

MGMT 241: Knowledge for Social Impact – Analyzing Current Issues and Approaches (V2)

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Spring 2017, Wednesdays 3 – 6 pm, JMHH 245

Course Overview

Recent technological changes – Facebook, Twitter, and more – have helped to raise awareness of the magnitude and devastating long-term effects of poverty, food insecurity, limited and unequal access to education, and numerous other social issues. Coupled with growing awareness of these issues is the growing sense among many thought leaders, activists, and observers that traditional government programs and traditional charities may not be able to solve these problems alone. What may be needed are new strategies – innovative approaches borne of (a) a deep understanding of the issues and of prior approaches; (b) interdisciplinary collaboration and a commitment to innovation and experimentation; and (c) access to business knowledge, frameworks, and resources.

MGMT 241 is designed to provide the information, strategies, examples, and analytical mindset to make students more rigorous, insightful, and effective in analyzing social ills and crafting potential solutions. We will examine the nature and extent of two pressing social problems – barriers to post-secondary education and barriers to employment among formerly incarcerated individuals – and current approaches to solving these problems. After an introduction to the social impact landscape and a review of frameworks and tools for social impact, we will meet with researchers, business leaders, and non-profit leaders to learn what's not working, what is working, and what might work even better.

Office Hours

Professor Katherine Klein:

Every Tuesday from 4:30 – 6 pm and by appointment

Office: SHDH 3115 Cell: 202/491-7177

Ada Hopkins (Teaching Assistant):

January – March 2nd, Wednesdays from 1:30 - 2:30 pm, Joe's Café (SHDH)

March 13 – May, Tuesdays from noon to 1 pm, Joe's Café (SHDH)

Cell: 713-870-6948

Liya Shuster-Bier (Teaching Assistant):

Wednesdays, 8 – 9 am, Joe's Café (SHDH)

Cell: 347-835-0250

Grading

This course may not be taken pass/fail. Grades will be based on:

Participation: Attendance, Engagement, Expertise, and Reflection (20%)

Your participation grade will reflect your attendance, preparation, engagement in the class, performance as an “expert witness,” and reflection paper.

- Attendance: Given the highly interactive nature of the class and the frequency of class visitors, students are expected to be at every class session.
- Preparation: To ensure meaty, thoughtful, informative class discussions, students must complete all assigned readings prior to each class session. Be sure to read about each visitor to the class (leadership cases and guest speakers). To get you started, we have provided links to the guests’ websites and their organizations.
- Engagement: To ensure everyone’s engagement, all electronic devices must be off and stored during every class session in its entirety. Please do not check or use cell phones, iPads, laptops, Apple watches, or any other electronic devices in class without my express permission.
- Expertise: At multiple points in the semester, each student will sign up to serve as an “expert witness” regarding a specific reading, video, or guest. When you sign up to be an expert witness, please read your assigned article carefully (or watch the assigned video carefully) and be prepared to give the class a one-minute summary, emphasizing key points and links – points of compatibility or difference – to other assigned readings and videos. I may or may not explicitly call on you to provide a summary of your assigned article or video during class sessions, but your particular expertise will serve as a resource for the class session. When you are assigned a speaker for which you the expert witness, please search the web to gain an understanding of the speaker’s background and his/her company or organization. Be prepared to take the lead in introducing the speaker and in asking questions to this speaker. You will sign-up for “expert witness” assignments on Canvas.
- Reflection: For our last class session, I will ask for your reflections on the class: What reading(s) did you find most provocative and insightful? Which speaker(s) impressive and inspired you the most? What quotes from our speakers or discussions do you want to remember? And what are important take-aways for you personally? As you participate in the course, think about your answers to these questions. A brief write-up of your answers (250-500 words) will be due by 11:59 pm on Friday April 21st.

Individual Paper #1: Problem Analysis (35%). DUE DATE: Friday, March 3rd at 11:59 pm.

For this paper, you will conduct a focused research literature review of a topic related to either of the two core issues we’ll focus on as a class (access to and completion of post-secondary education; recidivism and access to employment among individuals with criminal convictions). Topics should be relatively specific, such as “access to college among first-generation female immigrants to the US,” or “effects of parental incarceration on children” or “access to employment following a drug conviction,” etc. And that said, you may find that you have to adjust your topic somewhat to fit the available research literature if you search and are unable to find three appropriate studies focused on your initial topic of choice.

For this paper, you must identify, read, and summarize three distinct, original, and primary studies (ideally studies published in top-tier, peer-reviewed academic journals) that represent each of the three “ways of knowing” that we will discuss in class:

- Counting and correlation (i.e., analyses of quantitative data such as census data, archival data, quantitative survey data, etc.)
- Experimentation and intervention (i.e., field experiments, quasi-experiments, laboratory experiments, analysis of treatment outcomes)
- Ethnographic observation (i.e., collection and analysis of qualitative interview data, observational data, and or personal/participant experience)

Your paper should be 5-8 pages double-spaced (2,000 words max., not including references) and should be saved as a Word document. No PDFs, please. Your paper should include:

- Introduction to the problem (1 paragraph)
- Summary of each of the three studies (4 pages)
 - Be sure you demonstrate that you understand each research paper:
 - Which of the three research methods does the study exemplify?
 - What is/are the researcher(s)’ core research question(s)?
 - What is the nature of the data the researchers used to answer their question(s)?
 - How did the researchers obtain the data they analyzed?
 - If the study was an experiment or quasi-experiment, what was the treatment condition and what was the control or comparison condition?
 - What were the authors’ key findings (not their statistical analyses, but rather their most important research results)?
- Implications of the research for interventions to solve the problem (approximately 1-2 pages)
- Your reflections on the research findings and on the different ways of knowing (approximately 1-2 pages)
 - What did you learn about the nature and value of different types of research?
 - How complementary or contradictory were the findings?
 - What surprised, fascinated, and/or impressed you?
 - Did reading these studies spark other ideas for you – thoughts about your own career, or about future research, for example?

To find the three studies that you will read, summarize, and analyze, use Google Scholar to conduct a search of recent research literature on your topic. (Be sure you go into Settings on Google Scholar, then to Library Links, and then link to the University of Pennsylvania, so you can access the scientific articles you find.)

For example, if you are interested in college access among immigrants to the United States, you might begin by entering the terms “college access immigrants United States experiment” and later enter the terms “college access immigrants United States ethnography.” Be sure that the studies you pick include at least one true field, lab, or quasi-experiment; one true ethnography or qualitative study; and one true counting and correlational study. By “experiment,” we do not mean any research study. We mean a study in which research participants are randomly assigned to (or in some cases self-select into) an explicit experimental treatment condition and

other research participants are randomly assigned to (or self-select into) a control or comparison condition. You are likely to find that counting and correlational studies – with no experimental treatment condition – are most prevalent (but, again, these are not experiments.)

I will provide examples in class. If you have any questions about whether the three studies you've picked are appropriate for this paper, check with Ada, Liya, or me. Sometimes finding the studies is challenging and time-consuming. Do not put off picking your topic and finding the studies until the last minute.

Individual Paper #2: Organizational and leadership analysis (45%). DUE DATE: Sunday, May 7th at 11:59 pm.

For this paper, you will describe and analyze the mission, activities, leadership, and effectiveness of a for-profit business or non-profit organization working to prevent recidivism and increase access to employment among formerly incarcerated individuals, to remove barriers to college access, or to overcome another social problem of particular interest to you. (If you choose the third option – a for-profit business or non-profit organization working to overcome another social problem – be sure to get my approval before beginning work on the paper.)

Choose a business or organization that you would really like to know more about – perhaps an organization that inspires you, that you'd like to work for, and/or that is in an industry you'd like to go into. You will be studying this organization in-depth and will conduct an in-depth, personal interview with a member of the senior leadership team – the founder, CEO, or another senior executive.

I recommend getting a head start on the paper and conducting your interview during or before Spring Break. Companies and organizations in or near Philadelphia get many student requests for information. If there's a for-profit or non-profit you can study outside of Philadelphia – perhaps in your hometown – that's great.

Your paper should be 10 – 13 pages long (3,250 words maximum, not including references or appendices) and should be saved as a Word document. No PDFs, please.

Your paper should cover the following topics and should reflect and explicitly incorporate insights and information you have gained over the semester from course readings, videos, visitors, and discussions. If the organization is large and/or multifaceted, it may be helpful to focus on a particular area of its work.

- Description of organization: Be sure to provide a concise, clear, and concrete description of the organization, including such details as:
 - Years in operation
 - Number of employees, clients, and/or customers
 - Revenues / budget
 - Funders//investors – base
 - Key operations
- Organizational analysis: Given the company or organization's mission and goals, how successful has it been in creating sustainable, positive social impact, how, and why?
 - How does the company or organization create impact?
 - What is its implicit or explicit logic model?
 - To what extent is the company or organization's mission, goals, and impact driven by research evidence? What kind of research?
 - How does the company or organization assess its impact?
 - How great is its impact?
 - How financially sustainable is the company or organization?

- Leadership analysis: How has the leader you interviewed sought to strengthen the impact, financial sustainability, efficiency, and/or effectiveness of the company or organization he/she leads?
 - How did the leader come to found or join the company or organization?
 - What strategic changes has the leader sought to implement? What prompted these changes?
 - What's worked well? What successes has he/she experienced in driving change, with what effect?
 - What continuing challenges has he or she experienced – things he or she has tried, but been unable to change or overcome in the company or organization?
- Your evaluation: Imagine that you have made a personal commitment to invest a significant amount of money in impact investing and/or to give away a significant amount of money in a charitable donation. Is this a business in which you would make a significant investment (as part of your impact investing strategy) or a non-profit to which you would make a significant contribution?
 - Be sure to explain your reasoning.
 - How does this for-profit or not-for-profit compare to others you might invest in or donate to? Be specific.
- Your take-aways: Based on your analysis of this company or organization, your interview with the leader, and your reflections on class readings and discussions, what are key lessons for organizations, leaders, and/or for you personally? You may choose to answer one or more of the questions below:
 - What must businesses and/or non-profits do to create sustainable positive social impact?
 - What are essential skills or strategies for leading mission-driven businesses or non-profits?
 - What steps can one take to build a satisfying and high-impact career?

Important hints:

- Strong papers will reflect not only careful study of the organization (including its website and relevant news accounts) and a thoughtful, in-depth interview with the leader, but also an explicit and skilled incorporation of numerous class readings and concepts.
- Plan ahead. It will be impossible to do a good job in this paper if you put it off to the last few weeks. As noted above, I strongly recommend you look outside Philadelphia for the business or not-for-profit that you will study.
- Prior to interview the senior leader, study his or her business or organization in detail. In-depth preparation conveys your respect for the interviewee and ensures a thoughtful conversation.
- Ask for permission to record the interview, so that you can transcribe and quote the best sections of the interview in your paper. This will allow you to let the leader “speak” in his or her own voice in your paper
- You must include in your final paper: (a) the name of the business or non-profit you studied; a link to the website; the name of the leader you interviewed and an email from him or her, including his or her email address, indicating his or her participation in the interview.
- To grade your paper, we will evaluate the quality of your: (a) organizational analysis; (b) leadership interview and insights; (c) take-aways; (d) integration of course readings; and (e) writing.
- If you need help identifying a business or organization to study, let me know before Spring Break. WSII has many contacts, including many Wharton alums.

Dinner?

Interested in going out to dinner with a few fellow students and me? Sign up on Canvas. Wharton will cover the cost through the Student-Faculty Meals Program. Dinners are scheduled from 6:30 – 8 pm (approximately) on Wednesday 1/25; 2/15; 3/15; and 3/29. If these dates don't work for you and you'd like to go out for a meal with fellow students and me, just let me know.

Class Schedule, Topics, Readings, and Visitors

Please note: There are likely to be some last-minute changes to the syllabus over the course of the semester as some invited speakers may need to change their schedules. Most speakers will join us in person, but some will Skype with us,

SECTION 1: Social Impact, Organizational Effectiveness, and the Poverty Challenge

1. January 18 – Course Introduction: Understanding the Current Social Impact Landscape

Social impact is no longer the province of non-profits and government agencies alone. We will examine the many organizational forms that social entrepreneurs and social “intrapreneurs” are using to create positive social impact, including for-profit social enterprises, non-profit organizations, hybrid organizations, corporate social responsibility, media campaigns, impact investing, and more.

We will also examine the new approaches and standards that are emerging for social impact organizations, highlighting the drive for evidence-based practice, demonstrable impact, empowerment, financial sustainability, and scalability.

Leadership Case Study and Guest Speaker

- **Bill Eggers, Executive Director, Deloitte Services**

Required Readings & Video:

1. Eggers, W. D., & MacMillian, P. (2013). The social revolution: How business, government, and social enterprises are teaming up to solve society's toughest problems. Chapters 1 & 2 only (p. 1-50). **Please find on Canvas under Files**
2. Eggers, W. D. & Muoio A. (2015, April 15). [Wicked opportunities](#). Deloitte University Press. (Pages 31 – 37 of the full report: [Business Ecosystems Come of Age](#).)
3. Austin, J. E., Gutierrez, R., Ogliastris, E. & Reficco, E. (2007, Winter). [Capitalizing on convergence](#). *Stanford Social Innovation Review*, 24-31.
4. The Case Foundation (2014). [A short guide to impact investing](#).
5. Kania, J. & Kramer, M. (2011, Winter). [Collective impact](#). *Stanford Social Innovation Review*, 36-41.
6. Video: TED Talk – [The way we think about charity is dead wrong – Dan Pallotta](#)
7. About Bill Eggers
 - [Profile: William D. Eggers at Deloitte Services](#)

2. January 25 – Achieving Financial Sustainability

Leadership Case Studies and Guest Speakers:

- Kyle Zimmer, Founder and CEO, First Book
- Jayson Tischler, Principal, Rittenhouse Ventures

Required readings:

1. Foster, W., & Bradach, J. L. (2005). [Should nonprofits seek profits?](#) *Harvard Business Review*.
2. Thompson, J. D., & MacMillan, I. C. (September, 2010). [Making social ventures work](#). *Harvard Business Review*, 88: 66-73.
3. Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). [In search of the hybrid ideal](#). *Stanford Social Innovation Review*, pages 51 – 55.
4. Bugg-Levine, A., Kogut, B., & Kulatilaka, N. (2012, September). [A new approach to funding social enterprises](#). *Harvard Business Review*.
5. Rottenberg, L., & Morris, R. (2013, January). [If you want to scale impact, put financial results first](#). *Harvard Business Review: HBR Blog Network*.
6. Bank, D. & Price, D. (2016, Summer). [Returns on investment: How a broad bet on a biotech company paid off in promising drugs for neglected diseases](#). *Stanford Social Innovation Review*, pages 35-37.
7. About Kyle Zimmer and First Book
 - [Interview with Kyle Zimmer](#) (New York Times, Corner Office by Adam Bryant)
 - [First Book](#)
 - NPR story (2014, December 29). [Nonprofit fights illiteracy by getting books to kids who need them](#).
 - Layton, L. (2015, December 27). [First Book mixes market forces and philanthropy to help poor children](#). *The Washington Post*.
8. About Jayson Tischler and Rittenhouse Ventures
 - [Rittenhouse Ventures](#)
 - [Jayson Tischler](#)

3. February 1 – Leading Mission-Driven Organizations

Leadership Case Study and Guest Speaker

- John Montgomery, Founder, Bridgeway Capital Management

Required readings:

1. Christensen, C. M. (2010, July-August). How will you measure your life? *Harvard Business Review*. Please find on Canvas under Files
2. Pfitzer, M., Bockstette, V., & Stamp, M. (2013). [Innovating for shared value](#). *Harvard Business Review*, 91 (9): 100-107.
3. Grant, A. (2011, June). [How customers can rally your troops](#). *Harvard Business Review*.
4. O'Toole, J. & Vogel, D. (2011). Two and a half cheers for conscious capitalism. *California Management Review*, 53: 60-76. **Please find on Canvas under Files**
5. Fox, J. (2011, January-February). [The HBR interview: "What is it that only I can do?"](#) *Harvard Business Review*.
6. Carton, A. M. (2015, June 12). [People remember what you say when you paint a picture](#). *Harvard Business Review*.
7. About John Montgomery and Bridgeway Capital Management
 - [John Montgomery at Bridgeway Capital Management](#)
 - [Bridgeway Capital Management](#)
 - [About Bridgeway](#)
 - [Bridgeway Foundation](#)

Recommended

- Knowledge@Wharton interview. (2015, March 19). [Why Bridgeway Capital gives away 50% of profits to charity](#).
- Rubin, E. (2013, October 21). [How a Texas philanthropist helped fund the hunt for Joseph Kony](#). The New Yorker.

4. February 8 – Achieving and Assessing Impact

Guest Speaker:

Katherina Rosqueta, Founding Executive Director, Penn Center for High Impact Philanthropy

Special Guest:

Derek Handley, Founding Partner, Aera Foundation and Aera VC

Required Readings and Video:

1. W.K. Kellogg Foundation. (2004). [Logic model development guide: Using logic models to bring together planning, evaluation, and action](#). Battle Creek, Michigan.
2. Skopos Impact Fund & Bridges Impact Fund (2016). More than measurement: A practitioner's journey to impact management. **Please find on Canvas under Files**. (Note that Lisa Hall, of Skopos Impact Fund, is visiting the class on February 15th.)

3. Epstein, M. J. & Yuthas, K. (2014). Measuring and improving social impacts: A guide for nonprofits, companies, and impact investors. Part 4: How Will You Measure Success? (pages 116-177). **Please find on Canvas under Files**
4. Rosqueta, K. (2014, February 28). [Rethinking the E word](#). *Stanford Social Innovation Review*.
5. Dichter, S., Adams, T., & Ebrahim, A. (2016, Winter). [The power of lean data](#). *Stanford Social Innovation Review*.
6. Keohane, G. L. & Brest, P. (2014). B Lab and the impact assessment evolution. (Stanford Graduate School of Business, Case SM-220). **Please find this under Study.Net on Canvas. This is part of the coursepack.**
7. About Kat Rosqueta
 - [Kat Rosqueta Bio](#)
 - [The Center for High Impact Philanthropy](#)
 - Video: [Kat Rosqueta's TEDxPhiladelphia Talk](#)
 - Center for High Impact Philanthropy: [2016 High Impact Year-End Giving Guide](#)
8. About Derek Handley
 - a. Website: [Aerc VC](#)
 - b. [Bio](#)
 - c. [Interview with Derek Handley on Knowledge@ Wharton](#)

5. **February 15 – Ways of Knowing: Towards an Understanding of Poverty**

The social issues we examine in this course are linked closely to poverty. The poor experience food insecurity and barriers to post-secondary education far more often and more severely than do those of moderate or higher income. As we learn about poverty, focusing primarily on current poverty in the US, we reflect on different “ways of knowing” or learning about social issues:

- Counting and correlation (e.g., quantitative and census data, analyses of the correlates of food insecurity, poverty, disease, etc.)
- Experimentation and intervention (e.g., random assignment and deliberate attempts to change or treat the focal phenomenon)
- Ethnographic observation (e.g., close observation with a goal of understanding individual experience, design thinking)

Guest Speaker:

Dennis Culhane, Professor of Social Policy, Penn

Special Guest:

Lisa Hall

Managing Director, Impact Investing at Anthos Asset Management

Required Readings:

(Given the importance of the topics of poverty and of “ways of knowing” for the entire course, I have assigned more readings than usual this week. I think you’ll find them very interesting. Many of the readings are quite short too, so the reading load this week is not quite as great as it looks at first glance.)

1. Proctor, B. D., Semega, J. L., & Kollar, M. A. (2016, September). [Income and poverty in the United States: 2015](#). (United States Census Bureau, Economics and Statistics Administration)
2. Cohen, P. (2016, September 25). [Millions in U.S. climb out of poverty, at long last](#). *New York Times*.
3. Rank, M. R. (2013, November 2). [Poverty in America is mainstream](#). *New York Times*.
4. Culhane, D. (2010, July 11). [Five myths about America’s homeless](#). *Washington Post*.
5. Gladwell, M. (2006, February 13). [Million-dollar Murray](#). *The New Yorker*.
6. Elliott, A. (2013, December). [Invisible child \(5-part series\)](#). *New York Times*.
7. Rosenberg, T. (2013, September 25). [Escaping the cycle of scarcity](#). *New York Times (Opinionator)*.
8. Tirado, L. (2013, November 22). [This is why poor people’s bad decisions make perfect sense](#). Huffington Post.
9. Haushofer, J. & Fehr, E. (2014). On the psychology of poverty. *Science*, 344 (6186): 862-867. **Please find on Canvas under Files**
10. Duflo, A. & Karlan, D. (2016, January 29). [What data can do to fight poverty](#). *The New York Times*.
11. About Professor Dennis Culhane
 - [Dennis Culhane Bio](#)
 - DP Story: Babu, S. (2016, April 19). [Penn professor says a cure to homelessness is possible](#). The Daily Pennsylvanian
12. About Lisa Hall
 - [Lisa Hall’s Bio](#)
 - [About Anthos Asset Management](#)

Recommended:

- Wilkinson, R. (2011, July). [How economic inequality harms societies](#). *TED talk*.
- Vance, J.D. (2016, September). [America’s forgotten working class](#). *TED talk*.
- Surowieki, J. (2014, September 22). [Home Free?](#) The New Yorker.
- Culhane, D. P., Metraux, S., & Hadley, T. (2002). [Public service reductions associated with placement of homeless persons with mental illness in supportive housing](#). *Housing Policy Debates*, 13, 107-163. (Skim for key points and research method.)
- Davidai, S. & Gilovich, T. (2015). Building a more mobile America – One income quintile at a time. *Perspectives on Psychological Science*, 10: 60-71. **Please find on Canvas under Files**

- Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). [Poverty impedes cognitive function](#). *Science*, 341: 6149, 976-980.
- Vargas, T. (2016, September 4). [Doing the math: For many in the DC area on minimum wage, the ends never meet](#). *Washington Post*.

SECTION 2: Understanding and Overcoming Barriers to College Access and Completion

6. February 22 – Ways of Knowing: Towards an Understanding of Barriers to College Access and Completion

Guest Speaker:

Joni E. Finney, Practice Professor

Director, Institute for Research on Higher Education

Graduate School of Education, University of Pennsylvania.

At this point in the course, we shift our attention to understanding barriers to post-secondary education. As above, we continue our examination of different ways of knowing as we examine the nature, prevalence, and consequences of barriers to post-secondary education.

Required Readings:

1. Perna, L. W. & Thomas, S. L. (2006, July). [A framework for reducing the college success gap and promoting success for all](#): Commissioned report for the National Symposium on Postsecondary Student Success.
2. Scott-Clayton, J. (2015). [The role of financial aid in promoting college access and success: Research evidence and proposals for reform](#). *Journal of Student Financial Aid*, 45: 7 – 22.
3. Finney, J. E. (2014, June). [Why the finance model for public higher education is broken and must be fixed](#). *Penn-Wharton Public Policy Initiative*.
4. Davidson, A. (2015, September 8). [Is college tuition really too high?](#) *The New York Times*.
5. Radford, A. W. 2013, September 16. [“No point in applying”: Why poor students are missing at top colleges](#). *The Atlantic*.
6. DeParle, J. (December 22, 2012). [For poor, leap to college often ends in hard fall](#). *New York Times*.
7. Tough, P. (2014, May 15). [Who gets to graduate?](#) *New York Times*.
8. About Professor Joni Finney
 - [Professor Finney’s Bio](#)

RECOMMENDED

Podcast: [Back to school](#). (2012, September 14). This American Life (Episode 474).

7. March 1 – Intervening to Overcome Barriers to College Access and Completion: Impact investing in KIPP Schools

Leadership Case Studies and Guest Speakers:

Mike Feinberg, Co-Founder, KIPP (Knowledge is Power Program)

Bobby Turner, CEO, Turner Impact Capital

Required Readings:

1. Dobbie, W. & Fryer, R. G., Jr. (2013). Getting beneath the veil of effective schools: Evidence from New York City. *American Economic Journal: Applied Economics*, 5: 28-60. **Please find on Canvas under Files.**
2. Mathematica Policy Research (2015, September). [Going to scale: As KIPP network grows, positive impacts are sustained.](#)
3. Whitmire, R. (2016, September 12). [How KIPP learned the truth about its students' college completion and inspired others to do the same.](#) Chalkbeat.
4. Retsinas, N. P., Shomair, N., Beckford, V., & Strope, L. (2013, November). Canyon-Agassi Investing in Charter Schools (N9-214-033). **Please find this under Study.Net on Canvas. This is part of the course pack.**
5. Grant, P. (2015, October 13). [Charter-school movement grows – for real-estate investors.](#) *The Wall Street Journal*. (Please find on in Canvas under Files)
6. Vincent, R. (2015, September 18). [This investment fund has a social agenda – and high profile backers.](#) *Los Angeles Times*.
7. About Bobby Turner
 - [Bio](#)
 - About Turner Impact Capital ([website](#) and [media](#))
8. About Mike Feinberg
 - [Bio](#)
 - About [KIPP](#)

March 8 - Spring Break: No class

8. March 15 – Intervening to Overcome Barriers to College Access and Completion: What is the College Board's Role and Contribution?

Leadership Case Study and Guest Speaker:

Steve Bumbaugh

Senior Vice President, College and Career Access, The College Board

Required Readings:

1. Balf, T. (2014, March 9). The SAT is fair: The quest to create a pre-proof test. The New York Times Sunday Magazine. Please find on Canvas under Files
2. Hoxby, C. & Turner, S. (2015, January). [What high-achieving low-income students know about college](#). NBER (National Bureau of Economic Research).
3. Leonhardt, D. (2013, September 25). [A nudge to poorer students to aim high on colleges](#). The New York Times.
4. Avery, C., Howell, J. S., and Page, L. (2014, October). A review of the role of college counseling, coaching, and mentoring on students' postsecondary outcomes. College Board Research Brief. **Please find on Canvas under Files**
5. Avery, C., Howell, J. S., and Page, L. (2014, October). A review of the role of college applications on students' postsecondary outcomes. College Board Research Brief. **Please find on Canvas under Files.**
6. Gordon, L. (2016, April 21). [Khan Academy College Board create an SAT practice program, but impact unclear](#). EdSource.
7. About Steve Bumbaugh
 - a. Steve Bumbaugh's early work with the I Have a Dream Foundation in Washington, DC.:
 - i. [Dreamers in Their Own Words](#) (Read pages 6-19.)
 - b. [Bio](#)
9. **March 22 – Intervening to Overcome Barriers to College Access and Completion: A Public-Private Approach to College Preparation**

Leadership Case Study and Guest Speaker:

Eric Adler, CO-Founder, The SEED Foundation

Required Readings & Video:

1. Jones, M. (2009, September). [The inner-city prep school experience](#). New York Times Magazine.
2. Curto, V. E. & Fryer, R. G. (2014). The potential of urban boarding schools for the poor: Evidence from SEED. *Journal of Labor Economics*, 32: 65-93. **Please find on Canvas under Files.**
3. Einhorn, E. (2015, December 26). [The rise of urban public boarding schools](#). *The Atlantic*.
4. Nishi, D. (2014, October 25). [How to define success for yourself](#). *Wall Street Journal*. **(Please find on Canvas under Files)**

5. Video: [How the SEED school is changing lives – 60 Minutes](#) (2010)
6. About Eric Adler
 - a. [Bio](#)

SECTION 3: UNDERSTANDING AND OVERCOMING RECIDIVISM AND BARRIERS TO EMPLOYMENT AMONG INDIVIDUALS WITH CRIMINAL CONVICTIONS

10. March 29 – Ways of Knowing: Towards an Understanding of Recidivism and Barriers to College Access and Completion

Guest Speaker:

Charles Loeffler

Jerry Lee Assistant Professor of Criminology, UPENN

Required Readings & Video:

1. Travis, J. & Western, B. (Editors). (2014). The growth of incarceration in the United States: Exploring Causes and Consequences. The National Academies Press.
 - a. Chapter 6: [The Experience of Imprisonment](#).
 - b. Chapter 13: [Findings, Conclusions, and Implications](#).
2. U.S. Department of Justice. (2014, April). [Recidivism of prisoners released in 30 states in 2005: Patterns from 2005 to 2010](#). (Skim)
3. Neyfakh, L. (2015, October 29). [Why do so many ex-cons end up back in prison?](#) *Slate*.
4. Ispa-Landa, S. & Loeffler, C. E. (2016). Indefinite punishment and the criminal record: Stigma reports among expungement-seekers in Illinois. *Criminology*, 54: 387-412. **Please find on Canvas under Files.**
5. Stahler et al. (2013). Predicting recidivism for released state prison offenders: Examining the influence of neighborhood characteristics and spatial contagion on the likelihood of reincarceration. *Criminal Justice and Behavior*, 40: 690-711. **Please find on Canvas under Files. (Skim)**
6. Eisen, L-B. & Chettair, I. (2016, December 9). [39% of prisoners should not be in prison](#). *Time*.
7. Furman, J. & Holtz-Eakin, D. (2016, April 21). [Why mass incarceration doesn't pay](#). *New York Times*.
8. Rubin, R. E. (2016, June 3). [The smart way to help ex-convicts, and society](#). *New York Times*.
9. Stevenson, B. (2012, March). [We need to talk about an injustice](#). *TED talk*.
10. Goffman, A. (2015, March). [How we're priming some kids for college – and others for prison](#). *TED talk*.

Recommended

- Rhodes, W. et al. (2016). Following incarceration, most released offenders never return to prison. *Crime & Delinquency*, 62: 1003-1025.
- Coates, T. (2015, October). [The black family in the age of mass incarceration](#). *The Atlantic Monthly*.
- Travis, J. & Western, B. (Editors). (2014). The growth of incarceration in the United States: Exploring Causes and Consequences. The National Academies Press.
 - a. Chapter 4: [The Underlying Causes of Rising Incarceration: Crime, Politics, and Social Change](#).

11. April 5 – Intervening to Reduce Recidivism and to Create Pathways to Secure Employment: Roca and Massachusetts’s Social Impact Bond

Leadership Case Studies and Guest Speakers:

Lili Elkins, Chief Development and Strategy Officer, Roca

Andrea Phillips, Founder & Managing Partner at the Community Outcomes Fund, Maycomb Capital

Required readings:

1. Ross, D. (2014, April 2). [Tackling mass incarceration](#). New York Times.
2. (2014, January). [Massachusetts launches landmark initiative to reduce recidivism among at-risk youth](#).
3. Third Sector Capital. (2013, April). [Case study: Preparing for a pay for success opportunity](#).
4. Rangan, V. K. & Chase, L.A. (2015, Fall). [The payoff of pay-for-success \(and responses by George Overholser and by Tracy Palandjian and Jeff Shumway\)](#). *Stanford Social Innovation Review*, pages 28 – 39.
5. Porter, E. (2015, July 28). [Wall St. money meets social policy at Rikers Island](#). New York Times
6. MDRC (2015, July). [MDRC statement on the Vera Institute’s study of the adolescent behavioral learning experience \(ABLE\) program at Rikers Island](#).
7. About Lili Elkins and Roca
 - a. [Bio for Lili Elkins](#)
 - b. Roca at a glance. (Please find on Canvas, under Files)
 - c. [Roca: Pay for Success](#)
8. About Andrea Phillips
 - a. [Bio](#) and [LinkedIn profile](#)

Recommended

- Video: Eccles, T. (2013, June). [Invest in social change](#). TED talk.

- Gustafsson-Wright, E. & Gardiner, S. (2015, November). [Policy recommendations for the applications of impact bonds: A summary of lessons learned from the first five years of experience worldwide.](#) Global Economic and Development Program at Brookings.

12. April 12 – Intervening to Reduce Recidivism and to Create Pathways to Secure Employment: Educating prisoners through Edovo and the Bard Prison Initiative

Leadership Case Studies and Guest Speakers:

Dan Karpowitz, Director of Policy and Academics, Bard Prison Initiative

Brian Hill, Founder and CEO, Edovo

Required readings and videos:

1. Davis, L.M., Bozick, R., Steele, J.L., Saunders, J., & Miles, J.N.V. (2013). [Research brief: How effective is correctional education? The results of a meta-analysis.](#) RAND Corporation.
 - a. For more information, see: [Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults.](#) RAND Corporation
2. *New York Times* Editorial. (2016, February 16). [A College Education for Prisoners.](#) *New York Times*.
3. MacFarquahar, L. (2016, December 12). [Building a prison-to-school pipeline.](#) *The New Yorker*.
4. RAND Corporation. (2008, Summer). [Out of the ashes: The rise of the Bard Prison Initiative.](#) RAND Corporation.
5. Field, A. (2016, March). [Edovo, maker of tablet-based education for inmates, aims to reduce recidivism and continues to grow.](#) *Forbes*.
6. Video: (2007, April). [Bob Simon reports on the Bard Prison Initiative.](#) *60 Minutes*.
7. About Brian Hill and Edovo
 - a. [Edovo website](#)
 - b. Video: [Education built for corrections](#)
 - c. Brian Hill: [LinkedIn](#)
8. About Daniel Karpinsky
 - a. [Bio](#) and Book: [College in Prison: Reading in an Age of Mass Incarceration](#)

13. April 19 – Intervening to Reduce Recidivism and to Create Pathways to Secure Employment: Open Hiring at Greyston Bakery

Leadership Case Study and Guest Speaker:

Mike Brady, President and CEO, Greyston Bakery

Required Readings and Videos:

1. Nally, J.M., Lockwood, S., Ho, T., & Knutson, K. (2014). [Post-release recidivism and employment among different types of released offenders: A 5-year follow-up study in the United States](#). *International Journal of Criminal Justice Sciences*, (9): 16-34. **Please find on Canvas under Files**
2. Pager, D. (2003). [The mark of a criminal record](#). *American Journal of Sociology*, 108: 937-975. Please find on Canvas under Files
3. Buchanan, L. (2015, September). [The New York bakery that hires everyone, no questions asked](#). *Inc.*
4. NPR. (2015, May 24). [No resume, no interview, no problem at Yonkers bakery](#).
5. Ramey, C. (2015, November 30). Bakery puts public good in its recipe for success. *Wall Street Journal*. **(Please find on Canvas under Files.)**
6. Video: [The Greyston Story](#). (Includes 60 Minutes story from 2004)
7. About Mike Brady and Greyston Bakery
 - a. Mike Brady: [Bio](#) and [LinkedIn](#)
 - b. Greyston: [A certified B-corporation](#)
 - c. [Greyston's website](#)
 - d. Video: (2014). Brady, M. & Dion, D. [Hiring the unemployable](#). TED talk.

Recommended

- Obbie, M. (2016, June 25). [In search of the felon-friendly workplace](#). *The New York Times*.

14. April 26 – Wrapping Up: Reflections and Lessons Learned