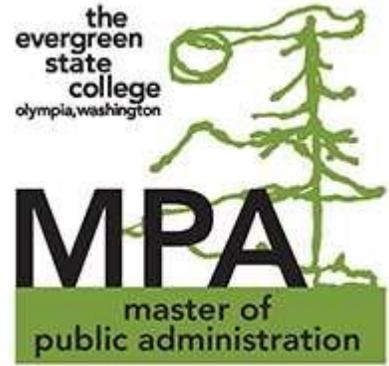Policy, Finance and Budgeting for Public
Administration
Spring 2019 First Year Core
Public and Nonprofit Administration &
Public Policy (PNAPP) Concentrations

Mission Statement: Our students, faculty and staff create
learning communities to explore and implement socially
just, democratic public service. We *think* critically and
creatively; *communicate* effectively; *work* collaboratively;
embrace diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the
public; and *imagine* new possibilities to accomplish positive change in our workplaces and
in our communities. "Be the change."

Faculty	Email	Office Hours
Melissa Beard, PhD	beardm@evergreen.edu	By appointment
Meghan Doughty, PhD	doughtym@evergreen.edu	By appointment
Eric S Trevan, PhD	trevane@evergreen.edu	By appointment

Time and Location
Thursdays 6pm-10pm PST
Purce Hall 2
Seminar Rooms: SEM 2 C2105, SEM 2 C2107, SEM 2 C2109
Final Group Presentations: Purce Hall 2

Course Description
Building on our work from Winter quarter, we will examine the public policy, budget, and
fiscal foundations of serving the public. These topics and related skills are fundamental to
public and nonprofit administration. We engage in policy analysis to rigorously examine
public problems and critique possible solutions; try to craft our preferred solutions into
effective laws and programs through a mastery of the policymaking process; generate
(through taxes) then allocate public funds to these programs and track how these funds are
spent. Ultimately, budgets reflect a society's policy choices - or at least the choices made by
legislators on behalf of society. As 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 objectives
1. Examine and evaluate models describing the policy process and analysis.
2. An understanding of basic budgeting skills, models and tax policy.
3. An introduction to financial management.
4. Improve skills in critical thinking, writing, speaking, presenting and working
   effectively in teams.

Required Readings

Books

1. Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press. ISBN: 9781483384214 *(4th or 5th Edition)*

2. Guy, M. E. and Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh Publishers. (used throughout the year). ISBN: 978-0999235904.

3. Rubin, I. S. (2014). *The politics of public budgeting: Getting and spending, borrowing and balancing*. CQ Press. ISBN: 9781452240411. *(7th Edition)*

4. Sabatier, P. A., & Weible, C. M. (Eds.). (2007). *Theories of the policy process*. Westview Press. ISBN: 9780813343594. **(2nd Edition)* There is an Ebook available in the library, but it is the 2014 edition so check the titles of the chapters to make sure you are reading the right ones**

5. Schneider, A. L., & Ingram, H. M. (1997). *Policy design for democracy*. University Press of Kansas. ISBN: 9780700608447.

(The Library has one copy of all required texts on reserve and they are also available via Summit)

Articles (links and/or pdf provided on Canvas)

1. [2019 Citizens Guide to the Washington State Budget](#)
2. [2019 Guide to Washington State's Tax Structure](#)
3. Worth, M. J. (2018). *Nonprofit management: Principles and practice*. Sage Publications.
4. [Governmental Accounting Standards Board White Paper](#)
5. Ingram, H. M., & Schneider, A. L. (Eds.). (2005). *Deserving and entitled: Social constructions and public policy*. State University of New York.
6. The Frontiers of Applied Demography Chapter 11
7. State Longitudinal Data Systems: Applications to Applied Demography

Course Policies

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our graduate programs writing support at: EvergreenWritingAssistant@gmail.com. Additional writing resources can be accessed through the campus Writing Center: https://www.evergreen.edu/writingcenter/resources

Review Assignment Requirements Thoroughly Before Drafting. This may sound obvious, but it is vitally important that you read and understand assignments before you begin to write. The pressure to just start writing can be irresistible at times. Don't! Canvas is used for course documents specifically because it enables changes as the course evolves during the quarter. Some assignments have very specific requirements. Some are intentionally a bit more open to interpretation and creative responses. Clear understanding of your goals is important to avoiding frustration – yours and the faculty's.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoguing with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. If a pattern of attendance issues manifests (i.e., often late to class; regularly missing more than one class, leaving before seminar), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Routine submission of late assignments is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other people's work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class. Evaluation conferences may occur in person or over the phone and should be scheduled with your seminar faculty.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones, etc., are not appropriate behaviors in a learning community. The teaching team reserves the right to ask for no technology in the classroom if it becomes a distraction. Also, please shut your laptops when we have guest speakers.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to Evergreen's [Students with Disabilities policy](#).

Permission to Record Lecture, Workshop and Other Similar Discussion:
If a participant in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of [Reasonable Accommodations,](#) then this participant would need written permission, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recordings begin.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

The procedure to resolve conflict is outlined in the MPA Student Handbook:
https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
Included on this page is the Evergreen State College Conflict Resolution Process Matrix*.*

We will abide by the [social contract](): WAC 174-121-010 College philosophy.
We will abide by the [student conduct code]() **(including academic integrity and plagiarism)**: Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process
We will abide by the [non-discrimination policies and procedures at TESC]()

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. It is recommended that you sign up to receive [campus emergency notifications](). Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them
        [https://evergreen.edu/emergencyresponse]()

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Assignments

Critical Thinking Paper

Due: April 4th posted on Canvas by 6:00pm.
Length: 2 to 3 pages double spaced (page length does not include reference page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).
Purpose: This is not just a summary of the readings. According to Paul & Elder's, *Miniature Guide to Critical Thinking,* critical thought means that you assess the assumptions and positions of yourself and between people in groups and organizations. This practice is important to managers and leaders because it helps us understand how we co-create and socially construct our perspectives in relation to each other.
Instructions: Using the tools and approach described in Paul & Elder's, *Miniature Guide to Critical Thinking,* critically read and respond to the assigned reading:
        · *Policy Design for Democracy* by Anne Schneider & Helen Ingram
Key Skills:
· Demonstrate knowledge of the assigned readings
· Illustrate ability to synthesize information from diverse sources into a holistic product
· Make connections between assigned readings to reveal new insights on the topic
· Explain the various strengths and weaknesses of the authors' arguments

Decision Memo

Due: April 11th posted on Canvas by 6:00pm.

Length: 1 page of content, single-spaced.

Description: Decision memos are based on the readings, but have a very different purpose than critical thinking papers. Instead of describing and analyzing the readings, you are using the readings to make a recommendation to a decision maker.

Instructions: For this assignment, **based upon the reading for Week 8**, write your memo to a decision maker in your organization or an organization with which you are familiar. These papers should be no more than one page, single-spaced.

Use a memo style heading:
To: [Decision maker's name]
From: [Your name]
Date:
Subject:

Memos begin with a summary paragraph that briefly defines the problem, provides a summary of three recommended actions (of which one is to maintain the status quo, i.e., "do nothing"), the basis for the recommendations, and your preferred option. Yes, you give your conclusions
first, and then the body of the memo develops the arguments to support your recommended actions (directly related to the readings for the week). Make the summary paragraph the last thing you write.

Review a Research Paper

Due: April 25th posted on Canvas by 6:00pm.

Length: 2-3 pages double-spaced. Does not include cover page or works cited page.

Purpose: Next quarter you will begin to work on a research project of your own, this exercise is to help prepare you for this task by making you a critical consumer of research.

Instructions: Analyze one of the assigned articles for Week 4 by answering the following questions:

- What is the author(s) research question? Main theses?
- What are the author(s) main arguments?
- What methods did the author use to answer their research question?
- What are the key conclusions of the research?
- Does the evidence provided support the conclusion? (Use only what the author has written, no outside knowledge. This is also **not** asking whether you agree with argument but whether or not it is supported by the evidence in the paper)
- If you were to pursue this research topic, what would you do differently?

Cost-Benefit Analysis

Due: May 9th posted on Canvas by 6:00pm.

Length: 2-3 pages, double-spaced.

Description: This assignment is adapted from Guy & Ely (pg. 261) and is designed to make you a critical consumer of cost-benefit analysis. Cost-benefit analyses are a commonly used

tool in policy evaluation. They often monetize non-monetary consequences of policy so that they can be evaluated alongside other economic measures

Instructions: Pick and review a cost-benefit analysis from the Washington Institute of Public Policy (https://www.wsipp.wa.gov/BenefitCost). Be critical and address the following dimensions of the analysis:

- Does the analysis make clear the geographic area or population for whom the benefits and costs are being considered?
- What costs and benefits are most challenging to value in dollar terms and are the estimates believable?
- Are there costs and benefits that were overlooked in the analysis? How would you monetize them? (DON'T DO THE CALCULATIONS, just explain your reasoning)
- Did the authors perform sensitivity analyses to see how changes in assumptions alter the findings? (You may need to scan the Technical Report)
- Was there any mention of distributional concerns over the program or policy?
- Do the findings convincingly align with the final recommendation about the project or policy?

School District Finance Assignment
Due: May 23rd posted on Canvas by 6:00pm.
Length: TBD
Description: TBD
Instructions: TBD

GROUP PROJECT
State Budget

Due: June 6th posted on Canvas by 6:00pm.

Length: 7-10 pages, double-spaced. Does not include cover page or works cited page.

Description: Research and interpretation of budget information is an important skill this quarter. Students are expected to work in groups to produce a state budget analysis of their choosing (NOT WASHINGTON). We will pick states in class so there are no duplicates.

Instructions: Perform a thorough analysis of its state budget (Revenue and Expenditures). The NCSL website is a good place to begin your research, along with the specific state website.

- Revenue: Describe the state's revenue system, and compare it to the "Principles of High Quality State Revenue System" model. What does the state budget do well and what could be improved? What are the most pressing revenue issues in your chosen state?
- Expenditures: Research and report the major categories of spending in your chosen state and define the percentages of total spending that each represents. How would you characterize the scope and approach of state government – limited? Expansive? Is there any sense of the state government identifying and emphasizing strategic priorities?
- Finally, what is the overall state of their budget at this time – what size deficit (or surplus) is projected, and what approaches are being considered to manage or

reduce it? What is the state's long-term fiscal outlook?

Visual Aid and Presentation

Due: June 6th posted to Canvas by 6:00pm.

Presentation: 10 minutes. Highlight the main points and take away messages of your analysis. All members of the group are expected to participate in the presentation/facilitation as able.

Q and A Session: 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.

A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility.
  http://www.vetpd.qld.gov.au/resources/pdf/universal-	design-checklist.pdf
- If using a video, it may not take up more than 3 minutes of the presentation time.

Group Reflection

Due: June 10th posted to Canvas by 6:00pm.

Instructions: This is a 2-3 page reflection of the group dynamics and your experience working with your final presentation team. Discuss the different strengths as well as weaknesses in your groups; challenges and surprises. Additionally, think about any strategies used before group discussion or negotiations that applied to your activities.

Faculty Evaluations and Student Self Evaluations
DUE Week 11 (during evaluation conference). Required to receive credit.

Spring 2019 Schedule (Faculty may alter schedule)

DATE	TOPIC/ACTIVITIES	READINGS	ASSIGNMENTS DUE
Week 1 Thursday 4/04/19	**Introduction to Public Policy** *Meghan*	● Schneider & Ingram (all)	Critical Thinking Paper
Week 2 Thursday 4/11/19	**Public Policy Frameworks** *Meghan (Melissa Gone)*	● Sabatier (2, 3, 5-8, 10)	Decision Memo
Week 3 Thursday 4/18/19	**Making it Real: Bill Analysis & Fiscal Notes; WA State Budget** *Melissa*	● Guy & Ely (6) ● [2019 Citizens Guide to the Washington State Budget](#) **Canvas** ● [2019 Guide to Washington State's Tax Structure](#) **Canvas**	
Week 4 Thursday 4/25/19	**Managing Policies in Economic Systems** *Eric*	● TBD	Review a Research Paper
Week 5 Thursday 5/02/19	**Budgeting 101** *Eric* (Lucky Guest Lecture)	● Rubin (all)	
Week 6 Thursday 5/09/19	**Financial Management** *Eric (Melissa Gone)* (Doreen Guest Lecture)	● Guy & Ely (9) ● Worth (14) **Canvas** ● Governmental Accounting Standards Board White Paper **Canvas**	Cost-Benefit Analysis
Week 7 Thursday 5/16/19	**Education Finance and Policy** *Melissa*	● [2019 Citizen's Guide to Washington State K-12 Finance](#) **Canvas**	
Week 8 Thursday 5/23/19	**Marginalization and Power in Public Policy** *Meghan* (Guest Lecture TBD)	● Sabatier (4) ● DiAlto (3) **Canvas** ● Camou (7) **Canvas**	School District Finance Assignment
Week 9 Thursday 5/30/19	**E-government (Open Data)** *Melissa (Eric Gone)*	● Sabatier (9) ● The Frontiers of Applied Demography (11) **Canvas** ● State Longitudinal Data Systems: Applications to Applied Demography **Canvas**	
Saturday class TBD	**Symposium**		

Week 10 Thursday 6/06/19	**Presentations**		State Budget Analysis, Poster Presentation
Week 11 6/10/19-6/14/19	**Evaluation Week**		Faculty Evaluations & Student Self Evaluations

Faculty reserve the right to make changes to this syllabus