

Competitive Title II.D (EETT) Grant Program

FY10 Program Quick Facts

Program Purpose	To improve instructional strategies and student academic achievement (including technology literacy) through school-wide implementation of eMINTS instructional model
Funding Source	Federal NCLB Title II, Part D
Grant Types	<ul style="list-style-type: none"> • Year 1 – Competitive • Year 2 – Renewable / continuation
Applicants	<ul style="list-style-type: none"> • District or Consortium of Districts • New or Established eMINTS implementation
Eligibility Requirements	<ul style="list-style-type: none"> • Applicant must rank in top half of district rankings based on numbers OR percentages of “poverty” students (determined by U.S. Census) – AND – • Applicant may only submit (or be involved in) one grant application
Program Appropriation	\$3.4 million [If level funded. Actual amount to be announced]
Funds Distribution	Funds are distributed across four geographic quadrants: NE, NW, SE, SW
Maximum Grant Award Amounts	<ul style="list-style-type: none"> • Year 1 – \$400,000 • Year 2 – \$150,000
Expected Number of Grant Awards	4 to 8 grants depending on whether 50% or 100% of program appropriation is earmarked for competitive grants
Grant Expenditures	Two-year grants support eMINTS-required technology equipment, resources and professional development costs
District Match Requirement	None
Application Due Dates	<ul style="list-style-type: none"> • Year 1 applications – March 31 • Year 2 applications – May 1
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"> • Annual Grant Period begins July 1 and ends June 30 • Grant Project ends June 30 of second year of grant
Payment Revenue Code	State Code – 5466 Federal Code – 84.318X
Payment Schedule	District Reimbursement Request: up to 75% available August – May, and Balance (based on Final Expenditure Report) in June
Reporting Requirements and Due Dates	<u>Annual Reports:</u> <ul style="list-style-type: none"> • Mid-Year Progress Report – January 31 • Final Expenditure Report (FER) – May 15 • Program Evaluation Narrative (PEN) – June 30 <u>Final Evaluation Report:</u> <ul style="list-style-type: none"> • September 30 (second year of grant)
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. TITLE II.D PROGRAM OVERVIEW

The Title II.D Enhancing Education through Technology (Ed Tech or EETT) Program was signed into law with the No Child Left Behind Act of 2001 (P.L.107-110). This legislation reauthorized the Elementary and Secondary Education Act of 1965 (ESEA) and established the Ed Tech Program that consolidated the Technology Literacy Challenge Fund (TLCF) Program and the Technology Innovative Challenge Grant (TIC) Program into a single state formula grant program (ESEA Title I, Part D, Subpart 1).

The primary goal of the Ed Tech program is to improve student achievement through the use of technology in schools. Specifically, this program aims to assist every student in crossing the digital divide by ensuring that every student is technology literate by the end of the 8th grade, and to encourage the effective integration of technology with teacher training and curriculum development to establish successful research-based instructional methods.

The Title II.D program's first appropriation, as determined by Congress in FY02, was set at \$696 million, nationwide. State grant allocations are based on each state's proportionate share of funding as determined by NCLB, Title I, Part A formulas. States then establish grant programs for disseminating flow-through funds to eligible local education agencies (LEAs).

The original appropriation language directed states to disseminate half of flow-through funds via formula grants, based on districts' NCLB Title I, Part A allocations, and half of flow-through funds via competitive grants, targeted for high-need districts.

After three years of steady funding, the Title II.D annual allocation was reduced by Congress in FY05 (set at \$496 million) and again in FY05 (set at \$276 million). With the second significant reduction, Congress amended the appropriation language giving states the option of disseminating flow-through funds solely through competitive grants (100%) or through a combination of formula grants (not more than 50%) and competitive grants (not less than 50%).

Annually, the Missouri Department of Elementary and Secondary Education (the Department or DESE) – with input from district federal program practitioners – determines how the state's Title II.D allocation will be distributed. For program years 2006-07, 2007-08, and 2008-09, the Department opted to distribute all flow-through funds via competitive grants. Note: The decision for school-year 2009-10 is on hold, waiting word of the program's annual allocation.

A. Formula Grant Program

District eligibility and allocation, like for Title I, Part A, are based on U.S. Census poverty statistics. Eligible districts can use Title II.D formula grants to:

- implement and support effective uses of technology to improve student academic achievement;
- increase access to technology through the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective technology infrastructure;
- enhance ongoing professional development of teachers, principals, and administrators and their access to training, and updated research in teaching and learning through electronic means, and

- support local efforts to use technology in promoting parent and family involvement in education and communication among students, parents, teachers, principals, and administrators.

The intent of the Missouri Title II.D Ed Tech formula grant program is to provide districts with funds to support education technology activities that not only support the federal No Child Left Behind Act (NCLB), but also the Missouri School Improvement Program (MSIP). As such, the allowable uses of Title II.D formula grants are aligned with MSIP standards and indicators, as indicated below:

- *professional development in the use of technology (MSIP standard 6.7)
- development of partnerships (6.3, 6.4)
- activities to connect schools and parents (7.5)
- acquiring connectivity linkages, resources, and services (6.4)
- evaluation of technology effectiveness in meeting state standards (6.3, 6.7)
- technology to increase academic achievement (6.4, 6.8, 6.9, 7.2, 7.4)
- developing or acquiring technology curriculum (6.3, 6.4, 6.7)
- preparing and paying school technology leaders (6.3, 6.4, 6.7)
- technology to collect, manage, and analyze data (6.4, 6.9)
- developing, enhancing, or implementing information technology courses (6.3, 6.4, 6.7)

*Districts are required to spend 25 percent of the grant funds on technology professional development. No match is required.

B. Competitive Grant Program

The federal No Child Left Behind program requires the competitive grant program to fund projects that implement scientifically based instructional methods that result in high academic achievement, as well as targeting “high-need” local educational agencies (LEAs). A high-need LEA:

- is among districts in the state with the highest numbers or percentages of children from families with incomes below the poverty line, and
- serves one or more schools identified for improvement or corrective action under ESEA OR has a substantial need for assistance in acquiring and using technology.

Missouri Title II.D competitive funds are used to help districts implement the eMINTS instructional model. eMINTS stands for *enhancing* Missouri’s Instructional Networked Teaching Strategies, a collaborative education program sponsored by the Department of Elementary and Secondary Education, the Department of Higher Education, and the University of Missouri System Office of Academic Affairs, and administered by the eMINTS National Center. eMINTS transforms schools into places for learning where teachers and students use multimedia tools to better understand the world, work together, and achieve at new and higher levels. The eMINTS National Center programs include professional development experiences for all educators (teachers, administrators, education technology specialists, and library media specialists) who are interested in implementing the eMINTS instructional model in their schools.

The eMINTS instructional model is a set of research-based strategies integrating technology and best teaching practices to create a learning community 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. This instructional model requires conscious alignment of curriculum, professional development, and school vision.

The eMINTS program has shown to be effective in assisting students improve their performance. Statewide evaluation of Missouri Assessment Program (MAP) results determined that eMINTS has a positive impact on student achievement. The evaluation compared the performance of eMINTS students with like students in the same districts and with overall statewide averages. For more information, visit <http://www.emints.org/evaluation/>.

II. COMPETITIVE SUB-GRANT PROGRAM INFORMATION

A. Program Rules

1. Funding

The General Assembly makes an annual appropriation for the Technology Grants Program to the Department that administers state and federal education technology programs. The funding for the Title II.D program is based on federal appropriation estimates. Annually, the Department advises districts of the estimated Title II.D appropriation and the purposes 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. The program awards two-year grants. Projects are funded for one year at a time. **Year 1** grants are competitive. **Year 2** funding is non-competitive and available if adequate progress is shown during Year 1. Applications are required for each year of the grant. Funds must be expended during the approved fiscal year and may not be expended or obligated prior to approval.

3. Eligible Applicants

As required by law, Title II.D competitive funds must target "high-need" districts, defined as schools serving the highest numbers and/or percentages of children living in poverty based on U.S. Census data. Usually in January, the Department receives the Census data that are used in determining next year's district allocations for Title I grants – and the Title II.D grants. Districts are ranked by number AND by percentage of school-aged children living in poverty, from highest to lowest. Each ranking is divided in half, with only districts listed in the top half of at least one of these rankings eligible to apply. Up-to-date listings of eligibility are posted annually on the Instructional Technology website by early February.

A consortium application may include any district in the state – with the following caveats: the applicant must be an eligible district, the (consolidated) proposed budget cannot exceed the established grant maximum, and districts in the consortium may not be included in any other applications.

A district may only submit and/or participate in one application.

4. Type of Grants

The intent of the Title II.D competitive grant program is to help districts enhance curriculum and instruction through the use of education technologies and, in Missouri, support district participation in eMINTS professional development programs. The goal of the program is to create school-wide improvement and change. Since FY06, the grant program supports school-wide projects as part of overall school improvement initiatives. School-wide projects must promote the use of the eMINTS instructional model (high-quality teaching powered by technology) in systemic implementations that result in schools characterized by strong learning communities.

Grants are awarded for two years. Districts must commit to both years of the grant and successful implementation of the eMINTS professional development instructional model. All first-year applications are competitive in nature. Second-year funding is not competitive; however, funding is contingent on successful implementation of year one activities.

There are two types of grants: **New** and **Established**. (A New district is new to the eMINTS program. An established district has at least one teacher who has completed at least one year of the two-year comprehensive eMINTS professional development program.) There are two applicant types: a single **District** or a **Consortium** of districts. And there are two grant years: **Year 1** or **Year 2**.

5. Distribution of Funds

Priority is given to continuation grants. Remaining funds, if any, are made available for first-year (Year 1) grants. To achieve equitable distribution of funds, the Department allocates money available for Year 1 grants across four geographic regions (quadrants) of the state. 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 award at least one grant in each quadrant. A total of 4 to 8 grants may be awarded, depending on whether 50 percent or 100 percent of the state's allocation is distributed via competitive grants. The size of awards, for a single district or consortium, can range from \$80,000 to \$400,000 for year one of the project and from \$30,000 to \$150,000 for year two of the grant. The estimated average award for year one grants is \$350,000.

	Maximum Grant Request
Year 1	\$400,000
Year 2	\$150,000

7. District Match

Matching funds are not required for competitive Title II.D grants. However, systemic school reform requires time and effort and grant proposals that demonstrate creative and synergistic uses of multiple program resources, including personnel, equipment, software, and funding sources (state, federal, and local) will be more competitive.

B. Program Guidelines

1. Application Deadlines

An application with original signatures must be submitted along with two copies of the application. Year 1 applications must be postmarked no later than March 31 or, if hand-delivered, received in the Instructional Technology section office by 4:00 p.m. (CT) on March 31. Year 2 applications must be postmarked no later than May 1 or, if hand-delivered, received in the Instructional Technology section office by 4:00 p.m. (CT) on May 1.

Note: In years where March 31 or May 1 falls on a weekend, applications submitted by mail still must be postmarked no later than the deadline date but hand-delivered applications will be received in the section (8th floor of the Jefferson Building, 205 Jefferson Street, Jefferson City) through 4:00 p.m. on the following Monday.

2. Application Contact Person

The application requires designation of a project contact person. This person should be a member of the planning team since the contact must be familiar with the project and must be able to make decisions about the project, whether a single district or consortium project. Ideally, the contact should be a building principal or central office administrator (e.g., a superintendent, assistant superintendent, or a coordinator for curriculum, instruction, or technology).

3. Application Components

The 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 is to be constructed in the following order:

- a. Application for State Assistance under the Title II.D Competitive Grant Program (form)
- b. Title II.D Competitive Grant Program Application – Proposed Budget Information (form)
- c. Title II.D Competitive Grant Program Application – Building Participation Information (form)
- d. Project Narrative (including letters of commitment)

4. Assurances and Submission Process

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

Districts must also 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 the teachers and students,
- to show commitment 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 size of the applicant district(s), the scope of the proposed project, and the kinds and numbers of participants involved in the eMINTS professional development. Typical costs include professional development fees paid to the eMINTS National Center, other training fees, stipends, substitute pay, travel costs for participants in training, appropriate teacher and classroom hardware and software, and project evaluation. [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/.](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 (or grant fiscal agent). Insert district name, county-district code, and the request contact information.

Grant Information – Check all appropriate grant types: Year 1 or Year 2 application, New or Established grant, District or Consortium application. Check appropriate geographic/area cluster. Indicate the participating school buildings (and districts if consortium grant).

Project Information – Provide details about the overall project: grant request amount, number of districts/buildings participating, number of teachers, numbers of students, grade levels, and curriculum areas.

Proposed Budget Information, Building Participation Information, and Project Narrative – This directs applicant to the next forms to complete and to include a project narrative. [See the section for developing the project narrative and the guiding questions for grant writing included in the appendix of this manual for additional information about the narrative.]

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 Information Form**

Use the proposed budget grid form provided. A first-year applicant must complete a budget form for Years 1 and 2; a continuation applicant submits only Year 2 budget.

District Information – Insert the district name and county-district code.

Project Information – Check appropriate grant type boxes: Year 1 or Year 2, New or Established, District or Consortium, and Quadrant. Provide contact information as requested.

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 project. **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 amounts requested under the grant program, district matching funds (if any), and the total amount to complete year one activities.
- Year 2 Budget – Enter amounts requested under the grant program, district matching funds (if any), and the total amount to complete the two-year professional development project.

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 classrooms. The eMINTS National Center will cover program evaluation costs based on organization fees charged to participating districts. Districts are responsible for local evaluation costs, including outside evaluator contract fees and 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

Title II.D competitive grants are intended to cover stipends and substitute pay for educators participating in the eMINTS professional development programs. Salaries related to staff receiving technology professional development may be included in the 25 percent requirement for professional development. The following are examples of allowable Salaries expenditures:

- substitute teachers, hired at district-established rates, to replace teachers attending full-day eMINTS professional development
- out-of-contract time (stipends), at district-established rates, for official eMINTS teachers to attend professional development
- stipends for time beyond normal contracted time for other educators to participate in selected eMINTS professional development sessions
- stipends for time beyond normal contracted time for technology directors and/or education technology specialists to provide professional development and/or technical support for eMINTS teachers and classroom technologies
- fees for outside evaluation as required

BENEFITS (6200) – Must be obligated by May 1

Benefits for staff receiving professional development may be included in the 25 percent requirement for professional development. Benefits must be paid to any staff or substitute receiving a salary or stipend from the project. Include FICA, PSRS, or other retirement as appropriate.

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. Expenditures for technology professional development, travel expenses, and conferences may be included in the 25 percent requirement for professional development. The following are examples of allowable Purchased Services expenditures:

- professional development fees assessed by the eMINTS National Center
- travel, meals, and lodging expenses for district personnel associated with attending eMINTS professional development
- fees, travel, meals, and lodging expenses for district personnel associated with attending other appropriate eMINTS meetings
- installation of hardware/software performed by an individual not employed by the district
- contract for outside evaluator to conduct evaluation of the local project
- building connectivity (reliable 1-2 Mbps Internet connection)
- upgrade of electrical service needed in eMINTS classrooms to support the computers, interactive whiteboard, and projector

- networking needed (bandwidth, switches, cabling) for eMINTS teacher workstation, printer, and classroom computers
- installation of air conditioning needed in eMINTS classrooms

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. Materials and Supplies used exclusively and specifically in professional development may be included in the 25 percent requirement for professional development. Examples of allowable Materials and Supplies expenditures are listed below. Unless otherwise noted, expenditures are limited to eMINTS classroom costs.

- 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)
- Microsoft Office Suite Pro (eMINTS teacher workstation and laptop)
- Microsoft Office Suite Standard (student computers in eMINTS classrooms)
- Other software required by the eMINTS 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 or cost \$1000 or more per unit are considered Capital Outlay. The deciding factor is the unit cost. All technology purchases must meet eMINTS program specifications. The following are examples of allowable Capital Outlay expenditures:

- teacher computer workstation
- student computers (thin client or wireless units are acceptable)
- laptops (for teachers)
- networking hardware
- interactive whiteboard (permanent installation in classroom)
- projector (permanent installation in classroom)

3. **Completing the Building Participation Information**

Use the form provided. Use one form per building. Duplicate form as necessary.

Building Information – Insert the applicant district's name and county-code number. Indicate the school building(s) in which the proposed project will be implemented and the appropriate building code number(s).

Participant Information – Provide the names of all participating school staff. Possible participants include building administrator/principal, technology coordinator, education technology specialist, library media specialist, official eMINTS teachers, veteran eMINTS teachers and other teachers such as off-grade or off-subject classroom teachers, gifted teacher, special education resource teacher, teacher of students with limited English, etc. (A veteran teacher is enrolled in or has completed the second year of the eMINTS professional development.)

For each participant, indicate whether this person was a member of the grant planning team and which eMINTS professional development program(s) the person plans to enroll in. For classroom teachers, also complete grade level and subject area details.

4. **Completing the Project Narrative**

The project narrative should adhere to suggested format and page limits. The format of the application must:

- not exceed thirty (30) pages in length, excluding cover form, budget form(s), building participation form(s), and letters of understanding and commitment
- be single spaced with black [or dark blue] print and printed 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, depending on the number of Building and Participant Information forms submitted.
- be stapled in the upper left corner (no covers or bindings)

Year 1 Project Narratives –

First-year grant applications must address all the components listed below. Write the narrative using the active voice. [See guiding questions for grant writing in the appendix for additional information regarding narrative development.]

Brief Project Summary –

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

Introduction, Prior Planning, and Local Commitment –

This section should illustrate to the grant reviewers an understanding of the purpose of the grant program. Write a descriptive, yet concise, overview of the proposal. Describe the applicant community, target population, the major implementation strategies, and the expected outcomes of the proposed project. Explain the planning that occurred in developing the application and designing the proposed project. Describe the key stakeholder involvement, collaboration, and cooperation during and after the project. Provide (attach at the end of the narrative section) letters of commitment from each participant.

Description of Need –

Describe the educational need (characterized by a lack of specific achievements, skills, or abilities) for the proposed project and implementation of the eMINTS instructional model. Detail the needs of teachers and students, the status of available resources, and previous experiences with renewal programs and/or other grant program implementation. Document needs with local data and evidence that relate to the Missouri School Improvement Program (MSIP), and the eMINTS instructional model. Explain how the educational needs are significant for the participating populations, as related to MSIP findings, local CSIP plans, student achievement data, and local

technology. Describe relevant prior experiences in implementing school- or district-wide projects and how those experiences align with the proposed project.

Goals and Objectives –

Provide an overall statement of the purpose of the grant (goal) and detail the expected outcomes (objectives) of the target populations that will result from implementation of the proposed project.

Applicants are required to **provide a minimum of four objectives** that detail expected learning outcomes for teachers and students at the conclusion of each year of the grant. Additional objectives (maximum of two) focused on others, such as parents or community members, may be provided but are not required. [See below for examples of required and optional objectives.]

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. Note that 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 the objective is to be measured and who is primarily responsible for gathering, analyzing, and reporting the data. 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?"

Examples of REQUIRED Teacher Learning Objectives:

Instructional Strategies:

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

Technology Integration:

Year 1 Objective: By the end of Year 1, participating teachers will show a 50 percent increase in the literacy and integration skills as measured by the [instrument] pre-

and post-survey. Evaluation Plan: In September and May [the district's external evaluator] will administer the survey to measure teachers' [skill, knowledge, or attitudes]. The [district's external evaluator] will analyze the pre- and post-survey results to determine whether teachers' results improved on average by at least 50 percent, and report findings to the project contact.

Year 2 Objective: By the end of Year 2, participating teachers will show an additional 25 percent increase in the literacy and integration skills as measured by the [instrument] pre- and post-survey. Evaluation Plan: In May of Year 2, the [district's external evaluator] will administer the same survey administered at the end of Year 1, analyze the survey findings to determine whether teachers' results improved on average by at least 25 percent, and report the findings to the project contact.

Examples of **REQUIRED** Student Learning Objectives:

Academic Achievement:

Year 1 Objective: By the end of Year 1, 90 percent of targeted students will score at the "proficient" level on a district-developed common [indicate subject area] 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 [elaborate on the specific concepts/skills that will be assessed]. Scores will be compiled by the project contact for inclusion in the end-of-Year 1 Project Evaluation Report.

Year 2 Objective: By the end of Year 2, 90 percent 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: Students will complete 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 [developed locally or 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.

Note: Appropriate constructed response items may be selected from MAP and/or NAEP released items, *Mathematics Assessment Sampler* (NCTM) items, and other appropriate resources as approved.

Technology Literacy:

Year 1 Objective: By the end of Year 1, students of teachers in the Comprehensive eMINTS or eMINTS4All professional development programs will score at least 75 percent on a district-developed, grade-appropriate student technology standards/indicators assessment that is based on the National Educational Technology Standards for Students. Evaluation Plan: In April [the district's external evaluator] will administer the assessment instrument to measure students' [describe skills, knowledge, or abilities assessed], analyze the scores to determine whether students on average met the 75 percent target, and report findings to the project contact.

Year 2 Objective: By the end of Year 2 students of teachers in the Comprehensive eMINTS or eMINTS4All professional development programs will score at least 90 percent on a district-developed, grade-appropriate student technology standards/indicators assessment (as described for Year 1). Evaluation Plan: In April [the district's external evaluator] will administer the assessment instrument to

measure students' [describe skills, knowledge, or abilities assessed], analyze the scores to determine whether students on average met the 90 percent target, and report findings to the project contact.

Examples of Optional Parent/Community Objectives:

Year 1 Objective: By the end of Year 1, 80 percent 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 Objective: By the end of the 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.

Major Activities, Implementation Strategies, and Evaluation Plan –

Describe in detail the plans for implementing the proposed project, addressing major learner, dissemination, and evaluation activities. Provide an action plan that details the first- and second-year major activities, including implementation strategies, timeframes, and person(s) responsible. Describe plans that address communication about project implementation efforts and outcomes. Include an evaluation plan that details regular and systemic formative measures to assess strengths and weaknesses of the project implementation and use of summative measures that assess learner performance outcomes.

Budget Explanation –

Itemize and describe (justify) first- and second-year expenditures that relate to the goals, objectives, and activities of the proposed project. Indicate or describe how current and future expenditures align with other programs and/or grant resources. Explain in detail how eMINTS implementation and instructional improvement will continue and/or expand after the grant period ends.

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

Elementary School Budget

(5 Comprehensive & 5 eMINTS4All teachers, with 24 students per classroom in Year 1, with additional 4 eMINTS4All teachers and PD4ETS participant in Year 2.)

Proposed Expenditures by Object Code, Year	YEAR 1	YEAR 2
6100 Salaries	Request	Request
Stipends – Comprehensive eMINTS [# teachers X hours X district stipend rate] Yr 1: 5 X 100 hours @ \$18 = \$9000 Yr 2: 5 X 75 hours @ \$18 = \$6750	\$9,000	\$6,750
Stipends – eMINTS4All Yr 1: 5 X 50 @ \$18 = \$4500 Yr 2: 5 X 40 @ \$18 = \$3600 Yr 2: 4 additional X 50 @ \$18 = \$3600	\$4,500	\$7,200

Teacher substitutes – Comp eMINTS [# teachers X days X district sub-pay rate] Yr 1: 5 X 4 @ \$75 = \$1500 Yr 2: 5 X 2 @ \$75 = \$750	\$1,500	\$750
Teacher substitutes – eMINTS4All Yr 1: 5 X 1 @ \$75 = \$375 (Yr 2: Not applicable) Yr 2: 4 additional X 1 @ \$75	\$375	\$300
SALARIES TOTAL	\$15,375	\$15,000
6200 Benefits		
Benefits for teachers in training [e.g., Total Stipend Amount x 13.5%]	\$1,823	\$1,883
BENEFITS TOTAL	\$1,823	\$1,883
6300 Purchased Services		
eMINTS Professional Development services		
• Organizational fee (\$10,000 in Year 1 and Year 2)	\$10,000	\$10,000
• eMINTS Comp PD (5 @ \$6,000 per teacher per year)	\$30,000	\$30,000
• eMINTS4All PD (5 @ \$2,500 in Yr 1 and 9 @ \$2,500 in Yr 2)	\$15,000	\$42,000
• PD4ETS (1 @ \$12,500 per year)	N/A	\$12,500
Mileage for training – Comp 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	\$720
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	\$360
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	\$350
Installation of computers (local contractor) \$35/hour for 20 hours	\$700	\$0
External Evaluation Contract	\$11,326	\$6,445
PURCHASED SERVICES TOTAL	\$68,646	\$102,375
6400 Materials and Supplies		
All in One Printer/Scanner for Comp eMINTS [e.g., 3 @ \$700, networked between 2 rooms]	\$2,100	\$0
Digital camera for Comp eMINTS [e.g., 5 @ \$350 each]	\$1,750	\$0
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
MS Office Pro for 5 Comp and 5 eMINTS4All teachers [e.g., 10 @ \$75 + \$35 disk] in Yr 1; 4 eMINTS4All teachers in Yr 2 and 1 PD4ETS in Yr 2	\$1,100	\$550
Fireworks for Comp eMINTS teachers [5 @ \$300] in Yr 1 (All teachers use nVu web editor – open source at no cost) and 1 for PD4ETS in Yr 2	\$500	\$100
Printing costs for professional development materials (paper, toner/ink, etc.) [e.g., approx. 1,100 pgs @ \$.05/pg for 10 teachers in Yr 1; 14 teachers Yr 2]	\$350	\$770
Smart Ideas (Site license)	\$1,995	\$0
Student desks for 2 students per desk [e.g., 60 @ \$300] + \$1,050 shipping (estimated)]	\$19,050	\$0
MATERIALS AND SUPPLIES TOTAL	\$29,995	\$1,420
6500 Capital Outlay		
Teacher laptop & docking station [e.g., 10 @ \$1800 in Yr 1 and 5 @ \$1800 in Yr 2]	\$18,000	\$9,000
Student computers for Comp eMINTS [e.g., 60 @ \$900 each] (eMINTS4All will use computer lab and existing computers in classrooms)	\$54,000	\$0
Interactive whiteboard and projector [e.g., 10 @ \$5000 in Yr 1 and 4 @ \$5000 in Yr 2] includes installation and cabling	\$50,000	\$20,000
CAPITAL OUTLAY TOTAL	\$122,000	\$29,000
TOTALS	\$237,839	\$149,678
% of total for professional development	40%	82%
% total for project evaluation	5%	4.5%

Secondary School Budget

(4 Comprehensive eMINTS math & 4 eMINTS4All language arts teachers, plus one PD4ETS participant, Years 1 and 2)

Proposed Expenditures by Object Code, Year	YEAR 1	YEAR 2
	Request	Request
6100 Salaries		
Stipends – Comprehensive eMINTS [# 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	\$5,400
Stipends – eMINTS4All Yr 1: 4 X 50 hours @ \$18 = \$3600 Yr 2: 4 X 40 hours @ \$18 = \$2880	\$3,600	\$2,880
Teacher substitutes – Comp eMINTS [# teachers X days X district sub-pay rate] Yr 1; 4 X 4 days @ \$75 = \$1200 Yr 2: 4 X 2 days @ \$75 = \$600	\$1,200	\$600
Teacher substitutes – eMINTS4All Yr 1: 4 X 1 @ \$75 = \$300 (Yr 2: not applicable)	\$300	\$0
SALARIES TOTAL	\$12,300	\$8,880
6200 Benefits		
Benefits for teachers in training [e.g., Total Stipend Amount x 13.5%]	\$1,660	\$1,199
BENEFITS TOTAL	\$1,660	\$1,199
6300 Purchased Services		
eMINTS Professional Development services		
• Organizational fee (\$10,000 in Year 1 and Year 2)	\$10,000	\$10,000
• eMINTS Comp PD (4 @ \$6,000)	\$24,000	\$24,000
• eMINTS4All (4 @ \$3,000 per year)	\$12,000	\$12,000
• PD4ETS (1 @ \$12,500 per year)	\$12,500	\$5,000
Mileage for training – Comp 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	\$720
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	\$360
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	\$180	\$280
Mileage for training – PD4ETS Yr 1: 1 car X 15 trips x 100 miles @ \$.30 = \$450 Yr 2: 1 car X 6 trips x 100 miles @ \$.30 = \$180	\$450	\$180
Installation of computers (local contractor) \$35/hour for 20 hours	\$700	\$0
External Evaluation Contract	\$16,889	\$3,023
PURCHASED SERVICES TOTAL	\$78,159	\$55,563
6400 Materials and Supplies		
All in One Printer/Scanner for Comp eMINTS [e.g., 2 @ \$700, networked between 2 rooms]	\$1,400	\$0
Digital camera for Comp eMINTS [e.g., 4 @\$350 each]	\$1,400	\$0
MS Office Suite Standard for Comp eMINTS and eMINTS4All [e.g., 144 student computers @ \$50 each + \$30 media X 8 teachers]	\$7,440	\$0
MS Office Pro for Comp and eMINTS4All teachers [e.g., 8 @ (\$75 + \$35) disk]	\$880	\$0
Fireworks Comp eMINTS teachers and PD4ETS [4 @ \$300] (All teachers use nVu web editor – open source at no cost)	\$500	\$0

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
Smart Ideas (Site license)	\$1,995	\$0
Wireless Access Hubs and Cabling	\$3,200	\$0
Geometer Sketchpad Software	\$3,000	\$0
TI Emulator for Teacher	\$2,000	\$0
TI Graphing Calculators (4 class sets @ \$1500)	\$6,000	\$0
MATERIALS AND SUPPLIES TOTAL	\$28,165	\$350
6500 Capital Outlay		
Teacher laptop & docking station [e.g., 9 @ \$1800]	\$16,200	\$0
144 Student computers (1:1 in Comp eMINTS classrooms and two laptop carts shared between eMINTS4All classrooms) [e.g., 144 @ \$1000]	\$144,000	\$0
Interactive whiteboard and projector [e.g., 8 @ \$5000] includes installation and cabling	\$40,000	\$0
Laptop batteries (144 @ \$150 each)	\$21,600	\$0
Laptop carts (6 @ \$3000 each)	\$18,000	\$0
CAPITAL OUTLAY TOTAL	\$239,800	\$0
TOTALS	\$360,084	\$65,992
% of total for professional development	26%	95%
% total for project evaluation	5%	5%

Year 2 Project Narratives –

Applicants of continuation projects should address each section of the Project Narrative by: 1) providing an overview of what occurred in Year 1, and 2) detailing what is planned to occur in Year 2.

For example, in *Introduction, Prior Planning, and Local Commitment*, describe the persons involved and steps taken in planning for Year 2 of the project. If Year 2 plans include adding new participants, detail appropriate need data for new teachers and students and provide letters of commitment for any new teachers. For *Goals and Objectives*, iterate project's goal and objectives and note progress toward meeting the objectives. Explain any changes to objectives, indicating what the changes are and why they were made. In the *Major Activities* section, first briefly describe Year 1 efforts, noting successes, unexpected outcomes, and lessons learned. Then provide an action plan that details the Year 2 activities, addressing implementation strategies, evaluation, and dissemination activities. Last, provide a detailed Year 2 *Budget Explanation*.

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 eligible 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 by an eligible district and is submitted on time, is significantly complete, does not exceed the maximum request amount, and does not violate any program rules.

Year 1 grant applications (New and Established, District and Consortium) are competitive and funded based on their scores and the amount of money requested by the grants and allocated to the program and geographical area. These applications are due by March 31 and reviewed in mid-April. Year 2 grant applications are not

competitive but are subject to approval by the Department. These applications are due May 15 and reviewed and approved by staff in May.

Priority is given to continuation grants. Following approval of the continuation grants, the Department determines the amount of funding available for first-year grants, which is then allocated across the four geographic quadrants.

Competitive Year 1 grant application narratives are reviewed by panels of readers comprised of Missouri educators. Evaluators score the narratives using set criteria worth up to 180 points. Each application is reviewed by five evaluators. The high and low scores are eliminated and the remaining three scores are averaged. Following the reader review process, the Department assigns the district or building economic and technology need points, worth up to ten each. In total, 200 points are possible. The applications are rank ordered by total score and approved based on the geographic location, and funding available. To be approvable, a grant must score, on average, at least 60 percent.

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.

Project narratives are evaluated using the following set of criteria:

TITLE II.D APPLICATION NARRATIVE SCORING CRITERIA

Introduction, Prior Planning, and Local Commitment (30 points)

- The introduction describes the community, target population, major implementation strategies, and expected outcomes of the project.
- Prior planning reflects a systematic team approach with direct involvement of project implementers.
- The narrative describes how ongoing involvement, collaboration, and cooperation will occur among key stakeholders during and after the project.
- Letters of commitment (from each team member) demonstrate an understanding of the project and a commitment to complete the professional development, implement the teaching strategies, and participate in ongoing evaluation and research.

Description of Need (30 points)

- The narrative details the educational needs of teachers and students, the status of available resources, and previous experiences with renewal programs and other grant program implementation.
- The educational need for the project is well documented with local data and evidence related to the Missouri School Improvement Program (MSIP) and the eMINTS instructional model.
- The educational need is significant for the district(s) as documented by MSIP findings and CSIP plans, student achievement data, and local and state technology plans.

Goals and Objectives (25 points)

- The project goals and objectives are strongly and clearly linked to the stated needs.
- First- and second-year objectives describe measurable, anticipated, and beneficial changes in identified target populations.

Major Activities, Implementation Strategies, and Evaluation Plan (65 points)

- The narrative includes a description of the major learner activities of the project.
- The action plan details first- and second-year major activities, implementation strategies, timeframes, and person(s) responsible.
- The dissemination plan addresses project implementation efforts and outcomes.
- The evaluation plan details use of regular and systematic formative measures to assess strengths and weaknesses of the program implementation.
- The evaluation plan indicates use of summative measures to assess learner performance outcomes.

Budget Explanation (30 points)

- First- and second-year expenditures are itemized and directly relate to the goals, objectives, and activities of the project.
- The proposed project is cost-effective, reasonable, and based on the expected outcomes of the target population.
- The proposed budget is based on a desire for instructional improvement rather than an “opportunistic” approach to securing materials, equipment, etc.
- The proposed project demonstrates creative and synergistic uses of multiple program and/or grant resources.
- The narrative provides a clear description of what must occur for the project to continue after the grant period ends to result in instructional improvement.

3. Economic and Technology Need Criteria

Department Instructional Technology staff, using data supplied by districts via the Department's core data collection system, assign up to 20 additional points based on need.

- The applicant serves economically disadvantaged students. (10 points)
- The applicant serves technologically disadvantaged students. (15 points)

Economic need points are assigned using the conversion table below: 1 to 5 points based on the rate of students in the applicant building eligible for the Free and Reduced Lunch program and 1 to 5 points based on previous Title II.D competitive grant funding in the district. In the case of a consortium grant, points for all districts are averaged (all scores added and divided by the number of districts).

Economic Need Criteria

Building(s) – Free/Reduced Lunch Rate	Need Score
66.4 % or higher	5
51.3 – 66.3%	4
39.3 – 51.2%	3
26.1 – 39.2%	2
26.0% or lower	1
PLUS	
District(s) – Previous Funding Status	Need Score
None	5
1 year	4
2 years	3
3 years	2
4 or more years	1

Technology need points are assigned using the conversion table below: 1 to 5 points based on Annual Yearly Progress (AYP) status of the applicant building and 1 to 5 points based on the number of students per Internet-connected computer in the building. In the case of multiple buildings, the computer ratios are averaged (all scores added and divided by the number of buildings).

Technology Need Criteria

Building(s) – Years in AYP	Need Score
4 years	5
3 years	4
2 years	3
1 years	2
None	1
PLUS	
Building(s) – Students per Internet-Connected Computer	Need Score
5.81 or more	5
4.21 – 5.80	4
3.21 – 4.20	3
2.41 – 3.20	2
2.40 or fewer	1

4. Notification of Award

The Department notifies districts of their grant approval status by mid- to late-May. Funding decisions are announced via correspondence with applicants and postings of the “tentatively approved” grants via *Newsline* and the program’s listserv. 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 expectation that all grant recipients receive final approval by June 30. **All funding decisions are contingent upon the Department’s receiving the program allocation.**

D. 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 state **Title II.D Competitive Grant Program revenue code is 5466** and the federal **CFDA number is 84.318X**.

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 75 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 each year of the grant, and 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 each year of the grant. 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 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 second year of the project.** Districts submit a final evaluation report sixty days after completion of the two-year eMINTS implementations. This final report 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.

Title II.D Competitive Grant Program Frequently Asked Questions

PROGRAM RULES AND GUIDELINES

- 1. How can schools use Title II.D competitive grants?**
The intent of the Title II.D Competitive Grant Program is to improve instructional strategies and student achievement through schoolwide implementation of the eMINTS instructional model. These two-year grants may be used to either initiate or expand eMINTS in the district.
- 2. When will application materials become available? When are applications due?**
The program is administered by DESE Instructional Technology. Application materials are made available in mid-January. Applications submitted must be postmarked by March 31 or hand-delivered to the Instructional Technology section by 4:00 PM on March 31. Grant awards will be made based on the merits of the applications and need. Grant awards will be made contingent upon Missouri receiving the federal funding and final contract arrangements with the eMINTS National Center.
- 3. Are there any changes to the Title II.D competitive grant program?**
No changes are expected at this time. Since FY06 the program has solicited applications from both districts and consortium of districts, with funding targeted to eMINTS implementation in a given school (or schools) as part of an overall school improvement initiative. The purpose in moving to a school-wide implementation model is to affect more students and teachers through a more systemic implementation that results in schools characterized by strong learning communities.
- 4. What is the funding period of the competitive grants?**
Grants are awarded for two years; each year operates July 1 through June 30. Districts must commit to both years and successful implementation of the eMINTS instructional model.
- 5. Which districts are eligible to apply for Title II.D competitive grants?**
Title II.D funds must target "high-need" districts, defined as schools serving the highest numbers and/or percentages of children living in poverty based on U.S. Census data. Annually, the Department receives the Census data that are used in determining next year's district allocations for Title I grants – and the Title II.D grants. Districts are ranked by number AND by percentage of school-aged children living in poverty, from highest to lowest. Each ranking is divided in half, with only districts listed in the top half of either of these rankings eligible to apply for Title II.D competitive grants. Look for the new eligibility listings to be posted on the Instructional Technology website at <http://dese.mo.gov/divimprove/instrtech> by early February.

A consortium application may include any district, with the following caveats: the applicant must be an eligible district, the (consolidated) proposed budget cannot exceed the established grant maximum, and districts in the consortium may not be included in any other applications.
- 6. What is the range of the competitive grant awards?**
Maximum request amounts are set at \$400,000 for new (Year 1) grants and at \$150,000 for continuation (Year 2) grants. The estimated average award for Year 1 grants is \$350,000.

7. **Is a district match required for Title II.D competitive grants?**
No. Matching funds are not required for the competitive grants. However, systemic school reform requires time and effort, and proposals demonstrating creative and synergistic uses of multiple resources, including personnel, equipment, software, and funding sources (state, federal, and local) will be more competitive.
8. **How many competitive applications may a district submit?**
Only one competitive application may be submitted. A district cannot be part of a consortium grant and also submit a district grant. A Year 1 grant-recipient district may only apply for a Year 2 grant to complete the two-year grant process.
9. **How will the Title II.D competitive grant funds be distributed?**
Priority is given to continuation (Year 2) grants. Remaining funds, if any, are made available for first-year (Year 1) grants. To achieve equitable distribution, the Department allocates the money available for Year 1 grants across four geographic areas (quadrants). District applications compete only with districts in their quadrant. See the appendix and/or program website for quadrant information.
10. **How many competitive grants will be awarded?**
The total number of new grants awarded is dependent on the final appropriation, any unexpended or other carryover funds, costs to support continuation grants, and the funds requested in first-year grant applications. The intent is to award at least one application from each quadrant. A total of 4 to 8 applications may be awarded depending on the program appropriation and whether the Department allocates 50% or 100% of the funding for competitive grants.
11. **Are there any new program requirements or guidelines for FY10?**
As in the past, grant awards will be based on total scores that include a narrative score (up to 180 points) and need points (up to 20 points). However, the economic need points will be based on both free and/or reduced lunch rate and previous funding history; the technology need points will be based both on AYP (annual yearly progress) and the number of students per Internet-connected computer. See the administrative manual for special details, including point-conversion tables.

PROJECT PROPOSAL DEVELOPMENT

12. **What must an application include in the project design?**
Applications for a Title II.D competitive grant include the application cover (form provided), budget (grid form provided), participant details (form provided), project narrative, and letters of commitment. The project narrative should detail what will occur if the grant is awarded. The narrative should provide an introduction that details the community, school or district needs, target population(s), major implementation strategies, and expected outcomes. The narrative should also include an action plan that details the professional development activities and timeline, a dissemination plan, and an evaluation plan.

All proposed activities and expenditures must relate to implementation of the eMINTS instructional mode. The eMINTS National Center website has a community site for prospective applicants that includes information such as how the eMINTS instructional model be implemented in different settings and a funding portal to estimate project costs. See: <http://www.emints.org>.

13. **Who should be involved in project development?**

Key stakeholders directly responsible for the eMINTS implementation should be involved in writing the grant application. A team approach that includes the building principal, technology personnel, representative teachers, and a library media specialist will likely produce a more competitive application than one written by an individual.

The application requires designation of a project contact person. This person should be a member of the planning team since the contact must be familiar with the project and able to make decisions about the project. Whether from a single district or consortium project, the contact should be a building principal or central office administrator such as a curriculum and instruction, elementary education, or technology director.

14. **Who should be involved in project implementation? What eMINTS professional development programs are available? What are the expectations?**

Professional development services provided by eMINTS are intended to bring about change to an entire school; therefore, a majority, if not all, of the educators in the school should be included in the project. In addition to the Comprehensive eMINTS and the eMINTS4All teacher professional development, the eMINTS National Center offers programs specifically for administrators, technology directors, teachers of students with special needs. See the eMINTS website for more information about the various professional development programs available.

15. **What are allowable costs for Title II.D competitive grants?**

Only costs associated with implementing the eMINTS instructional model will be approved. Costs will vary depending on the kinds and numbers of participants involved in the eMINTS professional development. Typical costs include professional development fees paid to the eMINTS National Center, other training fees, stipends, substitute pay, travel costs for participants in training, appropriate teacher and classroom hardware and software, and project evaluation.

16. **What are the typical costs associated with eMINTS professional development programs?**

The Title II.D Program requires 25% of the budgeted funds to be expended for professional development. As a rule of thumb, an amount equal to around 15 percent of the total grant budget is needed to support eMINTS professional development fees AND around 10 percent of the request amount to cover allowable expenditures related to professional development such as teacher stipends, substitute teacher costs, and mileage and lodging costs. Consult the eMINTS website for up-to-date information about eMINTS professional development costs.

Following notification of tentative grant awards, Instructional Technology and eMINTS staffs will review the applications and work with districts to fine-tune professional development plans and costs. Instructional Technology staff will then conduct a final negotiation of grant applications and determine the approved grant amount, based on the federal funding available.

17. **Are there specific equipment and software requirements? What are they?**

eMINTS professional development is based on teachers having standard suites of hardware and software. Only items that meet the eMINTS equipment and software specifications may be purchased using Title II.D grant funds. Specifications for equipment or software are based on the professional development program. There are different equipment configurations for elementary, middle, and high school.

18. **What are the specific evaluation requirements of Title II.D competitive grants?**
Grant recipients are required to participate in the overall eMINTS program evaluation activities, including the release of student MAP data, teacher surveys, and other quantitative measures. In addition, school and classroom visits will be scheduled to gather data about the project implementation. These activities are designed and managed by the eMINTS Evaluation Project. Costs related to these activities are covered by the eMINTS National Center.

In addition, grant recipients are expected to design local evaluation projects to measure the extent to which they achieve individual project goals and objectives. Between five to seven percent of the total grant budget should be allocated for project-specific evaluation costs. Use of external evaluators is strongly encouraged to complete project-specific evaluation activities. See the program website for additional information on project evaluation requirements. See the eMINTS website for a listing of consultants providing external evaluation services for current and/or previous grant recipients.

APPLICATION APPROVAL PROCESS

19. **How are grant applications evaluated?**
Grant applications are reviewed using scoring criteria totaling up to 200 points. Panels of Missouri educators review and evaluate the application narratives, worth up to 180 points, in mid- to late-April. Instructional Technology staff assign economic and technology need points, worth up to 20 points. See the manual for a complete listing of the criteria currently in place.
20. **Is it possible to get a copy of successful Title II.D competitive grants?**
Yes. Applicants are encouraged to contact current Year 1 grant recipients to request copies of their applications. Applicants are also encouraged to contact recipient schools to discuss their experiences (challenges and benefits) in implementing the eMINTS program.
21. **How can prospective applicants get additional information and/or request technical assistance?**
Copies of the application forms, administrative manual, FAQ, related correspondence, and listings of eligible districts can be downloaded from the Instructional Technology website at <http://dese.mo.gov/divimprove/instrtech/>.

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, located at 415 West McCarty Street in Jefferson City. Look for workshop details (such as agenda, registration process, driving directions, and such) to be posted on the Instructional Technology website by early February.

Grant-writing and other technical assistance are available by request. For information about the Title II.D program, contact DESE Instructional Technology staff at 573-751-8247 or instrtech@dese.mo.gov. For information about professional development programs available, contact eMINTS National Center staff at 573-884-7202 or emints-info@emints.org.

22. **When will the Title II.D competitive grant awards be announced?**
The Department expects to announce applicants receiving tentative approval by late-May.

23. **Is it possible for a district that is not eligible to apply or is not awarded a Title II.D competitive grant to participate in eMINTS professional development?**

Yes. Districts that do not receive Title II.D grants or are not eligible to apply for these grants could use other district, state, or federal resources to participate in eMINTS programs. Visit the eMINTS website for information about professional development costs, program requirements, and applications forms.

Possible sources to fund eMINTS include: state technology funding (such as the eMINTS-METS School Grants Program), local Professional Development and At-Risk funds, other federal and state technology grant programs (if available), and other federal Title programs (such as Title I and Title II.A). Note: Contact the appropriate grant administrator for specific Title program information.



**APPLICATION for STATE ASSISTANCE under the
 TITLE II.D COMPETITIVE GRANT PROGRAM**

**YEAR 1 – DUE MARCH 31
 YEAR 2 – DUE MAY 1**

For Department Use

DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE
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District Information

SCHOOL DISTRICT NAME		COUNTY-DISTRICT CODE
CONTACT PERSON NAME AND TITLE	WORK PHONE	PAGER / CELL NUMBER
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER

Grant Information

GRANT TYPE – YEAR (CHECK ONE) <input type="checkbox"/> Year 1 Application <input type="checkbox"/> Year 2 Application	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE) <input type="checkbox"/> New District / Consortium <input type="checkbox"/> Established District / Consortium	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE) <input type="checkbox"/> District Application <input type="checkbox"/> Consortium Application (Total number of districts: _____)	GRANT TYPE – GEOGRAPHIC QUADRANT <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Northwest <input type="checkbox"/> Southwest
PARTICIPATING SCHOOL BUILDING(S) – DISTRICT APPLICATION Name of each school building in the district involved in the grant: (District grants only):		PARTICIPATING DISTRICTS AND SCHOOL BUILDING(S) – CONSORTIUM APPLICATION Name of each partnering district and the specific school(s) involved in the grant: (Consortium grants only):	

Project Information

AMOUNT REQUESTED	NUMBER OF SCHOOL BUILDINGS	NUMBER OF TEACHERS	NUMBER OF STUDENTS
GRADE LEVEL(S) OF PARTICIPATING TEACHERS AND STUDENTS (CHECK ALL THAT APPLY) Grade Level(s) Served by Grant: <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 <input type="checkbox"/> Other:		CURRICULAR FOCUS (CHECK ALL THAT APPLY) Curriculum Area(s) Addressed by Grant: <input type="checkbox"/> Communication Arts <input type="checkbox"/> Science <input type="checkbox"/> Other(s): <input type="checkbox"/> Mathematics <input type="checkbox"/> Social Studies	

Proposed Budget Information, Building Participation Information, and Project Narrative

Submit a separate Proposed Budget Information form for each year of the proposed project. Submit a separate Building Participation Information form for each building participating in the proposed project.

Attach Project Narrative (generated by the applicant using a word processing program) detailing what will occur if the proposed project is funded, addressing the applicant community, target population, major implementation strategies, and expected outcomes. Attach letters of commitment.

Project Assurances and DESE Title IX Assurances

The School District (and any participating district) hereby assures the Department of Elementary and Secondary Education (DESE) that:

- it will assign one administrator as project manager to facilitate the participation of the teachers in the program.
- 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 Title II.D Program.
- it will comply with all provisions of the Title II.D Program and its implementing regulations and all applicable administrative rules of DESE.
- 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
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COMPETITIVE GRANT PROGRAM APPLICATION – PROPOSED BUDGET INFORMATION
 Submit a separate Proposed Budget Information form for each year of the proposed project. (Duplicate as Necessary)

District Information	
SCHOOL DISTRICT NAME	COUNTY-DISTRICT CODE

Project Information			
GRANT TYPE – YEAR (CHECK ONE) <input type="checkbox"/> Year 1 Application <input type="checkbox"/> Year 2 Application	GRANT TYPE – DISTRICT APPLICANT (CHECK ONE) <input type="checkbox"/> New District / Consortium <input type="checkbox"/> Established District / Consortium	GRANT TYPE – NUMBER OF DISTRICTS (CHECK ONE) <input type="checkbox"/> District Application <input type="checkbox"/> Consortium Application (Total number of districts: _____)	GRANT TYPE – 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 NUMBER	
EMAIL ADDRESS		FAX NUMBER	

Project Financial Data

BUDGET YEAR (CHECK ONE) Year 1 Budget Proposal Year 2 Budget Proposal

	STATE FUNDS REQUEST					TOTAL	MATCH	
	6100 Salaries		6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	Total State Funds	District Funds (Not required)
	Certificated	Non-certificated						
1000 Instruction								
2213 Professional Development **								
2540 Plant Services Operation								
2600 Support Services - Administrative								
2620 Research and Evaluation								
Sub-total						STATE REQUEST		
						\$		

District Funds (Not required)							MATCH TOTAL
							\$

TOTALS							PROJECT TOTAL
							\$

** PROFESSIONAL DEVELOPMENT (Amount must equal or exceed 25% of State Grant Request)	\$	%
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COMMENTS:

TITLE II.D COMPETITIVE GRANT PROGRAM APPLICATION – BUILDING PARTICIPATION INFORMATION

Submit a separate Building and Participant Information form for each building participating in the proposed project. (Duplicate as Necessary)

Building Information					
NAME OF SCHOOL DISTRICT			COUNTY-DISTRICT CODE		
NAME OF SCHOOL BUILDING			BUILDING CODE NUMBER		
Participant Information					
POSITION / TITLE	NAME	PLANNING TEAM MEMBER	PROPOSED eMINTS PROFESSIONAL DEVELOPMENT PROGRAM(S)		
BUILDING PRINCIPAL		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		
TECHNOLOGY COORDINATOR(S) <input type="checkbox"/> District <input type="checkbox"/> Building		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		
EDUCATION TECHNOLOGY SPECIALIST(S) <input type="checkbox"/> District <input type="checkbox"/> Building		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		
LIBRARY MEDIA SPECIALIST		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		
eMINTS CLASSROOM TEACHER 1		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
eMINTS CLASSROOM TEACHER 2		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
eMINTS CLASSROOM TEACHER 3		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
eMINTS CLASSROOM TEACHER 4		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
eMINTS CLASSROOM TEACHER 5		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
eMINTS CLASSROOM TEACHER 6		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
VETERAN eMINTS TEACHER 1		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> Veteran PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
VETERAN eMINTS TEACHER 2		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> Veteran PD <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
OTHER CLASSROOM TEACHER 1		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS4All <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
OTHER CLASSROOM TEACHER 2		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS4All <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
OTHER CLASSROOM TEACHER 3		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS4All <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
OTHER CLASSROOM TEACHER 4		<input type="checkbox"/> YES <input type="checkbox"/> NO	PD PROGRAM: <input checked="" type="checkbox"/> eMINTS4All <input type="checkbox"/>	GRADE(S):	CURRICULUM AREA(S): <input type="checkbox"/> CA <input type="checkbox"/> MA <input type="checkbox"/> SC <input type="checkbox"/> SS <input type="checkbox"/> Self-Contained <input type="checkbox"/> Other
SPECIAL EDUCATION TEACHER		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		GRADE(S):
OTHER (SPECIFY)		<input type="checkbox"/> YES <input type="checkbox"/> NO	(SPECIFY) <input type="checkbox"/> <input type="checkbox"/>		GRADE(S):

TITLE II.D Competitive 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 details regarding content and formatting requirements.

Brief Project Summary

Provide a very brief (50 words or less) summary of the project, indicating the target populations, expected outcomes, and the methods and activities for achieving the outcomes.

Introduction, Prior Planning, and Local Commitment (30 points)

Provide a brief descriptive, yet concise overview of the proposed project, illustrating applicant's understanding of the purpose of the Title II.D eMINTS program. Describe the community, the population to be served, expected outcomes, and the major implementation strategies to be taken to accomplish outcomes. Discuss the planning team and the process for developing the application and project design. Attach letters of commitment of key implementers that demonstrate commitment to successful completion of the project.

Description of Need (30 points)

Describe the educational need for implementing the eMINTS instructional model. Document the need with specific sources of information and local data and data sources. Address teacher, student, and classroom technology resources and needs. Relate needs to MSIP findings and CSIP and technology plans. Discuss previous experiences with renewal programs and other grant program implementations.

Goals and Objectives (25 points)

Provide a goal(s) statement which relates directly to the stated opportunity/need and includes the expected overall result of implementing the eMINTS instructional model. Provide two to four objectives that detail expected learner outcomes of the applicant teacher and students served. Write objectives in measurable terms, indicating who will do what, how well, by what date, according to what measurement.

Major Activities, Implementation Strategies, and Evaluation Plan (65 points)

Provide a description of the major learner activities of the proposed eMINTS implementation project and explain how these relate to the stated opportunity/need, goals, and objectives. Describe formative and summative assessment plans for evaluating project implementation and learner outcomes. Provide action plans that detail first- and second-year major activities and implementation strategies, timeframes, and person(s) responsible. Include plans to disseminate program information and serve as a model for other educators.

Budget Explanation (30 points)

Provide a description of the estimated costs to implement the proposed eMINTS implementation project. Itemize costs for each year of the project. Categorize costs by budget activity, detailing the purpose and justifying the amount for each activity. Describe district plans to continue and/or expand eMINTS implementation after the grant period ends.

Guiding Questions for Writing the TITLE II.D Competitive Grant Project Narrative

Following are the narrative components of the Title II.D Competitive Grant Program application, along with guiding questions that align Year 1 application narratives with the scoring criteria.

Brief Project Summary

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

Introduction, Prior Planning, and Local Commitment (30 points possible)

Provide a descriptive, yet concise, overview of the proposal. Describe the target population, the 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 applicant 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 student 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, parents, or others? Is it clear what teachers will participate and in what professional development programs, and the numbers of students impacted?
 - What are the curricular and instructional focuses of the proposed project? Did you detail the implementation strategies and grade levels? Did you describe intended outcomes in terms of expected student achievement and technology literacy, and teacher technology integration and technical literacy? Did you address evaluation plans in terms of goals and objectives, assessment tools, and evaluators?
- Does the narrative describe the planning that occurred in developing the application and designing the proposed project?
 - Did you describe the system used in planning for and designing the proposed project? Who was involved in the planning, when and how often did they meet?
 - What kinds of data and information were used in project planning, such as needs assessments of target population(s), research and/or project design, prior experiences and accomplishments goal setting, or budgetary costs and financing?
 - Did you describe team member roles during implementation the proposed project, such as meeting with stakeholders, gathering project support, gathering and analyzing data, and aligning team member credentials and responsibilities?
- Does the narrative describe the key stakeholder involvement, collaboration, and cooperation during and after the project?
 - Who are the key stakeholders of the proposed project and what roles do they play?

- Are letters of commitment attached and do they demonstrate each major participant's understanding of the project and commitment to completing the professional development, implementing the teaching strategies, and participating in ongoing evaluation and research?
 - Did you identify who the major implementers of the proposed project are, and is there a letter from each person?
 - Do the letters indicate a good understanding of the professional development requirements and a commitment to implementing the eMINTS instructional model's teaching strategies and participating in the evaluation and research components of the project? Do the letters describe intent and/or strategies for school-wide professional development for technology integration by all teachers?

Description of Need (30 points possible)

Describe the educational need for the proposed project and implementation of the eMINTS instructional model. Include relevant student performance information and discuss how the proposed project will meet the needs described, and information about relevant prior experiences in implementing school-wide projects and how those experiences align with the proposed project.

- Does the narrative detail the education needs of teacher and students, the status of available resources, and previous experiences with renewal programs and/or other grant program implementation?
 - What information or needs assessments were used in determining the prevailing education need for the proposed project? Do the assessments address needs of all the key stakeholders, such as principals, teachers, students, parents, or others?
 - Did you describe the need in district/school resources that are available and/or needed for project implementation, such as personnel, technology, facilities, budget, etc.?
 - What experience does the school have with other school wide implementation programs, such as renewal program implementation, other wide-scale grant projects or professional development programs, or project design?
- Does the narrative document needs with local data and evidence that relate to the Missouri School Improvement Program (MSIP) and the eMINTS instructional model?
 - Did you describe the evidence and data that were analyzed and how the data were appropriate and useful in examining project needs in a comprehensive manner?
 - Did you include data related to teaching and learning, to academics and technology literacy? Do the data and findings fit with MSIP standards and the eMINTS instructional model?
 - Did you describe any other data used to examine and identify project needs in a comprehensive manner?
- Does the narrative explain how the educational need is significant for the participating school/district as related to MSIP findings, local CSIP plans, student achievement data, and local technology?
 - What data were used to reference and/or quantify district needs?

Goals and Objectives (25 points possible)

Provide an overall statement of the purpose of the grant and detail the expected outcomes of the target population that will result from the proposed project.

- Does the narrative describe the overall goal(s) of the proposed project and the specific objectives for meeting the goal(s)?
 - Did you provide a statement of the overall purpose of the grant project? Does the goal statement address the targeted population, major implementation strategies and expected outcomes?
 - Does the goal statement address program goals, relate to the stated need for the proposed project? Is the goal attainable within the framework of the project?
- Does the narrative provide measurable objectives for both years of the project that indicate the anticipated and beneficial changes in the identified target populations?
 - Did you address the required student and teacher objectives? 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? Are they measurable, attainable, realistic, and likely to result in successful outcomes?
 - Do the objectives provide meaningful and useful data? Are they realistic and will they result in beneficial and significant change? Can the expected results be attributed to successful project implementation?

Major Activities, Implementation Strategies, and Evaluation Plan (65 points possible)

Describe in detail the plans for implementing the proposed project. Include major learner, dissemination, and evaluation activities.

- Does the narrative describe the major learner activities of the proposed project?
 - 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?
 - Are all learners clearly identified? Are the activities realistic and consistent with the instructional model? Do they relate to the stated need, goals, and objectives? Can the activities and outcomes be achievable within the timeframe?

- Does the narrative provide an action plan that details the first- and second-year major activities, including implementation strategies, timeframes, and person(s) responsible?
 - Did you provide an action plan that details what will occur, how, and when? Does the plan detail first- and second-year activities for all learners?
 - Did you include a timeframe for the activities and identify the person(s) responsible for completing the activities?
- Does the narrative provide a dissemination plan that addresses communication about project implementation efforts and outcomes?
 - Did you describe a number and variety of plans for disseminating information about the proposed project's implementation and outcomes? Did you describe plans for dissemination beyond the district?
 - Do dissemination plans address whether student performance data reviews are communicated to all key stakeholders and how such reviews will be used to make decisions about instructional improvements?
 - Did you describe how parents will be informed of the instructional strategies being applied in their children's education?
 - How will the district plan to replicate the project within building and across the district and/or increase technology awareness and participation?
- Does the narrative provide an evaluation plan that details regular and systemic formative measures to assess strengths and weaknesses of the program implementation and use of summative measures to assess learner performance outcomes?
 - Did you describe how the project will be evaluated, addressing both formative (ongoing program improvement) and summative assessment (final project review)? Who will be responsible for the different evaluation plan components?
 - Does the evaluation plan address the required objectives and make use of appropriate and multiple tools to measure project outcomes? Does the evaluation examine data related to all learners (target populations)? Does it address both teaching and learning outcomes and include technology literacy?
 - Does the evaluation plan indicate ongoing, continuous, and regular monitoring activities? Does the plan indicate how the proposed project will be evaluated after the grant period ends?

Budget Explanation (30 points possible)

Include a description and itemization of estimated costs for each activity and each project year. District-approved hourly and substitute pay, model numbers, software titles, and other pertinent information should be detailed appropriately. Round budget figures to whole dollar amounts.

- Does the narrative itemize and describe first- and second-year expenditures that relate to the goals, objectives, and activities of the proposed project?
 - 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 narrative provide a budget that is cost-effective, reasonable, and based on the expected outcomes of the target population?
 - Is the proposed budget commensurate with the project's size, scope, student population, and stated goals, objectives, and purposes?
- Does the narrative provide a budget that indicates a desire for instructional improvement and does not appear to be an approach to securing materials, equipment, etc?
 - Does the budget contain any expenditure that does not support the stated need, goals and objectives, and the activities of the proposed project?
- Does the narrative describe how current and future expenditures align with other programs and/or grant resources?
 - Does the budget narrative describe and detail other program resources (such as personnel, professional development, materials, equipment, funds, etc.) available that will be used to supplement, complement, enhance, or expand the proposed project?
- Does the narrative explain in detail how eMINTS implementation and instructional improvement will continue and/or expand after the grant period ends?
 - Does the budget explanation provide a clear description of what activities must occur for the project to continue after the grant ends and what financial support is available to cover maintenance and ongoing expenses?

TITLE II.D Competitive 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 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 educational need well documented and significant for your community?
8. Does the application indicate who was involved in the planning of 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?
9. Do your goal and objectives address the educational need cited? Do they address all required objectives? Are they realistic? Can they be measured?
10. Are your planned learner activities tied to your needs/objectives, and do they reflect what the teacher and students will do?
11. Did you connect your budget request to your purpose? Did you provide adequate details? Are your rates (mileage, salary) at the district-approved level?
12. Have you checked whether any other school in the district has submitted a Title II.D competitive grant application?
13. Have you proofread your application?
14. Does the application follow format rules? Have you omitted covers, binders, artwork, etc.?
15. Does the application follow the sequence of: application cover form, budget grid form(s), building participation information form(s), project narrative, and letters of commitment (Year 1 grant participants and additional/new Year 2 grant participants)?
16. Does the project narrative meet the 30-page limit?
17. Have you attached appropriate letters of commitment and understanding?
18. Are you submitting an original application (with signatures) and two copies?
19. Are you submitting the application by the deadline date?

TITLE II.D Competitive Grant 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
	084 Polk	Florissant	103 Stoddard
*048- Jackson County	085 Pulaski	90 Pattonville	107 Texas
Districts:	093 St. Clair	95 Parkway	110 Washington
66 Fort Osage	104 Stone	102 Clayton	111 Wayne
68 Blue Springs	106 Taney	104 Jennings	
69 Grain Valley	108 Vernon	106 Ladue	*096- St. Louis Co.
70 Oak Grove	112 Webster	109 Normandy	Districts:
73 Raytown	114 Wright	110 Ritenour	
77 Independence		111 Riverview	91 Rockwood
78 Kansas City	*048- Jackson County	Gardens	92 Kirkwood
	Districts:	112 University City	93 Lindbergh
All Kansas City Charter	71 Lee's Summit	115 Wellston	94 Mehlville
LEAs	72 Hickman Mill		98 Affton
	74 Grandview	All St. Louis Charter	99 Bayless
	75 Lone Jack	LEAS	101 Brentwood
	80 Center		103 Hancock Place
			107 Maplewood
			113 Valley Park
			114 Webster Groves
			119 Special School District

