STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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NCLB Title II-D Grants for Phase II: Classroom Technology Mini-Grants Application Instructions

Release Date: September 5, 2007

The Enhancing Education through Technology grants to districts (commonly known as No Child Left Behind, Title II-D Grants) will be issued in four phases during 2007-08. Each phase has a separate application process and separate due date. For more information on all four phases, visit www.nheon.org/oet/nclb. The Local Educational Support Center Network (LESCN) will be involved in varying degrees in all four phases.

This document contains instructions on how to apply for Phase II participation. Applications for **Phase II: Classroom Technology Mini-Grants** must be submitted online through the application link available at www.nheon.org/oet/nclb/PhaseII by no later than November 2, 2007.

Questions? Contact the Office of Educational Technology:

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This document is available for download at www.nheon.org/oet/nclb.
The online application will open on October 1st and close on November 2nd.

Federal Guidelines:

Federal law requires districts to have an approved Technology Plan on file to receive a Title II-D grant. Visit www.nheon.org/oet/erate/TPStatus.htm for status of plans. In addition, the NHDOE conducts an annual survey as part of its obligation to monitor and collect data about the impact of the Title IID program. Districts that received grants last year were required to submit an Annual District Technology Survey, as well as School Technology Surveys for each school in the district. If your school did not complete a School Technology Survey in 2006-07, you are ineligible to apply for this grant.

According to NCLB Title IID federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward "high need districts." These would be districts whose percentages of children from families with incomes below the poverty line are above the state median (see www.census.gov/hhes/www/saipe) AND who have either one or more "schools in need of improvement" OR a substantial need for assistance in acquiring and using technology.

Phase II: Classroom Technology Mini-Grants

APPLICATION DEADLINE 11/2/07

The purpose of this competitive mini-grant program is to promote technology integration for improved student learning. In accordance with federal guidelines, high need school district teams (see appendix for list of high need districts) may apply for $5,000 mini-grants to improve the level of technology integration within classrooms in core content areas through specific project-based learning units. School teams from all levels (elementary, middle, and high school) are encouraged to submit applications for $5,000 mini-grants for the 2007-08 year.

Additional professional development will be provided through Local Educational Support Center Network (LESCN) sites to support specific team needs. Each grant must identify a primary and secondary content area of focus.

Informational Meeting: In order to help teams prepare a strong proposal, informational meetings about the application process and requirements will be held on 9/25/07 at 9AM and 1PM in Concord at the New Hampshire Department of Education (NHDOE). Visit www.nheon.org/oet/nclb/PhaseII to register to attend the AM or PM meeting. Teams unable to attend on 9/25/07 should review the meeting agenda and materials, which will be available after that date at www.nheon.org/oet/nclb/PhaseII.

Number of Awards: The NHDOE anticipates awarding up to 30 mini-grants, with approximately 4-6 grants awarded for each content area focus (*Language Arts, Math, Science, Social Studies/World Languages, and The Arts*). Grant funds may be used to pay for technology (hardware or software), materials related to the project, and professional development. Grants shall be awarded in response to projects that can be completed and evaluated by 5/1/08. The online application will be available from 10/1/07 through 11/2/07 by visiting the Title IID website at www.nheon.org/oet/nclb/PhaseII.

The NHDOE encourages mini-grant proposals that also have the potential to further the *Follow The Child Initiative*. This initiative was designed to help schools and teachers foster student aspirations to promote student achievement through an emphasis on personalized learning and assessment. Expanding upon the spirit of No Child Left Behind, *Follow The Child* focuses on measuring growth in the personal, social, physical, and academic facets of each student's life and defining the necessary support systems needed for each child's success.

The Need

Multiple studies indicate that the technology gap between student and teacher perceptions of technology use in classrooms is widening, leading to predictions that students' engagement in their own learning may decrease as the gap widens. The following two studies are indicative of the digital gap:

- BellSouth. (2003). The growing technology gap between schools and students. *BellSouth Corporation, BellSouth Foundation.* Retrieved 12/8/06 , from http://www.bellsouthfoundation.org/publications.aspx

- Levin, D. & Arafeh, S. (2002). The digital disconnect: The widening gap between Internet-savvy students and their schools. Washington, DC: Pew Internet & American Life Project. Retrieved 5/1/07 from http://www.pewinternet.org/PPF/r/67/report_display.asp

According to the 2006-07 New Hampshire School Technology Survey, significant numbers of New Hampshire schools have limited digital tools available for classroom use:

- On average, only one in five instructional rooms has a digital projection unit for large screen display.
- On average, only one in ten students has access to some kind of digital handheld tool (i.e., cameras, portable keyboards, GPS units, scanners, science probes).
- 32% of all schools report that their students create digital portfolios now.

Anecdotal evidence indicates there is still only modest use of digital tools occurring in classrooms on a daily basis in various content areas. This observation is supported by data such as that collected from the 2005 National Assessment of Educational Progress (NAEP) which suggests "that classroom use of technology in mathematics classes remains modest." Possible explanations for this include limited access to hardware and support, limited time for technology-related professional development and accompanying follow-up.

- U.S. Department of Education. (2007). *State strategies and practices for educational technology: Volume II - Supporting mathematics instruction with educational technology.* Washington, D.C. (see also the complete study at http://www.ed.gov/rschstat/eval/tech/netts/netts-vol2.pdf)

How to Apply

1. **Register** to attend one of the two scheduled half-day Pre-Application Information Meetings to be held on 9/25/07 from 9 AM to Noon or 1 – 4 PM at the NH Department of Education in Concord. Teams are strongly encouraged to send at least one participating team member to this session. A participating member is defined as a person who attends all of the training sessions, works with students on the project and attends the Mini-Grant Celebration Day. Teams unable to attend the 9/25/07 face to face meeting should review the meeting agenda and materials, which will be available after that date at www.nheon.org/oet/nclb/PhaseII.
2. **Form a team** of 2 to 4 members from within one or multiple schools in NH.
3. **Choose** a primary content area of focus (with additional focus areas if appropriate). Teams are strongly encouraged to consider the content guidance included in the "developing a project" section of this RFP.
4. **Respond** to all the *Required Elements* by submitting your proposal online (go to www.nheon.org/oet/nclb/PhaseII) by the due date of 11/2/07.
5. **Check** the website for awards announcements. We anticipate announcing awardees on or about 12/9/07.

Participation Requirements of Awardees

Teams awarded funding are required to meet all of the participation requirements listed below. Failure to meet these requirements will require the return of funds and/or equipment

to the NHDOE.

1. Begin implementing your project in a classroom on or about 1/4/08 and complete implementation by 4/25/08. Awarded mini-grant teams (with at least 2 team members present) must attend two evening sessions to work on their project and to receive technical support relating to the technology being employed. Work sessions will be held from January through April at a minimum of three locations in the state.
2. Participate in the mini-grant online discussion board. Participation means posting and replying asynchronously, not a live chat.
3. Prepare a team presentation of your project at the Ed Tech Celebration Day, scheduled for Thursday, 5/29/08 at Church Landing in Meredith. For Celebration Day, teams must:
   - Submit their project materials (lesson plans, assessment rubrics, project resources) in MS-Word or other compatible format for posting to the web.
   - Submit a documentary video about 2:30 minutes in length (Moviemaker or iMovie format) that provides an overview of their project activities. Appropriate release forms must accompany the video. If SAU or district policy does not permit students to be included in a video, the mini-grant team is permitted to use only adults.
   - Register your team members by 5/1/08 to attend the Celebration Day.
   - Attend and present your project at the Celebration Day.
4. Teams must do a project presentation to faculty within their own district.
5. Teams must ensure that at least one presentation of the project is also made (by at least one team member) at an annual state conference such as:
   - NH Teachers of Mathematics Conference (www.nhtm.org)
   - NH Council of Teachers of English (www.nhcte.org)
   - NH Council for Social Studies (www.nhcss.org)
   - NH Science Teachers Association (www.nhsta.net)
   - NH Music Educators Association (www.nhmea.org)
   - NH Art Educators Association (www.nhaea.org)
   - Other conferences as appropriate to content
6. Participate in post-project evaluations during June 2008 and December 2008 (online surveys and phone interviews) to help with future program improvement.

Proposal Required Elements

Proposals must be aligned to the NH State Frameworks and recognized national standards. At least 80% of your team members must be employed as teachers in the New Hampshire PreK–12 education system.

The table below describes the required elements for submission. These must be submitted electronically by 3:30 PM on Friday, 11/2/07 through the application link at www.nheon.org/oet/nclb/PhaseII. Hard (paper) copies will **not** be accepted (with the exception of the support letters which may be submitted via snail mail or email to Cathy Higgins at the address on the front of this RFP). The online application process opens Monday, 10/1/07 and closes Friday, 11/2/07 at 3:30 PM.

No Child Left Behind, Title II-D Grants to Districts in 2007-08
Phase II: Classroom Technology Mini-Grants

Proposal Required Elements		
Points	Required Element	Description
10	Essential Question	The proposal includes an essential question which probes for deeper meaning and broader understanding of the content addressed by this project, fostering the development of higher order thinking and problem solving.
10	Project Description	The proposal includes a brief abstract of the proposed project that includes a brief summary of the purpose, goals of the project and how technology will be integrated into the design to improve student learning.
10	Goals & Objectives	The proposal includes specific goals and objectives that relate to the essential question and explains how those goals will be achieved by the project.
10	Need for the Project	The proposal describes the determination of need for this project and includes one or more examples of data that support the rationale of need for the project, such as NECAP assessment or other data. This explains to the reviewer why the project is worthy of funding as it relates to student achievement.
20	Standards Alignment	The proposal: • includes activities aligned to a primary content area (i.e., Language Arts, Mathematics, Science, Social Studies, The Arts, or World Languages) as well as at least one secondary content area, and specifies the standards addressed in those areas, • indicates how the project develops students' cognitive proficiencies in literacy, numeracy, problem solving, decision making, and/or spatial literacy, and • describes how the activities are aligned to the state ICT Literacy standards, including the creation of specific digital artifacts that can be included in student portfolios.
10	Extent of Impact within School	The proposal indicates the anticipated number of staff that will be *directly* and *indirectly* impacted by the project, as well as the number of students that will be *directly* and *indirectly* impacted, along with supporting explanations for each.
10	Extent of Impact to Other Schools	The proposal describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.
10	Budget	The proposal includes a complete budget spreadsheet and corresponding budget narrative explaining the expenses necessary for the proposed project.
10	Training Goals	The proposal identifies and explains at least three specific learning goals the team would like to have addressed during the two evening training sessions they will attend.
0 Proposals will be rejected if incomplete.	Attention to Detail	The proposal includes all required elements listed above AND: • Team contact information including: o Names, positions, schools, districts of each team member o Designated team leader name, email & phone • Signed original letter of support from the superintendent AND the principal. Each letter must acknowledge that he/she has read the RFP, understands the requirements, and will allow the applying team to fulfill the requirements, if they are awarded the grant. • Additional letters of support from the local school board, community members or students are welcome but not required; they must specifically address this project.
100	TOTAL POINTS	GRANT WRITING TIP: Increase your chances of a successful award by attending the 9/25/07 meeting and/or reviewing all the grant materials online at www.nheon.org/oet/nclb/PhaseII.

Budget Information

Awards to districts can be used to purchase hardware, software, project materials, and technology-supported professional development. Budgeting for substitutes is not encouraged but is allowable with sufficient justification. A budget detailing all proposed expenditures must be accompanied by a narrative explaining why each budgeted item is necessary and supports the goals of the grant. Narrative should indicate that the budget reflects an effort to maximize the purchasing potential of the grant.

After notification of grant award, successful teams must submit the federal OBM Form 1 along with a grant assurances cover page (hard copy of each with superintendent signature). Both forms will be available for download from www.nheon.org/oet/nclb/phaseII and must be submitted within 2 weeks of notification of awards.

Developing a Project with a Primary Content Area Focus

As you develop your project proposal, the following guidance and resources should be considered regarding the primary content area on which you have chosen to focus.

Language Arts

NHDOE Language Arts Consultant, Linda Stimson, lstimson@ed.state.nh.us

No specific focus is placed on proposals for language arts projects, however all proposals will be reviewed with an eye toward funding high quality project-based learning with strong technology integration. Teams are encouraged to review the proposal guidelines numerous times to ensure that the criteria are addressed. Also, please consult the assessment targets in the NH English Language Arts Framework for appropriate project themes.

Mathematics

NHDOE Mathematics Consultant, Rich Andrusiak, randrusiak@ed.state.nh.us

No specific focus is placed on proposals for math projects, however all proposals will be reviewed with an eye toward funding high quality project-based learning with strong technology integration. Please consult the assessment targets in the NH Mathematics Frameworks for appropriate project themes. Teams are strongly encouraged to purchase a copy of the following resource from NCTM, which could be then added to the mathematics library available to all teachers in a school:

Technology-Supported Mathematics Learning Environments (Sixty-Seventh Yearbook), 2005, Edited by William J. Masalski (ISBN #0-87353-569-3) available at:
http://my.nctm.org/ebusiness/productcatalog/product.aspx?ID=12850

Social Studies & World Languages

NHDOE Social Studies Consultant, Ken Relihan, krelihan@ed.state.nh.us

Social Studies: Proposals must cite a specific expectation(s), standard(s), or theme(s) within the NH Social Studies Framework to be supported. Proposals that implement GPS or GIS, or other digital handheld technology in instructional settings,

are strongly encouraged. Proposals should emphasize technology that is uniquely adapted to teaching Social Studies rather than simply general classroom support.

World Languages: Since New Hampshire does not have its own World Language Framework, proposals must make specific reference to either the New Hampshire Guidelines for World Language Learning K-College (NHAWLT) or to national standards. Proposals should emphasize technology that is uniquely adapted to teaching World Languages rather than simply general classroom support.

The Arts
NHDOE Arts Consultant, Marcia McCaffrey, mmccaffrey@ed.state.nh.us

Please consult the the NH Framework for The Arts for appropriate project themes. Proposals that incorporate one or more of the following are strongly encouraged:

1. Utilize digital video and still cameras to capture student work for student portfolios or assessment purposes.
2. Utilize SmartMusic (www.smartmusic.com) as an assessment tool to improve student achievement in music.
3. Use digital audio recording devices to capture student work in music and/or theatre for portfolio or assessment purposes. (There are very cool, very small digital recording devices that create files you can download).
4. Use software products to meet student standards in the arts such as those designed for composition (www.finalemusic.com or www.sibeliusmusic.com) and improvisation/recording and critiquing.
5. Use digital devices in visual arts to meet student standards.

Science
NHDOE Science Consultant, Jan McLaughlin, jmclaughlin@ed.state.nh.us

Several ideas for science projects are included below. Please note that while specific digital tools are suggested as possibilities, it is always important to let the purpose and essential question for the project indicate what type of equipment is necessary to purchase, rather than simply trying to craft a project because something just seems like a cool thing to have. All science projects should have a clear inquiry-based approach using real data. Please consult the assessment targets in the NH Science Frameworks for appropriate project themes.

Examples of digital tools for Classrooms K-4 Projects

Tools for measurement and collection of Weather data:
- Weather stations outside your school
- Software for sharing data on the web
- Hand held devices such as anemometers; wind meters; digital thermometers; rain gauges

Tools for observing Plants and Animal Habitats in your community:
- Binoculars for student use
- Digital cameras for student use collecting pictures of local plants and animals and their habitats
- Light sources and stands for plant experiments

Examples of digital tools for Classrooms 5-12 Projects

Tools for Mapping the Community:

- GPS Units for student use with mapping projects
- School license of mapping software
- Tool and accompanying training for teachers in using GPS and mapping software
- Printer and supplies for producing maps for community project

Tools for putting the ZIP in Physical Science Projects:

- Sets of probes to monitor speed, force, temperature, light intensity, etc.
- Probes, software for probes, and curriculum redesign to focus on using them

Other Great Examples of Science Equipment that could be part of your project:

- Electronic "Facts on File" about various up-to-date topics;
- Hand Held Computers for fieldwork notes
- Laser pointers for student use during presentations
- Portable scanners for student use in researching community documents (just scan and go)
- Robotics equipment for classroom use as part of competitions (US FIRST or others)
- Software (enough for student use): presentation; scientific simulation; data analysis (including Inspire Data); Night Sky software – to predict and analyze star movement;
- Video Microscope

Resources for All Content Areas

www.nheon.org – The **NH e**ducators **on**line website contains a searchable database of the NH curriculum frameworks and information on a variety of NH projects and professional development initiatives.

www.thinkfinity.org – This used to be the "MarcoPolo" website, now renamed/rebranded and sponsored by the Verizon Foundation. Thinkfinity contains all of the MarcoPolo resources and more. Content partners are still adding more lesson plans and other online resources. This is still a totally free website chock full of resources.

www.think.com - Think.com is a free resource sponsored by the Oracle Education Foundation that connects schools, teachers, and students from around the world to collaborate on projects, share experiences, and build knowledge together. Teachers can easily integrate project learning into their curriculum, enabling students to develop critical skills for life and work in the 21st century.

www.thinkquest.org – The ThinkQuest Library is another free resource sponsored by the Oracle Education Foundation that provides innovative learning resources for students of all ages on a wide range of educational topics. Featuring over 6,500 websites, the library is created by students from around the world as part of the ThinkQuest competition. The ThinkQuest competition inspires students to think, connect, create, and share. Students work in teams to build innovative and educational websites to share with the world. Along the way, they learn research, writing, teamwork, and technology skills.

www.iste.org – The International Society for Technology in Education website contains information about national standards (look for NETS-Refresh), several content specific publications to help integrate technology, plus many more resources.

caret.iste.org – The Center for Applied Research in Educational Technology (CARET) website bridges education technology *research to practice* by offering research-based answers to critical questions.

APPENDIX A: REPORT of CURRENT U.S. CENSUS DATA
New Hampshire "High Need" School Districts

According to NCLB Title IID federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward "high need districts." These would be districts whose percentages of children from families with incomes below the poverty line are above the state median (see www.census.gov/hhes/www/saipe/) AND who have either one or more "schools in need of improvement" OR a substantial need for assistance in acquiring and using technology.

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %
ALTON	4,919	777	85	10.9%
ANDOVER	2,274	378	44	11.6%
ASHLAND	2,037	212	23	10.8%
BARNSTEAD	4,246	761	78	10.2%
BARRINGTON	7,934	1,543	162	10.5%
BARTLETT *	2,959	438	55	12.5%
BERLIN *	10,660	1,531	231.5	15.1%
BETHLEHEM	2,284	187	37	19.8%
CAMPTON *	2,903	344	45	13.1%
CHESTER	4,036	863	57	6.6%
CLAREMONT	13,992	2,208	233	10.6%
COLEBROOK *	3,121	503	84	16.7%
CONCORD	39,334	6,128	596	9.7%
CONTOOCOOK VALLEY	18,698	3,817	407	10.7%
CONWAY *	10,772	1,641	215.5	13.1%
CROYDON	703	114	9	7.9%
DOVER	28,512	3,971	444	11.2%
EAST KINGSTON	1,898	219	18	8.2%
ERROL *	527	50	9	18.0%
EXETER	14,956	1,256	109	8.7%
FALL MOUNTAIN REGIONAL	12,362	2,112	250	11.8%
FARMINGTON *	7,650	1,516	100	6.6%
FRANKLIN	9,062	1,534	316	20.6%
GILMANTON	3,339	568	45	7.9%
GORHAM *	3,673	577	58	10.1%
GOSHEN LEMPSTER COOP	1,821	322	36	11.2%
GOV WENTWORTH REGIONAL	17,912	2,895	285	9.8%
GREENLAND	3,413	631	67	10.6%
HAMPTON	15,891	1,734	147	8.5%
HINSDALE	4,273	776	79	10.2%
HOLDERNESS	2,000	230	26	11.3%
HOOKSETT	12,636	2,059	151	7.3%
INTER LAKES	8,978	1,401	122	8.7%
JAFFREY-RINDGE COOP	11,439	1,919	212	11.0%
KEENE	23,623	3,185	229	7.2%
LACONIA	17,985	2,722	333	12.2%
LAFAYETTE REGIONAL	1,806	136	14	10.3%
LEBANON	13,026	1,890	262	13.9%

No Child Left Behind, Title II-D Grants to Districts in 2007-08
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District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %
LINCOLN-WOODSTOCK	2,497	365	26	7.1%
LISBON REGIONAL	2,149	362	37	10.2%
LITTLETON	6,052	1,017	133	13.1%
MADISON	2,155	381	25	6.6%
MANCHESTER	112,753	18,410	2,605	14.1%
MASCENIC REGIONAL	8,071	1,788	169	9.5%
MASCOMA VALLEY REGIONAL	10,078	1,617	128	7.9%
MERRIMACK VALLEY	16,255	2,871	272	9.5%
MILAN *	1,512	272.5	27.5	10.1%
MILFORD	14,262	2,804	191	6.8%
MILTON	4,145	802	113	14.1%
NASHUA	91,255	15,895	1,360	8.6%
NELSON	664	118	12	10.2%
NEW BOSTON	4,360	953	73	7.7%
NEWFOUND AREA	9,762	1,627	122	7.5%
NEWMARKET	8,540	1,283	135	10.5%
NEWPORT	6,669	1,216	227	18.7%
NORTHUMBERLAND	2,478	467	79	16.9%
OYSTER RIVER COOP	19,425	2,534	172	6.8%
PEMI-BAKER REGIONAL	17,220	739	63	8.5%
PITTSBURG *	1180	161	20	12.4%
PITTSFIELD	4,241	830	82	9.9%
PLYMOUTH	6,094	470	65	13.8%
PORTSMOUTH	22,112	2,565	325	12.7%
PROFILE	4,090	312	51	16.3%
RAYMOND	10,292	2,148	185	8.6%
RIVENDELL INTERSTATE	1,131	153	17	11.1%
ROCHESTER	30,181	5,131	697	13.6%
ROLLINSFORD	2,805	476	44	9.2%
RUMNEY	1,534	201	39	19.4%
SEABROOK	8,441	887	112	12.6%
SHAKER REGIONAL	9,477	1,652	127	7.7%
SOMERSWORTH	12,171	2,126	230	10.8%
STEWARTSTOWN	1,029	161	14	8.7%
STODDARD	972	136	15	11.0%
STRATFORD	957	156	38	24.4%
THORNTON	1,914	217	27	12.4%
UNITY	1,628	220	32	14.5%
WAKEFIELD	4,619	795	76	9.6%
WARREN	905	156	25	16.0%
WASHINGTON	952	147	11	7.5%
WATERVILLE VALLEY	266	40	4	10.0%
WENTWORTH	827	118	17	14.4%
WHITE MOUNTAIN REGIONAL	8,044	1,311	149	11.4%
WINCHESTER	4,338	733	114	15.6%