The University of Southern California
USC Sol Price School of Public Policy
The USC State Capital Center
1800 I Street
Sacramento, California 95814-3004
Tel: 916.442.6911 for Center Directions

Policy and Program Evaluation – PPD 542
Fall 2013 Section Number: 51410

TRADITIONAL CLASS MEETING DATES: October 4-6, 2013 AND October 25-27, 2013
DISTANCE LEARNING MEETING DATES: Weekly, beginning August 26, 2013

CLASS MEETING TIMES: 0900-1700 hours

CLASS MEETING LOCATION: The USC State Capital Center

PROFESSOR: Dan M. Haverty, D.P.A.
                                  4089 Hensley Circle
                                  El Dorado Hills, California 95762
                                  916.933.2478 or 916.517-6558
                                  haverty@usc.edu

COURSE DESCRIPTION:

This seminar focuses on *program evaluation* (or *evaluation*): systematic, data-based assessment of the performance, value, merit, worth, or significance of programs that have been implemented in public and non-governmental organizations. A *program* may be <u>any policy, program, project, function, agency, bureau, process, or activity</u> that has an identifiable purpose or set of objectives. The primary focus of evaluation is on program *outcomes* (results after program delivery of products or services).   Evaluation may also focus on program context, program inputs, program activities, program *outputs* (products or services delivered by the program to customers or clients), or program *impact*: those outcomes that are <u>caused</u> by the program (= the <u>difference</u> between program outcomes and those outcomes that would have occurred in the absence of the program).

COURSE PHILOSOPHY:

Program evaluation requires both interpersonal and technical skills, and is best learned through a combination of reading, classroom instruction, and on-the-job training. Your personal involvement and interaction with others – before, during, and after seminar sessions – are essential to your learning experience in the seminar. Seminar projects are to provide monitoring or evaluation information to one or more real clients. Seminar papers and seminar sessions will provide opportunities to practice clear communication of what you have learned through your reading, in our seminar sessions, and in evaluation work. I approach this course from the perspective of Servant Leadership and am striving to both achieve this as an individual, as well as model these characteristics within our class experience. The pedagogical approach employed draws from a mix of distance learning methodologies, brief lectures, consultatory student interaction, applied learning and the development of a client-based project. I look forward to getting to know you through the seminar.

LEARNING OUTCOMES:

The objective of the seminar is to help participants develop knowledge, skills, and abilities in eight areas:

1.   Students will explain and analyze the purposes of program evaluation.

2. Students will use program evaluations effectively and communicate outcomes clearly in order to contribute to effective program and policy changes.
3. Students will explain and justify an array of evaluation methods and approaches, including logic modeling, evaluability assessment, implementation evaluation, performance monitoring, impact evaluation, cost-effectiveness analysis, cost-benefit analysis, and evaluation synthesis (meta-analysis).
4. Students will use such methodological tools to evaluate the impact of public policies and programs.
5. Students will collect qualitative and quantitative data.
6. Students will analyze and interpret qualitative and quantitative data.
7. Students will effectively communicate evaluation findings, options, and recommendations to a diverse audience.
8. Students will integrate evaluation standards into their research, analysis, and recommendations in an ethical, sensitive, and culturally inclusive manner as promulgated by the American Evaluation Association.
   a. This may include principles such as systematic inquiry, competence, integrity and honesty, respect for people and responsibility for general, multi-sector stakeholders, and public welfare as well as utility, feasibility, propriety, and accuracy standards.

REQUIRED READINGS:

BOOKS: Available though the USC Bookstore at: www.uscbookstore.com or other web-based textbook providers. Wholey, Joseph, Harry Hatry and Kathryn Newcomer, Eds. 2010. *Handbook of Practical Program Evaluation* (3rd Edition). San Francisco: Jossey-Bass.

WEB RESOURCES: *Use these resources for your Evaluation Ethics Case Study.*

- American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from http://www.eval.org/publications/guidingprinciples.asp
- Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements

ARTICLES:

Alkin, M.C. and Christie, C.A. (2004). An Evaluation Theory Tree. In M.C. Alkin (Ed.), Evaluation Roots (pp. 12-65). Thousand Oaks, CA: Sage.

Bowman, James S. and Claire Connolly Knox, 2008. " Ethics in Government: No matter how long and dark the night." Public Administration Review. July/August; Vol. 68: No.4.

Partnership for Public Service, 2011. "From Data to Decisions: The power of analytics." IBM Center for the Business of Government; www.businessofgovernment.org .

The instructor posts lecture notes, assignments, handouts, and other course materials on Blackboard for students' access for both in-class and out of class use.

COURSE REQUIREMENTS:

1. **Quality of participation in discussions and in-class work.**
   Due to the intensive format of the class, it is your responsibility to come fully prepared by completing the required readings prior to class meetings. Full participation in discussions, in-class assignments, group work assignments, and presentations will provide you the best opportunity for maximum learning potential. Full participation means actively engaging in discussions and activities, as well as actively listening to your colleagues' ideas, experiences and perspectives.

2. **Participation in weekly distance learning elements.**
    A new element to the seminar experience this semester is the inclusion of regular weekly student/professor engagement of at least one hour. To achieve this requirement this course has been modified to include several types of "distance learning modalities." I have prepared prerecorded videos, evaluation subject videos, podcasts, Live Sessions, discussion boards, evaluation studies' contextual readings and evaluation case studies. Your participation in these elements of our course is required.

3. **Evaluation Ethics Case Study.**
    An evaluation case study will be posted to Blackboard for you to read and respond to a set of questions. I anticipate this assignment to be 3-5 pages in length. Use the following references to select evaluation standards and principles for inclusion in this paper.

    > American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from http://www.eval.org/publications/guidingprinciples.asp

    > Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements

THE EVALUATION STUDY PROJECT

The following <u>five</u> assignments are designed to be stair-stepped components of a fully developed evaluation proposal for a real organization. The final evaluation proposal should be approximately 15-20 pages in length. Each preceding paper is meant to be a building block toward the next.

Seminar projects will require some social science research skills, though the seminar sessions will not cover all the social science research methods that may be required in a specific project. Students may work on individual seminar projects, or work in teams of two or three students who take joint responsibility for the project.

Digital copies of papers and presentation materials shall be provided to Dr. Haverty at the beginning of each session or on due date.

All papers and presentations should be professional in appearance, clearly written, well edited and reflect the competence and communication skills of a graduate student of the University of Southern California. Papers should be typed, double-spaced, 10-12 point font, and follow an approved style.

4. **Initial Project Description Paper.**
    Based on your preparatory readings for class, your professional experiences, personal interest in a particular policy or program area, and potential opportunity for a successful Seminar Evaluation Project in an organization, develop a description of your proposed project following the outline: "Initial project description paper." Please follow the outline on Attachment "A" titled "Initial Project Description Paper."

5. **Program or Policy Logic Model. Between Sessions**
    During the first session we will spend considerable time learning about Logic Models and how they can help one understand the implementation of a program or policy by using a systems approach and considering input, outputs, and outcomes. This assignment will be a help in understanding how your selected program or policy works. Use the template in Attachment "B.1" as an aid in completing this task. Send the logic model and design matrix electronically to the instructor by required date.

6. **Evaluation Study Design Matrix.   Between Sessions**
    Another useful process in developing your evaluation study is the completion of an evaluation study design matrix. This tool provides a template to methodically develop the necessary work plan for your study. We will spend considerable time on design matrices during session I. Use the template found in Attachment

"B.2" as an aid in developing this task. Send the logic model and design matrix electronically to the instructor by required date.

7. **Project "In-progress" Presentation.   During the second session**

    Each individual or group will develop and present the project in its progress to date. This assignment is a means of gaining feedback on your work and providing others in the class an opportunity to gain from your experience and knowledge, you will report out to the class with a 15-minute presentation, plus an opportunity for questions and discussion.

    I encourage presenters to choose a presentation approach or combination of approaches not yet attempted in your academic or professional career.   Students in past classes have used Power Point, Prezi, traditional lecture/briefing, role-play and other interesting styles. You may also use overheads, video, charts and graphs, models or any other audio/visual aid, which will enhance your message and provide a more clear understanding of your work. This is a safe environment to try something new.

8. **Seminar Project Paper. Following Session II**
    This is the culmination of your work in this class. The paper should demonstrate introductory achievement in: performance monitoring or evaluation; reflect what you have learned in the seminar; take into account suggestions made by the instructor and other seminar participants; provide monitoring or evaluation information to one or more real clients; formulating evaluation questions (including at least one question focusing on program outcomes); developing proxy or real evaluation data; analyzing proxy or real evaluation data; developing evaluation findings presentation methods as well as possible options or recommendations for policy or program change; and applying the standards promulgated by the Joint Committee on Standards for Educational Evaluation. Please follow the outline on Attachment "C" titled "Seminar Project Paper."

9. **Evaluation Proposal**
    This element of the course is a written program evaluation proposal, developed within a two time frame by each student, in response to a short description of a fictitious program in a public organization. Open notes are permissible. Its purpose is to evaluate the student's knowledge of program evaluation theory, approaches, methods and the written communication of a proposed study. Due to the short time between seminar sessions, we will decide on how and when to satisfy this component, as a class.

PERFORMANCE EVALUATION:

Assignment	Weight	Due
1. Quality of participation in discussions and in-class work.	5%	All
2. Distance learning participation	5%	All
3. Initial project description paper.	5%	Oct. 4
4. Evaluation Ethics Case Study	5%	Oct. 18
5. Program or Policy Logic Model.	10%	Oct. 25
6. Evaluation Study Design Matrix	10%	Oct. 25
7. Project "In-progress" presentation	10%	Oct. 25
8. Evaluation proposal	20%	Nov. 24 or TBD
9. Seminar Project Paper	30%	Dec. 10

OVERALL COURSE SCHEDULE (INCLUDING DISTANCE LEARNING SCHEDULE)

Semester Weeks	Course Activity	Student Engagement	Student Assignment
1: Aug 26-Sep 1	Introduction to course	View video, readings	Read Dr. Wholey's paper, ICMA article
2: Sep 2-8	Practical program evaluation	View video, readings	Read: Text: Preface, Ch. 1
3: Sep 9-15	Project topic area of interest	View video, answer survey, brief read projects	Respond to survey by Day 7. Review past evaluation projects.
4: Sep 16-22	Evaluation Theory	View video, reading, Form project groups (unless conducting an individual evaluation project).	Brief read: "An Evaluation Theory Tree" (Alkin and Christie). Submit project description assignment by Oct. 4.
5: Sep 23-29	Evaluation Ethics	• American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from http://www.eval.org/publications/guidingprinciples.asp • Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements	Submit case analysis by Oct. 18.
6: Sep 30-Oct 6	Class Meeting: October 4-6, 2013	The following chapters from the text should be read prior to this class meeting: 2, 3, 4, 5, 6, 7, 12, 20, 24, 25, 27.	Read the text.
7: Oct 7-13	Project Logic Model finalization	Further develop and edit logic models. Schedule Project Team meetings with Professor Haverty	Submit logic model assignments by Oct. 25.
8: Oct 14-20	Project Logic Model finalization	Further develop and edit logic models. Schedule Project Team meetings with Professor Haverty	
9: Oct 21-27 10: Oct 28-Nov 3	Class Meeting: October 25-27	The following chapters from the text should be read prior to this class meeting: 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23.	Read the text.
11: Nov 4-10	Project Consultation	Opportunity for student/professor consultation on evaluation study projects	Live Session participation
12: Nov 11-17	Contextual readings	Bowman, James S. and Claire Connolly Knox, 2008. " Ethics in Government: No matter how long and dark the night." Public Administration Review. July/August; Vol. 68: No.4.	Post response to discussion board by day 4; respond to at least one other posting by day 7.
13: Nov 18-24	Contextual readings	Partnership for Public Service, 2011. "From Data to Decisions: The power of analytics." IBM Center for the Business of Government; www.businessofgovernment.org .	Post response to discussion board by day 4; respond to at least one other posting by day 7.
14: Nov 25-Dec 1	Thanksgiving		
15: Dec 2-8	Applying analysis to evaluation I	TBD	Post response to discussion board by day 4; respond to at least one other posting by day 7.
16: Dec 9-15	Completion of Project		Submit Seminar Project Paper by Dec. 10.

INTENSIVE SEMINAR COURSE SCHEDULE

Please complete <u>all readings of text and articles</u> for each module <u>prior to the start</u> of each module. The intensive class format is a seminar with extensive class discussion, small group exercises, mini-lectures, analyses of case materials, presentations by seminar participants and opportunities for clarifying questions and feedback to participants. These activities depend on each student's preparation and willingness to participate. As with any graduate course, course schedule adjustments will be made to satisfy the dynamics of the class.

<u>SESSION ONE</u>

Assigned readings:
1. Wholey, Hatry, and Newcomer (eds.). <u>Handbook of Practical Program Evaluation</u>, 3rd Ed.: Chapters: 1, 2, 3, 4, 5, 6, 7, 12, 20, 24, 25 AND 27.

Session I Topics:
1. Introductions and course overview

2. Planning and designing useful evaluations

3. Ethics and the guiding principles of evaluation

4. Analyzing and engaging stakeholders

5. Using logic models and design matrices

6. Exploratory evaluation

7. Performance measurement: Monitoring program outcomes

8. Comparison group design

9. Designing, managing and analyzing multi-site evaluations

10. Using agency records

11. Using surveys

12. Using trained observer ratings

13. Collecting data in the field

14. Conducting semi-structured interviews

15. Qualitative data analysis

16. Providing recommendations, suggestions and options for improvement

17. Work on seminar project

<u>SESSION TWO</u>

Assigned readings:
1. Wholey, Hatry, and Newcomer (eds.). <u>Handbook of Practical Program Evaluation</u>, 3rd Ed.: Chapters: 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23.

Session II Topics:

1. Review and analysis of participants' projects; feedback on participants' projects

2. Randomized controlled trials and nonrandomized designs

3. Conducting case studies

4. Recruitment and retention of study participants

5. Using the Internet

6. Focus group interviewing

7. Using statistics in evaluation

8. Cost-effectiveness and cost-benefit analysis

9. Meta-analysis, systematic reviews and evaluation syntheses

10. Pitfalls in evaluation

11. Writing for impact

12. Contracting for evaluation in government: The politics of evaluation

13. Evaluation challenges, issues and trends

Writing Style
For assistance in writing style suitable for this graduate class, one source is the ***Chicago Manual of Style Online Quick Guide*** found at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.
Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Information on intellectual property at USC is available at: http://usc.edu/academe/acsen/issues/ipr/index.html.

Code of Conduct

Students are expected to respect norms of civility in all interactions with faculty, fellow students, and with individuals with whom they may interact in working on their term project. They must refrain from disruptive behavior (see the Office of Student Judicial Affairs and Community Standards http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html_. (In addition, students are expected to follow university policies regarding appropriate use of computing resources, as described in Section 2 of SCAMPUS.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.
Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Computing - Code of Behavior
In matters not controlled by law or institutional policy, the university urges members of its community to exhibit ethical conduct in the use of computing resources. Electronic communication can be ambiguous and is less personal in nature than other forms of interaction. While the university encourages the exchange and debate of values and ideas, individuals are expected to exercise good judgment to ensure that their electronic communications reflect the high ethical standards of the academic community and convey mutual respect and civility. While the university will not restrict access to electronically available information, individuals using public computer workstations are encouraged to maintain an appropriate level of common civility and courtesy in viewing information content that could be identified as offensive to a passer-by or casual observer.
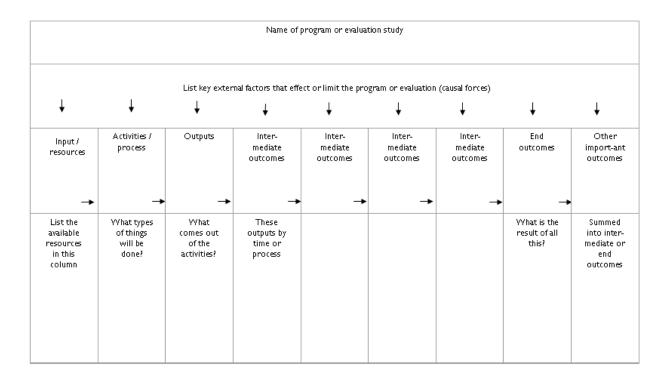
Human Subjects Compliance and Review:
Students are expected to pursue their research ethically and in compliance with the university's codes regarding human subject protections. The University Park Institutional Review Board is the review and compliance body formed to protect human subjects in biomedical and social science. It is empowered to review all research proposals, funded or not, which are conducted by the faculty, staff, graduate or undergraduate students which involve the use of human subjects. Human subject means a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual; or (b) identifiable private information. See the full description of the IRB at http://www.usc.edu/admin/provost/irb/. The mission of the Office of Compliance is accessed at http://www.usc.edu/admin/compliance/mission.html.

Attachment A
Initial Project Description (paper)

1. Project title.
2. Is this an individual or team project?
3. Name, phone number and e-mail address of all project team members.
4. Is this project a full evaluation or a proposal?
5. The primary client(s) for your seminar project: Name one or more individuals to whom you will present your evaluation project.
6. Brief description of the policy, program, project, or activity on which your seminar project will focus.
7. The purpose of your seminar project: your current thoughts on possible uses of the evaluation information that your seminar project will provide.
8. Your current thoughts on one or more evaluation questions that might be answered by your performance monitoring system or evaluation study, including at least one question focusing on policy or program outcomes (results).

Attachment B.1
   Program or Policy Logic Model

Policy or Program Logic Model

Name of program or evaluation study								
List key external factors that effect or limit the program or evaluation (causal forces)								
↓	↓	↓	↓	↓	↓	↓	↓	↓
Input / resources	Activities / process	Outputs	Inter-mediate outcomes	Inter-mediate outcomes	Inter-mediate outcomes	Inter-mediate outcomes	End outcomes	Other import-ant outcomes
→	→	→	→	→	→	→	→	
List the available resources in this column	What types of things will be done?	What comes out of the activities?	These outputs by time or process				What is the result of all this?	Summed into inter-mediate or end outcomes

Attachment B.2
    Program or Policy Design Matrix

Program Design Matrix for: What organization, agency, advocacy group, legislator, non-profit is the focus of this evaluation study?	**Contacts:** Who are your primary contacts?

Program/Policy Description: Identify what the program or policy is intending to accomplish. What issue or problem is being addressed. Briefly, how is the program or problem trying to achieve its purpose?

Stakeholders: Who are the individuals, groups, organizations or agencies impacted by, contributing to, overseeing or regulating this policy or program?

RESEARCHABLE QUESTIONS	INFORMATION REQUIRED	INFORMATION SOURCES	OVERALL DESIGN STRATEGY	DATA COLLECTION METHODS	DATA ANALYSIS	LIMITATIONS	WHAT WILL THE ANALYSIS ALLOW YOU TO SAY?
Identify and develop the set of questions which will drive the evaluation study (3-5 realistic and researchable questions).	Summarize information requirements for addressing major research questions.	Summary description of information sources.	Summarize the overall design methodology	Summarize the data collection methods to be used.	Summarize the data analysis methods to be used.	Describe in summary any limitations in the analysis.	Summarize the conclusions to be derived from the analysis.

POTENTIAL RECOMMENDATIONS FOR PROGRAM CHANGE

1.

2.

3.   Based on what you know about the program or policy and its implementation, what recommendations may be forthcoming from your evaluation study?

4.

5.

HOW THE PERFORMANCE EVALUATION INFORMATION WILL BE COMMUNICATED

What ways will you be able to communicate your findings, recommendations and the study itself?

POLITICAL, BUREAUCRATIC, AND TECHNICAL BARRIERS ANTICIPATED

Identify any anticipated barriers that may impede your ability to conduct the evaluation study?

Attachment C
  Seminar Project Paper

1. Project title
2. Your name, mailing address, telephone number, and e-mail address
3. Date
4. Executive summary, briefly summarizing sections 8a, 9, 10, and 13
5. Table of contents (including page numbers)
6. Background (including information on the context around the program on which the seminar project is focused, information on your primary client including the e-mail addresses or telephone numbers of one or more individuals to whom you will present your monitoring or evaluation report, and the *purpose* of your project)
7. Findings from the literature. This section may include literature, which supports your claim that this subject needs evaluation, or literature, which supports your choice of evaluation theory, design or methodologies.
8. Objectives, scope, and methodology: (a) *questions answered by the monitoring system or evaluation study*, including at least one question focusing on policy or program outcomes; (b) *the data collected to answer each question*; (c, d) the data sources and data collection procedures used to answer each question; (e) evidence as to the validity, reliability, and credibility of the data; and (f) *the data analysis methods used to answer each question* (for example, content analysis, disaggregating performance data by client characteristics or other factors, summarizing information in tables or graphs, or regression analysis)
9. *Potential or Actual Findings*, including relevant tables, charts, or graphs
10. One or more possible options or recommendations for policy or program change based on your evaluation findings; likely costs and consequences of implementing the options or recommendations
11. How the findings and any options or recommendations will be communicated to the primary client and other stakeholders; how use of the evaluation information will be encouraged
12. Likely or actual uses of the evaluation information
13. *Limitations.* This section is a brief critique of your seminar project in terms of specific <u>evaluation standards or evaluation principles</u> from the following sources:
    American Evaluation Association. (2004, July). Guiding principles for evaluators. Retrieved from <u>http://www.eval.org/publications/guidingprinciples.asp</u>
    Joint Committee on Standards for Educational Evaluation (2012). Program evaluation standards statements. Retrieved from <u>http://www.jcsee.org/program-evaluation-standards/program-evaluation-standards-statements</u>
14. How these limitations could be overcome?

Appendix A: Evaluation Design matrix
Appendix B: Stakeholder analysis (use any two instruments from the text)
Appendix C: Copies of data collection instruments to be used in your seminar project
Appendix D: Complete, correct references to any books, articles, reports, or other sources cited in section 7 or elsewhere in the reports
Appendix E: Examples of the data to be collected; where the data are stored

*An electronic copy shall be sent to Dr. Dan M. Haverty at <u>haverty@usc.edu</u>

BIOGRAPHY:

Dr. Dan M. Haverty is a 28-year Fire Service veteran and recently served as the Interim Fire Chief for the City of Lodi, California. He was the Fire Chief and Deputy Emergency Services Director for the City of Folsom, California from 2007 - 2010. Dan has mentored Public Safety executives to help develop effective leadership, overcome labor/management challenges, and improve organizational culture, trust and mission accomplishment.

In the Fire Service, he worked in both field and administrative roles, including assignments as Training Officer, Public Information Officer, Director of Community Services, Director of Emergency Medical Services and Director of Economic Planning and Development. He previously served as a loaned executive to the California Governors Office of Homeland Security as the Chief Assistant Deputy Director for Training and Exercise Division. He was a founding member of the USC Homeland Security Center of Excellence CREATE User Advisor Council. Dan has served, or is currently serving on the boards of the Sacramento Regional Fire/EMS Communications Center, Sierra Donor Services, and the Sacramento Chapter of the American Society for Public Administration. He is a past President of the Sacramento County Fire Chiefs' Association, Charter President of the Rotary Club of Folsom Lake, and the current Chairperson of the Folsom Lake College Fire Technology Advisory Council. Dan is also serves on the Folsom Chamber of Commerce as the Folsom Pro Rodeo Chairperson.

He currently consults for nonprofit and public organizations, providing services to include: budget alignment with operational performance, leadership, executive recruitment, strategic planning, mission accomplishment, curriculum development, governing board development and meeting facilitation.

His education includes a B.S. in Fire Service Management and M.S. in Public Agency Communication from California State University, Sacramento and an M.P.A. and Doctorate in Public Administration from the University of Southern California.