URBPLAN 810: Planning Policy Analysis
Syllabus (08/27/19)

Fall 2019—6.0 Credits
Tuesday and Thursday, 5:30 p.m. to 8:10 p.m., AUP Room 183

Course Instructor: Dr. Robert Schneider (rjschnei@uwm.edu)
Schneider Office Hours: By Appointment, AUP Room 334
(please e-mail in advance to meet)

Course Background

As a professional planner, you will be expected to analyze complex problems and communicate recommendations clearly. These problems will often be within your own area of personal expertise, but sometimes you will need to research a topic that is completely new to you and come up with good advice for policymakers in a very short amount of time. This course will help prepare you to do this.

This course is six credits. It is intense, and its primary objective is to make you a skilled policy analyst. The first portion of the course is a review of basic tools and skills needed to find relevant information, organize and analyze it, and present findings on policy issues. I stress both the analytical and the presentation components, believing that your success will depend not only on your abilities to do policy analysis but also your abilities to communicate the results of your analysis to others. The second and major component of the course is to apply your skills to a series of cases for real clients. You will be asked to examine a variety of issues and to respond to them in a realistically short time period. In all instances you will have to deliver a public presentation as well as a written report.

One point that I will stress repeatedly is the benefit of working in teams to attack these cases. So much more can be done collectively than individually (and in the "real world" teamwork is a way of life). A second point is timeliness. All assignments listed in the syllabus for each date should be completed prior to arriving at class that day. Late work will not be accepted, period. Third, I stress clear communication, both written and oral.

To help make you more aware of the need for your policy analysis services, please scan the local media for examples of issues that could benefit from a policy analysis. We can discuss these examples in class, especially during September.

If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

I am looking forward to a great semester with all of you!
Bob

Class Requirements

- Active class participation
- Timely completion of all written assignments, including any tables, figures, graphics, and appendices
- Public presentations, as specified
- High level of effort (this is a six-credit class)

Course Objectives

- Increase your ability to undertake competent policy analysis
- Increase your ability to craft a persuasive argument
- Improve your public speaking skills
- Improve your written communication skills
- Expand your capacity to explore and comprehend new subjects

Book

We will use the following book during the course. Please purchase a new or used copy or check a copy out from the SARUP 1st Floor Library.

Carl V. Patton, David S. Sawicki, and Jennifer J. Clark. *Basic Methods of Policy Analysis and Planning*, Third Edition, Englewood Cliffs, NJ: Prentice Hall, 2013.

Optional

A handbook for writers and any book on public speaking.

Original Work and Plagiarism

All work in this course should be your own, though you will draw upon other references. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work (at the end of the specific sentence where the information is cited) and in the bibliography. Do not copy word for word unless you place the words in quotation marks.

Students are expected to follow the Guide for Students at http://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/.

According to this source, "Plagiarism includes: 1) Directly quoting the words of others without using quotation marks or indented format to identify them; or, 2) Using sources of information (published or unpublished) without identifying them; or, 3) Paraphrasing materials or ideas of others without identifying the sources."
–University of Wisconsin-Milwaukee Graduate School, "Academic Misconduct," Website, Available online: https://uwm.edu/deanofstudents/conduct/conduct_procedures/academic-misconduct/, August 2019.

Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK me.

Other Course Policies
This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms. For details about these policies, see https://uwm.edu/secu/syllabus-links/ -— click on "syllabus links."

If you are very sick, please let me know prior to class and stay home. If necessary, homework and communication can be done electronically.

Class Participation
In order to provide a productive learning environment for everyone, it is important for all students to engage in class. This includes showing up for class and asking questions and participating in discussions. In the interest of promoting a productive learning environment for all, please:

- Arrive on time and stay for the duration of class.
- Turn off or mute cell phones, mobile devices, and alarms for the duration of class.
- Turn off laptops unless instructed otherwise and refrain from accessing the internet on any other device during class.

Behaviors that detract from class learning will be penalized in the class participation grade. A sign-in sheet will sometimes be circulated at the beginning of class.

Grading
All assignments during the first part of the course should be uploaded to the course Canvas site prior to the start of the class period when they are due. All client case study assignments in the second part of the course should be uploaded to the course Canvas site by the times specified. If you have any problems with the Canvas site, you can e-mail your assignment to rjschnei@uwm.edu.

All products are graded. Your grades on each product will be weighted toward your final course grade in two ways. First, assignments are weighted by the number of class periods that they span. A homework assignment that covers two class periods is multiplied by two. A case study that takes six class periods is multiplied by six. Second, assignments that are produced later in the term are worth more. Specifically, the weight of assignments will increase constantly throughout the course so that work produced on the final day of the course will be worth twice as much as work produced on the first day of the course. This is done because you will learn from feedback on assignments and develop expertise throughout the term. While the consistent standard throughout the course is professional-level work, it is likely that your ability to produce this work will be higher later in the term.

Grading is based on a combination of factors that contribute to professional-quality work. These include completeness of presentations and documents, logic, clarity, and creativity. Each of these factors is explained in the table on the following page. Assignments that are judged to be professional quality will receive an "A". Assignments with some deficiencies in the four factors described in the table will receive lower grades. The instructor will provide written feedback (and additional oral feedback, as requested) so that students can understand aspects of their work that may need improvement. While the table on the following page provides some guidance, it falls well short of experiencing the process of completing assignments, receiving feedback, and taking this feedback into account on your next assignment.

Grading is based on the quality of work produced. It is not based on student background, prior education, or natural talent.

Factors Considered when Grading Assignments

Factor	Definition	Low Quality	Medium Quality	High Quality
Completeness	The degree to which all questions are answered and all sections of a policy analysis document or presentation are covered. In general, more thorough discussions are better, but this must be balanced with length limits.	Parts of questions are not answered or sections of a policy analysis are not included.	All parts of questions are answered and all sections of a policy analysis are included, but some responses or discussions may not cover the issue in depth.	All parts of questions are answered and sections of a policy analysis are included, and all responses and discussions are thorough.
Logic	The degree to which an argument in an assignment, policy analysis document, or oral presentation makes sense. Good arguments are supported by well-researched examples, high-quality studies, and/or well-analyzed data.	Many arguments do not make sense or are not supported by examples, studies, and/or empirical data.	Some arguments do not make sense or have weak support from examples, studies, and/or empirical data.	All arguments make sense and are supported by examples, studies, and/or empirical data.
Clarity	The degree to which an assignment or policy analysis document is written and organized well. For presentations, this includes the quality of public speaking (see key elements of public speaking on the following page) and the organization of the presentation. Clarity often involves including meaningful graphics (e.g., tables, figures, pictures).	The writing is wordy, uses poor sentence structure, grammar, punctuation, etc. The writing is inconsistent and poorly organized, making it very difficult to understand the issue, analysis, or conclusions.	The writing is understandable, but it suffers from some wordiness, errors, and poor proofreading. The writing has several inconsistencies or poorly organized sentences or paragraphs.	The writing is in a professional tone that is concise and has no grammatical errors. It communicates a clear sense of the issue, analysis, & recommendations; paragraphs and sentences are organized logically.
Creativity	The degree to which an assignment, policy analysis document, or presentation considers a wide range of relevant analysis approaches and relevant possible solutions, including some that may not be readily apparent to a client. This also includes anticipating opposing perspectives.	Analysis approaches and possible solutions are obvious or limited in number, other potential approaches and solutions were not considered, and opposing perspectives were not anticipated.	Several analysis approaches and possible solutions were considered, potentially including some that were not readily apparent to a client. A limited number of opposing approaches were anticipated and addressed.	A wide range of relevant analysis approaches and relevant possible solutions were considered, including some that were not readily apparent to a client. Most opposing perspectives were anticipated and addressed.

Key Elements of Public Speaking

The elements below are important for effective verbal communication. Note that the content of what you are saying is also critically important. The content should be interesting and meaningful.

Timing	Use nearly all of the allotted time for your presentation so that you can communicate more information with your audience. Avoid exceeding the time limit. If you exceed the time limit, only exceed it by a small amount.
Posture	Stand tall and face the class directly. Do not lean on anything. Do not cross your legs while you are standing.
Movement	Limit your body movements, but feel free to move slightly so that you can look ahead and at both sides of the room and appear relaxed. Also, feel free to move slightly to point to a visual aid.
Eye contact	Look at all members of your audience throughout the presentation. Move your eyes from one person in one part of the room to another person to another person (but not too quickly). If you hold note cards, avoid looking at them for longer than a glance. Avoid turning your back to the audience.
Hand gestures	Move your hands some to emphasize points, but do not exaggerate. Generally keep your hands in front of you and above your waist. If you have note cards, avoid letting them distract the audience (e.g., shuffling through note cards is distracting).
Facial expression	Smile as appropriate, frown as appropriate, look more intensely at times, and use other expressions for emphasis.
Volume	Speak loudly enough that the entire audience can hear you without straining.
Voice modulation	Avoid talking in a monotone. Make your topic sound interesting.
Pace	Use a pace that keeps the audience's attention and keeps your words distinct and easy to hear.
Extra words	Avoid saying "um", "aah", and other filler words as much as possible.
Professional appearance	Your general appearance should communicate that you are a professional who should be taken seriously. There is a wide range of acceptable clothing, and you will not be graded by the fashion police, but try to avoid having your appearance get more attention from the audience than your message.

Group Work Grades

To incentivize individual contributions to group work during Part 2 of the course, student group members will be asked to provide confidential evaluations of their teammates' efforts on each of the policy analysis cases at the completion of the case. Grade adjustments will be made, as necessary, to individual students' grades for each case. The student evaluation will involve each team member assigning a set of ten 1 (lowest) to 10 (highest) scores representing the contribution of all other team members to the group assignment. A total of 100 points are possible, and each team member can give 100 points to all other team members. We will use the form on the following page. You are expected to take team member scores seriously and provide a few sentences to justify your reasoning. The instructor reserves the right to NOT make an adjustment to a team member score if sufficient justification is not provided. The instructor also reserves the right to increase a team member's score if other team member explanations of her or his contribution show particularly outstanding contributions to the group (e.g., "I wish that I could have given Team Member X a score of 11 for many of these criteria!"). Any adjustments to a single individual's score is <u>independent</u> of other team member scores.

Note: the scores that you assign and comments that you make in your team member assessment provide important information for me to consider, but they are not tied to a specific, pre-determined change any teammate's overall grade. Since it is my responsibility to assign scores and grades, I will take your input under advisement and make any final grade adjustments as fairly as possible.

Team Member Evaluation Form

Group member being evaluated:

Your name:

Please enter a score of 1 to 10 for each of the 10 items. Then please add some narrative regarding your evaluation at the bottom of the form.

Use the following scale for all items:

1 = poor; 10 = sufficient (if a particular criteria is not applicable, please enter a score of 10)

The Group Member…	**Score (1-10)**
1. Contributed to a fair share of the workload.	
2. Met the deadlines set forth by the team.	
3. Participated in and contributed effectively to discussions.	
4. Helped keep discussions organized and the team focused on completing tasks.	
5. Resolved any conflicts in a professional manner.	
6. Showed respect toward others and helped maintain a positive climate.	
7. Listened to others and did not dominate or withdraw from discussions.	
8. Contributed to the development of the team project initially and as it progressed.	
9. Contributed towards the submission of the final team deliverables.	
10. I would like to work with this person again given an opportunity to do so.	
Total Points	

Comments (at least two to three sentences to justify the scores given above):

Course Grading Scale

Grades will be given on an A to F scale based on the following components of the class:

- Overall class attendance and participation (5%)
- Homework and case assignments (95%)

Grades are given as letters on each assignment, corresponding with the following scores on a 100-point scale:

- A+/A+ = 100.00
- A+ = 98.33
- A/A+ = 96.67
- A = 95.00
- A/A- = 93.33
- A- = 91.67
- A-/B+ = 90.00
- B+ = 88.33
- B/B+ = 86.67
- B = 85.00
- B/B- = 83.33
- B- = 81.67
- B-/C+ = 80.00
- C+ = 78.33
- C/C+ = 76.67
- C = 75.00
- (and so on)

Course Content

Part 1: Core Skills and Framework for Policy Analysis

Assignment 1 (due in class: 9/3/19)

- **(1) "Two-minute me" public speaking exercise. Introduce yourself to your classmates and your instructor. You will be graded on content (i.e., an interesting two-minute presentation and clear, concise answers to audience questions) and delivery, including body posture, gestures, and eye contact (see page 5 of this syllabus).**

Class 1: Welcome & Overview of Policy Analysis Framework (9/3/19)

- Overview of syllabus
- Importance of collaboration
- Grading procedures
- "Two-minute me" public speaking exercise
- What is policy analysis? Planning takes a broad perspective and identifies ways to achieve goals for the "greater good." Policy analysis is the development of a good argument. It is done from "one perspective."
- Previous year client case study examples (hand out case study statements)
- Our policy analysis approach: An iterative process to develop an argument. Problem, Criteria, Alternatives, Evaluation, Recommendation, Monitoring.
- The "Preferred Alternative" (PA).
- Framework for case studies (10 pages, single-spaced): Cover Letter (1 page), Executive Summary (1 page), Problem Statement (1 page), Criteria (~1 page), Alternatives (~3-4 pages), Evaluation (~1-2 pages), Recommendation (~0.5 page), Monitoring (~0.5 page), References (X pages that do not count against page limit), Appendices (X pages that do not count against page limit)
- Citation style. You can use any citation style that you would like, but please indicate the reference for the information you cite at the end of the specific sentence where it is used. Example: There are 11 students in the PPA class[1]. The students are all brilliant[2]. They should indicate which information goes with each source[3].
- Introduction to Effectiveness, Efficiency, and Equity

Assignment 2 (due next class: 9/5/19)

- **(2a) Read the policy analysis cases from previous years.**
- **(2b) Skim Chapters 1 and 2 in Patton, Sawicki, and Clark (The Need for Simple Methods of Policy Analysis and Planning and The Policy Analysis Process) and Read Chapter 4, p. 140-154 (Verifying, Defining, and Detailing the Problem).**
- **(2c) Identify and write a brief summary of a current, local problem (you are limited to ~one-half page of text). Note at least four dimensions/aspects of the problem. Use numbers to help you with the definition. State whether a quick or researched analysis would be appropriate and why.**

Class 2: Basic Methods: Problem Definition (9/5/19)

- Review assignment responses
- Researched analysis = increase deeper *understanding*; Quick analysis = what should we *do*?

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[1] Professor Schneider.

[2] The PPA students.

[3] Professor Schneider.

- Problem definition (based on list from page 144): 1) A problem is something that is not as it should be, according to your client. Describe this. 2) Build a factual case that a) a problem exists; b) it needs attention; and c) we have good insights into causes. 3) Delineate the boundaries of the problem: location, length of time in existence, events that shaped it, etc. Is it all crime or some specific issues, like murders or car-jacking? Explore. 4) Develop the fact base: scale, impacts, contributors, dimensions, actors. 5) Include goals and objectives of involved actors, as applicable, to provide a clearer definition. 6) Identify the "policy envelope": the range of variables considered in a problem. Locate leverage points. 7) Briefly summarize potential costs and benefits to actors and interested parties. What will each actor gain or lose? 8) Review the problem statement as you work through the steps. This is an iterative process of refinement.
- Streetcar or separated bike lane example
- Introduction to in-class policy analysis topic: Increase the City of Milwaukee literacy rate
- Extent (count) versus Incidence (rate): Crashes example

Assignment 3 (due next class: 9/10/19)

- **(3a) Read the in-class policy analysis topic: Increase the City of Milwaukee literacy rate. Write separate short paragraphs to summarize the problem from the following perspectives: 1) The Mayor of Milwaukee, 2) a Milwaukee Public School high school principal, and 3) The Northwest Side Community Development Corporation.**
- **(3b) Write separate short paragraphs to summarize the problem of increasing the City of Milwaukee literacy rate from two additional perspectives. At least one perspective must not see the problem as requiring significant attention.**
- **(3c) Provide an example or examples that illustrate the difference between count ("extent") and rate ("incidence") when quantifying the problem of literacy in Milwaukee. Limit your answer to no more than four sentences.**

Class 3: Basic Methods: Problem Statement (9/10/19)

- Review assignment responses
- How to write a problem statement…
- Content: 1) Use rough data to quantify the problem. Note: perfect numbers are rarely available with limited resources when first stating a problem. But still cite! 2) Tell why the problem needs attention at this time. 3) State dimensions and components of the problem: Mention politics, if present. Give some history. Describe who/what is to blame or has contributed to the problem. 4) Include factors that may limit solutions (e.g., fiscal constraints, space constraints, political constraints). → Strategy: Brainstorm a list of bullet points that describe an undesirable condition to help start your definition. Write your statement using the best points.
- Style: 1) Avoid prescriptions: describe the problem; do not mention solutions. Use declarative sentences (what is); not interrogative (what should be). 2) Tie pieces together in a coherent fashion. 3) Eliminate non-essential words.
- Critique previous year client case study problem statements in groups. Each group reports back to whole class.
- Strategy: Brainstorm a list of bullet points that describe an undesirable condition to help you shape your definition. Start to develop your statement using be best points.
- Time to work in pairs on Assignment 4.

Assignment 4/5 (due next week: 9/17/19) (*work in pair A)

- **(4) Write a formal problem statement to define the problem of literacy in Milwaukee. Use the Mayor of Milwaukee as your client. This problem statement is limited to 1 page, single-spaced, 12-point font. Include numerical data when describing the problem. Also cover**

relevant dimensions of the problem. Use problem statement examples from previous years as a guide (though please recognize that these could still be improved).

- **(5a) Skim Chapter 3 in Patton, Sawicki, and Clark (Crosscutting Methods) to refresh your minds on a number of topics. Please read pp. 66-69, 89-96 (interview process), 103, and 125-130.**
- **(5b) Estimate the number of adults in the City of Milwaukee who are illiterate (i.e., are unable to read English at least at the fifth grade level). Please give at least three estimates, each from a different source of information (i.e., "triangulate"). Choose your preferred number and say why this is the best estimate. (You may want to examine historic or current reading proficiency rates among MPS fifth or eighth grade students, as one source of information.)**
- **(5c) Chapter 3, Exercise 3: Focus on median (rather than average) household income within the City of Milwaukee. Please answer the questions asked. Please seek multiple sources.**
- **(5d) Chapter 3, Exercise 8: Focus on the literacy rate (rather than drug abuse) in the city of Milwaukee. Whom would you interview in each round and why? Suggest three rounds of interviews.**

Class 4: Basic Methods: Problem Statement/Criteria (9/12/19)

- Problem definition: This is a critical step that gives direction to entire policy analysis exercise; definition reflects a perspective; build the case for your definition with relevant information and insights.
- Problem statements: These describe the important dimensions of issues. The more informed and refined the problem statement, the easier subsequent policy analysis steps are.
- Note: A *refined* problem statement will ultimately have potential solutions that can be applied to reduce or solve the problem.
- Introduction to Criteria
- Key Criteria: 1) Effectiveness: To what degree does the proposed solution solve the problem? 2) Efficiency: To what degree does the proposed solution expend resources to produce the desired outcome? (e.g., improvements per dollar; products per hour) 3) Equity: To what extent do different groups of people get what they need to benefit or succeed from the proposed solution?
- Two examples to develop understanding of these three criteria: a) Problem of completing Assignment #4 (dimensions: student time, student expertise); b) Problem of teaching PPA (one resource: professor time spent with full class vs. individuals). Class gives brief problem statement and 3 criteria for each.
- Attributes of good Criteria: 1) Specific (tied to a goal; explicit; easy to interpret, meaning that everyone would be able to apply it consistently; it covers a particular geography). 2) Measurable (can collect data on it). [*3) Accountable (a person or agency is responsible for measuring the criteria; for the purpose of this course, this is you).*] 4) Reasonable (it is possible to achieve; this is tied to the *rationale*). 5) Time-Bound (should be achieved by a specific time). Remember: Make criteria as *simple* as possible while achieving these attributes.
- Criteria require rationale. Rationale justify why each criterion was chosen, including why the quantitative target was set at a specific number.
- Importance of well-defined data and measurements

Class 5: Basic Methods: Criteria (9/17/19)

- Review assignment responses
- Interviews
- Economic concepts used in criteria
- Criteria: Developing good criteria is an absolutely critical step in the policy analysis process. It requires concerted effort, deep thought, and iteration.

- How to write Criteria: 1) Develop criteria that follow directly from the problem statement. 2) Write in the declarative, stating what conditions must be met (i.e., each criterion starts with words similar to the following: "The preferred alternative must…"). 3) The set of criteria must provide one solution (i.e., at least one solution must meet or surpass all criteria). This means that criteria need to be developed iteratively. 4) Make them SMRT.
- Attributes of good Criteria: 1) Specific (tied to a goal; explicit; easy to interpret, meaning that everyone would be able to apply it consistently). 2) Measurable (can collect data on it). [*3) Accountable (a person or agency is responsible).*] 4) Reasonable (it is possible to achieve). 5) Time-Bound (should be achieved by a specific time). Remember: Make criteria as *simple* as possible while achieving these attributes.
- Criteria require rationale. Rationale justify why each criterion was chosen, including why the quantitative target was set at a specific number.
- Other guidance on criteria.
- Key Criteria: 1) Effectiveness. 2) Efficiency. 3) Equity.
- Types of Equity: a) Horizontal equity. Does the proposed solution have the same impacts (costs and benefits) on similar classes of people (e.g., "Am I being treated like my neighbor? My family has 2 kids and my neighbor's family has 2 kids…we should both pay the same for schools.")? b) Vertical equity. Does the proposed solution distribute costs and benefits *appropriately* to people in different circumstances (e.g., owners vs. renters; people with cars vs. without; people of different ages, sexes, and race/ethnic backgrounds; households at different income levels)? c) Transitional equity. Does a newly-established policy create different or unfair situations for existing classes of people (e.g., effect of new land use regulation on existing property owners), and how are those existing residents compensated appropriately? d) Intergenerational equity. How are the long-run costs or benefits of a proposed solution distributed to future residents or future generations (e.g., bonds paid over time vs. up-front payments)? Current citizens may pay costs while future generations benefit (or the other way around).
- Example of paying to reconstruct our concrete alley.
- Other Criteria: 4) Administrative Ease. To what degree will the existing processes and structures within an organization or organizations need to change to accommodate the proposed solution (e.g., "Who is going to manage it?" "Will they be willing to and have the organizational resources to manage it?"). 5) Political Feasibility. To what degree will the proposed solution be supported by elected officials or others with ultimate decision-making power? Within this category is legality. Is the proposed solution currently legal? If not, can it be made legal? 6) Cost. Can the proposed solution be achieved at a particular cost, not just in terms of expended dollars but also considering time and other finite resources? Note that this is generally another way of framing efficiency.
- Critique previous year criteria.

Assignment 6/7 (due next week: 9/24/19) (*work in pair B)

- **(6a) Skim Chapter 5 in Patton, Sawicki, and Clark (Criteria).**
- **(6b) Read the Criteria sections of the example case studies from previous years.**
- **(6c) Chapter 5, Exercise 9: Using our example problem—literacy rates in the City of Milwaukee—please identify examples (at least two per each) of a-c, f-k, t, and u "concepts." Please give simple statements/examples, not long explanations. The economic concepts are discussed in the chapter and summarized in the glossary (pp. 205-206).**
- **(6d) Develop explicit, measurable criteria for the following categories: Effectiveness, Efficiency, Equity, and Administrative Ease for increasing the literacy rate in Milwaukee. Provide rationale for each criterion. Choose Mayor Barrett as a client, so you know whose perspective you are serving. Also submit one team member's definition of the problem (which you may modify), since the two steps must be interconnected. Make sure that what you state**

is truly measurable and that data are or can be collected to be able to actually judge the effect on proposed solutions for increasing the literacy rate in Milwaukee.

- **(7a) Read Chapter 6 in Patton, Sawicki, and Clark (Generating Alternatives).**
- **(7b) Read the Alternatives sections of the two policy analysis cases from previous years.**
- **(7c) Two Literacy Rate Exercises: 1) Chapter 6, Exercise 12: Conduct a brainstorming session on possible ways (list at least 40…one bullet point each) to increase the literacy rate in Milwaukee. Once finished, discuss the alternatives among yourselves and choose your three best ideas. (You should work in a group of 3-5 to brainstorm because you are likely to be more able to play off each others' ideas in a larger group). 2) Chapter 6, Exercise 2, but for the literacy rate: Based on the previous brainstorming exercise, describe five alternative solutions for addressing the problem. Your responses should be brief (no more than four sentences), but the alternatives need to be clear, reasonable, and sufficiently detailed so that a reader can judge the merits of each. Each should be a distinct. In this exercise, you do not need to support the five alternatives with research, case studies, or previous applications (you will do this later in your client case studies).**
- **(7d) Two Exercises on Other Topics: 1) Chapter 6, Exercise 3c: Regarding a water shortage every summer; create at least 10 one- to two-sentence statements of different alternatives for the city. Do not describe these alternatives in detail. Be very brief. 2) Chapter 6, Exercise 6: Select a real problem in Milwaukee or a nearby community. Describe the problem in four sentences or less. Then identify what you think is the preferred alternative for each of four different stakeholder groups and explain why it is their preferred alternative. This should be an accurate portrayal, so learn some details about the issue and then proceed to answer the question. Limit your full answer to less than one page.**

Class 6: Basic Methods: Criteria/Alternatives (9/19/19)

- Discuss one preliminary criterion from each student pair (help with the assignment)
- Economic concepts used in criteria; Specific criteria from assignment (Effectiveness & Efficiency)
- Introduction to Alternatives
- Attributes of good Alternatives: 1) Clearly-described. 2) Reasonable. 3) Sufficiently detailed. 4) Supported by research, case studies, or previous applications. 5) Sufficiently distinct from each other.
- Strategy to generate alternatives: 1) Think broadly initially. 2) Use tools and existing resources to help you think of alternatives. 3) Refine your initial list to make sure that the alternatives address your problem.

Class 7: Basic Methods: Alternatives (9/24/19)

- Review criteria assignment responses: Specific criteria from assignment (Equity & Administrative Ease)
- Review alternatives assignment responses (specifically the five alternatives to increase the City of Milwaukee literacy rate)
- More guidance on criteria, if needed
- Alternatives require creativity
- Strategy to generate alternatives: 1) Think broadly initially. 2) Use tools and existing resources to help you think of alternatives. 3) Refine your initial list to make sure that the alternatives address your problem.
- Critique previous year alternatives.
- Introduction to Evaluation: Evaluation is the systematic application of criteria to alternatives. It is usually bimodal (does it pass or not pass the criterion?). It requires the literal application of criteria.
- Discuss discounting and net present value spreadsheet.

Assignment 8 (due next class: 9/26/19)

- **(8a) Skim Chapter 7 in Patton, Sawicki, and Clark (Analysis of Alternatives). Concentrate on sections that are new to you or need review. Make sure you are comfortable with forecasting methods, discounting, sensitivity analysis, and the components of political analysis.**
- **(8b) Read Timothy J. Bartik, Investing in Kids: Early Childhood Programs and Local Economic Development, Chapter 7 "Bringing the Future Into the Present," pp. 175-188. There is no write-up, but be ready to discuss in class.**
- **(8c) Chapter 7, Exercises 18-20: Do all of the discounting exercises. For Q 18, please be sure to answer the questions that follow in both a and b, explaining the general pattern. Feel free to use the Net Present Value spreadsheet available on the Canvas site or the tables provided the Chapter 7 Appendices of in Patton, Sawicki, and Clark.**
- **(8d) Chapter 7, Exercise 32: Use Implementation of a leaf burning prohibition as your topic. Assume the prohibition has been passed and signed. It is time to implement. Create a long series of steps (>25) that are needed for implementation after the prohibition is a law. Bullet points are fine here, but make sure that each is complete enough to make it understandable to the reader.**

Class 8: Basic Methods: Evaluation/Implementation (9/26/19)

- Review assignment responses
- Discuss Bartik's argument for investing in early childhood programs
- Discuss Discounting
- Discuss Implementation
- Evaluation of Alternatives according to Criteria
- Evaluation Summary: Prepare a matrix to display which alternatives "Pass", "Fail", or are "Uncertain"/"Possibly Pass" according to each criterion.
- Example of previous year presentation slides
- Critique previous year Evaluation sections.
- Be aware that there are many approaches available to select the best Alternative. See Chapter 8 of Patton, Sawicki, and Claik (Displaying Alternatives). But we use a very specific method in this course.
- Implementation: Consider how this will be done in order to set up a good monitoring process.

Assignment 9 (due next class: 10/1/19) (*work in pair B)

- **(9a) Skim Chapter 9 Patton, Sawicki, and Clark (Monitoring and Evaluating Implemented Policies).**
- **(9b) Read the Evaluation sections of the three policy analysis cases from previous years. For your assignment write-up, choose one case and critique the application of criteria to the alternatives in less than one-half page. If an alternative is well evaluated, say why it has been well evaluated. If it has not been well evaluated, suggest how it can be improved. (Up to ½ page)**
- **(9c) Refine your criteria from Assignment 6/7 with your teammate from that assignment. Redevelop four measurable criteria for the problem of increasing the literacy rate in Milwaukee. Make sure you have a viable criterion for each of the following: Effectiveness, Efficiency (or Cost), Equity, and Administrative Ease or Political Feasibility. Also update the rationale for each criterion. (Up to 1 page)**
- **(9d) Describe two alternative solutions for increasing the literacy rate in the City of Milwaukee in one-half page each. Evaluate these two alternatives using each of your refined criteria. Clearly indicate which criteria each alternative passes and which criteria each alternative does not pass, and explain how you made this determination. Note that you do not need to identify**

one alternative that passes all of your criteria for this particular exercise (though you will need to do this for your client cases). (Up to 1 page for the two alternatives; Up to 1 total page for evaluation of the two alternatives)

- **(9e) Chapter 9, Exercise 3: Answer questions a, b, and c.**

Class 9: Basic Methods: Monitoring/Conclusion & Revised Criteria (10/1/19)

- Review assignment responses
- Recommendation paragraph. Clearly state which alternative you recommend and summarize why.
- Monitoring: This is the exercise of learning about what is happening. It involves collecting useful data.
- Post-evaluation: This is utilizing monitoring data to see what has been happening. Understanding and choosing a post-evaluation method is very important to understanding to what degree an approach worked and to what degree any shortfall can be attributed to program failure or theory failure.
- Iteration
- Revised Criteria
- Example of previous year presentation slides

Assignment 10 (due next class: 10/3/19)

- **Prepare a three-minute presentation on a subject that <u>you</u> feel strongly about and will appeal to your audience (the class). Your goal is to convince your classmates to <u>take</u> a particular action. You may use visual aids or other props, but you may not use PowerPoint.**

Class 10: Persuasive Presentation & Review Full Policy Analysis Process (10/3/19)

- Three-minute persuasive presentation
- Review our policy analysis approach: An iterative process to develop an argument. Problem, Criteria, Alternatives, Evaluation, Recommendation.
- Framework for case studies (10 pages, single-spaced): Cover Letter (1 page), Executive Summary (1 page), Problem Statement (1 page), Criteria (~1 page), Alternatives (~3-4 pages), Evaluation (~1-2 pages), Recommendation (~0.5 page), Monitoring (~0.5 page), References (X pages that do not count against page limit), Appendices (X pages that do not count against page limit)
- Example of previous year presentation slides

No Assignment (relax, and get ready for client cases)

Part 2: Policy Analysis Applications

Class 11: Introduction to Case 1 (10/8/19)

- Meet client and receive Case 1 Assignment

Class 12: Guest Speakers for Case 1 (10/10/19)

Class 13: Guest Speakers for Case 1 (10/15/19)

Class 14: Guest Speakers for Case 1 (10/17/19)

Class 15: Question & Answer Session or Guest Speakers for Case 1 (10/22/19) ***(Abbreviated session for Causier lecture)***

Class 16: Guest Speakers for Case 1 (10/24/19) ***(Schneider at conference)***

Assignment for Case 1

- **Submit Case 1 report to the course Canvas site by noon on 10/28/19**
- **Prepare presentation for Case 1**

Class 17: Present Case 1 (10/29/19)

- Present Case 1 to client
- Debrief Presentations of Case 1

Assignment after Case 1

- **Submit confidential evaluations of teammates (via Qualtrics survey)**

Class 18: Review Case 1/Introduction to Case 2 (10/31/19)

- Debrief Reports of Case 1
- Meet client and receive Case 2 Assignment

Class 19: Guest Speakers for Case 2 (11/5/19)

Class 20: Guest Speakers for Case 2 (11/7/19)

Class 21: Guest Speakers for Case 2 (11/12/19)

Class 22: Guest Speakers for Case 2 (11/14/19)

Assignment for Case 2

- **Submit Case 2 report to the course Canvas site by noon on 11/18/19**
- **Prepare presentation for Case 2**

Class 23: Present Case 2 (11/19/19)

- Present Case 2 to client
- Debrief Presentations of Case 2

Assignment after Case 2

- **Submit confidential evaluations of teammates (via Qualtrics survey)**

Class 24: Review Case 2/Introduction to Case 3 (11/21/19)

- Debrief Reports of Case 2
- Meet client and receive Case 3 Assignment

Class 25: Guest Speakers for Case 3 (11/26/19)

Class 26: Guest Speakers for Case 3 (12/3/19)

Class 27: Guest Speakers for Case 3 (12/5/19)

Class 28: Guest Speakers for Case 3 (12/10/19)

Assignment for Case 3

- **Submit Case 3 report to the course Canvas site by noon on 12/11/19**
- **Prepare presentation for Case 3**

Class 29: Present Case 3 (12/12/19)

- Present Case 3 to client
- Debrief Case 3
- Course Evaluations

Assignment after Case 3

- **Submit confidential evaluations of teammates (via Qualtrics survey)**