MGMT 199-001: Knowledge for Social Impact – Analyzing Current Issues and Approaches

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Spring 2014, Thursdays 3 – 6 pm, JMHH F-36

Syllabus (V1): We are finalizing some details. Some dates, visitors, and readings are likely to change.

<u>**Course Overview**</u>

Recent technological changes have raised 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 emerging 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 – strategies 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.

In short, the growing belief and nascent hope is this: Bring together a group of people who are committed to making a positive difference in the world, who have a deep understanding of the social problem they hope to solve, and who bring business knowledge and frameworks as well as diverse perspectives and areas of expertise, and great things will happen. Great ideas will emerge. And some of them, when implemented and scaled, will make a significant, positive, and sustainable difference in the world.

This pilot course is designed to begin to lay the foundation for the creation of these new strategies – for the emergence of new ideas that may realize significant, sustainable, positive social impact. Students will analyze (a) the nature and extent of two pressing social problems, and (b) current approaches to solving these problems:

- Food insecurity and hunger
- Barriers to admission into and completion of post-secondary educations

Our goal in this class is not only to learn a great deal about each of these issues and about the current approaches to solving these problems, but also to ask and begin to answer meta-questions about the process of developing sustainable solutions to pressing social problems. For example:

- How does one learn enough about a social issue to develop a promising solution? What kinds of information are most helpful and why?
- Is there a core set of "levers of change" that cut across social solutions? For example, many interventions involve the creation and administration of incentives for desirable behavior and/or the provision of previously unavailable information or resources to sway behavior. What other levers of change exist?
- How do change agents and social entrepreneurs choose their focus? What are the benefits and the drawbacks of, for example, helping a smaller number of individuals a great deal vs. helping a larger number of individuals a little?

- Are there common pitfalls to avoid in building and running social enterprises and change initiatives, regardless of organizational structure and status (non-profit, start-up social enterprise, established corporation, etc.)?
- "Cognitive variety" within a team – team membership spanning many disciplines – can either accelerate and improve team performance, or cripple it. What makes the difference?

NOTE: Students who complete and pass this course will be given priority in registering for the follow-up Management course in the fall of 2014, tentatively titled: "Knowledge for Social Impact: Creating Entrepreneurial Solutions." In this course, cross-disciplinary teams of Wharton and non-Wharton students will design a social impact entrepreneurial solution for a focal social issue of their choice.

Grading

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

1. Participation: Attendance, Engagement, and Expertise (20%)

Your participation grade will reflect your attendance, engagement in the class, and performance as an "expert witness."

- Attendance: Given the highly interactive nature of the class and the frequency of class visitors, students are expected to be at every class session.

- 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, or any other electronic devices in class without my express permission.

- Expertise: At multiple points in the semester, each student will be assigned to serve as an "expert witness" regarding a specific reading or specific guest.   When you are assigned an article for which you are the expert witness, please read your assigned article carefully and be prepared to give the class a one-minute summary of the article, emphasizing key points and links – points of compatibility or difference – to other assigned readings. I may or may not explicitly call on you to provide a summary of your assigned article 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 asking questions to this speaker. You will receive your initial "expert witness" assignments in early January.

2. Individual Paper: Problem Analysis (40%), DUE DATE: Wednesday, March 5th, midnight EST

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 (food insecurity and hunger; access to and completion of post-secondary education). Topics should be relatively specific, such as "access to college among first-generation female immigrants to the US," or "malnutrition and pregnancy among poor women in _____," or "food insecurity in New York City in the 21st century," etc.

For this paper, you must find and summarize at least four studies or reports that represent each of the four "ways of knowing" that we will discuss in the class:

- Counting and correlation (e.g., census data, correlational field research)
- Experimentation and intervention
- Ethnographic observation
- Personal experience – autobiographical accounts

Your paper should be 5-8 pages double-spaced (2,000 words maximum not including references) and should include:

- Introduction to the problem (1 paragraph)
- Summary of research literature, highlighting similarities and differences among the insights gained from each of the four ways of knowing (4-5 pages)
- Implications of the research for interventions to solve the problem (approximately 1 page)
- Your reflections on the research findings and on the different ways of knowing (approximately 1 page)

3. **Team Presentation and Report: Organizational Analysis (40%), DUE DATE, April 23, midnight, EST**

You will work in a team of 3-4 students to write a group research paper. Teams must include both Wharton and non-Wharton students to ensure cross-disciplinary diversity. In January, you will fill out team member preference forms during class and I will announce groups the following week. During class in mid-February, each group will announce the organization that it will study. Of course, I recommend starting the project earlier so that you have adequate time to collect data and write your report.

Your team's task will be to select and analyze an organization that is working to overcome food insecurity or to increase access to and/or completion of post-secondary education. This organization may be for-profit, non-profit, or hybrid. I strongly recommend studying an organization that all or most of the members of your team will be able to visit in person.

You are welcome to use your friend, family, and/or professional networks to select your organization, and you may also be successful by "cold-calling" organizations. With all of the resources available to you, I do not anticipate that any of you will have difficulty securing a site to do your project, but send me an email, talk to me after class, or drop by office hours if you run into any problems.

Please follow these steps in conducting and writing up your team research:
- As a team, decide on team roles, including the appointment of at least one student who will serve as your team's project manager.
- Generate a list of possible organizations to study.
- Reach out to your selected organization's president, director, or CEO and gain permission to visit and observe the organization.
- Identify and stay in close communication with a liaison in the organization who will help you gain access to employees to interview and to relevant documents and data about the organization.
- Review and analyze the organization's website and all documents provided to you, as well as published materials about the organization.
- Visit the site in person so that you see the organization and its activities on the ground (strongly recommended, but not required).
- Interview at least 3 members of the organization regarding the organization's mission, impact, culture, staff, funding, successes, and current challenges.

- Assess the competitive landscape: What other organizations are working to achieve the same goals as your focal organization? What, if anything, is distinctive and advantageous about the focal organization?
- Write a detailed analysis of the organization's strengths and weaknesses and submit copies both to me and to your liaison with the organization

Based on your research, answer the following questions in your team report:
- Who founded this organization and why?
- What social problem is the organization trying to solve?
- How is the organization attempting to solve this problem? What levers is it attempting to use? What is its logic model?
- How well-run and effective is the organization? (Be sure to be explicit about the criteria you are using to evaluate the organization.) What changes would make the organization even better?
- Your takeaways: What did you learn from your work on this project and/or from the organization that you want to be sure to remember, and why?

Your group paper should be 10-12 pages double-spaced (3,000 words maximum not including references, charts, and appendices). Be sure to include a one-page executive summary before the introduction, and a letter of approval from a representative of the organization. Throughout the report, be sure to use specific references to course readings, lectures, and visits to add depth and credence to your conclusions and recommendations.

In addition, your team will give a presentation on the last class session (April 24) regarding your focal company or organization. We're hoping to make this a bit of fund-raising competition. We hope to give every student a small amount of money to give to the organizations represented in the final class session. Students cannot give to their own organization but must give to the other organizations or companies represented, based on how impressive and compelling the student found the other organizations (and the other students' presentations).

Your team will receive one grade for the project (the paper and presentation). However, if multiple members of a team feel that particular individuals deserve higher or lower grades, I will consider the possibility of assigning individual grades to that team.

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Class Schedule, Topics, Readings, and Visitors

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IMPORTANT: As noted above, we are still finalizing some of the readings and visitors. There are likely to be some changes over the course of the semester.

Further, please note that the reading load is uneven – intentionally and necessarily – over the course of the semester. The reading load is heaviest in the first months of the course and will generally be lighter on days in which we have visitors presenting organizational leadership case studies.

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

1. **Thursday, January 16: Course Introduction**

   Required Readings & Videos:

   - 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)**

- *Video*: TED Talk – The way we think about charity is dead wrong – Dan Pallotta
  (http://www.youtube.com/watch?v=bfAzi6D5FpM)

Leadership Case Study and Guest Speaker: Bobby Turner, Wharton alum, Turner Impact Capital (via Skype)

2. **Thursday, January 23: The 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.

Required Readings & Videos:

1. Austin, J. E., Gutierrez, R., Ogliastri, E. & Reficco, E. (2007, Winter). Capitalizing on convergence. *Stanford Social Innovation Review, 24-31.*
2. Neck, H., Brush, C., & Allen, E. 2009. The landscape of social entrepreneurship. *Business Horizons, 52,* 13–19.
3. Drexler, M., & Nobel, A. 2013. *From the margins to the mainstream: Assessment of the impact investment sector and opportunities to engage mainstream investors*. http://www.weforum.org/reports/margins-mainstream-assessment-impact-investment-sector-and-opportunities-engage-mainstream-i.
4. *Video*: TED Talk – Invest in social change – Toby Eccles
   (http://www.youtube.com/watch?v=pdr9WqOHGoY)
5. *Video*: TED Talk – Poverty, money and love – Jessica Jackley, Kiva.org
   (http://www.youtube.com/watch?v=Cqj0sgrNL10)

Leadership Case Study and Guest Speaker: Jonathan Greenblatt, White House Office of Social Innovation and Civic Participation (via Skype)

3. **Thursday, January 30: Ways of Intervening: Exploring Levers and Targets of Change**

To create positive social impact is to change at least some individuals' behavior. But how? We will examine psychological and economic theories and evidence regarding behavior change, identifying the range of levers available to create behavior change (e.g., incentives, nudges, role-modeling, information, empowerment, and more). We will also discuss possible targets of change: individuals, groups, organizations, cities, countries, and the world. We will develop a typology of behavior change to use, and develop, in analyzing attempts to overcome food insecurity and enhance admission.

Required Readings:

1. W.K. Kellogg Foundation. (2004). *Logic model development guide: Using logic models to bring together planning, evaluation, and action.* Battle Creek, Michigan.
2. Gneezy, U., Meier, S., & Rey-Biel, P. (2011). When and why incentives (don't) work to modify behavior. *Journal of Economic Perspectives, 25,* 1-21.
3. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.
4. Bennhold, K. 2013, December 7. Britain's ministry of nudges. *New York Times*. http://www.nytimes.com/2013/12/08/business/international/britains-ministry-of-nudges.html?_r=1&
5. Kania, J. & Kramer, M. (2011, Winter). Collective impact. *Stanford Social Innovation Review,* 36-41.

Leadership Case Study and Guest Speaker: *Katharina Rosqueta, The Center for High Impact Philanthropy (CHIP), Penn*

Recommended Reading:

1. Sunstein, C. & Thaler, R. (2008). Nudge: Improving decisions about health, wealth and happiness. *Fourth Quarter,* 67-85. (Book excerpt)

4. **Thursday, February 6: Organizational Effectiveness: What Makes Social Impact Organizations Work?**

Social impact organizations – whether new or old, large or small, for-profit, non-profit, or public – are only effective if they have a sound understanding of the problem they are trying to overcome and if they have identified effective levers of change. This allows them to make a difference – to have "impact effectiveness." But "impact effectiveness" isn't all that it takes to create and maintain an organization capable of delivering significant and sustainable social change. Social impact organizations, like all organizations, only survive and thrive if they have adequate human capital, an engaged and committed workforce, a culture that encourages continuous learning and improvement, and a predictable and sufficient source of funding to support their activities. We will reflect on the drivers of organizational effectiveness, discuss the criteria that would lead us to contribute to a social impact organization – as an investor, philanthropist, volunteer, or employee: What leads you to conclude "This is a good organization – one that I want to engage with"?

Required Readings:

1. Ittner, C. D., & Larcker, D. F. 2003. Coming up short on nonfinancial performance measurement. *Harvard Business Review*, 81(11): 88–95.
2. Kirby, J. 2005. Toward a theory of high performance. *Harvard Business Review*, 83(7): 30–39.
3. Nadler, D. A., & Tushman, M. L. 1982. A model for diagnosing organizational behavior: Applying a congruence perspective. In D. A. Nadler, M. L. Tushman, & N. G. Hatvany (Eds.), *Managing organizations: Readings and cases*: 35–48. Boston, MA: Little, Brown and Company.
4. Garvin, D. A., Edmondson, A. C., & Gino, F. (2008, March). Is yours a learning organization? *Harvard Business Review,* 1-11.
5. Kramer, Mark R. (April 2005). Measuring Innovation: Evaluation in the Field of Social Entrepreneurship. (Prepared for the Skoll Foundation by Foundation Strategy Group.)

Leadership Case Studies and Guest Speakers: *Brendan Cullen, Managing Director, Draper, Richards, Kaplan Foundation (via Skype) and Luke Taylor, Assistant Professor of Finance, Wharton*

Recommended Reading:

1. Thompson, J. D. & MacMillan, I. C. (2010), Business models: Creating new markets and societal wealth. Long Range Planning, 45, 291-307.

5. **Thursday, February 13: Ways of Knowing: Towards an Understanding of Poverty**

The social issues we will examine in this course – food insecurity and barriers to post-secondary education – 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 (i.e., deliberate attempts to change or treat the focal phenomenon)
- Ethnographic observation (e.g., close observation with a goal of understanding individual experience, design thinking)
- Personal experience (e.g., autobiographical experience and accounts)

Required Readings & Videos:

1. Brady, D., Fullerton, A. S., & Cross, J. M. (2010). More than just nickels and dimes: A cross-national analysis of working poverty in affluent democracies. *Social Problems, 57,* 559-585.
2. Rosenberg, T. (2013, September 25). Escaping the cycle of scarcity. *New York Times (Opinionator):* http://opinionator.blogs.nytimes.com/2013/09/25/escaping-the-cycle-of-scarcity/
3. Tirado, L. 2013, November 22. This is why poor people's bad decisions make perfect sense. *Huffington Post*. http://www.huffingtonpost.com/linda-tirado/why-poor-peoples-bad-decisions-make-perfect-sense_b_4326233.html.
4. Elliott, A. 2013, December. Invisible child (5 part series). *New York Times*. http://www.nytimes.com/projects/2013/invisible-child/#/?chapt=1
5. Shah, A. K., Mullainathan, S., & Shafir, E. 2012. Some consequences of having too little. *Science*, 338(6107): 682–685.
6. *Video*: TED Talk – Social experiments to fight poverty – Esther Duflo (http://www.youtube.com/watch?v=0zvrGiPkVcs)

Guest Speaker: Dennis Culhane, Professor of Social Policy, Penn

Recommended Readings:

1. Banerjee, A. V. & Duflo, E. (2007). The economic lives of the poor. *Journal of Economic Perspectives, 21, 141-167.*
2. Ehrenreich, B. (2001). Nickel and dimed: On (not) getting by in America. *Fourth Quarter,* 73-88. (Book excerpt
3. VIDEO: TED Talk – Paul Piff: Does Money Make You Mean? http://www.ted.com/talks/paul_piff_does_money_make_you_mean.html

SECTION 2: Food Insecurity

6. **Thursday, February 20: Ways of Knowing: Towards an Understanding of Food Insecurity**

Before analyzing three different organizations' approaches to combatting food insecurity, we explore the definition, prevalence, correlates, and consequences of food insecurity. As in our examination of poverty, we explore different "ways of knowing" about food insecurity, so as to draw insights not only about food insecurity but about the kinds of knowledge needed to design and implement effective strategies for social impact.

Required Readings &Video:

1. Alaimo, K. (2005). Food insecurity in the United States: An overview. *Topics in Clinical Nutrition, 20,* 281–298.
2. Saslow, E. (November 11, 2013). Too much of too little. *The Washington Post.*
3. Chilton, M., Rabinowich, J., Council, C., & Breaux, J. 2013. Witnesses to Hunger: Participation through photovoice to ensure the right to food. *Health and Human Rights*, 11(1): 73–85.
4. Chilton, M. & Booth, S. (2007). Hunger of the body and hunger of the mind: African American women's perceptions of food insecurity, health, and violence. *Journal of Nutrition, Education, and Behavior, 39,* 116-125.
5. Gordon, C., Purciel- Hill, M., Ghai, N. R., Kaufman. L., Graham, R., & Van Wye, G. (2011). Measuring food deserts in New York City's low income neighborhoods. *Health & Place, 17,* 696-700.
6. *Video (documentary film):* A Place at the Table (2013). Free to stream on Amazon Prime or can be rented for $3.99 (http://www.amazon.com/Place-Table-Watch-While-Theaters/dp/B00BN4ZF98/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1387381124&sr=1-1&keywords=a+place+at+the+table)

Leadership Case Study and Guest Speaker: Mariana Chilton, *Associate Professor, School of Public Health, Drexel University, and Director,* Center for Hunger Free Communities

Recommended Readings, Videos, and Podcasts:

1. Coleman-Jensen, A., Nord, M., & Singh, A. 2013. *Household food security in the United States in 2012*. http://www.ers.usda.gov/publications/err-economic-research-report/err155.aspx#.Uq9ccbRoous.
2. Martin, M. A. & Lippert, A. M. (2012). Feeding her children, but risking her health: The intersection of gender, household food insecurity, and obesity. *Social Science & Medicine, 74,* 1754-1764.
3. *Video (documentary film)*: Hunger hits home – Food Network
    o Stream on Food Network: http://www.foodnetwork.com/videos/hunger-hits-home/96181.html
    o Free download on iTunes: https://itunes.apple.com/us/tv-season/hunger-hits-home/id513439290
4. Hager, E. R., Quigg, A. M., Black, M. M., Coleman, S. M., Heeren, T., Rose-Jacobs, R., et al. 2010. Development and validity of a 2-item screen to identify families at risk for food insecurity. *Pediatrics*, 126(1): e26–e32.
5. Goldberg, R. A., Petkoski, D., & Herman, K. 2009. Fighting malnutrition and hunger in the developing world. *Harvard Business School Case #9-909-406.*

7. **Thursday, February 27:   Intervening to Combat Food Insecurity: A National Non-Profit Approach**

Required Readings & Videos:

1. Shore, B. 2012. Share Our Strength's No Kid Hungry Campaign. *Journal of Poverty Law and Policy*, 46(5-6): 244–249.
2. Shore, B., Hammond, D. & Celep, A. (2013, Fall). When good is not good enough. *Stanford Social Innovation Review,* 40-47.

Leadership Case Study and Guest Speaker: Billy Shore, CEO, Share Our Strength, (Penn alum)

Recommended Reading:

1. Coryn, C. L. S., Schröter, D. C., Cullen, A., Seman, L., & Mclaughlin, J. 2012. Assessing implementation integrity of a national nutrition education program: A case study of Share Our Strength's Operation Frontline. ***Journal of MultiDisciplinary Evaluation***, 8(19): 15–25.

8. **Thursday, March 6: Intervening to Combat Food Insecurity: Corporate Social Responsibility and Social Entrepreneurship**

Leadership Case Study and Guest Speaker, Doug Rauch, Co-Founder and CEO (via Skype), Daily Table (Doug Rauch is the former CEO of Trader Joe's)

Required Readings & Videos:

1. Reeves, H. 2013, November 8. "In the old days, you'd smell the milk." ***New York Times***. http://www.nytimes.com/2013/11/10/magazine/doug-rauch-wants-to-sell-outdated-food-at-junk-food-prices.html.
2. Strom, S. 2013, August 21. Lunchables, the lunchbox king, faces a rival vowing higher-quality fare. *New York Times*. http://www.nytimes.com/2013/08/22/business/lunchables-king-of-the-lunchbox-faces-another-challenger.html?pagewanted=print&_r=0.

SPRING BREAK

9. **Thursday, March 20: Intervening to Combat Food Insecurity: A Local Non-Profit Approach**

TENTATIVE:

Leadership Case Study and Guest Speaker, Bill Clark, Wharton alum, and President and Executive Director, Philabundance

Required Readings & Videos: To be announced

Recommended Readings & Videos: To be announced

SECTION 3: BARRIERS TO POST-SECONDARY EDUCATION

10. **Thursday, March 27: Ways of Knowing: Towards an Understanding of Barriers to Admission into and Completion of Post-Secondary Education**

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 & Videos:

1. Perna, L. W. 2000. Differences in the decision to attend college among African Americans, Hispanics, and Whites. *Journal of Higher Education*, 71(2): 117–141.
2. Rampell, C. (June 12, 2013). Data reveal a rise in college degrees among Americans. *The New York Times.*
3. Radford, A. W. 2013, September 16. "No point in applying": Why poor students are missing at top colleges. *The Atlantic*. http://www.theatlantic.com/education/archive/2013/09/no-point-in-applying-why-poor-students-are-missing-at-top-colleges/279699/.
4. Perez-Pena, R. (July 30, 2013). Efforts to recruit poor students lag at some elite colleges. *The New York Times.*
5. Hoxby, C. & Turner, S. (June 2013). *Informing students about their college options: A proposal for broadening the expanding college opportunities project.* Brookings: The Hamilton Project.
6. Carey, K. (September/October 2013). America's best community colleges 2013. *The Washington Monthly*
7. DeParle, J. (December 22, 2012). For poor, leap to college often ends in hard fall. *The New York Times.* http://www.nytimes.com/2012/12/23/education/poor-students-struggle-as-class-plays-a-greater-role-in-success.html?pagewanted=all&_r=0
8. Reginal, T. (July 30, 2013). Reflections on the road to Yale. *The New York Times.* http://www.nytimes.com/2013/08/04/education/edlife/a-first-generation-student-striving-to-inspire-black-youth.html
.

Guest Speaker: Laura Perna, Professor, Higher Education Division of the Graduate School of Education at the University of Pennsylvania.

Recommended Resources:

1. Carnevale, A. P., Rose, S. J., & Cheah, B. (2011). *The college payoff: Education, occupations, and lifetime earnings.* Georgetown University Center on Education and the Workforce.
2. College completion: Who graduates from college, who doesn't, and why it matters – A project of *The Chronicle for Higher Education* (http://collegecompletion.chronicle.com/)
3. Zinshteyn, M. 2013, September 27. Who's going to (and graduating from) college, in 7 charts. *The Atlantic*. http://www.theatlantic.com/education/archive/2013/09/whos-going-to-and-graduating-from-college-in-7-charts/280069/.
4. Espenshade, T. J., Hale, L. E., & Chung, C. Y. 2005. The frog pond revisited: High school academic context, class rank, and elite college admission. *Sociology of Education*, 78(4): 269–293.

5. Glenn, D. 2009, September 14. For certain types of students, the finish line keeps receding. *The Chronicle of Higher Education*. http://chronicle.com/article/For-Certain-Types-of-Students/48362/.

11. **Thursday, April 3: Intervening to Overcome Barriers to Post-Secondary Education: A Public-Private Approach to College Preparation**

    Required Readings & Videos:

    1. *Video:* How the SEED school is changing lives – 60 Minutes (2010) (http://www.cbsnews.com/videos/education-the-seed-school/)
    2. Jones, M. 2009, September. The inner-city prep school experience. *New York Times Magazine*. http://www.nytimes.com/2009/09/27/magazine/27Boarding-t.html.
    3. Hopkinson, N. 2004, June 30. SEED's Harvest. *Washington Post*. http://www.washingtonpost.com/wp-dyn/articles/A16283-2004Jun29.html.
    4. Curto, V. E., & Fryer, R. G. 2012. The potential of urban boarding schools for the poor: Evidence from SEED.

    Leadership Case Study and Guest Speaker: Eric Adler, Co-Founder, The SEED Foundation and SEED Schools (Wharton MBA alum)

12. **Thursday, April 10: Intervening to Overcome Barriers to Post-Secondary Education: Admission and Retention**

    TO BE ANNOUNCED

    Required Readings & Videos: TO BE ANNOUNCED

    Recommended Readings & Videos: TO BE ANNOUNCED

13. **Thursday, April 17: Intervening 3 – New Models and Approaches**

    TO BE ANNOUNCED

    Required Readings & Videos: To Be Announced

    Recommended Readings & Videos: To Be Announced

14. **Thursday, April 24: Presentations by Student Teams**

    Leadership Case Study and Guest Speaker: Bobby Turner, Wharton alum, Turner Impact Capital