

**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:	Concord School District – SAU 8	Date:	2/28/2011
Project Manager:	Matt Ballou and Dorinda Gibney – project contact		
Position Title:	Matt Ballou - Director of Technology; Dorinda Gibney - Professional Development Coordinator		
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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: Concord School District - SAU 8

<p>Criteria</p>	<p>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.</p>
<p>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.</p>	
<p>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.</p>	<p><i>“Building Bridges to Literacy Achievement and Cultural Understanding”</i> is a collaborative project that focuses on increasing literacy skills and community building among third grade ELL students at Broken Ground School.</p> <p>Goals include:</p> <ul style="list-style-type: none"> (a) developing an archived collection of student-produced DVDs that show students reading aloud, telling stories, sharing writing samples, and/or collaborating with teachers and others to examine their work; and (b) inviting families of ELL students to contribute to the DVD archives by participating in video production that features cultural practices and customs from their countries of origin. Resulting footage will be shared with the entire Broken Ground School population in order to increase cultural understanding and build community.

<p>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.</p>	<p>The essential question addressed by this project is: <i>How can we harness technology to increase literacy and language acquisition skills, improve cultural awareness, and engender a sense of community among diverse populations?</i></p> <p>This is an original non-replicated project. However, it builds upon the foundation of two years of SMARTboard training provided by elementary the district math coach to district elementary teachers. That training has made a significant difference as a result of the visualization of math concepts. Having been trained by Linda, Ellen Kenny, the ELL teacher at Broken Ground School, has enjoyed significant success in applying SMARTboard technology to help her students develop literacy skills. However, for ELL learners, the absence of continued practice and exposure to English has a proved deleterious impact. While Ellen’s use of technology has been effective in the classroom, she continues to seek ways to make learning portable by bridging the gap between school and home.</p> <p>Another consideration is the need to more effectively integrate ELL students into the social context of BGS. Given language barriers and in many cases, a cultural background that in no way resembles ours, it can be challenging to find natural ways to bring all students... and their families... together.</p> <p>Constructivist project-based activities that hone in on specific content standards could provide a promising tool to achieve these ends. By increasing collaboration among students, engaging all learners in creative ways to approach the standards, encouraging the development of culminating multimedia products for specific audiences, and involving students in a clearly defined self-assessment process, success seems much more likely to occur.</p> <p>This project will be implemented by a team of four educators at Broken Ground Elementary School: Ellen Kenny, ELL teacher who transferred to BGS in the Fall of 2010 Matt Finney – 3rd grade teacher Tootie Arnold – Media Program Assistant Dorinda Gibney, District Professional Development Coordinator.</p> <p>The core team will initially be trained in the use of new technologies, such as the iMac workstation, including software for movie, photo and music software, and step-by-step instructions for producing quality videos. Once the team is familiar with the basics, the next step will be to explore ways to integrate the technology in support of curriculum goals. This will require looking at the NH Standards, the emerging Common Core Standards, the Concord School District Comprehensive Literacy Framework, and the ICT Standards and discussing how technology can best leverage learning.</p> <p>To be fully effective, the project team intends to meet with elementary reading specialists and perhaps with one of two consultants who have been working with elementary teachers surrounded guided reading and word work. This will help clarify where there might be a natural alignment between content standards and the use of technology. Additionally the team will engage in ongoing conversations with parents of ELL students to better identify what their needs or concerns might be and explore ways we might address them.</p>
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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>Broken Ground School is at an interesting crossroads with respect to technology integration. As is typical, the staff is all over the map in their ability to and wish to use technology tools. Because of the ongoing work of Linda Stuart, our elementary math coach, over the past two years, several BGS teachers are quite capable in designing SMARTboard-enhanced math lessons. Almost every classroom currently has a SMARTboard and projector. However, in many cases, the SMARTboard is still used often as a teacher tool. A notable exception is in the ELL room, where teacher Ellen Kenny encourages students to use the SMARTboard as a communication station. As a result, students are completely comfortable accessing this technology to visually extend their learning and to practice new skills. Matt Finney is another teacher who is highly enthusiastic about incorporating SMARTboard technology into instruction with his third grade students. This year he has a large number of ELL students in his classroom.</p> <p>There is much work to be done on the part of committed teachers. 2009 and 2010 NECAP Reading data for third grade Broken Ground LEP students reveal the following:</p> <p><u>2009: Sixteen 3rd Grade LEP students scored as follows:</u> Level 1: 5 students (31%) Level 2: 3 students (19%) Level 3: 6 students (38%) Level 4: 2 students (13%)</p> <p>Results indicate 50% of students are Partially Proficient or below Results indicate 50% of students are Proficient or above</p> <p><u>2010: Eleven 3rd Grade LEP student scored as follows:</u> Level 1: 4 students (36%) Level 2: 4 students (36%) Level 3: 3 students (27%) Level 4: 0 students (0%)</p> <p>Results indicate 72% of students are Partially Proficient or below Results indicate 27% of students are Proficient or above</p> <p>This project is targeted toward those groups of students, and tangentially, to all students, staff and families across the BGS learning community. It is designed to address both the instructional aspects of the literacy curriculum as well as the cultural integration of ELL families into the BGS family. Through reading, writing, and oral communications, third grade students will create a series of videos that will (a) promote curriculum knowledge of all participants, but especially among ELL students and their parents; and will (b) build on the ancient art of storytelling to share cultural experiences. All participants will increase academic success and at the same time will gain a rich perspective of life in other countries... What an incredible opportunity!! The team envisions that students can capture lessons at school and take home DVDs to show their families what they learned. The benefit? ELL parents can actually see and hear the lessons as well. They can learn along with their child. Another perceived benefit is that this library of DVDs can be sent home during school vacations with the intent of reducing the well-documented backward dive students experience when they are not engaged in continuous contact with instruction for sustained periods of time.</p>
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<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>Due to the reconfiguration of elementary schools across the Concord School District, Broken Ground School has experienced a significant rise in its ELL population this year. To help accommodate this shift, an ELL teacher who was previously located at Rumford School was reassigned to Broken Ground. While the process of integrating these students has gone well, there remain areas in need of improvement. Specifically, the need to increase language acquisition among ELL learners. Secondly, the staff at Broken Ground has cited a distinct disconnect with respect to involving parents in ELL students' learning. This is perceived to be a result of existing language barriers. During a recent meeting of the project team, an exciting solution emerged: Why not offer teams of mixed third grade students the opportunity to create videos that reflect their learning in the area of literacy? They would use co-constructed protocols for designing content-embedded storyboards in preparation for filming each other reading, listening, and using oral communication skills. They could access leveled books, classroom materials, or their own cultural stories as the basis for these oral lessons. In addition to being grounded in the NH Curriculum Standards (GLE's) and the Concord School District Comprehensive Literacy Framework, this project would also incorporate ICT standards as identified in the CSD Technology Plan.</p> <p>Student outcomes include:</p> <ul style="list-style-type: none"> • Opportunities to develop fluency by reading aloud for an intended audience • Developing content-specific vocabulary • Practicing inflection through storytelling • Recognizing the use of literary elements and devices (i.e., imagery , exaggeration) to interpret intended meanings • Organizing ideas, using transitions, and formulating a conclusion • Creating a clear, understandable story line with a beginning, middle, and end • Working in mixed demographic teams to share cultural stories • Creating products for viewing and lending to a much greater audience than their classrooms • Sharing the film collection with their families and friends so they become familiar with what is being taught in school • Using videos created as a way to extend opportunities by continuously exposure to English speaking skills at home beyond the school day and into weekends and/or vacations <p>Teacher outcomes include:</p> <ul style="list-style-type: none"> • Engaging students in their own learning and self-assessment • Co-constructing criteria for what success looks like with students • Collaborating to plan for and monitor student learning • Learning to use videography as a source of formative assessment to determine student understanding and see where gaps exist • Exploring what effective video editing looks like • Learning new ways to effectively incorporate technology into the teaching/learning process • Expanding upon current integration of SMARTboards in the classroom • Gaining knowledge about cooperative learning skills with students as a means of structuring positive learning groups and activities • Gaining proficiency in selecting the right technology tool for the task • Co-constructing methods of evaluating student-generated videos with students
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<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>This project has at its core the implementation of problem- and project-based learning. Students will be presented with an essential question, such as: “Why is it important to understand the customs and ideas of people from other countries?” This question could lead to reading about children from different parts of the world. Implicit in the instruction would be reading non-fiction texts, researching a variety of sources, and organizing information. This aligns with ICT standard that states “Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by applying information in problem-solving”. Students would work in a variety of cooperative learning groups to address specific questions, such as ‘how third-graders in Nigeria like third-graders in the United States?’. Teams of students would be asked to write and illustrate their respective responses and read them to the class. Charts and graphs could be made using sticky notes to assess what students are learning as they proceed. This project would also bring to life students’ ability to capture this work on film so that parents could see exactly what their students are learning about in school. This could lead to additional questions like ‘How do third-grade students in India learn to read?’ The possibilities are literally endless.</p> <p>At the heart of this methodology are the following principles:</p> <ul style="list-style-type: none"> (a) setting clear learning destinations for every lesson; (b) engaging students in the learning process; (c) involving students in designing – or co-constructing – the rubrics by which their work will be held accountable; (d) checking often for understanding; and (e) making sure each student is being led to a higher level of achievement against the standard. <p>Broken Ground teachers have been engaged in sustained professional development surrounding Anne Davies’ Assessment For Learning for the past year. This project provides a rich context for putting those principles to work.</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>Learning goals for this project are to:</p> <ul style="list-style-type: none"> • Students will increase literacy skills of 3rd grade students in the areas of reading, writing, and oral communication as reflected in the CSD Curriculum Standards and NH GLEs • Teachers will increase their capacity to develop effective technology integration strategies that support curriculum goals and result in improved student achievement as reflected in the CSD Technology Plan • Parents will develop an understand of what their children are learning in school through the creation of a lending library of student-, teacher-and family-generated videos • All members of Broken Ground School will incorporate student storyboards and films to foster an appreciation of cultural diversity and fortify the sense of community
<p>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>	<p>After consulting with both Susan Lauze, Principal of Broken Ground School, and Matt Ballou, CSD Director of Technology who obtained approval of Superintendent Chris Rath to develop this project, as well as meeting with the core BGS team, we are assured that all necessary permissions have been secured.</p>
<p>6. Proposal supports schools, teams, or districts that haven’t participated in mini-grants previously or partners with such entities.</p>	<p>None of the immediate mini-grant team, nor have any other Broken Ground School staff participated in previous mini-grants. None of the above have partnered with other mini-grant recipients.</p>

7. Proposal indicates partnerships which involve NH teacher preparation program faculty.	Dawn Florino, who serves as an adjunct faculty member in the education department at Southern NH University, is the Concord School District Title I Director. As part of her Doctoral coursework, she has studied about ELL populations at length. She shares that knowledge formally and informally with our teachers in a variety of professional development settings.
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.	Because the basis of this work includes project- and problem-based learning, visualization of the curriculum, incorporates multiple learning modalities, and is differentiated to meet the needs of all learners, special needs students will be fully included and will have access to appropriate technologies.
9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.	As part of this proposal, we have implicitly agreed to send the project team to the Celebration event in the Spring of 2012. In addition, we plan to send the same team, perhaps along with ELL learners, to share their findings at the McAuliffe Technology Conference next November.
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.	By any stretch of the imagination, we should have well beyond the required video production training sessions as well as a clear outline for at least one highly professional promotional video. Our intended motto is "VideosRUs"
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.	Not only are the four team members committed to this project, they are very excited about it! Because this work is a natural progression from an already cohesive unit of BGS teachers, the initial task of team-building has been accomplished. All three teachers are passionate about finding ways to better serve their students and their families. The team understands the requirements and the scope of work behind this application. They are willing to follow through with the project and to continue the work well beyond the end date.
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>The district will contribute in kind services to this project. Examples include time on the part of the PD Coordinator to support the project, toner for the printer, the purchase of DVDs; and support for the technology to be networked and maintained as part of district inventory.</p> <p>Data results have indicated that the ELL population needs additional support to achieve higher academic success. This project has at its heart an alternative means of engaging and sustaining student interest around activities that are grounded in NH Standards, the district literacy program, and ICT standards. The project team and the greater district will do everything possible to ensure that success is achieved.</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>Part of the teacher and student training sessions will include a complete review of district Internet Use, Copyright/Fair Use, and Bullying Policies. In addition we will seek to secure the appropriate permissions before beginning the filming process.</p> <p>With respect to structures, we identified the infusion of SMARTboards throughout the school. In addition to that equipment, BGS has access to a wireless network and has the full support of the district tech team to ensure its integrity. Procedurally, BGS has a resident Kagan Cooperative Learning trainer who is a wonderful resource when thinking in terms of applying group strategies to this project-based proposal.</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>Ellen Kenny, the ELL teacher at BGS, has a wonderful, optimistic approach with her students. She establishes a warm, inviting classroom where students are safe and respected. She and her students share much laughter and joy. The walls are covered with photos of Ellen’s students engaged in various activities, inevitably with an English caption underneath to describe what we’re seeing.</p> <p>Matt Finney has been teaching at Broken Ground for some time. He is also deeply committed to his students. Recently Matt could be seen in the halls of BGS sporting a Groucho Marx-ish wig and a wild array of brightly colored clothes with outrageously clashing patterns. It was Whacky Day, and Matt was as whacky as they come. It’s obvious that Matt totally enjoys his students and works hard to help them achieve success.</p> <p>Tootie Arnold has been the media assistant for several years. In addition to her role in the school, Tootie was an essential member on the Technology Committee. In addition to doing a wonderful job of teaching BGS students basic technology skills in the computer lab, she also advocates for students and teachers by identifying ways to improve upon current practice.</p> <p>Dorinda Gibney is the PD Coordinator. As such she is delighted to generate the grant proposal and support the work in any way possible. She plans to be on hand to provide and/or coordinate PD support, ensure that purchase orders are processed, facilitate team meetings, help coordinate the training, learn along with everyone else, and manage the reporting process.</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>The team members have indicated that all are willing and capable of fulfilling all requirements above, with the exception of the following, which will be addressed as follows:</p> <ul style="list-style-type: none"> • the team will participate in any required mini-grant meetings • the team will produce the 3-minute documentary video for presentation • the team will prepare lesson plans and materials necessary for sharing with others • the team will present the project within the district and in a regional or state venue • the team will participate in post-project evaluations for program improvement
<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>The impact of this proposal will be far reaching. Those impacted include:</p> <ul style="list-style-type: none"> • Twenty-six third grade students in Matt Finney’s classroom will be directly engaged in using the technology to produce videos in order to increase literacy skills • 40 ELL students currently attending Broken Ground School will be directly engaged in using technology to produce videos in order to increase language acquisition, literacy skills, vocabulary, and oral communication skills • The families of all BGS ELL students will have access to the resulting DVD collection • 10 teachers who take advantage of the opportunity to visit Matt’s and/or Ellen’s classrooms will learn more about effective instructional strategies for ELL students • All BGS staff and students will benefit from the presentations and productions created by these students, both through school wide assemblies and more informal exchange of lesson outcomes at staff meetings and in teacher teams.

<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>To further extend the reach of this work, we expect that:</p> <ul style="list-style-type: none"> • Some student videos will be posted on the existing district Comprehensive Literacy Framework website (in compliance with all acceptable use and parental permissions) to demonstrate promising instructional techniques for teaching discrete reading and writing skills • Other schools will have an opportunity to learn about this project through the Spring Celebration and the Christa McAuliffe Technology Conference • We anticipate that some content produced will be shared via CCTV • It's possible that if the project goes according to plan, we might have the Concord Monitor, or WMUR run a story about the combined emphasis on community-building and academic success.
<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>	<p><u>HD Flip Cameras:</u> These units will be used by teams of students and teachers to capture literacy lessons and student stories in real time. Video clips will be shared via DVD and on the district website so that parents and other students might extend their awareness of other cultures, see examples of content-based instructional strategies to better understand what students are learning with respect to literacy. Teachers will use video footage as formative assessment to monitor student progress toward reading, writing and communication standards. <i>(8 Flip Cameras at \$180.00 each)</i></p>	<p>\$1440.00</p>
	<p><u>Sony HDR-XR150 Handycam with Bag, Tripod and Extra Battery:</u> This technology will be used to film longer lessons and projects from a stationary point. Staff from the Concord Community TV studio will work with teachers and students to learn effective techniques that will result in high quality video production. <i>(One Sony HandyCam package)</i></p>	<p>\$550.00</p>
	<p><u>HP Network-Ready Color Laser Printer:</u> This technology will be used to create engaging photos and posters that will support language acquisition among ELL students and vocabulary for all participating students. The team ELL teacher currently uses her home color printer for this purpose with great results. The district will assume responsibility for toner and paper. <i>(One HP – Network Ready Color Laser Printer Model CP2025N)</i></p>	<p>\$350.00</p>
	<p><u>SMARTboard Document Reader/Camera:</u> Both the ELL and 3rd Grade Classrooms involved currently have SMARTboards. All team teachers are trained in the use of this technology and currently integrate it seamlessly into classroom instruction. The document reader will extend their capacity to engage learners by sharing student work and teacher documents via the SMARTboard. Students and teachers can use this technology to present to their peers. The whole class as well as small groups of students will have another powerful visual means of acquiring common vocabulary, developing fluency, and extending comprehension skills at their discretion with this tool.</p>	<p>\$807.00</p>
	<p><u>iMac Multimedia Workstation:</u> This technology will lie at the core of the project. It will serve as the communal creative center. Based on the hardware, selected software and the user interface, the iMac will allow project participants to modify, edit, enhance, and record their learning with respect to literacy skills and storytelling. Third grade ELL students and their classmates will collaborate to incorporate video, music, photos and websites into their stories. Teachers will initially learn the basic operational techniques for this workstation. From that point forward, students and teachers will explore the potential together. Next to the underlying curriculum standards, this is the most critical project element for helping students achieve success. <i>(Includes iMac 8GB 1333Mhz workstation iWork, Final Cut – Full version, Garage Band, Aperature, Microsoft Office for Mac, Apple Remote, Wireless Keyboard, 8X SuperDrive, and AppleCare).</i></p>	<p>\$3507.00</p>
	<p><u>Estimated Shipping Costs</u></p>	<p>\$314.17</p>

PROFESSIONAL DEVELOPMENT BUDGET		
Stipends for 3 team teachers to collaborate beyond the school day in order to learn about new multimedia hardware and software tools. (6 hours X \$20/hour for 3 team members)		\$360.00
Funds to send 4 team teachers to the Spring 2012 Celebration Event (4 X \$100)		\$400.00
Facilitator fee for consultants to work with the team on use and integration of new technologies into the literacy curriculum. To include a reading specialist and outside consultant who has done this work successfully. (4 hours X \$75/hour)		\$450.00
Consultant from CCTV to train team teachers and students on effective filming techniques		\$400.00
Funds for substitutes to enable other teachers to visit team classrooms in order to observe how technology is being used to improve achievement in literacy and promote cultural appreciation (10 subs X \$75/day)		\$750.00
FICA COSTS		\$138.00
RETIREMENT COSTS		\$79.00
INDIRECT COSTS		\$238.64
TOTAL PROJECT COSTS		\$9,784.34
Percentage of PD Costs to Project Total		26%
Percentage of Technology Costs to Project Total		71%
Percentage of Indirect Costs to Project Total		3%

To Cathy Higgins (chiggins@ed.state.nh.us)

Subject line must read: ***Concord School District Title II-D Grant Application***

Dear Cathy,

I am writing to confirm my support of the BUILDING BRIDGES TO LITERACY ACHIEVEMENT & CULTURAL UNDERSTANDING project which is proposed to take place at Broken Ground School.

Given the significant increase in the number of ELL families Broken Ground is currently supporting, I believe this project will provide us with exciting ways to improve language acquisition for all learners, while at the same time building a strong community of cultural awareness and respect.

The technology outlined in this proposal will enable us to use visual media to extend the academic day by directly delivering literacy content to ELL students and parents at home. At the same time, our ELL families will be encouraged to participate as contributors to the DVD archives through video storytelling which could involve filming cooking lessons, sharing cultural art, music and customs, and posting photographs from indigenous countries.

In capturing film of students as they practice reading aloud, retelling stories, and engaging in role-playing for intended audiences, we believe vocabulary development, fluency, and comprehension will develop naturally. And all members of the Broken Ground learning community will benefit from exchanging cultural knowledge.

I am happy to support the team of Ellen Kenny, Matt Finney, Tootie Arnold, and Dorinda Gibney in their work on this project.