SW 671 - Social Policy Development and Enactment

Fall, 2005  Thursday, 2-5
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:
1. policy concepts and terms;
2. cycles for developing policies;
3. diagnosing policy environments (e.g. bureaucratic, fiscal, legislative, community)
4. advocacy roles (e.g. political, scientific, and ideological);
5. professional standards and ethics that impact on the selection of advocacy roles;
6. analyzing complex systems (e.g. issue identification and option generation);
7. preparing and enhancing utilization of policy documents;
8. use of quantitative and qualitative data in policy documents;
9. developing policy (e.g. drafting legislation, writing guidelines and administrative regulations, and developing feedback mechanisms);
10. 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.
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<thead>
<tr>
<th>DATE</th>
<th>#</th>
<th>SESSION</th>
<th>Topics</th>
<th>Themes</th>
<th>Ethics/Values</th>
<th>PODS</th>
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<tr>
<td>9/8</td>
<td>1</td>
<td><strong>Policy Knowledge</strong>: Perspectives on Policy Management Policy Analysis, Policy Advocacy/Policy Management “Policy and “Administration” No Policy is Neutral, or Fair” or “Right”</td>
<td>1,4,10</td>
<td>1,2,3,4</td>
<td>Me v We? Eye of the Beholder? thermos story</td>
<td>PODS</td>
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<tr>
<td>9/15</td>
<td>2</td>
<td><strong>Policy Knowledge</strong>: Understanding Values and Policy</td>
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<td>3</td>
<td>The Deserving Poor?</td>
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<td>9/22</td>
<td>3</td>
<td><strong>Policy Knowledge</strong>: Understanding Stages, Levels, Contexts and Settings for Policy Management, Machinery, Policy Committees</td>
<td>2,3,9</td>
<td>1,2</td>
<td>Was I just following orders?</td>
<td>P,D</td>
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<td>9/30</td>
<td>4</td>
<td><strong>Policy Competency</strong>: Managing A Policy Meeting</td>
<td>1</td>
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<td>The Toxic Meeting?</td>
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<td>10/6</td>
<td>5</td>
<td><strong>Policy Competency</strong>: Managing a Policy Decision</td>
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<td>The Abilene Paradox?</td>
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<td>10/13</td>
<td>6</td>
<td><strong>Policy Competency</strong>: Playing the Roles of the Policy Manager Doing Policy Writing</td>
<td>4,5,6,7,8</td>
<td>2,4</td>
<td>How much does the staffer spin the text?</td>
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<td>10/20</td>
<td>7</td>
<td><strong>Policy Competency</strong>: Using Ideas to Lead Policy Change in Organizations, Communities and Polities</td>
<td>4,5</td>
<td>2,3,4</td>
<td>Presenting the opposition’s case?</td>
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<td>10/27</td>
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<td>Field Day – Work on Project</td>
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<td>11/3</td>
<td>8</td>
<td><strong>Policy Competency</strong>: Overcoming Resistance to Change</td>
<td>10</td>
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<td>Do means justify ends?</td>
<td>PODS</td>
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<td>11/10</td>
<td>9</td>
<td><strong>Policy Competency</strong>: Discovering and Managing Personal Style; Encouraging the Idea-Driven Self; Interpersonal and Intellectual Attitudes</td>
<td>4,5</td>
<td>1</td>
<td>Who am I, really?</td>
<td>PODS</td>
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<td>11/17</td>
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<td>Field Day – Work on Projects</td>
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<td><strong>11/24</strong></td>
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<td>THANKSGIVING</td>
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<td>12/3</td>
<td>10</td>
<td><strong>Policy Competency</strong> – Implementation Reports</td>
<td>4,5</td>
<td>1</td>
<td>What is the disciplined use of self, in relationship?</td>
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<td>12/10</td>
<td>11</td>
<td>Reports</td>
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<td>12/17¹</td>
<td>12</td>
<td>Reports/Review</td>
<td>all</td>
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¹ This exam week; we shall be having reports.
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 news magazine (e.g. Time, US News & World Report) which relate to policy issues as discussed in this class.

Required readings

Course Pack/Dollar Bill/
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:
Tropman/Erlich/Rothman,(2001) Tactics and Techniques of Community Intervention4th Itasca, Peacock
Tropman, John, Making Meetings Work 2nd. Thousand Oaks CA, Sage
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
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. Complete 3 memos @10 pts each.

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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/opedguide.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
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| **9/8** | 1] **Policy Knowledge- Perspective on Policy; policy as politics**
|         | The Grade Tax
|         | A Professor at CMU is proposed "taxing" grades of high achieving students in order to collect "points" which he can use to award points to those who need them. (A question of privilege; How much are we really willing to share? And when?)
|         | Handouts.
|         | FOR CLASS DISCUSSION ONLY |
| **9/15** | 2] **Policy Knowledge- Understanding Values and Policy**
|         | All Do this assignment. Read "The Health of the Human Services Workforce" Prepare a 2-3 pp evaluation of the work, including strong and weak points, as well as your own conclusion. (This document is on Ctools)
|         | 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. (A question of oppression, Social Justice [for whom?]) |
| **9/22** | Prepare a group memo on the Project you are selecting for this class. |
|         | 3] **Policy Knowledge - Understanding Stages, Levels, Contexts and Settings for Policy Management Policy Machinery/Policy Committees**
|         | Increasing numbers of people in the Pittsburgh area believe that in Pittsburgh, and nation wide, adolescent pregnancy is a social problem of important and understressed proportions. A Citizens group "Preparation for Parenthood" is proposing that Pittsburgh enact a "parents license." Arguing that being a parent is as important as driving a car, they propose that we set similar restrictions on parenthood that we do for driving – minimum age, parent training classes, and parent insurance. They point to articles and books which have surfaced this idea. Others feel is disgusting. "What are you going to do," they ask, "take kids away from young moms?” We take kids away already for state sponsored reasons they argue. EJTI has been asked to comment. (Please read “Caring for Our Young”, as well as anything else you look at;)
|         | (A question of oppression, privilege, social justice) |
| **9/30** | 4] **Policy Skills: Managing A Policy Meeting**
|         | You have been asked to be a member of a community wide task force on homelessness. It meets for three hours weekly. However very little seems to be happening, the meetings drift into a range of related and unrelated subjects, and, really, nothing is accomplished. You tell your boss that it is a complete was of time. She says that we “need to have a presence” there. In talking with others in the office you find that this has been going on for a while, that no one really wants attend this “dog”, and that usually the youngest person on the block gets to do it. You ask for time to discuss it again, and send a note about some options.)
<p>|         | (A Question of oppression, organizational ethics, discrimination) |</p>
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| 10/6  | 5] Policy Skills: Managing A Policy Decision  
You are asked to attend a planning meeting for a child protective case. The mother has had one child removed, and the matter under consideration is her second child. The supervisor and the others present seem to favor parenting classes (for which their agency receives reimbursement.) However, in reading the material for the meeting you notice that the mother has repeatedly expressed disdain for those classes, and calls them a bunch of social work s...t". In the meeting this issue comes up as well. This mom has had a record of violence. You bring up the question – albeit as an outsider – of whether or not parenting classes are the best option. The chair thanks you for your input, and moves back to discussing the parenting class schedule. Later in the month you see an article in the paper that this mom has been arrested for seriously injuring her child. Being upset, you write a memo to your supervisor suggesting what you should have done at the decision meeting, what you should do now, and what should be done to prevent things like your experience from happening to others. |
| 10/13 | 6] Policy Skills: Playing the Role of Policy Manager; Doing Policy Writing  
**9/11 Book Report is Due**  
Read the book review by Sean Snnott for an example of a really good job.  
Prepare a review of the 9/11 Report. Consider its effectiveness, its structure as a report, the tensions and issues that needed to be resolved in the text, the decisions made about approach and tone (as far as you can discern). Take into account not only the report but also look at commentary about it, including those who disagreed. Also, be sure and look at the NYT article “9/11 Commission’s Staff Ignored Military’s Early Identification of Chief Hijacker” 8/11/2005 p.A14 |
| 10/20 | 7] Policy Competency: Using Ideas to Lead Policy Change in Organizations  
Prepare an Analysis of 1491 (Course Pack) Is it effective? Why or why not. What do you find astonishing about it? What relationship does it have to the 9/11 Report. Or Prepare an Analysis of the Apocalypse of Adolescence. In either case make a suggestion of how the material might be used intellectually. |
| 11/3  | 8] Policy Competency: Overcoming Resistance to New Ideas  
Pitcher Beer?  
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 lose sight of how much they are actually drinking. EJTI has been asked for comment. |
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| 11/10  | **Policy Competency: Discovering and Managing Personal Style; Encouraging the Idea-Driven Self;**  
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. |
| 12/3   | **Policy Competency Implementation**                                       |
| 12/10  | **Reports/Review**                                                        |
| 12/17  | **Reports/Review**                                                        |

**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 2/22  
**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.  
**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:

      | Points | Grade |
      |--------|-------|
      | 97 - 100 | A+    |
      | 94 - 96  | A     |
      | 90 - 93  | A-    |
      | 87 - 89  | B+    |
      | 84 - 86  | B     |
      | 80 - 83  | B-    |
      | 77 - 79  | C+    |
      | 73 - 76  | C     |
      | 70 - 72  | 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: Policy Knowledge: 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, American Values and Social Welfare; Tropman, The Catholic Ethic in American Society
Rossi, Ch 1 “Contemporary Dialogue on Civil Society and Social Responsibility
Rossi, Ch 9 Themes and Variations in American Understandings of Responsibility
Rossi, Ch. 11, “Social Responsibility and Paid Work in Contemporary American Life
Session 3: Understanding Policy Components/Policy Machinery/Policy /Committees Stages, Levels, Settings and Contexts of Policy

Jansson, , Chapter 4 “Policy ”
Rossi, Ch. 2 “Judgments of One’s Own Global Contributions to the Welfare of Others…”
Rossi, Ch3. Domains and Dimensions of Social Responsibility…..

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 & 5 : Policy Competencies -Managing the Policy Meeting ; Managing A Policy Decision
Tropman, Making Meetings Work 2nd

Session 6: : Policy Competencies: 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 7: Policy Competencies: Using Ideas to Lead Policy Change in Organizations, Communities, Polities

Jasson, Chapter 5, 6,7,8
Rossi, Ch.4 Temporal Patterns in Social Responsibility
Rossi, Ch. 5 Local Caring. Social Capital and Social Responsibility in New York’s Minority Neighborhoods
Rossi, Ch. 6 Cultural and Contextual Correlates of Obligation of Community and Family among Urban Black and Latino Adults

Session 8: Policy Competencies: Overcoming Resistance to New Ideas – Creativity and Power
Jansson, Ch 9,10
E. DeBono, Six Thinking Hats Boston, Little Brown, (1985)

**Session 9: Policy Competencies – Discovering and Managing Personal Style; Encouraging the and the Idea-Driven Self; Interpersonal/Intellectual Attitudes**

Tropman, Tactics, Chapter 10, Know Yourself;
Tiegher and Barron-Tiegher, *Do What You Are 3rd* (check Amazon.com)
Take an MBTI

**Session 10- Policy Competencies – Policy Implementation**

Program Management for Dummies (check Amazon.com)

**Session 11: Reports**

**Session 12& 13 : Reports**

Here is some material developed by Professor Reisch which is excellent and worth using as source material and readings.

**The Nature of Social Policy Development & Enactment**


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

**Group Project Memos & Term Paper Proposals Due**
Federal Social Policy

Federal Social Policy I: The Budget Process

Federal Social Policy II: The Legislative Process
Reading:

Federal Social Policy III: The Judicial Process
Reading:

Federal Policy IV: The Regulatory Process
Reading:

Federal Policy V: Monitoring Legislation
Reading:
Brown, Brett (June 1998). Tracking the well-being of children within states: The evolving federal role in the age of devolution, Washington, DC: The Urban Institute, 6 pp. (class handout).


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:

Local Policy III: Legislation at the Local Level

Reading:


State Policy III: The State Courts & Public Policy

Reading:


Local Policy I: City and County Budget Processes

Reading:


Local Policy II: Local Planning and Regulation

Reading:


**Future Trends in Policy Development & Enactment**

*Reading:*

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/cyplist.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
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.ahcpr.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.idealista.org
List of Nonprofits: www.nonprofits.org
Children, Youth, and Family Consortium: www.cyfc.umn.edu
AIDS Clearinghouse: www.cdenac.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/wwwsw
National Association of Social Workers: www.nasw.org
Council on Social Work Education: [www.cswe.org](http://www.cswe.org)
League of Women Voters: [www.lwv.org](http://www.lwv.org)
Michigan League of Women Voters: [www.mi.lwv.org](http://www.mi.lwv.org)
Research Engine for the Social Sciences: [www.carleton.ca/~cmckie/research.html](http://www.carleton.ca/~cmckie/research.html)
PRAXIS: [www.ssw.upenn.edu/oth.html](http://www.ssw.upenn.edu/oth.html)
Influencing State Policy (based at Virginia Commonwealth University):
[www.statepolicy.org/](http://www.statepolicy.org/)
Center for Child and Youth Policy, University of California-Berkeley:
[www.ccssr.berkeley.edu/CCYP](http://www.ccssr.berkeley.edu/CCYP)

**10. Community Network Resources**

From the UM School of Information & Library Sciences:
[www.sils.umich.edu/Community/Community.html](http://www.sils.umich.edu/Community/Community.html)

From the WWW Virtual Library: [www.rmsd.com/comnet/wwwvl_comnet.html](http://www.rmsd.com/comnet/wwwvl_comnet.html)

Directory of Public Access Networks from the Morino Network:
[www.cais.com/morino/htdocs/pandhome.htm](http://www.cais.com/morino/htdocs/pandhome.htm)

Freenets & Community Networks from Peter Scott:
[www.duke.usask.ca/~scottp/free.html](http://www.duke.usask.ca/~scottp/free.html)


**11. Social Security and Elderly Information Sites**

Social Security Administration: [www.ssa.gov](http://www.ssa.gov)
National Committee to Preserve Social Security and Medicare: [www.spry.org/nc.html](http://www.spry.org/nc.html)
Benefits: [www.benefitscheckup.org](http://www.benefitscheckup.org)
National Council of Senior Citizens: [www.ncsinc.org](http://www.ncsinc.org)

**12. Political Parties**

Democratic Party: [www.democrats.org/index.html](http://www.democrats.org/index.html)
Republican Party: [www.rnc.org](http://www.rnc.org)
Green Party: [www.greens.org](http://www.greens.org)
Libertarian Party: [www.lp.org](http://www.lp.org)
Natural Law Party: [www.natural-law.org](http://www.natural-law.org)
Socialist Party: [www.sp-usa.org](http://www.sp-usa.org)
Democratic Socialist Party: [www.dsausa.org/dsa.html](http://www.dsausa.org/dsa.html)
Social Democrats: [www.idsonline.org/sdus](http://www.idsonline.org/sdus)
Reform Party: [www.reformparty.org](http://www.reformparty.org)

**13. General Voting Relating Sites**

Project Vote Smart: [www.vote-smart.org](http://www.vote-smart.org)
E-The People: [www.e-thepeople.com](http://www.e-thepeople.com)
Democracy Net: [www.dnet.org](http://www.dnet.org)
Web, White & Blue 2004: [www.webwhiteblue.org](http://www.webwhiteblue.org)
League of Women Voters: [www.lwv.org](http://www.lwv.org)
Rock the Vote: [www.rockthefirstvote.org](http://www.rockthefirstvote.org)

**14. Other Health Issues**

Initiative to Eliminate Racial & Ethnic Disparities in Health: [www.raceandhealth.hhs.gov](http://www.raceandhealth.hhs.gov)

**15. Criminal Justice**

FBI Crime Reports: [www.fbi.gov/ucrpress.htm](http://www.fbi.gov/ucrpress.htm)

**16. Political Commentary**

TomPaine.Com: [www.tompaine.com](http://www.tompaine.com)
The Progressive: [www.progressive.org](http://www.progressive.org)
Eat the State: [www.earthstate.org](http://www.earthstate.org)
Grassroots.com: [www.grassroots.com](http://www.grassroots.com)
The Nation: [www.thenation.com](http://www.thenation.com)
Gallup Poll: [www.gallup.com](http://www.gallup.com)

**17. Reproductive Rights**
Planned Parenthood Affiliates of Michigan: [www.miplannedparenthood.org](http://www.miplannedparenthood.org)
Planned Parenthood Federation of America: [www.plannedparenthood.org](http://www.plannedparenthood.org)
The Alan Guttmacher Institute: [www.agi-usa.org](http://www.agi-usa.org)

18. Legal Cases
Jenkins: [www.jenkinslaw.org](http://www.jenkinslaw.org)

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

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20. Regulations
National Center for Children in Poverty: [www.cpmcnet.columbia.edu/dept/nccp/roleCDC.html](http://www.cpmcnet.columbia.edu/dept/nccp/roleCDC.html)

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

22. General U.S. Government Sites
U.S. Government: [www.firstgov.gov](http://www.firstgov.gov/)
The White House: [www.whitehouse.gov](http://www.whitehouse.gov/)
U.S. Senate: [www.senate.gov](http://www.senate.gov)
Library of Congress: [www.loc.gov](http://www.loc.gov/)