PPOL 4991: Problem-Driven Philanthropy
Undergraduate Capstone, Spring 2017
Frank Batten School of Leadership & Public Policy
University of Virginia

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Meets Wednesdays, 12-2:30 p.m. (Garrett Hall Seminar Room, L039)
Office Hours: Fridays, 10-11 am.

We have two interrelated goals: 1) come to understand a critical problem within the Charlottesville City/Albemarle County community context, and 2) craft a grant that contributes toward making progress on that problem. You will work in small teams toward both goals.

You should see this class as an act of collaboration. Each team will lead the instruction and teaching on their problem space. Other teams will ask critical questions and push one another toward precision. Our eventual grantmaking is also a collaboration to match the good work of NGOs in the community with investment from our grants.

We begin the class with $25,000 in grant money at stake. Each of the four groups starts with $2500. The remaining $15,000 is up for grabs (see below).

Populations to investigate:
1) Men exiting the criminal justice system
    a. Contact: Neal Goodloe (ngoodloe@oar-jacc.org)
    b. Contact: James E. Brown (brownja@charlottesville.org)
2) Women exiting the criminal justice system
    a. Contact: Pat Smith (psmith@oar-jacc.org)
       Contact: Kaki Dimock (dimockk@charlottesville.org)
3) Aging Poor
    a. Contact: Peter Thompson (peter@seniorcenterinc.org)
    b. Contact: Marta Keane (MKeane@jabacares.org)
4) Children and youth experiencing trauma
    a. Contact: Sue Moffett (moffett@charlottesville.org)
    b. Contact: Sharon Root (root@k12albemarle.org)

Background reading:
- Group-crafted syllabi/reading lists
- Bardach, Eugene. 2011. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.* CQ Press College, 4th Edition.

Weekly reading:

Individual teams will contribute readings on the syllabus as we move beyond the first few weeks. Expect to read both for your smaller group project and for the wider class.

Grading

Seminar and contributions to other groups:	20%
Presentations, background materials, and weekly reports:	30%
Policy Report:	40%
Gift Report (Presentation only):	10%
Group peer evaluations	(+/- on all of the above)

Work products

Backstage materials (These are all public to your current and future classmates as shared, non-duplicated resources)

- Interview reports (to be archived for future classes); minimum 10/team & 5 per person (All due by March 24)
- Annotated bibliography – 1 per team w/5 entries per teammate (Due by March 24)
- 1-page reading reports (critical research your group accesses) – 5 per teammate (Due by March 24)
- Submit by posting on public Resources section of Collab.
- See examples in Collab under Resources/"Models to follow for deliverables"

Individual weekly reports (Due every Friday by 5 pm)

- What did you get done this week?
- What is the plan for next week?
- Are there any group problems that could use my help?
- Submit on Drop Box, title "Your Name Weekly Report date"

Front stage materials

- Presentations:
    o February 1: What is the problem at the national level?
    o February 15: What are the policies at the federal and state level?
    o February 22: What's the problem in the local level? (Preliminary with senior partners)
    o March 1: Who are the local nonprofits involved in this space?
    o March 22: Policy Analysis of Local Problem (judged by senior partners)
    o April 26: Grant recommendations (judged by senior partners)

- Report:
    o Full problem analysis report: Due by 5 pm March 24 (built from earlier components)

Schedule

1/18: Part 1, Defining problems

Some broad guidance on defining problems for policy analysis

- Bardach, Eugene. *The Eighfold Path: A Practical Guide for Policy Analysis.* Washington, DC: CQ Press (pp. 1-11 on Collab)

A good example of a problem definition
- Eisinger, Peter K. 1998. *Toward an End to Hunger in America*. Washington, DC: Brookings Institution Press. (pp. 1-18 on Collab)

A note of caution:
- Best, Joel and Gerald T. Horiuchi. 1985. The Razor Blade in the Apple: The Social Construction of Urban Legends. *Social Problems,* 32: 488-99.

Part 2: Understanding our task, following examples:
   a. Review of Report and other deliverables
   b. Teambuilding and accountabilities
        i. Leadership
       ii. Roles
      iii. Reporting procedures
       iv. Accountabilities within groups and to class
   c. Leads
   d. Expectations for next week's meetings

1/25: Understanding the Charlottesville metro as a policy space & primer on NGOs
       Part 1: What do Nonprofits do?
       Readings:

- Najam, Adil. 2000. "The Four C's of Third Sector-Government Relations: Cooperation, Confrontation, Complementarity, and Co-optation." *Nonprofit Management and Leadership* 10: 375-396. (on Collab)
- Kettl, Donald F. 2000. The Transformation of Governance: Globalization, Devolution, and the Role of Government. *Public Administration Review* 60:488-497.
- Smith, Stephen Rathgeb and Michael Lipsky. 1993. *Nonprofits for Hire: The Welfare State in the Age of Contracting.* Cambridge, MA: Harvard University Press. (pp.

       Part 2: Backgrounders on Charlottesville & Albemarle County
          o Orange Dot Report (on Collab)
          o Adiuvans Briefings

- Guest: Kaki Dimock, Director of Human Services, City of Charlottesville (1-2 pm)

2/1:   Presentations: What's the problem at the national level?

2/8:   Group Consultations

2/15: Presentations: Policies at the Federal and State Levels

2/22: Presentations: Preliminary with Senior Partners –
                    "What's the Problem in the Local Arena?"
                    ~10 minutes per group with 20 minutes Q & A

3/1:   Presentations: Local Nonprofits Involved, with preliminary assessments

3/8:   Spring break

3/15: Practice runs with peer review

3/22: Major Presentation to senior partners

- Best Presentation: $2500 awarded by senior partners
- Best Policy Report: $5000

3/29: Crafting Gifts Workshop 1 (NB: Albemarle County Schools out)
        What is the right program or intervention?
        Reading:
- Mullainathan, Sendhil, and Eldar Shafir. 2013. "Decision-making and Policy in Contexts of Poverty." In *The Behavioral Foundations of Public Policy* (Ed) Eldar Shafir. Princeton, NJ: Princeton University Press. (on Collab).
- W.K Kellog Foundation. 2004. *Logic Model Development Guide.* (on Collab)

4/5:   Crafting Gifts Workshop 2
        Does this potential grantee have the organizational capacity to wisely use a grant?
- How to review and organizations financial statements (handout on Collab)
- Orosz, Joel. *The Insider's Guide to Grantmaking: How Foundations Find, Fund, and Manage Effective Programs.* San Francisco: Jossey-Bass. (Chapter 4 on Collab)

4/12: Group Consultations

4/19: Practice Presentations on Grant Reports

4/26: Wrap up and recommendations
- Best Presentation aligning problem, solution, and organization: $7500 awarded by senior partners

Awards: Wednesday, May 10 (Reading day)

Frank Batten School of Leadership and Public Policy Honor Statement

The Frank Batten School of Leadership and Public Policy embraces and upholds the University's Honor Code principles that mandate that students will not lie, cheat, or steal, nor tolerate the actions of those who do. Acting in a manner consistent with the principles of Honor benefits every member of the community while enrolled in the Batten School and in the future.

We expect every student to comply fully with all provisions of the UVa Honor System. By enrolling in this course, you agree to abide by and uphold the Honor Code System of the University of Virginia As applied to your Batten course work and requirements, and unless otherwise specified by your instructors:

- All graded assignments must be pledged.
- Students may not access any notes, study outlines, problem sets, old exams, answer keys, or collaborate with other students without explicit permission.
- When given permission to collaborate with others, students will not copy answers from another student.
- Students should always cite any resources or individuals they have consulted to complete an assignment. If in doubt, sources should be cited.
- Suspected violations will be forwarded to the Honor Committee, and, at the discretion of the instructor, students may receive "no credit" the assignment in question, independent of the actions taken by the Honor Committee.
- Any questions about what is or is not permitted on an assignment, should be clarified by students with their instructors prior to the completion of their work.

If you believe you may have committed an Honor Offense, you may wish to file a Conscientious Retraction ("CR") by calling the Honor Offices at (434) 924-7602. According to Honor guidelines, for your retraction to be considered valid, it must,

among other things, be filed with the Honor Committee before you are aware that the act in question has come under suspicion by anyone. More information can be found at www.virginia.edu/honor. If you have questions regarding the course honor policy, please contact your honor representatives.

Frank Batten School of Leadership and Public Policy Wellbeing Statement

If you are feeling overwhelmed, stressed, or isolated, there are many individuals here who are ready and wanting to help. Both Amanda Crombie, Director of Academic Programs and Jill Rockwell, Assistant Dean for Student Services are available to help all Batten Students. They are readily accessible during walk in hours or by setting up an appointment.

Alternatively, there are also other University of Virginia resources available. The Student Health Center offers Counseling and Psychological Services (CAPS) for its students. Call 434-243-5150 (or 434-972-7004 for after hours and weekend crisis assistance) to get started and schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House's HELP Line at any hour of any day: 434-295-8255.

If you or someone you know is struggling with gender, sexual, or domestic violence, there are many community and University of Virginia resources available. The Office of the Dean of Students, Sexual Assault Resource Agency (SARA), Shelter for Help in Emergency (SHE), and UVA Women's Center are ready and eager to help.