

San Jose State University
MPA Program
Spring 2017
PADM 213: Policy Analysis and Evaluation

Tuesday, January 31 through May 23, 2017
6:00 pm through 8:45 pm, Clark 318

INSTRUCTOR: Frances L. Edwards, M.U.P., Ph.D., CEM
OFFICE: Clark 447
OFFICE HOURS: Mondays 10:30 am – Noon and 4 – 5:30 pm
OFFICE PHONE: (408) 924-5559 (only during office hours; please do not leave a message)
EMAIL: sjsupadm213@yahoo.com
SOFTWARE: Microsoft Office 2010 or compatible
STANDARD:

NOTE: THIS IS A GREEN CLASS
ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH THIS E-MAIL ADDRESS ONLY! NO HARD COPIES ACCEPTED!!

COURSE DESCRIPTION:

The course will focus on two aspects of policy analysis and evaluation: the prospective analysis of policies, and the post-implementation evaluation of policies and programs, applying analytical and administrative tools to the solution of public problems. There are two foci: a study of the processes by which policy is formulated, and the research and political tools necessary to assess policy and program effectiveness.

The purpose of public administration is the efficient and effective management of the resources placed in the public trust. The practice of public administration includes the application of political understanding, ethical standards, social science research and statistical tools to the public's business. Since resources available to government are scarce, a critical element in public administration is the determination of the "best use" of these resources for the overall good of the community. On the one hand it is a subjective statement, since the understanding of "best use" will be culture bound, and specific to time and place. On the other hand, there are objective tools that allow competing "uses" to be evaluated in a relatively value-free manner. A combination of objective and subjective methods of evaluation is needed to make informed judgments on most public policy and program evaluation issues.

This course includes information on the techniques of policy analysis, and the application of these techniques to public policy issues and programs. The application portion will include using policy analysis to choose which policies to implement, which programs to fund, which programs to continue, and which policies to change. Various analytical tools will be reviewed, and their value in differing applications will be considered.

COURSE GOALS AND STUDENT LEARNING OUTCOMES

Goal: To educate public administration and non-profit professionals about public policy formulation and public program development and implementation as it applies to managing cities, counties, special districts, state and federal agencies and non-profit organizations.

Objectives:

1. Ensure that the student can apply a variety of evaluation tools to public policies and programs, to determine their effectiveness and whether they comply with the legislative intent in their creation. This is assessed through a city council policy evaluation.
2. Ensure that the student understands the governmental environment in which public policies and programs are created and implemented. This is assessed through the completion of an executive summary of Gerston's book and the development of VLF study.
3. Ensure that the student can assess public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination, which is assessed in the Final Project.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

- LO1 Identify and evaluate the major principles of policy and program analysis
- LO2 Understand the terminology used in policy and program evaluation
- LO3 Understand intergovernmental relationships as they impact policy making, including constitutional limitations and California governmental factors
- LO4 Apply methods for evaluation of a policy or program for a public agency, government department or non-profit organization.

COURSE EXPECTATIONS:

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week, with 3 of the hours used for lecture in a 3 unit course) for instruction or preparation/studying or course related activities including but not limited to small group consultations, meeting attendance, or other practical applications of student learning as described in the syllabus.

The tentative course calendar is included in this syllabus, including assignment due dates, exam dates, dates of student presentations, and expected topics for each class. This schedule is subject to change with reasonable notice.

METHODS:

- Methods include independent reading of textbooks and other assigned materials, lectures, class discussion, case study projects, document analysis, small group discussion, a major topic presentation with PowerPoint, and an optional mind mapping/alternative presentation project.
- Class participation is valued because every member of the seminar is a resource to the group's learning. Experience is respected

REQUIRED READING:

***Eugene Bardach, *A Practical Guide for Policy Analysis*, 4th edition, CQ Press, ISBN: 978-1-60871-842-9

Council Policy Manual, City of San Jose

<http://www.sanjoseca.gov/index.aspx?NID=444>

Constitutions: United States <http://constitutionus.com/>

California <http://www.leginfo.ca.gov/const-toc.html> (read Local Government and Spending Limitations sections)

**Gerston, Larry. (2012). *Not So Golden After All*. Boca Raton, FL: CRC Press. ISBN-10: 1439880123 | ISBN-13: 9781439880128

***Posavac, E.J. *Program Evaluation Methods and Case Studies*, 8th edition, Prentiss-Hall, ISBN-13: 978-0-205-80497-9

San Jose City Charter: <http://www.sanjoseca.gov/index.aspx?NID=397>

Southern Growth Policies Board, *Results-Oriented Government, 1997 - handout*

***Sylvia & Sylvia, *Program Planning & Evaluation for the Public Manager*, Waveland Press, ISBN 1-57766-341-1. 2004.

** = book you may borrow from a library

***= books you are expected to buy. Sources include Spartan Bookstore, Amazon.com, Half.com and similar sites. These books should all be available used.

LIBRARY LIAISON

Paul Kauppila, paul.kauppila@sjsu.edu

Guide to useful information at the library <http://libguides.sjsu.edu/PADM>

CLASSROOM PROTOCOL

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students.

UNIVERSITY POLICIES

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.”

You may find all syllabus related University Policies and resources information listed on GUP’s [Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>

SJSU WRITING CENTER

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR



Reader to scan this code.)

SJSU COUNSELING SERVICES

The SJSU Counseling Services is located in the New Student Wellness Center, Third floor, Room 300B, (corner of 7th and San Carlos St., across from the Event Center).

Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

MAKE-UP POLICY:

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations or in-class case work.** Incompletes are discouraged.

PARTICIPATION:

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

GRADING COMPONENTS:

Participation in class activities/discussion	15 points
Group project : Vehicle License Fee	15 points
Final Project outline/ summary statement	5 points
Final Project literature review	5 points
Council Policy Review and Presentation	15 points
Final Project	25 points
Final Project presentation	10 points
Gerston Book executive summary	10 points
Extra credit for joining ASPA www.aspanet.org	5 points

GRADE VALUES:

A+	99 and above
A	93-98
A-	90-92
B+	88-89
B	83-87
B-	80-82
C	75-79
D	70-74
F	69 and below

COUNCIL POLICY REVIEW/PRESENTATION:

The class will evaluate some of the City of San Jose's oldest Council policies for relevance to the city's current situation, and make recommendations on keeping, revising or eliminating these policies.

Write a 5 page paper about one of the San Jose City Council policies that **should be revised or eliminated**. Select one policy written or revised **before 2005** and evaluate whether it should be **changed or eliminated**.

Using information from the City of San Jose website, describe the history of the policy. Using information obtained from the Office of the City Clerk, evaluate the council's legislative intent when the policy was adopted (e.g., check the minutes from the meeting where it was passed).

Using an analysis tool from Bardach, Posavac or Sylvia, analyze the policy and its current applicability. **Be sure to state which tool you are using.**

Based on your analysis, recommend whether to **revise or eliminate** the policy. If you recommend to revise, provide the changed wording.

In class each student will present his/her policy evaluation. Be prepared to speak about the policy and defend your position for 10 minutes. Make 2 PPT slides to use in your presentation: 1) current policy, 2) proposed action with revised wording, if appropriate.

Slides must be submitted by Monday at noon as a PPT attachment to an e-mail sent to the class e-mail address.

The Council policy paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	2
b) The comprehensiveness and care with which the policy or program being analyzed is described.	3
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	3
d) The quality of <i>analysis linking class discussion and readings (notably Gerston)</i> to evaluation of the program or policy	4
e) The quality of critical thinking demonstrated in the Analysis section.	3
TOTAL	15

EXECUTIVE SUMMARY:

Each student will read Gerston, *Not So Golden After All*. You will write an executive summary of the book, in Times New Roman 12 pt. type, double spaced, not to exceed 3 pages. Information on writing executive summaries is attached below. You may use a graphic presentation method instead of an essay for the executive summary. These methods include mind mapping, captioned photographs, videos and similar techniques.

The executive summary is due as noted in the syllabus. One cannot achieve a grade of “A” on the summary without relating the book being reviewed to the relevant issues presented in the **assigned class readings on program and policy analysis**.

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	2
b) The comprehensiveness and care with which the main points of the book are described.	2
c) The demonstration of understanding of relevant concepts that can be used to explain the topics and their context, impact and policy or program outcomes.	2
d) The quality of analysis linking class discussion and readings to evaluation of the book’s main points.	2
e) The quality of critical thinking demonstrated in the Analysis section.	2
TOTAL	10

GROUP PROJECT: VEHICLE LICENSE FEE

Students will form two teams to consider the history, the current amount and the current use of the Vehicle License Fee in California and make a recommendation on whether to change it, and if so, how.

Make a policy recommendation to State Senator Jim Beall regarding the VLF and its future. What was its history? Why was it lowered during the Wilson Administration? When is the last time it was raised? What is the current amount? What is it currently used for? How did Prop 30 impact the current use? Should it continue to fund its current projects? Should it be raised to fund road repairs or some other dedicated use?

Select appropriate research methods on which to create an analysis and a recommendation, using standard staff report format. Create a title and draft of any legislation needed to implement the recommendation.

Each team will work separately, developing its own approach to the analysis and recommendation. The team will collaborate to create one paper describing their research, analysis and recommendation; and a PPT show of 3 slides to support the presentation of the paper's content. Team members will evaluate each other using the form provided below. All team members will get the same grade for items a) through f) below, and g) will be derived from the team members' evaluations of each other.

The paper will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice".	2
b) The comprehensiveness and care with which the program being analyzed is described, The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and program outcomes.	3
c) The quality of critical thinking linking class discussion and readings to analysis of the policy, including the selection of an appropriate methodology.	3
d) The accuracy and appropriateness of the in-text citations and sources consulted list.	2
g) Team score value	5
TOTAL	15

STAFF REPORT PROJECT:

Papers must be **15 pages** of double-spaced word processed text in Times New Roman 12 point font, **with in-text citations in APA format**. Additional page (s) will contain the list of Sources Consulted *in APA format*. **Papers must be based on at least 10 references (in addition to the textbooks), including at least 3 from peer reviewed professional journals of the last 5 years**, and the rest from appropriate government documents, newspaper reports or other **academically acceptable sources**. **If the topic relates to a local**

government, access the relevant agenda and meeting minutes at the government's website!

The topic must be on an aspect of policy or program analysis from the attached list. You will select your topic on the first night of class.

Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others may be paraphrased and must also be referenced, although quotations marks are inappropriate. It is assumed that you have access to the Schmidt book required during PADM 210 as a reference for your citations. Likewise, it is assumed that you have taken the **Plagiarism Tutorial** during PADM 210, and that you know the rules for citing quotes and paraphrases. If not, take the tutorial available at the SJSU/MLK Library website to ensure that you understand the citation rules to avoid academic dishonesty. <http://library.sjsu.edu/video/plagiarism-graduate-level>

Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions, including a failing grade in this course.

We will spend a part of a class session going over the public report format, which is attached. Sources must be from the literature of the social sciences (peer reviewed journals), government documents, daily newspapers, government websites or credible journalistic websites. **You may not use any wiki, Answers.com, or similar encyclopedia-type websites!** Journal articles are preferable to books for two reasons. 1) The information is more up-to-date and usually more scholarly. 2) Using articles will make your paper writing much easier. Also welcome are citations of current government reports, publications that are available on the Internet and daily newspapers of record.

We will spend one class at the Library learning about their resources for research. The research topics under Public Administration at the library's website include guidance on selecting credible sources, including discerning academic journals from popular press materials. http://www.sjlibrary.org/services/literacy/info_comp/articles_scholarly.htm You will be expected to use this guidance in the selection of your resource materials.

Staff reports are due on the dates noted below. All materials are **submitted as Word documents** to the class website. Your PPT is due to me **by noon the day before your presentation**. The paper is due at **6 pm the day of the presentation**.

Staff Report Outline and Summary

On the date noted, submit the report outline and summary. The outline should be in standard alpha-numeric format. The summary should not exceed 2 paragraphs.

Staff Report Literature Review

On the date noted, submit the literature review and Sources Consulted list. Be sure that you have the right number and type of resources listed: total of 10 academically acceptable sources, of which at least 3 must be peer reviewed journal articles. Be sure to include the relevant staff reports as required.

Staff Report Format Details

The staff report will have the following topic headings typically found in staff reports used as dividing points within the paper:

Recommendation: what action should the local government take? (This is a *brief statement* of 1-2 sentences)

Background: description of issue or program (not to exceed 4 pages)

Analysis: the impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the policy development outcomes so far? The analysis must both support your recommendation and acknowledge all sides of the issue (e.g., opposition, alternatives) (6 pages)

Budgetary impacts: costs and benefits of this policy, and how these are reflected in the community's/organization's budget (1-2 pages). While specific dollar amounts are useful, they may be unavailable or difficult to obtain. In that case a review of the types of costs and likely sources of funds would be appropriate.

Public outreach: was the public involved in this decision? If so, how? If not, who made it and how was the public informed? Was there a Council presentation or discussion? Was there a vote taken in public? If so, was the voting body split or unanimous? Was it a Measure? (1-2 pages)

Conclusion: Restatement of your recommendation regarding the city/county's future policy/program **tied to your analysis.** (1 page).

The Staff Report Project will be evaluated using the following criteria:

Criteria	Point Value
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	4
b) The comprehensiveness and care with which the policy or program being analyzed is described.	4
c) The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	4
d) The quality of analysis linking class discussion and readings to the topic	5
e) The quality of critical thinking demonstrated in the Analysis section, including the selection of an appropriate methodology for the Analysis.	4
f) The <i>appropriateness of the references selected</i> and the analytical bridge to the paper topic.	4
TOTAL	25

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER.

PAPER PRESENTATIONS:

Each student or student pair will create a joint PowerPoint presentation of exactly 5 slides. The presentation will last approximately 20 minutes, with 2 questions being presented that will generate 10 additional minutes of class discussion.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/31	Introduction Introduction of students, review of syllabus and course expectations. Introduction of the concept of policy development and program development. Selection of topics.
2	2/7 L.O. 3	The Basis of Policy Reading: Constitutions: United States http://constitutionus.com/ California http://www.leginfo.ca.gov/const-toc.html (bring Local Government and Spending Limitations sections) San Jose City Charter. http://www.sanjoseca.gov/index.aspx?NID=397 Concept of General Law cities. Discussion: Legal constraints on policy making and program development.
3	2/14 L.O. 3	History of California's Constitutional Government Reading: Gerston, Section 1 Discussion: History of the development of California's current government structure.
4	2/21 L.O. 4	Gerston, Not So Golden After All Executive Summary Due Readings: Gerston (complete). Be prepared to discuss the book! Discussion: What policies related to California government management are discussed in Gerston? What programs of California government are discussed in Gerston? How are California approaches to budgeting and revenue generation different from other states? What problems does this pose? How does this limit the ability to create needed policies and programs?
5	2/28 L.O. 1,2	Policy Evaluation and Program Evaluation Reading: Bardach, all chapters, Posavac, Chapt 1 & 2 Discussion: How are policy evaluation and program evaluation different? Why do policies require proxies? What can you know before implementation? What can you discover after implementation?
6	3/7 L.O. 1,2,4	Context of Evaluation Reading: Posavac, Chapters 3,4,5, 6; Sylvia, Chapt 1,2,3 Discussion: Why would you evaluate a policy or program? What aspects would you evaluate? When would you evaluate a policy or program? What motivates evaluation?
7	3/14 L.O. 1,2,4	Cost Benefit Analysis Sylvia, Chapt 8; Posavac, Chapt 12 1. Discussion: How do you determine if a policy or program will be worth its cost? To whom? Why?
8	3/21 LO4	Library Resources – Paul Kaupilla, Political Science librarian ML King Library Room 125. Discussion: Research using library resources, citing research, plagiarism. Following the library presentation you may take a 15 minute break and class will resume in the library. Students will use this evening to collaborate on their vehicle license fee project following the project guide provided. You are advised to reserve a study room to ensure that you have space for collaboration.
	3/28/13	NO CLASS – SPRING BREAK
9	4/4	Vehicle License Fee: group presentation of staff reports and legislative packages. Discussion of types of evaluation used, policy and program elements.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Case Studies Reading: University of Chicago Guide; Edwards examples When are case studies useful for program or policy evaluation? What challenges are there in the independent variables? How do you define comparability?</p>
10	4/11 L.O. 1,2,4	<p>Process Evaluations- FINAL PROJECT OUTLINE AND SUMMARY DUE Reading: Posavac, 7; Southern Growth Policies Board (handout); Sylvia, 4&5 Discussion: What processes should be measured? Why? How? What is the benefit to conducting this type of evaluation?</p>
11	4/18 L.O. 1,2,4	<p>Outcome Evaluations- LITERATURE REVIEW DUE Reading: Sylvia, Chapt. 6&7; Posavac, Chapt 8,9,10 Discussion: Why are outcomes important? What types of programs or policies should have outcomes evaluated? How do you differentiate between outcomes and outputs? What are the ethical issues in outcome evaluations?</p>
12	4/25 L.O. 1,2,4	<p>Council Policies Workshop- POLICY PAPER DUE Reading: San Jose City Council Policies http://www.sanjoseca.gov/index.aspx?NID=444 Discussion: What impact do Council policies have on staff reports? Who knows that these policies exist? Select one policy written or revised before 2005 that is outdated and evaluate whether it should be changed or eliminated. Be prepared to speak about the policy and defend your position.</p>
13	5/2 Goal 4	<p>Student Presentations: 1,2, 3</p>
14	5/9 Goal 4	<p>Student Presentations: 4,5,6,</p>
15	5/16 Goal 4	<p>Student Presentations: 7,8,9</p>
16	5/23 Goal 4	<p>Party! Student Presentations: 10,11,12</p>

PADM 213

2017 Project Topics

You are an analyst for the City of Xanadu, a mid-size community in Santa Clara County. Your boss has asked you to research and analyze a recent public policy change. You will write a staff report to your boss that answers his questions and provides analysis of the change and a policy recommendation for how Xanadu should respond.

May 2

1. In 2014 Californians voted for Proposition 41 to fund housing for veterans. What exactly did the proposition say? Has a program been developed? Has anything happened yet? Has anybody benefitted? What is the cost so far? Can our city get veterans' housing? What should we tell the City Council?
2. In 2014 Californians voted for Proposition 42 that required local agencies to comply with the California Public Records Act without the state funding that used to be available. What exactly did the proposition say? How has this change impacted programs and costs for the City of Sunnyvale? For the City of Santa Clara? What changes have these cities had to make to comply with the new rules? How should Xanadu expect to be effected? What should we tell the City Council?
3. In 2014 Californians voted for Proposition 1 that provided bonds to fund water projects. The state has had a severe drought. What exactly did the proposition say? Has a program been developed? Have the bonds been sold? How exactly has the money been used so far? Has anybody benefitted? Has there been any effect on California cities? What should we tell the City Council?

May 9

4. California has a major oil industry, yet it charges no oil extraction tax. In the face of crumbling infrastructure, would an oil extraction tax be a good way to raise revenue for targeted needs like local road maintenance? Should the Xanadu City Council make a recommendation to its State representatives to sponsor legislation to create this tax?
5. What is AB 109? What was its legislative intent? What program resulted from it and how does it work? What was the federal involvement in the creation of this program? How is it funded? Where did this funding stream used to go? Who will benefit and who will pay? What has been stopped to fund this program? When and how will the outcomes be evaluated? How has the City of San Jose been effected so far? What should we tell the Xanadu City Council?
6. For twenty years the State of California has had a Three Strikes Law to keep violent felons in prison for life. One unintended consequence was prison overcrowding that resulted in federal law suits. In 2014 Californians voted to change the rules for Three strikes, and passed Proposition 47. What exactly did the proposition say? Has a program been developed or changed? Has anything happened yet? Has anybody benefitted? What is the cost so far? What should we tell the city council about the impact of Prop 47 on Xanadu?

May 16

7. In 2015 San Francisco proposed Measure F but it lost. What did it say? What regulations were already in place? Who were the proponents? Who were the opponents? What were the major stakeholder groups? What lessons can Xanadu learn about regulating the uses of dwellings?
8. How does Social Security relate to city pension programs? What is the Windfall provision in Social Security? How would this provision impact the Social Security benefits of a current Xanadu employee who would earn both Social Security credits in the future and has a public pension from the past? How would the Social Security benefits of a Xanadu retiree with Social Security credits from another job compare with the Social Security benefits for someone who earned the same number of credits working only in the private sector? What should we tell the City Council?
9. Analyze the High Speed Rail program in California. Who oversees the program? How has the system been designed? What was the legislative intent? How will it be paid for? What has been the outcome so far? How has the system been funded so far? How did the carbon tax credits impact HSR? What is the long term implementation plan? Should Xanadu begin revising its general plan based on services from the anticipated HSR to Santa Clara County?

May 23

10. The 2013 BART strike crippled the Bay Area's traffic patterns and damaged the economy. The unions demanded pay raises that BART cannot pay from current revenues. The president of BART's Board is proposing to adopt the same regulation as the nation's largest transit systems, including San Francisco's, and ban strikes. Police and fire personnel cannot strike. Should BART be added to the public transit systems that are essential services and cannot have strikes? What has happened since the strike? Has anything changed in BART employees' ability to strike? Xanadu does not have direct BART service, but the freeway that runs through the city is impacted when there are transit disruptions, and this excess traffic often flows over onto city streets as commuters try to find short cuts. What should we tell the city council about plans for a BART no-strike law? Should the Xanadu City Council ask its state representatives to sponsor a state law banning transit strikes?
11. In 2015 San Francisco Proposition B passed providing paid parental leave for city employees. Exactly what does the proposition say? Who were the opponents and proponents? Has a program been developed? Has anything happened yet? Has anybody benefitted? What is the cost so far? Would Xanadu benefit from proposing a similar program? How would we fund it? What should we tell the City Council?
12. In 2014 the City of San Francisco voters passed Measure A to fund affordable housing and Measure K to allow housing development on surplus city lands. What exactly did the propositions say? Has a program been developed? Has anything happened yet? Has anybody benefitted? Who is expected to benefit? How many people? How soon? What is

the cost so far? Should Xanadu consider building affordable housing on surplus city land?
What should we tell the City Council?

Spelling and Grammar Guidance Common Graduate Student Mistakes!!

Never use a long word when a short word will do. (George Orwell)

Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.

Use your grammar checker, THEN proof read to be sure you selected the right usage in context.

Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.

Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.

Use your spell checker, THEN proof read to be sure you selected the right word in context.

Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:

Their, there

Right, write, rite, wright

Sight, site, cite

Its, it’s

Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!

Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.

Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).

If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”

Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.

Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only

exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.

In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence, you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”

Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!

Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose: California not CA.

Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numerals for percentages (10%), money (\$400), road routes (Rt. 1) or scientific calculations.

Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.

None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.

The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”

Gerunds are always singular. “**Encouraging** good writing **is** important.”

Pronouns must match the noun and verb. “The doctors finished their rounds.” “The doctor finished his rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

Your Name

Executive Summary (Two Pages - Example)

Author. (date). *Title*. City: Publisher (Book)

This author points out that recent acts of terrorism in Israel and the surrounding areas have prompted Israeli law makers to change gun laws and loosen requirements to own a pistol. [A ONE SENTENCE summary/introduction.]

Dorfner interviewed multiple Israeli citizens, including a Rabbi and an active IDF member, to determine whether or not the increase of people owning a gun would add to Israeli safety, or be more detrimental to society. The book provides two main arguments for and against civilian concealed carry and ownership. First, is it possible that people might be killed by “friendly fire”, a situation where one civilian kills another through mistaken identity. Second, the book points out that many instances of thwarted attacks have been reported.

Dorfner looks at both arguments to determine that in the time of increased terrorist activity, friendly fire is a risk many are willing to take in order to protect themselves and their country. The author came to his conclusion using data and statistics found in documents similar to an American census. [One or two BRIEF summary paragraphs.]

The major findings in the article include: [major elements provided only as bullets! THIS IS THE BULK OF THE PAPER!!!!]

- More Israelis are carrying weapons
- The Jewish holy day of Shabbat used to ban weapon carry, but Israeli officials have recently made it legal.
- A minority of Israelis actually own a gun.

- Acts of terrorism have occurred, causing many to apply for a gun license, more than can be processed in one day.
- Even though the risk of friendly fire exists, citizens are willing to take the risk to protect themselves and each other. [**You may have up to 20 bullets that extend to the second page.**]

The author's conclusion is that while gun laws were made to be stricter after key incidents in the 1990's, the loosening of gun regulation and licensing is necessary in order to help Israeli citizens protect themselves from terrorism in public places. [One sentence conclusion.]

2014 Group Project: Vehicle License Fee

Vehicle License Fee Guide Sheet

The California Vehicle License Fee was established in 1936 to create a uniform tax on cars. Previously each county levied personal property tax on cars like they do on boats. The uniform tax was designed to provide funding for statewide services like the Department of Motor Vehicles (DMV), and for local governments. I have provided some basic information to get you started.

Many budgetary maneuvers have used the VLF to close budget gaps and fund a variety of programs. Most recently the portion that used to go to cities has been reallocated to a law enforcement fund and AB 109 through provisions buried in Proposition 30's Constitutional amendment. This has had a significant fiscal impact on cities.

Working as a group, make a work plan for answering these questions, and making a recommendation to State Senator Jim Beall for legislation to remedy the problems created by the recent VLF changes. What are likely sources of information? Who would you interview?

Divide up the work and execute the plan through a committee structure of your choosing. Decide who is responsible to create the combined final report document, and balance that person's research work accordingly. You will each rate each other on contribution to the group effort, and I will grade the group project. The two grades combined will be your final grade on this project.

Using San Jose, Santa Clara and Cupertino as examples, answer the following questions:

1. What is the history of the VLF? What was its original use? How has it evolved?
2. What propositions are related to the use of the VLF? Who sponsored them? What was the legislative intent of the proposition?
3. What is the "triple flip"? Who benefitted from the "triple flip" and who paid?
4. Who sued the state over the 2012 allocation of the VLF? What are the pro and con arguments for the case? Analyze the legality of the current VLF allocation. Is the court's decision being appealed?
5. How much money have the 3 example cities lost from the General Fund? How much did they gain or lose from the new law enforcement grants? How much was the previous state backfill for law enforcement that no longer has to come from the state's General Fund?
6. How does AB 109 fit into the VLF realignment? How much of the VLF was diverted? How much did the cities lose? How much did the county in which the city is located gain?
7. How much was the VLF per car in 1990? What arguments could you make for restoring the VLF to that level? How much new revenue would it generate? How could that new revenue be allocated among the subdivisions of the state, and among the state's responsibilities? Should it be used to restore the damage done to cities by the "triple flip"? To provide funding for backlogged road maintenance? To provide funding for education? For some other purpose?

8. How will you structure your recommendation? Will it be a bill in the legislature or through direct democracy? Proposition or referendum? Why?
9. What kind of analysis will you use? Cost/benefit, outcome, managerial audit, process evaluation, something else?
10. What options does the state have for remedying its impacts with VLF? What options do the cities have for revenue enhancements to backfill their losses since the court agreed with the state?
11. What other issues should be explored to make the full argument for action on the VLF amount or allocation or both.

PADM 213 VLF Project Team Evaluation Sheet

TEAM	Participation in research	Contribution to the research	Contribution to the presentation development	Participation in the presentation	Total
A					
B					
Maximum Point Value	2	4	4	2	12
<My name>					
STUDENT SURNAMES					

Instructions:

Circle your team's name.

Place your last name in the box provided

List the last name of each student on your team, including yourself, in alphabetical order under the heading

Consider the following factors in assigning a numerical value:

- 1. The value of this student's participation in each element**
- 2. This student's contribution was on time**

Give each team member – including yourself – a score of 0 to maximum based on your evaluation.

Complete score sheet is due to the professor on the Monday following the presentation.

Scoring:

0 = 0 points 1-3 = 1 point 4-6 = 2 points 7-8 = 3 points 9-10 = 4 points 11-12 = 5 points