TO: Prospective Advanced Policy Analysis (APA) Client
FROM: The Dean and Faculty of the Goldman School of Public Policy
SUBJECT: Client-Based Projects with Goldman School Students

OVERVIEW
In their final semester of study, students at the Goldman School of Public Policy (GSPP) are required to write a high-quality professional paper (Advanced Policy Analysis or APA) in order to complete the Master of Public Policy degree. With faculty supervision and advice, each student conducts a thorough analysis of a major policy question facing a “real-world” organization/practitioner, applying the interdisciplinary methods, approaches, and perspectives studied in GSPP’s core curriculum. This paper must meet not only the academic standards of the School’s faculty, but also the standards and needs of a practitioner who serves as a “client” for the work.

Most of the students’ time on the APA project is spent outside of the classroom. However, students meet once a week with their faculty advisor and a small group of peers in a seminar which provides an opportunity for review, evaluation, and support of the student projects.

At the beginning of May, students deliver written reports to their clients that outline their policy recommendations in light of relevant tradeoffs. The analytic work and argumentation underlying these reports must meet academic standards, but we expect the written product to be intelligible to lay readers. In the past, student reports have led to significant changes in policy and organizational management practices. It is the school’s policy that final APA reports are made available to the public, with occasional exceptions agreed to by individual clients, students, and faculty members.

There are approximately 90 students doing APA projects in Spring 2017. For projects to be completed in May 2017, we invite organizations to submit proposals between now and November 1, 2016 online. All submitted proposals will be circulated among students for review – students interested in a project will submit application materials required by potential clients, as outlined on the proposal form.

WHAT OUR STUDENTS CAN DO FOR YOU

- **Training:** Microeconomics, statistics, political and legal analysis, management, policy analysis and decision-making, plus a variety of electives
- **Work Experience:** Most students have had at least 4 years of work experience before graduate school. In addition, they have already completed a client-based policy analysis group project and a summer policy internship where they have applied the core skills learned during their first year of study.

CHARACTERISTICS OF “GOOD” PROJECTS
When completing the project proposal form, keep in mind that projects should be:

1. **Intellectually and analytically challenging.** Ideal projects involve some uncertainty regarding the projected effects of specific policy choices in which the alternative outcomes are very different and consequential. In addition, projects should not be based on a client’s preferred solution. We enjoin our students to take a critical stance toward any policy analysis problem and, if necessary, to try to persuade the client of a different point of view. Students are consultants (rather than interns) with a fair degree of professional and analytical autonomy. Projects involving little more than collecting survey data, developing program descriptions or information about possible funding sources are not suitable unless these activities raise interesting issues of analysis.

2. **Centered on a decision faced by your organization.** APA projects should have an important “applied” component, rather than be primarily based on research with remote policy implications. Applied projects allow students to hone their policy analysis skills and their ability to confront difficult tradeoffs between two or more alternative courses of action.

3. **Possible to complete within 15 weeks.** Projects should be relatively narrow though complex, rather than broad but simple. Note that there are instances when the client requires the student to start the project sooner than January; we regard this as perfectly acceptable, as long as this is mutually agreed upon between the client and student.
CLIENT RESPONSIBILITIES
Successful working relations between students and clients will vary greatly in detail. But at their core they all have a client who sets high expectations for quality of analysis and presentation. A client has five main responsibilities:

1. Meet with the student, in person if possible, prior to the start of the project to negotiate and define the project’s scope (remember that projects must meet the student’s academic requirements and interests, as well as the client’s needs);
2. Provide internal data sources relevant to the project, and advise students about external data sources;
3. Arrange for student access to stakeholders who may serve as an information source related to the project;
4. Meet with the student regularly throughout the Spring semester to ensure the project stays on course, as well as provide feedback and comments to interim drafts; and
5. Read and provide feedback on the final report

Most clients do more than this. Interacting more frequently with the students – including commenting on interim written products – typically improves the product and increases the likelihood that it will meet the client’s needs. In addition, clients often provide students with opportunities to present their work before executive staff, advisory boards, and other audiences as appropriate. Some clients find that the student's completed report is worthy of publication and dissemination in a variety of settings.

Compensation: Most students are paid by their clients, typically in the range of $6,000 – $8,000 for the project. However, students are sometimes paid considerably more than this. The market is at work here as elsewhere, and projects offering higher compensation tend to attract more student interest and talent. If your organization cannot offer payment for the project, reimbursement for project-related expenses including but not limited to travel, attending conferences relevant to the project, phone calls, photocopying, and faxing, is expected from the client. All details regarding payment to students must be agreed upon before the start of the project.

APA PROJECT TIMELINE

| August – November | Submit proposals. Clients begin to submit project proposals in August for students to review, with most students finalizing their client choices by early November. We encourage clients to submit project proposals early during this timeframe. In-principle relationships between students and clients, as well as the basic project scope, should be established no later than December 15th. |
| January-May | Project work begins. Students begin projects during the week of January 17, 2017, although students can begin preliminary work on the project depending on the needs of the client and/or the project (if mutually agreed upon between the client and student). Students are required to attend a weekly seminar with a faculty advisor and another 10-12 students doing their own projects. The APA represents 75% (30 hours per week) of a student's workload in the Spring semester. |
| Mid-April | Draft project due. Draft paper is due to the faculty advisor and client for review and feedback. |
| Early May | Final paper due. Final paper is due to the faculty advisor, client, and GSPP student services unit. |

NEXT STEPS
If you are interested in sponsoring an APA project for Spring 2017, we invite you to submit a proposal using the enclosed proposal form between now and November 1, 2016. If you have questions, please don’t hesitate to contact Cecille Cabacungan, Managing Director of Career & Alumni Services (510-642-1303 or cecille@berkeley.edu).

OTHER OPPORTUNITIES TO WORK WITH GOLDMAN SCHOOL STUDENTS
If the APA project does not meet your organization’s needs, consider submitting one of the following:

- **Introductory Policy Analysis (IPA)**— Submit a proposal for a team of 3-5 first-year students to serve as consultants to your organization during Spring 2017
  
  Contacts: Lindsay Maple, IPA Course Coordinator (lindsaymaple@berkeley.edu / 760-846-1876)
  Professor Jane Mauldon, IPA Faculty Coach (jmauldon@berkeley.edu / 510-847-1619)
  Professor Amy Lerman, IPA Faculty Coach (alerman@berkeley.edu)
  Mia Bird, IPA Faculty Coach (miabird@berkeley.edu)
  Website: [http://gspp.berkeley.edu/career-services/client-based-projects/introduction-to-policy-analysis-ipa](http://gspp.berkeley.edu/career-services/client-based-projects/introduction-to-policy-analysis-ipa)

- **Summer Internship During Summer 2017**
  
  Contact: Cecille Cabacungan, Managing Director of Career & Alumni Services (cecille@berkeley.edu / 510-642-1303)
  Website: [http://gsppjobs.net](http://gsppjobs.net) (visit this site to post your summer internship opportunity directly)