Thinking about Privilege & Policy presents

PARTICIPATORY POLICYMAKING

A TOOLKIT FOR SOCIAL CHANGE

First Edition

Berkeley
UNIVERSITY OF CALIFORNIA

GOLDMAN SCHOOL OF PUBLIC POLICY

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PART ONE

HOW TO USE THIS TOOLKIT

INTRODUCTION

From your first sip of coffee in the morning, your commute to work, and the advertisements in your newspaper, to the number on your paycheck and the prices at your local supermarket: public policy touches every aspect of life. While smart and efficient governance is vital for the maintenance of a healthy society, governments sometimes underperform or are unresponsive. So it is important for citizens to inform and educate themselves about public policy and the political process and hold governments accountable. Policy analysis is one way to approach public problems; it is a systematic approach to deciding what is good and what is bad, and what can and should be done in the future. When policy analysis is done well, it can be a powerful tool in advocating for governmental changes.

Community members and community-based organizations have tremendous knowledge about local policy issues. Yet policymakers too often ignore this unique expertise. There are huge benefits to including more community members in the policymaking process: nobody has better firsthand knowledge of the issues in a community than the people living there, and nobody knows more about the failures of implementation than the people who are affected by them daily. Nonprofits and community organizations are often created in order to solve this problem, and provide a voice for those who are marginalized in mainstream policymaking.

In traditional policy analysis, when community members are excluded from policy analysis and policymaking process, everyone loses: without proper feedback channels, policymakers may never realize how or why a policy is not achieving the desired results. Ordinary citizens often lack the tools or knowledge to get involved in policy decisions. This document is designed to bring the valuable skills of both groups together. It is a toolkit for those in search of a more inclusive, participatory policymaking process. Its goal is to enable anyone to identify effective policy solutions to the problems in their community, and it is comprised of a series of trainings that walk participants through a formal policy analysis.

The training modules align to the eight steps of a formal policy analysis, as presented by Professor Eugene Bardach in his book "A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving," and taught at the UC Berkeley Goldman School of Public Policy. In our toolkit, participants will:

1) Define the problem
2) Assemble some evidence
3) Construct alternatives
4) Select criteria
5) Project outcomes
6) Confront tradeoffs
7) Decide on the best solution to a public policy problem, and
8) Share their work with the world.

An example used throughout this toolkit shows that this process is similar to how one would deal with a broken water heater. In this situation, an individual would need to investigate specifically what is broken, collect information about water heaters, identify solutions, consider what would constitute a good solution, evaluate each option, address differences between the strategies, decide on the best solution and finally, move forward to make it a reality. This example is used as a tool for thinking critically about a wide variety of public problems.

Throughout the process, well-defined roles and activities help facilitators create a systematic approach to building group consensus and demystify the realm of policy analysis. Ultimately, this will build the capacity of community members to participate in policy discussions, making the world of public policy more accessible to a wider audience. In short, this toolkit will give community members confidence to think critically about an issue and advocate for change in their community. Policies designed with the representation and participation of the people they affect will likely be more effective and sustainable than those that are not. This toolkit is designed to prepare community members to play an active role in the policy arena and enter it with an understanding of the languages, tools, and processes used.

In the remainder of this introductory section, you will find:

- A discussion of how to use the toolkit, including
    - Structure
    - Scenarios for Use
    - Leadership Roles
    - Sample Timelines
- An overview of the training modules contained in this toolkit

WHO IS THIS TOOLKIT FOR?

This toolkit is primarily intended for use by community-based organizations, nonprofits or community groups such as a neighborhood association or civic group. In other words, regular people (not policy experts!) who may have an interest in improving a specific situation that impacts their lives. For example, a group of neighbors might want to address littering, neighborhood violence or police harassment of members of their community. The training modules are designed for a group of eight to ten volunteers from the community, but can be adapted for use by a larger or smaller group. The trainings are intended to draw upon the life experience of the participants, so no particular policy expertise or level of education is needed. However, it will be important for the volunteers who take on leadership roles to have relevant experience (see Leadership Roles for more information).

USING THIS TOOLKIT

This section gives an overview of how and when to use this toolkit.

STRUCTURE

This toolkit pulls heavily from Eugene Bardach's framework for policy analysis, referred to as the Eightfold Path. Bardach outlines an eight step process that is used by professional policy analysts. All eight steps are covered in the six training modules in this toolkit, listed below:

1. Define the problem…………………………………………………………….…. Modules 1 & 2
2. Assemble some evidence……………………………………………….….…..……Module 2
3. Construct the outcome matrix……………………...……………………….…….…Module 3
4. Confront the tradeoffs……………………………………………………………….Module 4
5. Decide……………………………………………………………………………........Module 5
6. Tell your story…………………....………………………………………….............Module 6

Each module can be completed in a single 2-hour or shorter meeting. The toolkit is organized linearly from the first step to the last, but policy analysis itself is not necessarily a linear process. As you move through the modules, it is likely you will need to go back and redo certain steps. Assembling some evidence is a good example of a step that may be useful to return to at different points in the process.

Similarly, you should feel free to mix and match individual trainings to support the specific nature and goals of your participatory project. Furthermore, to make the toolkit as useful as possible, you are encouraged to adapt the trainings to meet your specific needs. Specifically, you may want to change the examples provided in the trainings to cover topics relevant to your organization's policy focus.

APPROPRIATE SCENARIOS FOR USE

Undertaking a policy analysis with a group of community members is a resource intensive process and there are certain conditions that need to be in place in order to use the toolkit successfully. This section details those resources.

Your organization should be prepared to devote **significant staff time** to the project since you will need to organize the entire process, including facilitating meetings, coordinating with community members, and conducting outside research and preparation for meetings. Ideally, you will have access to a strong facilitator who can help focus participants and build consensus. See the appendix for some facilitation tips and resources.

You do not need to have policy analysis experience, but **expertise in a particular policy area** is important. Whether it be housing, criminal justice, education or something else, you should be knowledgeable and committed to solving problems related to this topic. Also, your team **should not begin the process with a solution in mind.** This toolkit is meant to help you identify appropriate and realistic solutions to the problem your team identifies. **If you think you already know the solution to the problem, you should not use this toolkit.**

Lastly, you should carefully consider outside factors. This process might take a long time, so any time-sensitive policy topic may not be the best fit. Indeed, you may want to time your policy analysis with political deadlines in mind, building in a large amount of flex time in case the process takes longer than expected.

LEADERSHIP ROLES

Different policy questions may require different problem-solving approaches. While not all projects will look the same, it useful to assign each of the following leadership roles regardless of the form your project takes. The leaders should meet regularly to ensure the project stays on track.

(1) Caller

A caller is the client who calls for this process in the first place. This person could be a community member, someone within a host organization, or even a policymaker or policy analyst. While the caller does not necessarily have to be the ultimate decision-maker, he or she needs to maintain the vision and the commitment to make sure that this process is followed through to completion.

Note: If the caller is not the ultimate decision-maker, it is important to be mindful of the relationship between the caller and the decision-maker, and to prioritize open and honest communication.

(2) Strategic Consultant

The strategic consultant is the person with insider knowledge of how policy is made and implemented. Without having someone on your team who understands these broader power dynamics, you may not get a reality check regarding whether your solution is feasible. This can be the difference between an effective solution and one that just sits on the shelf. Depending on your policy problem, this may be someone with political expertise, subject-area expertise, or both.

(3) Researcher

The researcher oversees the team's data collection needs, and is the "data expert." This person will assess the capacity and willingness of team members to contribute to gathering necessary information, and will formulate a plan for how to address the team's data needs (see Assemble Some Evidence module for greater detail on how to formulate a data collection plan).

Note: The Researcher and Strategic Consultant roles may be fulfilled by the same person, or two different people, depending on individual expertise and how intensive the team's data collection needs are.

(4) Project Manager

The project manager has the bird's eye view of the analysis process itself. He or she keeps in mind the preliminary analysis timeline, and confronts the tradeoffs of potentially delaying that timeline versus possibly cutting short the community engagement effort. This person also identifies any problem areas that need to be addressed, whether within the team or with the process itself.

(5) Collector

The collector gathers and synthesizes the group's work and results. Throughout the process, this will primarily mean tracking and sorting community member responses and ideas for future reference. At the end of the analysis process, the collector is in charge of the final written product(s), which will outline the results of the process.

(6) Facilitator

The facilitator monitors community engagement modules and is tasked with striking a balance between an open forum and a focused effort. This can be a very delicate task. On one hand, the team does not want to focus on results to the extent that some voices are shut out of the process. On the other hand, while sharing and discussion is important, without progress indicators and results, it is difficult to keep up group energy and you risk losing some participants along the way. This role may be filled by a professional facilitator or by someone already within the team.

Note: This role may sometimes be in tension with other leadership roles, especially the Project Manager. For example, if the facilitator senses that the group needs to slow down and spend more time on a particular discussion or training module, this may be in opposition to the project timeline. For this reason, the leaders should meet regularly in order to work through any issues that may arise.

7) Administration and Logistics

An administration and logistics team member is in charge of creating a space (both physically and mentally) for this policy analysis process. This covers everything from making sure that the group has a large and comfortable enough space, to keeping track of how many people are supposed to come, to communicating clearly the details and expectations for each meeting and forum.

SAMPLE TIMELINE

The following timeline for a six-month process is presented for purpose of example only! This basic timeline will likely need to be modified in whatever way works best for your organization. In reality, this process may take less time or more time depending on the circumstances.

Six Month Process

Although this time period is long, it is the most realistic choice for projects with a larger scope, as well as projects hosted by organizations with fewer resources to support the policy analysis process. This timeline may also be the best choice for organizations new to policy analysis, as well as projects with a large number of participants who have less formal education or less familiarity with analyzing social issues. Finally, remember that any time a project requires gathering new data, extra time should be built into the process.

Month 1

- Assign leadership roles
- Convene leaders for planning meeting(s)
- Overview of Policy Analysis Process & Problem Brainstorming Training

Month 2

- Problem Definition & Assemble Some Evidence Training
- Researcher (and potentially Project Manager) oversees the research work plan to assemble some evidence, which may or may not involve other members of the team
- Other leaders provide support and supervision as needed

Month 3

- Researcher (and potentially Project Manager) oversees the research work plan to assemble some evidence, which may or may not involve other members of the team
- Other leaders provide support and supervision as needed

Month 4

- Construct the Outcomes Matrix Training
- Team members work independently to get feedback on outcomes matrix
- Facilitators provide support and supervision as needed

Month 5

- Confront Tradeoffs Training
- Make a Decision Training

Month 6

- Tell Your Story Training
- Team members work independently or in small groups to share their work
- Facilitators provide support and supervision as needed

OVERVIEW OF TRAINING MODULES

PRE-WORK: Problem Brainstorming

Overview: This brainstorming activity is intended to gather ideas about what problem should be addressed by the team of volunteers who commit to this process. Although your organization will choose the exact form that this takes, the point is to gather ideas from the broader community, and not just the team of participants who are committed to the whole process.

Pre-Training Preparation: Decide exactly how your organization wants to gather feedback (see training module for details)

Total Time: Varies

Deliverables: A list of ideas that were generated from the brainstorming activity, to bring to the first training.

TRAINING MODULE 1: Overview of Policy Analysis Process & Problem Brainstorming

Overview: This module will introduce participants to the eight steps of a policy analysis process, and provide an opportunity to brainstorm a potential problem definition (with the understanding that the problem definition will be refined in the second training module).

Pre-Training Preparation: Conduct an initial brainstorming session with a broader audience to help inform the problem conversation that takes place in this training (see Pre-Work: Problem Brainstorming section for more information).

Total Time: 60 minutes

Activity	Time
1: Exploring the “Eight Steps of a Policy Analysis”	30 min
2: Problem Brainstorming	30 min

Deliverables
Chart of potential problem definitions generated during brainstorming session.

Follow-Up (Optional)
Type up the list of potential problem definitions if you would like to provide participants with a handout at the next training session (alternately, you can just bring the chart to the next session).

TRAINING MODULE 2: Problem Definition & Assemble Some Evidence

Overview: This module focuses on the process of collecting information about the significant features of the problem that you defined in the previous training. Over the course of four activities, participants will challenge the stereotypes that are commonly held about research and policy analysts, brainstorm research questions, learn about data sources, and develop a work plan.

Pre-Training Preparation: The Researcher (see “Leadership Roles”) should interview each team member to find out about their experience with and interest in conducting research, and review the activities in this training module to formulate a tentative research work plan for the team. If desired, type up the list of potential problem definitions from the first training to provide participants with a handout.

Total Time: 100 minutes

Activity	Time
1: Defining the Problem	60 min
2: What Information Do We Need?	30 min
3: Present Research Work Plan	10 min

Deliverables
Well-defined problem definition, chart with clustered research questions generated by team, and tentative research work plan that all team members understand.

Follow-Up
The Researcher (see “Leadership Roles”) will oversee the research process between now and the next training, either independently, with colleagues, or with members of the team.

TRAINING MODULE 3: Construct the Outcomes Matrix

Overview: In this module, participants will complete three of the eight steps, by collectively constructing an outcomes matrix. To do so, participants will first construct alternatives (which make up the rows), select criteria (which make up the columns) and finally project outcomes by filling in the cells.

Pre-training Preparation: Before beginning this training, you should have defined your problem and collected enough information about the problem for the group to examine possible solutions.

Total Time: 120 minutes

Activity	Time
1: Report Back and Where We Are	30 min
2: Brainstorm Possible Solutions	40 min
3: Select Criteria	20 min
4: Project the Outcomes	20 min
5: Develop a Work Plan	5 min

Deliverables
A completed outcomes matrix with a list of solutions, and criteria for evaluating those solutions.

Follow-Up
Participants should share the outcomes matrix with family and friends to get their feedback, and be prepared to share this feedback with the group at the next meeting.

TRAINING MODULE 4: Confront the Tradeoffs

Overview: In this module, we will define “trade-offs” and identify those inherent in our alternatives. We will do this by rating each of the alternatives by each of the criteria.

Pre-Training Preparation: The group need to have already constructed alternatives, selected criteria and projected the outcomes using previous trainings.

Total Time: 85 minutes

Activity	Time
1: Check-In	45 min
2: Confront the Tradeoffs	35 min

Deliverables

The outcomes matrix will be edited based on feedback from the community, and the criteria will be weighted.

Follow-Up

The facilitator should calculate a numeric score for each of the solutions using the weighted criteria formula.

TRAINING MODULE 5: Decide

Overview: This module is intended to help participants put themselves in the shoes of the decision-maker. Given prior analyses, participants will finally decide on their next course of action.

Pre-Training Preparation: Participants will have constructed a list of alternative courses of actions pertaining to the issue and identified their respective trade-offs.

Total Time: 50 minutes

Activity	Time
1: Constructing a Decision Analysis Matrix	35 min
2: Let’s Make a Decision	15 min

Deliverables:

The group should have decided on a course of action that will best address the problem defined at the beginning of the analysis. The group should be able to use the earlier steps in the process to describe why a certain plan was selected.

Follow-Up

Proceed to the Tell Your Story Module.

TRAINING MODULE 6: Tell Your Story

Overview: In order to tell their story, participants will need to determine their audience and their mode of communication (written story, oral report, etc.). After this preliminary work, the goal will be to develop a narrative. Much of this training will focus on making sure the participants understand what a narrative is and how to develop one for the work the group has been doing.

Pre-Training Preparation: Make sure the trainer has a clear understanding of what the problem is and what kinds of solutions have been developed. These will be the most critical points of the story the group is developing. Develop an outline that might help guide the group's thoughts.

Total Time: 120 minutes

Activity	Time
1: Getting to Know Narrative	25 min
2: Keeping It Brief and Concise	25 min
3: Using Narrative to Create "Your Story"	25 min
4: Knowing Your Audience & Choosing a Communication Method	25 min
5: Develop a Work Plan	20 min

Deliverables

The group will have a cohesive narrative describing the process they have just been through. They will also have a work-plan to address next steps including a timeline for completing unfinished work, a list of either individuals or teams that will complete the work and what is expected, and a preliminary list of potential audiences for they believe can be useful in solving their problem.

Follow-Up

Teams assigned tasks detailed in work plan will continue meeting and work to accomplish tasks. Participants will finalize a list of audiences to "tell their story" to and the manner in which they will ultimately convey it. The end result of the entire "toolkit" process will be distributed to those best suited to help address the problem.

PART TWO
EIGHT STEP PATH TRAININGS

PRE-WORK
Problem Brainstorming

Prior to the first training, in which volunteers will learn about the eight steps of a policy analysis and work together to brainstorm a problem definition that will be refined in the second training, your organization should host a more general brainstorming session with a wider group of participants.

If you have a particular area of focus for this project (e.g. housing, environment, law enforcement, education, etc.), that will provide some context for this conversation. From there, you can consider a few different approaches (see below). Decide in advance what sort of community stakeholders you want to engage, and then pick which option will best target that demographic.

1. **Informal Small Group Brainstorm Session:** Conduct an internal brainstorming session with staff members from your organization, and potentially key partners in the participatory policy analysis process and/or your work in general. The goal is to generate a list of potential problems that you can then share with volunteers for further discussion and refinement.

2. **Community Focus Group Brainstorm Session:** if you don't have the resources to run a large-scale community forum (see below), but want to ensure that community members have a voice in the problem brainstorming process, consider inviting a few community members who are impacted by the policy area you would like to address to share their viewpoints in a "focus group"-style brainstorming session. This can be in lieu of an internal brainstorming session with staff and key partners, or a complementary addition. Again, the goal is to generate a list of potential problems that you can share with volunteers for further discussion and refinement during the first training.

3. **Community Forum:** Plan a public event that will allow attendees to brainstorm potential problems together. There should be note-takers available to record the ideas that are generated. It is also possible to post charts listing the problems that have been proposed, and allow attendees to vote on the problems they would most like to see addressed -- for example, by giving each participant three stickers and asking them to place them on their top choices. The added bonus to this approach is that you can recruit volunteers for the policy analysis process during this event.

4. **Online:** Use social media, websites or online surveys to solicit suggestions of problems to tackle. Online engagement is likely most useful for younger demographics that are familiar with and comfortable using social media, and that have access to the Internet and technology.

5. **On the Street:** Another option is to engage stakeholders directly in the community. For example, talk to people on the street or at a bus stop. This technique works particularly well if you go to where policies are implemented (e.g. talk to subway users about subway policy problems).

Tip: Refer to the discussion of what makes a "good" problem definition in the Defining the Problem section of the second training to get a sense of the type of problem definition the group should ultimately attempt to settle on. With that said, treat this as an opportunity for creative thinking – it is ok to propose potential problem definitions that are not fully fleshed out, or that do not meet all the criteria of a "good" problem. The volunteers at the first training will help to refine the thinking that occurs initially.

TRAINING MODULE 1

Overview of the Policy Analysis Process & Problem Brainstorming

TRAINING MODULE 1:

Overview of the Policy Analysis Process & Problem Brainstorming

Overview: This module will introduce participants to the eight steps of a policy analysis process, and provide an opportunity to brainstorm a potential problem definition (with the understanding that the problem definition will be refined in the second training module).

Pre-Training Preparation: If desired, conduct an initial brainstorming session with a broader audience to help inform the problem brainstorming conversation that takes place in this training (see Pre-Work: Problem Brainstorming section for more information).

Materials Needed:

- “Eight Steps of a Policy Analysis” chart or PowerPoint, if desired
- Projector and screen (if using PowerPoint)
- Chart Paper
- Markers
- Pens or pencils

Handouts Provided:

- “Eight Steps of a Policy Analysis” (see end of “Eight Steps” section for sample handout)
- Glossary of Terms, if desired (see end of “Eight Steps” section for sample glossary)
- Problem List/Feedback derived from prior brainstorming session (if applicable)

Total Time: 60 minutes

Activity	Time
1: Exploring the “Eight Steps of a Policy Analysis”	30 min
2: Problem Brainstorming	30 min

Activity 1: Exploring the "Eight Steps of a Policy Analysis"

Purpose of Activity: This activity is designed to introduce the "Eight Steps of a Policy Analysis" method, giving participants some context for what they will be asked to do if they choose to volunteer. It is also intended to give participants confidence that they can perform the work of a policy analyst by defining a problem and using a variety of tools to create a solution.

Learning Objectives:
By the end of the activity participants will:

- Understand the "Eight Steps of a Policy Analysis" Identify themselves as policy analysts

Materials Used:

- Optional: PowerPoint illustrating the "Eight Steps of a Policy Analysis"
  OR Chart to post on wall
- Optional: Chart summarizing results of any "pre-work" problem brainstorming activities
- Projector and screen (if using PowerPoint)
- Chart Paper
- Markers

Handouts Used:

- "Eight Steps of a Policy Analysis" (see end of activity for sample handout)
- Glossary of Terms, if desired

Time Needed: 30 min

<u>Activity 1</u>
Facilitator Instructions:

1. Introduction

Have participants and facilitators introduce themselves. If there is enough time, lead an icebreaker (e.g., if you could be an animal, what would you be, and why?).

Introduce the need for our work together: Ordinary citizens impacted most by policies such as tax increases or changes to parole regulations are often left out of the conversation. How can we allow space for community members to contribute their own ideas for policy change? Participatory policy analysis is a group process in which participants work together as policy analysts.

"How many of you would say that you are policy analysts?" [Ask participants to raise hands]

"At the end of this series of forums, you will all be policy analysts, but what does that mean?" [Ask participants to share responses, if any]

"A policy analyst is just someone who uses research to make the case for a solution to a public problem. There are eight steps to this process."

Tip: It may be useful to introduce key terms that will be used throughout the training process by posting a word bank on the wall, or handing out a glossary of terms. Here are a few examples of definitions you may want to include (see sample glossary at end of activity for a more comprehensive example):

Policy: A course of action decided upon or proposed by the government
Policy maker: Someone who works in the government to create policy
Policy analyst: Someone who studies and evaluates policies
Advocate: A public supporter of a certain cause or policy

2. Introduce Eight-Step Path

Review the eight steps of the policy analysis process. [If there is a PowerPoint, have a slide ready with the following eight steps. If using a chart, post on wall. If neither, write steps down on white-board.]

(1) Define the problem. What is the problem?
(Note: "We are going to talk through this step today.")
(2) Collect information. What do we need to know to solve the problem?
(3) Identify options. What are some possible ways to solve the problem?
(4) Choose criteria. How will you know if you've solved the problem?
(5) Predict results. For every option you identified, what do you think will happen?
(6) Confront trade-offs. What are the drawbacks (pros and cons) to each option?
(7) Decide. Pick the best solution!
(8) Tell your story. What do you want the world to know?

3. Practice Using Eight Steps of Policy Analysis

Use an analogy to help participants apply the eight-step process to their own lives. We've included an example here but feel free to come up with one of your own!

"You've all actually probably already done something like this before. For example, when your heater is broken what do you do?" [Either guide through verbally, or have second slide with some possible answers.]

(1) Define the problem. *The heater is broken.*
(2) Collect information. *Is the heater just turned off? Is this a simple fix? Is there something wrong with the gas? What exactly is the problem? Can you even tell what the problem is?*
(3) Identify options. *You can fix it yourself, you can ask a friend, or you can call your landlord.*
(4) Choose criteria. *You want the heater to be fixed, you don't want to spend a lot of money, and you want this done by tomorrow.*
(5) Predict results. *If you try to fix it yourself, do you think you can do it? Are you going to spend money on tools in order to fix it? Will you have time to get it done by tomorrow?*
(6) Confront trade-offs. *If you try to fix it and make a mistake, you might do more damage, and cost yourself more time and money.*
(7) Decide. *So what do you all think?*
(8) Tell your story. *What would you do?*

4. Summarize: “Eight steps can seem like a lot, but we will be walking you through this every bit of the way. By following these steps, we can use research to help make a case for policies that have the potential to positively impact our community.”

5. Transition: “Next, we are going to discuss what problem we will focus on as we engage in the eight steps of the policy analysis process.”

Tip: If you have enough time, and would like to reinforce participants’ confidence in their ability to contribute to a policy analysis process, consider adding the “Who’s a Policy Analyst? You Are!” activity to this training (see Appendix).

Activity 2: Problem Brainstorming

Purpose of Activity: This activity is intended to help the group begin to brainstorm which problem they should tackle.

Learning Objectives:
By the end of the activity participants will:

- Have a list of possible problems

Materials Used:

- Whiteboard, chalkboard, or butcher paper
- Paper
- Pens
- Markers or chalk

Time Needed: 30 min

Activity 2
Facilitator Instructions:

1. Introduction

"As we just discussed, the eight-step policy analysis process starts out by defining the problem. Now, we're going to take some time to think through what issue we will focus on as we conduct research and develop policy recommendations."

"We will start off by having a broad conversation about potential problems that may be worth addressing. In our next training, we will take some time to narrow down our ideas so that we can settle on a problem definition that we all feel comfortable with."

2. Brainstorming Session

This can occur in a loosely structured format, or it can involve a more tightly structured conversation. If your organization hosted any problem brainstorming activities as part of the "pre-work" for this session, then you should start by presenting the results of those activities (for example, a chart listing some of the ideas that were generated).

You can either lead a whole-group discussion, or have participants break off into smaller groups for a discussion, and then share out and debrief as a whole group. Potential discussion prompts include:

- When you think about [your organization's focus area, e.g., housing or reentry after prison/jail], what experiences have you had in your own life or seen your family/friends go through?
- When you think about [your organization's focus area, e.g., housing or reentry after prison/jail), what makes you feel angry/sad/energized to make change?

- What has inspired you to be here today, volunteering your time as a member of the policy analysis team? What changes would you like to see as a result of your actions (and what problem or problems are those changes responding to)?

[Generate a list of responses using chart paper and markers so that you can start to draw out general themes of the conversation]

3. Summarize: "This brainstorming conversation has given us a great start on thinking about the problems that inspire us to want to do this work in order to make change in our community."

4. Transition: "In the next training, we will continue this conversation in order to arrive at a more narrow problem definition that we will focus on in the course of our policy analysis."

[Provide date and location of next training]

TRAINING MODULE 1
HANDOUTS

Eight Ingredients for Policy Analysis

1. Define the problem. *What's wrong?*
2. Collect information. *What do we need to know?*
3. Identify Options. *What are some possible solutions?*
4. Choose Criteria. *How will you know what a 'good' solution is?*
5. Predict Results. *What will happen?*
6. Confront Trade-Offs. *Pros & Cons?*
7. Decide. *Pick the best solution!*
8. Tell your story. *What do you want the world to know?*

Glossary of Terms

Policy	a course of action decided upon or proposed by the government
Policy Analyst	someone who studies and evaluates policy
Policy Maker	someone who works in the government to create policy
Research	investigation of a certain topic in order to collect facts and reach conclusions
Quantitative data	numerical data collected through measurement
Qualitative data	information that is not numerical in nature and that can be observed but not directly measured
Evidence	facts or information that can indicate whether a belief is true
Tradeoffs	a compromise; a balance between two incompatible outcomes
Advocate	a public supporter of a certain cause or policy

TRAINING MODULE 2

Problem Definition & Assemble Some Evidence

TRAINING MODULE 2:

Problem Definition & Assemble Some Evidence

Overview: This module will guide participants through selecting a clear problem definition that will be the focus of the policy analysis process, and through brainstorming questions about the problem. The Researcher (see Leadership Roles for more information) will then oversee a process to assemble evidence about the significant features of the problem, taking into account the capacity and willingness of members of the team to contribute to the research.

Pre-Training Preparation:
The Researcher should contact members of the team to get a sense of their experience with and interest in conducting research. Useful questions to ask include:
Have you ever/are you interested in learning to…

- Conduct(ed) research using online resources (websites, databases for electronic journals, etc.)?
- Work(ed) with data in Excel?
- Interview(ed) experts?
- Interview(ed) community members?

The Researcher should also read over the Present a Research Work Plan activity, and have some idea going into the training about a recommended course of action to assemble evidence.

If desired, type up the list of potential problem definitions if you would like to provide participants with a handout (otherwise, just bring the chart from the last training session to post on the wall)

Materials Needed:

- Problem Brainstorming chart from Module 1
- Butcher paper
- Writing utensils and colored markers
- Post it notes

Handouts Provided: (None)

Total Time: 100 minutes

Activity	Time
1: Defining the Problem	60 min
2: What Information Do We Need?	30 min
3: Present Research Work Plan	10 min

Activity 1: Defining the Problem

Purpose of Activity: Define a solid problem definition that will be the focus of the participatory policy analysis process.

Learning Objectives:
By the end of the activity participants will:

- Understand what problem the participatory policy analysis will address.

Materials Used:

- Pens or pencils

Handouts Used:

- Problem List/Feedback derived from prior brainstorming session

Time Needed: 60 min

<u>Activity 1</u>
Facilitator Instructions:

1. Introduction to "Good" Problems

"As we discussed in the last training, the eight-step policy analysis process starts out by defining the problem. Now, we're going to take some time to think through what issue we will focus on as we conduct research and develop policy recommendations."

Provide overview of reasoning behind choosing one problem:

"Although there are many important issues that deserve attention in our community, in order to work most effectively we need to focus in on a specific problem that we can address. If we choose a problem that's too broad, or we choose more than one problem, we run the risk of producing work that is scattered, and that goes wide but not deep. If we put all of our resources towards one problem, we can produce much more meaningful recommendations, and become advocates for effective policy making in our community."

But how do we decide what makes a "good" problem to tackle? A "good" problem should demonstrate the following qualities:

(1) Realistic based on length of commitment and available resources (e.g., if we have a large team working on the policy analysis, or we plan to spend a whole year on the analysis process, we can select a bigger problem than we could if we had a smaller team or wanted to move through the analysis process more quickly). In addition, the problem definition should account for the current political climate, since it would be frustrating to take on a "hot button" issue that policymakers most likely won't be willing engage with.

(2) Purpose-aligned given the goals and core values of the organization overseeing the process, and the goals and core values of the community members who will volunteer their time in the analysis process (e.g., do we want to select a problem that we think has been addressed

effectively in other places in order to uncover potential best practices, or are we more interested in choosing a problem that hasn't been explored thoroughly and will require a lot of research within our own community? What problem do we care most about or feel is most urgent to address in our community?).

Tip: The facilitation team should have an idea in advance about what level of government would be most appropriate for the group to target, given the resources of the organizations and individuals involved.

(3) Specific enough that the resources of the policy analysis team will not be spread thin.

Tip:[1] When defining a problem…

1) It often helps to think in terms of excess ("There is too much of…") or deficit ("There is too little of…"), and to quantify the problem (how much is "too much" or "too little?"). If you don't know, you can collect evidence to answer the question(s) after the next training.
2) It often helps to include the word "too" in the problem definition (e.g., "too big/small," "growing too fast/slowly," etc.)
3) Avoid value judgments such as "good" or "bad." Focus on neutral language instead.
4) Do NOT include an implicit solution in your problem definition (e.g., rather than saying "There is too little shelter for homeless families," say "Too many families are homeless"). Don't make assumptions before you have taken the time to investigate.

[1] Adapted from Bardach, p. 11

2. Narrow Down the Problem List and Decide

Hand out the list of all problems identified at the initial community forum or problem brainstorming session. Discuss each problem, and reject any of the problems that don't meet the criteria listed above.

Give the group a few minutes to scan the list of problems, and work with a neighbor or small group to identify problems that they think should be obviously eliminated from consideration because they don't meet the criteria of a "good" problem.

Look at the top 3-5 problems remaining (if there are more problems remaining, give each participant 3 votes and move through the list, tallying the number of votes for each item, until 3-5 problems remain on the list). Lead the group in a discussion of which problems they think are most important, and why. For each problem, consider the criteria of what makes a "good" problem to address in a policy analysis.

Again, give the group a few minutes to scan the list of remaining problems, and work with a neighbor or small group to identify the ways in which the remaining problems might make a "good" problem to focus on. As a whole group, record strengths and weaknesses associated with each remaining problem.

Decide as a group on one problem to analyze. If needed, the group can vote on their preferred problem.

Discuss how the selected problem can be further refined, to make sure it is specific, feasible and aligned with the core values or interests of the policy analysis team.

3. Summarize: “Now that we have settled on a solid problem definition, we’ve completed Step One of the Eight-Step Path for policy analysis!”

4. Transition: “Now, we’re ready to move on to Step 2...assembling some evidence. Next, we’ll figure out what questions we have about the problem we’ve selected, and talk about our plan to assemble evidence that helps to answer our questions.”

Activity 2: What Information Do We Need?

Purpose of Activity: This activity is designed to help participants brainstorm the questions that they need to ask in order to better understand the problem that they are studying. Participants will brainstorm possible questions and organize individual questions into potential research topics.

Learning Objectives:
By the end of the activity participants will:

- Have assembled a set of questions to help guide the research process

Materials Used:

- Butcher paper
- Colored markers
- Post-it notes

Handouts Used: N/A

Time Needed: 30 min

Activity 2
Facilitator Instructions:

1. Introduction

Write the problem definition in the center of a large piece of butcher paper.

"In this part of the training, we are going to think about how to understand the problem we have defined. This will include thinking about people who are affected by the problem and people who might be able to help us solve the problem."

Explain that it is important to assemble some evidence about the problem for three reasons:[1]

- To determine the nature and extent of the problem.
- To assess the current policy situation today.
- To identify policies that have worked effectively in similar situations.

"The best way to start the process of assembling some evidence about the problem is by asking the questions you want to answer. We do this type of thing every day. If you are making dinner, you probably ask yourself questions. How long do I have to cook tonight? How many people am I cooking for? Are there any food allergies I need to consider? What ingredients do I need to fix this meal? These questions will help you develop a plan to accomplish your goals. In the case of policy analysis, you might have a problem such as workforce development for re-entry populations. To determine what you need, you might ask questions like these:

- How many formerly incarcerated people are getting jobs?
- What kind of jobs are they getting?
- What barriers are they encountering?
- What is the experience they're having?
- Are there enough resources available to help them with the process?

- Do those resources work?"

Explain that it's helpful to divide these types of questions into "fact questions" that can be answered quickly and "big picture questions", which might require a little more digging and don't necessarily have a simple answer. Both of these types of questions are important to policy analysis. From the list of questions above, "How many formerly incarcerated people are getting jobs?" is an example of a fact question and "Do those resources work?" is an example of a "big picture question."

2. Brainstorming Questions

Divide participants into small groups (3-4 participants/group) to brainstorm questions about the problem.

> Tip: You could say something like:
>
> "We're going to take ten minutes to brainstorm questions the group has about this problem. Take ten minutes to think of questions and write down each question on a separate post-it note. Think about what you want to know about the problem. Think about the kind of information people will need to know about this problem to understand it and solve it. Try to come up with at least 10 fact questions and at least 5 big picture questions."

Allow groups 10 minutes to discuss and brainstorm questions

3. Generating a List of Research Topics

Now it is time to compile the group's questions, and organize the questions into similar topic areas. You should facilitate a process of sticking all of the questions on post-it notes on the butcher paper in thematic clusters (try to keep this process to around 15 minutes--you can invite participants to give remaining post-it questions to the Researcher if you run out of time).

> Tip: You could say something like…
>
> "Now that everyone has written questions in groups, we're going to put the questions on the butcher paper. Does a group want to volunteer to share one of their questions?"
>
> [Read question out loud and stick post-it note to butcher paper]
>
> "Did any other groups ask a similar question?"
>
> [Read the next question out loud, and decide where it goes on the butcher paper. Cluster similar questions around the original question on butcher paper to create "question groups."]

Discuss how to name the clusters with participants and write a name next to each cluster using a colored marker. Using our workforce development for re-entry populations example, clusters might be named "Problems encountered by job seekers" and "Current resources available."

Tip: Writing questions on post-it notes and grouping the questions into clusters provides participants with a visual and tactile method of generating research questions. Encourage participants to only write one question per post-it so that post-its can be easily grouped. Try to make the clustering process as interactive as possible: allow participants to stick post-it notes on the butcher paper themselves and move things around. The picture below shows an example of the outcome of the clustering process.

Read all cluster names to participants and ask if there are any other questions or topics that might be useful to research in order to solve the problem. Add additional question post-its to butcher paper as necessary.

Ask the Collector or a volunteer to make a list of the cluster names and subquestions.

Summarize: “You’re off to a great start. You know what you need to find out to better understand this problem.”

Transition: “In the next section, we’ll discuss a plan to assemble evidence to answer these questions.”

Activity 3: Present a Research Work Plan

Purpose of Activity: This activity is designed to give the Researcher time to discuss the research work plan with the team.

Learning Objectives:
By the end of the activity participants will:

- Have a clear idea of what the research process will look like moving forward, and what their role in the process (if any) will be

Materials Used:

- Butcher paper with research question clusters, developed in Activity 2
- Colored markers

Handouts Used: N/A

Time Needed: 10 min

Activity 3
Facilitator Instructions:

1. Review Where We Are

The Researcher should briefly review the research question clusters (on the butcher paper), and "think out loud" (inviting contributions from the team) about how easy/hard it may be to assemble evidence regarding these questions. Are some answers likely to be easily accessible? Will this process involve many interviews, or be more heavily focused on an online research process? And so forth. This is also a good time to share key findings with the team regarding the pre-work in which the Researcher asked team members about their capacity/willingness to contribute to the research process outside of the trainings.

"We have come up with many excellent and important questions during the training today. Moving forward, I am going to lead an effort to assemble evidence to try to answer some of these questions between now and the next training. At the next training, I will share the research findings. It is important to understand that the list of questions we came up with today is just a starting point. The research process may end up addressing additional questions that are not on this paper, and we may not be able to address all of the questions that are listed here."

"Based on conversation that I've had with each of you to prepare for this training, it seems that this team [does/does not have a lot of experience with conducting research] [is/is not interested in participating in the research process and learning new research skills] [has/does not have expertise in the following research areas] etc."

2. Provide a Recommendation for a Customized Research Work Plan

Going into this training, the Researcher should have an idea about what type of research work plan to recommend to the team, based on the pre-training research conversations with team members, the subject area of the defined problem, and the researcher's own connections/resources/expertise. If the questions and discussion points generated in the training require the researcher to take additional time before deciding on a research work plan, that is ok. At least share your preliminary thinking with team members, and let them know that you will follow up once you have decided on a final plan.

There are several different approaches the Researcher can take in developing a research work plan. Some of the most common options are presented below, but the best solution for your team may involve a combination of elements from several suggested approaches, or an entirely different approach.

Possible Research Work Plan Approaches

- The Researcher can conduct the research independently. As discussed in the “Roles” section, the Researcher role should be fulfilled by someone who is familiar with the content area of the problem definition, and has research expertise. Therefore, if the participatory policy team does not have much experience with and/or interest in conducting research, it may be most efficient for the Researcher to take the questions generated by the team as a starting point, and conduct research independently.

- The Researcher can recruit colleagues/friends to help with the research. If the Researcher feels that members of the participatory policy team do not have sufficient capacity/interest to assist with the research process, but also realizes that the time commitment needed to conduct the research independently is not feasible (either due to the Researcher’s other professional/personal commitments, or due to the amount of evidence that needs to be assembled), it may be useful to recruit a few colleagues and/or friends who have useful expertise and are willing to contribute their time to the research process.

Tip: Be creative about where to recruit additional volunteers to help with the research process, if needed. For example, you might be able to recruit undergraduate or graduate students from a local college or university who are interested in the topic area you’re focused on, and are able to contribute some time to the research process. If you reach out to a professor or administrator at the school, you might even be able to offer students credit for their time (assuming that you are unable to provide a small stipend).

- The Researcher can lead a subset of members from the larger Participatory Policy Analysis team who have research expertise, and/or want to learn. The viability of this option will depend largely on the experiences of the research team, and the enthusiasm (and availability) of the Researcher to provide support during the research process. If team members do not have much formal education and/or expertise but are excited to contribute, it could be a very rewarding opportunity for everyone involved--but it will likely be time consuming and take a lot of effort on the part of the Researcher and Project Manager to provide appropriate support. Be sure to emphasize the necessary time commitment when discussing this possibility with team members. Even if they are enthusiastic about the idea of providing support, if they are not able to contribute the necessary time, they should probably not sign up to participate in the research process. If the team is enthusiastic but lacks expertise, try to think of smaller ways for them to still participate in the research process without depending on them to provide the bulk of the research findings (see tip below).

Tip: Think about how to best make use of the expertise that each team member brings to the process. For example, team members with less formal education may have access to members of the community who are difficult to include in traditional research projects, and may be able to help gather valuable qualitative data for interviews with their family members, neighbors or friends.

3. Summarize: “Thank you for contributing questions that will help guide the research process between now and the next training. It will be exciting to review evidence we have assembled about the problem we have defined the next time we come together as a group.”

4. Transition: Share the date and location of the next training.

Tip: The Researcher should work closely with the Project Manager between now and the next training, in order to keep the Project Manager updated about progress on the research work plan, and to let the Project Manager know if any issues arise or if the Researcher needs additional support.

TRAINING MODULE 2
HANDOUTS

Problem Definition Worksheet

What makes a "good" problem?

1. Realistic given time and resources
2. Purpose aligned with organization and community members
3. Feasible (politically and culturally)
4. Specific

Tips:
- Think in terms of "too much" or "too little"
- May be helpful to use "too" language- "too big" or "growing too slowly," etc
- Avoid "good" or "bad" language- use neutral language instead
- Be careful to not include an implicit solution to your problem in the problem definition

Initial List of Problems from Brainstorming Session

1.
2.
3.
4.
5.

Notes from Brainstorming Session

(include if relevant)

TRAINING MODULE 3

Construct Outcomes Matrix

TRAINING MODULE 3: Construct Outcomes Matrix

Overview: In this module, participants will complete three of the eight steps of a policy analysis by collectively constructing an outcomes matrix. To do so, participants will first construct alternatives (which make up the rows), select criteria (which make up the columns), and finally project outcomes by filling in the cells.

Pre-training Preparation: Before beginning this training, you should have defined your problem, and collected enough information about the problem for the group to examine possible solutions.

Materials Needed:

- Whiteboard, chalkboard, or butcher paper
- Markers or chalk
- Pens
- A large wall

Handouts Provided:

- Brainstorming Solutions
- Common Criteria used by Policy Analysts
- Workplan

Total Time: 2 hours

Activity	Time
1: Report Back and Where We're at	30 min
2: Brainstorm Possible Solutions	40 min
3: Select Criteria	20 min
4: Project the Outcomes	20 min
5: Develop a Work Plan	5 min

Activity 1: Report Back and Where We're At

Purpose of Activity: To recall and assess what happened in the previous steps of this policy analysis, and ensure that participants have a clear understanding of how to move forward.

Learning Objectives:
By the end of activity participants will:

- Have a clear understanding of where they are in the process
- Get acquainted with the research done by other group members since the previous meeting
- Know how to move forwardBefore Holding this Session, the Researcher Will Need to:
- Collect the necessary information

Materials Used:

- Whiteboard, chalkboard, or butcher paper
- Markers or chalk

Handouts Used: N/A

Time Needed: 30 minutes

Activity 1
Facilitator Instructions:

1. Where we are on the Eight-Fold Path
Facilitator should do a very brief rundown of the eight steps, then indicate the parts of the process the group will complete during this training (constructing alternatives, selecting criteria and projecting outcomes).

2. Discussing information collected
Have researcher or members of the research sub-group share the information they collected. Have the collector write up the takeaways or most important facts on butcher paper for everyone to see. Be sure the collector writes down questions that still need to be answered.

3. Big picture check-in
Invite participants to talk about any issues they want to bring up with the group, especially if their findings have prompted them to reconsider (or refine) the "problem" they are working on. This is also a good time to discuss and describe any additional information the group thinks the researcher needs to collect.

4. Summarize: "We have a lot of information about the problem not only from our own experience, but also from our research. Now we have enough information about our problem to start thinking about possible solutions."

5. Transition: "As we move to the next section, let's keep in mind the information we just heard since it will help us make better decisions."

Activity 2: Brainstorm Possible Solutions

Purpose of Activity: This activity is intended to help participants conceptualize how to brainstorm alternative courses of action to address a problem, as well as understand the types of actions government can take to solve problems.

Learning Objectives:
By the end of activity, participants will:

- Understand that brainstorming policy solutions follows a similar process to brainstorming solutions for problems in their own lives.
- Begin to develop a list of solutions and enter them into the outcomes matrix.

Materials Used:

- Whiteboard, blackboard, or butcher paper
- Markers or chalk
- Pens
- A large wall

Handouts Used:

- Brainstorming Solutions

Time Needed: 40 mins

<u>Activity 2</u>

Facilitator Instructions

1. Brainstorm possible solutions to an example problem

"This is the part of the process where you can be innovative and creative to identify the many different ways a problem can be solved. To get started, let's think back to the example of the broken heater we used during the last training. When faced with a problem like this, what would you do?"

Facilitator asks the group to come up with possible solutions. S/he should encourage participants to suspend reality for a moment and not to be constrained by any sort of real-world criteria (e.g., cost). If a participant happens to mention a solution that is infeasible for some reason, use this as an opportunity to be creative and figure out a way around it. For example, if a participant says, "I could fix the heater, but I don't know how," steer them to a solution that involves fixing the heater but through different means (e.g., asking a handy neighbor, calling the appliance company hotline for information, etc.). The goal is to have the group generate as many solutions as possible without qualifying them at this stage as "good" or "bad" or "unrealistic." Wild ideas should be encouraged (e.g., buy a new house). Often there is a grain of a good idea in the crazy, infeasible ideas!

2. Brainstorm solutions to your problem

Explain to the group that the process of deciding how to address a broken heater is essentially the same process they will go through when thinking about solutions to their public policy problem.

Facilitator should hand out the activity sheet and break the group out into pairs. S/he should let the participants know they should use the “Brainstorming Solutions” activity sheet to help them think about possible solutions to the problem. Each question of the activity sheet corresponds to a specific goal for the participants identified below.

- Write down the obvious solutions that come most quickly to mind.

  GOAL: Start coming up with solutions. The easiest way to start is with the obvious.

- Get creative and come up wild ideas that seem too crazy to work.

  GOAL: Get really creative and stretch your mind. Today’s complex problems are unlikely to be solved by things that have been done before. Even if the wild ideas generated don’t move past this stage, there might be some small, usable part that wouldn’t have been thought of otherwise.

- Identify which solutions might work well together and group them in a “bucket” of the same basic idea, with each option as a variant.

  GOAL: Recognize that solutions usually aren’t mutually exclusive and can be combined together for the greatest effect.

- Identify what additional information the group would like to know that would help in coming up with other solutions.

  GOAL: Understand that more research might be necessary to come up with additional solutions.

- Think of steps the group could take to continue this process and come up with other solutions that may not have been thought of yet.

  GOAL: Identify concrete steps to continue the process of identifying additional solutions. If participants get stuck, the facilitator could suggest reaching out to other communities that have faced this issue or a similar issue or researching best practices.While team members are working in groups, the facilitator should create a large table on a piece of butcher paper or on a chalkboard so that everyone in the room will be able to see it. This table is an outcome matrix. There should be at least 6 columns and as many rows as possible.

After about 15 minutes of brainstorming, ask each pair of team members to share their ideas and write the possible solutions in the outcomes matrix. Write the solutions in the first column in a long list, but be sure to leave the top row blank. Do not duplicate solutions. The process is meant to be inclusive, so only combine solutions that are truly the same. Subtle variation should be recognized.

3. Summarize: “Great job, everyone. We did this exercise in one sitting. However, there might be other solutions we haven’t thought of yet. We may need to collect more information or talk to other people. We’ll talk more about this before we leave today.”

4. Transition: “This table we’ve started to fill in is called an outcomes matrix. We’ve written in the solutions. Next we need to think about how to evaluate each of these options using criteria.”

Tip: This might be a good time to collect some more information. If needed, revisit module 2 to help the group collect more information.

Activity 3: Select the Criteria

Purpose of Activity: Establish criteria for judging possible solutions.

Learning Objectives:
By the end of activity participants will:
- Understand common criteria
- Have a set of criteria to judge solutions to the problem they've identified, and be ready to apply those criteria to potential solutions

Materials Used:
- Whiteboard, chalkboard, or butcher paper
- Markers or chalk
- A large wall

Handout Used: None

Time Needed: 20 minutes

<u>Activity 3</u>
Facilitator Instructions

1. Introduction to Criteria and Example
"We've identified some potential ways to solve our problem. But how do we decide which is the best option? We need to identify criteria, or important factors in the decision. For example, in the broken heater scenario, what some of the factors you might consider when deciding the best option?"

Possible answers (supply an example or two if participants need help brainstorming): cost, timeliness, likelihood of heater actually getting fixed, quality of the repair, etc.

Explain that we'll also need some criteria to figure out which potential solution to our problem is the best approach. Hand out the list of some broad criteria (see below) that policy analysts often use to get the group thinking along analytical lines. Emphasize that these are not the only options and that participants should feel free to think up other criteria they consider important.

[This is the list of broad criteria on the handout.]
Equity: Are there people who could be negatively impacted by this solution? Does it benefit everyone involved equally?

Cost-Effectiveness: How much will this cost compared to how well it will fix the problem?

Timeliness: How quickly can this solution be implemented? How long will it take to work? How much time do we have to dedicate to turning this idea into action?

Effectiveness: Will this solution actually fix the problem?

Political Feasibility: Will this be attractive to a wider audience? Will it attract important allies? Would policymakers be interested in this solution? Will it become law?

Sustainability: How will this solution hold up and continue to function over time?

2. Brainstorm Criteria

With these examples in mind, facilitate a brainstorming session during which the whole group will discuss and propose possible criteria. Write down all of the options on butcher paper for all participants to see.

After you have a good list of possible criteria, narrow the list down to 4-6 final criteria. Add these criteria to the first row of the table starting with the second column and leaving the cell in the first row and first column blank.

It may be tempting to dive into which of the criteria is the most important, but only do this if you are struggling to narrow down the list to 4-6 criteria and need an additional tool to help make decisions. In a later step, the group will talk more about which of the criteria is more important and by how much.

3. Summarize: “Great work everyone. These criteria are going to help us decide which of our solutions is the best.”

4. Transition: “Now we need to decide how each of our solutions stacks up according to each criteria.”

Activity 4: Project the Outcomes

Purpose of activity: To develop an understanding of selecting the criteria, brainstorming solutions and projecting outcomes through a relevant, simple example

Learning Objectives:
By the end of activity, participants will:

- Know how to project the outcomes solutions will produce in their community
- Have worked through an example and will be ready to collect solutions and compare them

Materials Used:

- White board, black board, or butcher paper
- Markers or chalk
- A large wall

Handouts Used: N/A

Time Needed: 20 minutes

Activity 4
Facilitator Instructions:

1. Introduction to Rating the Solutions by the Criteria

"Once you have the solutions, it is time to evaluate them in terms of the criteria. The outcomes matrix we've been filling in will help us with that. But let's start by going back to our heater example. Some of the solutions fare better or worse when judged against certain criteria. Can anyone name an example?"

If necessary, mention how the different options might be better or worse in terms of cost or quality in order to prompt the groups' thoughts.

2. Rate Each Solution by Each Criteria

Now its time to fill in the table. As a group, rate each alternative as "good", "okay" or "bad" in terms of each criteria. There is no need to reach a full consensus here. A general rating should be good enough. Once the table is filled in, facilitate a general discussion about which alternative might be the "best" based on how many "good" ratings it has. If possible, point out to the group that simply counting up the number of "good" ratings may not be sufficient because we may care about certain criteria more than others (i.e. cost or feasibility may be the most important).

3. Summarize: "By creating this table, we're able see this information all in one place and think through the options systematically."

4. Transition: "This is a good beginning, but there may be other solutions or criteria we should be considering. We may also need more information to accurately rate each solution by each criteria."

Activity 5: Develop a Work Plan

Purpose of Activity: This activity is designed to develop a work plan for gathering feedback on the outcomes matrix.

Learning Objectives:
By the end of the activity participants will:
- Have a copy of the outcomes matrix
- Know what they need to do before the next meeting

Materials Needed:
- Outcomes matrix from previous activities
- Writing utensils

Handouts Used:
- Workplan

Time Needed: 5 min

Activity 5
Facilitator Instructions

1. Fill out the work plan

Give the work plan handout to all participants. Make sure participants copy the outcomes matrix onto their workplan, along with the date of the next meeting.

Ask participants to think more about the outcomes matrix before the next meeting. Ask them to show it to family and friends affected by the policy problem. Remind the group about additional steps they wrote down about finding out more solutions (see brainstorming solutions handout), and ask participants to take those steps before the next meeting. They should write down any feedback they collect and any additions or changes to the table.

TRAINING MODULE 3

HANDOUTS

Brainstorming Solutions

1. First write down all of the obvious solutions that come most quickly to mind.

2. Now get creative and come up with at least two wild ideas that seem too crazy for reality but that you think could solve the problem.

   Don't hold back! Really try to stretch your mind and don't worry if the options aren't realistic. There are no such things as stupid ideas for this part. Sometimes the wildest ideas have kernels of truly great ideas.

3. Which of the solutions you've come up with so far might work well together?

4. What questions do you have about the problem that you would like to ask and have answered before coming up with more solutions?

   For example, your car broke down. You might want to know how much it costs to get it fixed or the location of a reputable mechanic's shop. This information would help determine if buying a new car is worth considering as an option.

5. What steps might be helpful in coming up with solutions that you haven't thought of yet?

Common Criteria Used by Policy Analysts

Equity: Are there people who could be negatively impacted by this solution? Does it benefit everyone equally?

Cost-Effectiveness: How much will this cost compared to how much it will fix the problem?

Timeliness: How quickly can this solution be implemented? How long will it take to work? How much time do we have to dedicate to turning this idea into action?

Effectiveness: Will this solution actually fix the problem?

Political Feasibility: Will this be attractive to a wider audience? Will it attract important allies? Would policymakers be interested in this solution? Will it become law?

Sustainability: How will this solution hold up over time?

Work Plan

Name:

Date of Next Meeting:

Outcomes Matrix

During the training, fill in the solutions in the first column, the criteria in the top row and the ratings in each cell.

XXXXXXXX						

Feedback on the Outcomes Matrix:

Before the next training, reflect on this outcomes matrix. Show the table to family or friends affected by the policy problem or do some reading about the policy problem. Think about whether or not there are other solutions or criteria that should be considered. Think about the ratings the group gave each solution. Write down any feedback you hear from others or changes you think need to be made to table.

TRAINING MODULE 4

Confront the Tradeoffs

TRAINING MODULE 4: Confront the Tradeoffs

Overview: In this module, participants will define trade-offs and identify the trade-offs inherent in the alternatives. Participants will do this by rating each of the alternatives by each of the criteria.

Pre-Training Preparation: Prior to this training, the group should have already constructed alternatives, selected criteria and projected the outcomes during previous trainings.

Materials Needed:

- Whiteboard, chalkboard or butcher paper
- Markers or chalk
- Large outcomes matrix from previous trainingPost-it notes

Handouts Provided: None

Total Time: 1 hour and 25 minutes

Activity	Time
1: Check-in	45 min
2: Confront the Tradeoffs	35 min

Activity 1: Check-in

Purpose of Activity: To recall and assess what happened in the previous steps of this policy analysis, and ensure that participants have a clear understanding of how to move forward.

Learning Objectives:
By the end of activity participants will:

- Have a clear understanding of where they are in the process
- Get acquainted with the research done by other group members since the previous meeting
- Know how to move ahead

Materials Used:

- Whiteboard, chalkboard or butcher paper
- Markers or chalk
- Large outcomes matrix from previous trainingHandouts Used: N/A

Time Needed: 45 minutes

Activity 1
Facilitator Instructions:

1. Where we are on the 8-Fold Path
Facilitator will do a very brief rundown of the eight-step path, and then indicate the parts of the process the group will be completing today (confronting the tradeoffs).

2. Discussing outcomes matrix
Have participants share a couple of the most important takeaways from their conversations with others about the outcomes matrix since the last meeting. Participants should also share any takeaways from any additional research they did since the last meeting. Have the collector write up the takeaways on butcher paper for everyone to see.

3. Changes to the Outcome Matrix
Invite participants to talk about any changes that need to be made to the outcome matrix.

Some questions to consider:

- Are there additional solutions that need to be added?
- Could some of the solutions be grouped together?
- Are there other criteria the group needs to consider?
- Do any of the ratings need to be changed (e.g. the “good,” “okay,” or “bad” ratings)?

4. Summarize: “Our outcome matrix is nearly complete. It has a good list of possible solutions that are ranked according to our criteria.”

5. Transition: “However, some of the criteria are more important than others. In this next section, we’ll give a weight to each of the criteria. This will help further differentiate our possible solutions.”

Activity 2: Confront the Tradeoffs

Purpose of Activity: Define and confront “trade-offs” in our criteria.

Learning Objectives:
By the end of the activity participants will:
- Understand concept of trade-off
- Weight criteria by importance

Materials Used:
- Whiteboard, chalkboard or butcher paper
- Markers or chalk
- Post-it notes

Handouts Used: N/A

Time Needed: 35 minutes

Activity 2
Facilitator Instructions:

1. Introduction to Tradeoffs
“Every solution is a choice – and every choice has a consequence. Typically, you sacrifice one thing to gain another. We do this all the time in our daily lives when we think of the pros and cons for a choice we have to make. In this session, we’ll examine the tradeoffs between the various criteria we’ve come up with and we’ll address this challenge by weighting the criteria.”

Examine each of your criteria as a group. Are any of the criteria counter to each other? For example, possibly a solution is really affordable, but it’s not as effective as the other options. Explain to the group that this is the type of tradeoff that needs to be confronted.

2. Weight the criteria

Explain to the group that to confront the tradeoffs we will assign a weight to each criterion. In other words, we’ll decide which of the criteria is more important so that we can decide which tradeoffs we can live with and which tradeoffs we cannot live with. To weight the criteria, we’ll assign a number to each criterion. The number doesn’t matter as much as the proportions. If criterion A has a weight of 1 and criterion B has a weight of 2, then criterion B is twice as important as criterion A.

Explain to the group that everyone will get a say in how the criteria should be weighted. Write up all the criteria on the wall or simply bring out the outcomes matrix. Give each person five sticky notes. Participants should then use these sticky notes to vote on which criteria they think is the most important. Participants can allocate all, some or none of their votes to any particular criterion. There are no restrictions on the voting.

[Allow time for participants to put up sticky notes. Have the collector count and report the numbers of notes for each.]

Facilitate a discussion about how each criteria should be weighted using the votes as a starting point. Ideally, the group should come to a consensus about the weighting.

3. Summarize: “Now we have a clearer picture of which of the criteria are the most important to us.”

4. Transition: “We are ready to make a decision.”

{NOTE: The outcome matrix is now complete and composite scores for each of the possible solutions can and should be calculated before the next training. To do so, convert each of the “good” ratings to a score of 3, the “okay” ratings to a score of 2, and “bad” to a score of 1. Next, multiply each score by the weight for its criteria. Finally, sum up each cell along each row to get a composite score for each possible solution.

See the example below. This matrix shows the factors you might consider when choosing a bakery along with the scores for each bakery. Remember the composite scores for your matrix and be ready to present them back to the group at the next meeting.}

Factors	Cost	Location	Reliability	Quality of ingredients	Total (sum of the previous four columns)
Weights	5	3	4	4	
Bakery 1	2x5=10	4x3=12	1x4=4	3x4=12	38
Bakery 2	3x5=15	1x3=3	2x4=8	2x4=8	34
Bakery 3	5x5=25	3x3=9	5x4=20	5x4=20	74
Bakery 4	1x5=5	2x3=6	4x4=16	3x4=12	39

TRAINING MODULE 5

Decide

TRAINING MODULE 5: Decide

Overview: This module is intended to help participants put themselves in the shoes of the decision-maker. Given prior analyses, participants will finally decide on their next course of action.

Pre-Training Preparation: Participants will have constructed a list of alternative courses of action pertaining to the issue and identified their respective trade-offs. In Module 3, the group created an Outcomes Matrix. In Module 4, the group weighted the criteria by level of importance. Prior to meeting for this Module, the facilitator should do the math, multiplying the numbers in the matrix so the completed matrix can be presented to the group for this section.

Materials Needed:
- Paper
- Markers
- Post-its
- Pens
- Flipchart
- Sticker Dots

Total Time: 50 minutes

Activity	Time
1: Reviewing the outcomes matrix	15 min
2: Let's make a decision	60 min

Activity 1: Reviewing the Outcomes Matrix

Purpose of Activity: This activity is intended to help the group assess the strengths of the different proposed alternatives.

Learning Objectives:
By the end of the activity participants will:

- Understand the scores given to their alternatives.

Materials Used:

- Paper
- Markers

Time Needed: 15 minutes

Activity 1
Facilitator Instructions:

1. Reminder:

Post the Outcomes Matrix from the last module and discuss the outcomes with the group. Talk about how the different possibilities fared and how this might influence the group's decision.

Tip: You could say something like… "If your intuition tells you that your top scoring option isn't really the best one, reflect on your scores and weights. It may be a sign that certain factors are more important to you than you originally thought."

2. Summarize: "The matrix can be a useful tool for making decisions by weighing different factors according to their perceived level of importance."

3. Transition: Once a decision matrix has been created, participants will now attempt to make a group decision.

Activity 2: Let's Decide

Purpose of Activity: This activity is intended to help the group come to a decision.

Learning Objectives:
By the end of the activity participants will:

- Decide on the best course of solution to their problem

Materials Used:

- Paper
- Markers

Time Needed: 60 minutes

<u>Activity 2</u>
Facilitator Instructions:

1. Facilitate a discussion to make a decision.

To do this, you might encourage the group to think about which options they like best. Remind them that the Outcomes Matrix can help guide their thoughts, but is not binding. Record their thoughts on the board.

The facilitator has a lot of freedom to structure the decision making process in the way that makes the most sense for the group. This might differ depending on the number of participants and how well they know each other. Voting on different ideas might be a good strategy, or the group might prefer to discuss option and arrive at a solution in a more free flowing way. It may also be helpful to narrow the options, by eliminating solutions. The facilitator's role is to guide the voting or conversation, maintain order, and keep track of thoughts and ideas that arise. At the end, the group should have a policy solution it is excited to pursue.

2. Summarize: Explain that decision-making is often an iterative process. It is likely to involve repeating some steps e.g. reconsidering alternatives, reassessing projections, reconsidering criteria, re-evaluating trade-offs etc.

3. Transition: Once a decision has been made, participants are ready to tell their story about why this is the best solution.

TRAINING MODULE 6
Tell your Story

TRAINING MODULE 6: Tell Your Story

Overview: In order to tell their story, participants will need to determine their audience and their mode of communication (written story, oral report, etc.). After this preliminary work, the goal will be to develop a narrative. Much of this training will focus on making sure the participants understand what a narrative is and how to develop one for the work you've been doing.

Pre-Training Preparation: Make sure the trainer has a clear understanding of what the problem is and what kinds of solutions have been developed. These will be the most critical points of the story the group is developing. Develop an outline that might help guide the group's thoughts.

Materials Needed:

- Butcher Paper
- Markers and Pens
- Post-it notes
- Board for writing and posting materials

Handouts Provided:

- Templates for policy memo and brief

Total Time: 2 Hours

Activity	Time
1: Getting to know Narrative	25 min
2: Keeping it Brief and Concise	25 min
3: Using Narrative to Create "Your Story"	25 min
4: Knowing Your Audience & Choosing a Communication Method	25 min
5: Develop a Work Plan	20 min

Activity 1: Getting to Know Narrative

Purpose of Activity: The activity is designed to introduce participants to the concept of narrative and what makes it compelling.

Learning Objectives:
By the end of this activity part will:

- Understand what a narrative is
- Understand the composition of a narrative
- Understand how to break a narrative down into its components

Materials Used:

- Whiteboard, chalkboard or butcher paper
- Markers or chalk
- Post-its
- Paper

Handouts Used: N/A

Time Needed: 25 minutes

<u>Activity 1</u>
Facilitator Instructions:

1. Introduction to the Elements Narrative: “Merriam-Webster dictionary defines narrative as ‘the representation in art of an event or story.’ Today, we’re going to focus on telling people about the problem we’ve identified and the solutions we’ve developed in an interesting way that will catch their attention and stay in their minds. We’re going to start with an activity that should help us get a better feel of what the elements of a narrative is and what makes a story strong.”

The facilitator will encourage participants to think about a favorite book, movie or TV show. It can be fiction or non-fiction. They should focus on what they like about the story and how it engages them. The facilitator can suggest things like complex and realistic characters, the suspenseful plots, moral messages, dialogue that make them laugh etc. The key is that they think about a story they value and why it’s enjoyable or important to them. The participants will write these down on post-its and attach them to butcher paper on the board.

2. Deconstructing the Components: The facilitator will read each of the post-it notes aloud and encourage participants to think about the reasons they liked a particular element of story in terms of categories or main areas.

The facilitator should write headings on the butcher paper including things like character, plot, writing, setting, humor etc. The participants can then group their post-its under the requisite heading with the facilitator providing guidance when necessary. It is important to leave time for the group to discuss why each element goes under each heading.

3. Summarize: “What you’ve written on the post-it notes are aspects of narrative.”

4. Transition: “We want to use some of these same elements in our storytelling about our policy solution.”

Activity 2: Keeping it Brief and Concise

Purpose of Activity: This activity asks you to use the elements of narrative discussed in the previous activity and use them to convert an everyday experience into a story that is short and to the point.

Learning Objectives
By the end of this activity participants will:

- Understand how to use narrative to attract the attention of your audience
- Understand how to construct a narrative concisely

Materials Used:

- Post-its
- Markers or Chalk
- Paper

Handouts Used: N/A

Time Needed: 25 minutes

<u>Activity 2</u>
Facilitator Instructions:

1. Introduction and “One on One” Storytelling “Now that we know about narrative, we’re going to work on telling our stories in short, concise ways. Think of a problem you encountered recently in your daily life. We’ve used the water heater example in previous exercises. How would you tell a friend or a co-worker about what happened and how you addressed the issue? Your goal is to be entertaining and interesting while staying on point. A good format to follow is starting with a statement of the problem before proceeding immediately to a statement of the conclusion. The conclusion should be the focal point of your story.”

The facilitator should break the group into pairs. Ask participants to think of a problem they recently faced; how they dealt with it and how they would explain it briefly to someone they did not know very well.

In each pairing the participants will tell their story to their partner with the partner providing feedback and advice on clarity and interest of presentation.

2. Group Debrief The facilitator should lead a short discussion informed by the one on one storytelling. Provide guidance when necessary but the majority of the information should come from the group with participants pointing out particular ways in which their partner was able to communicate with them clearly and concisely.

3. Summarize: “We are now able to use the elements of narrative to tell a clear and concise story.”

4. Transition: “Now let’s integrate those elements into a story for this project.”

Activity 3: Using Narrative to Create "Your Story"

Purpose of Activity: This activity is designed to use the elements of narrative we discussed in the first activity and the quick and concise storytelling techniques practiced in the second activity to construct the story of your project.

Learning Objectives:
By the end of this activity participants will:

- Understand how to use the elements of narrative in a concrete context
- Be able to incorporate those elements into their own story

Materials Used:

- Post-its
- Markers or Chalk
- Paper

Handouts Used: N/A

Time Needed: 25 minutes

Activity 3
Facilitator Instructions:

1. Introduction: "On the board are the post-it notes from Activity 1. Each one contains an element of narrative that you feel is an effective tool in storytelling. Now we are going to take those tools and use them to create our own stories. Each person should pick several of what he or she believes are the most effective narrative tools. As you do, think about which ones work best in the context of this project. Think about your original problem, the research you have done, the criteria you've selected, the alternatives proposed, etc. The tools you pick should be the ones you feel will best express the story of this project. Spend a few minutes to do this. Don't overthink it. You've worked very hard to move through the modules of this training and you likely already have ideas in mind for what might work best. Trust those instincts."

Facilitator should give the group a few minutes to think and choose their respective tools.

2. One on One Storytelling: Break the group into pairs again. The teams will be instructed to construct the story of this project using the elements of narrative they have just selected and tell that story to their partner. It should be noted that they should only focus on their partner in this activity and that the larger audience will be the focus of the next activity. As they did previously, have them give each other feedback and advice about the project story.

Give them ten minutes and then reconvene the group as a whole.

3. Group Debrief: The facilitator will go around the room having each person tell the story that was told to that person by their partner. Each participant should highlight what pieces of the story were most engaging and clear.

Tip: The facilitator may want to pose questions to the group to help guide the discussion. These may include questions like: “What was particularly effective about this story? What elements of narrative do you think it used? What could have made it a little stronger?”

The facilitator should write these answers on the board and help the group to compile a master list of the most effective storytelling tools and a bullet pointed outline for the project.

4. Summarize: “We are now ready to tell our story about our policy solution.”

5. Transition: “Now let’s focus on our audience.”

Activity 4: Knowing Your Audience & Choosing a Communication Method

Purpose of Activity: This activity is designed to determine your audience(s) and choose the medium(s) to reach them.

Learning Objectives:
By the end of this activity participants will:
- Understand their audience(s)Understand the best method(s) for reach their audience(s)

Materials Used:
- Post-its
- Markers or Chalk
- Paper

Handouts:
- Policy Memo Template and Tips
- Policy Brief Template and Tips

Time Needed: 25 minutes

<u>Activity 4</u>
Facilitator Instructions:

1. Determining the Audience: “Now that you have story to tell, the question is who do you want to tell it to and how do you want to tell it? Let’s think first about who needs to hear about our policy solution. Once again think back to your problem and the outcomes you hope to achieve. Who has the ability to make the policy change you want to see? This is all about what your end goal or goals are and who you believe can best help you achieve them. Let’s go around the room and start thinking of potential audiences.”

The facilitator will write the group’s answers on post-its and place them on the board. Special note should be taken of the ideas that are brought up multiple times and those should be sectioned off as the most likely audience(s) that can help the group with their problem.

2. Reaching the Audience: “Now how are we going to reach the people that will help you in solving your problem? What would be the most convincing to our audience? Would a report be best? Should you hold a meeting and tell the story orally? Do you need to write a policy memo? Is it best if you combine multiple methods?”

Just like in part 1, collect the group’s response, sectioning off the answers that come up the most.

Tip: If necessary the facilitator should provide guidance (materials are available in this toolkit) as to which methods might be most useful for the group and their specific problem. The main focus here should be on types of methods. Specific materials and templates can be distributed at end of activity.

3. Summarize: “The skills of storytelling you learned in this final module should provide you with an understanding of how to communicate the hard work you’ve done and the solutions you’ve developed to you audience. A strong narrative will catch the attention and capture the hearts and minds of people who you can enlist in your cause.”

4. Transition: “Now let’s develop a work-plan to organize next steps.”

Activity 5: Develop a Work Plan

Purpose of Activity: This activity is designed to build a strategic blueprint to plan activity going forward.

Learning Objectives:
By the end of this activity the participants will:

- Understand how to organize next steps and continued efforts

Materials Used:

- Markers, Pens, Pencils or Chalk
- Paper

Handouts Used: N/A

Time Needed: 20 minutes

<u>Activity 5</u>
Facilitator Instructions:

1. The facilitator should guide the group through the following tasks:

   - Establish a timeline for your work—decide when you want a finished version of the story you began drafting in the last module and set a due date. Do the same for other aspects of this project that remain unfinished.

   - Select people or teams to work on unfinished elements of the project. Make sure they understand exactly what is expected of them and when their pieces of the project are due.

   - Start making a list of people you wish to tell about your work and establish a timeline for meeting with them. Start scheduling meetings far in advance and make sure you have all the materials you need to convince your audience that the problem you have identified is a critical one and that the solutions you are proposing are valid.

   - Set a definitive plan for accomplishing your goals and making sure that the project you've worked so hard to develop is tethered to an established plan for making it happen.

2. Summarize and Transition: "Congratulations! You have finished the policy analysis process!"

TRAINING MODULE 6
HANDOUTS

Policy Memo Template & Tips

The Inverted Pyramid
While writing a memo, keep this in mind. Remember, you're writing this for a busy person who has a full schedule. You need to get straight to your most important points. It's called the inverted pyramid because you start with the most important points then funnel down to supporting information.
First, describe the problem you've identified. Then, state your solution. Then, defend your recommendation and explain why it is the best solution to the problem.
Your goal should be to think hard so as to identify the central issues, problems, and arguments and to then limit your summary to those vital points.

I. Executive Summary
This section of the memo should provide a summary of your key points. It should not be longer than a page. Remember, you are writing for a person who only has a few minutes to read this. Your points need to come across clearly, quickly. The executive summary is not an introduction to the memo. All of the key points should be included in this section.
Include:

(1) A summary of the issues and/or problems facing your decision-maker.
(2) A summary of your recommendations as to how those issues and/or problems should be handled or resolved.
(3) A description of why your proposal is the best proposal.

II. Problem Description
Start with a concise recounting of the facts. In this section you have to make an assumption of how much your reader already knows. If she knows little about the subject at hand include lots of facts, but do not waste her time.

III. List and Define Criteria
In this section, list and define the criteria for alternative evaluation you developed earlier in the training.

IV. Recommendations
Recommendations should address the generic problems, making reference to the specific problem when the solution has been or needs to be tailored to that situation. Thus, once again, knowledge of the needs of your audience is crucial.

V. Defense of Your Recommendation(s)
Remember your audience will be hearing other ideas. Although your space is limited you need explain why your proposed solution is superior to other solutions.

General Tips
You can vary the structure of the memo slightly, but keep it short, simple and informative. Make specific and concrete suggestion when you can and make sure your conclusions of your arguments and research are clearly stated. Remember, your memorandum will discuss a problem needing a solution. Summarize it, describe it, and then make one or more recommendations. Use detail when necessary, but be concise.

Policy Brief Template & Tips

The Inverted Pyramid

A brief is even shorter than a memo, hence its name. While writing a brief, keep this in mind. Remember, you're writing this for a busy person who has a full schedule. You need to get straight to your most important points. It's called the inverted pyramid because you start with the most important points then funnel down to supporting information.

I. Problem Description

This was the first thing you did when you started this project. State the problem here.

II. List and Define Criteria

In this section, list and define the criteria for alternative evaluation you developed earlier in the training.

III. Recommendation

In a memo, you can discuss alternatives. In a brief, offer only your main recommendation.

V. Defense of Your Recommendation

In a brief, simply describe how your recommendation fairs when judged by your criteria.

CONCLUSION

Congratulations! Throughout this process, you have learned about the process for addressing policy issues. You have worked with your team on defining a concrete problem, gathering evidence, prioritizing different policy solutions, making decisions about the best course of action, and telling your story. We hope that this process has been a fulfilling experience for you and your fellow participants. More important, we hope that your team has the confidence to go out into the world and advocate for your policy solution. Now you have the tools you need to research a specific problem, make recommendations on how to address it, and start taking action!

Remember: YOU are the experts about the issues that your community faces. Your voices are crucial to the process of passing authentic and truly effective policies. Thank you for working to make your voices heard.

APPENDIX

This appendix includes some tools that may be useful when working through the policy analysis process. It includes documents covering:

- Facilitation Tips and Suggestions
- An additional training for building community: “Who’s a Policy Analyst? You Are!”
- An example Training Feedback Form

Facilitation Tips and Suggestions

Good facilitation is integral to any effective group process, and especially a participatory policy analysis process. Effective facilitation will ensure everyone has sufficient opportunity to contribute, but that the discussion stays on topic and is completed in a timely manner. Good facilitators strike this balance by being prepared for the meeting while also being able to read the group and adjust mid-meeting as necessary. Below is a brief summary of some general tips and suggestions for facilitators. See the additional resources at the end of this section for more information.

Clear Expectations: Meetings run smoothly when participants know what the group is planning to accomplish and how long they have to do the work. Each meeting should have a posted set of goals, agenda items and timeline.

Challenges with Participants: Some participants talk too much, others talk too little, while some might constantly bring up unrelated topics. Well-designed activities can mitigate this impact, but facilitators often have to play an active role as well. As a facilitator, you should be comfortable cutting comments short as needed, and also coaxing others to speak more.

Decision-making tools: Making a group decision can be a long and arduous process, but strong facilitation can shorten the timeline and make sure everyone's voice is heard. A central choice the group should make is whether they will make decisions by consensus, simple majority or some other option. Here are a few common decision-making activities that you can utilize:

- Temperature check: For a binary decision (yes or no), have participants line up on a continuum based on how strongly they support or oppose an idea. This activity visually displays the distribution and strength of opinions.
- Voting: Voting can be done in a number of ways, but can either be a secret vote or a public one. Participants may vote once or vote multiple times. Secret votes can be useful for controversial topics. Votes may be particularly useful when a few people are dominating the conversation.
- Check-in: Participants each say how they are feeling on a topic, within a set time frame. This allows all to be heard, encouraging those who don't normally speak while also limiting the time for those that speak up to much.

Conflict: Policy often deals with contentious issues and conflicts between participants may be inevitable. Facilitators should work with participants to develop a list of ground rules at the beginning of the process. Ground rules should address how participants should interact with each other and all participants should agree to follow these rules. With this proper groundwork in place, facilitators can simply point back to the agreed upon rules during conflicts in order to ensure civility. Substantive disagreements will likely still exist and facilitators should oversee a civil debate on such topics.

Useful Facilitation Resources:
http://www.trainingforchange.org/tools/meeting-facilitation-no-magic-method-0
http://www.vcn.bc.ca/citizens-handbook/1_10_facilitate.html
http://wagner.nyu.edu/files/leadership/TrainingForTrainers-2.pdf
http://www.qualitative-research.net/index.php/fqs/article/view/1244/2692
http://www.amazon.com/Facilitators-Guide-Participatory-Decision-Making-Kaner/dp/0787982660

Activity: Who's A Policy Analyst? You Are!

Purpose of Activity: This activity is designed to challenge the stereotypes that are commonly held about researchers and policy analysts in order to understand that anyone can and should be able to think critically about policy issues and generate research questions.

Learning Objectives:
By the end of the activity participants will:

- Be able to break down stereotypes about expertise
- Learn that various types of knowledge exist within the group
- Learn that community knowledge and participation is critical to changing policy and building power

Materials Used:

- Poker chips (or pennies, paper clips, jelly beans, etc.)

Handouts Used: N/A

Time Needed: 20 min

Activity 1
Facilitator Instructions:

1. Introduction
"What do you think about when you hear the words 'policy analyst' or 'policy maker' or 'expert?' Who is a policy expert? What do they look like? What do they act like?"

"In our society we tend to think the 'experts' are the only ones who have knowledge & information. When most of us think of policy analysts we think of some expert cooped up in a room, at a far distance from the community. But what do those experts really know about what's happening in our neighborhoods and communities? Is that the kind of information we need?"

"We will be doing an activity to explore these questions."

2. Explore Our Own Expertise
Instruct everyone to stand in a circle. Each person gets a handful of chips (paperclips, pennies or jelly beans can also work).

Explain that you will read a series of statements, and if a statement applies to the team member, they will throw a chip into the center of the circle.

Read the following statements:

- I have talked with my neighbors about conditions in my neighborhood.
- I have read local newspapers.
- I have talked with my friends, family or community about an important issue.

- I have been able to explain something really complicated in simple terms when I've talked to people.
- I have advocated for myself or a family member.
- I have met with officials or administrators about an issue in my community.
- I have been denied rights given to most people in this country.
- I have been a leader in my community.

> Tip: Add a few statements that are specific to the issue you are working on. For example if you are working on criminal justice issues you might add, "I know the story of someone who has been affected by the criminal justice system."

3. Wrap Up

Explain that the pile of chips represents all the types of knowledge and ways of getting information that come from our daily lives.

> Tip: You could say something like…
>
> "Everyone in the room already has plenty of knowledge, experience and skills to contribute to a policy analysis process. As a community we can support each other with different skills and we can tap into our collective knowledge. And that's all that policy research and analysis is. Everyone here is an expert on their own life experiences. All people do analysis in some form or another in their daily lives. It's a matter of recognizing what you already do as valuable, whether you're getting information from your own life, from your community, or from the news."

Ask participants for comments and questions. Invite them to reflect on this activity...did it help them to think about their own capacity in a new way? Do they feel more confident about the contributions they can make to the team?

4. Summarize: "Instead of allowing traditional policy analysts, like academics and policy makers, to define the problems and solutions in our community, we need to do our own analysis, so that we can create policies that address what's really happening in our communities."

Training Feedback Form

This anonymous form is intended to help the trainers gather feedback about how the training went. Please take a few moments to fill it out accurately and completely.

What do you think about the partnerships formed to work on this project? (circle one)

Strongly Satisfied   Satisfied   Unsatisfied   Strongly Unsatisfied

Do you have advice for the leaders as we begin this process together?

Overall, I thought this training was... (circle one)

Excellent   Good   Just Okay   Poor

What part of the training was the most helpful and why?

What part of the training was confusing and why?

What do you still have questions about?

Other comments:

(see back)

Personal Questions

So that we can get to know you a little better we've included a few voluntary personal questions. This information will help us create more interesting, relevant and hopefully more effective trainings.

What is your highest level of education?_________________________________

What is your race/ethnicity?____

What is your age?____

What is your gender?____

What past experience have you had with policy, law, economics and/or politics?

What community issues are important to you?

What else do you want us to know about you?