



FEMA



National Fire Academy

R0670 – Developing and Implementing Public Policy

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Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in public administration, management, risk management, or public policy.

IACET Continuing Education Units: 4.0

Length of Course: 6 Days (37 contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Management

Training Specialist: Mary Marchone

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0670 – *Developing and Implementing Public Policy*. The purpose of this course is to empower students with the ability to create, evaluate and defend public policy in their home community. The course is also designed to facilitate understanding of how codes and regulations can be used as an effective component of fire prevention, fire mitigation, and overall community risk reduction. A risk assessment is used to prioritize risk. The course presents the stages of the policy process which include problem identification and agenda setting; policy formation; issue resolution and policy adoption; implementation and application; and evaluation.

Student Qualifications (Primary and Secondary Audience)

The potential target audiences for the DIPP course include: fire marshals, inspectors, code practitioners, plans reviewers, building officials, public education officers, Emergency Medical Services officers, company officers and fire chiefs.

Course Scope (Goal)

The goal of “Developing and Implementing Public Policy” is to empower students with the ability to create, evaluate and defend public policy in their home community.

The scope of DIPP is to facilitate an understanding of how public policy can be used as an effective component of community risk reduction.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Describe how public policy can be utilized as a component of community risk reduction.
- Describe a priority risk and develop an agenda for proposing public policy as a component of risk reduction.
- Develop a public policy proposal.
- Facilitate a successful issue resolution process for a proposed public policy.
- Develop an implementation and application plan for a newly adopted public policy.
- Explain how to evaluate the effectiveness of a public policy.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this six-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	DAY 1	DAY 2
	Introduction	Unit 2: Problem Identification and Agenda Setting (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 1: Public Policy 101	Unit 2: Problem Identification and Agenda Setting (cont'd) Activity 2.2: Selecting a Priority Risk Issue or Situation — Grady County
	<i>Break</i>	<i>Break</i>
	Unit 1: Public Policy 101 (cont'd) Activity 1.1: Application of Public Policy	Unit 2: Problem Identification and Agenda Setting (cont'd) Activity 2.2: Selecting a Priority Risk Issue or Situation — Grady County (cont'd) Activity 2.3: Developing a Problem Statement — Grady County Risk Issue Activity 2.4: Strategic Approach to Reducing Risk
	<i>Lunch Break</i>	<i>Lunch Break</i>
	Unit 1: Public Policy 101 (cont'd) Activity 1.2: Review of the Vision 20/20 Initiative	Unit 2: Problem Identification and Agenda Setting (cont'd) Activity 2.4: Strategic Approach to Reducing Risk (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 2: Problem Identification and Agenda Setting Activity 2.1: Comparison of Pre-course Assignment Findings Assign roles	Unit 2: Problem Identification and Agenda Setting (cont'd) Activity 2.5: Intervention Strategy — Grady County Risk
Evening Graded Assignment		Activity 2.6: Intervention Strategy — Selected Local Risk — graded assignment due Wednesday morning.

	DAY 3	DAY 4
	Unit 3: Policy Development Activity 3.1: Stakeholders — Grady County Risk	Unit 4: The Issue Resolution Process
	<i>Break</i>	<i>Break</i>
	Unit 3: Policy Development (cont'd) Activity 3.1: Stakeholders — Grady County Risk (cont'd) Activity 3.2: Selecting the Policy Planning Group — Grady County Risk Activity 3.3: Selecting a Public Policy — Grady County Risk	Unit 4: The Issue Resolution Process (cont'd) Activity 4.1: Understanding the Reality of Opposing Views
	<i>Break</i>	<i>Break</i>
	Unit 3: Policy Development Activity 3.3: Selecting a Public Policy — Grady County Risk (cont'd)	Unit 4: The Issue Resolution Process (cont'd) Activity 4.2: Preparing for the Issue Resolution Process — Grady County
	<i>Lunch Break</i>	<i>Lunch Break</i>
	Activity 3.3: Selecting a Public Policy — Grady County Risk (cont'd) Activity 3.4: Drafting a Public Policy — Grady County Risk	Unit 4: The Issue Resolution Process (cont'd) Activity 4.3: Issue Resolution Process — Grady County
	<i>Break</i>	<i>Break</i>
	Unit 3: Policy Development (cont'd)	Unit 4: The Issue Resolution Process (cont'd) Activity 4.3: Issue Resolution Process — Grady County (cont'd)
Evening Graded Assignment	Activity 3.5: Public Policy Considerations — Home Community Risk — graded assignment due Thursday morning.	

Day 3 Homework:
Read Unit 4

Day 4 Homework:
Read Unit 5

	DAY 5	DAY 6
	Unit 4: The Issue Resolution Process (cont'd) Activity 4.4: Negotiation and Compromise — Grady County	Unit 5: Policy Implementation and Application (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 4: The Issue Resolution Process (cont'd) Unit 5: Policy Implementation and Application	Unit 6: Evaluating the Effectiveness of Public Policy Activity 6.1: Evaluation Strategy for Public Policy — Grady County
	<i>Break</i>	<i>Break</i>
	Unit 5: Policy Implementation and Application (cont'd)	Unit 6: Evaluating the Effectiveness of Public Policy (cont'd) Activity 6.1: Evaluation Strategy for Public Policy — Grady County (cont'd)
	<i>Lunch Break</i>	<i>Lunch Break</i>
	Activity 5.1: Analysis of an Implementation and Application Process Activity 5.2: Create an Implementation and Application Plan — Grady County Public Policy	Unit 6: Evaluating the Effectiveness of Public Policy (cont'd) Activity 6.2: Evaluation Strategy for Public Policy — Home Community Risk NFA Evaluation Process Final Examination
	<i>Break</i>	<i>Break</i>
	Unit 5: Policy Implementation and Application (cont'd) Activity 5.2: Create an Implementation and Application Plan — Grady County Public Policy (cont'd)	Graduation
Evening Assignment	Activity 4.5: Preparing for the Issue Resolution Process — Home Community — graded assignment due Friday morning.	

Day 5 Homework:
Read Unit 6

Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete each identified individual student project.
2. When introducing the student activity, refer students to the copy in their Student Manuals (SMs). Explain that this sheet contains the range of scoring requirements for successful completion of the identified activity. Instructors should reinforce the activity scoring requirements and ascertain that students understand.
3. Upon completion of the activity, each student will print his or her name and current date in the upper right-hand box, then submit the scoring sheet to the instructor for scoring the student's performance in the specified activity.
4. Once a point selection is determined for the student score, the instructor will record that point on the student's sheet and on the Class Grade Sheet and return the individual activity sheet to the students.
5. At the completion of the course, the instructor will tally each student's activity scores and then add the score from the final examination. Points equate to the following grades:

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

Instructors will record, sign and date then deliver the completed Class Grade Sheet to the Training Specialist responsible for that course delivery.

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Introduction (Day 1)

Objectives

None.

Unit 1: Public Policy 101 (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Describe how public policy can be utilized as a component of community risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Describe the concept and classification of public policy.
- 1.2 Explain the differences between codes, standards, recommended practices, state statutes and local ordinances.
- 1.3 Compare and contrast the difference between prescriptive- and performance-based public policy.
- 1.4 Describe the origins of public policy.
- 1.5 Explain the impact that can be created through the use of public policy.
- 1.6 Summarize the development cycle of a public policy.
- 1.7 Describe the purpose of evaluating public policy.

Unit 2: Problem Identification and Agenda Setting (Day 1)

Objectives

Terminal Objective

- 2.1 The students will be able to describe a priority risk and develop an agenda for proposing public policy as a component of risk reduction.

Enabling Objectives

The students will be able to:

- 2.1 Explain why conducting an objective community risk assessment is the logical first step in strategic risk reduction.
- 2.2 Describe the components of a community risk assessment.
- 2.3 Analyze data to identify a priority risk and populations that are being affected.
- 2.4 Develop a problem statement that describes the proposed risk to be addressed.
- 2.5 Analyze the feasibility of using public policy to address the selected risk issue.
- 2.6 Identify potential stakeholders to engage in the public policy development process.

Unit 3: Policy Development (Day 3)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Develop a public policy proposal.

Enabling Objectives

The students will be able to:

- 3.1 Describe the role and impact of stakeholders in the development of public policy.
- 3.2 Analyze the potential interests and agendas of stakeholders.
- 3.3 Select a policy planning group to develop a public policy proposal.
- 3.4 Design a strategy to build support for use of public policy as a prevention intervention.

Unit 4: The Issue Resolution Process (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Facilitate a successful issue resolution process for a proposed public policy.

Enabling Objectives

The students will be able to:

- 4.1 Explain the concept of issue resolution as applied to proposing a public policy.
- 4.2 Define the importance of the issue resolution process.
- 4.3 Describe the steps of the issue resolution process.
- 4.4 Give examples of considerations that may impact the successful adoption of public policy.
- 4.5 Refine a public policy proposal during its issue resolution stage after gathering feedback from stakeholders.

Unit 5: Policy Implementation and Application (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Develop an implementation and application plan for a newly adopted public policy.

Enabling Objectives

The students will be able to:

- 5.1 Define potential implementation options for a new or modified public policy.
- 5.2 Develop a strategy to educate stakeholders and customers about the implementation of a new or modified public policy.

- 5.3 Explain the difference between implementation and application of a policy.
- 5.4 Select and train team members to provide good customer service.
- 5.5 Implement and apply public policy.

Unit 6: Evaluating the Effectiveness of Public Policy (Day 6)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Explain how to evaluate the effectiveness of a public policy.

Enabling Objectives

The students will be able to:

- 6.1 Describe the purpose of evaluating the efficiency and effectiveness of a public policy.
- 6.2 Describe the four stages of policy evaluation.
- 6.3 Summarize how to evaluate the implementation and application of a public policy.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline

will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don’t have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

STUDENT SCORING DIMENSIONS GUIDE

Activity 2.6: Intervention Strategy — Selected Local Risk (10 Points)

Date: _____

Student Name: _____

Student Score (0 to 10 points): _____

Purpose

To propose a risk-reduction strategy (that includes a public policy component) for a risk occurring in their home community.

Directions

1. The Student Scoring Dimensions Guide is a graded student activity evaluation instrument and uses three categories that are worth a maximum total of 10 points. The written student activity should demonstrate that the student successfully selected a local risk and developed a potential intervention strategy.
2. The instructors will use the Student Scoring Dimensions Guide to evaluate the student-written documented responses based on the elements included in each of the identified scoring dimensions. The Student Scoring Dimensions Guide will identify the student and be given to the Training Specialist at the conclusion of the course along with completed answer sheets and course grade sheets.

Instructor Comments:

STUDENT SCORING DIMENSIONS GUIDE

Critical dimensions of evaluation: 1. Clarity of expression 2. Logical organization 3. Thoroughness 4. Justification and references (as appropriate) 5. Spelling and grammar (mechanics) 6. Form and structure (language use)						
	Critical Dimensions	Poor 0-3 points	Fair 4-6 points	Good 7-8 points	Excellent 9-10 points	Pts.
Critical Dimensions of Evaluation <i>These critical dimensions of evaluation apply throughout the assignment.</i>	1. Clarity 2. Logic 3. Thoroughness 4. Justification 5. Mechanics 6. Language	<ul style="list-style-type: none"> Rambling thought process Incomplete, unsupported statement Mechanical and language errors throughout 	<ul style="list-style-type: none"> Organized, clear and complete thoughts Minimal support Multiple mechanical and/or language mistakes 	<ul style="list-style-type: none"> Clear statements Complete, supported statements Minor mechanical or language mistakes 	<ul style="list-style-type: none"> Clear, succinct statements Complete, supported statements No mechanical or language mistakes 	
Intervention Strategy — Selected Local Risk — Activity 2.6						
Assignment	Core Concepts to Address					
1. Identify and justify a priority risk from your home community.	<ul style="list-style-type: none"> Risk assessment Impact of risk Analysis Prioritization 	<ul style="list-style-type: none"> Fails to address all core concepts Fails to indicate understanding of concepts 	<ul style="list-style-type: none"> Addresses all core concepts and displays basic understanding Does not integrate core concepts into cohesive statements 	<ul style="list-style-type: none"> Displays basic understanding of concepts Identifies additional core concepts that affect statements 	<ul style="list-style-type: none"> Displays full understanding of core concepts Uses examples and explanations of additional core concepts within their home organization 	

<ul style="list-style-type: none"> • One problem addressed • Rationale 	<ul style="list-style-type: none"> • Strategy • Feasibility of Public policy
<p>2. Develop a succinct problem statement for the priority risk selected.</p>	<p>3. Develop a strategy of proposed solutions.</p>

STUDENT SCORING DIMENSIONS GUIDE

Activity 3.5: Public Policy Considerations — Home Community Risk (20 Points)

Date: _____

Student Name: _____

Student Score (0 to 20 points): _____

Purpose

To develop a draft version of a public policy proposal for their home community risk.

Directions

1. The Student Scoring Dimensions Guide is a graded student activity evaluation instrument and uses four categories that are worth a maximum of 20 points. The written documentation should demonstrate that the student identified his or her policy community, proposed members for a planning team, and developed an outline of a proposed policy.
2. The instructors will use the Student Scoring Dimensions Guide to evaluate the student-written documented responses based on the elements included in each of the identified scoring dimensions. The Student Scoring Dimensions Guide will identify the student and be given to the Training Specialist at the conclusion of the course along with completed answer sheets and course grade sheets.

Instructor Comments:

Critical dimensions of evaluation:					
1. Clarity of expression 2. Logical organization		3. Thoroughness 4. Justification and references (as appropriate)		5. Spelling and grammar (mechanics) 6. Form and structure (language use)	
Critical Dimensions	Poor 0-4 points	Fair 5-10 points	Good 11-15 points	Excellent 16-20 points	Pts.
Critical Dimensions of Evaluation <i>These critical dimensions of evaluation apply throughout the assignment.</i>	<ul style="list-style-type: none"> • 1. Clarity • 2. Logic • 3. Thoroughness • 4. Justification • 5. Mechanics • 6. Language 	<ul style="list-style-type: none"> • Organized, clear and complete thoughts • Minimal support • Multiple mechanical and/or language mistakes 	<ul style="list-style-type: none"> • Clear statements • Complete, supported statements • Minor mechanical or language mistakes 	<ul style="list-style-type: none"> • Clear, succinct statements • Complete, supported statements • No mechanical or language mistakes 	
Public Policy Considerations — Home Community Risk — Activity 3.5					
Assignment	Core Concepts to Address				
<ul style="list-style-type: none"> • 1. List who you would recruit and why you would recruit them to serve on a policy planning team. 	<ul style="list-style-type: none"> • Fails to address all core concepts • Fails to indicate understanding of concepts 	<ul style="list-style-type: none"> • Addresses all core concepts and displays basic understanding • Does not integrate core concepts into cohesive statements 	<ul style="list-style-type: none"> • Displays basic understanding of concepts • Identifies additional core concepts that affect statements 	<ul style="list-style-type: none"> • Displays full understanding of core concepts • Uses examples and explanations of additional core concepts within their home organization 	

<p>2. Describe the role, impact and agendas of key stakeholders that would comprise the policy community for a local risk.</p>	<ul style="list-style-type: none"> • Role • Impact • Agenda 					
<p>3. Create a draft version of a policy for your local risk.</p>	<ul style="list-style-type: none"> • Strategy • Feasibility of Public policy 					

STUDENT SCORING DIMENSIONS GUIDE

Activity 4.5: Preparing for the Issue Resolution Process — Home Community (20 Points)

Date: _____

Student Name: _____

Student Score (0 to 20 points): _____

Purpose

To identify and prepare for stakeholder concerns that may challenge the resolution process for the policy proposed for their home community.

Directions

1. The Student Scoring Dimensions Guide is a graded student activity evaluation instrument and uses three categories that are worth a maximum total of 20 points. The official written documentation should demonstrate that the student successfully researched, communicated and collaborated in determining his or her ability to write an implementation/evaluation plan in regards to community risk reduction.
2. The instructors will use the Student Scoring Dimensions Guide to evaluate the student-written documented responses based on the elements included in each of the identified scoring dimensions. The Student Scoring Dimensions Guide will identify the student and be given to the Training Specialist at the conclusion of the course along with completed answer sheets and course grade sheets.

Instructor Comments:

STUDENT SCORING DIMENSIONS GUIDE

Critical dimensions of evaluation: 1. Clarity of expression 2. Logical organization 3. Thoroughness 4. Justification and references (as appropriate) 5. Spelling and grammar (mechanics) 6. Form and structure (language use)					
Critical Dimensions	Poor 0-4 points	Fair 5-10 points	Good 11-15 points	Excellent 16-20 points	Pts.
Critical Dimensions of Evaluation <i>These critical dimensions of evaluation apply throughout the assignment.</i>	<ul style="list-style-type: none"> • Rambling thought process • Incomplete, unsupported statement • Mechanical and language errors throughout 	<ul style="list-style-type: none"> • Organized, clear and complete thoughts • Minimal support • Multiple mechanical and/or language mistakes 	<ul style="list-style-type: none"> • Clear statements • Complete, supported statements • Minor mechanical or language mistakes 	<ul style="list-style-type: none"> • Clear, succinct statements • Complete, supported statements • No mechanical or language mistakes 	
Preparing for the Issue Resolution Process — Home Community — Activity 4.5					
Assignment					
I. List who you would recruit and why you would recruit them to serve on a policy planning team.	<ul style="list-style-type: none"> • Fails to address all core concepts • Fails to indicate understanding of concepts 	<ul style="list-style-type: none"> • Addresses all core concepts and displays basic understanding • Does not integrate core concepts into cohesive statements 	<ul style="list-style-type: none"> • Displays basic understanding of concepts • Identifies additional core concepts that affect statements 	<ul style="list-style-type: none"> • Displays full understanding of core concepts • Uses examples and explanations of additional core concepts within their home organization 	

					<ul style="list-style-type: none"> • Role • Impact • Agenda 	
					<ul style="list-style-type: none"> • Strategy • Feasibility of Public policy 	
						<p>2. Describe the role, impact and agendas of key stakeholders that would comprise the policy community for a local risk.</p>
						<p>3. Create a draft version of a policy for your local risk.</p>

Instructor Biography