SILBERMAN SCHOOL OF SOCIAL WORK
AT HUNTER COLLEGE
CITY UNIVERSITY OF NEW YORK

Social Work Policy in Child Welfare
SW 34000
Spring, 2025

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Office Hours: Virtually and by appointment

COURSE DESCRIPTION

Social Work Policy in Child Welfare course is designed to help students understand the current and historical context of child welfare policies and programs in New York and the United States; the major issues in child welfare; policy frameworks; and services and practices in the child welfare arena. This course will particularly focus on the history and landscape of child welfare services, practices, and policies.

This course is designed to prepare students for entry-level child welfare practice. A focus on best practices will increase students' knowledge and skills for evidence-based, culturally competent, strengths-based, and family-centered child welfare practice.

COURSE OBJECTIVES

The objectives of this course are to provide students the opportunity to understand and analyze:

1) Apply historical knowledge, theoretical frameworks, and social welfare principles to the development and assessment of child welfare policy in a specific social welfare policy area.
2) Examine the diverse needs, beliefs, interests, and difference experiences those affected by the social policy that is the focus on this course –including difference of race, gender, class, sexual orientation, gender identity expression, age, ethnicity, culture, religion, or varying mental and physical abilities.
3) Explore how the complex dynamics of discrimination, economic deprivation, and "institutionalized oppression" limits the well-being of client groups and capacity of social welfare policy to mediate, address, redress otherwise ensure social, economic and political justice.
4) Recognize and address the relationships between child welfare policy, social work ethic and social work values.
6) Examine and analyze the factors that promote, inhibit and otherwise

influence the implementation of child welfare policy and the pursuit social justice and social change.

7) Gain an understanding of the guiding principles of the New York City Administration for Children's Services (ACS), New York State Office of Family and Children's Services (OCFS); and the United States Children's Bureau.

CSWE COMPETENCIES AND PRACTICE BEHAVIORS

Educational Policy and Accreditation Standard (EPAS)	Practice Behaviors
2.1.5. Advance human rights and social and economic justice	Examine and demonstrate understanding of different forms and mechanisms of oppression and discrimination as they relate to child welfare policies
2.1.8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	Analyze, formulate, and advocate for policies that promote human and social well-being for child welfare.
2.1.9 Respond to contexts that shape practice	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societa trends to provide relevant services in child welfare.

Academic Integrity Statement

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures
http://rwc.hunter.cuny.edu/reading-writing/on-line/gpp.html

COURSE EXPECTATIONS:

Attendance and Lateness: Students are expected to attend every class session or notify the instructor in advance if unable to attend. Missing 3 or more classes may result in a grade of "F" except under exceptional

circumstances determined in advance. Habitual lateness may also affect your grade as it disrupts the flow of the class. Notify the instructor by email beforehand if at all possible, about either absenteeism or missing part of course session. See statement in <u>Silberman SSW at Hunter College Handbook Statement on Attendance Policy 2012-2013</u>
<u>http://www.hunter.cuny.edu/socwork/pdfs/student-handbook.pdf</u>

<u>Religious holiday policy:</u> Any student who is unable, because of his/her/their religious beliefs, to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor <u>in advance</u> so that a plan can be made to make up the work missed as a result of the absence(s).

<u>Professional Conduct:</u> As a professional school, standards of appropriate ethical conduct are expected of students at all times, including in the classroom. This means a climate of respect and tolerance for different opinions. All cell phones should be silenced and put away during class and no text messaging is allowed. Such behavior is disruptive and disrespectful to peers and the course instructor. All mp3 players, iPads, etc. are to be off and stored during class. Students should remove all headphones, ear buds, and other listening devices from ears, head, and neck during class time. The instructor reserves the right to disallow the use of laptops in class if it seems students are using them inappropriately (e.g., instant messaging, typing emails, or web surfing) and distracting others. Please note that if a student must have her/his cell phone available due to a specific **need** during class, the student should discuss this with the instructor before the beginning of class and then quietly leave the classroom to take the call outside the classroom when the call comes in.

<u>Confidentiality:</u> In order to establish an open, respectful and critical atmosphere in the classroom and on Blackboard postings/Web postings and discussion, students must adopt an attitude of complete confidentiality. This includes not discussing any details about your own or other students' comments or opinions revealed about self, peers, community members, and/or agencies including their own, verbally or in writing. When posting material, students should not use the Specific Names – refer to titles – i.e. a supervisor, a psychiatrist, a social worker.

<u>The Reading/Writing Centers:</u> Students who have questions about the Writing Program may contact Christopher Hartley (<u>ch552@hunter.cuny.edu</u>) directly through email. To schedule appointments to work with a tutor you may contact Margot Kotler (<u>margot.kotler@hunter.cuny.edu</u>), who will be

available to assist you. Please use one of the following links for the scheduling calendars below.

Scheduling Calendar: Weekdays
Scheduling Calendar: Evenings & Weekends
Writing Program Self-Diagnostic

Students must use APA style format and review and edit papers before submission. It is highly recommended that you use classmates and others to read and comment.

CLASS FORMAT:
The class will use diverse methods for optimum student learning. Course will be a combination of lectures, discussion, structured small and large group activity, videos and guest presenters. Students are expected to be active class participants in discussions and group activities. This includes doing the readings, posting when required on the website, and presenting or leading discussions.

GRADING

Grading Criteria Written Assignments
1**.** Quality of written and oral work
2. Timely completion of assigned readings.
3. Timely completion of written assignment/presentations
4. Responsiveness to assignment questions
5 Well-documented and referenced (use APA Manual of Style, Latest edition)
6. Careful preparation of written material (i.e., spelling, grammar, overall organization of papers)
7. Careful Organization of paper/presentation (Appropriate use of language, headings, logical progression of ideas)
8 Application to practice and/or contemporary policy issues (as required)

Student Grades and Assignments
a)   Your grade will be determined by the quality of your assignments and your class participation. There is no final exam.
b)   All assignments are due before the start of class on their respective due dates. Papers turned in after 5:30PM on their respective due dates.
c)   All papers should be submitted by email no later than the date/time they are due. Assignments should be submitted in Word saved in doc or docx format – using your last name and date of submission for example (Mallon.04.15.2025). The title of the attachment must include your name.

You must also include your name on the word document itself. You must email the paper to gmallon@hunter.cuny.edu

d) All papers must be typed, properly cited (APA style), and proofread for spelling and grammar.

Percentages of Final Grade

- Class Attendance Preparedness and Participation: 20%
- Written assignment #1: Advocating for Change in Child Welfare Policy: 50%
- Oral Presentation: 30%

According to Hunter College Grading Guidelines, a final letter grade will be issued with numerical values as indicated below:

A+	97.5-100	B	82.5-.5-87.4	D	60.0-69.9
A	92.5-97.4	B-	80.0-82.4	F	59-below
A-	90-92.4	C+	77.5-79.9		
B+	87.5-89.9	C	70.0-77.4		

ACCOMMODATIONS: In compliance with the Americans with Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. Students are encouraged to register with the Office of Accessability located in Room E 1124 at 68 Street or call (212-772-4857 or VRS (646-755-3129 for further information or online at: http://www.hunter.cuny.edu/studentservices/access
Notify the instructor at the beginning of the semester. Information will be held in strict confidence.

Instructor Availability

I am available by appointment only. Please use email to contact me (my email address is listed on page one) or if you must call leave a message at (917) 940-5455 and I will return your call.

Readings:

Students are encouraged to read widely. Without a broad and critical examination of the literature, they will be unable to grasp the course content, to contribute to class discussions, or complete the assignments. An extensive bibliography, organized by class session is part of this syllabus. Journal articles are also available in the library's stacks. You should become familiar

with the following journals, among others, which have content on child welfare policy, in order of importance, they are:

Child Welfare
Families in Society
Social Work
American Journal of Orthopsychiatry
Child & Adolescent Social Work Journal
Children & Youth Services Review
Journal of Sociology and Social Welfare
Social Service Review

Also, you will want to become familiar with Social Work Research and Abstracts and familiarize yourself as well with the Encyclopedia of Social Work for articles on related topics such as poverty, child welfare, family and children's services, social policy, etc. These sources are not to be used as primary sources, but as a place to begin your search.

The following web sites are also critical to your learning in this course, and you are strongly encouraged to review them:

http://nccwe.org/
– National Center for Child Welfare Excellence

http://www.ocfs.state.ny.us/main/ - New York State Office of Children and Family Services provides for the public child welfare functions of the state and administers the federal grants for services directed at meeting the special needs of New York's most vulnerable citizens.

http://www.nyc.gov/html/acs/html/home/home.shtml - The New York City Administration for Children's Services protects New York City's children from abuse and neglect. Along with our community partners, Children's Services provides neighborhood-based services to help ensure children grow up in safe, permanent homes with strong families.

http://www.acf.hhs.gov/programs/cb - Children's Bureau, U.S. Department of Health & Human Services

https://www.childwelfare.gov/ - Child Welfare Information Gateway provides access to information and resources to help protect children and strengthen families.

We will spend the first 15 minutes of each session critically discussing contemporary issues in child welfare that you have observed in print or other popular media -- please come prepared for each class to discuss these.

Although no one is likely to read everything that is on the reading list, students are advised to read in sufficient depth to appreciate and understand the impact of multiple factors on seeking and delivering assistance. Experience has demonstrated that students who are more widely read, and who incorporate their reading into their work, practice more competently.

Students are also expected to read a national newspaper such as the New York Times or Wall Street Journal (this can be done on-line) on a daily basis giving particular emphasis to three components: articles which focus on child welfare specific issues, letters to the editor which focus on children and family issues and the editorials. Clip and bring in relevant articles for sharing during the first 15 minutes of each class.

Web-based Information and Requirements

This course will be taught via a combination of teaching methods: live in-class sessions and on a few occasions an asynchronous web-based presentation. The class will use Garymallon.com NOT Blackboard – you can view films on the website; and review all readings and assignments there.

Texts

Required Texts:

There is no required text for the course – all readings will be made available on-line

The following detailed outline provides a session-by-session schedule for the course.

Session 1
Introduction and Orientation to the Course

- **Readings, Assignments, Course Expectations**
- **The Language of Child Welfare: Safety, Permanency, & Well-Being**
- **Overview of National Statistics in Child Welfare – AFCARS data**

Required Readings:

Glossary of Child Welfare Terms
https://www.foster-adopt.org/child-welfare-terms/

How the Child Welfare System Works. Retrieved from
https://www.childwelfare.gov/pubPDFs/cpswork.pdf

Administration for Children's Services. (2017). What is Child Abuse and Neglect? Retrieved from http://www1.nyc.gov/site/acs/child-welfare/what-is-child-abuse-neglect.page

Black Families Matter: How the Child Welfare System Punishes Poor Families of Color by Dorothy Roberts and Lisa Sangoi
https://theappeal.org/black-families-matter-how-the-child-welfare-system-punishes-poor-families-of-color-33ad20e2882e/

AFCARS 30 Data
https://www.acf.hhs.gov/sites/default/files/documents/cb/afcars-report-30.pdf

VIDEOS:
Multiple Transitions: A Young Child's Point of View about Foster Care and Adoption

Multiple Transitions - Video (only available for 2 weeks)
Multiple Transitions - Video Text

WE INTERRUPT
Watch this Great Two Part Series "*WE INTERRUPT*"
Listen to what Minnesota Youth in Foster Care have to say about Permanency in their lives. This fabulous production was made possible by Minnesota Department of Human Services (DHS)
WE INTERRUPT Part 1, **WE INTERRUPT Part 2**

Recommended Readings:

Administration for Children's Services. (2017). Mandated Reporters.
Retrieved from http://www1.nyc.gov/site/acs/child-welfare/mandated-reporters.page

Administration for Children's Services (2016). A parent's guide to child protective services in New York City. Retrieved from
http://www1.nyc.gov/assets/acs/pdf/child_welfare/ACS_Parents_Guide_to_the_Child_Protective_Investigation.pdf

Administration for Children's Services (2017). Parent's Guide to Foster Care. Retrieved from http://www1.nyc.gov/site/acs/child-welfare/parents-guide-to-foster-care.page

Session 2
Child Welfare History

- **Historical Development of Family and Children's Services**
- **Current Organization of Services at the Local Level**
- **Measuring Outcomes in Family and Children's Services**
- **Proposals for Reform**

- *Film - "The Orphan Trains*

Required Readings:

McGowan, B. (2014). Historical evolution of child welfare services. In G. Mallon and P. Hess (Eds.) Child welfare for the twenty-first century: A handbook of practices, policies, and programs (pp. 11-43). New York: Columbia University Press.

Mc Gowan's chapter on CW History

Orphan Train video **Learn More About the Orphan Train Experience in American Child Welfare History**

http://www.childrensaidsociety.org/about/history/orphan-trains

Orphan Asylum

https://en.wikipedia.org/wiki/Colored_Orphan_Asylum

A starter reading list on how child welfare policies harm Black people, families, and communities

https://robertlathamesq.org/a-starter-reading-list-on-how-child-welfare-policies-harm-black-people-families-and-communities

Session 3
Legislation in Child Welfare

- **Major Laws and Funding Streams Shaping Service Programs**
- **Review of the state and federal mandates**
- **Legislation from 1935 to 2021**

Required Reading:

Child Welfare League of America. Timeline of major child welfare legislation. Retrieved from http://www.cwla.org/wp-content/uploads/2014/05/TimelineOfMajorChildWelfareLegislation.pdf **(through 2011).**

Child Welfare Information Gateway. (2012). Major Federal Legislation Concerned with Child Protection, Child Welfare and Adoption. Retrieved from https://www.childwelfare.gov/pubPDFs/majorfedlegis.pdf

How a Bill Becomes a Law

https://www.genome.gov/about-genomics/policy-issues/How-Bill-Becomes-Law

Brief Legislative History of Child Welfare

https://www.pewtrusts.org/~/media/legacy/uploadedfiles/wwwpewtrustsorg/reports/foster_care_reform/legislativehistory2004pdf.pdf

Four of the Most Important Laws at Present:

https://www.acf.hhs.gov/cb/laws-policies/federal-laws/legislation

Child Welfare and Class Action Lawsuits

Session 4
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Well-Being Issues**
- **Services Designed to Enhance Family Functioning**
- **Family Support Services**
- **Community-Based Services**
- **Sibling Connections**

Film - A Brooklyn Family Tale

Required Readings:

Promoting Well-Being – an Overview
https://www.childwelfare.gov/topics/systemwide/well-being/

Strengthening Families
https://cssp.org/our-work/project/strengthening-families/

Latino Cultural Guide: Building Capacity to Strengthen the Well-Being of Immigrant Families and Their Children: A Prevention Strategy
https://cimmcw.org/latino-cultural-guide-building-capacity-to-strengthen-the-well-being-of-immigrant-families-and-their-children-a-prevention-strategy/

The Indian Child Welfare Act and Fostering Cultural Identity
https://www.nicwa.org/about-icwa/

Disproportionality in Child Welfare
http://www.pacwrc.pitt.edu/videos/Disproportionality/DisproportionalityCC.html

The Role of the Courts in Child Welfare
https://www.mdcourts.gov/video/selfhelp/child-welfare-courts-role

Session 5
Well-Being Issues

- **Education Issues**
- **Health Care Issues**
- **Mental Health Care**

Required Readings:

Collaboration Between Schools and Child Welfare Agencies in Florida to Address the Educational Needs of Children in Foster Care
https://repository.law.miami.edu/cgi/viewcontent.cgi?article=1454&context=fac_articles

Health Care Issues for Children and Youth in Foster Care
https://www.childwelfare.gov/pubPDFs/health_care_foster.pdf

Mental Health Needs of Youth in Foster Care
https://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-018-

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Session 6
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Child Safety and Protection**
- **Child safety: Incidence, Reporting, & Substantiation**
- **Physical Abuse: Prevention & Treatment**
- **Sexual Abuse: Prevention & Treatment**
- **Child Neglect & Psychological Maltreatment: Prevention & Treatment**
- **Risk Assessment in Child Welfare**

- **View the Movie "Precious"**

Required Readings:

Child Maltreatment Overview
https://www.msdmanuals.com/professional/pediatrics/child-maltreatment/overview-of-child-maltreatment

Safety & Risk Assessments Guide, NYC/ACS
https://www1.nyc.gov/assets/acs/pdf/child_welfare/2018/riskandsafetyguide.pdf

Child Sexual Abuse
https://rainn.org/articles/child-sexual-abuse

Staying Safe While Conducting a Home Visit
https://www.youtube.com/watch?v=tMDUAlo5v3Q

Session 7
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Overview of Permanency Planning**
- **Reunification**

Required Reading:

Understanding Permanency

https://www.youtube.com/watch?v=S5KH1CWhjOo

Reunification: What the Evidence Shows?
https://www.mncourts.gov/mncourtsgov/media/scao_library/CJI/family_reunification.pdf

Achieving Timely Reunification
https://www.contracosta.ca.gov/DocumentCenter/View/31229/TOC-CW-C3?bidId=

Meaningful Parent Engagement in Child Welfare
https://www.risemagazine.org/2016/08/partners-in-planning-2/

Session 8
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Adoption Issues**

- *Film: Adoption Then and Now*

Required Reading:

Overview of Adoption Issues
https://www.americanadoptions.com/adoption/adoption_overview

Seven Core Issues with Adoption
https://www.youtube.com/watch?v=Xq7EGOKAh5s

Transracial Adoption Issues
https://www.youtube.com/watch?v=xs0V23NDhHU

Should White People Be Allowed to Adopt Transracially?
https://www.youtube.com/watch?v=6y80sbAetoM

Session 9
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Permanency Issues**
- **Relative Care**

- **Guardianship**
- **Another Planned Permanent Living Arrangement**

- *Film: Why Can We Be a Family Again?*

Required Reading:

Stand By Me Guardianship
https://courts.delaware.gov/family/guardianshipstandby/index.aspx

Overview of Kinship Care
https://www.americanbar.org/groups/public_interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-36/july-aug-2017/kinship-care-is-better-for-children-and-families/

Another Planned Permanent Living Arrangement – APPLA
https://capacity.childwelfare.gov/courts/resources/another-planned-permanent-living-arrangement-provisions

Session 10
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Foster Care Services**
- **Family Foster Care**
- **Residential Care**

- *Film: "Foster Parents Speak"*

Required Reading:

Overview of Family Foster Care
https://www.clarvida.com/a-comprehensive-guide-to-foster-care-planning/

Residential Care
https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/06/14/giving-group-homes-a-21st-century-makeover

Session 11
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Youth Permanency**
- **Services for Youth**
- **Juvenile Justice Services**
- **Runaway and Homeless Youth Programs**

- *Film: "Aging Out"*

Required Reading:

Youth Permanency Toolkit
http://www.nccwe.org/toolkits/youth-permanency/what_is_youth_permanency.html

Voices of LGBTQ Youth
https://www.nctsn.org/resources/lgbtq-youth-voices-trauma-lives-promise

Runaway and Homeless Youth
https://www.acf.hhs.gov/fysb/programs/runaway-homeless-youth

Juvenile Justice System
https://en.wikipedia.org/wiki/American_juvenile_justice_system

Session 12
Policy and Programming Issues in the Delivery of Family and Children's Services

- **Post Permanency Services for Children, Youth & Families**

Required Reading:
Post Permanency Services
https://www.diakon-swan.org/postpermanency/

Session 13
Policy and Programming Issues in the Delivery of Family and Children's Services

Systemic Issues in Child Welfare

Required Reading:

Policy Options for Improving Child Welfare
https://www.rand.org/well-being/social-and-behavioral-policy/projects/child-welfare-model.html

What it Means to Abolish the Child Welfare System
https://imprintnews.org/race/what-means-abolish-child-welfare/48257

It is not a broken system; it is a system that needs to be broken: the upEND movement to abolish the child welfare system
https://www.tandfonline.com/doi/full/10.1080/15548732.2020.1814542

Sessions 14 & 15

In Class Presentations

Social Work Policy in Child Welfare
SW 34000
Spring, 2021

Course Assignments

A)   Written Assignment #1 - 50% (4-5 page paper double spaced). PAPER DUE March 24, 2025 submit through email.

You need to submit your topic to me by noon on March 3rd via email: gmallon@hunter.cuny.edu

Social workers are bound by a code of ethics to "advocate for living conditions conducive to basic human needs" and are called upon to "promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice." Knowing how to advocate to modify, enhance, fund, end, or create policies will be an important tool in your social work career. Often times, advocating for change requires convincing a policymaker. Policymakers can be elected (e.g. NYC Council Members, State Legislators, US Senators and Representatives, Mayors, Governors, etc.) or appointed (e.g. State and Local Commissioner and agency heads, such as the Commissioner of the Administration for Children's Services.)

In this assignment you will need to choose a policy or practice related to child welfare that you would like to change (either to expand, fund, create, modify, eliminate) and then use an advocacy tool to try to convince a policymaker. Your tool can be an Op-ed or letter to the policymaker.

Your op-ed or letter must:
- Clearly state the issue related to child welfare that you are addressing
- Articulate the change that you are seeking
- Use evidence to support your opinion including **at least one piece of factual data**. You may also use anecdotes from your professional or personal life.
- Propose at least one policy solution to the issue you are addressing.

Helpful Resources for Written Assignment #1
Resources to help with writing an op-ed:

Duke University Office of News and Communication. (Nov. 2013). How to Write an Op-Ed Article. Retrieved from https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/

Sample Op-Ed:

The New Hampshire Center for Public Interest (February 5, 2024). Op-ed: Stop Pretending that Trans Persecution is Helping Kids
Retrieved from https://indepthnh.org/2024/02/05/op-ed-stop-pretending-that-trans-persecution-is-helping-kids/

Resource to help with drafting a letter to an elected official:
Community Tool Box. (2015). Writing letters to elected officials. Retrieved from http://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main

Web sites where you can find data:

- Vandivire, S. & De Vooght,K.   Knowing the Numbers: Accessing and Using Child Welfare Data. Sparc & First Focus. Retrieved from https://firstfocus.org/wp-content/uploads/2014/11/Knowing-the-Numbers.pdf

- Administration for Children's Services. (2024). Monthly flash indicators. Retrieved from https://www.nyc.gov/site/acs/about/flashindicators.page
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B)   Student Presentation-Legislative Testimony- 40%

THESE STUDENT PRESENTATIONS WILL TAKE PLACE ON May 12 & 19 You will sign up for your date during the 2nd week of class.

This presentation will be in the format of a mock legislative hearing (Federal, State or City—such as Congress or the City Council.) It will be on the topic you used for written assignment #2- but you cannot just read your op-ed/letter to an elected official.

Your presentation will be timed. You will have 3 minutes to make your case (see below for more details) to the legislators (i.e. your classmates). The legislators (your classmates) will then have 3 minutes to ask you questions. You will be required to ask at least one question during the class you are

not presenting.

The topic of this legislative testimony/oral presentation will be the topic you are doing your letter or Op-Ed about. You will not just read your letter or Op-Ed but will instead prepare testimony.

Fact-based child advocacy presentations/legislative testimony:
You will need to try to convince the class to adopt the policy change you were advocating for in your op-ed or letter through testimony. You should be sure to:
- Clearly state the issue related to child welfare that you are addressing
- Articulate the change that you are seeking
- Use evidence to support your opinion including **at least one piece of factual data**. You may also use anecdotes from your professional or personal life.
- Propose at least one policy solution to the issue you are addressing.
- Do not just read your paper.

Sample testimony will be shared and discussed in class.