SW 671 - Social Policy Development and Enactment

Winter, 2005  Tuesday, 11-2
Instructor: John Tropman  Classroom: TBA

Course Description

This course will review the overall design or human service systems, how to plan for and design such systems, how to develop the legislative mandates and regulations that operationalize these designs, and how to facilitate their formal enactment. Students will learn both the analytic and interactional skills associated with the development and enactment of policies that give specification to human service systems.

Course Content

Human service systems include a variety of separate programs, driven by differing policy (legislative and other) mandates. These programs involve extremely complicated implementation procedures and processes. This course will present the beginning level skills associated with the policy design and implementation of complex human service systems. “System design” involves networks of services, agencies, and clients. Therefore, this course will move beyond the individual agency and the single program and in the direction of complex multi-program and multi-service systems. Since one important “stock-in-trade” of policy professionals engaged in most design and enactment tasks is the written policy document, this course will place a heavy emphasis on the skills associated with the preparation of documents, such as memos, briefing papers, policy specification papers, legislative drafts, and program regulations and guidelines. Another important “stock in trade” is “the meting” and hence, emphasis will be placed on meting skills as well. Special emphasis will be placed on systems that serve special populations.

Course topics may include areas such as the following:

- policy concepts and terms;
- cycles for developing policies;
- diagnosing policy environments (e.g. bureaucratic, fiscal, legislative, community);
- advocacy roles (e.g. political, scientific, and ideological);
- professional standards and ethics that impact on the selection of advocacy roles;
- analyzing complex systems (e.g. issue identification and option generation);
- preparing and enhancing utilization of policy documents;
- use of quantitative and qualitative data in policy documents;
- developing policy (e.g. drafting legislation, writing guidelines and administrative regulations, and developing feedback mechanisms);
- selling policy (e.g. “issue selling, lobbying, testifying, and building coalitions of support).
Course Objectives

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

1. Apply beginning level skills in the use of the major analytic tools most commonly used to assess and evaluate complex (policy) systems of human and social services.
2. Apply beginning level skills in the use of interactional tools and techniques for facilitating group process and decision making.
3. Design a procedure for reviewing and assessing a social service (policy) system that encompasses a wide variety of separately mandated programs.
4. Develop and evaluate a reasonable set of options (and policy recommendations) for changing a particular service system.
5. Design and implement (or discuss implementation for) a preliminary political strategy for facilitating enactment of the preferred option.
6. Organize and prepare different types of policy documents or policy recommendations.
7. Discuss typical ethical concerns related to social policy development and enactment.

Relationship of the Course to Four Curricular Themes

1. Behavioral and Social Science Research is a foundational element that suffuses every aspect of the course. All policy analysis and implementation begins with an assessment of “where we are.” New policy will be addressed will be addressed through review of studies and academic literature on, for example, the changing demographics that affect demand for services, and comparative legal and administrative policies and services and their impacts on families. Finally, program evaluations that can inform child and family welfare policies and service delivery are discussed.

2. Multiculturalism and Diversity will be addressed through, for example, discussion of the client populations served by the service systems discussed in the course; the design of programs so that they will be responsive to the special cultural and ethnic circumstances of their clients; and the special child and family policies related to issues of ethnicity (e.g., the Indian Child Welfare Act, and international and transracial adoption).

3. Social Justice and Social Change will be addressed by considering the differential impact of policies and programs on the poor and minorities.

4. Promotion, Prevention, Treatment and Rehabilitation will be addressed by examining the continuum of care present in the programs and services provided to children, youth, and families. Thus, neighborhood based or community-based programs will be contrasted with approaches that target families at risk or services recommended for families once they are referred to protective services, services that are court-ordered, or other services that are available only once the state has intervened into the life of families.
Relationship of the Course to Social Work Ethics and Values

This course covers the complexities of ethical dilemmas as they relate to social policy development and enactment strategies and the ways in which the NASW Code of Ethics may be used to guide and resolve value and ethical issues. In particular, the course will review the ethics and values related to confidentiality, self-determination, respect for cultural and religious differences, and social justice. The course includes consideration of the social worker’s responsibility to promote the general welfare of society (e.g., the prevention and elimination of discrimination, equal access to resources, services, and opportunities, and advocacy for changes in policy) commonly confronted in social policy development and enactment.

PODS

Suffuse a focus on Privilege, Oppression, Discrimination, and Social Justice throughout the course.
<table>
<thead>
<tr>
<th>DATE</th>
<th>#</th>
<th>SESSION</th>
<th>Objec tives</th>
<th>Themes</th>
<th>Ethics/ Values</th>
<th>PODS</th>
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</thead>
</table>
| 1/11/05 | 1  | **Policy Knowledge**: Perspectives on Policy Management  
Policy Analysis, Policy Advocacy/Policy Management  
Policy and "Administration" |             |        |                |      |
| 1/18/05 | 2  | **Policy Knowledge**: Understanding Stages, Levels, Contexts and Settings for Policy Management |             |        |                |      |
| 1/25/05 |     | I Have Jury Duty                            |             |        |                |      |
| 2/1/05  | 3  | **Policy Knowledge**: Understanding Values and Policy |             |        |                |      |
|         | 4  | **Policy Components**: Policy Machinery/Policy Committees |             |        |                |      |
| 2/8/05  | 5  | **Policy Competency**: Managing A Policy Meeting |             |        |                |      |
| 2/15/05 | 6  | **Policy Competency**: Managing a Policy Decision |             |        |                |      |
| 2/22/05 | 7  | **Policy Competency**: Playing the Roles of the Policy Manager  
Doing Policy Writing |             |        |                |      |
### Class Requirements

**Class Participation:**

Student attendance is a part of class participation. Your participation grade will be based upon class attendance, bringing an article from a current newspaper or newsmagazine (see the following paragraph) as expected, and participation in classroom discussion and projects. "Showing up" is just the beginning of "class participation." Students are asked to reserve Saturday morning, April 13th, for a report session to which guests may be invited.

As a part of your student participation, you are expected to bring to class an article from a newspaper (e.g. *Ann Arbor News, The New York Times, WSJ*), or a newsmagazine (e.g. *Time, US News & World Report*) which relate to policy issues as discussed in this class.

**Required readings**

**Course Pack**

Charles Mann 1491

Ron Powers, The Apocalypse Of Adolescence
Dan Clawson and Naomi Gerstel, “Caring for Our Young: Child Care in Europe and the United States”
Larry Bartels, “Homer Gets a Tax Cut”

Especially Recommended Readings:
9/11 Commission *9/11 Report*
Rossi, Alice, *Ed, Caring and Doing for Others : Social Responsibility in the Domains of Family, Work, and Community*

Recommended :

Journals:
*Administration in Social Work*  
*Affilia*  
*American Behavioral Scientist*  
*American Journal of Political Science*  
*Child Welfare*  
*Chronicle of Philanthropy*  
*Families in Society*  
*Harvard Business Review*  
*Journal of Applied Social Sciences*  
*Journal of Policy Analysis and Management*  
*Journal of Sociology and Social Welfare*  
*Nonprofit Management and Leadership Quarterly*  
*Policy Sciences*  
*Political Science Quarterly*  
*Politics and Society*  
*Policy Studies Journal*  
*Public Welfare*  
*Social Policy*  
*Social Problems*  
*Social Security Bulletin*  
*Social Service Review*  
*Social Work*
4. Written Assignments:

All written assignments need to have your name, sources (print and electronic), and mailbox number.

Memo Assignments

For some of these assignments, I would like you to imagine that you are working for the Elmer J. Tropman Nonprofit Management Institute, a "think and do" tank located in Pittsburgh, PA. It does policy analysis, development and implementation for Pittsburgh and the nation. Its mission is to provide analysis and strategic/tactical suggestions around matters of policy to both the non-profit, but also the public and corporate sector in matters of public and social policy. It is, specifically, a "cross boundary" organization. Many kinds of requests come to his to the Institute. EJTI believes that it is necessary to respond to many of these because it is a way to build credibility and "clout", assisting in getting the recommendations implemented.

Following are some of the issues that your boss there has asked you to prepare a two page briefing memo highlighting policy issues, policy pitfalls, possible policy process, and your own recommendations for immediate and longer term next steps for EJTI on for him and his top team. Relevant ones will mention "EJTI has been asked to comment." Use Memo Format. (From, To, Re.) Place sources on an extra page. Pay attention to format as well as content. Remember, policy documents, of which this
work is one kind, need to be intellectually and visually appealing. Hence, avoid the standard academic no break type of text\(^1\) Complete 3 memos @10 pts each.

<table>
<thead>
<tr>
<th>Due</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/11/05:#1</td>
<td>Perspectives on Policy Management</td>
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<td>1] The Grade Tax</td>
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<td>A Professor at CMU is proposed &quot;taxing&quot; grades of high achieving</td>
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<td>students in order to collect &quot;points&quot; which he can use to award</td>
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<td>points to those who need them.</td>
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<td></td>
<td>(A question of privilege)</td>
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<td>Handouts.</td>
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<td>FOR CLASS DISCUSSION ONLY</td>
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<td>1/18/05:#2</td>
<td>Policy Infrastructure</td>
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<td>Prepare a summary (1-2pp) and critique (1-2pp) of Homer gets a</td>
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<td>tax cut (Course  Pak</td>
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<td>Understanding Values and Policy; Understanding Stages, Levels,</td>
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<td></td>
<td>Contexts and Settings for Policy Management</td>
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<td>Increasing numbers of people in the Pittsburgh area believe that</td>
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<td>in Pittsburgh, and nation wide, adolescent pregnancy is a social</td>
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<td>problem of important and understressed proportions. A Citizens</td>
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<td>group &quot;Preparation for Parenthood&quot; is proposing that Pittsburgh</td>
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<td>enact a &quot;parents license.&quot; Arguing that being a parent is as</td>
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<td>important as driving a car, they propose that we set similar</td>
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<td>restrictions on parenthood that we do for driving – minimum age,</td>
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<td>parent training classes, and parent insurance. They point to</td>
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<td>articles and books which have surfaced this idea. Others feel</td>
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<td>is disgusting. &quot;What are you going to do,&quot; they ask, &quot;take kids</td>
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<td>away from young moms?&quot; We take kids away already for state sponsored</td>
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<td>reasons they argue. EJTI has been asked to comment. A Question of</td>
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<td>Social Justice (rights and the balance of rights); of oppression</td>
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\(^1\) Here is some material on writing op eds. They are not exactly memos but they are close.

Communications Consortium Media Center information on submitting op-eds:

http://www.ccmc.org/oped.htm

Tips from Harvard's Kennedy School of Government:

http://www.ksg.harvard.edu/news/services/opedquide.htm

Writerfind.com tells writers about op-ed technique:

http://www.writerfind.com/resources/editorialwriting.htm

Coalition on Human Needs op-ed tips:

http://www.chn.org/Media/tip.asp?art=7
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Task</th>
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<tr>
<td>1/25/05</td>
<td>Field Day: No Class Memo Due</td>
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<tr>
<td>2/1/05</td>
<td>Policy Skills: Playing the Role of Policy Manager; Doing Policy Writing</td>
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<tr>
<td>2/8/05</td>
<td>Policy Skills: Managing A Policy Meeting</td>
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<tr>
<td>2/15/05</td>
<td>Policy Skills: Managing A Policy Decision</td>
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<tr>
<td>10/14/#6</td>
<td>Policy Skills: Using Ideas to Lead Policy Change in Organizations Pitcher Beer?</td>
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<td></td>
<td>1] Around the campus area in Pittsburgh there have been several really bad alcohol related incidents involving Pitt and CMU students. In all cases, the students have been out at bars drinking pitchers of beer with friends. The Oakland Alcohol Coalition (in consultation with Pitchers Inhibit Serious Scholarship) wants to propose that bars may not be allowed to serve beer in pitchers any more, only bottle, cans, and glasses. Bar owners are up in arms. They argue that it is their constitutional right to serve beer in pitchers. (The constitutional issue is interesting here; alcohol has been the subjects of two constitutional amendments.) Proponents argue that it encourages heavy drinking and people loose sight of how much they are actually drinking. EJTI has been asked for comment. Or 2] The Restorative Justice League objects to the current system of criminal “justice” that pays for “criminals” to sit in cells while their victims often struggle. They want a) prisoners to pay for their own incarceration [see NYT, 8/13/04, p. A1: “Many Local Officials Now Make Inmates Pay Their Own Way] as well as contribute to their victims. EJTI has been asked for comment.</td>
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<td>10/21/#7</td>
<td>Field Day</td>
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<td>10/28/#8</td>
<td>Policy Skills: Overcoming Resistance to New Ideas</td>
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<td>Prepare an Analysis of 1491 (Course Pack)Is it effective? Why opr why not. What do you find astonishing about it?</td>
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<td>11/4/#9</td>
<td>Policy Skills: Discovering and Managing Personal Style; Encouraging the Idea-Driven Self</td>
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<td>Your boss at EJTI asks you for a note specifying the differences between a policy advocate and a policy analysts, asking as well how a balance might be achieved for the person and the organization.</td>
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<td>11/11/#10</td>
<td>Field Day (no Class)</td>
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<td>EJTI has just hired a new policy graduate from Michigan School of Social work to be on staff. She approaches you, a more senior policy developer, for some advice. She and her intended are writing a “personal policy” – their marriage contract. She shows you hers, for him. Among other things it specifies that she will keep her given name, that she expects him to progress through a number of career steps, make 2 to 3 times his age in salary; each will keep their income in their “own” accounts. She wants him to calculate 30% of his income – the amount men are conventionally “overpaid”, and take ½ of that amount and transfer it to her account. There are other matters, but these are the key ones. What do you think? How do you approach it?</td>
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<tr>
<td>11/18/#11</td>
<td>Policy Skills: Using the Self and the Mind (Interpersonal/Intellectual)</td>
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<td>Date</td>
<td>Assignment</td>
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<td>12/2;#12</td>
<td><strong>Policy Skills: Managing the Policy Meeting</strong>&lt;br&gt;Prepare a memo suggesting how America could use European models of Child care to improve our own system. (Course Pack)</td>
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<td>12/9;#13</td>
<td><strong>Review/Preview</strong></td>
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<td>12/16;#14</td>
<td><strong>Policy Skills: Managing the Policy Decision</strong></td>
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**Book Review**

Review the 9/11 Report from a policy perspective. What worked for you and what did not? How did you react to the presentation of evidence? What might the role of social work be in the issues raised here? Four pp. 10 ppts Due 10/8

**Xtra Credit Book Review**

Pick a book from the discussion below. Prepare a review of it for a policy journal you select. Select the journal early in the term, so that you can read some of the book reviews in it as a guide. Take a look to see if the book has been reviewed by anyone else so that you can incorporate what they say. In general, reviews have the following parts: Introduction; Summary; Strengths and Weaknesses which are pretty clear and objective; Your own personal take; Who might find the book useful; Conclusion. Three pp 5 points. Due by the end of the term.

In *Choosing the Right Pond: Human Behavior and the Quest for Status* (New York, Oxford, 1985) Frank looks at a “status market” as one possible explanation for the finding that the wage disparities in American firms are a good bit less than would be predicted if everyone were paid according to his/her contribution. He joins Phillip Cook in *The Winner Take All Society* (New York: Penguin, 1995) in trying to answer the question “Why the Few at the Top Get So Much More than The Rest of Us?”. In *Luxury Fever* (New York: The Free Press, 1999) He addresses the question of “Why money fails to satisfy in an era of excess.” Frank wrote the introduction to Tibor Scitovsky’s *The Joyless Economy* ((New York, Oxford, 1992.) First published in 1976, this reissue is, now, an idea whose time has come.

**Policy Issue Interview, Analysis and Report (Group Project)**

Pick a Policy Issue of interest to you or your agency but one where you can observe some discussion of the issue (say, in a board meeting) and where you can interview some of the participants about it. By session three you will need to submit a group memo about the project selection.
Two sessions are allocated to interviews of participants and observation of policy-in-action.

In session 14, a written policy analysis of the issue, and recommended policy changes and implementation strategies will be due. At the same time, be prepared to present an “abstract” of the report in PowerPoint presentation format to the class (and, perhaps, others.) The analysis paper will be worth 15 points, the report also 15. Please bring copies of the PowerPoint (3 per page) for other groups. Report: 30; Presentation, 20

Class participation is worth 10 points.

5. Grading
   a. Grading criteria for all written assignments:
      All papers will be graded on the basis of:

      a) The quality of the analysis and depth of understanding of the concepts, ideas, and information presented. We will be looking for objective documentation in support of stated opinions or conclusions.
      b) The clarity of expression and organization of the paper - is there a logical order to the presentation of your thoughts.
      c) The appropriate use of references and resources, and the variety of resources referenced.
      d) The use of proper grammar and the over-all professional presentation of the paper.

   b. Grading criteria for the course:

      The student’s final grade for the course will be based upon the points above.

      Grades will be assigned in accordance to the following scale:

      97 - 100 points  = A+   87 - 89 points  = B+   77 - 79 points  = C+
      94 – 96 points  = A   84 - 86 points  = B   73 - 76 points  = C
      90 - 93 points  = A-  80 - 83 points  = B-  70 - 72 points  = C-

      Grading Summary
      3memos@10=30
      book review@ =10
      presentation= 20
      report =30
      cp=10
      Xtra Book Review= 5
6. Communications with Instructor:

Please feel free to get in touch with me – phone, email are great. As needed we can meet.
Session 1: Perspectives on Policy Management


Tropman, “Policy Management in the Social Agency” in Tactics, p410ff


Jansson, Ch 1,2

Other Readings


**Session 2: Understanding Values and Policy**

Tropman, IDEAS, Chapter 16, Creating Organizational Subculture pp.161-176

**Other Readings**


Session 3: Understanding Policy Components/Policy Machinery/Policy
Committees Stages, Levels, Settings and Contexts of Policy

Tropman, Committee Management Parts I-VI, pp1-210

Jansson, , Chapter 4 “Policy
Tropman and Richards-Schuester. “the Concept of Levels and Systems in Social
Work” Chapter 4 in Allen Meares and Gravin, The Handbook of Social Work Direct
Practice pp. 65-84.

Other Readings

Helen B. Schwartzman,(1989) The Meeting: Gatherings in Organizations and
Communities New York: Plenum (An anthropologist studies the “Midwest Community
Mental Health Center.”)
Session 4: Policy Skills: Playing the Roles of Policy Manager/Policy Writing

Jansson, , Chapter 7

Other Readings
Patricia Westheimer, Power Writing for Executive Women (Glenview: Scott, Foresman, 1989)
Diana Booker, Send Me a Memo (New York: Facts on File, 1984)
Myra Holcombe, Writing For Decisionmakers (Belmont: Lifetime Learning, 1981)
J. F. Sussams, How to Write Effective Reports (Aldershoot, Nichols, 1983)
Session 5

Policy Skills Interviewing Policy Players
Field Day
Session 6: Policy Skills: Using Ideas to Lead Policy Change in Organizations, Communities, Polities

Jasson, Chapter 5, 6,7,8
Tropman, Managing Ideas, Chapter 7, IdeaLeadership and IdeaManagement; Chapter 8, “Leading and Managing Idea Generation and Storage”, Chapter 9, “The Seven I Idea”

Session 7  Field Day
Session 8: Policy Skills: Overcoming Resistance to New Ideas – Creativity and Power

Jansson, Ch 9,10

Tropman, Managing Ideas, Chapter 4, Pernicious Problems”, Chapter 5, Corrosive Concepts.

E. DeBono, Six Thinking Hats Boston, Little Brown, (1985)

Session 9: Policy Skills – Personal Style and the Idea-Driven Self

Tropman, Tactics, Chapter 10, Know Yourself; Tropman, Managing Ideas, “Creating the Idea-Driven Self”

Other Reading

Doyle M. Smith, Motivating People (New York: Barron’s, 1991)


D. Weiss, How to Negotiate a Raise (New York: AMA, 1986)
Session 10- Policy Skills – Interpersonal/Intellectual

Tropman, Managing Ideas, Chapter 14, “Creating Idea Driven Skills”; Chapter 15, “Creating Idea Driven Styles”

Session 11: Managing the Policy Meeting

Tropman, Tactics, Chapter 14, Effective Meetings”; Managing Ideas, “Chapter 10, “Leading and Managing Team Meeting Process”
Helen B. Schwatzman,(1989) The Meeting: Gatherings in Organizations and Communities New York: Plenum (An anthropologist studies the “Midwest Community Mental Health Center.”)

Session 12: Review/Preview
Session 13: Managing Decisions +Reports

Tropman, Managing Ideas, Chapter 11, “Leading and Managing Team Decision Process”


Session 14 Reports
The Nature of Social Policy Development & Enactment  

The Components of Policy Development & Enactment I

Reading:


Week 3/January 21: The Components of Policy Development & Enactment II

Reading:


TV Assignment: Watch President Bush’s “State of the Union” Speech January 20.

** Group Project Memos & Term Paper Proposals Due **


**Federal Social Policy III: The Judicial Process**

**Reading:**


**Federal Policy IV: The Regulatory Process**

**Reading:**


**Federal Policy V: Monitoring Legislation**

**Reading:**


**State Policy I: The Budget Process**

Reading:
*Brown, Brett (September 2001). Tracking the well-being of children and youth at the state and local levels using the federal statistical system, Washington, DC: The Urban Institute.
Finegold, Kenneth, Stephanie Schardin, and Rebecca Steinbach (March 2003). How are states responding to fiscal stress?, Washington, DC: The Urban Institute, 7 pp. (Class handout).

*Maag, Elaine and Diane Lim Rogers (September 2000). The new federalism and state tax policies toward the working poor, Washington, DC: The Urban Institute.

**State Policy II: Legislation at the State Level**

Reading:


**State Policy III: The State Courts & Public Policy**

Reading:

**Local Policy I: City and County Budget Processes**

Reading:
Chambers, Donald (2000). “Analysis of service-delivery systems and social program and
policy design,” in Social policy and social programs, 165-193.


Local Policy II: Local Planning and Regulation
Reading:


Week 14/April 14
Local Policy III: Legislation at the Local Level
Reading:

Week 15/April 21
Future Trends in Policy Development & Enactment
Reading:

** Term Papers Due **
Selected Internet Websites

1. General Statistical Data
U.S. Census Bureau: www.census.gov
Poverty Statistics at the Census Bureau: www.census.gov/hhes/www/poverty.html
Statistical Abstract of the U.S.: www.census.gov/stat_abstract
Citynet: www.city.net
Research Engines for the Social Sciences: www.carleton.ca/~cmckie/research.html
General Social Survey: www.icpsr.umich.edu/gss/
Welfare Information Network: www.welfareinfo.org

2. Policy Analysis and Evaluation
Office of the Assistant Secretary for Planning and Evaluation Research Department: www.aspe.os.dhhs.gov/hsp/cyp/cypclist.htm
National Association for Welfare Research and Statistics: www.ucdata.berkeley.edu/NAWRS/index.html
Urban Institute: www.urban.org
American Public Welfare Association: www.apwa.org
Economic Policy Institute: www.epinet.org
Center on Budget and Policy Priorities: www.cbpp.org
Center for Law and Social Policy: www.epn.org/clasp.html
Families USA: www.epn.org/families
Cato Institute: www.cato.org
Empower America: www.empower.org
Institute for Research on Poverty: www.ssc.wisc.edu/irp
Brookings Institution: www.brook.edu
National Conference of State Legislators: www.ncsl.org
Agency for Health Care Policy and Research: www.ahcpr.gov
National Center for Children in Poverty: www.cait.cpmc.columbia.edu/dept/nccp
National Child Care Information Center: www.ericpos.ed.uiuc.edu/nccic/nccichome.html
Dept of HHS Central Database: www.os.dhhs.gov
Progressive Policy Institute: www.dlcppi.org

3. Legislative Information and Updates
American Public Welfare Association: www.apwa.org
National Association of Counties: www.naco.org
National Association of State Budget Officers: www.nasbo.org
Center on Budget and Policy Priorities: www.cbpp.org
Center for Law and Social Policy: www.epn.org/clasp.html
National Conference of State Legislatures: www.ncsl.org
Children’s Defense Fund: www.childrensdefense.org
Child Welfare League of America: www.cwla.org
The Library of Congress (Thomas): www.thomas.loc.gov
Department of HHS: www.os.dhhs.gov
Administration for Children and Families: www.acf.dhhs.gov

4. Organizations of State and Local Officials
National League of Cities: www.nlc.org
U.S. Conference of Mayors: www.usmayors.org/home.html
American Public Welfare Association: www.apwa.org
Council of State Governments: www.csg.org
National Association of Counties: www.naco.org
National Conference of State Legislatures: www.ncsl.org
National League of Cities: www.nlc.org
US Conference of Mayors: www.usmayors.org/home.html

5. National Research and Policy Organizations
Cato Institute: www.cato.org
Institute for Research on Poverty: www.ssc.wisc.edu/irp
Joint Center for Poverty Research: www/spc.uchicago.edu/PovertyCenter/
Brookings Institutes: www.brook.edu
Manpower Demonstration Research Corporation: www.mdrc.org
Urban Institute: www.urban.org
Hudson Institute: www.hudson.org/hudson
Heritage Foundation: www.heritage.org
American Enterprise Institute: www.aei.org
Alliance for Justice: www.afj.org/fai/nonprof.html
National Academy of Sciences: www.nas.edu/news.nsf

6. Selected Federal Agencies
Department of Health and Human Services: www.os.dhhs.gov
Administration for Children and Families: www.acf.dhhs.gov
Agency for Health Care Policy and Research: www.ahrq.gov
National Child Care Information Center: www.ericps.ed.uiuc.edu/nccichome.html
Department of Labor: www.dol.gov
US Department of Labor Employment & Training Administration: www.doleta.gov
Office of the Assistant Secretary for Planning & Evaluation: www.aspe.os.dhhs.gov
Department of HHS Database: www.os.dhhs.gov
General Accounting Office: www.gao.gov
Administration for Children and Families Fact Sheet: www.acf.dhhs.gov/programs/opa/facts
Centers for Disease Control: www.cdc.gov
Department of Justice: www.usdoj.gov
Department of Housing & Urban Development: www.hud.gov
HUD Library Page: www.hud.gov/toolkit.html
HUD Research Site: www.huduser.org
Empowerment Zone and Enterprise Community Program: www.ezec.gov

7. Newspapers

8. Generic Search Sites
Yahoo: www.yahoo.com
Altavista: www.altavista.digital.com
Google: www.google.com
Northern Light: www.nlsearch.com

9. Social Policy and Social Services Networks
Linking the Human Services Community Online: www.handsnet.org
Electronic Policy Network: www.epn.org
The Policy Community On-Line: www.policy.com
Townhall: www.townhall.com
Contacting the Congress: www.visi.com/juan/congress
Action without Borders (volunteering): www.idealist.org
List of Nonprofits: www.nonprofits.org
Children, Youth, and Family Consortium: www.cyfc.umn.edu
AIDS Clearinghouse: www.cdcnac.org
Alcoholism and Drug Abuse Information: www.health.org
Child Prevention Network: www.child.cornell.edu
Violence and Abuse Clearinghouse: www.umn.edu/mincava
World Wide Web Resources for Social Workers: www.nyu.edu/socialwork/wwwrsw
National Association of Social Workers: www.naswdc.org
Council on Social Work Education: www.cswe.org
League of Women Voters: www.lwv.org
Michigan League of Women Voters: www.mi.lwv.org
Research Engine for the Social Sciences: www.carleton.ca/~cmckie/research.html
PRAXIS: www.ssw.upenn.edu/oth.html
Influencing State Policy (based at Virginia Commonwealth University):
www.statepolicy.org/
Center for Child and Youth Policy, University of California-Berkeley:
www.csrr.berkeley.edu/CCYP

10. Community Network Resources
From the UM School of Information & Library Sciences:
www.sils.umich.edu/Community/Community.html
From the WWW Virtual Library: www.rmsd.com/comnet/wwwv1_comnet.html
Directory of Public Access Networks from the Morino Network:
www.cais.com/morino/htdocs/pandhome.htm
Freenets & Community Networks from Peter Scott:
www.duke.usask.ca/~scottp/free.html


11. Social Security and Elderly Information Sites
Social Security Administration: www.ssa.gov
National Committee to Preserve Social Security and Medicare: www.spry.org/nc.html
Benefits: www.benefitscheckup.org
National Council of Senior Citizens: www.ncsinc.org

12. Political Parties
Democratic Party: www.democrats.org/index.html
Republican Party: www.rnc.org
Green Party: www.greens.org
Libertarian Party: www.lp.org
Natural Law Party: www.natural-law.org
Socialist Party: www.sp-usa.org
Democratic Socialist Party: www.dsausa.org/dsa.html
Social Democrats: www.idsonline.org/sdus
Reform Party: www.reformparty.org
Communist Party: www.hartford-hwp.com/cp-usa/

13. General Voting Relating Sites
Project Vote Smart: www.vote-smart.org
E-The People: www.e-thepeople.com
Democracy Net: www.dnet.org
Web, White & Blue 2004: www.webwhiteblue.org
League of Women Voters: www.lwv.org
Rock the Vote: www.rockthevote.org

14. Other Health Issues
Initiative to Eliminate Racial & Ethnic Disparities in Health: www.raceandhealth.hhs.gov

15. Criminal Justice
FBI Crime Reports: www.fbi.gov/ucrpress.htm

16. Political Commentary
TomPaine.Com: www.tompaine.com
The Progressive: www.progressive.org
Eat the State: www.earthstate.org
Grassroots.com: www.grassroots.com
The Nation: www.thenation.com
Gallup Poll: www.gallup.com

17. Reproductive Rights
Planned Parenthood Affiliates of Michigan: www.miplannedparenthood.org
Planned Parenthood Federation of America: www.plannedparenthood.org
The Alan Guttmacher Institute: www.agi-usa.org
18. Legal Cases
Jenkins: www.jenkinslaw.org

19. Comprehensive Sites
How to Effectively Locate Federal Government Information: www.library.ucsb.edu/universe/dedecker.html
FedWorld: www.fedworld.gov
FedStats: www.fedstats.gov
U.S. Census Bureau: www.venus.census.gov/cdrom/lookup

20. Regulations
National Archives and Records Administration: www.access.gpo.gov/nara/cfr/cfr-table-search.html
National Center for Children in Poverty: www.cpmcnet.columbia.edu/dept/nccp/roleCDC.html

21. State of Michigan Sites
State of Michigan: www.michigan.gov/
Michigan House of Representatives: www.house.state.mi.us/
Michigan Senate: www.senate.state.mi.us/
Michigan Legislature: www.michiganlegislature.org/
Michigan Legislative Council: www.milegislativecouncil.org/
Library of Michigan: www.libofmich.lib.mi.us/

22. General U.S. Government Sites
The White House: www.whitehouse.gov/
U.S. Senate: www.senate.gov
U.S. House of Representatives: www.house.gov/
Library of Congress: www.loc.gov/