

Syllabus

Course Overview

Public administrators face a commonality, regardless of where they serve: the community will have unlimited problems and limited resources. The problems might be a service that is lacking, it might be a service that is not working effectively, or it might be something working well but that could be made better. The ongoing challenge will be to try to address as many of these problems as possible, doing one's best with the resources available. This is referred to as amelioration. To succeed, public administrators must understand the politics of public budgets.

The budget process itself is framed by practical, legal, and ethical structures created to ensure public monies are raised and spent in a manner that meets public expectations. In essence, the public has created public sector departments to serve them. As employers, they hold the power to staff, fund, resource, and direct those departments. To frame the work of their employees, the public has, through its agents, created frameworks for developing, implementing, and evaluating budgets. Successful public administrators understand the process in their community. They develop the ability to navigate that process in a manner suited to identifying public expectations, they raise revenues to fulfill those expectations, and then they match funding to achieve those expectations.

Public administrators are public fiduciaries; they have the responsibility to raise and use public funds for the benefit of the communities they serve, with those responsibilities increasing as an administrator moves up in a public sector hierarchy. Public work is considered a position of trust, and those with greater levels of independent decision making are considered to fill positions of high trust. The community provides those in such positions power commensurate to fulfill these responsibilities, and for the most part, those in public administration act in a responsible, legal, and ethical manner. However, over time, in differing settings, problems have occurred. This has contributed to the development of oversight processes for monitoring the raising and spending of public monies. A successful public administrator will understand the processes used to oversee public budgets, working with them and within them to ensure that the public gets the transparency they demand for the use of their monies.

Context

Most learners in this course will be working for local, state, or the federal government in the United States, and much of the language is framed to reflect that. However, there may be learners from other forms of government in the United States, such as tribal or territorial governments, or from special tax districts such as those created for schools, water, or fire protection. There also may be learners from other nations, where the government structure differs. You will find that the essentials of the readings and courseroom activities will apply to any public or nonprofit setting. If you have any questions on how to contextualize the readings or activities to your setting, please contact your instructor for guidance.

PSL Program Journey

Click **PSL Program Journey** to view a useful map that will guide you as you begin your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

Optional Audio Recording

For discussions in Units 3 and 10 in this course, you have the option to create an audio recording of a PowerPoint presentation using Kaltura or similar software. Refer to [Using Kaltura](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate revenue streams for government agencies.
- 2 Evaluate political influences on the public budgeting process.
- 3 Evaluate practices associated with creating a government budget within a practical, legal, and ethical framework.
- 4 Evaluate practices associated with monitoring and evaluating government budgets within a practical, legal, and ethical framework.
- 5 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others.

Course Prerequisites

PSL7030, PUAD7015.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

eBook

Coley, S. M., & Scheinberg, C. A. (2017). *Proposal writing: Effective grantsmanship for funding* (5th ed.). Thousand Oaks, CA: Sage. ISBN: 9781483376431.

Book

Ruben, I. S. (2020). *The politics of public budgeting: Getting and spending, borrowing and balancing* (9th ed.). Thousand Oaks, CA: Sage.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bourdeaux, C. (2018). [Loss aversion and strategic choices in cutting budgets](#). *Public Finance and Management*, 18(1), 4–38.
- Costello, A. M., Petachhi, R., & Weber, J. P. (2017). [The impact of balanced budget restrictions on states' fiscal actions](#). *Accounting Review*, 92(1), 51–71.
- Dove, J. A. (2017). [Property tax limits, balanced budget rules, and line-item vetoes: A long-run view \[PDF\]](#). *Eastern Economic Journal*, 43(2), 288–317.

- Jimenez, B. S. (2017). Institutional constraints, rule-following, and circumvention: Tax and expenditure limits and the choice of fiscal tools during a budget crisis. *Public Budgeting and Finance*, 37(2), 5–34.
- Klase, K. A. (2018). The relationship between fiscal stress and patterns of state budgeting strategies used in cutback management in the last two U.S. recessions. *Public Finance and Management*, 18(1), 39–63.
- Machan, T. R., & Chesher, J. (2016). Government budget crises. *Geopolitics, History, and International Relations*, 8(1), 169–176.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- City of Gainesville, Florida. (2018). Adopted financial and operating plan [PDF]. Retrieved from <http://www.cityofgainesville.org/Portals/0/bf/FY2018%20AdoptedFOP.pdf>
- City of Seattle, Washington. (2018). 2018 proposed budget [PDF]. Retrieved from <http://www.seattle.gov/financedepartment/18proposedbudget/documents/2018ProposedBudgetBook.pdf>
- City of Virginia Beach, Virginia. (2018). Proposed operating budget: Resource management plan – FY2018-19 [PDF]. Retrieved from <https://www.vbgov.com/government/departments/budget-office-management-services/budget-archives/Documents/fy19-proposed-budget/FY%202018-19%20Proposed%20Operating%20Budget%20-%20Web.pdf>
- Grants.gov. (n.d.). Retrieved from <https://www.grants.gov/>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Public Budgets

Project Overview

You will complete four assignments in this course. They are related, and with each assignment you will take a differing view of the budget. We will take a community-wide view in Budget Selection (Unit 2) and Budget Process Evaluation (Unit 6). Budgets are created at the community-wide level, which means you will be identifying and exploring town, city, county, state, tribal, or federal government budget process documents in the first two assignments. You will be evaluating the budget processes used in the selected community against best practices identified in the course readings. The first assignment supports you selecting a budget that will support your work in all the assignments. The second assignment is designed to help you identify means for refining budget processes so they better meet the needs and expectations of the community.

In the third assignment, Budget Cutting (Unit 8), you will shift to a departmental perspective, recommending cuts to a specific department in the community, discussing the potential effects of service delivery based upon the overall community-wide priorities. This is a very real issue in many communities, where the community leadership finds it necessary to reduce spending for a variety of reasons, asking individual departments to recommend budget cuts, providing community leadership with insights into the potential consequences of those cuts on the community.

When faced with budget cuts, many departments will seek grant funding to fill the gaps in department budgets created by limited funding or reductions in existing budgets. In the last assignment, Grants (Unit 10), you will again take the perspective of a department leader, identifying and discussing potential grant funding that will support the needs of the department, framing that discussion within the overall needs and expectations of the community, which are identified in the community-wide budget.

Special note: If you elect to focus on a nonprofit agency or a special task district (that is, fire, school, water, et cetera), you will be working with a single perspective, as these are stand-alone entities. The concepts remain the same, but the context will differ, as we will discuss in the course.

Note about budget selection: To succeed in this course, you must evaluate a complete budget document. This will include not only spreadsheets, but detailed information about how the community identifies priorities, how the budget makers gain community input and feedback, how the community

approves the budget, as well as information on budget activities such as implementation, oversight, and tracking. The sample budgets linked in the assignment preparation study in Unit 1 illustrate the level of depth necessary in a budget document to succeed with the course project. If you are unable to identify a suitable budget for the assignment in Unit 2, please remember that you are free to use one of these sample budgets to frame your discussions and assignments in this course. Relying upon an unsuitable budget may contribute to a lower grade in courseroom activities, because the work will not be tied to credible sources about the community's budget.

Unit 1 >> The Politics of Public Budgets

Introduction

Public budgets are political documents. When speaking about politics, the engagement of public administrators in partisan politics is not being discussed. There are differing governance models, and most public budgeting fits the model of James Madison. The Madisonian model of government holds that there will be factions in the community, with each faction having a differing agenda. The factions are numerous, and individuals might find themselves in multiple, differing factions at differing times. Some of these factions will have aligned agendas, while others will be in conflict. Madison argued that public administrators need to be able to identify the various factions in the community, understand the agenda of each, and try to satisfy as many as possible, while simultaneously trying to dissatisfy as few as possible, still providing essential needs to all.

On the face of it, developing a budget is a technical process. You will identify the goals, identify the objectives, create a plan to achieve those objectives, and then cost them out, allocating monies to cover those costs. Understanding the technical processes of budgeting is going to be critical, but public administrators will need to understand the political process, melding it to the technical process, to develop a budget that meets the needs of as many as possible in a realistic fashion. It should be noted that this is not just a function of a budget office. In reality, regardless of the role, every public administrator will play some role in creating or managing budgets, with the budget function becoming more of a dominant role as one works one's way up the career ladder.

Note: The course is designed to look at government budgets at the local, state, or national government levels. For those working with a nonprofit or a special tax district, this would be the same as local government. For those working with budgets of tribal or territorial governments, including both U.S. and Canadian territories, this would equate to state governments. If the budget you wish to work with during this term represents a government model differing from this, please contact the instructor to discuss the issue further.

Click [PSL Program Journey](#) to view a useful map that will guide you as you begin your program.

Course Resources

[PSL Program Journey](#)

Learning Activities

u01s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 1, "The Politics of Public Budgets," pages 1–38.

Use your *Proposal Writing* textbook to read the following:

- Chapter 2, "Understanding the Nonprofit Agency," pages 8–16.

Multimedia

View [Political Factions and Budgeting](#).

- This media piece explains what political factions are and the ways they can influence the budget process in a public organization.

u01s2 - Preparing for Presentations

Public administrators are often called upon to present to colleagues or outside groups. To provide you with practice with your presentation skills, you will be required to create a PowerPoint presentation in place of your normal discussion post in Units 3 and 10. You may choose to record your presentation using Kaltura or similar software.

To prepare for this, take some time to review the second discussion in Unit 3 and the discussion in Unit 10.

You may also find the [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#) document helpful when creating your PowerPoint presentation.

Using Kaltura

If you choose to record your presentation, complete the following between now and Unit 3:

- Set up your microphone, using the installation instructions provided by the manufacturer.
- Practice using the microphone to ensure the audio quality is sufficient.
- Review the information in the [Using Kaltura](#) tutorial.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u01s2 - Learning Components

- Apply doctoral-level skill in critical thinking, research, and writing.

u01s3 - Assignment Preparation

Your first assignment is due in the following unit (Unit 2). For this assignment, you must select a public budget that you will use in all the assignments in this course. Read all the assignments now to determine what kind of budget will work for all of them. Then get started researching appropriate budgets.

Use the Internet to review the following sample budgets. These budgets include the level of detail you will want in the budget you select for use in the assignments. If you are unable to identify a suitable budget for course assignments, you are free to use one of these sample budgets to frame your discussions and assignments.

- City of Gainesville, Florida. (2018). [Adopted financial and operating plan \[PDF\]](http://www.cityofgainesville.org/Portals/0/bf/FY2018%20AdoptedFOP.pdf). Retrieved from <http://www.cityofgainesville.org/Portals/0/bf/FY2018%20AdoptedFOP.pdf>
 - Gainesville has a manager–city commission form of government.
- City of Seattle, Washington. (2018). [2018 proposed budget \[PDF\]](http://www.seattle.gov/financedepartment/18proposedbudget/documents/2018ProposedBudgetBook.pdf). Retrieved from <http://www.seattle.gov/financedepartment/18proposedbudget/documents/2018ProposedBudgetBook.pdf>
 - Seattle has a mayor–council form of government.
- City of Virginia Beach, Virginia. (2018). [Proposed operating budget: Resource management plan – FY2018-19 \[PDF\]](https://www.vbgov.com/government/departments/budget-office-management-services/budget-archives/Documents/fy19-proposed-budget/FY%202018-19%20Proposed%20Operating%20Budget%20-%20Web.pdf). Retrieved from <https://www.vbgov.com/government/departments/budget-office-management-services/budget-archives/Documents/fy19-proposed-budget/FY%202018-19%20Proposed%20Operating%20Budget%20-%20Web.pdf>
 - Virginia Beach has a manager–council form of government.

u01s3 - Learning Components

- Analyze the budget for a public entity for completeness.
- Identify the important components of a budget for a public entity.

u01d1 - Introductions and Budget Experience

Courserooms provide a more effective learning environment if all participants agree to become a community of learners. Please take the time to introduce yourselves to your fellow learners. You are encouraged to share the following:

- Name.
- Degree program or concentration.
- Professional experience.
- Any experience related to budgets, such as creating, implementing, monitoring, or auditing.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources.

Special note: Because this is a personal introduction, the Faculty Expectations requirement for the use of a credible source to support the post is waived.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

u01d1 - Learning Components

- Apply doctoral-level skill in critical thinking, research, and writing.

u01d2 - Budgets As Control Documents

Governments in all settings face a common challenge: they have unlimited problems and limited resources. This means that, in the end, public officials will engage in amelioration, doing the best they can with the resources they have. Therefore, you may look at budgets in terms of their function of political control of resources, focused on spending monies based on identified needs and the desires of the community.

For this discussion, address the following questions:

- How does the budget process facilitate the development of priorities in your community?
- What internal and external tensions might be present in setting these priorities?
- What suggestions do you have to reduce or resolve those tensions?
- How can public administrators in your community seek to strike a balance between political expectations and the realities of amelioration?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u01d2 - Learning Components

- Analyze common budgeting processes used in public organizations.
- Evaluate methods for identifying and acting on community needs.
- Identify best practices for public budget creation.

u01d3 - Unit 1 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 2 >> Revenue Politics

Introduction

In the private sector, revenue is based on income from sales and investment. In the public sector, revenue is based on sources such as taxes, revenue sharing, fees, and fines. In one manner or another, each of these revenue streams comes from the community, and there is often strong opinion on the manner in which such revenues are raised and the rates associated with them. Public administrators need to be sensitive to the perceptions of the community in relation to revenues, because the willingness to support such revenue collection sets the foundation for public activities. Public administrators must be sensitive to the economic conditions and demographics of the community, because they set the foundation for the ability of the community to support public sector activities. Last, public administrators must be sensitive to the perceptions of the community about public sector spending, as it sets the foundation for the legal, ethical, and practical oversight of the process, which often frames how public administrators will work within the budget process in their own communities.

Learning Activities

u02s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 2, "Revenue Politics," pages 39–80.

Use your *Proposal Writing* textbook to read the following:

- Chapter 3, "Finding and Applying for Funding," pages 17–23.
- Chapter 6, "Design the Program," pages 41–49.

u02s1 - Learning Components

- Evaluate the sufficiency of a public entity's revenue sources.
- Identify common sources of revenue for governmental entities.

u02a1 - Budget Selection

For this assignment, select a real-world budget for use in this and future assignments. You should read all of the assignments to ensure the budget selected will meet the needs of all assignments. The budget must include information on:

- Revenue streams.
- Organizational priorities.
- Soliciting citizen input.
- Approval processes.
- Tracking, monitoring, and evaluation.
- Department breakdown of allocated funding.

The sample budgets provided in the resources include an appropriate level of detail.

In some communities, this information will be in a single, lengthy document, as illustrated in the examples provided in the sample budgets. In other communities, the materials might be in several documents in the form of spreadsheets, policies on budgets, et cetera. **Note:** Spreadsheets will be insufficient for supporting classroom activities.

Many budgets for public sector departments are available online in either PDF or HTML format. As a rule, the budgets are available by community (such as city, county, or state), but many have departmental breakdowns for specific departments. For this assignment, identify a specific community budget you would like to work with. The budget proposed must include departmental breakdowns. You are free to work with the budget of your own community, as long as it can be made available for instructor review. You may propose a budget for a nonprofit, as long as you can meet the same requirements for public departments included in this assignment.

The budget documents for the state and federal governments are quite complex. For controllability, learners are strongly advised to use the budget of a city, county, special district, or nonprofit. However, to make the course more user-friendly and applicable to your individual needs, you may elect to use the state or federal budgets, but you will be held to the same standards as those applied to those focusing on briefer materials. If you do elect to use a state or federal budget, please identify a narrowly focused department. For example, instead of using the Department of Justice as an agency of focus, use a sub-component of the federal department such as the Federal Bureau of Investigation. If you have any questions about the suitability of the department you wish to focus upon, please contact your instructor to discuss the issue.

As a general rule, private sector organization budgets will not be acceptable. However, exceptions may be made if the private sector organization is providing a quasi-public function, such as that might be seen in a not-for-profit hospital. If you believe you might wish to move in this direction, please contact the instructor, discussing the organization you wish to propose. The instructor has the discretion to approve a private sector organization if it will support both the needs of the learner and the framework provided by the course competencies.

Special note: If you elect to focus on a nonprofit organization or a special tax district (for example, fire, school, water, et cetera), you will be working from the perspective of that nonprofit or special task district, as it is a stand-alone entity.

For this assignment, you must include:

- A URL for your chosen budget for the instructor to review for suitability. If the budget is only available through a PDF, you must upload the PDF as an appendix to your paper.
- The name of the community covered by the chosen budget.
 - Describe the setting and identify the relevant factors, such as the population and the major industries in the area. In essence, give some insight into the community to provide context.
- A description of the specific department or agency within the city, county, or state budget you will work with throughout this course.
 - Present the department's mission and size clearly.
 - Explain why you wish to focus on this department or agency.

Review the Budget Selection Scoring Guide carefully before crafting your assignment, contacting your instructor if you have any questions.

Additional Requirements

Your assignment should meet the following requirements:

- **APA format:** Follow current APA style and formatting.
- **Length:** 2–3 double-spaced pages, excluding cover page, references, and, if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the assignment area as a Word attachment.

Course Resources

[APA Style and Format](#)

[City of Gainesville, Florida – Adopted Financial and Operating Plan \[PDF\]](#)

[City of Seattle, Washington – 2018 Proposed Budget \[PDF\]](#)

[City of Virginia Beach, Virginia: Proposed Operating Budget: Resource Management Plan–FY2018-19\[PDF\]](#)

u02d1 - The Politics of Revenue

Public agencies are primarily funded through tax revenue, based on the income from various revenue streams. In many settings, at differing times, this has been a contentious issue, requiring some form of collaborative approach to build support for how monies are to be raised and spent, or to find means to minimize opposing views.

For this discussion, address the following questions:

1. What are the potential challenges in seeking to maintain or increase tax revenue in your community?
2. What alternative means could provide funding for services? What challenges might be associated with seeking such funding?
3. How might public officials strategize to secure funding to maintain or increase services in your community?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Creating Strong Discussion Posts \[PDF\]](#)

u02d1 - Learning Components

- Evaluate the sufficiency of a public entity's revenue sources.
- Identify common sources of revenue for governmental entities.

u02d2 - Unit 2 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 3 >> Politics and Budget Dynamics

Introduction

In modern democracies, government normally takes some form of a representative democracy. Within such a framework, the ultimate power is vested in the people. Rather than voting directly on most issues, the people elect representatives at the local, state, tribal, or federal level to represent their interests. Those elected are responsible to the electorate, while also being tasked to oversee the public sector. This structure introduces a political aspect to all processes, including the budget process.

When studying budgets, you will see commonalities between the public, private, and nonprofit sectors, though some differences will exist. You will also see commonalities across government levels (federal, tribal, state, and local), and across organizations at any of these levels, though some differences will exist. Therefore, while you can gain an understanding of basic budget principles by exploring the literature and looking at other agencies, you will need to understand our own budget process. The budget process in our individual communities or agencies will be the end product of political, economic, social, and technological forces that have, over time, molded the individual budget process to meet the expectations and concerns of the community it serves.

To achieve success in meeting the mission of his or her organization, a public administrator needs to understand the budget process in the community, develop the ability to operate within it in an effective manner, and, where possible, learn how to influence the process to make it more effective and efficient in the future.

Learning Activities

u03s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 3, "The Politics of Process," pages 81–110.
- Chapter 4, "The Dynamics of Changing Budget Processes," pages 111–158.

u03s1 - Learning Components

- Evaluate methods for identifying and acting on community needs.

u03s2 - Riverbend City: Public Opinion and Priorities

The following simulation demonstrates how public opinion can affect the budget priorities of a public organization:

- Click **Riverbend City: Public Opinion and Priorities** to complete the multimedia presentation.

Course Resources

Riverbend City: Public Opinion and Priorities

u03s2 - Learning Components

- Evaluate methods for identifying and acting on community needs.
- Identify best practices for public budget creation.

u03d1 - Political Influence on Budget Processes

In your course readings, you have explored the potential influences of internal and external factors of various kinds on the budget process. You have seen discussion of how the formal powers of the executive and legislative branches of government, whether at the local, state, or federal level, affect decision making. You have also seen discussion related to micro-political influences such as individuals or specific groups pressing for certain expenditures, and macro-political influences such as changing economic trends and social values in the community, which may fluctuate over time.

For this discussion, if your last name begins with A–M, address the following questions:

1. What is the city government form of your community: strong mayor–council, council manager–weak mayor, strong mayor?

2. Is there a mayoral veto? How many votes are required to overturn the veto?
3. How might this structure affect the budget process in your community?

If your last name begins with L–Z, address the following questions:

1. What are potential micro-political influences on the budget process in your community?
2. What are potential macro-political influences on the budget process in your community?
3. How might the potential negative political influences on the budget process in your community be minimized by public administrators?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner who submitted a post about the set of questions to which you did not respond in your own initial post.

Compare the learner's post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u03d1 - Learning Components

- Analyze common budgeting processes used in public organizations.
- Identify best practices for public budget creation.

u03d2 - Integrating Budget Functions Between Organizations

The U.S. Constitution does not mention city, county, or town governments, nor does it mention businesses. Many functions at any level of government require interaction between government agencies at the local–state level, state–federal level, or local–federal level. Sometimes, this is in terms of coordinating expenditures or budgeting to meet standards, such as with transportation agencies working with the U.S. Department of Transportation on the interstate highway system, or with controls on the use of grant funds, such as when a local agency is using grants from the state or federal level to provide services. There are nonprofit analogs for this as well, especially in terms of the use of grants.

For this discussion, develop a PowerPoint presentation using one of the following two formats:

1. Record a presentation using Kaltura or similar software. This approach uses a PowerPoint presentation that advances itself, accompanied by an audio recording that guides viewers through the presentation. Include a transcript, a detailed outline, or notes—either in the notes area at the bottom of each slide or in a separate document. Post your recording, your PowerPoint slides, and your detailed presentation notes in the discussion area.
2. Create a PowerPoint presentation with a detailed presentation notes section completed. This approach uses a PowerPoint presentation with detailed notes in the notes area at the bottom of each slide. The presentation notes are a transcript of the presentation you would make if showing the presentation to an audience.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Your presentation must address the following questions:

1. What are the political challenges in integrating budget processes between differing levels of government (with potentially differing agendas) in your community?
2. What are the potential technical challenges associated with integrating budget processes between differing levels of government in your community?

The presentation must include:

1. Title slide.
2. Purpose slide.

3. Content slides.
4. Summary slide.
5. References slide.

Your presentation must have a minimum of six slides. This means at least one slide for each of the two questions; you may need to use more to cover the necessary materials without overwhelming the audience with excessive material on any single slide.

For best practices, refer to [Guidelines for Effective PowerPoint Presentations](#), linked in the resources.

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read or listen to the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Special note: For the PowerPoint presentations, you are also free to provide constructive feedback on the presentation itself. This presentation is not a graded element of the course, but the use of PowerPoint can help you develop professional communications skills that can be of benefit in both the professional and academic realms. Your feedback as a peer can be helpful in refining future PowerPoint presentations.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

DisabilityServices@Capella.edu

[Creating Strong Discussion Posts \[PDF\]](#)

[Using Kaltura](#)

u03d2 - Learning Components

- Identify best practices for public budget creation.
- Evaluate strategies for improving public budgeting processes.

u03d3 - Unit 3 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 4 >> Expenditures: Strategies, Structures, and the Environment

Introduction

The public expects its money to be spent in an effective and efficient manner and that public administrators will be innovative and responsive in meeting those expectations, providing services at the lowest costs possible. Concurrent with these expectations, public administrators usually work within a

system where they cannot control the revenues and where there are often rigid frameworks for the process of creating budgets and for the ways monies are spent. In many instances, the political decision makers who approve a budget make decisions about how funds will be used, though they may not clearly understand the technical aspects of the work, or the potential unintended consequences that such decisions may have on other aspects of the budget. Public administrators may not be able to have great influence on the environment in this area, but to succeed, they need to be able to understand the potential consequences of such decisions on the development, implementation, and oversight of public budgets.

Learning Activities

u04s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 5, "Expenditures: Strategies, Structures, and the Environment," pages 159–196.

Use your *Proposal Writing* textbook to read the following:

- Chapter 4, "The Proposal Overview," pages 26–32.
- Chapter 10, "Creating the Budget and Budget Justification," pages 84–103.

Multimedia

Click [Budgeting](#) to view the presentation.

- This media piece provides an overview of budgets, their purpose, and their creation.

u04d1 - Mandated Versus Discretionary Spending

Some approved funding will be earmarked for specific expenditures. Other funding might be discretionary, providing public administrators some level of independent decision making for the use of unencumbered funds.

For your initial post to this discussion, respond to the following questions:

1. What are the potential positive and negative views on earmarks?
2. What are the potential positive and negative views on discretionary spending?
3. How much discretion do public administrators seem to have in your community, based on the budget you have been reviewing for this course's assignments?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

Creating Strong Discussion Posts [PDF]

u04d1 - Learning Components

- Analyze common budgeting processes used in public organizations.
- Evaluate methods for identifying and acting on community needs.

u04d2 - Budget Metrics: Effective Versus Efficient

Two metrics often tied to budgets are effective and efficient. Effective means you are achieving your goals and objectives, while efficient means you are achieving them at the best cost-benefit ratio (you are getting the biggest bang for the buck). Your perspective on each might be influenced by many factors, including the value you see in the budgeted activity, your understanding of the technical aspects of the function, and your other priorities.

For your initial post to this discussion, respond to the following questions:

1. What is the potential import for public administrators of having clearly specified budget goals and objectives when assessing effectiveness?
2. What is the potential challenge for public administrators in presenting a cost-benefit analysis to members of the general public who do not hold a budgeted function as one of their personal priorities?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

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u04d2 - Learning Components

- Identify best practices for monitoring and evaluating public budgets.
- Evaluate strategies for improving public budgeting processes.

u04d3 - Unit 4 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 5 >> The Politics of Balancing the Budget

Introduction

Amelioration may be defined as making something better, but not meeting all needs. The public sector faces the unending battle of amelioration, based on unlimited problems and limited funding. Part of this is tied to the demands of a balanced budget. It would be far easier, speaking in a relative manner,

to address all problems if funding were unlimited, but such is not the case. At the federal level, the debate over a balanced budget has been going on for years, with sound arguments on both sides. In state and local governments, most are required to have balanced budgets, but, at times, a new debate emerges about the possibility of using deficit spending in limited circumstances. Again, one can make a sound argument for either side of the debate. That debate is a political one, but it will affect how public administrators work. It is important to note that, should the federal budget process change and move to a balanced budget, it would have repercussions on many local, tribal, and state governments. In this unit, you will explore how a balanced budget might affect public administration in your communities.

Learning Activities

u05s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 6, "The Politics of Balancing the Budget," pages 197–242.

Use the Capella library to read the following:

- Dove, J. A. (2017). Property tax limits, balanced budget rules, and line-item vetoes: A long-run view [PDF]. *Eastern Economic Journal*, 43(2), 288–317.

u05s1 - Learning Components

- Evaluate the sufficiency of a public entity's revenue sources.
- Identify best practices for monitoring and evaluating public budgets.

u05s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 6). For this assignment, you must make an extensive evaluation of the budget you selected in Unit 2. Because there are several parts to this assignment, it is important that you get started early so you are ready to submit the assignment on time in the next unit.

If you have not already begun evaluating the sufficiency of the revenue streams for your budget and the capacity of the budget process to identify and integrate the needs and expectations of the community, get started on those parts of the assignment now.

u05s2 - Learning Components

- Evaluate methods for identifying and acting on community needs.
- Evaluate the sufficiency of a public entity's revenue sources.
- Identify common sources of revenue for governmental entities.

u05d1 - Balanced Budgets

The federal government budget does not need to be balanced. The federal government may use deficit spending to accomplish its goals. The majority of local and state budgets must, by law, be balanced. Unlike the federal government, these governments may not engage in deficit spending. They may raise monies through bonds, but, as loans, the loan repayments must be integrated into future budgets, which must be balanced on an annual basis. The concept of a balanced budget is often debated at the local, state, and federal level, and there can be sound arguments for both approaches, depending on the circumstances faced by the community in question.

For this discussion, address the following questions:

1. What are the potential short- and long-term benefits of a balanced budget at the local, state, or federal level?
2. What are the potential short- and long-term drawbacks of a balanced budget at the local, state, or federal level?
3. Does your community require a balanced budget?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

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u05d1 - Learning Components

- Evaluate methods for identifying and acting on community needs.
- Identify best practices for public budget creation.
- Evaluate the sufficiency of a public entity's revenue sources.

u05d2 - Unfunded Mandates

Dealing with mandated programs versus discretionary programs is among the budget challenges faced by public administrators. In essence, a mandated program is one that is required by law or directive, while a discretionary program is one that is tied to a service or function the government wishes to provide, but which is not specifically required by law. For example, law enforcement might be mandated to provide investigation of crimes, but not to engage in crime prevention programs within the community.

For this discussion, address the following questions:

1. What might be the rationale for unfunded mandates?
2. What are the potential challenges for a public administrator in providing mandatory programs, but not discretionary ones, based on limited funding?
3. What might be the potential challenges for a public administrator in providing discretionary programs, but not all mandated ones, based on limited funding and greater public support for the discretionary program than the mandated ones?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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u05d2 - Learning Components

- Analyze common budgeting processes used in public organizations.
- Evaluate methods for identifying and acting on community needs.

u05d3 - Unit 5 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 6 >> Budget Execution: The Politics of Adaptation

Introduction

The budget process in most organizations can be a lengthy one, stretching over months or years. As you have discussed in previous units, it takes a great deal of time to solicit input and feedback and to create documents that are clear and comprehensive, prioritizing spending to match the political will of the community. The process is designed to take time, making sure as many issues as possible are addressed, making efficient use of what is, in the end, limited funding. However, unexpected circumstances arise. Revenue projections do not work out, either because of erroneous assumptions or changes in the economy. Cost projections rise due to circumstances out of one's control, such as when fuel prices spike. Unexpected problems occur, requiring immediate expenditures on projects of some sort. When this happens, public administrators are often tasked with revising the present budget, trying to meet the new needs, while impacting other needs to the least amount possible. In this unit, you will explore the concept of adapting a budget to meet such changing needs during the active period of the budget.

Learning Activities

u06s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 7, "Budget Execution: The Politics of Adaptation," pages 243–266.

Use your *Proposal Writing* textbook to read the following:

- Chapter 5, "Logistics and Basics of Writing the Proposal," pages 33–40.

Use the Capella library to read the following:

- Jimenez, B. S. (2017). Institutional constraints, rule-following, and circumvention: Tax and expenditure limits and the choice of fiscal tools during a budget crisis. *Public Budgeting and Finance*, 37(2), 5–34.
- Machan, T. R., & Chesher, J. (2016). Government budget crises. *Geopolitics, History, and International Relations*, 8(1), 169–176.

u06s1 - Learning Components

- Identify best practices for monitoring and evaluating public budgets.
- Analyze the mission and purpose of potential grant makers.

u06a1 - Budget Process Evaluation

For your Unit 2 assignment, you identified a community (city, county, et cetera) budget to use for your course assignments. It is important to note that if your score on the Unit 2 assignment was reduced because the budget was not suitable in terms of detail, using the same budget in this assignment will increase the probability of significant grade reductions. This assignment requires access to a comprehensive budget document.

In this assignment, the focus is on the city or county budget, not the budget of the individual departments. If you are working with a nonprofit agency or special task district, your focus will be solely on that entity. Complete the following for this assignment, focusing on the city or county budget, not the budget of the individual department.

For this assignment:

- Identify the types of revenue present, evaluating them in terms of sufficiency and sustainability.
- Evaluate the capacity of the budget process to identify and integrate the needs and expectations of the community.
 - Recall the media piece Riverbend City: Public Opinion and Priorities you completed in Unit 3. This piece provides insight into one means for gathering community input and identifying budgeting priorities.
- Evaluate the budget creation process in relation to identified best practices.
- Evaluate the formal process for monitoring and evaluating the budget in relation to identified best practices.
- Recommend a minimum of five strategies for improving the budget process for the community, framing the recommendations on identified best practices.

Be sure to follow an academic writing style through well-organized prose and follow APA style, citation, and referencing guidelines.

Review the Budget Process Evaluation Scoring Guide carefully before crafting your assignment, contacting your instructor if you have any questions.

Additional Requirements

Your assignment should meet the following requirements:

- **APA format:** Follow current APA style and formatting.
- **Length:** 6–8 double-spaced pages, excluding cover page, references, and, if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the assignment area as a Word attachment.

Course Resources

[Riverbend City: Public Opinion and Priorities | Transcript](#)

[APA Style and Format](#)

u06d1 - Budget Reallocation

The budget development process frequently takes many months of intensive discussion and debate. The process involves assumptions concerning revenue and expenses, but sometimes those assumptions fail. It might be due to erroneous assumptions, but it is more likely due to changing circumstances. Revenues fall due to changes in the overall economy. Unexpected costs tied to disasters, infrastructure failure, changing community expectations for services, or some other factor arise, and public administrators must deal with them. The resulting process for reallocating budgeted funds must be done relatively quickly.

For this discussion, address the following questions:

1. What might be the perspective of your community on efforts to reallocate budgeted funds for an issue that could be considered predictable?
2. What might be the perspective of your community on efforts to reallocate budgeted funds for an issue that could be considered unpredictable?
3. How might the accelerated framework involved in budget reallocation affect the ability to get comprehensive feedback from the community? Why might that be a concern for a public administrator?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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APA Style and Format

u06d1 - Learning Components

- Identify best practices for monitoring and evaluating public budgets.
- Evaluate strategies for improving public budgeting processes.

u06d2 - Unit 6 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 7 >> Controlling Waste, Fraud, and Abuse

Introduction

For the most part, history suggests that the vast majority of public administrators use fiscal resources well. Acting as stewards of public funds, they seek to ensure monies are spent effectively and efficiently, working within acceptable legal and ethical parameters. However, from time to time, significant problems occur. Employees, acting individually or in small groups, have acted in an unethical or illegal manner.

Monies have been wasted, getting limited benefit from expenditures (waste); monies have been used for public projects in a manner that puts the employee or department agenda ahead of the goals of the community (abuse); and monies have simply been stolen (fraud). While such experiences have been limited, they may have had significant impact on the community. In response, communities and agencies have created frameworks to track budgets. The purpose is to provide checks and balances on the process to minimize the possibility of waste, fraud, or abuse, and maximize the use of public funds to meet public needs in an effective and efficient manner.

Learning Activities

u07s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 8, "Controlling Waste, Fraud, and Abuse," pages 267–304.

Use your *Proposal Writing* textbook to read the following:

- Chapter 7, "Program Objectives and Evaluation," pages 51–63.

u07s1 - Learning Components

- Analyze the mission and purpose of potential grant makers.
- Identify possible causes of fraud, waste, and abuse in the administration of public budgets.

u07s2 - Assignment Preparation

Your next assignment is due in the following unit (Unit 8). For this assignment, you must recommend ways to make budget cuts of 5 percent and then 10 percent to a departmental budget in the organization you have selected for your assignments. If you have not already started, begin working on recommendations for a 5-percent cut to the departmental budget. Make sure you are ready to submit the assignment on time in the next unit.

u07s2 - Learning Components

- Evaluate common ways used to implement budget cuts in public organizations.
- Analyze the relationship between budget cuts and public services.
- Identify common political repercussions of budget reductions for public agencies.

u07d1 - Government Waste

The public rightfully expects that public funds will be used to meet public needs in an effective and efficient manner. This has frequently resulted in calls to reduce government waste. The term waste is often used in a vague manner. Sometimes, it means monies were spent inefficiently, overpaying for some aspect of the work. In other instances, it means that groups believe monies were wasted because the expenditure was on something they did not believe was necessary, though others in the community value the service or amenity being provided. There will always be times when monies could be spent more effectively and efficiently, but sometimes the monies are being spent in a manner framed by laws or standards that do not permit a differing approach. Public administrators must deal with both.

For this discussion, address the following questions:

1. What are the challenges a public administrator could face when there are differing interpretations of government waste?
2. How might a public administrator address concerns caused by perceptions of government waste in your community?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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u07d1 - Learning Components

- Evaluate methods for identifying and acting on community needs.
- Identify best practices for monitoring and evaluating public budgets.

u07d2 - Fraud and Abuse

The public sector should reflect the community it serves. This means, among other things, that you may find people acting in an unethical or illegal manner. This might evidence itself in the form of stealing monies through various means, such as theft or fraud. To minimize the potential for this, the budget process should include any number of control systems to monitor the budget, identify fraud or theft, and address identified issues through administrative or legal means.

For this discussion, address the following questions:

1. What do you believe might be the most effective means of assessing budget work to identify cases of theft or fraud?
2. How might an inspector general role be received in your community?

3. What might be the potential consequences to public employee morale and motivation from oversight measures that employees feel are intrusive or that they might perceive to be questioning their individual ethics?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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u07d2 - Learning Components

- Identify best practices for monitoring and evaluating public budgets.
- Evaluate strategies for improving public budgeting processes.

u07d3 - Unit 7 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 8 >> Budgetary Decision Making and Politics

Introduction

When one enters a technical field such as human resources, public works, law enforcement, or social work, the focus tends to be on the technical aspects of the work. It is not uncommon to see individuals concerned with external factors and influences. This makes their operations opaque to the community. While this can be problematic in any area, in terms of the budget process, such lack of transparency can be disastrous. As discussed throughout the course, the public is, and should be, sensitive to how their monies are spent. The challenges for public administrators include determining how to create the opportunity for meaningful input and feedback from the community during budget creation, as well as how to provide some level of transparency throughout the budget's life. In this unit, you will explore how to engage with the community in what can be a very sensitive area.

Learning Activities

u08s1 - Studies

Readings

Use your *The Politics of Public Budgeting* textbook to read the following:

- Chapter 9, "Budgetary Decision-Making and Politics," pages 305–328.

Use your *Proposal Writing* textbook to read the following:

- Chapter 9, "Program Description," pages 74–81.

Use the Capella library to read the following:

- Costello, A. M., Petachhi, R., & Weber, J. P. (2017). The impact of balanced budget restrictions on states' fiscal actions. *Accounting Review*, 92(1), 51–71.

u08s1 - Learning Components

- Evaluate common ways used to implement budget cuts in public organizations.
- Analyze the mission and purpose of potential grant makers.
- Identify common threats to the revenue streams of public organizations.

u08s2 - Riverbend City: Budget Cuts

The following simulation demonstrates the effect budget cuts can have on a public organization:

- Click **Riverbend City: Budget Cuts** to complete the multimedia presentation.

Course Resources

Riverbend City: Budget Cuts

u08s2 - Learning Components

- Evaluate common ways used to implement budget cuts in public organizations.
- Analyze the relationship between budget cuts and public services.
- Identify common political repercussions of budget reductions for public agencies.

u08a1 - Budget Cutting

Public administrators will never be able to provide the community with all the services they desire in terms of quality and quantity. This shifts the goal to providing the greatest level of services possible, based on the resources allocated. To some extent, the mechanical aspects of creating a budget are simple. What do you want to do? What needs to be done to accomplish it? How much will that cost? That simple process is complicated by the need to integrate differing stakeholders, as discussed throughout the course. However, once a budget is crafted, it might be necessary to reduce it for a number of reasons. Any such budget reduction will have ramifications to the public, to the organization, and to the governing body of the community (legislative decision makers) that approves the budget. In this assignment, you will explore this further by developing proposed budget cuts to a specific department.

You may want to revisit the media piece Riverbend City: Budget Cuts, which is included in the resources. It provides some insight into the complexities of implementing budget cuts.

For this assignment, you will focus on the specific department or agency you identified in your Unit 2 assignment, not the community at large. You will be recommending specific budget cuts to that specific department, providing insights into how the proposed budget cuts may affect services, as well as how the proposed budget cuts may affect future support for the department and the leadership of the community. Please remember that these will take the form of proposals. In most organizations, the budget for individual departments is created, approved, and, in the end, overseen by the governing body for the community (that is, the city or county council, state or federal legislature, et cetera).

Special note: If you elect to focus on a nonprofit agency or a special task district (that is, fire, school, water, et cetera), you will be working from the perspective of that nonprofit or special task district, as it is a stand-alone entity.

Using the department budget selected in the Unit 2 assignment, complete the following:

- Analyze factors that might contribute to a reduction in revenue streams for your organization.
- Analyze the impact on public services of a 5-percent reduction in expenditures for your organization, providing specifics on what will be cut and analyzing how those cuts might affect service quality and quantity to the public.
- Analyze the impact on public services of a 10-percent reduction in expenditures for your organization, providing specifics on what will be cut and analyzing how those cuts might affect service quality and quantity to the public.
- Evaluate the political impacts of budget reductions on the image and support of the agency.

- Evaluate the political impacts of budget reductions on the image and support of the governing body.

Be sure to follow an academic writing style through well-organized prose and follow APA style, citation, and referencing guidelines.

Review the Budget Cutting Scoring Guide carefully before crafting your assignment, contacting your instructor if you have any questions.

Additional Requirements

Your assignment should meet the following requirements:

- **APA format:** Follow current APA style and formatting.
- **Length:** 6–8 double-spaced pages, excluding cover page, references, and, if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the assignment area as a Word attachment.

Course Resources

[APA Style and Format](#)

[Riverbend City: Budget Cuts | Transcript](#)

u08d1 - Decision-Making Frameworks

The final chapter in *The Politics of Public Budgeting* textbook considers a number of frameworks for the decision-making process. Previous discussions and activities have touched upon many of these. These frameworks are reduced to three common themes: transparency, polarization, and action or reaction.

For this discussion, address any *two* of the following questions:

1. What challenges occur when dealing with the issue of budget transparency in your community, and how might a public administrator deal with them?
2. How might public administrators create a professional sense of balance within themselves to minimize the potential for their budgets or services to potentially marginalize members of the community based on ideological influences?
3. How might a public administrator interact with decision makers in the community to minimize the potential effects of either under-reacting or over-reacting in a budget crisis?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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u08d1 - Learning Components

- Evaluate the importance of transparency in the budget process.

u08d2 - Unit 8 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 9 >> Grants (Part 1)

Introduction

Throughout the term, you have explored the budget process, first from a community-wide perspective, then from the view of the organization. During those activities, you have focused largely on revenue in the form of various taxes and fees, which are usually under the control of government. The course materials have suggested that there will often be a gap in the funding in relation to what is available and what is considered necessary to provide services in the quantity and quality the community desires. One means of filling that gap, if only partially, is through the use of grants. A grant is a one-time block of funding provided by a government organization (federal to state or local, and state to local), a nonprofit organization, including charities, or a private sector organization. Grants are competitive, and they are focused on specific problems or specific groups in the community.

Learning Activities

u09s1 - Studies

Readings

Use your *Proposal Writing* textbook to read or review the following:

- Chapter 3, "Finding and Applying for Funding," pages 17–23.
- Chapter 8, "Writing the Need or Problem Statement," pages 64–73.
- Chapter 11, "Other Proposal Components and Finishing Touches," pages 104–112.

Use the Capella library to read the following:

- Bourdeaux, C. (2018). Loss aversion and strategic choices in cutting budgets. *Public Finance and Management*, 18(1), 4–38.

Use the Internet to review the following:

- Grants.gov. (n.d.). Retrieved from <https://www.grants.gov/>

u09s1 - Learning Components

- Analyze the mission and purpose of potential grant makers.
- Analyze best practices for identifying appropriate grants for a specific need.
- Identify common political repercussions of budget reductions for elected officials and government entities.

u09s2 - Assignment Preparation

Your final assignment is due in the next unit (Unit 10). For this assignment, you must identify a grant that might be used to meet a deficit caused by the budget cuts you recommended in the Unit 8 assignment. If you have not already started, begin researching potential grants now.

u09s2 - Learning Components

- Evaluate the place of grant funding for public sector operations.

- Analyze best practices for identifying appropriate grants for a specific need.

u09d1 - Challenges With Grants

While grants provide a useful resource to support funding of public activities, there are potential challenges associated with them. These challenges might be viewed in terms of availability, continuity, sustainability, focus, or other factors. For this discussion, consider programs your organization might consider funding with a grant. Based upon the needs and expectations related to the funding of these programs, try to provide insights into the potential benefits and drawbacks of trying to fund the programs with grants in an ongoing manner. You might find that framing this discussion on a specific program will help focus your posts.

For this discussion, address the following questions:

1. What are the potential benefits of using grants to fill budget needs?
2. What are the potential drawbacks of using grants to fill budget needs?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

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u09d1 - Learning Components

- Evaluate the place of grant funding for public sector operations.
- Analyze best practices for identifying appropriate grants for a specific need.

u09d2 - Available Grants

There are a multitude of grants available from the public, private, and nonprofit sectors. Each grant will be tailored to meet the needs of a specific program or initiative. For example, you will find grants from the federal Department of Health and Human Services focused on health care access. You might find grants available from a nonprofit organization seeking to support the needs of homeless children. One challenge you will face in trying to fund programs with grants is identifying grants that meet the needs of your programs. In some cases, instead of a single grant funding a program, you may end up using a variety of grant sources and using several approved grants to fund the program. Because of this dynamic, it is important you learn how to search for grants.

For this discussion, conduct a search for a single grant that might be useful to support one of your programs in whole or in part. You are free to search for these grants through any source, with a number of them being available on the Internet. One useful source for searching for federal grants is the Grants.gov website from the unit readings. This website is a centralized repository for information on federal grants from all federal agencies, and might be very useful to you both in this course and in your professional setting.

For this discussion, address the following questions:

1. What types of government agencies or organizations might have grants available to fill the budget gaps created by the budget cuts you proposed in the Unit 8 assignment?
2. Why might these governments or organizations support your need by providing grants (considering the type of problem and the community group being served)?

Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Suggest other agencies or organizations that might have grants available to fill the learner's budget gaps. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating Strong Discussion Posts [PDF]

[Grants.gov](#)

[APA Style and Format](#)

u09d2 - Learning Components

- Evaluate the place of grant funding for public sector operations.
- Analyze best practices for identifying appropriate grants for a specific need.
- Analyze the appropriateness of grants for specific use.

u09d3 - Unit 9 Summary

At the completion of this unit, your instructor will share closing comments for the unit in this space, summarizing key points or adding additional insights related to the specific topics covered in the unit.

Response Guidelines

You are not required to respond to this discussion.

Unit 10 >> Grants (Part 2) and Final Thoughts

Introduction

This course is a survey course, designed to provide those in public administration a familiarity with the development, implementation, and evaluation of public budgets. Whether you are working on a small project or a large program, whether you are a front-line supervisor or the head of a department, an understanding of the budget process can make you a more effective leader. Frequently, senior leadership in an organization may make statements to the effect that the first time they saw a budget was when they led a major program or department. Clearly, everyone in the organization will be affected by the budget, and many will play a role in the overall budget cycle. When you look back, consider what you have learned: think of the takeaways from the course that will make you a more effective leader. You also need to look forward, seeing how you can make your employees better prepared to engage with budgets in the future. Reflecting on this and taking actions on such reflections can help you more effectively serve your employees, your organizations, and your communities over time.

Click **PSL Program Journey** to view the presentation.

Course Resources

PSL Program Journey

Learning Activities

u10s1 - Studies

Readings

Use the Capella library to read the following:

- Klase, K. A. (2018). The relationship between fiscal stress and patterns of state budgeting strategies used in cutback management in the last two U.S. recessions. *Public Finance and Management*, 18(1), 39–63.

u10s1 - Learning Components

- Evaluate the place of grant funding for public sector operations.
- Identify common political repercussions of budget reductions for elected officials and government entities.

u10a1 - Grants

In the Unit 8 assignment, you were asked to recommend specific cuts to a departmental budget. Many public departments actively pursue grants to fund some aspects of their service delivery. The need for this might have greater salience when tax revenue streams are reduced. In this assignment, you are to reflect upon the budget cuts recommended in the Unit 8 assignment, identifying specific grants that might be sought to fill the newly created need.

For this assignment:

- Analyze the potential costs and benefits of seeking grant funding to support public sector operations in both the short and the long term.
- Identify a specific grant that might be used to fill all or some of the budget gap created by the budget cuts proposed in the Unit 8 assignment.
- Identify the purpose of the identified grant, analyzing how your identified budget needs (function or target audience) are aligned with the purpose of the identified grant.
- Evaluate how the grant, if fully funded, would fill the budget gap created by the proposed budget cuts identified in the Unit 8 assignment in a partial or complete manner.

Be sure to follow an academic writing style through well-organized prose and follow APA style, citation, and referencing guidelines.

Review the Grants Scoring Guide carefully before crafting your assignment, contacting your instructor if you have any questions.

Additional Requirements

Your assignment should meet the following requirements:

- **APA format:** Follow current APA style and formatting.
- **Length:** 3–5 double-spaced pages, excluding cover page, references, and, if included, an abstract.
- **Font and font size:** Times New Roman, 12 point.

Submit your paper in the assignment area as a Word attachment.

Course Resources

[APA Style and Format](#)

u10d1 - Building Institutional Budget Knowledge

As a public administrator, you will often find yourself increasingly leading and managing others as you move up in the organization. One of the informal roles of leader-managers is to develop the skills of those below and around them in the organization.

For your initial post to this discussion, develop a PowerPoint presentation using one of two formats:

1. Record a presentation using Kaltura or another software. This approach uses a PowerPoint presentation that advances itself, accompanied by an audio recording that guides viewers through the presentation. Include a transcript, a detailed outline, or notes—either in the notes area at the bottom of each slide or in a separate document. Post your recording, your PowerPoint slides, and your detailed presentation notes in the discussion area.
2. Create a PowerPoint presentation with a detailed presentation notes section completed. This approach uses a PowerPoint presentation with detailed notes in the notes area at the bottom of each slide. The presentation notes are a transcript of the presentation you would make if showing the presentation to an audience.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact DisabilityServices@Capella.edu to request accommodations.

Your PowerPoint presentation must address the following:

1. Discuss the potential benefits of involving subordinates in the budget process earlier in their careers, even if only in a peripheral manner.
2. Identify two means of involving subordinates, including front-line supervisors and employees, in the budget process. Provide insight into the potential new knowledge they will gain through each of the differing approaches identified.

The presentation must include:

1. Title slide
2. Purpose slide.
3. Content slides
4. Summary slide.
5. References.

Your presentation must have a minimum of six slides. This means at least one slide for each of the two numbered items; you may need to use more to cover the necessary materials without overwhelming the audience with excessive material on any single slide.

For best practices, refer to [Guidelines for Effective PowerPoint Presentations](#), linked in the resources. Be sure to appropriately cite and reference your sources in current APA style.

Response Guidelines

Read or listen to the posts of other learners and note the themes that emerge. Respond to at least one other learner by comparing his or her post to your own, and to the broader themes you noted. Please ensure your response mirrors the Faculty Expectations requirements for discussions in terms of deadlines, length, and support with credible sources. Be sure to appropriately cite and reference your sources in current APA style.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[APA Style and Format](#)

DisabilityServices@Capella.edu

[Creating Strong Discussion Posts \[PDF\]](#)

[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

[Using Kaltura](#)

u10d1 - Learning Components

- Evaluate best practices for including stakeholders in a budgeting process.
- Identify the benefits of including a broad spectrum of employees in a budgeting process.

u10d2 - Unit 10 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

Response Guidelines

You are not required to respond to this discussion.