboration of resources during this study proved that the problem of childhood obesity could be prevented as a long-term impact. Overall, the development of

these individual and stakeholder commitment statements will be a useful mechanism for changing behaviors towards eating habits and physical activity both at home and in child care settings.

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Appendix P

Food Quality of UVM Medical Dining Services

<u>THE EFFECT OF FOOD QUALITIES AND GOALS IN RELATION TO THE NUMBER OF TIMES PATRONS EAT AT THE UNIVERSITY OF VERMONT MEDICAL CENTER DINING SERVICES.</u>

ABSTRACT

In response to a request by Diane Emrie of the UVM Medical Center, and the need to better understand patronage at its dining locations, both the Community Development and Applied Research Methods class took on the role to find out the importance of food goals to patrons, and how that affects how often they eat from the UVM Medical Center's dining facilities. In order to better understand these food goals and qualities, a research question was posed, about the relationship a guest service failure or satisfaction on food qualities, has on how many times patrons ate at the various dining locations around the UVM Medical Center.

BACKGROUND LITERATURE REVIEW

Hospital food has been known to have a bad reputation with its mashed potatoes, mystery meat under heat lamps in the cafeteria, and an endless array of vending machines. A hospital is a place where there are thousands of patients, visitors, nurses, doctors, volunteers, food companies, janitorial staff and many other people. For some patients and families, and for many of the 5 million hospital employees in the United States, the hospital food environment is a major source of daily calories (Winston, Sallis, Hoelscher, & Peskin, 2013). Hospital systems have created initiatives, guidelines, and tools to help hospitals support healthier eating. This is encouraged in part by requirements in the Patient Protection and Affordable Care Act, that nonprofit hospitals must work towards improving community health (Holt, 2015). This movement means that hospitals are moving towards food service guidelines that are nutritious, affordable and served in a comfortable convenient environment (Holt, 2015).

In order to be able to measure a hospital's repeat patronage, there is the need to access external factors such as customer satisfaction affecting this trend. According to Susskind and Viccari, a restaurants failure to serve food in an inviting environment, that meets quality food goals, can deter patrons (Susskind & Viccari, 2011). Customer satisfaction is often used as an indicator of whether customers will return to a restaurant. According to Haemoon, customer value can be broadly defined as the customer's overall assessment of the perceptions customers have based on what is being received in food services (Haemoon, 1999). While there is no guarantee of a satisfied customer's repeat visit, it is nearly certain that a dissatisfied customer will not return. Susskind and Viccari emphasize that in order to access repeat patronage, it is imperative to measure a guest's commitment to a dining facility. Guests that are committed due to either affordability or convenience are more likely to continue seeking dining services (Susskind & Viccari, 2011).

METHODS

A one-page self-administered survey containing 10 questions that pertained to food qualities and goals, and demographic information was distributed to customers at the various UVM Medical Center's dining locations. There are 5 dining locations throughout the hospital area. The locations include the Pavilion, The Garden Atrium, Main Street Café, Harvest Café, and Café Express. Students of both the Community Development and Applied Research Methods classes distributed the surveys twice in a day, over a week period in two hour blocks. Students administered the first set of surveys from 8:30am-10: 30am, and the second from 12pm-2pm, every day, for the entire week. A total of 383 surveys were collected during that time frame.

In order to analyze the data, the statistical analysis tool known as SPSS was utilized. A majority of the survey questions were coded into a categorical level of measurement. To better understand what service failures or satisfactions relate to the number of times people eat at the various dining locations, four null hypotheses were developed. We hypothesize as follows:

Ho1: There is no relationship between affordability being the reason for a visit, and the number of times people eat at the various dining locations.

Ho2: There is no relationship between the reason of visit being convenience and the number of times people eat at the various dining locations.

Ho3: There is no relationship between gender and the number of times people eat at the various dining locations.

Ho4: There is no relationship between the primary purpose and the number of times people eat at the various dining locations.

As mentioned earlier, a majority of the dataset was categorical. Therefore, a series of crosstabs and Chi-square tests were used to analyze the data.

FINDINGS

A total of 383 people responded to the survey. Out of the 383 respondents, there were 336 valid responses to all the questions asked in the survey. The data collected demonstrated that there were approximately 53% female respondents and 33% males. Approximately 218 people said the primary purpose of their visit was work related. Whereas, 37 were education related, 71 health related and 49 food related visits. 63 people said they ate from UVM Medical Center's dining locations about 20 times in a month. 30 people said they ate at the dining facility at least 10 times in a month.

Table 1

Response to null hypothesis posed from the University of Vermont Medical Center Dining Center.

Hypothesis	Reject or Fail to Reject
Ho1: There is no relationship between affordability being the reason for a visit, and the number of times people eat at the various dining locations.	Fail to reject Ho1
Ho2: There is no relationship between the reason of visit being convenience and the number of times people eat at the various dining locations.	Fail to reject Ho2
Ho3: There is no relationship between gender and the number of times people eat at the various dining locations.	Fail to reject Ho3
Ho4: There is no relationship between the primary purpose and the number of times people eat at the various dining locations.	Fail to reject Ho4

Note: Adapted from the University of Vermont Medical Center Dining Center survey. N= 336

According to the crosstab run on null Ho1, approximately 47.6% said that affordability affected the number of times they ate at the University of Vermont Medical Dining Center. Whereas, 52.4% said that affordability did not play a role. The main reason we fail to reject the null hypothesis because the chi-square significance value was recorded at .213. Approximately 14.6% said that convenience did not affect the number of times they patronized from the various dining locations. Whereas, 85.4% said that convenience played a predominant role in the number of times they ate from the dining facilities. The chi-square test run on Ho2 had a significance value of .873 with a .702 value. Therefore we failed to reject this null hypothesis.

Ho3, which posed the question of whether there was a relationship between gender and the number of times people ate at UVM Medical Center's dining facility. Table 2 shows the crosstab results on the relationship between genders and how that affects the number of times people ate at the various dining facilities.

Table 2

Gender and the number of times people at the various dining locations.

# Of times per month	Female	Male	Other	Total
0-20	154	93	1	248
21-40	20	16	0	36
41-60	4	2	0	6
61-80	0	1	0	1
Total	178	112	1	291

Note: Adapted from the University of Vermont Medical Center Dining Center survey. N= 291

The table illustrates that approximately 154 female and 93 male respondents ate about 0-20 of their meals from the various dining facilities. Approximately 86% of both males and females ate 0-20 of their meals from the various dining facilities. 11% of males and females ate 21-40 of their meals from the dining facilities. A further breakdown of that 11% was 20 females and 16 males eating said meals at the dining facilities. Ho3 was rejected at a significance value of .555.

Ho4 which was looking at whether there was a relationship between primary purpose at the UVM Medical Center and the number of times patrons ate at the UVM Medical Center had a chi-square significance value of .557. Therefore, we also failed to reject this null hypothesis.

Table 3 shows a further breakdown of how the different primary purpose of visit related to the number of times people ate at the dining facilities. 161 respondents said that they ate at least 0-20 of their meals from the UVM Medical Center due to work related reasons. 30 respondents who were there due to work related reasons also said they ate 21-40 of their meals at the dining facilities.

Approximately 10 % were at the dining facilities for education related purposes, 14% were food related purposes, 15% were health related and 59% were work related purposes. The data proves that a majority of patrons ate 0-20 of their meals while at work.

Table 3

Primary purpose of visit in relation to the number of times per month patrons eat a UVM
Medical Center dining facility

Primary purpose	0-20	21-40	41-60	61-80	Total
Education	31	2	1	0	34
Related	10.7%	5.4%	12.5%	0%	10.1%
Food Related	44	3	0	0	47
	15.2%	8.1%	0%	0%	14.0%
Health Related	49	2	0	0	51
	16.9%	5.4%	0%	0%	15.2%
Work Related	161	30	7	1	199
	55.5%	81.1%	87.5%	100%	59.2%
Other	2	0	0	0	2
	0.7%	0%	0%	0%	0.6%
Total	290	37	8	1	336
	100.0%	100.0%	100.0%	100.0%	100.0%

Note: Note: Adapted from the University of Vermont Medical Center Dining Center survey.
N=336

DISCUSSION AND CONCLUSION (DISCUSS LIMITATIONS, FURTHER RESEARCH

From the results, it shows that affordability, and convenience plays a significant role in how
many times people eat from the University of Vermont Medical Center's dining facilities.
The survey data tried to be representative of all the patrons that frequent the UVM Medical
Center's dining facilities. Although there were 383 respondents, a total of 336 surveys had
valid responses. There was a high response rate from people who were there for work-
related purposes. Therefore this did have an effect on the data presented with regards to
how often people eat at the UVM Medical Center's dining facilities.
A major limitation with this study was the fact that the timeframe for data collection was
short. Another limitation was the actual survey that was administered. This is so because
during the design stages of the survey, students of the Applied Research Methods class
quickly realized that coding questions that asked about importance of goals would work
best with a Likert scale. Unfortunately, should the Likert scale be used, the survey would
have been longer than a page.

Another limitation of the data was the fact that there was no agreed upon method for pre-
coding a number of the questions posed in the survey. This made it difficult to assess
certain variables listed in SPSS. This also means that during the recoding process in SPSS,
we probably had some missing variables that cannot be accounted for in he data analysis.
Other limitations to this study included the lack of variability of times during the data
collection process. Survey data was only collected twice a day i.e. 8-10a.m and 12-2p.m. It
would have been of great help to collect data during shift changeovers, night shifts and

possibly over the weekends. This would have given a better understanding as to how frequently people visit the UVM Medical Center's dining facilities at different times of the day.

For further research, it would be beneficial to have a mixed study that will include quantitative analysis of goals and importance and qualitative feedback from the patrons of UVM Medical Center's dining facilities. It would also be beneficial to have a longitudinal study on the habits and factors that affect why people choose to eat from UVM Medical Center's dining facilities.

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Appendix Q

Budget Public Meeting Paper

On October 5, 2015, the city of South Burlington held a regular session to discuss matters regarding the city. There were quite a number of items listed on the agenda. As an observer, there were four citizens, including myself present for this meeting. The majority of people present were city employees. The main reason I decided to pick South Burlington was because there was going to be a focus on a 10 year Human Resource Investment Plan discussed by the ten department heads of the city. There was also going to be a discussion of August Financials. The City Council Chair, Pat Nowak described the Human Resource Investment Plan (HRIP) as a budget wish list for the various city department heads. The HRIP had an allocation of what was an immediate need and what would be desired in the upcoming years. It also had a clear allocation of the financials in terms of salaries and budgets for these proposed positions. Unfortunately these documents were not made public. The plan was quite necessary as the draft development schedule for FY2017's budget was on the agenda for approval.

The HRIP is particularly necessary as the City of South Burlington is in the process of becoming an urban center with the new City Center in the works. The City Center is an initiative to build a walkable downtown core centered on the land south of Williston Road, east of Dorset Street, and north of Tributary 3 of the Potash Brook and west of Hinesburg Road. The City Center will house a park, walkable streets, and public facilities such as a library, recreation center and the new home of City Hall. The City Center is also projected to have an impact on neighborhood developments. It is forecasted that there will be a number of mixed income housing built. Overall, South Burlington's City Center will have a tremendous impact on the growth of the City. Therefore, the HRIP is the best way to forecast the needs of the City.

In order to ensure that the meeting was run smoothly, the City Chair, Pat Nowak was sure to let all the department heads know that they were allowed a presentation of their budget for 10 minutes. The 10 minutes had to include questions from the other City Council members as well. If the presentation was over 10 minutes, the department heads could return for a subsequently scheduled meeting to divulge into the details of the plan presented on this day. For the purposes of this paper, I will only discuss a few of the presentations made by the various department heads. The first department head to present was Justin Rabidoux, the Director of Department of Public Works. Mr. Rabidoux mentioned that as the City of South Burlington continues to experience continued growth, it is necessary to focus on ensuring that the city has the necessary

resources and infrastructure. He did mention that the construction of new homes on Hinesburg Road i.e. Rye Road did begin construction on that day. He forecasted that as the city continues to grow, it is important that they increase staffing in the department. Mr. Rabidoux did request that a number of positions be created in order to ensure that projects in the design phase do get the appropriate attention during fruition. He suggested that these positions be of seasonal or part-time basis, as the priority for this was not immediate.

The next presenter was Charlie Baker, the Executive Director of the Chittenden County Regional Planning Commission. Although he is not a department head, he was asked to present an update on the city's progress. Mr. Baker expressed how glad he was that the City of South Burlington was one of the cities who is actively looking into a 10 year plan for its departments. He also stated that this presentation was not heavily budget based and it was more of an avenue that he uses to keep in touch with municipalities. He also wanted to check in to see if the CCRPC is catering to the needs of the City. The City of South Burlington pays dues of $36,000 a year and with this amount comes with two votes. The amount seemed like a lot as an observer, but then he explained that the calculation of the new dues will be sent out sometime this month. I was particularly interested in knowing how these dues were calculated. Unfortunately, there was not a motion to ask the public for input. Mr. Baker also mentioned that working with approximately $4-5million a year, they are always looking to leverage state and federal funds. They are currently working on the Storm water Project with the Department of Public Works in South Burlington. They are also working with the City of Winooski in developing a transportation plan, Williston Blair Park pedestrian project and the Milton US 7 Corridor Study, just to name a few. He finished his presentation by asking that as the legislative session has begun, and the CCRPC does a lot of work at the state house, South Burlington should let them know what issues they would like brought to the legislature. The City Council members: Chris Shaw, Tom Chittenden and Meaghan Emery all expressed their gratitude to Mr. Baker for all the work he does for the City. Pat Nowak also expressed appreciation for the staff members that the office of CCRPC has loaned to the Planning Commission, and the Department of Public Works in its City Center and Storm Water projects.

Janice Ladd, the Director of Human Resources was the next to present her HRIP. She emphasized on the point that she did not need an elaborate presentation as she was advocating for one position in the budget. She stated that as the Human Resource Director, there is no other

person trained in her specialty. Should she retire, or in a case of an unfortunate event, there is no one trained to take on her role. She was sure to reference the City's audit that occurred this past year and how the auditor mentioned that her position had no redundancy. Therefore, it is imperative to have another person working with her. The City Council felt as though her position is one that has been discussed into detail. The Council members all agreed that this is of high priority and would be put into the budget for the upcoming fiscal year. It is a contingency that cannot be delayed. A number of the department heads and directors were seeking additional employees in their presentation. Some were looking to the creation of new personnel in the upcoming fiscal years. Others were also in the re-classification of positions. One that mentioned on the re-classification process the most was the Library Director, Jennifer Murray. Ms. Murray stated that as the City Center will be home for the new Library, there is the need to ensure to expand services that will call for interaction with the youth and the high school. They currently have a great relationship and high usage from the high school. Moving the library to the City Center will mean that these connections will need extra effort in maintaining that partnership. She was also sure to mention that the City Center provides them the opportunity to explore new ventures such as Child and After-school program for younger families, Programs that cater to the youth (18-20somethings) and the senior population.

The most interesting presentation was from Doug Brent, Chief of the South Burlington Fire Department. He had a visual of where he felt as though his tax dollars went. Some examples of the visuals include Comcast costs about $7/day, The Newspaper cost him about $2/day, Fire Services cost him about .75/day and so on and so forth. He explained that as a department that works around the clock in ensuring the safety of the city, coming up with a 10 year forecast was extremely difficult. The dynamics of the neighborhood are changing rapidly. The amount of calls that come in per shift do not even get covered by South Burlington units. They tend to contract out to the nearest units available as they are not fully equipped to take on the volume. He made it a point to mention that work in the Fire Department is done in teams and every team consists of 3 members. Therefore, should there be any increase in personnel over the years, it is necessary to budget for 3-6 for every year. The Chief of South Burlington Police Department also mentioned a number of the points raised by Chief Brent. The City Council was quite pleased with the visuals that Chief Brent came up with. As city officials, they liked being reminded of how much their tax dollars go into these services.

The majority of the City Council meeting was spent on these presentations. A mere 5-10 minute was spent on the discussion of August Financials. Tom Hubbard, the Deputy City Manager, discussed that approximately the General Fund of $21,153,145.24 has had a 16% ($1,006,616.73) expenditure rate. A majority of this expense has gone to Public Safety: Fire Department, Ambulance and Police Department with their expense rate at $173,291.14, $37,352.12 and $322,980.06 respectively. The second expenditure would be from General Government Expenditure, with a total of $280,872.17. These include City Council, Administrative Insurance, City Manager salaries, Legal, Accounting, Information Technology, Planning, Design and Review and the City Clerk. Although there has been a 16% expense, there has been an increase in revenue by 26%. Mr. Hubbard attributes this revenue increase to building permits and Highway State Aid. Looking at the budget document, the biggest revenue that the city will be making is forecasted on Property Tax, and Local Option Taxes. These options according to the August financials are at ($4,444,990.17). Mr. Hubbard was warned by Tom Chittenden that the numbers for Public Safety did not add up. Therefore, there was the need to make corrections and presented to the City Council. Overall, this was a great meeting to attend, especially since this is an exciting time to be living in South Burlington. The City Center is shaping up to become one that will define the City of South Burlington in services, community and resources.

Organizational Change and Learning Literature Review

Organizational Learning as defined by Schein (2010) as a process that is initiated by the founder of the organization by articulating the overall rules and norms for the organization rather than by focusing on specific activities or behaviors. Chris Argyris and David Schon (1978) mention that organizational learning occurs when individual employees inquire about "how things are done around here", and the answers to their questions are discussed with other employees. Finally Scheiderelal defines organizational learning as when individual learning, having been shared with the other members of the organization is adopted by the group as the correct way to solve a problem, or complete a task. Organizational learning can shape standard operating procedures, cultural norms as well as future policy.

Single Loop Learning as defined by Argyris et al. (1985) is when an organization and its members detect errors in a process. This detection results in changes the way an organization delivers a product or service. As a result of single-loop learning, the organization gets better at doing the same thing. Whereas **Double Loop Learning** is when there is an adjustment in rules and norms rather than specific activities or behaviors. Double loop learning creates a change in what an organization does and gives rise to cultural change.

According to Schein (2010), there are two areas of cultural change. There is the primary and secondary culture change strategies. In terms of **Primary** culture changes, the main focus is on the role of leaders, their reaction to organizational crises, the role they play in mentorship as well as allocation of resources. Whereas **Secondary** culture changes emphasizes on the revision and structuring of systems, rituals and mission of an organizations. In my opinion, these two approaches work hand in hand. They both effect to culture change by focusing on leaders and the leadership team. It is important because leaders have the influence to impact many members of an organization. Leadership needs to be prepared for change. The way an organization responds to change comes from the role of leaders play.

"Change to" or **Episodic change** is described as the change that is imposed through a top down hierarchy in which power and decision making is concentrated at the top. This type of change is used to group together organizational changes that tend to be infrequent, discontinuous and intentional (Weick & Quinn, 1999). Organizational change requires adjustment by every unit within the organization that is implementing the change, as well as those affected (LAR, 2013). In order to ensure successful implementation in terms of organizational change, leadership must address resistance to change the interventions.

"**Changing"** or **Continuous Change** is used to group together organizational changes that tend to be ongoing, evolving, and cumulative (Weick & Quinn, 1999). This type of change ensures that individuals at all levels are willing to buy into the change, there is a flexible practices that accommodate current needs while making room for evolving operations (LAR, 2013). This type of change encourages continuous organizational learning.

Systems thinking as defined in LAR (2013), enriches and enlightens problem solving by tracing the origin of a problem itself. This can instruct organizational change and learning in a way that once an organization and its employees notice the need to update the culture,

it will this process to change certain standard operating procedures, norms and values in that organization.

Innovation is an idea, practice or object that is new and is adopted by an individual or team and used to produce change (Rogers, 2003). There are four processes of innovation: enlightenment, adoption, implantation and routinization. Innovation thrives on 1. Possession of relevant knowledge and skills 2. Creativity- relevant skills and strategies 3. Positive challenge from the task 4. Plenty of attentive support. In order for innovative practices to be successful, everyone affected by it must trust in the process. **Iterations** allows for the organizations members to examine assumptions in terms of properties, structure, function and processes. It provides employees with the platform to be included in organizational change that will be affecting them directly.

In terms of **change management tools**, the use of **SWOT** (strength weaknesses opportunities threats) and **SSP** (strategic planning process) are the best in facilitating quality work. SWOT is best used in an open inclusive and supportive environment in order to achieve change to and changing in an organization. SWOT identification is made up of the everyday aspect of an organization. SWOT can only be helpful if decisions and actions are well documented. Whereas SSP welcomes participation from every level in an organization in the change management process. A comprehensive strategic planning process gives vision clarity, tightens social bond, creates structure and focuses support around production or services. SSP is the most comprehensive of the change management interventions because it engages employees from every organizational level in developing proactive systems, starting with the vision statement and ending with evaluation feedback. SSP allows for continuous improvement in an organization.

According to Fernandez and Rainey (2006), Factors 1. Ensure the need 3. Build internal support for change and overcome resistance 5. Build external support and 7. Institutionalize change can be classified as a "change to" plan. Whereas Factors 2. Provide a plan 4. Ensure top management support and commitment 6. Provide resources and 8. Pursue comprehensive change represent a "changing" intervention.

Wright et al (2013) state that an employee's attitude about organizational change can be measured by his/her **Public Service Motivation**. Employees with higher levels of public service motivation (PSM) value the interests and needs of others, particularly those of the broader community. Wright mentions that employee PSM conceivably influence how receptive one is to organizational change in public organizations. Employees in the public sector, where altruistic values and desires are prominent, make it easier for them to support organizational changes that benefit both the organization and the people they serve.

Organizational Theory Mid-Term

In terms of Organizational Culture, Deal defines it as values, beliefs and behaviors that differentiate one organization from another (LAR, 2013). Culture is the environment in which we work, the way members of an organization behaves, the attributes, beliefs, skills, perspectives, habits and prejudices that employees inhibit. Schein defines organizational culture as a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid, and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to those problems (1990). In short Organizational Culture is the "way we do things around here" (Madu, 2011).

Culture of an organization is made up of artifacts (physical attributes), values (unseen attributes) and assumptions (perceptions) (LAR, 2013). As a future public administrator, the ideal work culture for me would be one that takes pride in its mission and goals. For instance, as a current student in this course, I have had the chance to observe the organizational culture in my current place of employment. Examples of organizational culture I have noticed thus far include the presence of the state flag, state badges, key cards, office spaces, and open doors are all examples of artifacts. Standard operating procedures, mission of the Agency of Human Services, and goals are examples of values. The different aspects of organizational culture, will determine the performance

level of an employee. It can also determine how included, satisfied or motivated an individual will be at an organization.

Organizational culture is shaped by the leaders of an organization (LAR, 2013). An ideal organization will be one that makes its employees feel as though they contribute much more than their hired skill to their organization. A place that practices effective leadership and ensures that its employees are included is where I strive to be in the near future. The different types of leadership styles have an adverse effect on the performance of its employees. Leadership means the cultivation and enhancement of people, ideas, technology, the organization and the environment (LAR, 2013). LAR defines leadership also as a process whereby intentional influence is exerted over other people to guide, structure, and facilitate activities and relationships in a group or organization (2013). There are three different types of leadership (transactional, transformational and charismatic leaders).

Transactional leadership is a quid pro quo type of leadership (LAR, 2013). It basically means an exchange of one thing for another. For example every job is transactional due to the fact that employees get paid when they perform their duties. The positive side of a transactional leadership is the fact that it is easy to administer. The negative side effect of this type of leadership is that there is a lack of individual discretion. There is also an unequal distribution of power. Transformational leadership focuses on building and strengthening commitment to organizational goals, and empowers followers

to achieve them (LAR, 2013). Transformational leadership inspires employee loyalty, empowerment and self-efficacy. This type of leadership is transparent, accountable, and inclusive. The positive effects of transformational leadership is that it breeds loyalty, and ensures that employees are included in decision making which in turn makes them feel empowered. The downside of this type of leadership is that there is an equal distribution of power. Which can mean that the decision making process can be quite lengthy. A charismatic leader relies solely on emotions. They have the power to command a room, have a strong need for power and hold very strong beliefs (House, 1977). The ideal leader that will create an effective environment with a positive culture should truly possess elements of both transformational and charismatic leadership.

Through observation, my current manager possesses transformational and laissez-faire style of leadership. Her style of leadership makes her employees feel as though they know what they are doing. It also makes each and every one of us feel as though we bring something to the table. The ideal organization has an inclusive work environment that cultivates creativity and innovation. My organization's work culture in my department, between upper level management, mid-level management and other personnel is relaxed. The majority of management personnel have an open door policy. My direct reporting manager is exemplary of the type of leader I would like to be. She practices management by walking around as well as an open door policy. She welcomes suggestions, criticisms, and the sharing of information. We are encouraged to share information and tasks through a

variety of avenues. I am glad my management's culture is the type that embraces

individuality but also promotes team work. I would like to be the type of leader or work in

an organization where views from every level of personnel is encouraged and accepted. I

would like to be a part of an organization where personnel feel a sense of belongingness

even with their specialized skills. Overall, studying organizational culture has given me the

ability to understand what shapes culture and performance.

The different types of leadership styles do not work best on their own. They are

driven by certain factors known as influence tactics (LAR, 2013). Influence tactics may

lead to commitment, compliance or resistance. Examples of influence tactics include

rational, persuasion, consultation and inspirational appeals. These tactics are most

effective for sustained commitment (LAR, 2013). Therefore if an organization uses negative

influence tactics such as pressure, coalition tactics, and legitimizing tactics, they will be

least effective in terms of employee performance and motivation. One would say effective

influence tactics enhance employee performance by creating an inclusive work

environment. In order for an organization to be successful and diverse, there is the need to

create a learning environment. Before any change occurs, leaders need to be prepared to

take on that challenge. This is mainly because leaders have direct influence on members of

the organization. There are two distinct ways that change can occur in an organization.

There is the "change to" and "changing" mechanism. In a change to leadership

environment, change is imposed through a top down hierarchy in which power and

decision making is concentrated at the top (LAR, 2013). Organizational change under the

change to environment requires adjustment by every unit within the organization that is

implementing the change, as well as those affected (Martins, 2011). Whereas a changing

environment is an ongoing change which ensures that individuals at all levels are willing to

buy into the change. There is a sense of collective efficacy and flexibility in practices that

accommodate current needs while making room for evolving operations (LAR, 2013). A

changing environment encourages continuous learning in an organization.

Employees need to be provided with the platform to be included in organizational

change affecting them directly. This is where change management tools come into play.

These tools aid in accessing what works best for an organization in terms of managing and

promoting change. A number of readings suggest that the most effective change

management tools have some form of feedback from employees. As a future administrator,

I would like to utilize the strength weakness opportunity threats (SWOT) and strategic

planning process (SSP) as my ultimate change management tool. I suggest this because, in

my opinion, it is the best in facilitating quality work and accommodating a diverse work

force and workplace.

SWOT is best used in an open inclusive and supportive environment in order to

achieve change to and changing in an organization. SWOT identification is made up of the

everyday aspect of an organization. SWOT can only be helpful if decisions and actions are

well documented. On the other hand, SSP welcomes participation from every level in an

organization in the change management process. A comprehensive strategic planning

process gives vision clarity, tightens social bond, creates structure and focuses support around production or services (LAR, 2013). SSP engages employees from every organizational level in developing proactive systems, starting with the vision statement and ending with evaluation feedback. It also allows for continuous improvement in an organization.

To maintain a diverse workplace, the change tools mentioned above play a critical role in diversity management. Diversity Management is referred to as understanding the impacts of diversity on organizational outcomes such as organizational performance and employee satisfaction (Milliken and Martins, 1996). Diversity benefits organizations by providing a broad range of ideas, skills, and insights that can improve organizational capabilities to solve problems and make better decisions (Hambrick and Mason, 1982). An effective leader encourages a diverse workforce to appreciate different perspectives, values and ideas. The ideal leader has the capacity to be aware of how a diverse workforce can impact a workplace positively by having an inclusive environment while seeking solutions to problems through dialogue.

Through discussions, group exercises and personal reflection of organizational theory and behavior, I have begun to question what type of environment I would like to professionally grow in. In order to be a productive employee and potentially an effective leader of an organization, it is important to be motivated. The first step to being successful

is to be able to be self-directed, no matter how external and internal features enhance or deter me from achieving a goal (LAR, 2013).

My leader in my current place of employment is a typical example of a leader who practices effective leadership behaviors. Although there is a delegation of tasks to specific groups, she makes sure that every individual has the necessary tools needed to perform those tasks. There is a sense of support that breeds collective efficacy. Collective efficacy is one of the key components that make for quality teamwork. The support from management on team tasks enhances our group performance. One can say that at the end of the day, a sense of accomplishment is felt when a goal is reached both individually and as a team.

Readings on group dynamics and manifestation of systems also made me realize that my current manager created a formal group that has in turn fostered its own organizational culture. This culture is what makes the employees feel included and industrious. The formal group known as my unit was created by my organization to focus the resources of its employees to achieve organizational goals (Lawson et al, 2013). The team has a well-defined goal, has the necessary support, and possesses relevant knowledge, individual efficacy, collective efficacy and the ability to solve conflicts effectively and efficiently. According to Lawson et al, these characteristics aids teams in achieving quality team work (2013). Within this formal group, an informal group has evolved through the camaraderie among its members. The informal group within this formal group creates an avenue for individuals to feel a sense of belongingness.

As an individual, I feel productive and trusted whenever I am given the opportunity

to apply my skills I was hired to perform. There is a sense of empowerment that comes

with a leadership that provides you with resources to be innovative and creative.

According to Fernandez (2013), employee empowerment has a direct correlation between

innovativeness, job satisfaction, organizational commitment and job involvement.

Fernandez argues that from a managerial perspective, employee empowerment is a

relational construct that describes how those with power in organizations share power,

information, resources, and rewards with those lacking them. Empowering leadership

enhances the meaningfulness of work, fosters participation in decision making, express

confidence in high performance, and provide autonomy from bureaucratic constraints i.e.

leading by example, involving others in decision making, coaching, informing and showing

concern for others.

The description of empowerment from a managerial perspective explains why I take

pride in what I do at my current place of employment as an individual. I feel as though I am

contributing directly to my organizations goals while increasing my performance level.

Public administrators have the most impact on the everyday life of citizens. This is because,

they have a stake in deciding what policies and procedures get proposed, what gets

considered or ignored in government. Public administrators want to contribute to society

through service. In order to ensure that public administrators are serving their fullest

capacity, effective leadership, a diverse and motivated work environment is necessary.

I would want to be a leader that is aware of how my behavior positively influences others. I would want to be able to effectively practice diversity management as the current workforce is changing. I want to be able to adapt to different change mechanisms no matter what type of change is needed by the organization. I would want to create an environment that invites different ideas and opinions other than mine to the table i.e. a work environment that welcomes deliberative dialogue. Deliberative dialogue will create a means whereby multiple forms of speech and communication, and active listening is utilized by employees (McCoy and Scully, 2002). According to McCoy, deliberative dialogue improves employee relations and performance by building trust and a foundation for working relationships. It also aids in conflict resolution, seeking solutions to problems through innovation and inspiring collective and or individual action.

In order to create a workplace that has the characteristics mentioned above, the perfect leadership style(s) that will accommodate this will have to be transformational. Transformational leadership focuses on building and strengthening commitment to organizational goals, while empowering followers (LAR, 2013). This type of leadership inspires an inclusive environment. A transformational leader will be able to encourage change if an organization has low performance measures.

Overall, cooperation, collaboration and inclusion from both management and employees play an important role in implementing goals and decisions of an organization.

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Koliba Chapter 10 Literature Review

Full APA citation of this reading:
Koliba, C., Meek, J. W., & Zia, A. (2011). Governance Network Performance Management and Measurement. In *Governance Networks In Public Administration And Public Policy* (pp. 261-284). Boca Raton, Fl: CRC Press.

Sum up what this reading is about (in one paragraph):
Performance management is a critical and complicated matter within individual and inter-organizational networks. Performance management in the private sectors is measured by how much profit an organization makes. Whereas in government and non-profit organizations, performance measures are focused on the monitoring and reporting, strategic planning, budgeting, program management, program evaluation, quality improvement, contract management and communication with the public. Other types of performance measures include resource, workload, output productivity, efficiency, quality of service, effectiveness, cost-effectiveness, customer satisfaction and integrated set of measures. Historically, the move to assess and manage performance has been characterized as an effort to bring about greater accountability within various organizations. A commonly adopted form of performance evaluation is the logic model. This model is used in government and non-profit organizations to measure the following:

- **Input measures**: The resources contributed to the system that my take any number of different forms of capital. i.e. financial, physical, human, social and knowledge.
- **Process measures**: The information that may be collected about the activities being undertaken within the social system. It could also include actors' perceptions of the practices undertaken.
- **Output measures**: These are the results that may be directly related to the activities undertaken within the system.
- **Outcome measures**: These are most difficult to determine because they are constructed out of a chain of causality that must take into account all of the inputs, processes and outputs implicated in a social system

Performance management systems in government, provide policy makers and agencies with information to refine or improve policy and its implementation. The development of performance measures, hinges on how the governance network define a problem. Performance management and network accountability enables a governance network to make and implement effective practices. Factors that contribute to successful integration of performance management systems within governance networks include: 1. Highly developed organizational culture. 2. Adequate funding for the performance measurement framework. 3. Accountability. 4. Commitment of agency leadership. 5. Performance is thought by agency executives or their third parties.

Identify three major "take aways"/major points/highlights from this reading (in bullet point form):
- Performance management systems are designed to take information from the environment, through consultation with the public, stakeholders, public representatives and other relevant actors.

- Performance management systems provide a means by which critical actors engage in coding, interpreting and refining information from the internal and external stakeholders of an organization.
- In effective performance management systems, actions and strategies are collectives agreed upon
- **Bonus highlight:** There is likely no single definitive approach to interpreting what performance information means, how performance information directs decisions (Moynihan, 2008 p.102)

Identify two quotes that most resonate with you, that give you cause for concern, or are confusing or contradictory to what you had previously thought. (replicate the two quotes below and include the page number that the quote appears on):
"Performance measurement is a stimulus to strategic behavior that should in theory ultimately lead to effective outcomes". (p. 266)
"Critics of performance are subject to the perceptions and interpretations of stakeholders, and faulty assumptions regarding the relationship between means and ends". (p. 270)
Draw one link to another reading from this week's reading. Explain the link and why it is interested to you (in one brief paragraph)
A link to this reading would be Chapter 9 in Koliba: The Hybridized Accountability Regimes of Governance Networks. Chapter 9 discusses how accountability works in governance networks. These two chapters emphasize on how accountability differs in governance networks and how the different factors lead to the measurement of performance and their effectiveness. Accountability has historically been a result of measuring performance in various organizations. Koliba et al. focuses on how accountability differs in different governance networks, as well as who governance networks are accountable to. Whereas, chapter 10 goes into detail about how these different performance management systems and accountability (being one reason as to why performance measures are needed), enables a governance network to make and implement effective practices.

Baseball Cares

USAID RFA-517-15-000004

Foundation for Global Advocacy

1.0   Program Description

Started in 2000, the Foundation for Global Advocacy (FGA) was formed with the mission to achieve universal education, promote youth development and empower women. Since that time, FGA has completed projects in a number of different international locations, including West Africa, the Maldives, Indonesia, and the Caribbean. FGA was awarded the United Nations Democracy Fund (UNDEF) for youth engagement in Nigeria, Congo and Indonesia, as well as funding for women empowerment in Trinidad and Tobago and the United States. In 2009 and 2010, FGA was awarded the Ford Foundation grant for protecting women's rights. In 2014, our NGO was awarded a grant from the Disabilities Rights Fund, to promote the right of children with disabilities to inclusive education in Haiti, through advocacy to the Ministry of Education, professors, parents, and students with and without disabilities. Our partnerships include the Ford Foundation, UN Women, Avon, The Disabilities Fund, The World Bank and the U.S Department of State. It is our goal to ensure that the basic right to quality education is attained.

2.0   Mission Statement

FGA seeks to create a safe environment that allows for the academic development and future success of at-risk youth, while inspiring inclusion of marginalized populations.

3.0   Technical Description

3.1   Executive Summary

The Baseball Cares project will take place in the Duarte Corridor of the Dominican Republic. Major cities in the Duarte Corridor include: Santo Domingo, Santiago, San Cristóbal, Puerto Plata, San Pedro de Marcoris, Haina and Bonao.

3.2   Objectives

The project has three major objectives:
- Objective 1: Improve education and basic reading skills for youth ages 10-18 in targeted communities.
- Objective 2: Address the educational needs of children with disabilities.
- Objective 3: Combat domestic violence and child abuse.

The major activity associated with this project involves the creation of a community center in the outskirts of Santo Domingo, the second largest city in the Dominican Republic. Due to budgetary limitations, FGA feels that a brick and mortar facility will allow for the most meaningful execution of project funds. Establishing a fixed location will allow the Foundation for Global Advocacy to carry out a number of activities in-house related to the proposed objectives. In addition, the center will further serve as a community resource and space to host the Dominican Republic's substantial MLB community, and if successful could serve as a scalable model for similar systems in other towns or cities.

In order to reach the outlined objectives, FGA has proposed partnerships with a number of institutions and organizations, including the Universidad Autónoma de Santo Domingo, MLB and MLBPA, the USAID education program, Lighting Excitement for Excellency in Reading (LEER), and the Special Olympics.

FGA estimates that, at the end of two years, we can expect to see results related to improvements in basic literacy, higher rates of enrollment retention, greater acceptance of children with disabilities and increased public awareness around domestic violence.

3.3   Situation Analysis

The Dominican Republic has experienced many problems related to their education system. Literacy rates amongst youth are very low and there are high rates of education dropouts. Although boys tend to drop out in larger numbers than girls, many students leave the primary education system before 8th grade. High school enrollment is estimated at 61%, with only a fraction of these students pursuing higher education. Preliminary research suggests that it may be effective to rewrite the narrative around education by highlighting the higher wages available to high school graduates.

Retention issues are further compounded by inherent problems with the quality of education available to students. Government budget prioritization has not adequately provided the funds needed to revamp curricula and pay competitive wages for teachers. Teachers are poorly trained, paid at a low rate and expected to work under tough conditions. The average salary is $344/month.

The education system has also failed to properly provide for children with disabilities. Due to primarily cultural factors, over 70% of children with disabilities do not attend school. Although unspecified, the percentages are known to be even higher for children who are deaf, blind, or have severe mental disabilities. The issue is less one of the Ministry of Education's ability to support these students, than it is one of parents or caretakers believing such children should be kept hidden from view, teachers not knowing how to cope with such children in the classroom, and other students bullying or victimizing them for being 'different'.

This problem is complicated by a high emigration rate of Dominicans to the United States. Because disabled children are disproportionately expensive to care for, many parents of disabled children seek to emigrate to the United States, where they can earn a higher wage and thus better support their child. However, due to the strong healthcare network in the country and the high costs and difficulties associated with emigration, many of these parents are forced to leave their disabled children behind with relatives, who are not always willing or able to provide the same degree of elevated care that a parent would. These reasons all contribute towards a disproportionately high number of disabled children staying home from school.

In addition to structural issues within the education system, the Dominican Republic experiences high rates of domestic abuse. Although laws against domestic abuse were formalized in 1997, offenders experience leniency in enforcement and punishment. Much of the problem can be attributed to the permeation of unhealthy societal gender attitudes. The concept *machismo* helps describe some of the cultural norms concerning the treatment of women. Women are still largely seen as domestic care providers, and the lack of employment opportunities can create economic indebtedness for many who suffer from abuse. This leads women to stay with abusive partners, accounting for unusually high rates of femicide (the third highest in the region in 2013).

Children suffer high rates of abuse as well. A 2015 report showed 62% of children in the DR have suffered from some form of physical or psychological abuse. Violence is generally concentrated in areas of economic disadvantage, social exclusion and poverty. There is also a lack of infrastructure support, as there are very few domestic abuse shelters in the Dominican Republic.

3.4   Project Focus

This project will focus on delivering assistance to the Dominican Republic Duarte Corridor, an area which runs from Santo Domingo to Puerto Plata. 60% of MLB players come from this region and significant development initiatives are already underway. Major cities in the Duarte Corridor include: Santo Domingo, Santiago, San Cristóbal, Puerto Plata, San Pedro de Marcoris, Haina and Bonao.

Target populations include elementary school children, particularly those that have previously been beneficiaries of USAID or MLB school involvement. FGA recognizes the importance of including at-risk youth, as they are a demographic that may account for higher-than-normal

levels of school dropout and child abuse rates. The project also aims to address children with disabilities, as this is a population that has traditionally suffered from lack of support due to deeply ingrained social stigmas. Finally, the project aims to address victims of domestic abuse, primarily women and children.

FGA is particularly well situated to address these issues due to demonstrated success with similar initiatives on other projects in the region. In addition, stated objectives closely align with the mission of this organization to achieve universal education, promote youth development and empower women.

4.0   Proposed Approach

4.1   Overall Strategy

In light of the minimal time and funding allotted for the project, FGA proposes an approach that establishes a community center as a visible base of operations, from which programming can be run. It is not feasible to attempt to meet all of the goals described throughout the Duarte Corridor with the time and monies allowed. Therefore, rather than spread the project thinly over a large area, the intent is to focus energies on a single core area of Santo Domingo, with the goal of creating a scalable model that is suitable for future duplication in other areas. By establishing the community center just outside of the major metropolitan area, rent costs will be kept down, yet the center will still be easy to access through public transportation.

This proposal relies upon a combined strategy of leveraged partnerships and "train the trainer" initiatives. For those objectives and areas where it is possible to leverage the strengths of the MLB brand, FGA will do so. For objectives and areas where it is not possible to do so, we intend to partner with other organizations to bridge the gaps in our expertise. Wherever possible, we will schedule programming and activities in order to have the community center serve as a base of diffusion for the greater Duarte corridor area. Additionally, outside of specific program activities, the community center will be open daily, providing a safe space where children and adults can congregate, play a pickup baseball game, read a book from the lending library, or a number of other activities.

The overarching aim of all programming is to meet the project objectives while achieving proof of concept. Overall, objectives will be met through the use of partnerships, community involvement, or donations in kind.

4.2   Major Activities

· Intern Program- Through a partnership with Universidad Autónoma de Santo Domingo, FGA plans to create an internship program with local university students. The internships will count for college credit and give students real world experiences in management and program design. Internships will last for one year and will be offered in each of the

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project's objective areas. Interns will be chosen through an application and interview process that will begin upon arrival in Santo Domingo.

· Volunteer Program- FGA will utilize volunteer work in order to help with the day-to-day operations of the community center, such as staffing the front desk, minor repairs, electrical and plumbing work. Volunteers will commit to a regular volunteer time in one-month blocks. MLBPA will host regular events that are exclusively for volunteer staff; these may include clinics, talks, or a barbeque with MLB players.

4.2.1   Objective 1: Improve education and basic reading skills for youth ages 10-18 in targeted communities.

Ensure enrollment retention until high school graduation.

· Public Awareness Campaign: FGA will work with the local television station and MLB players in order to create a public awareness campaign aimed at staying in school. Through a series of 'player stories,' programming will seek to explore specific players' own difficulties with staying in school and ways that they were able to overcome them.

· Social Media Campaign: FGA seeks to utilize social media platforms such as Twitter, Facebook and Instagram to target awareness for school-aged children about the benefits of staying in school and the increased career opportunities available to high school graduates. Interns will work with the Communications Director in order to develop campaigns to target specific concerns of varying age groups. Additionally, these social media campaigns will serve to promote the activities of the community center and encourage youth participation.

· Lecture Series: The community center will host MLB players on a bi-monthly basis to give talks to members of the local community. Talks will be open to all ages and will deal specifically with themes related to education.

Address and improve basic literacy concerns for children aged 10-18.

· Teacher Trainings: In partnership with the LEER program and the DREAM Project, FGA will host teacher trainings out of the community center on a quarterly basis. The main thrust of trainings will be addressing strategies to improve literacy. By fostering expertise and confidence amongst teachers, FGA hopes that this spirit of learning will transfer to students as well.

· After-school program: This program will utilize interns from the local university to act as tutors for local schoolchildren. Children can come for homework help and general understanding issues. The after school center will be open from 3 pm to 7 pm Monday through Friday. In addition to providing general help, the after-school center will

periodically host workshops targeted at specific skill development, such as test taking, writing applications, job interviews, etc.

Create a two-year scholarship fund for at-risk youth to pursue higher education.

· Partnership with Universidad Autónoma de Santo Domingo: Through the establishment of a formal partnership with the largest University in Santo Domingo, FGA proposes a scholarship match program. By securing an in-kind donation from the university of five full scholarships, FGA will match this by raising the funds for five additional scholarships. FGA will solicit donations from both active and retired MLB players in order to begin the fund. Eligibility for these scholarships will come through a combination of community service, grades, essays, and/or demonstrated ability or improvement.

4.2.2   Objective 2: Address the educational needs of children with disabilities

Increase the number of school children with disabilities in the formal school system.

· Teacher Trainings: In partnership with the LEER program, FGA will host teacher trainings out of the community center on a quarterly basis. These trainings will address some of the more specific challenges faced by students with developmental disabilities and highlight strategies that can be incorporated into day-to-day curricula.

· Distribution of Education Aids: Through a partnership with the David Ortiz Children's Fund, FGA will secure in-kind donations of education aids for children with disabilities, such as hearing aids. These will be distributed to local schools in Santo Domingo and, in addition, will be made available through the community center.

· Public Awareness Campaign: FGA will utilize baseball personalities to create television segments aimed at de-stigmatizing children with disabilities.

4.2.3   Objective 3: Combat domestic violence and child abuse

Create a public awareness campaign around domestic violence.

· Comprehensive Data Collection: Through a combination of surveys, focus groups and interviews, FGA will conduct thorough data collection in order to establish a baseline for current levels of domestic abuse within the Dominican Republic. The community center and its local partners will distribute surveys. Data will be collected over the first year so that targeted recommendations can be made in year two.

· Public Awareness Campaign: Through a partnership with the local television station and the MLBPA, FGA will utilize baseball personalities to develop a series of 30 second television spots targeted at discouraging domestic violence, promoting nonviolent conflict resolution and providing information on where victims can seek support.

Improve access to counseling for victims of domestic violence

· Counseling Programs: FGA will utilize the space of the community center in order to hold counseling and support groups for victims of domestic violence. Counseling sessions will be held in the same space as the after school center. They will begin on a once-a-week basis and increase based upon attendance and interest. These services will be developed and carried out with the help of Colectiva Mujer y Salud.

Provide support to shelters for victims of domestic abuse.

· Partnerships with local domestic abuse shelters: FGA plans to share the findings from the initial data collection with local organizations and policy makers. Once collected, FGA will set up meetings and create targeted action plans with existing domestic abuse shelters, in order to combat this pervasive problem within the Dominican Republic.

Public Awareness Campaign

One of the largest project components will be the Public Awareness campaign, which is intended to generate interest in the community center and its projects. Each outlined objective will have a public awareness campaign associated with it. The campaigns will be developed dually by the Communication Director and the Program Director for each respective objective. These will rely heavily on in-kind donations of time from MLB players, and will utilize MLB branding in order to capitalize on the Dominican passion for baseball. FGA expects that the most successful campaign will be a series of short television segments, as most Dominican homes have a television and there are high rates of television usage in the Dominican Republic.

Considering the varied scope and breadth of the outlined objectives, programming will be targeted at viewers of all ages and genders. Ultimately these segments aim to achieve attitudinal change in the DR and present relevant information for all ages. For example, materials targeted at keeping kids in school will be relevant for children, as well as their parents, for support and encouragement. Additionally printed material will be distributed through the community center. These will include brochures and fact sheets that are specific to each objective.

4.3 Performance Monitoring Plan

Evaluation	Monitoring	Evaluation						
Broad Evaluation Questions	Monitoring Question	Indicator	Data Source/Method	Who will capture data?	Time-frame	Who will evaluate data?	Time-frame
How effective was the program on basic reading skills of children who participated in the program?	How many students can read and comprehend at their grade level?	# of students who can read and comprehend at their grade level	Basic skills assessment from students utilizing the community center	Basic Education Director	6 months	M&E Director	Yearly
How successful were the educational development resources available to at-risk youth that participated in the program?	How many at-risk youth will be able to graduate?	# of students who completed their coursework and will be graduating	Information from students utilizing the community center	Basic Education Director	6 months	M&E Director	Yearly
How many students successfully completed the program and received scholarships to Universidad Autónoma de Santo Domingo?	How many at-risk youth will be enrolling in a college degree program through FGA's scholarship at Universidad Autónoma de Santo Domingo?	# of at-risk who participated in the program, enrolling in a college degree program	Scholarship information from Universidad Autónoma de Santo Domingo	Basic Education Director & Universidad Autónoma de Santo Domingo	Academic year	M&E Director	Yearly
What are the overall impacts of the education development programs?	What are important take-aways participants gained from the programs?	Attitudinal change regarding the importance of education	Success stories and experiences from participants of programs	Basic Education Director and Disabilities	Academic year	M&E Director	Yearly
How inclusive were FGA's activities?	How many girls were enrolled in the program?	# of girls who utilized FGA's services	Information from students utilizing the community center	Basic Education Director	Monthly	M&E Director	Quarterly
How inclusive were FGA's activities for	How many children with developmental	# of children with	Information from students	Director for Disabilities	Monthly	M&E Director	Quarterly

children with developmental disabilities?	disabilities are enrolled?	developmental disabilities enrolled in the program	utilizing the community center				
How beneficial were the teacher trainings?	How many teachers benefitted from the teacher trainings?	# of teachers who participated in teacher training programs	Information from training sessions	Basic Education Director and Disabilities	6 months	M&E Director	Yearly
What are the overall impacts of the teacher training workshops?	What are the strengths and weaknesses of the teacher training workshops?	Increase in performance of teachers after training workshops	Evaluations of teacher training workshops	Basic Education Director and Disabilities	6 months	M&E Director	Yearly
How successful were the teacher trainings?	How many teachers completed the teacher training programs, and are equipped to teach?	# Of teachers who successfully completed teacher training programs	Information from training sessions	Basic Education Director and Disabilities	Academic year	M&E Director	Yearly
What are the general attitudes towards domestic violence in the Dominican Republic?	What are the factors that contribute to the rates of Domestic abuse in the Dominican Republic?	Attitudinal changes towards domestic violence	Surveys and focus groups, analyzing attitudes towards domestic violence	Domestic Abuse Affairs Director	One year	Domestic Abuse Affairs Director	Yearly
What services can be given to victims of domestic abuse and violence?	How many people sought out and utilized counseling services and resources?	# Of participants who benefited from counseling services aimed at domestic abuse victims	Non Identifying information from counseling services	Domestic Abuse Affairs Director	6 months	Domestic Abuse Affairs Director	Yearly
How effective were the services provided to victims of domestic abuse?	What are the strengths and weaknesses of the services provided to victims?	Behavioral change from counseling services and public awareness campaigns	Focus groups, surveys, and in-depth interviews	Domestic Abuse Affairs Director	Yearly	Domestic Abuse Affairs Director and M&E Director	Yearly

How effective were the public awareness campaigns?	How were attitudes changed as a result of campaigns?	Attitudinal change towards each of the three objectives	Focus groups and interviews	Communication Director	6 months	Communication Director	6 months

4.4 Sustainability and Capacity Development

The current funding structure for the project presents difficulties regarding sustainability. However, through fundraising and continued partnership with the MLB and MLBPA, FGA hopes to create a long-term model that can be replicated elsewhere. At the end of the second year, FGA will phase out the Chief of Party and facilitate hiring of all Dominican staff, who will be able to take over community center operations in the third year. Additionally, MLB has expressed interest in providing continued funds upon demonstrated success.

The community outreach inherent within the outlined proposal ensures that local stakeholder capacity will be built throughout the two years. FGA has allotted funds over the two years for comprehensive staff training programs, to be staffed by a full-time Training Director. This will ease the transition to an all Dominican staff and ensure consistency and quality of programming. Through incentives created by our MLB partnership, such as free baseball clinics and spending time with MLB players, FGA envisions a robust volunteer program that will help manage the day-to-day operations of the community center. The volunteer and intern programs are intended to securely ground the center in the community, creating a contingency of local stakeholders who feel ownership over the project and its success.

In addition, FGA is very adverse to any programming that asserts 'this is how you do it.' We are trying to fill an identified need within the community, however, how that niche is filled will be determined by our local staff and stakeholders and driven by community partnerships. Our hope is that this will create agency and resiliency for our constituents, and ultimately this will be reflected in the community center that both drives social change and responds to changing community needs.

If successful outside of Santo Domingo, FGA envisions the community center to serve as a scalable model for other cities, particularly within the Duarte corridor. Potential sites will be more heavily considered in year two.

4.5 Coordination with Other Activities

Given that USAID/DR's strategic goals are very similar to the ones laid out in this proposal, achieving our stated objectives will undoubtedly ensure advancement of USAID's goals related

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to educational achievement and acceptance of children with disabilities. Due to geographic constraints posed by the community center in acting as location headquarters, coordination with schools and abuse shelters will be based on locations, with a close proximity to the center. Our goal is to create robust results within this area and avoid falling trap to spreading ourselves too thin, given funding constraints. Fortunately, USAID has worked in a number of areas in and around Santo Domingo. Therefore FGA plans to target these sites first in order to build off of the work that has already been done.

Proposed Partners

4.5.1 MLB and MLBPA

Background

Partnership with the MLB and MLBPA will serve as the foundation for the entire community center. In addition to utilizing MLB branding and paraphernalia to generate public interest in the community center, FGA will rely heavily upon participation from both active and retired MLB players. Players will be utilized for development of public awareness campaign materials and activities. MLB players will serve as incentivization for participation in other community center activities.

Mission Statement

Our joint mission is to develop, mentor and promote a successful educational environment for both at risk-youth and developmentally disabled children in the Dominican Republic.

Contributions

Our major contribution to this project is a $250,000.00 donation that will be matched by USAID. Other contributions include in-kind donations such as MLB branding and paraphernalia, time through mentoring sessions, baseball training sessions, and a lecture series that allows baseball players to tell their stories.

4.5.2 TeleAntillas

Background

This is one of the premier television stations in the Dominican Republic. Given that it is based out of Santo Domingo, nearby to the community center, the location will help ensure easy coordination of FGA's planned programming. FGA

will leverage the partnership with USAID and MLB to secure in-kind donations of short television segments.

Mission Statement

Our joint mission is to provide a safe platform for communicating educational and respectful information on social issues to the public.

Contributions

Our contribution will be to partner with FGA on public awareness campaigns, informing the people of the Dominican Republic about programs being offered at the Community Center. Our media presence will serve as a marketing tool for FGA's projects in the Dominican Republic.

Tele Antillas also pledges to invest in public awareness campaigns that are geared towards the issue of domestic violence. We pledge to provide in-kind donations such as printing costs and other necessary media coverage.

4.5.3   Universidad Autónoma de Santo Domingo

Background

Universidad Autónoma de Santo Domingo is one of the largest and top-ranked universities in the Dominican Republic. Through partnership with this institution, FGA plans to encourage the pursuit of higher education, and help facilitate development of a scholarship program that can contribute towards this goal. In addition, FGA plans to engage the current students of Universidad Autónoma de Santo Domingo as interns who are able to act as tutors and mentors for children at the community center. Interns will receive college credit as well as a stipend for their work at the community center. By creating strong ties with this local university, the goal is to create a feedback loop that will promote enrollment in higher education.

Mission Statement

FGA and Universidad Autónoma de Santo Domingo are dedicated to creating opportunities and providing necessary resources to disadvantaged youth in the pursuit of higher education.

Contributions

Universidad Autónoma de Santo Domingo will create a college credit internship program that will recruit interns to work under the three different Program Directors.

Universidad Autónoma de Santo Domingo will also make a matching monetary contribution to the FGA Scholarship funding for selected at-risk youth in the pursuit of higher education, at the end of every school year.

4.5.4 Lighting Excitement for Excellency in Reading (LEER) Program

Background

Created by USAID to specifically address many of the objectives outlined in this proposal, LEER curricula will be utilized as a starting point for much of the programming developed at the community center. FGA will utilize LEER employees to assist in the design and development of teacher trainings.

Mission Statement

We aim to provide teachers with the necessary tools in which they can create a safe educational environment, where all students can learn to their highest potential.

Contributions

We pledge to donate in-kind services at FGA teacher training workshops, that are designed to equip teachers with the appropriate tools to make them effective educators.

4.5.5 Special Olympics Dominican Republic

Background

Created to provide year–round sports training and athletic competition in a variety of Olympic- type sports for children and adults with disabilities, and to give them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in the sharing of gifts, skills and friendship with their families, other Special Olympics athletes, and the community.

Mission Statement

It is our mission to work with FGA to provide a variety of activities for children with developmental disabilities, giving them equal opportunities at a successful future.

Contributions

We plan to collaborate with FGA in providing support for both education and social programs that cater to children with developmental disabilities.

4.5.6 The Girl Effect

Background

Founded in 2008 by Nike, NoVo Foundation, the UN Foundation, and other partners, the Girl Effect works at scale and drives forward the ambition to reach 250 million girls living in poverty across the world by 2030, giving them the tools and access to the critical assets they need to achieve their full potential.

Mission Statement

Our mission is to create an environment where young girls can feel safe and confident in their ability to participate and benefit from FGA programs.

Contributions

We pledge to provide educational resources that will help FGA in creating programs that are gender inclusive.

4.5.7 The David Ortiz Children's Fund

Background

Considering the established partnership with the MLB and MLBPA, FGA seeks to foster partnerships with some of the player-established foundations that currently exist in the Dominican Republic. The David Ortiz Children's Fund is committed to helping children in the Dominican Republic who do not have access to the critical pediatric services they need.

Mission Statement

Our mission is to join efforts with FGA in discovering beneficial partnerships in the Dominican Republic that will contribute to the success of helping children with disabilities.

Contributions

We pledge to provide in-kind donations of educational aids for children with disabilities. We plan to provide the necessary support, access to our network and resources to FGA.

4.5.8 The Pedro Martinez and Brothers Foundation

Background

The Pedro Martinez and Brothers Foundation, created in 1998, has been serving communities in the Dominican Republic and the United States for more than a

decade. The Foundation has a charter school, baseball fields and other structures that provides children with a safe haven. In 2009, the Foundation partnered with the MLB and the MLB Dominican Development Alliance to launch and educational program called, "Hay Poder en Aprender" translated: There is Power in Learning.

Mission Statement

To give children the opportunity to become successful and contribute to society.

Contributions

We pledge to give an in-kind donation of a baseball field to the FGA Community Center.

4.5.9 DRSEA (The Dominican Republic Sports and Education Academy)

Background

The DRSEA is a sports and education academy in the Dominican Republic aimed at giving talented baseball players the option of attending U.S. colleges and universities on athletic scholarships. The academy is modeled after one in Puerto Rico that has had a high success rate of placing baseball players on U.S. college teams. The ultimate goal of the DR Sports and Education Academy is to level the playing field in terms of full minority participation in the $450 billion a year global sports industry; amateur, professional, and on the educational level.

Mission Statement

Our mission is to provide an equal playing field for at-risk youth.

Contributions

We pledge to provide in-kind donations and the necessary services towards the education development programs designed by FGA.

4.5.10 The Dream Project

Background

The Dream Project is designed to provide high quality education, youth development, and community enrichment from early childhood, through young adulthood. The idea behind the Dream Project is to also empower at-risk children and give youth an opportunity to create a better future for themselves and their families.

Mission Statement

Our mission is to create an environment where high quality education is attainable.

Contributions

We pledge to provide in-kind services in the form of teacher training and professional development workshops, as well as after school tutoring sessions to students. We also pledge to donate learning materials that will engage the students, and cultivate a culture of reading.

4.5.11 Colectiva Mujer y Salud

Background

Colectiva Mujer y Salud is a feminist organization that advocates for women's rights and promotes ideological, social and cultural change to eradicate their subordination.

Mission Statement

Our mission is to foster a supportive environment that promotes non-violent conflict resolution and provides support for victims of domestic abuse.

Contributions

We pledge to provide in-kind services through the joint development of counseling services and train the trainer sessions for the staff of the community center.

4.6 Gender Approach

Gender dynamics in the Dominican Republic run strongly along traditional lines. While there is a likelihood that there will be at least some girls who will exhibit an interest in baseball-oriented programming, it is to be expected that the overwhelming majority of interested participants would be boys. This is particularly true with teenagers, for whom both gender roles and the societal acceptance that they confer become increasingly important.

In order to address both genders adequately, FGA proposes a three part approach. First, all programming will be open to participants of both genders, and this ethos of inclusivity will be emphasized in all advertising language, etc. Second, all programming targeted at pre-adolescents will be entirely gender-neutral in all aspects. Third, in acknowledgment of the reality that baseball-centric programming is less likely to appeal to teen girls, FGA

has formed a partnership with the Girl Effect, to provide suitable outreach and programming activities that are oriented towards their interests and needs.

Additionally, gender antidiscrimination training will be incorporated into training workshops, with particular attention paid to some of the specific gender perceptions that exist in the Dominican Republic. Although we are trying to engender inclusivity regarding gender, it is important to explore some of the gendered reasons for dropouts in order to create more targeted activities.

Adult programming oriented toward both genders will also be provided as part of our domestic violence outreach. In particular, FGA plans to adopt a male-engagement strategy to reduce stigma associated with domestic violence and create inclusivity. FGA is hopeful that the public awareness campaign led by MLB players will help to erode machismo stereotypes and encourage non-violent conflict resolution.

## 5.0   Management Approach

5.1   Management Narrative

The ultimate goal of the project is to establish a scalable model that is entirely planned and operated by Dominican nationals, with no need for USAID or expatriate involvement. Therefore, the management approach will be one of continual training of trainers, in preparation for hiring an entirely Dominican staff.

From the outset, the focus will be one of assimilation. Working hours will be based on local norms, the working language will be Spanish, office culture will be Dominican in tone (e.g. dress, family policy, etc.), and all staff will be Dominican with the exception of the Chief of Party.

The spirit of the project will be 'let's find out what works, then do it'. While all projects will be data-driven and carefully monitored, these activities should happen in a community-minded atmosphere, that is planned enough to be efficient, but flexible enough to adapt to changing community norms and needs. This will be especially important given that the bulk of the programming involves children, MLB players, or both—two groups that have vastly different time and management needs.

5.2   Organizational Chart
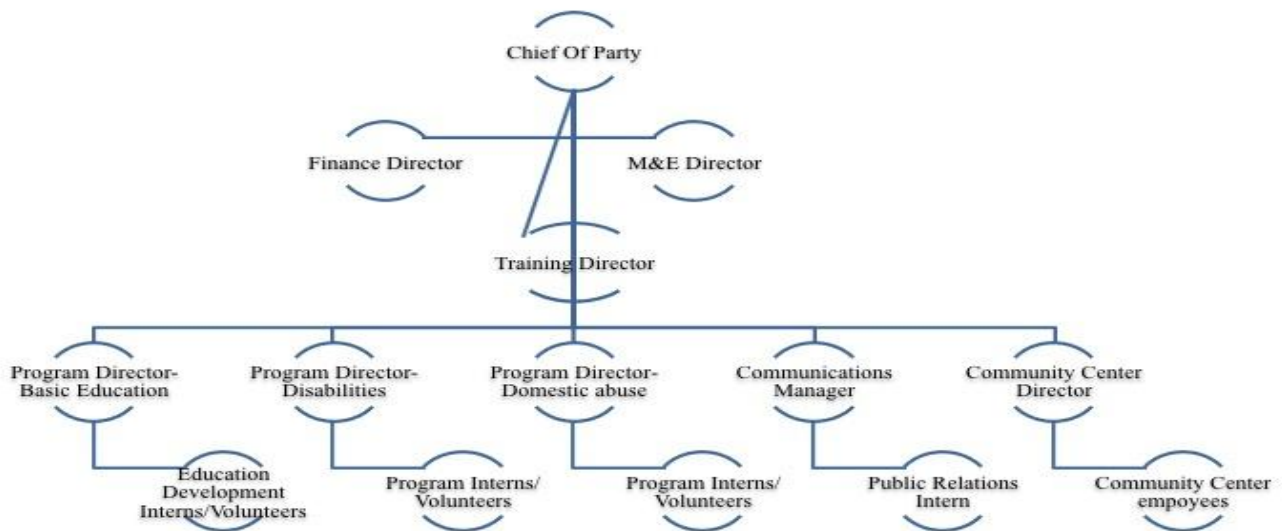
Annex 1: Roles and Responsibilities of Key Personnel

Chief of Party

Ms. Denise Rizzo has been selected as the Chief of Party for this project. She is an employee of FGA who has focused on projects implemented by our organization in Africa, Asia, Latin America and the Caribbean. Ms. Rizzo has worked on projects that promote women's rights and economic independence. For three years, she provided the leadership support for one of FGA's major grant funded program that focused on providing direct services, building awareness, educating, and improving prevention techniques of victims of domestic violence. She has strong experience in international development, education and women's studies. She earned a Bachelor of Arts degree in International Relations from Boston University and a Master's degree in International Development from American University. She is also fluent in Spanish and German. As part of her professional experience, she spent two years in Ecuador and Mexico on a project that focused on educating and training women on how to gain economic independence. Prior to joining FGA, Ms. Rizzo worked with organizations such as the United Nations for Women, Vermont Works for Women and a number of state agencies.

Key responsibilities for the Chief Of Party include:
- Facilitate supervision, assignment, scheduling, monitoring, and execution of the project in a timely manner
- Act as liaison between Home Office and Field Office

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- Oversee and recruit local personnel for the project
- Directly supervise project managers over the life of the project
- Provide professional support to program staff
- Serve as the liaison between the NGO and USAID
- Manage local partnerships for the project
- Provide day to day project management
- Support quality control
- Support the design, quality, development and completion of assessments, analytical reports and evaluations.

- Responsible for the execution of the work plan of this project
- Fiscally responsible for the budget of this project

Program Director: Basic Education

Candidate must have a Bachelor's Degree and at least 5-6 years of successfully developing, implementing and evaluating programs. Experience working collaboratively to create and maintain partnerships. Qualities of integrity, credibility, and a passion to FGA's mission of academic development and future success of at-risk youth.

Key responsibilities include:
- Supervise programs
- Recruit, train and manage program staff
- Provide support to program staff to ensure program impact
- Develop educational materials
- Monitor the effectiveness and results of education development programs
- Fiscally responsible for the budget assigned to education development programs
- Develop materials for teacher training workshops
- Set goals for program staff
- Write reports to illustrate the impact of education development programs

Program Director: Disability Education

Qualified candidate should have an advanced degree in Education, Special Education, or a related field. A minimum of 4 years of supervising staff and providing services to populations of students with developmental disabilities. Experience developing and providing assessment and evaluation of students with developmental disabilities. Expertise in program management preferred.

Key responsibilities include:
- Recruit, train and manage program staff
- Provide professional support to program staff

- Work collaboratively with the Program Director of Basic Education on developing teacher training workshops
- Develop educational materials that align with Disability Support Service (DSS) programs
- Ability to create useful resources and assess the impact of the services provided to students with developmental disabilities
- Fiscally responsible for the budget assigned to education development programs that speak directly to developmental disability programs

Program Director: Domestic Violence

Candidate must possess an advanced degree in Counseling with at least 6+ years of practice experience. Content expertise with violence awareness and prevention programs. Ability to seek and maintain partnerships with organizations in the Dominican Republic that have experience in dealing with Domestic Violence cases.

Key responsibilities include:
- Supervise the collection of data on the general attitudes of domestic violence in the Dominican Republic
- Recruit, train and manage staff
- Provide professional support to program staff to ensure impact of programs
- Seek and maintain partnerships with organizations that focus on domestic violence issues in the Dominican Republic
- Create educational materials for counseling activities
- Work closely with the Communications Manager to develop materials for public awareness campaigns
- Fiscally responsible for the budget assigned to domestic violence programs

Finance Director

An MBA, CPA or local equivalent is absolutely required for this position. Candidate must have some senior management accounting and leadership experience. Strong analytical skills as well as strong good written and verbal communication to explain complicated financial information to an audience.

Key responsibilities include:
- Report to the Chief of Party
- Oversee all financial operations of the project
- Coordinate, analyze and report on the financial performance of the project
- Provide financial advice and guidance to Program Directors during the life of the project
- Develop and maintain policies and procedures to ensure effective and efficient financial management

- Monitor activities such as payments and contractual services during the project
- Ensure that FGA meets its financial and legal obligations during the project

Communications Manager

A Bachelor's Degree in Communications, Public Relations or Marketing. Communications Manager must be a confident communicator and presenter. Must possess strong writing, editing, proofreading skills and the ability to present concepts. Strong knowledge and understanding of current trends in digital/social media. Must have at least 7 years of experience in the field.

Key responsibilities include:
- Recruit, train and hire Public Relations intern
- Spearhead the public awareness campaign for education, disabilities and domestic violence
- Work collaboratively with the Program Director of Domestic Violence
- Develop print materials and branding strategies for the project
- Seek partnerships with local media

M&E Director

Bachelor's Degree in Administration, Project Management, Finance or related field. A Master's Degree is desirable. At least 3-5 years of experience in monitoring and evaluation, 2 years of financial or budget management. Ability to design effective M&E tools, and produce high quality reports.

Key responsibilities include:
- Assess organizational and performance gaps within the different programs and report on corrective actions needed
- Assist program managers in the formulation of baseline measures and targets during the program implementation stage
- Formulate and monitor key performance indicators
- Conduct project process evaluation
- Develop tools and strategies to increase program performance and results
- Report impacts of the project to both the FGA and USAID after the project has been completed
- Frequent contact with the Chief of Party of the project
- Identify strengths and weakness in data collection
- Suggest ways to facilitate data collection within Program Field Teams

Community Center Manager

Qualified candidate must have experience supervising more than 8 employees. Effective communication skills. Strong interpersonal skills and ability to creatively and independently solve problems.

Key responsibilities include:
- Manage the day-to-day operations of the Community Center
- Recruit, train and supervise Community Center Staff, volunteers and interns
- Provide professional support to volunteer staff and interns of the community center
- Maintain communication between Staff and Program Directors
- Assist volunteers in monitoring and evaluating through data tracking and collection
- Recruit participants and maintain relationships
- Work collaboratively with the Communications Manager on promoting the image of the Community Center

Training and Development Director

Candidates must possess a degree in Business, Psychology, Human Resources or a related field. A minimum of 5+ years of training and development. Strong interpersonal skills , written and spoken communication skills. Ability to creatively and independently solve problems.

Key responsibilities include:
- Develop, implement and monitor training programs
- Supervise technical training of staff
- Create and access training needs and materials

Annex 2: First Year Work Plan

STRATEGIC DIRECTIONS	RELEVANT ACTIVITIES
	JULY TO SEPTEMBER
Setting Up the Community Center	-Secure site location upon arrival -Conduct repairs and alterations to site, including installation of a baseball field -Facilitate hiring of all Dominican staff members, to be coordinated with existing USAID contacts -Begin community outreach for volunteer program -Purchase materials for after school center

	-Plan weekly community center events, distribute schedule
Making Local Connections	-Meet with all established partners -Establish protocol with Universidad Autónoma de Santo Domingo for participation in the internship program -Set up interview schedule to choose interns -Sign contracts outlining expectations with all local partners over the two years
Development of Public Awareness Campaigns	-Meet with MLBPA and decide which players will participate in television spots -Design television segments for each of the three objectives -Create brochures and fact sheets for distribution at the community center
Social Media Campaign	-Develop social media campaign -Begin outreach through Facebook, Twitter, Instagram
Evaluation	-Create formal M&E plans to be signed by all staff
	OCTOBER TO DECEMBER
Community Center	-Basic conduct and instructional workshop with tutors for after school center -Officially open the after school center to students -Coordinate player visits, to begin in the new calendar year -Hold first lecture in lecture series -Create volunteer schedule for all community center operations
Organizing Teacher Training Workshops	-Plan with LEER instructors for teacher training workshops -Hold first round of training workshops (general and disability) -Meet with LEER staff to debrief and draft changes for the next workshop
Coordination of Data Collection	-Create and finalize survey instrument -Identify participants for focus groups and strategic interviews -Reach out to possible participants -Send out survey instrument with help of community partners

Counseling Program	-Develop counseling services with Colectiva Mujer y Salud
Public Awareness Campaign	-Air first television spots -Finalize television segment schedule -Have brochures and paper materials printed
	JANUARY TO MARCH
Community Center	-Hold first in a series of baseball clinics on the center baseball field -Continue lecture series on a bi-monthly basis -Update volunteer schedule
Organizing Teacher Training Workshops	-Hold second round of teacher training workshops -Meet with LEER staff to debrief and draft changes for the next workshop
Counseling Program	-Begin outreach for counseling program -Advertise for counseling program -Hold first counseling session
Coordination of Data Collection	-Conduct all stakeholder interviews and focus groups -Arrange avenues for dissemination of research findings -Set up meetings with local officials -Coordinate with existing domestic abuse shelters in the area
	APRIL TO JUNE
Community Center	-Plan for one-year anniversary party for the community center -Conduct interviews for second round of interns from Universidad Autónoma de Santo Domingo -Update volunteer schedule
Organizing Teacher Training Workshops	-Hold third round of teacher training workshops -Meet with LEER staff and create formal protocol based upon successes and failures so far
Coordination of Data Collection	-Final surveys back to center -Domestic violence director will propose a number of recommendations

Annex 3: Budget Summary: Excel sheet attached

Annex 4: Budget Narrative

<u>**Salaries**</u> (Total $272,000)

In order to achieve the program's goals and objectives, it is anticipated that the following staffing will be needed:

Expatriate Field Salaries ($150,000)

The following expatriate staffing is anticipated:

(1) Full-time Chief of Party whose responsibilities will include project oversight and inter-institutional liaison, at $ 6,250 per month for total 24 months. This rate represents her current salary, which is consistent with FGA personnel policies and the rate set for this position.

All salaries are in accordance with FGA regular practices and policies, which are consistently applied to all donors/programs. All salaries are based on current earnings, salary history, etc.

Local Staff Salaries ($122,000)

The following local staffing is anticipated:

(1) Full-time Director of Training whose time is fully devoted to identifying, recruiting, training, developing, and retaining permanent field staff, at $833 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

(3) Full-time Program Directors whose time is fully devoted to designing, executing, and managing programing related to their assigned objective, at $833 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

(1) Full-time Finance Director whose time is fully devoted to providing finance services for all programming, at $667 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

(1) Full-time Communications Manager whose time is fully devoted to providing media outreach, web support, and inter-institutional support services, at $583 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

(1) Full-time Monitoring and Evaluation Director whose time is fully devoted to providing monitoring and evaluation services for all programming, at $667 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

(1) Full-time Community Center Director whose time is fully devoted to conducting operations of the community center, at $667 per month for 24 months. This rate represents his/her current salary, which is consistent with FGA personnel policies and the rate set for this position.

All salaries are in accordance with FGA regular practices and policies, which are consistently applied to all donors/programs. All salaries are based on current earnings, salary history, etc.

The above salary rates are consistent with local norms, prevailing market rates paid under similar projects and positions (or based on current salary rates or salary history).

<div align="center">Fringe Benefits (Total $116,800)</div>

Expatriate Fringe Benefits ($43,800)

Fringe Benefits equivalent to 29.2% of Expatriate (Field and Headquarters) salaries are based on the following:
- Social Security (Employer Contribution) 8%;
- Workers' Compensation, 4%;
- Health Insurance, 10%
- Life Insurance, 1.2%;
- Retirement, 3%;
- Paid Absence, 3%;

Total: 29.2% * $150,000 = $43,800

The paid absence factor is based on vacation and sick leave of 14 days/year, in accordance with FGA's policies and practices, which are consistently applied to all programs/donors. It is calculated by dividing 14 paid absence days by a standard 260-day work-year.

Local Staff Fringe Benefits ($43,800)

Local labor laws and customs require fringe benefits for Local Staff equivalent to 30% of salaries as follows:
- 5% Health Insurance;
- 5% Life Insurance;
- 10% Retirement;
- 10% Paid Absence;

Total 30% * $146,000 =$43,800.

<div align="center">**Travel and Transport** (Total $29,200)</div>

International Air Travel ($0)

No international air travel is required for this proposal, beyond the relocation and home leave allotted to the Chief of Party as fringe benefits.

International Per Diem (0 Days) ($0)

No international per diem days are required for this proposal.

Regional Travel ($0)

No regional air travel is required for this proposal.

Regional Per Diem (0 Days) ($0)

No regional per diem days are required for this proposal.

Transport of Goods ($0)

No specific transport of goods is required for this proposal. If unanticipated local need arises, funds will be provided from cash on hand.

<div align="center">**Overseas Allowances** (Total $16,800)</div>

Housing ($16,800)

Housing costs of $700 per month are budgeted for 1 long-term expatriate personnel overseas. This amount is based on existing leased properties.

Danger Pay ($0)

No Danger Pay is required for this proposal.

<div align="center">**Program Supplies** (Total $7,600)</div>

Field Office Supplies ($7,600)

Supplies to the amount of $7,600 and consisting of computer hardware, computer software, computer supplies, and repair and maintenance packages will be needed.

<div align="center">**Other Direct Costs** (ODCs) (Total $81,190)</div>

Based on actual expenditures incurred under similar projects in this region, quotes received, historical records, goals, and objectives of the program, it is anticipated that the following ODCs (not otherwise recovered under the NGO's approved NICRA) will be needed, allocated equally to each objective:

	= $24,000
(a) Rent & Occupancy (24 months @ $1,000 p/month)	
(b) Internet (24 months @ $50p/m)	= $1,200
(c) Telephone & communications (24 month @ $50p/m)	= $1,200
(d) Shipping (24 month @ $50p/m)	
	=$600
(e) Printing & copying (24 month @ $50p/m)	= $2,400
(f) Local transport (24 month @ $250p/m)	= $6,000
(g) Legal Services (24 month @ $83p/m)	= $2,000
(h) IT Services (24 month @ $50p/m)	= $1,200
(i) Custodial & maintenance (24 month @ $200p/m)	= $4,800
(j) Website (24 month @ $150p/m)	= $3,600
(k) Recruitment & retention (24 month @ $125p/m)	= $3,000
(l) Staff development (24 month @ $417p/m)	= $20,000
(m) Publications & subscriptions (24 month @ $50p/m)	= $1,200
(n) Bank fees (24 month @ .5% of field costs)	= $1,790

Training ($20,000)

It is anticipated that the following local personnel will need training, as follows:

3 Program Directors

1 Finance Director

1 Communications Manager

1 M&E Director

1 Community Center Director

20+ Community Volunteers (All Objectives)

Training is estimated at $20,000 based on prior similar trainings, costs from prior projects, and quotes received.

Total – Personnel Training $20,000

Recreation & Leisure Arts Written Reflection

As an MPA student, I have been exposed to the various aspects of both the public and private sectors. Through a Local government course that was taught by two town managers, my interest of being involved in affairs of a town peaked. Through discussions and presentations, I learned that the local government is the heart of where everything happens. In order to experience this, I decided to apply for a volunteer position on a number of open boards and committees in the City of South Burlington.

 I figured the best way to account for authentic citizen participation is having an MPA student involved in the community. I was appointed by the City of South Burlington to serve on two boards. I am currently active in the Recreation & Leisure Arts Committee (R&LA). My first meeting with the committee was one that was focused on finding a solution to an open space park in South Burlington known as Baycrest. Baycrest is a 1.7-acre land that is owned by the City. I have already heard that there are people in the community who want Baycrest to be developed and there are others who are strongly opposed. Therefore I was ready for my first meeting that was going to be interesting, the least to say. To ensure that all the necessary information from previous meetings about Baycrest Park was disseminated, the Recreation and Parks Director sent out all the relevant public meeting notes and emails to all members of the committee.

The meeting had the City Manager, members of the committee and a number of Baycrest neighborhood residents in attendance. Since this was the last meeting on Baycrest Drive, the Department Director presented three options for improvements. The improvements had a proposed cost of $69,000. With the cost, the city manager mentioned that there are limited funds in the Recreation and Parks budget and a donor who is willing to offset the cost of this park. Kevin Dorn noted that in June there was a neighborhood meeting at the park site. Some residents want the park to remain as is. Others want very little development like benches being placed in the open space and some want a complete playground structure.

With every option that was presented, the opposed members of any Baycrest neighborhood improvements. A few of the opposition comments include:

- Safety issue of no street lights to show if there are people lurking in the parks. Another safety issue included pedestrian crosswalks
- Increased traffic
- No parking space available as the Baycrest park is situated in a place where there is only street parking
- Taking away an open space defeats the purpose and culture of a green culture
- It's expensive to even consider a play structure

A few of the reasons as to why people were supportive of the improvement include:

- It will create a sense of community
- It will be aesthetically pleasing
- One of the residents discussed a study that shows that property value actually increases

- Maybe a compromise would help if residents decided on a smaller play structure and more open space

There are clearly strong views from the information on both sides. A few of the committee members and myself included asked the residents questions about their concerns. We asked them why a neighborhood that is changing with a higher number of younger families would not want a park. We also asked if the park was made more accessible with lighting, and a collaboration with the bike and pedestrian committee on creating better and accessible crosswalks. A suggestion of a bike rack was also presented. Although it seemed there was never going to be a compromise among community members, the R&LA committee decided to come up with recommendations that we saw fit. Once the members of the committee voted on those recommendations, it was forwarded on to the City Council for a vote.

Our recommendations included a crossing area, a bike rack and a sign be added to the improvement of the Baycrest Park. The proposed plan that involved authentic citizen participation from various committees and the residents of the neighborhood finally passed. After almost six months of seeking public input and recommendations from specific committees, I was pleased to hear that I had contributed to this decision making process. Even so it was better to hear a comment from one resident that said he was completely thrilled to see public policy like this move forward in a way that was inclusive.

<center>Recreation & Leisure Arts Committee Meeting Minutes</center>

Approved Minutes with changes 10-19-15

South Burlington Recreation & Leisure Arts Committee

September 14, 2015

Present: Glen Sproul, Mike Simoneau, Naa Addo, Edie Robenstein, Mary Olmsted, Liz Robitaille, Jennifer Kochman, Rebecca Poquette, George Donovan, Kevin Dorn, Sue Alenick, Maggie Leugers

Also Present: 21 members of the Baycrest neighborhood

The chair welcomed the new members to the committee - Mike Simoneau, Naa Addo, and George Donovan.

Changes to the agenda: Jennifer would like to add the comprehensive plan to the agenda.

Approval of Minutes: The minutes of the August 10, 2015 meeting were approved, however, it was agreed that the July 20 minutes needed some reworking and approval of those minutes was deferred at this time.

Election of Officers: Since this is the committee's organizational meeting for the year, the election of officers took place. Glen Sproul was nominated to continue as the chairperson - unanimously approved. Jennifer Kochman was nominated to continue as the vice chair - unanimously approved. Edie Robenstein volunteered to be the committee secretary - unanimously approved.

Liaisons to Other Committees: each committee member is to act as a liaison with other city committees and report on a monthly basis. Liaisons are as follows:

Sustainable Agriculture & South Burlington Land Trust - Edie
Planning Commission - Jennifer
Library Committee - Mary
Natural Resources - Naa
School Board - Liz
Bike & Ped - Rebecca
City Council - Mike
Winooski Valley Park District - George
City/School Task Force - have completed their work and a liaison is not needed

Addition to the Agenda: Jennifer noted that she attended the planning committee meeting and none of R&LA's suggestions had been added to the comprehensive plan. The comprehensive plan needs to be city-approved by March 9, 2016. Public comments to the plan are open this week.

City Park at Baycrest Drive:
Kevin Dorn noted that in June there was a neighborhood meeting at the park site. The site is 1.7 acres and is owned by the City. Several development proposals of the site were shown. Total cost of the proposed development is $69,000. Kevin stated that there are limited funds in the Park & Rec budget although a donor has come forward but it is not secured yet. Some residents want the park to remain as is; others want very little development (benches); and some want a playground structure. There are strongly held views on all sides. The space would be available for organized sports, i.e., soccer, wiffle ball. There would not be any basketball courts or tennis courts. A lengthy discussion took place with most of the residents making comments. The residents suggested that the maps presented be drawn to scale and what is presented is not accurate.

Tom and Muriel More noted that Shelburne has recently "constructed a natural playground area in Davis Park.". It was suggested that Maggie contact Shelburne Parks & Rec to get more information and the cost of this type of park.

The meeting adjourned at 7:25 pm.

Submitted by,
Edie Robenstein, Secretary

Foundations of Public Administration Reflective Essay

I have been lucky enough to grow up with the social, cultural, and human capital of two professors as grandparents. I was accustomed to reading an educational book over the holidays or traveling to learn about the history and culture of that town or city. At the age of 14, I recall witnessing one of the most important elections in Ghana. During the election period, I spent a lot of time with my grandfather trying to figure out the platform of every candidate. I had conversations with him about what each candidate could contribute to the growth of the economic and social situation of the country. He took the time to explain to me that unfortunately, not one single candidate could fix the problems of the country in their presidency term.

That particular conversation with my grandfather during that election made me realize I wanted to know more of the inner workings of the government. I wanted to know the answers to questions like: What made a government successful? What goes into creating and implementing a law? How does bi-partisanship work in parliament? What are the responsibilities of the different arms of government? What roles do they play? And how do they interact?

With my cultural capital, I did not want to narrow my education down to just one local government. I went on to pursue an undergraduate degree in International Relations and Sociology. I sought internships in international organizations like the United Nations and the European Union. After graduating college, it felt as though I had been able to achieve a lot while enhancing my resume. I also felt lost, and decided that I wanted to expand my knowledge in either the federal or state government. Luckily, I was able to get a job as a Grants Programs Specialist with the State of Vermont: Agency of Human Services in

the Department of Children and Families specifically in the Economic Services Division, which from here on out will be referred to as *The Agency*. My career track and master's program introduced me to the three different sectors of government, the role of governance networks, cross-sector collaborations, organizational culture and structure and what contributes to the success of a government.

The Agency and its different departments and programs can be characterized as a governance network. According to Salamon, governance networks engage many actors in solving public problems. They can be beneficial for both the government and the third parties (Salamon, 2002). A perfect example is how my department writes out grants and contracts for community-based organizations (NGOs). These NGOs use the grants as a way to provide services to people in need. Some of these services include affordable transportation, job coaching, housing, etc. The state government and these NGOs, have a network that work together to ensure that services are delivered. Salamon argues that public administration is made up of networks and partnerships (Salamon, 2002). Our grants and contracts that we write for these community based organizations, proves how cross-sector collaboration is the best approach in dealing with a social problems such as poverty (Bryson and Crosby, 2006). If The Agency were to act on its own, there would not be a network or the flow of information across sectors. For instance, the NGOs might have expertise in clientele management, or efficient and effective ways of providing services to a larger population whereas The Agency has the financial and social capital needed. The cross-sectoral relationship allows for the usage of each other's resources for the common good.

The foundations of public administration has given me the chance to approach situations in public policy, among other things critically. For example, I have developed the skill to question what sets an agenda in public policy. According John Kingdon, many scholars and policy analysts question what makes an ideas time come? What makes policy analysts pay attention to one agenda more than another? (Kingdon, 1984). I see this role of agenda setting quite often in my professional setting. One relatable example that comes to mind is how everything associated with the affordable health care act i.e. the rules, eligibility and service delivery is the priority of the Agency of Human Services. Everyone is watching to make sure that this affordable health care act either fail or succeed. There is a clear divide between who wants the health care act. The national mood along with party ideologies (Kingdon, 1984) has made the affordable health care act a priority in the country, The Agency and the State of Vermont.

I have learned of the three different approaches in Public Administration through the work of Rosenbloom. I applied his school of thought to The Agency. Rosenbloom mentions that public administration is housed in the managerial, political and legal approach (Rosenbloom, 1983). My department in the agency works solely through the managerial and a number of quasi-judicial approach. Examples of some quasi-judicial functions include rule changes, amendments, Fair Hearings and appeals on individual cases. Hearings are geared solely towards individuals who believe that they have received a wrongful notice of decision regarding their benefits. Lucky enough for me, I sat through a rule/statute change of one of the state assistance program. I was able to learn about what goes into a rule change or amendment, and the filing of a rule regarding programs at The Agency. A number of the processes include, an initial rule change meeting, public hearings,

testimonies to the legislature if necessary and establishing and publishing the final rules.

After learning about Rosenbloom, I became aware of what characteristics make up the managerial approach. One of these include a high amount of specialized personnel (Rosenbloom, 1983). This speaks to how The Agency is structured.

Another characteristic of the managerial approach is the idea of a merit-based hierarchical structure. (Rosenbloom, 1983) For example there is the Commissioner, the Deputy Commissioner, Operations Chief, Deputy Operations Chief, Program Managers, Supervisors and a number of specialized personnel for every department. I have observed that most of the upper level management have proved their credibility by rising through the ranks of The Agency. My role as a young professional leads me to question if I am perceived as juvenile.

This leads me to the organizational culture of The Agency, particularly my division. Organizational culture as defined by Ott, is the way members of an organization react, respond and behave the way they do (Ott, 1990). An organization's shared values, beliefs, assumptions, perception, norms and patterns of behavior aids in understanding how organizations function (Ott, 1990). Organizational culture serves as a means for people to have stability and a feeling of belongingness (Ott, 1990).

In my department, the culture between upper level management, mid-level management and other personnel is relaxed. The majority of management personnel have an open door policy. My direct reporting manager is exemplary of the type of leader I would like to be. She practices management by walking around as well as an open door policy. This is to welcome suggestions, criticisms, and the sharing of information. One can say that the flow of information in our department is cyclical. This is because, we are

encouraged to share information and tasks through a variety of avenues. I am glad my management's culture is the type that embraces individuality but also promotes teamwork. I would like to be the type of leader or work in an organization where views from every level of personnel is encouraged and accepted. I would like to be a part of an organization where personnel feel a sense of belongingness even with their specialized skills.

The idea of organizational culture leads me to question my role as a female in public administration. Stivers emphasizes on how the field of public administration needs the female perspective. Stivers believes that women in the field of public administration, bring a new way of thinking about concepts, questions and important issues (Stivers, 1989).

Even though I did not agree with the point about women being beneficial to the field because of their nurturing abilities, I understand the historical view of how women have been treated. Presently, I do not see that being the case even in my work place. I say this because, I decided to take a walk through the different departments that The Agency has in our office complex. I noticed that the number of women in managerial positions were as many as the male counterparts.

There are more women in upper level management and even in specialized positions compared to men. Which made me question if Stivers point about women being nurturing applies to my department (The Department of Children and Families). Are there more women in my field and line of work because they can relate to families? I realized, Stivers insight on the feminist perspective is rather relevant in my line of work through the four areas she discusses: administrative knowledge, the model public servant, administrative discretion and the administrative state (Stivers, 1989). Does nurturing or personal experiences, and merits make us model public servants? I have confidence that as

society has advanced from thinking that the field of public administration is one that is

dominated by men, the latter, makes women like me model public servants.

Overall, the themes and concepts in the foundations of public administration has

given me the chance to look at my everyday duties in my line of work through a critical

lens. I have realized what kind of leader I want to be, the type of organization/

organizational culture I will be comfortable working in. I have also given much thought as

to what institutes the makeup of the different sectors of governments, how to handle and

ensure that positive cross-sector collaborations and governance networks help affect

change in society. Even though most of my questions as a child have been answered, I have

gained an in-depth understanding of the various aspects of public administration.

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Organizational Theory and Behavior Final Exam

Part I: Question 1

Leadership in an organization is defined by LAR as the stewardship, cultivation and enhancement of people, ideas, technology, the organization itself and the environment (LAR, 2013). Leadership allows for power sharing, pursuing of goals and the direction of employees (LAR,2013). A leadership style can determine the tone of an organization's culture. A leadership that focuses on the individual leader, builds and strengthens commitment to organizational goals and empowers followers to achieve them is known as transformational leadership (LAR, 2013). Transformational leadership fosters an inclusive environment. According to Pierce and Dunham (1987) leadership has an effect on employees' commitment. Also when the relationship between leaders and employees is of high quality, employees are given greater decisional latitude and provided more opportunities to participate (Pierce & Dunham, 1987). This in turn makes it easier to make meaningful contributions to the organizations and to society.

Collaborative decision-making is characterized by dialogue. McCoy and Scully define dialogue as an orientation toward constructive communication, the dispelling of stereotypes, honesty in relaying ideas, and the intention to listen to and understand the other (2012). Every dialogue is accompanied by deliberation and the use of critical thinking, as a way for citizens to make decisions.

In order for collaborative decision-making to be successful, deliberative dialogue needs to be introduced in an organization. Deliberative dialogue encourages multiple forms of speech and communication, active listening and explore a range of views (McCoy and Scully, 2002). Deliberative dialogue improves employee relations and performance by

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building trust and creating a foundation for working relationships. It aids in resolving conflicts, builds understanding and knowledge about complex issues. It also generates innovative solutions to problems, inspires collective or individual action. Finally, it aids in reaching agreement on or recommendations. Deliberative Dialogue is a discussion that is reflective, exploratory and open to all options. It requires that people listen to one another, not to find ways to rebut a point or change one another's minds, but to understand key interests and values that will help determine what action is best for all concerned (Buchanan and O'Neill, 2001). It is a great way to promote access to quality inclusion by accepting people with widely differing viewpoints and agendas having the opportunity to work together. It allows for a group of people to identify a common ground, and identify trade-offs.

Collaborative leadership and practices benefit organizations in terms of decision-making, employee motivation and utilizing a diverse employee pool is productive when integrative negotiation is practiced. Integrative negotiation focuses on meeting the needs of all negotiating parties by maximizing joint benefit and resource distribution (LAR, 2013). Integrative negotiation offers a diverse employee pool because it is inclusive, promotes problem-solving behavior and seeks overlapping interests of the parties (LAR, 2013). The ultimate goal of integrative negotiation is to maximize time and resources by satisfying individual and shared interests to grow social capital for optimal productivity

As an observer of organizational culture and learning in the public administration program, integrative and deliberative dialogue can be best achieved when the right management tools are utilized. The use of SWOT (strength weaknesses opportunities threats) and SSP (strategic planning process) are the best in facilitating quality work. SWOT is best used in

an open inclusive and supportive environment in order to achieve change to and changing in an organization (LAR, 2013). SWOT identification is made up of the everyday aspect of an organization. SWOT can only be helpful if decisions and actions are well documented (LAR, 2013). SSP on the other hand,, welcomes participation from every level in an organization. A comprehensive strategic planning process gives vision clarity, tightens social bond, creates structure and focuses support around production or services (LAR, 2013). SSP engages employees from every organizational level while allowing for continuous improvement in an organization.

As a collaborative leader, introducing a shared leadership arrangement can also introduce certain challenges. For instance, not all actions require the use of collaborative leadership and dialogue. This is because, some organizations may have their own decision-making timelines. Introducing deliberative and integrative negotiation may make the process even longer. It can also introduce a new learning change for that organization, as they might not be used to this type of management.

Question 2

Cultural Intelligence refers to an individual's capability to function effectively across cultures (Van Dyne, Ang, Livermore, 2008). Cultural intelligence helps leaders develop an overall perspective and repertoire results in more effective leadership (Van Dyne, Ang, Livermore,2008). Cultural Intelligence considers cultural, sociological and individual dynamics that occur for each of us in cross-cultural settings. There are four factors that affect cultural intelligence. Van Dyne et al call these the four factor model : Motivational Cultural Intelligence, Cognitive Cultural Intelligence, Metacognitive Cultural Intelligence and Behavioral Intelligence (2009).

Motivational CQ refers to the leader's level of interest, drive, and energy to adapt cross-culturally. Motivational cultural intelligence includes intrinsic ad extrinsic motivation (Van Dyne et al, 2009). Cognitive CQ refers to the knowledge dimension of cultural intelligence. It is a leader's level of understanding about culture and culture's role in shaping the way to do business and interact with others across cultural contexts (Van Dyne et al, 2009). Metacognitive CQ is the leader's ability to think about our own thought processes and draw upon our cultural knowledge to understand a different cultural context and solve problems in that situation (Van Dyne et al, 2009). Finally, Behavioral CQ is the leader's ability to act appropriately in a range of cross-cultural situations. It influences whether we can actually accomplish our performance goals effectively in light of different norms across cross-cultural situations (Van Dyne et al, 2009). These four factors of cultural intelligence sets the platform for international relations. It also allows individuals to learn from people of different cultural backgrounds. It gives leaders the opportunity to understand how to show respect, dignity and form trustworthy collaborations.

Cultural Intelligence allows for integrative thinking. Integrative Thinking is the ability to hold two opposing ideas in mind at the same time and retain the ability to function (Fitzgerald, 2009). Integrative thinking includes a much larger set of variables when addressing a problem. It considers multiple and nonlinear causes, visualizes the whole as well as the parts. It searches for creative, out of the box solutions. This type of thinking allows for innovation because employees will be able to voice their opinions. It allows employees to feel as though they belong and bring more to the table. It is a great way to empower employees and foster motivation.

In order to ensure that employees are culturally intelligent and ready to face the global market, there is the need to consider utilizing tools such as feedback loops. Feedback loops serve many essential purposes, such as ensuring quality control during changing conditions inside and outside the organization (LAR, 2013). Another management tool that can be used in terms of inclusion is deliberative dialogue, and strategic planning process (SSP). (Please refer to the positives of utilizing deliberative dialogue and SSP in question 1). Although change management tools can be utilized, certain behaviors such as group dynamics can impact how employees perceive cultural intelligence. For instance the Winning Team Formula as discussed by LAR, is when a group has well defined goals, relevant knowledge, individual self-efficacy and collective ability to resolve conflict and management support (2013). The Winning Team Formula allows for ongoing information sharing, open lines of communication and the enhancement of efficient knowledge skills. Overall, every organization has to realize that there is the need to make sure employees are ready to work in an ever growing international market, while making effective collaborations and advancing the goals and mission of that organization.

Part II

The case scenario presented for the recently promoted supervisor is complicated. Some apparent problem issues that are present in this scenario include **1.Lack of a plan on where to start in regards to leadership 2.Absenteeism and tardiness of employees at work and weekly meetings 3. Complaints from employees about working conditions i.e. overlap in job descriptions, being understaffed 4.Communication breakdown among employees and finally 5.blatant disregard of my new position as a supervisor**

from my fellow colleagues. The parties affected by the above problem issues are **the employees, colleagues, Central Office and myself (the recently promoted supervisor).** These problems can be framed as **1.the need to develop a plan in order to lead effectively and efficiently 2.a plan to address absenteeism and tardiness at work and weekly meetings for effective information sharing 3. Developing clear job descriptions for employees to ensure an even distribution of workload 4.strategic tools on developing effective communication skills among employees**

The issues mentioned above signify a combination of both systemic and individual. It is a systemic kind of problem because organizations are characterized as systems. A system is an organized collection of parts or subsystems that are integrated to accomplish an overall goal (LAR, 2013). An organization no matter the size is composed of many units or departments, such as personnel, payroll, etc. (LAR, 2013). If one part of the system is changed, the overall system is likely to be influenced through the network of relationships between the various parts (LAR, 2013). For instance with my new role as supervisor, my presence has changed the systems within the organizations, especially my relationship and reception from my colleagues. My new role has caused a rift between my colleagues and myself. There has also been a drop in my popularity and likeability.

It is also an individual problem because I do not have a plan as to how I am going to lead my employees. Due to the fact that this promotion was premature, there has not been an easy way to assume that position. Also with all these problems, I feel as though I am not doing enough in my capacity to lead efficiently and effectively due to the numerous obstacles I have been presented with.

One can say that organizational culture has contributed to the problems identified above. Organizational culture: the shared values of organizational members (Peters & Waterman, 1982, Retrieved from LAR, 2013). It is the shared feelings, actions, and thoughts of organizational members (LAR, 2013). From the definition of organizational culture, it can contribute to these problems. For instance my colleagues have a shared feeling that the enthusiasm of the supervisor role is not perceived. Therefore, there is a huge indifference from my employees towards me.

As a recently appointed supervisor, in order to ensure that these problem issues are addressed, there would be the need to utilize facilitation. Facilitation should be utilized to address the issue of miscommunication between employees, confusion on job descriptions, absenteeism and tardiness to weekly staff meetings and the understaffing problems. Facilitation would ensure that there is a clear description as to what needs to be done, and what roles different employees play. It will enable employees to collaborate and work more effectively. A facilitator would be a neutral party and would ensure that every employee's point of view is heard. In order to effectively utilize facilitation, there is the need to employ a single-loop learning tool to address the issue at hand. Single-loop learning will be best because it aids in detecting a change in process i.e. activities and behaviors of employees. This change has in turn affected the culture of the organization.

In regards to the lukewarm reception from my colleagues, I would open a communication channel to let them know that there is the need to separate my professional from my personal. Should there be coffee or lunch breaks, I would not be supervising their move when they are off the clock because I am still a work colleague. When we are on the clock

there should be that level of professionalism in order to ensure that our organization's

goals are met efficiently and effectively.

The main parties I would want to participate in the intervention process would be myself,

the employees, and a representative from central office. These parties matter because the

majority of the problem issues identified in this case scenario involve the employees and

myself. In order to get to the root of the issues, the parties have to be involved in the

facilitation process in order to voice their opinions. A representative from central office

would be able to contribute to the facilitation process. It can serve as an avenue for me to

collaborate with that representative to find effective management tools going forward.

Hiring a facilitator would also need to be approved by the Central Office, therefore it is

necessary to include them in the intervention process. The financial investments this

intervention will require can vary. I say this because; Central Office can decide to send a

neutral party from the Human Resource department to facilitate the process. They could

also decide to hire an outside facilitator to carry out the intervention.

     Once this intervention is complete, I hope to achieve the following:

1. Perfect attendance to weekly meetings if not, there is a clear understanding that

   they will get written up. We will develop a policy that will cover how many absent

   or tardy days an employee can have to these meetings. This step will ensure that

   there is a mutual understanding because the employees will be involved in creating

   this policy.

2. A clear job description for employees. This will enable employees to know what

   roles they play. This will ensure that the workload is evenly distributed, and goals of

   the organization are met in a timely manner.

3. Effective management tools to lead my employees effectively. As mentioned earlier, since this promotion was premature, I did not know where to begin. Therefore, developing what tools i.e. strategic planning or feedback loop, will aid me in managing my employees and ensuring that they are motivated to work. It will also determine what type of leader I am to my fellow employees i.e. transformational, laissez-faire, etc.

4. Effective communication skills. Every organization has to have effective communication channels. Feedback loops, and even our weekly meetings can be used as a way to communicate our needs, goals, and problems. This will reduce the problems associated with communication breakdown.

5. Developing a learning environment and a better work culture between my colleagues and myself. Overall, employees want to work in an environment that is inclusive and allows for innovative ideas. Creating this type of environment under my leadership, could drive motivation levels from employees to a high.

Bonus Question

I would say that after this course, I have learned what type of leader I would want to be one day. I have also learned about what management tools will make for an effective leader. These tools can be applied to either the for-profit sector or non-profit sector. I am very pleased to say that I have also adopted the lens of dissecting every organization I walk into. I attempt to figure out the organizational culture, what artifacts, values, beliefs, behaviors and assumptions make up the organization. It is great to apply all these concepts of organizational behavior to different theories such as diversity, cultural intelligence, motivation, etc. It is fairly easy to say that the different theories are closely linked.

I have also become very observant as to the reception of change in my current

organization. We are currently going through a change in division of departments. I have

easily spotted the buy-ins that have been made in order to ensure that employees do not

feel as though they are chess pieces. Finally, as a big proponent on diversity, inclusion and

cultural intelligence, I feel as though I have an idea on how to apply this to the workplace. I

would have liked a human resource perspective and further interactions in terms of

negotiation and mediation. Overall, I did enjoy this course and I am glad I have been

opened up to the behaviors and different theories of dissecting an organization.

Human Resource Management Case Study 28 and 30

Case #28: Employee Layoffs at St. Mary's Hospital

Identify the major problem or problems and the causes. Find alternatives for dealing with these problems, and develop a working plan for implementing layoffs and how to deal with the effects of survivors.

The major problems St. Mary's Hospital is facing can be attributed to a number of things. First of all, there is a low occupancy rate that is resulting in the lack of revenue. The lack of revenue has resulted in the need for a lay-off plan. The lay-off plan is a difficult task because there is no performance evaluation system that is in place. One alternative that St. Mary's could explore is the idea of attrition. Attrition can be done using the employees' performance evaluation over the last year. This will allow for a steady reduction in the lay-off process. They could also explore the reduction in force (RIF) strategy. This will allow the hospital and the employees to be placed in another position in another hospital. Finally, the hospital could basically inform the employee about its current financial situation, and why the lay-off is necessary.

The departments that will be up for consideration will be the dietetics and nutrition department, Allied Health Department and the Nursing Department. These departments will probably be hit the hardest in terms of lay-offs due to the fact that they do have high turnover rates. Also, the amount of money they do get from payroll does not correspond to their performance evaluations. Most of their performance ratings are concentrated in the "meets normal expectation" rating. As a manager, I would like to see at least a higher number in the "outstanding category". I think nurses can be on a 30-day notice. This time frame will allow them to transfer the necessary reports and duties to the ones that will survive the lay-offs. Also, with the decline in occupancy, there will be more than enough nurses to cater to the clients effectively and efficiently. Dietetics could be downsized

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further to about half of the current number. The lay-off will certainly affect the morale of

the remaining employees. It will change the work culture and can cultivate fear among the

remaining employees of how quickly they could lose their jobs. It can also force the

survivors to work to the best of their abilities in order to raise their performance rating.

For future purposes, St. Mary's can invest in having part-time or per diem nurses.

They could also explore the option of potentially merging certain departments. Overall,

performance as a criterion for lay-off only tells half the story. It does not take into account

the years that the employee might have an outstanding year or a personal matter that

impacted the employee's performance. There is so much more to human resource

management than performance evaluations.

Case #30: The Bank Merger
Evaluate the bank's approach to implementing the merger, human resource issues
and how the steering committee can handle the needed staff reduction.
First Bank and Trust Company and Northeastern Bank did have a good plan of

beginning the merger process early enough. They had adequate time set aside to finalize

the intricacies of the merger. They also ensured that leaders from both sides of the table

were representative at every meeting and aspect of the merger. They also ensured that

there were committees available for both the pre-merger and post-merger, to analyze

every aspect of the process. One thing that the bank did not do was to include the

employees. It did not care to understand the employees' needs or even ask about their

concerns throughout the process. There was also no mention of benefits and compensation

packages to ease the minds of employees.

I do not agree with Ramsey's comment about a successful merger being 10%

planning and 90% communication. I believe it takes an equal amount of effort in both

planning and communication along with a number of other factors to ensure that a merger

is successful. The process of letting go of the surplus labor should be well documented. Management should let the employees know the % or number of positions that will be consolidated or eliminated. It is the obligation of management to inform the employee of termination face to face, explaining the reason. The bank could also plan for benefit and compensation packages that will be available to the employee upon their exit. Lastly, it is best for management to inform the survivors of the situation in order to eliminate rumors. The Human Resource Steering Committee can utilize a number of strategies to handle the needed reduction in the Trust Center. It will be crucial to use personnel files and performance evaluations when making such decisions. They could also eliminate and consolidate certain positions. Finally, they could buy-out certain employees who might be eligible for retirement and have worked with the company for 20+ years.

Human Resource Management Case Study 9 and 13

Case #9: International and Diversity Issues

Evaluate personnel actions and how inappropriate diversity training can affect an organization. Discuss the best support, skills and training that mangers need to deal with these issues. What human resource management systems or policies need to be examined and possibly modified?

The first thing that Johnson should have done was to address the issue of the employee who sent out the email. The management should have investigated further into the incident. The management of Johnson should have had a meeting with the employees to inform them about the acceptable policies and procedures. There should have also be an evaluation of the policies and procedures that surround the issue of diversity in the workplace. Last but not the least, there should have been some form of training or awareness surrounding the issue of diversity in the workplace.

After analyzing the data, it is clear to see that the idea of representation, and the concept of role modeling is a big problem at Johnson. There is also the lack of feedback and respect prohibits the advancement of women, African-Americans and Asians in their organization. If these issues are not addressed, it will create an undeniable tension between employees and the different levels of management. This in turn can affect employee morale and change the work culture for the worst. The best way to ensure that these issues are dealt with will be to educate both the employees and management staff. An investment in diversity trainings, conferences and orientations will help address these issues. Mangers will also need the support of management to teach, respect and accept the issues surrounding diversity.

Human Resource will need to analyze the policies and procedures surrounding email policy, discrimination and harassment and address the ramifications that will accompany the disregard of such policies.

Case #13: Fred Bailey, An Innocent Abroad
What are the best ways to make employees culturally competent?

The factors that contributed to Fred and Jenny's lack of adjustment to Japan include the lack of time to research the county before their departure. They did not have the opportunity to learn the different customs and culture (work wise and county wise). It also feels as though Fred was not presented with the dynamics in the workplace and what that meant on his role as a leader. As a mother, Jenny also felt as though she uprooted her children from the familiar to a county where she did not know much about. Neither Fred nor Jenny spoke the language or knew the customs and traditions in place. Due to Fred's lack of understanding of Japan, he did not know how to distribute the workload and responsibilities. He did not know how to address the issue surrounding the lack of performing effectively and efficiently.

In order for an organization to be able to select employees for overseas assignment, they will need to ensure that they offer cultural competency trainings. This will allow employees to have the time to learn and become familiar in their new placement. Organizations will need to consider giving the employee ample time to research and familiarize themselves with the culture relating to their assignments. They will also need to provide a clear job description, a definite timeline of the project. After an assignment has been made, the management is responsible for ensuring that the employee is going to be successful. If an employee is having difficulties there should be a resource and support network available.

Appendix Bb

<div align="center">Dress for Success Volunteer Policy Handbook</div>

Dress for Success Burlington is a volunteer driven organization. Every activity we engage in is the direct result of work from dedicated people like you, who contribute to the growth and success of our corporation and to the growth and success of the hundreds of women we serve throughout the state of Vermont. Every activity you engage in will help us to further our mission and desire to see women in our community have access to the tools they need, to sustain themselves and their families. More importantly, your service demonstrates the belief that we have in each of the women we serve.

We certainly hope that your time with Dress for Success Burlington will be a long standing relationship. We wish to emphasize, however, that Dress for Success Burlington is an at- will employer. Your volunteer status may be terminated by you or Dress for Success Burlington at any time, with or without cause. Nothing contained in this policy handbook is intended to imply that the relationship we share is to continue for any specific period of time or is intended to create a contract or guarantee of any kind.

This policy handbook was developed to describe some of our expectations and to outline the policies that impact volunteers. Please familiarize yourself with the contents of the Volunteer Policy Handbook, and sign the enclosed form acknowledging that you have been given this handbook.

We hope that your experience here will be challenging, enjoyable and rewarding. Again, welcome!

Sincerely,
Harriet I. Williams,

Founder & Executive Director Dress for Success Burlington

VOLUNTEER POLICY HANDBOOK

ABOUT DRESS FOR SUCCESS

Dress for independence of women by providing professional attire, a network of support and the career development tools to help women thrive in work and in life. Founded in New York City by Nancy Lublin in 1996, Dress for Success has expanded to more than 141 affiliates in 20 countries. To date, Dress for Success has helped more than 700,000 women work towards self-sufficiency. Dress for Success Worldwide (in New York) serves as the organization's corporate headquarters, offering the following products and services:

• Providing products, offering consulting services, facilitating regular exchanges of information, and overseeing expansion;

• Creating branding materials and guidelines, maintaining the website, and press management;

• Overseeing program mission and expansion, orchestrating the relocation and benefits aspects of the program;

• Securing in-kind and financial contributions from national partners

ABOUT DRESS FOR SUCCESS BURLINGTON

Dress for Success Burlington is a nonprofit corporation formed in 2012 in the State of Vermont to serve women in the Chittenden County and the State of Vermont at large. All Dress for Success Affiliates share the same mission: to advance low-income women's economic and social development and to encourage self-sufficiency through career development and employment retention.

in September 2012. Women have access to several services including the Suiting Program, Career Center, and EmpowerMentors.

Suiting Program: Dress for Success Burlington collects and distributes—free of charge— quality professional clothing and accessories to low-income women who have completed job-readiness programs, and are entering or returning to the workforce. By doing so we seek to enhance our clients' self-esteem, confidence and employment potential. We offer several programs for suiting clients. Here are the most important ones.

• Interview suiting: When a client comes in for interview clothing, she receives a suit, pants, dress or a skirt, a blouse or top, a blazer or jacket, and a pair of shoes. To accompany her outfit she may choose any accessories that we have available (e.g., stockings, scarves, jewelry, belts, coats, etc.).

• Employment suiting: Once the client gets a job, her referring agency makes another appointment for her to come in for enough items to mix and match for a week. She will receive the items listed above and some separates (sweaters, blouses, dresses, skirts, pants, etc.) to begin to build her wardrobe. The number of separates she is given depends on how well stocked the shop is and what we have available in her size.

• Service & trades suiting: Many of our clients will be interviewing for jobs in professional licensing professions. These would include construction, retail, nursing, health aid and other office environments that do not require formal office attire or may require a uniform. Based on their trade, these women will receive appropriate clothing, shoes and accessories.

Career Center: The Career Center offers women a supportive environment to continue their job search, receive assistance with resume and cover letter preparation and learn soft and hard skills to prepare them for office work. In 2013, Dress for Success Burlington was a recipient of a Paving the Way Forward grant from Walmart valued at $25,000. The Paving the Way Program allowed us to build our Career Center infrastructure and offer hard skills training to our clients. We currently offer Career Ready: a 6 week soft- skills training program allowing women to drop in for sessions that are of interest to help them prepare for the job search. We also offer an 8-week computer training course designed to help women go from being unfamiliar with the computer to proficiency in word and excel.

EmpowerMentors: EmpowerMentors is designed for clients who have gotten a job. This group meets once a month for a year and works closely with established professional women in a variety of fields. The group hears speakers on job-related topics such as time management skills, dealing with difficult people at work, planning career goals, making the best use of employee benefits, and filing taxes.

CONTACT INFORMATION

The contact information for our Burlington office is provided below. Please visit our website and Facebook page frequently for updates.

Address: 95 Saint Paul St. Suite 340, Burlington, VT 05401 Phone: 802.861.2243
Main Email: burlington@dressforsuccess.org
Career Center Contact: Teasella Nguyen, Program Coordinator Career Center Email: teasella@dressforsuccessburlington.org

Website: Burlington.dressforsuccess.org Facebook.com/dressforsuccessburlington

INTRODUCTORY STATEMENT

This handbook is designed to acquaint you with Dress for Success Burlington and provide you with information about the policies affecting your volunteer service. You should read, understand and comply with all the provisions of the handbook. It describes many of your responsibilities as a volunteer and outlines the programs developed by Dress for Success Burlington to benefit volunteers. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

EQUAL OPPORTUNITY STATEMENT

In order to provide equal employment and advancement opportunities to all individuals all employment, financial and business decisions at Dress for Success Burlington will be based on merit, qualifications and abilities. Dress for Success is committed to creating an environment that values, supports, and promotes diversity and inclusion. Our policy is to provide equal opportunities to all clients without regard to age, color, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make us unique. We treat all others with courtesy and respect, exhibit a conduct that reflects inclusion and embraces diversity. Dress for Success Burlington will make reasonable accommodations for individuals with known disabilities, unless doing so would result in an undue hardship.

This policy governs all aspects of volunteer service, including selection, job assignment, promotion, benefits, discipline, termination and access to benefits and training. Any volunteer with questions or concerns about any type of discrimination in the workplace is encouraged to bring these issues to the attention of the Executive Director or a member of the Board of Directors. Volunteers can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment or volunteer service.

SEXUAL HARASSMENT

Dress for Success Burlington is committed to providing a work environment that is free of discrimination and unlawful harassment. Harassment can occur with a single incident or through a pattern of behavior where the purpose or effect is to create a hostile, offensive or intimidating work environment. Harassment can result from a broad range of actions which might include, but are not limited to, the following: verbal, physical or visual harassment, racial insults, derogatory ethnic jokes, religious slurs, unwelcome sexual advances or requests for sexual favors.

Harassment is not condoned, whether it is by a supervisor, staff member, intern or a volunteer. Sexual harassment is a form of misconduct that is demeaning to another person, undermines the integrity of the employment relationship and is strictly prohibited. Any volunteer who has been the subject of harassment or has any work related complaint, concern, or problem, should bring this to the attention of the Executive Director. If the Executive Director is unavailable or the volunteer believes it would be

inappropriate to contact that person, the volunteer should immediately contact a member of the Board of Directors. Volunteers can raise concerns and make reports without fear of reprisal. All such matters will be investigated and resolved in a thorough timely and private manner. No adverse action will be taken against the volunteer as a result of that volunteer bringing any matter of abuse to the attention of Dress for Success Burlington. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

CONFIDENTIALITY

Volunteers have an obligation to maintain strict confidentiality surrounding business practices, names and contact information of individual donors and clients. Donor and Client information cannot be shared with individuals outside of Dress for Success Burlington for any reason. Donor and Client information cannot be duplicated or removed from the Dress for Success Burlington site (physical or web-based) at any time without the express permission of the Executive Director. Donor information received at special events will be treated with the same confidentiality as information received in the Dress for Success Burlington Boutique. For the purposes of this policy, donor or client information is any personal identifiable information of a client, donor or potential donor.

CONFLICTS OF INTEREST

Volunteers have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when a volunteer is in a position to influence a decision that may result in a personal gain for that volunteer or for their relative as a result of Dress for Success Burlington business dealings.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the volunteer is similar to that of persons who are related by blood or marriage. No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if volunteers have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose, in writing, to the Executive Director or a member of the Board of Directors of Dress for Success Burlington as soon as possible the existence of any actual or potential conflict of interest. This allows for the establishing of safeguards to protect all parties. Personal gain may result not only in cases where a volunteer or relative has a significant ownership in a firm with which Dress for Success does business, but also when a volunteer or relative receives any kickback, bribe, substantial gift or special consideration, as a result of any transaction or business dealings involving Dress for Success Burlington.

HOLIDAYS

Dress for Success Burlington observes the holidays listed below, unless notified otherwise.
Christmas Eve Day through and including New Year's Day (December 24-
January 1)
Martin Luther King Day (third Monday in January)

Memorial Day (last Monday of May)

Independence Day (July 4)
Labor Day (first Monday of September)
Thanksgiving Day (third Thursday and Friday of November)

TIMEKEEPING

Accurately recording time worked is the responsibility of every volunteer. Volunteers are asked to sign in and out each time they provide volunteer services on-site, and to inform the volunteer coordinator of any off-site volunteer hours.

CONDUCT AND WORK RULES

To ensure orderly operations and provide the best possible work environment, Dress for Success Burlington expects volunteers to follow rules of conduct that will protect the interests and safety of all volunteers, staff, interns and the organization. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of our relationship: or threatening violence in the workplace. Volunteering with Dress for Success Burlington is at the mutual consent of Dress for Success Burlington and the volunteer, and either party may terminate that relationship at any time with or without cause and with or without advance notice.

DRUG AND ALCOHOL USE

It is Dress for Success Burlington's desire to provide a drug-free, healthy and safe workplace. To promote this goal, volunteers are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner. While on Dress for Success Burlington's premises and while conducting business-related activities off Dress for Success Burlington's or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair a volunteer's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace. Violations of this policy may lead to termination of the volunteer relationship. Volunteers with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with their supervisor to receive assistance or referrals to appropriate resources in the community.

DISCIPLINARY ACTIONS AND WARNINGS

It is Dress for Success Burlington's goal that these procedures be followed when: (1) disciplinary action is required and
(2) prior to all termination of the volunteer relationship

Dress for Success Burlington reserves the right, in its sole discretion, to alter, modify or eliminate these procedures. The examples of misconduct warranting disciplinary action noted in

this section are not an exhaustive list. Nothing in this volunteer manual should be construed as limiting the company's right to terminate any volunteer at any time with or without cause and with or without notice. If the Volunteer Coordinator, Volunteer Committee, Executive Director or the Board of Directors determines that a volunteer is not satisfactorily meeting the requirements of the job, in most cases, the volunteer will be given a warning prior to termination. The warning may be given as a part of a conversation in which improvements are suggested or as part of a formal or informal performance appraisal. The warning may be either verbal or in writing. Examples of misconduct that may call for a warning include, but are not limited to, the following: direction.

TERMINATIONS

A termination can result from, among other things, volunteer misconduct, unsatisfactory performance (usually after a volunteer receives a warning), breach of Dress for Success Burlington policies or procedures or the need to reduce staff or budgets. Examples of misconduct that may result in immediate termination include but are not limited to the following: harassing, coercing, threatening or intimidating others; documents or records; on Dress for Success Burlington property; reputation of Dress for Success Burlington or its volunteers; Burlington.

SAFETY

To assist in providing a safe and healthy work environment for volunteers, staff and visitors, Dress for Success Burlington has established a workplace safety program. This program is a top priority for Dress for Success Burlington. The Executive Director has responsibility for implementing, administering, monitoring, and evaluating the safety program. Its success depends on the alertness and personal commitment of all. Dress for Success Burlington provides information to volunteers about workplace safety and health issues through regular internal communication channels such as staff meetings, memos, or other written communications.

Each volunteer is expected to obey safety rules and to exercise caution in all work activities. Volunteers must immediately report any unsafe condition to the office manager. In the case of accidents that result in injury, regardless of how insignificant the injury may appear, volunteers should immediately notify the Executive Director. Such reports are necessary to comply with laws and initiate insurance or compensation procedures.

USE OF EQUIPMENT

Good equipment is essential in accomplishing job duties. Equipment is expensive and may be difficult to replace. When using property, volunteers are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the office staff if any equipment, machines or tools appear to be damaged, defective or in need of repair. Prompt reporting of damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to volunteers or others. The Executive Director can answer any questions about a volunteer's responsibility for maintenance and care of equipment or vehicles used on the job. The improper, careless, negligent, destructive,

or unsafe use or operation of equipment can result in disciplinary action, up to and including termination of the volunteer relationship.

BUSINESS TRAVEL

Most activities related to a volunteer's service will occur on-site at the Dress for Success Burlington Boutique. If volunteer service requires travel, and the volunteer is involved in an accident while traveling on business, the accident must be promptly reported to the Volunteer Coordinator.

COMPUTER AND E-MAIL USAGE

All hardware and software information on Dress for Success Burlington's systems is the property of Dress for Success Burlington. Computers, computer files, the e-mail system and software furnished to volunteers are Dress for Success Burlington property intended for business use. Computers may be used for business purposes only. Dress for Success Burlington strives to maintain a workplace free of harassment and sensitive to the diversity of its volunteers. Therefore, Dress for Success Burlington prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes but is not limited to ethnic slurs, racial comments, off-color jokes or anything that may be construed as harassment or showing disrespect to others. E-mail may not be used to solicit others for commercial ventures, religious or political causes, outside organizations or other non-business matters.

Dress for Success Burlington purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, Dress for Success Burlington does not have the right to reproduce such software for use on more than one computer. Volunteers may only use software on local area networks or on multiple machines according to the software license agreement. Dress for Success Burlington prohibits the illegal duplication of software and its related documentation. Volunteers should notify the Executive Director upon learning of violations of this policy. Volunteers who violate this policy will be subject to disciplinary action, up to and including termination of the volunteer relationship.

Dress for Success Burlington's electronic mail system should not be used to discuss any sensitive business matters, such as non-public information. You should always remember that, notwithstanding Dress for Success Burlington's efforts to maintain the integrity of its systems, unauthorized access by those outside of Dress for Success Burlington is possible. Dress for Success Burlington reserves a property right in all communications transmitted or stored on its e-mail system. Your right to use the e-mail system is subject to Dress for Success Burlington's right to monitor or read the e-mails that you transmit and receive at any time. Under no circumstances may you use the e-mail system for harassing, offensive or abusive communications.

RETURN OF PROPERTY

Volunteers are responsible for all property, materials or written information issued to them or in their possession or control. Volunteers must return all Dress for Success Burlington property immediately upon request or upon termination of employment. Dress for Success Burlington may take all action deemed appropriate to recover or protect its property.

POLICY ACKNOWLEDGEMENT FORM

will and acknowledge that there is no specified length of service and that I am a volunteer at-will. Accordingly, either I or Dress for Success Burlington can terminate the relationship at any time, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

_____ _____ VOLUNTEER'S SIGNATURE DATE

_____ VOLUNTEER'S NAME (PRINTED)

(Please sign and return to the volunteer coordinator of Dress for Success Burlington after you have carefully reviewed the Volunteer Handbook).

VOLUNTEER AGREEMENT

PART 1: THE ORGANIZATION

This Volunteer Agreement describes the arrangement between Dress for Success Burlington and our volunteers. Volunteers are an important and valued part of our family. We hope that you enjoy volunteering and feel connected to our team. This agreement tells you what you can expect from us, and vice versa. We appreciate your time with us and will do the best we can to make your experience enjoyable and rewarding.

INTRODUCTION AND TRAINING

We commit to provide a thorough introduction on the work of Dress for Success Burlington, its staff, your role and the training you need to meet the responsibilities assigned to you. The Volunteer Handbook provides details of all relevant policies and procedures that need to be reviewed in detail.

SUPERVISION, SUPPORT AND FLEXIBILITY

We commit to explain the standards expected for our services. We also guarantee to encourage and support our volunteers in achieving and maintaining these standards. The Volunteer Coordinator or staff member will contact you regularly to discuss volunteering successes and challenges. We are committed to doing our best in supporting you as a volunteer.

HEALTH & SAFETY

We commit to provide a safe workplace and comply with International Health and Safety Standards. We commit to provide adequate training and support of our health and safety policy. We also commit to provide adequate insurance coverage for volunteers approved and authorized by us.

EQUALITY POLICY

We commit to ensure that all staff, volunteers and clients are treated in accordance with our equal opportunities policy as outlined in your Volunteer Handbook

GRIEVANCE PROCEDURES

We commit to attempt to fairly resolve any problems, grievances and difficulties you may have while you volunteer with us. In the event of an unresolved problem, a discussion in accordance with the organization's procedures will be arranged.

PART 2: THE VOLUNTEER

As a volunteer with Dress for Success Burlington I will abide by all the policies and procedures as set forth in my Volunteer Handbook. I understand that the Volunteer Handbook is my key reference for activities undertaken on behalf of Dress for Success Burlington. I understand that the Volunteer Handbook is a binding agreement for the performance of my duties. I also agree to conduct myself in a manner that will bring credit to the service, while giving the best possible help to the clients. I agree to adhere to the policies and procedures of the organization.

I agree to the following:

I recognize that I am always expected to maintain the highest level of integrity, to be non-judgmental, to protect and respect the confidentiality of clients at all times, and to work in a culturally appropriate way.

I understand that the commitment I make to Dress for Success Burlington will be recognized and valued, and that I have the right to be heard and have my opinions respected. I understand that I will be offered ongoing support, guidance and encouragement.

I understand that all dealings with the staff, volunteers and clients are completely confidential.

I shall not disclose any information about a client, including the fact that the person is or is not served by our organization, to anyone outside of this organization unless authorized by the Board of Directors. The principle of confidentiality must be maintained in all programs, departments, functions and activities.

I understand that all policies and procedures, computer programs, systems, plans, contracts, and any other items produced by Dress for Success Burlington or any other affiliate of Dress for Success, which I use or see during the course of my voluntary service, belongs to Dress for Success Burlington.

I have reviewed, understood and agreed to abide by this agreement. Name:
_____
Signed: _____
Date: _____/_____/_____

Countersigned by Trainer: _____ Date: _____/_____/_____

EXPECTATION OF DRESS FOR SUCCESS VOLUNTEERS

When you commit to becoming a Personal Shopper, here is what we expect from you:

Arrival time & preparation:

Arrive at least 10-15 minutes before your shift begins.

Your attire:

Please dress comfortably but professionally. You will be the model for your client.

Your attitude:

Be positive, and encouraging. A smile is infectious, but so is a bad attitude.

Interaction with clients and other Personal Shoppers:

Be professional, pleasant, encouraging and positive. Be realistic.

Food, drink, cell phone

When working with clients, volunteers should not have food or drinks present. We do not want food or beverages being spilled on either clothes during a suiting or the career center computers. The use of cell phones while working with a client is also prohibited. Our clients deserve our full attention.

Cancellations, replacements

24 hour notice is preferred. Please call 802-861-2243 or email Burlington@dressforsuccess.org

When to ask for help:

If a client does not have a referral.

Honesty with clients:

This may be their first experience with this kind of clothing.

Before you finish your shift:

Clean up.

When there are no clients:

Volunteers can sort clothes, steam wrinkled garments, clean and straighten areas, i.e. scarves, suits, bras, etc. Volunteers can also make sure that clothing is sized correctly. Should everything be complete, volunteers can ask a staff member about what needs to be done.

EXPECTATIONS OF DRESS FOR SUCCESS STAFF AND CLIENTS

As a Dress for Success Burlington volunteer, outlined below are some of the things you can expect from the staff:

Training:

Annual training meetings that serve as a review. Training in new volunteer areas.

Support when you need it:

Dress for success Burlington staff are available whenever you are here to volunteer. You can always ask for help.

A helping hand:

If you ever find yourself in a difficult situation when working with a client, know that there is additional support available.

Appreciation

Each year, we have one major appreciation event. There are also surprises throughout the year!

Our clients:

It is our hope that we provide women with the confidence boost they need to get back into the workforce.

PERSONAL SHOPPER RESPONSIBILITIES

The primary responsibility of a personal shopper is to suit clients for interviews and employment.

The commitment: One 3-4 hour shift per month OR establish your schedule with the director of volunteer programs.

Qualifications:

• Have a sense of current style and business/industry "looks" (banking vs. healthcare; law firm vs. retail);

• Have a positive attitude i.e. encouraging, upbeat, honest;

• Willing to work with a variety of personality types & communication styles;

• Be flexible and adaptable; the number of clients you suit from day to day will vary, depending on the needs of our referral agencies.

Responsibilities:

• Select business appropriate clothing, shoes and accessories for the client's interview/employment;

• Return unwanted clothing to the proper racks (according to clothing size);

• Complete appropriate paperwork for inventory purposes;

• Keep dressing room area clean and tidy, free of wrappings, empty shoe boxes, etc.

• Sort and steam apparel as necessary.

OVERVIEW OF THE CAREER CENTER

The Career Center is a place at Dress for Success Burlington for clients to get job search and career development assistance. A few of the services offered include:

1. Resume/ Cover letter review- We encourage specialists to review client resumes/cover letters and make suggestions for optimal results. We also have templates to work from and handouts for clients.

   2. Interview skills- We train clients on how to present themselves during an interview, i.e. handshake, eye contact, body language and nervous habits.
   3. Job Search assistance- We provide clients with tools for finding a job, i.e. web sites, networking, job posting boards.
   4. Job Fair Preparations- We provide clients with suggestions for success at job fairs.
   5. Mock Interviewing- We conduct mock interviews with clients. We provide all specialists with common interview questions in fields that are specific to Dress for Success Burlington clients.
   6. Access to career books, telephone, computers, photocopier, fax-We provide our clients with resources and Internet access throughout their job search and career planning activities. We can assist clients with their online applications and provide access to a fax machine when applying for jobs.
   7. Workshops-We provide six workshops through the Career Ready Program. Topics include:

Organizing your Job Search Building Your Personal Brand Building a Network
Resume and Cover Letters
Mock Interview Feedback Forum

Career Path Plan
Identifying Transferable Job Skills Social Media
Interview Tips & Techniques Handling Rejection

Managing Personal Finances

The Career Center is open Tuesday - Friday from 9:00 am to 4:00 pm. Drop in hours are from 9-11.

CAREER CENTER EXPECTATIONS

Arrival time

If a client arrives more than 15 minutes after the scheduled time of her appointment, we will ask her to reschedule due to her lateness. We are trying to teach clients what is and what isn't appropriate in the business world. If she comes 15 minutes late to her interview, she has one strike against her. You can get a Staff member to speak with her if she is late. If she has called

ahead to inform us that she will be late, it is usually noted on her paperwork and we will keep the appointment, if time allows.

If the client comes too early for her appointment (more than 15 minutes) and you are busy with another client, ask her to come back at her scheduled time. If she comes early and you are not busy, you can begin the appointment. Please inform her, however, that it is not appropriate to show up for an interview more than 15 minutes early.

Additional people

Clients are instructed to come to their appointment alone. They are not permitted to invite friends, spouses or bring children with them. If a client arrives with others, please tell her that her guest will have to wait outside or the client will need to reschedule.

Personal Information

Do not ask clients personal questions about themselves or the organization that referred them (if relevant). If they offer the information it is fine, but please do not initiate these conversations and respect their privacy.

Promoting Dress for Success Burlington's retention programs Please tell your clients about other

services that we offer that may be of interest to them. For example, once they have a job interview scheduled, they may be interested in the Suiting Program. Or once they begin working, they may be interested in our EmpowerMentors Program.

Final Paperwork

Complete any follow up paperwork requested from Staff.

Volunteer Arrival time & preparation

Arrive at least 10-15 minutes before your shift begins. Check in with a Staff member or Director.

Volunteer attire

Please dress comfortably but professionally. Remember that you are a role model for these women and they will look up to your dress code. Please dress in business casual attire (pants, a jacket, blouse, etc.). No jeans, shorts, or flip flops in the summer.

Volunteer Attitude

Be positive, and encouraging. A smile is infectious, but so is a bad attitude. It is important for the overall client's experience of Dress for Success Burlington that you maintain a positive, friendly and helpful attitude. If you begin to feel you are losing patience or can't seem to satisfy a

particular client, just ask a Staff member for help. We want our clients to have a positive and esteem-building experience as they get ready for their job interviews and employment.

Interaction with clients and other volunteers

We have a diverse range of clients – all ages, ethnicities, religions, nationalities, ability levels, and histories. They each deserve our respect and sensitivity. These are women who have faced significant challenges in their lives and are moving in a positive direction. We want their experience here to be one more milestone on their road to success. Your interaction should be positive, upbeat, helpful, and professional. If at any time you feel unable or not equipped to deal with a client, please ask for help from one of the Dress for Success Burlington Staff members.

Often you will be working side by side with other volunteers. We ask that you support each other and not interfere in what each other is doing when working with a client. Some volunteers enjoy working together with a client and if there is only one client scheduled you can both work with her.

Providing confidential services

Conversations and information that clients share with you need to remain confidential. Your clients trust you and should feel confident in doing so. An exception is if you feel the client may be in danger or may hurt herself or others. Please speak with a Staff member if such a situation arises. You should also not ask any personal questions that are unrelated to their job planning or searching process. Please follow the same ethical guidelines as you do or have in your career counseling and human resources positions.

Food, drink, cell phones

We do not permit clients to eat in the shop or use cell phones, so we ask you to model that behavior. Even though we don't allow clients to drink anything or bring beverages into the shop, you are permitted to have a drink – coffee, water, etc. – in the kitchen area. Please be sure to throw away or take all containers with you when you leave at the end of your shift. If you receive an emergency call please excuse yourself from the meeting. If in any case you are unable to return, please get a Staff member to assist you.

Cancellations

We ask that you give the Staff at least 24 hours' notice if you can't come to your assigned time. We count on volunteers as employees. Therefore we require advance notice in order to find a replacement. Please call 802-861-2243 or email Burlington@dressforsuccess.org

When to ask for help

Whenever you feel uncertain about an interaction you are having with your client, feel free to call in a Staff member. Because of the diverse backgrounds of our clients, you might be dealing with women who have had drug or alcohol abuse in the past, mental illness, domestic violence,

or crime. If, at any point you feel threatened or unable to handle a situation, please ask for help from a Staff member.

Before you finish your shift

Please be sure the Career Center is tidy and things are organized for the next shift. Any client information should be safely stored and locked in the pink cabinet located in the Career Center. If you are working on a task that you would like the next volunteer to continue, please provide instructions and a phone number/email where the volunteer can reach you, if questions arise.

CAREER CENTER SPECIALIST

There are a few different positions in the Career Center. Volunteers are able to select a position that matches their interests, expertise, and availability. Career Center Volunteers work onsite during Career Center open hours.

The Commitment: At least one 2 hour shift onsite per week OR establish your schedule with the Career Center Director

Qualifications:

• Encouraging, upbeat, honest personality

• Willing to work with a variety of personality types & communication styles

• Flexible and adaptable; the number of clients you assist from shift to shift will vary

• Knowledge and experience in assisting clients with career development and planning. This includes knowing how to assist clients with researching careers and occupations, setting up informational interviews, and helping clients identify their career interests and values

• Knowledge and experience with assisting clients with job searching. This includes knowing how to assist clients with resume writing, cover and broadcast letters, searching job listings, interview preparation and follow-up, and networking.

Responsibilities:

• Provide career development and planning assistance to clients individually. This includes assisting clients with researching careers and occupations, setting up informational interviews, and helping clients identify their career interests and values.

• Provide job-searching assistance to clients individually. This includes assisting clients with resume writing, cover and broadcast letters, searching job listings, interview preparation and follow-up, and networking.

- Assist clients in using the computer, making phone calls or using the photocopier or scanner.

- When not assisting clients, you may develop tip sheets, updating job-searching resources, and other tasks as needed.

- Completing appropriate paperwork as needed, including the sign-in sheet and any program reports.

ON-CALL CAREER CENTER VOLUNTEER

The On-Call Career Center Volunteer position is similar to the Career Center Volunteer position, except on an on-call basis. Volunteers in this role may be asked to substitute for volunteers who cannot attend their shifts or may be asked to see a client outside of regular business hours. Occasionally we have clients that cannot visit the Career Center when it is opened (e.g., due to a current job or child care).

The Commitment: As needed Responsibilities:

- As an On-Call Career Center Volunteer, you will keep Staff informed of your availability so they can schedule appointments with clients on your behalf.

- Provide career development and planning assistance to clients individually. This includes assisting clients with researching careers and occupations, setting up informational interviews, and helping clients identify their career interests and values.

- Provide job-searching assistance to clients individually. This includes assisting clients with resume writing, cover and broadcast letters, searching job listings, interview preparation and follow-up, and networking.

- Assist clients in using the computer, making phone calls or using the photocopier or scanner.

- When not assisting clients, you may develop tip sheets, updating job-searching resources, and other tasks as needed.

- Completing appropriate paperwork as needed, including the sign-in sheet and any program reports.

MOCK INTERVIEWER

Mock Interviewers prepare clients for interviews by conducting mock interviews at their work sites or a public space.

The Commitment: As needed, typically one to two mock interviews per month.

Qualifications:

- Experience in conducting job interviews

- Knowledge of interview best practices, including HR law

- Encouraging, upbeat, and honest personality

- Be willing to work with a variety of personality types & communication styles

- Be flexible and adaptable; the number of clients you assist from shift to shift will vary

Responsibilities:

- Schedule the mock interview with the client directly

- Book a meeting room (e.g., in your office, or a public space such as a library)

- Prepare for the mock interview by reading the client's resume, cover letter, and job description for the job that she is interviewing for

- Prepare relevant interview questions using resources provided by Dress for Success Burlington

- Conduct the mock interview

- After the mock interview, provide feedback, either onsite or in a follow-up phone call

MATERIAL DEVELOPMENT VOLUNTEER

The Career Center often needs assistance in developing materials such as tip sheets and keeping references up to date (e.g., list of local employers). Material Development Volunteers are assigned to work on specific documents during their own time, off site.

The Commitment: As needed, typically 10-20 hours per product.

Qualifications:

- Interest in writing and conducting research

- Knowledge of broad range of career development topics and local resources

- Ability to work well independently

Responsibilities:

- Research the assigned topic, using Dress for Success Burlington resources as a starting point

- Use templates provided by Dress for Success Burlington to ensure all materials are consistent in format and design

INTERACTION WITH DRESS FOR SUCCESS BURLINGTON STAFF AND CLIENTS

As a volunteer, you can expect Dress for Success Burlington Staff to provide the following:

- • Training: Annual training meeting to serve as a review. There will be training in new volunteer areas.
- • Support when you need it: If you ever get 'stuck' when working with a client, know that you can always get the necessary support.
- • Appreciation: Each year, we have one major appreciation event. There are also some surprises throughout the year!

  Overall, our client's experience is based on your reception. Clients will probably be nervous and unsure of what to expect. Some of them may feel down about themselves and the place they are in life. It is our job to give them that foundational support to make sure they are prepared and feel CONFIDENT.

NEXT STEPS

Shadowing: Scheduling:

Monthly Newsletter for Friends of Dress for Success Burlington

Here's what's happening at Dress for Success Burlington

Save the Date: Dress for Success Burlington will be hosting its Summer Sale on **May 5th-7th at the Burlington Town Center Mall.**

Empower Mentors is a mentoring and support network for professional women who have utilized our services. It provides women with the tools to understand corporate culture, how to manage personal finances, and the inspiration to remain employed, in order to truly thrive. We will begin recruiting for the next cohort in April. To sign up contact the Executive Director, Dr. Harriet Williams at

802-861-2243 ext. 12.

Dress for Success Burlington will be tabling at Vermont Adult Learning on **March 9th between the hours of 9:30 a.m. to 12:30 p.m**. There will be information about Dress for Success Burlington events and resources available. Stop by and learn about all that we have to offer.

Appendix Dd

Cultural competence can be defined as having the ability to function effectively in culturally diverse situations, and with diverse people. Before we begin to further explore the concept of cultural competence, a number of people tend to confuse the ideas of cultural knowledge, awareness and sensitivity. Cultural knowledge means that individuals know about some cultural characteristics, history, values, beliefs, and behaviors of another ethnic or cultural group[107]. Cultural awareness is the next stage of understanding other groups. It also means being open to the idea of changing cultural attitudes[108]. Cultural sensitivity is knowing that differences exist between cultures, but not assigning values to the differences[109]. Finally cultural competence brings together the aforementioned stages. It allows for individuals and organizations to develop an environment that allows for different behaviors, attitudes, and the opportunity to work effectively in cross-cultural settings[110].

Cultural competence to an individual means that being aware of your own values, practices and communication styles. It also means being aware of your own assumptions about human behavior, biases, preconceived notions, personal limitations, etc.[111]. In order to be culturally competent, we have to actively engage with people who are different from ourselves in order to understand their values, practices and communication styles. For businesses, organizations and agencies, it means hiring, retaining and integrating diverse people into the workplace[112]. Businesses learn to value diversity as a source for innovative problem solving and creative ideas for improving the bottom line. In order for a business to successfully be culturally competent, they will need to provide support to personnel and services through training and advancement, and creating a respectful workplace environment for all employees.

As it is mentioned above, there are a number of components that make up cultural competence. It has four major components: Awareness, attitude, knowledge, and skills[113]

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[107] (Community Tool Box, 2014)
[108] (Community Tool Box, 2014)
[109] (Community Tool Box, 2014)
[110] (Community Tool Box, 2014)
[111] (DTUI, 2015)
[112] (DTUI, 2015)
[113] (DTUI, 2015)

Awareness is associated with examining diversity-related values and beliefs[114]. Attitude is associated with values and beliefs of individuals. These convey the extent to which we are open to accepting differing views and opinions[115]. Knowledge allows individuals to examine ways of being open to applying the skills necessary in cross-cultural situations[116]. Last but not the least, skills allow individuals the opportunity to utilize the three components mentioned above effectively during cross-cultural interactions[117].

To further analyze the issue of cultural competence in the workplace, it would be best to take a closer look at Google. Google is an organization that was founded in a dorm room by two male PHD students[118]. Its mission is to organize the world's information and make it universally accessible and useful[119]. Google boasts of its services such as a robust search engine, social media plug-ins, and platforms for mobile devices. It has been recognized as the front-runner in the technological world. It currently has its quarters in Mountain View California. With its headquarters based in the United States, it has been reported that there are over 70 offices in more than 40 countries around the globe. To name a few, some of these offices can be found in Belgium, Denmark, Finland, Brazil, Germany, Colombia, India, United Arab Emirates, and Australia[120].

With this many locations, the Google team ensures that they hire people from all walks of life, as well as people who speak different languages. Google's culture is said to be one that practices inclusiveness, where everyone is a hands-on contributor[121]. It boasts of its weekly meetings where employees can ask the founders and other executives' questions relating to company issues. This interaction allows employees to interact and spark conversation across the various worldwide teams[122].

It has been reported that due to Google's management philosophy, over 2 million people apply every year[123]. The high number of applicants can be attributed to the culture

[114] (DTUI, 2015)
[115] (DTUI, 2015)
[116] (DTUI, 2015)
[117] (DTUI, 2015)
[118] (Google, 2015)
[119] (Google Company, 2015)
[120] (Google Company: Locations, 2015)
[121] (Google Company: Our Culture, 2015)
[122] (Google Company: Our Culture, 2015)
[123] (Phelps, 2014)

that has been developed over the years: A work culture that allows for Creativity. For instance, Google allows it employees the option to use up to 20% of their work week, to pursue special projects unrelated to their normal workload[124]. It also boasts of a program known as *CareerGuru*. This program matches Google executives with employees to provide confidential, one on one career coaching and guidance around the subjects of work-life balance, personal and professional development, communication styles, and conflict resolution among others[125].

Along with this work culture, comes with great employee benefits. Google has a policy of providing 50% of an employee's salary to their spouse, domestic partner and family should they pass away while working at Google[126]. It also recognizes the challenges that same-sex relationships have to face, especially in health care costs. Google provides extra compensation to LGBT employees for the amount of taxes they have to pay in health care expenses[127].

Although Google has been recognized as the one of the best working environments, it is also known to be lacking in cultural competence. Google has acknowledged that they do have a problem in terms of diversity and cultural awareness. In 2014, Google released a report disclosing its makeup. The data illustrated that there is a big gender gap and a shortage of a diverse population[128]. Google reported that their organization is physically made up of white men[129]. The report proved that only 30 percent of its workers were women[130]. Of Google's US employees, only 2 percent of its employees were of Hispanic descent while 3 percent were African-American[131]. Out of the 30% of women that make up the workforce at the company, only 17% of them are technology workers[132]. Google's leadership is much less representative, with 79% of them being men[133]. The Google executive management team is made up 18 individuals. Out of the 18, there are only 2

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[124] (Phelps, 2014)
[125] (Phelps, 2014)
[126] (Phelps, 2014)
[127] (Phelps, 2014)
[128] (Huddleston Jr., 2014)
[129] (Chang, 2015)
[130] (Chang, 2015)
[131] (Chang, 2015)
[132] (Huddleston Jr., 2014)
[133] (Huddleston Jr., 2014)

women holding senior leadership positions. There is also 1 African-American holding an executive position. There are 3 women serving on the board of directors along with 8 men[134]. One would suggest that women and other races are not equally represented in management positions. It is understandable that Google would not want these numbers published until civil rights activist Jesse Jackson requested it. He requested that all the technological companies in the Silicon Valley be transparent with their diversity numbers[135]. Due to these low numbers, a number of these companies were reluctant to release that data. Nancy Lee: The Vice President of People Operations was instrumental in persuading the leadership team that it was necessary to release the data and look into potential solutions for turning it around. Lee's experience comes from her background in employment law, and personal life experience. She joined the Google team in 2006[136]. Lee took on the role of compiling the company's diversity statistics. She felt as though if she did not, the company was never going to have an honest conversation about what was needed[137]. Lee believes that Google was expanding much too quickly. This in turn did not leave room to deliberate that the workforce was homogenous[138].

The world of technology has always been considered one that is dominated by men. Google acknowledges the fact that it is not a diverse organization. It also acknowledges how difficult it is to recruit women and minorities. Many would suggest that these groups do not typically earn computer science degrees[139]. In order to reverse this, Google along with other technology companies are actively changing how they recruit women and minorities. They have decided to contribute about $40million to organizations that can provide a computer science education to women and girls, while improving the computer science curriculum at historically black schools such as Howard University[140]. According to Nancy Lee, the company is also investing $150 million in other diversity initiatives this year[141]. Along with a wide cast net recruiting measure, Google is also investing in its

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[134] (Google Company: Management, 2015)
[135] (Koch, 2014)
[136] (Alba, 2015)
[137] (Alba, 2015)
[138] (Alba, 2015)
[139] (Huddleston Jr., 2014)
[140] (Huddleston Jr., 2014)
[141] (Luckerson, 2015)

current employees with workshops. These workshops are designed to lessen any unconscious bias in the workplace[142].

It is also suggesting that the 20% non-work related hours be used on diversity projects. With the increasing diverse global market, it is of great benefit to have a diverse work force. Besides these strategies that have been developed, what effective ways can Google ensure that its make up changes?

First and foremost, most technology companies have to remember that a technologist can solve not all aspects of a technology company. Other aspects of a company also include operations, finance, human resources, marketing, sales, etc. In order to be able to function as a whole, there is the need to integrate these other departments into the company. Therefore, I do not agree with the point made about women and minorities not receiving a degree in computer science. It is true that most women and minorities do not generally gain computer science related degrees, but in order to begin the process of having a diverse workforce, it is necessary to work towards that. Ideally, it would be an accomplishment to have women and minorities in technological roles, but then the process of getting them in non-technical positions begins the process of diversity. It is best to remember that having a number of technological positions being filled by women and minorities is not the way to increase diversity in technological companies. In incorporating the four major components of cultural competence, Google has taken the first step by becoming aware of diversity related issues that can help their company. It is also cultivating the knowledge and skills of its employees on diversity related issues. It is necessary to cultivate an environment where different opinions are welcome.

Another scenario that illustrates the lack of cultural competence is in the case of TELACU. TELACU is a community development corporation that was initially funded through federal legislation that was authored by Senators Robert F. Kennedy and Jacob K. Javits[143]. It was established to revitalize urban, underserved communities throughout the United States. Dr. David Lizarraga is the founder of this company. Alongside Dr. Lizarraga are 10 executives that work to ensure that the goals of TELACU are met. Of the 10 executives, Jasmine Borrego is the President of Residential management. Ms. Borrego

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[142] (Luckerson, 2015)
[143] (The TELACU Story, 2015)

manages and oversees TELACU's affordable rental housing portfolio for senior citizens and the disabled. She also ensures that effective and efficient services are provided to tenants in TELACU housing. She serves on the boards of Affordable Housing Management Association and Aging services of California[144].

TELACU's residential management in Los Angeles, CA has approximately 2,600 residents in more than 2,300 units[145]. The number of properties suggests that TELACU houses residents with a wide variety of ethnic backgrounds[146]. In this article, Borrego recalls a training incident that occurred with maintenance workers who were sent to fix a faucet in a unit occupied by HIV-positive residents[147]. She states that the workers were wearing protective gear, just to go in and fix a sink. My initial reaction to reading this was the fact that it could have led to a discriminatory lawsuit. TELACU could have faced legal ramifications. One would also say that the reaction from the employees was a little excessive. It felt as though the employees did not receive training on the issue of cultural awareness and sensitivity. After reading this incident, one would wonder how this is related to cultural competence. There is the need to be aware that cultural competency and diversity does not only mean ethnic differences. Cultural Competence and diversity can be focused around the issues of gender, age, education, expertise and even kinds of illnesses[148]. The issue of educating employees and cultivating a respectful attitude is something that TELACU will need to explore into detail. The need for support from management and the work culture that allows for inclusiveness can aid an organization. Borrego realizes that the lack of cultural competence and the acknowledgement of diversity in a work place, speaks to the failure of human resource management. This in turn can lead to a high turnover in the workplace and the lack of a decent work culture. She also recognizes that there is the need to develop effective management steps that will benefit employees, management and the clients that are being served through TELACU.

Last but not the least, the presence of cultural competence can be sighted in the world of health care. Throughout my research, it was evident that most of the cases

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[144] (TELACU: Our Leadership, 2015)
[145] (Sherwin, 2012)
[146] (Sherwin, 2012)
[147] (Sherwin, 2012)
[148] (Sherwin, 2012)

surrounding cultural competence had a direct relation to international aid and health care. As the United States becomes a more racially and ethnically diverse nation, health care systems and providers need to respond to patients' varied perspectives, values, and behaviors about health and well-being. Failure to understand and manage social and cultural differences may have significant health consequences for minority groups in particular. A study conducted by the Massachusetts General Hospital indicates that the lack of cultural competence in health care, presents a number of challenges[149]. These challenges among patients, providers, and the U.S. health care system in general might affect quality of health are. It can also contribute to racial and ethnic disparities in the delivery of health care, the lack of diversity in health care's leadership and workforce. Another barrier is the poorly designed systems of care to meet the needs of the diverse patient population. Lastly, the poor communication between providers and patients of different racial, ethnic, or cultural backgrounds presents an obstacle in health care delivery, in the current global market.

The topic of cultural competence is at the forefront of the National Institute Health (NIH), agenda. The NIH is the U.S. Department of Health and Human Services medical agency. NIH is the largest source of funding for medical research in the world. It creates a vast number of high-quality jobs by funding thousands of thousands of scientists in universities and research institutions in every state across America and around the globe[150]. NIH is made up of 27 institutes and centers, with each focusing on particular diseases or body systems[151]. The office of the director is the central office at NIH, and is responsible for setting policy, planning, managing, and coordinating the programs and activities of NIH[152].

To ensure that NIH has personnel that will be able to provide culturally competent services, there is a program called *Clear Communication[153].* NIH does recognize the need to have culturally competence personnel in every agency. Therefore, there are resources available to health professionals on how to provide services while being culturally aware. Cultural competence in health care involves a number of elements, including personal

[149] (Betancourt, Green, & Carrillo, 2002)
[150] (National Institutes of Health, 2015)
[151] (National Institutes of Health, 2015)
[152] (National Institutes of Health, 2015)
[153] (Language Access in Clear Communication, 2014)

identification, language, thoughts, communications, actions, customs, beliefs, values, and institutions that are often specific to ethnic, racial, religious, geographic, or social groups[154]. According to NIH, the aforementioned elements do influence the belief systems surrounding the delivery of health services. The concept of cultural competency has a positive effect on patient care delivery by enabling providers to deliver services that are respectful and responsive to the health beliefs, practices and cultural and linguistic needs of diverse patients[155].

The case of cultural competence in the health care field can be seen in this article that talks about the problems that Hispanic youth face in acquiring mental health services. According to the article, there are barriers that affect mental health access. Some of these include cultural barriers such as stigma, causal beliefs, language, poor cross-cultural understanding, and limited access to cover costs[156]. It has been noted that stigmatization of mental illness within the Latino community, can increase the probability of not having access to seeking the mental services needed. The article reports that the lack of education can increase the disparities in mental health disparities[157]. As the mission of the cultural competency program of the National Institute of Health suggests, it is critical to reduce every type of health disparities[158]. According to Thompson, many in the Latino community are not aware of indicators associated with depression, disorders or organic mental illnesses[159]. Should Latinos receive some form of information, there is a complete disregard of the cultural differences. Dr. Luis Vargas, the treasurer of the National Latino Behavioral Health Association, is at the forefront of assessing culturally appropriate mental health services to the Latino community[160]. Dr. Vargas emphasizes on the point that all services that are being provided, need to be culturally appropriate. He states that culturally appropriate does not only mean linguistically, but the beliefs, assumptions and behaviors of the population being catered to. Some questions that need to be answered in terms of cultural competence and mental health include: are the services available to everyone? Are

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[154] (Clear Communication: Cultural Competence, 2015)
[155] (Clear Communication: Cultural Competence, 2015)
[156] (Thompson, 2015)
[157] (Thompson, 2015)
[158] (Clear Communication: Cultural Competence, 2015)
[159] (Thompson, 2015)
[160] (Thompson, 2015)

they effective and being delivered by culturally aware personnel? Can the people actually get the services? Will they achieve these services without feeling stigmatized?

There is a pressing need to enhance the availability and quality of mental health services provided to persons from historically disadvantaged racial and ethnic groups. Mental health professionals are becoming more aware of multicultural issues and of the need to improve the accessibility and quality of mental health services. In order to improve mental health services, scholars have provided specific recommendations to culturally modify mental health interventions[161]. The first step that has been recommended is to incorporate the cultural values of the clients into these mental health services[162]. For example, clients are more likely to understand and seek out meaningful services, when they are matched with culturally competent professionals. Secondly, there is also the idea of parallel clinics. Parallel clinics in the United States have presented the opportunity whereby clinics have been staffed with people of the same cultural backgrounds. Dr. Vargas believes that staffing a clinic that is culturally responsive, will allow for many clients to be served[163]. In 2006, there was a meta-analysis study published illustrating the availability and quality of mental health services provided to persons from different cultural backgrounds. The meta-analysis study that was conducted illustrated the importance of having culturally competent personnel. The analysis, which spanned 76 studies, showed that clients who received services from people who were respectful of their culture felt as though they were twice as effective[164]. Dr. Vargas believes that the adoption of cultural context, benefits clients, stakeholders and personnel[165].

The three scenarios mentioned above illustrate the importance of cultural competence. As we are becoming increasingly connected on a global scale through communications, trade, business, etc., it is necessary to increase our cultural competency. It is crucial to understand that there are many benefits to cultural competency. It allows for the exchange of ideas, opportunities, and cultures. Other benefits include the increase in respect and mutual understanding, the increase in creativity and innovation, and an

[161] (Smith & Griner, 2006)
[162] (Smith & Griner, 2006)
[163] (Thompson, 2015)
[164] (Smith & Griner, 2006)
[165] (Thompson, 2015)

inclusive work environment. In order to begin the process, a cultural competency assessment is needed. This will let an organization know what needs focus and improvement. It will also inform an organization as to what resources and skills are readily available to be utilized. The assessment results can be used to develop a long-term plan with measurable goals and objectives to incorporate culturally competent principles, policies, structures, and practices into all aspects of an organization.

Secondly, there is the need to develop an implementation process for creating a culturally competent work environment. Human Resource Management and cultural competence has to occur at two levels: individual and systemic. On the individual level, employees need to be equipped with the skills and knowledge to be able to compete in the global market. On the systemic level, there is the need to have the support from management and leadership in order to effect the change in the organization.

To attain cultural competence, there is the need to create awareness on the impact of social and cultural aspect of human resource management. There is the need to ensure that organizations, stakeholders, personnel and leadership have the necessary tools and skills to manage properly. Every sector in the global business should adapt strategies on how to create culturally competent work environment and personnel. One of these includes developing effective cross-cultural training for both management and personnel. These trainings have been known to be ineffective because they only focus on changing behavior, rather than on changing minds. In order to ensure that these trainings are effective, organizations need to utilize tools such as feedback loops. Feedback loops serve many essential purposes, such as ensuring quality control during changing conditions inside and outside the organization[166]. Another management tool that can be used in terms of inclusion is deliberative dialogue. Deliberative Dialogue is defined as the multiple forms of speech and communication, active listening and explore a range of views[167]. Deliberative dialogue improves employee relations and performance by building trust and creating a foundation for working relationships. It aids in resolving conflicts, builds understanding and knowledge about complex issues[168]. It also generates innovative solutions to problems,

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[166] (Lawson, Anderson, & Rudiger, 2013)
[167] (McCoy & Scully, 2002)
[168] (McCoy & Scully, 2002)

inspires collective or individual action. Deliberative dialogue also aids in reaching agreement on or recommendations[169].

Another human resource management tool that can be used in cultivating cultural competence can be in the recruiting and hiring practices. In the case of Google, one can say that they tend to hire like-minded and similar looking individuals. Which can eventually lead to an organization not being culturally competent. As a suggestion, it will be of great benefit when organizations attempt to include an element of anonymity with resumes, during the initial process. Organizations should also utilize standardized systematic interview questions and activities throughout the interview process. These processes will lead organizations to evaluate candidates fairly and accurately. It will reduce hiring managers from making snap judgments. It will also reduce the stereotyping of certain social groups. Another aspect that could tackle cultural competency is management. Management plays a significant role in the interactions with personnel. The unconscious bias that management harbors could play a significant role in how performance of personnel is evaluated and the effects it has on the workforce. The collection of data about employee performance on a regular basis will give managers and leaders information on employee performance.

The steps mentioned will provide a foundation for building a culturally competent work force. In order to measure the effectiveness of this, there will need to be a commitment by management to ensure the ongoing evaluation of progress. There will be the need to measure the outcomes, how employees are responding to the change, what strides are being made in the organization, and is the organization on the right track? One might not know where to begin in creating a culturally competent organization. The best way to approach this, is to ensure that there are dedicated leaders who will be involved in the process. These leaders will have to be representative, and dedicated to the change. Just like Google, an organization seeking this change should assign part of its budget to staff development programming in cultural competence. It is always effective to include employees in the process. It is also best to include a neutral facilitator who will be able to analyze the attitudes, beliefs and values related to the cultural competence of that

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[169] (McCoy & Scully, 2002)

organization. Finally, to ensure that the long-term goals of cultural competence are met by organizations, it will be beneficial to include cultural competency requirements in job descriptions. The mention of these requirements should be made obvious from the beginning of the hiring process. This will allow potential employees the opportunity to discuss the value of cultural competence and potential contributions they can make to the organization. Overall, with the rise of the global market and international relations, it is difficult to ignore the concept of cultural competence. It is in the best interest of organizations to start employing such changes in their human resource management practices.

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