

# Rubric Template

## Overview

The Maryland State Department of Education's (MSDE) Rubric Template is designed to provide a standardized review of applications that lends coherence to Department activities and facilitates the monitoring, and compliance processes associated with grant programs. The intention behind the standardization is to elicit a fair, efficient, and well-planned review process, both for applicants and reviewers. It will also strengthen MSDE's ability to provide clear and concise scores and reviewer comments to applicants submitting a formal request.

## Use of Template

The template is to be used for all grant competitions that require submission of an application to MSDE. Exceptions to the use of the template will be made on a case-by-case basis.

## Flexibility of Template

The template is designed to be flexible in nature and may change as necessary depending upon individual program requirements. Working closely with the Grants Office will help ensure that the Rubric is standardized to the extent possible without compromising any content.

## Role of the MSDE Grants Office

The Grants Office is responsible for assisting program staff with the standardized Rubric format.



MARYLAND STATE DEPARTMENT OF  
**EDUCATION**

**EQUITY AND EXCELLENCE**

## Review Criteria

# Teacher Collaborative Grant Program

### Proposal

Lead Agency: \_\_\_\_\_

\_\_\_\_\_

Proposal Title: \_\_\_\_\_

\_\_\_\_\_

Additional Information: \_\_\_\_\_

\_\_\_\_\_

### Reviewer

Reviewer: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### SCORE SUMMARY - EXAMPLE

<u>Section</u>	<u>Maximum Score</u>	<u>Reviewer's Score</u>
Needs Assessment	5	_____
Objectives & Outcomes	10	_____
Plan of Operation	25	_____
Evaluation Plan	20	_____
Management Plan	20	_____
Integration with Education Reform	5	_____
Future Plans	5	_____
Budget	10	_____
<b>TOTAL SCORE</b>	<b>100</b>	_____

**Requirements:**

All proposals must meet the following requirements to be considered for funding. Please check off the requirements met by this proposal.

- A signed partnership agreement includes at least one county board, one teacher preparation program, and one exclusive employee representative to form a teacher collaborative.
- A teacher collaborative designs and implements at least two of the following:
  - A 21<sup>st</sup>-century **Practicum** for teacher candidates to gain teaching experience in the classroom;
  - A **Professional Development** program for existing teachers;
  - A **Peer Assistance and Review** program to support:
    - Induction and mentoring programs for new teachers and struggling teachers; and
    - Effective Teacher Evaluation systems.

**Priorities:**

Priority will be given to projects whose designs incorporate one or more of the following priorities. Please check all that apply to this proposal.

Priority will be given to:

- A teacher collaborative that develops state-of-the-art professional education for prospective and current teachers that reflects international and national best practices.
- A teacher collaborative that develops models of professional development programs that can be replicated in local school systems.
- A teacher collaborative that addresses all three of the design items in their application: a 21<sup>st</sup>-century practicum, a professional development program for existing teachers, and a peer assistance and review program to support induction and mentoring programs and used an effective teacher evaluation system.
- A teacher collaborative that uses Lead Teachers, Master Teachers, and Professor Master teachers holding National Board Certification.

**Extra Points for Further Consideration:**

Applications will be given extra points for further consideration if provided with some of the following information:

- Evidence that the teacher collaborative is in furtherance of the purpose of the program.
- A teacher collaborative that addresses all three of the design items in their application: a 21<sup>st</sup>-century practicum, a professional development program for existing teachers, and a peer assistance and review program to support induction and mentoring programs and used an effective teacher evaluation system.
- A teacher collaborative that uses Lead Teachers, Master Teachers, and Professor Master teachers holding National Board Certification.

Use this page to make comments about the proposal in general, or to address concerns, not addressed elsewhere in the rubric.

**Comments:**

**Project Narrative**

**Needs Assessment (5 Points)**

Criteria:

- Clearly states the need/problem.
- Uses national data relevant to the need/problem.
- Uses local data relevant to the need/problem.
- Uses multiple data sources (e.g. teachers, parents, students).
- Uses both quantitative (e.g. test scores, absentee rates) and qualitative (e.g. survey results, focus groups) data.
- Identifies target population.
- Supports the need/problem with properly cited research.
- Identifies the factors contributing to the need/problem.
- Demonstrates that other efforts to correct the need/problem are ineffective or inadequate.
- Demonstrates an urgent need to deal with need/problem.

**SCORING RUBRIC:**

<b>NEEDS ASSESSMENT</b> (5 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 5	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 3	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1
<p>Identifies the necessities to transform Maryland’s education system to world-class student achievement levels.</p> <p>Addresses the issues facing teacher education reform with a depth of understanding.</p> <p>Notes multiple factors contributing to the needs/problems associated with teaching practices.</p> <p>Uses data from multiple sources to support the need for professional education.</p> <p>Identifies multiple ways to implement professional education plans.</p>	<p>Makes note of the need/problems of teacher education reform but only uses one source of data to support the narrative.</p> <p>Identifies a singular way to implement professional education plans.</p> <p>Acknowledges the urgency of the problem.</p>	<p>Does not use data to support narrative.</p> <p>Does not address the targeted population and needs.</p> <p>Does not see the need/problem as urgent.</p>

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:

Goals, Objectives, and Milestones (10 Points)

Criteria:

- ❑ Outcomes address the need/problem(s) identified in the needs assessment.
- ❑ Outcomes are established for each of the client groups and teaching practice programs identified in the needs assessment and the plan of operation.
- ❑ Goal(s), objective(s) and milestones are clearly stated.
- ❑ Goal(s), objective(s) and milestones are measurable.
- ❑ Goal(s), objective(s) and milestones provide a local baseline of comparison by which to judge progress.
- ❑ Goal(s), objective(s) and milestones are both ambitious and realistic.
- ❑ Goal(s) have long term deadlines.
- ❑ Objectives have annual deadlines.
- ❑ Objectives measure progress towards the goal(s).
- ❑ Milestone deadlines are set periodically during the year.
- ❑ Milestones measure progress towards the objectives(s).

**SCORING RUBRIC:**

<b>GOALS, OBJECTIVES, AND MILESTONES</b> (10 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 8-10	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points 5-7	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1-4
Identifies multiple goals and objectives and milestones and includes narrative to achieve these goals.  Establishes a clear and coherent calendar of deadlines and milestones.	Lists only goals and objective, but not deadlines or milestones.  Notes outcomes but is not specific to how they tie into the problem.	Does not identify a goal or objective and milestone.  Does not address the required deadlines or milestones.  Any goals identified do not reflect the need/problem

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:

## Plan of Operation (25 Points)

## Criteria:

- Strategies are directly linked to objectives.
- Strategies are supported by clearly-stated rationales or properly cited research, and are likely to result in the stated outcomes.
- Strategies work cohesively to address the problem(s) stated in the needs assessment.
- All activities provide direct service to clients.
- All activities are linked to specific strategies.
- Dates are indicated for each activity.

**SCORING RUBRIC:**

<b>PLAN OF OPERATION</b> (25 Total Points)		
<b>Part I. Professional Education/Development (5 Total Points)</b>		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 5	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 3-4	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1-2
A teacher collaborative develops state-of-the-art professional education for prospective and current teachers that reflects international and national best practices.	A teacher collaborative does not fully develop state-of-the-art professional education for prospective and current teachers that reflect international or national best practices.	A teacher collaborative develops professional education for prospective and current teachers, but does not reflect international and national best practices.
A teacher collaborative develops models of professional development programs that can be replicated in local school systems.	A teacher collaborative does not fully develop extensive models of professional development programs, and they cannot be fully replicated in all local school system(s).	A teacher collaborative develops models of professional development programs, but they cannot be replicated in local school systems.
<b>Part II. Practicum (5 Total Points)</b>		
<b>Exemplary</b>  Points: 5	<b>Meets Standard</b>  Points: 3-4	<b>Does Not Meet Standard</b>  Points: 1-2
A teacher collaborative designs and implements a 21 <sup>st</sup> -century <b>Practicum</b> for teacher candidates to gain teaching experience in the classroom, focusing on evidence-based interventions and research-driven practices.	A teacher collaborative does not design and implement a well-designed practicum for teacher candidates with some attention to evidence-based interventions and research-driven practices.	A teacher collaborative designs and implements a practicum for teacher candidates with minimal application of evidence-based interventions and research-driven practices.
A practicum includes prospective teachers to complete a full school year of practical teaching experience before completing a	A practicum does include a full school year but is not designed within the existing degree requirements.	A practicum does not require a full school year. A practicum does not include a county board and teacher preparation program jointly to identify a placement for a

<p>teacher preparation program.</p> <p>A practicum's design is to be completed within the existing degree requirements to graduate from the teacher preparation program.</p> <p>A practicum includes a county board and teacher preparation program jointly to identify a placement for a teacher candidate and compensates a mentor teacher to supervise and coach the teacher candidate.</p> <p>A practicum takes place in a public school that is organized in a career ladder system and consists of diverse student bodies that reflect the diversity of public schools in the State or the geographic area where the school is located.</p> <p>Members of the public school faculty who are professor master teachers on the career ladder hold appointments to teach as clinical or adjunct faculty at the teacher preparation program.</p> <p>Members of the public school faculty who are lead teachers or master teachers on the career ladder are responsible for designing the public school's induction and mentoring program for new teachers and struggling teachers.</p> <p>Members of the public school faculty and the teacher preparation program faculty are fully trained to understand and implement international and national best practices for teacher preparation and professional</p>	<p>A practicum does not include a county board and teacher preparation program jointly to identify a placement for a teacher candidate, or does not compensate a mentor teacher to supervise and coach the teacher candidate.</p> <p>A practicum takes place in public schools that are not organized in a career ladder system, or do not consist of diverse student bodies.</p> <p>Public school faculty who are professor master teachers are not required to hold appointments to teach as clinical or adjunct faculty at the teacher preparation program.</p> <p>Members of the public school faculty who are lead or master teachers on the career ladder are not responsible for designing the public school's induction and mentoring program for new teachers and struggling teachers.</p> <p>Members of the public school faculty or the teacher preparation program faculty are not fully trained to understand and implement international and national best practices for teacher preparation and professional development.</p>	<p>teacher candidate, nor does it compensate a mentor teacher to supervise and coach the teacher candidate.</p> <p>A practicum takes place in public schools that do not offer the practicum to be organized in a career ladder system, and does not consist of diverse student bodies.</p> <p>Public school faculty does not include professor master teachers on the career ladder. The public school faculty does not include lead or master teachers on the career ladder.</p> <p>Both the members of the public school faculty and the teacher preparation program faculty are not fully trained to understand and implement international and national best practices for teacher preparation and professional development.</p>
---	--	---

development.		
<b>Part III. Professional Development (5 Total Points)</b>		
<b>Exemplary</b>	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>
Points: 5	Points: 3-4	Points: 1-2
<p>The Professional Development Program provides training and education in all of the following:</p> <p>Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities.</p> <p>Evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology, to improve student performance.</p> <p>Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs.</p> <p>Conducting assessment of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans.</p> <p>Recognition of student mental health disorders.</p>	<p>The Professional Development Program provides training and education in at least two of the following:</p> <p>Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities.</p> <p>Evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology, to improve student performance.</p> <p>Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs.</p> <p>Conducting assessment of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans.</p> <p>Recognition of student mental health disorders.</p>	<p>The Professional Development Program does not provide training and education in the following:</p> <p>Culturally responsive pedagogy, content knowledge, and best practices in teaching diverse students and communication with diverse student families, including individuals of all races, religions, sexual orientations, and gender identities.</p> <p>Evaluation and effective use of research, data, and high-quality instructional materials, including digital resources and technology, to improve student performance.</p> <p>Effective management of student behavior, including training in the use of restorative practices and trauma-informed approaches to meet student needs.</p> <p>Conducting assessment of typical learning challenges for a student and methods to help the student overcome those challenges, including effective tools and strategies to meet the needs of students with disabilities and implement individualized education programs and 504 plans.</p> <p>Recognition of student mental health disorders.</p>

<b>Part IV. Peer Assistance and Review (5 Total Points)</b>		
<b>Exemplary</b> Points: 5	<b>Meets Standard</b> Points: 3-4	<b>Does Not Meet Standard</b> Points: 1-2
<p>A teacher collaborative designs and implements a <b>Peer Assistance and Review</b> program to support pre-service and in-service teachers.</p> <p>A <b>Peer Assistance and Review</b> program includes induction and mentoring programs for new teachers and struggling teachers.</p> <p>A <b>Peer Assistance and Review</b> program includes effective Teacher Evaluation system.</p>	<p>A <b>Peer Assistance and Review</b> program does not support all teachers.</p> <p>A <b>Peer Assistance and Review</b> program does not include induction or mentoring programs, especially for new teachers and struggling teachers.</p> <p>A <b>Peer Assistance and Review</b> program includes a partially effective or not well-designed Teacher Evaluation system.</p>	<p>A teacher collaborative does not have <b>Peer Assistance and Review</b> program to support teachers.</p> <p>A <b>Peer Assistance and Review</b> program does not include induction and mentoring programs for new teachers and struggling teachers.</p> <p>A <b>Peer Assistance and Review</b> program does not include effective Teacher Evaluation system.</p>
<b>Part V. Strategies/Activities (5 Total Points)</b>		
<b>Exemplary</b> Points: 5	<b>Meets Standard</b> Points: 3-4	<b>Does Not Meet Standard</b> Points: 1-2
<p>Describes the rationale of programs/activities/strategies were chosen, and the alignment of programs and objectives.</p> <p>Describes the process of programs/activities/strategies adapted to meet the goals and objectives.</p> <p>A clear timeline is provided.</p>	<p>Lists programs/activities/strategies to be used, with limited narrative.</p> <p>Lists programs/activities/activities without a clear timeline and rationale.</p>	<p>Does not address the rationale of programs/ activities/ strategies criteria.</p> <p>Does not list a clear timeline and justification.</p>

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:

**Evaluation and Dissemination Plan (20 Points)**

**Criteria:**

- Clearly states what questions will be answered by the evaluation.
- Calls for final and ongoing evaluations.
- Uses appropriate methods that measure progress toward achieving objectives (formative) and measure relevant outcomes at the end of the project period (summative).
- Describes all evaluation activities and assigns responsibility for each.
- Evaluates the success towards completion of the outcomes.
- Evaluates how and why the project succeeded or failed.
- Establishes a baseline of data.
- Collects all necessary data and states how they are to be collected, who will collect them, and when they are to be collected.
- Collects both quantitative and qualitative data.
- Collects data from a variety of sources (parents, teachers, students, etc.)
- Employs multiple collection methods (surveys, student records, etc.).
- Identifies evaluators and states their qualifications.
- Identifies all major stakeholders and establishes appropriate methods for disseminating evaluation results to all of them.
- Calls for the completion and submission of quarterly reports, annual reports, and a comprehensive final report.
- Calls for the budgeting of resources for the evaluation and dissemination.

**SCORING RUBRIC:**

<b>EVALUATION and DISSEMINATION PLAN</b> (20 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 14-20	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 7-13	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1-6
Identifies multiple outcomes to evaluate success or failure of the project.  Evaluates the data collected to reflect refine the project.	Identifies a few outcomes to evaluate success or failure of the project.  Data collection is not demonstrated to inform future decisions.	Limited identified measures of success or failure. Data collection is limited.

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:

Management Plan (20 Points)

Criteria:

- ❑ Identifies all partners and establishes their roles, responsibilities, and donations to the project.
- ❑ Partners’ responsibilities and contributions are reiterated in a letter of commitment.
- ❑ Establishes a steering committee, discusses their duties, and sets their meeting dates.
- ❑ Lists steering committee members and states their expertise.
- ❑ All major stakeholder groups are represented by the steering committee.
- ❑ Lists of all key personnel with descriptions of their duties, qualifications, and percentages of time dedicated to the project.
- ❑ Identifies a project director dedicating appropriate time to the project (e.g. 25%).
- ❑ Resumés are provided for each key personnel that reiterate the qualifications presented in this section.
- ❑ Job qualifications are provided for all to-be-hired key personnel.
- ❑ Presents a clear organizational structure with a steering committee providing active oversight.
- ❑ Includes a detailed management plan worksheet, listing all major management actions, assigning responsibility for each action, and assigning dates for each action.
- ❑ Timeline contains all key elements from the implementation, management, and evaluation plan.
- ❑ Timeline is presented in the form of a Gantt chart.
- ❑ Timeline demonstrates adequate scheduling for the completion of all tasks.

**SCORING RUBRIC:**

<b>MANAGEMENT PLAN</b> (20 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in “Meets Standard”)  Points: 14-20	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 7-13	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1-6
Identifies multiple management systems to track progress of the project.  Monitors the timeline and meet the deadlines to complete the project.	Limited identified measures of success or failure.  Does not fully track progress of the project.  Limited monitored timeline to complete the project.	Does not identify measures of tracking the progress of the project.  Does not follow the plan to fulfill the deadlines and timeline.

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:

**Integration with Educational Reform (5 Points)**

Criteria:

- Describes how the project supports state standards and initiatives.
- Describes how the project supports national standards and initiatives.
- Describes how the project supports local standards and initiatives.
- Describes how this project enhances and shares resources with current efforts or projects.

**SCORING RUBRIC:**

<b>INTEGRATION WITH EDUCATIONAL REFORM</b> (5 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 5	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 3	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1
<p>Identifies specific standards and initiatives.</p> <p>Describes resources and shares resources with current efforts or projects.</p> <p>Effectively links specific state, national, and local standards and initiatives to extend and support current education reform.</p>	<p>Mentions standards and initiatives without being specific.</p> <p>Describes resources, but does not fully share resources with current efforts or projects.</p>	<p>Does not address standards or initiatives at any level.</p> <p>Does not describe resources, or share resources with current efforts or projects.</p>

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:



**Future Plans (5 Points)**

Criteria:

- Presents a plan for the project in light of reduced funding.
- Demonstrates commitment for funding successful elements of the project.
- Does not overly rely on acquisition of future grant awards.
- Demonstrates partners' dedication to maintaining an active partnership beyond the grant period.
- Demonstrates that successful elements of the project will continue past the grant period.

**SCORING RUBRIC:**

<b>FUTURE PLANS</b> (5 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in "Meets Standard")  Points: 5	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 3	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1
<p>Has a stated commitment to a sustainability plan in all of the following: Presents a plan to reduced funding.</p> <p>Demonstrates commitment for funding.</p> <p>Does not rely on acquisition of future grant awards.</p> <p>Demonstrates partners' dedication beyond the grant period.</p> <p>Demonstrates the continuity of over the grant period</p>	<p>Addressed the need for a sustainability plan, but without specifics in at least two of the following: Presents a plan to reduce funding.</p> <p>Demonstrates commitment for funding.</p> <p>Does not rely on acquisition of future grant awards.</p> <p>Demonstrates partners' dedication beyond the grant period.</p> <p>Demonstrates the continuity over the grant period</p>	<p>Does not address the need for sustainability in the following: Presents a plan to reduce funding.</p> <p>Demonstrates commitment for funding.</p> <p>Does not rely on acquisition of future grant awards.</p> <p>Demonstrates partners' dedication beyond the grant period.</p> <p>Demonstrates the continuity over the grant period</p>

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses:



Budget (10 Points)

Criteria:

- ❑ Provides a budget narrative justifying all expenses not clearly justified in the project narrative.
- ❑ Presents an explanation as to how all costs are reasonable and within current market value.
- ❑ Presents an adequate explanation as to the cost-effectiveness of the budget.
- ❑ Organizes line items by the appropriate budget categories (i.e. “objects”), and provide totals for each category.
- ❑ Contains no vague line items. All line items are for specific expenses.
- ❑ All line items contain the calculations used to derive the expected cost.
- ❑ Covers all expenses implied or stated in the project narrative and budget narrative.
- ❑ Includes only those expenses clearly stated in the project narrative or budget narrative.
- ❑ Presents all requested funds and in-kind contributions for the total cost of the project.
- ❑ Follows the prescribed format (see RFP).
- ❑ Indirect costs are calculated at a reasonable rate.
- ❑ Budget contains no mathematical errors.

**SCORING RUBRIC:**

<b>BUDGET</b> (10 Total Points)		
<b>Exemplary</b> (In addition to meeting all conditions listed in “Meets Standard”)  Points: 8-10	<b>Meets Standard</b> (Meets all conditions listed for each criterion)  Points: 5-7	<b>Does Not Meet Standard</b> (Does not meet one or more of the conditions listed for each criterion)  Points: 1-4
<p>Projects budget through completion of grant in the following requirements:</p> <p>Provides a budget narrative justifying all expenses.</p> <p>Presents an explanation to costs and cost-effectiveness of the budget.</p> <p>Organizes line items by the budget categories, and provide totals for each category.</p> <p>All line items contain the calculations used to derive the expected cost.</p>	<p>Limited projects budget through completion of grant in at least two of the following:</p> <p>Provides a budget narrative justifying all expenses.</p> <p>Presents an explanation to costs and cost-effectiveness.</p> <p>Organizes line items by the budget categories and provide totals for each category.</p> <p>All line items contain the calculations used to derive the expected cost.</p>	<p>Does not project budget through completion of grant in the following requirements:</p> <p>Provides a budget narrative justifying all expenses.</p> <p>Presents an explanation to costs and cost-effectiveness.</p> <p>Organizes line items by the budget categories and provide totals for each category.</p> <p>All line items contain the calculations used to derive the expected cost.</p>

Presents all requested funds and in-kind contributions for the total cost of the project.	Presents all requested funds and in-kind contributions for the total cost of the project.	Presents all requested funds and in-kind contributions for the total cost of the project.
---	---	---

Points Assigned: \_\_\_\_\_

Strengths and Weaknesses: