



NASJE

CURRICULUM
DESIGN

THE BASICS OF BUDGETS AND RESOURCES

BUDGET AND RESOURCES: Entry Level Content



NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

The Basics of Budgets and Resources

This is a summary of the content in this curriculum design.

- A. Potential Resources
 - a. Money
 - b. Staff
 - c. Faculty
 - d. Equipment
 - e. Space
 - f. Assistance
 - g. Materials
- B. Money as a Resource
 - a. Budget basics
 - i. Context for budgeting
 - ii. Purposes of a budget
 - iii. Two budgeting approaches
 - iv. Types of budgets
 - b. Project budgets
 - i. Project budget considerations
 - ii. Project budget requests
 - iii. Project budget management
 - c. Other sources of fiscal support
- C. Non-Fiscal Resources
 - a. Innovative approaches to obtaining resources
 - b. National and international organizations

NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:

7 indicates the NASJE competency addressed in this curriculum design is budgets and resources

The second number refers to entry- or experienced-level content. (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

7.1 is the entry-level budgets and resources curriculum design

7.2 is the experienced level

The third number refers to the section of the design.

For example:

7.1.1 is the content section for entry-level budgets and resources

7.1.2 is the faculty resources section

7.1.3 is the participant activities section

7.1.4 is the bibliography and selected readings

The final number refers to the order of items in a section.

For example:

7.1.1.1 is the first content (the overview) in entry-level budgets and resources

7.1.2.4 is the fourth faculty resource

7.1.3.3 is the third participant activity

The Basics of Budgets and Resources Table of Contents

Use of NASJE Curriculum Designs	2
Adult Education Principles	3
7.1.1.0 Competency Area 7 Budgets and Resources: Entry-Level Content	4
• 7.1.1.1 Curriculum Design Overview	5
• 7.1.1.2 Special Notes for Faculty	5
• 7.1.1.3 Participant Learning Objectives	6
• 7.1.1.4 Educational Content	7
• 7.1.1.5 Resources for Faculty	20
• 7.1.1.6 Related Educational Areas	20
• 7.1.1.7 Learning Objective, Resource, and Activity Chart	21
7.1.2.0 Faculty Resources	23
• 7.1.2.1 Common Types of Budgets for Judicial Branch Education	25
• 7.1.2.2 Program Budget Worksheet Examples	28
• 7.1.2.3 Example of a Short Written Justification for Funding	31
• 7.1.2.4 Example of a Presentation to Request Funding	33
7.1.3.0 Participant Activities	37
• 7.1.3.1 Identifying the Myriad of Resources [Learning Objective 1]	39
• 7.1.3.2 Projecting Expenses for Programs and Courses [Learning Objective 2]	42
• 7.1.3.3 Writing a Budget Justification [Learning Objective 3]	44
• 7.1.3.4 Making a Case for New Courses [Learning Objective 4]	46
• 7.1.3.5 Thinking Creatively About Resources [Learning Objective 5]	49
• 7.1.3.6 Tying a New Course to the Vision, Mission, and Strategic Plan [Learning Objective 6]	51
• 7.1.3.7 Identifying Potential Sources and Resources [Learning Objective 7]	53
7.1.4.0 Bibliography and Recommended Readings	55

Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.

Title: the Basics of Budgets and Resources

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms [underlined and in blue](#) indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

[Building and Maintaining Support for Judicial Branch Education Budgets and Resources](#) (available on the NASJE website)

Competency Summary: As an integral part of ensuring the effective and efficient administration of justice and continued public trust and confidence, judicial branch education departments need to obtain adequate resources to meet the educational needs of judges and court personnel. Judicial branch educators must be able to effectively obtain funds and champion education as an investment in ensuring equal access to justice and timely resolution of cases for individuals, businesses, and other branches of government.

Target Audience: New judicial branch educators

Content Level: X Entry Experienced

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)

Date Approved: June 18, 2013 **Last Updated:**

7.1.1.0 Curriculum Design

7.1.1.1 Curriculum Design Overview:

(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

Judicial branch educators are responsible for obtaining the resources necessary to support an ongoing and effective system of **education** for judges and court personnel. Resources include money as well as other types of support and services that judicial branch educators may access.

Content in this curriculum design provides judicial branch educators with basic information on budgeting, including how to project expenses, request funding, and manage fiscal resources. In addition, the content also highlights other types of resources necessary for judicial branch education that are often overlooked. Many of these resources may be obtained or accessed by judicial branch educators through sharing or borrowing resources without at no cost.

7.1.1.2 Special Notes for Faculty:

Budgeting and acquiring resources for judicial branch education will depend heavily on specific situations, the relevant sources of funding, the processes and procedures of the overarching administrative organization, and the size of the judicial branch education department.

Operational and project budgets are addressed in this curriculum design. Operational budgets are briefly mentioned; they include **direct expenses** (expenses attributable to specific projects, such as **programs**, **courses**, or publications) and indirect expenses (expenses not attributable to specific projects, such as rent for office space). Department managers or division directors usually prepare an operational budget. Project budgets are explored more fully; they include direct expenses for programs and courses (such as expenses for the site, faculty, and participant materials), and expenses for publications and other products. Individual judicial branch educators usually prepare project budgets.

Because budgeting and resources are often dependent on the specific organization, **faculty** may ask judicial branch educators to bring to a course based on this design the following to share and discuss:

- **Mission**, **vision**, and **strategic plan** that apply to their organization; these often affect funding; one participant activity involves judicial branch educators in examining their applicable mission, vision, and strategic plan.
- A completed program budget (e.g., a conference) and/or specific course budget, and, if available, the department's operational budget.

- Budgeting forms and/or formulas used locally for projecting expenses. These individualized budget tools may be useful during the course for reference and for ideas about how various departments address budgeting.

The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the entry-level curriculum design for budgets and resources, address these areas as appropriate for your specific course. In addition to how these issues have been incorporated into this curriculum design, content could include:

- Diversity and Fairness: Equitable use of funds and other resources for all target audiences
- Ethics: Accurate and honest budget projections; efficient and effective use of funds; avoiding conflicts of interest and ensuring alignment of department mission when seeking funds from external sources; adherence to confidentiality rules applicable to budgeting process (salaries, etc.)
- Technology: Budgeting and accounting software

7.1.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the “in general” and “for the individual situation” sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Identify a variety of potential resources for judicial branch education.
2. Discuss various aspects of projecting expenses for programs and courses.
3. Write a budget justification for a new series of courses.
4. Outline a presentation for securing funds for a new series of judicial branch education courses.
5. Discuss potential approaches to securing resources through innovative or alternative sources.

For the Individual Situation:

6. Write a paragraph tying a new course to the applicable vision, mission, and strategic plan.
7. Identify potential sources and resources available to you locally, regionally, nationally, or internationally.

7.1.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)

- A. Potential Resources **[1]** *(what kinds of resources are useful to a judicial branch education department)* – judicial branch education has a variety of possible resources
 - a. Money – funds available to purchase needed products and services; funds may come from a budget, a grant, or fees, including court fees and course registration fees
 - b. Staff – human resources to support education
 - c. Faculty – people to help design and deliver content
 - d. Technology – equipment, such as audiovisual aids and technological equipment, and web-based tools for a variety of educational purposes
 - e. Space – physical space to either conduct courses, including tables and chairs for face-to-face delivery, and/or local space for learners to receive content delivered electronically
 - f. Assistance – technical assistance and advice from experts (including topics such as human resources, information technology, educational design, etc.) and advocacy (from court leadership, legislators, etc.)
 - g. Materials – hard copy or electronic documents to support learning
- B. Money as a Resource **[2]** *(what are the sources and how is money obtained)*
 - a. Budget basics – a budget is a planning tool and a mechanism of fiscal control; it can assist judicial branch educators in balancing expenses with available funding; it can also serve as a method of anticipating new expenses and a basis for requesting additional funding
 - i. Context for budgeting – each organization has a context within which budgeting occurs
 - 1. Budgetary philosophy – the judicial branch education provider and/or the overarching administrative organization may have a preference about the inherent conflict in budget management, if funds are subject to being lost if not spent; the philosophy should be shared with judicial branch education personnel to foster competency, efficiency, and teamwork; the opposing ends of the budgetary philosophical continuum are:
 - a. Expending all funds – indicates need for funding and may support requests for increases
 - b. Frugality – indicates efficiency of operation, careful use of public monies, but may hamper requests for increases

2. Relationships – although budgeting may seem more procedural than relational, relationships play an important role
 - a. Decision makers – maintaining a positive relationship with decision makers is important at all times, whether the financial situation is positive or challenging; decision makers include those in the overarching administrative organization (e.g., supreme court justices, state court administrator, college dean, etc.) as well as those in other organizations (justice system partners, grantors, etc.)
 - b. Personnel – although the budgeting process may be the responsibility of one or two people, involving a wide array of personnel in both projecting expenditures and managing funds gives broader ownership, builds leadership skills, and creates a more informed team
 - c. Advocates – engaging judges and court leaders in an ongoing manner helps authenticate the value the courts place on education and support the need for adequate resources
- ii. Purposes of a budget – a budget is more than a perfunctory process to satisfy administrative directives; a budget provides:
 1. Transparency – a clear statement for projecting and an accurate record of how public monies are used
 2. Comparability – an overview of which products or services are receiving the greatest and the least amounts of money; a comparative overview may lead to more fairly balanced funding or equitable distribution of funds
 3. Accountability – a baseline for making decisions about priorities and a target for efficiency in operations
 4. Communicability – a commonly understood tool for sharing fiscal information, building understanding, and clarifying intentions and actions
 5. Legitimacy – a projection and record that highlights an organization’s validity, soundness, and purpose
 6. Protection – a shield against inordinate requests
- iii. Two budgeting approaches – there are many approaches to budgeting, each with specific uses; for judicial branch education departments, two approaches are most applicable
 1. Zero-based budgeting – a budget process in which all fiscal needs must be re-justified each year; a process that begins with no anticipated funding in each budget

- cycle and requires all requests to be restated, re-proven, and reapproved
2. Continuation (incremental) budgeting – a budget process in which previously justified and granted funds are generally continued in new budgeting cycles (e.g., annually, biennially); budget proposals are often based on expenditures from the previous budget; new activities may be added to the continuation request
- iv. Types of budgets – there are many types of budgets, each addressing specific types of expenditures and each having specific uses; for judicial branch education, two are most applicable [see 7.1.2.1 [Common Types of Budgets for Judicial Branch Education](#), pg. 25]
1. Operational budget – the judicial branch education department budget is generally an operational budget; it may include expenses for office space, personnel, administration, and projects (i.e., the programs, courses, and other products and services the department offers); generally, department managers or division directors are responsible for preparing, proposing, and managing the operational budget
 2. Project budget – generally, each product of a department needs a project budget; this is the cost of developing and delivering a program, a course, a significant publication or other product or service; individual judicial branch educators may be responsible for preparing, proposing, and managing the project budget for specific projects; project budgets generally include direct expenses, such as expenses for course delivery, faculty (and possibly participant) expenses, and materials; project budgets generally do not include indirect expenses, such as office space for departmental staff, salaries, and administrative support, which are part of the department’s operational budget; project budgets are often sources for developing portions of the operational budget
- b. Project budgets
- i. Project budget considerations (*what is involved*)
 1. Projecting expenses – judicial branch educators need to be able to project with reasonable accuracy expenses for products and services, including costs for programs, courses, publications, committee meetings, etc.
 2. Tracking expenditures – accurate and timely tracking and reporting may involve use of technology and efficient expense reporting by department personnel; timely

- tracking is essential to maintain fiscal viability and avoid overspending
3. Anticipating new fiscal needs – as educational needs change, judicial branch educators need to be able to forecast new needs, sometimes months in advance of receiving or accessing funds
 4. Sharing educational expenses – educational expenses are inherent in a wide array of activities in the administrative organization and in the courts; the judicial branch education department's budget need not be the only source of funding; judicial branch educators may encourage all departments and courts to build into their budgets the educational expenses associated with new positions and new projects
- ii. Project budget requests – the overarching administrative organization generally has a consistent funding source and a stable budgeting process (e.g., zero-based or continuation); budget requests may include funding for ongoing or repetitive projects as well as for new activities
1. Considering budget options
 - a. Maintaining current level of funding – if expenses and available funds are compatible, and the budgeting process is stable, requesting ongoing funding may be relatively straightforward; when requesting continuation or maintenance funding (overall inflation increases), judicial branch educators need to calculate changes due to factors increased travel and lodging expenses, escalation of course delivery expenses, and/or maintaining learning management systems
 - b. Increasing current level of funding – if expenses exceed available funds or if new educational needs arise, the budget may need to include increased funding; judicial branch educators need to calculate potential new expenses and prepare to justify the new need(s)
 - c. Reducing the current level of funding – if the administrative organization requests a budget reduction, judicial branch educators need to have a decision-making strategy to reduce expenses
 2. Projecting expenses – whether for continuation or new funding, specified (line item) amounts for each service or product need to be calculated during budget planning to ensure adequate funding is available for all anticipated

- projects [see 7.1.2.2 [Program Budget Worksheet Examples](#), pg. 28]
- a. Each program – expenses for each program may include but are not limited to:
 - i. Program planning committee meetings – expenses for travel, lodging, meals, etc.
 - ii. Site expenses – costs for meeting space
 - iii. Promotional materials – brochures
 - iv. Staff – travel, lodging, and meals
 - v. Participant – travel, lodging, and meals
 - vi. Meals – participant meals may be included
 - vii. Social activities – registration fees may supplement the budget for these types of expenses (based on specific circumstances, restrictions or prohibitions may apply)
 - b. Each course – expenses for each course, whether part of a program or stand alone, may include but are not limited to:
 - i. Course planning committee meetings – expenses for travel, lodging, meals, etc.
 - ii. Faculty expenses – honoraria for contracted faculty and possibly expenses; travel, meals, and lodging expenses for non-paid faculty
 - iii. Delivery – in-person delivery may include expenses for audiovisual equipment and site rental; electronic delivery may include contract services for broadcast time or learning management systems
 - iv. Participant materials – in-person delivery may involve handouts, DVDs, or flashdrives; electronic delivery may involve expenses for DVDs and mailing or shipping
 - c. Other educational products – publications (such as benchbooks), DVD references, and other products will have expenses that may include but are not limited to payment to the author(s), other expenses may include publication or duplication, dissemination, and ongoing update costs
3. Requesting new funding – judicial branch educators need to anticipate changing educational needs that may require new funding and work with governance groups to ensure broad-based support for increases
- a. Considerations for requesting new funding

- i. Revisit the vision, mission, and strategic plan (for the court system, the overarching organization, and the department) – tie new funding to established goals if possible; justification of need is easier if goals have been adopted that education can support
 - ii. Review use of existing resources – before requesting new funding, determine whether current funding can be redistributed or repurposed to fully or partially support new activities (savings on printing may be reallocated for unanticipated expenses)
 - b. Possible funding options
 - i. Direct funding – this is often the default position for requesting new fiscal resources; the funding is given directly to the judicial branch education department
 - ii. Indirect funding – this may be a viable alternative in certain circumstances; the funding is provided to another source that will ultimately benefit educational efforts (e.g., funding for information technology department to establish electronic delivery systems or funding for human resources department to develop job competencies)
 - iii. Shared funding – this is an approach that may be appropriate if a large amount of money is needed and two or more groups will benefit from the funding (e.g., sharing the cost between two departments, courts, or states to develop a new series of courses for managers and supervisors); ensure there are no conflicts of interest or mission, perceived favoritism, or ethical issues
 - iv. Grant funding [see experienced-level curriculum design for budgets and resources, [Grants as a Resource for Judicial Branch Education](#)]
 - c. Funds for education as an investment – explore and document how the new funding will benefit the array of stakeholders

- i. Recipients – consider how funding will benefit each group and individuals in each group
 1. Judges – judges could benefit through education on:
 - a. Working with a diverse population
 - b. New or changing environment and role
 - c. Ethical concerns and issues
 - d. New assignments
 - e. New or changing procedures
 - f. New laws
 - g. Professional development
 2. Court Personnel – court personnel could benefit generally or specific groups of personnel could benefit from education on:
 - a. Working with a diverse population
 - b. New or changing environment or role
 - c. New assignments and relationships
 - d. Ethical concerns and issues
 - e. New or changing processes and procedures
 - f. Professional development
 - g. Perception of being valued
 - h. Ability to see the bigger picture
 - i. Networking
 3. Court system – consider how education resulting from the funding will benefit the system as a whole and individuals involved with the courts
 - a. Public trust and confidence – a well-educated judiciary and court personnel directly affect service to the public
 - b. Efficiency – education may lead to savings in time and public money

- c. Effectiveness – education may lead to improved service to the public
 - d. Professional development and retention – judges and court employees may stay in the court system if they are educated and have opportunity to advance
 - e. Succession management – education may provide an important part of the planning to fill future vacancies
 - f. Vision, mission, strategic plan – education ties directly to achieving these organizational goals
 - 4. Public – education may lead to higher quality service from the court system
 - 5. Justice system partners – education may lead to savings in time and money, and to increased effectiveness and consistency of practices
 - 6. Other branches of government – education may lead to timely implementation of new laws and to improved efficiency and effectiveness
- d. Writing a budget justification – **[3]** when writing a justification, information must be concise [see 7.1.2.3 [Example of a Short Written Justification for New Funding](#), pg. 31]; organizations may have a formula or form that includes space for a written justification; some common aspects include:
 - i. Statement of need – brief statement of need and reasons education is relevant
 - ii. Contextual information – brief history and current status of funding; how the need for new funding addresses the applicable vision, mission, and strategic plan
 - iii. Commitment for use – short description of what will be done, who will benefit, who

- will oversee use of the funds, and what the overall results will be
- iv. Situation if new funds not granted – clearly stated consequences of what will or may happen if funds are not granted, who will be affected, why the effect will be negative
 - v. Alternatives considered – a listing and short explanation of other options that have been explored and why they are not adequate
- e. Presenting your request – [4] when presenting a funding request to decision-makers in a meeting, the organization of the request is similar to a budget justification but the presentation format offers additional time and a direct appeal [see 7.1.2.4 [Example of a Presentation to Request Funding](#), pg. 33]; a well-organized request is essential
- i. Frame the request – provide an overview of the need and the overall funding requested to address it; focus more on clarifying the need than on the amount of funding; state how the need relates to the vision, mission, and strategic plan [6], to public service, to trust in the court system, and to the work of those receiving the education
 - ii. Personalize the situation – connect the need to something familiar to meeting participants; use visuals or share a brief story; include information on why the educational funding matters to decision-makers, addresses their concerns, meets the needs of their constituents, or affects their organization
 - iii. Offer supportive information – provide data or other information that demonstrates the need and shows education as the most viable approach
 - iv. Share alternatives or options – explain other approaches you have considered to meet the identified need and briefly explain why they are not sufficient or viable
 - v. Restate the funding needed – restate the amount needed and outline ways the funding might be addressed

1. Spreading expenses over multiple years
2. Separating one-time expenses from ongoing expenses
3. Breaking down expenses to reflect cost per individual recipient or beneficiary (e.g., a funding need for \$10,000 stated as \$200 per participant often puts the funding request in a new perspective for decision-makers)
- vi. Explain the effect of not receiving the funding – state the detrimental effects that may result from failure to obtain the requested funding; review the need you used in the beginning and benefits you listed for groups and individuals; highlight how the lack of funding will negatively impact those recipients or beneficiaries or harm service to the public
- vii. Engage decision-makers – ask if there are questions or if further explanation or clarification would be helpful
- iii. Project budget management – [2] once a budget is approved, budget management processes will depend on directives from the overarching organization, including generally accepted procedures for accounting and auditing; judicial branch education departments, unlike some other departments (where project expenses occur gradually over the budget year), tend to have funding for projects that remains relatively stable until the product or service is delivered or provided at which time the full amount will be expended; some basic budget management strategies for judicial branch educators may include:
 1. Timely to-date expenditure reports – because judicial branch education project budgets are generally expended over a short time, tracking and managing funds effectively depends on prompt reporting of expenditures and diligent review and adjustments to the expenditure of the remaining funds; schedule regular meetings with finance staff to ensure timely action on fiscal issues
 - a. Fiscal shortfalls – funding shortfalls for a product or service or the department as a whole need to be anticipated when possible, and alternatives should be implemented to reduce expenses;

- justifiable shortfalls may be the basis for a request for additional funding
- b. Fiscal surpluses – funding surpluses for a product or service or the department as a whole need to be anticipated when possible and plans should be implemented to return funds to the department budget, redirect the funds to other qualified projects, or dedicate funds to reducing expenses for the next budget year (such as purchasing paper or equipment); surpluses may lead to budget reductions in the future if they are not appropriately applied and effectively justified
 2. On-going communication – effective use of monies requires continuous communication among project personnel, with supervisors and managers, and with the department manager or division director; timely communication enables the project team and/or others in the department to make necessary adjustments for project shortfalls or develop strategies for effective use of surpluses
 3. Budget projection adjustments – if project budgets are inaccurate, resulting in shortfalls or surpluses, formulas for anticipating expenses need to be consistently reviewed and updated to more accurately predict needs
 - c. Other sources of fiscal support [5] [7] – generally, funds outside of the budgeting process are grants of one form or another [see the experienced-level curriculum design for budgets and resources, [Grants as a Resource for Judicial Branch Education](#), for more details]
 - i. Identify potential providers – after determining what your fiscal needs are, review organization(s) that could meet your needs; many maintain websites with information on what is available
 1. SJI – the State Justice Institute provides funds for a variety of purposes
 2. NJC – the National Judicial College provides scholarships for certain courses for qualifying judges or court personnel
 3. OJP – the Office of Justice Programs offers a variety of funding opportunities through its bureaus, including Bureau of Justice Assistance, Office of Juvenile Justice and Delinquency Prevention, and the National Institute of Justice
 4. Special Funds – several organizations and foundations offer funds (often federal dollars) for specific purposes, including Office of Violence Against Women, National

Drug Court Institute, the Court Improvement Project, the National Highway Traffic Safety Administration, etc.

- ii. Evaluate whether the mission of an external provider and the intended use of its funds are compatible with applicable policies, rules, and statutes (Is the provider's purpose contrary to a balanced perspective on a given topic?)
 - iii. Evaluate how the educational project would affect the potential provider (How would the educational project fit its purposes, foster its goals, or benefit its members?)
 - iv. Determine whether the requested funding amount is available (Is the potential provider capable of providing what you need?)
 - v. Analyze ethical issues that may arise if funding is provided from any particular organization (Could receiving funds from a particular organization present issues of impropriety or the perception of impropriety?) [see the experienced-level curriculum design for budgets and resources, [Grants as a Resource for Judicial Branch Education](#)]
 - vi. Explore what is required to apply for the funds (Do you need to write a generalized request, develop a grant proposal, meet with the organization's decision-makers? What are the timelines? What do you need to provide, such as matching dollars or in-kind staff time, in order to qualify for the funds? What are the reporting requirements?)
 - vii. Perform necessary tasks within your overarching administrative organization (Do you need permission to request funding outside your own budgeting process?)
- C. Non-Fiscal Resources [\[7\]](#) (*what are possibilities other than money*)
- a. Innovative approaches to obtaining resources
 - i. Staff – in addition to employed departmental full-time, part-time, or temporary staff, other human resources are also available, including staff borrowed from or shared with another department, interns or work-study students from nearby universities or schools, and volunteers (including retired judges, court personnel and judicial branch educators)
 - ii. Faculty – in addition to the most common sources for faculty (the judicial branch and paid consultants), faculty may be recruited from other departments (such as human resources, information technology, and finance departments), justice system partners (such as the state bar or other government agencies), colleges and universities (such as professors of law, psychology, technology, communication, childhood development, business, science, etc.), and other judicial branch education providers (such as judicial branch education departments from other states or national partners, such as The

- National Judicial College, the Institute for Court Management at the National Center for State Courts, the National Council of Juvenile and Family Court Judges, etc.)
- iii. Equipment – in addition to or in place of purchasing equipment, access to equipment may be a sufficient resource
 1. Audiovisual equipment – equipment may be borrowed or shared between departments or agencies (such as borrowing a projector from a nearby college or university or the department of education); or equipment that is infrequently used may be jointly purchased and shared with another department or a judicial branch education department in another state (such as the cost of an electronic responder system)
 2. Electronic delivery equipment – equipment owned by others may be made accessible to judicial branch education (such as a broadcast or recording studio or a computer room for electronic delivery of content)
 - iv. Space – in addition to the common sources of space for courses (organizationally owned space or contracted space at hotels), space may be available or accessible through nearby colleges or universities, local courts and the local federal court, the department of education, or justice system partners
 - v. Technical Assistance – in addition to the common contracting process, assistance may be obtained through other departments (such as human resources, information technology, etc.), cost sharing with other departments for certain types of assistance, or networking with other agencies
- b. National and international organizations – many national organizations can provide technical assistance, networking, and other products and services
- i. NASJE – the National Association of State Judicial Educators provides standards on judicial branch education, a quarterly newsletter on judicial branch education issues, and networking among judicial branch educators nationally and internationally; in addition, the association supports and educates judicial branch educators, including a mentoring process linking new judicial branch educators with those who are more experienced, an online curriculum highlighting the association’s Core Competencies, and in-person and electronic delivery of courses
 - ii. JERITT – the Judicial Education Reference, Information and Technical Transfer project from Michigan State University provides databases on judicial branch education courses offered in each state and publications on judicial branch education

- iii. NCSC – through the Institute for Court Management, the National Center for State Courts provides courses on court administration, curriculum guides for educating court administrators, and listings of experts in a variety areas
- iv. NACM – the National Association for Court Management offers annual conferences, a set of core competencies for court administrators, and networking among court administrators nationally and internationally
- v. IOJT – the International Organization for Judicial Training offers conferences and publications regarding education of judges
- vi. Others – many other national and international organizations offer a variety of non-fiscal resources, including The National Judicial College, the National Council of Juvenile and Family Court Judges, American Bar Association, the American Judicature Society, the International Association for Court Administration, etc.

7.1.1.5 Resources for Faculty:

(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)

- 7.1.2.1 [Common Types of Budgets for Judicial Branch Education](#), pg. 25
- 7.1.2.2 [Program Budget Worksheet Examples](#), pg. 28
- 7.1.2.3 [Example of a Short Written Justification for Funding](#), pg. 31
- 7.1.2.4 [Example of a Presentation to Request Funding](#), pg. 33

7.1.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Grants as a Resource for Judicial Branch Education](#)

Other relevant topics or educational areas:

Fairness and Diversity
 Ethics
 Technology

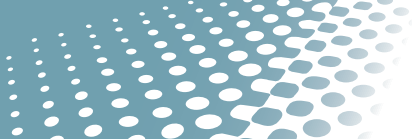
The Basics of Budgets and Resources

Learning Objective, Resource, and Activity Chart

This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.

Learning Objective	Faculty Resource	Participant Activity
1. Identify a variety of potential resources for judicial branch education.	None	7.1.3.1 Identifying the Myriad of Resources , pg. 39
2. Discuss various aspects of projecting expenses for programs and courses.	7.1.2.1 Common Types of Budgets for Judicial Branch Education , pg. 25 and 7.1.2.2 Program Budget Worksheet Examples , pg. 28	7.1.3.2 Projecting Expenses for Programs and Courses , pg. 42
3. Write a budget justification for a new series of courses.	7.1.2.3 Example of a Short Written Budget Justification for Funding , pg. 31	7.1.3.3 Writing a Budget Justification , pg. 44
4. Outline a presentation for securing funds for a new series of judicial branch education courses.	7.1.2.4 Example of a Presentation to Request Funding , pg. 33	7.1.3.4 Making a Case for New Courses , pg. 46
5. Discuss potential approaches to securing resources through innovative or alternative sources.	None	7.1.3.5 Thinking Creatively About Resources , pg. 49
6. Write a paragraph tying a new course to the applicable vision, mission, and strategic plan.	None	7.1.3.6 Tying a New Course to the Vision, Mission, and Strategic Plan , pg. 51

<p>7. Identify potential sources and resources available to you locally, regionally, nationally, or internationally.</p>	<p>None</p>	<p>7.1.3.7 Identifying Potential Sources and Resources, pg. 53</p>
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NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



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The Basics of Budgets and Resources

Explanation of Faculty Resource

7.1.2.1 Common Types of Budgets for Judicial Branch Education

Purpose of resource/document

This resource provides snapshots of both a simplified operations budget for a judicial branch education department and a project budget for calculating expenses for programs. Actual operational and project budgets for judicial branch education departments may have different line items, include more or fewer expense types, and have other formats. For example, some judicial branch education departments may have policies on participant expenses for a program where participant lodging expenses are not covered by the department, and/or registration fees that include participant food expenses. So the project budget would either exclude these types of expenses or they would be offset by anticipated income and thus not be included in a project budget.

Use of resource/document

This resource would be effective as part of the discussion on the two types of budgets most closely associated with judicial branch education [see B, a, iii [Types of budgets](#), pg. 9 in the curriculum design].

Related documents or materials

Participant activity

7.1.3.2 [Projecting Expenses for Programs and Courses](#), pg. 42

The Basics of Budgets and Resources

Example of Judicial Branch Education Department Operational Budget

Expense Categories and Breakdown	Past Year's Actual Expenses	Requested Funding This Year	Increase or Decrease	Amount Approved
Personnel				
Salaries				
Benefits				
Travel (not for programs)				
Temporary Staff				
Total for Personnel				
Space				
Rent				
Utilities				
Total for Space				
Administrative				
Office Supplies				
General Printing				
General Postage				
Phones				
Equipment (Maintenance and purchase)				
o Computers				
o Recording				
o Broadcast				
o Responders				
Total for Administration				
Programs				
New Judges Orientation				
Judges Conference				
Legislative Update				
Commissioners Seminar				
Managers Conference				
Clerks Conference				
Total for Programs				
Publications				
Authors				
Duplication				
Distribution				
Total for Publications				
Department Totals				

The Basics of Budgets and Resources

Example of Judicial Branch Education Program Project Budget

Expense Categories and Breakdown	Amount per Person	Number of People	Total Projected	Actual Expense	Surplus or Deficit
Planning Committee Meetings					
Travel					
Lodging					
Meals and Breaks					
Total for Meetings					
Participants					
Travel					
Lodging					
Meals and Breaks					
Total for Participants					
Staff					
Travel					
Lodging					
Meals and Breaks					
Total for Staff					
Site					
Meeting Room Rental					
Committee Lodging					
Total for Site					
Administrative and Other Expenses					
Promotional Flyer					
Site Visits, etc.					
Total for Administration					
Course or Courses					
Faculty and Evaluator(s)					
○ Honorarium					
○ Travel					
○ Lodging					
○ Meals and Breaks					
Total for Faculty					
Materials					
○ Material duplication					
○ DVD production					
○ Shipping/Mailing					
Total for Materials					
Equipment					
○ Rental					
○ Shipping					
Total for Equipment					
Overall Totals for Program					

The Basics of Budgets and Resources

Explanation of Faculty Resource

7.1.2.2 Program Budget Worksheet Examples

Purpose of resource/document

This resource provides judicial branch educators with a basic overview of how certain variable expenses are calculated. Judicial branch educators may use electronic spreadsheets to make these calculations, but they need to understand the fundamentals of how the calculations are structured.

Use of resource/document

This resource would be useful when discussing how to project program or course expenses [see B, a, vii, 2, [Projecting expenses](#), pg. 10 in the curriculum design].

NOTE: These worksheets are intended to familiarize judicial branch educators with the components of a project budget and provide an understanding of how expenses are projected. Since most budget preparation is done with electronic software applications, learners are not asked to calculate expenses in any of the participant activities.

Related documents or materials

Participant activity

7.1.3.2 [Projecting Expenses for Programs and Courses](#), pg. 42

The Basics of Budgets and Resources

Program Budget Worksheet Examples

The calculations for food and lodging for these two worksheet examples are based on a two-and-a-half-day conference with 100 participants. Breakfast and lunch are provided. (Although not reflected in this budget, dinner may be a reimbursable expense for some individuals, so would be added to a budget.) There are morning and afternoon breaks for the first two days and a morning break only on the final half-day. There are twelve faculty and six staff members involved on different days. The conference ends with an awards luncheon.

Program Budget Worksheet A

This worksheet focuses on food and site expenses. It combines participants, faculty, and staff for projecting expenses.

Night before conference

- o Lodging for the night only – 100 participants, six faculty, four staff = 110 rooms

Day 1

- o Lodging for the night – 100 participants, six faculty, four staff = 110 rooms
- o Food - breakfast, AM break, lunch, PM break

Day 2

- o Lodging for the night – 100 participants, five faculty, two staff = 107 rooms
- o Food – breakfast, AM break, lunch, PM break

Day 3 (half-day)

- o Lodging – none
- o Food – breakfast, AM break, awards luncheon

	Number & Cost	Night Before	Day 1	Day 2	Day 3 (half-day)	Totals Number Cost
Breakfast	#	0	110	110	107	327 Meals
	@ \$12	0	\$1320	\$1320	\$1284	\$3924
AM Break	#	0	110	110	107	327 Breaks
	@ \$7	0	\$770	\$770	\$749	\$2289
Lunch	#	0	110	110	107	327 Meals
	@ \$20	0	\$2200	\$2200	\$2140	\$6540
PM Break	#	0	110	110	0	220 Breaks
	@ \$9	0	\$990	\$990	N/A	\$1980
FOOD TOTAL						\$14,733
Lodging	#	110	110	107	0	327 Nights
	@ \$150	\$16,500	\$16,500	\$16,050	0	\$49,050
Meeting Rooms	#	0	4	3	3	10 Rooms
	@ \$175	0	\$700	\$525	\$525	\$1750
Ballroom Sections	#	0	2	0	2	4 Sections
	@ \$600	0	\$1200	0	\$1200	\$2400
SITE TOTAL						\$53,200

The Basics of Budgets and Resources

Program Budget Worksheet B

This partial worksheet focuses on expenses for each course. It combines expenses for faculty (honoraria, travel, food, and lodging), equipment rental, and expenses associated with course materials. Although room rental may be considered part of the course expense, for this worksheet room expenses are not included.

As examples of calculations, look at the following two courses:

Ethics is a full-day course with one faculty member, who is a judge, so there is no honorarium. The judge will drive to the site, so roundtrip mileage is calculated at the allowable rate and totals **\$100**. The course will be offered twice, spanning two days. Food is calculated for two days; at \$27 per day, food will be **\$54**. Two nights' lodging is allowed; at \$150 per night, with one faculty member, lodging will be **\$300**. Handout materials will be on a DVD at \$2.50 each; attendance is 30 per day for two days, so 60 DVDs are needed, totaling **\$150**. A projector is needed for both days; at \$100 per day rental, the projector will cost **\$200**. The sound system at \$75 per day costs **\$150**.

Comparative Law is a full-day course with three faculty members who are contracted at \$300 each, so the honorarium total is **\$900**. The three faculty members will fly to the conference; at \$400 per ticket, travel will be \$1200, plus \$45 for shared ground transportation, totaling **\$1245**. The course is offered only once. Food is calculated at \$27 per day per person, so for three faculty members food will total **\$81**. One night's lodging is allowed; at \$150 per night for three faculty members, lodging will be **\$450**.

Course	Faculty Expenses		Materials	Equipment		Course Total
Ethics (Full-day course, offered twice, 1 faculty)	Honorarium	0	60 @ 2.50 \$150	Projector	\$200	\$1504 Expense per participant for full-day course \$25.06
	Travel	\$100		Computer	\$250	
	Food	\$54		Responder	\$300	
	Lodging	\$300		Sound syst.	\$150	
Legislative Update (Half-day course, offered twice, 1 faculty)	Honorarium	0	60 @ 1.50 \$90	Projector	\$100	\$917 Expense per participant for half-day course \$15.28
	Travel	\$300		Computer	\$175	
	Food	\$27		Sound syst.	\$75	
	Lodging	\$150				
Contempt Issues (Half-day course, offered twice, 2 faculty)	Honorarium	0	60 @ 1.00 \$60	Responder	\$150	\$1439 Expense per participant for half-day course \$23.98
	Travel	\$800		Sound syst.	\$75	
	Food	\$54				
	Lodging	\$300				
Communication Skills (Full-day course, offered once, 2 faculty)	Honorarium	\$1000	40 @ 3.00 \$120	Projector	\$100	\$2679 Expense per participant for full-day course \$66.97
	Travel	\$800		Computer	\$125	
	Food	\$54		Responder	\$150	
	Lodging	\$300		Easel/Pad	\$30	
Comparative Law (Full-day course, offered once, 3 faculty)	Honorarium	\$900	40 @ 2.00 \$80	Projector	\$100	\$3056 Expense per participant for full-day course \$76.40
	Travel	\$1245		Computer	\$125	
	Food	\$81		Sound syst.	\$75	
	Lodging	\$450				

The Basics of Budgets and Resources

Explanation of Faculty Resource

7.1.2.3 Example of a Short Written Justification for Funding

Purpose of resource/document

This resource provides judicial branch educators with a sample of a short budget justification. It is intended to show how a succinct but well-written justification can be convincing if it includes some essential information.

Use of resource/document

This resource would be effective after discussing the components of writing a justification to obtain new funding [see B, a, vii, 3, subsection d, [Writing a budget justification](#), pg. 14 in the curriculum design]

Related documents or materials

Participant activity

7.1.3.3 [Writing a Budget Justification](#), pg. 44

The Basics of Budgets and Resources

Short Written Justification for Funding

The following budget justification addresses the need for new funds to design and deliver courses for new presiding judges.

[Statement of need]

Presiding judges have a considerable level of responsibility during their two-year term. Currently, new presiding judges receive no formal education for their role and depend on their predecessor to provide a framework for their administrative duties.

[Contextual information]

Part of the statewide court system's mission is to effectively and efficiently operate the courts in the best interests of the public. Depending on a former presiding judge to assist a new one is often ineffective because it depends solely on the knowledge, skills, and abilities of the former and does not address the goal of consistent expectations and practices, and it is also inefficient because it takes the time of two judges rather than only the time of the new presiding judge.

[Commitment for use]

Funds requested will be used to design and deliver a two-day course annually for new presiding judges and will cover their expenses to attend.

[Situation if new funds not granted]

If funds are not obtained, local courts will continue to transition this high-level responsibility in an inconsistent and often ineffective and inefficient manner. The knowledge, skills, and abilities of presiding judges will continue to be defined locally rather than in a system-wide manner.

[Alternatives considered]

The department considered two alternatives to this funding request. One was to develop a presiding judges manual; we determined this approach would still leave the new presiding judge dependent on the former for many aspects of his or her new role. The second was to design and deliver a course electronically; we determined this approach did not allow adequate time for this important transition in responsibility.

The Basics of Budgets and Resources

Explanation of Faculty Resource

7.1.2.4 Example of a Presentation to Request Funding

Purpose of resource/document

This resource provides faculty with a script to demonstrate an effective approach to making a request for new funding. The purpose of the script for faculty is to have judicial branch educators experience the role of decision-maker to assess whether they were convinced of the educational need and viability of the requested funding.

Use of resource/document

This resource would be effective after discussing the components of making a presentation to obtain new funding [see B, a, vii, 3, subsection e, [Presenting your request](#), pg. 15 in the curriculum design]

Related documents or materials

Participant activity

7.1.3.4 [Making a Case for New Courses](#), pg. 46

The Basics of Budgets and Resources

Request for Funding

[Opening]

Good morning, everyone. I am Sue Jones from the Judicial Branch Education Department. I am presenting a funding request for a new series of courses we need to develop and deliver over the next three years.

[Frame the request]

Judges are constantly asked to be independent based on their roles and responsibilities in the courts. Yet, for the past several years as we have focused more on developing and maintaining public trust and confidence, we have asked judges to go beyond the bench and become involved in their communities, educate the public about the courts, and still maintain their ethical standards. In essence, we are asking them to be independent on one hand and collaborative on the other. We provide education for judges about how to be a judge, but we also need to provide them with education and the tools necessary to be ambassadors for the courts. We have an educational plan to do that if we can obtain \$35,000 in new funding.

[Personalize the situation]

You have all probably seen the recent national media coverage, both in newspapers and on television, that indicate judges are insular, do not care about victims, go easy on criminals, and so on. These stories have piqued the interest of media representatives who have begun to inquire about our thoughts on these depictions. Those of us in the courts know that judges must retain a degree of separateness, need to respect and protect victims but cannot show favoritism for individuals, and must follow the law when dealing with sentencing. As a consequence, judges and the courts are being judged by individuals who do not have full information, and I am sure you agree that we need to do something to counter this perception.

[Offer supporting information]

Our plan is to develop and deliver locally a series of courses for judges on how to be appropriately informative about the courts. The courses will include information about making presentations to social groups and to students, using events such as National Law Day. For the social groups, presentations will include information and illustrative materials about separation of powers. For the students, we will have grade-appropriate information that includes how a courtroom looks, what happens in court, and roles and responsibilities of judges. We will have presentation outlines, PowerPoint slides, and handout materials available for judges to request based on the specifics of the audience they are addressing.

Presiding judges have indicated support for this educational approach and many have agreed to establish a roster of judges who complete the course so a list is available when a request is made for a presentation. In addition, the state court public information officer will add a blurb on the state courts website about the availability of local judges to make presentations before various community groups. Finally, we hope to interest the media in running a story about how the public can become more familiar with their court system.

[Share alternatives]

We considered delivering the materials and the accompanying education electronically because it would cost less. However, after consultation with many judges, we have determined that this kind of content is best delivered in an in-person environment so judges can practice delivering segments of a presentation, give each other feedback, and ask questions.

[Restate the funding needed]

The full amount needed for the educational series I have outlined is \$35,000, but that is over a three-year period and will involve more than 400 judges. The first year of the project, we will need only \$10,000 to design the course and develop 400 sample packets of materials for each participating judge; that would be a cost of \$25 per judge. The sample packets will contain introductory information, an overview of each available presentation, and a few of the related visuals.

I understand that we will need to make a new request for the next budget year; the second year we will request \$15,000 to deliver the education on location at 25 urban and rural courts. The final year we will ask for \$10,000 to deliver the education at 15 more courts. We will encourage neighboring courts to select one location as a hub for the course and send judges from many courts to that hub.

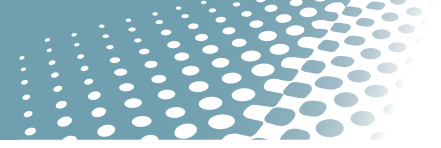
[Explain the effect of not receiving the funding]

Our state courts have had some negative press over the past few years. If we are not proactive in providing judges with both the skills to be ambassadors for the courts and the materials to deliver relevant information, we will most certainly be defined by the national, state, and local media. That would be unfortunate not only for judges, it would put the courts on the defensive with the public, the people we are here to serve.

[Closing]

Thank you for your time. I will be happy to answer any questions and provide additional information if you would like.

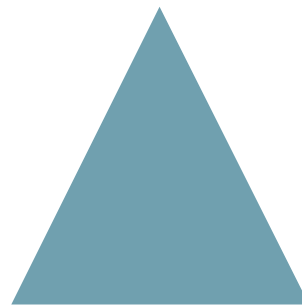
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NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.1 Identifying the Variety of Resources

Purpose of activity

This activity engages judicial branch educators in examining the variety of resources that support design and delivery of education. The activity is not intended to be exhaustive, but is instead used to draw attention to the fact that money is not the only resource available or necessary to support education. Learners are asked to identify the visible and behind-the-scenes resources necessary for delivery of the content for the course they are attending.

For in-person delivery, examples of what is visible include space (the room), furniture (tables and chairs), equipment (audiovisual and technological), materials (handouts), and faculty. Examples of what is behind the scenes could include staff, technical assistance (committees and consultants), administrative support (promotion and registration), etc.

For electronic delivery, examples of what is visible include space, equipment (computer, projector, or other means of connecting learners to the faculty and content), materials, etc. Examples of what is not visible include space for faculty to record or deliver content, technical assistance, administrative support, etc.

Use of activity

This activity would be effective as the opening of a course based on this curriculum design.

This is a small group activity.

NOTE: This activity may be useful when participants engage in activity [see 7.1.3.5, [Thinking Creatively About Resources](#), pg. 49 in the curriculum design]

Relevant Learning Objective

7. Identify a variety of potential resources for judicial branch education.

The Basics of Budgets and Resources

A Variety of Resources

This activity is to identify what is visible to you and what is not visible to you to support the design and delivery of this content

Face-to-Face Delivery: *If you are attending this course in an in-person situation, answer these questions about the course. If you are attending electronically, imagine an in-person session to answer these questions.*

What is visibly supporting this course?

What is behind the scenes that you do not see?

Electronic Delivery: *If you are attending electronically, answer these questions about this course. If you are attending in person, imagine an electronic delivery session and answer these questions.*

What is visibly supporting this course?

What is behind the scenes that you do not see?

The Basics of Budgets and Resources

A Variety of Resources

Resource	Where could it be obtained or accessed through non-budgetary sources?
Space <ul style="list-style-type: none"> ○ Room ○ Tables ○ Chairs 	
Equipment <ul style="list-style-type: none"> ○ Audiovisual ○ Technological 	
Faculty	
Technical Assistance	
Staff	
Other Resources	

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.2 Projecting Expenses for Programs and Courses

Purpose of activity

This activity engages judicial branch educators in brainstorming potential areas of expense for programs and courses and considering variables that could cause projections to be incorrect. In addition, the activity encourages learners to actively project expenses rather than rely solely on historical data for a budget. The brainstorming process may generate numerous ideas, but generally faculty will need to supplement learner ideas with additional details.

Use of activity

This activity would be useful prior to discussing the various items of expense associated with programs and courses [see B, a, vii, 2, subparts a and b [Projecting expenses](#) for each program and each course, pgs. 10-11 in the curriculum design]

This is a small group activity.

Relevant Learning Objective

8. Discuss various aspects of projecting expenses for programs and courses.

The Basics of Budgets and Resources

Projecting Expenses for Programs and Courses

1. What are potential areas of expense for a program?
2. What are some variables that could cause program expenses to exceed projections?
3. What are potential areas of expense for an in-person course?
4. What are potential areas of expense for a course offered electronically?
5. What are some variables that could cause course expenses to exceed projections?
6. What are some variables for programs and courses that could lead to a funding surplus?
7. Why might historical expenses or budget data be insufficient to project expenses for programs and courses in the future?

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.3 Writing a Budget Justification

Purpose of activity

This activity engages judicial branch educators in writing a brief explanation for a budget request for a new series of courses. It focuses on being succinct, clear, and thorough because the written justification must stand on its own when reviewed by decision-makers.

Use of activity

This activity would be effective after discussing the common aspects of budget justifications [see B, a, vii, 3, subpart d, [Writing a budget justification](#), pg. 14 in the curriculum design].

Relevant Learning Objective

3. Write a budget justification for a new series of courses.

The Basics of Budgets and Resources

Writing a Budget Justification

You are responsible for education for court personnel. You recently mentioned to your department manager that self-help centers would assist many court personnel in working more effectively with the public. Your department manager has asked you to write a budget justification for consideration. Write one sentence to answer each of the following components of a justification.

Title for request: _____

1. What would be your statement of need?
2. What contextual information would be relevant?
3. How would you state the commitment of use for the new funds?
4. What would you say about the effect of not receiving the funding?
5. What alternatives have been considered and were determined not viable?

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.4 Making a Case for New Courses

Purpose of activity

This activity involves judicial branch educators in considering how to most effectively present funding needs in a live situation. Judicial branch educators will probably outline very different approaches for making a presentation; the variety of approaches is part of the learning for this activity.

Use of activity

This activity would be effective following a discussion of how to present a budget request [see B, a, vii, 3, subpart e, [Presenting your request](#), pg. 15 in the curriculum design] so judicial branch educators have ideas about how to construct an effective presentation.

NOTE: Judicial branch educators are only given a budget total for this activity. They may represent the funding in any way they think appropriate for their presentation. Faculty needs to encourage judicial branch educators to be creative because this is a mock exercise intended to get them to think about how to convince others of the educational need and the reasonableness of the expense.

This is an individual activity.

Relevant Learning Objective

4. Outline a presentation for securing funds for a new series of judicial branch education courses.

The Basics of Budgets and Resources

Making a Case for New Courses

The local courts in your state are experiencing a variety of changes and challenges: attrition of experienced judges and court personnel, budget cuts from the legislature, changing demographics, and increased public attention. Your policy-level education committee has discussed these challenges and advises you that one way to move into the future is to offer some courses under the general heading of leadership to judges and court personnel. The courses for judges would build skills and abilities for assuming leadership roles in the courts (such as becoming a supervising judge or a presiding judge), community involvement (leadership in the community without crossing ethical lines), and providing practicing attorneys with some insights about becoming a judge. The courses for court personnel would build skills and abilities for professional development and advancement, succession management, and leading the local court toward more effective and efficient administration of justice.

You have created an educational plan for state courts that includes the following and is estimated to cost a total of \$150,000. Courses may become part of ongoing offerings after the fourth year.

First year:

- Development and initial delivery of leadership course for judges who are assuming greater administrative responsibility; attendance: 45 judges
- Development and initial delivery of leadership course for court personnel on professional development possibilities; attendance: 60 court personnel

Second year: Continuation of first-year courses; anticipated attendance: 30 judges and 45 court personnel

- Development and initial delivery of leadership course for judges on appropriate and effective community involvement; attendance: 55 judges
- Development and initial delivery of leadership course for court personnel on succession management possibilities; attendance: 100 court personnel

Third year: Continuation of second-year courses; anticipated attendance: 40 judges and 55 court personnel

- Development and initial delivery of leadership course for judges on how to interest attorneys in the judiciary; attendance: 25 judges
- Development and initial delivery of leadership course for court personnel on how to take a leadership role in improving the local court's effectiveness and efficiency; attendance: 70 court personnel

Fourth year: Continuation of third-year courses; anticipated attendance: 25 judges and 40 court personnel

The Basics of Budgets and Resources

Making a Case for New Courses

Outline a brief live presentation on the leadership courses to present to the budget committee of your administrative organization. The committee includes one justice of the supreme court, the state court administrator, three presiding judges, three court executive officers or administrators, and representative of the state legislature (which approves the court's budget).

1. How would you frame the request?
2. How would you personalize the situation?
3. What supporting information would you offer?
4. What alternatives or options would you present?
5. How would you restate the funding needed?
6. How would you explain the effect of not receiving the funding?
7. What changes would you make to the presentation if you were delivering it to judicial branch partner representatives?
8. What changes would you make if you were delivering it to a group of presiding judges?

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.5 Thinking Creatively About Resources

Purpose of activity

This activity engages judicial branch educators in brainstorming potential sources for obtaining or accessing resources without using a budget request. It is intended to generate discussion and new ways of thinking about resources.

Use of activity

This activity would be effective near the conclusion of a course based on this design so judicial branch educators have full information on possible resources and possible sources for obtaining them.

This is a small group activity.

Relevant Learning Objective

5. Discuss potential approaches for securing resources through innovative or alternative sources.

The Basics of Budgets and Resources

Thinking Creatively About Resources

Your judicial branch education department wants to begin electronic delivery of certain courses using the Internet. Because (a) the initial offerings will be minimal, (b) the initial hardware expense will be significant, and (c) electronic delivery is new and participation may be limited in the early stages, the manager does not feel it is timely to request new funding. How could you obtain access to what you need to deliver a few courses to test the viability and usability of this form of delivery for courts in your state? Brainstorm answers to the following questions.

1. Where are courses currently being delivered electronically outside the court system? Locally? Regionally? (Consider the state board of education, universities, justice system partners, local federal courts, and others).
2. How would other providers benefit if you approached one or more of them for help in developing this form of electronic delivery?
3. What strategies might you employ to obtain technical assistance from one or more of these providers regarding use of Internet-based electronic delivery?
4. What strategies might you employ to gain temporary access to the hardware and software for one or two courses?

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.6 Tying a New Course to the Vision, Mission, and Strategic Plan

Purpose of activity

This activity engages judicial branch educators in first choosing a topic for a course they would like to design and deliver, and then in examining the applicable vision, mission, and strategic plan for ways the course would support those goals. Obtaining needed resources for the new course may be significantly facilitated if it supports some aspect of those goals.

Use of activity

This activity would be effective as part of concluding a course based on this curriculum design. It should help judicial branch educators see how education, often regardless of the topic, is supportive of the applicable vision, mission, and strategic plan.

This is an individual activity.

Relevant Learning Objective

6. Write a paragraph tying a new course to the applicable vision, mission, and strategic plan.

The Basics of Budgets and Resources

Tying a New Course to the Vision, Mission, and Strategic Plan

Select a topic for a new course that you would like to offer. Assuming the course would need to be funded with new money, consider how the course could be tied to your organization's or your court's vision, mission, and strategic plan.

1. What is the topic for a new course you would like to offer?
2. How would the course relate to or support the relevant vision?
3. How would it relate to or support the relevant mission?
4. How would it relate to or support any part of the relevant strategic plan?

The Basics of Budgets and Resources

Explanation of Participant Activity

7.1.3.7 Identifying Potential Sources and Resources

Purpose of activity

This activity focuses judicial branch educators on funding sources and resources they might seek internationally, nationally, regionally, or locally. This activity is similar to 7.1.3.1 [Identifying the Variety of Resources](#), pg. 39, and 7.1.2.5 [Thinking Creatively About Resources](#), pg. 49. It differs in two ways. First, it is focused on the specific situation of each judicial branch educator, rather than on a generalized overview; second, it is an individual activity, rather than a small group activity, and is designed to have each judicial branch educator think about what is available to him or her.

Use of activity

This activity may be effective if used as part of the conclusion of a course based on this curriculum design. At that point, judicial branch educators should have ample information about the types of resources that could benefit judicial branch education. Faculty may advise judicial branch educators that they may identify sources first and then determine the resources those sources may have, or they may identify needed resources first and then look for available sources.

Information on some national sources is included in the content of this design; local and regional sources will differ from individual to individual.

This is an individual activity.

Relevant Learning Objective

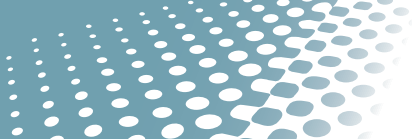
7. Identify potential sources and resources available to you locally, regionally, nationally, or internationally.

The Basics of Budgets and Resources

Identify Potential Sources and Resources Available to You

Identify organizations or agencies that might provide resources for judicial branch education, and then list specific resources they could contribute or make available.

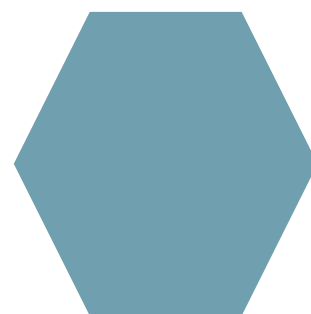
Source (e.g., nearby university, regional foundation, national or international organization)	Available Resource (e.g., space for in-person courses, access to electronic delivery equipment, technical assistance, expert consultation, publications, and/or grant funding)
Locally	
Regionally	
Nationally	
Internationally	



NASJE

CURRICULUM DESIGN

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