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

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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.

001.11   acknowledge and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

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

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

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

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

005.9   analyze instructional needs and allocate resources effectively and equitably.

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

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

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

008.1   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 <u>late work</u> 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.

VII. Course Text: Sorenson, R.D. & Goldsmith, L.G. (2013). *The Principal's Guide to School Budgeting*. Thousand Oaks, CA: Corwin Press.

    Course Packet (Available at Paper Chase).

    Supplementary (Not Required):
    Publication Manual of the American Psychological Association (APA) – Sixth Edition. (2009). Washington DC: American Psychological Association.

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

VIII. Video Presentation: *Promising Practices / Diverse Perspectives* (1996)

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 –

Brimley, V., Jr., & Garfield, R. (2012). *Financing education in a climate of change* (11th ed.). Boston, MA: Allyn and Bacon.

Cooper, T. L. (2012). *The responsible administrator: An approach to ethics for the administrative role*. San Francisco, CA: Jossey-Bass.

Garner, C. W. (2004). *Education finance for school leaders: Strategic planning and administration*. Upper Saddle River, NJ: Pearson Education.

Goldsmith, L. M., & Sorenson, R. D. (2005). Ethics, integrity, and fairness: Three musts for school vision and budgeting. *Texas Study of Secondary Education*, 15(1), 7-9.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools* (2nd ed.). Thousand Oaks, CA: Corwin.

Mutter, D. W., & Parker, P. J. (2012). *School money matters: A handbook for principals*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

Sorenson, R. D. (2010). Making sense of dollars and cents. *Principal* (September/October).

Sorenson, R. D. (2004). Principal leadership and the art of influencing others. *Texas Study of Secondary Education* 13(2), 28-31.

Sorenson, R. D., & Cortez, M. T. (2010). The principal's role and responsibility in analyzing the campus improvement plan and conducting a needs assessment. *Instructional Leader 23*(2), 1-5,11-12.

Sorenson, R. D., Goldsmith, L. G., Méndez, Z. Y., & Maxwell, K. T. (2011). *The principal's guide to curriculum leadership*. Thousand Oaks, CA: Corwin Press.

Sorenson, R. D., & Goldsmith, L. G. (2015). *The principal's guide to time-management: An Instructional Leadership and Technology Enhancement Perspective*. Thousand Oaks, CA: Corwin Press.

Sorenson, R. D., & Goldsmith, L. G. (2009). *The principal's guide to managing school personnel*. Thousand Oaks, CA: Corwin Press.

Sorenson, R. D., & Goldsmith, L. G. (2007). The budget-vision relationship: Understanding the interwoven process. *The Journal of School Business Management*, (Spring).

Sorenson, R. D., & Goldsmith, L. G. (2006). Auditing procedures and ethical behaviors: Cures for the common scheme. *TEPSA Journal*, (Winter).

Sorenson, R. D., & Goldsmith, L. G. (2005). Ethics, integrity and fairness: Three musts for school vision and budgeting. *Texas Study of Secondary Education* 15(1), 7-9.

Thompson, D. C., & Wood, R. C. (2012). *Money and schools*. Larchmont, NY: Eye on Education.

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TENTATIVE COURSE CALENDAR

WEEK	DATE	COURSE TOPIC	ASSIGNMENTS
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	(NONE)
		Enrollment	
		Budget Considerations	
		The Budget Calendar	

5	Apr 25	Budget Hearing and Defense Building the School Budget Site-Based Decision Making The SBDM Committee Budgetary Applications (Group Work – In Class)	
6	May 02	Work Session (Group Work – In Class)	Designated Readings (NONE)
7	May 09	Work Session (Group Work – In Class) Closure	Designated Readings (NONE)

Submit:
The Budget Development Project
(Due: Monday, May 11, 2015
**   by 5:00 P.M. – EDLF Office)**