



STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street, Concord, NH 03301
Citizens Services Line 1-800-339-9900 FAX 603-271-1953

REQUEST FOR PROPOSALS

No Child Left Behind, Title II-D Enhancing Education Through Technology (E2T2) Phase III: Digital Tools Grants

Release Date: 11/12/07

The Enhancing Education through Technology Program (commonly known as No Child Left Behind, Title II-D Program) is issuing grants 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.

This document is the official "Request for Proposals" used to outline the application process. It contains important information on the background of the federal program and its requirements. Please review all pages of this document to learn how to apply for **Digital Tools Grants**. Applications must be submitted according to the guidelines described in this document (also available at www.nheon.org/oet/nclb/PhaseIII) using the application form provided. **The application deadline is December 17, 2007.**

Maximizing Impact

In a recently released report, [Maximizing the Impact: "The Pivotal Role of Technology in a 21st Century Education System"](#), the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE), and the Partnership for 21st Century Skills urged renewed emphasis on comprehensive use of technology in education.



According to the report, "to keep pace with a changing world, schools need to offer more rigorous, relevant and engaging opportunities for students to learn—and to apply their knowledge and skills in meaningful ways. Used comprehensively, technology supports new, research-based approaches and promising practices in teaching and learning." This RFP seeks **Digital Tools Grant Proposals** that can maximize technology's impact by responding to the need to support innovative teaching and learning in K-12 education.

Contact

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- Step 1. Read all sections of this document to understand the grant requirements.
- Step 2. Review the application format (see Appendix B), which describes which information should be included within each section of your proposal, and review the scoring rubric which will be used to score your proposal.
- Step 3. Review the digital tools information in the next section and decide which digital tools will be the focus of your project.
- Step 4. Enter your contact information and intent to apply (go to www.nheon.org/oet/nclb/PhaseIII).
- Step 5. Write your proposal using the application form provided on the website. Then read this guidance document again to be sure you have covered all the required information. Ask someone unfamiliar with the project to read your proposal to assess it for clarity and completeness.
- Step 6. Follow the Submission Instructions to submit your proposal.

VISIT THE WEBSITE OFTEN FOR INFO TO HELP YOU WITH YOUR GRANT.

www.nheon.org/oet/nclb/PhaseIII

With the No Child Left Behind (NCLB) Act, Congress appropriated funds for NCLB Title II Part D, the Enhancing Education Through Technology (Ed Tech) Program. New Hampshire is releasing these funds in four phases during 2007-08.

The primary goal of the federal Enhancing Education Through Technology Program is to improve student academic achievement through the use of technology in elementary and secondary schools.

In addition, the program is designed to:

- (a) assist every student to become technologically literate by the end of eighth grade, regardless of race, ethnicity, income, geographical location, or disability, and
- (b) encourage effective integration of technology with curriculum development and high quality professional development to promote research-based instructional methods.

The NHDOE encourages applications 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.

New Hampshire has a total of approximately \$450,000 available in 2007-08 for Digital Tools Grants. High need school district teams are invited to apply for grants (\$10,000 plus adjusted amount based on district size and poverty percentages) to improve the level of technology integration within their districts. Between 20 and 40 grants are expected to be awarded in this phase.



What are digital tools grants?

Many types of digital tools can be used effectively in schools to engage students and improve student achievement. Districts applying for digital tools grants are encouraged to first review current research on tools that can have a positive impact, and then design a project to acquire specific tools and engage teachers in professional development activities to effectively use the tools within their classrooms.

When writing proposals, consider ways to design a project that can later be replicated across the district and at other schools. Proposals will be reviewed with the intent to fund those that show potential to demonstrate effectiveness and to be replicated in subsequent years with additional federal, state, or local funds.

Project Dates

- 12/17/07 Electronic version of application and budget files must be received by this date (see Submission Instructions section).
- 1/11/08 Grant awards are expected to be announced by January 11, 2008.
- Jan '08 Project evaluation workshop dates will be scheduled with exact locations and dates TBD based on final awards list (anticipated dates are 1/22, 1/23, 1/29, 1/30).
- 2/1/08 Signed copies of the application cover page and OBM Form 1 **must be** received by this date. Project period may begin the date your signed paperwork is received at the NHDOE, but no later than 2/1/08.
- 3/31/09 Project period ends March 31, 2009.

Eligibility

If you can answer YES to the following questions, your district is eligible to apply for this grant. (More about each question below.)

1. Is your district a high need school district according to the federal guidelines?
2. Does your district have a current district technology plan approved by the NH Department of Education?
3. Did your district complete the annual school DISTRICT technology survey in 2006-07?

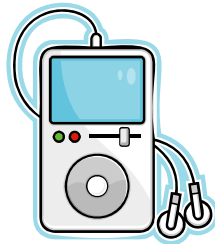
High Need Districts	<p>According to NCLB Title IID federal program guidelines dated March 11, 2002 (p.12) (see www.ed.gov/programs/edtech/legislation.html), funding should be targeted toward “high need districts.” These are defined by federal legislation as:</p> <table><tr><td>A</td><td>AND</td><td>B</td></tr><tr><td>those 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)</td><td>-</td><td>who have either of the following: - one or more “schools in need of improvement” or - a substantial need for assistance in acquiring and using technology</td></tr></table>	A	AND	B	those 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)	-	who have either of the following: - one or more “schools in need of improvement” or - a substantial need for assistance in acquiring and using technology
A	AND	B					
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	<p>High need school district teams are eligible to apply for grants to improve the level of technology integration within their districts. Appendix A contains a list of high need school districts as defined within the federal program guidelines, along with the maximum grant amounts for which each high need district is eligible to apply. Amounts are distributed proportionally based on poverty percentages.</p>						
Technology Plans	<p>Districts receiving Title IID funds must have budgets and planned activities that are consistent with their technology plans. Federal law requires districts to have an approved district technology plan on file to receive Title IID funds. Districts must have a new or updated long-range strategic technology plan that aligns with the guidance contained in the New Hampshire Technology Planning Guide (www.nheon.org/oet/tpguide) and is consistent with the objectives of the State Educational Technology Plan. Districts should keep in mind that these federal funds are intended to “supplement and not supplant” the use of local funding.</p> <p>Districts are required to inform the NHDOE whenever significant modifications are made to a local technology plan. Check the Tech Plan Status List at http://nheon.org/oet/erate/TPStatus.htm to ensure that your plan is current. For approval criteria, districts should refer to the elements described in the current Technology Plan Approval Rubric, available from the home page of the Guide.</p>						
Tech Survey	<p>The NHDOE conducts an annual technology survey as part of its obligation to monitor and collect data about the impact of the Title IID program. While all districts are encouraged to complete the survey, districts that received grants last year were <u>required</u> to submit an Annual District Technology Survey, as well as School Technology Surveys for each school in the district. Districts that did not submit their school DISTRICT technology survey in 2006-07 are ineligible to apply for this grant. Visit www.nheon.org/oet/survey to check the list of surveys submitted.</p>						
CIPA	<p>Successful grantees will be asked to certify on their grant signature page the conditions that are met by their district relative to the Children’s Internet Protection Act (CIPA) requirements. Districts must be CIPA compliant in terms of their Internet filtering if they are purchasing any equipment that will be used by students to access the Internet.</p>						

Partnership Applications	<p>Federal guidelines permit eligible districts to submit either a Single District Application for their district alone or a Partnership Application, such as one application for all districts within an SAU. The focus of all applications, whether single or partnership, must be on addressing the needs of the high-need LEA(s).</p> <p>Additional partners may include institutions of higher education, educational service agencies, libraries, or other educational entities appropriate to provide local programs. The fiscal agent for partnership applications must be a high need district listed in Appendix A. The total amount requested for partnership grants cannot exceed the sum of the individual eligible amounts. Partnership Applications should include letters of support from all partners.</p>
Equitable Participation	<p>According to federal guidelines, as a district, you must provide an opportunity for local non-public schools within your locality to consult with you when you write your proposal. Contact them to discuss ways they might be included in your project. You are not required to include them in your project activities if they are not interested in partnering with you, but you do need to offer them the opportunity. For a list of non-public schools and their contact information, visit this page on the NHDOE website and click on the link to the non-public schools list: http://www.ed.state.nh.us/education/doe/organization/instruction/boip.htm</p> <p>According to federal guidelines, if a private school is part of your application, any equipment purchased with the grant remains the property of the public school. Equipment may be loaned to the private school, if needed, to carry out the project.</p>

- **25% Requirement** -- Districts must use at least 25% of the grant funds for ongoing, sustained, intensive, high-quality professional development. Districts are strongly encouraged to budget more than 25% for professional development where appropriate within the proposed project.

Such professional development should be focused on the integration of advanced technologies, including emerging technologies, into curriculum and instruction and in using those technologies to create new learning environments.

- For more information about how professional development can support integration of advanced technologies and student mastery of 21st century skills, districts are encouraged to visit the Route 21 website, created by the Partnership for 21st Century Skills:
http://www.21stcenturyskills.org/route21/index.php?option=com_content&view=article&id=35&Itemid=23
- **Alternatives** – According to federal guidelines, this 25% professional development requirement can be waived only if the district can demonstrate to the satisfaction of the NHDOE that it already provides ongoing, sustained, intensive, high-quality professional development, based on a review of relevant research, to all teachers in core academic subjects. Districts should keep in mind that these federal funds are intended to “**supplement and not supplant**” the use of local funding.
- **Using Support Centers for PD services** - When planning professional development activities, districts are encouraged to consult one of the Local Education Support Centers. These are strategically located in Keene, Claremont, Manchester, Exeter, Capital Area/Penacook, and Gorham in order to cover all regions of the state. More information about the centers is available at www.nheon.org/centers.



Consider the types of activities your proposal addresses. Make sure you can answer YES each of the following questions:

Access to Technology Resources - Does your proposed project enhance existing technology and/or help to acquire new technology to support education reforms and to improve student achievement?

Technology Literacy for Students - Does your proposed project implement proven and effective courses and/or curricula that include integrated technology and that are designed to help students reach challenging academic standards?

Professional Development - Does your proposed project support ongoing, sustained, intensive, high-quality professional development focused on the integration of advanced technologies, including emerging technologies, into curriculum and instruction and in using those technologies to create new learning environments? Does it prepare one or more teachers as technology leaders who will assist other teachers?

Required Evaluation Data and Reports

Federal guidelines require that districts have a means of evaluating the extent to which Title IID activities are effective in (1) integrating technology into curricula and instruction; (2) increasing the ability of teachers to teach; and (3) enabling students to meet challenging state standards.

Because the Title IID program is a state-administered program, NHDOE is responsible for ensuring that districts comply with statutory requirements. Therefore, districts are required to submit updated budgets, data for performance reports, and other reasonable data to the NHDOE before being awarded funds in subsequent years.

The following data reports are required of districts receiving Title IID funds:

- [NH School Technology Survey](#) – A survey must be submitted **for each building** in the district as well as the district as a whole in order for the district to be eligible for funding next year. The online surveys will be available for data entry from early January through the end of February 2008. State data from previous tech surveys may be viewed at www.nheon.org/oet/survey.
- [LoTi Survey](#) – This online survey is available at www.lotilounge.com throughout the school year and should be completed by a majority of district staff at about the same time each year. Aggregate results from schools across the state provide valuable data for statewide planning. School and district based reports are available for districts to use in their technology staff development plans.
- Case Studies Report – This is a short form to report progress on district project activities midway through the project (end of summer 2008) and again after the project is completed (spring 2009). The case studies form is available as a downloadable Word document and an online survey at: www.nheon.org/oet/.

The above data sources should be utilized when districts develop an outline of the grant evaluation plan aligned to the project goals. Applicants should also refer to the resource “Collaborative Evaluation led by Local Educators” (www.neirtec.org/evaluation/) for help in developing their evaluation plan, paying particular attention to the “Gathering Together and Planning” section.

Project Meetings

Grantees will be required to send two representatives to attend a project planning and evaluation workshop in late January 2008 (tentatively scheduled for 1/22, 1/23, 1/29, and 1/30 at locations to be determined). There is no cost for this workshop. The proposal should indicate the names of the two project team members that will attend this full-day workshop.

This workshop will allow grantees to share knowledge and ideas about their projects, review reporting guidelines and evaluation materials, and discuss data collection and dissemination methods. Additional technical assistance workshops (virtual or face-to-face) may be scheduled for the spring, summer, and fall, based on project needs and interests of participants.



OBM Form 1

- An OBM Form 1 should be submitted with the application narrative. This form is used to authorize all federal projects issued by the NHDOE. When completing this federal projects budget form, it is important that you double check all entries with your business manager before submitting to the NHDOE. (In many districts, the form is normally completed by the business manager.) Sending the form with errors can result in delays in processing your grant. Common errors include missing or incorrect project start and end dates, missing fiscal agent name in "make checks payable to" box, or incorrectly calculated indirect cost amounts. For detailed instructions on indirect cost calculations and other instructions related to OBM Forms, visit the NHDOE Integrated Programs website at: www.ed.state.nh.us/education/doe/organization/instruction/boip.htm
- See Project Dates section regarding the project start and end dates to be entered on the Form 1.

Obligation and Disbursement Reports

FY 2008 Title IID projects may remain open until 3/31/09. Funding obligations for awarded projects must be reported by a school district no later than the quarterly report which ends March 2009, with expenditures reported by the June 2009 quarterly report. Budget OBM Forms 3 and 4 from the NHDOE are used for these reports.

Failure to submit obligation and disbursement reports to the NHDOE Office of Business Management by July 10, 2009 will result in the forfeiture of any outstanding obligations.



The list below contains a **small sample** of the many digital tools that could be used in projects. Also included are a few links to research about the tools. As you begin planning your project, feel free to also consider other tools not on this list. It is important to match digital tools to instructional purpose and to review the research behind the potential impact a particular digital tool may have in your classrooms.

Classroom Response Systems

Examples: [eInstruction](#) - [2Know System](#) - [Promethean](#) – [Senteo](#)

Research: [Vanderbilt Bibliography](#)

Digital Games and other Thinking Tools

Examples: [DimensionM](#) – [MIT Media Lab Projects](#) – [River City MUVE](#)

Research: [Education Arcade's Research List](#)

News Articles: [BBC News](#) – [eSchoolNews](#)

Interactive Whiteboards

Examples: [SMART Boards](#), [Mimio](#), [eBeam](#), [Polyvision](#), and [more](#) ...

Research: [Research in UK Primary Schools](#), [Research with SmartBoards](#)

Personal Digital Devices

Research: [Becta 1:1 Interim Report](#) – [GoKnow Learning](#)

Web-based e-Texts

Examples: [Thinkfinity.com](#) – [WikiBooks](#)

Web-based Portfolio Systems

Examples: [Richer Picture](#) - [TaskStream](#) – [KEEP Toolkit](#) – [Moofolio](#) - [Mahara](#)

Research: [Becta Report](#) – [Reflect Report](#) – [Barrett's Research List](#)

- NHDOE Office of Educational Technology – www.nheon.org/oet
- NH Local Educational Support Center Network – www.nheon.org/centers
- NHEON Professional Development Resources – www.nheon.org/prof_dev
- New Hampshire ICT Literacy Standards – www.nheon.org/ictliteracy
- NETS the Next Generation – Includes standards for students, student profiles, and essential conditions documents:
<http://www.iste.org/AM/Template.cfm?Section=NETS>
- NEIRTEC Collaborative Evaluation led by Local Educators -
<http://www.neirtec.org/evaluation>
- Information about the Ed Tech Program on the U.S. Department of Education website at <http://www.ed.gov/about/offices/list/os/technology/index.html>
- Information about the Children's Internet Protection Act --
<http://www.sl.universalservice.org/reference/CIPA.asp>



1. Download the application form, OBM Budget Form 1, and submission guidelines from the website at: www.nheon.org/oet/nclb/PhaseIII. Use the forms provided to create your proposal and budget form.
2. EMAIL the complete application **electronically** as attachments to an email to chiggins@ed.state.nh.us. (Two files should be attached: the unsigned cover page with narrative and budget, plus the unsigned OBM Budget Form 1.) It is not necessary to send the signature pages until you have been notified of an award. The subject line of the email should read:

Digital Tools Grant Application for <Your District Name>

3. IF YOUR GRANT IS SUCCESSFUL, you will be asked to mail ONE ORIGINAL of the signed application cover page and signed OBM Form 1. This paperwork must be received at the NHDOE before your project may begin. Mail to:

Dr. Cathy Higgins
Office of Educational Technology
NH Department of Education
101 Pleasant St
Concord, NH 03301

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/saie/) AND who have either one or more “schools in need of improvement” OR a substantial need for assistance in acquiring and using technology. *The following districts are eligible to apply for this round of NCLB Title II-D funds. Districts that are not listed here are not eligible to apply.*

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Amount Eligible to Apply For
ALTON	4,919	777	85	10.9%	11,799
ANDOVER	2,274	378	44	11.6%	10,920
ASHLAND	2,037	212	23	10.8%	10,488
BARNSTEAD	4,246	761	78	10.2%	11,673
BARRINGTON	7,934	1,543	162	10.5%	13,458
BARTLETT *	2,959	438	55	12.5%	11,126
BERLIN *	10,660	1,531	231.5	15.1%	14,631
BETHLEHEM	2,284	187	37	19.8%	10,713
CAMPTON *	2,903	344	45	13.1%	10,922
CHESTER	4,036	863	57	6.6%	11,365
CLAREMONT	13,992	2,208	233	10.6%	14,969
COLEBROOK *	3,121	503	84	16.7%	11,656
CONCORD	39,334	6,128	596	9.7%	22,931
CONTOOCOOK VALLEY	18,698	3,817	407	10.7%	18,661
CONWAY *	10,772	1,641	215.5	13.1%	14,410
CROYDON	703	114	9	7.9%	10,205
DOVER	28,512	3,971	444	11.2%	19,359
EAST KINGSTON	1,898	219	18	8.2%	10,406
ERROL *	527	50	9	18.0%	10,176
EXETER	14,956	1,256	109	8.7%	12,427
FALL MOUNTAIN REGIONAL	12,362	2,112	250	11.8%	15,213
FARMINGTON *	7,650	1,516	100	6.6%	12,395
FRANKLIN	9,062	1,534	316	20.6%	16,064
GILMANTON	3,339	568	45	7.9%	11,025
GORHAM *	3,673	577	58	10.1%	11,249
GOSHEN LEMPSTER COOP	1,821	322	36	11.2%	10,759
GOV WENTWORTH REGIONAL	17,912	2,895	285	9.8%	16,167
GREENLAND	3,413	631	67	10.6%	11,427
HAMPTON	15,891	1,734	147	8.5%	13,292
HINSDALE	4,273	776	79	10.2%	11,697
HOLDERNESS	2,000	230	26	11.3%	10,547
HOOKSETT	12,636	2,059	151	7.3%	13,510
INTER LAKES	8,978	1,401	122	8.7%	12,715
JAFFREY-RINDGE COOP	11,439	1,919	212	11.0%	14,479
KEENE	23,623	3,185	229	7.2%	15,352
LACONIA	17,985	2,722	333	12.2%	16,901
LAFAYETTE REGIONAL	1,806	136	14	10.3%	10,300
LEBANON	13,026	1,890	262	13.9%	15,314
LINCOLN-WOODSTOCK	2,497	365	26	7.1%	10,609
LISBON REGIONAL	2,149	362	37	10.2%	10,794
LITTLETON	6,052	1,017	133	13.1%	12,724

District	Total Pop.	Total Kids 5-17	Total Kids in Poverty 5-17	Poverty %	Amount Eligible to Apply For
MADISON	2,155	381	25	6.6%	10,600
MANCHESTER	112,753	18,410	2,605	14.1%	62,655
MASCENIC REGIONAL	8,071	1,788	169	9.5%	13,690
MASCOMA VALLEY REGIONAL	10,078	1,617	128	7.9%	12,916
MERRIMACK VALLEY	16,255	2,871	272	9.5%	15,936
MILAN *	1,512	272.5	27.5	10.1%	10,592
MILFORD	14,262	2,804	191	6.8%	14,532
MILTON	4,145	802	113	14.1%	12,286
NASHUA	91,255	15,895	1,360	8.6%	40,390
NELSON	664	118	12	10.2%	10,258
NEW BOSTON	4,360	953	73	7.7%	11,677
NEWFOUND AREA	9,762	1,627	122	7.5%	12,819
NEWMARKET	8,540	1,283	135	10.5%	12,881
NEWPORT	6,669	1,216	227	18.7%	14,409
NORTHUMBERLAND	2,478	467	79	16.9%	11,555
OYSTER RIVER COOP	19,425	2,534	172	6.8%	14,085
PEMI-BAKER REGIONAL	17,220	739	63	8.5%	11,409
PITTSBURG *	1180	161	20	12.4%	10,413
PITTSFIELD	4,241	830	82	9.9%	11,773
PLYMOUTH	6,094	470	65	13.8%	11,319
PORTSMOUTH	22,112	2,565	325	12.7%	16,693
PROFILE	4,090	312	51	16.3%	11,009
RAYMOND	10,292	2,148	185	8.6%	14,127
RIVENDELL INTERSTATE	1,131	153	17	11.1%	10,359
ROCHESTER	30,181	5,131	697	13.6%	24,183
ROLLINSFORD	2,805	476	44	9.2%	10,966
RUMNEY	1,534	201	39	19.4%	10,754
SEABROOK	8,441	887	112	12.6%	12,308
SHAKER REGIONAL	9,477	1,652	127	7.7%	12,915
SOMERSWORTH	12,171	2,126	230	10.8%	14,880
STEWARTSTOWN	1,029	161	14	8.7%	10,312
STODDARD	972	136	15	11.0%	10,317
STRATFORD	957	156	38	24.4%	10,716
THORNTON	1,914	217	27	12.4%	10,558
UNITY	1,628	220	32	14.5%	10,644
WAKEFIELD	4,619	795	76	9.6%	11,655
WARREN	905	156	25	16.0%	10,496
WASHINGTON	952	147	11	7.5%	10,254
WATERVILLE VALLEY	266	40	4	10.0%	10,086
WENTWORTH	827	118	17	14.4%	10,343
WHITE MOUNTAIN REGIONAL	8,044	1,311	149	11.4%	13,131
WINCHESTER	4,338	733	114	15.6%	12,271

APPENDIX B: Application Format & Content

IMPORTANT: Applications that do not follow these page requirements will not be read! Single district applications are allowed a narrative and budget using no more than **10 single-spaced pages** and with **10 - 12 point font size**. Please use extra spacing between paragraphs for readability. Partnership applications are allowed a maximum of **14 single-spaced pages** with **10-12 point font size**.

- 1. Project Abstract** - Although there are no points attributed to this item, it is very important! You **MUST** include a clear and concise abstract (max 75 words) to describe the project. Your abstract should be included in your cover page and is not counted within the 14 page maximum page limit. Your abstract is your “sound bite” to be used for the awards announcement. It is also the first thing that reviewers will read. Proposals without abstracts will not be considered.
- 2. Project Description** (max 35 points) – Describe what your district (or partnership) will do with the funds if received. In addition to a clear description of the activities to be undertaken, also include:
 - Goals** - Clear articulation of measurable proposal goals linked to local Tech Plan.
 - Scope of Work** – Specific, bulleted list of the work to be performed and the products and outcomes of the project clearly articulated. (Partnership applications must describe the intended scope of work and outcomes within each participating district and the role that any non-district partners play.)
 - Digital Tools** – Identify which digital tools will be the focus of this project and how the tools are intended to support project goals.
 - NH Standards** – Describe how this proposal supports student achievement by addressing specific NH curriculum standards and ICT Literacy program standards. Include which standards and which grade levels will be involved in project activities.
 - Needs Assessment** – Describe the needs that led you to develop this proposal and include how you identified the needs. (Partnership applications must also describe how needs of participating districts will be better served through the partnership than through single district applications.)
- 3. Professional Development** (max 25 points) – Describe the professional development activities that will support the project goals and what improvements you expect to see as a result of that professional development. Include such items as:
 - Clear articulation of measurable goals of the proposed professional development.
 - Standards that are a foundation for your professional development plans (i.e. ISTE, NSDC) and specific reference to research that supports the proposed professional development.
 - The type, quantity, focus, target audience for, and follow-up of the professional development. (Partnership applications must indicate any differences between districts in terms of the services to be provided.).
 - The number and/or percent of teachers expected to participate this year. (Partnership applications must break out participation numbers per district.)
 - How the professional development program will influence student performance improvements.
- 4. Capacity for Success** (max 10 points) - Describe why this is the right kind and size of project for your district(s), and what structures, policies, and/or procedures are in place or planned that support this proposal. We suggest referring to the NETS Essential

Conditions (see More Links section above). Include such items as:

- Who (describe roles, not individual names please) will be responsible for conducting the work. (Partnership applications must list key roles responsible for the work at each participating district or organization.)
- What structures, resources, policies, and procedures are already in place or proposed that will support this project and/or enhance its sustainability.
- Evidence that this plan is realistic and that the school or organization has the capacity to achieve its objectives. (Partnership applications must indicate evidence of capacity at each participating district or organization.)

5. Evaluation (max 20 points) - Describe the process you will follow to evaluate this grant, referring to the Collaborative Evaluation Guide (see More Information section above). Include such items as:

- What critical questions do you want to answer about the impact of your project?
- Who will be involved in order to complete the evaluation?
- Who within your school community needs to learn about your evaluation findings and what difference might the knowledge make?
- How will you plan for and collect relevant data?
- How will you make sense of your findings and use those findings to make improvements? (Partnership applications must show evidence of collaboration with all partners to ensure dissemination of findings will lead to further program impact and improvements at all participating districts.)

6. Budget Narrative and Totals (max 10 points) – Format your budget with the narrative in left column and total amounts in right column. Within the narrative, describe a logical connection to the project goals. Provide enough specifics to give reviewers an idea of what you intend to purchase and why it is needed for the project. The budget does not need to identify brand names of equipment or include “to the penny” prices. Applications that primarily request hardware without identifying the needs to be met will not be considered for funding. The narrative should include:

- Justification for the major expenditures proposed, especially salaries.
- Explanation of any items on the budget sheet that might not be completely clear to a reader. (Partnership applications must itemize with enough detail to indicate how all districts are well served by participating in the partnership.)

Budget (Describe as appropriate)	TOTAL
Hardware - Includes digital tools like laptops, handhelds, etc. Add your narrative below each category title and show how you calculated your total amount proposed for the budget category.	
Software - Includes digital tools like web based applications, etc.	
Professional Development - Includes teacher stipends, workshop facilitation, etc.	
Other - Use this budget category to itemize and describe purchases that do not align well to the above categories.	
Indirect Cost (per approved 2007-08 district rates posted at http://www.ed.state.nh.us/education/data/misc.htm)	
TOTAL	

APPENDIX C: Selection Process

All proposals will be read and reviewed by an independent review panel. This panel will rate the quality of the proposal and the capacity of the applicant to successfully implement what has been proposed. Proposals will be scored in each of the five areas described above.

Scoring Rubric for Phase III Digital Tools Grants

CRITERIA	Poor	Average	Above Average	Excellent
Project Abstract – The abstract included is clear and concise (75 words or less). No editing is necessary to use it for publicizing the awards list.	No		Yes	
Program Description – Describe what your district (or partnership) will do with the funds if received. In addition to a clear description of the activities to be undertaken, points will be assigned for: <ul style="list-style-type: none"> • <i>Are the goals clearly articulated and measurable?</i> • <i>Is the Scope of Work specific? Are the products and outcomes identified?</i> • <i>Are the digital tools identified and described as to how they will support the project goals?</i> • <i>Does the project support NH curriculum and ICT standards?</i> • <i>Are the needs clearly identified?</i> 	0	15	25	35
Program Description – Total Score (MAX is 35):				
Professional Development – Describe how funds dedicated to professional development will be allocated and the improvements you expect to see as a result of that PD. <ul style="list-style-type: none"> • <i>Are PD goals clearly described?</i> • <i>Are PD standards identified? Are applicable research citations included?</i> • <i>Is the number (or %) of teachers expected to participate this year clear and reasonable?</i> • <i>Is the connection between PD program and student performance improvements clear?</i> 	0	15	20	25
Professional Development – Total Score (MAX is 25):				
Capacity for Success - Describe why this is the right kind and size of plan for your district, and what structures, policies, and/or procedures are in place that support this plan. <ul style="list-style-type: none"> • <i>Have the parties responsible for conducting the work been identified?</i> • <i>Are structures, resources, policies, and procedures</i> 	0	3	6	10

CRITERIA	Poor	Average	Above Average	Excellent
<i>in place or proposed?</i> <ul style="list-style-type: none"> <i>Is the plan realistic? Does capacity exist to achieve objectives?</i> 				
Capacity for Success – Total Score (MAX is 10):				
Evaluation - Describe the process you will follow to determine if the goals described in the proposal are achieved. <ul style="list-style-type: none"> <i>Are the primary focus areas and specific measurements identified?</i> <i>Are the participants and their roles identified?</i> <i>How will findings to be reported to stakeholders and used for program improvements?</i> <i>How will data be collected?</i> <i>Will the evaluation plan reflect student performance gains?</i> 	0	7	14	20
Evaluation – Total Score (MAX is 20):				
Budget Narrative and Amounts – The budget should demonstrate a logical connection to the described goals and should be specific enough to give reviewers an idea of your priorities and focus for funding. The budget does not need to identify brand names of equipment or include “to the penny” prices. <ul style="list-style-type: none"> <i>Is justification for major expenditures (especially salaries) reasonable?</i> <i>Does the budget plan match the project goals?</i> <i>Explanation of items that won’t be immediately obvious to someone reading your proposal for the first time.</i> 	0	3	6	10
Budget – Total Score (MAX is 10):				
TOTAL SCORE (MAX is 100):				