

PA 616

Public Policy Analysis

Winter 2018

Tuesday 6-8:50 pm 415 Eberhard Center

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Office Hours: Tuesdays 2-5pm, or by appointment

Overview

This course will introduce students to public and the methods involved in public policy analysis. Public policy is typically defined as an action (or inaction) taken by governmental entities with regard to a particular issue or set of issues. This course will undertake an exploration of the decision-making processes involved in creating a solution to issues on the public's agenda. Policy analysis begins with the identification and definition of a problem, generating policy options or choices for addressing the problem, the selection of a particular policy option through political institutions and the development of a plan for implementation, implementation of said policy, and evaluation of that policy by the government and those affected by it.

This course provides a general introduction to public policy in the United States and provides an overview of policy making in the United States in a political, social, economic, and cultural context. Policy analysis studies the context in which public policy is made and implemented allows us to analyze how people's lives are affected quite differently by specific public policies. One underlying assumption is that public policy is informed by the beliefs and values people have about the issues of our society. Another assumption is that public policies do not solve society's problems; instead, policies are ongoing strategies that structure our lives and coordinate our behavior.

Goals

- Analyze critically and explain how issues facing society become public policies (critical reading, critical thinking, effective writing).
- Analyze critically and explain the impact of specific public policies on various groups in society, especially groups defined by gender, race, class, and culture (critical reading, critical thinking, effective writing).
- Conduct and report research on both the making of public policy and its impact on groups in society (critical reading, critical thinking, effective writing)

Classroom Policies

- **Attendance:** Class time will be devoted to both lecture and discussion. Informed discussions are encouraged and expected. Please do not feel shy or intimidated – your opinions are expected and valued. Additionally,

Materials

The following books can be found at the campus bookstore, both are **required**:

Weimer, David L., and Aidan R. Vining: Policy Analysis (5th Edition). Boston: Longman, 2018

Kryzaneck, Michael, and Ann K. Karreth: The 25 Issues that Shape American Politics. New York: Routledge, 2018.

Recommended:

Bardach, Eugene. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 4th Edition. Washington D.C.: CQ Press

Theodoulou, Stella Z., and Chris Kofinis: The Art of the Game: Understanding Public Policy Making. Belmont: Wadsworth Thompson, 2004.

Assignments

Participation in seminar discussions.

Your contributions to the seminar will be assessed with respect to your

students will be responsible for participating in leading discussions and presenting information on a weekly basis so your attendance is vital for a good grade in this course. After **three absences**, students will be encouraged to drop the course as multiple absences will lower their overall course grade by a half letter grade (A to A-, B+ to B, etc.). **Excused absences** will need to be accompanied with a note.

- **Technology Policy:** So as not to disturb the class, please turn off your cell phone before class begins. Computer use is fine, however if I see students using their computers for something other than taking notes, you will be marked absent for that day's attendance, **no exceptions**.
- Additionally, **technological excuses** ("my printer died," etc.) cannot be accepted under any circumstances. Always make back-ups for your work, and plan ahead so that you will have time to use the on-campus computers and printers if necessary. You may submit papers by e-mail. However, you may NOT consider an e-mailed paper to be submitted until you have received a reply from me confirming that I have received it. To this end, all papers should be submitted in .doc, .docx., .pdf, or .txt format only.
- **Email Communications:** Emails will be returned in a timely manner, however this may not always mean I will answer emails on the day they are received. Emails must include: a subject, your name and a salutation as well as the issue that needs to be address. This is practice for the future and also helps me to keep track of which students have issues throughout the course. NOTE: If your email does not have these components, they will not be answered.
- **Withdrawing from the Course:** The final day to withdraw from the course is **March 9th at 5pm**.
- **Students with Disabilities:** If you need accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. **Note:** All discussions will remain confidential.
- **Late Work:** Late work will be accepted **within 12 hours from the end of the class period in which it is due**. All late work will be penalized with a full grade deduction (A papers will be graded as A- as the total points possible.). After the twelve-hour period is up, no late work will be accepted.
- **Academic Integrity:** Instances of academic dishonesty will be considered a violation of academic ethics. You should consult me if you are uncertain about an issue of academic honesty prior to submitting an assignment. Please refer to Section 223.01 of the Grand Valley State University Student code for a description of plagiarism.
- **SafeAssign:** all assignments will be turned in online in Blackboard with SafeAssign enabled. SafeAssign is a tool used to prevent plagiarism and to create opportunities to help students identify how to properly attribute sources rather than paraphrase. SafeAssign is effective as both a deterrent and an educational tool. SafeAssign compares submitted assignments against a set of sources to identify areas of overlap between the submitted assignment and existing works. One you've submitted your papers; you will receive a SafeAssign originality score. Scores over 25% will need to be re-written and submitted. ***Those students or groups who submit work with SafeAssign scores over 40% will receive a failing grade and cannot be***

performance in leading discussion during assigned weeks and your contributions to the seminar discussions generally. Each week 2-3 students will be chosen to lead the discussion in class and all students are expected to participate in the subsequent group discussion. Contributions will be graded as follows: "stellar contributions" (A/A+), "solid contributions" (A-), "acceptable contributions" (B+), or "less than desired contributions" (B). Your attendance is required at each seminar; excused absences are awarded for family emergencies or personal illness only.

Worth 10% of your grade

Weekly assignments

All students are required to hand in one-page response papers (single spaced; 1 inch margins—no longer than two page please!) on the course readings, due every week in class except weeks 1, 10 and 12. The purpose of these papers are to initiate discussion in class and to encourage you to carefully consider all of the readings in light of what they add to our understanding of the policy process.

resubmitted. This is to ensure that you cite other's work correctly, do not copy and paste others' work into your documents and use good writing techniques. **Note: citations that are included in the originality report will not be counted in the 25% or less threshold.**

- **Wikipedia:** At no time during this course should Wikipedia be used as a legitimate source of information.
- For all papers: journal articles, books, newspapers, in person interviews, public documents and government documents are the only sources that will be accepted. For **all papers APA Style** citations are the **only** accepted style for reference pages. Please see: <http://owl.english.purdue.edu/owl/resource/560/01/> for an extensive list of the ways to cite sources.
- Another good resource is www.citationmachine.net, which will actually format your citations in APA if you provide the source information.

Evaluation

These grades reflect an evaluation of the accuracy, depth, and quality of expression within your work. Although a grade is not a precise measure, each carries a meaning.

- An "A" is reserved for the very best student work; it means that the student has exceeded expectations for the assignment in all aspects- accuracy and depth of response as well as quality of expression.
- An "A-" means the student exceeded expectations in most aspects but not all.
- A "B+" or "B" indicates that, while accurate and adequate in depth and quality of expression, the assignment could still be significantly improved.
- Grades of "B," "C+," or "C" indicate that the student has met expectations for undergraduate work in the course, but that the work is generally undistinguished in its accuracy, depth, and/or quality of expression.
- Grades of "C-," "D," or "F" indicate that the student's work is below expectations for the course and serious deficiencies exist.

Worth a total of 20% of your grade

Book review and in-class presentation

You will be responsible for reading and writing a short 3-5, double-spaced review of a recent or classic book addressing aspects of the policy process or specific policy study. You will be asked to list your top three choices during the second week of class and will be assigned a book in week 3. Your report and paper will be due in week 10. During that class each student will give a brief presentation of their chosen book. This paper should summarize the book, highlight strengths and weaknesses; outline its methodology; and provide a critique (or positive response) to the book overall. This assignment will be graded with a standard letter grade; late papers will not be accepted except in cases of emergency and with prior notification.

Worth 25% of your grade

Policy Analysis

During the final week of class, you will be responsible for writing a policy report of an assigned topic. This

paper will be developed in a series of steps that include: 1) identifying a policy, law or regulation to be analyzed, 2) outline and bibliography using the guide below (and outlined in the Weimer and Vining textbook), 3) creating an in-class presentation to be given in the last week of class. The final paper and presentation will be issued a standard letter grade and will be due during finals week.

Worth 30% of your grade

Policy Debates

During the semester, students will be broken into groups and will be responsible for preparing a debate on selected topics. The group will be responsible for developing a position paper using class resources and other materials. The topics are preselected and students will be responsible for development of the paper and debate prep outside of class.

Worth 15% of your grade

Policy Project Report Assignment Description

There will be one policy analysis paper due in this course, each worth 30%. You will be randomly assigned a topic in week 5 of the course. Topics are listed at the end of this syllabus. It is not too soon to begin thinking about the preparation of your project report. Here are some guidelines to keep in mind.

Format: The body of your report should be no more than 15 double-spaced pages with one-inch margins and print font nosmaller than 11 points. An additional two-page executive summary, a table of contents, and a list of references (if you are not providing full citations in footnotes) should also be included. You may have as many appendices you wish. Be sure to allow yourself time to edit your draft before you submit it!

Please treat the page limit as a strict constraint. Detailed development of points—literature reviews, extensive background statistics, full descriptions of the methods used to make predictions—should be presented in appendices when the page constraint is binding.

The body of your report should be divided into sections. The headings of the sections should correspond to the entries in your table of contents. Start your Arabic numbering on the first page of the body of the report. Use Roman numerals for the front matter (table of contents and executive summary). All pages must be numbered. References

You should thoroughly document your research with full citations to sources. You should provide the source of any direct quotes as well as the page number(s) on which they appear. You may use one of three general styles:

1. Independent footnotes (or endnotes) —put complete citations in footnotes.¹
 - a. Do not provide a separate set of references. Avoid substantive footnotes. If you find yourself using long substantive footnotes, then consider switching to endnotes or moving substantive material to appendices.
2. Modern referencing —provide a complete set of references at the end of the report.
 - a. Make specific citations in the body of the report by inserting the author and date in the text. For example: “(Weimer and Vining, 1992, pp. 238-41) present important heuristics for guiding communication with clients.”
3. Mixed system —use footnotes but make citations in footnotes with the modern referencing style and provide a separate list of references.²

Provide sources for all tables and figures —provide a source at the bottom of every table and figure. If you created the figure or table, then list the source as Author.

Use the following formats for your references:

Journal Article

Author (year) Article Title. Journal Title volume (issue), page range.

Book

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Chapter in Edited Volume

¹ Weimer, David L. and Aidan R. Vining. (1992) Policy Analysis: Concepts and Practice (pp. 238-41). Englewood Cliffs, NJ: Prentice Hall.

² (Weimer and Vining, 1992, pp. 238–41)

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), Title of book (pages of chapter). Location: Publisher.

Unpublished items from the Internet

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved from http://Web address
Note that references are alphabetical with family name of first author given first. (Given name goes first in a footnote.)

Citing sources that do not fit into these standard formats should be guided by two principles: First, provide sufficient information for the reader to assess the nature of the source including its date of publication. Second, provide sufficient information so that a reader could locate the cited document by contacting the issuing agency, looking in a standard index, or consulting a World Wide Web site.

When in doubt, refer to the American Psychological Association guide:

<https://owl.english.purdue.edu/owl/section/2/10/>

A Few Points on Style

1. Use the active voice.
2. Use the first person singular when you are expressing your opinions, arguments, or conclusions.
3. Make sure that each paragraph has a topic sentence. Use the remaining sentences in the paragraph to develop the topic.
4. Use standard conventions. For example, write out numerals below 11 except when indicating a percentage. Write out percent. Check a manual of style if you are unsure, and stick with whatever convention that you adopt.
5. Be careful about number agreement between nouns and pronouns and between subjects and verbs.
6. Percentages should be given as a numeral followed by percent (e.g., 27 percent).
7. Be careful to distinguish between percentage changes and percentage point changes.
8. Avoid unnecessary clutter in figures and headings. For example, there is usually no need to put colons after headings or underlining and bolding them.
9. Appropriately round numbers in tables and charts.
10. Make a conscious choice between “which” and “that.” Use “which” for parenthetical phrases and “that” for phrases necessary to identify.

When in doubt, refer to the Canadian Fishery Policy Recommendation Report in Chapter 1 of Weimer and Vining as a guide.

Class Schedule

Week 1: Introduction to Policy Analysis

- Weimer and Vining: Chapter 1-3

Assignment: Answer question 2 on page 22 (Weimer and Vining).

Week 2: Problems with Policy Analysis

- Weimer and Vining: Chapter 4-6

Assignment: Answer questions 1 on page 70, 2 on page 112, and 2 on page 131 (Weimer and Vining).

Week 3: Problems with Policy Analysis, cont.

- Weimer and Vining: Chapter 7-8

Assignment: Answer questions 2 on page 155 and 2 on page 190 (Weimer and Vining).

Week 4: Health Care and Global Warming

- Kryzanek and Karreth: Chapter 3-4

Assignment: Debate Topics (Debate Assignment will be handed out in Week 1).

(Pro/Con) Is it necessary for the United States to take major steps to respond to global warming and climate change?

(Pro/Con) Is health care in the United States a basic right that should be available to all Americans, despite the cost, the regulation, and the inevitable role of government?

Week 5: Social Security and Social Welfare

- Kryzanek and Karreth: Chapter 7 and 19

Assignment: Debate Topics (Debate Assignment will be handed out in Week 1). Problem Analysis Assignment Due.

(Pro/Con) To what extent should the younger generation pay for the pension and health care needs of seniors? Is this a generational obligation for the common good or an undue burden on younger Americans?

(Pro/Con) What model of poverty reduction is best in dealing with poverty, the government-sponsored safety net approach, or the work and personal responsibility approach?

Week 6: Reforming Education and Immigration

- Kryzanek and Karreth: Chapter 5 and 8
- Ted Brader, Nicholas A. Valentino, and Elizabeth Suhay. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat" *American Journal of Political Science* 52: 959-978.

Assignment: Answer questions 1 on page 90 and 1 on page 138 (Kryzanek and Karreth)

Week 7: Policy Implementation, Generating Alternatives, and Gathering Information for Policy Analysis and Cost Benefit Analysis

- Weimer and Vining: Chapter 9, 14-15

Assignment: Answer question 2 on page 208, and 1 on page 382 (Weimer and Vining)

Week 8: Cost Benefit Analysis

- Weimer and Vining: Chapter 16

Assignment: Problem Alternative Assignment Due. In class CBA activity.

Week 9: Government Choices: Contracting Out and Implementation Issues

- Weimer and Vining: Chapter 12 and 13

Assignment: Answer question 2 on page 307 (Weimer and Vining)

Week 10: No Class, Work on Book Reviews

Week 11: Book Review Presentation Week

Week 12 and 13: Policy Project Work Weeks

- Weimer and Vining: Introduction and Chapter 3

Assignment: Randomly assigned policy report topics will be provided in week 3. In class Ethics Assignment.

Week 14: FINAL PAPER PRESENTATIONS SCHEDULE: TO BE ANNOUNCED

AVAILABLE BOOKS FOR REVIEW

Note: these are just suggestions to start your search for a book choice. If you'd like to choose another book not on this list, please discuss with me prior to making your selection. There are also a number of referenced books in both texts for our class that may provide additional book options.

Frank Baumgartner and Bryan Jones, eds. (2005). *The Politics of Attention: How Government Prioritizes Problems*. Chicago: University of Chicago Press. (Agenda setting; information processing; prioritization of issues)

Adam J. Berinsky. (2002). *Silent Voices: Social Welfare Policy Opinions and Political Inequality in America*. Princeton: Princeton University Press. (public opinion, race, social welfare policy)

Thomas Birkland. (1997). *Lessons of Disaster: Policy Change after Catastrophic Events*. Washington, D.C.: Georgetown University Press, (Policy change; focusing events)

Christopher Bosso. (1987). *Pesticides and Politics: The Lifecycle of a Public Issue*. Pittsburgh: University of Pittsburgh Press, 1987. (Agenda setting; policy change; implementation)

Shaun Bowler, Todd Donovan, and Caroline J. Tolbert, Eds. (1998). *Citizens as Legislators: Direct Democracy in the United States*. Columbus, OH: Ohio State University Press. (Agenda setting, policy change; direct democracy)

Gerard Boychuk. (2008) *National Health Insurance in the United States and Canada: Race, Territory, and the Roots of Difference*. Washington, DC: Georgetown University Press. (Comparative public policy; health care; historical analysis)

Daniel Carpenter. (2001). *The Forging of Bureaucratic Autonomy: Reputations, Networks, and Policy Innovation in Executive Agencies, 1862-1928*. Princeton, NJ: Princeton University Press. (Bureaucracy; interest groups; organizational theory)

Charles Clotfelter. (2004). *After Brown: The Rise and Retreat of School Desegregation*. Princeton, NJ: Princeton University Press. (Policy outcomes and evaluation; implementation; education policy)

Martha Derthick. (1979) *Policymaking for Social Security*. Washington, DC: The Brookings Institution. (Historical institutionalism; welfare state)

Martha Derthick and Paul Quirk. (1985). *The Politics of Deregulation*. Washington, DC: Brookings Institution. (Deregulation of industries; role of economic analysis; interest groups)

Mark Donovan. (2001) *Taking Aim: Target Populations and the Wars on AIDS and Drugs*. Washington, DC: Georgetown University Press. (Social constructions; targeting)

Heidi Gottfried and Laura Reese, eds. (2008). *Equity in the Workplace: Gendering Policy Analysis*. Lanham, MD: Lexington Books. (gender politics and policy, welfare policy)

Matt Grossmann. (2014). *Artists of the Possible: Governing Networks and American Policy Change Since 1945*. New York: Oxford University Press (policy networks, public opinion, theories of policymaking)

Jacob Hacker. (1997) *The Road to Nowhere: The Genesis of President Clinton's Plan for Health Security*. Princeton, NJ: Princeton University Press. (Agenda setting; policy alternatives/ solutions; health care policy)

David K. Hamilton, ed. (1999). *Governing Metropolitan Areas: Response to Growth and Change*. Edited by R. D. Bingham, Vol. 4, *Contemporary Urban Affairs*. New York: Garland Publishing, Inc.

Donald F. Kettl, (1993). *Sharing Power: Public Governance and Private Markets*. Washington, D.C.: The Brookings Institution. (Privatization of public policy)

Michael Lipsky. (1980) *Street Level Bureaucracy*. New York: Russell Sage Foundation. (Implementation)

Theodore Lowi. (1979). *The End of Liberalism*. New York: W.W. Norton. (Bureaucracy; Congress; "Juridical democracy")

William Lowery. (1998) *Preserving Public Lands for the Future: The Politics of Intergenerational Goods*. Washington, DC: Georgetown University Press. (Comparative public policy; environmental policy)

R. Shep Melnick (1994). *Between the Lines: Interpreting Welfare Rights*. Washington, DC: Brookings Institution. (Courts and policymaking; welfare state)

Patrick McGuinn. (2006). *No Child Left Behind and the Transformation of Federal Education Policy, 1965-2005*. Lawrence, KS: University Press of Kansas. (Policy change; education policy)

Karen Mossberger. (2000). *The Politics of Ideas and the Spread of Enterprise Zones*. Washington, DC: Georgetown University Press. (Local policy diffusion, adoption, and decision-making)

Gary Mucciaroni and Paul Quirk. (2006). *Deliberative Choices: Debating Public Policy in Congress*. Chicago: University of Chicago Press. (Congress and policymaking)

John P. Pelissero. (2003). *Cities, politics, and policy: a comparative analysis*. Washington, D.C.: CQ Press. (Urban policy; comparative approaches)

Sarah Pralle. (2006). *Branching Out, Digging In: Environmental Advocacy and Agenda Setting*. Washington, DC: Georgetown University Press. (Agenda setting, interest groups, environmental policy)

Reckhow, Sarah. (2013). *Follow the Money: How Foundation Dollars Change Public School Politics*. New York: Oxford University Press.

William H. Riker. (1986). *The Art of Political Manipulation*. New Haven, CT: Yale University Press. (Policy language and persuasion)

Saundra K. Schneider. (2011). *Dealing with Disaster: Public Management in Crisis Situations (Second Edition)*. Armonk, New York: M.E. Sharpe. (Disaster management and emergency management policy)

Theda Skocpol. (1992). *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. Cambridge, MA: Harvard University Press.

Jeffrey Pressman and Aaron Wildavsky. (1973). *Implementation*. Berkeley: University of California Press. (Implementation; policy evaluation)

POLICY REPORT TOPICS

Congress will likely consider major changes to the corporate income tax over the next year. An alternative to basing the tax on corporate profits would be to tax capitalized value instead. Can a viable and desirable alternative to the current corporate income tax based on capitalized value be developed? Client: President, Tax Foundation

In recent years, the prices of many generic versions of many pharmaceutical drugs have risen. Should the federal government adopt policies to curb the rising prices, either through greater competition or some type of regulation? Client: Secretary, Department of Health and Human Services

Most countries prohibit direct-to-consumer advertising of pharmaceuticals. The United States, New Zealand, and Canada are the major exceptions. In the United States, direct-to-consumer advertising is regulated by the Food and Drug Administration. Should Congress change the legislative framework for rulemaking about direct-to-consumer advertising? Client: Chair, Council on Legislation, American Medical Association

In response to concerns about the mislabeling of seafood imported into the United States, the Food and Drug Administration created the Fish Seafood Compliance and Labeling Enforcement (SCALE) program to facilitate genetic testing to verify product labeling. Has this program adequately addressed the problem of mislabeled seafood? Client: Commissioner, Food and Drug Administration.

Participation in the National Flood Insurance Program has been declining and only about half of home owners in 100-year floodplains have policies. Should the program be changed to encourage greater participation? Client: Chair, Senate Committee on Homeland Security and Government Affairs

Could a "carbon tax" be a desirable and viable alternative to the U.S. Corporate Income Tax? Client: Environmental Defense Fund

Although a number of states have legalized the recreational use of marijuana, it is still classified by the federal government as a Schedule 1 drug. Should marijuana be removed from Schedule 1? Client: Administrator, Drug Enforcement Administration

Should the Food and Drug administration rules governing the use of experimental drugs to treat terminally ill patients be changed? Client: Senate Committee on Health, Education, Labor and Pensions

Should the Food and Drug Administration use its authority under the Family Smoking Prevention and Tobacco Control Act to regulate electronic cigarettes? Client: Commissioner, Food and Drug Administration

The Federal Aviation Administration has begun granting licenses for the commercial use of drones. How should the commercial and recreational use of drones be regulated? Client: Administrator, Federal Aviation Administrator

Currently, firms engaged in hydraulic fracturing to extract oil and natural gas need not disclose the chemicals they use in the process. Should firms be required to disclose the chemicals they use in hydraulic fracturing to the public and to relevant regulatory bodies? Client: Chair, Senate Energy Committee

Should the United States create a system in which students obtain loans to pay for higher education that are repaid through a lifetime surcharge on wage taxes? Client: Director, Domestic Policy Council, Executive Office of the President

Should Michigan create a non-partisan commission to redraw voting districts after each new Census? Client: President, Michigan League of Women Voters

Does Michigan have adequate laws and regulations governing the prevention and treatment of concussions suffered by high-school athletes? Client: Chair, Michigan Senate Committee on Education

Does Grand Valley State University have appropriate rules and procedures for preventing and responding to sexual assaults of students? Client: Division of Legal, Compliance and Risk Management, Dean of Students, Grand Valley State University

The National Instant Criminal Background Check System (NICS) requires criminal background checks only for guns sold through licensed firearm dealers, which account for only about 60 percent of gun sales in the United States. A loophole in the law allows individuals not engaged in the business of selling firearms to sell guns without conducting a background check. Consider alternatives for extending and strengthening the NICS. Client: Chair, Senate Committee on the Judiciary

State legislation and referenda legalizing medical and, more recently, recreational use of marijuana have brought the policies of these states into conflict with federal law. How should the federal government respond? Client: U.S. Attorney General

It appears that the Internal Revenue Service has decided not to pursue tax-exempt 501c4 organizations that apparently have political activity as their primary purpose. These organizations are currently not required to disclose their donors publicly. Should the laws governing 501c4 organizations be changed either to restrict electioneering or to require the disclosure of donors? Client: Chair, Senate Committee on Finance

Not only do patients have difficulty assessing the quality of medical care, they also often have difficulty assessing price. Would price transparency be desirable? Are there feasible federal policies to implement it? Client: Secretary, Department of Health and Human Services

Although dental care is covered by Medicaid and the State Children's Health Insurance Program, children in low-income families tend not to receive recommended levels of dental care, including dental sealants that have preventive value. Consider changes in federal policy that would result in more covered children receiving recommended dental care. Client: Chair, U.S. Senate Committee on Health, Education, Labor, and Pensions

On July 26, 2010, the U.S. Department of Education proposed rules that would affect the information for-profit universities and colleges provide to prospective students. Should these rules be encouraged or should Congress change the framework under which for-profit university and colleges are regulated? Client: Chair, Senate Committee on Health, Education, Labor, and Pensions

States with two-party consent laws, which require both parties to a communication to give consent for electronic recording, have used these laws to prohibit people from recording the actions of policy officers and other public officials. Even in some of the majority of states that have one-party consent rules, which allow a party to a communication to record it electronically without permission from the other party, people have been prohibited from recording the actions of policy and other public officials. Should the federal government take steps to guarantee the right of citizens to make video or audio recordings of police and other public officials. Client: Chair, House Committee on the Judiciary

On October 25, 2006 the U.S. Department of Education issued rules governing same-sex classrooms and schools. In 2016, the Michigan State Board Education provided voluntary guidelines regarding LGBT protections in schools. Should Michigan adopt further regulations to encourage, discourage, or better oversee the use of same-sex public schools and classrooms? Client: President, Michigan State Board of Education

Several school districts in Michigan sponsor virtual schools. Are virtual schools being appropriately regulated? In particular, do they offer potential savings for Michigan primary and secondary education? Client: Chair, Senate Education Committee

Should the issuing of entry visas into the United States be shifted from the Department of State to the Department of Homeland Security? Client: Assistant to the President for Homeland Security and Counterterrorism