

**San José State University**  
**POLS/MPA Program**  
**PADM 218, Public Budgeting, Fall 2021**

**Course and Contact Information**

|                  |   |
|------------------|---|
| Professor:       | Dr. Leonard L. Lira   |
| Office Hours:    | Tuesdays 4:00 PM to 5:00 PM & Wednesdays 11:30 AM to 1:00 PM,<br>or by appointment                      |
| Office Location: | On Zoom: <a href="#">Tuesdays</a> and <a href="#">Wednesdays</a>  |
| Telephone:       | (408) 924-5565  |
| Email:           | Primary via Canvas Messenger; or <a href="mailto:Leonard.Lira@sjsu.edu">Leonard.Lira@sjsu.edu</a> ;     |
| Class Days/Time: | Thursdays, 6-8:45 pm  |
| Classroom:       | <a href="#">On Zoom</a> (←Click this hyperlink)<br>Password is: 644550                                  |
| Canvas Link:     | <a href="https://sjsu.instructure.com/courses/1429131">https://sjsu.instructure.com/courses/1429131</a> |
| Prerequisites:   | PADM 210; ECON 1A (or equivalent); and<br>spreadsheet competency.                                       |

**Course Format**

On-Line (Synchronous); Seminar Style; Technology Intensive; Access to Adobe, Microsoft Office Word, Excel, and PowerPoint, Zoom, and Canvas required

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. **It is required that you set your Canvas email to the email you use so that you do not miss any updates or announcements.**

**Course Description**

This course will examine current theory, techniques, and practice of public budgeting for political decision making, planning, and management. This course will also examine the budget process in the executive and legislative branches and reform efforts; public choice analysis; and some financial processes and the role of accounting.

Public Budgeting reflects organization's strategy of resource allocation for policy making and implementation. Since government determines how much of the society's resources will be used for the public purpose, budgeting shapes the macro economy. Budgeting is also about assigning responsibility to implement policy. The purpose of this course is to help students understand the budget process; obtain practical knowledge of

budget reading; provide the analytic skills used in preparing budget report reflecting policy priorities by identifying and employing alternative sources of funding including grants, taxes and fees; understand the role of the modern budget in determination of policy, administrative integration, control of government operations and intergovernmental relations, and in relation to private economy. Due to the local focus in the mission statement of the SJSU MPA program, this course will focus its examples primarily on local governments, nonprofits, & communities.

## Course Goals

To educate public administration and non-profit professionals about current budgeting theory, techniques, and practice of public budgeting for political decision making, planning, and management. Through the material in this course students will build capacity to achieve the National Association of Schools of Public Administration and Affairs Core Competencies.

## University Learning Goals (ULGs), Program Learning Outcomes (PLOs) & Course Learning Outcomes (CLOs)

The overall course goal is to educate public administration and non-profit professionals in public budgeting, theory, processes, and procedures so they achieve the SJSU University Learning Goals (ULGs) and demonstrate mastery of the NASPAA/SJSU MPA program learning outcomes. Upon graduation, San José State University students will have developed:

- ULG 1:** Social and Global Responsibilities
- ULG 2:** Specialized Knowledge
- ULG 3:** Intellectual Skills
- ULG 4:** Integrative Knowledge and Skills
- ULG 5:** Applied Knowledge

Upon completion of the Master of Public Administration program, the student will be able to:

- PLO 1:** Lead and manage in public governance;
- PLO 2:** Participate in and contribute to the policy process;
- PLO 3:** Analyze, synthesize, think critically, solve problems, and make decisions;
- PLO 4:** Articulate and apply a public service perspective;
- PLO 5:** Communicate and interact productively with a diverse and changing workforce and citizenry.

Upon successful completion of this course, students will be able to:

- CLO1:** Explain and assess key elements of government budgeting processes while demonstrating an understanding of the professional ethics and a public service attitude required to enact those processes;
- CLO2:** Understand the political, social, economic, and cultural contexts of the US public budgeting systems at the federal, state and local levels and thereby be able to design and produce a flexible budget for a public organization using alternative sources of funding, including grants, taxes and fees and reflecting policy priorities;
- CLO3:** Provide strategic analysis, based on critical thinking, of the core budgetary issues faced by the US governments and other public organizations and provide a critical assessment of the strengths and limitations of different citizen engagement tools in the budgetary process and utilize various

analytical tools of financial management, including forecasting models, performance-based budgeting, discounting, and financial statement ratio analysis;

**CLO4:** Demonstrate teamwork and conflict resolution skills that utilize a public service perspective;

**CLO5:** Provide written and verbal communication that express their own ideas of innovative budgetary practices in a manner that supervisors and subordinates in public organizations can implement.

## Required Texts/Readings

### Textbooks

Morgan, Douglas, Kent S. Robinson, Dennis Strachota. *Budgeting for Local Governments and Communities*. Taylor & Francis. ISBN:9780765627803—eBook is available at the SJSU Bookstore

### Required Online Texts:

#### Local Governments-

Watson, Douglas J., and Wendy L. Hassett. 2015. *Local Government Management: Current Issues and Best Practices*. London, [England] ; New York, New York: Routledge. < [https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/ogt6mm/01CAL5\\_ALMA51471456040002901](https://sjsu-primo.hosted.exlibrisgroup.com/permalink/f/ogt6mm/01CAL5_ALMA51471456040002901)>

**County Budget Guide: California State Controller's Office. November, 4, 2014** < [https://sco.ca.gov/Files-ARD-Local/County\\_Budget\\_Guide.pdf](https://sco.ca.gov/Files-ARD-Local/County_Budget_Guide.pdf)>

**A Primer on California City Revenues. 2016.** League of California Cities < <http://www.californiacityfinance.com/WCCaCityRevenuePrimer1612.pdf>

Other required assigned readings provided on Canvas.

### Recommended Text/Readings:

Mikesell, John L. *Fiscal Administration: Analysis and Application for the Public Sector* 10th Edition. Cengage. ISBN: 9781305953680—eBook is available at the SJSU Bookstore

Dropkin, Murray, Jim Haplin, Bill LaTouche. (2007). *The Budget-Building Book for Nonprofits: A Step-by-Step Guide for Managers and Boards*. (2nd ed.). San Francisco: Jossey-Bass/ John Wiley & Sons, Ltd.

Forsythe, Dall W. and Donald J. Boyd. (2012) *Memos to the governor: An introduction to state budgeting* (3<sup>rd</sup> ed.). Washington D.C.: Georgetown Univ. Press.

Lazenby, Scott D. (2013). *The Human Side of Budgeting: Budget Games & How to End Them*. Sandy, Oregon: Erehwon Press. Can purchase on Amazon directly.

#### Health administration:

Aiena, Cindy. (2011, October) *Budgeting Basics 101: The Nuts and Bolts of Budget Planning*. Massachusetts General Hospital. <https://facultydevelopment.massgeneral.org/cfd/pdf/20111006BudgetingBasics.pdf>

Dredge, Robert. (2004, September). *Hospital Global Budgeting*. Health, Nutrition and Population (HNP), World Bank Human Development Network. <http://www.who.int/management/facility/hospital/Hospital%20Global%20Bugeting.pdf>

### **Useful Web Sites:**

- Association of Budgeting and Financial Management (ABFM), available at <http://www.abfm.org/>.
- California Department of Finance Budget and Budget Resources, available at <http://www.dof.ca.gov/Budget/>; [http://www.dof.ca.gov/budget/Resources\\_for\\_Departments/](http://www.dof.ca.gov/budget/Resources_for_Departments/)
- California Legislative Analyst's Office (LAO), available at <http://www.lao.ca.gov/laoapp/main.aspx>.
- California Local Financial Almanac, available at <http://www.californiacityfinance.com/>
- Congressional Budget Office (CBO), available at <http://www.cbo.gov/>.
- National Conference of State Legislatures (NCSL), available at <http://www.ncsl.org/>.
- Institute for Local Government, available at <http://www.ca-ilg.org/budgeting-finance>
- U.S. Government Accountability Office (GAO), available at <http://www.gao.gov/>.
- Government Finance Officers Association (GFOA), available at <http://www.gfoa.org/>.
- Federal, State, and Local Governments (U.S. Census Bureau), available at <http://www.census.gov/govs/www/>.
- Public Policy Institute of California, San Francisco, available at <http://www.ppic.org/main/home.asp>.
- Rockefeller Institute of Government, Albany, New York, available at <http://www.rockinst.org/>.
- National Association for State Budget Officers (NASBO), available at <http://www.nasbo.org/>.
- Budgeting for Local Governments & Communities Book Website, <https://sites.google.com/a/pdx.edu/psu-budgeting-exercises/home>

### **Academic Journals:**

Public Budgeting & Finance  
National Tax Journal  
Public Finance Review  
Public Administration Review  
State Tax Notes

## **Course Requirements and Assignments**

### **Contribution to Learning:**

Students learn at least as much from one another as from their instructors in a collaborative learning community. I will probably learn as much, if not more from you. I consider each student's contribution to be a critical component of every course, so it also is a critical component of your grade. Students will contribute to learning via discussion and other in-class activities over the course of the semester. Attendance is not the primary method of measuring participation. But if students are not in class, they are not participating. Student participation in online discussion boards will count.

There is no "recipe" for conducting or evaluating class contribution, but we can isolate some of the characteristics of successful or unsuccessful performances in this category. There will be a rubric attached to this assignment in Canvas. It provides a profile, or composite of characteristics within graded performances in class contribution. Not all must be uniformly present in a given class member or across every class session and conduct of individual participants over the weeks of a term frequently will combine attributes from multiple performance profiles. Therefore, while these profiles begin to speak to criteria at work in evaluating class contribution, they are not offered here as definitive benchmarks (hence not made to coincide exactly with numerical scales or grade equivalents) and are furnished only to dramatize some nuances in-class contribution behaviors, as well as distinctions made in assessing performances.

In the end, I score contribution using a combination of three modes of assessment: individual assessments (a student's development and progress during the term), comparative assessments (what members of the same section, or class, demonstrate is possible), and contextual assessments (what students whose work I have evaluated over the years suggests about the full spectrum of class contribution performances). You may not agree utterly with my scoring of your performance (and I do not ask you to agree), but I want you to have clarity about how I understand the process of assessing class contribution. See the Course Canvas Assignment page for a rubric on this assignment.

## Technical Exercises

*Organizational Profile Essay.* This assignment asks you to prepare an academic essay that integrates several subject strands. Reflecting your interest of study, select for examination a local government, a medium to large nonprofit, or a medium to large health care organization. For local government, consider a city, a town, or a county outside the San Jose metro area, or a special district. Nonprofit practitioners select a medium to large service delivery nonprofit or foundation. If you are interested in a healthcare career, select a medium-sized community hospital, clinic organization, or county hospital.

Use all online and available resources to analyze and describe your organization(s) relative to their budgeting process and procedures. Identify and summarize the governance structure, the official(s) responsible for budget preparation and procedural compliance, and the other key actors in the budget process. Describe the budget process/ calendar and decision-making for your organization(s). Also, summarize the organizations' major revenue sources, financial systems, and community/ network context. What major budgeting or financial issue does each organization face? For what purposes and in what perspective does each organization prepare its budget?

Access and carefully read the Key and Lewis e-Journal readings, and chapter 2 in the Morgan et al text. Apply **any two** of these readings to your organization(s') practices. How well do the questions and issues raised in each reading apply to the field practices in your organization? Compare and contrast the two readings against each other.

Out of your descriptions, analysis and comparisons identify a theme or primary argument for your essay. Write to this theme throughout the essay. **Include an introduction and conclusion in your essay.**<sup>1</sup> The introduction should include a clear issue or thesis sentence, and some form of an organization/ structure sentence.

**Maximum length for your essay is about four (4) pages.** Please use APA style (no cover sheet or abstract needed), double-space your work, and include citations for all sources. **Upload this assignment to the Canvas Assignments upload** We will share your learning in a small group exchange during the week 2 class. **Bring either a paper copy of your essay, an electronic version on your device, or talking notes to support your discussion.**

*Budget Funds Revenue Source.* Local governments and nonprofit organizations must often clearly segregate revenues from different sources. Cities, counties, and special districts may need to separate the revenue from a specific property tax levy, fee, or charge from general fund revenues. Grantors, including the federal government, may require governments and nonprofit organizations to establish separate accounting funds for grant or contract funded programs. Budget funds provide the analytic structures to make the necessary segregation. Isolating the revenues, expenditures and transactions for program to a single budget fund enhances

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<sup>1</sup> For guidance on essay introductions and conclusions, consult *The Craft of Research* by Booth, Colomb and Williams. Booth, W.C., Colomb, G.G, and Williams, J.M. (2008). *The Craft of Research*. 3<sup>rd</sup> ed. Chicago, IL: Chicago. Chapt. 16.

transparency and public confidence. This exercise demonstrates how budget funds combine revenues from several different sources to fund a county department. Exercise Goal: The goal of this technical exercise is to:

- Demonstrate the variety and relative importance of the different revenue sources found in public budgeting.
- Demonstrate how budget funds organize and structure the linkage between revenues and expenditures.
- Demonstrate how the beginning fund balance contributes to fund resources.
- Demonstrate the importance of the general fund to department resources.

See <https://sites.google.com/a/pdx.edu/psu-budgeting-exercises/> for more instructions.

### **Technical Budget Projects:**

You will have four budget assignments. The projects are designed to help students to understand the nuts and bolts of budgeting (CLO1); to identify and employ alternative sources of funding, including grants, taxes, and fees (CLO3). While this is an individual assignment, I encourage students to form study groups (**maximum member of four**) and work together on their assignments.

### **Take Home Exam (Budget Development Project):**

Students will be required to develop a budget based on a daycare budget case. By preparing the budget, students will be able to understand how to prepare a budget reflecting policy priorities (CLO2). You should submit it individually.

### **Staff Budget Evaluation and Review Project (Final paper project & Presentation):**

This is a group project. I expect students to allocate themselves into evenly divided groups. This final project is designed for students to understand the budgetary process of government/ nonprofit organization (CLO1). Students are also expected to learn how to work productively in teams (CLO4). In the final group presentation, students should present oral information accurately, clearly, concisely (CLO5). You will present a 10-minute power point presentation and submit the project. This assignment must include budget process, review of budget formats including revenue side of budget and expenditure side of budget, capital budget and debt and budget audit. (Staff Budget Assignment in Canvas for details).

### **Final Examination or Evaluation**

This course uses the Budget Staff Report as the final Culminating evaluation. Students are expected to apply all learning objectives into the completion of this assignment. The assignment is due by the end of the period as designated for the courses final exam scheduled period, found on the Registrar's website:

<https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php>. (Thursday, December 9th)

## Grading & Assessment

| Graded Items   | Grade              | Due         |
|--|--------------------|-------------|
| <b>Contribution to Class Learning</b> (other assignments as necessary added) | <b>10%</b>         |             |
| Participation in Discussion (online and in class)                            | 100 Points         | End of Sem. |
| Personal Profile and Canvas page set-up                                      | 100 points         | 26 Aug      |
| Discussion Board Responses   | 100 points<br>Each | Per Cal     |
| <b>Technical Exercises</b>   | <b>10%</b>         |             |
| Organizational Profile (Individual Grade)                                    | 100 Points         | 9 SEP       |
| Exercise 9.1 Budget Fund Revenue Sources (Individual Grade)                  | 100 points         | 23 SEP      |
| <b>Budgeting Exercises</b>   | <b>30%</b>         |             |
| Budget Exercise #1: Line Item Budget   | 100 points         | 7 OCT       |
| Budget Exercise #2: PPBS Budget  | 100 points         | 21 OCT      |
| Budget Exercise #3: Performance Budget                                       | 100 points         | 4 NOV       |
| <b>Mid-Term Exam</b>   | <b>20%</b>         |             |
| Take Home Exam: Budget Preparation Exercise                                  | 100 points         | 28 OCT      |
| <b>Budget Staff Analysis Group Assignments:</b>                              | <b>30%</b>         |             |
| Staff Budget Evaluation Presentation (Group Grade)                           | 100 points         | 2 DEC       |
| Staff Group Peer Evaluation  | 100 points         | 9 DEC       |
| Staff Budget Evaluation Paper (Group Grade)                                  | 100 points         | 9 DEC       |
| <b>Total</b>   | <b>100%</b>        |             |

| Mapping Assessments to CLOs, PLOs, & ULGs in PADM 218 |                          |                           |                           |
|---|--------------------------|---------------------------|---------------------------|
| Assessment  | Course Learning Outcomes | Program Learning Outcomes | University Learning Goals |
| <b>Contribution to Learning</b>                       | 1- 5                     | 1-5                       | 1 & 4                     |
| <b>Technical Exercises</b>                            | 1 & 3                    | 2 & 3                     | 2, 4, & 5                 |
| <b>Technical Budget Exercises</b>                     | 1 & 3                    | 2 & 3                     | 2, 4, & 5                 |
| <b>Take Home Exam: Budget Preparation Exercises</b>   | 2                        | 2, 3, 4, & 5              | 2, 4, & 5                 |
| <b>Budget Assessment and Review Project</b>           | 1, 4 & 5                 | 2 -5                      | 1, 3, & 5                 |

### Grade Values

|         |              |
|---------|--------------|
| A plus  | 97 and above |
| A       | 94-96.99     |
| A minus | 90-93.99     |
| B plus  | 87-89.99     |
| B       | 84-86.99     |
| B minus | 80-83.99     |
| C       | 75-79.99     |
| D       | 70-75.99     |
| F       | 69 and below |

### Make-up Policy & COVID-19 Clause

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations or in-class case work where you have not informed the instructor prior to or immediately after.** Incompletes are discouraged. If you know you will be absent during a presentation or when an assignment is due, coordinate with your workgroup to make your contribution complete, make a video recording of your individual presentation, or complete the assignment in advance and submit prior to the absence. As with all policies, extreme circumstances may beg for exceptions. Please see me in advance before you miss an assignment. Requests afterward, serious exigent personal or dependent family emergency where prior communication was not feasible notwithstanding, will not be approved.

That being said, there is a Global Pandemic going on that has upturned all of our lives. If you have a problem stemming from COVID 19 that will prevent you from attending class, or turning in an assignment on time, let me and your staff group know immediately so we can develop a work-around solution. Documentation is not required...just do the professional thing and talk to me and your peers. My goal, as is your goal, is to get you to graduation, by training you and educating you to be the best public administrator possible.

### Participation

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

### Use of Cameras in Class

- I expect students to turn on their cameras in Zoom when attending class. Classroom engagement, peer-to-peer network development is critical to your success in the program. Further, seeing facial expressions and reaction is important feedback for both the instructor and students during lectures and discussion. If you have special needs or requests for any individual accommodations, please let me know.
- Also, if you are concerned about appearing on camera, for disability-related or religious reasons, or concern for other family members, including children, who live with you in close



quarters, let me know. The privacy of a student’s home life and access to a room for privacy should not be a barrier to a student’s success in a particular course.

### Recording of Zoom Classes

- Since the pandemic may cause students to miss class, I intend to record the course and post the recordings on Canvas.
- University policy (S12-7) requires consent from all individuals who will appear in a class recording. You will be asked to confirm consent at the beginning of each class meeting. If a student does not wish to be identified in a class recording, I will allow an “anonymous” option (e.g., student temporarily turning off identifying information from the Zoom session, including name and picture, prior to recording). You must get permission from me in advance.

### Classroom Protocol

It is expected that when you log into to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students. To develop a collegial working environment, students may address me by my go-by name, Len.

### Required Policy Statements

Please review of the following sources and policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

### PADM 218 Public Budgeting, Fall 2020, Course Schedule

| Week | Date   | Topics, Readings, Deadlines, Assignments  |
|------|--------|---|
| 1    | Aug 19 | <p><b>Topic: Class Overview - Introduction to Public Budgeting</b> (Slide Module 1A, 1B, 3A)</p> <ol style="list-style-type: none"> <li>1. Introductions &amp; Review of Syllabus and Course Requirements</li> <li>2. In-Class Group Case Discussion: Drastically Falling Nonprofit Revenues</li> <li>3. Introductory Framing &amp; Discussion               <ol style="list-style-type: none"> <li>A. Purposes of the Public Budget</li> <li>B. Public Budgeting as an Expression of Community Governance</li> </ol> </li> </ol> |

| Week | Date   | Topics, Readings, Deadlines, Assignments  |
|------|--------|---|
|      |        | <p>C. Administrative Leadership &amp; Responsibility to the Budget Process</p> <p><b>Readings Due:</b><br/> <u>Required:</u> PADM 218, Course Syllabus; Morgan et al, Preface; Mikesell chapter 1* (Try to complete the readings for the first lesson; but readings can be completed during the week prior to the next reading)</p> <p><b>Deadlines: Bring PADM 218 Course Syllabus.</b></p> <p><b>Assign:</b> Organization Profile Essay &amp; Canvas Personal Profile; Discuss group assignment (Divide Keyes and Lewis articles for next week's discussion).</p>   |
| 2    | Aug 26 | <p><b>Topic: Public Budget Theory, Budget Cycles and Actors</b> (Slide Modules 4A, 4B, 5A, 5B)</p> <ol style="list-style-type: none"> <li>1. Discussion of Keys and Lewis Articles</li> <li>2. Government Budgeting in Context</li> <li>3. Budget Cycles</li> <li>4. Budget Process</li> <li>5. Budget Actors</li> </ol> <p><b>Readings Due:</b><br/> <u>Required:</u> Morgan et al. Teaching Case: Drastically Falling Revenues, Chapter 1, 2, 4 &amp; 5; Key, V.O. (1940). The Lack of a Budgetary Theory. <i>The American Political Science Review</i>, 34(6), (Dec.), pp. 1137-1144.; Lewis, Verne B. (1952). Toward a Theory of Budgeting. <i>Public Administration Review</i>, 12 (1 Winter), pp. 42-54.</p> <p><u>Recommended:</u> Forsythe: Intro and Memo 1;</p> <p><b>Deadlines;</b> Completion of Canvas Personal Profile; Confirm Staff Groups</p> <p><b>Assign:</b> N/A</p>  |
| 3    | Sep 2  | <p><b>Topic: Budget Revenue</b> (Slide Modules 6A, 6B, 6C, 8A, 8B)</p> <p><b>Guest Speaker: Annette Nellen, Professor, and Director, <a href="#">MST Program at SJSU</a></b></p> <ol style="list-style-type: none"> <li>1. Class Discussion on End of Term Budget Project</li> <li>2. Discuss Organizational Profile Essays</li> <li>3. Revenue Sources Define a Public Budget: <ol style="list-style-type: none"> <li>A. Overview <ul style="list-style-type: none"> <li>• Overview of Local Government Revenues—Multiple Sources</li> <li>• Taxes</li> <li>• Charges &amp; Fees for Services</li> <li>• Permits &amp; Licenses</li> <li>• Intergovernmental Revenues &amp; Transfers</li> <li>• Grants and Contracts</li> <li>• Revenue Diversity &amp; Sustainability</li> <li>• Business Cycle Context</li> </ul> </li> <li>B. Sufficiency of Government Revenues <ul style="list-style-type: none"> <li>• Anthony Downs</li> <li>• Public Acceptance of Taxation</li> </ul> </li> <li>C. Nonprofit Revenues: Accessing Community Wealth <ul style="list-style-type: none"> <li>• Nonprofit Revenue Sources</li> <li>• Funding the Community and its Provider Network</li> <li>• Tax Expenditures</li> <li>• Organizational Foundations/ Hospital Foundations (Text Exhibit 16.1)</li> </ul> </li> </ol> </li> <li>4. On-Class Exercise: Identify Line-item Revenues</li> </ol> |

| Week | Date  | Topics, Readings, Deadlines, Assignments   |
|------|-------|--|
|      |       | <p><b>Readings:</b><br/> <i>Required:</i> Morgan et al: Chapters 6 &amp; 8; A Budget Primer on California Cities Revenues<br/> <i>Recommended:</i> Mikesell Chapters 8-12; Forsythe: Memo 2</p> <p><b>Deadlines: Discussion Board response</b></p> <p><b>Assignments: N/A</b></p>  |
| 4    | Sep 9 | <p><b>Topic: Budget as Technical &amp; Strategy Tool-Policy Making, Logic, Processes, &amp; Cycles</b> (Slide Modules 7A, 9C, 9A, 9B)</p> <ol style="list-style-type: none"> <li>1. In-Class Work Session: Exercise 9.1 continued. Compare Revenue Sources by Budget Funds</li> <li>2. Revenue and Financial Forecasting <ul style="list-style-type: none"> <li>• Financial Planning &amp; Sustainable Budgeting</li> <li>• Financial Forecasts for Revenues &amp; Expenditures</li> </ul> </li> <li>3. Sidebar: Revenue Forecasting in California:<br/> Revenues will be short: <a href="https://www.sacbee.com/news/politics-government/capitol-alert/article77469787.html">https://www.sacbee.com/news/politics-government/capitol-alert/article77469787.html</a><br/> Revenues exceeded expectations: <a href="https://www.sacbee.com/news/politics-government/capitol-alert/article224239660.html">https://www.sacbee.com/news/politics-government/capitol-alert/article224239660.html</a> </li> <li>4. Review and Discussion:<br/> Accounting Roots of Budgeting: Basic Terms and Concepts <ul style="list-style-type: none"> <li>• Budget and Accounting Funds</li> <li>• Fiscal Year and Biennium Defined</li> <li>• Opening and Closing Fund Balances</li> <li>• Budget Fund Types and Codes</li> <li>• Departmental Unit Fund Structures</li> <li>• General Funds &amp; Dedicated Funds</li> <li>• Accounting connections—modified accrual government accounting; cash budgeting</li> <li>• Find examples</li> <li>• Compare to GFOA recommended practices</li> </ul> </li> <li>5. Financial Policies <ul style="list-style-type: none"> <li>• Locate financial policy examples</li> <li>• Compare to GFOA guidance</li> </ul> </li> <li>6. Organizational Plans and Budgets <ul style="list-style-type: none"> <li>• Strategic Planning Context</li> <li>• Basics Forms of Organizational Strategic Planning</li> <li>• Public and Private Budget Purposes to Express Strategy</li> <li>• Annual Goal Setting; Council or Board Goals</li> </ul> </li> </ol> <p><b>Readings Due:</b><br/> <i>Required:</i> Morgan et al, Chaps. 9 and 10; Brettschneider &amp; Gorr 1998 – Practical Methods for Projecting Revenues;<br/> <i>Recommended:</i> Forsythe: page 103; Mikesell Chapter 2 &amp; 3; Morgan et al. Chapter 3; “Pricing public services” Needs and Caggiano Chapter 18 in <i>Budgeting: Formulation and Execution</i>, edited by Jack Rabin, W. Bartley Hildreth, and Gerald Miller. Athens, GA: Carl Vinson Institute of Government; Howard Fleeter and L. Lee Walker “Revenue Forecasting” in <i>Case Studies in Public Budgeting and Finance</i> .209-224</p> |

| Week | Date   | Topics, Readings, Deadlines, Assignments  |
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|      |        | <p><b>GFOA: Best Practice: Fund Accounting:</b><br/> <a href="http://www.gfoa.com/using-fund-accounting-effectively">http://www.gfoa.com/using-fund-accounting-effectively</a></p> <p><b>Financial Forecasting:</b><br/> <a href="http://www.gfoa.org/financial-forecasting-budget-preparation-process">http://www.gfoa.org/financial-forecasting-budget-preparation-process</a></p> <p>Budget &amp; Financial Policies:<br/> GFOA:<br/> <a href="http://www.gfoa.com/adopting-financial-policies">http://www.gfoa.com/adopting-financial-policies</a></p> <p>GFOA Examples:<br/> <a href="http://www.gfoa.com/financial-policy-examples-budget">http://www.gfoa.com/financial-policy-examples-budget</a></p> <p>City of Beaverton. Comprehensive Plan 2035.<br/> <a href="http://www.beavertonoregon.gov/index.aspx?nid=1325">http://www.beavertonoregon.gov/index.aspx?nid=1325</a></p> <p>City of Beaverton. 2014. Community Vision.<br/> <a href="http://www.beavertonoregon.gov/index.aspx?NID=218">http://www.beavertonoregon.gov/index.aspx?NID=218</a></p> <p>City of Beaverton. Budget Committee.<br/> <a href="http://www.beavertonoregon.gov/index.aspx?NID=281">http://www.beavertonoregon.gov/index.aspx?NID=281</a></p> <p><b>Deadlines: Organizational Essay Due</b><br/> <b>Assignments:</b> Exercise 9.1 Budget Fund Revenue Sources</p> |
| 5    | Sep 16 | <p><b>Topic: Federal Governmental Structures &amp; Institutions</b></p> <p>1. <b>Class exercise-   Fix the Federal Budget:</b> Today, you're in charge of the nation's finances. Some of your options have more short-term savings and some have more long-term savings.<br/> <a href="https://www.federalbudgetchallenge.org/pages/overview">https://www.federalbudgetchallenge.org/pages/overview</a></p> <p><b>Readings Due:</b><br/> <i>Required:</i> Yourish, Karen, and Stanton, Laura. "A guide to the federal budget process." The Washington Post, February 2010.<br/> <a href="http://www.washingtonpost.com/wp-srv/special/politics/federal-budget-process/budgetprocess.pdf">http://www.washingtonpost.com/wp-srv/special/politics/federal-budget-process/budgetprocess.pdf</a>; Meyers, Roy and Irene Rubin. 2011. The Executive Budget and the Federal Government: The First Century and Beyond. <i>Public Administration Review</i> 71(3): 334-44; Roy Meyers. 1999. "Legislatures and Budgeting;" White, Joseph. 1998. Entitlement Budgeting vs. Bureau Budgeting. <i>Public Administration Review</i> 58:6:510-521.<br/> <i>Recommended:</i> Mikesell Chapter 4 and Chapter 5;</p> <p><b>Deadlines: Discussion Board Responses</b><br/> <b>Assignments: N/A</b></p>  |
| 6    | Sep 23 | <p><b>Topic: Budget Preparation, How to Read a Budget, &amp; Line Item Budgets</b><br/> (Slide Modules 10A, 11A, 11B, 11C, 11D)</p> <p>1. Executive's Program: Preparing the Community to Budget</p> <ul style="list-style-type: none"> <li>• Listening Sessions</li> <li>• Citizen Involvement</li> </ul> <p>2. Executive's Program: Budget Process Planning and Instructions</p> <ul style="list-style-type: none"> <li>• Process Planning</li> <li>• Executive Control &amp; Budget Instructions</li> <li>• Agency and Department Budget Preparation and Actors</li> <li>• Financial Controls: Fraud and internal controls</li> <li>• Management Controls: Waste and Inefficiency</li> </ul> <p>3. Introduce Expenditure Formats Operating and Capital Budgets</p> <ul style="list-style-type: none"> <li>• Formats Focus and Structure the Budget Analysis and Debate</li> </ul>  |

| Week | Date   | Topics, Readings, Deadlines, Assignments   |
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|      |        | <p>4. Expenditure Formats: Line-item/ Object Code Basic Template</p> <ul style="list-style-type: none"> <li>• Review and Develop Line-item Budget Format</li> <li>• Materials and Services line-items</li> <li>• Contracted Professional Services and Services</li> <li>• FTEs as Budget Control</li> </ul> <p>5. Discuss Excel and budgets</p> <p>6. Introduce Exercise 11.2 &amp; Short Work Session</p> <ul style="list-style-type: none"> <li>• Line-item Budget Exercise 11.2</li> </ul> <p><b>Readings Due:</b><br/> <i>Required:</i> Morgan et al: chapters 11; Aiena, Expense Discussion; Lindblom, C. E. (1959). The science of “muddling through.” <i>Public Administration Review</i>, (Spring 1959), pp. 79-88.; Carney &amp; Schoenfeld. 1996. "How to Read a Budget," in Budgeting: Formulation and Execution. (Athens, GA: Carl Vincent Institute of Government); Rogers &amp; Brown 1998, —Preparing Agency Budgets, I (excerpt, pp441-449) in Handbook of Government Budgeting<br/> <i>Recommended:</i> Mikesell Chapter 6</p> <p><b>GFOA Balanced Budget: Incremental or New Trend?</b><br/> <a href="http://www.gfoa.com/balanced-budget-its-not-just-about-cuts">http://www.gfoa.com/balanced-budget-its-not-just-about-cuts</a></p> <p><b>GFOA Budgeting for Salaries &amp; Wages:</b> <a href="http://www.gfoa.com/effective-budgeting-salary-and-wages">http://www.gfoa.com/effective-budgeting-salary-and-wages</a></p> <p><b>Deadlines: Exercise 9.1 Budget Funds Revenue Sources</b></p> <p><b>Assignments:</b> <i>Budget Exercise #1</i> -Line Item Budgeting Exercise 11.1 Line Item Incremental</p> |
| 7    | SEP 30 | <p><b>Topic: PPB Budgeting</b> (Slide Modules 12A)</p> <ol style="list-style-type: none"> <li>1. Return Graded Exercise 9.1-Discuss</li> <li>2. Discuss Line Item budgets</li> <li>3. In-Class Exercise Work Session <ul style="list-style-type: none"> <li>• Discuss Line-item Budget Example and Exercise 11.2</li> </ul> </li> <li>4. Current Services Base (CSB) <ul style="list-style-type: none"> <li>• Current Services Base Computation</li> </ul> </li> <li>5. Sidebar: PERS Status and Implications</li> <li>6. Discussion - limited revenues/ forecast</li> <li>7. Incrementalism and Constrained Decision Space <ul style="list-style-type: none"> <li>• Muddling Through—Branch Decision Making</li> <li>• Personnel Position Listing and Personnel Costing</li> <li>• Total Employer Compensation Costs</li> <li>• Public Personnel Benefits Costs</li> <li>• Labor Contracts Establish Relatively Static Costs</li> <li>• Purchasing Contracted Services</li> </ul> </li> <li>8. Expenditure Formats: PPBS/Program Budget Format <ul style="list-style-type: none"> <li>• PPBS Budget History &amp; Concepts</li> <li>• Integration with Organizational Strategic and Operational Planning</li> <li>• Extending PPBS to the Community Level and Network</li> <li>• Schick Reading</li> </ul> </li> </ol> <p>Examples for discussion<br/> City of Camas: <a href="http://www.ci.camamas.wa.us/financedept">http://www.ci.camamas.wa.us/financedept</a><br/> Tualatin Valley Fire &amp; Rescue: <a href="http://www.tvfr.com/index.aspx?nid=176">http://www.tvfr.com/index.aspx?nid=176</a></p>                     |

| Week | Date  | Topics, Readings, Deadlines, Assignments  |
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|      |       | <p>Compare the 2015-16 to the 2009-2010 (p. 34) for how the mission, goals and objectives are folded into the budget.</p> <p><b>Readings Due:</b><br/> <u>Required:</u> Morgan et al 12; Schick, A. (1966). The road to PPB: The stages of budget reform. <i>Public Administration Review</i>, 26(4), (December 1966), pp. 243-258.<br/> <u>Recommended:</u><br/> Joyce, Philip. 2011. The Obama Administration and PBB: Building on the Legacy of Federal Performance-Informed Budgeting. <i>Public Administration Review</i>. 71 (3): 356-367.;<br/> GFOA Priority Based Budgeting:<br/> <a href="http://www.gfoa.com/sites/default/files/GFR_APR_10_8.pdf">http://www.gfoa.com/sites/default/files/GFR_APR_10_8.pdf</a><br/> GFOA Best Practice: Budgeting for Results and Outcomes:<br/> <a href="http://www.gfoa.com/budgeting-results-and-outcomes">http://www.gfoa.com/budgeting-results-and-outcomes</a><br/> <u>Recommended:</u> Forsythe: Memo 3<br/> <b>Deadlines: N/A</b><br/> <b>Assignments: N/A</b></p>  |
| 8    | Oct 7 | <p><b>TOPIC: Performance Budgeting</b> (Slide Modules 13A, 13B)</p> <ol style="list-style-type: none"> <li>1. (Tentative) Professional Practitioner Guest Speaker Panel</li> <li>2. In-Class Work Session: Issues with Exercise 12.1</li> <li>3. Expenditure Formats: Performance Budgeting Performance Budgeting Mechanics <ul style="list-style-type: none"> <li>• Performance budgeting vs. traditional line-item budgeting</li> <li>• Inputs, outputs and outcomes</li> <li>• What’s easy: (inputs and outputs and aggregate data)</li> <li>• What’s difficult (outcomes, specific case data)</li> <li>• Performance Measurement Criteria</li> <li>• Criteria and indicators as uncertain variables</li> <li>• Review fixed, variable and incremental costs</li> <li>• Direct cost/ Indirect Costs</li> <li>• Levels of service and unit cost Multipliers</li> <li>• Levels of quality</li> <li>• Case load forecasts</li> <li>• Unit costs and uses (benchmarking, fee setting, decisions to outsource)</li> </ul> </li> </ol> <p><b>Readings Due:</b><br/> <u>Required:</u> Morgan et al: chapter 13; Yilin et al 2011 “State Performance-Based Budgeting in Boom and Bust Years: An Analytical Framework and Survey of the States;” Gilmour and Lewis 2006, “Does Performance Budgets work?”; Example from City of Portland <a href="http://eastpdxnews.com/general-news-features/city-brings-budget-session-to-outer-east-portland/">http://eastpdxnews.com/general-news-features/city-brings-budget-session-to-outer-east-portland/</a><br/> <u>Recommended:</u> Lazenby: chapters 1-4;<br/> Aiena: all, especially <i>Types of Costs, Cost Behavior, Expense Types, Performance Improvement and Dredge</i><br/> <b>GFOA Best Practice: Performance Management:</b><br/> <a href="http://www.gfoa.com/systematic-approach-managing-performance">http://www.gfoa.com/systematic-approach-managing-performance</a><br/> <b>Examples:</b></p> |



| Week | Date   | Topics, Readings, Deadlines, Assignments   |
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|      |        | <p>City of Bellevue, WA. 2015-2016 Preliminary Budget.<br/> <a href="http://www.ci.bellevue.wa.us/budgets.htm">http://www.ci.bellevue.wa.us/budgets.htm</a><br/>           City of Bellevue, WA. 2013 Annual Performance Report.<br/> <a href="http://www.ci.bellevue.wa.us/pdf/Finance/2013_Annual_Performance_Report.pdf">http://www.ci.bellevue.wa.us/pdf/Finance/2013_Annual_Performance_Report.pdf</a><br/>           City of Camas:<br/> <a href="http://www.ci.camass.wa.us/index.php/financereporting/budget#bud20152016">http://www.ci.camass.wa.us/index.php/financereporting/budget#bud20152016</a><br/>           GASB website on performance reporting:<br/> <a href="http://www.seagov.org">www.seagov.org</a><br/> <b>Deadline:</b> <i>Budget Exercise #1 -Line Item Budgeting Exercise 11.2 Baseline Packages &amp; Balance</i><br/> <b>Assignment:</b> <i>Budget Exercise #2- PPBS Based Budgeting; Exercise 12.1 PPBS</i></p>  |
| 9    | Oct 14 | <p><b>Topic: Performance and Zero-base Budgeting</b> (Slide Modules 13C, 14)<br/>           1. Questions on Exercise 12.1 PPBS<br/>           2. Performance Budgeting Examples:           <ul style="list-style-type: none"> <li>• Sunnyvale &lt; <a href="https://youtu.be/6lp4L8ycg78">https://youtu.be/6lp4L8ycg78</a>&gt;</li> </ul>           3. Expenditure Formats: Zero-base Budgeting for Innovation and Reductions           <ul style="list-style-type: none"> <li>• History and Concepts of Zero-base Budgeting (ZBB) Format &lt; <a href="https://youtu.be/MXYtqbHnaLo">https://youtu.be/MXYtqbHnaLo</a>&gt;</li> <li>• California State Assembly Applies “Zero-Based Budgeting” to the University of California System &lt; <a href="https://youtu.be/ITBmU1WU8MM">https://youtu.be/ITBmU1WU8MM</a>&gt;</li> <li>• Fixed Ceiling Budgeting</li> <li>• Percent Package Reductions</li> </ul> <b>Readings Due:</b><br/> <i>Required:</i> Morgan et al: Part III Summary &amp; chapter 14; Levine, Charles H. (1978). Organizational Decline and Cutback Management. <i>Public Administration Review</i> 38(4): 316-325.; GFOA ZBB Research Report: <a href="http://www.gfoa.com/zero-base-budgeting">http://www.gfoa.com/zero-base-budgeting</a><br/> <i>Recommended:</i> Lazenby: chapters 5 &amp; 6; Forsythe: Memos 4, 5 &amp; 6<br/> <b>Deadlines: Discussion Board Responses</b><br/> <b>Assignment: Discuss &amp; Issue Mid Term Exam</b></p> |
| 10   | Oct 21 | <p><b>Topic: Capital Budgeting and Capital Improvement Plan (Slide Module 16A)</b><br/>           1. Discuss PPBS Budget<br/>           2. Capital Budgeting Overview           <ul style="list-style-type: none"> <li>• Government Infrastructure</li> <li>• Nonprofit and Medical Infrastructure</li> </ul> <b>Readings Due:</b><br/> <i>Required:</i> Morgan et al Chapter 16; Patricia Wingfall and Thomas D. Lynch: Capital budgeting practices in local government: Comparative Study of Two States in <i>Case Studies in Public Budgeting and Finance</i>. 241-254; Johnson and Mikesell 1996 “The Orange County Debacle: Where the irresponsible cash and debt management practices collide<br/> <i>Recommended:</i> Mikesell Chapter 7;<br/> <b>Deadlines: Discussion Board response; Budget Exercise #2: Exercise 12.1 PPBS/ Program Budgeting by Midnight</b><br/> <b>Assignment: N/A</b></p>   |
| 11   | Oct 28 | <p><b>Topic: Planning, Adoption, Execution, Assessment</b> (Slide Modules 15A, 15B, 15C)</p>   |

| Week | Date  | Topics, Readings, Deadlines, Assignments  |
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|      |       | <p><b>1. Preparation of Department Request</b></p> <ul style="list-style-type: none"> <li>• General Fund Supplement</li> <li>• Matching of Revenues and Expenditure by Fund</li> <li>• Integration of Multiple Revenue Funds into Common Program (Multi-Fund)</li> <li>• Department Internal Service Charge Contributions</li> <li>• Department Inter-departmental Charges</li> <li>• Transfers</li> <li>• Budget Notes &amp; Explanations</li> </ul> <p><b>2. In-Class Exercise: Deconstruct Budget Transmittal Letters</b></p> <p><b>Readings Due:</b><br/> <u>Required:</u> Morgan et al: chapter 15, 18;<br/> Stene 1957 Seven Letters: Reading will be available in the Canvas<br/> <u>Recommend:</u> Lazenby: chapters 7 &amp; 8; Forsythe: Memo 7, 8 &amp; Final Words</p> <p><b>Deadlines: Midterm Exam Submission Due</b></p> <p><b>Assignment: Budget Exercise #3 13.1 Performance Based Budget</b></p>   |
| 12   | Nov 4 | <p><b>Topic: Local Budgeting for the Common Good</b> (Slide Modules review 3A)</p> <p>1. Executive and CFO Decisions for a Proposed Budget: lecture/slides</p> <ul style="list-style-type: none"> <li>• Technical Requirements (Modules 15A and 15B) <ul style="list-style-type: none"> <li>• Reserves/ contingencies,</li> <li>• Ensuring mid-to long-term structural balance</li> <li>• Uncontrolled health care and PERS costs</li> <li>• Recurring/ non-recurring revenues</li> </ul> </li> <li>• Executive Deliberations and Organization-Level Integration</li> <li>• Executive Policy &amp; Program Priorities</li> <li>• Strategy: Financial Compliance and Sustainability v. Program Expansion (Conservative v. Expansive)</li> <li>• Executive Deliberations and Community Network Resources</li> </ul> <p>2. Discussion: Return to the Purpose of Public Budgeting</p> <ul style="list-style-type: none"> <li>• Questions/ issues of administrative strategy: For what purpose do we budget?</li> <li>• GFOA archetypal purposes</li> <li>• Morgan text: Budget process as governance for organization and polity</li> <li>• Lazenby: organization management and leadership—leading the Theory Y organization.</li> <li>• Strategic purposes</li> </ul> <p>3. Break &amp; Course Evaluation</p> <p>4. Course Closing: Final Words</p> <p><b>Readings Due:</b><br/> <u>Required:</u> Morgan et al. Chapter 19<br/> <u>Recommended:</u> Lazenby: chapters 9 &amp; 10, appendix; Oregon DOR chs 8, 9 &amp; 11; Aiena: Financial Performance and Performance Evaluation</p> |



| <b>Week</b> | <b>Date</b> | <b>Topics, Readings, Deadlines, Assignments</b>   |
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|             |             | <b>Deadlines: Budget Exercise #3: 13.1 Performance Based Budget Due</b><br><b>Assignment: Confirm order of Presentation</b> |
| 13          | Nov 11      | <b>**** NATIONAL VETERANS DAY NO CLASS****</b>  |
| 14          | Nov 24      | <b>Non-Instructional Day – Thanksgiving Break Preparations Assignment catchup.</b>  |
| 15          | Dec 2       | <b>Staff Paper Presentation</b>   |
| Finals      | Dec 9       | <b>Peer evaluations &amp; Staff Paper Submissions (by 11:59 pm)</b>   |