

**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](http://www.nheon.org/oet/nclb))

District:	Newfound	Date:	2/13/2011
Project Manager:	Rebecca Chase		
Position Title:	6 <sup>th</sup> Grade Team Leader/Math		
Mailing Address:	155 North Main Street Bristol, NH 03264		
Email Address:	rchase@sau4.org		
Phone:	603744-8162 ex 311		

***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: Rebecca Chase

<b>Criteria</b>	<p><b>Applicants:</b> <i>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></p>
<p><b>Project Abstract (10 points)</b> A clear and concise abstract (<b>100-150 word limit</b>) outlines the mini grant project and overall goals, along with the process for implementing it in the classroom.</p>	<p>"Off the Grid" a co-curricular project looking to answer, how are our current energy practices reshaping our environment and what can be done to counter the effects? Our goal for the students is to understand how their energy consumption affects their community and for them to apply that knowledge globally. Students will evaluate renewable and alternative/nonrenewable energy sources and will be introduced with two lessons in each subject area to equip the students with the knowledge they will need. After the introductory lessons, we will visit renewable energy plants. The experience will culminate with projects in each subject area. Social Studies will be doing a current event project. In Literacy classes the students' will be running a debate or writing a persuasive essay. Some Math class students will follow renewable energy stocks others will be do and energy audit of our school. Science class will be hosting a science fair.</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>1. This is a sixth grade project that will encompass all subject areas. The project aligns with the NMMS science curriculum, where energy is one of the units covered. In the sixth grade Social Studies curriculum, students learn about their community and geography. This project supports both of those areas. The Math curriculum is a standards-based, spiraling curriculum therefore this project addresses numbers and operations, functions and algebra, geometry and data, statistics and probability.</p> <ul style="list-style-type: none"> <li>• An introductory lesson will be taught in Social Studies. This will introduce the students to the concept of global warming and energy conservation. It will also address how rises in temperature might affect NH.</li> <li>• Lesson two will be taught in Science where students will do a lab illustrating what greenhouse gases are and how they keep the earth warm.</li> <li>• Lesson three will be taught in Literacy. Students will watch "<i>An Inconvenient Truth</i>". After the class synthesizes what they have watched, they will discuss persuasive techniques and which were used by used to help support Vice President Gore's point of view.</li> <li>• Lesson four will take place in Math. Students will calculate their ecological footprint. They will use this information and compare it to the nation average. They will also create ways to reduce their footprint by 10%, 15% and 20%.</li> <li>• Lesson five also takes place in math. They will determine the school buildings energy use based on the US Green Building Councils building certification system. They will then look at how these costs impact the student, for example field trips or purchasing supplies.</li> <li>• Lesson Six will take place in Social Studies. Students will explore global energy trends. Students will create an energy brochure/or website for their state that details the state's main energy use.</li> <li>• Lesson seven is a lab that takes place in science and explores renewable and nonrenewable energy sources.</li> <li>• Lesson eight will be taught in literacy. Students will be given the scenario they are living in 2080 the fossil fuel supply in nearly exhausted. Students will be given character's roles and will do narrative from the point of view of their character.</li> <li>• Lesson nine will also happen in Literacy. Students will use all of the knowledge they have gained over the past eight lessons to debate the pros and cons of government involvement in these issues.</li> </ul> <p>The following week the sixth grade team will travel to renewable energy plants and will listen to various speakers addressing renewable energy. The experience will culminate with students being assigned a subject specific projects led by each of the subject area teachers. Social Studies will be doing a current event project. In one Literacy class the students will be running a debate. In the other Literacy class they will be writing a persuasive essay. In one Math class students will follow renewable energy stocks. In the other Math class students will be revisiting the Savings Through Energy Management (STEM) program to evaluate the effectiveness of the improvements NMMS has undertaken. Science class will be hosting a science fair. The very nature of this real world project will advance the achievement of our students as they synthesize all of their subject areas' knowledge to tackle a current and relevant topic.</p>
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<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>2. Our essential question is <b>“How are our current energy practices reshaping our environment and what can be done to counter the effects?”</b> Our goals include understanding how their energy consumption affects their community and applying that knowledge globally. Students will also evaluate renewable and alternative/nonrenewable energy sources.</p> <p>Throughout the unit multiple frameworks and Core Competencies are addressed including: 1. The Core Competencies, 2. Understand ratio concepts and use ratio reasoning to solve problems, 3. Solve real-world and mathematical problems involving area, surface area, and volume, 4. Apply and extend previous understandings of to algebraic expressions, 5. Reason about and solve one-variable equations and inequalities, 6. Represent and analyze quantitative relationships between dependent and independent variables. Off the Grid also addresses many of the State of New Hampshire GLE’s including: M(N&amp;O)–6–1, M(N&amp;O)–6–3, M(N&amp;O)–6–4, M(F&amp;A)–6–2, M(F&amp;A)–6–3, M(G&amp;M)–6–6, M(DSP)–6–</p> <p>In Science, Core Competencies are tackled including Key Ideas and Details standards 1, 2 and 3. In the Core standard of Integration of Knowledge and ideas, Off the Grid tackles standards 7, 8 and 9. Along with the Common Core Standards the science lessons also address the State of New Hampshire GLE’s including: S:ESS1:8:1.1, S:ESS1:8:1.2</p> <p>In Social Studies Core standard 1 and 2, Key Ideas and Details, Integration of Knowledge, and Ideas found in the Reading for History/ Social Studies, standards 7, 8 and 9 are addressed with this project. The Social Studies lessons will also address the following State of New Hampshire Social Studies GLE’s: SS:GE:6:1.3:, SS:GE:6:3.1:, SS:GE:6:3.3:,SS:GE:6:3.4:</p> <p>Reading Standards for Informational Text Common Core Standards that are addressed with this project are 1,2,7,8 and 9. The Common Core Writing Standards 1,2,6,7,8, and 9. Some of The State’s GLE’s that we will work with are: W–6–2.1, W–6–2.3, W–6–2.2, W–6–3.1, W–6–3.3, W–6–6.1, W–6–6.2, W6–7.1, W–6–8.1 W–6–8.2 W-6-8.3</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.

The cross curriculum unit that the sixth grade team has created is an original project titled "Off the Grid". It is a unit focusing on renewable energy sources. In each subject area we will be teaching different lessons introducing renewable energy (the lessons are attached). After the introductory lessons, a visit to select alternative/renewable energy plants will be scheduled for the week of May 23<sup>rd</sup>-27<sup>th</sup>. The experience will culminate with different projects led by each of the subject area teachers. Social Studies will be doing a current event project based on what they have learned. In Mr. Hill's Literacy class the students will be running a debate. Mrs. Gabler's Literacy class will be writing a persuasive essay. Ms. Magee's Math class students will follow renewable energy stocks. My math class will be revisiting the STEM program to evaluate what Honeywell has done. Mr. Snyder's Science class will be hosting a science fair.

The project focuses on a current, sometimes controversial, issue that affects all aspects of our lives. Our essential question is, "How are our current energy practices reshaping our environment and what can be done to counter the effects?" Goals include students understanding how their energy consumption affects their community and their global application of that knowledge. Students will also evaluate renewable and alternative/nonrenewable energy sources. Our goal is for the students to become more aware of their impact on the environment. These goals will be achieved through the individual lessons taught before the field trip and with the final project where students synthesize all they have learned, form an opinion and share it with their peers.

Mr. Snyder and I felt we could achieve our goals for this through the employment of technology. After some discussion, we decided that the use of Smart Boards would greatly enrich our projects and provide an even higher level learning experience for the students. We looked at how technology could enhance each of our original culminating projects. For my culminating project, my students will document all of what they have learned on a blog or wiki and create a pod cast that can be shared with the School Board and posted on the school's website. Mr. Snyder will have his students present their findings as a PowerPoint with links to the blog his students will be creating.

Lesson 2 is a global warming lab that is done in science. After the lab is completed students will use the Smart Board to explore examples of global warming in Alaska. They will also search for any of science communities' current studies or conclusions. With lesson seven, students explore renewable energy sources with a lab. At the completion of the lab students will use the Smart Boards to look at the cost, the environmental impact, the ease of creating a plant and the feasibility for use in their community.

As we work on the 4<sup>th</sup> lesson (math), students will use the Smart Boards to go to [www.earthday.net](http://www.earthday.net). This site will assist them in calculating their ecological footprint. After they have calculated the footprint they will use the Smart Board to find alternative ways to reduce it. They will post this information on their wiki or blog. For the second lesson taught in math (5<sup>th</sup> lesson), students will explore the US Green Building Councils website as they rate the school's energy consumption. Using the Smart Boards, they can then explore other schools that are working to reduce their energy use to determine if any of those strategies would be applicable to them.

<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>NMMS is a school whose population is comprised of 37.42% free and reduced lunch. Due to demographics in our area there is minimal technology in our building. This puts our students at a distinct disadvantage to other students across the state. Our goal is to show them how learn from and participate in using the Internet intelligently.</p> <p>We are currently on our third year as a School in Need of Improvement. Our school has taken great strides to address the issue. We have worked hard to align our curriculum to the standards in all subject areas. We have created a grass routes differentiation initiative, where teachers meet as teams and cross grade. We use Professional Learning Community protocols to create or modify each other’s lessons, examine student work, and collectively solve problems. We are embarking on a plan to ensure increased communication between special educators and general educators with the final goal of working more collaboratively. Grade level teams conduct student protocols involving special education, the speech and language department, guidance and occupational therapy.</p> <p>Although our scores are improving vastly there is still more that we can do to promote our students success. We believe that this project can be vastly improved with the use of technology.</p>
<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>The four participatory forms of the NML are connecting, creating, collaborating and circulating. These are well addressed with the blog and pod cast requirement.</p> <p>The 12 literacies that build on traditional literacy are addressed with the real world connections our project has. Students will be required to evaluate information they have found on the Internet based on the source and the information itself. This activity addresses the judgment literacy. The students will work first as the 6th grade student body and then as teams evaluating what they are learning, address the collective intelligence literacy. The essential idea of our culminating projects is Transmedia Navigation, as the students will be working with Smart Boards and Ipods to navigate the web, create pod casts, and wikis/blogs.</p> <p>The three challenges of NML are the participation gap, the transparency problem and the ethics challenge. With the purchase of the Smart Boards, our students will be able to have more access to technology, hopefully creating students who are more prepared for its use in the future. As students research their topics, they will be evaluating the way information can change their view of the world. The knowledge they will be sharing via the Internet will allow them to understand that they have the ability to impact their community.</p> <p>This project addresses the ICT Literacy skills but the main goal of the project is core content. The project aligns with NMMS science curriculum where energy is one of the units covered. In the sixth grade Social Studies curriculum students learn about their community and geography. This project supports both of those. The Math curriculum is a spiraling curriculum therefore this project addresses numbers and operations, functions and algebra, geometry and data, statistics and probability.</p>

<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>Off the Grid is an authentic learning experience where students work in groups and chose a problem, related to the unit, that they are interested in supporting. We are asking the students to collect and assess information and form opinions based on what they have uncovered. The project has addresses multiple learning styles. We are encouraging students to work collaboratively, to communicate with peers, to research, to improve their inquiry skills, and to present their final project. These are some of the most fundamental definitions of project based learning.</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>One of our goals will be to continue to integrate technology in our curriculums to foster a more meaningful learning experience for our students. We believe the use of technology in our daily lessons will encourage students to be more active learners. We will achieve this goal by attending Plymouth State University's The Integration of Technology in the K-12 Curriculum. We also will be attending a SMART board class at Inter-Lakes. We want to fully understand how we can utilize the technology daily. We are also interested in continuing to plan co-curricular lessons. The National Science Teachers Association has many opportunities that we are researching.</p>
<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>Both Dr. Marie Ross, Newfound Area School District Superintendent and Eric Chase, Newfound Memorial Middle School's Principal are supportive of our desire to implement this project and of our application for the Mini-Tech Grant. Letters of support are attached.</p>

<p>6. Proposal supports schools, teams, or districts that haven't participated in mini-grants previously or partners with such entities.</p>	<p>The sixth grade team at Newfound Memorial Middle School has never been awarded a grant before. There is limited technology available at the sixth grade level. While teaching at the seventh grade level, I partnered with the seventh grade social studies teacher, Paul Hoiris and we were awarded a Mini-Grant in 2008.</p>
<p>7. Proposal indicates partnerships which involve NH teacher preparation program faculty.</p>	<p>Lisa Nelson, a student teacher from Plymouth State University is currently student teaching in my math class. She will be participating in our project. Dr. Marie Ross is a professor at Plymouth State University and Jack Barry, the head of the math department at PSU, has all volunteered to assist us in anyway possible. We also have contacted the science department at Plymouth State University in the hopes they may be able to supply guest speakers that can share with the students the importance and relevance of renewable energy.</p>
<p>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.</p>	<p>NMMS follows a full inclusion model with all Special Needs students participating in all subject areas to the greatest extent possible. The school is currently working to create a more successful collaboration between the special education department and the general education teachers. Part of this collaboration will include involving the special education team to help pair students with projects, especially those that will utilize the technology awarded with this grant.</p> <p>Should students not be involved in a project that utilizes much of the technology, they will still be required use the technology. In math, students will use the Smart Boards to go to <a href="http://www.earthday.net">www.earthday.net</a> to assist in calculating their ecological footprint. After they have calculated the footprint they will use the Smart Board to find ways to reduce their footprint. Students will post this information on their wiki or blog. They will also explore the US Green Building Councils website as they rate the schools energy consumption. Using the Smart Boards they can then explore other schools that are working to reduce their energy use to determine if any of those strategies would be applicable to them.</p> <p>Students will use the Smart Board to explore examples of global warming in Alaska and search current studies the science community have concluded on the issue. All students, including those with special needs, will use the Smart Boards to investigate geothermal energy, hydropower, landfill gas, photovoltaic solar power and wind power to look at the cost, the environmental impact, the ease of creating a plant and the feasibility for use in their community.</p>
<p>9. Proposal indicates plans for dissemination of the project to other schools and districts throughout the state, including presentations at 2 or more venues.</p>	<p>Within our district we are planning on inviting the seventh and eighth graders to our see our final presentations. We also want to share the students' work with the four elementary schools in the district. We are seeking to share with other districts as well. Our first thoughts are that Jon Snyder has a close relationship with the science department at Inter-Lakes and could have the students present their findings to them via Skype and Podcast. I have a connection with Warren Elementary school and am exploring the same possibilities with that school.</p>

<p>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.</p>	<p>The video requirement is built into the project. Students whose culminating project is with Jon Snyder or me will be keeping track of their journey with video, journals, Podcasts, and their wiki page. To ensure that all students' work is included in the video students will record and reflect on other culminating projects.</p>
<p><b>Capacity for Success (35 points)</b> 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>	
<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.</p>	<p>Having received the Tech Mini Grant while working as the seventh grade math teacher, I am well aware of the requirements. Paul Hoiriis and I were awarded a grant in 2008. Our school and district were extremely supportive. We participated in all of the required classes and presentations. We enjoyed collaborating with other grant recipients and seeing the work they were doing.</p>

<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>NMMS is a school whose staff is extremely dedicated to their students. As a whole, we go far above what is expected of an educator. We have effectively aligned our curriculum to the State standards and shared this information with the elementary schools and high school. We have created a grass routes differentiation initiative, where teachers meet as teams and cross grade. We have initiated a committee that created a Differentiated Instruction planner that was developed and distributed to all staff for their daily use. It is full of differentiation hints and assessment ideas, website links, graphic organizers, multiple intelligence surveys, lesson plan ideas, and student and teacher self-reflections. We use Professional Learning Community protocols to create or modify each other's lessons. We are embarking on a plan to ensure increased communication between special educators and general educators with the final goal of working more collaboratively. As grade level teams, we conduct student protocols involving special ed, the speech and language department, guidance and occupational therapy. We are in a school where staff members' ideas are encouraged and supported. This environment allows us to take on challenges without the fear that failure, while taking a risk, will be condoned.</p> <p>Our population is comprised of 37.42% free and reduced lunch. Due to demographics and infrastructure issues in our area, there is limited technology in our building. This puts our students at a distinct disadvantage compared to most other students across the state. Our goal is to show them how learn from and participate in the internet intelligently. The administration, the team and the technology department support this goal.</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>The administration and building level team leaders have created an environment of project-based learning using differentiated lessons. Many of our curriculums, including the math curriculum, are project-based. The climate in our building is one of experimentation and collaboration. We have created a grass routes differentiation initiative, where teachers meet as teams and cross grade. We have initiated a committee that created a Differentiated Instruction planner that was developed and distributed to all staff for their daily use. It is full of differentiation hints and assessment ideas, website links, graphic organizers, multiple intelligence surveys, lesson plan ideas, and student and teacher self-reflections. We use Professional Learning Community protocols to create or modify each other's lessons. We are embarking on a plan to ensure increased communication between special educators and general educators with the final goal of working more collaboratively. As grade level teams, we conduct student protocols involving special education, the speech and language department, guidance and occupational therapy. We are in a school where staff members' ideas are encouraged and supported. This environment allows us to take on challenges without the fear that failure, while taking a risk, will be condoned. The support that we are given in other areas, including but not limited to the procedures explained above, will ensure successful implementation of the project.</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>The sixth grade team worked over the summer last year to create "Off the Grid". We each have a vested interest in implementing the co-curricular unit on which we have so diligently worked. Both Jon Snyder and I are extremely technology literate and have a strong desire to share that knowledge with our students. Jon's ability to organize and to plan well out into the future compliments my vision and goals of what we can accomplish. Jon is an educator who searches for ideas and support from his team and others. With my teaching experience and his enthusiasm, we are able to collaborate and create successful learning opportunities for our students.</p>

<p>5. Proposal indicates team member and district/administrative support with respect to:</p> <ul style="list-style-type: none"> <li>• implementing the project in classrooms,</li> <li>• supporting the professional development opportunities necessary to successfully participate in the Mini-Grant program,</li> <li>• participating in required mini-grant meetings,</li> <li>• producing the 3 minute documentary video for presentation,</li> <li>• preparing the lesson plans and materials necessary for sharing with other,</li> <li>• attending the Mini-Grant celebration day,</li> <li>• presenting the project within the district and at a regional or state venue, and</li> <li>• participating in post-project evaluations for program improvement.</li> </ul>	<p>The Superintendent of Schools and the NMMS Principal are both fully supportive of the professional development that is required, participation in the mini-grant meetings, attending the Mini-Grant celebration and presenting the project within the district or at any other level.</p> <p>The entire sixth grade team is vested in implementing the project in the classroom. We are excited to participate in the professional development required, participate in the Mini-Grant meetings and celebration. We look forward to the opportunity to present Off the Grid within our district or at another level. The lesson plans for the unit have already been created. We will have more than enough video to easily create the 3-minute documentary necessary for the presentation. We look forward to participating in a post-project evaluation.</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>The entire 2010-2011 sixth grade student body will participate in Off the Grid and therefore be impacted by the technology awarded in the grant. We are hoping to continue and expand the project in the future ensuring that all future sixth grade classes will use the technology. Jon Snyder and I will be using the Smart Boards within our classrooms. We have already discussed with our team members they are more than welcome to use the boards, switching classrooms as necessary to allow for this.</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>Within our district we are planning inviting the seventh and eighth graders to our see our final presentations. We also want to share the students’ work with the elementary schools within the district. We are working on sharing with other districts. Our first thoughts are that Jon Snyder has a close relationship with the science department at Inter-Lakes and will be having the students present their findings to them via Skype and Podcast. I have a connection with Warren Elementary school and am exploring the same possibilities with that school. I am also currently researching the possibility of connecting to another school (out of state or out of the country) that is involved in a similar project. I am hoping to create a blog between the schools to share what they have done.</p>
<p><b>Budget (5 points)</b> 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>	

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.

Technology Purchases Mini-tech grant

Recordex iMMPad Wireless Interactive Multimedia Tablet	2	\$260	\$520
Samsung SDP-860 SamCam SXGA Digital Visual Presenter	2	\$720	\$1,440
SMART Board 680	2	\$2,000	\$4,000
Wireless Bluetooth Connection for SMART Board 600 series	2	\$200	\$400
Ipod Touches 8 GB	2	\$200	\$400
Logitech Pro Web Camera	2	\$60	\$120
LC Projector Mounting Kits	2	\$75	\$150
Shipping			\$100

**Total** **\$7,130**

Professional Development Mini-tech grant

Grant Celebration	1	\$100	\$200
PSU Masters Class	1	\$1500	\$1500
Rebecca and Jon will both participate in the course. Rebecca's tuition will not be included as she has a student teacher. This grants her one graduate level course for free.			
National Science Teacher Association On-Line Course	2	\$250	\$500
SMART Board Training	2	\$300	\$600

**Total** **\$2800**

**TOTAL PD and TECHNOLOGY** **\$9930**

Hi, Cathy-

I am on vacation and not in my office to put this on letterhead and scan it in to you. Please feel free to call me at 520-7356 if you need to verify. I will mail a hard copy next Monday. We seemed to have had some confusion over due dates and which things were due when. I apologize and hope that you will consider the application for this wonderful project, as it is a team effort with integrated curriculum that is timely in light of our district's recent energy upgrades. The 6th Grade staff is amazing, and I know they will make us all proud!

Thank you,  
Marie

*To Whom It May Concern:*

*I write this letter in support of the New Hampshire NCLB Title II-D Classroom Technology Mini Grant written by New found Memorial Middle School mathematics teacher Rebecca Chase. I certify that I have read the RFP, understand the requirements and am supportive of the professional development that is required, the required participation in the mini-grant meetings, the Mini-Grant celebration, and of the participants presenting their project within the district or at any other level.*

*Please contact me at 520-7356 should additional information be necessary.*

*Marie Ross*

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Marie Ross, EdD  
Superintendent, Newfound Area School District  
20 North Main Street  
Bristol NH 03222  
Ph 603.744.5555 x237  
FAX 603.744.6659  
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# Newfound Memorial Middle School

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155 North Main St.  
Bristol, NH 03222

Fax- 603-744-8037

Eric W. Chase  
Principal

Trisha Lewis  
Assistant Principal

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2-14-11

To Whom It May Concern:

I write this letter in support of the New Hampshire NCLB Title II-D Classroom Technology Mini Grant written by Newfound Memorial Middle School mathematics teacher Rebecca Chase. I certify that I have read the RFP, understand the requirements and am supportive of the professional development that is required, the required participation in the mini-grant meetings, the Mini-Grant celebration, and of the participants presenting their project within the district or at any other level.

Please contact me at 744-8162 ext. 102 should additional information be necessary.

Sincerely,

Eric W. Chase  
Principal