EDAD 5314
School-Based Budgeting
Spring Session II, 2015 (7 weeks)

Instructor: Dr. Richard Sorenson, Associate Professor-Retired
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Class Meetings: Saturday 8:30 A.M. – 1:50 P.M. CRBL C304

I. Course Description: An overview of educational budgeting practices and issues, with a primary emphasis on school sites. The course includes an introduction to the planning, cost-effectiveness, and resource allocation issues that arise in the educational budgeting process.

II. Rationale: School administrators, from a financial and monetary perspective, are responsible for understanding the equity issues and fiscal consequences associated with school budgeting, as well as the relationship between educational goals and resource allocation management as related to the site-based decision making process.

The goal of this course is to assist prospective school administrators in better understanding how to develop a site-based budget, expend allocated funds, and how to control said expenditures. The course is replete with experiential exercises and activities to better present the school-based budgetary methodology.
This course will examine school-based budgeting and campus planning at multiple levels in an effort to clarify complex information and issues in order to better assist prospective administrators in their acquisition of budgeting principles and knowledge as applied to practical, school-oriented situations through project-based experiential learning activities.

III. Texas Proficiencies for Administrators in Learner-Centered Schools:

Beginning September 1, 1999, programs which prepare individuals to qualify for the Principal Certificate in the state of Texas must comply with the Competency Framework for the Principalship as established by the Texas State Board for Educator Certification (SBEC). This framework includes three domains (School community Leadership, Instructional Leadership, and Administrative Leadership), along with nine competency standards, and 70 statements of knowledge and skills which students in principal preparation programs are expected to demonstrate mastery during the administration of the Texas Examinations of Educator Standards (TExES) exam. Therefore, this course has been designed to address the following competency standards and specific statements of knowledge and skills:

The principal knows how to –

001.2 ensure that parents and other members of the community are an integral part of the campus culture.

001.5 use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.

001.8 align financial, human, and material resources to support the implementation of a campus vision.
acknowledge and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.

communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.

model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.

implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*.

analyze instructional needs and allocate resources effectively and equitably.

analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

apply procedures for effective budget planning and management.
008.2 work collaboratively with stakeholders to develop campus budgets.

008.3 acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.

008.4 apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.

IV. Course Objectives and Outcomes:

This course is designed to enable the student to:

1. Develop an understanding of school-based budgeting as integrated with campus planning and goal setting.

2. Apply educational theory to practical experiences as a method of increasing awareness of the budgeting process utilized and implemented by Texas school districts.

3. Respond in writing, utilizing APA guidelines, to case studies as related to the course content.

4. Research the linkages that exist between educational goals (“what’s best for students”) and resource appropriations.

5. Analyze a campus improvement (action) plan and conduct a needs assessment to better ensure effective allocation of school-based budgetary funding.

6. Create and design a budget development project which establishes funding priorities as related to and integrated with the campus vision and the instructional goals and objectives of the school’s campus improvement (action) plan.
V. Instructional Strategies and Methodologies:

*Specific methodologies, strategies, and activities for instruction include –*

1. Mini-lectures regarding school-based budgeting as related to instructional services, administration, instructionally-related services, pupil services, plant services, and community services.

2. Cooperative learning sessions and group activities related to the exploration of school-based budgeting as applied to a budget development plan/project.

3. Whole class discussions regarding campus action plans, school vision/mission, site-based management, equity vs. equality, restricted funds, budget categories and codes, funding accountability, and budgeting accountability as reported and evaluated through the Public Education Information Management System (PEIMS).

4. Case study applications related to school-based budgeting, campus planning, and goal-setting.

VI. Evaluation and Grading Procedures:

1. Attendance / Participation. Attendance is mandatory! Students are expected to be in class and on time. School leaders exhibit timeliness in all of their administrative actions, and participation in the educational leadership program is an excellent time to begin learning and applying this critical skill.

For each absence, an attendance grade of zero will be recorded. Students who miss more than one class session during the seven-week semester will experience the consequence of being automatically withdrawn by the course instructor.
For every two times a student is tardy, the student will be assessed one absence. Prospective school leaders are expected to model the responsibility along with a sense of time management as do leaders in the field of practice. In other words, students should exhibit timeliness relative to class attendance much as the school leader would by being on time to a superintendent’s cabinet or administrative staff meeting.

Students are expected to actively participate in classroom discussions and all group activities, including – but not limited to – specified reading assignments.

15% of Final Class Grade

2. Experiential Exercises. Students will be involved in a variety of experiential exercises which are designed to allow EDAD 5314 students the opportunity to demonstrate their understanding of the differing budget-related topics assigned and to further apply their understanding of said topics to realistic and practical school-related and budget-oriented circumstances.

35% of Final Class Grade

The acceptance of late work will result in an automatic 15% deduction. No exceptions!
3. Budget Development Project. Students will apply knowledge and expertise gained throughout the course to design a school-based budget to include a narrative (campus description, identification of programs to be funded, vision statement, needs assessment, priority analysis, and faculty distribution table), allocation statement, distribution of funds narrative, and final budget compilation table.

50% of Final Class Grade – 20% of which is based on individual participation.


Course Packet (Available at Paper Chase).

Supplementary (Not Required):

Other Required Materials:
* Calculator.
* Microsoft Excel Software.
* Copy of Campus Improvement (Action) Plan.
* Copy of Campus Budget.

IX. Class Session Dates:

Mar 28  Apr 18  May 09
Apr  04  Apr 25
Apr 11  May 02

X. Code of Academic Integrity:

The search for truth, the transmission of knowledge, and the facilitation of moral development are the avowed goals of institutions of higher education around the world. These goals cannot be achieved unless the men and women who participate in their achievement are honorable persons with a common desire for the highest level of academic integrity. EDAD students are expected to maintain the highest level of honesty and integrity in every phase of their academic lives. Willingness to respect and comply with this code should depend less on an expectation of punishment for a violation than on a commitment to intellectual and moral integrity.

XI. Bibliography:

The knowledge bases that support course content and procedures include –


# EDAD 5314

## Spring Session II, 2015 (7 weeks)

### TENTATIVE COURSE CALENDAR

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>COURSE TOPIC</th>
<th>ASSIGNMENTS</th>
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| 1    | Mar 28 | Welcome / Introductions  
Syllabus Review  
General Overview of  
School-Based Budgeting  
**Budget Transfers and Amendments Activity (Due: Saturday, Apr 11)**  
Campus Improvement Plan Analysis Activity (Due: Saturday, Apr 18)  
Closure | Designated Readings – Text Pages 1-34 and Text Pages 35-57  
Obtain copy of Campus Improvement Plan and Student Populations |
| 2    | Apr 04 | The Basics of School Site-Based Budgeting  
Budgeting Myths  
School Finance/Budgeting Sources of School Funding  
Ten Steps to Budgeting  
Budget-Vision Relationship  
Leadership Standards (ELCC / ISLLC)  
**Budget Transfers and Amendments Activity and Campus Improvement Plan Analysis Activity (Group Work)**  
The Budget Development Project (Introduction and Team Identification)  
Project Due: Monday, May 11  
Closure | Designated Readings – Text Pages 59-78 and Text Pages 79-108 |
3 Apr 11  Culture and Data  Designated Readings –
          School Culture  Text Pages 109-149
          Data-Driven  Respond in Writing –
          Decision-Making  Case Study Application
          Data Barriers/Dimensions (Page 147)
          Types of Data / Assessment  Questions-1, 3, 4, 5
          Integrating Vision, Planning and Budgeting
          The Integrated Budget Model
          A Planning Metaphor
          Celebrating Success

Due this Date:  Budget Transfers and Amendments Activity

4 Apr 18  Effective and Efficient  Designated Readings –
          Budgeting Practices  Text Pages 151-193
          Budget and Action Plans
          Conducting a Needs Assessment
          Generated Income Sources
          Expenditure Accountability and Control
          Collection and Deposit Structures
          Budgetary Systems
          Accounting and Auditing Procedures
          Ethical and Moral Behaviors

Due this Date:  The Campus Improvement Plan Analysis Activity

The Budget Development Project
Due: Monday, May 11

Closure

5 Apr 25  Coding Applications  Designated Readings –
          Projecting Student Enrollment (NONE)
          Budget Considerations
          The Budget Calendar

The Budget Calendar
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Apr 25</td>
<td>Budget Hearing and Defense Building the School Budget Site-Based Decision Making The SBDM Committee Budgetary Applications (Group Work – In Class)</td>
</tr>
<tr>
<td>May 02</td>
<td>Work Session (Group Work – In Class) Designated Readings (NONE)</td>
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<tr>
<td>May 09</td>
<td>Work Session (Group Work – In Class) Closure Designated Readings (NONE)</td>
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Submit:
The Budget Development Project (Due: Monday, May 11, 2015 by 5:00 P.M. – EDLF Office)