



THE INTERSECTION OF POLICY, OPERATIONS & LEADERSHIP

A MULTIMEDIA LEARNING EXPERIENCE IN THE NEW YORK CITY FAMILY HOMELESS SHELTER SYSTEM

FALL 2021

CLASS SCHEDULE

Seven Saturdays in person – 9:00 am to 12:30 pm: 9/11, 9/25, 10/9, 10/23, 11/6, 11/20, 12/11
Silver Center (31 Washington Pl. / 32 Waverly St.), Room 410

INSTRUCTORS

Faculty	Email	Office Hours	Location
Seth Diamond	swd2001@nyu.edu	Email for Appointment	
Warner Fite	warner.fite@nyu.edu	Tuesdays 4:00 pm – 5:30 pm starting September 14 and by appointment	Puck 3063 https://nyu.zoom.us/j/9867569873

COURSE DESCRIPTION

Policy and operations are inextricably linked. This course exposes students to policy formation in a highly political environment, operations management of systems shaped by state and local policy, and their intersection, while building a toolbox of specific skills that support analysis and decision making in a wide variety of contexts. This course incorporates perspectives from academic theory, City, State and Federal government, service providers, advocacy organizations, and public interest law.

LEARNING OBJECTIVES

- Presentation skills
- Time series data and forecasting
- Policy analysis and consequences
- Stakeholder analysis
- Systems thinking
- Capacity management
- Structured decision-making
- Scenario planning
- Communication and teamwork

COURSE FORMAT

We are pleased to be resuming the course in-person and are mindful of the lessons of the remote format in 2020. Using asynchronous content allows students to access key course materials away from class at times and in ways that work best for them and allows us to work together at a more generative level in class; brief written pre-class check-ins foster intentionality around a supportive and engaged learning community. (It is of course important for you to spend time with that material in advance and come to class prepared.)

Many of the classes will have a check-in around the asynchronous preparation material (please see the detailed course calendar and updates during the semester for details). These are typically short reflections or other brief written assignments. The intent is for the check-ins to be a significantly lower time commitment than the other assignments and please consider the length guidelines in the syllabus to be firm; the objective is to show that you have thoughtfully spent time with the material for the upcoming class discussions, considered the main points, and are prepared to engage with your colleagues. Check-ins are due at 12 noon on the Fridays before Saturday classes. Because the course has two professors, we will have the opportunity to break up the class and undertake portions of the course material in smaller groups. The groups will be assigned randomly before each class as needed.

COVID PROTOCOLS

The university continues to consider and update its protocols for in-person classes during the fall semester and it is possible that these will change as the semester progresses. At present, there are three restrictions that impact our time together:

1. A mask covering your nose and mouth is always required in NYU buildings
2. No food or drink is permitted (we will make an exception for sips of water with your mask quickly lowered).
3. We will be trying to minimize the amount of moving around in the classroom (and you may in some cases be asked to sit in certain pre-assigned clusters to be posted on the board as you enter class).

If you have any questions about COVID protocols, including the required uploading of your vaccination status and the required daily screener, please be in touch with your advisor.

MULTIMEDIA INTERACTIVE CASE STUDY PLATFORM

<https://wp.nyu.edu/mics/> or via the MICS Tab on the left of our Brightspace site

The Multimedia Interactive Case Study (MICS) is an online platform where students can engage with both case study resources and interactive tools. While the case study resources are specific to the NYC Homeless Family Shelter System, the skills gained are highly transferable to a large variety of disciplines, including public service management and policy, business, social work, health, and urban planning. The MICS site can be accessed from the course site on Brightspace or directly via the MICS site url above.

Case Study Resources

- **Video Documentaries** (10 to 15 minutes each) have been created for this course, each featuring stakeholder interviews, including New York City and New York State officials, advocates, providers, public interest lawyers, families, and academicians and focus on the policy landscape during the third term of the Bloomberg administration (2009 through 2012). The themes of this material remain relevant to today.
- **Budgeting and Financial Analysis** features a webinar and presentation detailing the particulars of family homeless shelter system spending and funding during the Advantage years and the financial implications for the political stakeholders.
- **Data Visualizations** give students a visual introduction to the City's family homeless shelter system.
- **News Sources** includes articles and video clips pertinent to New York City's homeless shelter system and the Advantage Program over the relevant time period, which will build students' understanding of the different stakeholder perspectives, tension around the issues, and public information.
- **Research** includes journal articles and reports, relevant to homelessness trends and policies, which will provide students a broad understanding of research and theoretical perspectives.
- **Documents** include a variety of original source documents.
- **Datasets** (found in the Resources tab of Brightspace) will be available to the students for use in their analyses and exploration of family homelessness. Certain information in the datasets has been provided by City agencies (DHS and OMB) to us on a confidential basis and are not for use outside of this course.
 - **New York City Department of Homeless Services Family Shelter Census Data**, specifically, monthly homeless shelter system data (entrances, exits and census) .
 - **DHS Critical Activities Reports through June 2011 (CARs)** which preceded the present DHS Dashboard reports and which are no longer readily accessible online from the City.

Interactive Tools

- **Time-Series Data Analysis and Forecasting in Excel** encompasses methods to use the data analysis and visualization tools in MS Excel that enable experimentation with different time-series forecasting approaches and associated parameters.
- **Stakeholder Analysis Tool – Policy Maker 5** can be used to anchor and guide a stakeholder analysis by identifying key stakeholders, their policy priorities, influence, resources, and alliances as well as where stakeholders are positioned in terms of their relative importance. It should support your work in the stakeholder analysis team project by helping you to identify strategies to garner support for your preferred policy option. PolicyMaker 5 works best with the Chrome browser and we very strongly recommend that students do not attempt to use other browsers.
- **Decision Tree Builder** is used to construct and analyze a decision tree.

COURSE REQUIREMENTS AND GRADING

Final grades are determined by the following course components, with individual work accounting for 50% of the final course grade and group work representing 50%. All assignments are expected to be completed on time; please be in touch with the instructors in advance around any (rare) challenges.

- **Individual course participation including written pre-class check-ins, and Scenario Planning Conference (20%)**. Participation during our time together includes presence, promptness, preparation, and engagement. Keep in mind that much of a leader's communication is verbal, especially in policy and operations settings. Developing your abilities to succinctly convey and support your positions is an important part of this class, in addition to listening and reflecting on the discourse. Being part of a community calls for each of us to exercise care in being present for ourselves and our colleagues. Students are expected to attend (and be on time for) all classes; repeated lateness or missing more than one class should be expected to affect a student's class participation mark. Please be sure to share any expected absences in advance with the professors.

The first five classes have check-in reflection(s) due before class (please see the detailed course calendar, and please consider length limits to be hard limits). These can be completed in Brightspace and will count towards the course participation grade. Check-ins are due at 12 noon on the Fridays before Saturday classes and check-outs as indicated. The professors will read all check-ins; because of the number that will be received and the short time between the check-in deadline and the Saturday classes, please do not expect detailed feedback to each check-in.
- **Individual Assignments (30%)**. There will be four individual assignments (each 6%), associated with a specific learning module (*i.e.*, systems thinking / cohort analysis, capacity management, decision modeling, scenario planning memo). These individual assignments are important as they lay a foundation for the more sophisticated analysis revolving around the main case of the course. In addition, there will be an individual reflection based on our virtual visits to DHS's PATH Intake Center and a BronxWorks family shelter on September 28. Students who are unable to attend the virtual site visits will write a reflection on articles assigned from the MICS site. As the course progresses, the detailed assignments will be posted to the "Assignments" tab of the course site in Brightspace and completed assignments should be uploaded there. *File names should always include the student's name (or the team number) as well as the assignment name.*
- **Moot Fair Hearing Team Brief and Presentation (5%)**. In ad hoc teams, students will brief a case and present in our second class on behalf of either DHS or a family appealing DHS's shelter eligibility determination (and serve as OTDA Administrative Law Judges).
- **Team Presentations (20%)**. Each semester-long team will deliver in-class presentations including analysis and supported recommendations for the Time-Series Data and Stakeholder Analysis tools. Following each group of presentations, there will be a critique and discussion with professors and colleagues. All team members should present ratably.
- **Team Final Presentation and Team Mayoral Policy Memo (total of 25%)**.
 - Each team will prepare and present a presentation for incoming NYC Mayor Adams and staff outlining the current state of the NYC homeless family shelter system, alternatives considered and the team's recommendation(s) going forward along with supporting arguments.
 - Accompanying the Team Final Presentation, teams will submit a memo outlining their recommendations and supporting analysis (10-page, double-spaced, plus appendices).

LEARNING ASSESSMENT TABLE

	Individual Deliverables						Team Deliverables		
	Class Participation	Reflection	Cohort Forecasting	Capacity Mgt Simulation	Structured Decision Making	Scenario Planning Memo	Time Series	Stakeholder Analysis	Final Presentation and Memo
Presentation Skills	•			•			•	•	•
Data and Forecasting	•		•			•	•		•
Policy Analysis and Consequences	•	•						•	•
Stakeholder Analysis	•	•			•			•	•
Systems Thinking	•	•	•	•		•			•
Capacity Management	•	•		•					•
Structured Decision-Making	•				•				•
Scenario Planning	•			•	•	•			•
Communication & Teamwork	•	•				•	•	•	•

PREREQUISITES

Coursework. The prerequisites are (1) CORE-GP.1020 Management and Leadership and (2) CORE-GP.1022 Introduction to Public Policy. EMPA students will have completed the August portion of EXEC-GP.1194 Strategic Leadership.

Excel Knowledge. While the quantitative work is generally straightforward, it does presume some familiarity with Excel. Microsoft's Office365, which is available for free with your NYU.edu email address, includes a continually updated version of Excel and is probably the best choice for most students (it also includes Word, PowerPoint, Outlook and OneNote). We do not take submissions via Google sheets (or other Google apps) or linked documents.

You do not have to be a seasoned Excel expert by any means to do well in this course, and you will find probably find yourself most comfortable if you are able to use Excel to organize data into well-formatted tables and other reports, and to analyze that data using Excel's basic calculation functions. If you are unsure of your Excel skills, you may find that some modest preparation in those areas is worth the effort and will pay off throughout the semester. The following tutorials on LinkedIn Learning (formerly Lynda.com) are likely to be the most helpful. (You will need to be logged on to your NYU account for them to work through your free access to LinkedIn Learning):

- Excel 365 Essential Training
- Excel 365 for Mac Essential Training
- Excel Introduction to Formulas and Functions
- Excel Tips and Tricks

There are other resources available for users of Excel 2019 and Excel for Mac 2019 although the basic functions are identical in all versions.

Online pre-course survey. There is a brief online survey (eight questions, two of which are your first and last name) to be completed by Tuesday, September 7. It is at https://nyu.qualtrics.com/jfe/form/SV_37YaC0ci6qxQKzQ and can be done from either your computer or smartphone. It should take no more than 10 minutes.

COURSE READINGS AND MATERIALS

The readings for the class will come from sources that are available online and there is no requirement to purchase texts. We have tried to provide a combination of written materials and videos to foster different types of learning. Students should spend the most time with those they find most accessible.

1. **MICS Platform** - The MICS Platform contains case study resources and interactive tools.
2. **Brightspace** - The course site on Brightspace will be used to post readings and assignments throughout the semester. Students are encouraged to check it frequently. The Resources section contains class discussion slides, worked examples of some of the tools we will be using, as well as a number of the readings while the Media section contains alternate links to some of the video resources. The Assignments section will be the primary vehicle for submitting your work. Brightspace works best using the Firefox browser. You can access an introduction to Brightspace [here](#).
3. **Syllabus Online Links** - This syllabus includes hyperlinks to many of the online readings and videos.

TECH SUPPORT

All students have 24/7 support via NYU's IT services. Explore the [NYU servicelink knowledgebase](#) for troubleshooting and student guides for all NYU-supported tools (Brightspace, Zoom, etc.). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom's 24/7 technical support](#) (includes a chat function), or review [Zoom's support resources](#). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

ACADEMIC INTEGRITY

As you know, each of you have signed and is therefore bound by Academic Oath at NYU Wagner and the principles of NYU's and Wagner's academic code. All submissions are expected to be original work. Please review the details [here](#).

HENRY AND LUCY MOSES CENTER FOR STUDENTS WITH DISABILITIES AT NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center (CSD) website at www.nyu.edu/csd and click on the Reasonable Accommodations and How to Register tabs or call or e-mail CSD (at 212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

RELIGIOUS HOLIDAYS AND OBSERVATIONS

NYU's [Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify the professor in advance of religious holidays that might coincide with course activities to schedule mutually acceptable alternatives.

NYU'S WELLNESS EXCHANGE

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 to connect students with a professional who can help address day-to-day challenges as well as other health-related concerns.

COURSE CALENDAR

Class	Date	Class Topics	Assignments Due
	9/7	Pre-course survey	https://nyu.qualtrics.com/jfe/form/SV_37YaC0ci6qxQKzQ
	9/10		Check-ins for Class 1 due 12 noon
1	9/11	A. Introduction / syllabus review B. NYC homelessness discussion – who are the homeless? C. Time series data I - Decomposition D. The roles of the City and State	
	9/15	Teams assigned	
	9/23		Fair Hearing briefs due
	9/24		Check-ins for Class 2 due 12 noon
2	9/25	A. Time series data II - Forecasting B. Deep dive on shelter eligibility C. Right to shelter Moot Fair Hearings	
	9/28	PATH and Shelter Virtual Site Visits	Optional but very highly recommended – approximately 9:30– 12
	10/2		Site visit individual reflection assignment due 11:55 pm
	10/6		Team time-series data presentation slides due 11:55 pm
	10/8		Check-ins for Class 3 due 12 noon
3	10/9	A. Site visit debrief B. Team time series data presentations C. Systems thinking and cohort analysis D. Shelter Exits I – Policy Strategies and Frameworks	
	10/20		Systems mapping / cohort analysis individual assignment – 11:55 pm
	10/22		Check-ins for Class 4 due 12 noon
4	10/23	A. Stakeholder analysis B. Shelter Exits II - Advantage Termination and Financial Overview C. Capacity management	Midterm course review
	10/29		Individual capacity management simulation / analysis due 11:55 pm
	11/4		Team stakeholder analysis presentation slides due 11:55 pm
	10/8		Check-ins for Class 5 due 12 noon
5	11/6	A. Shelter placement and impact B. Structured decision-making C. Introduction to Scenario Planning D. Homelessness and (in)equity	Midterm peer team review
	11/14		Individual scenario planning memo due 11:55 pm
	11/19		Decision modeling individual assignment due 11:55 pm
6	11/20	A. Team Stakeholder Analysis Presentations B. Homelessness Prevention – Theory and Practice C. Scenario planning conference and debrief	
	12/8		Team final presentation slides due 11:55 pm
7	12/11	A. Final team presentations B. Where are things now? C. Guest speaker D. Course wrap-up and reflections	
	12/17		Team Mayoral Policy Memo due 11:55 pm Final team peer reviews due 11:55 pm

DETAILED COURSE SCHEDULE

CLASS SESSION 1

SEPTEMBER 11

Pre-course survey

Due September 7 – this should take less than 10 minutes at https://nyu.qualtrics.com/jfe/form/SV_37YaC0ci6qxQKzQ - you can use your computer or smartphone

Pre-class check-ins

Due September 10 at 12 noon (see details below) via Brightspace

A. INTRODUCTION / SYLLABUS REVIEW

B. NEW YORK CITY FAMILY HOMELESSNESS DISCUSSION – WHO ARE THE HOMELESS?

Learning objective: Understand the range of causes of homelessness and the efforts to address it. Begin examination of the race-based impact of homelessness.

Pre-class check-in (Brightspace Assignment section, inline text only, no more than four paragraphs): *You are advising Eric Adams, the presumptive incoming Mayor, on homelessness. Given the pandemic, economic suffering, and the policing crisis (among many other issues), the Mayor has limited time to work on this issue. He has shared with you a long list of causes his advisors have presented and asked, “Which should I tackle first?” What do you recommend? Would you give different answers for different vulnerable groups?*

PREPARATION

- [MICS Platform video: Homelessness Stakeholders] *Family Homelessness Landscape*
- [MICS Platform video: Family Homelessness] *Family Homelessness in New York City*
- [Online link] [New York City, Department of Homeless Services Daily Activity Report \(updated daily\)](#)
- [Online link] New York City, Office of the Mayor, [Turning the Tide on Homelessness in New York City](#), 2017, Chapter 1
- [Online link] New York City Council, [Our Homelessness Crisis, The Case for Change](#), January 2020, pages 52-58 and 64-82.
- [Online link] ICPH, [A Theory of Poverty Destabilization: Why Low Income Families Become Homeless in New York City](#), June 2013
- [Online link] New York City Comptroller, [Housing Survivors: How New York City Can Increase Housing Stability for Survivors of Domestic Violence](#), October 2019, sections 1 and 2 only.

C. TIME SERIES DATA I – DECOMPOSITION

Learning Objective: To evaluate and decompose time series data; we will lay the foundation for the team time series presentations by decomposing a time series data set into its three elements; using those tools, to be able to develop insights into the connection between time series and the underlying behavior or trend.

Pre-class check-in (Brightspace Assignment section, inline text only, no more than three paragraphs): *Please explain to a novice the goal and mechanism for undertaking a time series analysis. What is a time series and what does it mean to undertake a decomposition? Use an example of a time series with which you are familiar.*

PREPARATION

- Please be sure to have completed your Excel Prerequisites before this class
- Video introductions to time series data (these are each about four minutes in length)
 - [Online link] LaBarr, Eric, [“What is Time Series Decomposition?”](#) (only until 2:30)
 - [Online link] Data Science Dojo, [“Time Series Forecasting in Minutes”](#)
 - [Online links – three videos] University of Auckland, [“Introducing Time Series Data,”](#) [“Seasonal Decomposition and Forecasting, Part I,”](#) and [“Seasonal Decomposition and Forecasting, Part II”](#) (only until 3:30)
- [Online link to video, also in Brightspace – Class-by-Class Resources]. You will need to be signed in to your NYU account to access the link directly] Privett, Natalie, [“Understanding Time Series Data.”](#) This 45-minute video is the Understanding Time Series lecture from the early years of the course. By reviewing it in advance, we will be able to use our time together more productively and at a higher level and see a worked example in Excel.
- [Online link – optional] Hyndman, Rob J., and George Athanasopoulos. [Forecasting: principles and practice](#). 2018. (Please read this for the concepts rather than the formulas which you will not need)
 - Sections 1.1 to 1.7: Getting Started
 - Sections 2.1 to 2.4: Time Series Graphics
 - Sections 6.1 to 6.3: Time-Series Decomposition

D. THE ROLES OF THE CITY AND STATE

Learning objective: To understand the history of addressing modern homelessness; explore the overlapping and at times conflicting city and state roles; consider whether the structure is addressing the needs of the homeless.

PREPARATION

- [MICS Platform: Family Homelessness] ICPH, “An Election Primer on New York City’s Homeless Families: The Public Policies of Four Mayors, 1978-2013,” 2013. Pages 1-30 only
- [Online link] [New York State Office of Temporary and Disability Assistance Mission Statement.](#)
- [Online link] [New York State Office of Temporary and Disability Assistance, Division of Shelter Oversight and Compliance Mission Statement.](#)
- [Online link] [New York City Department of Homeless Services Mission Statement.](#)
- [Online link] Nahmias, Laura. “Cuomo says fight between state and city over homelessness is natural,” *Politico*, February 13, 2016
- [Online link] Rosenblum, Dan. [Cuomo Launches New Effort to Help the Homeless, Overhaul Shelter System in New York City](#), *New York Nonprofit Media*, June 3, 2016.
- [Online link] Hogan, Bernadette. “[Cuomo Blames DeBlasio for Turning Subways Into Homeless Shelter](#),” *New York Post*, May 5, 2021.
- [Online link] New York City, Office of the Mayor. [Mayor de Blasio Issues Letter to Governor Cuomo, Urging State to Adopt Policies that Help New Yorkers Experiencing Homelessness](#), March 6, 2021.
- [Online Link – Optional]. [Berg, Bruce. New York City Politics: Governing Gotham \(New Jersey: Rutgers University Press, 2007.](#) The structure and workings of New York City’s government and its various agencies is a recurring theme throughout the semester. For students who wish to supplement their backgrounds in these topics, this work provides a brief primer. Chapters 3, 4 (pages 107 to 109), and Chapter 7 of the Berg book are especially recommended as relevant to the course. Chapters 8 and 9 are also helpful.

CLASS SESSION 2

SEPTEMBER 25

Fair Hearing Briefs

Due September 23 by 11:55 pm via Brightspace

A. TIME SERIES DATA II - FORECASTING (FITE)

Learning Objective: To be able to use historical time series data to create forecasts; to use forecast models to back-test their validity against historical data.

Pre-class check-in (Brightspace Assignment section, inline text only, no more than three paragraphs): Please watch the two short videos in which Brandon O’Flaherty considers forecasting homelessness and reflect on his remarks. The videos are in the Media Gallery section of the course site on Brightspace.

PREPARATION

- [Online link] Community Solutions, “[Analysis on unemployment projects 40-45% increase in unemployment this year](#)” May 12, 2020
- [Online link] Microsoft. [Forecasting Functions \(reference\)](#)
- [Online link] Cheusheva, Svetlana “[Excel FORECAST and other forecasting functions with formula examples](#)”. [Ablebits.com](#), July 15, 2020

B. DEEP DIVE ON ELIGIBILITY (DIAMOND)

Learning objective: How does the government balance the obligation of families to provide for family members with the obligation of society to provide for those with no home. What factors should be considered in assessing whether government should provide shelter?

- [MICS Platform: Family Homelessness and Online link] Supreme Court of the State of New York. *Callahan, et al. v. Carey, et al.* [Callahan Consent Decree August 1981](#)
- [Online link] Chan, Sewell. “[City Settles Lawsuit Over Homeless Families](#),” *The New York Times*, September 17, 2008.

- [Online link] New York State Office of Temporary and Disability Assistance [New York State Administrative Directive 15-ADM-06-T](#), November 4, 2015 especially pages 8 – 9
- [Online link] Iverac, Mirela, [“Acceptance Rate for Homeless Families at NYC Shelters Drops to Record Low.”](#) *Gothamist*, February 4, 2021.
- [Online link] ICPH, *The Dynamics of Family Homelessness in New York City, Shelter Dynamics*, June 2019.

C. RIGHT TO SHELTER MOOT FAIR HEARINGS

Learning Objective: Understand the right to shelter and how it fits with the process for applying for shelter in New York City. Understand what factors are considered in making an eligibility determination. Explore what should be relevant to making an eligibility determination.

You will work with groups of your classmates to represent the position of DHS or of a family appellant in a Fair Hearing and to act as OTDA’s Administrative Law Judges in considering family shelter eligibility decisions in specific real-world instances in which a family appealed DHS’s ineligibility decision. Details will be provided in a separate assignment.

SITE VISIT – PATH CENTER AND HOMELESS SHELTER VISIT

TUESDAY, SEPTEMBER 28

VIRTUAL SITE VISIT (OPTIONAL BUT VERY HIGHLY RECOMMENDED) – 9:30 AM TO NOON

We will virtually visit the PATH (Prevention Assistance and Temporary Housing) Center, which is the New York City Department of Homeless Services intake center for homeless families seeking to enter the shelter system. In addition, we will visit BronxWork’s Willow Street family shelter in the Bronx and have an opportunity to “tour” the shelter and speak with staff.

PREPARATION

- [MICS Platform: Family Experience and online link] Elliot, Andrea. [“Invisible Child: Dasani’s Homeless Life.”](#) *The New York Times*, December 9, 2013
- [MICS Platform: Family Homelessness and online link] Stewart, Nikita. “Homelessness, Step by Step.” *The New York Times*, February 18, 2018
- [online link] Shapiro, Samantha M. [“The Children in the Shadows: New York City’s Homeless Students”](#) *The New York Times*, September 9, 2020
- [MICS Platform: Advantage Evolution and online link] Frazier, I. [“Hidden City.”](#) *The New Yorker*, Oct 28, 2013.

Students who are unable to attend the site visit may write a reflection based on the articles noted above.

Site Visit Reflection Assignment

Due October by 11:55 pm via Brightspace

SESSION 3

OCTOBER 9

Time-Series Data Team Presentation

Slides due October 6 by 11:55 pm via Brightspace

A. SITE VISIT DEBRIEF

The class will share reactions to the site visits and discuss how the visits informed their understanding of the issues.

PREPARATION

- [MICS Platform: Family Experience] Advantage: *Family Experience* video
- [MICS Platform: Family Experience] Kastenbaum, Steve. “NYC Hit with Huge Wave of Homelessness.” *CNN Radio*. January 28, 2013
- [MICS Platform: Family Homelessness] N. Smith, L. Flores, J. Lin and J. Markovic. *Understanding Family Homelessness in New York City: An In-Depth Study of Families’ Experiences Before and After Shelter*. New York: Vera Institute of Justice, 2005. *Executive Summary Required; Full Report Optional*.

B. UNDERSTANDING TIME-SERIES DATA PRESENTATIONS

Teams will present their analysis and projection of NYC DHS family homeless shelter data as well as their conclusions and recommendations.

C. SYSTEMS THINKING AND COHORT ANALYSIS (FITE)

Learning objective: to learn how to define a system as its interconnected parts, to apply mapping tools to understand complex organizations and systems (including inputs, processes, and outputs), and by using these tools, to be able to structure a cohort-based forecasting model of a system

Pre-class check-in (Brightspace Assignment section, inline text only, no more than four paragraphs): What does the Cats in Borneo video tell you about defining a system? How did the WHO define the system? How might you think about it differently? How would different definitions affect policy making, in this case with respect to public health?

PREPARATION

- [Brightspace – Class-by-Class Resources] Meadows, Donella H. *Thinking in Systems: A Primer*. White River Junction, VT: Chelsea Green Publishing (2008), Chapter 1 (pages 11-27 only)
- [Brightspace – Class-by-Class Resources and online link] Kim, Daniel H. "[Introduction to Systems Thinking](#)" (Page 1 – 11 and Appendix A only)
- [Online link - video] Wujec, Tom. "Got a wicked problem? First, tell me how you make toast". TED Talk, February 5, 2015
- [Online link] Department of City Planning, City of New York. "[Population Projections by Age / Sex & Borough, 2010-2040](#)"
- [Online link - video] "[Systems Thinking: A Cautionary Tale](#)" (this is the "Cats in Borneo" video)

D. SHELTER EXITS I – POLICY STRATEGIES AND FRAMEWORKS (DIAMOND)

Learning objective: In the first two classes we have focused on who becomes homeless and how people enter the homeless system. This class considers the appropriate role for government to play to help people exit the shelter system. Given that some individuals leave on their own, what role should government play in helping them exit. What investments should government make in these efforts? Does providing more assistance in leaving lead more to enter?

PREPARATION

- [MICS Platform: Advantage Termination and online link] NYC Independent Budget Office [As Rental Subsidies for Families End, Time in Shelter Grows](#) February 23, 2012
- [Online link] New York City Independent Budget Office, [Fiscal Impact of Prioritizing Homeless Families for Public Housing](#), June 14, 2012.
- [Online link] Cheney, Brendan, "[Discrimination, Scarcity Still Barriers for Homeless Looking for Housing.](#)" *Politico*, June 21, 2018.
- [Online link] New York City, Mayor's Office of Operations, [Preliminary Fiscal 2021 Mayor's Management Report](#), January 2021. p 172, Goals 2a, 2b.
- [Online link] New York City Mayor's Office of Operations, [Preliminary Fiscal 2020 Mayor's Management Report](#), January 2020. p 172, Goals 2a, 2b.
- [Online link] New York City Council, [Our Homelessness Crisis, The Case for Change](#), January 2020 pages 64-73

SESSION 4

OCTOBER 23

A. STAKEHOLDER ANALYSIS

Learning Objective: To develop an understanding of how to apply stakeholder groupings and strategies to achieving support for, neutralizing opposition to, and adaptation of policy proposals.

PREPARATION

- [MICS Platform: Interactive Tools] Familiarize yourself with PolicyMaker 5 Software (labeled as Stakeholder Analysis) which was designed for the **Chrome browser**.
- [Online link] Community Tool Box. [*Communications to Promote Interest and Participation, Chapter 7*](#). Center for Community Health and Development at the University of Kansas, 2021.
- [Brightspace Resources Tab] Varvasovsky, Zuuzha and Ruairi Brugh. "How to do (or not to do) . . . A stakeholder analysis." *Health Policy and Planning* 15(3), pp. 338-345, 2000.
- [Brightspace Resources Tab] Reich, Michael R. "Applied political analysis for health policy reform." *Current issues in Public Health* 2 (1996): 186-191. This is an overview of an earlier edition of PolicyMaker
- [Brightspace Resources Tab] CFAR, "Sweeping People into a Campaign for Strategic Change." *CFAR Briefing Notes* (1999).
- [Brightspace Resources Tab – optional] Schmeer, Tammy. "Stakeholder Analysis Guidelines", Chapter 2. World Health Organization
- [Brightspace Resources Tab – optional] Glassman, Amanda, et al. "Political analysis of health reform in the Dominican Republic." *Health policy and planning* 14.2 (1999): 115-126
- [Online link – optional] NOAA Office for Coastal Management. ["Introduction to Stakeholder Participation."](#) 2015

B. SHELTER EXITS II - ADVANTAGE TERMINATION AND FINANCIAL OVERVIEW

Learning Objective: To understand what elements should be present in any strategy to help individuals leave the shelter system. What has been tried and what lessons can be learned from those efforts?

Pre-class check-in (Brightspace Assignment section, inline text only, no more than three paragraphs): What for you are the lessons learned from the City's approaches to helping families exit the shelter system. What might be good strategies for the future?

PREPARATION

- [MICS Platform – Advantage Termination] Advantage Termination Video
- [Online link] Lamport, Joe. ["A New Program to Fight Homelessness."](#) *Gotham Gazette*, March 30, 2007.
- [Online link] Bosman, Julie. ["Plan Would Require Homeless to Work to Qualify for Rent Subsidies."](#) *The New York Times*, April 13, 2010
- [Online link] Hernandez, Javier. ["Despite the Mayor's Homeless Program, Many Return to Shelters, Critics Say."](#) *The New York Times*, December 8, 2010
- [MICS Platform – Advantage Termination and online link] Nortz, Shelly. ["Homelessness and Ways to Address it in New York State."](#) Coalition for the Homeless. January 25, 2012 (Testimony in the New York State Assembly, January 25, 2012)
- [MICS Platform: Advantage Termination] Routhier, G. "Homeless Again: Former Advantage Tenants Adding to Already Record Homelessness in New York City." Coalition for the Homeless. June 15, 2011
- [MICS Platform: Advantage Termination] Saul, Michael H. "Homeless Costs Shifted." *The Wall Street Journal*. March 18, 2013
- [Online link] Goldensohn, Rosa. ["80 Percent of LINC Homeless Rent Vouchers Aren't Being Used, City Says."](#) *DNA Info*, November 9, 2015.
- [Online link] Stewart, Nikita, ["New York City to Consolidate Housing Subsidy Programs."](#) *The New York Times*, July 18, 2018.

Financial background

- [Brightspace Media Tab] Financial elements webinar (this provides an overview of funding during the Advantage era as well as the mechanisms of city, state, and federal funding streams)
- [Online link] New York City Independent Budget Office. ["Albany Shifts the Burden: As the Cost for Sheltering the Homeless Rises, Federal & City Funds Are Increasingly Tapped"](#) October 2015
- [Online link] New York City Independent Budget Office. ["Is New York City Shouldering A Rising Share of Homeless Shelter Costs?"](#) February 21, 2018
- [Online link] Citizens Budget Commission. ["A \\$3 Billion Problem,"](#) May 18, 2018

- [Online Link] West, Melanie Grayce. "[New York City's Spending on Homeless Hits \\$3.2 Billion This Year](#)" *The Wall Street Journal*, May 22, 2019

C. CAPACITY MANAGEMENT LECTURE & DISCUSSION

Learning Objective: To garner an understanding of the basics of capacity management concepts and strategies for managing capacity and demand and how to measure and plan for capacity needs. There will be a discussion of potential DHS capacity management strategies and tactics that will build upon the lecture and established understanding of the DHS family homeless shelter data and system.

Pre-class check-in (Brightspace Assignment section, inline text only, no more than three paragraphs): How would you apply Little's Law to the NYC family homeless shelter system? How might it explain city spending on cluster sites and hotels in the 2013 – 2018 timeframe?

PREPARATION

- [Online link – video] [LeanVlog, "Capacity Planning - Overview and Key Concepts"](#) June 30, 2019
- [Online link – video] [Paulson, Karl, "Takt Time, Cycle Time, and Lead Time,"](#) February 10, 2015
- [Online link – video] [Six Sigma Academy Amsterdam "Takt time, cycle time, and bottlenecks,"](#) 2017
- [Online link – video] [Bussom, Lisa "Process Analysis - Little's Law" and "Little's Law Worked Problem",](#) 2014
- [Online link – video] [Six Sigma Academy Amsterdam "Little's Law",](#) 2017
- [Brightspace Resources Tab] [Hollins, Bill, and Sadie Shinkins. *Managing service operations: Design and implementation.* Sage, 2006, Chapter 12](#)
- [Brightspace Resources Tab] [Sasser, W. Earl. "Match supply and demand in service industries." *Harvard Business Review* 54.6 \(1976\): 133-140](#)
- [Online link] [Colvin, Jill. "City Spending on Homeless Shelters to Soar to \\$800 Million." *DNAinfo* New York, March 7, 2013](#)
- [MICS Platform: Going Forward] [Stevens, Harry and Greg Smith. "Thousands of New Yorkers living in dangerous 'cluster units' as homeless population tops 59,000, a record high." *New York Daily News*, February 1, 2015](#)
- [Online link] [Cheney, B "City spending \\$364M per year on hotels for homeless people." *Politico*, March 16, 2018](#)
- [Online link] [Dorn, Sara. "NYC secretly exports homeless to Hawaii and other states without telling receiving pols" *New York Post*, October 26, 2019](#)
- [Online link - video] ["Report: NYC spending millions to export homeless families" Fox5NY, November 6, 2019](#)

SESSION 5	NOVEMBER 6
<i>Stakeholder Analysis Presentation Slides</i>	<i>Due November 4 by 11:55 pm via Brightspace</i>

A. SHELTER PLACEMENT AND IMPACT

Learning Objective: One of the most difficult decisions any DHS Commissioner makes is shelters placement. What factors should be considered? How much should community input matter? Who should make the ultimate decision?

Pre-class check-in (Brightspace Assignment section, inline text only, no more than three paragraphs): You often visit a coffee shop on your block as you walk to the subway. The shop is across the street from a school and is busy every morning when you go in, with parents rushing to get food and coffee before dropping their children off and with parents chatting after their children are dropped off. The owner knows everyone and greets them with a smile. One morning the owner sees you and knows you are very smart and are knowledgeable about homelessness. She tells you that the hotel next door which had catered to budget conscious European tourists is being converted to a homeless shelter. The shop owner explains there was a shelter nearby until a year ago and she never had any issues. The owner wants to be a good neighbor but she wonders if she should be worried. She is not sure if the shelter will house single men, families or veterans. The lease on the coffee shop expires next month and she asks you if she should renew.

PREPARATION

- [MICS Platform: Family Homelessness] NYC Comptroller John Liu. “*Down and Out: How New York City Places its Homeless Shelters*” May 2013
- [Online link] New York City Independent Budget Office, [Close to Home: Does Proximity to a Shelter Affect Residential Property Values in Manhattan](#), 2019.
- [Online link] Blint-Welsh, Tyler. [“New York City Homeless Shelters Get Warm Welcome.”](#) *The Wall Street Journal*, July 14, 2019.
- [Online link] Chang, Sophia. [“Plans for Homeless Shelter on Billionaire’s Row Can Move Forward After State Court Rejects Lawsuit.”](#) *Gothamist*, May 29, 2021.
- [Online link] Iqbal, Zainab, [“One Fourth Avenue Family Homeless Shelter is Open; Other To Open in the Fall.”](#) *Bklyner*, July 23, 2020.

B. STRUCTURED DECISION-MAKING & DECISION MODELING

Learning objective: Most decisions involve uncertainty of some kind. In this class, we will learn how to create and use decision trees, graphic decision models that systematically incorporate uncertainty and evaluate alternatives.

PREPARATION

- [Brightspace Resources Tab] Wu, G. (1997). *Decision Analysis*. Harvard Business School #9-894-004, 1-14.
- [Online link - video] Gans, Noah. [“Decision Trees”](#) This video is from U Penn / Wharton’s Operation Management sequence on Coursera. You may need a [free Coursera account](#) for access.
- [Brightspace Resources Tab] (Video) “Structured Decision Making”. (This is a walk-through of our in-class example)
- Kirkwood, Craig W. "Chapter 1: Decision Trees." *Decision Tree Primer*. Department of Supply
- [Brightspace Resources Tab] Kirkwood, Craig W. "Chapter 1: Decision Trees." *Decision Tree Primer*. Department of Supply Chain Management, Arizona State University Tempe, AZ (2002)
- [Online link – optional - video] Davis, Jeff. [“Decision Trees.” September 9, 2011 \(Length: 10:39\)](#). This is a worked example.
- [Online link] [“Decision Trees: Choosing by Projecting ‘Expected Outcomes.’”](#) *Mind Tools*
- [Optional – Brightspace Resources Tab] Kirkwood, Craig W. "Chapter 2 Risk Aversion: 2.2 Utility Functions." *Decision Tree Primer*. Department of Supply Chain Management, Arizona State University Tempe, AZ (2002): 85287-4706.

C. INTRODUCTION TO SCENARIO PLANNING

PREPARATION

- [Online link – video] four Shell Scenarios averaging five minutes each): [“Shell Energy Scenarios to 2050”](#) (2010), [“Imagining the Future”](#) (2012), [“Navigating an Uncertain Future”](#) (2017), [“Windows on the Future: Modeling Scenarios”](#) (2017)
- [Brightspace Resources Tab] Wilkinson, Andrea and Roland Kupers. “Living in the Futures” *Harvard Business Review*, May 2013
- [Brightspace Resources Tab] Rosenberg, Mike. “Using Scenarios to Plan for Tomorrow” *IESE – Deep Insight*, First Quarter 2012
- [Brightspace Resources Tab] Gaskell, Adi “Using Scenarios to Navigate The Great Resignation”. *Forbes*, August 10, 2021
- [Brightspace Resources Tab] Sider, Allison [“What Happened When United Stopped Trying to Predict the Pandemic.”](#) *The Wall Street Journal*, October 21, 2021
- [Online link] Favaro, Marina and Sara Z. Kutchesfahani. [“We can’t prevent tomorrow’s nuclear wars unless we imagine them today.”](#) *Bulletin of the Atomic Scientists*, August 26, 2021
- [Online link] Lennon, Anastasia E. [“Fishery agencies seeking stakeholder input on climate change impacts and concerns.”](#) *The Standard-Times*, August 26, 2021
- [Online link – video – optional] Salesforce Scenarios Teams [“Winter 2021 COVID-19 Scenarios to Inform Your Business Decisions - From vaccines to new virus strains, Chief Futures Officer Peter Schwartz and his team outline potential outcomes.”](#)

D. HOMELESSNESS AND (IN)EQUITY

Learning objective: To explore the role of race in causing homelessness and the extent to and ways in which race been a factor in society and government's efforts to address homelessness. Is there a path forward?

Pre-class check-in (Brightspace Assignment section, inline text only): Prepare both a question – inquiry – and a hypothesis – cause and effect – about which you would like input from your classmates on the subject of race and homelessness. The question and hypothesis do not need to be closely tied. Examples might include whether racism has influenced the city's efforts to fight homelessness, what role race plays in causing homelessness, is race a cause of homelessness or does homelessness cause greater racism. Please be prepared to ask your question to the class and participate in conversation with those who respond.

PREPARATION

- [Online link] [National Alliance to End Homelessness, "New Data on Race, Ethnicity and Homelessness", 2019](#)
- [Online link] [Rodrigues, Raysa and Mirtha Santana. "Want to Fight Racism? Help Homeless Families." *New York Daily News*, July 7, 2020.](#)
- [Online link] [da Costa Nunez, Ralph, "Homelessness: It's About Race, Not Just Poverty", *City Limits*, March 5, 2012.](#)
- [Online link] [Wiltz, Theresa. "A Pileup of Inequities: Why People of Color Are Hit Hardest by Homelessness." *Pew Charitable Trust*, March 29, 2019.](#)
- [Online link, document also in Brightspace Resources Tab] [Moser Jones, Marion. "Does Race Matter in Addressing Homelessness? A Review of the Literature" *World Medical and Health Policy* June 2016](#)

Individual Scenario Planning Document

Due November 14 by 11:55 pm via Brightspace

Decision Modeling Individual Assignment

Due November 19 by 11:55 pm via Brightspace

SESSION 6

NOVEMBER 20

A. STAKEHOLDER ANALYSIS PRESENTATIONS

Teams will present the results of their stakeholder analyses regarding City Council Bill Intro 146, a measure to increase monthly subsidies under the CityFHEPS voucher program.

B. HOMELESSNESS PREVENTION THEORY AND PRACTICE

Learning objective: Much of the course has been focused on those who come in to shelter and how to help them exit shelter. Are there approaches that help families at risk of homelessness from becoming homeless? Should those approaches be pursued? Can they be cost effective? What costs and what benefits are you balancing?

PREPARATION

- [MICS Platform – Going Forward] [Rolston, Howard, Judy Geyer, and Gretchen Locke. "Final Report: Evaluation of the Homebase Community Prevention Program." Department of Homeless Services. June 6, 2013](#)
- [Online link] [Shinn, Marybeth and Rebecca Cohen. "Homelessness Prevention: A Review of the Literature", *Center for Evidence-based Solutions to Homelessness*, January 2019.](#)
- [Online link] [National Low Income Housing Coalition, "NYC Homelessness Prevention Programs Reduces Entry into Shelter System and Length of Stay," July 19, 2013.](#)
- [Online link] [Ellen, Ingrid Gould, Katherine O'Regan, Sophia House & Ryan Brenner \(2021\) "Do Lawyers Matter? Early Evidence on Eviction Patterns After the Rollout of Universal Access to Counsel in New York City," *Housing Policy Debate*, 31:3-5, November 2020, pp. 540-561, Sections I, III, IV, VII only \(you will have to be logged on to your NYU account to access this article\)](#)
- [Online link] [Office of the New York City Comptroller, *Audit Report on the Human Resources Administration's Monitoring of the Homebase Program*, January 22, 2020, pages 5-7.](#)
- [Online link] [KPIX-TV, *Gov. Newsom Unveils \\$12 Billion Plan to End Family Homelessness Within 5 Years*, May 11, 2021.](#)
- [Online link] [Lampert, Joe. "Homeless Prevention Programs A Year Later," *Gotham Gazette*, April 19, 2006.](#)

C. SCENARIO PLANNING CONFERENCE AND DEBRIEF

Students will be assigned to groups to develop best case or worst-case scenarios for two parameters affecting family homeless in New York City. Using a two-by-two matrix approach, the teams will work together to develop and report out on possible futures around homelessness in New York City and potential policy responses.

In the debrief, the Scenario Planning Conference will be discussed in terms of process, substance and results. Students will reflect on the experience as it relates to their own analyses of an uncertain future.

SESSION 7	DECEMBER 11
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Final Team Presentation and Slides

Slides due December 9 by 11:55 pm via Brightspace

A. FINAL TEAM PRESENTATIONS

Each team will prepare and present a presentation for the staff of a 2021 Mayoral candidate considering the most rational and realistic policies and expectations with respect to family homelessness in New York City, including alternatives considered and the team's recommendations along with supporting arguments.

B. WHERE ARE THINGS NOW?

Three weeks from today a new Mayor will take office. Based on what you have learned, what would you like him to know about the homelessness problem he will face. What areas should he pursue but as importantly, what lesson should he learn from the experience of his predecessors. How are your answers different from those you posited before our work together in this course? At the end of the Mayor's first year what would success look like? What would failure look like?

C. GUEST SPEAKER

We will have a guest speaker from among the stakeholder groups in the family homelessness system.

D. COURSE WRAP-UP AND REFLECTIONS

Team Mayoral Policy Memo	Due <u>December 17</u> by 11:55pm via Brightspace Final
Team Peer Review	Due <u>December 17</u> by 11:55pm via Brightspace