



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 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"/> Northwest <input type="checkbox"/> Southeast <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.

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)

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?