

Public Policy 200A
Spring 2005
Monday, Wednesday 10:00-12:00
New Building, Room 150 (downstairs classroom)
Eugene Bardach, John Ellwood, Eugene Smolensky, Margaret Taylor

Public Policy 200A Policy Analysis Workshop

“Policy analysis” is a form of problem-solving. Its special focus is the class of problems that in some sense become “public” problems. In this course we attempt to teach, and afford opportunities to practice, the particular approach to problem-solving roughly described in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Bardach). Subsidiary objectives of the course are to help you integrate the particular skills you have learned in other courses, to help you develop a conception of your role as an effective and ethical professional policy analyst, and to improve your skills at working in teams.

Group Projects

Most of the time in this course is spent doing a policy analysis project for a “real client,” some individual or some agency in the public or nonprofit sector that wants help coping with some challenging policy issue. We will say more about these at the first meeting of the class. You will have until **Wednesday, January 23, 5 p.m.**, to enter your preferences on a special web site (more details will follow later). Final projects are due **Friday, May 13, at noon**. (You of course may turn them in earlier.)

Faculty Coaches

For the purpose of obtaining coaching and consultation on the group projects, each project group will be assigned one or two of the four instructors. These coaches will have slightly different procedures for working with student teams, but all will provide feedback as quickly as possible. Email addresses are: Gene (e2bar@uclink4), John (jellwood@socrates.berkeley.edu), Geno (geno@socrates.berkeley.edu), and Margaret (mataylor@uclink).

Group Milestones

Much of the work in this class is done in student teams. In order to provide helpful feedback to teams as their thinking progresses, there will be a series of milestone assignments. The first two assignments are tied particularly closely to the steps in the Eightfold Path. The third assignment is a progress report and opportunity to pose questions to the class and faculty coach(es) that are troubling the group. The fourth assignment is either a sentence outline of the final written report or a draft of that report, depending on the preference of the faculty coach.

Please send your group’s assignments to your own faculty coach(es), who will provide you with more guidance. In the class that meets after each assignment is due (except the sentence outline/draft), we will meet as a full class to discuss the assignment and current project

issues. In some cases, we will facilitate this class meeting by copying all or some of a group's memo and distributing the copies to the class at large. Here is the schedule of milestones:

- *Monday, February 28, 12 pm: Memo on your group's problem definition. Besides the draft problem statement, the memo should include a list of subsidiary questions you will need to research to address this problem. It should also include an appendix of an annotated bibliography on the relevant social science and other literatures, grouped by these subsidiary questions.*
- *Monday, March 14, 12 pm: Memo on constructing alternatives, selecting criteria, and projecting outcomes. Besides sections on these three topics, the memo should include a draft "outcomes matrix." A note on the "projecting outcomes" section: include a list of proposed analyses, with a list of the steps necessary to conduct these analyses.*
- *Monday, April 4, 12 pm: Memo on the status of your group's work on the project and any questions or problems you would like to discuss with the class and coaches.*
- *Friday, April 15, 5 pm: sentence outline or draft.*

There may be conflicts between these milestone dates and assignments you might have in other courses. In those cases, you might wish to send us your assignment a day or two early.

A note on the eightfold path memo assignments: These memos should offer your group's best shot as of that point in the semester. Because policy analysis is iterative, you may very well change your mind later on. There are two purposes for these memos:

- They force a project group to deal with the analytical issues as the work goes along. Doing so brings analytical weaknesses to light early enough to permit you to correct them in a timely way.
- They inform the faculty of the status of your thinking and work. Faculty can then give you feedback.

The course reader contains the final reports of two IPA groups from last year.

Group Consultations

We are leaving some 40 consulting slots between February 23 and April 27 for group sign-ups. The time slots occur during the usual IPA hours. Each slot is 40 minutes. The three slots are: 10:00-10:40, 10:40-11:20, 11:20-12:00. If your group wants a time slot, please notify your section instructor (the coaches have different procedures on this). We will meet at the Goldman School, room locations to be announced.

Exactly which of the time slots you choose for your meeting(s) can be left to your discretion (and the availability of remaining slots). We require at least one meeting with each of

the project groups, and normally meet with each group 2-5 times, depending on the group's needs.

Evaluations (Self and Others)

Group members will evaluate their own and each other's contribution to the group product. The evaluation sheets, and the accompanying instructions, from last year are in your reader or will be e-mailed to you. (Under some – relatively unusual -- conditions the evaluations might affect a student's course grade.) **Turn in the evaluations to Gene's faculty assistant, Theresa Wong, at the same time that you turn in your final paper. No course grade will be assigned to any group member until all the evaluations are in for that group.**

The 48-Hour Project

About 3 weeks into the term you will do the traditional "48-hour project." GSPP invented this type of project some thirty years ago, and it has been one of the most effective and popular of learning exercises in the curriculum. It furnishes an especially good opportunity to practice that step in the Eightfold Path called "Assemble the Evidence." We think of it as an "issue paper" – a genre that permits you great freedom to educate the reader about any aspect of an issue you think important – prepared under the sort of time pressure that is normal in professional policy work. A three-page set of instructions, tips, and reminders will be e-mailed to you or will be in the reader. We have set aside time on March 16, during the regularly scheduled IPA time, to return the 48-hour papers and debrief the class on the experience. Margaret, Geno, and John are managing this aspect of the course. (That is, Gene will not read or comment on the 48-hr. papers.)

Group Presentations

During the last three sessions of the class, each project group will make presentations to about half the rest of the class, as well as optional invited clients and guests, on the substance of your analyses (note: these presentations will be videotaped). Audience members of the class will play the roles of critics and questioners. A variety of materials on how to make presentations are provided in the reader. Later in the term we will distribute the schedule of group presentations and role-playing assignments.

These presentations will be preceded by a session during the regular class time on public speaking. After the presentations, we will arrange for each group to come view the videotape of their performance and engage in constructive feedback about individual presentations with teammates and a faculty member. Please note that these review sessions occur outside of IPA scheduled class time. More on all this later.

Grading

We would like to play down the importance of grading in this class. We think that the sorting function of grades can be performed by less formal, more subtle, means of performance appraisal. As to the motivating function, well, are not students' aspirations to professionalism, and peer and faculty approval, sufficient? Nevertheless, our context is that of a university.

Grades must be given, and they must be equitable. An individual's final course grades will be comprised mainly of performance on the 48-hour project (20%), and performance as part of a group on the group project (75%). The remaining 5% is supplied by performance in the group's oral presentation and by an overall faculty judgment factor. Faculty judgment of a student's effort in the class can influence the grading in what would otherwise be close calls; and in exceptional cases, faculty can choose to separate an individual's grade in the group project from that of the rest of the group.

For Purchase and Download

The Bardach book is available from local bookstores. Most of the other readings are in a reader or will be sent you as e-mail attachments.

NOTE: ORDER OF READINGS AND SYLLABUS VERSION

Because we had to make last-minute changes in the class schedule to accommodate the Career Fair, the schedule in this syllabus differs slightly from the syllabus in the reader. This also means that the readings in the reader are slightly out of order relative to current schedule of classes.

Schedule of Classes

January 19. *First hour:* Introduction and Overview. *Second hour:* Comments on Project Menu.

Eugene Bardach. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Preface, Introduction, Part 1, and Appendices; pp. ix – 60, 107-140.

January 24. Policy Analysis: History, Tools, and Ethics

David L. Weimer and Aidan R. Vining. *Policy Analysis: Concepts and Practices*. 3rd Edition. 1999. Chapters 2 and 3, pp. 27-57.

Eugene Bardach. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. pp. 85-89.

John Ellwood. *Confidentiality of CBO Cost Estimates: The California Desert Bills*. GSPP, 1993.

January 26. The Steps of the Eight-Fold Path

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Preface, Introduction, Part 1, and Appendices; pp. ix – 60, 107-140.

Peter W. Greenwood, Karyn E. Modell, C. Peter Rydell, and James Chiesa. *Diverting Children from a Life of Crime: Measuring Costs and Benefits*. Santa Monica, CA. Rand Corporation. July 11, 1996.

January 31. *First hour*: Policy Analysis and Organizational Analysis. Students should especially read the note addressed to them that appears in the draft report just before the Executive Summary. *Second hour*: Practical Advice on IPA Projects. There will be a particular focus on working with clients and working with teams. We will be joined by some of the authors of two exemplary IPA projects from last semester (**so far: El Cerrito: Amanda Ballard, Helen Oliver, Christian Geckeler; Civil Rights Data: Merrick Pascual, Michelle Angier, Denise Shepherd, Alison Little**).

Eugene Bardach and Jane Mauldon. *A Cost-Effectiveness Analysis of the California Conservation Corps*. May 2004. [To be sent by e mail.]

William W. Semmes. Response to Report. December 20, 2004. [To be sent by e mail.]

Eugene Bardach. Letter Responding to William W. Semmes. December 21, 2004. [To be sent by e mail.]

Two IPA projects from last year:

Michelle Angier, Alison Little, Merrick Pascual, and Denise Shepherd, "Effectively Averting Police Misconduct in Oakland using the Personnel Information Management System."

Amanda Ballard, Renat Fried, Christian Geckeler, and Helen Oliver, "The El Cerrito-Richmond Border: Challenges and Opportunities along the San Pablo Mile."

Handout, "Some Tips on Working in IPA Project Groups"

Check out, for instance, Yahoo group creation option on their web site.

Letter to Potential First-Year Workshop Clients

Group-Work Evaluation Sheet

February 2. Benefit-Cost Analysis and Variations (especially Cost-Effectiveness Analysis).

Readings to be announced.

February 7. Assembling the Evidence. *First hour*: Guest Speaker from University's Library. *Second hour*: Surveys, Interviews, and Dealing with Elites.

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Part 2; pp. 61-85.

Various materials to be sent by e mail.

February 9. First hour: Smart Practices. These are sometimes known as “best practices” and come in two flavors: the compendium of “interventions” that have been evaluated or at least have reputational status; and the ad hoc grab bag of ideas from other jurisdictions that stimulates policy makers to invent some local adaptation of their own. We will look at both types. *Second hour: Preparation for the 48-hour Project (Laurel Tan, Helen Oliver and Jan Rus can join us).*

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Part 3; pp. 91-106 **OR:**

Bardach, “The Extrapolation Problem: How Can we Learn from the Experience of Others,” *Journal of Policy Analysis and Management*. Volume 23 No. 2, Spring 2004, pp. 205-20.

Web site of Pathways to Outcomes. First look at the home page:

www.PathwaysToOutcomes.org. Then go to:
http://www.aecf.org/pathways/outcomes/schoolreadiness/all_examples_alph.htm
Once you are there, read the (first three) entries for Beyond Shelter’s Housing First Program; Birth to Five; Brattleboro Alliance for Building Community Partnerships

Web site of RAND Corporation “Promising Practices Network”:

<http://www.promisingpractices.net/>. Once there, click on “Proven and Promising Programs” and then click on “how programs are considered for inclusion.” Then go down the list of topics and choose one or two for which you’ll read the write-ups of two or three programs under each.

Eugene Bardach and Eugene Smolensky, “Instructions, Tips, and Reminders: 48-Hour Project,” with attachment from alum on “My Real-Life 48-Hour (Actually 24) Project

Michael O’Hare (with E. Bardach addendum), “Rhetoric”

Three 48-hr projects from last year: Hopefully, some or all the authors will join us.

Helen Oliver. “Evaluation of Recent Changes in Community Care Licensing Inspection Regulations and Potential Legislative Action.”

Jan Rus. “Regulating Mercury Emissions at Coal-Fired Utilities – Legislative Options.”

Laurel Tan. “Recommendation on BART-Crossing in the Southern San Francisco Bay.”

February 14-16. The 48-Hour Project.

February 23, 28. Group Sign-Ups. See above, section on “Group Consultations.” Your group may sign up for a forty-minute meeting. To sign up, contact your faculty coach(es).
Note: Milestone 1 due February 28th.

March 2. *First hour*: Full class meets to go over milestone 1. Some group meeting time may be available at the tail end of class.

March 7, 9, 14. Group Sign-Ups. **Note: Milestone 2 due March 14th.**

March 16. Full class meets to go over milestone 2. *Second hour*: Return 48-hour projects; debriefing.

March 21, 23. No class: Spring recess.

March 28 - April 4. Group Sign-Ups. **Note: Milestone 3 due April 4th.**

April 6. Full class meets to go over milestone 3. Some group meeting time may be available at the tail end of class.

April 11, 13, 18, 20, 25. Group Sign-Ups. **Note: Sentence outline/draft due April 15th.**

Instructions on format and on how to deliver these (e-mail or hard copy) will be provided by your coaches. Instructions for the sentence outline (author: Prof. Michael O’Hare) are included in the reader. Your outlines will be read quickly and returned within two or three days (if at all possible) with suggestions for revisions and improvements. Please feel free to turn in this assignment earlier than April 15. If they come in earlier, we can give you quicker turnaround time. These materials serve mainly as vehicles for us to give you feedback. The more intelligible and complete they are, the better able we are to help you. Of course, we do not expect them to be complete or polished. They are outlines. They should also help you to see where the holes are that you need to fill in. These presentations should aim at **coherence**. Remember, your final report will “tell a story.” Therefore, the main thrust of that story should be evident in these materials as well.

Michael O’Hare, “Sentence Outlines.”

April 27: Preparation for Group Presentations.

Communications Consulting Group and Publications Department at RAND, “Guidelines for Preparing Briefings.” 1996.

Margaret Taylor, “Presentation Handout.”

Eugene Bardach, “Tips on Briefings and Presentations.”

May 2, 4, 9. Group Presentations. Video review to follow outside class time.

We can complete the presentation and videotape review schedule only after we know how many groups there are to be. However, we will probably have the full presentations at the regularly scheduled class time for the three last meetings of the year, May 2-9. Group videotape review sessions will be scheduled during these two weeks also; you only need to attend your own group's review session.