



## School of Planning, Public Policy and Management



**University of Oregon**  
**School of Planning, Public Policy and Management**  
**PPPM 629: Public Budget Administration**  
**Fall 2019 (CRN: 15196) – 4 credits**

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Office Hours: Drop in T/Th 11:30-1:30 or sign-up here: <https://rebecca-lewis.youcanbook.me/>  
Class Time: T/Th 2-3:50 PM  
Room: Lawrence 230

### Course Description

This course covers a variety of topics related to government budgeting including the budgeting process, revenue sources, capital budgeting, infrastructure financing, debt, and economic development. The course will focus primarily on local and state budgeting and finance. The primary intent of this course is to provide students with an understanding of the budgeting process and state and local government finance. Through a series of applied assignments, students will develop proficiency in public sector budgeting and finance. Upon successful completion of this course, students should be able to apply their understanding of budgeting to divergent circumstances.

### Learning Outcomes:

- Know how budgets are developed, modified, and approved
- Describe various revenue sources available to local and state governments and suggest specific revenue sources for specific purposes
- Explain the relationship between revenue generation and planned expenditures to meet balanced budget requirements
- Distinguish between a “good” and “bad” budget
- Explain the difference between capital and operating budgets
- Know what kind of information can (and should) be found in capital and operating budgeting documents
- Describe how local jurisdictions influence economic development through taxes and incentives

This graduate course is part of the MPA core curriculum, but is open to CRP and MNM students. Other students may enroll with permission of the instructor. Students should have familiarity with basic algebra skills, a calculator, and Excel or similar spreadsheet program.

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### Reference Jurisdiction

Each student will select a “reference jurisdiction” for in-depth analysis and discussion throughout the semester. We will take the first 5 minutes of each class to discuss reference jurisdiction current events related to finance and budgeting. You will also be asked to research various financing mechanisms and aspects of local budgeting, as described in the course schedule on page 7-8. This jurisdiction will also be used for assignment 1. You can also pick a city that you could use in assignment 2 to stick with one jurisdiction for both assignments. I recommend looking at the quality of the website and accessibility of the newspaper before deciding on a jurisdiction. A list of these recommended cities is on page 16. I will ask you to report your preference for reference jurisdictions on the beginning of year survey and assign them with group project team assignments.

### Course Website

The course website is located on the University of Oregon’s Canvas system (<https://canvas.uoregon.edu>.) The class syllabus, announcements, some readings and other materials will be posted on the Canvas site. Additionally, all assignments will be submitted on the Canvas site. I will use the email function in Canvas to communicate with you. It your responsibility to check email and messages for class updates.

### Required Reading

There is one required text for this course:

- Robert L. Bland. *A Budgeting Guide for Local Government*. 3<sup>rd</sup> Edition. Washington DC: ICMA Publications. ISBN: 978-0873267670.
- All readings are required readings unless otherwise noted and should be read prior to that day’s lecture/discussion. Additional readings and resources will be available on Canvas through Modules. See course schedule on page 7-8 of this syllabus for a complete list of course readings. Use this schedule to follow along with the Modules on campus.

### Assignments and Course Grades

The course grade will be based on the following components:

<b>Attendance and Participation</b>	<b>10%</b>
<b>Quizzes</b>	<b>30%</b>
1) Quiz 1 (October 29)	10%
2) Quiz 2 (November 7)	10%
3) Quiz 3 (November 26)	10%
<b>Individual Written Assignment</b>	<b>30%</b>
1) Fiscal Provisions – Individual Budget Profile (due Oct 23)	20%
2) Case Study Assignment (due Nov 15)	10%
<b>SCYP/Policy Lab Group Project (Oral and Written)</b>	<b>30%</b>
1) Draft Outline (due Oct 24)	
2) Draft Report (due Nov 22)	2.5%
3) Final Presentation (Dec 5)	10%
4) Final Project (Dec 11)	17.5%

See pages 13-17 for description and guidelines for each assignment. All written and group assignments will be submitted electronically on Canvas. If you have technical issues submitting your assignment, take a screen-shot of your computer screen displaying the error, email me immediately and attach the screen-shot and assignment to the email. Quizzes will be hand written and closed-book and will be completed during class time on the days designated.

### Class participation

This class is structured to encourage student participation through class discussion and small group activities. Attendance and active participation are required. Students are expected to have obtained, read, and retained the readings for each class and to come to class prepared to discuss content and implications of the readings. You are expected to participate in class discussion raising questions related to the readings and topics during class and/or by

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posting relevant content (including discussion topics, images and links) to general Canvas discussion boards. You are also expected to discuss current events and background information about your reference jurisdiction and participate in class discussions. See page 13 for detailed explanation of expectations for participation. You are allowed two unexcused absences in this course. For each unexcused absence beyond the second, students will lose 1 point off their final course grade. (See below under **Missed Class Policy**)

### Explanation of Grading System [See Rubric on page 11]

100	A+
95-99	A
90-94	A-

85-89	B+
80-84	B
75-79	B-

70-74	C+
65-69	C
60-64	C-

55-59	D+
50-54	D
45-49	D-

<45	F

- A+ signifies that the student clearly exceeds an exceptional level of achievement and complete mastery of all material. This is an exceedingly rare grade.
- A signifies an exceptional level of achievement and superb command of the material. Demonstrates higher level thinking and mastery of subject
- A- signifies a very good level of achievement and understanding of the material with some areas of potential improvement and mastery.
- B+ signifies an average level of achievement with adequate professional proficiency.
- B signifies a slightly below average achievement in relation to professional proficiency; the student has understood the information, but there are gaps in their knowledge and understanding.
- B- signifies that the student has not obtained professional proficiency of the subject material and there is significant room for improvement. While a B- allows the student to pass the class, a student with an overall GPA of a B- is not in good standing.
- C+ or lower signifies unacceptable work for graduate level or professionals. Significant deficiencies in assignment or knowledge.
- D or lower is not a passing grade and student does not earn credit
- P/NP: for a passing grade the student must achieve the equivalent of B- or better

Note that I round at 0.5.

### **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases. It is important that we create an atmosphere of debate and discussion, but you should be respectful of others at all times. As both a student and a professional you should recognize that your language and actions should be inclusive of all people regardless of their country of origin, religion, race, ethnicity, gender, sexual orientation, and even their political views. Language or action that is abusive or discriminatory will not be tolerated and is against the University Student Code of Conduct policies.

### **Professional Practice**

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines may be asked to leave for the remainder of the class session and will lose participation points for that day. *If you arrive more than 5 minutes late without advance notice, you will lose half of your attendance points for that day.*

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- All course assignments will be completed and submitted electronically.
- **No** cell phone use. Please turn your cell phone completely off and stow it **out of sight**.
- I prefer that you **refrain from using laptops on this class**, as computers tend to distract students from engaging in discussion. Laptop use is only permissible for note-taking and referencing readings. Please do not check email, connect to a web browser or work on other classwork, work, or projects during class. If you are using a laptop, please sit behind other students. Using a laptop is considered a privilege and the instructor retains the right to revoke this privilege if laptops become distracting to course discussion.

### Course Workload

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for 3 hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course. Assignments will be time consuming, so I recommend that you start far in advance of assignment deadlines.

### Communication with Instructor

Email is the best way to get in touch with me. I encourage you to email me with questions on the syllabus, assignments, readings, etc. If you would like to meet with me in person, please visit during my office hours or email me to set up an appointment. I am generally very prompt in replying to emails, so if you have not heard from me within 48 hours, I encourage you to re-send the email. *Note that my email address is [rlewis9@uoregon.edu](mailto:rlewis9@uoregon.edu) – there is another Rebecca Lewis in the UO Directory.*

### Course Policies

#### Late Assignment Policy

All assignments will be submitted electronically. No hard copies are requested. When applicable, assignments turned in late with no documentation will be marked down ten percent for every day (24-hour period) they are late.

**Assignments submitted one minute past the deadline will be graded as late.**

Extensions will only be granted in severe hardship (death in immediate family, illness or injury requiring bed confinement) or extenuating circumstances (fire, earthquake, etc.). Competing pressures from other courses, job requirements, or problems with your computer do not qualify as extenuating circumstances. Extensions must be requested before the assignment is due. In all circumstances, students are responsible for providing the instructor with official documentation of explanation prior to accommodation. **Late quizzes will only be proctored under extenuating circumstances. If you need to miss the day of class for a quiz, you must make arrangements with the instructor before the scheduled quiz.**

#### Missed Class Policy

You are responsible for all content missed, including any assignments, knowledge or skills covered or assigned in missed class(es.) Please consult with classmates for class notes. You are allowed two unexcused absences in this course. For each unexcused absence beyond the second one, students will lose 1 point off their final course grade. Excused absences require official documentation.

#### Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

#### Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at [541-346-1155](tel:541-346-1155) or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Academic Misconduct**

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

### **Plagiarism**

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. I reserve the right to evaluate your submissions using plagiarism software. If there is any question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act.

Additional information about a common form of academic misconduct, plagiarism, is available at:

<http://library.uoregon.edu/guides/plagiarism/students/index.html>.

### *How to Avoid Plagiarizing*

When directly quoting another author, the writer must:

- Accurately quote the original author's words.
- Enclose the quotation within quotation marks.
- Follow quotation with in-text citation [e.g., (p. 276)], the format of an in-text citation varies by citation style.
- Introduce the quotation with a 'signal phrase' (whether you are required to use a signal phrase or not varies by citation style).
- A list of references with full citation information is also required at the end of the paper. For more information on humanities or social sciences citation manuals see: <http://libweb.uoregon.edu/guides/citing/index.html>

When paraphrasing another author, the writer must:

- Use words or have a sentence structure different from the original work, while maintaining the gist of the original author's idea. Paraphrasing or summarizing doesn't mean just changing a couple of words from the original work.
- Acknowledge the source through in-text citations immediately following the paraphrase.

### **Equity and Inclusion Statement**

As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in discussing issues of the allocation of resources and services within communities, how revenue sources impact socioeconomic differently, and who is included in decisions about revenues and expenditures within communities. Capital budgeting raises questions about intergenerational equity in who pays for facilities with long lifespans. Topics related to economic development raise questions about who benefits and who loses when communities choose different types of economic development strategies.

### **Inclusion Statement**

The College of Design is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head.

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### **Sustainable City Year Program and Policy Lab**

The Sustainable City Year Program (SCYP), a program through the University of Oregon Sustainable Cities Institute (SCI) links the students of the University of Oregon with an Oregon city or public agency for an entire academic year. For the 2019-2020 academic year, the University of Oregon is partnering with **Lane Transit District**.

Each year, the partner receives assistance with their sustainability goals through the work of student classes across the University. In a typical year, **400+ students** from **10-12 disciplines** across **15-25 classes** might work on **20-30 partner-directed projects**, devoting **50,000+ hours of work to helping a local entity** transition to a more sustainable future.

Now in its tenth year, SCYP is working with Lane Transit District to assist them in reaching their sustainability goals while transforming higher education into an arena where students can learn through real-life problem solving. Students in the class will be expected to turn in high quality, professional-level work. You will work closely with Lane Transit District and local government staff, as well as engage community members, elected officials, and at times, local media. At the end of the term, you will present your work to Lane Transit District and engaged cities within their district. This may take the form of a poster presentation and/or a report.

For interested students, there is an opportunity at the end of the term to work for SCI as a paid report writer and to compile the work of the class into a single, final report to be given to Lane Transit District. Class instructors will recommend a student report writer – please reach out to them if you are interested in this position.

Students will be given the opportunity to visit Lane Transit District and the cities they serve. Should students desire to take multiple site visits, SCI can help arrange meetings with Lane Transit District and/or city staff and may also be able to reimburse students for transportation costs. We also recommend that students post their work on social media and blogs (#ducksonthebus)

The University of Oregon Libraries has prepared a research guide for SCYP students. To access resources, data, maps, and other information about Lane Transit District and their partner cities, please visit: <https://researchguides.uoregon.edu/SCY-LTD>. If you have any further questions, please contact SCYP Director, Megan Banks, at [mbanks@uoregon.edu](mailto:mbanks@uoregon.edu), (541) 346-6395 or Katie Fields, Program Associate, [kfields7@uoregon.edu](mailto:kfields7@uoregon.edu), (541) 346-3582

### **Policy Lab**

The Oregon Policy Lab is a partnership between Lane County and the University of Oregon that began in early 2018. This unique partnership represents a significant undertaking in local government policy research mechanisms. The Policy Lab seeks to leverage the immense talent of the students and faculty of the University of Oregon to provide Lane County decision-makers with the tools to assess and address complex policy challenges while providing valuable real-world experience for students and research opportunities for faculty. This class is partnering with the **Parks Division in Lane County**.

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Schedule of Readings and Assignments

	Date	Topic, Readings, Reference Jurisdiction	Deadlines/ Course Discussion
Week 1	1-Oct	<b>Syllabus; Framework for Public Budgeting</b>	
		<i>Textbook: Bland ch 1</i>	Background Survey by October 6: <a href="https://forms.gle/z1tfoci7tk7KGGAG9">https://forms.gle/z1tfoci7tk7KGGAG9</a>
	3-Oct	<b>The Context of Local Government Finance; Structure and Function of Governments; Overview of Budget Process and Fiscal Provisions</b> <i>Textbook: Bland ch 1</i> <i>Reference Jurisdiction: See Municode or LexisNexis for governing code or statutes; examine budgeting process</i>	
Week 2	8-Oct	<b>Revenue Choices</b> <i>Textbook: Bland ch 2</i> <i>Reference Jurisdiction: See Operating Budget: What are primary revenue categories? See governing statutes: what are legal revenue choices?</i>	Group Discussion on Revenue Sources
		10-Oct	<b>Special Districts, LTD class visit, SCYP Kickoff</b> <i>Watch John Oliver on Special Districts</i> <a href="https://www.youtube.com/watch?v=3saU5racsGE">https://www.youtube.com/watch?v=3saU5racsGE</a>
Week 3	15-Oct	<b>Property Tax</b> <i>Textbook: Bland ch 3</i> <i>Reference Jurisdiction: Property Tax Assessment System (see County Assessor's Office website)</i>	
		17-Oct	<b>Consumption and Income Tax</b> <i>Textbook: Bland ch 4</i> <i>Reference Jurisdiction: See operating budget: Does jurisdiction use local option consumption (sales) or income taxes?</i>
Week 4	22-Oct	<b>Non-Tax Revenue Sources: Service Charges &amp; Impact Fees</b> <i>Textbook: Bland ch 5</i> <i>Canvas: Duncan &amp; Associates, "National Impact Fee Survey;" Ross &amp; Thorpe: "Impact Fee: A Practical Guide."</i> <i>Reference Jurisdiction: See operating budget: what portion of revenue is derived from service charges; Impact Fees; Service Development Charges</i>	Group Discussion on Service Charges and Impact Fees
		24-Oct	<b>Group Project Work Session (No Class)</b>
Week 5		29-Oct	<b>Quiz #1/ Work Session</b>
	31-Oct	<b>Basics of Budgeting &amp; Budget Preparation</b> <i>Textbook: Bland ch. 7 &amp; 8</i> <i>Reference Jurisdiction: Budget Process (see Operating Budget and/or website)</i>	
Week 6	5-Nov	<b>Budget Preparation &amp; Budget Implementation and Accounting</b> <i>Textbook: Bland ch. 9 and 10</i> <i>Reference Jurisdiction: Budget Process (see Operating Budget and/or website); Fiscal Policy</i>	
		7-Nov	<b>QUIZ #2 / Work Session</b>

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	<b>Date</b>	<b>Topic, Readings, Reference Jurisdiction</b>	<b>Deadlines/ Course Discussion</b>
Week 7	12- Nov	<b>Economic Development</b>	<i>Group Discussion on Economic Development</i>
		<i>Textbook: Bland ch. 6</i>	
		<i>Reference Jurisdiction: economic development goals and strategies; What are the special districts present in your jurisdictions? Does your jurisdiction have a Business Improvement District or Parks District?</i>	
	14- Nov	<b>Capital Budgeting</b>	<i>Group Discussion on Capital Budgeting ; Assignment 2 due November 15 at 11:59 pm</i>
<i>Textbook Readings: Bland ch. 11;</i>			
<i>Canvas: Vogt(Capital Budgeting) ch. 5-6</i>			
Week 8	19- Nov	<b>Infrastructure Finance</b>	
		<i>Canvas: Vogt(Capital Budgeting) ch. 5-6</i>	
		<i>Reference Jurisdiction: Capital Budget; Capital Improvement Program</i>	
	21- Nov	<b>Debt and Bonds</b>	<i>Group Discussion on Debt and Bonds; Group Project Draft due November 22 at 11:59 PM</i>
		<i>Canvas: Vogt(Capital Budgeting) ch 7-8</i>	
		<i>Reference Jurisdiction: Debt Policy; Bonding authority and debt capacity/ratios; List of active bonds; Bond rating</i>	
Week 9	26- Nov	<b>Quiz #3 / Work Session</b>	<b>Quiz #3</b>
	28- Nov	<b>No class. Thanksgiving Break</b>	
Week 10	3-Dec	<b>Course Wrap Up</b>	
	5-Dec	<b>Final Group Presentations</b>	<b>Oral Presentations</b>
<b>Week 11</b>		<b>Final Project Due Wednesday, December 11 at 2:30 PM</b>	



## **Professional Writing**

Writing is a very important skill for public administration and planning. It is one of the most common forms of communication and employers always emphasize that they want people who can communicate effectively.

## **Writing Resources**

**Writing book:** Consult *The Elements of Style* by William Strunk (reprinted numerous times), which is available on line (<http://www.bartleby.com/141/>). In particular, it is always helpful to review his section on “The Elementary Rules of Composition.”

**Research help:** The Knight Library is a good place to start for research. In addition to reference librarians, they have on line databases that allow you to search a topic across thousands of journals at once. Go to the library web page, search for “articles” and search across all fields or search by a subject such as planning. You can also search through sites like Google Scholar to find information from a range of sources. If you access the site through a university server (or use VPN) you will be able to access far more articles than if you search from your home computer.

## **Writing Criteria**

The UO PPPM faculty emphasize some common criteria for all written assignments and material. These criteria can also affect your content, because your good work may not be clearly communicated. The matrix below will be used to evaluate writing for all assignments. Be sure to also review the specific content criteria for each assignment. (See pg. 11)

## **General Writing Guidance (Adapted from Maryland School of Public Policy Writing Criteria)**

- **Structure:** You should always have some sort of introduction (background, context) and some sort of conclusion (executive summary, findings, recommendation, etc.)
  - Your conclusion may appear on the first page, but you should still illustrate some attempt to synthesize information
  - Distinguish among information, findings, conclusions and recommendations. Information transmits facts or other matters useful to the reader. Findings summarize salient facts. Conclusions interpret the facts. Recommendations suggest what to do about them. Recommendations should be specific and implementable. They should describe players, timing and the result being sought. Avoid expressions of personal opinion not based on factual analysis.
- **Conciseness is important:** Simplify word choice and sentence structure. Make your point only once. Eliminate compound subjects, verbs, objects, and modifiers, e.g., “determination and perseverance,” “convincing and persuasive.”
- **Audience is important:** The readers *are* the audience, so write to their perspective. The audience may only be the instructor, but sometimes students are told to write for other readers. Keep in mind that a written document may find unanticipated audiences, so choose wording carefully.
- **Person and voice:** you should use third person and active voice. Passive voice can be useful in some situations, but it may be insufficiently precise.
- **Tone:** A document should be objective and professional. It should not be aggressive, preachy or “know it all.” A “red flag” is a term which can incite undue emotion in the reader, so search for red flags. Avoid expressions which reflect opinion. Don’t use, “I feel,” “I think” or “I believe.” Orient your writing to the expectations of the reader.
- **References and Citations:** Many approaches to citations are acceptable. Footnotes can be used. Bibliographical references inserted in the text in parenthesis after the quotation also work. Whatever method you adopt, the reader must be able to access the reference from the information provided.
  - Paraphrased ideas can be cited without quotation marks, but must be sourced. Any two or more consecutive words taken from a source should be put in quotes. Use the author’s name in the sentence leading up to the quote, in a footnote or parenthetical citation. Avoid plagiarism; give attribution when using someone else’s words or ideas.
  - Plagiarism is easy to identify electronically.
  - In the text, book titles are normally underlined and articles are referred to in quotation marks.
  - Be sure the source is credible. Do not use Wikipedia for that purpose.

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- *Proofread, proofread, proofread.* Allow time for editing. I recommend reading your document out loud to expose awkward wording like run-on or choppy sentences.

### Formatting

- Memos should be single-spaced; research papers and reports should be double-spaced
- Content matters more than a flashy template (but templates in Word are appropriate)
- Always include page numbers
- Use consistent significant figures (and 4 decimal places are not necessary)
- Headings and subheadings are very helpful
  - When a major new section begins, e.g., “Section 2: Methodology,” a lead paragraph should state what the section is going to do, why that is relevant, and how the section is organized. Sub-headers do not need lead paragraphs.
  - Headers help the reader scan the document. Styles should be consistent in descending order of importance. Never end a page with a free-standing header
- Tables, charts, maps and other images should be boxed. They are usually separately labeled and numbered, but it is permissible to call all the images “exhibits” and use a single numbering system. Titles are normally centered above the boxed image with a double space between them and the box. Keep images large enough to read easily. If necessary, put them on the page after their text reference. They must be introduced in the text before they are displayed.
- Do not divide any exhibit between two pages unless it is longer than a page. If it is longer than a page, the row which explains the content of the columns should be reiterated on the second page.
- Tables and figures should have captions and sources and should be clean and legible. If copying and pasting figures looks fuzzy, then re-create the table or figure.
- Be consistent with the format for images. Don’t use titles inside the box for some exhibits and titles above the box for others. Text is usually left justified; numbers should be right justified. Sometimes the column or row titles are centered and/or bolded. Put the source below the boxed image on the left single spaced. Images should not be separated from their titles. Titles separated from their images and headers left at the bottom of the page are called “widows.”

### Common Grammatical Mistakes

Proofreading. The last phase of editing is proofreading. This can be done in stages. Look for and delete every unnecessary word. Check for your personal weaknesses such as switching tenses, failing to achieve verb agreement or improperly using capitalization. Look for mistakes in spelling and grammar. Do not rely on grammar or spell check alone, although the Find and Replace function will locate and remove double periods and other easy to miss errors. Such errors may seem minor, but they detract from the message and undermine credibility. Some common errors are:

1. Using singular verbs with collective nouns, e.g., “The company is opposed to immigration reform. It does (NOT they do) not want to lose American jobs to illegal immigrants.”
2. Improperly selecting a pronoun as an antecedent, e.g., using “it” as a subject, even though the antecedent is not established in the previous sentence. (It would be improper to say, “The world is getting hotter and dryer. It needs to change.” – Is it the climate or the world that needs to be changed?)
3. Using “they” for a singular person when gender is known. It is OK to use “they” or “one” if gender is unknown.
4. Failing to write out the numbers one through nine – only 10 and above are numeric;
5. Beginning a sentence with a number or an acronym rather than spelling it out;
6. Failing to ensure agreement between the subject and verb so that a singular subject gets a singular verb and a plural subject gets a plural verb;
7. Using tenses inconsistently, i.e. moving from present to past or future tense with no obvious rationale. Stay in the present tense unless referring to a specific past or future situation.
8. Choosing prepositions incorrectly, e.g. use “between” for a comparison between two things and “among” for three or more (When in doubt, consult a dictionary.); and
9. Neglecting parallelism, i.e., when doing a numbered or bulleted list, use the same grammatical construct throughout, so, for example, if the first bullet leads with a verb, a noun or a sentence, all subsequent bullets should be structured the same way.

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Grading Rubric Example (will vary by specific assignment)

Criteria	Unacceptable professional quality	Minimally acceptable professional quality	Adequate professional quality	Very good professional quality	Highest professional quality
<b>EVALUATION</b>					
<b>Addressing each portion of assignment</b> <ul style="list-style-type: none"> <li>Will vary</li> </ul>					
<b>Providing adequate justification</b> <ul style="list-style-type: none"> <li>Use of literature to present issues and arguments</li> <li>Development of a coherent argument or reasoned position</li> <li>Exhibition of higher-level thinking, synthesis and argumentation</li> </ul>					
<b>Writing (see below)</b> <ul style="list-style-type: none"> <li>Clearly structured and organized</li> <li>Professional tone</li> <li>Grammar, referencing &amp; presentation</li> </ul>					

<b>WRITING: Detailed Feedback</b>	Weaknesses or Deficiencies
<b>Logical structure:</b> <i>Can your reader follow presentation of information?</i> <ul style="list-style-type: none"> <li>Introductory section to orient the reader to the purpose of the document</li> <li>Clear sequence of sections: logical order for writing task</li> <li>Clear structure to sections</li> <li>Uses subheadings effectively—reader can easily find key information</li> <li>Uses paragraphs to support structure</li> <li>Clear topic sentences</li> <li>Links between paragraphs</li> <li>Links within sections</li> </ul>	
<b>Professional approach:</b> <i>May not apply for each assignment.</i> <ul style="list-style-type: none"> <li>Objective paper avoids bias and prejudice</li> <li>Assertions supported by evidence (references, clear information, citations) and not just opinion</li> <li>Uses a range of high quality sources</li> <li>Appropriate use of active and passive voice</li> <li>Awareness of audience: avoids slang, jargon and informal language</li> <li>Coherence</li> </ul>	
<b>Grammar:</b> <i>Errors can raise questions about sloppiness</i> <ul style="list-style-type: none"> <li>Noun verb agreement</li> <li>Correct use of tense</li> <li>Complete sentences</li> <li>Appropriate punctuation</li> <li>No run on sentences</li> <li>No spelling errors or typos</li> <li>Other grammar issues</li> </ul>	
<b>Referencing:</b> <i>Provide support for assertions in accepted referencing style.</i> <ul style="list-style-type: none"> <li>In text references (author date, page) or footnotes</li> <li>Reference list (or footnotes) using proper citation format</li> </ul>	
<b>Professional Presentation</b> <ul style="list-style-type: none"> <li>Don't overuse bullets</li> <li>Professional format (page #s, clear print + graphics)</li> <li>Free of handwritten edits</li> <li>Use graphics to support text, but not replace it</li> <li>Proofreading</li> </ul>	

# Sample Memo

**To:** Decision maker  
**From:** Your name  
**Date:** Today's date  
**Re:** Use this space to summarize your topic in 3-7 words

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## Overview [you should change this heading as appropriate]

Use a section like this to explain the purpose of the memo and give an overview of the document. You may offer a brief preview of your conclusions or recommendations. For example:

*This memo summarizes some of the strategies for organizing a professional memo. In the following sections...*

## Context / Background [you should change this heading as appropriate]

Use a section like this to set the context or give the background for your audience. You may need to remind them of the task, background or how it relates to decisions they have to make. For example:

*At its June meeting, the UO Board of Trustees requested that the UO prepare a climate action plan. In response, the President appointed a Climate Action Team, and this memo summarizes its progress...and so forth*

## Information / Body [you should change this heading as appropriate]

Present your information here and organize your main section while following these basic rules:

- Keep it simple stupid (KISS): summarize the key points and highlights
- Your document should have a clear logic flow with well-connected points and themes
- If this section is long, use sub-headings
- Use paragraphs with a clear topic sentence for your main themes
- Use bullets and numbering when you are presenting lists (don't replace paragraphs with bullets)
- Use charts or graphs if they do a better job of presenting complex information

## Findings / Conclusions / Recommendations/ Action Items [you should change this heading as appropriate]

This will vary a lot depending on the purpose, audience, and the task assigned to the memo writer. Memos are usually not opinion or advocacy documents, but rather findings based on supporting evidence.

No: Can you imagine a world where Oregon rivers are parched and the forests are burning...

No: I think climate change is really important so the university should...

Yes: Based on the information I have gathered, the major sources of university emissions are...

Yes: The climate action team is recommending several policy options for the university to consider...

## References

Use a standard reference system in your memo—either the author/date system (Daniels and Daniels 2003, 2-3) or a footnote system<sup>1</sup>. Include a reference list –OR–footnotes. Examples of both are listed below:

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<sup>1</sup> Daniels and Daniels. 2003. Environmental Planning Handbook. Chicago, IL: American Planning Association Press, pp. 2-3.

**Assessment**  
**Participation & Attendance**  
**(10% of course grade)**

**1. Participation**

- Discussing content and implications of readings in class
- Discussing current events from your reference jurisdiction at the beginning of class
- Offering examples from reference jurisdiction in class related to class topic (as described in schedule of readings and assignments)
- Participating in scheduled small group discussions on class topics.
- Asking questions inside and outside of class
- Posting discussion topics, images and links to Canvas
- Responding to discussion topics raised in class or on Canvas
- Emailing or stopping by office hours to discuss class topics

**2. Attendance**

- Allowed two unexcused absences per term
- One point deducted from final grade for any unexcused absences beyond two

## Individual Assignment 1: Fiscal Provisions Research Assignment

This assignment is designed to ensure all students are familiar with accessing and gleaning information from local budgets and city codes/charters via web research. It is also designed to assess students' ability to present critical fiscal information succinctly.

Assume you are a budget analyst working in Eugene, Springfield, or Lane County and your Director has asked you to research how another local government approaches budgeting (covering the seven items listed below) and describe whether the budget document seems comprehensive and accessible to citizens. You will use your reference jurisdiction to complete this assignment.

The product should be an informational memorandum to me and be no more than eight pages (single-spaced) in length (including graphics and tables but excluding appendices). The memorandum should describe the fiscal provisions of the city and state of your reference jurisdiction as described in that government's constitution, code or charter. Some of the required information may also be found in the budget documents of the jurisdiction. In describing their jurisdictions' provisions, students are expected to make comparisons with Eugene, Springfield, or Lane County. If your reference jurisdiction is in Oregon, you should focus on how your city interprets Oregon statutes differently. If your reference jurisdiction is outside of Oregon, you should focus on how state budgeting requirements differ in Oregon and your state.

At minimum, the paper should explain:

1. How often each budget is promulgated and the approval calendar;
2. The operating budget process;
3. The major sources of funding (revenues) for the operating budget and the proportion of the operating budget each source supports;
4. The major categories of expenditures (or requirements) within the budget;
5. Financial policies;
6. Rules governing bond issuance and the payment of debt service;
7. Capital budgeting process: how are capital expenditures defined? Who prepares the budget? What are the revenues and how do they differ from operating revenues? How are the capital and operating budgets integrated?

Compare and contrast the budgets in your reference jurisdiction and Eugene, Springfield, or Lane County and offer your assessment of whether the budget document for your reference jurisdiction seems comprehensive and accessible to citizens. What seems to be missing from the document? What could your city learn from your reference jurisdiction?

You may include other information they find interesting and informative as space permits.

**ASSIGNMENT DUE WEDNESDAY, OCTOBER 23 BY 11:59 PM ON CANVAS**

**20% OF COURSE GRADE**

## Individual Assignment 2: Case Study

This assignment is designed to give you an opportunity to evaluate how parks departments or transit agencies and special districts work in other jurisdictions. This assignment will generate for your SCYP project but will be completed individually. Each team member's case studies will be included in the final group paper. You can choose to profile a parks department within a city, a transit agency, or a special district. In order to learn how a specific agency/district works, you will be asked to study the enabling statutes of a parks district in Oregon or a transit agency (if relevant) and describe the revenues and expenditures of the parks and recreation department, transit agency, or parks and recreation or transit special district.

Lane County and LTD want to know how other cities fund parks and recreation activities or transit capital and operations. The organizations provided some example jurisdictions to use. You can use these examples or search the web for your own examples. Please work with your teammates to ensure that you're not looking at the same city or district. I encourage you to use your reference jurisdiction.

This list of comparators was provided by staff:

Transit agencies (capital): Portland (PBOT/TriMet); San Francisco Metro Transit Authority); Denver Regional Transportation District; Charlotte Area Transit System *[See further details on Canvas]*

Transit agencies (operating): Delaware Transit Corporation (Dover, DE); Anchorage Public Transportation Department; Greater Cleveland Transit Authority; Greater Bridgeport Transit Authority *[See further details on Canvas]*

County parks: Linn, Douglas, Josephine, Jackson, Clackamas, & Tillamook

You are asked to report and gather the following information in a 3-5 page memo (single space, text portion):

- (If applicable) Enabling statutes for Parks and Recreation District or Transit Agency in Oregon Revised Statutes
- Briefly describe the community where the parks department, transit agency, or special district is located
- Describe the geographic extent of services, using maps as available.
- Explain the governing structure for the department or district
- (In applicable) describe how the department submits budget requests.
- Describe the revenue sources, rates and total budget for the department or district
  - Make note of the amount and share provided through private sources.
- Describe any bonds or capital projects in the department or district
- Describe the key categories of expenditure for the department or district

In addition to describing the above information, you will offer a brief assessment of how what you learned in this case study might be useful for LTD or Lane County as you work on your group project. What practices should LTD or Lane County emulate? What should they avoid?

**ASSIGNMENT DUE NOVEMBER 15 ON CANVAS**

**10% OF COURSE GRADE**

## SUGGESTED REFERENCE JURISDICTIONS

- San Francisco
- Portland
- Denver
- Charlotte
- Cleveland
- Dover, DE
- Anchorage
- Bridgeport
- Cities in the Denver region
- Cities in the San Francisco region
- Cities in the Portland region
- Multnomah County
- Clackamas County
- Washington County
- Linn County
- Douglas County
- Josephine County
- Jackson County
- Tillamook County
- Roseburg, Oregon
- Albany, Oregon
- Medford, Oregon
- Ashland, Oregon
- Tillamook, Oregon
- Grants Pass, Oregon



**PPPM 629 – Fall 2019**  
**GROUP PROJECT DESCRIPTION**

In this assignment, you will work on real projects for Lane County and LTD under the Sustainable City Year Program (SCYP) and Policy Lab. You will be asked to come up with revenue sources, tax rates, and potential funding packages, then make recommendations to the organization. Based on interests, background and experience (information gathered on Google Docs Survey), students will be assigned to 3-4 person teams to work on two different projects. I will assign groups at the end of Week 1.

The three projects are:

- Lane Transit District: Operations Strategy
- Lane Transit District: Capital Financing Strategy
- Lane County Parks: Deferred Maintenance

Detailed descriptions of each project are below. Your final group memo will also include components from assignment 2 in describing case studies of special districts from other jurisdictions. Your team will be asked to produce a 7-10 page memo (not including appendices) to summarize recommendations for staff. You will present your recommendations Week 10.

**DRAFT OUTLINE DUE OCTOBER 24**

**DRAFT MEMO DUE NOVEMBER 22 (2.5%)**

**[TENTATIVE] PRESENTATION DECEMBER 5 (10%)**

**FINAL MEMO DUE DECEMBER 11 (17.5%)**

**PEER EVALUATIONS DUE DECEMBER 12**

**TOTAL: 30% OF COURSE GRADE**

## PPPM 629 – Fall 2019

### 1. Lane Transit District Capital Financing Strategy

Lane Transit District (LTD) provides more than 10 million trips per year on its buses and EmX Bus Rapid Transit line in Lane County, Oregon. Encompassing the Eugene-Springfield metro area, LTD is a special district of the state of Oregon and led by a seven-member board of directors appointed by Oregon's Governor. LTD also operates RideSource, a paratransit service for people with disabilities, and numerous transportation options programs to promote sustainable travel county-wide, and Point2Point, an initiative that provides community members with the necessary information and resources to assist them in identifying opportunities to drive less by discovering transportation choices that meet their individual lifestyles.

The City of Eugene and LTD are working with regional partners and the community to determine what investments will be needed on some of Eugene's most important transportation corridors for people using transit, as well as biking, walking and using mobility devices. These corridors include: Highway 99, River Road, 30<sup>th</sup> Avenue to LCC, Coburg Road and Martin Luther King, Jr. Boulevard. As part of the MovingAhead project, the LTD Board of Directors and Eugene City Council will select a preferred package of transit, walking and biking investments along these corridors that can be funded and built in next 5 to 10 years. MovingAhead builds upon transportation and land use plans including *Envision Eugene*, LTD's *Long-Range Transit Plan*, Eugene's *2035 Transportation System Plan*, and the *Central Lane Metropolitan Planning Organization's Transportation Plan*. [www.movingahead.org](http://www.movingahead.org)

LTD will need to raise \$275 million to fund the capital components of Moving Ahead, which could include: reconstruction of roadway elements, new and/or enhanced signal and intersection improvements, pedestrian amenities, bicycle amenities, bus stop/stations facilities, and pedestrian crossing (mid-block). This project would also involve the possible acquisition of right-of-way, possible relocation of utilities and the purchase of additional transit vehicles, as well as professional services to design and construct the project.

The purpose of this project determine the funding sources and capital financing strategy to provide for these needs. Students are asked to evaluate financial yield with potential funding options and evaluate whether revenue sources are equitable, neutral, efficient, and productive. Students are also asked to develop a capital financing strategy for the department. LTD is interested in traditional and novel approaches to funding. Grants are not a tenable option.

This project includes elements related to:

- Capital Improvement Programming
- Capital Financing
- Revenue generation
- User Fees
- Debt and Bonds
- Public Private Partnerships
- Special Districts

#### Final Memo Components

- Case Studies of Transit Agencies (from Assignment 2)
- Potential funding strategies
  - Select at least three packages, which should include a variety of funding options
  - Evaluate potential yield
  - Evaluate funding strategies based on whether revenue sources are equitable, neutral, efficient and productive
- Offer recommended capital financing strategy based on evaluation.

## 2. Lane Transit District Operations Strategy

Lane Transit District (LTD) provides more than 10 million trips per year on its buses and EmX Bus Rapid Transit line in Lane County, Oregon. Encompassing the Eugene-Springfield metro area, LTD is a special district of the state of Oregon and led by a seven-member board of directors appointed by Oregon's Governor. LTD also operates RideSource, a paratransit service for people with disabilities, and numerous transportation options programs to promote sustainable travel county-wide, and Point2Point, an initiative that provides community members with the necessary information and resources to assist them in identifying opportunities to drive less by discovering transportation choices that meet their individual lifestyles.

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To support the increase in transit services contemplated as part of MovingAhead, LTD will need to generate an additional \$4.3 million in operating revenues for system-wide operations and maintenance. The existing system-wide O&M (without this project) was \$40.8M in 2016 and is expected to grow to \$52.8M by 2035.

The purpose of this project determine revenue sources for operations needs. Students are asked to evaluate financial yield with potential revenue options and evaluate whether revenue sources are equitable, neutral, efficient and productive.

This project includes elements related to:

- Operating budgets
- Revenue generation
- User Fees
- Budget preparation
- Balancing expenditures and revenues
- Public private partnerships
- Special Districts

### Final Memo Components

- Case Studies of transit agencies (from Assignment 2)
- Potential funding strategies
  - Select at least 3 packages, which should include a variety of funding options
  - Evaluate potential yield of revenue sources
  - Provide recommendation for tax rate and revenue sources
  - Evaluate funding strategies based on whether revenue sources are equitable, neutral, efficient and productive
- Offer recommended operations strategy with revenue sources and expenditures:

### 3) Lane County Parks Deferred Maintenance

Lane County Parks provides parks and recreation services to the county. The county has 69 parks and open spaces covering 4,400 acres. The division does not receive any General Fund support and operates primarily on user fees, registration fees, and special sales taxes (transient lodging and car rental). The division current has an estimated backlog of \$20 million. Your task is to raise funds to address this maintenance backlog to address this issues and provide suggestions for sustainable long-term maintenance funding for the division.

The purpose of this project is to determine the funding sources to provide for these needs over the next XX years. Students are asked to evaluate financial yield with potential funding options and evaluate whether revenue sources are equitable, neutral, efficient and productive. Students are also asked to develop a capital financing strategy for the department. The district is interested in traditional and novel approaches to financing including XXXX. Grants and property-tax backed bonds are not a tenable option.

This project includes elements related to:

- Capital Improvement Programming
- Capital Financing
- Revenue generation
- User Fees
- Debt and Bonds
- Public Private Partnerships
- Special Districts

#### Final Memo Components

- Case Studies of Parks Departments or Special Districts (from Assignment 2)
- Potential funding strategies
  - Select at least three packages, which should include a variety of funding options
  - Evaluate potential yield
  - Evaluate funding strategies based on whether revenue sources are equitable, neutral, efficient and productive
- Offer recommended funding sources based on evaluation.