STUDENT PACKET · 70–75 MINUTES

What Counts?

You hold one vote on a campus committee deciding how to spend $12,000.

Created by Yoav Duman

Work solo or in a class group. In a group, record which earlier choices were shared. Your explanations, practice checks and exit memo are individual.

What to do	Where and when
Make your first recommendation	p. 2. Keep it before you see the vote.
Work in Sam’s role for one short decision	p. 3. In class, take one slip. Alone, flip a coin. Heads is A, tails is B. Cover the other welcome until p. 8.
Read one record and cast a vote	pp. 4–5. Enter your own rank or your table’s agreed rank.
Audit the requests, then change one rule	pp. 6–7. Use p. 11 to verify your first count and later do the replay case check. Then try p. 12.
Compare the two advising records	p. 8. Do the priority case check on p. 11. Then try p. 13 and use the concept bridge on p. 14.
Apply the idea to a real case and submit	Choose E or F on p. 9 or G on p. 15. Write your memo and do its case check on p. 10.

What earns credit

Your instructor scores each criterion 0–2. Two points means the claim is supported and explained. One is partial. Zero is missing or unsupported. Passing requires 8/10 with a point in each criterion. Any pilot, policy, stance or practice path can earn full credit.

Use a tally for decision authority. Explain who controls the agenda. Distinguish offered roles from private priorities. Use evidence and test a rival explanation. Apply a connected mechanism and testable intervention in the exit case.

Use the case records and any hints to finish the three case checks. Keep your first answers and label any changes. A short, accurate response in your own words can earn full credit.

Include your six explanations, both practice responses and three case checks when you submit. If you use photos, save them in one PDF or use the format your instructor accepts. Follow the What Counts? directions in your course.

STUDENT PACKET · KEEP THIS PAGE

The last $12,000

At 6:05 p.m., the tutoring center is dark. A student stops at the hours sign on their way out of class. Down the hall, the budget committee has to decide how to spend the last $12,000 for next term's study support. All three pilots can run for one term. Each uses the whole amount.

Cedar Reach College is fictional. Its people, dialogue, records and budget are made for this exercise. Real sources are marked on the evidence cards.

Created by Yoav Duman

> **You hold one binding vote on the fictional budget committee.**
>
> Make your first recommendation privately. Work from Sam's scenario. You can keep your own circumstances private.

A request from Sam

Sam works most afternoons, has a phone and a web connection, and can sometimes stay after the late class. Sam wants help working through difficult problems. The campus tutoring center closes at 5 p.m.

Mark your largest priority

☐ Reach the most students ☐ Help students learn to work on their own ☐ Reach students whose schedules shut them out

Mark one pilot	What it buys and what it requires
☐ Daytime drop-in	Add more midday hours at the tutoring center. Walk in for a peer tutor and a campus computer. Requires being on campus between noon and 3 p.m.
☐ Anytime AI	Buy campus access to an online AI study assistant. It can explain a concept or help with a practice problem at any hour. Requires a device and connection. Course rules govern use on assignments. The proposal leaves open whether the tool gives hints or complete answers.
☐ Evening lab	Keep a campus computer lab open with peer tutors on two evenings each week, from 6 to 8 p.m. Students need to get to campus and get home afterward.

First recommendation

Name your first pilot and explain what you would count as a success. Who could still have trouble using it?

Name or course section _____

STUDENT PACKET · USE A OR B

Sam opens the planner

STUDY PLANNER / WELCOME A

At Cedar Reach, resourceful students make a plan around the help that’s available.

Sam works most afternoons, has a phone and a web connection, and can sometimes stay after the late class. Sam wants help working through difficult problems. The campus tutoring center closes at 5 p.m.

You can make a plan, ask for later hours or pass. Your advisor records your choice. The committee makes the funding decision.

☐ Make a plan using current support ☐ Log a request for later hours in advising ☐ Add both items ☐ Leave the record blank

What would you do with the college’s description? ☐ Use it ☐ Use your own ☐ Leave it out

Return to your committee role. Mark the priority you would choose now.

☐ Reach the most students ☐ Help students learn to work on their own ☐ Reach students whose schedules shut them out

What kind of student does this welcome ask Sam to be? Explain Sam’s response. If you chose your own description, write it here and say what you would do.

Continue on the back if needed.

CUT HERE – Keep one slip for each student

STUDY PLANNER / WELCOME B

At Cedar Reach, student members help decide what study support is available.

Sam works most afternoons, has a phone and a web connection, and can sometimes stay after the late class. Sam wants help working through difficult problems. The campus tutoring center closes at 5 p.m.

You can make a plan, ask for later hours or pass. Your advisor records your choice. The committee makes the funding decision.

☐ Make a plan using current support ☐ Log a request for later hours in advising ☐ Add both items ☐ Leave the record blank

What would you do with the college’s description? ☐ Use it ☐ Use your own ☐ Leave it out

Return to your committee role. Mark the priority you would choose now.

☐ Reach the most students ☐ Help students learn to work on their own ☐ Reach students whose schedules shut them out

What kind of student does this welcome ask Sam to be? Explain Sam’s response. If you chose your own description, write it here and say what you would do.

Continue on the back if needed.

STUDENT PACKET · READ AND USE ONE

What would make a pilot work?

RECORD A / RANDOMIZED COMPARISON

Help today, learning tomorrow

In fall 2023, researchers assigned classes at one Turkish high school to ordinary materials, a standard-style GPT-4 tool, or a tutor designed to give guidance. Nearly 1,000 students participated. Grades below are relative to the group given ordinary materials.

AI used in practice	Practice grades with the tool	Exam without the tool in the same session
Standard-style GPT	48% higher	17% lower
Guided GPT tutor	127% higher	No detectable difference

These are relative differences in math grades. The trial did not study this college, determine college demand, or show that all AI tools have the same effects.

Which outcome should count as success? What condition would you put on an AI license?

Source · Bastani, Hamsa, Osbert Bastani, Alp Sungu, Haosen Ge, Özge Kabakcı, and Rei Mariman. 2025. “Generative AI without guardrails can harm learning: Evidence from high school mathematics.” PNAS 122(26), e2422633122. Results and Methods.

RECORD B / STUDENT SURVEY

Who has time to show up?

Trellis surveyed undergraduates at 153 participating institutions in fall 2025. It received 65,816 responses, a 7.8% response rate, and weighted responses to those institutions’ composition. The survey asked whether respondents missed at least one day of class in the prior term. Some students did not respond. Weighting adjusts for the groups it measures.

Who answered	Reason for missed class	Reported share
Employed students	Conflict with job schedule	21%
Students with children	Lack of childcare	20%
Students answering the transport question	Unreliable transportation	20%

These are different groups answering different questions. The rates cannot be added. The results do not tell us how many Cedar Reach students want a particular pilot.

Which students might never show up in an attendance or sign-up count?

Source · Fletcher, Carla, Allyson Cornett, May Helena Plumb, Anthony Schuette, Lydia Mentzer, and Bryan Ashton. 2026. Student Financial Wellness Survey: Fall 2025 Results. Trellis Strategies, pp. 5–7, 18–19.

Which of these records changes or strengthens your ranking? Note one figure and one limit.

Which plan gets funded?

Fictional meeting rule. The two pilots with the most published requests get six minutes each. Each of three binding voters votes for the highest available pilot on their list. The largest tally wins. A tie goes to the tied pilot Nia ranks highest.

Pilot	Published requests
Daytime drop-in	24
Anytime AI	18
Evening lab	3

Role	Recorded rank
Nia, committee chair · Binding	Daytime / AI / Evening
Eli, evening student representative · Binding	Evening / AI / Daytime
Sam, student witness · Advisory only	Evening / Daytime / AI

Rank all three pilots for your binding seat.

First _____ Second _____ Third _____

Original votes Nia _____ Eli _____ You _____ Funded _____

Sam’s statement can influence discussion. Only the three committee seats determine the tally.

Optional test. Give Sam one binding vote on this same ballot. Count again with all ranks and the tie rule unchanged.

Decision trace

Use the exact first tally. Whose vote could settle the disagreement and whose statement had no vote? Use a number from A or B to defend or question your ranking, and explain one limit of that evidence.

Open the intake archive

Prior-term request form

Named choices were Daytime drop-in, Anytime AI and Other (write in). The published Evening total lists E20, E21 and E22. None of those IDs occurs in Other. All 23 Other comments stayed outside the published count. Your planner answer is a separate practice record.

Count each student once if they clearly ask for in-person campus tutoring at or after 6 p.m. Fourteen different students, E01 to E14, already meet that rule in the Other archive. Inspect the other nine rows. Add the archive's eligible requests to the published Evening total.

Token	Other comments in the archive
E15	Please keep a campus computer lab staffed with a tutor after 6.
E04	Sending this again. Could the tutors stay after 6 p.m.?
E16	I need in-person math tutoring on campus after 6 p.m., once I'm out of class.
X01	The print queue in the library keeps jamming.
E17	I'd use a peer tutor on campus if the lab were open after 6.
E18	Could a tutor staff the campus tutoring room from 6 to 8 p.m.?
E11	Following up on my request for a tutor after 6 p.m.
X02	Can you put more outlets in the cafeteria?
E19	I need a person to walk me through the problems after my 6 p.m. class, in the lab.

My initial corrected Evening count _____ Which IDs were repeats? _____

What can you defend using this archive?

☐ This count covers the valid requests in these records. Some interested students may never have filed one.

☐ This count covers every student at Cedar Reach who wants Evening.

☐ The archive establishes that the clerk meant to block Evening.

After you record your count and claim, check the first box on p. 11. Record any correction on the back and keep your original.

RECORD C / COLLEGE CODE AND STATE LAW

Who receives the forms? Who decides?

Green River College's 522 Financial Code directs student services and activities fee budget forms and a timeline to currently funded programs. Requests need written justification and must meet a deadline. The student Executive Board acts on the package without line-item voting. The Board of Trustees has final approval. Washington law gives students a majority of voting seats on the recommending committee and requires an opportunity for viewpoints to be heard at a public meeting.

The text shows who gets direct notice and which bodies can act. It does not show that new groups are barred or that a particular request lost because of notice.

Source · Associated Students of Green River College. 522 Financial Code, Article V, §§3–4. Washington State Legislature. RCW 28B.15.045, especially §§1–5. · Read the state law

Change one rule

Use the same $12,000, pilots, ranks, three binding voters and voting rules. Predict which options will be heard, then run the changed hearing.

Choose one rule	What changes	Cost
☐ Count verified Other comments	Keep two hearing slots. Add the unique, eligible Other comments to the request count.	Verification takes staff time. With two slots, one previously scheduled proposal can lose its hearing.
☐ Add a third hearing slot	Keep the published request counts. Admit all three pilots within the same meeting time.	Each proposal gets four minutes instead of six. The reports still leave valid requests uncounted.

Prediction before the replay. Which pilots will be heard?

Pilot	Original count / eligible? / votes	Replay count / eligible? / votes
Daytime drop-in	24 / Yes / _____	____ / ____ / ____
Anytime AI	18 / Yes / _____	____ / ____ / ____
Evening lab	3 / No / 0	____ / ____ / ____

Replay votes Nia _____ Eli _____ You _____ Funded _____

Minutes per hearing Before ____ After ____ First change in the record _____

An industry group asks the public Board to use a vendor dashboard for renewal. Choose one reporting rule.

Choose a follow-up rule	Responsibility, measure and cost
☐ Keep an access log open	Students file barriers. The tutoring desk counts unique reports by time and type per 100 enrolled. The intake clerk adds them before the next deadline. Fast, with voluntary reporting.
☐ Ask a sample that includes nonusers	Advising samples users and nonusers and records barriers for the committee. This takes staff time and some students still will not reply.
☐ Use the vendor’s dashboard contract	The Board uses completed sessions as the renewal measure. The vendor receives private tickets. It is cheap and omits people who never use the service.

Replay analysis

Use the before and after records. Explain the first change, one thing held fixed, and who gains or loses a hearing or funding. Name a cost of your follow-up rule and an observation that would show whether it reaches students the college misses.

What gets called responsible?

Study planner A	Study planner B
At Cedar Reach, resourceful students make a plan around the help that’s available.	At Cedar Reach, student members help decide what study support is available.

Week 1 · Action logged. Week 4 · Advisor asks what happened. Term report · Staff can feature actions in the records. A blank record supplies no example.

Fictional comparison · A repeated routine

Each welcome is assigned by chance to 20 students. Both groups get the same advising, options and costs. All 40 answer the private checks. Anonymous links match each student’s neutral Week 6 choice to their earlier choice.

What the record measures	Resourceful student	Student member
Before the first welcome · chose access priority privately	8 of 20	8 of 20
Week 4 · recorded a workaround for the advisor	15 of 20	8 of 20
Week 6 · chose access priority privately	Same 8 of 20	Same 8 of 20

RECORD D / RANDOMIZED COMPARISON

Same task, different welcome

In Study 3, 88 undergraduates (42 first-generation and 46 continuing-generation) at a U.S. university received one of two university welcome letters by random assignment. One stressed independence; one stressed being part of a community. Both groups worked on the same word puzzles.

Welcome letter	First-generation students	Continuing-generation students
Independence	6.9 solved	9.2 solved
Community	8.8 solved	8.3 solved

The values are adjusted averages from one short task. The study detected a difference by message among first-generation students; the continuing-generation difference was not statistically detectable. This outcome measures puzzle performance.

Source · Stephens et al. (2012), study 3, figure 2. Full reference in the instructor guide.

Four students have signed. Five names earn a hearing. As Sam, check one. ☐ Keep a private note ☐ Sign the joint request. The committee decides funding.

Competing explanations

Compare a line from a welcome with the repeated advising routine. Use your private priorities and the fictional comparison. Did the recorded action or the access priority differ? Explain what the real puzzle study measured and what later finding would support lasting preference change. Use the joint-request choice to show how a shared barrier could reach the agenda.

Use the evidence in a new case

RECORD E / ORDINANCE AND CITY COMPARISON

Who controls the workweek?

Seattle's Secure Scheduling Ordinance took effect in 2017. It requires covered large retail and food-service employers to post schedules at least 14 days ahead and respect workers' right to decline hours outside the posted schedule. Researchers compared surveyed workers with workers at the same companies in 24 other metropolitan areas.

Workers receiving under 2 weeks' notice	Before the law	Change by year 2
Seattle	57%	11 percentage points lower
Comparison cities	55%	No change in the estimate

The comparison accounts for common trends if the places would otherwise have changed in parallel. A Seattle-specific change could also matter. The ordinance covers certain employers and has exceptions.

Source · Seattle Office of Labor Standards. Secure Scheduling Ordinance, 2017. Harknett, Kristen, Daniel Schneider, and Véronique Irwin. 2021. "Improving health and economic security by reducing work schedule uncertainty." PNAS 118(42), e2107828118. Figure 1B. · Read the city's ordinance guide

RECORD F / JOB ADVERTISEMENT EXPERIMENT

Who can picture themselves here?

In Study 5, 118 women in introductory psychology each read one of two ads for the same real-estate job. One invited them to "Join our sales community!" The other said "Take our sales challenge!" The study authors grouped the wording in each ad as feminine-coded or masculine-coded.

Average rating out of 7	Masculine-coded ad	Feminine-coded ad
Job appeal	3.86	4.34
Expected belonging	3.71	4.09
Perceived personal skill	4.89	4.99

The small skill-rating difference was not statistically detectable. The data measure immediate ratings. The researchers did not record applications or hires in this experiment.

Source · Gaucher, Danielle, Justin Friesen, and Aaron C. Kay. 2011. "Evidence that gendered wording in job advertisements exists and sustains gender inequality." Journal of Personality and Social Psychology 101(1), 109–128. Study 5 and Appendix B.

For G, about public aid and for-profit colleges, go to p. 15. Use one case in the exit memo on p. 10.

Exit memo

Name and course section _____

My transfer record ☐ E · Workweek ☐ F · Job ad ☐ G · College aid

Evidence line I will explain _____

Transfer and intervention

Name one power mechanism from your Cedar Reach decision, and show where it operates in your new case. Cite a figure and its comparison, explain one limit, and name who could act. Propose a change, a cost and one measurable result that would make you reconsider.

Case check · Change one fact

Use the hypothetical change for your case. Keep the comparison beside your memo. Check your answer on p. 14.

E. The share of workers with under two weeks' notice falls 11 percentage points in Seattle and 6 in the comparison cities. How much larger is Seattle's decline?

F. A follow-up records 40 applications among 200 eligible viewers for the community ad and 30 among 100 for the challenge ad. Compare application rates. Which ad now leads on this measure?

G. A school receives $82 in Title IV aid, $10 in covered VA benefits and $8 elsewhere. What share counts as federal under the current rule? Does it exceed 90%?

Hint. Compare changes in E, applications per viewer in F, and the funding categories in G.

> **Before you turn in your work**
>
> Keep your original memo and each check attempt. Include the six explanations, two practice responses and three case checks. In your memo, use a real figure, name who can act and give a result that could change your mind.

If you need more room for earlier responses, continue on the back and label each response.

OPEN ONLY AFTER THE COUNT AND CLAIM ON P. 6

Verify the archive

> **Verified Evening total: 22**
>
> Three published IDs (E20–E22) plus 14 eligible archive IDs (E01–E14) plus E15–E19. E04 and E11 are repeats. X01 and X02 concern other services.

What the total measures

The records establish valid filed requests. Unknown campus-wide demand and the clerk’s intentions require other evidence.

Optional recheck

Revised count _____ · What can you defend about this count? Keep your first count on p. 6.

Return to p. 7 and choose one change to the hearing.

Return here for two case checks

Write your first explanation before trying its check. Compare the changed fact with the case record. Use p. 14 to check your response or retry. Keep your first attempt. A short line can show the connection.

Hint. For the hearing, compare second place. For priorities, count who left the group of eight and who joined it.

Replay · After p. 7 and before p. 12

In the two-slot replay, suppose Evening had 18 verified requests instead of 22. Daytime stays at 24 and AI at 18. AI keeps a tie for the second slot. Who gets the second hearing? Compare the counts and say whether Evening can receive funds in that replay.

Priorities · After p. 8 and before p. 13

At Week 6, eight students again choose access. Now suppose that two of the original eight picked a different priority. How many newly chose access? What would be different about the claim that the same people kept this priority?

STUDENT PACKET · NEW CASE

Check the hearing

Complete your first explanation on p. 7 before circling one statement.

A rule change gives Evening a hearing while the same program receives the money. What does that comparison show?

☐ The rule changed what could be considered.

☐ At least one voter changed their ranking.

☐ The new hearing gave Evening funds.

Want a guiding question? Find the first line that changes. Does it say the program can be heard or that it gets the money?

Opened the guiding question? ☐ Yes ☐ No. Choose Applied for guided practice or Stretch for a harder comparison. Complete one case. Read its worked answer on p. 14 after your attempt.

APPLIED / The late shuttle request

The student council hears two grant requests. Music has 18 verified requests, Makers has 13 and Night Transit has 11. The Night Transit inbox contains four eligible messages with IDs Q1, Q2, Q1 and Q3. None of those IDs is in the published count. Two of three voters rank Music first. The third prefers Makers, Night Transit, then Music. Count one request per person and keep the voting rules.

What happens when the council adds the new valid requests?

☐ Makers stays on the list. Music wins 2–1.

☐ Night Transit replaces Makers. Music wins 2–1.

☐ Night Transit replaces Makers. Night Transit wins 2–1.

Underline a detail you will use. Use the new total and identify which voter has a different available choice.

STRETCH / The missing ID link

An appeal office confirms 19 distinct eligible Evening IDs in Other and three distinct published Evening IDs. It removed the cross-list identity link. Daytime has 24. Two hearings are available. If AI and Evening tie for the second slot, AI keeps the slot.

Can you tell whether Evening will be heard if AI has 18 requests? How about if AI has 20?

☐ Evening is guaranteed a hearing at both counts.

☐ Evening is guaranteed at 18. At 20, it depends on overlap.

☐ Evening’s place is uncertain at both counts.

Underline a detail you will use. Give the possible range of unique Evening requests and the record you would ask to inspect.

STUDENT PACKET · NEW CASE

Check the welcome

Complete your first explanation on p. 8 before circling one statement.

The groups differ in recorded workarounds. Both keep exactly the same eight people who privately choose access as their top priority. Which inference is strongest?

☐ Recorded conduct differed. This private priority stayed stable.

☐ The difference in recorded conduct shows a lasting change in private priorities.

☐ The study isolates the added effect of repeated advising.

Want a guiding question? Find what the advisor sees at Week 4 and what students choose privately at Week 6. Which outcome is closest to the claim?

Opened the guiding question? ☐ Yes ☐ No. Choose Applied for guided practice or Stretch for a harder comparison. Complete one case. Read its worked answer on p. 14 after your attempt.

If you chose the claim about repeated advising, explain on the back how you would hold advising fixed and test repetition.

APPLIED / The library waitlist

Each of two welcome groups has 20 students. At baseline, eight students in each group privately choose later library hours. At Week 4, advisors see 14 workaround reports in Group A and eight in Group B. At Week 7, with neutral wording, eight per group privately choose later hours. Anonymous matching shows five of A’s original eight and seven of B’s original eight are still among those eight.

How many students in each group newly chose later hours at Week 7?

☐ A: zero. B: zero.

☐ A: six. B: zero.

☐ A: three. B: one.

Underline a detail you will use. Name the measure advisors saw. Then name a later observation that would strengthen a claim about lasting priorities.

STRETCH / A private count without links

The same 18 students all answer a private question twice. Six choose later library hours as their top priority at baseline. Eight choose it four weeks later. The wording and available options are the same. There are no identifiers linking individual responses.

Which two patterns can both produce the change from six to eight?

☐ Two switch in and none switch out. Or eight switch in and none switch out.

☐ Two switch in and none switch out. Or eight switch in and six switch out.

☐ Two switch in and two switch out. Or eight switch in and six switch out.

Underline a detail you will use. Explain the net change and propose a record to distinguish the two patterns while protecting privacy.

OPEN A KEY AFTER YOUR OWN ATTEMPT

Compare your reasoning

Case check keys

Replay. AI keeps the second hearing on the 18–18 tie, so Evening is off the funding ballot.

Priorities. Two join the access group and two leave. The total stays at eight while four people switch.

Transfer. E. Seattle’s drop is 5 percentage points larger (11 minus 6). F. The challenge ad leads 30% to 20%. G. The federal share is 92% (82 plus 10 out of 100), above 90%.

Concept bridge

Decision power. Who can settle an open disagreement? Trace a binding vote, veto, or other move that can decide which admitted proposal wins.

Agenda power. Who can shape the choices people get to decide among? The hearing list can change while the winner stays the same.

Preference-shaping power. Who or what repeatedly shapes what people see as valuable, realistic, or worth asking for? Separate a lasting change in goals from a reaction to new information, a short-lived cue, or strategic compliance.

Being called into a role. Institutions offer ways of being a recognizable student, worker, or customer and give people routines for acting that way. People can take up, adapt, or resist those roles. Repeated practice might shape their priorities over time.

New-case practice keys

Hearing. The rule changed what could be considered. Priorities. The visible conduct differed while the measured private access choice stayed stable.

New case · The late shuttle request

Three new students bring Night Transit to 14. That replaces Makers at 13. The third voter now votes for Night Transit. The two Music votes are unchanged.

New case · The missing ID link

The three may overlap entirely, partly, or not at all. The range is 19–22. Every value beats 18. Only 21 or 22 beats 20 under the stated tie rule.

New case · The library waitlist

Eight minus five gives three newly choosing later hours in A. Eight minus seven gives one in B. The Week 4 reports are visible behavior. A durable shift would require later private observations under comparable conditions.

New case · A private count without links

Both patterns add two net choices for later hours. Anonymous linking codes would distinguish the flows at the individual level. The count alone cannot show who changed.

Optional revisions

Keep the original. Add up to two optional revisions in your own words. Name the evidence behind each change. Hints and retries carry no penalty.

Who makes a market?

RECORD G / FEDERAL AID RULES AND AN AUDIT

When public aid follows the shopper

U.S. for-profit colleges have to meet a revenue test to keep access to federal student aid. Under the older rule, federal veterans' education benefits could count toward the 10% that had to come from outside the main federal student-aid program. A provider could recruit veterans with publicly funded benefits and improve its test result. Congress changed which funds count. Starting with fiscal years beginning in 2023, the test counts covered federal veterans' education benefits on the federal side.

For-profit schools receiving veterans' benefits	Share with 85% or less of countable revenue from Title IV under the old test
Highly VA-funded schools	92%
Other VA-funded schools	82%

These are shares of schools, from a historical GAO comparison (2011–12). Highly funded schools received at least $2 million in Post-9/11 GI Bill payments across fiscal years 2010–11. The comparison does not measure profits, quality, lobbying, or what caused institutions to recruit.

Source · GAO (2013), Appendix II, figure 9. See current test below. · Read the current revenue test

For G, write the exit memo on p. 10. H and I can help you interpret the Cedar Reach choices.

RECORD H / FEDERAL POLICY OUTCOMES

Whose preferences line up with policy?

Researchers studied 1,779 proposed U.S. federal policy changes surveyed in 1981–2002. They checked whether each proposal became policy within four years. One model compares four possible sources of influence with the other three held constant.

Measure used in the model	Estimated association
Middle-income preferences (50th percentile)	0.05
Affluent preferences (90th percentile)	0.78
Mass-membership groups' positions	0.24
Business groups' positions	0.43

These are model coefficients on 0–1 scaled predictors, not percentages. The middle-income estimate is statistically indistinguishable from zero in this model. The study uses surveyed proposals and measures affluent rather than billionaire preferences. It does not identify who wrote a particular rule or why officials adopted it.

Source · Gilens and Page (2014), table 4.

Record I · What if effort is the explanation?

In two experiments, a cue about individual merit reduced perceptions of discrimination. The studies measured interpretations of a setback. To test the effect on politics, you would need observations of people acting together.

McCoy and Major (2007), two psychology experiments.