

PUAF 698V

MANAGING SOCIAL SERVICES

FALL 2005

WEDNESDAYS 4:15 – 6:45 PM

Instructor: Charles L. Short

INTRODUCTION

This is a graduate level course in **applied** management of human services services. It is intended for students planning careers in public service as human services program managers or in policy positions at the federal, state or local level or in the private non-profit sector.

Upon completion of the course, students should be able to apply their understanding of human services management and policy to diverse circumstances employing practical, proven, and up to date methodologies. With exposure to an array of approaches developed throughout the nation, students will have an appreciation for common dilemmas as well as unique differences based on service type, region, jurisdictional size and governmental levels. Students will be equipped to co constructively contribute to organizational improvement wherever they work. The course will provide students with practical understanding of the increasing role of the private sector in human services delivery along with the essential roles of media, technology, advocacy, ethics and other essential practical tools.

The course instructor, Chuck Short, has a lengthy background in human services delivery, management, and policy development in the government and private sectors particularly at the local and state levels. He served in a senior leadership role in local government for 29 years managing large and complex direct service agencies. Currently he is the Secretary for Justice and Service for the Archdiocese of Washington where he is the senior advisor to the local Bishop on social policy and oversees several private, non- profit faith-based service agencies. He is a graduate of Georgetown University and the Catholic University of America, Leadership Montgomery and a Fellow at the University of MD, Academy for Excellence in Local Governance. He serves on the Board of Directors of several non-profit human services agencies including the United Way of the Washington Area. His diverse, practical experience along with site visits, practitioner presentations and case studies will provide for a vibrant, challenging and informative course of study. Case studies, lectures and on-site visits in the key human services areas of affordable housing, child welfare, deinstitutionalization, welfare reform, immigration, health care for the poor and public private partnerships (including faith based initiatives) will be used to explore policy issues and best practices in human services management.

Successful Student Outcomes

- Understand the functions and roles of the various human services and the qualities of successful models of service delivery;
- Be able to analyze management problems which arise in the social services environment as well as engage in creative and collaborative problem solving;
- Understand how human service delivery is financed; the competition which exists among programs for funding, and how government dollars can be leveraged;
- Recognize the importance of cultural and racial diversity in human service programming; be able to identify constituencies and understand their roles in decision making;
- Achieve results as a change agent at the personal, organizational and systemic levels and understand the impact of change on people and organizations;
- Align individual, organizational, and community goals with desired outcomes, including measurement techniques.
- Acquire practical information regarding the roles of the media, lobbying, and information technology as tools in human services policy and program development.
- Recognize the role of personal, professional and organizational ethics in developing social policy and managing social services

OFFICE HOURS

Students are encouraged to engage in consultations with Chuck Short by phone, email, or by appointment. He can be reached directly at his office at 301 853 4556 and email at shortc@adw.org.

READINGS, ASSIGNMENTS AND GRADING SYSTEM

The background texts for this class are Russell Linden's Working Across Boundaries and The Working Poor, by David Shipler. Students will be given supplemental reading materials derived from actual source materials, recent reports, current relevant news items and case studies. Background text and other readings will be integrated into various elements of each class. No examinations will be given, but the exam time is reserved for the last class (12/15) because there is no class immediately prior to Thanksgiving. Failure to attend the class during finals week will result in a downgrade.

Each student will be expected to select a state and a local government from within that state as the student's research anchor. Students should convey their choices to the professor during the second class session (9/11). Periodically, students will be asked to investigate the status of human services management/delivery in those jurisdictions to enhance classroom discussion.

Class sessions will include time to discuss human services issues currently prominent in the media or of special interest to the class. Some sessions will also include a "leadership challenge" component. During these, students will develop practical tools to address common challenges in human services management and organizational development.

There are four assignments requiring students to produce three formal memoranda (an informational memo, a decision memo and a briefing memo) and one program analysis/evaluation project to be undertaken in teams:

- 1) An internet mini-assignment, which requires students to research human service delivery structures in their chosen jurisdictions and describe them in a brief informational memorandum to the professor, due 9/14 (10% of grade);
- 2) A review of practices of a local United Way Board of Directors which resulted in poor decisions, unlawful staff activity, and significant loss in public trust. Students will review a case study and related media accounts and prepare a decision memo to a newly constituted Board of Directors to include recommendations on policies and practices which will reduce the possibility of recurrence of ethical breakdowns, due 10/5 (20%).
- 3) An analytical exercise in which students help prepare the Mayor of New York for a press conference by drafting a briefing memorandum analyzing "Bedlam in the Streets," which has just appeared in the Sunday New York Times and has generated lively discussions on the local morning news shows, due 11/10 (20%);
- 4) A team project in which students will conduct an actual program review in teams and present their findings to agency staff. Abigail Hoffman, Manager of Community Reviews for MCDHHS, will provide guidance due 12/8 (30%).

The grading standard expects all work to be done as if it were prepared for "real world" uses.

Assignments turned in more than one week late are subject to reduction in grade for lateness. Students are expected to spell, punctuate and proofread. Carelessly presented papers are subject to downgrading, regardless of the quality of the content. Class participation will be judged on quality of insight displayed, as well as level of interactivity with other students.

There will be several presentations by experienced practitioners. Two field visits during class time are required which may extend normal class time on that day. While some adjustments in scheduling may have to occur to accommodate guest speakers, every effort will be made to adhere to the sequencing of topics presented below. Students should plan to use the final examination period for class time.

Class attendance and participation in discussions are very important and will constitute 20% of the final grade for the course. Students will be expected to complete the readings and come to class prepared to discuss them. Since the class does not follow a text consistently, students must keep up through class attendance.

Students will be expected to keep a running list of open questions for discussion with the Practitioner Panel on December 14. Time has been reserved on December 7 to organize an agenda based on questions developed during the semester. The agenda and selected questions will be submitted to the panel in advance.

COURSE CONTENT

1. Welcome, Orientation and Expectation; Syllabus Review; Materials Distribution; Overview (8/31).

The first forty-five minutes of class will be devoted to organizational matters including mutual expectations and syllabus clarification. During the remainder of class, we will define the human services, identify broad issues; discuss principles of human services management; identify leadership qualities; and identify special challenges associated with human services management.

Students will select a state and local jurisdiction to be used as reference points periodically throughout the course.

In preparation for class, students should read the Introduction and Chapter One of The Working Poor.

2. An Overview of Human Services at the Federal, State, and Local Levels (9/7)

During this class, students will learn the context of human services among the various levels of government and the private sector.

To prepare for class, students are expected to visit the web sites of the state and local governments they have selected. In addition, they should link to human service agencies of the federal government, and private non-profit human services agencies in their selected jurisdictions and come to class prepared to discuss these.

The federal government provides few human services directly, but it is a major funding source and policy determiner for key services provided at the state and local levels. Students will examine the major federally funded programs and consider the roles of federal managers responsible for policy formulation as well as the allocation of and accounting for federal resources. States deliver services directly and pass their own and federal funds through to localities for programs. Students will consider how states augment federal resources and how federal constraints promote or inhibit effective management of services at the state and local level.

In preparation for this class, students should read the Preface and Chapter One of Working Across Boundaries.

3. **“All Human Services Are Local”, Human Services Management from the Vantage of Local Government and Its Non- Profit Partners (9/14)**

Students should visit the web sites for their designated jurisdictions to get a feel for the breadth and depth of services provided by local governments and private non-profit agencies.

Local governments and non-profit agencies have the most responsibility for the direct delivery of services. Even in areas where federal and state governments have responsibilities, citizens often expect local officials assure responsive services. Students will consider the challenges facing service managers who work in local government or for non-profit service providers collaborating with state or local government. Key issues facing local human services will also be identified and addressed. Students will discuss the challenges of the working poor as described in Chapter Two of The Working Poor and devise solutions to the problems which are **fiscally responsible, politically sensitive, professionally competent and ethically grounded.**

ASSIGNMENT ONE IS DUE!!! PLEASE DO NOT BE LATE!

4. **Defining the Customer; Working with Advocacy and Advisory Groups, And Elected Officials (9/21).**

The class will identify and discuss the challenges associated with serving diverse constituencies, often with conflicting needs and expectations and competing demands for resources. Student's perspective should include information from their local reference jurisdictions regarding how they respond to these issues.

In managing most public services, but especially human services, there are multiple "customers" to satisfy. Identifying the customers, their interests and needs, and establishing constructive relationships with the stakeholders are critical steps in creating successful and sustained human services policies and programs.

The second part of the class, a "leadership challenge" will include a discussion of best practices of effective advocacy (lobbying). The class discussion is intended to assist students to better understand the critical role advocacy plays in transforming policy into practice. A visiting practitioner, **Ron Jackson**, Director of the DC Catholic Conference and experienced local and federal lobbyist, will join us in our discussion.

In preparation for class students should read Chapters two, three and four of Working Across Boundaries.

5. Defining Outcomes in the Context of Human Services Management (9/28)

This Class Will Take Place at 8818 Georgia Avenue!

The first part of this class will focus on the difficult and controversial goal of measuring program/policy effectiveness in human services. Students will learn to define human service outcomes and related measurements and will discuss challenges and controversies often inherent in this work. Experienced practitioners, Dr. Arleen Rogan, will present recognized examples Director of Accountability for MCDHHS and **John Greiner**, Director of Measurement MC Office of Management and Budget. As an in-class activity, students will be challenged to develop measurable outcomes relating to family self-sufficiency.

In preparation for this class, students should:

- Read Chapters five, six and seven in Working Across Boundaries
- familiarize themselves with Montgomery County's Human Services Outcomes, which can be found at <http://www.montgomerycountymd.gov/siteHead.asp?page=/mc/services/hhs/index.html>
Go to "Department Reports" and scroll to Measuring Progress.
- Research their state and locality to see what kinds of measures are in use.

The second part of the class will be an orientation to assist students in their team

projects. Staff from Montgomery County will be present to explain the Community Review of Programs process enabling the teams to begin. Students should assign themselves to teams by this class.

6. **Housing, the Often Neglected, but Essential Partner of the Human Services. Issues, Opportunities, and Programs at the Federal, State and Local Levels (10/5).**

While this course is not a housing course (there is a housing course offered in the SPP), the goal of this class is to underscore the critical relationship between public and affordable housing policies and human services programs. In developing and managing human services programs, the principle of “Housing First”, is often cited. Without stable housing, people and families are far less likely to be economically secure, safe, and healthy regardless of other human services they may be receiving. The guest practitioners for this class will be **Corinne Stevens**, a mid career graduate of our School of Public Policy, serving currently as Chief of Special Needs Housing for Montgomery County, MD. ; and, **Jim Brown**, President and CEO of Victory Housing, Inc, one of the Washington region’s oldest, largest and most successful private non profit developer of affordable housing.

7. **"Bedlam on the Streets" / The Policy of Deinstitutionalizing People with Mental Illness, Whatever Happened to the Promises? (10/12)**

The class discussion will include a review of the issues raised in the above cited highly publicized New York Times article and explore the causes and implications of an **enlightened** public policy **poorly** implemented. The class will identify policies, those which promote and those which are barriers to vulnerable persons living successfully in communities. Students should read the Washington Post ‘s coverage of Maryland’s decision to close Crownsville State Mental Hospital and the its series regarding failures in assisted living facilities in Virginia written by David Fallis (5/23/04-5/26/04)

The “leadership challenge” for this class will be a discussion regarding the impact and management of change within organizations. A short video will precede the discussion.

Please read Chapters five and six of The Working Poor.

ASSIGNMENT TWO IS DUE!

8. **Field Trip to Crossways Community (10/19)**

Student’s will visits a privately managed transitional housing program for women and their children located in Kensington, MD. The program is a model transitional community which provides comprehensive services to its residents, many of whom are victims of domestic violence. The facility was developed in a closed public school

building amid considerable neighborhood concerns. Students will meet with the management and residents and explore the policies, experiences and past, present and future challenges of Crossways. **Kathleen Guinan**, Executive Director, will host the session. In preparation please go to the Crossway community web page <http://www.crossway-community.org> and read Chapter 7 in Working Poor.

9. **New Faces, New Places, New Responses: The Impact of Ethnic and Cultural Diversity on Human Services Delivery (10/26)**

During this session, the class will examine complex policy and program issues associated with the rapid rise in the number of immigrants in the U.S. Immigrants bring rich diversity to a community; however, they also bring unique experiences, cultural traditions and beliefs which must be considered when providing them assistance. Cultures view medicine, social and family services and mental health services uniquely. Policies and programs must be sensitive if they are to be effective. **Kim Propreack**, Director of Community Organizing and Action for CASA of MD, Inc., will be this class's expert practitioner.

Students should read Chapters Three and Four in The Working Poor in preparation for this class.

10. **Forging Partnerships and Leveraging Resources to Promote Family Self Sufficiency and Stability (11/2)**

Students will explore the complexity of **welfare reform** and the critical role of integrated partnerships in assisting people in moving from "dependence to interdependence". They will read documents that outline Montgomery County's Rewarding Work Strategy for filling gaps for the working poor people. Discussion will focus on the complexity of problems when viewed from the "whole household" standpoint, and the need for a continuum of services often provided by several agencies to address intricate web of issues which bring a family to poverty.

The "leadership challenge" for this class will be a discussion of social capital venture partnerships, increasing in popularity throughout the US. **Dr. Steven Selznow**, Senior Partner with Venture Philanthropy Partners, former Deputy Superintendent of Schools for the District of Columbia and Montgomery County will be our guest practitioner.

Please read chapters eight and nine in Working Across Boundaries in preparation for this class.

11. **Working with the Media: Friend or Foe (11/09)**

Effective communication is fundamental in a 24/7 news world. Informing, explaining, defending, and promoting, and planning are critical to the successful implementation of policies and programs. Working with the media requires both long-term strategies and capacity for immediate responses to crises inherent in the delivery of human services in the public and private sectors. Reaching our many stakeholders with accuracy, timeliness, and clarity will lead to greater credibility and effectiveness.

In preparation for this session students will be expected to identify actual human services issues or events in the news media and be prepared to discuss these with a panel of experienced practitioners: **Susan Gibbs**, Communications Director for the Catholic Archdiocese of Washington; **Mary Anderson**, Public Information Office, Montgomery County, MD and **Christine Duray** (UMD, SPP 04) Communications Office, Maryland Comptroller.

ASSIGNMENT THREE IS DUE!

12. The Challenges of Health Care for the Poor and Uninsured (11/16)

The class will visit a health clinic for low income and uninsured persons in Silver Spring. The clinic is a model of collaboration of a private hospital (Holy Cross), a public community college (Montgomery College), and the local government (Montgomery County, MD). After touring the clinic, students will hear from a panel of medical clinicians and administrators regarding challenges in providing health care to uninsured and poor people. The panel is comprised of **Dr. Elise Riley**, medical director of the Holy Cross clinic, **Steve Galen**, Director of the Primary Care Coalition and **Carol Jordan**, Director of Communicable Diseases for Montgomery county, MD.

Please read chapters eight and nine in *The Working Poor*.

**NO CLASS 11/24-- THANKSGIVING BREAK
Peace and Blessings!**

13. The Potential and Challenge of Faith-Based Partnerships; and Ethics in Human Services (12/1)

Faith based programs have been successful for years in assisting people in need. Because of these successes and the perceived higher levels of compassion, less “red tape”, and lower costs, governments are turning more to faith communities to deliver basic human services once delivered by government or secular organizations. In recent years there has been a trend to formalize” faith based programs in government laws and policies. The class will consider several examples of faith based programs and discuss merits and liabilities.

The “leadership challenge” during this class will be a discussion of ethics in the delivery of human services and especially in the operation of private non-profit human care providers.

In preparation for this class students should peruse the web site of the White House Office of Faith- Based and Community Initiatives: <http://www.fbcgi.gov/> and go to <http://www.unitedwaynca.org/>, click to accountability and to code of conduct. Please read and be prepared to discuss the code of conduct in class.

14. **Managing Better: Assignment Five Team Projects Report Out (12/7)**

Student teams will present the findings of their Community Review Panels to the Director of the Montgomery County Dept of Health and Human Services, other management staff, and to staff of the reviewed programs. They will provide feedback and assessment to each team. This session may take place in Silver Spring.

ASSIGNMENT FOUR IS DUE!!!

15. **Practitioner Perspectives: Structured Dialogue between Students and Panel (12/15)**

Students will have an opportunity to engage in discussion with a panel of federal, state, local and non-profit human services managers, who will respond to the student’s most pressing questions.

Please read chapters ten through fourteen in Working Across Boundaries.

ASSIGNMENTS FOR MANAGING SOCIAL SERVICES

Assignment One

This assignment is due September 14

This assignment is designed to assist students in using the Internet to locate and use government sites and to identify the constellation of programs in communities which comprise the “human services” It is also designed to test student’s ability to present critical fiscal information succinctly. For Assignment One, students will select their home County or City and State. They should describe the structure of the human services delivery systems of the state and locality and provide broad budget information. They should define which services are delivered by the state, which are locally delivered and which are shared. Ideally, identification of private non-profit agencies which partner with the public sector should be included. Papers should be in memo form and no more than three pages in length. Organization charts may be included as appendices.

Assignment Two

This assignment is due October 12

Read the article in the Chronicle of Philanthropy, “What Went Wrong” in which, Brad Wolverton describes conditions which led to a major scandal at the United Way of the Washington National Capital Area (other research on the scandal can be found in the archives of the Washington Post). Each student should write me a memo in which the student assumes the position of consultant to the new board of directors of the United Way. In no more than five pages, please recommend steps that I, as the new board president, should take to avoid similar agency and board failures in the future. Your research should include review of best practices for private non-profit organizations.

Assignment Three

This assignment is due November 9

Assignment Three addresses the controversial and emotional subject of deinstitutionalization. Students are to read the June 15, 1999 New York Times article "Bedlam in the Streets" (link is in WebCT Session 7). Each student will assume the role of a staff assistant to the Human Services Director. The Mayor has left a message for the Director, HHS, saying she's read the article and is concerned that it will be brought up in her upcoming press conference in two days. She's already getting calls from the media. The Director has asked that you analyze the article and prepare a briefing memo to the Mayor for her signature. The memo should not exceed five pages in length. The Mayor's attention span is limited! (so is your professor's) It should:

- Extract the political, economic and programmatic issues the article raises;
- Lay out the policy and program implications for the City;
- Identify key decision areas, which will have to be addressed in the short and long term; and
- Delineate plausible next steps for the Mayor to take to address the immediate public relations crisis.

Remember your recommendations must meet three standards. They must be **fiscally responsible, professionally competent, politically sensitive and ethically grounded.**

Assignment Four (Team Project)

This assignment is due on December 7

Students will organize themselves into teams. Each team will select a leader. Each team will be assigned an actual program of the Montgomery County Dept. of Health and Human Services for which it will be responsible to conduct a program review. The teams will be assisted by Abigail Hoffman, manager for program reviews for HHS. The teams will utilize the methodology and materials used by HHS in its reviews. The program reviews done by the teams will be **actual program reviews and will be used by HHS in determining the performance of the program.** Each team will present the findings of their review to the class, HHS staff and others during the session on 12/8.