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| **Assessment Rubric For Key Skills For URBS 553 – Grants Administration*****Supports Program Competency 4: To articulate and apply a public service perspective******Supports Mission Specific (MSp) Competency: Street Readiness*** |
|  | Does not clearly articulate task/skill understanding or demonstrate ability to use skill***(NOT PROFICIENT Grade: C,D,F)*** | Clearly articulates/demonstrates task/skill understanding and application at a basic level***(PROFICIENT, GRADE: B***) | Clearly articulates/demonstrates skill that generates meaningful, applicable results***(HIGHLY PROFICIENT, GRADE: A)*** |
| **TASK/LEARNING OUTCOME** |  |  |  |
| Understand the basic theories of project planning to prepare for grants administration and proposal writing  |  |  |  |
| Ability to understand grant administration terminology  |  |  |  |
| Familiarity with the historical and theoretical background of federal grant and contract funding  |  |  |  |
| Identify different types of external resources available for grant seeking  |  |  |  |
| Identify and research potential funding sources from Foundations, the Federal government, and state and local government and agencies  |  |  |  |
| Prepare a basic grant proposal to align with a developed program plan.  |  |  |  |
| Prepare a concise and effective problem statement and budget for the proposal |  |  |  |
| Understand the basic concepts of principled negotiation strategy to use with external and internal stakeholders, sponsors, collaborators, and subcontractors |  |  |  |
| Familiarity with practicing ethical business strategies throughout the process  |  |  |  |
| Understand basic terminology, search engines, and regulations for Federal grants and contracts |  |  |  |
| Ability to plan a grant proposal from start to finish and present a professional product  |  |  |  |
| **NOTES and OBSERVATIONS:**Assessment of key tasks and learning outcomes through online discussion board participation, written responses to case studies, written original grant proposal/program plan, written exercise and a written reflection paper. |
| INSTRUCTOR: | COURSE/SECTION/MODALITY: |
| STUDENT: | DATE: |
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