PUBLIC PROGRAM EVALUATION
PUAD 604-01
Fall 2011

Course Information:
Time: Mondays 2:35-5:15pm
Location: Ward 201
Instructor: Taryn Morrissey

Instructor Information:
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Office hours (sign up via Google documents links posted on Blackboard):
>   Mondays 1:20pm-2:20pm
>   Mondays 5:30pm-6:30pm
>   Wednesdays 2:30pm-5:00pm
>   By appointment

Course Description and Objectives:
Imagine you are a policymaker, and your constituents are demanding a solution to a social problem. This may be rising crime, high school drop-out rate, teenage pregnancy, or pollution in the water and air. You are approached with several proposals purporting to address the problem at hand. How do you make a decision regarding how to spend your limited resources? What proposal, if any, will you select, and why?

Your first question is likely to be, how does the program work, and what evidence supports its effectiveness? Public program evaluation is a critical component in designing and operating effective programs and accomplishing policy goals. Evaluations supply information to policymakers and program managers that can assist them in making decisions about which programs to fund, modify, expand, or eliminate. A significant amount of money is spent on evaluations, across many fields and for many different purposes, although not all are created equal in terms of methodology and results.

In this course, you will learn about the research designs, methodological tools, and the strengths and weaknesses of a variety of approaches to evaluation designs and measures. In doing so, will learn how to distinguish high- from low-quality evaluations. You will also conduct original empirical research, apply your statistical knowledge from previous courses, interpret findings in logical and meaningful ways, and write and speak clearly and concisely in formats targeting both academic and policy audiences. Program examples from a range of areas will be examined, including health, education, environment, criminal justice, and poverty policy.

Required Reading:
One text is required for this course. It is available for purchase at the university bookstore:

Langbein, L., & Felbinger, C. L. (2006). *Public program evaluation*. New York: M. E.
        Sharpe.

With the exception of the required text listed above, the other required readings will be in
Blackboard, on the web, or in the periodical stacks. Additional readings (listed as "optional")
include items that are not required, but may be of interest and useful, especially in suggesting
ideas for the evaluation project. Many of the readings on experimental, quasi- and non-
experimental designs are examples; you need not read every one. There is more on the syllabus
and in Blackboard than you will need to read for this course; use it for future reference.

In addition, the following books regarding evaluation and survey research methods are
very useful, and we will read several chapters from each book. The books are available
on reserve at the library:

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic
        approach*. 7th Edition. Thousand Oaks, CA: Sage Publications.

Fowler, F. J. (2009). *Survey research methods: 4th Edition*. Sage Publications. (ISBN:
        9781412958417)

Blackboard:
A Blackboard website has been set up for this course and will be used extensively. I have
posted many required readings on the site. Please make sure that your preferred email
address is listed so that you can be contacted as needed. Please check Blackboard
regularly for announcements and course documents. Class lecture slides will be posted to
Blackboard under Content after class.

Please note that AU updated to Blackboard v. 9 in August 2010. Helpful podcasts and
instructions for how to use Blackboard and its instructions can be found at:
http://www.american.edu/provost/ctrl/bb-transition.cfm.

Software:
You will be required to use a statistical software package in this course to complete the
evaluation project. You may choose what statistical package you use; however, I will
only provide support regarding STATA. All examples, class lectures, and tutorials will
use STATA. Exams will require that you interpret output from STATA. If you are
unfamiliar with STATA, I recommend that you purchase the following text, which is
available at the university bookstore and on reserve at the library:

Robe-Hesketh, S., & Everitt, B. S. (2007). *A handbook of statistical analyses using
        STATA*. 4th Edition. New York: Taylor and Francis.

Assignments:

1. Final Paper: Evaluation Project (25%). The evaluation project is to be an original program evaluation, using empirical data that you yourself collect or that someone else has collected and that you wish to reanalyze (e.g., the National Survey of Family Growth, Early Childhood Longitudinal Study-Kindergarten Cohort). For example, you may wish to evaluate whether a specific community-based policing program is effective in reducing crime, or whether anti-smoking efforts deter smoking. Two or more persons may wish to study the same program--one could evaluate the program in a particular community, and someone else could evaluate the same program in another community. Details of the contents of the final paper, including summarizing the findings and implications for a policymaker audience, will be discussed in class. The program statement and measurement statement (described below) are intended to serve as research proposals that build to the final paper. Students are encouraged to meet with the instructor individually prior to turning in the Program Statement to discuss evaluation programs and topics. Students must email their evaluation topics (one sentence is fine) to the instructor by **September 26**. There will be two project presentations: first, on **October 10**, students will present their preliminary project ideas in small groups in class; second, on **December 5**, students will provide brief presentations (about 3 minutes, no PowerPoint) of their final papers during the last class. For the second presentation, one-page summaries of the evaluation project and findings will be prepared and distributed to the class; these will count toward 20% o the final paper grade. Final papers should be prepared prior to class presentations. Students will have two days after their class presentations to modify their projects and papers based on their classmates' and the instructor's feedback. Final papers must use American Psychological Association (APA) v. 6 formatting for citations and reference lists. A format guide is posted on Blackboard under Information. The final paper is due on **December 7**.

2. Program Statement (10%). The program statement (2-3 pages) serves as a research proposal for the final evaluation project. Statements will consist of two parts: 1) Program Description, in which students will submit a short description of a selected program, indicating the problem to be addressed by the intervention, the intended beneficiaries or targets of the program, the intended benefits, and the causal model/program theory underlying the program; and 2) Evaluation Approach, in which students will describe the hypothesis to be tested, indicate the probably source(s) of data, and outline the proposed research design. Students will be asked to provide a brief presentation in small groups during class regarding their Program Statement on **October 10** (also described above). Students will have one week to revise their topic, data, etc., based on classmates' feedback. The final assignment is due to Blackboard on **October 17**. This memo is a preliminary step in writing the final evaluation paper.

3. Measurement Statement (10%). The Measurement Statement (2-3 pages) will expand upon the Program Statement. Statements will consist of two parts: 1) Research Design, including the research questions, dataset or data collection method, and evaluation approach (e.g., cross-sectional quasi-experimental); and 2) Measures, including the operational definitions of

variables and the specific measures they would use in an evaluation of the program. This assignment is due **November 14**.

4. <u>Article Critique Memo</u> (10%). It is important to become a good consumer of evaluations, if not a good evaluator oneself. Review one of the selected evaluation articles in the "Article Critique" folder on Blackboard. You may also select an article you read in another class or from research produced or used by your workplace. If you are unsure, please check with me about whether your example is appropriate. Imagine you are staffing a policymaker or program administrator who needs to make a decision about whether or not to fund, expand, or terminate the program evaluated in the article. Write a memo providing your critique and recommendation for how your boss should act moving forward. Base your recommendations on the quality and substance of the research article. Each memo should cover the following topics briefly (2 pages maximum):

> Intervention/Theoretically relevant test variable
> Outcome measure(s) (how the test variable was measured)
> Design
> Method of analysis (e.g., statistical analysis)
> Results
> Analysis/critique: Do you believe the results?

We will have a memo-writing session in class in which students will exchange and critique each other's assignments. On **September 26**, students should bring a draft memo to class based on the workshop format; students will exchange memos for peer review and feedback. Final memos are due one week later, on **October 3**, so that students have a chance to revise and submit a more polished version. As with other assignments, the substance, grammar, and clarity of writing will be graded.

5. <u>Take-Home Midterm</u> (25%). The exam focuses on knowledge and understanding of material from required readings, classroom lectures, and discussions in class. The midterm will be made available on Blackboard on October 24 and is due the following week, **October 31**.

6. <u>Mock Congressional Hearing</u> (5%). In class on **November 14**, we will hold a Mock Congressional Hearing on the reauthorization of the Elementary and Secondary Education Act (ESEA; formerly known as No Child Left Behind). Students will be organized into 5 groups: 2 groups of Senators and 3 groups of witnesses. Each group of Senators will prepare opening statements (3-4 pages) proposing their ideas for improving elementary and secondary education, basing their statements on evidence read for class or outside of class. Each group of witnesses will prepare testimonies (3-4 pages) proposing their ideas for improving elementary and secondary education, basing their testimonies on evidence read for class or outside of class. Groups will submit their statements and testimonies in class. Each group will receive a single grade based on the quality of the written material and class presentation and participation.

7. <u>Class Contribution, Participation, and Attendance</u> (15%). Class contribution, participation, and attendance are required. Students are expected to come to class having read and ready to

discuss the readings. For a minimum of 7 of the 14 class sessions, students will write and submit a brief (1/2-1 page) response paper to the readings. Response papers should include comments regarding the readings and questions for class discussion or clarification. Students will bring their response papers to class to foster discussion, and will submit them at the end of class. Response papers need not be typed or formatted in a specific way; the focus is on the content and critical thinking regarding the readings and class material. The quality of the discussion questions and comments to the readings and class material contained in the response papers and students' participation during class will be reflected in the contribution, participation, and attendance grades.

Moreover, as mentioned above, you will find that attending class and participating in the large- and small-group discussions and exercises during class sessions will improve your grade, and moreover, help you better learn the material. In addition, I highly encourage students to take advantage of office hours throughout the semester. I will send links to Google documents sign-up sheets for students to sign up for time slots during office hours. If students cannot attend regular office hours due to scheduling conflicts, I am available by appointment. I encourage students to contact me if they are unable to attend a class. I do not offer extra help or assistance to those who do not regularly attend class (except in cases of emergencies).

8. *Optional*: Evaluation in the News. As with journal articles, it's important to become a good consumer of evaluations, particularly those you may come across on a daily basis. Much evaluation research is covered in the newspaper, new magazines, or online news sources (e.g., how health reform in Massachusetts is or isn't working). For the Evaluation in the News assignment, students will find an evaluation study covered in a mainstream news source (editorials are ok, but do not use a blog) and will track down the original source (journal article, government report, etc.). The instructor will provide example news articles in class; students must find their own news articles. Students will write a brief summary of the news article and a brief summary of the original source (1-2 paragraphs each), and one paragraph on how accurate they think the news article covered the original research source. Students will randomly select dates during which they will provide a brief presentation (2-3 minutes) of their Evaluation in the News assignment to the class. Presentation dates include: **October 24, October 31**, and **November 7**. This assignment is not required to complete the course. Students must complete this assignment in order to receive a grade of A for the course; a maximum grade of A- is possible if a student chooses not to complete this assignment. (An A is not guaranteed if the assignment is completed, however.) This is designed to allow for flexibility and to have grades more accurately reflect students' effort in the class.

Grading:

Relative Weight of Assignments		*Letter Grade*	*Points*
Midterm Exam	25%	A	94-100*
Final Paper: Evaluation Project	25%	A-	90-93
Program Statement	10%	B+	87-89
Measurement Statement	10%	B	84-86
Article Critique	10%	B-	80-83

Mock Congressional Hearing	5%	C+	77-79
Attendance and Participation	15%	C	74-76
Evaluation in the News*	(optional)	C-	70-73
		D+	67-69
		D	64-66
		D-	60-63
		F	Below 60

*Completion of an Evaluation in the News assignment and presentation is required to receive a grade of A.

Assignment Guidance:
Writing is a critical component of the course and in the vast majority of the careers students will pursue. All assignments are graded on five main components:

1. Organization: The thesis is clearly stated, all evidence support the thesis, and the structure of the assignment follows logically;
2. Clarity: The argument is clear and insightful, and the assignment is grammatically correct;
3. Evidence: The author uses sufficient research to support his or her argument, and provides citations and references to previous work;
4. Accuracy: The evidence and the facts cited in the assignment are accurate and the author's conclusions follow logically;
5. Originality: The argument is thought-provoking and perceptive, and the assignment does not merely repeat the readings or class material.

All assignments must be double-spaced, in 12-point Times New Roman font, with 1 inch margins along all four sides. Insert the page number in the header at the top right of the page. Assignments that exceed the specified page limit will be penalized by 5 points for each half page (10 points per full page).

Late Assignments:
Late work hampers performance in the class because much of the work is cumulative. All work (except for response papers, which are handed in during class) must be submitted under the Assignments folder on the course Blackboard website by 11:59pm on the due date (do NOT email). For each day late, 15% will be subtracted from the assignment (that is, one day late, maximum grade of 85%, two days, maximum grade of 70%). Limited exceptions will be made for emergencies. Medical emergencies may require a note from a health care provider. Internet problems are not considered emergencies. Violations of the university's Academic Integrity Code will result in serious sanctions, a grade of F in the course, or suspension from the university. Please read the sections set forth below on Reading and Writing Standards and the Academic Integrity Code carefully.

Information Sources:
Accessing reliable information is essential for this course, as well as for any other course or job you hold in the future. Information posted on internet is created equal. Wikipedia may be used as

a starting point, but should never be cited as a primary source. The website below can help you distinguish the best sources of evaluations from not-so-good sources.

http://www.library.cornell.edu/okuref/research/webeval.html.

In general, the best sources are peer-reviewed journals, university publications, and publications by reputable commercial presses, research organizations, and government agencies.

Reading and writing standards:
I highly recommend that you take the American University Library's Information Literacy Tutorial, http://www.library.american.edu/tutorial/index.html, if you have not already done so in your academic career. It is an excellent introduction to researching and writing. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library's tutorial is very helpful. For questions, please refer to the library website on citations, http://www.library.american.edu/e_ref/citation.html or a college writing text such as Hacker, *A Writer's Reference*, www.bedfordstmartins.com/hacker/writersref. In addition, Davis, *The Rowman and Littlefield Guide to Writing with Sources* (2nd ed., 2004) is an extremely useful text. If you are more comfortable with a style manual not mentioned here, please contact me so that we can determine the best reference for you to use. The key point is appropriateness and consistency. In addition, you should evaluate websites carefully for academic quality and reputation. For guidance on website evaluation, please contact a site such as http://www.library.cornell.edu/okuref/research/webeval.html. I would also be happy to answer any questions you have on this topic.

Expectations of Students:
Students are expected to come to class each week prepared to contribute their knowledge and insights with their colleagues. We will all learn from each other. Students are expected to act in a professional manner, meet deadlines, complete the readings and assignments prior to class, cooperate with classmates, and generally contribute in a positive way to the class. There will be extensive peer review and interaction. The give-and-take of information, ideas, insights, and feelings is essential to the success of the class. Thoughtful, informed, balanced, and candid speech is most helpful, especially when critiquing each other's work. Participation in class will raise your grades, and more importantly, help you learn the material. Moreover, working in the real world often means searching for solutions in a group context. Teamwork, listening, empathy, enthusiasm, emotional maturity, and consideration of other people's concerns are all essential to success. Please bring these qualities and values with you to class.

Computers, Cell Phones, and Mobile Devices:
The use of computers and other electronic devices during class can be very distracting. While I understand that some studies prefer to take notes electronically, unless otherwise noted, the use of computers during class is not permitted. Cell phones and other devices must be turned off or in their silent mode while in class. It goes without saying, but students, like the instructor, should not use mobile devices during class.

Academic Integrity Code:
Standards of academic conduct are set forth in the University's Academic Integrity Code, http://www.american.edu/academics/integrity/code01.htm. All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.

By registering in this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

Academic support:
If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the university to support you in your efforts to be successful in this course.

Academic Support Center (202-885-3360, MGC 243, asc@american.edu, www.American.edu/ocl/asc) offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center, Battelle-Tompkins 228, 885-2991.

Counseling Center (202-885-3500, MGC 214, www.american.edu/ocl/counseling) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (202-885-4415, MGC 206, dss@american.edu, www.american.edu/ocl/dss) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

If you have a disability and might require accommodations in this course, please notify me via Disability Support Services (DSS) or the Academic Support Center (ASC) early in the semester so that I can make arrangements to address your needs.

Grade Changes. It is AU policy that unless in extremely unique cases, grades are not changed. Grades may not be grieved to the Dean.

Emergency Preparedness: Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. In the event of a school closure, I will communicate class-specific information via AU email and Blackboard and will more than likely expect you to read the textbook section associated with the lecture, do the required assignment associated with that lecture, and hand in all assignments by their due dates. You are responsible for checking your AU email regularly and for staying informed of emergencies. In the event of a school closure, refer to the AU website (www.prepared.american.edu) and the AU information line (202) 885-1100 for general university-wide information.

Course Schedule:
The course will proceed following the timeline below. Please read the readings listed under each day/topic *prior* to that class. The schedule may change depending on the pace of the course; I will inform you of any changes in class and on Blackboard. RLF stands for the Rossi, Lipsey, and Freedman text, and BB indicates that the reading is available electronically on Blackboard. An asterisk indicates that the article may be used for the Article Critique Memo assignment.

Class 1: August 29
Topic: a) Introduction to the course, professor, and fellow students; b) Overview of program evaluation

- Langbein, Chapt. 1
- *Optional:* RLF, Chapt. 1.

September 5 – Labor Day, no class

Class 2: September 12
Topic: a) Ethics; b) Social context of evaluation; c) Case study: Science in the news

- Bluestein, J. (2005). Toward a more public discussion of the ethics of federal social program evaluation. *Journal of Policy Analysis and Management, 24*, 824-846. (BB)
- Jacobs, F. H. (1988). The five-tiered approach to evaluation: Context and implementation. In H. B. Weiss & F. H. Jacobs (Eds.), *Evaluating family programs* (pp. 37-68). New York: Aldine de Gruyter. (BB)
- Henry, D. D., Muller, N. Z., & Mendelsohn, R. O. (2011). The social cost of trading: Measuring the increased damages from sulfur dioxide trading in the United States. *Journal of Policy Analysis and Management, 30(3)*, 598-612.
- Rossi, P. H. (1987). No good applied research goes unpunished! *Social Science and Modern Society, 25(1)*, 74-75.
- Maternal employment, work schedules, and children's body mass index. (BB)

- *Optional:* RLF, Chapt. 2 and 12

Class 3: September 19
Topic: a) Measure and survey design; b) Types of validity and threats to validity: Part I; c) Writing workshop: 1-page memos

- Fowler (2009), Chapt. 3, 4, 5, and 6 (BB)
- Langbein, Chapt. 3
- RLF, Chapt. 3 (BB)
- *Optional:* Langbein, Chapt. 8

Class 4: September 26
Topic: a) Needs assessment; b) Theory of change; c) Process evaluation; d) Peer feedback on memo drafts

Bring draft Article Critique Memos to class for feedback***

****Evaluation Project topic due – email to Professor****

- RLF, Chapt. 4, 5, and 6 (BB)
- Witken, B.R. (1994). Needs assessment since 1981: The state of the practice. *Evaluation Practice, 15(1)*, 17-27. (BB)

Class 5: October 3
Topic: a) Performance measurement and benchmarking; b) Introduction to impact evaluation; b) Types of validity and threats to validity: Part II; c) Experimental design

****Final Article Critique Memos due to Blackboard* ***

- Langbein, Chapt. 2, 4, and 5
- Schochet, P. Z., & Burghardt, J. A. (2008). Do Job Corps performance measures track program impacts? *Journal of Policy Analysis and Management, 27*, 556-576. (BB)
- Adams, M. (1990). The dead grandmother/exam syndrome and the potential downfall of American society. *The Connecticut Review.* Available at: http://www.cis.gsu.edu/~dstraub/Courses/Grandma.htm
- Howell, Wolf, Campbell & Peterson. (2002). School vouchers and academic performance: Results from three randomized field trials. *Journal of Policy Analysis and Management*, *21(2)*, 191-217. (BB)*
- *Optional:* Trenholm, C., et al. (2008). Impacts of abstinence education on teen sexual activity, risk of pregnancy, and risk of sexually transmitted diseases. *Journal of Policy Analysis and Management, 27(2),* 255-276. (BB)*
- *Optional:* RLF, Chapt. 7 and 8

- *Optional:* Finkelstein, A., Taubman, S., Wright, B., Bernstein, M., Gruber, J., et al. (2011). *The Oregon Health Insurance Experiment: Evidence in the First Year*. Working Paper 17190. Cambridge, MA: National Bureau of Economic Research. (BB)*

Class 6: October 10
Topic: a) Group feedback: Evaluation project presentations; b) Review of regression analysis

- Langbein, Chapt. 7

Class 7: October 17
Topic: a) Stata lab I

Program Statements due to Blackboard

We will meet in the lab.

- *Optional:* Robe-Hesketh & Everitt, (2007), Chapt. 3

Class 8: October 24
Topic: a) Evaluation in the News presentations; b) Quasi-experimental and non-experimental designs: Cross-sectional studies; c) Propensity score matching and instrumental variables

Take-home Midterm available on Blackboard

- Langbein, Chapt. 7 (review)
- Schneider, M., & Buckley, J. (2003). Making the grade: Comparing DC charter schools to other DC public schools. *Educational Evaluation and Policy Analysis, 25(2)*, 203-215. (BB)*
- Wilde, E. T., & Hollister, R. (2007). How close is close enough? Evaluating propensity score matching using data from a class size experiment. *Journal of Policy Analysis and Management, 26(3)*, 455-477. (BB)*
- Herbst, C. M., & Tekin, E. (2011, in press). Do child care subsidies influence mothers' decision to invest in human capital? *Economics of Education Review.* (BB)*
- *Optional:* RLF, Chapt. 9
- *Optional:* Cuellar, A. E., McReynolds, L. S., & Wasserman, G. A. (2008). A cure for crime: Can mental health treatment diversion reduce crime among youth? *Journal of Policy Analysis and Management, 27*, 197-214. (BB)*
- *Optional*: Newman, S., Holupka, C. S., & Harkness, J. (2009). The long-term effects of housing assistance on work and welfare. *Journal of Policy Analysis and Management, 28*, 81-101. (BB)*

Class 9: October 31
Topic: a) Evaluation in the News presentations; b) Quasi-experimental designs: Longitudinal studies; c) Regression discontinuity, difference-in-difference, and fixed effects models

Take-home Midterm due to Blackboard

- Langbein, Chapt. 6
- Pirog, M. A., Buffardi, A. L., Chrisinger, C. K., Singh, P., & Briney, J. (2009). Are the alternatives to randomized assignment nearly as good? Statistical corrections to nonrandomized evaluations. *Journal of Policy Analysis and Management, 28*, 169-172. (BB)
- Welch, E. W., Mazur, A., & Bretschneider, S. (2000). Voluntary behavior by electric utilities: Levels of adoption and contribution of the Climate Challenge Program to the reduction of carbon dioxide. *Journal of Policy Analysis and Management, 19(3)*, 407-425. (BB)*
- Dee, T. S., & Fu, H. (2004). Do charter schools skim students or drain resources? *Economics of Education Review, 23*, 259-271. (BB)*
- Gormley, W., Phillips, D., & Gayer, T. (2008, June 27). Preschool Programs Can Boost School Readiness. *Science, 320*, 1723-1724. http://nieer.org/resources/research/Gormley062708.pdf*
- Aquino, R., de Olivelra, N. F., & Barreto, M. L. (2009). Impact of the Family Health Program on infant mortality in Brazilian municipalities *American Journal of Public Health, 99(1)*, 87-93. (BB)*
- *Optional:* Shetty, K. D., DeLeire, T., White, C., & Bhattacharya, J. (2011). Changes in U.S. hospitalization and mortality rates following smoking bans. *Journal of Policy Analysis and Management, 30(1)*, 6-28. (BB)*
- *Optional*: Xu, S., Hannaway, J., & Taylor, C. (2011). Making a difference? The effects of Teach for America in high school. *Journal of Policy Analysis and Management, 30(3),* 447-469. (BB)*
- *Optional:* Ludwig, J., & Miller, D. (2006, April). Does Head Start Improve Children's Life Chances? Evidence from a Regression Discontinuity Design. Madison, WI: Institute for Research on Poverty, University of Wisconsin. http://www.crocus.georgetown.edu/reports/CROCUSworkingpaper7.pdf *
- *Optional:* Cook, T. D., & Steiner, P. M. (2009). Some empirically viable alternatives to random assignment. *Journal of Policy Analysis and Management, 28*, 165-166. (BB)

Class 10: November 7
Topic: a) Evaluation in the News presentations; b) Case study: Comparing experimental and non-experimental methods; c) Choose Mock Congressional Hearing Roles; d) Stata lab time

- Jacknowitz, A., & Tiehan, L. (2009, October). Another look at whether WIC works: The effects of participation on investments in prenatal care and birth outcomes. (BB)*

- Joyce, R., Racine, A., & Yunzal-Butler, C. (2008). Reassessing the WIC effect: Evidence from the Pregnancy Nutrition Surveillance System. *Journal of Policy Analysis and Management, 27*, 277-303. (BB)*
- Kowaleski-Jones, L., & Duncan, G. J. (2002). Effects of participation in the WIC program on birthweight: Evidence from the Longitudinal Study of Youth. *American Journal of Public Health, 92(5)*, 799-805. (BB)*
- JPAM Point/Counterpoint: Nathan, R. P. (2008). The role of random assignment in social policy research. *Journal of Policy Analysis and Management, 27*, 606-615. (BB)
- Government Accountability Office. (2009, November). *Program evaluation: A variety of rigorous methods can help identify effective interventions*. Washington, DC: Government Accountability Office. http://www.gao.gov/new.items/d1030.pdf
- Greenberg, D. H., Michalopoulos, C., & Robin, P. K. (2008). Do experimental and nonexperimental evaluations give different answers about the effectiveness of government-funded training programs? *Journal of Policy Analysis and Management, 27*, 523-552. (BB)
- *Optional:* Cook, T. D., Shadish, W. R., & Wong, V. C. (2008). Three conditions under which experiments and observational studies preclude comparable causal estimates: New findings from within-study comparisons. *Journal of Policy Analysis and Management, 27*, 724-750. (BB)

Class 11: November 14
Topic: a) Mock Congressional Hearing; b) Interpreting and analyzing program effects; c) Effect sizes

Measurement Statement due to Blackboard

- Dee, T. S., & Jacob, B. (2011). The impact of No Child Left Behind on student achievement. *Journal of Policy Analysis and Management, 30(3)*, 418-446.
- RLF, Chapt. 10
- McCartney, K., & Rosenthal, R. (2000). Effect size, practical importance, and social policy for children. *Child Development, 71,* 173-180. (BB)
- Review:
    - Schneider, M., & Buckley, J. (2003). Making the grade: Comparing DC charter schools to other DC public schools. *Educational Evaluation and Policy Analysis, 25(2)*, 203-215.
    - Howell, Wolf, Campbell & Peterson. (2002). School vouchers and academic performance: Results from three randomized field trials. *Journal of Policy Analysis and Management*, *21(2)*, 191-217.
    - Wilde, E. T., & Hollister, R. (2007). How close is close enough? Evaluating propensity score matching using data from a class size experiment. *Journal of Policy Analysis and Management, 26(3)*, 455-477. (BB)
    - Dee, T. S., & Fu, H. (2004). Do charter schools skim students or drain resources? *Economics of Education Review, 23*, 259-271.

- *Optional:* Frumkin, P., Jastrzab, M. V., Greeney, A., Grimm, R.T., Cramer, K., & Dietz, N. (2009). Inside national service: AmeriCorps' impact on participants. *Journal of Policy Analysis and Management, 28*, 394-416. (BB)*

Class 12: November 21
Topic: a) Stata lab II

*NOTE: We will meet in the lab.

Class 13: November 28
Topic: a) Meta-analyses; b) Making results useful

- Langbein, Chapt. 9
- Roscoe, D. D., & Renkins, S. (2005). A meta-analysis of campaign contributions' impact on roll-call voting. *Social Science Quarterly, 86(1)*, 52-68.
- Morris, P. A., Gennetian, L., & Duncan, G. (2005). Effects of welfare and employment policies on young children: New findings on policy experiments conducted in the 1990s. *SRCD Social Policy Report, XIX(II)*.
  http://www.srcd.org/index.php?option=com_content&task=view&id=232&Itemid=550
- Home visitation: Part of a comprehensive approach to improving the lives of poor families. (2009) *Society for Research in Child Development Social Policy Report Brief (4)*.
  http://www.srcd.org/index.php?option=com_content&task=view&id=229&Itemid=551
- *Optional:* Shonkoff, J., & Bales, S. N. (2011). Science does not speak for itself: Translating child development research for the public and its policymakers. *Child Development, 82*, 17-32. (BB)
- *Optional:* Visher, C.A., Winterfield, L., & Coggeshall, M. B. (2005). Ex-offender employment programs and recidivism: A meta-analysis. *Journal of Experimental Criminology, 1*, 295-315. (BB)*

Class 14: December 5
Topic: a) Student evaluation project presentations

****December 7: Final Evaluation Project Papers due*****