

Title II.D (EETT) Grant Program

FY10 EETT-ARRA COMPETITIVE GRANTS - PROGRAM QUICK FACTS

Program Purpose	To improve instructional strategies and student academic achievement (including technology literacy) through research-based and technology-infused school and district implementation projects.
Funding Source	American Recovery and Reinvestment Act of 2009 (ARRA) (One-time stimulus funds distributed through the Title II.D Program)
Grant Types	<ul style="list-style-type: none"> • eMINTS instructional model • Other research-based instructional technology model
Applicants	District or Consortium of Districts
Applications	<ul style="list-style-type: none"> • eMINTS: Regular Title II.D application forms • Other: New ARRA application forms
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	\$4.58 million [Estimated flow-through for competitive grants]
Funds Distribution	Funds are distributed across four geographic quadrants: NE, NW, SE, SW
Maximum Grant Award Amounts	<ul style="list-style-type: none"> • eMINTS: \$400,000 • Other Instructional Models: \$200,000
Expected Number of Grant Awards	<ul style="list-style-type: none"> • eMINTS: 8 to 9 • Other: 5 to 8
Grant Expenditures	Grant funds support necessary and appropriate technology equipment, resources and professional development costs related to implementation project goals, objectives and strategies.
District Match Requirement	None
Application Due Dates	<ul style="list-style-type: none"> • eMINTS: March 31 • Other Instructional Models: April 10
Submission Process	Paper application (original plus two copies)
Approval Notification	Notification of approval status on/before June 30
Begin – End Dates	Grant Period begins July 1 and ends June 30
Payment Revenue Code	TBA
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>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 • Project Final Evaluation – September 30
Program Contacts	DESE Instructional Technology Voice: 573-751-8247 Email: instrtech@dese.mo.gov

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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 FY06 (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. EETT 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.

Districts apply for all Title II.D Formula grant funds via the Department's online Federal Grants Application. Beginning in FY10 the application is completed and submitted via the Department's new electronic Plan and electronic Grant System (ePeGS). Districts indicate the allowable uses for which funds will be applied and align proposed activities and expenditures to CSIP goals and approved education technology plan objectives, strategies and action plans.

B. EETT 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 support schoolwide implementation of the enhancing Missouri's Instructional Networked Teaching Strategies (eMINTS) Program. 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, which requires conscious alignment of curriculum, professional development, and school vision, 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. AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA) PROGRAM

President Obama signed into law the American Recovery and Reinvestment Act (ARRA) on February 17, 2009. This stimulus plan assigns significant funding to a variety of education and education-related programs, including educational technology, broadband access, and teacher professional development. Within the total for “School Improvement Programs” is \$650 million for the Enhancing Education through Technology (EETT) program to “help school districts mitigate the effect of the recent reduction in local revenues and State support for education.”

The Act distributes the education technology stimulus funds (herein referred to as ARRA funds) via state block grants in March 2009. The block grant allocations based on U.S. Census poverty statistics and states’ Title I allocations. States distribute the funds to districts following EETT rules and regulations: 50 percent of flow-through funds are distributed via Formula grants and 50 percent via competitive grants. Districts must expend ARRA funds by September 30, 2010.

The one-time ARRA funding is in addition to the funding provided for FY10 under the current EETT program. This manual supplements the EETT administrative manual, detailing the ARRA competitive sub-grant program.

A. ARRA Formula Grant Program

For FY10, districts can apply for Formula grants under both the regular Title II.D and the one-time ARRA programs. Districts apply for all Title II.D Formula grant funds via the Department’s online Federal Grants Application, to be completed and submitted via the Department’s new electronic Plan and electronic Grant System (ePeGS). Districts align indicate the allowable uses for which funds will be applied and align proposed activities and expenditures to CSIP goals and approved education technology plan objectives, strategies and action plans.

B. ARRA Competitive Grant Program

While Missouri Title II.D competitive funds are typically used to help districts implement the eMINTS instructional model, **competitive grants supported by FY10 EETT-ARRA funds may be used to support eMINTS and/or other research-based instructional models** that aim to improve instructional strategies and student achievement (including technology literacy).

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. Projects are funded for one year at time. Year 1 grants are competitive. Projects may receive a second year of [reduced] funding, provided funds are available. 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 or school in the state – with the following caveats: the applicant must be an eligible district or a school in an eligible district, the (consolidated) proposed budget cannot exceed the established grant maximums, and consortium members may not participate in both consortium and single applicant projects

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. The goal of the Missouri competitive grant program is to create school- and/or district-wide changes and improvement. Funded projects should promote systemic implementations that promote high-quality teaching and improved student performance.

There are two types of grants: **eMINTS** and **Other Instructional Model**.

- **eMINTS Instructional Model:** Districts commit to successful completion of eMINTS professional development program(s) to integrate technology and research-based instructional strategies that engage both teachers and students in becoming explorers, active team members, independent thinkers, problem solvers, effective communicators and creators of knowledge. [Districts interested in eMINTS follow the regular competitive Title II.D program rules, including use of the regular forms.]
- **Other Instructional Model:** Districts develop other technology-related projects to improve teaching and learning through technology integration and professional development that promotes effective use of research-based instructional strategies that results in improved student performance. [Districts designing Other Instructional Models follow the program rules and guidelines contained in this document.]

A district may only submit and/or participate in one Title II.D grant application, regardless of whether or not the instructional focus is eMINTS, or whether the project is EETT or ARRA-funded.

5. Distribution of Funds

The EETT-ARRA allocation will be divided between grant type and geographic location. The funds will first be divided to allocate 75 percent for eMINTS projects and 25 percent for Other projects. To achieve equitable distribution, money allocated for each grant type is divided across four geographic quadrants of the state. Districts will compete only with districts in their geographical areas.

6. Grant Awards

The intent is to award at least one grant of each type in each quadrant. It is estimated that 9 eMINTS and 5 to 8 Other grants may be awarded for FY10. The actual number of awards is dependent on the state's allocation distributed via competitive grants and the amounts requested. The maximum amounts that may be requested, by grant type, are listed below.

	eMINTS	Other Models
Maximum grant request amount	\$400,000	\$200,000
Estimated number grant awarded	8-9	5-8

7. District Match

Matching funds are not required for competitive Title II.D grants, whether EETT or ARRA-funded.

C. Program Guidelines

1. Application Deadlines

An application with original signatures must be submitted along with two copies of the application.

- **eMINTS Instructional Model: Districts applying for eMINTS grants are instructed to use the regular Title II.D grant application instruction and forms.** The deadline for such applications is March 31: 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.
- **Other Instructional Model: Districts applying for Other Instructional Models are instructed to use the grant instructions and application forms contained in this manual.** The deadline for such applications is April 10: applications must be postmarked no later than April 10 or, if hand-delivered, received in the Instructional Technology section office by 4:00 p.m. (CT) on April 10.

Mail applications to DESE Instructional Technology, PO Box 480, Jefferson City, MO 65102-0480, or deliver applications to the Instructional Technology office, located on the 8th floor in the Jefferson Office Building, 205 Jefferson Street, Jefferson City.

2. Application Contact Person

Each 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 of a School application and a central office administrator (e.g., a superintendent, assistant superintendent, or a coordinator for curriculum, instruction, or technology) for a District application.

3. Application Components

The **application for Other Instructional Models** 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 EETT-ARRA Competitive Grant Program (form)
- b. EETT-ARRA Program Application – Proposed Budget Information (form)
- c. Project Narrative

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.

5. Allowable and Unallowable Costs

Only costs associated with implementing the proposed instructional model will be approved. Costs will vary depending on the size of the applicant district or school, the scope of the proposed project, and the kinds and numbers of participants involved. [Refer to the section of this manual related to completing the proposed budget for more information about allowable and expected costs.]

Grant funds may not be used to:

- construct, remodel, or prepare the site, except for air conditioning and/or to prepare wiring or electrical service that will be necessary for successful implementation of the proposed project
- pay administrative or indirect costs
- pay fees for college credit
- supplant existing positions, programs, or services

D. Application Procedures

1. Completing the EETT-ARRA 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: Other Instructional Model, District or Consortium application. Check appropriate geographic/area cluster. Indicate the participating school buildings (and districts if consortium grant).

Project Information – Provide a project title and enter 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 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.

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

Project Information – Check appropriate grant type boxes: Other Instructional Model, 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.]

SALARIES (6100) – Must be obligated by May 1

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 school-day professional development sessions
- out-of-contract time (stipends), at district-established rates, for teachers attending professional development beyond the school day or school term
- stipends for time beyond normal contracted time for other educators to participate in selected 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 teachers and classroom technologies
- fees for outside evaluation

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
- travel, meals, and lodging expenses for district personnel associated with attending selected professional development
- 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 participating classrooms to support computers, interactive whiteboard, and projector
- networking needed (bandwidth, switches, cabling) for teacher workstations, printers, and classroom computers

MATERIALS AND SUPPLIES (6400) – Must be obligated by March 31

Items that are consumed in use, have a reasonably short life, are more feasibly replaced than repaired, or cost \$999 or less per unit, and all software, regardless of price, are considered Materials and Supplies. 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 include:

- approved computer and networking software (regardless of unit cost)
- storage drives
- networking and wiring supplies
- printers and printing supplies
- computer furniture (chairs, carts, and tables for teacher and student use)
- software required for the proposed project
- scanners, digital cameras, document cameras
- scientific probes, graphing calculators

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. The following are examples of allowable Capital Outlay expenditures:

- teacher computers
- student computers
- networking hardware
- interactive whiteboard
- projector

3. Completing the Project Narrative

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

- not exceed established page-length (20 pages), excluding cover form and budget form(s)
- 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
- include page numbers and section headers
- include a page header or footer detailing name of the district (e.g., Maple Brook R-IV, page 8). The first narrative page will be page number 3, following the cover letter and budget form.
- 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) targeted by the proposed project, the expected outcomes, and how the outcomes will be accomplished.

Introduction

Provide a brief descriptive, yet concise overview of the proposed project, illustrating applicant's understanding of the purpose of the EETT-ARRA competitive grant program. Describe the community, the population to be served, expected outcomes, and the major implementation strategies to be taken to accomplish outcomes.

Description of Need or Opportunity –

Describe the educational need for implementing the proposed project. 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.

Prior Planning and Local Commitment –

Discuss the planning team and the process for developing the application and project design. Provide details about the key implementers and their commitment to

successful completion of the project. Discuss previous experiences with other grant program implementations.

Research –

Cite references to current educational philosophy, research findings, and expert opinions that serve as the basis for the proposed project's intervention model. Include references to other projects or grants the proposed project plans to adopt or adapt.

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 the grant year. Teacher objectives should address proposed changes in teaching and technical proficiency; student objectives should address changes in academic performance and technology literacy. Additional objectives (maximum of two) focused on others, such as parents or community members, may be provided but are not required.

Each **objective** should indicate who will do what, how well, when, and according to what measurement instrument. Objectives should be stated in measurable terms, be easily measured and communicated, and be reflected in the evaluation. Note that performance on objectives must be *reportable* for the end-of-year report 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.

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?"

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 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 –

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

Following is an example of how to **format** a Budget Explanation.

Budget Explanation Format
(5 teachers, with 24 students per classroom)

Proposed Expenditures by Object Code, Year		YEAR 1
		Request
6100 Salaries		
** Stipends [# teachers X hours X district stipend rate] 5 X 50 @ \$18 = \$4500		\$4500
** Teacher substitutes [# teachers X days X district sub-pay rate] 5 X 4 @ \$75 = \$1500		\$1,500
SALARIES TOTAL		\$6,000
6200 Benefits		
** Benefits for teachers in training [e.g., Total Stipend Amount x 13.5%]		\$810
BENEFITS TOTAL		\$810
6300 Purchased Services		
** [X Name] Professional Development		\$15,000
** Mileage for training [# cars X trips X miles X district mileage rate] 2 cars X 10 trips x 60 miles @ \$.30 = \$360		\$360
Installation of computers (local contractor) \$35/hour for 20 hours		\$700
External Evaluation Contract		\$3,000
PURCHASED SERVICES TOTAL		\$19,060
6400 Materials and Supplies		
All in One Printer/Scanner [e.g., 5 @ \$700, networked between 2 rooms]		\$3,500
[X Name] Software [e.g., 20 student computers (4 per classroom) @ \$50 each + \$30 X 5 teachers]		\$1,150
[X Name Software/Subscription] (Site license)		\$1,995
Printing costs (paper, toner/ink, etc.) [e.g., approx. 1,000 pgs @ \$.05/pg for 5 teachers]		\$250
MATERIALS AND SUPPLIES TOTAL		\$6,895
6500 Capital Outlay		
** Teacher laptop & docking station [e.g., 5 @ \$1800]		\$9,000
Student computers [e.g., 20 @ \$900 each]		\$18,000
Interactive whiteboard and projector [e.g., 5 @ \$5000] includes installation and cabling		\$25,000
CAPITAL OUTLAY TOTAL		\$52,000
TOTALS		\$84,765
** Total for professional development		\$31,170
** % of total for professional development		37%

E. 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 page-length or the maximum request amount, and does not violate any program rules.

Applications are competitive and funded based on their scores and the amount of money requested by the grants and allocated to the program and each geographical area. The eMINTS applications (due March 31) and the Other Instructional Model

applications (due April 10) will be reviewed in mid-April. The application narratives are reviewed by panels of readers comprised of Missouri educators. Evaluators score the narratives using set criteria (up to 180 points for eMINTS and up to 100 points for Other Instructional Model grants). 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 for eMINTS and 120 points are possible for Other grant applications.

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. The project narratives for Other Instructional Model grants are evaluated using the following set of criteria.

EETT-ARRA COMPETITIVE GRANT APPLICATION NARRATIVE SCORING CRITERIA

Introduction (10 points)

- The introduction provides an easily understood, clear description of the proposed project.
- The introduction describes the community, target population, major implementation strategies, and expected outcomes of the project.

Description of Need or Opportunity (15 points)

- The narrative details the educational needs of teachers and students and the status of available technology-related resources in the applicant building(s) or district(s).
- The educational need and/or opportunity for the project are well documented with local data and evidence related to Missouri School Improvement Program (MSIP) standards and the proposed instructional model.
- The educational need and/or opportunity are significant for the school(s) or district(s) as documented by MSIP findings, CSIP plans, student achievement data, and local and state technology plans.

Prior Planning and Local Commitment (15 points)

- The proposed project was developed through a systematic and thoughtful process.
- Prior planning reflects a team approach with direct involvement of project implementers.
- The narrative demonstrates key stakeholders' understanding of the project and commitment to ongoing involvement, cooperation, and collaboration during and after the grant period.

Research (10 points)

- The narrative details knowledge of the educational philosophy, research findings, and expert opinions that directly relate to the project's proposed intervention/implementation model.

Goals and Objectives (20 points)

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

Learner Activities, Implementation Strategies, Dissemination, and Evaluation Plan (15 points)

- The narrative includes a description of the major learner activities, and relate to the goal(s), objectives, and evaluation of the proposed project.
- The narrative includes an action plan that details the major activities, implementation strategies, timeframes, and persons 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 and use of summative measures to assess learner performance outcomes.

Budget Explanation (15 points)

- Proposed 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 rather than an “opportunistic” approach to securing materials, equipment, etc.
- 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.**

F. 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. Payment Schedule

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.

- **Mid-year Progress Reports are due January 31.** 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.** This report asks the grant contact about the project's degree of success in meeting project goals and objectives as well as general information about the implementation of the project.

- **Project Final Evaluation reports are due September 30.** Districts submit a final evaluation report sixty days after completion of the grant 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.

EETT-ARRA Competitive Grant Program – Frequently Asked Questions

PROGRAM RULES AND GUIDELINES

- 1. How can schools use EETT-ARRA 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 or other research-based instructional models. These one-year grants may be used to either initiate or expand such projects in the district.
- 2. When will application materials become available? When are applications due?**
The program is administered by DESE Instructional Technology. Applications submitted for eMINTS grants must be postmarked by March 31 or hand-delivered to the Instructional Technology section by 4:00 PM on March 31. Applications submitted for Other Instructional Model grants must be postmarked by April 10 or hand-delivered to the Instructional Technology section by 4:00 PM on April 10.

Grant awards will be made based on the merits of the applications and need, and upon Missouri receiving the federal funding.

- 3. What is the funding period of the competitive grants?**
Grants are awarded for one year: July 1, 2009 through June 30, 2010. eMINTS grant recipients must commit to completing all professional development requirements. An additional year of funding to complete two-year eMINTS professional development programs might be available for FY11 if funds allow.
- 4. Which districts are eligible to apply for EETT-ARRA competitive grants?**
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. 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.

- 5. What is the range of the competitive grant awards?**
Maximum request amounts are set at \$400,000 for eMINTS grants and at \$200,000 for Other Instructional Model grants.
- 6. 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.

7. **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. An eMINTS grant applicant may not also apply for an Other Instructional Model grant.
8. **How will the EETT-ARRA competitive grant funds be distributed?**
Competitive funds will be distributed across program types, 75 percent earmarked for eMINTS grants and 25 percent for Other Instructional Models. To achieve equitable distribution, the Department allocates the money available for each grant type across four geographic areas (quadrants). District applications compete only with districts in their quadrant. See the appendix and/or program website for quadrant information.
9. **How many competitive grants will be awarded?**
The intent is to award at least one grant of each grant type in each quadrant. It is estimated that a total of 8-9 eMINTS applications and 5 to 8 Other Instructional Model grants may be awarded depending on the program appropriation and the grant request amounts.

PROJECT PROPOSAL DEVELOPMENT

10. **What must an application include in the project design?**
Districts applying for eMINTS grants are referred to the regular Title II.D competitive grant program manual. Grant application components include the application cover (form provided), budget (grid form provided), participant details (form provided), project narrative, and letters of commitment.

Districts writing Other Instructional Model grants are referred to the application guidelines contained in this manual. Grant application components include the application cover (form provided), budget (grid form provided), and project narrative.

Project narratives 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 proposed instructional mode.

11. **Who should be involved in project development?**
Key stakeholders directly responsible for project 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.

12. **Who should be involved in project implementation?**
In order to show impact and effect, a sufficient number of school/district staff should participate in the proposed project implementation. Professional development services provided by eMINTS, for example, 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 Comprehensive eMINTS and eMINTS4All teacher professional development. If available, administrators, technology directors, teachers of students with special needs, and other staff should also be involved.
13. **Are there specific requirements related to professional development?**
The Title II.D Program requires 25% of the budgeted funds to be expended for professional development.
14. **What are allowable costs for EETT-ARRA competitive grants?**
Only costs associated with implementing the proposed instructional models will be approved. Costs will vary depending on the kinds and numbers of professional development and the participants involved. Allowable costs might include professional development fees, other training fees, stipends and substitute pay, travel costs for participants in training, appropriate teacher and classroom hardware and software, and project evaluation.
15. **Are there specific equipment and software requirements? What are they?**
Technology resources purchased with grant funds will vary based on the instructional model, professional development program, subject and grade level, and the number of participants involved. Only items that are necessary for project implementation will be approved.
16. **Are there specific evaluation requirements for competitive EETT-ARRA grants?**
Reporting requirements include a mid-year progress in January 2009, an end-of-year project evaluation narrative in June 2010, and an end-of-project report by September 2010. 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.

eMINTS grant participants must also 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.

APPLICATION APPROVAL PROCESS

17. **How are grant applications evaluated?**
Grant applications are reviewed using established scoring criteria. Panels of Missouri educators review and evaluate the application narratives in late-April. The total possible is 180 points for eMINTS grants and 100 points for Other Instructional Models. 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.

18. **Is it possible to get a copy of successful EETT-ARRA competitive grants?**
While it is possible to contact current eMINTS 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 – this is the first year to accept applications for Other Instructional Models. Applicants are also encouraged to contact recipient schools to discuss their experiences (challenges and benefits) in implementing the eMINTS program.

19. **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.

20. **When will the EETT-ARRA competitive grant awards be announced?**
The Department expects to announce applicants receiving tentative approval by late-May.



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 INSTRUCTIONAL TECHNOLOGY [TELEPHONE: 573-751-8247]
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

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

DUE APRIL 10

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"/> Other Instructional Model	GRANT TYPE – APPLICANT TYPE (CHECK ONE) <input type="checkbox"/> District Application <input type="checkbox"/> Consortium Application (Total number of districts: ____)	GRANT TYPE – GEOGRAPHIC QUADRANT (CHECK ONE) <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

PROJECT TITLE			
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 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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EETT-ARRA 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"/> Other Instructional Model	GRANT TYPE – APPLICANT (CHECK ONE) <input type="checkbox"/> District/LEA <input type="checkbox"/> Consortium	GRANT TYPE – GEOGRAPHIC QUADRANT (CHECK ONE) <input type="checkbox"/> Northeast <input type="checkbox"/> Northwest <input type="checkbox"/> Southeast <input type="checkbox"/> Southwest	
CONTACT PERSON NAME AND TITLE		WORK PHONE NUMBER	
EMAIL ADDRESS		FAX NUMBER	

Project Financial Data								
	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 \$
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TOTALS						PROJECT TOTAL \$	
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** PROFESSIONAL DEVELOPMENT (Amount must equal or exceed 25% of State Grant Request)	\$	%
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COMMENTS:

EETT-ARRA 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 (10 points)

Provide a brief descriptive, yet concise overview of the proposed project, illustrating applicant's understanding of the purpose of the Competitive Title II.D program. Describe the community, the population to be served, expected outcomes, and the major implementation strategies to be taken to accomplish outcomes.

Description of Need or Opportunity (15 points)

Describe the educational need for implementing the proposed project. 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.

Prior Planning and Local Commitment (15 points)

Discuss the planning team and the process for developing the application and project design. Provide details about the key implementers and their commitment to successful completion of the project. Discuss previous experiences with other grant program implementations.

Research (10 points)

Cite references to current educational philosophy, research findings, and expert opinions that serve as the basis for the proposed project's intervention model. Include references to other projects or grants the proposed project plans to adopt or adapt.

Goals and Objectives (20 points)

Provide a goal(s) statement which relates directly to the stated need and/or opportunity and includes the expected overall result of implementing the proposed intervention 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 (15 points)

Provide a description of the major learner activities of the proposed implementation project and explain how these relate to the stated need/opportunity, goals, and objectives. Describe formative and summative assessment plans for evaluating project implementation and learner outcomes. Provide action plans that detail the 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 (15 points)

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

Guiding Questions for Writing the EETT-ARRA Competitive Grant Project Narrative

Following are the narrative components of the EETT-ARRA 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 (10 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?

Description of Need or Opportunity (15 points possible)

Describe the educational need and/or the opportunity for the project and implementation of the proposed instructional model. Provide relevant teaching and student performance information, and discuss how the proposed project will meet the needs described. Relate needs/opportunity to MSIP standards/findings and CSIP and technology plans.

- Does the narrative detail the education needs of teacher and students, and the status of available resources?
 - 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? Are the kinds of data appropriate and useful in examining project needs in a comprehensive manner?
 - 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.?
- Does the narrative explain an opportunity for improvement?
 - Does the narrative describe a unique resource/service available that likely could transform teaching and learning in the school or district?

Prior Planning and Local Commitment (15 points)

Discuss the planning team and the process for developing the application and project design. Provide details about the key implementers and their commitment to successful completion of the project. Discuss previous experiences with other grant program implementations.

- 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?

Research (10 points)

Cite references to current educational philosophy, research findings, and expert opinions that serve as the bases for the proposed project's intervention model. Include references to other projects or grants the proposed project plans to adopt or adapt.

- Does the narrative indicate knowledge of the educational philosophy and/or research on which the instructional model is based?
 - Did you cite the philosophy, research findings, effective programs, and/or expert opinions that influenced project goals and implementation design? Do the findings, program, and/or opinions relate to the proposed project? Are they well documented?

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 and/or opportunity for the proposed project? Is the goal attainable within the framework of the project?
- Does the narrative provide measurable objectives for 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 (15 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 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 (15 points possible)

Include a description and itemization of estimated costs for each activity. 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 project 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?

EETT-ARRA 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 April 10 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. Are your educational need and/or opportunity well documented? Is the need 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 and/or opportunity 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 or EETT-ARRA 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), and project narrative?
16. Does the project narrative meet the 20-page limit?
17. Are you submitting an original application (with signatures) and two copies?
18. Are you submitting the application by the deadline date?

EETT-ARRA 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
*048- Jackson County	084 Polk	Florissant	103 Stoddard
Districts:	085 Pulaski	90 Pattonville	107 Texas
	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		115 Wellston	94 Mehlville
LEAs	71 Lee's Summit		98 Affton
	72 Hickman Mill	All St. Louis Charter	99 Bayless
	74 Grandview	LEAS	101 Brentwood
	75 Lone Jack		103 Hancock Place
	80 Center		107 Maplewood
			113 Valley Park
			114 Webster Groves
			119 Special School District

EETT-ARRA Competitive Grant Program Quadrant Map

