

**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:	Bartlett	Date:	23 February 2011
Project Manager:	Amelia Emery		
Position Title:	Education Technology Integrator/Coordinator		
Mailing Address:	JBES, Main Street, Bartlett, NH 03812		
Email Address:	jemery@jbartlett.k12.nh.us		
Phone:	603-374-2331		

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: Bartlett School District

Criteria	<i>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.</i>
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.	Climate companions! We'll be using the iPod Touch Gen4 to actively collaborate with a southern NH school, Hampstead, for comparative data gathered through observations of five phenophases of common and clonal lilac plants and bud bursts of sugar maple trees. Our 5-7th grade students will mentor Hampstead's second grade students. We'll connect to science, geography, math, writing, and ICT standards in our two focus areas: 1) comparing clonal and common lilacs in southern and northern NH and 2) gathering bud burst data of maple sugar trees. Data will be reported to the National Phenology Network and The Globe Program.
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.	Can plants tell us our future? Can integrating the iPod Touch into the science curriculum elevate student scientific inquiry, critical thinking, and investigative skills? Does mobile computing and apps improve student achievement? Does mobile computing allow us to adapt instruction for individual learners?
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.	

<p>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.</p>	<p>When reviewing the RFP for the mini-grants, we noticed that the Teacher Leadership Cohort members would receive an iPad or 3 iPods. We are selecting the iPods so our students can easily take the equipment outside to make observations, record data, and take images. We have spent many hours reviewing apps, reading reviews of equipment, and watching blogs as classrooms have been successfully implementing the iPods in their schools. When we had completed these reviews, we knew this equipment would work for us. Along with that, we have several teachers available to us who have used the equipment in their classrooms for over a year with great success. Those teachers have already implemented a small math iPod touch pilot program with great success. We would have great difficulty getting our students into the natural environment without the iPod Touches.</p> <p>Research supports our goal of purchasing the iPod Touch Generation 4's to gather and share our results. According to Carly Shuler, Ed.M. in the report, <i>Using Mobile Technologies to Promote Children's Learning</i>, 2009, 'mobile devices can help overcome many of the challenges associated with larger technologies, as they fit more naturally within various learning environments'. This ties directly into our project, as the iPod Touches can be taken into the field for observations, taking images and data logging activities.</p> <p>The need for this project was brought to light when reviewing and comparing our 2009 and 2010 NECAP 4th and 8th grade Science Test scores. Our 2010 scores saw an increase in the percentage of students at Levels 1 and 2 over the previous year. Significantly, Level 3 decreased by 13% and Level 4 has 0% in both grades.</p> <table border="0"> <tr> <td colspan="2">GRADE 8 NECAP</td> </tr> <tr> <td>2009</td> <td>2010</td> </tr> <tr> <td>Level 4: 0%</td> <td>Level 4: 0%</td> </tr> <tr> <td>Level 3: 40%</td> <td>Level 3: 27%</td> </tr> <tr> <td>Level 2: 49%</td> <td>Level 2: 60%</td> </tr> <tr> <td>Level 1: 11%</td> <td>Level 1: 13%</td> </tr> </table> <p>Although Grade 4's NECAPs overall are better, you can see the students at the higher levels decreased and those at the lower levels increased. By instituting this science focus through the grant program we will begin to elevate these scores.</p> <table border="0"> <tr> <td colspan="2">GRADE 4 NECAP</td> </tr> <tr> <td>2009</td> <td>2010</td> </tr> <tr> <td>Level 4: 0%</td> <td>Level 4: 0%</td> </tr> <tr> <td>Level 3: 61%</td> <td>Level 3: 52%</td> </tr> <tr> <td>Level 2: 39%</td> <td>Level 2: 39%</td> </tr> <tr> <td>Level 1: 0%</td> <td>Level 1: 9%</td> </tr> </table>	GRADE 8 NECAP		2009	2010	Level 4: 0%	Level 4: 0%	Level 3: 40%	Level 3: 27%	Level 2: 49%	Level 2: 60%	Level 1: 11%	Level 1: 13%	GRADE 4 NECAP		2009	2010	Level 4: 0%	Level 4: 0%	Level 3: 61%	Level 3: 52%	Level 2: 39%	Level 2: 39%	Level 1: 0%	Level 1: 9%
GRADE 8 NECAP																									
2009	2010																								
Level 4: 0%	Level 4: 0%																								
Level 3: 40%	Level 3: 27%																								
Level 2: 49%	Level 2: 60%																								
Level 1: 11%	Level 1: 13%																								
GRADE 4 NECAP																									
2009	2010																								
Level 4: 0%	Level 4: 0%																								
Level 3: 61%	Level 3: 52%																								
Level 2: 39%	Level 2: 39%																								
Level 1: 0%	Level 1: 9%																								
<p>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.</p>	<p>To properly execute this grant we will really be instituting a full program of curriculum. There are so many connections, we will be addressing several standards. The following will be referred to through this project:</p> <p>Science – As noted the main focus of the project is on science.</p> <p>S:SPS1:8:1.1 Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations (e.g., temperature probes, electronic balances, spring scales, microscopes, stop watches).</p> <p>S:SPS1:8:1.7 Ask questions about relationships between and among observable variables.</p> <p>S:SPS1:8:4.1 Use appropriate tools (including computer hardware and</p>																								

software) to collect, organize, represent, analyze and explain data.
 S:SPS4:8:1.2 Collect real-time observations and data, synthesizing and building upon existing information (e.g., online databases, NOAA, EPA, USGS) to solve problems.
 S:SPS4:8:4.1 Formulate a scientific question about phenomena, a problem, or an issue and using a broad range of tools and techniques; and plan and conduct an inquiry to address the question.
 S:SPS4:8:9.1 Collaborate with a network of learners by phone, video, virtual classroom platform.
 Science (S:SPS2:8:1.1) Describe how scientific investigations usually involve the collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypotheses and explanations to make sense of the collected evidence.

Science (S:SPS3:8:1.1) Work effectively within a cooperative group setting, accepting and executing assigned roles and responsibilities.

Along with our concentration on Science we will also address *mathematics, writing, geography and ICT* standards as they relate to the project.

Mathematics – As data is correlated, math will play an important role.

M:DSP:5:6 In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.

M:DSP:6:1 Interprets a given representation (circle graphs, line graphs, or stem-and-leaf plots) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

M;DSP:7:1 Interprets a given representation (circle graphs, scatter plots that represent discrete linear relationships, or histograms) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

(M:DSP:8:1) Interprets a given representation (line graphs, scatter plots, histograms, or box-and-whisker plots) to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

NH.W-5-7. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing- Conveying Information: In informational writing (reports or procedures only), students effectively convey purpose.

NH.W-5-11. NECAP (Writing) - Grade Level Expectation: Habit of Writing: Writing Extensively: Demonstrates the habit of writing extensively.

NH.W-6-2. NECAP (Writing) - Grade Level Expectation: Reading-Writing Connection: Writing in Response to Literary or Informational Text- Showing Understanding of Ideas in Text: In response to literary or informational text, students show understanding of plot/ideas/concepts.

NH.W-6-4. NECAP (Writing) - Grade Level Expectation: Expressive Writing: Narratives - Creating a Story Line: In written narratives, students

organize and relate a story line/plot/series of events.

NH.W-6-6. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Organizing Information: In informational writing, students organize ideas/concepts.

NH.W-6-8. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Using Elaboration Strategies: In informational writing, students demonstrate use of a range of elaboration strategies.

NH.W-7-6. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Organizing Information: In informational writing, students organize ideas/concepts by: Using Google Docs for essay, presentation etc.

NH.W-7-7. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Conveying Information: In informational writing, students effectively convey purpose.

NH.W-7-8. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Using Elaboration Strategies: In informational writing, students demonstrate use of a range of elaboration strategies.

NH.W-8-5. NECAP (Writing) - Grade Level Expectation: Expressive Writing: Narratives - Creating a Story Line: Students demonstrate use of narrative strategies.

NH.W-8-6. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Organizing Information: In informational writing, students organize ideas/concepts.

NH.W-8-7. NECAP (Writing) - Grade Level Expectation: Informational Writing: Reports, Procedures, or Persuasive Writing - Organizing Information: In informational writing, students effectively convey purpose.

NH.W-8-8. NECAP (Writing) - Grade Level Expectation: Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies: In informational writing, students demonstrate use of a range of elaboration strategies.

NH.W-8-14. NECAP (Writing) - Grade Level Expectation: Expressive Writing: Reflective Essay: In reflective writing, students explore and share thoughts, observations, and impressions.

Social Studies- Learning more about our world.

(SS:GE:1) The World in Spatial Terms Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Social Studies (SS:GE:2:3.1) Investigate how the Earth-Sun relationship affects our daily lives, e.g., seasons in New Hampshire or sunlight and shadows. (Themes: C: People, Places and Environment)

Social Studies (SS:GE:4:3.3) Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight. (Themes: C: People, Places and Environment)

	<p>Social Studies (SS:GE:4:5.1) Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use. (Themes: C: People, Places and Environment, D: Material Wants and Needs)</p> <p>Social Studies (SS:GE:5) Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p> <p>And our ICT standards – We couldn't do the project without the technology strand throughout. We will be teaching our students how to safely exist on the World Wide Web; the importance of communicating through the 'cloud'; ethically using others' works – copyright; directly connecting to core subjects through technology; and communicating through Skype, FaceTime and blogs.</p> <p>(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:</p> <ol style="list-style-type: none"> a. Reading ; b. Mathematics; c. English and language arts; d. Science; e. Social studies, including civics, government, economics, history, and geography; f. Arts <p>(3) Use 21st century tools to develop cognitive proficiency in:</p> <ol style="list-style-type: none"> a. Literacy; b. Numeracy; c. Problem solving; d. Decision making; and e. Spatial / visual literacy; <p>(4) Use 21st century tools to develop technical proficiency at a foundational knowledge level in:</p> <ol style="list-style-type: none"> a. Hardware; b. Software applications; c. Networks; and d. Elements of digital technology; and <ol style="list-style-type: none"> 1. Basic operations and concepts; 2. Social, ethical, and human issues; 3. Technology productivity tools; 4. Technology communications tools; 5. Technology research tools; and 6. Technology problem solving and decision-making tools
<p>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.</p>	<p>Summary of our problem-based constructivist project:</p> <ul style="list-style-type: none"> • <i>Driving Question or Challenge: Can plants tell us our future?</i> • <i>Creates a need to know essential content and skills. Teachers will present students with knowledge and</i>

concepts about short and long-termed observations of climate. Students will apply these concepts to the comparisons of the cloned and common lilacs along with the bud burst observations. All observations will be shared among the schools, the National Phenology Network and the Globe project. The information will be used real-time as part of a national effort to see how climate changes are happening across the globe. Students will feel the impact and know the importance of their work. Along with that, they will create a three-minute video of their experiences.

- **Requires inquiry to learn and/or create something new.** *Students will be using inquiry skills throughout this project. They will be using entirely new tools to do the inquiries as well as reporting out. The tools will be the iPod, netbooks, and new iPod apps. They will report out through a blogging app on the iPod as well as through images - Flickr, and video - the 3-minute video for Celebration and sharing within the schools.*
- **Requires critical thinking, problem solving, collaboration, and various forms of communication.** *Our students will be in communication with each other via FaceTime and the blog. They will communicate their observations via photos, text and verbally. They will be able to ask each other questions on a one to one basis using FaceTime. They also have to learn to work as a team and contribute to a group effort. They must listen to others and make their own ideas clear when speaking and be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. (http://www.bie.org/about/what_is_pbl/)*
- **Allows some degree of student voice and choice.** *The older students will have to take responsibility for teaching and guiding the younger students. They will have to assess the younger students' blog work and conference with them using the FaceTime application. The younger students will have to learn to work more independently using their iPod to upload their pictures of their plant observations.*
- **Incorporates feedback and revision.** *Students will talk with their teachers, amongst themselves, and with their 'buddies' throughout the project to discuss times when they meet challenges and success. When met with a challenge the students must determine how to face the problem and resolve it through teamwork. They must be able to appropriately receive critical feedback and make necessary changes. Revisions are critical to making the project successful.*

- **Results in a publicly presented product or performance.** *Information presented by the students will be public almost from the moment they begin. They will need to report out to the National Phenology Network, the Globe Project, their schools, and the Meredith Celebration. Along with that they will be sharing through Flickr, their own blog and snippets on the two schools' web pages.*

The more we researched our project the more excited we became to be a part of an important scientific investigation of our own state flower. We are planning a very hands-on (problem-based) project, as we observe, gather data, and compare the growth of four common lilacs and four cloned lilacs – two common and cloned in the northern part of the state and two common and cloned in the southern part of the state. Our goal is to observe five phenophases of common and clonal lilac plants: first leaf, full or 95% leafed, first bloom, full bloom and end of bloom. Inclusive in this observation will not only be the differences between plants growing in the northern and southern parts of the state, but also the differences and similarities in the growth of the common lilac and the cloned lilac. Other data collected will include: daily weather observations, soil temperature, air temperature, dew point, relative humidity, rainfall and wind speed.

This is an important project with real-world implications. According to the National Phenology Network, “Changes in phenological events like flowering and bird migrations are among the most sensitive biological responses to climate change. Across the world, many spring events are occurring earlier—and fall events are happening later—than they did in the past. However, not all species are changing at the same rate. The phenology of some species is changing quickly, while for others it is changing slowly or not at all. These different shifts in timing are shaking up ecosystems and altering interactions and processes that took place in the past.” In other words, a key indicator of climate change.

The Globe Program involves us in the second part of our project, as we not only focus on the lilacs but also the sugar maple trees. “There are two Special Measurement protocols available for schools to follow - Budburst and Lilacs. In both, students observe plants (native tree species and common and clonal lilacs) and determine the dates when critical events in the plants annual growth cycle occur. This data will help researchers understand climate change. Analysis of satellite data indicates that the growing season in certain high latitude regions is getting longer. This could indicate that the planet is warming, but interpretation of this data could be wrong. Scientists need many ground-based observations of the timing of specific changes in plants, changes which cannot be seen from space.” As our project will address both budburst and lilacs, we will be a part of an exciting science project that has implications on our students' future.

Students and teachers will take their observations using NPN and GLOBE protocols and send their observations to the USA National Phenology Network via “Nature’s Notebook and GLOBE web site with a very prescribed set of guidelines.

We are lucky to have a scientist, John Kelly, NOAA Meteorologist and Coastal Modeler in the Center for Coastal and Ocean Mapping at the Chase Ocean Engineering Laboratory, who has committed to guide us along during this phase. This will bring validity and allow students to make

connections from the science they learn in school to real-life situations.

So, what are the details of our plan? To begin, teachers in our collaborating school have had experience with iPod Touches throughout the past year. They will be able to mentor our teachers as preparations begin. First, the teachers will learn how to use the iPods, set them up and become comfortable in their use. Then we will explore the many applicable educational apps to find the ones that will best suit our project requirements. During this initial period, we will use a portion of our professional development funds for one day of job-embedded training for the next steps in hardware familiarization, designing unit plans, technology integration selections and learning how to use the chosen applications.

Now the excitement really begins as students join the teachers on this journey. One of the first lessons will be for the students to write a descriptive paragraph to introduce themselves to each other and of course include 'what they look like'. We plan on tying a writing element throughout the project as students share information through a blog, emails, and Google Docs. After the paragraphs are written, the students will meet each other over the 'FaceTime' app on the iPod allowing them to actually see each other. We believe this will be a very engaging moment!

In April 2011, the students will delve into the heart of the project as they plant their two cloned and two common lilacs. They will watch the lilac growth as well as making their sugar maple observations. Each school will be gathering data and taking pictures using the iPods and we'll also do time-lapse photography to make comparisons throughout the project. Many of our students are involved in sugar mapping events each year. These 'experts' already keep data about the temperature and weather effects on the sugar maples. During sugaring season, students collect sap each day and bring it down to Stoney's Sugar Shack for subsequent processing. A culminating event is when they produce their maple syrup and then celebrate at a community pancake breakfast.

Students will share their information on our Climate Companions' blog for school members, the community, and parents. This allows students to safely share information over the Internet and opens the door to discussions about making safe choices while on the Internet. Fifth through seventh grade students will help second grade students with their posts by making grammatical corrections as observations are posted. In addition we are hoping, Hampstead resident, Joshua Judge, WMUR meteorologist, will extend our audience by showcasing some of our observations on ULocal. And of course, our results will be posted to the National Phenology Network and The Globe Project.

We are also hoping we can share our science project during a Science Fair competition in the North Country, which of course we are hoping to win. It is our goal to have a face-to-face with everyone, if we can overcome the obstacle of travel time. The plan is for the southern students to visit their 5th-7th grade mentors for lunch and then head to the Science Fair together to share their project.

Images of observations will be uploaded to a Flickr group account to later be included on the shared blog, allowing us to speak with the students about copyright and public domain sites. Also the iPods will allow immediate posting if desired; take a picture and upload it directly to the Climate Companions blog!

We will be afforded the opportunity to not only make lilac comparisons, but we can learn more about the geographic similarities and differences of our areas through the Google Earth application for the iPod. Students will

	<p>begin with viewing the United States, then the state of New Hampshire with a stop at our capital, and then right into our two towns – one in the Lakes Region and one in the mountains. This should begin some great conversations over the blog.</p> <p>As mentioned above, both schools will also take part in the The GLOBE Student Climate Research Campaign: Engaging Youth to Understand Climate which begins in September 2011 and will engage students from around the world in the process of investigating and researching their local climate and sharing their findings globally. SCRC is comprised of learning activities, events, and research investigations. “The SCRC will focus on improving students' understanding of climate and how it differs from weather as well as guide them through the process of climate research using GLOBE materials and protocols. The SCRC will continue GLOBE's tradition of inquiry-based, hands-on science and will promote international collaborations between students and with scientists. The SCRC officially launches in September 2011 and concludes in June 2013.” (http://globe.gov/scrc)</p> <p>Long after the grant ends, we will be collecting data as this is not just a school project, but a way for us to give back to our global community. As our ‘science team’ will consist of 5th, 6th and 7th grade students, not only will we be able to keep providing scientific data to national organizations, but also our students will be deeply immersed in science. As new students enter the fifth grade each year, they will begin their data gathering and sharing responsibilities. Along with this, we are signing an agreement for a five-year commitment to fulfill our obligation for the lilac and sugar maple projects.</p> <p>What starts as a collaboration between the grade levels in two schools will also lead to a collaborative effort <i>within</i> our own school, as well. Our new ‘iPod Touch Generation 4 experts’ will now teach their own little buddies in our school. As projects begin ‘blooming’ throughout our school our mentors will help teach all their new ‘students’. The iPods will become available for others in the school to check-out and become a normal part of our day-to-day routine. We see the beginning of a long partnership between the iPods and Josiah Bartlett School.</p>
<p>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.</p>	<p>The learning goals for our students are:</p> <ol style="list-style-type: none"> 1) Explore data and issues of data quality, 2) Experience the scientific method, 3) Design and implement their own investigations. (from GLOBE project) 4) Use appropriate tools to accurately collect and record both qualitative and quantitative data gathered through observations. 5) Describe how scientific investigations usually involve the collection of relevant evidence, the use of logical reasoning and the application of imagination in devising hypotheses and explanations to make sense of the collected data. 6) Work effectively within a cooperative group setting, accepting and executing assigned roles and responsibilities. <p><i>In addition to the six above learning goals we also have an overreaching primary goal for our students:</i></p> <p>Increase percentage of current fourth grade students in Level 3 and Level 4 to 80% by the time they take the Science NECAP in 8th grade. (We believe by instituting this program in the school, it will help motivate students to become enthusiastic about science. We will be teaching them using the digital tools they encounter every day in their lives. Initiating this project in the school this year will help us to consistently begin rising</p>

science scores throughout the school. The current fifth grade will be involved in the project, but in the fall when the current fourth grade moves to fifth they will then become an integral part of the project.)

In order for our students to meet their learning goals, we also need to meet the following goals as professional learning community.

(When looking at professional development as a district, we want to stay aligned with our SAU Professional Development Master Plan. In keeping with this, we feel our grant expectations align with our Professional Development Plan.)

- Foster a deepening of subject-matter knowledge, a greater understanding of learning, and a greater appreciation of students' needs. (We will be doing comparisons and observations of cloned and common lilacs, something we have never done before. Using a combination of self study, readings and web research our teachers will increase their content knowledge. They will also be learning with the students, our science expert, the Globe Project, National Phenology Network, and by partnering teachers working together. We will definitely better understand our students' needs as we take this journey together.)

- Provide for three phases of the change process: initiation, implementation, and institutionalization. (At the initiation of the project, the southern school's teachers will share their expertise with the iPods with the northern schools who have not used the tools in their curriculum {through Skype and job-embedded professional development}. During the implementation phase, teachers will begin sharing their knowledge with their students and their experiences will be discussed amongst the learning group to share best practices. Once the program has completed its first year, these teachers will then share their expertise with the other teachers in their building so they too will be able to learn a new technology tool and how to successfully implement into their own curriculum.)

- Provide a framework for integrating innovations, and relating those innovations to the mission of the organization. (Through our job-embedded professional development we will correctly integrate these new technologies into our curriculum. As well, we are in the midst of developing 21st century classrooms and this directly ties with that goal.)

- Help teachers and other school staff meet the needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds. (As we will be delving deeply into data to determine groups and specific skills training students need, we will in essence be developing individual plans for our students.)

Also, research shows the importance of professional development's role in 21st Century skills development... "It is important that educators undergo sufficient practice in familiarizing themselves with 21st century skills in order to master the pedagogical strategies needed to impart learning in these subject areas to their students. Only after they can masterfully model those areas will they be able to translate those skills to the classroom." *(Route 21 website: Professional Development White Paper, How can district and state leaders implement 21st century skills professional development into their schools?)*

Standards addressed in this project are:

	<ul style="list-style-type: none"> - Organizes adults into learning communities outside their school boundaries whose goals are aligned with those of both the schools and districts. (We will be working with another school district throughout this project and will need to create a cooperative learning community of students, teachers and parents.) - Provides educators with the knowledge and skills to collaborate. (We will be using new mobile equipment that make a solid connection to our students' world. We need these skills to guide them in the future.) - Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (We will be collaborating with a scientist, WMUR, parents and families that will be involved with the social networking part of the project.)
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.	<p>Letters of support have been obtained from:</p> <p>Superintendent Principal Parent Student School Board member</p> <p>Our superintendent and principal have read the RFP, understand the requirements, and will allow our team to fulfill requirements, if we are awarded the grant. (All letters of support are attached.)</p>
6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Our partnering school, Hampstead Central school, has not participated in the mini-grant process before.
7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	We will be connected to Granite State University in Conway.
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.	We have been deeply involved in data-driven differentiation in our school. Our special education students who will be involved with the program will receive the appropriate additional help they need to succeed. The iPod Touch has many core curriculum apps for special education that help these students excel, become engaged and motivated in a digital environment that fosters learning.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	We will present at the celebration in Meredith, we hope to be accepted to present at Christa McAuliffe and we will share our findings with our neighboring Jackson School District and Conway School District if invited.
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.	We received extensive video production training on several occasions at our school, including as recently as this year as part of job-embedded professional development. We feel quite confident we will be able to create a very engaging video that will capture our audience's attention so they will learn of all the great things these two schools' students did. Throughout the project there is a requirement for images that will be used for the video. Along with that, we will be taking time-lapse photography, and video as a part of the program. All of this will be included in the video – and we will be able to share all of this within both schools as we are sharing data during the entire project. We hope to upload the video to our web page as well.
<p>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.</p>	

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.

Our team is committed to the following scope of work and will follow-through:

14 March 2011	NHDOE OET announces mini-grant awards
16 March 2011	Request final quotes from vendors
21 March 2011	Order iPod Touch Generation 4's and supplies
April 2011	Begin planting and bud observations
12 April 2011	Teacher Workshop Day; Professional development activities and setup begin for iPods. Skype sessions between our two schools and detailed plans developed. iPod FaceTime connections begin.
25 April 2011	Students begin writing descriptive paragraphs
2 May 2011	Students share paragraphs through Climate Companions blog and actually 'meet' their FaceTime big and little buddies.
May 2011	Measurements and observations continue. Job-embedded professional development.
18 May 2011	Early Release. Continue detailed planning, report outs continue, blog writing continues...
July – August 2011	Teacher observations of lilacs continue
September 2011	Student observations and measurements continue. FaceTime discussions begin after summer break.
September – October 2011	Continued work on project. Fall foliage observations shared. Update to Faculty members at Staff Meeting. Share with Jackson School District.
End Nov 2011	Present at Christa McAuliffe conference if accepted
April 2012	Students begin plans for Science Fair
May 2012	Present at Science Fair and hopefully win ☺
June 2012	Project period ends, but observations and reports continue.
2013 school year	Continue Globe and Phenology reports. Begin teaching younger students in school on iPod use. (Five year commitment to Globe project is required, so project will continue to meet requirement)

Images will be taken during all phases of the project. We will present at the annual Mini-Grant Celebration Event at Church Landing in Meredith when a date has been determined (Video will be ready at that time).

We will be prepared to submit our lesson plans, the assessment rubric and other documentation as needed. Drafts will be submitted to Matt Treamer when a designated date is determined.

<p>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.</p>	<p>Our school has a technology committee that represents all the members of our school; it was an entire school decision to apply for this grant and pursue this project. It was with serious thought and deliberation, we decided to use this project to help us achieve our goal of an 80% Level 3 and 4 in our 8th Grade Science NECAP.</p> <p>We have a full time technology educator/technology coordinator (Education Technology Integrator) who will be able to provide job-embedded professional development with the equipment at a moment's notice (just-in-time training); an administrator who is willing to provide substitutes when teachers are involved in mini-grant activities and our technology support team is standing ready to provide an immediate response to technical, hardware and software problems. Also, involved in the logistical support are our outside technology representatives and custodial personnel. When we take on a project, the whole school becomes involved.</p>
<p>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.</p>	<p>Our administration has placed a strong emphasis on differentiating instruction guided by data for our students to be most successful. Our school has embraced this philosophy and we ignite our students by providing challenging, real-life, hands-on projects. We are deeply involved in RTI through universal screening and progress monitoring. We will be able to track the progress of the program and the data will show us where to make any necessary changes supported by the strength of strong indicators.</p> <p>We work hard to make our programs successful as shown by the state selecting our school to be highlighted in the SETDA 'A State Profile: New Hampshire, Round 6 (FY07)'. Our 'Laptops for Teachers' project was an example that represented "where NCLB IID funding was making a difference in teaching, learning and closing the digital divide." This initiative started with several of our teachers receiving laptops. Due to the success of this implementation, we provided funding through our school budget so now every teacher in our school has their own laptop!</p>

<p>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.</p>	<p>We have a motivated group of teachers and an administrator that leads with vision and support. We work together, and celebrate our success together. As we hit obstacles we can be flexible and revise our plans to meet our goals. We believe in our students and staff and we know we can bring this project to successful fruition.</p> <p>We currently have a focused, expert technology committee and data committee in our school. Many of the members serve on both committees. These staff members are adept at incorporating data, developing and tracking surveys, and making sense of the flow of information we gather each year. They will have meetings throughout the process to work with the teachers involved in the training to get updates and see if there needs to be any changes made to the process. And finally, we will provide results to science experts/teachers and technology directors to review for final report. We feel there will be no gaps in this process.</p> <p>Our science teacher, technology coordinator and writing teacher have all been involved in successful grant projects (handhelds and probes, whiteboards, documents cameras, and video cameras). They carry the motivation, expertise and background to make this project work. We are all excited to be involved in this entirely collaborative project. We have worked with a member of the Hampstead school and know that there will be a continuous flow of information and collaboration.</p> <p>Since word of the project has gotten out, four more teachers and two assistants have asked to be deeply involved with the project. These teachers have extensive experience with technology – they have been integral to technology implementation in our school; one-to-one computing as well as whiteboard and document camera integration and subsequent training. One team of teachers has run our sugaring production project for over five years and has in-depth knowledge of this program. In fact, they were the leaders of the building of Stoney’s Sugar Shack where all production is completed after students have gathered the sap. Our teachers definitely have the background to make this successful.</p>
<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> • 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. 	<p>As noted in our Scope of Work above, we are ready and prepared to meet all the requirements of this grant. Our science teacher, Joe Yahna has been through this process before and met each requirement ... on time. We have already had pre-meetings with everyone involved in case we get the grant, so we can begin immediately. All of our 5,6, and 7th grade teachers and support staff can’t wait to begin implementing the project into their classroom activities!</p> <p>Professional Development has been thought through. When looking at professional development as a district, we want to stay aligned with our SAU Professional Development Master Plan. In keeping with this, we feel our grant expectations align with our Professional Development Plan.</p> <ul style="list-style-type: none"> • Foster a deepening of subject-matter knowledge, a greater understanding of learning, and a greater appreciation of students’ needs. • Provide for three phases of the change process: initiation, implementation, and institutionalization. • Provide a framework for integrating innovations, and relating those innovations to the mission of the organization. • Help teachers and other school staff meet the needs of students who learn in different ways and who come from diverse cultural, linguistic, and socioeconomic backgrounds. <p>Also, research shows the importance of professional development’s role in 21st Century skills development... “It is important that educators</p>

	<p>undergo sufficient practice in familiarizing themselves with 21st century skills in order to master the pedagogical strategies needed to impart learning in these subject areas to their students. Only after they can masterfully model those areas will they be able to translate those skills to the classroom.” (Route 21 website: Professional Development White Paper, How can district and state leaders implement 21st century skills professional development into their schools?)</p> <p>Standards addressed in this project are:</p> <ul style="list-style-type: none"> - Organizes adults into learning communities outside their school boundaries whose goals are aligned with those of both the schools and districts. (We will be working with another school district throughout this project and will need to create a cooperative learning community of students, teachers and parents.) - Provides educators with the knowledge and skills to collaborate. (We will be using new mobile equipment that make a solid connection to our students’ world. We need these skills to guide them in the future.) - Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (We will be collaborating with a scientist, WMUR, parents and families that will be involved with the social networking part of the project.) <p>Our administrator has agreed to provide substitutes for the required mini-grant meeting, to attend the Mini-Grant Celebration Day and to participate in post-project evaluations for program improvement.</p> <p>As our project involves a lot of digital imagery, we will have an abundance of material to choose from for the 3-minute documentary video.</p> <p>We will be developing lesson plans and materials through Skype and FaceTime collaboration with the teachers in Hampstead. When these lesson plans and resource materials have been finalized, they will become available for others as required for dissemination to other districts or schools. We also hope to share our materials with other schools that request our people to come visit... or they are welcome to come to our school. If accepted, we will present at Christa McAuliffe and we would like to share our information at our Faculty Meeting and a School Board meeting... to keep our community informed. Our teachers will Skype with our partnering school to assess the project at various points. We will alter the process if needed and an overall evaluation will be performed at the end to determine success and challenges so others may learn from our experience.</p>
<p>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.</p>	<p>We are planning on our middle school teacher being the lead for the science portion of this project. Directly involved in the project is the middle school writing teacher, and four 5th-6th grade looping teachers who will provide 24 of the student mentors – 12 from each grade, along with the 12 7th graders. Supporting the project is the technology coordinator, principal, two classroom assistants and two special education teachers.</p> <p>The project will impact 36 fifth through seventh grade students in our school, as they become mentors of the 36 second graders in Hampstead. Our students already have worked in an environment where they have been a little buddy and are now a big buddy and take their responsibilities seriously. We are hopeful the Climate Companion project will extend long after the close of the grant period. Also, upon completion of that phase of the program, we will expand use to our entire student body of almost 300 students, through equipment checkout using a mobile ‘lab’.</p>

<p>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.</p>	<p>We are partnering with a school in the southern part of the state so our scientific comparisons will have merit. Working through various digital tools will allow us to do so smoothly. We plan on communicating through a blog, using FaceTime for one-to-one discussions, Skype for full classroom activities and for teachers to receive initial hardware and software training (Hampstead has experience with the tools so they will be teaching us), and hopefully an actual visit between the schools.</p>													
<p>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.</p>														
<p>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.</p>	<table border="1"> <thead> <tr> <th data-bbox="576 562 1323 596">Budget</th> <th data-bbox="1323 562 1456 596">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="576 596 1323 810"> <p>Hardware – 26 iPod Touch Gen4's x 229.00 plus shipping The iPod Touches are the heart of our project. They will be used to meet our learning goals as outlined in proposal as well as answer our essential questions. The iPods will be used to gather data, make observations and communicate throughout the project.</p> </td> <td data-bbox="1323 596 1456 810"> <p>5954.00 5960</p> </td> </tr> <tr> <td data-bbox="576 810 1323 1052"> <p>Software – There are many free apps available for the iPods but there are some we may need to purchase to make our project more efficient (Many educational Apps run from .99 – 4.99 although some may be more expensive. Each iPod will need the same Apps.) We plan on making a thorough review of apps before purchase and will be coordinated between our two schools.</p> </td> <td data-bbox="1323 810 1456 1052"> <p>300.00</p> </td> </tr> <tr> <td data-bbox="576 1052 1323 1356"> <p>Professional Development – We will use the funds from professional development to hire a consultant for three days of job-embedded professional development. Being involved in numerous professional development activities, we know this is the best learning environment for students and teachers alike and the most efficient use of our funds. Also included is the required funds for our attendees to attend the Mini-Grant Celebration in Meredith.</p> </td> <td data-bbox="1323 1052 1456 1356"> <p>2250.00</p> </td> </tr> <tr> <td data-bbox="576 1356 1323 1570"> <p>Other – 13-port charging docks (plus shipping) for our iPods. This will ensure the iPods are charged and ready to go at all times. Just go to the dock and pick them up – ready for the students' observations, data logging, and communications! Other necessary supplies will be purchased though this line (for example USB cords, adapters for projection, etc).</p> </td> <td data-bbox="1323 1356 1456 1570"> <p>438.00 440</p> </td> </tr> <tr> <td data-bbox="576 1570 1323 1589"> <p>TOTAL</p> </td> <td data-bbox="1323 1570 1456 1589"> <p>8942.00</p> </td> </tr> </tbody> </table>		Budget	Total	<p>Hardware – 26 iPod Touch Gen4's x 229.00 plus shipping The iPod Touches are the heart of our project. They will be used to meet our learning goals as outlined in proposal as well as answer our essential questions. The iPods will be used to gather data, make observations and communicate throughout the project.</p>	<p>5954.00 5960</p>	<p>Software – There are many free apps available for the iPods but there are some we may need to purchase to make our project more efficient (Many educational Apps run from .99 – 4.99 although some may be more expensive. Each iPod will need the same Apps.) We plan on making a thorough review of apps before purchase and will be coordinated between our two schools.</p>	<p>300.00</p>	<p>Professional Development – We will use the funds from professional development to hire a consultant for three days of job-embedded professional development. Being involved in numerous professional development activities, we know this is the best learning environment for students and teachers alike and the most efficient use of our funds. Also included is the required funds for our attendees to attend the Mini-Grant Celebration in Meredith.</p>	<p>2250.00</p>	<p>Other – 13-port charging docks (plus shipping) for our iPods. This will ensure the iPods are charged and ready to go at all times. Just go to the dock and pick them up – ready for the students' observations, data logging, and communications! Other necessary supplies will be purchased though this line (for example USB cords, adapters for projection, etc).</p>	<p>438.00 440</p>	<p>TOTAL</p>	<p>8942.00</p>
Budget	Total													
<p>Hardware – 26 iPod Touch Gen4's x 229.00 plus shipping The iPod Touches are the heart of our project. They will be used to meet our learning goals as outlined in proposal as well as answer our essential questions. The iPods will be used to gather data, make observations and communicate throughout the project.</p>	<p>5954.00 5960</p>													
<p>Software – There are many free apps available for the iPods but there are some we may need to purchase to make our project more efficient (Many educational Apps run from .99 – 4.99 although some may be more expensive. Each iPod will need the same Apps.) We plan on making a thorough review of apps before purchase and will be coordinated between our two schools.</p>	<p>300.00</p>													
<p>Professional Development – We will use the funds from professional development to hire a consultant for three days of job-embedded professional development. Being involved in numerous professional development activities, we know this is the best learning environment for students and teachers alike and the most efficient use of our funds. Also included is the required funds for our attendees to attend the Mini-Grant Celebration in Meredith.</p>	<p>2250.00</p>													
<p>Other – 13-port charging docks (plus shipping) for our iPods. This will ensure the iPods are charged and ready to go at all times. Just go to the dock and pick them up – ready for the students' observations, data logging, and communications! Other necessary supplies will be purchased though this line (for example USB cords, adapters for projection, etc).</p>	<p>438.00 440</p>													
<p>TOTAL</p>	<p>8942.00</p>													

SAU 9 Superintendent's Letter of Support

School Administrative Unit #9

176 1/2 Main Street
Conway, New Hampshire 03318
www.kennettch12.nh.us

Telephone 603-447-8368
Special Education 603-447-8951
Fax 603-447-8497

Dr. Carl J. Nelson
Superintendent of Schools

Dr. Robert Gadomski
Assistant Superintendent

James W. Hill
Dir. of Administrative Ser.

Pamela L. Stinson
Director of Special Ser.

Becky J. Jefferson
Dir. of Budget/Finance

February 11, 2011

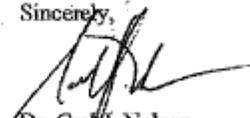
To Whom It May Concern:

As Superintendent of SAU #9, I am offering my support of Josiah Bartlett Elementary School's application for the "NCLB, Title II-D, Enhancing Education through Technology" grant.

This project (Climate Companions) will allow students to elevate their critical thinking, scientific inquiry, and investigative skills. It will also provide collaboration with a southern New Hampshire school, and allow our fifth through seventh grade students to mentor second graders from that school. It is our hope that this project will extend beyond the close of the grant period.

Thank you for considering this letter of support for their application, and please contact me with any questions. I have read the RFP and agree to the requirements.

Sincerely,



Dr. Carl J. Nelson
Superintendent of Schools

Principal's Letter of Support

Josiah Bartlett Elementary School

Member of the SAU #9 District

Route 302
PO Box 396
Bartlett, NH 03812

web page - <http://mail.jbartlett.k12.nh.us:1234>

Joseph J. Voci, Principal
Mary Miller, Administrative Asst.
Amy Deshaies, Secretary/Bookkeeper

jvoci@jbartlett.k12.nh.us
mmiller@jbartlett.k12.nh.us
adeshaies@jbartlett.k12.nh.us

Phone 603-374-2331
Fax 603-374-1941

February 10, 2011

Dr. Cathy Higgins
NCLB Title II-D Program Manager
Office of Educational Technology, Div. of Instruction
NH Dept. of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Higgins:

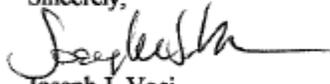
This letter is to offer my support of the application for NCLB, Title II-D, Regular Funds for Round 9 Competitive Grant being written by the Josiah Bartlett Elementary School Technology Committee and managed by Amelia Emery.

I understand that this grant award will involve a commitment to job embedded professional development. I am committed to providing the time and funds necessary to see this happen. We will use existing substitute funds to cover staff involved in training.

I believe history will show our diligence in following through with the requirements set before us. We do not take the commitment lightly and will complete all aspects of the grant requirements with timeliness and accuracy.

Please feel free to contact me with any questions.

Sincerely,



Joseph J. Voci
Principal



H. H. SCHOOL OF EXCELLENCE - 1998
U. S. DEPT. OF EDUCATION BLUE RIBBON AWARD - 1998/99

School Board Technology Representative Letter of Support

Josiah Bartlett Elementary School

Member of the SAU #9 District

Route 302
PO Box 396
Bartlett, NH 03812

web page - [http:// mail.jbartlett.k12.nh.us:1234](http://mail.jbartlett.k12.nh.us:1234)

Joseph J. Voci, Principal
Mary Miller, Administrative Asst.
Amy Deshais, Secretary/Bookkeeper

jvoci@jbartlett.k12.nh.us
mmiller@jbartlett.k12.nh.us
adeshais@jbartlett.k12.nh.us

Phone 603-374-2331
Fax 603-374-1941

February 2011

Dr. Cathy Higgins
NCLB Title II-D Program Manager
Office of Educational Technology, Div. of Instruction
NH Dept. of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Higgins:

On behalf of the Bartlett School Board, I would like to offer our support for the Josiah Bartlett Elementary School Technology Committee's grant application for the NCLB, Title II-D, Regular Funds for Round 9 Competitive Grants.

Historically, the JBES team has followed through with their commitments to grants and to local warrant articles. We are sure they will meet or exceed all grant requirements again.

We have always been proud of the work done by Amelia Emery and the JBES Technology Committee and will continue to support their efforts.

Please feel free to contact me with any questions.

Sincerely,



Rob Clark
Co-Chairperson
Representative to Technology Committee
Bartlett School Board



N. H. SCHOOL OF EXCELLENCE - 1998
U. S. DEPT. OF EDUCATION BLUE RIBBON AWARD - 1998/99

Parent Letter of Support



February 10, 2011

I would like to take a moment to show the business community's support for the I Pod Touch G4 grant application. The Josiah Bartlett School has an excellent history of putting technology in the hands of students and fostering creativity and academic growth.

As a business leader and the co-founder of The Mount Washington Valley Coalition for Educational Excellence I know the importance that technology plays in every job being created in New Hampshire today. To remain competitive in a world marketplace, small rural communities must rely on every possible computer advantage they can acquire, to prepare our students and our future work force.

In the past I have been pleasantly surprised by Bartlett's aggressive use of technology in the class room. Two years ago a program supplied lap tops to students starting the 5th / 6th grade loop. The educators embraced the opportunity and produced impressive results. Students were challenged to utilize the computers for a broad range of applications, just as we would in the private sector, not just as glorified typewriters.

The Coalition for Educational Excellence is a region wide group of Business leaders and Professionals who work with the school system to develop pathways of excellence for all of our area students. The Josiah Bartlett School has always been a benchmark school in our region. I hope you will approve their request.

At Your Service,

Paul Mayer
Broker Owner

Black Bear Realty
Patch's Market Place
PO Box 60
Glen, NH 03838

Patch's Market Place, Box 60, 61 US Route #302, Glen NH 03838 603-383-8080

Student Letter of Support

February 17, 2011

To Whom It May Concern,

I believe that this grant for the iPods is an incredible idea and will help bring the education of our hard-working school to a higher level. Over the years, students in our school progress in various subjects. Whether it's participation, effort, tests, or the hardest math equations, our students continue to advance their knowledge along with their effort. Not only that, but these benevolent kids achieved excellent writing scores in NECAPs (standardized state assessment), especially compared to other schools in our state. With this grant, the minds of our students will expand to a higher capacity. It will thrill all the kids and teachers of our school to be able to use these helpful devices to participate in the project of collecting climate data and comparing it to when maple trees and lilac bushes show development stages called phenophases. With this, the school will be focusing more on the processes of real science and not just labs, giving the ability to more easily participate, a skill used often when learning. With iPods data and research can be more easily collected and well used to allow our brains to think of things in a different way.

Thoughts will be more ensconced in the world of knowledge with this exciting opportunity and intelligence will rise as a quote once said. "If you look at the anatomy, the structure, the function, there's nothing in the universe that's more beautiful, that's more complex, than the human brain." This quote by Keith Black is proven right throughout the years, so this grant is supporting that exact quote making the devices of our brain to work harder, to give it our all, the very thing we'll learn from the hands-on research of the maple trees and lilac bushes due to the iPods. "Continuous effort-not strength or intelligence- is the key to unlocking our potential." This meaningful quote is by Winston Churchill. I, a student in Josiah Bartlett Elementary School, look forward to the prosperity in our school; a thought well expounded into this letter. As a hardworking student, it would be a pleasure to watch people participate, for I know there aren't many dissenters or anyone with apathy, the fact is unalterable, so I highly recommend a grant for the purchase of these iPods, the purchase of a well earned education.

Thank You,

Kevin Brogan

Student JBES