



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

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

DUE: MARCH 31

For Department Use		
DATE PROJECT APPROVED	AMOUNT APPROVED	SIGNATURE

District Information		
SCHOOL DISTRICT NAME	COUNTY-DISTRICT CODE	GEOGRAPHIC QUADRANT <input type="checkbox"/> Northeast <input type="checkbox"/> Southeast <input type="checkbox"/> Northwest <input type="checkbox"/> Southwest
CONTACT PERSON NAME AND TITLE	WORK PHONE	PAGER / CELL NUMBER
EMAIL ADDRESS	SUMMER PHONE	FAX NUMBER

School Information		
SCHOOL NAME AND ADDRESS		
PRINCIPAL NAME	SIGNATURE OF PRINCIPAL	DATE

GRADE LEVEL(S) SERVED:  
 K    1    2    3    4    5    6    7    8    9    10    11    12

Project Information			
PROJECT TOTAL (FOR 2 YEARS)	AMOUNT REQUESTED	NUMBER OF TEACHERS	NUMBER OF STUDENTS
PRIMARY CURRICULAR FOCUS (CHECK ONE): <input type="checkbox"/> Mathematics <input type="checkbox"/> Science		COMPLEMENTARY CURRICULUM FOCUS AREA (CHECK ONE): <input type="checkbox"/> Communication/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies	

**Proposed Budget, Project Narrative, and Letters of Commitment**  
 Attach proposed budget form and project narrative (including budget explanation and appropriate letters of commitment).  
 The project narrative (generated by the applicant using a word processing program) should detail what will occur if the proposed project is funded, addressing the applicant community, target population, major implementation strategies, and expected outcomes of the project.

**Project Assurances and DESE Title IX Assurances**  
**NOTE: AN AUTHORIZED BOARD REPRESENTATIVE MUST SIGN THE FOLLOWING ASSURANCES STATEMENT.**

The school district or charter school/LEA hereby assures the Department of Elementary and Secondary Education that:

- it will keep such records, and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and it will provide DESE any information it may need to carry out its responsibilities under the grant program.
- it will comply with all provisions of the grant program and its administrative guidelines.
- it will receive and expend funds in a manner consistent with the intent of the approved application.
- it will fulfill all program professional development, implementation, and evaluation activities and requirements.

The district certifies to the best of its knowledge and belief that its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transaction by any Federal department or agency. The governing board, through its authorized representative, fully understands the Assurances and the responsibility for compliance placed upon local education agencies (LEAs) by the Assurances.

The LEA will refund directly to DESE, or hereby authorizes DESE to withhold from the LEA's payments under the State Foundation program, the amount of any funds made available to the LEA which may be determined by DESE or an auditor representing DESE to have been misspent or otherwise misapplied.

**The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to DESE programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5<sup>th</sup> floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-751-4212.**

Signature		
SIGNATURE OF AUTHORIZED REPRESENTATIVE	PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	DATE



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

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

District Information	
SCHOOL DISTRICT NAME	COUNTY-DISTRICT CODE

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

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

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

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

COMMENTS

## eMINTS-METS Schools Grant Project Narrative Components

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

### **Project Summary**

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

### **Introduction (10 points)**

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

### **Evidence of Need or Opportunity (15 points)**

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

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

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

### **Prior Planning and Local Commitment (15 points)**

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

### **Goals and Objectives (20 points)**

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

### **Activities (Including Dissemination) (15 points)**

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

### **Budget Explanation (10 points)**

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

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

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

### **Brief Project Summary**

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

### **Introduction** (10 points possible)

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

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

### **Evidence of Need or Opportunity** (15 points possible)

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

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

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

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

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

**Prior Planning and Local Commitment** (15 points possible)

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

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

**Goals and Objectives** (20 points possible)

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

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

**Activities (Including Dissemination)** (15 points possible)

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

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

**Budget Explanation** (10 points possible)

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

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

## eMINTS-METS Schools Grant Application Pre-Submission Checklist

*This is NOT a form! Review the checklist before submitting the grant application.  
If "NO" can be answered to any of the following items, the application is in jeopardy of not qualifying!*

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