



## **SOCIAL/PUBLIC and LAW POLICY INFLUENCE**

### **SUMMER 2025 SYLLABUS**

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| <p>Instructors:<br/>         Nicholas Torres, M.ED<br/>         Tine Hansen-Turton, MGA, JD</p> <p>Phone Numbers:<br/>         215-718-4250 (Nick)<br/>         215-219-8857 (Tine)</p> <p>Email Adresses :<br/>         nick@socialinnovationspartners.org<br/>         tinehansenturton@gmail.com</p> |  | <p>SUMMER Term 2025</p> <p>Day/Time – Tuesdays in person and<br/>         Thursdays by Zoom:</p> <p>May 27, 5:15 - 7:15PM – In Person<br/>         May 29, 5:15 – 7:15PM – Virtual<br/>         June 3, 5:15 - 7:15PM – In Person<br/>         June 5, 5:15 - 7:15PM - Zoom<br/>         June 10, 5:15 - 7:15PM – Virtual<br/>         June 12, 5:15 – 7:15PM - Virtual<br/>         June 17, 5:15 - 7:15PM – Virtual<br/>         June 19, 5:15 – 7:15PM – Virtual (if<br/>         needed)<br/>         June 24, 5:15 - 7:15PM – In Person<br/>         June 26, 5:15 – 7:15PM – Virtual<br/>         July 1, 5:15 – 7:15PM – In Person</p> <p>Format: In Person &amp; Online through<br/>         Zoom</p> |
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### **COURSE DESCRIPTION**

SOCIAL, PUBLIC and LAW POLICY is designed for students to strengthen and develop their skills to formulate, shape, influence public policy and understand policy movements. Students will strengthen and develop their skills in policy formulation and implementation. The social, economic, legal, ethical, and political environments, which influence public policy, planning, evaluation, and funding will be explored. Social change movements will be examined. Participants will (a) analyze the structural, social, and policy issues that have galvanized advocacy efforts and (b) explore the roles that the government, private sector, and consumers and advocacy groups play in setting policy agendas and examine the intended and unintended effects of these policies.

With an increasing competitive market, the overall social sector is changing the landscape for private, nonprofit and government organizations nationally and globally. The public, as well as leaders in government, social investors, philanthropists, and people are demanding new social models that are cost effective, financially self-sustainable, adaptive to feedback and metrics, with clear outcome accountability measures, ***and the potential for large-scale impact, policy influence, systems, and social change.***

**Social, Public and Law Policy** provides participants with the essential competencies and tools to create, lead, and influence system and policy change building off an organization's social impact foundation. This course is designed for those who have a deep interest beyond their social impact work to influence policy and/or systems at the intersection of government, private, and not-for-profit sectors.

**Social, Public and Law Policy** provides participants with a framework to explore and analyze their social impact, financial model, and innovation leading to the development of a *SYSTEMS AND POLICY STRATEGY* within the social sector. This course provides participants working in the social sector with the competencies to create and maintain an adaptive and generative orientation to grapple with the complex social reality that challenges our world.

#### OBJECTIVES:

1. Students will be able to research current and historical implications of policy to the status of social sector systems.
2. Students will be able to analyze the broader structural, social, and policy issues and movements that have galvanized efforts to restrain cost growth, extend coverage, and assure safe, high-quality care.
3. Students will be able to explore the roles that government, the private sector, and consumers and grassroots and advocacy groups play in setting policy agendas.
4. Students will be able to develop policy statements that consider social, economic, legal, ethical, and political dimensions.
5. Students will be able to debate policy issues.
6. Students will be able to write a policy paper and policy statement.

#### GOALS

- Understanding how change happens and when to tackle a systems or policy issue.
- Exploring Social Sector policy challenges and opportunities.
- Understanding how to use data to frame a policy or systems issue.
- Understanding the to use the history of the issue to frame a policy or systems issue.
- Understanding how to frame the policy or system issue within a Social Impact argument.
- Understanding how to frame the policy or system issue within an Economic argument.

- Understanding how to write a policy brief incorporating research, data, projected social impact outcomes and projected economic outcomes.
- Understanding the instruments, tools, and methods to influence policy or systems.
- Understanding the process of creating a power map including the identification of the “cast of characters” and motivation factors.
- Understanding how to develop a Tactical Plan and its implementation.
- Understanding the role of Not for Profits as Social Capital Assets in Policy and Systems Change.
- Understanding process to engage consumer stakeholders; build coalitions; and establish trade groups to advance public policy agenda and strategy.
- Understand how to write testimony and how to testify.
- Understanding the process for drafting legislative proposals (introducing/referring proposed legislation to committees, legislative committees/sub-committees, House and Senate floor action, conference committee action, presidential action, federal budget) toward the development of legislation.

### **Readings/Course Materials:**

All assigned weekly readings are posted on Canvas. The reading list is designed to give students broad exposure to the leading experts on these topics and to the array of resources for health policy analysis.

### **Reading List:**

James E. Anderson. Public Policymaking (9<sup>th</sup> Edition). **Read by Module 2/Week 2.**

Leslie Crutchfield, *How Change Happens: Why Some Social Movements Succeed While Others Don't*, 2018. **Read by Module 3/Week 3.**

Leslie Crutchfield and Heather McLeod Grant, *Forces for Good: The Six Practices of High-Impact Nonprofits*, 2008. **Read by Module 5/Week 5.**

Machiavelli by Module 4/Week 4. **Read by Module 5/Week 5.**

### **Student Conduct:**

All assignments are due on the date/time posted for the assignment. Alternate dates/times to turn in assignments are granted at the discretion of the course faculty and must be negotiated with course faculty in advance of the assignment's due date. If there is not mutual agreement as to the need to adjust the due date, the student may receive no credit for the assignment.

### **Rule 1: Communication**

You are subscribed to Canvas via your Penn email address. We will use the

“Announcements” feature on Canvas for most communications. This online course uses Canvas for all course materials, including, but not limited to, information on assignments, readings, and discussions. You are responsible for checking Canvas regularly and should enable all course notifications.

You are subscribed to the class listserv with your Penn email address. We may use this listserv to provide additional information about the course. You are responsible for checking your Penn email regularly and ensuring that your mailbox is not full and can accept messages. If you regularly use another email service, be sure that your Penn email forwards to that address.

You are responsible for all information provided by course faculty via email, Canvas, or during class meetings.

### **Rule 2: Class participation**

We expect you to attend and participate in every class meeting in person and online. Class participation is required. We have designed this course to be dynamic, engaging, and interactive.

### **Rule 3: Class preparation**

We expect you to do all the required reading before class. You should be prepared to discuss all required readings and engage fully in discussion.

### **Rule 4: Academic/Professional Integrity**

Cheating, plagiarism, academic dishonesty, and unprofessional/ inappropriate conduct are unacceptable and will not be tolerated. If indicated, disciplinary procedures will be initiated as stipulated in the Penn student handbook.

### **Rule 5: Diversity and Inclusion**

This course faculty and staff consider the diversity of its students to be a strength. We expect every member of our classroom community to contribute to an inclusive and respectful culture. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics are valued in our classroom.

Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

### **Attendance:**

The course is planned on the assumption that students will attend all in person and online classes. Students who miss classes should make arrangements to catch up without delay on the material presented. Final grades of Incomplete will not be given except under extraordinary circumstances such as medical or other emergencies. Outside these extraordinary circumstances, if work has not been completed by the end of the course, a final grade will be assigned based on the best information available in the sole discretion of the professor. Students are responsible for meeting all schedule commitments, including drop and add notifications, as well as for meeting all other program and degree requirements.

### **Evaluation - Grading Criteria:**

|    |              |
|----|--------------|
| A  | 93-100       |
| A- | 90-92        |
| B+ | 87-89.       |
| B  | 84-86        |
| B- | 81-83        |
| C  | 80-75        |
| F  | 74 and below |
| I  | Incomplete   |
| W  | Withdrawal   |

C indicates level of competence below that expected in graduate work.

F indicated a failure to demonstrate even a marginal level of competence in the course.

### **Course Requirements:**

#### **This I Believe Essay (10%): May 27**

What is the Policy and Social Change you want to make in the world and whom do you want to impact? Introductions to This I Believe Essay  
(<http://thisibelieve.org/guidelines/>)

#### **Case Study Presentation (15%): June 17 (no Class on June 19)**

Students, individually or in groups, will conduct an analysis and facilitate a class discussion of one, or others as assigned, of the below case studies and present to the class using the case study method.

1. Social and Urban Policy: Detroit's Troubled Water: Race, Politics, Bankruptcy, and Regionalism
2. Education: District of Colombia Public Schools
3. Poverty and Inequality: Minimum Wage and the American South
4. Cracking the Monolith: California's Child Welfare Services Disrupts Technology Procurement
5. Gay Marriage
6. Planned Parenthood
7. Health Care Reform: MA

8. A Vision for Integrated Health Care in America
9. Health Insurance Challenges

**Reaction Posts (20%): Weekly**

Students will post short reaction papers (250-500 words) on various topics throughout the semester. **Unless otherwise indicated, reaction posts should be posted by 11:59PM on Wednesday before the Thursday class discussion via Zoom.** Students should read their classmates' posts prior to class. See Canvas for more details.

**Individual or Group Policy Brief & Testimony:**

Students will choose a policy issue and develop a 7–10-page paper, which analyzes the issue and its dimensions in depth.

**Group and/or individual Testimonials presentations will be the last day of class (20%): Last class/July 1**

Students will write and present an oral congressional/legislative testimony based on the policy brief.

**Group and/or individual Papers due at the end of finals period (25%): July 8**

**Advocacy Reflection Paper (10%): July 10**

Students will also complete a two-page reflection paper discussing ways in which they have, or plan to, influence the policy process. The reflection may include describing ways they can contribute to development of policies or how they would design an advocacy strategy related to an identified policy goal.

## **SCHEDULE BY MODULE/WEEK**

Detailed weekly information will be available via Canvas. Faculty may amend course content over the course of the semester. Canvas will always have the most up to date information.

**MODULE 1/PRE-CLASS ASSIGNMENT:**

What is the Social and/or Policy Change you want to make in the world and whom do you want to impact? Introductions to This I Believe Essay (<http://thisibelieve.org/guidelines/>). 300-500 Words to be read in Week 1.

**MODULE 2/WEEK 1 - COURSE OVERVIEW & A LOOK AT THE US HEALTH AND HUMAN SERVICES SYSTEM**

**TUESDAY, MAY 27 – ONLINE IN PERSON:**

**In Class:**

-Course overview

-What is the Social and/or Policy Change you want to make in the world and whom do you want to impact -Read Your This I Believe Essay

### **Homework:**

-Watch Escape Fire and submit 2 paragraphs on the discussion board by Wednesday, May 28 for discussion on Thursday, May 29 class (see guiding questions on canvas and below)

Below are some questions that may guide your reaction post:

-What is an escape fire? How does this title relate to what is being illustrated in the movie? Explain

-Name 3 things that caught your attention the most in the movie? I.e.:

-Acupuncture

-Mental health

-Yoga

-Walking program

-Encourage walking

-How does a fee-for-service model affect individual patients? How does it affect the US health care system as a whole?

-Many individuals describe the US health care system as a disease management system as opposed to a health care system. Do you agree/disagree?

-Discuss the role of pharmaceutical companies and how it influences health policy?

-The documentary mentions the Dartmouth study. What were the goals of the Dartmouth study and what were their findings?

-Did the movie change the way you are thinking about your role as a current/future healthcare practitioner?

### **THURSDAY, MAY 29 – VIRTUAL:**

#### **In Class:**

-Discussion of Escape Fire and reaction posts

### **Homework:**

-Read James E. Anderson. Public Policymaking (9<sup>th</sup> Edition) and submit 2 paragraphs on the discussion board by Wednesday, June 4 for discussion on Thursday, June 5 class (see guiding questions on canvas and below)

Below are some questions that may guide your reaction post:

1) What makes the American policy process unique compared to other countries?

2) *Public policies emerge in a response to policy demands, or those claims for action or inaction on some public issue made by other actors – private citizens, group representatives or legislators and executive branch members* – Name one or more recent or past public policy that you are familiar with?

3) Give one or more examples of policies that fall into one or more of the categories below:

- Distributive policy
  - Regulatory policy
  - Self-regulatory policy
  - Redistributive policies
  - Material policies
  - Symbolic policies
  - Collective good policies
  - Private goods policies
- Does the separation of powers and checks and balances systems the founding fathers put in place still work?
  - What is arena shopping?
  - Give examples of iron triangles you can think of that exist?
  - Give examples of current agenda setting policy processes?
  - What are some of the decision criteria a Congressperson or Senator have to take into consideration when faced with a decision to vote for or against a bill?
  - Give examples of decision-making styles of U.S. Congress members and the President

## **MODULE 3/WEEK 2 – THE POLICY-MAKING AND SYSTEMS CHANGE PROCESS**

### **TUESDAY, JUNE 3 – IN PERSON:**

#### **In Class:**

- Policy Intro Videos:
  - Political Parties: [https://www.youtube.com/watch?v=PklAI\\_cO5Y](https://www.youtube.com/watch?v=PklAI_cO5Y)
  - Separation of powers: <https://www.youtube.com/watch?v=0bf3CwYCxXw&list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H&index=3>
  - How a bill becomes law: <https://www.youtube.com/watch?v=66f4-NKEYz4&list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H&index=9>
- Discussion of Public Policymaking and overview of the Political Process
- Develop a Policy Map
- CASES to be Discussed in class
  - US Health Care: Retail Clinics
  - K-12 Education (Special Education and Quality Schools)

### **THURSDAY, JUNE 5 – VIRTUAL:**

- Discussion of the James E. Anderson. Public Policymaking (9<sup>th</sup> Edition) book and reaction posts

#### **Homework:**

- Read Leslie Crutchfield, *How Change Happens: Why Some Social Movements Succeed While Others Don't*, and submit reaction post by Wednesday, June 11 for discussion on Thursday, June 12 (see guiding questions on canvas and below)



Below are some questions that may guide your reaction post:

- Have you observed or been part of a social and/or other movement and if so, describe it.
- What are the three main points you learned from the *How Change Happens* book?
- What resonated with you the most when you read the book?
- How does the book relate to Escape Fire?
- What is the role of leadership in movements?
- Why do some movements succeed versus others that fail?

## **MODULE 4/WEEK 3 – SOCIAL DETERMINANTS OF HEALTH & SOCIAL POLICY**

### **TUESDAY, JUNE 10 – VIRTUAL:**

#### **In Class:**

-Discuss Social Policy Issues in the U.S.:

<https://www.youtube.com/watch?v=mlxLX8FtoA&list=PL8dPuuaLjXtOfse2ncvffeelTrqvhrz8H&index=49>

-Identify individual or group topics to develop 1) a Policy Brief, and 2) Write a policy testimony for presentation at the final class

-Lecture: What makes a great policy brief and testimony?

-Discuss preparation for individual or group 1) Policy Brief:

Students, in groups and/or individually, will choose a policy issue and develop a 7–10-page policy brief including policy recommendations, which analyzes the issue and its dimensions in depth. This policy brief will include the desired goals of the new or existing policy or problem; possible ways of reaching the desired goals; potential consequences for each policy alternative; specific criteria that can be used to rank policy alternatives; and selection and justification of one policy alternative. The paper should address the following issues:

- Clearly state your position and any conditions on which it rests.
- Defend your position. This is the most important part of the paper. Your argument should be substantively based and cogently argued. Remember, you only have up to 1,000 words, so you should not spend time re-stating the problem. Rather, you need to develop your argument succinctly and thoughtfully.
- State any potential drawbacks of your position, and defend your support for the position you've taken despite those potential drawbacks.
- State the implications of your position for reforming/improving the social sector system.

See detailed policy brief instructions on canvas.

-Discuss preparation for individual or group 2) Policy Testimony based upon Policy Issue: Students, in class, will present, to a panelist of mock legislators, a 5–10-minute public testimony based upon their policy paper and recommendations.

See detailed policy testimony instructions on canvas.

**THURSDAY, JUNE 13– VIRTUAL:**

-Discuss the *How Change Happens: Why Some Social Movements Succeed While Others Don't*, book.

**Homework:**

Selection of Case Study for Analysis and Presentation. Students, individually or in groups, will conduct an analysis and facilitate/lead an in-depth class discussion of one of the below, or other, case studies using the case study method.

- Social and Urban Policy: Detroit's Troubled Water: Race, Politics, Bankruptcy, and Regionalism
- Education: District of Columbia Public Schools
- Poverty and Inequality: Minimum Wage and the American South
- Cracking the Monolith: California's Child Welfare Services Disrupts Technology Procurement
- Gay Marriage
- Planned Parenthood
- Health Care Reform: MA

**MODULE 5/WEEK 4 – SOCIAL POLICY CASE-STUDIES & PRESENTATIONS**

**TUESDAY, JUNE 17– IN PERSON:**

**In Class:**

Student Case Study Presentations.

**THURSDAY, JUNE 19 – VIRTUAL:**

**In Class:**

Student Case Study Presentations.

**Homework:**

-Leslie Crutchfield and Heather McLeod Grant, *Forces for Good: The Six Practices of High-Impact Nonprofits*, 2008 and/or Machiavelli and submit 2 paragraphs on the discussion board by Wednesday, June 26 for discussion on Thursday, June 27 class (see guiding questions on canvas and below)

Below are some questions that may guide your reaction post:

- How is policymaking related to the six practices of high-impact nonprofits?
- What can we learn about nonprofits through Forces for Good?
- Have you been involved in a nonprofit that do policymaking and change? And if so, share with us your experience.
- What is Machiavelli's three principles?
- What can we learn from Machiavelli?

**-Watch Videos**

-Policy and System Change Influence: A Roadmap

(required) <https://youtu.be/3MzsU8Sm5TI>

-Hope is Not a Strategy: Using Human Systems Dynamics to close the gap between local action and global policy (optional) <https://youtu.be/Dikb1KwvpxE>

-Policy and Complex System Maeda June 2020 (optional and uploaded as video and not a link)

**MODULE 6/WEEK 5 – ROLE OF LOBBYING, SPECIAL INTEREST, NONPROFITS & COALITIONS**

**TUESDAY, JUNE 24 – ONLINE BY ZOOM:**

**In Class:**

- Discussion of Role of Coalitions and Interest Groups:

<https://www.youtube.com/watch?v=bOvBA7ollgc>

-How nonprofits can drive social policy – Discussion of *Forces for Good* Book

-Lobbying, Ethics and Machiavelli:

-Discussion: Role of lobbyists and Ethics – Abramoff Case:

<https://www.cbsnews.com/video/jack-abramoff-the-lobbyists-playbook-50127564/>

**THURSDAY, JUNE 26 – VIRTUAL:**

-Discuss Forces for Good: *Forces for Good: The Six Practices of High-Impact Nonprofits* and reaction posts

-Discussion of role of nonprofits as policymakers

**Homework:**

-Submit draft policy brief papers and/or draft testimonies to Tine (optional)

-Prepare for policy testimonials

**MODULE 7/WEEK 6 – POLICY PRESENTATIONS**

**TUESDAY, JULY 1 – IN PERSON:**

**In Class:**

-Class Summary and Lessons from Readings

-Individual or Group Policy Testimony based upon Policy Issue: Students, in class, will present, to a panelist of mock legislators, a 5–10-minute public testimony based upon their policy paper and recommendations.

**FINAL ASSIGNMENTS**

- **Final Group Policy Paper is at the end of finals period (July 8)**

- Write personal policy action reflection and submit it by end of Semester (July 8)

## **INSTRUCTORS:**

**Tine Hansen-Turton** is President and Chief Executive Officer of Woods System of Care. Ms. Hansen-Turton is an Executive with more than 25 years of experience in health and human services senior management, executive leadership, and consulting. She has founded and led several nationally recognized organizations and trade associations. A proven results-oriented strategic leader, Ms. Hansen-Turton is known for being an effective organizational change agent and policy and health and human services systems reform advocate. She has successfully helped to pass more than 600 pieces of legislation that are now laws at the local, state, federal and global levels. She has worked as a lobbyist in most states and at the federal level.

Woods is a \$500 million leading nonprofit multi-service healthcare and human services organization that provides innovative, comprehensive, and integrated health-and-behavior, education, workforce, and care management services to children and adults in the intellectual/developmental disability, child welfare, behavioral and acquired brain injury public health sectors. Woods has over 7500 staff in that serves more than 42,000 individuals primarily from Pennsylvania, New Jersey, and New York, but also has national reach given its expertise in serving people who are medically and behavioral frail and vulnerable. Ms. Hansen-Turton also oversees Woods' four subsidiary corporations in Pennsylvania and New Jersey (Brian's House and Tabor Services in Pennsylvania and Legacy, Allies and Archway Programs in New Jersey).

Previously, Ms. Hansen-Turton served as the Chief Operating Officer and Chief Strategy Officer at Public Health Management Corporation, a \$250 million leading public health organization, serving Pennsylvania, where she oversaw and led corporate strategy, operations, business development and M&A. Additionally, Ms. Hansen-Turton served as CEO of the National Nurse-led Care Consortium, a non-profit organization supporting the growth and development of over 500 nurse-managed and school health clinics, serving more than 5 million vulnerable people across the country in urban and rural locations. For the past two decades she has also been instrumental in positioning Nurse Practitioners as primary health care providers globally. Ms. Hansen-Turton still serves as the founding Executive Administrator for the Convenient Care Association (CCA), the national trade association of over 3300 private-sector retail clinic industry, serving 40 million people with basic health care services across the country. Ms. Hansen-Turton also teaches public and social innovations, leading nonprofits, health policy and the social innovations lab at University of Pennsylvania Fels Institute of Government and School of Nursing.

Ms. Hansen-Turton is founder and publisher of a social impact/innovation journal and has co-published eight books and is known as a serial social entrepreneur who has started several national social and public innovations in the health and human services sector. She has received several advocacy and leadership awards, the prestigious Eisenhower Fellowship, the Business Journal 40 under 40 Leadership and Women of

Distinction Awards. She was named one of the 101 emerging Philadelphia connectors by Leadership, Inc., and American Express NextGen Independent Sector Fellow.

Ms. Hansen-Turton received her BA from Slippery Rock University, her Master of Government/Public Administration from University of Pennsylvania Fels Institute, and her Juris Doctor from Temple University Beasley School of Law.

**Nicholas (Nick) Torres, M.Ed.** works at the cross section between the private sector, government, and not-for-profits and aligns them toward collective social impact goals and public policy. He has led and founded multiple for-profit and not-for-profit social ventures that are driven by social impact, financial sustainability, and systems change. A few of his launched social ventures include 2 charter schools targeting special education and low-income students, an early literacy technology platform for parents and caregivers; school-based health centers providing primary care to low-income students; and community-based satellite college sites providing a pathway for low-income communities to move out of poverty.

Mr. Torres has over 20 years of experience in executive management. He built and led a nationally recognized human services organization; founded/governed/led two charter schools and a not-for-profit dedicated to scaling high-impact social enterprises (e.g., school-based health centers; college access and completion pipelines; and early literacy platform for parents); founded and currently leads a social sector “think-tank” organization; and teaches at UPENN. From 2000 – 2010 Nicholas served as President of Congreso de Latinos Unidos, where he transformed the organization from a traditional social services agency into a comprehensive children and family-oriented human services nonprofit by integrating behavioral health, education, and primary health care into the service model. Under his leadership, Congreso was one of just six national leadership investments (\$5 million) from Edna McConnell Clark Foundation to demonstrate multi-service organization impact on young people aged 16-24. As a result of this investment, he created a first-of-its-kind performance management system to measure organizational effectiveness for over 50 service lines and 17,000 clients/customers that would later be used as a model for Social Solutions’ Efforts to Outcome (ETO) to scale in nonprofits nationally. He then served as a member of the National Alliance for Effective Social Investments that led the nation on integrating Social Impact Indicators into nonprofit best practices.

Currently, Mr. Torres serves as CEO of The Network: TUFH and CEO of Social Innovations Partners that manages the Social Innovation Journal; Institute; and Lab; manages Parent Reading Coach, an Education Technology Early Literacy Company; and teaches Policy; Leading Not-for-Profits; and Social Enterprise at the University of Pennsylvania; He has co-authored several books and serves on many regional and national boards foundations, government; and private boards. He has received several advocacy and leadership awards including the prestigious Eisenhower Fellowship. Mr. Torres received his BA from Carleton College and his Master's in Educational Psychology from the University of Texas at Austin.