PUBPOL 479: EVALUATING PUBLIC POLICIES - FALL 2023

Monday and Wednesday 10:00am – 11:20am; Weill Hall 1110 – the Betty
Discussion Friday 1:00pm-1:50pm; Weill Hall 1110 or 1230

Instructor: Prof. Natasha Pilkauskas
Office: 5219 Weill Hall
Email: npilkaus@umich.edu
Student Office hours: Tuesdays 2:15-4:15 in my office. Sign up for an appointment here
GSIs: Alvin Christian, alvinchr@umich.edu
Office hours: M/W 8:50-9:50 in 3207. Sign up for an appointment here
Catalina Anampa Castro, canampa@umich.edu
Office hours: Thurs 3-5pm in 3204. Sign up for an appointment here

Course Requirements:

Quiz	15%	September 27, 2023
Article Critique	20%	October 25, 2023
Group Article Critiques/Presentations	20%	November 6, 8, 13 & 15, 2023
Policy Evidence Memo	10%	November 17, 2023
Final Exam	20%	December 6, 2023
Class Participation	15%	
	100%	

Course Objectives:
- To understand the basic research methods used in program and policy evaluation.
- To gain skills needed to understand and critique published evaluations of public policies and programs – essentially to become informed consumers of research used to make decisions in the policy making process.
- To develop expertise in framing evaluation questions, crafting research designs and data analysis to better critique and understand research and evaluations.
- To gain skills in using program and policy evaluation research studies to inform and communicate policy recommendations, including in politically-charged environments.

Class Participation and Attendance:
- Class and lab participation is 15% of the course grade – attending class + discussion. We will take attendance.
- Class participation will also include posting discussion posts, posting questions for lab, class, and guest lecturers as well as taking ungraded quizzes.
- All students are expected to make productive contributions to class discussions and to small-group exercises.
- Students are also expected to share their opinions/perspectives and to respectfully challenge the perspective of others if they disagree. Program/policy evaluation invokes a wide variety of opinions (many subjective) about what makes "good" public policy, what are desirable outcomes of a policy program, and what the role of evidence is in measuring those outcomes and allocating

resources towards the public good. Be an active and engaged listener, offer insights, critique class content, ask questions. Be respectful of others viewpoints to encourage a diversity of views.

- You can miss up to 2 classes (unexcused) without taking any points from your participation grade. If you know you will have to miss a class you should email Catalina and Alvin before class so that you are excused. If you miss class you will be expected to watch the lecture capture.
- Communicate with me and your GSIs. You are adults, things come up – but it is an important skill to learn to communicate with your colleagues.
- Lectures will be recorded for the benefit of all students. If you are sick, please do not come to class. You can catch up via the recording. If you wish to be excused (and get your participation point) you need to communicate with us. No communication = no participation point.
- There will be opportunities to earn extra participation points via attending outside talks (and posting a discussion post after to show you attended), watching Three Identical Strangers, and possibly other posts.
- Please do NOT use your laptop (or phone) in class unless you are working on a group exercise. Studies show you learn more by taking notes by hand. If you have a need for a laptop, please speak with me privately about it. I will provide lecture slides after class. This also helps to foster participation in class.

The course is organized in **Canvas** around modules. Checking each day's module will be key!

Readings: Check the modules on Canvas. **Students are expected to do the assigned readings for each class period, BEFORE CLASS, even though we will not discuss all of the readings in class**. It is assumed that students will do the readings and will gain important information from them, and that class time can be used to go over additional material. The readings are important, because they provide helpful examples of different evaluation designs and measurement approaches, and give you the opportunity to assess the strengths and weaknesses of actual evaluations. They will also be useful for exams and written assignments.

Assignments: All assignment information and due dates are posted on Canvas. Late work needs to be negotiated *before* the assignment is due (just like you would do on a job). Professor Pilkauskas is willing to negotiate a new deadline with you if you have a reasonable reason for needing an extension. Assignments that are turned in late without prior discussion or approval will be docked one grade step (A to A-) for every day they are late.

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:
- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value one another's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course--including meeting with other students to study or work on a team project--you must follow all the

public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found here. It is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.

You may access the Ford School's embedded counselor Paige Ziegler (contact information TBD) and/or counselors and urgent services at Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the University Health Service and through CAPS.

Accommodations for Students with Disabilities: The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Academic Integrity: The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. The Ford School's policy of academic integrity can be found in the MPP BA, and PhD Program handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available here.

Use of Technology: Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. *Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.*

Please review additional information and policies regarding [academic expectations and resources](#) at the Ford School of Public Policy.

FYI: Maize & Blue Cupboard: "College students are experiencing food insecurity at alarming rates. The Maize and Blue Cupboard is here to provide an immediate and comprehensive response for the U-M community. We provide students with resources, educational opportunities, leadership development and compassionate support -- the tools they need to develop the skills to make informed decisions." More information here: https://mbc.studentlife.umich.edu/

TOPIC/READING ASSIGNMENT	DATES

1. Introduction to Course and Program Evaluation   **8/28/23**

READ THE SYLLABUS. SERIOUSLY. READ IT. THAT STUFF AT THE FRONT ESPECIALLY.

Also read the archaeology paper on poop.

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2. Types of Evaluations/Basics   **8/30/23**

Langbein, L. (2015). *Public Program Evaluation: A Statistical Guide.* New York: Taylor & Francis. Chapter 1, pages 3-18. (15 pages)

Read first section "Manage" (first 3 pages)
https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework%207%20clusters%202013.pdf

Bluestein, J. (2005). Toward a more public discussion of the ethics of federal social program evaluation. *Journal of Policy Analysis and Management, 24*. Only read pages 824-828 (stop at the section about incorporating the report into federal policy). (4 pages)

"The random risks of randomized trials" by Tim Hartford, from *The Financial Times* (2.5 pages)

SKIM—GOOD RESOURCE: Milstein RL, Wetterhall SF, et al. Framework for program evaluation in public health. Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report.* September 17, 1999, pages 1-40.

SKIM – GOOD RESOURCE: Pew Charitable Trusts and MacArthur Foundation. 2014. Evidence-Based Policymaking: A Guide for Effective Government.
http://www.pewtrusts.org/~/media/assets/2014/11/evidencebasedpolicymakingaguideforeffectivegovernment.pdf

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D.1 Discussion section - Meet and Greet   **9/1/23**

9/4/23 – Labor Day – No Class

3. Asking the right questions; causal vs. descriptive; logic models   **9/6/23**

Glennerster, R. & Takavarasha, K. (2013). *Running randomized evaluations: a practical guide.* Cambridge, MA: Harvard University Press. Chapter 3 – sections 3.1 (questions that do not need impact evaluations), 3.2 (questions that need an impact evaluation) and 3.3 (how to prioritize among impact evaluation questions) pages 66-97. Chapter 5 – Section 5.1 (specifying outcomes and indicators) pages 180-190. (41 pages).

Read 2ⁿᵈ and 3ʳᵈ sections "define - red" and "frame – orangish" (pages 4-7; 3 pages)
https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework%207%20clusters%202013.pdf

Read case summary it is only 1.5 pages but you will need to have it fresh in your mind for class!
Case_Theory_WomenAsPolicymakers_India no prompts.pdf

OPTIONAL RESOURCE: Kaplan SA, Garrett KE. (2005). The use of logic models by community-based initiatives. *Evaluation and Program Planning*. 28:167-172.

D. 2   DISCUSSION SECTION – Stats Review   9/8/23

Newcomer KE, Conger D. Using Statistics in Evaluation. *Chapter 23: Handbook of Practical Program Evaluation, Fourth Edition.* 2015, pages 596 – 635. (39 pages).

Resource (SKIM): SAS – Basic Concepts in Research and Data Analysis (ignore random/fixed effects part)

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4.   Measures, data and survey design   9/11/23

Data Module #1: What is research data? Macalester college (4 pages).
(https://libguides.macalester.edu/data1)

Read 4th section "describe - yellowy" (pages 8-12) (5 pages)
https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework%207%20clusters%202013.pdf

Glennerster, R. & Takavarasha, K. (2013). *Running randomized evaluations: a practical guide.* Cambridge, MA: Harvard University Press. Chapter 5 – Section 5.2 (specifying data sources) pages 190-202. (11 pages).

ER Services. *Research Methods for the Social Sciences.* Chapter 6 Measurement of Constructs. https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-6-measurement-of-constructs/ (17 pages)

ER Services. *Research Methods for the Social Sciences.* Chapter 8 Sampling
https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-8-sampling/ (10 pages).

Read case summary it is only 1.5 pages but you will need to have it fresh in your mind for class!
Case_Theory_WomenAsPolicymakers_India no prompts.pdf

OPTIONAL RESOURCE : Glascow, R. What is survey research?
https://www.mitre.org/sites/default/files/pdf/05_0638.pdf

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5. **What do we mean by causation? Counterfactual thinking & selection**   **9/13/23**

Glennerster, R. & Takavarasha, K. (2013). *Running randomized evaluations: a practical guide.* Cambridge, MA: Harvard University Press. Chapter 2 – sections 2.1 (why is it difficult to measure causal impact – 24-28) and 2.3 (how randomization can help infer causation – 44-47) (8 pages).

Smith, G. & Pell, J. (2003). Parachute use to prevent death and major trauma related to gravitational challenge: systematic review of randomized control trials. BMJ, Vo. 20-27, pages 1459-1460 (2 pages).

Ferraro PJ. Counterfactual thinking and impact evaluation in environmental policy. In M. Birnbaum & P. Mickwitz (Eds.), *Environmental Program and Policy Evaluation. New Directions for Evaluation.* 2009; 122, 75-84. *this reading is a bit technical – but really solid – try to get through it. (9 pages).

Read 5th section "understand causes – green" (pages 9-10) (2 pages)
https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework%207%20clusters%202013.pdf

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D. 3   DISCUSSION SECTION – Causal inference, selection, measures + data   9/15/23

Parker, K, Menasce Horowitz, J., Morin, R. & Lopez, M. H. (2015) Multiracial in America. Chapter 1: Race and Multiracial Americans in the U.S. Census, Pew Research center report.

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6. **Overview of different methods to infer causation/fundamentals of research design**
9/18/23

Glennerster, R. & Takavarasha, K. (2013). *Running randomized evaluations: a practical guide.* Cambridge, MA: Harvard University Press. Chapter 2 – sections 2.2 (advantages and limitations of nonexperimental and quasiexperimental evaluation methods) pages 28-44 (14 pages).

Langbein, L. *Public Program Evaluation: A Statistical Guide.* New York: Taylor & Francis, 2015. Chapter 3, pages 51-72. (21 pages) *It's a bit dense at first – but will help you understand notation you see in research.*

Delucchi M. Measuring student learning in social statistics: A pretest-postest study of knowledge gain. *Teaching Sociology.* 2014; 42(3):231-39. (6 pages).

SKIM – GOOD RESOURCE: Campbell DT, Stanley JC. *Experimental and Quasi-Experimental Designs for Research*. Boston: Houghton Mifflin Company, 1966, pages 1-50.

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7. **More fundamentals of research design**   **9/20/23**

ER Services. *Research Methods for the Social Sciences.* Chapter 5 Research Design
https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-5-research-design/ (10 pages)

Schorr, L.B. (2012). Broader evidence for bigger impact. Stanford Social Innovation Review. (4 dense pages).

Read the case for class! Case_WhyRandomize_GOTV_US cropped.pdf

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D. 4	**DISCUSSION SECTION**	**Quiz Preparation**	**9/22/23**

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8. Guest lecture from Katherine Michelmore   **9/25/23**

Dynarski S, Libassi CJ, Michelmore K, Owen S. Closing the Gap: The Effect of Targeted, Tuition-Free Promise on College of Choices of High-Achieving, Low-Income Students. *NBER* June 2020. NBER Working Paper No. 25349. https://www.nber.org/papers/w25349 (36 pages).

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9. IN CLASS QUIZ   **9/27/23**

D. 5	**DISCUSSION SECTION – how to find articles etc**	**9/29/23**

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10. Randomized Controlled Trials   **10/2/23**
Glennerster, R. & Powers S. chapter from the *The Oxford Handbook on Professional Economic Ethics.* **READ section 3** - pages 4-16. (12 pages) feel free to skim the rest.

Wallis, C. How fake surgery exposes useless treatments. *Scientific American.* February 1, 2018. https://www.scientificamerican.com/article/how-fake-surgery-exposes-useless-treatments/ (1 page).

OPTIONAL: American Evaluation Association. Guiding Principles for Evaluators, 2013. http://www.eval.org/p/cm/ld/fid=51

OPTIONAL: Buck S and McGee Josh. *Why the Government Needs More Randomized Controlled Trials: Refuting the Myths.* Laura and John Arnold Foundation. Houston, Texas: July, 2015.

OPTIONAL: Grossman, J. & Mackenzie F. 2005 The randomized controlled trial: gold standard, or merely standard? *Perspectives in biology and medicine*, 4, pp516-534.

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11. Randomized Controlled Trials   **10/4/23**

Glennerster, R. & Takavarasha, K. (2013*). Running randomized evaluations: a practical guide*. Cambridge, MA: Harvard University Press. Chapter 7 – pages 298-323 (25 pages).

Somers JM, Moniruzzaman A, Patterson M, et al. A randomized trial examining housing first in congregate and scattered site formats. PLOS One. 2017; http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0168745 (10 pages).

OPTIONAL: Parker SW, Teruel GM. Randomization and social program evaluation: The case of Progresa. *Annals, AAPSS.* 2005; May, 199-219. (16 pages).

D. 6   DISCUSSION SECTION   **10/6/23**

South EC, Hohl BC, Kondo MC, et al. Effect of greening vacant land on mental health of community-dwelling adults: A cluster randomized trial. *JAMA.* 2018; e180298. doi:10.1001/jamanetworkopen.2018.0298 (10 pages).

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12. Class Exercise: Designing a Randomized Trial   **10/9/23**

Laura and John Arnold Foundation. (2016) *Key Items to Get Right When Conducting Randomized Trials of Social Programs*. (12 pages)

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13. Randomized Trial examples   **10/11/23**

Pilkauskas, N. V., Jacob, B. A., Rhodes, E., Richard, K., & Shaefer, H. L. (2023). The COVID Cash Transfer Study: The impacts of a one-time unconditional cash transfer on the well-being of families receiving SNAP in twelve states. *Journal of Policy Analysis and Management*.

D. 7   Discussion Section – NO SECTION.   **10/13/23**

Use this time to work on your article critique or talk to your GSIs about this.

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14. FALL BREAK – NO CLASS   **10/16/23**

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15. Quasi experimental designs: matching, regressions, individual fixed effects
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Regressions with controls: Kane & Staiger (2008) Estimating Teacher Impacts on Student Achievement: An Experimental Evaluation. NBER https://www.nber.org/papers/w14607.pdf ONLY READ THROUGH PAGE 7 SKIM REST (6 pages).

Matching: Bir, A, Lerman, R., Kofke-Egger, R., Nichols A. & Smith, K. (2012). The Community Healthy Marriage Initiative: Impacts of a Community Approach to Strengthening

Families, Technical Supplement, OPRE Report # 2012–34B. JUST READ THE EXECUTIVE SUMMARY. (9 pages)

Interrupted time series: Livingston MD, Barnett TE, Delcher C, Wagenaar AC. Recreational cannabis legalization and opioid-related deaths in Colorado, 2000-2015. *AJPH.* 2017; 107:1827-1829. (3 pages).

OPTIONAL PROPENSITY SCORE MATCHING: Dehejia, R. H., & Wahba, S. (2002). Propensity score-matching methods for nonexperimental causal studies. *Review of Economics and Statistics,* 151-161.

OPTIONAL PROPENSITY SCORE MATCHING: Wilde, E. T., & Hollister, R. (2007). How close is close enough? Evaluating propensity score matching using data from a class size reduction experiment. *Journal of Policy Analysis and Management*, 26(3), 455-477.

OPTIONAL REGRESSION AND INDIVIDUAL FIXED EFFECTS: Pilkauskas, N. V., Campbell, C., & Wimer, C. (2017). Giving unto others: Private financial transfers and hardship among families with children. *Journal of Marriage and Family*, 79(3), 705-722.

OPTIONAL REGRESSION AND INDIVIDUAL FIXED EFFECTS: Bruns, A., & Pilkauskas, N. (2019). Multiple job holding and mental health among low-income mothers. *Women's Health Issues,* 29(3), 205-212.

OPTIONAL INTERRUPTED TIME SERIES: Johns M, Farley SM, Rajulu D, et al. Smoke-free parks and beaches: an interrupted time-series study of behavioural impact in New York City. *Tobacco Control* 2015; 24:497-500.

OPTIONAL INTERRUPTED TIME SERIES: Pridemore WA and Snowden AJ. Reduction in male suicide mortality following the Russian Alcohol Policy: An interrupted time series analysis. AJPH. 2009; 99(5):915-20.

OPTIONAL: Leatherdale ST. Natural experiment methodology for research: a review of how different methods can support real-world research. *International Journal of Social Research Methodology.* 2018. DOI: 10.1080/13645579.2018.1488449

D. 8   Discussion Section – review matching/reg/fixed effects   10/20/23

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16. **Quasi experimental designs: regression discontinuity, instrumental variables and difference-in difference   10/23/23**

Better Evaluation: Sharing Information to Improve Evaluation. Regression Discontinuity. https://www.betterevaluation.org/en/evaluation-options/regressiondiscontinuity (1.5 pages).

Layton TJ, Barnett ML, Hicks TR, Jena AB. (2018) Attention Deficit-Hyperactivity Disorder and Month of School Enrollment. *NEJM.* (8 pages).

Sommers BD, Baicker K, AM Epstein. Mortality and access to care among adults after state Medicaid expansions. *NEJM.* 2012; 367:1025-1034. (9 pages).

Herbst, C. M., & Tekin, E. (2011). Do child care subsidies influence single mothers' decision to invest in human capital?. *Economics of Education Review*, 30 (5), 901-912. (11 dense pages).

OPTIONAL DID: Chen B, Cheng YS. The impacts of environmental regulation on industrial activities: evidence from a quasi-experiment in Chinese Prefectures. *Sustainability.* 2017; 9(57).

OPTIONAL DID: Fell H, Maniloff P. Leakage in regional environmental policy: The case of the Regional Greenhouse Gas Initiative. *Journal of Environmental Economics and Management.* 2018; 87:1-23.

OPTIONAL RD: Gormley, W., Phillips, D., & Gayer, T. (2008, June 27). Preschool Programs Can Boost School Readiness. *Science, 320*, 1723-1724.

OPTIONAL IV: Madestam, A., Shoag, D., Veuger, S., & Yanagizawa-Drott, D. (2013). Do political protests matter? evidence from the tea party movement. *The Quarterly Journal of Economics*, 128(4), 1633-1685.

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17. More on DID and RD   **10/25/23**

D. 9   Discussion Section – review RD, DID, IV   **10/27/23**

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18. Literature reviews and meta analyses   **10/30/23**

Systematic literature reviews. Sanz, J. (2013) The contribution of literature reviews to public policy design: From anecdote to evidence (12 very easy pages).

Meta analysis. Quillian, L., Pager, D., Hexel, O., & Midtbøen, A. H. (2017). Meta-analysis of field experiments shows no change in racial discrimination in hiring over time. *Proceedings of the National Academy of Sciences*, *114*(41), 10870-10875.

Literature review – not a "systematic literature review". Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annu. Rev. Sociol*, *34*, 181-209.

Read 6th section "synthesize – blue" (pages 11-12) (2 pages) https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework %207%20clusters%202013.pdf

OPTIONAL DESCRIBES META-ANALYSIS: Haidich, A. B. (2010). Meta-analysis in medical research. *Hippokratia*, *14*(Suppl 1), 29.

OPTIONAL META ANALYSIS EXAMPLE: Quillian, L., Heath, A., Pager, D., Midtbøen, A. H., Fleischmann, F., & Hexel, O. (2019). Do some countries discriminate more than others? Evidence from 97 field experiments of racial discrimination in hiring. *Sociological Science*, 6, 467-496.

OPTIONAL LITERATURE REVIEW: Quillian, L., & Midtbøen, A. H. (2021). Comparative Perspectives on Racial Discrimination in Hiring: The Rise of Field Experiments. *Annual Review of Sociology,* 47.

OPTIONAL ON COMMUNITY BASED PARTICIPATORY RESEARCH. Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health promotion practice*, *7*(3), 312-323

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19. **Guest lecturer – Prof Shobita Parthasarathy**   **11/1/23**

Parthasarathy, S. (2022). How sanitary pads came to save the world: Knowing inclusive innovation through science and the marketplace. Social Studies of Science, 52(5), 637-663.

D.10   **Discussion Section – Cancelled meet with your groups**   **11/3/23**

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20. **IN CLASS PRESENTATIONS OF ARTICLES**   **11/06/23**

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21. **IN CLASS PRESENTATIONS OF ARTICLES**   **11/08/23**

D. 11   **Discussion Section – systematic reviews, other stuff as needed**   **11/10/23**

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22. **IN CLASS PRESENTATIONS OF ARTICLES**   **11/13/23**

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23. **IN CLASS PRESENTATIONS OF ARTICLES**   **11/15/23**

D. 12 **Discussion Section – Section cancelled, watch "three identical strangers"**   **11/17/23**

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24. **Process Evaluation**   **11/20/23**
No class today – watch video lecture

Bowie, L. and Bronte-Tinkew, J. (2008). Process evaluations. A guide for out-of-school time practitioners. Research-to-results brief. Child Trends (4 pages).

Durlak JA. The importance of implementation for research, practice, and policy. Child Trends Research Brief. Publication #2011-34, December, 2011. (5 dense pages).

Braga AA, Schnell C. Evaluating place-based policing strategies: Lessons learned from the smart policing initiative in Boston. *Policy Quarterly.* 2013; 16(3):339-257. (14 pages).

Joshi, P., Flaherty, S., Corwin, E., Bir, A. & Lerman, R. (2010). Piloting a community approach to healthy marriage initiatives in five sites: Minneapolis, Minnesota; Lexington, Kentucky; New Orleans, Louisiana; Atlanta, Georgia; and Denver, Colorado. Executive summary. OPRE Report 2011-6 December 2010. (12 pages).

OPTIONAL: Miller JM, Khey DN. An implementation and process evaluation of the Louisiana 22nd Judicial District's Behavioral Health Court. *Am J Crim Justice.* 2016;41:124-135.

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25. No Class -- Happy Break!	**11/22/23**

D. 13 Discussion Section – No section due to break	**11/24/23**

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26. In class exercise – designing a study	**11/27/23**

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27. Review of key issues	**11/29/23**

D. 13 Discussion Section – FINAL EXAM REVIEW	**12/1/23**

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28. Evaluation in the real world: challenges, politics and translation	**12/4/23**

Saltelli, A, et al. (2020). Five ways to ensure that models serve society: a manifesto. *Nature, vol* 582 (2 pages).

Weiss, C. H. (1993). Where politics and evaluation research meet. Evaluation Practice, Vol 14 93-106. (12.5 pages).

Knickman, J., & Jellinek, P. (1997). Epilogue: Four lessons from evaluating controversial programs. *Children and Youth Services Review*, 19(7), 607-614. (7 pages).

Hyder, A. A., Corluka, A., Winch, P. J., El-Shinnawy, A., Ghassany, H., Malekafzali, H., ... & Ghaffar, A. (2011). National policy-makers speak out: are researchers giving them what they need? *Health policy and planning,* 26(1), 73-82. JUST READ THE ABSTRACT (1 page).

Read 7th section "report and support use of findings – purple" (pages 13-15) (3 pages) https://www.betterevaluation.org/sites/default/files/BetterEvaluation%20Rainbow%20Framework %207%20clusters%202013.pdf

OPTIONAL: Sterman JD. Learning from evidence in a complex world. *American Journal of Public Health.* 2006; 96(3):505-514.

29. IN CLASS FINAL EXAM   **12/6/23**