**Policy Design Competition**

**Learning Goals**

1. Gather appropriate data to explain your policy problem. i.e. what is the problem? How big is it? How do we know? Use primary sources (government data-sources as discussed in class) to document the extent of the policy problem and explain to the class where your data is from during your presentation. (Knowledge)

2. Use that data to guide the rest of your policy design process. i.e. what does the data tell us about who the policy should focus on, what does the data suggest about which policy tools will work best (and why?. Show how your data drove your subsequent decisions when you present your policy solution to the class.  (Thinking and Other Skills)

3.  Identify the strengths and weaknesses of data and its use in making policy recommendations in a variety of different contexts. (Attitudes, etc. . )

**Lesson Plan (3 days)**

(There will have been a previous class period about research skills and data sources)

Day 1:
Lecture on Agenda-Setting and Policy Design

 Linked: [Agenda Setting and Policy Design](file:///C%3A%5CUsers%5CTEMP%5CAppData%5CLocal%5CDropbox%5CPolicy%20Course%5CAgenda%20Setting%20and%20Policy%20Design.pptx)

Day 2:

Vote on Pressing Policy Problems

 Ask students to list what they think are the current most pressing policy problems (use teen pregnancy example or smoking to get them started). Take all suggestions. Then have them vote for their top three.

Divide into six groups. Two groups each get the same problem.

The task:

1. Develop your causal story using data.
	1. How big is the problem? What causes the problem? Make sure you have data to back up your story.
		1. Please use government data sources, as discussed in our previous classes. Be thoughtful and critical in how you use your data.
2. Consider what goals you might try to achieve with your policy
	1. Think about the D. Stone piece and the differences between liberty, equality, security and efficiency. Can you create a policy that can achieve all these goals? How would you quantify these goals?
3. Who will be the targets of your policy?
	1. Why? Use data to back this point up.
4. Which policy tools will you use?
	1. Use the handout – which types of tools will be best for your problem? Coercive? Non-Coercive? Why?
5. How/who will implement this policy? Why?

Day 3

Reconvene in your group. Ten/Fifteen minutes to remember what you were doing.

Write your answer to the five questions on the board.

Each problem gets presented.

Class votes on whose PROCESS, not solution but PROCESS is best. I.e. who best used data to tell a convincing story and then used that data to guide them through the next steps.

Rubric for grading process: [Rubric for Grading Policy Design.docx](file:///C%3A%5CUsers%5CTEMP%5CAppData%5CLocal%5CTemp%5CRubric%20for%20Grading%20Policy%20Design.docx)

There are three groups who are winners and three that are not winners)

Goals: Understand the policy design process and the importance of a convincing causal story, as well as the use of data in telling that causal story.