



SACRAMENTO
STATE

Master of Public Policy and Administration
Fall 2024 Cohort Start

Information Session



Housekeeping

You are muted upon entry

- Please remain muted for now
- Simply **raise your hand** *or* **use the chat feature** for immediate questions, comments, or technical issues
- We have allotted time throughout and at the end of the meeting for live (unmuted) questions

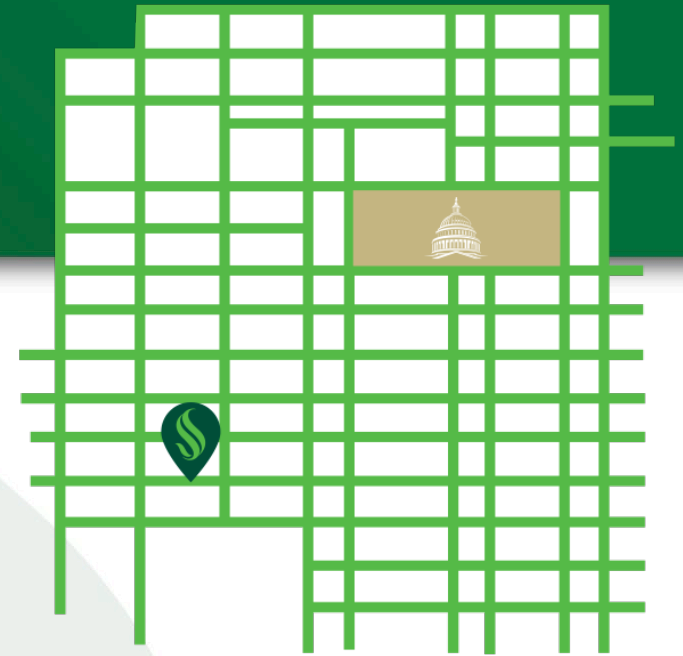
Welcome!

Professor & Interim Chairperson, Rob Wassmer
Academic Department Coordinator, Sovannra Yos



Agenda

- Mission
- Overview of the Program
- Curriculum
- Culminating Experience
- Cost
- Faculty
- Alumni
- Application Requirements & Process
- Why Us? – Alumna and GASPPA
- Q&A



Our Mission

The Capital Campus's graduate programs in Public Policy and Administration prepare future leaders to address the complex issues that face California. We serve the State and the region by developing leaders with strong analytical tools and a deep commitment to public service.

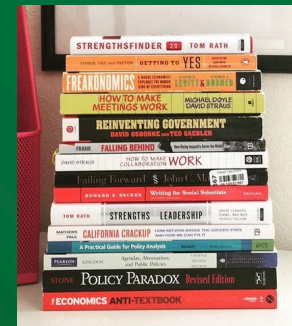


Overview of the Programs

- MPPA: 36 units, including 6 elective units
 - Most courses required; two electives (syllabi online)
- General expectations
 - Two years if full time, three if part time
 - 7-year deadline
- Full time vs. part time enrollment
 - Students decide each semester for themselves
- Most classes are in the evenings, a few on weekends
- Cohort model
- Downtown campus



PPA Curriculum



Academic Core (27 units)

- PPA 200, Introduction to Public Policy and Administration (3 units)
- PPA 205, Research in Public Policy and Administration (3 units)
- PPA 207, Quantitative Methods (3 units)
- PPA 210, Political Environment of Policy Making (3 units)
- PPA 220A and PPA 220B, Applied Economic Analysis (6 units)
- PPA 230, Public Budgeting and Finance (3 units)
- PPA 240A and PPA 240B, Public Management and Administration (6 units)

Electives (6 units chosen from among PPA courses and classes in other departments)

- PPA 270, Collaborative Policy (3 units)
- PPA 272, Collaborative Governance Advanced Practice (3 units)

Culminating Experience (3 units)

- PPA 500, Culminating Experience (3 units)

Part Time (students enrolling in 6 or fewer units a semester)

	Fall semester	Spring semester
1st Year	PPA 200 Introduction to PPA PPA 220A Economics	PPA 210 Political Env. PPA 220B Economics
2nd Year	PPA 205 Research Methods PPA 240A Public Mgmt	PPA 207 Quant. Analysis PPA 240B Public Mgmt
3rd Year	elective PPA 230 Public Budgeting	elective PPA 500 Culminating Exp.

Full Time (students enrolling in more than 6 units a semester)

	Fall semester	Spring semester
1st Year	PPA 200 Introduction to PPA PPA 220A Economics PPA 205 Research Methods	PPA 210 Political Env. PPA 220B Economics PPA 207 Quant. Analysis
2nd Year	elective PPA 240A Public Mgmt PPA 230 Public Budgeting	elective PPA 240B Public Mgmt PPA 500 Culminating Exp.

Courses that must be sequenced

PPA 220A and PPA 220B
PPA 240A and PPA 240B

Courses with strongly recommended sequencing

PPA 205 and PPA 207
PPA 230 towards end of program
PPA 270 and PPA 272 (electives)

Standalone electives

PPA 251 and PPA 284

[Master of Public Policy and Administration course sequencing](#)

Culminating Experience



All MPPA Students Required to Complete a Master's Project

Option #	Principal Product	Based on Course "Artifacts"	Oral PP Presentation	Executive Summary Submitted to OGS
1	Applied professional public policy or public administration report	Assignment(s) from and PPA course(s)	Yes	Yes
2	Draft Article in the Style of an Academic Journal	An assignment from one PPA course that the instructor agrees is relevant for expansion to an article	Yes	Yes
3	A professional portfolio that includes a resume and cover letter to your "ideal" job	Three or more revised assignments from PPA courses that demonstrate your ability to perform the job you are seeking	Yes	Yes, of your revised assignments

(1) Applied professional public policy or public administration report

Argument and Recommendations for Stronger Collaboration in California's Early Care and Education System

Diana L. Dominguez

A Culminating Project Presented to the Department of Public Policy and Administration at California State University, Sacramento in Fulfillment of the Requirements for the Degree of Master of Public Policy and Administration

December 2022

Advisor: Robert Wassmer, PhD

Executive Summary

Early care and education (ECE) is a multi-faceted and multi-billion dollar policy issue in California. ECE issues include program accessibility, quality standards, health and safety standards, community care facilities and licensing, and provider credentials and compensation. A wide spectrum of stakeholders participates in the ECE policymaking process, including the Governor's Office, state and county departments, state and local legislators, business advocates, early childhood advocates, ECE providers, and parents and families. However, stakeholders do not always work together to envision universally beneficial and administrable policies.

This report, submitted in fulfillment of my Master of Public Policy and Administration degree from CSU Sacramento, focuses on the need for collaboration between state administrators, advocates, and policymakers. The recent history of legislative and budget actions indicate that these stakeholders are not working in alignment. This lack of collaboration harms families' access to affordable care that meets their needs. This deficit prevents children and families from realizing their social and economic potential. In this report, I argue that greater collaboration between these stakeholders will expand institutional capacity and create collaborative systems to improve access to ECE programs.

Section I provides background on early care and education programs. I describe the scope of ECE programs and present the need for ECE programs based on studies on the benefits to children, families, and society. I support this background information through cited scientific, family economics, and macroeconomic research.

Section II defines the problem context and justification for government intervention. ECE program affordability and accessibility are fundamental issues for families, which drives government's motivation to intervene through subsidization. In addition, I describe the need to

address collaboration, and present administrative and economic arguments for government intervention.

Section III describes the landscape of the ECE system and history of recent policy efforts. Within this landscape, I include an overview of state ECE administration and funding. Administration of ECE programs is bifurcated between the California Department of Education and California Department of Social Services, which adds to the complexity of the system and reinforces the need for collaboration. I also describe recent developments in political interest.

Section IV presents missed opportunities by state administrators, advocates, and policymakers to collaborate. These failures include a quick succession of state plans from the Assembly Blue Ribbon Commission on Early Childhood Education to the Master Plan on Early Learning and Care; speedily enacted legislation to transfer administration of child care programs from the Department of Education to the Department of Social Services; and the passage of Universal Transitional Kindergarten, a school site-only program that limits business for community-based programs. In this section, I analyze why stakeholders did not collaborate fully or successfully, and describe the ongoing impact of each reform.

Section V provides 11 recommendations for state administrators, advocates, and policymakers to initiate and foster collaboration. These recommendations include guidance on how to interact as a collaborator and funding opportunities to support collaborative decision making. I ground these recommendations in collaboration models, literature, and research on ECE administration, as well as my own observations.

Section VI concludes with suggestions for further research and reading, and final thoughts on the need for collaboration as the country enters an economic recession.

(2) Draft Article in the Style of an Academic Journal

The Influence of Regulation on Residential Land Prices in United States Metropolitan Areas

Robert W. Wassmer
Joshua A. Williams
California State University, Sacramento

Abstract

The authors measure how a one-unit change in the Wharton Residential Land Use Regulatory Index of overall regulatory strictness and its specific component categories raises the price of land available for new residential construction in United States metropolitan areas. This information is essential to assess the validity of claims that additional constraints on a local government's ability to impose restrictive residential land use regulations offer a means to generate more equitable and efficient outcomes in U.S. housing markets. The authors find that various measures of the stringency of local land use controls relevant to the development of residential projects do exert measurable positive influences on the average price of an acre of land available for single-family housing and thereby the price of such housing. A decrease in this regulatory stringency by one unit (or about 1 to 1.5 standard deviations from the variation observed in all metropolitan areas) could cut the price of new residential homes by about one-fourth of the standard deviation observed in residential land prices across the United States.

Introduction

In 2016, more than 80 percent of U.S. renter households in the lowest income quartile reported spending nearly one-third of their income on housing. Moreover, 60 percent of the same households reported that shelter costs took up more than one-half of their income. Exhibit 1 illustrates that these burdens have risen over time. Note that these percentages are U.S. averages. The situation is demonstrably worse in specific metropolitan areas. In the Miami-Fort Lauderdale-West Palm Beach Metropolitan Area, more than 60 percent of all renter households devote more than 30 percent of their income to shelter. At the same time, more than one-third of these renter households devote at least one-half of their income to a landlord.¹ Such values quantify the

¹ Similar 2017 data for all U.S. metropolitan areas can be found at https://www.jchs.harvard.edu/ARH_L_2017_cost_burdens_by_metro.



Cost Overview

- Expect to spend about \$20,000 to \$25,000 for your entire degree.
- If you take *6 or fewer units*, you pay about \$3,000 for that semester (as of fall 2023).
- If you take *6 or more units*, you pay about \$4,500 for that semester (as of fall 2023).
- Books, parking, and graduation fees are extra.



Faculty

Full-Time Faculty

Rob Wassmer

Interim Chairperson and Professor



Location: 304 S St., Office 226

Phone: (916) 278-4556

rwassme@csus.edu

[Website](#)

[CV / Bio](#)

Office Hours: Monday and Thursday, 4 – 5:30 pm
and by appointment (in-person or Zoom)

Ted Lascher

Professor



Location: 304 S St., Office 230

Phone: (916) 278-4131

tedl@csus.edu

[CV / Bio](#)

Office Hours: 4-5:45pm on Mondays and
Wednesdays Downtown, Room 230

Amal Kumar

Assistant Professor



Location: 304 S St., Office 225

Phone: (916) 278-4527

kumar@csus.edu

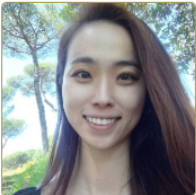
Pronouns: he/him/his

[CV / Bio PDF](#)

Office Hours: Tuesdays and Wednesdays 4:00-
5:30pm and by appointment

Ahrum Chang

Assistant Professor



Location: 304 S St., Office 230

Phone: (916) 278-4864

ahrum.chang@csus.edu

Pronouns: she/her/hers

[CV / Bio PDF](#)

Office Hours: 5-6 pm on Tuesdays & Wednesdays
and by appointment

Starting

Fall 24 – New Senior Faculty Hire

Fall 25 – New Endowed Professor Hire



Eligibility Requirements

- Applicants must possess a baccalaureate degree with a minimum GPA of 2.75. We welcome applicants from all majors.
- Applicants need a grade of B or better in all *required* prerequisite courses before starting the program.
- MPPA Prerequisites
 - Introduction to U.S. Government or Political Science
 - Introduction to Microeconomics
 - Recommended - Introduction to Statistics.
- GRE requirement permanently suspended.

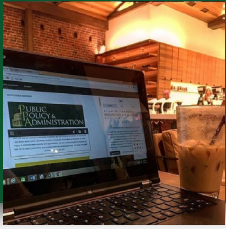


Application Deadlines

- Fall 2023 admission cycle: **Oct. 1, 2023 - March 1, 2024.**
- Fall 2023 priority admission closes: **Dec. 1, 2023.**
- *We do not have spring admissions.*



Application Process



NOW

- Review MPPA Instruction Sheet on the program website
- Visit Cal State Apply and set up your my.csus.edu account
- Prepare/confirm ALL required transcripts
- Reach out to request references
- Contact Sovannra Yos if any issues yos@csus.edu

LATER

- Complete application
- Request transcripts
- Submit supplemental application materials (including statement of purpose and resume/CV)
- Complete missing prerequisites



Why Us?



- We have 30+ years of experience that is BOTH analytical and managerial.
- We're California's capital campus!
- We are rigorous but we match that rigor with academic support.
- We focus on excellence in teaching.
- Faculty focus on policy and administration with significant breadth of experience.

Alumna

Eric Guerra

Councilmember

City of Sacramento, District 6



“

I would recommend the MPPA program because individuals who make up the faculty, participants and the alumni all have practical experience in the field. This program is much more than theoretical learning, these individuals have real experience working as practitioners of public policy.

— — Eric Guerra

”

“

The program provided so many opportunities to meet new people and expand my network. The program itself expanded my knowledge and gave me the confidence to advocate for my professional growth at work. I would often directly take what I learned in class and apply it to my work.

— — Puneet Bhullar

”



Puneet Bhullar

Program Officer

The California Council on Science and Technology

Alumna

Angela K. Marin

Section Chief, Homelessness

California Department of Housing and Community Development



“

The PPA program is a perfect balance between public policy and public administration. Most other programs are one or the other. I appreciated the small class format, the opportunities to connect with my professors directly, and the high reputation that the program has in the Sacramento region. I discovered a new interest in public administration and my career pursuits post-grad have followed that thread. I am so grateful for my graduate education and all the doors it has opened.

— — Angela K. Marin

”

“

The MPPA program was an invaluable experience. The program (1) increased my confidence and understanding in policy and administration and (2) helped build valuable relationships with alumni, faculty, and other MPPA students, and (3) gave me access to decision-makers.

— — Michael Lynch

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Michael Lynch

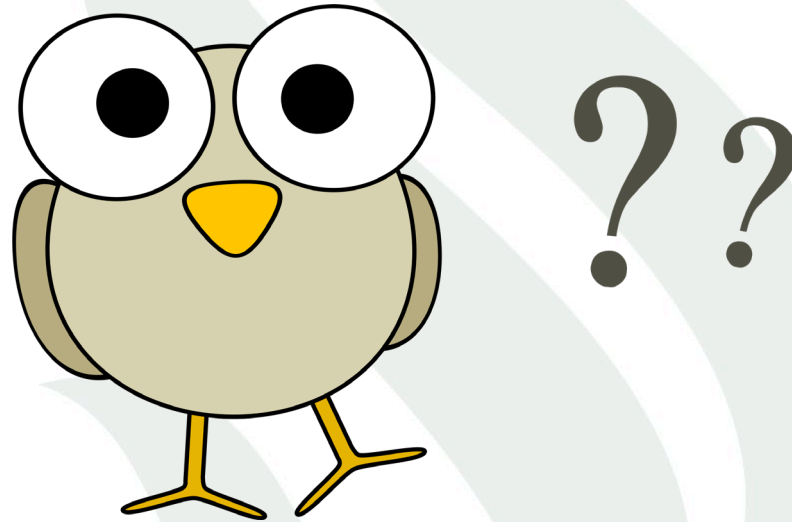
Co-Founder and CEO

Improve Your Tomorrow

Fall 2023 Entering Class of Masters in Public Policy and Administration (MPPA) Students

<p>Joel Chacon</p> 	<p>Christine Cherdboonmuang</p> 	<p>Colin Green</p> 	<p>Jason Hansen</p> 	<p>Matthew Jones</p> 	<p>Xai Lee</p> 
<p>Shoshana Levy</p> 	<p>Tahmirah Mecca</p> 	<p>Matthew Melville</p> 	<p>Timothy Nash</p> 	<p>Samantha Norgaard</p> 	<p>Ian Olson</p> 
<p>Zitalhi Perez</p> 	<p>Maddie Robbie</p> 	<p>Blanca Zarate S</p> 	<p>Monica Z Sepulveda</p> 	<p>Michael Siegel</p> 	<p>Beatrice Smith</p> 
<p>Megan Smith</p> 	<p>Jordon Sosa</p> 	<p>Shannon Swanson</p> 	<p>Luiz Torres</p> 	<p>Jennifer Tovar</p> 	<p>Zour Xiong</p> 
		<p>Jazmine Zomora</p> 	<p>Natalie Zoma</p> 		

Questions or Comments?



Graduate Association of Students in Public Policy and Administration (GASPPA)

Jessica Matlock, President
Allison Kustic, Vice President
David O'Brien, Finance Director
Malluli Cuellar, Communications
Zahraa Ahmad, Academic Director



2023-2024 GASPPA Board has the following priorities:

- Ensure that all PPA students can engage with their learning community inside and outside the classroom. Connect PPA students across cohorts and classes and to alumni and the Sacramento community to build friendships and professional connections.
- Help students to feel supported and represent their interests as the Academic Director. Also, help hold fun events for the students.
- Facilitate communication between GASPPA and PPA students.