

**The Evergreen State College  
Masters of Public Administration Program  
Spring 2011 – Tribal Core  
Policy, Finance and Budget  
Intensive Format: April 8-10 April 22-24  
Fri. 1-5, Sat. 8:30-5: Sunday 8:30-5  
Sem II, C1105**

**Faculty**

	<u>Email</u>	<u>Phone Office</u>	<u>Office hours</u>
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By appt. Linda Moon Stumpff	<a href="mailto:stumpffl@evergreen.edu">stumpffl@evergreen.edu</a>	(360) 867-6845	Lab 1 - 3005 Sat & Sun after class or by appt.

DRAFT AS OF FEBRUARY 14, 2011. This draft has been prepared and posted to give you advance notice so you can order and obtain the books. Some of the books should be available in the bookstore in the next week or so. It is suggested that you obtain the Wilkinson and Klinetnepinesiik and the Rand and Stark books through other sources. Additional readings will be posted to Moodle.

The due dates for assignments and weekend schedule are not yet posted in this document. They will be added later. Descriptions are included to give you an idea of the workload. Online assignments, due between the Intensive Weekends will also be added.

The first two readings will be the Bardach and Wilkins and Klinetnepinesiik books.

**Spring 2011 Course Description: Policy Finance and Budget**

The final class in first year core will provide an introduction to policy analysis, policymaking, budgeting, and financial management from the perspective of tribal governments. These topics and related skills are fundamental to public administration. We engage in policy analysis to rigorously examine the issues and challenges faced by tribal nations and critique possible solutions; try to craft our preferred solutions into effective laws and codes, initiatives and programs through a mastery of the policymaking process; generate revenue streams through tribal entrepreneurship and then allocate funds to programs and track how these funds are spent. Ultimately, budgets reflect a tribe's social and cultural policy choices—or at least the choices made by council members or legislators on behalf of the Tribe. As public administrators, we may be pulled in at any point in this process, so it is necessary to have reasonably strong skills in each of these areas.

Learning goals for the quarter. Students will gain:

1. Knowledge of a variety of models describing the policy process;
2. An understanding of differing approaches to policy analysis, and the ability to apply them;
3. Improved understanding of the complex nature of tribal problems in several policy arenas;
4. An understanding of basic budgeting skills, models, fiscal and business policy
5. An introduction to financial management;
6. Improved analytical and writing skills.

**Books:**

Bardach, E. (2008). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 3<sup>rd</sup> Edition. CQ Press. 978-0872899520

Wilkins, David E. and Heidi Kiinetinepinesik Stark, 2011, *American Indian Politics and the American Political System*, Rowman and Littlefield Pub. Inc. ISBN 978-1-4422-0388-4. Electronic version available.

Light, Steven Andrew and Kathryn R. L. Rand, *Indian Gaming and Sovereignty: The Casino Compromise*, University of Kansas, 2005, ISBN 0-7006-1406-0.

Cameron, Kim (1994). "Strategies for Successful Org. Downsizing" *Human Resource Management*. Summer.

Rubin, Irene. 2010. *The Politics of Public Budgeting*. Washington, D.C.: CQ Press. Paperback. ISBN: 9781604264616.

Stone, D. (2001). *Policy Paradox: The Art of Political Decision Making*. 3<sup>rd</sup> edition. W.W. Norton & Co. ISBN: 978-0393976250

BIA budget document: online

Senge, Peter, Bryan Smith, Sara Schley, Joe, Nina Kruschwicz; Cambridge University Press,( 1990). "The Necessary Revolution: How individuals and organizations are working together to create a sustainable world," Doubleday Publishing, ISBN -13-978-0385519014 Read all .\*

Meadows, Donella H. (2008), "Thinking in System

Budget game. [http://marketplace.publicradio.org/features/budget\\_hero/](http://marketplace.publicradio.org/features/budget_hero/)

**Optional:**

Option 1) NASBO. Budget Analyst Training Guide. 219 page PDF available for FREE on-line at: <http://nasbo.org/LinkClick.aspx?fileticket=wh4r34KpCKg%3d&tabid=78>

## Optional Readings:

Hacker, Jacob and Paul Pierson. 2010. *Winner-Take-All Politics: How Washington Made the Rich Richer--and Turned Its Back on the Middle Class*. New York: Simon and Schuster. Hardcover—1416588698.

Kingdon, John. 2003. *Alternatives, Agendas, and Public Policies*. New York: Longman/Addison-Wesley. Paperback. ISBN: 0673523896.

Cameron, Kim (1994). "Strategies for Successful Org. Downsizing" *Human Resource Management*. Summer.

Congressional Budget Office (2011). "BUDGET AND ECONOMIC OUTLOOK: FISCAL YEARS 2011 THROUGH 2021." Washington, DC: CBO.

<http://www.cbo.gov/doc.cfm?index=12039>

Congressional Budget Office (2010). "Long Term Budget Outlook Summary."

Washington, DC: CBO. <http://www.cbo.gov/doc.cfm?index=11579>

Guo, C. When Government Becomes the Principal Philanthropist: The Effects of Public Funding on Patterns of Nonprofit Governance. *Public Administration Review*. May/June 2007

Wilkinson, Will (2009) "Thinking Clearly About Economic Inequality." *Policy Analysis*, 640, July 14<sup>th</sup>.

**Additional readings may be posted on Moodle, including but not limited to:**

**Articles on budget by Schick, Caiden and others TBA**

**Tribal School board budget case.**

**Budget spread sheet examples**

**Optional Course Resources for Your Reference:** US Congressional Budget Office: [www.cbo.gov](http://www.cbo.gov)

Public Financial Management blog <http://blog-pfm.imf.org/pfmblog/>

OECD Member Budget Links: <http://www.oecd.org/EN/document/0,,EN-document-287-9-no-23-20455-287,00.html>

Selected Statistics for United States Government: <http://www.fedstats.gov/>

U.S. Fiscal Forecast on-line <http://www.ourfiscalfuture.org/>

Association for Budgeting and Financial Management <http://www.abfm.org/>

National Association of State Budget Officers [www.nasbo.org](http://www.nasbo.org)

American Association for Budget and Program Analysis [www.aabpa.org](http://www.aabpa.org)

Citizen's Budget Commission <http://www.cbcny.org/>

Government Finance Officer's Association <http://www.gfoa.org/>

Government Accountability Office <http://www.gao.gov/>

University of New Mexico, *Handbook on State-Tribal Relations*. Available at:

<https://repository.unm.edu/dspace/handle/1928/2742>

Washington Office of Financial Management: <http://www.ofm.wa.gov/>

## **Expectations**

### **Students**

- Attend every class; be on time. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code: [student conduct code](#).
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be offered. Credit denial decisions will be made by the faculty team. Denial of credit for two terms of core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class.
- Cell phones may be on but ringers need to be off during seminars and presentations.
- Topics we discuss may be controversial, with people holding different opinions on respective subjects. Therefore, having respect for others is fundamental to having open, educational dialogue.
- Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries Ruth Joynes and Pat Kolstad, Lab II, 2250.)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

### **Faculty**

- Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.
- Faculty members can be expected to be reasonably available to students.

Other Readings:

### **Assignments**

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty. As in Winter quarter, you will not be required to post your assignments to Moodle. Turn in a paper copy on the assignment due date to your seminar faculty.

**Seminar papers.** Seminar readings will be assigned..

**Assignment 1.** Research and write a policy memo on a tribal policy problem of your choice. Start with a policy “arena” in which you have an interest (e.g., energy, or education), then narrow your topic to a particular policy problem (e.g., should the state of Washington immediately close the TransAlta coal plant in Centralia?) Your memo should provide an overview of the policy arena and specific problem, briefly identify participants or stakeholders, discuss arguments (both pro and con) about the policy, and identify likely impacts, including budgetary considerations. As with other memos, it should be addressed to a specific decision-maker, begin with a summary, and be clear about its goal—which is usually to persuade. In most cases, policy memos provide a clear recommendation reader towards supporting, rejecting, or amending the policy. It is meant to provide quick, concise and clear information for decision- makers. Three to five double-spaced pages. **DUE** .

**Assignment 2.** Analyze the tribal school board budget case provided, using the case analysis approach. 3-4 pages, double-spaced. **DUE** .

**Assignment 3.** Use Excel (or any spreadsheet program of your choice) to prepare two spreadsheets. The first should be a one-year operating budget for a (imaginary or real) nonprofit organization or government department/agency. Show your assumptions about service expenditures and personnel costs for your organization. The second should be a balance sheet for the organization that shows Assets (by category), Liabilities and fund balances. (Example spreadsheets will be posted on the course website). **DUE** .

**Assignment 4.** The Cameron article suggests an approach to organizational downsizing. Write a short (2-3 pages, double-spaced) paper in which you recommend how an organization you know well could best implement a budget cut of 10-15 percent. Is the Cameron model well suited to a tribal situation? Are there other approaches that might work better for this particular organization? **DUE**

**Assignment 5.** Budget Analysis. Many governments, agencies and organizations are struggling as their local economies are slowly recovering from the Great Recession. But they are at different phases of economic recovery and are reacting to their budget challenges in a variety of ways.

Select a government other than the state Washington and perform a thorough analysis of its budget and overall operations. You may also choose a tribal organization or tribal-focus nonprofit if that budget is public and permission is granted. Describe its revenue system, and

compare it to the “Principles of a High Quality State Revenue System” model. What does it do well, and where is it weak? What are the major categories of expenditure? How would you characterize the scope and approach of the government—limited? Expansive? Are the budgeting practices “run of the mill,” or do they use more cutting edge approaches such as Washington’s “Priorities of Government?” Is there any sense of the organization or government identifying and emphasizing strategic priorities? Finally, what is the overall state of their budget at this time—what size deficit (or surplus if they’re lucky) is projected, and what approaches are being considered to manage or reduce it? What is the government’s long-term fiscal outlook? Our goal is for each student to cover a different government or organization: we will have the first weekend meeting. “sign up” early in the quarter.

Seven to ten pages, double-spaced. **Due**<sup>th</sup>.

ONLINE ASSIGNMENTS: TO BE ADDED. WILL INCLUDE TRIBAL GAMING CASE