

eMINTS-METS SCHOOL GRANTS PROGRAM

FY10 Program Quick Facts

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| Program Purpose | To establish 12 school-wide implementations of the eMINTS instructional model with a focus on mathematics and science |
| Funding Source | One-time State Appropriation |
| Grant Type | One-year School-wide implementation grants |
| Applicants | Missouri school districts and charter LEAs |
| Eligibility Requirements | Districts and Charter LEAs may submit only one METS application (Elementary, Middle, or High) |
| Program Appropriation | \$2.9 million [appropriation request] |
| Funds Distribution | Funds are distributed across four geographic areas: NE, NW, SE, SW |
| Maximum Grant Award Amounts | <ul style="list-style-type: none"> • Elementary: \$184,000 • Middle: \$282,000 • High: \$282,000 |
| Expected Number of Grant Awards | At least 12 eMINTS grants – one Elementary, one Middle, and one High School grant in each quadrant |
| Grant Expenditures | One-year grants support eMINTS-required technology equipment and resources and Year 1 professional development costs. |
| District Match Requirement | Districts cover Year 2 professional development costs; districts must provide at least 30% of the overall costs to implement the two-year professional development project. |
| Application Due Date | March 31 |
| Submission Process | Paper application (original plus two copies) |
| Approval Notification | Notification of approval status on/before May 31 |
| Begin – End Dates | <ul style="list-style-type: none"> • Grant Period begins July 1 and ends the following June 30 • Grant Project ends June 30 of second year of eMINTS implementation |
| Payment Revenue Code | 5364 |
| Payment Schedule | District Reimbursement Request: up to 75% available August-May, and Balance (based on Final Expenditure Report) in June |
| Reporting Requirements | <ul style="list-style-type: none"> • Annual Mid-year Progress Report: January 31 each year • Annual Program Evaluation Narrative: June 30 each year • Final Evaluation Report: September 30 of second year of eMINTS implementation |
| Program Contacts | DESE Instructional Technology Voice: 573-751-8247 Email: instrtech@dese.mo.gov |
| | eMINTS National Center Voice: 573-884-7202 Email: emints-info@emints.org |

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I. METS OVERVIEW

A. METS Coalition

The Missouri Mathematics, Engineering, Technology and Science (METS) Coalition was formed following the METS Summit held by Governor Blunt in April 2006. The Coalition includes business leaders, educators, and policy makers from a diverse group of stakeholders across Missouri. The METS Coalition created a set of strategies based on discussions held since the Summit, presented Governor Blunt in September 2006 with a set of recommendations to achieve each strategy, and worked throughout 2007 to secure statewide awareness of and support for the initiatives. [See “A Solution for Modernizing Missouri’s Schools” that outlines the Coalition’s goals and objectives for technology at <http://www.missourimets.com/mx/hm.asp?id=legislative>.]

The five strategies of the METS Coalition are:

1. Improving the performance of all pre-school through graduate school students.
2. Expanding the pool of students motivated to pursue METS careers.
3. Expanding the pool of quality METS educators.
4. Establishing a technology plan to support METS efforts.
5. Increasing public awareness of the value of METS knowledge related careers.

In FY08 the Missouri State Legislature approved funds to begin addressing the strategies such as technology-rich classrooms and after-school programs to promote informal mathematics and science education, professional development for Advanced Placement (AP) teachers, and financial assistance to students to cover the costs of AP tests. Work continued on the revision of the Missouri Grade Level Expectations (GLEs) and accompanying assessments in mathematics and science. Other educational agencies such as the Missouri Higher Education Loan Authority (MOHELA) provided support in the form of loan forgiveness for engineering majors. The Missouri Chamber of Commerce started the Show-Me Scholars program to increase the percentage of students graduating from high school with a rigorous, defined academic course of study sufficient to prepare them for higher education, the workforce, or the military.

B. eMINTS-METS Grants

Building on the METS Coalition’s support of instructional models that create technology-rich learning environments for students and teachers, the General Assembly approved FY08 funds for the competitive eMINTS-METS Classrooms Grant Program. The intent of the program was to create a set of model classrooms across the state that would demonstrate the power of technology-rich learning environments in combination with National Science Foundation (NSF) research-based mathematics or science curricula. The model combined eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) professional development with high-quality curriculum in mathematics and science at the elementary, middle, and high school levels. A total of 102 eMINTS-METS classrooms in 63 LEAs became operational in September 2007.

The program was expanded for FY09 to focus on schoolwide implementation of eMINTS-METS implementations. A total of five eMINTS-METS School Grants were funded, focusing on high quality National Science Foundation (NSF) research-based mathematics and/or

science curriculum materials. Grants were again provided through a competitive grant process, with grant funds used to support the majority of costs associated with the first year of the two-year eMINTS implementation commitment, and districts committing to support teachers' second year of professional development and support.

As in FY09, applicants for FY10 eMINTS-METS School Grants are expected to implement an eMINTS instructional model focused on mathematics and/or science instruction at **one** school in one grade span (elementary, middle, or high school) over a two-year period:

1. eMINTS Professional Development

The eMINTS Program promotes an instructional model based on a set of research-based strategies grounded in constructivist theory. Professional development supports teachers in integrating technology and best teaching practices to create learning communities where teachers and students explore and create knowledge together using a variety of resources. Teachers facilitate student learning through the use of essential questions that stimulate thinking, build curiosity, create connections, and generate long lasting knowledge through issues that matter to students. Program evaluation results demonstrate an eight-year trend towards improved student learning outcomes when compared to students whose teachers do not have eMINTS professional development or the same technology resources.

The eMINTS-METS grants help equip classrooms with the technology resources needed for teachers to participate in the eMINTS Comprehensive or eMINTS4All professional development programs.

2. METS Curriculum

Priority is given to eMINTS-METS applicant schools that have adopted METS-supported curriculum. In some cases, grant funds may be used to purchase technology resources that align with the district's research-based curriculum and fit the eMINTS instructional model (e.g., graphing calculators, scientific probes, etc.).

The METS mathematics group recommends the following curricula:

- Elementary Mathematics – Everyday Mathematics®, Investigations in Number, Data, and Space®, Math Trailblazers™
- Middle School (Junior High School) Mathematics – Connected Mathematics 2™, Mathematics in Context®, MathScape: Seeing and Thinking Mathematically™, MATH *Thematics*
- High School Mathematics – Contemporary Mathematics in Context© (also known as Core-Plus Mathematics), Interactive Mathematics Program™, MATH *Connections*®: A Secondary Core Mathematics Curriculum, Mathematics: Modeling Our World, SIMMS: Integrated Mathematics

The METS science group is prepared to support the following curricula:

- EBS (Event Based Science)
- FOSS (Full Option Science System)
- IMaST (Integrated Mathematics, Science, & Technology)
- SEPUP (Science Ed. for Public Understanding Program)
- STC (Science & Technology for Children)
- GEMS (Great Explorations in Math and Science)
- GLOBE Program

- CPO (Physics First)
- ChemCom (Chemistry in the Community)
- BSCS Science Programs
- Active Physics – Active Chemistry

II. eMINTS-METS SCHOOL GRANTS

Proposed projects must focus on school-wide implementation of the eMINTS instructional model with a focus on mathematics or science.

Teachers in schools receiving grant funds will participate in either the Comprehensive eMINTS or the eMINTS4All professional development programs. The two-year Comprehensive eMINTS professional development program helps teachers realize the power of technology and instructional strategies grounded in constructivism to transform teaching and learning. The two-year eMINTS4All program helps teachers in other classrooms extend the eMINTS instructional model throughout the school. eMINTS4All classrooms are implemented only in schools where Comprehensive eMINTS classrooms are already established or are also being implemented.

The proposed school-wide implementation model must promote interdisciplinary instruction. Projects should designate one primary focus area (mathematics or science) and one complimentary core subject area (mathematics, science, language arts, or social studies). Teachers participating in the Comprehensive eMINTS professional development – particularly in middle, junior, and high schools – must teach the primary focus subject. Teachers in the eMINTS4All program may teach in either the primary or complimentary subject area.

Grant funds are intended to be used to equip classrooms with the technology resources needed for eMINTS Comprehensive or eMINTS4All professional development and implementation. Teacher and classroom technology resources must meet the technical and ratio specifications established by the eMINTS National Center for specific professional development programs.

A. Program Rules

1. Funding

The Missouri General Assembly makes an annual appropriation for the eMINTS-METS School Grants Program. The Department advises districts of the estimated appropriation and the purpose for which grants may be awarded.

2. Funding Period

The fiscal year is July 1 to June 30. The funding period for competitive grants begins the date the grant is approved by the Department but not earlier than July 1. Districts awarded grants are expected to purchase all needed equipment and software during the fiscal year. No funding is anticipated beyond the initial grant period.

3. Eligible Applicants

Eligible applicants include Missouri school districts and charter LEAs. Applicants with partial implementations of any eMINTS program are eligible to apply. In such cases, applicants must fully describe the partial implementation and the existing opportunity or need that justifies the application for school-wide award funding.

Applicant schools and participating teachers must commit to meeting all professional development requirements over the two-year program implementation. The application requires a signature from a board-authorized representative, indicating the district has read and agrees to all assurances and matching funds requirement. The application also requires signature of the building principal and letters of understanding and commitment from all teachers involved in the proposed project's implementation.

4. Type of Grants

The intent of the Missouri METS Grants Program is to support schools in creating school-wide reform that results in improved instruction and student achievement that focus on mathematics, science, and technology. Specifically, the program supports school-wide implementation of: eMINTS technology and professional development focused on mathematics and/or science.

Districts may submit an application that covers only one school building, according to the following grade spans:

- elementary (grades K-6),
- middle or junior high (grades 5-8), or
- high school (grades 9-12).

5. Distribution of State Funds

The Department will allocate program funds to four geographic regions (quadrants) of the state and to each grade-span level identified above to achieve equitable distribution of the funds. District applications will compete only with districts in their geographical areas. (See appendix and/or website for quadrant information.)

6. Grant Awards

The intent is to fund one elementary, one middle, and one high school grant in each quadrant, totaling 12 eMINTS. Following is the maximum award amount by building type:

| | Maximum Grant Request |
|------------|------------------------------|
| Elementary | \$184,000 |
| Middle | \$282,000 |
| High | \$282,000 |

7. District Match

Matching funds are required. The established maximum award amounts are estimated to cover approximately 70 percent of the overall costs for the two-year implementation commitment. Districts must provide a match of at least 30% of the total project costs, including all costs required to complete the two-year professional development programs involved.

District matching funds are required to ensure grant implementations fulfill all eMINTS program requirements. Costs will vary across projects, based on school size and implementation model. Customary expenses that districts may include in their district match include:

- Project orientation and leadership meetings:
 - mileage (district rate) for a one-day Orientation meeting in summer 2009 for building principal(s), technology coordinator, and two or three representative teachers, and for a one-day Leadership Institute for the same group in fall 2009 – location TBA for a round trip of approximately 150 miles
 - one (1) night of lodging, three (3) meals and round-trip mileage (district rate) for the eMINTS Winter Conference in Columbia, Missouri for teachers in Year 2 of the Comprehensive eMINTS professional development program
- Comprehensive eMINTS professional development program:
 - stipends and any associated benefits (at district-approved rate) for 100 hours of professional development in Year 1 and 75 hours in Year 2
 - substitute teacher pay and any associated benefits (district rate) for four (4) days of teacher release in Year 1 and two (2) days of teacher release in Year 2
 - mileage (district rate) for 28 round trips (approximately 100 miles each) for Year 1 and 20 round trips for Year 2
- eMINTS4All professional development program:
 - stipends and any associated benefits (at district-approved rate) for 50 hours of professional development in Year 1 and 40 hours in Year 2
 - substitute teacher pay and any associated benefits (district rate) for one (1) day of teacher release in Year 1 [there are not release days for Year 2 eMINTS4All]
 - mileage (district rate) for 12 round trips (approximately 100 miles each) for Year 1 and 10 round trips for Year 2

B. Program Guidelines

A district may only submit one eMINTS-METS School Grants Program application.

The application may only address one grade span: elementary (K-6), middle or junior high (5-8), or high (9-12) school.

1. Application Deadline

Applications are due March 31. An application with original signatures must be submitted along with two copies of each application. Applications must be postmarked no later than March 31 or hand-delivered to DESE Instructional Technology (8th floor of the Jefferson Building, 205 Jefferson Street, Jefferson City) by 4:00 PM on March 31.

Note: In years where March 31 falls on a weekend, applications submitted by mail still must be postmarked no later than the deadline date but hand-delivered applications must be received in the office (8th floor of the Jefferson Office Building, Jefferson City) by no later than 4:00 p.m. on the following Monday.

2. Application Contact Person

Each application requires designation of a project contact person. The contact person must be able to make decisions about the application and be available throughout the summer months. Ideally, the contact should be a building principal or central office

administrator (e.g., a curriculum and instruction, elementary education, or technology coordinator).

3. Application Components

Each application consists of forms provided by the Department and a project narrative to be created by the applicant using a word processing program. **The application should not exceed 25 pages in total (excluding forms and letters of understanding and commitment).** The application should be assembled in the following order:

- a. Application for State Assistance under the eMINTS-METS School Grants Program (form provided),
- b. Proposed Budget for eMINTS-METS School Grants Program (form provided),
- c. Project narrative and letters of understanding and commitment.

4. Assurances and Submission Process

To submit a grant application, a representative authorized by the local district/LEA must agree to program assurances. Signature assures the Department that the board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the district by the assurances, and that the district will refund directly to the Department the amount of any funds made available to the district, which may be determined by the Department, or an auditor representing the Department, to have been misspent or otherwise misapplied.

Districts must agree to fulfill all requirements established by the grant program and the eMINTS National Center. Applicants must agree:

- to show financial and personnel commitment to the two-year intensive Comprehensive eMINTS and eMINTS4All professional development programs,
- to show commitment to make the appropriate resources available for eMINTS teachers and students,
- to follow the established rules and timelines of the program (and not include software or hardware outside the scope of the eMINTS program with the exception of allowable subject-specific software or hardware),
- to document commitment to the matching fund requirement,
- that principals, technology coordinators, and representative applicant teachers in buildings awarded grant funds attend a one-day, summer Orientation program and one-day fall Leadership Institute,
- to share (publish) at least one exemplar lesson plan or unit in mathematics or science at the conclusion of Year 1 of the Comprehensive eMINTS or eMINTS4All professional development programs,
- to meet reporting requirements and provide evaluation data specific to the project's goals and objectives at the end of each year of the project, and
- to participate in program evaluation requirements (production of an electronic teacher portfolio and provision of student rosters for MAP analysis) at the conclusion of Year 2 of the Comprehensive eMINTS or eMINTS4All professional development programs.

5. Allowable and Unallowable Costs

Only costs associated with implementing the eMINTS instructional model will be approved. Costs will vary depending on the number of teachers, number of students in each classroom, and the current curriculum and technology resources available.

Typical costs include professional development fees paid to the eMINTS National Center, other training fees, stipends, substitute pay, travel costs for participants in training, and appropriate teacher and classroom hardware and software. [Refer to the section of this manual related to completing the proposed budget for more information about allowable and expected costs. For details regarding the necessary resources for eMINTS program implementation, visit: <http://www.emints.org/>.]

Grant funds may not be used to:

- purchase student response systems or classroom management software (systems sometimes used by computer-room teachers to view student computers)
- construct, remodel, or prepare the site except for air conditioning and/or to prepare wiring or electrical service to support eMINTS requirements
- pay administrative or indirect costs
- pay fees for college credit
- supplant existing positions, programs, or services

C. Application Procedures

1. Completing the Application for State Assistance

Use the application cover form provided.

For Department Use – Do not complete this section. It will be completed by the Department should the application receive funding approval.

District Information – Provide details about the applicant district/LEA: district name, county-district code, and geographic quadrant. Provide project contact information: contact person name, title, email address, work and summer phone numbers.

School Information – Enter school name and address of the applicant school building. Enter principal name, principal's signature, and date of signature. Check the grade levels that will be served in the proposed project.

Project Information – Enter the two-year project total (including district match) and the state amount requested. Enter the numbers of teachers and students that will be served by the project. Check the primary and complementary curriculum focus areas.

Project Assurances and DESE IX Assurances – Review the list of assurances to which the district must agree in order to receive consideration for funding.

Signature – A representative authorized by the board to submit the application must agree to project assurances by affixing his/her signature and entering his/her name, title, and signature date.

2. Completing the Proposed Budget Form

Use the proposed budget grid form provided.

District Information – Type in district name and county-district code number.

Project Information – Enter project contact person information as indicated.

Project Financial Data – Transfer amounts from the budget explanation in the narrative to the project budget information grid. Apply amounts by expense code

(Salaries, Benefits, etc.) and function code (Curriculum/Instruction, Professional Development, and/or Facilities). Include all costs associated with the state amount requested, and district match. **Round budget figures to whole dollar amounts.** [See the project narrative section, and guiding questions for grant writing included in the appendix of this manual, for more details about developing the project budget.]

- Year 1 Budget – Enter funding amounts requested under the grant program, the district’s matching funds, and the total amount to complete year one activities.
- Year 2 Budget – Enter district matching funds necessary to complete the two-year professional development project.
- Total Project Budget – Total Year 1 state and Year 1 and Year 2 matching funds to determine the Project Total. Transfer the state request and project total amounts to the application cover form, as indicated in the Project Information section.

Only costs associated with implementing the eMINTS instructional model in Comprehensive eMINTS or eMINTS4All classrooms will be approved. Costs will vary depending on the number of students in the classrooms, current technology resources available, and the ratio of students to computers.

Grant funds may only be used to purchase technology resources needed for a Comprehensive eMINTS or eMINTS4All classroom, not to adopt or implement mathematics or science curricula. The eMINTS National Center will cover program evaluation costs based on organization fees charged to participating districts. Districts are responsible for costs associated with the collection and analysis of school data needed to demonstrate achievement of goals or objectives outlined in the proposal narrative.

Salaries (6100) – Must be obligated by May 1 (state and district match dollars)
Payment of professional and nonprofessional salaries and stipends will be allowed at district-approved rates. This applies to additional staff members necessary to carry out the project and for work performed by existing staff outside the regular school day, term, or year. Performance of services by staff already employed by the district must occur outside the contracted hours for the school district (e.g., after all teachers are released for the day/school year, before the time teachers are required to begin the day/school year, or during scheduled vacations).

The eMINTS National Center will maintain attendance records for teachers participating in eMINTS professional development sessions. Quarterly reports of teacher attendance will be provided to participating districts for calculation of teacher stipends. Stipends should be paid quarterly, based on actual attendance. Stipends should not be paid in lump sums prior to teachers’ completion of the professional development program hours.

Benefits (6200) – Must be obligated by May 1
Applicant district is expected to cover the benefits for stipends and substitute teacher salaries associated with teachers in eMINTS professional development.

Purchased Services (6300) – Must be obligated by May 1
Purchased services result when work for a district or building is completed by an individual not on the district’s payroll or a service is purchased from a source outside the district.

eMINTS professional development and organizational fees are also considered purchased services. The applicant district is expected to cover any costs associated with the collection and analysis of school data needed to demonstrate achievement of goals or objectives outlined in the proposal narrative. Examples of allowable purchased services include:

- installation of hardware/software performed by an individual not employed by the school/district
- T-1 connection to the eMINTS building (a reliable 1-2 Mbps connection)
- upgrade of electrical service in eMINTS classrooms to support the computers, interactive whiteboard, and projector
- networking (bandwidth, switches, and cabling for eMINTS teacher workstation, networked printer and classroom computers)

Materials and Supplies (6400) – Must be obligated by March 31

Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit, and all software, regardless of price, are considered Materials and Supplies. Examples of allowable Materials and Supplies expenditures are listed below. Unless otherwise noted, expenditures are limited to eMINTS classroom costs and may include:

- approved computer and networking software (regardless of unit cost)
- storage drives
- networking and wiring supplies
- printers and printing supplies
- computer furniture (chairs, carts, and tables for teacher and student use)
- filtering software (if needed to meet CIPA requirements)
- productivity software allowed by the eMINTS equipment specifications
- other software allowed by the eMINTS program and required by the curricular program (refer to eMINTS website for current listing)
- scanner
- digital camera

Capital Outlay (6500) – Must be obligated by March 31

Items that are electrical or mechanical in nature, have a useful life of at least one year, and / or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is unit cost. All technology purchases must meet eMINTS program specifications. The following are examples of allowable Capital Outlay expenditures:

- teacher laptop with docking station
- student computers (server-based or wireless units are acceptable)
- networking hardware
- interactive whiteboard (permanent installation in classroom)
- data projector (permanent installation in classroom)

3. Completing the Project Narrative

The application narrative should adhere to suggested format and page limits.

The format of the application narrative must:

- not exceed twenty-five (25) pages in length, excluding cover form, budget form, and letters of understanding and commitment,
- be single spaced, with black or dark blue print, on 8½ x 11 white paper,
- use Arial 11 font,
- have left and right margins no less than one inch and top and bottom margins no less than half inch,

- begin each section with the appropriate narrative header,
- include a page footer detailing name of the district and page number of application (e.g., Maple Brook R-IV, page 8). The first narrative page will be page number 3 or higher), and
- be stapled in the upper left corner (no covers or bindings).

Using a word processor, develop the project narrative, addressing all components listed below. Write the narrative using the active voice. (See Appendix of this manual for a *Grant Writing Checklist* that provides examples of the types of information to be included in the narrative sections).

Brief Project Summary –

Begin the project narrative with a brief (50 words or less) summary of the project, which will be posted in a project summaries document. Describe the population targeted by the proposed project, the expected outcomes, and how the outcomes will be accomplished.

Introduction –

Provide a descriptive, yet concise, overview of the proposal. This description should illustrate to grant reviewers an understanding of the purpose of the eMINTS-METS School Grants Program components. Include information such as the population targeted by the project, the expected outcome(s), and how the outcome(s) will be accomplished. Include also a brief description of the community.

Specifically, detail teacher and student population. List teachers by name and indicate his/her curriculum focus area(s), grade level(s), number of students, and eMINTS professional development program. Middle and high school implementation projects, and elementary projects with departmentalized teachers, should indicate the largest class enrollment and the total numbers of students served.

Evidence of Need or Opportunity –

The purpose of this section is to demonstrate that there is an educational need or opportunity for the proposed eMINTS school-wide implementation focused on mathematics or science. In describing the opportunity and/or educational need for improvement, be specific and indicate the sources of information. This section should be convincing but concise.

An **educational need** is characterized by a lack of achievement, lack of specialized instructional materials, or the necessity to establish an instructional program not previously offered by the district. Examples of an educational need might be low test scores on standardized tests or end-of-course assessments, lack of appropriate technology for instructional purposes, or lack of specialized services for students. Personal experience may be used, but personal experience alone is not sufficient. Provide a variety of sources. Data from sources such as the following might be used:

- standardized achievement tests;
- attitude, aptitude or interest inventories;
- questionnaires, opinion surveys, self-report scales, or structured interviews;
- direct systematic observation of student behavior;
- demographic or socioeconomic surveys;
- MSIP findings;
- school and agency records (e.g., drop-out rates, suspension rates, absentee rates); or
- state and local assessment studies made by other agencies or organizations.

An **opportunity** is created by a unique set of circumstances that could be transformed into a learning experience for local students. Examples of an opportunity might include:

- the proposed school in the applicant district has a teacher who was awarded an FY08 eMINTS-METS Classroom Grant project,
- the district has a certified eMINTS instructional specialist on staff who is already providing eMINTS professional development to teachers in the district,
- the proposed school in the applicant district is working with mathematics or science education or instructional technology faculty members at a nearby university to align the district's curricula with state and national standards,
- the proposed school in the applicant district has teachers who have participated in state or local initiatives or projects focused on improving mathematics and science instruction,
- the proposed school in the applicant district has teachers who are experienced in providing professional development to other teachers in research-based mathematics or science instructional strategies, or
- a business is offering free materials, supplies, or technology resources to a school district for use in the science [or mathematics] curriculum.

Focus on eMINTS and Capacity to Serve as Model eMINTS-METS School –

Provide descriptions of current implementations of instructional technology programs that show a focus on high quality instruction. Fully describe the curriculum and specify the content area upon which the school is focusing (e.g., mathematics and science at the elementary level, mathematics at the middle/junior high school level, or science at the high school level). Provide evidence of how the curriculum and/or instructional technology program contributes to high quality instruction. Provide dates of initial implementation and the length of implementation by describing when the curriculum/program was first implemented in the school or district and how long it has been in place.

Each teacher's professional development and advanced study preparation in technology should be described. The narrative should include a complete description of the teachers' capacity and experience to contribute to the overall model school implementation and include the willingness of the school's teachers to provide opportunities to other educators for observations and visits.

Prior Planning and Local Commitment –

It is important to demonstrate that careful consideration has been given to those affected by the proposed school-wide eMINTS implementation. Describe the process used to prepare the application, gather information, and solicit input from others. Include information pertaining to individual or group meetings with local educators, other persons pertinent to the planned eMINTS school-wide implementation, parents, and the community. A chronology of planning is recommended. Attach letters indicating the principal's and each teacher's commitment to successful implementation of the proposed eMINTS project.

Goals and Objectives –

Provide a **goal** statement which relates directly to the target population and the stated need/opportunity and includes the expected overall results of implementing the Comprehensive eMINTS and eMINTS4All classrooms.

Each application is required to provide a minimum of **two objectives (one objective each for students and teachers)** that detail expected learning outcomes for teachers and students at the conclusion of the one-year grant period AND at the conclusion of the two-year professional development period. Additional objectives (maximum of two) focused on others (such as parents or community members) may be provided but are not required.

Each objective should indicate who will do what, how well, when, and according to what measurement instrument. Objectives should be stated in measurable terms, be easily measured and communicated, and be reflected in the evaluation. Notes: Performance on objectives must be *reportable* for the end-of-year reports due June 30. Student outcomes should NOT include Missouri Assessment Program (MAP) results, as these results are typically not released until after the June 30 reporting deadline and the eMINTS National Center external evaluator will collect and analyze student MAP results at the conclusion of participating teachers' second year of professional development.

Indicate the **evaluation** plan for each objective. The evaluation plan should describe how the attainment or degree of attainment of each objective is to be measured. Helpful questions to ask when writing objectives are, "What do I want to accomplish?" "When should I expect this to be accomplished?" and "How will I be able to tell it has been accomplished?"

Following are some examples of easily communicated, measurable objectives and the evaluation of each objective:

Examples of REQUIRED Teacher Learning Objectives:

Year 1 Objective: By the end of Year 1, participating teachers will achieve a "transition" or higher rating on 80% of the items on a walk-through completed by a district administrator (a participant in the eMINTS4Administrators program) using the Year 1, second semester "look fors" based on the Hallmarks of an Effective eMINTS Classroom. **Evaluation Plan:** A report detailing the percentage of teachers at each rating level on each of the "look for" items will be compiled and submitted by the project contact in the end-of-Year 1 Program Evaluation Narrative (PEN) report.

Year 2 Objective: By the end of Year 2, participating teachers will submit a, electronic portfolio featuring [mathematics or science] content that successfully meets the criteria established by the eMINTS National Center as a "passing" portfolio. **Evaluation Plan:** An aggregate number detailing the percentage of teachers achieving "passing" scores will be obtained from the eMINTS National Center and submitted by the project contact in the end-of-Year 2 Program Evaluation Narrative (PEN) report

Examples of REQUIRED Student Learning Objectives:

Year 1 Example: Objective: By the end of Year 1, 90% of targeted students will score at the "proficient" level on a district-developed common mathematics assessment based on grade level expectations (GLEs). **Evaluation Plan:** Participating teachers will administer the assessment during the last month of school. Skills tested will focus on number operations items. Scores will be

compiled by the project contact for inclusion in the end-of-Year 1 Project Evaluation Report.

Year 2 Example: *Objective:* By the end of Year 2, 90% of targeted students will score at the “proficient” level on at least two constructed response items (see note below) for their grade level. *Evaluation Plan:* Participating teachers will administer the assessment items during the last month of school. Scores will be computed by a committee of teachers from the school based on scoring guides published on the DESE website. Teachers will score each other’s student responses for impartiality. Student scores will be reported by the committee chair to the project contact for inclusion in the Final Evaluation Report.

Examples of Optional Parent/Community Objectives:

Year 1 Example: *Objective:* By the end Year 1, 80% of eligible parents will demonstrate involvement in their child's mathematics education by participating in at least two [of four] parent workshops. *Evaluation Plan:* Facilitators will keep records and document parent participation. Records of parent participation will be summarized by the project contact and submitted for inclusion in the end-of-Year 1 Project Evaluation Report.

Year 2 Example: *Objective:* By the end of year 2, selected eMINTS students will make a 20 minute presentation to the School Board showing their academic progress and fluency in multimedia. *Evaluation Plan:* Project contact will include a copy of the presentation in the Final Evaluation Report along with a record of comments from Board members.

The narrative should also reflect district and school willingness to participate in required program evaluation activities (provision of teacher electronic portfolios) and the district’s willingness to provide student roster information to assist in the program’s MAP analysis.

Activities (Including Dissemination) –

Since teacher activities are defined by the eMINTS Comprehensive professional development program, it is not necessary to state teacher professional development activities. Instead, applicants should describe the major learner/student activities of the proposed school-wide eMINTS-METS implementation. Include a schedule showing the dates of activities. Tie the planned activities to the stated need/opportunity statement, goal, and objectives.

Describe how the materials and procedures that are part of the mathematics or science curriculum will be used with the eMINTS technology and instructional strategies. Additional activities might include:

- assessment of needs,
- discussions with parents, other teachers, or students,
- providing training sessions for other teachers,
- providing open-house observation opportunities for parents and community members,
- periodic assessment of progress in teaching strategies, and/or
- community cooperation or curriculum alignment.

Budget Explanation –

Include a description and itemization of estimated costs of each proposed budget activity and expenditure (including state and district dollars) necessary to complete the proposed two-year professional development programs. Model numbers, software titles, hourly rates of pay and other pertinent information should be detailed appropriately. Round budget amounts to whole dollars. Calculate the district’s match percentages to ensure match equals at least 30 percent of the overall costs for the two-year implementation project.

For each budget category (salaries, employee benefits, etc.) describe the purpose and the amount for which the funds are to be expended. Be specific. For example, since district matching funds may be expended for substitutes, provide the cost for each substitute per day. Subtotals should add up to the totals listed on the provided proposed budget form.

Following are examples of how to format a Budget Explanation for an elementary school and for a secondary (middle or high) school. Note that the examples addresses format only; details may or may not list actual costs or address all necessary costs.

Itemized costs represent maximum allowable costs to be paid from state request. If costs exceed maximum allowed, district is responsible for remainder. Districts are responsible to maintain the required student-to-computer ratios throughout the grant period even if enrollment increases.

Elementary School eMINTS-METS Budget

(5 Comprehensive & 5 eMINTS4All Teachers, with 24 students per classroom)

| Proposed Expenditures by Object Code, Year | YEAR 1 | | | YEAR 2 | PROJECT |
|---|----------------|-----------------|-----------------|-----------------|-----------------|
| | Request | Match | Total | Match | TOTAL |
| 6100 Salaries | | | | | |
| Stipends – Comprehensive eMINTS [number teachers X hours X district stipend rate] Yr 1: 5 X 100 hours @ \$18 = \$9000 Yr 2: 5 X 75 hours @ \$18 = \$6750 | \$0 | \$9,000 | \$9,000 | \$6,750 | \$15,750 |
| Stipends – eMINTS4All Yr 1: 5 X 50 @ \$18 = \$4500 Yr 2: 5 X 40 @ \$18 = \$3600 | \$4,500 | \$0 | \$4,500 | \$3,600 | \$8,100 |
| Teacher substitutes – Comp eMINTS [number teachers X days X district sub-pay rate] Yr 1: 5 X 4 @ \$75 = \$1500 Yr 2: 5 X 2 @ \$75 = \$750 | \$0 | \$1,500 | \$1,500 | \$750 | \$2,250 |
| Teacher substitutes – eMINTS4All Yr 1: 5 X 1 @ \$75 = \$375 (Yr 2: Not applicable) | \$375 | \$0 | \$375 | \$0 | \$375 |
| SALARIES TOTAL | \$4,875 | \$10,500 | \$15,375 | \$11,100 | \$26,475 |
| 6200 Benefits | | | | | |
| Benefits for teachers in training at XX% [e.g., Total Stipend Amount x 13.5%] | \$0 | \$1,823 | \$1,823 | \$1,397 | \$3,220 |
| BENEFITS TOTAL | \$0 | \$1,823 | \$1,823 | \$1,397 | \$3,220 |
| 6300 Purchased Services | | | | | |
| eMINTS Professional Development services | | | | | |
| • Organizational fee (\$6,000 per year) | \$0 | \$6,000 | \$6,000 | \$6,000 | \$12,000 |
| • eMINTS Comp PD (5 teachers @ \$6,000 per year) | \$30,000 | \$0 | \$30,000 | \$30,000 | \$60,000 |
| • eMINTS4All PD (5 teachers @ \$3,000 per year) | \$15,000 | \$0 | \$15,000 | \$15,000 | \$30,000 |

| | | | | | |
|--|------------------|-----------------|------------------|-----------------|------------------|
| Mileage for training – Comprehensive eMINTS [# cars X trips X miles X district mileage rate] Yr 1: 2 cars X 28 trips x 60 miles @ \$.30 = \$1008 Yr 2: 2 cars X 20 trips x 60 miles @ \$.30 = \$720 | \$1,008 | \$0 | \$1,008 | \$720 | \$1,728 |
| Mileage for training – eMINTS4All Yr 1: 2 cars X 12 trips x 60 miles @ \$.30 = \$432 Yr 2: 2 cars X 10 trips x 60 miles @ \$.30 = \$360 | \$432 | \$0 | \$432 | \$360 | \$792 |
| Mileage – Orientation/Leadership Team Meetings Yr 1: 2 cars X 2 trips x 150 miles @.30 = \$180 Yr 2: Mileage/Lodging for Winter Conference (for Comp eMINTS) estimated @ \$70 each = \$350 | \$180 | \$0 | \$180 | \$350 | \$530 |
| Installation of computers (local contractor) \$35/hour for 20 hours | \$700 | \$0 | \$700 | \$0 | \$700 |
| PURCHASED SERVICES TOTAL | \$47,320 | \$6,000 | \$53,320 | \$52,430 | \$105,750 |
| 6400 Materials and Supplies | | | | | |
| All in One Printer/Scanner for Comp eMINTS [e.g., 2 @ \$700, networked between 2 rooms] | \$1,400 | \$0 | \$1,400 | \$0 | \$1,400 |
| Digital camera for Comp eMINTS [e.g., 5 @ \$250 each] | \$1,250 | \$0 | \$1,250 | \$0 | \$1,250 |
| MS Office Suite Standard for Comp eMINTS [e.g., 60 student computers (12 per classroom) @ \$50 each + \$30 media X 5 teachers] | \$3,150 | \$0 | \$3,150 | \$0 | \$3,150 |
| MS Office Pro for 5 Comp and 5 eMINTS4All teachers [e.g., 10 @ \$75 + \$35 disk] | \$1,100 | \$0 | \$1,100 | \$0 | \$1,100 |
| Fireworks for Comp eMINTS teachers [5 @ \$100] (All teachers use nVu web editor – open source at no cost) | \$500 | \$0 | \$500 | \$0 | \$500 |
| Printing costs for professional development materials (paper, toner/ink, etc.) [e.g., approx. 1,100 pgs @ \$.05/pg for 10 teachers for 2 years] | \$350 | | \$350 | \$200 | \$550 |
| Smart Ideas (Site license) | \$1,995 | \$0 | \$1,995 | \$0 | \$1,995 |
| Student desks for 2 students per desk [e.g., 60 @ \$300] + \$1,050 shipping (estimated)] | \$0 | \$19,050 | \$19,050 | \$0 | \$19,050 |
| MATERIALS AND SUPPLIES TOTAL | \$9,745 | \$19,050 | \$28,795 | \$200 | \$28,995 |
| 6500 Capital Outlay | | | | | |
| Teacher laptop & docking station [e.g., 10 @ \$1800] | \$18,000 | \$0 | \$18,000 | \$0 | \$18,000 |
| Student computers for Comp eMINTS [e.g., 60 @ \$900 each] (eMINTS4All will use computer lab and existing computers in classrooms) | \$54,000 | \$0 | \$54,000 | \$0 | \$54,000 |
| Interactive whiteboard and projector [e.g., 10 @ \$5000] includes installation and cabling | \$50,000 | \$0 | \$50,000 | \$0 | \$50,000 |
| CAPITAL OUTLAY TOTAL | \$122,000 | \$0 | \$122,000 | \$0 | \$122,000 |
| TOTALS | \$183,940 | \$37,373 | \$221,313 | \$65,127 | \$286,440 |
| State Request Percentage | | | 82% | | 64% |
| District Match Percentage | | | 18% | | 36% |

Secondary School eMINTS-METS Budget

(8 classrooms total: 4 Comprehensive eMINTS in Mathematics and 4 eMINTS4All in Language Arts)

| Proposed Expenditures by Object Code, Year | YEAR 1 | | | YEAR 2 | PROJECT |
|--|-----------------|----------------|-----------------|-----------------|-----------------|
| | Request | Match | Total | Match | TOTAL |
| 6100 Salaries | | | | | |
| Stipends – Comprehensive eMINTS [number teachers X hours X district stipend rate] Yr 1: 4 X 100 hours @ \$18 = \$7200 Yr 2: 4 X 75 hours @ \$18 = \$5400 | \$7,200 | \$0 | \$7,200 | \$5,400 | 12,600 |
| Stipends – eMINTS4All Yr 1: 4 X 50 hours @ \$18 = \$3600 Yr 2: 4 X 40 hours @ \$18 = \$2880 | \$3,600 | \$0 | \$3,600 | \$2,880 | \$6,480 |
| Teacher substitutes – Comp eMINTS [number teachers X days X district sub-pay rate] Yr 1: 4 X 4 days @ \$75 = \$1200 Yr 2: 4 X 2 days @ \$75 = \$600 | \$0 | \$1,200 | \$1,200 | \$600 | \$1,800 |
| Teacher substitutes – eMINTS4All Yr 1: 4 X 1 @ \$75 = \$300 (Yr 2: not applicable) | \$0 | \$300 | \$300 | \$0 | \$300 |
| SALARIES TOTAL | \$10,800 | \$1,500 | \$12,300 | \$8,880 | \$21,180 |
| 6200 Benefits | | | | | |
| Benefits for teachers in training at XX% [e.g., Total Stipend Amount x 13.5%] | \$0 | \$1,458 | \$1,458 | \$1,863 | \$3,321 |
| BENEFITS TOTAL | \$0 | \$1,458 | \$1,458 | \$1,863 | \$3,321 |
| 6300 Purchased Services | | | | | |
| eMINTS Professional Development services: | | | | | |
| ▪ Organizational fee (\$6,000 per year) | \$0 | \$6,000 | \$6,000 | \$6,000 | \$12,000 |
| ▪ eMINTS Comp PD (4@ \$6,000 per year) | \$24,000 | \$0 | \$24,000 | \$24,000 | \$48,000 |
| ▪ eMINTS4All (4 @ \$3,000 per year) | \$12,000 | \$0 | \$12,000 | \$12,000 | \$24,000 |
| Mileage for training – Comprehensive eMINTS [# cars X trips X miles X district mileage rate] Yr 1: 2 cars X 28 trips x 60 miles @ \$.30 = \$1008 Yr 2: 2 cars X 20 trips x 60 miles @ \$.30 = \$720 | \$0 | \$1,008 | \$1,008 | \$720 | \$1,728 |
| Mileage for training – eMINTS4All Yr 1: 2 cars X 12 trips x 60 miles @ \$.30 = \$432 Yr 2: 2 cars X 10 trips x 60 miles @ \$.30 = \$360 | \$0 | \$432 | \$432 | \$360 | \$792 |
| Mileage – Orientation/Leadership Team Meetings Yr 1: 2 cars X 2 trips x 150 miles @.30 = \$180 Yr 2: Mileage/Lodging for Winter Conference (for Comp eMINTS) estimated @ \$70 each = \$280 | \$0 | \$180 | \$180 | \$280 | \$460 |
| Installation of computers (local contractor) \$35/hour for 20 hours | \$700 | \$0 | \$700 | \$0 | \$700 |
| PURCHASED SERVICES TOTAL | \$36,700 | \$7,620 | \$44,320 | \$43,360 | \$87,680 |
| 6400 Materials and Supplies | | | | | |
| All in One Printer/Scanner for Comp eMINTS [e.g., 2 @ \$700, networked between 2 rooms] | \$0 | \$1,400 | \$1,400 | \$0 | \$1,400 |
| Digital camera for Comp eMINTS [e.g., 4 @\$250 each] | \$0 | \$1,000 | \$1,000 | \$0 | \$1,000 |
| MS Office Suite Standard for Comp eMINTS and eMINTS4All [e.g., 144 student computers @ \$50 each + \$30 media X 8 teachers] | \$0 | \$7,440 | \$7,440 | \$0 | \$7,440 |
| MS Office Pro for Comp and eMINTS4All teachers [e.g., 8 @ (\$75 + \$35) disk] | \$0 | \$880 | \$880 | \$0 | \$880 |
| Fireworks Comp eMINTS teachers [4 @ \$100] (All teachers use nVu web editor – open source at no cost) | \$0 | \$400 | \$400 | \$0 | \$400 |

| | | | | | |
|---|------------------|-----------------|------------------|-----------------|------------------|
| Printing costs for professional development materials (paper, toner/ink, etc.) [e.g., approx. 1,100 pgs @ \$.05/pg for 10 teachers for 2 years] | \$350 | \$0 | \$350 | \$200 | \$550 |
| Smart Ideas (Site license) | \$0 | \$1,995 | \$1,995 | \$0 | \$1,995 |
| Wireless Access Hubs and Cabling | \$3,200 | \$0 | \$3,200 | \$0 | \$3,200 |
| Geometer Sketchpad Software | \$0 | \$3,000 | \$3,000 | \$0 | \$3,000 |
| TI Emulator for Teacher | \$0 | \$2,000 | \$2,000 | \$0 | \$2,000 |
| TI Graphing Calculators (4 class sets @ \$1500) | | \$6,000 | \$6,000 | \$0 | \$6,000 |
| MATERIALS AND SUPPLIES TOTAL | \$3,550 | \$24,115 | \$27,665 | \$200 | \$27,865 |
| 6500 Capital Outlay | | | | | |
| Teacher laptop & docking station [e.g., 8 @ \$1800] | \$14,400 | \$0 | \$14,400 | \$0 | \$14,400 |
| 144 Student computers (1:1 in Comp eMINTS classrooms and two laptop carts shared between eMINTS4All classrooms) [e.g., 144 @ \$1000] | \$144,000 | \$0 | \$144,000 | \$0 | \$144,000 |
| Interactive whiteboard and projector [e.g., 8 @ \$5000] includes installation and cabling | \$40,000 | \$0 | \$40,000 | \$0 | \$40,000 |
| Laptop batteries (144 @ \$150 each) | \$0 | \$21,600 | \$21,600 | \$0 | \$21,600 |
| Laptop carts (6 @ \$3000 each) | \$0 | \$18,000 | \$18,000 | \$0 | \$18,000 |
| CAPITAL OUTLAY TOTAL | \$198,400 | \$39,600 | \$238,000 | \$0 | \$238,000 |
| TOTALS | \$249,450 | \$72,293 | \$323,743 | \$54,303 | \$378,046 |
| State Request Percentage | | | 77% | | 66% |
| District Match Percentage | | | 23% | | 34% |

D. Application Review and Approval Process

1. Review Process

As applications are received Department staff screen the proposals for compliance with program rules and completeness. Only one application per district will be accepted. An application will be withdrawn from the competition if, in the judgment of the Department, the proposal is considered non-responsive. A responsive application is submitted on time, is significantly complete, does not exceed the maximum request amount, and does not violate any program rules.

Program applications are due March 31 and undergo a formal review in mid-April. Reviewer scores (100 points possible) and Department-assigned economic bonus points (10 points possible) form the basis for award selections. Applications are ranked by total score, and the highest scoring grant in each competition (program, quadrant, grade span) is selected for negotiation and final approval. To be approvable, a grant must score, on average, at least 60%.

2. Application Narrative Criteria

Narratives of responsive applications are evaluated through a peer review. The evaluators review narrative components, score them using set criteria, and provide comments and recommendations to the Department in the areas of program, budget, and efficacy. Narratives are evaluated using the following set of criteria:

eMINTS-METS APPLICATION NARRATIVE SCORING CRITERIA

Introduction (10 points)

- The introduction provides an easily understood, clear description of the proposed project.
- The introduction describes the target population, expected outcomes, and the process for achieving these outcomes.

Evidence of Need or Opportunity (15 points)

- The educational need or opportunity is well documented with local data and evidence.
- The educational need or opportunity is significant for the school.

Focus on eMINTS and Capacity to Serve as Model eMINTS-METS School (15 points)

- The narrative indicates the specific grade(s), curricular focus content area, and explains how the curriculum meets the intent and purpose of the eMINTS instructional model (inquiry-based teaching powered by technology).
- Prior experience in school's participation in curriculum initiatives with the eMINTS instructional model is described in sufficient detail, indicating start date and how long implementation has been in place in the district, school, or grades.
- Applicant indicates willingness to serve as a model school, detailing appropriate teachers' credentials, prior experiences, or knowledge/skills related to content rigor, master teaching, and/or educational research.

Prior Planning and Local Commitment (15 points)

- Direct involvement of proposed implementers, school personnel, and/or community personnel in the planning of the proposed program is documented.
- The planning reflects a systemic approach to directly address the stated educational need or opportunity.
- Letters of commitment indicate applicant school's teachers understand the eMINTS instructional model and are committed to fulfill all implementation requirements.
- Letters of commitment indicate applicant administration's commitment to fulfill all project evaluation requirements at the conclusion of the two-year professional development programs.

Goals and Objectives (20 points)

- The goal(s) and objectives directly address the stated opportunity or educational need for the target population.
- Required and optional objectives describe measurable, anticipated, and beneficial changes in an identified target population (teachers - required, students - required, and parents - optional).
- The proposed evaluation procedures use appropriate assessment measures that will provide objective data about the success of the project.

Activities (Including Dissemination) (15 points)

- The planned activities include a description of the major learner activities and deadlines, and relate to the goals, objectives, and evaluation of the proposed project.
- The activities listed include a plan to disseminate information about the project to the local community, educators within the district and other educators.

Budget Explanation (10 points)

- Budget items directly relate to the proposed project's identified target population(s) and stated need/opportunity, goals, objectives, and activities.
- The proposed project is based on a desire for instructional improvement rather than an "opportunistic" approach to securing equipment, materials, etc.

3. Economic Need Criteria

Department staffs assign additional points, based on economic need, using data supplied by districts via the Department’s CORE DATA collection system. The economic need scores are based on the applicant school building’s rate of students eligible for the Free and Reduced Lunch program and assigned according to the following table. A total of 10 points is possible.

| Free/Reduced Lunch Rate | Assigned Score |
|-------------------------|----------------|
| 81.4% or higher | 10 |
| 66.4 – 81.3% | 9 |
| 59.1 – 66.3% | 8 |
| 51.3 – 59.0% | 7 |
| 45.1 – 51.2% | 6 |
| 39.3 – 45.0% | 5 |
| 33.7 – 39.2% | 4 |
| 26.1 – 33.6% | 3 |
| 17.7 – 26.0% | 2 |
| 17.6% or lower | 1 |

4. Notification of Award

The Department notifies districts of their grant approval status in mid- to late-May. Funding decisions are announced via correspondence with applicants and postings of the “tentatively approved” grants on the Department’s program website. Applications noted as “tentatively approved” receive final approval upon successful negotiation of the grant. The negotiation process examines budget details and planned activities to ensure all necessary components are covered. The final approved grant amount is determined during the negotiation.

Grant negotiations occur in June, with the expectations that all grant recipients receive final approval by June 30. **All funding decisions are contingent upon the Department’s receiving the program allocation.**

E. Grant Management

1. Authorized Representative and Project Contact

The authorized representative, typically a district superintendent or a central office administrator approved by the board to sign fiscal assurances and submit grant applications, is responsible for grant management oversight.

The project contact is responsible for maintaining effective communication with the Department, including the submission of timely program and fiscal reports.

2. Revenue Code and Payment Schedule

The **METS Grants Program revenue code is 5364.**

Grant recipients generate payments using the Payment Request form. This form may be submitted monthly to request payment for anticipated expenses. The signed request form must be received in the DESE Financial Grants Management office by

the last day of the month, preceding the month in which the district expects payment. [See the program website to download a copy of the payment form.]

Reimbursement is the preferred payment method. The district should not request funds in excess of what they can spend before the next payment. Any interest drawn on federal funds will have to be paid back to the U. S. Department of Education. The district may request up to seventy-five percent of the approved amount until the final expenditure report is submitted and approved.

3. Obligations and Expenditures

Obligations for Purchased Services (6300) are incurred when the services are formally agreed to or contracted, no later than May 1. These obligations may be accurately projected and paid through June 30. Obligations for Materials and Supplies (6400) and Capital Outlay (6500) are incurred when a purchase order is signed / issued and must be incurred by March 31 and paid by June 30. Any funds not properly obligated must be refunded to the Department.

4. Non-Supplant

Grant funds may not supplant programs, services, or expenditures that are already a function of the district. Capital projects and/or indirect costs are unallowable. Additional information regarding allowable and unallowable costs specific to the grant program is provided in the *Program Guidelines* section of this manual.

5. Inventory Control

Capital outlay costing \$1000 or more per unit is subject to inventory management and control. Inventory must be current and available for review and audit. Adequate safeguards must be in effect to protect the property. Any loss, damage, or theft must be investigated and fully documented. The district is responsible for replacing or repairing the property. Adequate maintenance procedures must be implemented. For federal programs (and recommended for state programs) a physical inventory of items must be taken and results reconciled with the inventory records at least once every two years. Project equipment and materials are vested in the district upon receipt and approval of the Project Evaluation Narrative, Final Expenditure Report, and completion of the professional development program(s).

The following information must be included on the inventory:

- date of inventory
- description of property, including manufacturer's model number
- manufacturer's serial number or other identification number
- identification of the funding source
- acquisition date
- place of purchase (company name)
- physical location
- condition of the property
- unit cost
- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment

6. Audits

Each district receiving a grant must keep records according to generally accepted accounting principles and provide any information necessary for fiscal and program auditing. All records and supporting documents must be retained in accordance with current state and federal laws and regulations. Districts must provide the Department, as part of its statutory independent audit or other independent audit, a report of the results of the audit performed in accordance with the Department's general policy on audits.

7. Monitoring

Grant recipients are subject to monitoring. Department staff will visit some of the projects in conjunction with the Missouri School Improvement Program (MSIP) reviews. Note that grant recipient districts with a scheduled MSIP (districts with full reviews or partial reviews and those with waivers) will receive a self-monitoring checklist to complete and return in the fall prior to the visit. In addition, program staff may conduct telephone and/or on-site monitoring during the project's implementation period, as determined by the Department or requested by the district.

8. Amendments

Amendments to the approved budget are allowed, up to four amendments per year. Budget changes may be necessary because of price changes, product changes, or unexpected opportunity. Amendments to the approved budget may be made in the following ways.

Self-amendment – An expenditure variation of 10 percent or less between two approved expense codes (6100-6500) is allowed without prior Department approval. Neither expense code item may be increased or decreased by more than 10 percent of the lesser of the two expense codes. The total state expenditures cannot exceed the total state approved budget. Expense codes with no allocated funds cannot be increased via a self-amendment.

Budget Amendment Request – Submission of the Budget Amendment Request form is required to allocate money to an expense code in excess of the accepted 10 percent variance or to an expense code that had no approved funds. The form must be completed as instructed and mailed or faxed to the Department for approval, after which time the district may execute the change(s). See the program website to download a copy of the budget amendment request form.

9. Time and Effort Reports

Time and effort reports are required for payment of stipends and appropriate purchased services. Performance of service for stipends must occur before or after the contracted hours for the school district, such as after all teachers are released for the day/school year, before the time teachers are required to begin the day/school year, or during scheduled vacations. For additional salaries and stipends (such as Purchased Services), the report should reflect the date, type of work, and the length of time and actual hours worked, and should be signed by the person performing the extra duties. Both reports must be signed and approved by an authorized representative of the district. [See the program website to download a sample time and effort report form.]

Note: The eMINTS National Center maintains records of teacher attendance at required eMINTS professional development sessions and will provide quarterly reports to each district for payment of teacher stipends.

10. Program Evaluation Assurances

Program Evaluation Assurances are part of the program applications. These provide assurance that participating teachers complete their professional development obligations and related evaluation activities and documents. This also provides assurance that the applicant district will provide school-level evaluation data as described in the goals and objectives section of the narrative. Copies of the signed assurances will reside with the applicant district and the Department (and professional development providers as appropriate).

11. Reporting Requirements

Grant recipients must report annually to the Department regarding progress in meeting the objectives and annual targets described in the approved grant narrative. Mid-year and end-of-year reports will be submitted to the Department during the grant year. An end-of-project report will be submitted within sixty days of completion of the two-year professional development programs.

Final Expenditure Report (FER) –

Grant recipients receive all payments via the Payment Request form. On this form is a box to indicate the filing of the Final Expenditure Report (FER). The final payment request (indicating FER) must be submitted and received in the Department no later than May 15. Completed forms may be submitted via mail or fax.

If the Department, based on its own findings or those of an independent auditor, determines an applicant has misspent, misapplied, or otherwise used funds from a program in violation of any applicable regulation or statutory provision, **the applicant must refund to the Department the amount determined to have been improperly expended.** If the applicant does not refund the money within a reasonable time after requested to do so, the Department will withhold payments due to the applicant under that program and may adjust payments due to the applicant under other programs administered by the Department.

Districts will not be allowed to carry over any approved funds not expended during the fiscal year. If payments from the state to the district exceed the total expenditures, a refund must be made.

Evaluation Narratives –

Grant recipients must file annual mid-year and end-of-year narrative reports. Copies of the mid-year progress report questions and the annual program evaluation narratives, and the directions for submitting the information, are posted on the Department's eMINTS-METS program website. All reports must be submitted to the Moodle eMINTS campus.

- **Mid-year Progress Reports are due January 31 each year of the project.** This report asks the grant contact to respond to a series of questions related to how the professional development events are progressing.

- **Program Evaluation Narrative reports are due June 30 each year** of the project. This report asks the grant contact about the project's degree of success in meeting its first and second-year goals and objectives as well as general information about the implementation of the project.
- **End-of-Project Evaluation Reports are due September 30 of the second year of the project.** Districts submit a final evaluation report sixty days after completion of the two-year eMINTS implementations. This final reports asks the district to summarize the effects of the project implementation, comparing pre- and post-project teaching and learning in the participating classrooms and schools.

eMINTS-METS School Grants Program Frequently Asked Questions (FAQ)

PROGRAM RULES AND GUIDELINES

1. **What is the eMINTS-METS School Grants Program?**

Funded as part of Missouri's Mathematics, Engineering, Technology, and Science (METS) Initiative, the eMINTS-METS School Grants Program is administered through the Department's Instructional Technology Section to create model schools across Missouri where eMINTS classrooms focused on research-based mathematics and/or science curricula are implemented together to demonstrate "best practice" in METS education for other educators to observe and learn from.

The eMINTS-METS School Grants Program solicits competitive applications from educators in Missouri public school districts (including charter LEAs) in grades K-12.

2. **What is the funding outlook of the eMINTS-METS School Grants Program?**

The General Assembly determines the appropriation. The Department advises districts of the estimated appropriation and the purposes for which grants may be awarded.

3. **What is the funding period for the eMINTS-METS School Grants Program?**

Grants are awarded for one year: July 1 through June 30. However, districts and teachers must commit to both years of the two-year eMINTS Comprehensive and eMINTS4All professional development programs, program evaluation requirements, and successful implementation of the eMINTS instructional model.

4. **How will the program funds be distributed?**

To ensure equitable participation, program funding will be allocated to four geographic regions (quadrants) of the state and to the three grant types (grade spans). Districts will be competing only with districts in their geographic areas and grade spans. [See program website for map and listing of the districts residing within each quadrant.]

5. **How many grants will be awarded? Is there a maximum amount that may be awarded?**

The intent of the grant program is to create at least 12 eMINTS-METS schools: one elementary, middle/junior high, and high school grant in each quadrant. The total number of grants awarded is dependent on the final appropriation and the budget amounts requested in applications. Awards will not exceed amounts listed in the table found in the Program Guidelines section.

6. **Who may apply for a grant under the eMINTS-METS School Grants Program?**

Eligible applicants include Missouri public school districts and charter LEAs. Applicant schools must be willing to commit to the two-year implementation process for a school-wide implementation of eMINTS Comprehensive and eMINTS4All classrooms focused on mathematics and science instruction using eMINTS instructional strategies. Districts with partial eMINTS implementations are eligible to apply.

7. **When are the applications due?**

Applications are due March 31. An application with original signatures and two copies must be submitted. Applications must be postmarked no later than March 31 or hand-delivered to the Division of School Improvement (8th floor of the Jefferson Building, 205 Jefferson Street, Jefferson City) by 4:00 PM on March 31.

PROJECT PROPOSAL DEVELOPMENT

8. Is there a limit to how many applications may be submitted by a district?

A district can submit only ONE application, for eMINTS implementation in only ONE building. While submitted at the district level, an application must have a singular school-wide focus, addressing one of the following building/grade spans.

- Elementary – an building serving grades K – 5 or 6
- Middle/Junior High – a school serving grades 5, 6, 7 and/or 8
- High – a building serving grades 9, 10, 11 and/or 12

Note: In middle or junior high school classrooms, either mathematics or science should be the focus with a complimentary focus on one other core content area. In elementary schools, mathematics or science as well as combinations of mathematics and science may be the focus, since elementary teachers usually teach all subjects in self-contained classrooms. Departmentalized classrooms at the elementary grade span are also eligible provided the Comprehensive eMINTS implementation focuses on teachers in one of the two subject areas – mathematics or science.

9. What is the eMINTS instructional model?

eMINTS stands for *enhancing* Missouri's Instructional Networked Teaching Strategies. The instructional model, a set of research-based strategies grounded in constructivist theory, supports teachers in integrating technology and best teaching practices to create learning communities where teachers and students explore and create knowledge together using a variety of resources. Teachers facilitate student learning through the use of essential questions that stimulate thinking, build curiosity, create connections, and generate long-lasting knowledge through issues that matter to students.

The eMINTS Comprehensive and eMINTS4All professional development programs for teachers is a two-year program that provides extensive professional development, frequent classroom visits, and access to a variety of instructional support materials.

10. What mathematics and science curriculum models are recommended?

Competitive priority will be given to applicants who implement National Science Foundation (NSF) funded mathematics and/or science curriculum that is research-based and standards-based. Prior implementation is defined as a minimum of one school year, including the current school year.

Mathematics – Eligible mathematics curricula include the following:

- Elementary Mathematics – Everyday Mathematics®, Investigations in Number, Data, and Space®, Math Trailblazers™
- Middle School (Junior High School) Mathematics – Connected Mathematics 2™, Mathematics in Context®, MathScape: Seeing and Thinking Mathematically™, MATH *Thematics*
- High School Mathematics – Contemporary Mathematics in Context© (also known as Core-Plus Mathematics), Interactive Mathematics Program™, MATH *Connections*®: A Secondary Core Mathematics Curriculum, Mathematics: Modeling Our World, SIMMS: Integrated Mathematics

Science – Examples of eligible science curricula include (but are not limited to):

- EBS (Event Based Science)
- FOSS (Full Option Science System)
- IMaST (Integrated Mathematics, Science, & Technology)
- SEPUP (Science Ed. for Public Understanding Program)

- STC (Science & Technology for Children)
- GEMS (Great Explorations in Math and Science)
- GLOBE Program
- CPO (Physics First)
- ChemCom (Chemistry in the Community)
- BSCS Science Programs
- Active Physics – Active Chemistry

11. Why does the program promote implementation of NSF-funded, research-based mathematics and science curricula?

The METS Coalition spent significant time studying curriculum issues with input from nationally recognized experts. The METS Coalition supports opportunities for teachers and schools engaged in using high-quality research-based and standards-based curricula to obtain additional resources. One goal of the eMINTS-METS School Grants Program is to demonstrate best practices in teaching and learning for mathematics and science. Another goal is to pair inquiry-based curriculum with the technology-rich eMINTS instructional model to determine the impact on student performance.

12. What if a school or district has not implemented one of the mathematics or science curricula described in the program guide? Is there any chance of getting a grant?

While competitive priority will be given to the NSF-funded mathematics and science curricula outlined in the eligibility section, it is possible that applications from districts or schools with other mathematics or science curricula may still be competitive. These applicants would need to indicate the curriculum they propose to implement and explain why that curriculum was selected.

13. May current eMINTS classrooms be included in the application?

Yes. Current eMINTS classrooms may be included in the application both to upgrade and improve technology and to provide eMINTS professional development programs. [See Veteran eMINTS Professional Development options on the eMINTS website at: <http://www.emints.org/programs/veteran/index.shtml>.]

14. May current eMINTS4All classrooms be included in the application?

Yes, classrooms with teachers who have completed or are currently enrolled in the eMINTS4All program may apply to receive the additional equipment and professional development outlined for official Comprehensive eMINTS classrooms in the eMINTS-METS School Grants Program. An eMINTS4All teacher included in an eMINTS-METS School Grants Program will not have to repeat professional development sessions but will need to complete the remaining sessions in the eMINTS Comprehensive professional development program. [For more information about the eMINTS4All program, see: <http://www.emints.org/programs/emints4all/index.shtml>.]

15. How may grant funding be used? Does it cost a district to participate in the program?

Full implementation of the eMINTS instructional model requires a prescribed set of teacher and student technology resources and teacher completion of the two-year eMINTS Comprehensive or eMINTS4All professional development programs. Successful implementation of the eMINTS-METS School Grants Program requires a combination of Department grant funds, eMINTS support, and district match funds as outlined in the Program Guidelines.

Grant funds may only be used to purchase technology resources needed for a Comprehensive eMINTS or eMINTS4All classroom and not to adopt or implement mathematics or science curricula. The eMINTS National Center will cover program evaluation costs based on organization fees charged to participating districts. Districts are responsible for costs associated with the collection and analysis of school data needed to demonstrate achievement of goals or objectives outlined in the proposal narrative.

16. What is the district match required by the program?

Yes, districts are required to provide a local match equal to at least thirty percent (30%) of the overall costs associated with the two-year eMINTS professional development implementation model. As a guiding rule, a district providing a match of around 15 percent in year one, plus all the necessary costs associated with the second year of professional development, should meet the overall 30 percent match requirement. Examples of items that may require matching funds include:

- Project orientation and leadership meetings:
 - mileage (district rate) for a one-day Orientation meeting in summer 2009 for building principal(s), technology coordinator, and two or three representative teachers, and for a one-day Leadership Institute for the same group in fall 2009 – location TBA for a round trip of approximately 150 miles,
 - one (1) night of lodging, three (3) meals and round-trip mileage (district rate) for the eMINTS Winter Conference in Columbia, Missouri for teachers in Year 2 of the eMINTS professional development program.
- Comprehensive eMINTS professional development program:
 - stipends and any associated benefits (at district-approved rate) for 100 hours of professional development in Year 1 and 75 hours in Year 2
 - substitute teacher pay and any associated benefits (district rate) for four (4) days of teacher release in Year 1 and two (2) days of teacher release in Year 2
 - mileage (district rate) for 28 round trips of approximately 100 miles each for Year 1 and 20 round trips of approximately 100 miles each for Year 2
- eMINTS4All professional development program:
 - stipends and any associated benefits (at district-approved rate) for 50 hours of professional development in Year 1 and 40 hours in Year 2
 - substitute teacher pay and any associated benefits (district rate) for one (1) day of teacher release in Year 1 [there are not release days for Year 2 eMINTS4All]
 - mileage (district rate) for 12 round trips of approximately 100 miles each for Year 1 and 10 round trips of approximately 100 miles each for Year 2

17. What must be included in the application? What type of school is most competitive?

Applications for an eMINTS-METS School Grants Program include the application cover with participant details and project assurances (form provided), project narrative, letter of commitment, budget explanation, and budget grid (form provided). See the program website to download copies of the application forms and narrative component descriptions.

The application narrative should detail what learner needs are present as well as the capacity the applicant school has to serve as a model eMINTS-METS school. The narrative should provide an introduction that details the school, community, and district

along with the student population(s) served. The current eMINTS implementation details should be described, including any teacher professional development and advanced study preparation in mathematics and/or science. Also, the narrative should include a complete description of the school's capacity to serve as model and experience of any master teachers or model classrooms including the professional development opportunities the teachers are willing to provide to other educators in the area. The narrative should reflect the participating teachers' willingness to participate in required evaluation activities (lesson plan and electronic portfolio) and the district's willingness to provide student roster information to assist in the eMINTS program's MAP analysis.

All proposed activities and expenditures must relate to implementation of the eMINTS instructional model with a focus on mathematics and/or science. The eMINTS National Center offers a set of online resources to eMINTS-METS competitive grant applicants to assist them with information needed to prepare a complete proposal. [See the eMINTS Funding Portal at: <http://emints.org/application/index.shtml> for additional information.]

18. Who should be involved in writing the eMINTS-METS School Grants Program application?

The key stakeholders who will be directly responsible for the eMINTS implementation should be involved in writing the grant application. A team approach that includes the building principal, technology personnel, teachers, parents and students will likely produce a more competitive application than one written by an individual.

The application requires designation of a contact person, someone familiar with, and able to make decisions about, the project. Ideally, the contact should be a building principal or central office administrator (such as a coordinator of curriculum, instruction, elementary education, or technology). This person must be available to contact throughout the summer months.

19. What professional development services are available from the eMINTS National Center? Who must participate and what are the expectations?

Professional development services provided during the program will be delivered by eMINTS National Center staff and/or by certified eMINTS instructional specialists who have successfully completed the eMINTS Professional Development for Educational Technology Specialists (PD4ETS) program employed by applicant districts. A determination of how professional development services will be delivered and by whom will be finalized upon grant award and is subject to final negotiation.

Teachers will participate in either eMINTS Comprehensive or eMINTS4All professional development based on the hardware and software provided for their classroom. School building administrators and district or school-level technology coordinators are expected to participate in the eMINTS4Administrators or eMINTS4Technology Coordinators program.

20. What are the costs for eMINTS professional development?

Costs for eMINTS professional development services associated with the program (including the required Organization Participation fee) are outlined on the eMINTS website at: <http://www.emints.org/programs/costsummary.shtml>. Estimates of eMINTS professional development fees are available on the eMINTS website at: <http://www.emints.org/application/index.shtml> - follow the links to eMINTS-METS program information and the online cost estimate request form.

21. **Are meetings required of staff from grant-recipient districts, other than the applicants?**

Principals, technology coordinators, and representative teachers awarded grant funds under the eMINTS-METS School Grants Program will be required to attend a one-day summer Orientation program. [Location of the meeting is TBA.] The same team will also be required to attend a one-day Leadership Institute and follow-up e-conference sessions in Year 1 and Year 2 of the program implementation.

22. **What other costs are allowable under the grant program?**

Only costs associated with equipping official Comprehensive eMINTS and eMINTS4All classrooms will be approved. Costs will vary depending on class size, equipment and/or software already available, and the type of computers selected (laptops or desktops, PC or Mac). Connectivity and electrical service expenses may also be allowable if necessary and grant funds are sufficient to cover these costs. Grant funds may not be used to purchase, adopt or implement mathematics or science curricula.

23. **What equipment and software specifications are required for the program?**

eMINTS professional development is based on teachers having a standard suite of hardware and software. Specifications for any equipment or software purchased using grant funds are outlined on the eMINTS website. Different equipment configurations are outlined for elementary grades and for middle school and high school grades. The required timeline for installation of equipment is also included on the website <http://www.emints.org/equipment/>. Only items that meet the eMINTS equipment and software specifications or support mathematics or science content may be purchased using grant funds.

24. **May curriculum-related technology and equipment be purchased, such as graphing calculators and probes?**

Subject-specific technology is allowed in the eMINTS-METS classrooms. Supplemental items such as graphing calculators and probes may be purchased if funds are available after all required eMINTS equipment and software has been purchased. Districts may also purchase subject-specific technology items using other funds, or use in-kind donations, to procure supplemental technology.

25. **What are the evaluation requirements for the program?**

Local Grant Evaluation Requirement – Each grant recipient is expected to provide evaluation data specific to the goals and objectives outlined in the proposal narrative and approved by the Department. Local evaluation activities are designed and managed by the applicant district. Costs related to evaluation activities specific to the proposal goals and objectives are the district's responsibilities.

Program Evaluation Requirement – Each participating district is also expected to participate in statewide eMINTS-METS program evaluation requirements including:

- provision of a lesson plan and permission to publish the lesson plan at the end of Year 1 (Comprehensive and eMINTS4All),
- production of an electronic teacher portfolio (classroom website/portal, lesson plan and WebQuest) at the conclusion of Year 2 of the eMINTS professional development program (Comprehensive eMINTS only), and
- provision of student rosters for MAP analysis) at the conclusion of Year 2 of the eMINTS professional development programs (Comprehensive and eMINTS4All).

These program evaluation activities are designed and managed by the eMINTS Evaluation Project. Costs related to these activities are covered by the eMINTS National Center.

APPLICATION APPROVAL PROCESS

26. What criteria will be used to award grants?

Grant applications are reviewed using scoring criteria totaling up to 100 points. A panel of readers reads and evaluates the application narratives, in mid-June. (See the administrative manual for a complete listing of the criteria.)

27. Is it possible to get a copy of a successful or model eMINTS-METS School Grants Program application?

Yes. Prospective applicants can contact current eMINTS-METS School Grants recipients to obtain copies of their proposals. [Grant recipients are instructed to share applications as requested. They may charge for printing and postage costs, as necessary and appropriate.]

28. What additional information or technical assistance is available for teachers and districts interested in applying for an eMINTS-METS school grant?

Copies of the application forms, administrative manual, FAQ, related correspondence, and can be downloaded from the program website at <http://dese.mo.gov/divimprove/index.html>.

A **program information workshop**, co-hosted by Instructional Technology and eMINTS, will be offered on February 27, 2009, in the Capitol Plaza Hotel and Convention Center, 415 West McCarty Street, Jefferson City, Missouri. Look for workshop details to be posted on the Program website.

Grant writing technical assistance is available by request. For technical information about the eMINTS-METS grant program, contact Instructional Technology staff at 573-751-8247 or instrtech@dese.mo.gov. For information about the eMINTS professional development programs, contact eMINTS National Center Staff at 573-884-7202 or emints-info@emints.org.

29. When will the eMINTS-METS School Grants Program awards be announced?

The Department expects to review the FY10 grant narratives April 20-23, 2009, and announce applicants receiving tentative approval by mid-May. Following notification of tentative grant awards, eMINTS staff will review the applications and work with districts to finalize equipment and software purchase plans and to ensure all required matching costs have been budgeted. In June or early July, Program staff will conduct a final review of grant applications and determine the final approved grant amount based on the state funding available.

30. Is it possible for districts that do not receive eMINTS-METS School Grants to participate in eMINTS programs?

Yes. Districts that do not receive grants may use other district, state, or federal resources to participate in eMINTS programs. (See the eMINTS website for program details and requirements and application forms.) Districts may use the following sources to supplement grant funds or to fund eMINTS programs and classrooms: local Professional Development and At-Risk funds, other federal and state technology grants (when available), and other Title programs (such as Title I and Title II.A, as appropriate). Contact the appropriate grant administrator for specific information.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 DIVISION OF SCHOOL IMPROVEMENT
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

**APPLICATION for STATE ASSISTANCE under the
 eMINTS-METS SCHOOL GRANTS PROGRAM**

DUE: MARCH 31

| For Department Use | | | |
|--|---|--|--------------------|
| DATE PROJECT APPROVED | AMOUNT APPROVED | SIGNATURE | |
| District Information | | | |
| SCHOOL DISTRICT NAME | COUNTY-DISTRICT CODE | GEOGRAPHIC QUADRANT <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Northwest <input type="checkbox"/> Southwest | |
| CONTACT PERSON NAME AND TITLE | WORK PHONE | PAGER / CELL NUMBER | |
| EMAIL ADDRESS | SUMMER PHONE | FAX NUMBER | |
| School Information | | | |
| SCHOOL NAME AND ADDRESS | | | |
| PRINCIPAL NAME | SIGNATURE OF PRINCIPAL | DATE | |
| GRADE LEVEL(S) SERVED: <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | | | |
| Project Information | | | |
| PROJECT TOTAL (FOR 2 YEARS) | AMOUNT REQUESTED | NUMBER OF TEACHERS | NUMBER OF STUDENTS |
| PRIMARY CURRICULAR FOCUS (CHECK ONE): <input type="checkbox"/> Mathematics <input type="checkbox"/> Science | | COMPLEMENTARY CURRICULUM FOCUS AREA (CHECK ONE): <input type="checkbox"/> Communication/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies | |
| Proposed Budget, Project Narrative, and Letters of Commitment | | | |
| Attach proposed budget form and project narrative (including budget explanation and appropriate letters of commitment). The project narrative (generated by the applicant using a word processing program) should detail what will occur if the proposed project is funded, addressing the applicant community, target population, major implementation strategies, and expected outcomes of the project. | | | |
| Project Assurances and DESE Title IX Assurances | | | |
| NOTE: AN AUTHORIZED BOARD REPRESENTATIVE MUST SIGN THE FOLLOWING ASSURANCES STATEMENT. | | | |
| The school district or charter school/LEA hereby assures the Department of Elementary and Secondary Education that: <ul style="list-style-type: none"> it will keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and it will provide DESE any information it may need to carry out its responsibilities under the grant program. it will comply with all provisions of the grant program and its administrative guidelines. it will receive and expend funds in a manner consistent with the intent of the approved application. it will fulfill all program professional development, implementation, and evaluation activities and requirements. The district certifies to the best of its knowledge and belief that its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any Federal department or agency. The governing board, through its authorized representative, fully understands the Assurances and the responsibility for compliance placed upon local education agencies (LEAs) by the Assurances. The LEA will refund directly to DESE, or hereby authorizes DESE to withhold from the LEA's payments under the State Foundation program, the amount of any funds made available to the LEA which may be determined by DESE or an auditor representing DESE to have been misspent or otherwise misapplied. The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 5th floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966. | | | |
| Signature | | | |
| SIGNATURE OF AUTHORIZED REPRESENTATIVE | PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | DATE | |



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 DIVISION OF SCHOOL IMPROVEMENT
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

**PROPOSED BUDGET for
 eMINTS-METS SCHOOL GRANTS PROGRAM**

| District Information | |
|----------------------|----------------------|
| SCHOOL DISTRICT NAME | COUNTY-DISTRICT CODE |

| Project Information | | |
|---------------------|--------------|---------------------|
| CONTACT PERSON NAME | WORK PHONE | PAGER / CELL NUMBER |
| EMAIL ADDRESS | SUMMER PHONE | FAX NUMBER |

| Project Financial Data – Year 1 Budget | | | | | | | |
|--|----------------------------|--------------------------------|----------------------|-----------------------|-------------------------|-------------------|---------------------|
| | 6100 | | 6200 | 6300 | 6400 | 6500 | TOTAL |
| | Salaries – Certificated | Salaries – Non-certificated | Employee Benefits | Purchased Services | Materials & Supplies | Capital Outlay | |
| 1000 Instruction | | | | | | | |
| 2213 Professional Development | | | | | | | |
| 2540 Plant Services Operation | | | | | | | |
| 2600 Support Services - Administrative | | | | | | | |
| 2620 Research and Evaluation | | | | | | | |
| State Total | | | | | | | STATE REQUEST \$ |
| District Funds | | | | | | | MATCH AMOUNT \$ |
| Totals (State Total + Match) | | | | | | | YEAR 1 TOTAL \$ |

| Project Financial Data – Year 2 Budget | | | | | | | |
|--|----------------------------|---------------------------------|----------------------|-----------------------|-------------------------|-------------------|--------------------|
| | 6100 | | 6200 | 6300 | 6400 | 6500 | TOTAL |
| | Salaries – Certificated | Salaries – Non- certificated | Employee Benefits | Purchased Services | Materials & Supplies | Capital Outlay | |
| District Funds | | | | | | | YEAR 2 MATCH \$ |

| Project Financial Data – Total Project Budget | | | | | | | |
|--|----------------------------|---------------------------------|----------------------|-----------------------|-------------------------|-------------------|---|
| | 6100 | | 6200 | 6300 | 6400 | 6500 | TOTAL |
| | Salaries – Certificated | Salaries – Non- certificated | Employee Benefits | Purchased Services | Materials & Supplies | Capital Outlay | |
| State Funds (Year 1 Grant totals) | | | | | | | STATE REQUEST \$ |
| District Funds** (Year 1 + Year 2) **30% requirement | | | | | | | TOTAL MATCH ** \$ **30% requirement |
| TOTAL | | | | | | | PROJECT TOTAL \$ |

| |
|----------|
| COMMENTS |
|----------|

eMINTS-METS Schools Grant Project Narrative Components

This is NOT a form! The narrative (to be created by the applicant) should address the following narrative elements. The section point values and descriptors indicate how the narratives will be evaluated. See the administrative manual for more detailed directions and formatting and page length details.

Project Summary

Insert a brief (50-word maximum) summary of the project, indicating the target population, expected outcomes, and the methods and activities for achieving the outcomes.

Introduction (10 points)

Provide a descriptive overview of the proposal, illustrating applicants' understanding of the purpose of the eMINTS-METS program. Fully describe the population to be served, expected outcomes, and how outcomes will be accomplished. List teachers by name and, for each, indicate the curriculum focus area(s), grade level(s), number of students (and largest class size in departmentalized classrooms), and specific eMINTS professional development program.

Evidence of Need or Opportunity (15 points)

Describe the educational need and/or opportunity for implementing a school-wide eMINTS-METS project. Document the need/opportunity with specific sources of information and local data and data sources.

Focus on eMINTS and Capacity to Serve as Model eMINTS-METS School (15 points)

Provide descriptions of current eMINTS implementations and/or the NSF mathematics or science curriculum that has been implemented that focus on high quality instruction. Provide dates of implementation and any evidence of how eMINTS and/or the research-based curriculum contribute to high quality instruction. Describe teachers' professional development and advanced study preparation in their subject areas and other experiences that would contribute to the overall model school implementation.

Prior Planning and Local Commitment (15 points)

Provide a description of the process used to prepare the grant application, gather pertinent information, and solicit input from key stakeholders. Provide a chronology and descriptions of major planning events, such as meetings pertaining to individual or group meetings with local educators and others pertinent to the planned eMINTS school-wide implementation plan. Attach letters indicating each teacher's commitment to successful implementation of the proposed project.

Goals and Objectives (20 points)

Provide a goal(s) statement which relates directly to the stated need/opportunity and includes the expected overall result of implementing Comprehensive eMINTS and eMINTS4All classrooms. **Provide a minimum of two objectives** (one objective for teachers and one objective for students) that detail expected outcomes for teachers and students at the conclusion of the one-year grant program AND at the conclusion of the two-year professional development period. Additional objectives (maximum of two) focused on others (such as parents or community members) may also be included. Objectives should be stated in measurable terms, indicating who will do what, how well, when, according to what measurement.

Activities (Including Dissemination) (15 points)

Provide a description of the major learner activities of the proposed eMINTS-METS school project and explain how these relate to the stated need/opportunity, goals, and objectives. Include a schedule showing dates of major activities. Describe how the planned materials and procedures that are part of the mathematics and/or science curriculum will be used with the eMINTS technology and instructional strategies. Describe how the applicant teachers, building, and district will disseminate program information and serve as a model for other educators.

Budget Explanation (10 points)

Provide a description and itemization of estimated costs of each proposed budget activity and expenditure (including state and district dollars) necessary to complete the proposed two-year professional development programs. Round budget amounts to whole dollars. Calculate the district's match percentages to ensure match falls within guidelines for each year of the project and overall project.

Guiding Questions for Writing the eMINTS-METS School Grant Project Narrative

Following are the narrative components of the eMINTS-METS School Grants Program application, along with guiding questions to help grant writers align grant narratives with the scoring criteria.

Brief Project Summary

Begin the grant narrative with a brief (50 words or less) summary of the project, describing the target population, the expected outcomes, and how the outcomes will be accomplished.

Introduction (10 points possible)

Provide a descriptive, yet concise, overview of the proposal. Describe the target population, the curriculum, expected outcomes, and the activities for accomplishing the outcomes. Include a brief description of the district and/or school community.

- Does the narrative describe the school community, target population, the major implementation strategies, and the expected outcomes of the proposed project?
 - Did you provide district or school community demographics, such as location, rural/urban, enrollment, and other pertinent socio-economic characteristics?
 - Did you provide an overview of the proposed project in terms of the target population, major implementation strategies, and expected outcomes?
 - Did you describe the key stakeholders who will be directly and indirectly affected by the proposed project, such as teachers, students, parent, or others)? Is it clear what teachers will participate in the two eMINTS professional development, who they are, their curriculum focus area(s), and the numbers of students impacted?
 - What are your expected outcomes? What major strategies do you plan to implement to produce the outcomes?

Evidence of Need or Opportunity (15 points possible)

Describe the educational need and/or opportunity for the proposed project and implementation of the eMINTS instructional model. Provide relevant teaching and learning performance information and discussion of how the proposed project will meet the needs described.

- Does the narrative detail the educational need?
 - What information or needs assessments were used in determining need for the proposed project? Do the need assessments address needs of all key stakeholders, such as principals, teachers, students, parents, or others?
 - What evidence and data have been analyzed to indicate an educational need for the proposed project? Are the kinds of data appropriate and useful in examining project needs in a comprehensive manner?
- Does the narrative explain an opportunity for improvement?
 - Does the narrative describe unique resources/services that are available to the district, school, and/or teacher that likely could transform teaching and learning in the classroom?

Focus on eMINTS and Capacity to Serve as Model eMINTS-METS School (15 points possible)

Describe the eMINTS implementation and fully describe how it meets the eMINTS-METS School Grants program requirements. Provide evidence of professional development, advance study, or other credentials that detail teachers' capacity to serve as a model school.

- Does the narrative detail curriculum implementation?
 - Does the narrative describe adequately the curriculum being used to address the primary and complementary focus areas? Is curriculum research-based? In what grades is the curriculum being implemented? How long has it been used in the school (or district)?
- Does the narrative detail capacity of school personnel to serve as model school?
 - What credentials, knowledge, skills, and experiences does the school have to indicate capacity to serve as a model for the program?

Prior Planning and Local Commitment (15 points possible)

Describe the process and information used to develop the proposed project and prepare the application. Include information pertaining to individual or group meetings with local educators and others pertinent to the planned project. Attach a letter from the applicant that indicates understanding of program requirements and commitment to successful project implementation.

- Does the narrative detail the planning process used to develop the application/proposed project?
 - What methods and strategies did you use in determining the need for your proposed project and designing the project details? Did the school leadership help to arrange planning meetings, allow teachers and other personnel to visit other schools, and/or assist in the planning process?
 - Who was involved in the planning and design process? Were all the key stakeholders adequately represented? What roles and responsibilities did each plan in the planning and design process?
- Does the narrative detail understanding of and commitment to the proposed project?
 - Do letters of the key stakeholders indicate understanding of the program components and commitment to successful implementation of the proposed project? Do they acknowledge and address the commitment of the school to complete the two-year projects (that extend beyond the one-year grant period)? Does the applicant explain how the necessary match requirements will be fulfilled and how the project will be supported and expanded in the future?
 - How do teacher letters indicate individual and/or collective commitment to completing the professional development sessions, implementing the instructional strategies, and fulfilling reporting and evaluation requirements?

Goals and Objectives (20 points possible)

Provide an overall project goal that relates directly to the target population and the stated need/opportunity. Provide a minimum of two objectives (one objective for teachers and one objective for students) that detail the learner outcomes expected at the conclusion of the one-year grant project AND at the conclusion of the two-year professional development period.

- Does the narrative describe the overall goal of the proposed project?
 - Is there a statement of the overall purpose for the grant project and does it address the target focus areas, populations, major implementation strategies, and expected outcomes?
 - Does the goal statement address program goals, relate to the stated need and/or opportunity statements for the proposed project, and can it be reasonably achieved by project completion?
- Does the narrative detail appropriate objectives of the proposed project?
 - Are there the required number of specific objectives that align with required and optional evaluative information?
 - Do the objectives detail the learners, what they will do or know, the instruments that will be used to assess progress, and when the assessments will occur? Do the measures align with need and project implementation? How well can the expected results be attributed to the project?
 - Do the objectives provide meaningful and useful data? Are they realistic and will they result in beneficial and significant change?

Activities (Including Dissemination) (15 points possible)

Describe the major teacher and student development activities, including a timeline or schedule of the planned implementation strategies. Describe how the applicant/school will disseminate project details within the school and district and for others outside the community.

- Does the narrative describe the major implementation strategies?
 - What are your major strategies for addressing the need and realizing the intended outcomes? Do the planned activities address the target population and the goals and objectives of the proposed project?
 - Do the activities detail implementation plans? Is it clear who will do what, when? Did you include a timeline of when certain project elements will be implemented? Did you include benchmarks events and dates, such as when to set baseline data, when to conduct periodic assessment or take stock of progress, and when to administer summative assessment and analyze the data?
 - Is it clear who has responsibility for assessing, reporting, and disseminating project information? When and how will that occur? Who are the intended audiences? How will dissemination activities help meet the program goal of creating model schools?

Budget Explanation (10 points possible)

Itemize and describe estimated costs to complete the proposed activities. Provide specific information as needed or appropriate.

- Does the narrative describe the proposed budget in sufficient detail?
 - Is there sufficient narrative to explain and justify expenses? Did you provide unit descriptions (district-approved rates for teacher stipends, substitute pay, and mileage, book titles, equipment/software titles and model numbers), unit costs, and numbers of units being purchased? Do proposed costs align with program requirements (technical specifications and in the proper ratio) and the proposed project's stated need and major activities?
 - Did you detail expenditures by appropriate budget code (salaries, benefits, purchased service, materials/supplies, and capital outlay) and function code (curriculum/instruction, professional development, and facilities)?
 - Does the budget itemize state and district match funds? Does the district match meet program guidelines in terms of allowable costs and percentage rate?

eMINTS-METS Schools Grant Application Pre-Submission Checklist

This is NOT a form! Review the checklist before submitting the grant application.

If "NO" can be answered to any of the following items, the application is in jeopardy of not qualifying!

1. Do you have the correct application forms?
2. Have you responded to all items on the forms?
3. Did both the building principal and the superintendent (or board representative) sign the application?
4. Is the grant application on your board of education's agenda (e.g., February or March meeting for March 31 application deadline date) for approval, if necessary?
5. Does the narrative include a brief summary of the proposed project?
6. Does the introduction describe the target population, intended outcomes, and the implementation strategies (curriculum, instruction, assessment, professional development) for accomplishing the outcomes?
7. Is your evidence of need/opportunity documented and significant for your community?
8. Does the application show how the curriculum requirements have been met, as well as the applicant school's preparation and capacity to serve as a model?
9. Does the application indicate who was involved in the planning the proposed project (such as pertinent school personnel, parent and community members), and does the planning reflect a systematic way to address your need/opportunity?
10. Do your goals and objectives address your need/opportunity? Are they realistic? Can they be measured?
11. Are your planned learner activities tied to your needs/objectives, and do they reflect what the teacher and students will do?
12. Did you connect your budget request to your purpose? Did you provide adequate details? Are your rates (mileage, salary) at the district-approved level?
13. Is your district match calculated correctly and does it include all of the required items? Is the grant total within the category guidelines?
14. Have you checked whether any other school in the district has submitted a METS grant application?
15. Have you proofread your application?
16. Have you attached appropriate letters of commitment and understanding?
17. Does the application meet the project narrative 25-page maximum and follow format rules? Have you omitted covers, binders, artwork, etc.?
18. Are you submitting an original application (with signatures) and two copies?
19. Are you submitting the application by the deadline date?

eMINTS-METS School Grants Program Geographic Quadrants

Following is a listing of the counties representing each quadrant. Note that the quadrants split Jackson and St. Louis counties.

| Northwest (NW) | Southwest (SW) | Northeast (NE) | Southeast (SE) |
|-------------------------|-----------------------|-----------------------|-----------------------------|
| Counties: | Counties: | Counties: | Counties: |
| 002 Andrew | 005 Barry | 001 Adair | 009 Bollinger |
| 003 Atchison | 006 Barton | 004 Audrain | 012 Butler |
| 011 Buchanan | 007 Bates | 010 Boone | 016 Cape Girardeau |
| 013 Caldwell | 008 Benton | 014 Callaway | 018 Carter |
| 017 Carroll | 015 Camden | 023 Clark | 028 Crawford |
| 021 Chariton | 019 Cass | 052 Knox | 033 Dent |
| 024 Clay | 020 Cedar | 056 Lewis | 035 Dunklin |
| 025 Clinton | 022 Christian | 057 Lincoln | 036 Franklin |
| 031 Daviess | 026 Cole | 061 Macon | 037 Gasconade |
| 032 DeKalb | 027 Cooper | 064 Marion | 046 Howell |
| 038 Gentry | 029 Dade | 069 Monroe | 047 Iron |
| 040 Grundy | 030 Dallas | 070 Montgomery | 050 Jefferson |
| 041 Harrison | 034 Douglas | 082 Pike | 062 Madison |
| 044 Holt | 039 Greene | 087 Ralls | 063 Maries |
| 045 Howard | 042 Henry | 088 Randolph | 067 Mississippi |
| *048 Jackson | 043 Hickory | 092 St. Charles | 072 New Madrid |
| 054 Lafayette | *048 Jackson | *096 St. Louis Co. | 075 Oregon |
| 058 Linn | 049 Jasper | 098 Schuyler | 076 Osage |
| 059 Livingston | 051 Johnson | 099 Scotland | 078 Pemiscot |
| 065 Mercer | 053 Laclede | 102 Shelby | 079 Perry |
| 074 Nodaway | 055 Lawrence | 109 Warren | 081 Phelps |
| 083 Platte | 060 McDonald | 115 City of St. Louis | 090 Reynolds |
| 086 Putnam | 066 Miller | | 091 Ripley |
| 089 Ray | 068 Moniteau | *096- St. Louis Co. | 094 St. Francois |
| 097 Saline | 071 Morgan | Districts: | 095 Ste. Genevieve |
| 105 Sullivan | 073 Newton | | *096 St. Louis County |
| 113 Worth | 077 Ozark | 88 Hazelwood | 100 Scott |
| | 080 Pettis | 89 Ferguson- | 101 Shannon |
| *048- Jackson County | 084 Polk | Florissant | 103 Stoddard |
| Districts: | 085 Pulaski | 90 Pattonville | 107 Texas |
| 66 Fort Osage | 093 St. Clair | 95 Parkway | 110 Washington |
| 68 Blue Springs | 104 Stone | 102 Clayton | 111 Wayne |
| 69 Grain Valley | 106 Taney | 104 Jennings | |
| 70 Oak Grove | 108 Vernon | 106 Ladue | *096- St. Louis Co. |
| 73 Raytown | 112 Webster | 109 Normandy | Districts: |
| 77 Independence | 114 Wright | 110 Ritenour | |
| 78 Kansas City | | 111 Riverview | 91 Rockwood |
| | *048- Jackson County | Gardens | 92 Kirkwood |
| | Districts: | 112 University City | 93 Lindbergh |
| All Kansas City Charter | | 115 Wellston | 94 Mehlville |
| LEAs | 71 Lee's Summit | | 98 Affton |
| | 72 Hickman Mill | All St. Louis Charter | 99 Bayless |
| | 74 Grandview | LEAS | 101 Brentwood |
| | 75 Lone Jack | | 103 Hancock Place |
| | 80 Center | | 107 Maplewood |
| | | | 113 Valley Park |
| | | | 114 Webster Groves |
| | | | 119 Special School District |

eMINTS-METS School Grants Program Quadrant Map

