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# PPPA 6005: Public Budgeting, Revenue, and Expenditure Analysis CRN 72977

## Syllabus - PPPA 6005

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Summer 2024

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Room 371 Rome Hall, 801 22<sup>nd</sup>  
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6:10 - 8:20 PM, T-Th, July 2-  
Aug. 10

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### Course Description

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This course provides an introduction to public budgeting and finance, focusing on the intricacies of the federal budget process and federal budget policy. How are decisions made about what resource decisions will be made by governments, and which left to private actors? How are decisions made about how much the government will collect in taxes and how much of current spending will be paid for by borrowing? How does the government decide how much to spend on one policy function or objective or another? How are decisions on resources presented to policy makers?

We will start with the institutional context for public budgeting and basic budget concepts. Then, we will review the budget process from its start in the executive through legislative review and enactment, execution of the enacted budget. We will look at the uses of evidence and analysis to inform budget and revenue choices. The main focus is budget process in the United States, but these are placed in both historical and international context.

### Course Goals

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By the end of this course, you will be able to:

- Know more about the budget process than 95 percent of the people who work for the federal government, as evidenced by:
  - Ability to use and apply basic budget concepts such as budget authority, outlays, obligations, revenues, tax expenditures, the deficit, and debt
  - Ability to describe the elements of the annual budget process and the processes used to develop the executive budget and to enact the budget

- Ability to analyze and present options for decision, showing the budget effects and performance implications of alternatives to address a policy issue or objective
- Effectively communicate - both orally and in writing - your analysis to policy officials, as evidenced by:
  - Written presentation of a budget issue in the form of a Director's Review paper presenting an issue for decision
  - Oral summary presentation of findings of a budget issue analysis
- Critically analyze the budget processes, as evidenced by:
  - Ability to describe the strengths and weaknesses of the current budget process
  - Assessment of a range of potential budget process reforms in relation to such performance measures as sustainability of current spending and revenue policies and
  - Application of evidence about cost and performance to the setting of budget priorities.

## Required Readings

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Lee, Johnson, and Joyce, **Public Budgeting Systems**, 10th Edition (Jones & Bartlett Learning, 2021) (Available at Bookstore). A number of required supplemental readings will be available on Blackboard or at links included in the syllabus.

## Methods of Instruction

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- *Guest Appearances:* These presentations and exchanges will complement the course's series of seminars.
- *Readings & Additional Media:* Each week, there is a list of required course readings and additional media.
- *Written Assignments:* One major written assignment, a 'Director's Review' presentation on a budget issue for decision, will provide you an opportunity to practice budgetary analysis and help develop the critical skill of communicating essential information backed by credible analysis in the shortest possible space and most succinctly to busy policy officials. You will also have an opportunity to distill your policy paper's central message further in a final oral

presentation. These are skills practitioners continue to develop and practice throughout their careers in and around public administration. Note this classic quote:

*To do our work, we all have to read a mass of papers. Nearly all of them are too long. This wastes time, while energy has to be spent in looking for the essential points. I ask my colleagues and their staffs to see to it that their Reports are shorter . . . [and] the saving of time will be great, while the discipline of setting out the real points concisely will prove an aid to clearer thinking.* Prime Minister Winston Churchill, “Brevity: Memorandum by the Prime Minister,” August 9, 1940.

See Blackboard for the specific instructions for each written assignment. The grading breakdown can be found below.

## Grading

Five components will determine your final grade for the course. The major policy paper (which will include two drafts plus an executive summary) will also be presented orally in the last class session. The specific requirements for the policy paper are included in an attachment to this syllabus and can also be found in Blackboard. Instructions for the Policy Paper will be provided in class, with a template for an optional ‘director’s review issue’ version of this assignment provided on Blackboard. Instructions for the issue brief on an assigned topic can be found at the end of this syllabus. Participation in class discussions will not be graded, but it could serve as a tiebreaker in awarding a final grade.

To determine your final grade, the course requirements will be weighted as follows:

<i>Assignment Type</i>	<i>Point Value Per Assignment</i>	<i>Number of Assignments</i>	<i>Total Percent of Final Grade</i>
First Draft of Director’s Review paper July 25 <sup>th</sup>			25%
Interim Quiz - budget process and concepts			15%
Final Draft of Policy Director’s Review August 8 <sup>th</sup>			30%
Oral Presentation of Policy Paper August 8 <sup>th</sup>			15%
Class participation			15%

*Total Percent: 100%*

The course will be conducted in accordance with school policies, which cover issues such as late assignments, incompletes, necessary academic accommodations, and attendance.

Please note that this syllabus is intended as a guide to the course for the student. Sound educational practice requires flexibility and the instructor may, with appropriate notice, change content and requirements at any time during the semester.

The grading scale below, based on percent, determines your final letter grade.

100 - 93: A	92 - 90: A-	89 - 88: B+
87 - 83: B	82 - 80: B-	79 - 78: C+
77 - 73: C	72 - 70: C-	69 - 68: D+
67 - 63: D	62 - 60: D-	<60: F

## Course Schedule: Weeks at a Glance

Below is a general course outline and a list of the major due dates in this course. Detailed assignment instructions are posted in Blackboard. These due dates are subject to revision based on class progress.

### Tuesday, July 2nd -Course Overview and Introductions

- Lecture and discussion:
  - A Short History of Budgeting in the U.S.
  - Institutions and Budgeting
- Readings & Additional Media:
  - Lee, Johnson, and Joyce (LJJ), Chapters 1 & 2

### Tuesday July 9<sup>th</sup> - The Budget and the Economy: Fiscal and Monetary Policy

- Readings & Additional Media:
  - LJJ, Chapter 3
  - Kirkegaard, J.F. *The True Levels of Government and Social Expenditures in Advanced Economies*. March, 2015. <http://www.piie.com/publications/pb/pb15-4.pdf>
  - Video Interview with Paul O' Neill (at Fiscal Guardians page at GMU; <https://www.youtube.com/watch?v=ARYYbBtS7zU>)

## Thursday, July 11<sup>th</sup> - The Budget in Microcosm: Budget Terms and Definitions - Where Does the Money Come From and Where Does It Go?

- Readings & Additional Media:
  - Center for Budget and Policy Priorities, *Policy Basics: Introduction to the Federal Budget Process*, <http://www.cbpp.org/research/policy-basics-introduction-to-the-federal-budget-process>
  - LJJ, Chapters 3 & 4
- Lecture and discussion:
  - The Federal Budget Process Today
  - State Budget Processes
  - International Perspectives
- **Proposal for Director's Review topic due.**
- **Guest presenter** - Christopher Johns, DoE Deputy CFO and Chief Budget Officer - Johns' description of DoE's budget and internal budget process provides a sense of the complexity of budget development and intersection with policy for one major Department mostly funded through appropriations.

## Tuesday, July 16<sup>th</sup> - Budget Choices - Setting Priorities

- LJJ, Chapter 8
- CBO Baseline and Budget Outlook, February 2024, <https://www.nasbo.org/home>
- CBO, *Budgetary Effects of Major Laws Passed in Response to the 2020-2021 Coronavirus Epidemic*, September 2021, <https://www.cbo.gov/system/files/2021-09/57343-Pandemic.pdf>
- Lecture and discussion:
  - Setting Budget Priorities
  - Budget Baselines - Construction and Uses
- **Guest presenter** - Lauren Larson, former budget director for the State of Colorado and former OMB Treasury Branch Chief, currently a fellow at the Brookings Institution, discussing similarities and differences between budgeting at the State and Federal levels.

## Thursday, July 18<sup>th</sup> - Budget Preparation - The Annual Budget Cycle

- **Interim Quiz - in class; multiple choice - basic budget concepts and process**
- Readings & Additional Media:

- LJJ, Chapter 4
  - Leloup and Moreland, “Agency Strategies and Executive Review: The Hidden Politics of Budgeting,” *Public Administration Review* 38:3, pp. 232-239.
  - Office of Management and Budget, Circular A-11, Sections 10, 25, 51, 80, 200, <https://www.whitehouse.gov/wp-content/uploads/2018/06/a11.pdf>
  - Redburn, Dan Chenok, and Barry Clendenin, editors, *An Insider’s Guide to OMB*. <https://whitehousetransitionproject.org/wp-content/uploads/2020/07/WHTP2021-21-OMB-an-Insiders-Guide-1.pdf> , August 2020.
- Lecture and Discussion:
- The Office of Management and Budget
  - Budgeting in the States
  - Budget Development - The Annual Budget Cycle

## Tuesday, July 23<sup>rd</sup> - Revenues and Tax Expenditures; Credit and Investment

- Readings & Additional Media:
- LLJ, Chapters 5 and 6
  - D. Marron, “How Large are Tax Expenditures?: A 2012 Update,” [Tax Notes from the Tax Policy Center](#) (April 9, 2012).
- Lecture and discussion:
- Tax Expenditures
  - Budgeting for Investments
  - Credit and Insurance Programs
- Climate Change Investments Exercise (in class)

## Thursday, July 25<sup>th</sup> - Budget Review and Enactment - Role of the Legislature

- Readings & Additional Media:
- LJJ, Chapters 9 and 10
  - LeLoup, “Appropriation Politics in Congress: The House Appropriations Committee and the Executive Agencies,” *Public Budgeting and Finance* 4 (Winter 1984), 78-98.
  - Joyce, P. *The Costs of Budget Uncertainty* (IBM Center for the Business of Government—November 2012)
  - Point-Counterpoint on Congress vs. Executive budgeting - video at <https://www.youtube.com/watch?v=mZWaObH3qe0>

- Lecture and discussion:
  - Overview of Congress's Budget Process
  - Congress and the Budget
- **Guest presenter** – Susan Willie, a former senior analyst at the Congressional Budget Office and expert on the congressional budget process discusses how it really works these days and the role of budget scorekeepers.
  
- **First Draft of Director's Review Paper Due**

## Tuesday, July 30<sup>th</sup> – Budget Execution: Managing the Government's Finances

- Readings:
  - Redburn, *Opportunities for Management when Budgeting*, February 2024, <https://www.businessofgovernment.org/sites/default/files/Opportunities%20for%20Management%20When%20Budgeting.pdf>
  - Office of Management and Budget Circular A-11, Part 6 Executive Summary, [https://www.whitehouse.gov/wp-content/uploads/2018/06/part6\\_executive\\_summary.pdf](https://www.whitehouse.gov/wp-content/uploads/2018/06/part6_executive_summary.pdf)

## Thursday, August 1<sup>st</sup> - Budget Execution: Spending and Performance

- Readings & Additional Media:
  - LJJ, Chapter 11, pp. 241-266.
  - The President's FY 2025 Budget, "Delivering a High-Performance Government," *Analytical Perspectives*, March 2024, [https://www.whitehouse.gov/wp-content/uploads/2024/03/spec\\_fy2025.pdf](https://www.whitehouse.gov/wp-content/uploads/2024/03/spec_fy2025.pdf).
  - National Academy of Public Administration, *Improving Organizational Health and Performance in Government*. January 2019, [https://www.napawash.org/uploads/Strengthening\\_Organizational\\_Health\\_and\\_Performance\\_in\\_Government.pdf](https://www.napawash.org/uploads/Strengthening_Organizational_Health_and_Performance_in_Government.pdf).
  - OMB M-23-15 on "Measuring, Monitoring, and Improving Organizational Health and Organizational Performance . . .", April 13, 2023, <https://www.whitehouse.gov/wp-content/uploads/2023/04/M-23-15.pdf>
- **Guest presenter:** Lenora Stiles, Head, Office of Strategic Planning and Performance Improvement, U.S. Treasury - senior executive leading Treasury's strategic reviews and efforts to implement the GPRAMA and improve performance.

- Lecture and discussion:
  - Budgeting for Better Performance

## Tuesday, August 6<sup>th</sup> - Future of the Federal Budget; Stewardship and Reform

- Readings & Additional Media:
  - Redburn, F.S., "Budgeting for Existential Crisis: The Federal Government as Society's Guarantor," *Journal of Public Budgeting & Finance*, vol. 41, no. 3, fall 2021.
  - Peterson-Pew Commission on Budget Reform, "Tied to the Mast: Fiscal Rules and their Uses," [http://budgetreform.org/sites/default/files/fiscal\\_rules.pdf](http://budgetreform.org/sites/default/files/fiscal_rules.pdf).
  - Phil Joyce, *Establishing Norms and Institutions to Support a Multi-year Focus for the Congressional Budget Process*. National Budgeting Roundtable working paper, April 2016, <http://psc.gmu.edu/wp-content/uploads/New-Ideas-for-Federal-Budget-Working-Paper-No.-5.pdf>.
  - Reimagining the Federal Budget Process - a recorded panel discussion: <https://www.youtube.com/watch?v=ETeYUD0ync0&t=266s>
- Lecture and Discussion:
  - Reforming the Federal Budget Process
  - How to Budget Over a Long Horizon
- In Class: Committee for a Responsible Federal Budget, 'Stabilizing the Debt' Simulation

## Thursday, August 8<sup>th</sup> - Remaining Coursework, Presentations

- **Final Draft of Director's Review paper due August 8<sup>th</sup>**
- **Oral Presentation of Director's Review paper due August 8<sup>th</sup>**

## Policies & Support

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### The Syllabus

This syllabus is a guide to the course. Sound educational practice requires flexibility, and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

## Incompletes

A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit the website for the complete CCAS policy on incompletes. Please reach out to the instructor for how to request an incomplete.

## Submission of Written Work Products Outside the Classroom

It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically with the express permission of the instructor.

## Policy on Late Work

All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

## Academic Integrity

Academic Integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, or otherwise violate the Code of Academic Integrity. If you have questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact the Office of Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the university and may include a transcript notation. For more information refer to the SRR website (<https://studentconduct.gwu.edu/academic-integrity>), email [rights@gwu.edu](mailto:rights@gwu.edu), or call 202-994-6757.

## Changing Grades after Completion of the Course

No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

## Religious Holidays

In accordance with university policies, students should notify faculty during the first week of classes of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

## Diversity and Inclusion

Diversity is crucial to an educational institution's pursuit of excellence in learning, research, and service. In pursuit of these goals, a population of students, faculty, and staff with differing perspectives, backgrounds, talents, and needs can lead to a richer mix of ideas, energizing and enlightening debates, deeper commitments, and a host of educational, civic, and work outcomes. Leveraging diversity is rarely achieved by accident. As individuals and as an institution, we must act intentionally to create the diverse and inclusive community that helps everyone to flourish.

## Title IX

GW and its faculty are committed to creating a safe and open learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and support are available. GW strongly encourages all members of the community to take action, seek support, and report incidents of sexual harassment to the Title IX Office. You may contact the Title IX Office at 202-994-7434 or at [titleix@gwu.edu](mailto:titleix@gwu.edu) or learn more by visiting [titleix.gwu.edu](http://titleix.gwu.edu). Please be aware that faculty members are required to disclose information about suspected or alleged sexual harassment or other potential violations of the Title IX Sexual Harassment and Related Conduct Policy to the Title IX Office. If that Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Community members are not required to respond to this outreach. If you, or another student you know, wishes to speak to a confidential resource who does not have this reporting responsibility, please contact Counseling and Psychological Services through the Colonial Health Center 24/7 at 202-994-5300, or the Office of Advocacy and Support at 202-994-0443 or at [oas@gwu.edu](mailto:oas@gwu.edu).

## Academic support

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## Academic Commons

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[Academic Commons](#) is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit [go.gwu.edu/tutoring](https://go.gwu.edu/tutoring).

Visit [academiccommons.gwu.edu](https://academiccommons.gwu.edu) for study skills tips, finding help with research, and connecting with other campus resources. For questions email [academiccommons@gwu.edu](mailto:academiccommons@gwu.edu).

## GW Writing Center

GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at [gwu.mywconline](https://gwu.mywconline).

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## Support for students in and outside the classroom

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### Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at [disabilitysupport.gwu.edu](https://disabilitysupport.gwu.edu) to establish eligibility and to coordinate reasonable accommodations.

### Student Health Center 202-994-5300, 24/7

The Student Health Center (SHC) offers medical, counseling/psychological, and psychiatric services to GW students. More information about the SHC is available at [healthcenter.gwu.edu](https://healthcenter.gwu.edu). Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

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### Counseling and Psychological Services 202-994-5300

GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. [Healthcenter.gwu.edu/counseling-and-psychological-services](https://healthcenter.gwu.edu/counseling-and-psychological-services).

## GW Campus Emergency Information

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to [GW's Emergency Procedures guide](#).

### GW Alert

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to [alert.gwu.edu](http://alert.gwu.edu). Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at [safety.gwu.edu](http://safety.gwu.edu).

### Protective Actions

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at [safety.gwu.edu/gw-standard-emergency-statuses](http://safety.gwu.edu/gw-standard-emergency-statuses).

#### **Shelter**

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

#### **Action:**

- Follow safety guidance for the hazard.

#### **Evacuate**

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

#### **Action:**

- Evacuate to a designated location.
- Leave belongings behind.

- Follow additional instructions from first responders.

**Secure**

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

**Action:**

- Go inside and stay inside.
- Activities inside may continue.

**Lockdown**

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

**Action:**

- Locks, lights, out of sight
- Consider Run, Hide, Fight

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**[Attachments - Instructions for Director's Review paper and other resources - see below]**

## Director's Review - Public Policy and Administration 6005

### Instructions

Each student is required to complete a Director's Review decision paper. This is the major written assignment for the course. It must be between 5 and 7 pages (plus attached technical appendices, references, tables or figures totaling no more than 5 pages) in the mode of a Director's Review paper used at OMB and other budget offices as a basis for discussion and decision. The document presents a capsule concise analysis of a set of budget and 2 or more policy options supported by credible evidence from rigorous evaluations and other research, their estimated budget effects over a 3 to 5 year period and beyond, relative to the baseline for the relevant set of programs and revenue provisions, and a summary of their expected social benefits and costs. (See *Director's Review Issue Template* on Blackboard for format, which may be adapted as needed for your selected issue.)

Because many students in this course are preparing for or continuing careers as professional administrators or analysts, the model that will be used for this is that used to present major budget/policy choices at the highest levels in government. Your first draft will not be your final draft. Instead, I plan to give you substantial feedback and an opportunity to revise your draft. The first draft, which is due no later than July 25<sup>th</sup>, should be complete and as good as you can make it; after you receive my comments, you will address those and use the additional time to improve both the analysis and writing. You will also be asked to deliver the revised paper and present the Review for decision in the final class meeting on August 8<sup>th</sup>. At each stage of the process--the first draft and the final version--you will receive a grade. The grades will be weighted as described in the syllabus.

### Topics for the Review

You have wide latitude in the selection of a budget issue to be presented for decision. There are a wide variety of policy and resources questions for which analysis and options can be presented. I expect you submit a proposed paper topic by July 11<sup>th</sup>. I will provide you feedback on your topic within one week. The proposal should be viewed as a starting point; often students find that as they begin to research a budget question, other options or even a reformulation of the initial question occur to them. That is a natural part of the research and analysis process, and you should feel free to propose a change before the first Review submission due date if you think that is appropriate.

If you are having trouble thinking of a possible topic, you might consider the following list of possible areas where papers might be appropriate:

- A review of how the federal budget impacts a particular policy area (e.g., air quality, employment, access to health care, homeownership) in whole or in part.
- Analysis and discussion of how the federal budget affects state and local governments in some particular policy area or policy objective (environmental quality, Medicaid, surface transportation, etc.).
- A comparative analysis drawing on the policy experience and evidence of one or more other countries to inform choices for the U.S. budget.

These are only examples. I want you to choose a topic that interests you, subject to my approval.

### **Additional Sources of Information and Data**

You can use a number of sources of data on budgeting and budget analysis that may be useful to you both as supplements to assigned readings and as a resource for your research on the Director's Review. The best academic journals to use as sources for articles on the federal budget process are *Public Budgeting & Finance* and *Public Administration Review*, both of which can be found in the library. Other journals that you might consult include *the National Tax Journal*, and *the Journal of Public Budgeting, Accounting and Financial Management*. Some popular periodicals also include topical information on the federal budget, including principally the *Congressional Quarterly Weekly Report*, the *National Journal*, and *Government Executive*.

A number of influential books deal with the federal budget process in whole or in part, including Richard Fenno's *The Power of the Purse*, Allen Schick's *Congress and Money* and *The Capacity to Budget*, Aaron Wildavsky's *The New Politics of the Budget Process*, and Irene Rubin's *Balancing the Federal Budget* and *The Politics of Public Budgeting*. Recent popular overviews of the federal budget process are: C. Eugene Steuerle, *Dead Men Ruling: How to Restore Fiscal Freedom and Rescue our Future* (New York: The Century Press Foundation, 2014) and David Wessel, *Red Ink: Inside the High Stakes Politics of the Federal Budget* (New York: Crown Business, 2012). Phil Joyce's *The Congressional Budget Office* is the definitive history of that institution. Relevant books will depend on topics chosen. Please consult me if you need assistance.

- Many web sites contain useful information on federal budgeting. These include:
- Office of Management and Budget: [www.whitehouse.gov/omb/](http://www.whitehouse.gov/omb/)
- Congressional Budget Office: [www.cbo.gov](http://www.cbo.gov)

- Government Accountability Office: [gao.gov](http://gao.gov)
- Congress: [www.congress.gov](http://www.congress.gov)
- Senate Appropriations Committee: [www.senate.gov/~appropriations](http://www.senate.gov/~appropriations)
- House Appropriations Committee: [www.house.gov/appropriations](http://www.house.gov/appropriations)
- Senate Budget Committee: [www.senate.gov/~budget](http://www.senate.gov/~budget)
- House Budget Committee: [www.house.gov/budget](http://www.house.gov/budget)
- National Association of State Budget Officials <https://www.nasbo.org/home>
- International Monetary Fund Fiscal Affairs: <http://blog-pfm.imf.org/pfmblog/>
- American Association for Budget and Program Analysis (AABPA)\*: [www.aabpa.org](http://www.aabpa.org)
- Committee for a Responsible Federal Budget: <http://www.crfb.org/>
- The Concord Coalition: <http://www.concordcoalition.org/>
- The Center on Budget and Policy Priorities: <http://www.cbpp.org/>
- Fiscal Future of the U.S.: Choosing the Nation's Fiscal Future, NRC and NAPA (2010), chapters 1 - 4, 9. <http://www.ourfiscalfuture.org/>
- Peterson-Pew Commission on Budget Reform: <http://www.budgetreform.org>
- National Budgeting Roundtable: <http://www.budgetingroundtable.com>
- George Mason University Center for Public Service "Fiscal Guardians": <http://psc.gmu.edu/fiscal-guardians/>
- The Fiscal Ship (an on-line budget game): <http://fiscalship.org>
- Updates on performance and management agenda: <http://performance.gov>

\*This is the main membership organization for federal budgeting professionals. The web site includes many other links, including to agency budget offices.

