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Schedule Information

Location: Innovation Hall, Room 330

Meeting Times: July 2 – August 3, 2012
Mondays, Wednesdays and Fridays
4:30 – 7:10 pm

Course Description: EDLE 614 Managing Financial and Human Resources

Explores basic functions in financial and human resource management. Examines legalities, ethics, and politics of resource procurement and allocation. Provides experiences to help students better understand tasks typically performed by school leaders.

Additional Course Description

The course provides authentic experiences that help students to achieve a deeper understanding of the tasks typically performed by school leaders. Students are expected to participate actively in hands on, real world based activities, applying what they read and learn in class.

Nature of Course Delivery

Class sessions will consist of brief lectures, discussions, problem-based learning, role-playing, and student presentations. Students should see themselves as partners in creating a valuable and memorable educational experience.

National Standards and Virginia Competencies

ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
1.1 Collaboratively develop and implement a shared vision and mission
1.2 Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
1.3 Create and implement plans to achieve goals

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
2.1 Nurture and sustain a culture of collaboration, trust, learning, and high expectations
2.7 Maximize time spent on quality instruction

ELCC Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that that promotes a safe, efficient, and effective learning environment.
3.1 Manage the organization
3.3 Manage resources

ELCC Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
5.4 Consider and evaluate the potential moral and legal consequences of decision-making
5.5 Promote social justice and ensure that individual student needs inform all aspects of schooling

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responsding to, and influencing the larger political, social, economic, legal, and cultural context.
6.1 Understand the larger context
6.2 Respond to the larger context

This course addresses the following VDOE Competencies:

1.b. Knowledge, understanding and application of systems and organizations, including
(7) Effective communication skills including consensus building, negotiation, and mediation skills.
1.c. Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including
(3) Management decisions that ensure successful teaching and learning including, human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models;
(4) Principles and issues related to fiscal operations of school management; and
(7) Technologies that support management functions.

Learner Outcomes

> At the conclusion of this course, successful students will emerge from the course with the ability to:
>
> 1. apply major concepts related to financial and human resource allocation and management;
> 2. use a site allocation to build a budget that supports school mission and goals (required performance);
> 3. develop a staffing plan that is consistent with site goals and district guidelines (required performance);
> 4. evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines;
> 5. experience their efforts to mediate disputes;
> 6. construct a persuasive grant proposal to support school improvement;
> 7. use technology for learning and administrative purposes; and
> 8. participate in reflective practice.

Relationship of Course Goals to Program Goals

This course introduces students to major issues and practices in financial and human resource management as part of the Education Leadership endorsement sequence. A substantial emphasis on simulation and follow-up discussion gives students opportunities to learn and practice skills they will use in their internship experiences and administrative careers. All of the program goals are active, to a greater or lesser degree, in this course. Students will

- Engage in reflective practice with regard to financial and human resource management.
- Strengthen and improve their communication skills through simulation, class discussion, and paper writing.
- Understand how resource allocation supports or inhibits cultural, economic, and learning diversity.

- Reflect on the ethical implications of resource allocation choices in schools and school districts.
- Use computers for communication, data analysis, and data presentation.

Classroom Climate:

Our classroom must be a place in which we can try out new ideas and take risks free from the fear of embarrassment. We must be able to look at each other's work critically so that we may all receive valuable feedback that will help us to do our jobs better in the future. Therefore, please…
- be fully prepared for each class session;
- respect one another;
- work toward a common purpose and goal;
- persevere through common challenges; and
- affirm one another's successes and help one another overcome weaknesses.

Course Materials

Required Texts (available from the GMU Bookstore)

Smith, R.E. (2009) *Human resources administration: A school-based perspective. Fourth Edition.* Larchmont, NY: Eye on Education.

Odden, A.R., and Picus, L.O. (2008). *School finance: A policy perspective. Fourth Edition.* New York: McGraw Hill.

Readings

Some research articles will be made available to students and may be assigned.

Recommended

The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Outside-of-Class Resources

All students are required to use http://www.taskstream.com as part of this course. This is an Internet site where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

It is also an expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance
Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time and do not leave early.

General Expectations
Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation (30 points)
Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments (70 points)
Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: All students should submit their work on time, meaning no later than by midnight of the due date. Papers due on a day when you are absent must be

submitted via TaskStream by the due date.

Students' grades are based on their proficiency with respect to the student outcomes stated above. Each outcome will have an oral (class participation) and/or a written component. The outcomes are weighted as described below:

OUTCOMES	ORAL PRODUCTS	WRITTEN PRODUCTS	PORTION OF FINAL GRADE
• Students will apply major concepts related to financial and human resource allocation and management. • Students will use a site allocation to build a budget that supports school mission and goals.	Students will present, defend, and reflect upon resource allocation plans.	Students will deliver separate cover memos explaining their rationales for each budget document (elementary and secondary) Students will display their own budgets in a formal spreadsheet the corresponds to each memo for both elementary and secondary budgets	10% elementary 15% secondary for **25% of final grade**
• Students will develop a staffing plan that is consistent with site goals and district guidelines.	Students will present, defend, and reflect upon their staffing plans	Students will deliver separate cover memos explaining their rationale for each staffing plan (elementary and secondary) Students will display their staffing plans/class sizes in a formal spreadsheet that corresponds to	10% elementary and 15% secondary for **25% of final grade**

		each memo for elementary and secondary schools	
• Students will evaluate the effectiveness of simulated teacher interviews that are consistent with legal guidelines.	Students will participate in mock interviews and follow-up discussion.	Students will write a reflective essay about the interview experience.	Mock interview and reflective essay **(10%)**
• Students will seek external financial resources for their schools or districts.		Students will prepare grant proposals for submission after the end of the course.	Grant proposals **(10%)**
OUTCOMES	**ORAL PRODUCTS**	**WRITTEN PRODUCTS**	**PORTION OF FINAL GRADE**
• Students will use technology for learning and administrative purposes • Students will participate in reflective practice.	The course will employ reflective practice techniques throughout	Students will use TaskStream, spreadsheet, and word processing software as part of their participation in the course.	Active participation in each class, attendance, and TaskStream online discussions **(30%)**

Grading scale:

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	87-89 points
B	=	83-86 points
B-	=	80-82 points
C	=	75-79 points
F	=	below 75 points

College of Education and Human Development Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

EDLE 614 Proposed Course Schedule

DATE	TOPICS	ASSIGNMENT
July 2, 2012 Session 1	• Introductions to the course and one another • What do you know about budget and personnel? • Education as a public good—who pays for what? • Introduction to the Budgeting process	Odden & Picus: Ch. 1, pp. 12-27. Chapter 2 on Legal Issues. Comments to questions: Taskstream.
July 4, 2012	**Fourth of July No Class**	Odden & Piccus, Chapter 3, Equity in schools. Comments to Questions in Taskstream
July 6, 2012 Session 2	• School Vision, Mission and Goals and school budget. • Ethical and legal issues in school finance. • Adequacy in schools • Budgeting workshop Elementary schools	Odden & Piccus, Ch. 4, Adequate staffing and spending on school needs and resources; Ch. 6, Allocation and use of the education dollar.
July 9, 2012 Session 3	• Budgeting and Budget Workshop	Smith, Ch. 2 – Planning Ch. 10, pp. 280-295 on Legal Issues to consider Comments to Questions in Taskstream
July 11, 2012 Session 4	• Staffing Schools • School Vision, Mission and Goals • Ethical/legal Issues and School Staffing	***Budgeting memos and spreadsheets due via Taskstream** Readings: Smith, Skim Chapter 1 Read Ch. 3 on Recruitment

	• Staffing Overview for Workshop.	Smith Ch. 4 – Selection of new staff
July 13, 2012 Session 5	• Staff • Recruitment Staffing Workshop (Interviews)	Ch. 5 on Orientation and Induction of faculty and staff
July 16, 2012 Session 6	• Selection of Staff • Orientation of new staff.	Smith, Ch. 6 Supervision, Evaluation Ch. 7 Assisting the Marginal Teacher ***Staffing Allocation Assignment Due**
July 18, 2012 Session 7	• Supervision and Evaluation of staff. • Assisting the Marginal Teacher • Collective Bargaining and Contracts	Read, take notes and apply via Taskstream *Finding Exemplary Teachers: The Right Process can Uncover the True Gems* www.Districtadministration.com/article/finding-exemplary-teachers Smith, Ch. 8 Staff Development
July 20, 2012 Session 8	• Developing a program for staff Development • Retaining and promoting high quality teachers fairly.	Read, take notes, reflect and apply: Tapping/The Potential/TappingthPotential.pdf http://www.all4ed/files/archive/publications/ Smith, Ch. 10, Legal Issues ***Interview Reflection Paper Due**
July 23, 2012 Session 9	• The principal and the Union Rep • Continuity and Legal issues	Handout and group presentations on working with unions and union representatives in schools.
July 25, 2012 Session 10	• Poorly Performing Staff • Interviewing departing faculty and staff	Smith, Ch. 11 – A Glance into the Future of Human Resources
July 27, 2012 Session 11	• The Future of Human Resources • Resume Writing	Handout on the Grant Writing Process

July 30, 2012 Session 12	• Proposing and writing grants	
August 1, 2012 Session 13	• **Wrap up and reflection**	**Grant Proposal Due (10 points)**

BUDGET ALLOCATION
25 Points Total
Due July 11, 2012

Rationale:

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the allocation in a brief verbal statement, in detail using numbers, and orally to multiple constituents.

Product:

Each group is required to submit four written pieces for this assignment (Note: Every student in the group must submit all four pieces so that all can be graded through TaskStream):
1. For each school, a brief, verbal overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and serves as a cover sheet for #2 below
2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

Suggestions:

1. Your cover sheets should be as brief as possible, but they also need to be clear. They should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover sheets have a clear thesis—"My rationale for this budget allocation is _____ because _____." Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheets should be simple enough for your grandmother to be able to understand. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.

BUDGET ALLOCATION
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	FALLS BELOW EXPECTATIONS
Cover Memo— School Factors (20%) (ELCC 3.1) The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.
Cover Memo— Context (5%) (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed.	The cover memo provides clear and persuasive analysis about economic factors impacting the site budget.	The cover memo discusses important factors impacting the site budget.	The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget.	The cover memo fails to mention anything about economic factors impacting the site.

Spreadsheet (65%) (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.	The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.	The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.	The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.	The spreadsheet is confusing and/or is not consistent with the cover sheet.
Mechanics and accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is **free** of errors— both verbal and numerical.	The assignment has a few errors.	The assignment has some errors.	The assignment has numerous errors.

STAFFING ALLOCATION
25 Points Total
Due July 16, 2012

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp.

Product:

Groups are required to submit four written pieces for this assignment:
1. A brief, verbal overview of the staffing allocation for each school that includes a clear rationale explaining how each one serves the vision, mission, and goals of the school
2. For each school, a spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any "understaffing" must be indicated)

Suggestions:

1. See the budget allocation assignment.

STAFFING ALLOCATION
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS	**MEETS EXPECTATIONS**	**APPROACHING EXPECTATIONS**	**FALLS BELOW EXPECTATIONS**
Cover Memo— School Factors (20%) (ELCC 3.1)The cover memo communicates the rationale for and highlights of the staffing allocation. It communicates a clear connection between the staffing allocation and student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of school staff. is persuasive that this particular allocation of school staff has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of school staff. Effectiveness may not be as compelling. It communicates the rationale behind staffing allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. A rationale is present, but the connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for the staffing allocation is not clear. No connection between the staffing allocation and student achievement is evident.
Cover Memo-- Context (5%) (ELCC 6.1) The cover memo communicates the larger context in which the budget was developed.	The cover memo provides clear and persuasive analysis about economic factors impacting the staffing allocation.	The cover memo discusses important factors impacting the staffing allocation.	The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the staffing plan.	The cover memo fails to mention anything about economic factors impacting the staffing plan.

Spreadsheet (65%) (ELCC 3.1) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.	The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.	The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.	The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.	The spreadsheet does not appear to relate to the cover memo. is It is difficult to follow and does not make proper use of the software.
Mechanics and accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is **free** of errors— both verbal and numerical.	The assignment has a few errors.	The assignment has some errors.	The assignment has numerous errors.

REFLECTIVE ESSAY ON INTERVIEW PROCESS
10 points
Due July 20, 2012

Rationale

Perhaps the most important activity for a school site administrator is the selection of staff—both certified and classified. Going through a mock process of teacher selection is helpful for thinking about important characteristics of prospective teachers and school needs. But, the experience is made richer by reflecting on the experience so that the student can become much clearer in her or his own mind about how to make teacher selections count toward school improvement. It is my hope that this reflection paper will help you to discover what worked well during the interview(s), what could be improved, and what you would do differently next time.

Product

You will write a coherent reflective essay that explains your reaction to the total interview experience you had in connection with this class. Your paper must contain the following:
1. A thesis that clearly describes the major insights you gained as a result of participating in preparing an interview and the actual interviews that you witnessed
2. A brief description of what happened during preparation and the interviews
3. A thorough reflection of the entire process from start to finish that demonstrates the validity of your thesis
4. A conclusion that includes what you learned from the process and how you might engage in it differently when you are working as an administrator

REFLECTIVE ESSAY ON INTERVIEW PROCESS
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	FALLS BELOW EXPECTATIONS
Thesis (20%) The thesis establishes the burden of proof for the paper, i.e., your overall learning from the interview process. It provides structure for the paper by telling the reader what the author intends to prove.	A clear, one-sentence thesis is presented at the end of the opening paragraph and <u>establishes a burden of proof</u>. The thesis clearly states everything the author has learned as a result of the interview process.	The thesis appears in the opening paragraph and is relatively clear. The thesis is more expository than analytical.	The thesis is confusing or is strictly descriptive.	The paper contains no explicit thesis.
Supporting Arguments (45%) The author must articulate arguments in support of the thesis. These should be logical and made compelling by clear examples.	Each paragraph of the body of the paper has a direct relationship to the thesis and helps to demonstrate the validity of the thesis. The author uses persuasive arguments relevant to the thesis.	The body of the paper provides some support for the thesis, but it also contains paragraphs are not entirely persuasive.	Analysis is weak or difficult to follow. Some paragraphs are irrelevant to the thesis, not logical, or not persuasive	Analysis is largely absent from the paper. The paper may be expository rather than analytical.

Concluding Paragraph (25%) It is important to conclude your paper in a manner that is persuasive to the reader and that leads to broader thinking on the topic.	The conclusions the author draws are clearly stated in the final paragraph, beginning with a restatement of the thesis in new language. The concluding paragraph follows in a compelling manner from the body of the paper and explains what the author would do differently for the next interview opportunity	The conclusions the author draws are clearly stated in the final paragraph, but they may not be entirely persuasive.	Conclusions can be inferred from the body, but the thesis is not re-stated and the conclusions are not persuasive.	Conclusions are unclear or irrelevant to the thesis.
Grammar & Mechanics (10%) Any writing submitted for public review should be free of errors.	The paper is **free** of errors.	The paper contains few errors.	The paper contains some errors.	The paper contains numerous errors.

GRANT PROPOSAL
10 points
Due August 1, 2012

Rationale

Funds are usually tight in schools and districts, making it very difficult to initiate new and innovative programs. Consequently, grant money is often the only way to reach a particular population of students in a new way. Learning how to write a grant is a vital skill for a future educational leader.

Product

1. Identify the financial needs of your SIP that cannot or will not be met through your school or district and target your grant toward meeting these needs. Alternatively, work with your principal or supervisor to identify an area of need that could be addressed through the procurement of additional funds.
2. Once you have identified a need at your site, you will explore several different sources of grant money to find one that is most appropriate to the need you have identified.
3. Following the guidelines of the grant you wish to receive, you will write a proposal that presents the need, your plan for how to meet the need, expected outcomes, how you will evaluate the success of your project, and a budget for the grant.
4. Grant proposals must be for not less than $1,000 and should probably not exceed $20,000.

GRANT PROPOSAL
ASSESSMENT RUBRIC

	EXCEEDS EXPECTATIONS	**MEETS EXPECTATIONS**	**APPROACHING EXPECTATIONS**	**FALLS BELOW EXPECTATIONS**
Statement of Need (20%) The need for the grant money must be obvious for a funding agency to be interested in providing it to your school or district.	The need is very persuasively stated and directly tied to teaching and learning.	The need is logically presented, but may not be as persuasive as it could be.	The need is apparent, but not as clearly or persuasively presented as it might be. Critical information might be missing.	The need for the grant is unclear.
Plan to Meet the Need (20%) For a plan to gain the confidence of a funding agency, it must be clearly and directly tied to the specific need you have identified.	The plan addresses the need in detail, demonstrating numerous links that show each aspect of the need will be met through the plan.	The plan is logically and tightly linked to the identified need.	The plan seems attractive but may have some areas that do not seem to be tied to need as you have identified it.	The plan is unclear and/or not directly linked to the need as you have articulated it.

Expected Outcomes (20%) The funding agency wants a clear picture of how the grant will help your site.	The expected outcomes are persuasively stated so that any person observing the grant in action would recognize them. Expected teaching and learning results are clear.	The expected outcomes are clearly presented and logically linked to the plan.	Expected outcomes are stated, but they are not as clear as they could be, or they seem unrelated to the plan and/or the need.	Expected outcomes are unclear or missing.
Evaluation of the Project (15%) The funding agency usually wants to know how you will know if the money was well spent.	The evaluation plan persuasively addresses all components of the plan to meet the need. Clear criteria and standards are established.	The evaluation plan addresses the plan to meet the need. Criteria and standards may not be entirely clear and/or logical.	The evaluation plan is not clearly connected to other aspects of the grant and/or lacks clear criteria and standards.	The evaluation plan is missing or difficult to understand. Criteria and/or standards may be missing.
Budget (15%) All grants require a budget so that the funding agency has a clear picture of how granted money will be spent.	The budget meets the criteria contained in the budget allocation assessment rubric. It supports all aspects of the plan to meet the need.	The budget is clear and well presented.	The budget is somewhat confusing.	The budget is missing or incomplete.

Grammar & Mechanics (10%) Any writing submitted for public review should be free of errors.	The grant proposal is **free** of errors.	The grant proposal contains a few errors.	The grant proposal contains some errors.	The grant proposal contains numerous errors.