George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 614, Section A01
Managing Financial and Human Resources
Summer 2021, 3 credit hours
May 18 – June 19
Tuesdays and Thursdays from 5:00 – 6:45
Thompson 1018

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Prerequisites/Corequisites
EDLE 620, EDLE 690, and EDLE 791.

University Catalog Course Description
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.

Course Overview
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.

Course Delivery Method
This course will be delivered in a hybrid format. In-person sessions will utilize class discussions, problem-based learning, role-playing, and student presentation formats. Online sessions will be a mix of synchronous and asynchronous sessions via the Blackboard learning management system (LMS) housed in the MyMason portal and the Zoom videoconference tool. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. I **strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.
- Students will need access to a device with a webcam and microphone that will support use with Blackboard Collaborate, Zoom, and other video conferencing tools.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player:
      https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** We will meet each Tuesday and Thursday from 5:00 PM – 6:45 PM. In-person sessions will take place in Thompson 1018 and synchronous sessions will take place via Zoom. However, please check the exact dates on each session that is posted on the class schedule as some will be shorter and other longer. Because of holidays and schedule changes, there may be some alterations to this at some point.
- **Log-in Frequency**: Students must actively check the online collaborative tools (course Blackboard site) and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload**: Expect to log in to this course at least two times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the Schedule section of this syllabus to which you are expected

to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 4 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.

National Standards and Virginia Competencies

The course addresses selected Virginia Department of Education (VDOE) Competencies, The Interstate School Leaders Licensure Consortium **(**ISLLC**)** Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards.

Specific VDOE standards addressed include:

a7   Knowledge, understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including identification, analysis, and resolution of problems using effective problem-solving techniques.

b1   Knowledge, understanding and application of systems and organizations, including systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models

b3   Knowledge, understanding and application of systems and organizations, including information sources and processing, including data collection and data analysis strategies
b4   Knowledge, understanding and application of systems and organizations, including using data as a part of ongoing program evaluation to inform and lead change

b7   Knowledge, understanding and application of systems and organizations, including effective communication skills including consensus building, negotiation, and mediation skills.

c2   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including principles and issues of supervising and leading others to ensure a working and learning climate that is safe, secure, and respectful of a diverse school community

c3   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including 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 resolutio adult learning and professional development models

c8   Knowledge understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including application of data-driven decision
making to initiate and continue improvement in school and classroom practices and student achievement

d4   Knowledge understanding and application of the conditions and dynamics impacting a diverse school community, including principles of effective two-way communication, including consensus building and negotiation skills

e2   Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including integration of high quality, content rich job-embedded professional learning that respects the contribution of all faculty and staff members building a diverse professional learning community

e3   Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including reflective understanding of theories of leadership and their application to decision-making in the school setting

e4   Knowledge, understanding and application of the purpose of education and the role professionalism in advancing educational goals, including intentional and purposeful effort to model professional, moral, and ethical standards as well as personal integrity in all interactions

f1   Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including systems theory, change theory, learning organizations and current leadership theory

f2   Knowledge understanding and application of basic leadership theories and influences that impact schools including concepts of leadership including historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations

Course Materials

Required:

- Course materials will be provided to students during class.

Recommended:

- Daniel R. Tomal and Craig A. Schilling. (2013). *Resource management for school administrators: Optimizing fiscal, facility, and human resources.* Rowman & Littlefeild Education. ISBN: 9781475802528 (Recommended
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C. American Psychological Association.

Additional Resources will be listed in the weekly schedule and will be available on Blackboard.

Course Requirements, Performance-Based Assessment, and Evaluation Criteria

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. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts embedded in assigned readings and other materials and reinforced in classroom activities
2. The quality of analysis, synthesis, and application
3. The ability to write in a clear, concise, and organized fashion

Additionally, a significant 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	20 percent
Oral and Written communication	80 percent

Attendance

Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. Any absence will result in two (2) points' reduction in participation. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. Papers due on a day you are absent must be submitted via Blackboard by the due date.

Written assignments

There are five writing assignments for this course. The budget, staffing, and interview assignments are to be worked on individually. Each student will submit his/her own budget and staffing allocation. Reflections on the interview process and the grant proposal will require substantially more writing. All written work should be of the highest quality. See detailed assignment sheets and assessment rubrics at the end of this syllabus.

ALL ASSIGNMENTS must be submitted electronically, through Blackboard.

Late Work: I expect all students to 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 Blackboard by the due date.

Grading Scale:

A+	100
A	95-99
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	75-79
F	0-74

Professional Dispositions

https://cehd.gmu.edu/students/polices-procedures/

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: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the Mason Honor Code (see http://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing [see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

Other Reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993- 8730, or emailing titleix@gmu.edu.

Class Schedule:

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

Note: *Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.* ***Class sessions that will not meet in person.***

DATE	TOPICS	ASSIGNMENT
5/18 **In-Person**	• Course Overview • Money Matters	
5/20 **In-Person**	• School Vision, Mission, and Goals and School Budget • Ethical/Legal Issues and School Finance	
5/25 **In-Person**	• Budget and Staffing	***Assignment Due: Demographic Information for Budget and Staffing Allocation***
5/27 **Virtual**	• Interview Process • Recruitment and the Hiring Process • Resume Writing	***First Reflection due (10 points)***
6/1 **In-Person**	• Supervision and Evaluation • Ethical/Legal Issues and School Staffing	***Assignment Due: Spreadsheet for Budget and Staffing Allocation***
6/3 **Virtual**	• Ethical/Legal Issues in Hiring • Support Personnel and Legal Issues in the Workplace	***Second Reflection due (10 points)***

6/8 **In-Person**	Individual work on Interview and Grant assignment	
6/10 **Virtual**	• Assisting the Marginal Teachers • Working with Difficult Teachers	
6/15 **In-Person**	• Contemporary Issues on Human Resources and Finance	
6/17 **Virtual**	• Feedback and Coaching Sessions	*Due June 23* *Budget Allocation Assignment Due (15 points) Staffing Allocation Assignment Due (15 points)* *Grant Proposal Due (20 points)*

WRITING ASSIGNMENT
THE BUDGET ALLOCATION PROPOSAL
(Required Performance)
20 Points

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. An additional important goal is to learn how to present and discuss a budget with others who need to be persuaded as to the budget's merits.

All students will work with a school level of their choosing, an elementary, middle, or a high school budget in order to experience concerns at that level. It is recommended that students work with a level outside of their comfort area to diversify their experiences.

Product

Each student will submit a budget allocation proposal based on the selected level. Budget allocations are to be made based on the unique needs of each school. Budgets must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the budget that includes
   - a statement of vision, mission, and/or goals that guide the budget making process;
   - a description of how the budget was developed and who will be responsible for what during its implementation;
   - a clear rationale for the allocation of funds; and
   - an explanation of why the budget makes sense in the more general budget context. The paper must be written in an acceptable format.

   2. For each school, a spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances.

Budget Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Candidates demonstrate the ability to develop, articulate, and steward a vision (10%)	The proposal specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the budget.	The proposal explains how the budget was developed so that stakeholders will understand its rationale.	The proposal is vague with respect to rationale and/or stakeholder participation.	The proposal is silent on the issues of rationale and stakeholder participation.
Candidates demonstrate the ability to use of human, fiscal, and technological resources efficiently (15%)	The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular allocation of resources has a high probability of improving student achievement.	The proposal communicates a clear explanation for why this resource allocation will help improve student achievement.	The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous.	No connection between the budget and student achievement is in evidence.
Candidates demonstrate the ability to monitor and evaluate school management and operational systems (15%)	The proposal provides a persuasive plan of action for efficient and effective allocation of resources focused on school improvement.	The proposal provides a clear plan of action for efficient and effective allocation of resources focused on school improvement.	The proposal leaves open questions of effectiveness and/or efficiency, but intent is communicated.	The proposal does not communicate how criteria of efficiency and effectiveness are met.
Candidates	The proposal provides clear and	The proposal provides some	The proposal mentions one or	The proposal fails to

demonstrate the ability to understand, anticipate, and assess emerging trends (10%)	persuasive analysis of emerging trends and how they are addressed in the budget.	discussion about how the budget addresses emerging trends.	two contextual factors, but does not correlate them with the development of the budget.	mention anything about how the budget addresses emerging trends.
Candidates demonstrate the ability to understand, collect, and use data to identify and assess organizational effectiveness (10%)	The proposal clearly and persuasively demonstrates how the budget will help the school to achieve its strategic and tactical goals.	The proposal presents a budget that logically follows from the school's strategic and tactical goals.	It is unclear how the budget presented in the proposal supports the school's strategic and tactical goals.	There are no apparent connections between the school's strategic and tactical goals and the budget presented in the proposal.
Candidates demonstrate the ability to act with integrity and fairness to ensure students' success (15%)	The proposal demonstrates equitable decision making that is clearly consistent with students' priority needs.	The proposal demonstrates equitable decision making, however selected allocations appear inconsistent with students' priority needs.	The proposal demonstrates limited evidence of equity in decision making and/or the allocations are inconsistent with students' priority needs.	The proposal is confusing and/or is not consistent with the cover memo.
Candidates demonstrate the ability to understand and promote social justice (15%) .	The proposal clearly and persuasively demonstrates how resources are allocated to special needs students in a manner that addresses their particular teaching and learning challenges within	The proposal acknowledges the importance of addressing the special needs of specific student populations, but may not be entirely persuasive with respect to adequacy.	Special needs students are represented in the proposal, but resource allocation appears inadequate. There may also be some indication of violation of district	Special needs students are not represented in the proposal or are inadequately addressed.

	district guidelines and legal boundaries.		procedures and/or legal boundaries.	
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.

WRITING ASSIGNMENT
THE STAFFING ALLOCATION PROPOSAL
(Required Performance)
20 Points

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.

Staffing allocations must be prepared in a fashion that is both comprehensive and clearly understood by various constituencies. The primary goal of this assignment is to help students learn how to take a site staffing allotment; allocate it among needs at the school site consistent with the school's vision, mission, and goals; and present the school staffing in a brief verbal statement, in detail, using numbers. An additional important goal is to learn how to present and discuss a staffing allocation with others who need to be persuaded as to its merits.

All students will work to create an elementary, middle, or a high school staffing allocation in order to experience concerns at that level. It is recommended for students to select a level different from their comfort area.

Product

Each student will submit a staffing allocation with an overview of the demographic of the school. Staffing allocations are to be made based on the unique needs of each school. Staffing must be consistent with an explicitly stated vision, mission, and/or goals and should be used to address achievement deficiencies anticipated based on the given scenarios.

Each student is required to submit four written pieces for this assignment:

1. For each school, a brief, verbal overview of the staffing allocation in a paper that includes
- a statement of vision, mission, and/or goals that guide the staffing allocation process;
- a description of how the staffing was developed and who will be responsible for what during its implementation;
- a clear rationale for the allocation of staff; and
- an explanation of why the staffing makes sense in the more general budget/resources context.

The paper must be written in an acceptable format.

2. For each school, a spreadsheet that shows a detailed staffing allocation and the fact that the allocation does not exceed the district allotment.

Staffing Allocation Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Candidates demonstrate the ability to develop, articulate, and steward a vision (10%)	The proposal specifies the participatory role of school stakeholders in helping to achieve the school vision through their active development and implementation of the staffing allocation.	The proposal explains how the staffing allocation was developed so that stakeholders will understand its rationale.	The proposal is vague with respect to rationale and/or stakeholder participation.	The proposal is silent on the issues of rationale and stakeholder participation.
Candidates demonstrate the ability to collaborate, build trust and a personalized learning environment with high expectations (10%)	The proposal communicates a clear, persuasive, and comprehensive explanation for why this particular staffing allocation has a high probability of improving student achievement.	The proposal communicates a clear explanation for why this staffing allocation will help improve student achievement.	The explanation in the proposal is not entirely clear and the connection to student achievement is ambiguous.	No connection between the staffing allocation and student achievement is evident.
Candidates demonstrate the ability to understand, anticipate, and assess emerging trends (10%)	The proposal provides clear and persuasive analysis of emerging trends and how they are addressed in the staffing allocation.	The proposal provides some discussion about how the staffing allocation addresses emerging trends.	The proposal mentions one or two contextual factors, but does not correlate them with the development of the staffing allocation.	The proposal fails to mention anything about how the staffing allocation addresses emerging trends.

Candidates demonstrate the ability to monitor and evaluate school management and operational systems	The proposal provides clear and compelling evidence of the candidate's ability to monitor and evaluate school	The proposal provides some evidence of the candidate's ability to monitor and evaluate school	The proposal is vague or unclear about the candidate's ability to monitor and evaluate school	The proposal does not contain evidence of the candidate's ability to

ASSIGNMENT GRANT
PROPOSAL
20 points

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 education leader. The ideal way to approach this assignment is to pursue a grant that will support the School Improvement Project proposal you created in EDLE 690.

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 $250 and should probably not exceed $20,000.

Grant Proposal Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Statement of Need (20%) The need for the grant money must be obvious for a funding agency to be interested in providing it to	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	The plan addresses the need in detail, demonstrating numerous links that show each	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	The plan is unclear and/or not directly linked to the need as you have articulated it.

and directly tied to the specific need you have identified.	aspect of the need will be met through the plan.		to need as you have identified 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 <u>free</u> of errors.	The grant proposal contains a few errors.	The grant proposal contains some errors.	The grant proposal contains numerous errors.