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:	Colebrook School District	Date:	2/18/2011
Project Manager:	Meg Sheltry		
Position Title:	Teacher		
Mailing Address:	27 Dumont St. Colebrook NH 03576 CC; 21 Academy Street Colebrook, NH 03576		
Email Address:	msheltry@colebrook.k12.nh.us;super7bm@ncia.net		
Phone:	(603) 237-4801		

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: Colebrook School District-Colebrook Elementary

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.	**(intentionally left blank)**
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 Colebrook area has a rich history including the Tillotson family industries, the Balsams Resort and the Connecticut River. This mini-grant seeks to involve the students in Grades 3, 5, and 7 in the creation of historical, downloadable video walking tours. This project based learning activity will be incorporated into regular classroom content and will engage students in critical thinking skills and content areas covering social studies, math, geography and writing and communication skills.
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.	Students will address the essential question "Can students impact the community and public at large by digitizing history?" The video tours will be viewable by students and the public on a SmartPhone, iPod, iPad or slate device as well as a traditional PC. They will direct students and other users to visit specific places within the Colebrook area and will include maps, videos, and audio to inform the viewer of the history of the location.

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.	The CHiP Project replicates, in part, past mini-grant projects but involves innovations not used before in mini-grants. Student work will be published as mp4 files to be easily downloaded, viewed and used by the public at large to create walking historical tours. Fifth and seventh grade students will research the history of the local area using the rich content aggregated by the third grade teacher, interviews with locals who remember and can recount the local history and material from the local library archives and historical society. From their readings and research, teams of students from Grades 5 and 7 will choose a topic that involves specific locations in and around Colebrook.

Each group will create a storyboard outlining their topic and will designate the script, videos, still images and maps that will be created for this project. The video will include animated sections as well as still images and video of historic sites. Within the groups, students will assign and manage these tasks. The seventh graders will develop the map scaling system in math class and then create the map during art class. This map will be used as the background of an animation sequence showing the path for the viewer to take. Fifth graders will take and edit photographs and videos that will be used with the map animation when the viewer reaches a historical site. The Grade 5-7 teams will work together to create and record the scripts for the video. Third graders will download the videos on a handheld device and follow the historical tours to test for accuracy and to learn about their town. Once these video files are tested, they will be posted on the school website and be linked to from the Town Library and Historical society's sites for anyone to download and follow.

Implementing this project will integrate imaging, animation, videography and video editing, voice recording and strategic planning with math, social studies and language arts/communication skills. When students have completed the writing and creation of digital media, they will receive in-class training on how to publish their work for mobile devices including iPods, Smartphone, iPhones , iPads and computers. Once their work is published on the web, they will also learn how to download their work on the iPod touch or other handheld devices that the Grade 3 students will use to follow the tours.

There is no dedicated technology integration specialist in the Colebrook School Districts. Teachers have been struggling to implement technology solutions in their classrooms. Currently no permanent wireless access points are available for wireless Internet access. During the past two years, interested Colebrook teachers have had access to PD for technology integration from two grants- the Tillotson Fund and the SAHE grant. With this experience as the basis for understanding, these teachers want to take the next steps in technology integration and share what they learn with their peers. This is very much a bootstrapping, but sustainable solution. The equipment included in the budget will directly benefit students and teachers and move the school more towards what the staff know they can accomplish.

For the past three years, Colebrook Elementary has identified geometry and measurement as an area in need of improvement. 2010 NECAP results show Grade 3, Grade 5 and Grade 7 Math results to be 13%, 16% and 10% lower than the state average, respectively. Grade 3 and Grade 7 also fell below the state average for Informational text. When you consider the rural isolation with declining NECAP scores, projects that include Project Based Learning and 21st century skills are essential for student engagement. |

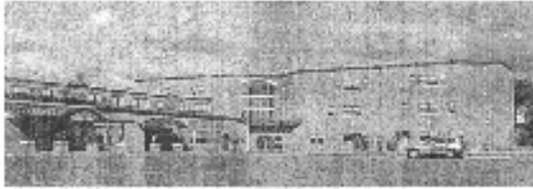|	
2. Project is focused on one or more content areas, with the proposal indicating which content area and associated standards are the main focus. Proposal indicates how the project will address ICT literacy skills without focusing solely on the acquisition of ICT literacy skills devoid of core content learning.	Content Areas and Associated Standards addressed in the CHiP Project are as follows: **SOCIAL STUDIES** **SS:GE:8:1** 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. (1) **SS:GE:6:1. 2**. Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation) **SS:CV:4:2. 2**. Explain how laws and/or policies are made at local and state levels. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority) **SS:EC:4:1. 4**. Describe why most jobs today require greater specialization and result in greater productivity. (Themes: G: Science, Technology, and Society) **SS:GE:4:5** - Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems. **MATH** **M:01:NO:7. 4b (S).** Accurately solves problems involving proportional reasoning; percents involving discounts, tax, or tips; and rates. **M:02:GM:7. 5 (S).** Applies concepts of similarity by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or explanations. **M:02:GM:5. 7 (S).** Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands. **M:02:GM:5. 10 (L).** Demonstrates conceptual understanding of spatial reasoning and visualization by building models of rectangular and triangular prisms, cones, cylinders, and pyramids from two- or three-dimensional representations. **M:02:GM:3. 9 (L).** Demonstrates understanding of spatial relationships using location and position by interpreting and giving directions from one location to another using positional words; and between locations on a map or coordinate grid (first quadrant) using positional words or compass directions. **WRITING** **W:IW:7:1. 1 (S).** Using an organizational text structure appropriate to focus/controlling idea. EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution **W:OC:7:2. 3 (L).** Including smooth transitions, supporting thesis with well-chosen details, and providing coherent conclusion. EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts **W:IW:5:2. 2 (L).** Stating and maintaining a focus/controlling idea on a topic **W:OC:5:2. 3 (L).** Telling stories, giving information using details and providing a coherent conclusion. EXAMPLE: using books, pictures, displays, graphics, or artifacts **W:OC:3:1. 1 (L).** Following multi-step verbal instructions and directions to answer questions, or to solve problems **ICT Literacy Skills (for all three grade levels)** -Demonstrate creativity and innovation by taking research and moving it into the realm of multi media. -Communicate and collaborate using images, audio, video and animation to relate information. -Think critically, solve problems, and make decisions- assembling and creating a multii-media files that include animation, audio, video and still images involves higher order thinking skills, strategizing and critical evaluation. -Use technology effectively and productively-students will have access to and learn to use modern, working equipment that will be productive in the creation of their videos.

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.	Fifth and seventh grade students will research the history of the local area using the rich content aggregated by the third grade teacher, interviews with locals who remember and can recount the local history and material from the local library archives and historical society.
		
		From their readings and research, teams of students from grades 5 and 7 will choose a topic that involves specific locations in and around Colebrook for the CHiP Project.
		
		Each group will create a storyboard outlining their topic and will designate the script, videos, still images and maps that will be created for this project.
		
		The video will include
		   a) animated sections
		   b) still images and video of historic sites
		   c) student created audio files.
		Within the groups, students will assign and manage these tasks.
		-The seventh graders will develop the map scaling system in math class and then create the map during art class. This map will be used as the background of an animation sequence showing the path for the viewer to take.
		-Fifth graders will take and edit photographs and videos that will be used along with the map animation when the viewer reaches a historical site.
		-The Grade 5-7 teams will work together to create and record the scripts for the video. -Third graders will download the videos on a handheld device and follow the historical tours to test for accuracy and to learn about their town.
		
		Once these video files are tested, they will be posted on the school website and will be linked from the Town Library and Historical society's sites for anyone to download and follow.
		
		According to Hobbs and Frost (2003), there is a need to create classrooms as sites for authentic learning in student-centered environments (Luke, 1997; Masterman, 1985) Others (Alvermann & Hagood, 2000; Buckingham, 1998; Nixon & Comber, 2001) see the value of recognizing reading and writing as practices that are socially and culturally constructed. Scholars who situate literacy within the contexts of culture and child development argue that the range and diversity of "texts" used in the classroom must be expanded to include artifacts of popular culture. This project fully supports this research and thinking about media literacy.
		
		The teachers who, in partnership with the SAHE grant, completed small technology activities during the 2010-11 year understand the benefit of project based learning and integration of 21st century classroom technology skills. These teachers are now ready to implement the CHiP project.

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.	Professional development included in this mini-grant proposal will include two summer days of training for teachers to meet and learn the software, strategize, and coordinate resources from the Historical Society and the Chamber of Commerce and to create specific work timelines for students. An additional day of onsite support in September is also budgeted.The two days of summer training will result in the group of teachers creating a sample video tour incorporating:
		   1.) voice recording and editing
		   2.) using still images and video recording and editing both
		   3.) creating online documentation for students to access for the project.
		This resulting video will demonstrate all the skills learned so that grade 5 and 7 students can visualize the project. This training will also be open to at least 5 other teachers from Colebrook, Pittsburg and Stewartstown School Districts who would like to learn this process but who are not specifically involved in this grant. The September training will support teachers and students as they assemble the project.
		A list of resources including historic locations, long time residents to interview, images of buildings no longer standing will be developed and catalogued over the summer so that work can begin in September as soon as school starts.
		The technology skills the teachers and students will acquire are those that are expected within a 21st century classroom. These skills are transportable to other topics and curriculum and reflect the level of engagement that supports students' deepening understanding of the importance of the past.

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 Colebrook Elementary school has attached, at the end of this application, letters of support from not only the superintendent and principal, but from the local school board and historical society. There is a genuine vested interest from the community at large for projects of this type in the Great North Woods.

Students and teachers will work with these and other local entities to publicize the project to find additional resources amongst local residents. The Chamber of Commerce can include a link on their website and in their print publications so that visitors to the area can download and follow these historical tours. The Balsams Wilderness Resorts can also publicize the work through their website and with their clientele. The Colebrook Public Library has expressed its support of this project and will help to publicize and host an informational session for the public. |
6.	Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.	Colebrook Elementary school and Colebrook school has never before applied for a mini grant. They have participated in sessions that have been demonstrating effective use of technology for a teacher improvement grant and now are ready to move forward with engaging activities and projects for their students to use technology for learning.
7.	Proposal indicates partnerships which involve NH teacher preparation program faculty.	The team will invite the education faculty from the White Mountains Community College in Berlin to observe and review the process. Colebrook School District is also participating in the SAHE grant through Plymouth State and will involve other members participating in the SAHE grant.
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.	This project by its nature and design accommodates all types of learners- those with special needs, those who struggle with writing and those who may be below grade level in math or reading skills. The integration of voice, art, videos and images will allow for all levels of students to fully participate in the project.
9.	Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	It is hoped that this project will lead to other similar projects where students create reports and learning objects (movies or podcasts about solving math problems, etc.). Once teachers and students understand and complete this project, there are innumerable applications to which to apply the process. Since teachers from two other districts will be included in the summer professional development opportunity, other districts will be able to "jump right in" and replicate our project. The process also lends itself to a variety of grade levels (From K to 12) and a variety of topics-health, math, writing, physical education, science and art/music.

The team is committed to presenting a hands on or demonstration of the skills involved in the project at the annual CMTC in Manchester in December 2011. We plan to post our "how we made it video" on the school web site for others to see and share. |

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.	Since the summer professional development session will be teaching members how to take and edit video, the training will serve a secondary purpose—training teachers to be able to create the required video for the grant project.
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.	The teachers involved in creating this project are committed to its success. They have been learning new skills to use in the classroom from participating in the SAHE grant and have received projectors and interactive white board software last year from ARRA. This equipment will now be able to be used for meaningful student work and effective teaching. Most of the team members have offered to train additional days without stipend because they see the value of what they are learning and the importance of using technology effectively in these isolated, rural schools. For the first time, Colebrook Elementary School has a multi grade level project plan with some supporting equipment (projectors, web cameras for animation, IWB technology) and needs this grant to bring the plan to fruition.
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.	The teachers involved in this project have had enough exposure to using technology to understand the scope of the undertaking. They lack some of the skills (which will come from the scheduled professional development) and equipment, which the budget allows for, to be successful. This mini-grant will provide those necessary pieces for this project to become sustainable for the entire Colebrook School District and replicable by other districts.
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.	The study of local history is usually relegated to third grade, where students are young and their research skills are limited. The third grade teacher is passionate about local history and welcomes the opportunity for older students to produce learning objects that will be shared by her third grade students and the community at large.

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 project manager, Meg Sheltry, is organized and well equipped to manage the group and the timelines. The third grade teachers, Mrs. Gooch, has amassed a sizable collection of primary sources about Colebrook history and can be used as a mentor to students who are selecting a topic. The fifth grade teacher, Mrs. Dagesse, and the sixth grade teacher, Mrs. Lawton-Hayes, are committed to using technology with their students and welcome this opportunity to involve their students in a real world project.
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.	- All team members and the superintendent and principal support this project and all that it entails, including summer work and travel to the Celebration and to the CMTC in December. Mrs. Gooch will provide the information expertise, and Mrs. Dagesse and Lawton-Hayes will include the curriculum topics and activities with their regular classroom time. - Since the project is spread over three classrooms and across various subjects, no one grade level or teacher should be overly impacted as far as time management. The trainer who will work with them in the summer will also be in their school on a regular basis for other integration work and could provide support and training when needed. This will insure the success of the project. - Two teachers have attended the webinar and will attend the required mini grant meetings. - As stated previously, the summer training will included video editing, so the 3 minute video requirement for the grant should not be a problem. - The lesson plans will be completed before the start of school in September so that everyone is ready to go on the first day of school. All resources and skills training can be scheduled within the classroom time with the acquisition of the equipment included in the grant. - All members of the team look forward to attending statewide conferences such as the mini grant Celebration Day and CMTC. - The team is committed to providing any data or evaluation required of the DOE or other administrating body with regards to this project. Fuyll documentation of the skills and activities will be available, since the District is committed to adding on to this project in subsequent years and be various grade levels.
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.	Anticipated number of staff directly involved: **4** teachers at Colebrook elementary. The project leader and Grade 3, 5, and 7 teachers. Since the training will be open to an additional 5 staff, there may be additional direct involvement. Anticipated number of staff indirectly involved: **5** Grade 1 (two teachers) have asked to learn animation techniques for their students, Grade 3 and 5 teachers (the second teacher in each grade level) , the Art teacher (Michele Johnsen). Number of students directly impacted: **98** Grade 3, Grade 5 and Grade 7 These are the students in the classrooms involved. Number of students indirectly impacted: **103** students from the rest of the school. The Colebrook Public Library and local Chamber of Commerce will be showcasing these projects to the public and via their website.

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.	There has already been interest from another nearby district to replicate our project. Once materials have been developed and the process documented, this will be able to be shared with Pittsburg and Stewartstown School Districts. The team is committed to presenting at CMTC and, because there really is no specialized equipment or software necessary for this project, we can envision its replication to many other schools, thus increasing the impact.		

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.

(intentionally left blank)

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.

There are currently NO computers for student use at Colebrook Elementary that can record audio or edit video. There are also no wireless access points. It is essential that the students writing and creating media for this project have access to modern equipment and software. Eight laptops are included in the equipment budget for this purpose. Four iPod touches are budgeted for use by Grade 5 and 7 students to take pictures and videos and record interviews, and for Grade 3 students to use to follow the historical tours and for student developers to test their videos. Other expenses are those that are required for the grant (conferences and travel), for summer stipends and common productivity software.

	Cost each	Quantity	Cost
laptops- windows 7, 2 gig mem	650	8	5200
iPod touch	210	4	840
access point (Netgear or HP)	120	2	240
software standard Office	55	8	440
Staff summer stipend (1 day each stipended)	118	4	472
Staff Stipend Soc Security			36
Staff Stipend Retirement			50
PD Trainer Costs- 2 days in summer and 1 in September	550	3	1650
travel reimbursement to Celebration Event	118.32	1	118
Celebration cost per grant requirement	100	4	400
travel reimbursement to CMTC	158.1	1	158
hotel cost CMTC	100		100
sub			9704
Admin cost			296
			10000

COLEBROOK ELEMENTARY SCHOOL

27 Dumont Street, Colebrook, NH 03576
(603) 237-4270   (603) 237-4801
website: www.colebrook.k12.nh.us

Mary M. Jolles, Principal   *Ryan E. Eames, Asst. Principal*

February 9, 2011

To Whom It May Concern,

This letter is in support of the Colebrook Elementary School's application for a 2011 mini-grant, Colebrook History in your Pocket (CHiP). This grant encompasses activities that enhance teachers' use of technology for student learning and support students' use of technology to create multimedia based on what they learn. The grant also provides support and training so that this project can be replicated with different grade levels and subject matter.

The teachers involved in the project are committed to learning new skills and bringing those skills to their students. We have the infrastructure to support this project, and with the equipment and training we will now be able to offer our students much needed 21st century skills.

Sincerely yours,

Mrs. Mary M. Jolles
Principal

Head Librarian
Colebrook Public Library
Colebrook, NH 03576

Dear Mrs. Colby,

The staff at Colebrook Elementary School is applying for a
enable students to create electronic publications of Coleb
students will create videos and maps of our town. The pr
History in my Pocket " (CHIP) because these videos will b
computers, I Pods and cell phones. This media will enab
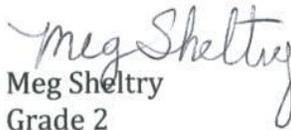historical sites in the village of Colebrook and learn of our

Please sign at the bottom of this letter to show your supp
initiative.

Thank you very much.

Sincerely,

Ann Marie Gooch
Grade 3

Meg Sheltry
Grade 2

I support the application for this grant.
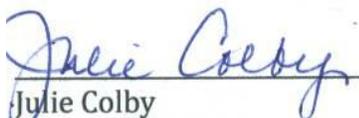
Julie Colby
Head Librarian
Colebrook Public Library

2/3/2011

Arnold Goodrum
President
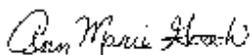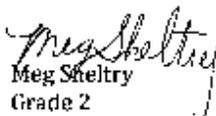Colebrook Area Historical Society
Colebrook, NH 03576

Dear Mr. Goodrum,

The staff at Colebrook Elementary School is applying for a MiniGrant that will enable students to create electronic publications of Colebrook's history. The students will create videos and maps of our town. The project is titled "Colebrook History in my Pocket" (CHIP) because these videos will be loaded onto laptop computers, i Pods and cell phones. This media will enable students to walk to area historical sites in the village of Colebrook and learn of our storied past.

Please sign at the bottom of this letter to show your support of this important initiative.

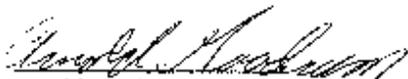Thank you very much.

Sincerely,

Ann Marie Gooch
Grade 3

Meg Sheltry
Grade 2

I support the application for this grant.

Arnold Goodrum
President
Colebrook Area Historical Society

2/3/2011

Julie Colby
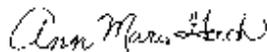Head Librarian
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Colebrook, NH 03576

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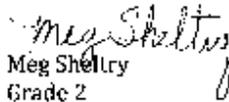historical sites in the village of Colebrook and learn of our storied past.

Please sign at the bottom of this letter to show your support of this important
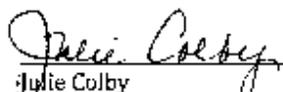initiative.

Thank you very much.

Sincerely,

Ann Marie Gooch
Grade 3

Meg Sheltry
Grade 2

I support the application for this grant.

Julie Colby
Head Librarian
Colebrook Public Library

BETH A. BISSONNETTE
Bookkeeper
super7bookeep@ncia.net

SUZANNE D. GRAY
Payroll/Personnel Clerk
super7pr@ncia.net

ROBERT C. MILLS
Superintendent of Schools
super7supt@ncia.net

CHERYL A. COVILL
Business Administrator
super7bm@ncia.net

PATRICIA
Administrativ
sup

CHRISTINE
Human Res
supe

February 24, 2011

Dr. Cathy Higgins
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Cathy;

This letter acknowledges my support of Colebrook Elementary Schools mini-grant application, Colebrook History in your Pocket (CHiP). This project engages student learning using innovative techniques supports teachers in the use of technology for teaching and learning and creates something useful for the community and visitors at large.

We are a rural community and by producing student created multimedia accessible by students and the public on the history of Colebrook we are allowing our students access to 21st century skills.

Sincerely,

Robert C. Mills
Superintendent of Schools