New Hampshire NCLB Title II-D
Regular Funds for Round 9
Competitive Grants – February 2011

Step 2: Application Narrative for Classroom Mini-Grants Program

(Please be sure to complete Step 1 online at: www.nheon.org/oet/nclb)

District:	Enter district name here	Date:	
Project Manager:	Enter project manager name here		
Position Title:	Enter your position title here		
Mailing Address:	Enter school/district mailing address here		
Email Address:	Enter project manager's email address here		
Phone:	Enter project manager's phone number here		

BE SURE TO READ ALL OF THE FOLLOWING STATEMENTS.

ASSURANCES

I hereby certify that:

1. To the best of my knowledge, the information contained in this application is correct, and the school board of the district named above has authorized me as its representative to submit this application.
2. The District has submitted to the New Hampshire Department of Education (NHDOE) a General Assurances signature page for the current year.
3. The District has consulted with the appropriate non-public schools during the design and development of this Ed Tech project prior to all decisions that affect the opportunities of private school children to participate in the program.
4. All funding for this project will be obligated and reported no later than the quarterly report ending **6/30/2012** and expended and reported no later than quarterly report ending **9/30/2012.**
5. The grant funds expended will supplement, not supplant, funds from non-federal sources.
6. The District will keep records and provide information to the NHDOE as may be required for program evaluation, consistent with responsibilities under NCLB Title II-D as outlined within the Grant Application Guidance (e.g., annual tech survey, case study report).
7. The schools to be funded by this program are compliant with the Children's Internet Protection Act (CIPA) because the district employs a filtering mechanism for student access or because Ed Tech funds referenced in this application will NOT be used to purchase computers used to access the Internet or pay for direct costs associated with accessing the Internet.

Superintendents: When you submit your final grant application in the online grants management system, you will be certifying the above assurances.

Application Form for Classroom Tech Mini-Grant

Applicant: Sample School District

PLEASE NOTE: THIS IS ONLY A SAMPLE APPLICATION, not an actual, which is why you will see some references to Chester. Elements of their proposal from a previous year were used to construct this sample.

Criteria	**Applicants**: Criteria used to review each grant application are listed in the left column. Please do not delete the criteria column. By using this right column to describe how your project proposes to meet the criteria, you can increase the likelihood that you won't leave out important information. There is no page limit, but please be as clear and concise as possible.
Project Abstract (10 points) A clear and concise abstract (**100-150 word limit**) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.	
1. Describes the project, including grade level(s) and content area(s), indicates how this project fits into school/district curriculum, indicates process for implementation and assessment, as well as how it would advance the achievement of students.	The Chester Academy Animals of the World project replicates and adapts a prior project from White Mountain Regional called Webkinz Basic Needs. Our project focuses on 2nd grade science and social studies curricula, integrating those subjects with language arts, reading, math, and technology.
2. Abstract includes an essential question, connected to the state frameworks, which probes for deeper meaning and broader understanding of the framework content addressed by this project, fostering the development of higher order thinking and problem solving.	Chester Academy second graders will answer an essential question, "what do animals need to survive in the wild vs. captivity?" by adopting Webkinz from each continent to compare the animals' actual habitat with the virtual habitat at Webkinz.com. Using interactive whiteboards, computers, document camera, digital cameras, digital voice recorders, and the Internet, students will research how the animal survives in its habitat, create a classroom model, an animal survival guide, and compare the habitat with the virtual world of Webkinz.com.
Project Description (50 points) Describes project in general terms and indicates whether it is a replicated project or an original project. Projects which can directly impact more than one classroom are preferred. If project is replicated, proposal describes the intended changes to the project idea and how they will improve the project in order to be appropriate for the situation. Includes specific goals and objectives that relate to the essential question, and explains how those goals will be achieved by the project. Include a rationale for any changes made to the original project. If your project is original, proposal describes how the project is appropriate for current situation. Includes specific goals and objectives that relate to the essential question, and explain how those goals will be achieved by the project.	
1. Proposal generally discusses how implementing this project will improve technology integration within classrooms and in the core content areas. Indicates the need for technology integration in school or district. 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.	Our project, which is being replicated from the White Mountain School District Webkinz Basic Needs grant, 2008-2009. Their grant project focused on math and reading. Our project focuses on science and social studies curricula and integrates those subjects with language arts, reading, math, and technology. Second graders currently study animals, their habitats, and what they need to survive. We also explore the physical geography of the 7 continents. Our essential question explores the needs of an animal in the wild vs. captivity. In small teacher directed groups, students will research an animal from one of the 7contintents. The students will learn about the animal's habitat and what it needs to survive. Using their research, the students will then create a classroom habitat that simulates the animal's actual habitat. This project will culminate with written and electronic/digital survival guides for each animal. Students will then take their animal into the virtual world of Webkinzworld.com, to compare their virtual animal to the real life research. Chester Academy is currently a school in Restructuring, per NCLB. Our improvement goals focus on literacy. An analysis of testing data at all levels indicates the need for enhancement of instruction around content and informational text in particular. Grade level teams and administration look for ways to actively promote content-area interests

	and development of authentic skills. Along with other elements of our literacy initiative, participation in the activities made possible by this grant will serve to foster student enthusiasm to apply basic literacy skills as well as develop new 21st century literacy skills for some of Chester's youngest students. We are excited at the prospect of utilizing and integrating technology with science and social studies concepts. It is our belief that by providing an early foundation in such skills and continuing to reinforce them through integrated learning activities during their educational careers at Chester Academy, we can ensure success for a greater percentage of Chester's students in all areas of literacy.
2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.	Content Area and Standards which will be assessed during the project: Social Studies SS:EC:2:2.1 Distinguish between needs and wants. SS:GE:2:1.2 Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose. (Themes: C: People, Places and Environment) SS:GE:2:2.2 Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands. (Themes: C: People, Places and Environment) SS:GE:2:5.1 Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, D: Material Wants and Needs) Science S:LS1:2:2.1 Recognize that plants and animals have features that help them survive in different environments. S:LS2:2:1.1 Recognize that living things can be found almost any place in the world; and that specific types of environments are required to support the many different species of plant and animal life. S:LS2:2:1.2 Recognize that animals, including humans, interact with their surroundings using their senses; and that different senses provide different kinds of information. S:LS2:2:1.3 Recognize that some plants and animals go through changes in appearance when the seasons change. S:LS2:2:2.1 Identify the resources plants and animals need for growth and energy, and describe how their habitat provides these basic needs Math: M(CCR)-2-1 Students will communicate their understanding of mathematics and be able to: Demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups. Explain conclusions, thought processes, and strategies in problem-solving situations M(CCR)-2-3 Students will recognize, explore, and develop mathematical connections and be able to: Recognize and use mathematics in their daily lives. Recognize and use mathematics in other curriculum areas. M(N&0)-2-5 Demonstrates understanding of monetary value. Language Arts - Writing W:RC:2:2.1 Stating a focus (purpose), when responding to a given question W:RC:2:2.3 Using details or references to text to support a given focus (Note: support may include prior knowledge) W:IW:2:1.1 Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support W:IW:2:3.1 Including details/information relevant to topic and/or focus W:IW:2:3.2 Using sufficient details/pictures to illustrate facts W:C:2:1.2 Using capital letters for the beginning of sentences and names W:C:2:1.4 Using correct end punctuation in simple sentences (e.g., period) W:C:2:1.5a Correctly spelling grade-appropriate, high-frequency words W:C:2:1.5b Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends) W:C:2:1.5c Giving a readable and accurate phonetic spelling for words that have not been taught Reading R:IT:2:1.1 Obtaining information, from text features (e.g., simple table of contents,

	glossary, charts, graphs, diagrams, or illustrations) (State) EXAMPLE: "On what page would you find information about snakes?" R:IT:2:1.2 Using explicitly stated information to answer questions (State) EXAMPLE: "According to this report, what do dolphins eat?" R:LT:2:1.4 Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy) R:B:2:2.1 Self-selecting reading materials aligned with reading ability and personal interests ICT Literacy 1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information. 4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. Technology Operations and Concepts - Students demonstrate a sound understanding of technology concepts, systems, and operations. The project activities will help foster cognitive skills and problem solving skills by integrating social studies, language arts, math, science, and technology. The written portion of this project expects that students will be reading at their independent level and writing to the standards of the GLEs listed above. Numeracy skills will be developed through activities focusing on estimation, time concepts, and money. Problem solving will be enhanced through collaborative hands-on building of the habitat, publishing of the Animal Survival Guide, and necessary decision making regarding their virtual pet. Learning about Internet safety, citing sources, using digital tools to create electronic books and videos, and using graphic organizers and application software are all activities which are aligned to the ICT Literacy standards. Each student will have at least one artifact for their digital portfolio, including the Animal Survival Guide, voice recordings, digital drawings, and word documents.
3. Proposal describes in detail the project based learning unit(s) that will encompass the project, and project features support acquisition of digital and media literacy skills. Project based learning (or problem based learning) with a constructivist approach and essential questions are the heart of these projects. Team projects must show evidence that these pedagogies are clearly understood and applied.	The grant team is eager to collaborate on this project and have outlined the following schedule for implementation. Prior to the project implementation the second graders will have begun learning about continents and oceans in general, and specifically South America and Asia. They will also have begun learning about Internet safety. The interactive whiteboard, digital voice recorders, digital cameras and video cameras will all enhance the curriculum and engage the students in the lessons. The following schedule is subject to change depending on the arrival of the equipment. • Introduce students to Webkinz (4 per classroom) and the essential question, *What do animals need to survive in the wild vs. captivity?* • Students will complete a KWL chart to begin answering the question. • Using the KWL chart, begin researching the class adopted animal. • Begin researching the animal's habitat – students will use books and the Internet via a teacher created hotlist of sites to learn about the animal's classification type, continent of origin, habitat, diet, characteristics and interesting facts. Students will note details and cite the sources using graphic organizers (paper and electronic). • The interactive whiteboard will be utilized to visit live webcams/video of animals in captivity and in the wild, as well as interactive websites/programs about the animals and the continents. • Students will document their progress using digital voice recorders, digital still and video cameras, graphic organizers, word processing and paint programs. • In small groups, students will build 3D habitats for each animal based on their research. • In small groups, students will publish Animal Survival Guides for each animal. The format for the guides will be both traditional paper and electronic books. • Students will visit Webkinz World to interact with their virtual pet. They will provide

	it with the necessities to survive, and compare that with the needs of the same animal in the wild. These activities will be done in whole group as well as small, utilizing the interactive whiteboard and the computer lab. • Students will present their final projects to their peers and parents.
4. Proposal identifies and explains at least three specific learning goals the team needs to address in its professional development activities and how the proposed professional development will address these.	• Teachers will learn how to effectively use the interactive whiteboard in the classroom to enhance lessons and improve student achievement. The proposed professional development will provide instruction for using the interactive whiteboard, as well as resources which will help to integrate the use of the board in the classroom. • Teachers will learn advanced video production to enhance lessons, improve student achievement, and provide alternative assessments. Proposed professional development will provide instructional recommendations for the use of video beyond the basic skills, which these teachers already have. • Teachers will learn how to create digital books which will showcase student products. The proposed professional development will provide different tools and methods to create digital books. The teachers will then implement what they have learned with their students and guide them in the creation of digital books and videos.
5. Proposal indicates that support has been obtained from the superintendent AND the principal, preferably by attaching letters of support within the grant application pages (not as separate files). Such support acknowledges 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.	The district and the administration support the project and the training that the teachers will receive (see attached signed letters of support). The administration and the teachers understand that they are required to attend mini-grant meetings to support the project. Administrators acknowledge and are supportive of the team's plans to present their project to the school's faculty and to educators attending the Christa McAuliffe Technology Conference, and the requirement of team members to participate in post-project evaluations.
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Through our previous participation in services hosted at a regional professional development center, several of our teachers have developed an active partnership with their counterparts at XYZ School. This project will allow this relationship and sharing of expertise to expand beyond our school through activities that will be conducted jointly using web conferencing software, email, and other electronic means….
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	We regularly host student interns from the teacher education programs at Awesome State University. The process of writing this proposal has allowed us to expand our partnership with the university, as we now have scheduled several web conferencing dates during the project period with teacher education faculty and students in their classes….
8. Proposal indicates thoughtful inclusion of students with special needs and uses appropriate technology to assist those learners in order to promote the achievement of all students.	During our fall professional development day, our 2nd grade teaching team spent considerable time revising curriculum materials according to Universal Design for Learning (UDL) principles. This project will be a natural extension of that effort.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	Administrators acknowledge and are supportive of the team's plans to present their project to the school's faculty and to educators attending the Christa McAuliffe Technology Conference, and the requirement of team members to participate in post-project evaluations.
10. Proposal indicates specific plans for video production training as needed and an outline for the promotional video that describes the various stages of design and implementation of the project.	Last year, our 2nd grade teachers setup a "green screen" area in each classroom to capture some storytelling videos with new video cameras. They feel comfortable with the cameras and want PD to advance their expertise with video production.
Capacity for Success (35 points) Describes the capacity of each team member to achieve meaningful success at achieving the goals of the Tech Mini-Grant Program in the school or district. Clearly articulates the program and policies in place that will support success in terms of professional development, technology leadership, and how this program would meet specific achievement needs of the students.	
1. Proposal demonstrates capacity for success by providing strong evidence that school/district and the individual team members are willing and able to conduct the scope of work involved in implementing this project.	Chester Academy is fortunate to have grade-level and content-area teams of teachers who continually collaborate to provide lessons that engage the students and promote higher level thinking. The second grade team is no exception. They have a common planning time and have weekly meetings. The technology integration specialist works closely with them to plan lessons and provide resources that promote technology integration.

2. Proposal describes why participation in this effort is appropriate for district and the capacity the school or district has that will insure the success of the project.	Chester Academy students have successfully participated in project based learning activities such as creating electronic books, podcasts, public service announcements and more. That success has ignited a desire among the staff to be involved in similar activities that directly relate to and enhance the curriculum. There is collaboration between the grade level teams and the integrated arts team which allows for integration of all subjects. The technology integration specialist works closely with all teams to aid in the implementation of PBL activities.
3. Proposal describes any structures, policies, and/or procedures already in place in school or district that support the project and the project-based learning philosophy.	Chester Academy has long promoted technology integration and innovative projects. Chester Academy is fortunate to have previously participated in several grant funded projects. The Administration and School Board encourage teachers to take part in these projects and have applauded the success that prior projects have achieved. In addition to the commitment by the staff, administration, and School Board, Chester Academy has the facilities to support the proposed project. The school has a computer lab with 30 Windows/Linux based work stations, a Windows based mobile lab with 26 laptops, and a Mini MacLab with 9 MacBooks. The school also has an interactive white board in the computer lab, digital cameras, digital voice recorders, video cameras, scanners, document cameras, and software to create graphic organizers, word processing, spreadsheets, paint, and more. Second graders will have access to the digital tools for this project. In addition, the school will purchase the Webkinz and the supplies to make the paper and electronic Animal Survival Guides, and the classroom habitats.
4. Proposal discusses the abilities and expertise of the individual team members with respect to their ability to collaborate, organize, schedule, and deliver a successful project to their students.	The team's background and expertise will further ensure the success of the project. Deb Freiburger has taught for 15 years; 5 years as a special education case manager and 10 years as a second grade teacher. She is also a valued member of the school's technology committee. Amy Leslie has been a second grade teacher for 9 years. She has a Masters in Education in Curriculum Instruction: Creative Arts from Lesley University. Susan Kessler has been the technology integration specialist for 9 years. Prior to that she taught kindergarten and Title I Math and Reading for many years. Susan has a Masters in Education in Technology from Lesley University. She co-chairs the technology committee, and serves on the NHSTE Board and the OPEN NH Leadership Team. Susan also facilitates OPEN NH courses and the Tech Leader Cohort online course.
5. Proposal indicates team member and district/administrative support with respect to: • implementing the project in classrooms, • supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program, • participating in required mini-grant meetings, • producing the 3 minute documentary video for presentation, • preparing the lesson plans and materials necessary for sharing with other, • attending the Mini-Grant celebration day, • presenting the project within the district and at a regional or state venue, and • participating in post-project evaluations for program improvement.	The grant team is excited about the opportunity this grant will afford them and the second graders and have expressed their commitment to all grant requirements. The teachers realize the impact that an interactive whiteboard can have on their students' learning. The school's computer lab has an interactive whiteboard and the second grade teachers regularly use it during their computer time. They realize that this project will be a learning experience for them and that there may be challenges as they implement the project. They are ready to learn more about the digital tools that will enhance their curriculum and engage their students in real life lessons. The team believes that the end result of increased learning and achievement and engaging lessons connected to the real world, will be worth any challenges they meet along the way.
6. Proposal discusses the Extent of Impact within the School – 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.	There will be 3 teachers directly impacted by the project: 2 second grade teachers and the technology integration specialist. In addition there will be 1 paraeducator directly involved in the project. There will be 31 students that are directly impacted. In addition there will be 2 second grade teachers, 1 paraeducator, and 32 students in the remaining second grade classes who will be indirectly impacted by the project. Those teachers and students will get to participate in parts of the project. Lastly, all teachers and paraeducators will have the opportunity to attend a professional development workshop provided by the grant project team.
7. Proposal discusses the Extent of Impact to Other Schools – Describes how the project will involve or include outreach to multiple schools, or multiple districts, in order to increase the impact of the project.	The teachers directly involved in the project will present at the Christa McAuliffe Technology Conference in November 2010, and at another conference or workshop which will be determined at a later date. Teachers in neighboring districts will be invited to attend the professional development workshop provided by the grant team. Availability will depend on the number of Chester Academy teachers attending the workshop.

Budget (5 points) Budget contains a narrative and justification of expenses regarding equipment, supplies, travel, and professional development expenses appropriate to carry out the proposed project. The total for professional development is at least 25% of the total budget requested. Include $100 per team member for each teacher to attend the spring 2012 celebration event.	
Budget is formatted with the narrative in left column and total amounts in right column. Within the narrative, proposal describes a logical connection to district goals and shows how costs were calculated. Proposal includes $100 per teacher for attendance at celebration event.	

NARRATIVE	AMOUNTS
Purchases for this project directly connect to Chester's District goal of implementation technology enriched lessons in all content areas, improved student achievement, and documentation through digital artifacts which will be included in student digital portfolios.	
Hardware – 2 interactive whiteboards, 2 projectors and 2 laptops for the 2nd grade classrooms.	$xxx.xx
Software – Included with purchase of the interactive whiteboard	$xxx.xx
Professional Development Activities Christa McAuliffe Technology Conference – one day for each teacher @ $200.00 (includes conference registration, PDSC registration, and travel costs)	$xxx.xx
NHSTE Tech Integrator Workshops – one day for each teacher @$82.00 (includes conference registration and travel costs)	$246.00
Substitute teacher costs for workshop/conference days – 6 days @ $70.00	$420.00
Stipends – Project manager is responsible for filing all reports and evaluations and overseeing project $125. Teacher stipends for work sessions related to grant implementation - 3 Teachers @ $150 each.	$575.00
$100 per team member for 3 teachers (plus 2 administrators) for required participation at the Celebration Event	$500.00
TOTAL (Example only. Districts may apply for up to $10,000 for minigrants.)	$8,650.00

These two items below would ideally be the last 2 pages of the application file itself, so that the entire application is one electronic file.

Attachment A

Letter of support from Superintendent

Attachment B

Letter of support from principal