Public Policy, Budgeting, and Finance for Public Administration
Spring 2023

Faculty
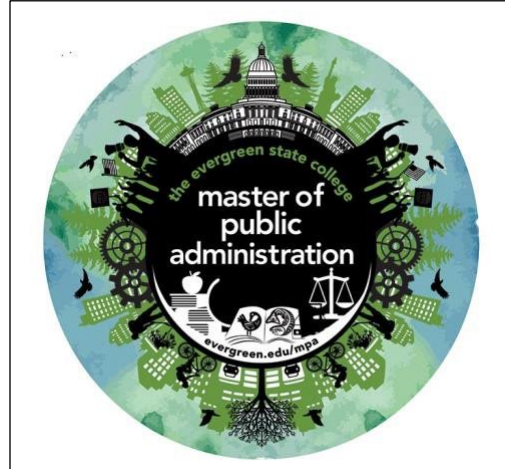Lexie Tom, PhD
Email: lexie.tom@evergreen.edu
Office: Off Campus
Office Hours: By Appointment
*Appointments can be in person, over the phone or online via Zoom

Dates
Weekend 1: April 14, 15, & 16
Weekend 2: April 28, 29, & 30
Weekend 3: May 5, 6, & 7

In Person Class Times
Friday: 6:00pm-9:00
Saturday: 9:00am-5:00
Sunday: 9:00am-5:00

MPA 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."

Course Description: Building on our work from winter quarter, we will examine the public policy, budget, and fiscal foundations of serving the public. This quarter we explore what it takes to move a policy and budget agenda for the public in a democracy. We engage in policy analysis to examine public problems and critique possible solutions; craft our recommendations into effective materials for decision makers, while weighing sources of revenue against policy implementation expenditures. We will focus on how public funds are generated and allocated while recognizing the impacts of constant change in governing.

To successfully participate in this course students should have access to reliable internet and the ability to connect to zoom and canvas. Students will have access to alternatives to synchronous (in person or remote) participation if conditions require.

Course Equivalencies for Evaluation:
2 – Public Policy
2 – Public Budgeting
2 – Fiscal Policy

Learning Objectives
1. Examine and evaluate different processes for policies and budgets.
2. Recognize terms and tools for communicating with decision-makers and the public within various political, social, cultural, economic, and governing contexts.
3. Understanding of the complex nature of public problems in policy design, implementation, and evaluation.
4. Develop skills of analyzing the unique fiscal policy opportunities and challenges available to governments and nonprofits.
5. Improve skills in critical thinking, analysis, technical writing, and working effectively in teams while communicating complex ideas and information to external audiences.

Skill Objectives
1. Develop, implement, and evaluate public policy
2. Critical thinking
3. Presentation tools
4. Decision package
5. Process mapping
6. Cost benefit analysis
7. Cost effectiveness analysis
8. Budget proposal

Required Readings

All required readings are posted on Canvas.

Course Schedule
Weekend 1:

- Tulalip: Quil Ceda Tour (April 14, 2023: please watch course announcements as this activity may take place outside of the regularly scheduled class time.)

- Public Policy Overview (Recap)

- Economic Systems

- Public Policy Implementation and Evaluation Process

- Introduction to Finance Policy Analysis
    - CBA and CEA

- Introduction to the Budgeting process; creating a proposal.

Weekend 2:

- State of Native Nations

- Economic Development in Tribal Context

- Non-Profits

- Private Businesses and Entrepreneurship

- Case Study

Weekend 3:

- The Hill (May 5, 2023: please watch course announcements as this activity may take place outside of the regularly scheduled class time.)

- Tribal Education Finance Policy

- Tribal Health Finance Policy

- Presentations

<u>**Assignments**</u>
Discussion Board Post
Pick ONE resource from the list in each module and complete a response following the directions below:
For Scholarly Articles: Please refer to the "Guide to Critical Thinking: Template for Analyzing the Logic of an Article" for responses to each module's readings.
For Policies: Please submit your response as a policy brief summary, include impacts and considerations.
Posts: Decide on an article, podcast, or resource to respond to in each module. These responses will be due by 6-16-23.

Instructions: Each response must be at least 250 words. The purpose of these response is to demonstrate that you have done the reading, that you are critically thinking about the content and that you are attempting to engage in a constructive discussion about the topic.

Assignment #1: Tribal Policy Logic Model and Budget Process
Tribal Policy Proposal #1 Due: 4-16-23
Tribal Policy Due: 5-7-23
Length: 3-5 pages double-spaced (page length does not include works cited page). Use APA format for references and cite all of your sources (direct quotes and paraphrases).
Purpose: The purpose of this assignment is to recognize the flow of how policies and budgets are done and assessed from beginning to end.
Instructions:
1. **Choose a tribal issue to complete this assignment. The issue should be tied to a current tribal code, policy, or resolution and budget.**
2. **Statement of the Issue/Problem:** Indicate the topic of the brief concisely.
3. **Background of the Issue/Problem:** Include only the essential facts that a decision maker "needs to know" to understand the context of the problem. Tell your reader why this issue should be addressed, the potential positive impacts on the community if this issue was funded. Be clear, precise, and succinct. Visuals (like graphs) can help make your point. If you use a graph or visual that you did not create, its source must be cited.
4. **Recommendations:** Weigh the pros and cons of this issue. Complete a SWAT analysis if this helps to reach possible recommendations. Please provide recommendations prioritized with your top recommendation presented first.
5. **Create a logic model** to show the policy's context, inputs, outputs, and outcomes. Please review the templates on canvas**.**
6. **Find the budget associated with this policy.** Please review state, federal, and local web resources to find a budget associated with the policy.
7. **Create a process map** to show the steps of how this budget was developed, using the tribal finance code, or policy. Please review the process map templates on canvas.

Assignment #2: Budget Proposal
First Draft Due: 5-7-23
Final Draft Due: 6-16-23
Length: 3-5 pages, double-spaced, 12pt font
Purpose: Recognize the flow of how policies, budgets, and budget proposals are done and assessed from beginning to end.
Instructions:
1. This will be a continuation of assignment 1 and will continue with the same policy from assignment 1, and this will be a project within that policy/budget.

2. **Project title**: The project title should be brief but effective. You want to capture the audience's attention and not allow them to disassociate with the title. If they are reading too long, audiences disassociate.
3. **Description and Rationale**: This is where you create a narrative that will defend the need of this project. Its important to be as clear and concise as possible. Provide evidence to back claims you are making.
4. **Objectives**: The objectives are derived from the narrative in the description/rationale. Please provide at least 3 objectives, they each must be a single statement and measurable.
5. **Budget and Budget Description**: The description should be direct statements, who or what you need to accomplish your goals/objectives. If your project requires, staff, training, supplies, ect. Each should be included in this section.
6. **Evaluation**: This section needs to be directly tied to the previous sections of this proposal. Include projected numbers that will be a result of the funding you are requesting. If this project is requesting funding for staff and training, how many people will be trained, how will highly trained staff have an impact on the community?

Keep in mind, decision makers are looking for reasons to not fund your project, if there are any questions unanswered, any gaps in services, and reason to not fund your project, a reader will find it.

Course Policies

Note about Self-Care
- Recognize that this is an academic course about personal and sensitive topics.
- Please exercise good self-care and know your limits. See this self-care assessment for ideas of how to pay attention to yourself.
- Take breaks while reading.
- Assume that there are survivors in the class and be considerate of this likelihood in class discussions.
- Your personal experience and the experiences of the people you know are not representative of everyone's experiences.
- Maintain curiosity and be willing to try new things and be open to new ideas / perspectives.

COVID-19 Considerations: With the continuation of online instruction and quarantine orders, faculty will respond on an individual basis to concerns resulting from our new environment. Please reach out with any concerns and accommodations, if possible, will be made.

To participate in class students will need a semi-stable internet connection. All readings will be posted on Canvas.

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

Participation & Attendance: Students are required to attend each Zoom 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 dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After a Zoom absence, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After reoccurring absences (being late to class; regularly missing more than one class), 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: If there is an unavoidable need to turn in an assignment late, the student should contact me 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 4 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.

Plagiarism (i.e., using other peoples' 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 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 faculty evaluation are required. All final evaluations are to be submitted via our online evaluation system no later than one week after the last class.

Holidays for Reasons of Faith or Conscience: Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: https://www.evergreen.edu/policy/religious-observance.

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 are not appropriate behaviors in a learning community. I reserve 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 TESC'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 as aforementioned in this syllabus.

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. 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, Canvas and Zoom are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.