

**Missouri Department of Elementary and Secondary Education
Title II.D Competitive Grant Program**

FY11 PROJECT SUMMARIES

The federal Title II, Part D “Enhancing Education through Technology” (Ed-Tech or EETT) Program provides grants to states and schools with the primary goal of improving student achievement through the use of teaching and learning technologies. States distribute program funds to districts via formula and competitive sub-grant programs. Districts use the funding to secure classroom technologies and implement professional development and projects that promote effective integration of technology with teacher training and curriculum development, establishing successful research-based instructional methods and ensuring every student is technology literate by the end of the 8th grade.

In Missouri, the Title II.D competitive funds are used to support two-year projects that improve instructional strategies and student achievement (including technology literacy) through schoolwide implementation of the eMINTS model. The *enhancing Missouri’s Instructional Networked Teaching Strategies* (eMINTS) program provides professional development and support for educators as they integrate multimedia technology into inquiry-based, student-centered, interdisciplinary, collaborative teaching practices that result in higher levels of student performance. eMINTS began as a demonstration project in 1997 and is now a large scale program involving thousands of teachers in classrooms across Missouri, the United States, and New South Wales, Australia. Extensive research has been conducted throughout the life of the program, available on the eMINTS website at <http://www.emints.org>.

The Title II.D Program funding for FY11 is significantly less than last year’s when Title II.D received additional funding through the American Recovery and Reinvestment Act (ARRA). In FY10, Missouri offered both formula and competitive grants in both programs (regular and ARRA-funded Title II.D) and with competitive funding, started ten new eMINTS grant projects. With only regular Title II.D funding available for 2010-11, Missouri elected to allocate all flow-through funding for the competitive sub-grant program, with that funding only sufficient to award continuation grants. Nine FY11 eMINTS continuation grants were awarded [one project ended in June 2010 when the district was closed [consolidated with another district]]. For more information about Missouri’s Title II.D and/or the FY10 Title II.D-ARRA programs, visit: <http://dese.mo.gov/divimprove/inststech/federal/funded/TitleIID/index.htm>.

Summaries of the nine eMINTS continuation projects are provided below, detailing for each project the district and contact information, grant award history, grant type, numbers of teachers receiving professional development, numbers and grade levels of students served, and project focus. Note that “New eMINTS” districts are implementing eMINTS for the first time, while “Established eMINTS” districts have prior eMINTS implementations.

025-001 Cameron R-1 School District

<small>SCHOOLS INVOLVED</small> Parkview Elementary and Cameron Middle Schools		<small>CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER</small> Delyn Bogle, Education Technology Specialist (816) 632-2001	
<small>GRANT AWARD</small> 2009-10 \$382,799 2010-11 \$149,998	<small>GRANT PROGRAM</small> New eMINTS	<small>Curricular Focus</small> Communication arts, mathematics, science, social studies	<small>Participants</small> 12 teachers and 625 students, grades 4-8
<small>Project Description</small> The success of an earlier, district-funded grade 4 eMINTS implementation convinced school leaders to pursue technology-enhanced, inquiry-based instruction in both the elementary and middle schools. Also recognizing that adding technology without appropriate professional development is not effective and that teacher turnover can dilute effect, this new project focuses providing access to technology for all classrooms in grades 4-8, supporting consistent, organized, and sequential training, and training a district eMINTS instructional specialist to address future training needs in the district.			

005-123 Cassville R-IV School District

SCHOOLS INVOLVED		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER	
Cassville Intermediate and Middle Schools		Richard Asbil, Instructional Services Director (417) 847-5573	
GRANT AWARD	GRANT PROGRAM	Curricular Focus	Participants
2009-10 \$398,376 2010-11 \$150,000	New eMINTS	Communication arts, mathematics, science, social studies, literacy	22 teachers and 528 students, grades 3-6
Project Description			
<p>The district, in 2008-09, received a STEM-related grant to implemented Comprehensive eMINTS in three classrooms and added four eMINTS4All classrooms at district cost. Meanwhile, a new intermediate school was opened and grades 3-5 were moved to the new facility. The district renovated and expanded grade 6 classrooms in the existing building with the eMINTS program in mind. This grant enables the district to provide consistent professional development and technology throughout both buildings (evening the playing field for students and teachers) and facilitate curriculum and grade-level team collaboration and progress. District leadership is providing support throughout the transformation.</p>			

037-039 Gasconade County R-1 School District

SCHOOLS INVOLVED		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER	
Hermann High School		Gary Leimkuehler, Principal (573)486-2116	
GRANT AWARD	GRANT PROGRAM	Curricular Focus	Participants
2009-10 \$355,155 2010-11 \$ 79,298	Established eMINTS	Communication arts, mathematics, science, social studies	417 students and 12 teachers, grades 9-12
Project Description			
<p>After establishing a successful middle school eMINTS implementation, the district decided to expand eMINTS into the high school. As middle school students moved to the high school, teachers struggled to provide constructivist activities that kept students interested, especially during the longer (block schedule) class periods. This project is creating technology-rich classrooms at the high school, teachers are learning how to integrate technology effectively, and both teachers and students are participating in learning projects that actively engage students in inquiry-based learning and collaborative practices.</p>			

026-006 Jefferson City Public Schools

SCHOOLS INVOLVED		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER	
East Elementary School		Dawn Berhorst, Director of Planning and Assessment (573) 659-3043	
GRANT AWARD	GRANT PROGRAM	Curricular Focus	Participants
2009-10 \$338,199 2010-11 \$ 59,711	Established eMINTS	Communication arts, mathematics, science, social studies	25 teachers and 307 students, grades K-5
Project Description			
<p>Teachers (comprised mainly of veteran teachers and committed to providing the best educational opportunities available for a student population that presents a variety of educational challenges with its economic and cultural diversity) agreed unanimously to implement schoolwide eMINTS reform. The project team oversees the work to provide technology-rich classrooms and integrate constructivist-based instruction that engages students, helps them embrace their diversity, improves their interpersonal skills and abilities, and raises their academic achievement.</p>			

053-113 Lebanon R-III School District

SCHOOLS INVOLVED		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER	
Boswell Elementary and Hillcrest Accelerated School		Debbie Moore, Communication Coordinator (417) 532-9141	
GRANT AWARD	GRANT PROGRAM	Curricular Focus	Participants
2009-10 \$306,794 2010-11 \$104,164	Established eMINTS	Communication arts, mathematics, science, technology	13 teachers and 774 students, grades 4-6
Project Description			
<p>Facing a problem most rural districts have – little diversity, a declining economy, and students at risk of becoming more and more isolated from 21st century tools and skills and opportunities for collaboration, this project immersed elementary students, grades 4-5, in eMINTS instruction in 2009-10 and will expand eMINTS into grade 6 in 2010-11. The district is also supporting an eMINTS instructional specialist position to ensure training is continuous after the grant project ends.</p>			

024-093 North Kansas City School District

SCHOOLS INVOLVED Clardy, Davidson, Meadowbrook, and Oakwood Manor Elementary Schools		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER Tricia Scott, Certified eMINTS Specialist (816) 413-5009	
GRANT AWARD 2009-10 \$388,737 2010-11 \$119,264	GRANT PROGRAM Established eMINTS	Curricular Focus Communication arts, science, mathematics, social studies	Participants 40 teachers and 960 students, grades 3-5
Project Description The district serves students in urban, suburban and rural areas around the Kansas City metropolitan area. A steady increase in ethnic diversity, free and reduced lunch eligibility, and the struggling economic climate threaten the adequate yearly progress these schools must meet. Although eligible, these buildings do not receive Title I funds due to other buildings in the district having greater needs. The projects supports 40 teachers in these four Title I-eligible schools as they access the training and technologies needed to implement the eMINTS instructional model, a technology rich, research based, constructivist/5E approach aligned with grade level expectations, to impact positively how 960+ students learn.			

080-125 Sedalia School District

SCHOOLS INVOLVED Heber Hunt Elementary School		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER Wade Norton, Principal (660) 826-1058	
GRANT AWARD 2009-10 \$378,646 2010-11 \$118,787	GRANT PROGRAM Established eMINTS	Curricular Focus Communication arts, science, mathematics, social studies	Participants 17 teachers and 350 students, grades 2-4
Project Description This project serves the largest and most diverse elementary school in the district, with a free and reduced lunch rate almost 20% over that of the district and 35% over the state average and with 11% of students classified as homeless. With many of the students struggling in math and communication arts, the school was classified as a "School in Need of Improvement." Based on the success of eMINTS implementation in another elementary school, school leadership and building staff are committed to implementing student-centered, inquiry-based eMINTS instructional to help ensure students' future academic success.			

100-063 Sikeston R-VI School District

SCHOOLS INVOLVED Sikeston Fifth and Sixth Grade Center		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER Michelle Gilmer, Instructional Technologist (417) 471-0733	
GRANT AWARD 2009-10 \$399,488 2010-11 \$149,793	GRANT PROGRAM Established eMINTS	Curricular Focus Communication arts, science, mathematics, social studies	Participants 15 teachers and 520 students, grades 5-6
Project Description In a previous eMINTS implementation, serving eight of twelve grade 6 classrooms, the response from teachers, parents, and students was so great that the district developed plans to expand the program into the remaining 5th and 6 th -grade classrooms. This project creates a large cadre of teachers able to provide cross-curricular experiences and integrate technology in constructivist-based lessons for all students in the building.			

115-115 St Louis Public Schools

SCHOOLS INVOLVED Carnahan High School of the Future		CONTACT PERSON NAME, TITLE, TELEPHONE NUMBER Bruce Green, Principal (314) 457-0582	
GRANT AWARD 2009-10 \$390,350 2010-11 \$114,684	GRANT PROGRAM Established eMINTS	Curricular Focus Communication arts, science, mathematics, social studies	Participants 9 teachers and 425 students, grades 9-12
Project Description Committed to the integration of technology within a standards-based curriculum to prepare students for the 21 st century, the school's vision statement calls for the school to create a community of learners engaged in a college-prep program [and] graduate leaders prepared for the rigorous challenges of the 21 st century." In implementing the eMINTS program, teachers and students follow that vision, participating in instructional practices that improve educational experiences and develop higher-order thinking skills. The collaborative learning opportunities allow students to challenge one another to develop greater understanding.			