

APPLICATION PACKET

TECHNOLOGY LITERACY CHALLENGE FUND

Sub-grants

Fifth Round of Funding

New Hampshire Department of Education
October 6, 2000

**TECHNOLOGY LITERACY CHALLENGE FUND SUB-GRANTS
Fifth Round of Funding**

APPLICATION PACKET CONTENTS

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**TECHNOLOGY LITERACY
CHALLENGE FUND**

Sub-grants

REQUEST FOR PROPOSALS

For

Fifth Round Funding

Office of Educational Technology
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

**Application Deadline
January 19, 2001**

Department Contacts
Chrys Bouvier 271-8049
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**REQUEST FOR PROPOSALS
TECHNOLOGY LITERACY CHALLENGE FUND SUB-GRANTS
Fifth Round of Funding**

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**REQUEST FOR PROPOSALS
TECHNOLOGY LITERACY CHALLENGE FUND SUB-GRANTS
Fifth Round of Funding**

Introduction

I. Authority and Funding

This request for proposals solicits applications for funding under the Technology Literacy Challenge Fund, ESEA, Title III. Sub-grants to school districts will be awarded by the New Hampshire Department of Education through a **competitive** process.

We anticipate that Congress will appropriate \$425 million throughout the United States to fund the fifth year of the Technology Literacy Challenge Grant Fund. New Hampshire expects to have \$2.018 million available to distribute to school districts.

II. Purpose and Scope

A. Purpose: The purpose of this program is to advance the full integration of technology into teaching and learning so that all students will be technologically literate by the dawn of the 21st century. To this end the President has identified the following four goals:

- All teachers will have the training and support they need to help all students learn through the use of computers and through the information superhighway.
- All teachers and students will have modern computers in their classrooms.
- Every classroom will be connected to the information superhighway.
- Effective and engaging software and on-line resources will be an integral part of every school curriculum.

B. Scope: The Technology Literacy Challenge Fund provides for state-administered grants, which will be awarded to school districts on a competitive basis. For this round of funding the Department has divided the monies into three categories. The first category will select sub-grantees that propose using one or both of the professional development products identified by the New Hampshire Department of Education. All school districts are encouraged to apply for this category. The second category can **only** be applied for by school districts having schools with a higher than ten to one, student to modern computer ratio, for the purpose of reaching at least a ten to one student to modern computer ratio within those schools. Those schools so identified by the New Hampshire Technology Survey 1999 are listed within this RFP. School districts applying for hardware **must** apply for one of the professional development products or have a professional development focus to their special project. The third category is special projects. This last category is open to any school districts that can demonstrate their progress in the areas of professional development for the integration of technology into the curriculum and procurement of modern hardware. School districts applying for hardware may only apply for a special project that has a professional development focus if they elect not to apply for one of the professional development products.

III. Grants and Eligibility

A district may submit only one proposal as a district. There may be up to three parts for each proposal: one for each professional development product, and one for hardware to reach a ten to one student to modern computer ratio or one for a special project.

Fifth round funded awards will be made for the period March 2001 through June 30, 2002. All awarded funds must be obligated prior to June 30, 2002.

- A. **Professional Development Awards.** Individual awards for the professional development products will be for the cost of the product for that school district. All school districts are encouraged to apply for both of these products.
- B. **Hardware Awards.** Individual awards for hardware purchases are limited to the total cost of the number of modern computers required to meet the ten to one, student to modern computer ratio, within that school district. These are only for computers available for student use. School districts requiring technology support to implement the use of this hardware may include an additional 10% of the grant request for hardware to be used for personnel to supervise the setup and installation of the new hardware. The New Hampshire Department of Education will not fund any telecommunications services, connections, or hardware eligible for E-rate reimbursement through this round of funding.
- C. **Special Projects.** These awards are offered for technology projects aligned with a school district technology plan. This is not intended for those districts struggling to reach a ten to one student to multimedia workstation ratio unless there is a professional development focus. A school district may only apply for one special project.
- D. **Technology Plan Requirements.** In order to be eligible for a sub-grant, each school district must have a currently approved technology plan. This technology plan addresses the types of technologies to be acquired, how they will be integrated into the curriculum, collaborative efforts to maximize the use of technology, professional development, existing sources of supporting resources, projected costs, and mechanisms to coordinate all technology funds. There **must** be evidence of sufficient district funds budgeted for technology if a proposal is to be considered feasible and sustainable. The Office of Educational Technology has made a Technology Planning Guide available on our web site: <http://www.ed.state.nh.us/edtech/ethome.htm> All school district technology plans which are expiring prior to June 30, 2001 will be considered valid for this round of funding. Any non-public school within a district wanting to participate in the district application must have a technology plan on file at the New Hampshire Department of Education prior to the TLCF deadline of January 19, 2001.
- E. **Technology Survey Requirements.** Additionally each school building within a school district must complete the New Hampshire Technology Survey 2001 being sent to each school building this fall. If a non-public school wants to participate in the district application for TLCF they will have to complete a Technology Survey 2001. All school districts receiving TLCF funding through this round of funding must commit to a minimum of 75% of their district staff completing a technology/professional development needs survey to be provided by the NH Department of Education within the project period.
- F. **Application Reviews.** Applications for the professional development products, hardware, and special projects will be reviewed by a team of qualified individuals. All applications will be weighted according to the rubric for each application part. The rubric for each application part is included within these instructions.

IV. Notification of Non-Public Schools

Section 14503 of Title XIV of the ESEA requires that school districts offer local private schools the opportunity to participate in the Technology Literacy Challenge Fund on an equitable basis and that such consultation shall occur **during the design and development of the applications.** (See Equitable Access Assurances in the Application Packet.) Non public schools wanting to participate in a school district application for this round of funds, must have a technology plan and a completed Technology Survey 2001 on file at the New Hampshire Department of Education.

Equipment purchased as a result of a TCLF Grant remains the property of a public school district even though on loan to a non-public school.

One way to address this requirement is to notify all non-public schools within a district's boundaries by letter. Such correspondence may be a form letter.

An example of wording a letter:

XYZ School District is in the process of preparing and submitting a grant to the New Hampshire Department of Education under the Technology Literacy Challenge Fund Sub-grant. This is a federally funded competitive grant program in which funds can be used to provide teacher training. Non public schools wishing to participate in this application must have a technology plan and a completed Technology Survey 2001 on file at the New Hampshire Department of Education.

If you are interested in participating in this program, please check the appropriate box below. We will contact you within a few days to discuss the grant, ask for your ideas, and try to determine what would be most beneficial for your school.

Regardless of whether you want to participate, we ask that you return this letter so that we will know how to proceed.

V. Consortia

The State shall make grants only to individual public school districts. For this fifth round of funding there will be no consortia proposals. If a non-public school is participating in a school district application, that application is still considered a school district proposal, not a consortium.

VI. Reduction of Disparities

The Department considers the reduction of disparities between the technologically-endowed districts and the non-endowed districts a high priority. This type of disparity was evaluated in the New Hampshire Technology Survey 1999 and again in 2000. Every school building in New Hampshire responded to the Technology Survey 1999 and 2000. We have collected the data from this survey and identified those school districts with a greater than ten to one student to modern computer ratio. These disparities may be the result of Educational, Economic and Social reasons. This type of disparity is addressed in the Economic, Educational, Social Needs Criteria (EES) of this RFP. (In the section APPLICATION COMPONENTS III.)

In order to be considered for a Technology Literacy Challenge Fund Sub-grant, **each** school building within an applying district **must** complete the New Hampshire Technology Survey 2000, even if the proposed funds will not be used for a particular school. Non-public schools are not required to complete this survey unless participating in the application. Contacts at all public school buildings within the district will be receiving information to complete the Technology Survey 2001 forms this Fall. The person designated by the school district as the building contact has been indicated as the person completing the form for their building. If the building contact has changed, please notify Chrys Bouvier at cbouvier@ed.state.nh.us or 271-8049. Non public schools may request a blank Technology Survey 2001 from the Office of Educational Technology at the New Hampshire Department of Education by contacting Chrys Bouvier.

This is the **only** school Technology Survey you will need to complete for the New Hampshire Department of Education in order to be eligible for this round of funding. The Department of Education will be using this data for decision making on educational technology initiatives. This data should also be utilized by the LEA when writing or updating their technology plans. All school districts receiving TLCF funding through this round of funding will commit to a minimum of 75% of their district staff completing a technology/professional development needs survey to be provided by the NH Department of Education within the project period. It is expected that the data collected

from this staff survey will assist districts and the State with professional development decisions related to the District Master Professional Development Plans, as well as technology professional development offerings through the Office of Educational Technology. This data will also assist school districts when completing technology surveys in subsequent years.

IF ANY SCHOOL WITHIN A DISTRICT FAILS TO COMPLETE THE SURVEY, THE DISTRICT WILL BE INELIGIBLE FOR ANY TECHNOLOGY FUNDS ADMINISTERED THROUGH THE NH DEPARTMENT OF EDUCATION.

Therefore, the New Hampshire Department of Education will be using the data collected from our Technology Surveys along with the EES points to note disparities between school districts and determine if they need assistance reaching a ten to one student to modern computer ratio. If a school district has reached the ten to one student to modern computer ratio by the end of the 1999-2000 school year, that school district may not apply for hardware offered through this round of TLCF.

VII. Submission Information

An original and four copies of the application must be received by the **Division of Program Support, Attn. Chrys Bouvier, Department of Education, 101 Pleasant Street, Concord, NH 03301-3860, no later than 4:30 p.m. on January 19, 2001.** Applications submitted after this deadline, incomplete or not conforming to the form set forth below will not be considered. Receipt may be verified by calling Chrys Bouvier at 271-8049 or cbouvier@ed.state.nh.us.

Applications will **not** be accepted via facsimile or electronic mail.

MATERIAL SUBMITTED MUST BE TYPED, SINGLE SPACED, AND IN A FONT SIZE NO SMALLER THAN 12 POINT. PLEASE USE THE SPACE PROVIDED ON THE FORMS ONLY. DO NOT SEND ATTACHMENTS UNLESS SPECIFICALLY REQUESTED. DO NOT BIND THE APPLICATION, ITS COMPONENTS OR THE COPIES WITH ANYTHING MORE THAN A STAPLE OR PAPER CLIP. PLEASE, NO THREE RING BINDERS OR SPIRAL BINDING!

EACH APPLICATION COMPONENT MUST BE CLEARLY IDENTIFIED AND RESPONDED TO IN THE ORDER ASKED WITHIN THIS RFP. PLEASE INSERT THE DISTRICT NAME IN THE PLACE PROVIDED AT THE TOP OF EACH PAGE SUBMITTED.

A FORM 1 IS NOT REQUIRED WITH THE APPLICATION. HOWEVER, SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLETE A FORM 1 TO BEGIN THEIR PROJECT. INDIRECT COSTS MAY BE ADDED TO THE HARDWARE OR SPECIAL PROJECTS PART OF THE FORM 1. NO INDIRECT COSTS MAY BE ADDED TO THE PROFESSIONAL DEVELOPMENT PARTS OF A FORM 1.

ONLY THOSE APPLICATIONS CONFORMING TO THE FORMAT INCLUDED HEREIN WILL BE CONSIDERED FOR REVIEW. APPLICATIONS WHICH DO NOT FOLLOW THE GUIDELINES WILL NOT BE ELIGIBLE FOR FUNDING.

VIII. Timeline

The New Hampshire Department of Education has established the following timeline:

October 6, 2000	Release of Sub-grant RFP
October 17, 2000	Southwest Region Technical Assistance Seminar for this round of TLCF and use of the Technology Planning Guide 9:00 AM – Noon Instructional Resource Center, Roosevelt School 438 Washington Street Keene, NH Contact: Ceil Scranton 603-357-0101
October 18, 2000	Lakes Region Technical Assistance Seminar for this round of TLCF and use of the Technology Planning Guide 9:00 AM – Noon Memorial Middle School Library Laconia, NH Contact: Bob Champlin 603-524-5710
October 19, 2000	South Central Region Technical Assistance Seminar for this round of TLCF and use of the Technology Planning Guide 9:00 AM – Noon West Running Brook School Derry, NH Contact: Dot Wiley 603-432-1250
October 20, 2000	Northwest Region Technical Assistance Seminar for this round of TLCF and use of the Technology Planning Guide 9:00 AM – Noon Lebanon High School Contact: 448-1634
October 23, 2000	Southeast Region Technical Assistance Seminar for this round of TLCF and use of the Technology Planning Guide 9:00 AM – Noon Culinary Arts Dining Room, Portsmouth High School Portsmouth, NH Contact: Ed Stokel 603-436-7100;e.stokel@portsmouth.k12.nh.us
January 19, 2001	Deadline for submission
February 20-22, 2001	Review of applications
March 23, 2001	Recommendations made to the Commissioner and State Board
March 27, 2001	Announcement of Sub-grant Awards

Application Components

I. Each school district that is applying for funding from the Technology Literacy Challenge Fund (TLCF) must submit an application set consisting of the following components:

- **Signed Application Cover Page.** With original signature (form included in Application Packet) There will be one cover sheet for all four application parts.
- **Equitable Access Form** (included in Application Packet) There will be one Equitable Access Form for all four application parts.

- **Completed Application Forms.** There are four different application parts (two professional development products, one for hardware, and one for a special project). Only complete those application forms for those parts for which you are applying. All forms contained within a part must be completed in order to be considered for that part. School districts applying for hardware **must** apply for at least one of the professional development products or have a professional development focus within their special project.

II. Description of Application Parts

1. PROFESSIONAL DEVELOPMENT BY CLASSROOM CONNECT: CONNECTED UNIVERSITY

Classroom Connect’s *Connected University* is an on-line professional development community, which provides on-line courses for teachers focusing on teaching and learning issues. Special emphasis is made between standards and technology. Considerations include the use of appropriate learning theory, research-based information, current curriculum integration strategies as well as technical skills and strategies. In addition to courses, on-line tutorials, a rich web-link library and other resources will be available to licensees. These resources and courses are specifically designed to assist educators in the integration of technology across all grades K-12. *The Connected University Library* hosts the *Learner Projects Gallery*, home to all the projects created in the online courses.

Connected University includes courses and tutorials designed for the most novice of users. Simple things like how to know when text is “clickable” on the web are included. At the same time, more veteran users will find courses for those wanting to create web pages and courses specifically designed for site technology leaders.

The selection of courses includes:

Basics Short Courses:

- Short Course: Internet Basics
- Short Course: Email Basics
- Short Course: Computer Basics
- Short Course: Message Board Basics
- Short Course: Searching and Browsing Basics

Courses by the American Museum of Natural History:

- Diversity of Fishes
- The Study of Spiders
- Why Are There No More Woolly Mammoths?

Curriculum:

- Quests: Creating Adventure Learning in Your Classroom
- Reading and Language Arts Online
- Science and Technology: A Natural Partnership
- Social Studies Online: An Overview
- Using Technology to Support Literacy Instruction
- Using the Net to Create Thematic Units

Administration:

- Leading with Technology

Specialist:

- Managing Technology Life Cycles
- A Technology Coordinator’s Tool Kit
- Technology’s Role in the Special Education Classroom

Instruction:

- Collaborating with Parents
- Creative Assessment Strategies
- Essential Questions
- Internet in the Classroom: First Steps
- My First Web Page
- My Next Web Pages
- The One-Computer Classroom by Tom Snyder Productions
- PowerPoint in the Classroom
- Teaching Multiple Intelligences through Technology
- Technology and Assessment
- Technology's Role in the Special Education Classroom
- WebQuests

Standards:

- Teaching to Standards
- Teaching to California Standards
- Teaching to Florida's Sunshine Standards
- Teaching to Texas TEKS

The tutorials, or “How-to Guides” are provided in *Connected University* to offer quick supportive and informative tidbits of information on commonly needed topics. These are not six-week courses but rather short mini-lessons and checklists to help learners with common tasks or to answer frequently asked questions.

- How to Manage Bookmarks
- How to Attach Files to Email
- How to Create your Own Hotlist
- How to Choose a Search Tool
- How to Download Files
- How to Choose a Directory
- How to Search the Web
- How to Choose a Search Engine
- How to Legally Use Internet Resources
- How to Cite Internet Resources
- How to Develop an AUP
- How to Interact with Experts
- How to Purge your Browsers Cache
- How to Surf Safely
- How to Create Electronic Portfolios
- How to Evaluate Web sites
- How to Track Internet Resources
- How to Use Good Netiquette
- How to Set up and Manage Mailing Lists
- How to Download and Install Plug-Ins
- How to Participate in a Chat Room Discussion
- How to Promote Collaboration on the Internet
- How to Protect Your Privacy on the Internet

Connected University also contain a variety of software tutorials that will familiarize educators with some of the most popular software as well as give them practical experience creating useful tools for their classrooms.

- Developing a Classroom Gradebook with Excel
- Multimedia Reporting with PowerPoint
- Developing a School Newsletter with Appleworks
- Building a Classroom Planner with FileMaker Pro
- Building a Classroom Web Site with FrontPage
- Creating Multimedia Stories with HyperStudio
- Analyzing a Narrative with Inspiration
- Creating a School Newsletter with MS Word

Connected University is web-based and is entirely platform neutral. An Internet connection, standard web browser is all that is needed. No downloaded software is needed. This may be incorporated into district professional workshops or designed for individual professional staff use. The *Connected University Assessment Tool* allows educators to measure themselves against popular scales to determine their strengths and growth areas. Technology coordinators and other administrators are able to make data-driven decisions about their staff development using *Connected University's Management System*. Online reports give administrators several options for tracking system use.

Connected University courses are eligible for credit as independent study through Plymouth State College. A demonstration of these courses may be viewed at the Connected University Web site at www.cu.classroom.com. A site license is by school building and may be used by all personnel connected to that building, i.e., all teachers, administrators, school board members, and other staff. The period for access to *Connected University* through this round of funding will be from September 1, 2001 through August 31, 2002.

School districts receiving this product are expected to provide a minimum of two lesson plans for the New Hampshire Educators Web site (NHEON) by the end of the project period. The Web site can be accessed at www.nheon.org.

2. PROFESIONAL DEVELOPMENT BY VITAL KNOWLEDGE: TEACHER'S TECH TUTOR

Vital Knowledge Software offers a unique training system called the Teacher's Tech Tutor. The concept integrates the delivery of training in a unique way, combining the use of the World Wide Web and CD-ROM technology. The main benefits of each technology have been utilized to present technology tools, their applications, and their practical uses by teachers.

This program works well in the workshop environment and may be incorporated into professional development activities planned by the district. However, Tech Tutor offers the advantage of professional staff having the ability to train at their own pace, anywhere they want, seven days a week and 24 hours a day.

Each license for this product will be available in the following configuration:

- Ten sets of three CDs:** *The World of the Internet* (use of Internet and electronic mail), *Technology in the Classroom* (technology applications), and *Facilitating Learning with Technology* (learning theories and strategies) will be provided for the school district.
- Full and unlimited access to the Tech Tutor Web site and access to the Vital Knowledge toll-free hotline and on-line technical support through August 31, 2002 will be provided to **twenty professional staff** per school using password access.
- A site license and network version** will be provided for each school building within the school district.

- D. **A master and digital copy of the Classroom Survival Guide (CSG)** with reproduction rights for twenty copies will be provided to the school district. The CSG is a complete binder that contains useful and relevant information (also included on the CDs and on the Web site) that can prove beneficial on a daily basis. Documents are continuously added to the Tech Tutor Web site (PDF download), which can be printed and added to the binder. There will also be an on-line testing component for each professional staff at each step of the training (four times during the training period) as well as statistical analysis of the teacher/school's test results. Upgrades and updates will be available through the Web site. The total training available on Tech Tutor is equivalent to more than 75 hours of traditional classroom training.

School districts that received this product through Round 4 funding of the TLCHF, may request extensions on their passwords, or request additional passwords. Additional sets of CDs, passwords and binder reproduction rights may be requested in the application. Technology training sessions for schools receiving new licenses this round will be provided.

On the Web site, teachers can discuss technology issues, pose questions to an on-line technology trainer, research new technologies, take further courses, chat with other novice users and/or work on various teaching exercises with other more experienced teachers. Under the Teacher's Tech Tutor training program, teachers will learn by using interactive multimedia CDs as well as the on-line environment.

Teacher's Tech Tutor requires the following technical capacity:

- Mac/PC compatibility
- Compatible with Windows 3.1, 95, 98 or NT.
- School districts that apply for this product must provide evidence of the technical capacity within the district to use this product.

School districts receiving this product are expected to provide a minimum of two lesson plans for the New Hampshire Educators Web site (NHEON) by the end of the project period. The Web site can be accessed at www.nheon.org.

3. **HARDWARE**

Only New Hampshire school districts with a greater than ten to one student to modern computer ratio may apply for hardware in Round 5 of this Technology Literacy Challenge Fund Grant. This is to be used for modern computers as well as the necessary application software to be used by **students**.

Modern computers are defined at this time as:

- being capable of running Internet Explorer or Netscape 4.0 or better
- being capable of running Microsoft Office 97 or its equivalent or better

You may ask for as much as you need to achieve the 10:1 ratio. This may be achieved with stand-alone multimedia computers or computer workstations connected to a server. Consideration will be given to those applications that make the best use of funds.

Individual awards for hardware purchases are limited to the total cost of the number of modern computers required to meet the ten to one, student to modern computer ratio, within that school district. These are only for computers available for student use. School districts requiring technology support to implement the use of this hardware may include an additional 10% of the grant request for hardware to be used for personnel to supervise the setup and installation of the new hardware. The NH Dept. of Education will not fund any telecommunications services, connections, or hardware eligible for E-rate reimbursement through this round of funding.

This application must be accompanied by at least one other application for a professional development product offered through this round of TLCF, or be accompanied by a special projects application which has professional development as its focus.

The following table indicates those schools in each SAU which reported a greater than ten to one student to modern computer ratio on their Technology Survey 2000. If a school district has reached the ten to one student to modern computer ratio by the end of the 1999-2000 school year, that school district is only eligible to apply for the professional development programs or a special project offered through this round of TLCF.

School Buildings with Greater than Ten to One Student to Computer Ratio From Technology Survey 2000		
SAU	School Name	District Received Hardware Funding Round 4
1	ANTRIM ELEMENTARY SCHOOL	NO
1	CONVAL REGIONAL HIGH SCHOOL	NO
1	DUBLIN CONSOLIDATED SCHOOL	NO
1	GREAT BROOK SCHOOL	NO
1	GREENFIELD ELEMENTARY SCHOOL	NO
1	PETERBOROUGH ELEMENTARY SCH	NO
1	PIERCE ELEMENTARY SCHOOL	NO
1	SOUTH MEADOW SCHOOL	NO
1	TEMPLE ELEMENTARY SCHOOL	NO
3	BARTLETT ELEMENTARY SCHOOL	NO
3	BERLIN JUNIOR HIGH SCHOOL	NO
3	BROWN ELEMENTARY SCHOOL	NO
3	HILLSIDE ELEMENTARY SCHOOL	NO
4	ALEXANDRIA VILLAGE SCHOOL	NO
4	BRIDGEWATER HEBRON VILLAGE	NO
4	BRISTOL ELEMENTARY SCHOOL	NO
4	DANBURY ELEMENTARY SCHOOL	NO
4	NEW HAMPTON COMMUNITY SCHOOL	NO
4	NEWFOUND MEMORIAL MIDDLE SCH	NO
4	NEWFOUND REGIONAL HIGH SCHOOL	NO
5	MOHARIMET SCHOOL	NO
6	BLUFF SCHOOL	YES
6	CORNISH ELEMENTARY SCHOOL	NO
6	DISNARD ELEMENTARY SCHOOL	YES
6	MAPLE AVENUE SCHOOL	YES
6	STEVENS HIGH SCHOOL	YES
6	UNITY ELEMENTARY SCHOOL	NO
7	COLEBROOK ACADEMY	YES
7	COLEBROOK PRIMARY	YES
8	BEAVER MEADOW	NO

8	DAME SCHOOL	NO
8	DEWEY SCHOOL	NO
8	EASTMAN SCHOOL	NO
8	RUMFORD SCHOOL	NO
8	WALKER SCHOOL	NO
10	DERRY VILLAGE SCHOOL	YES
10	EAST DERRY MEMORIAL ELEM	YES
10	FLOYD ELEMENTARY SCHOOL	YES
10	GRINNELL SCHOOL	YES
10	SOUTH RANGE ELEMENTARY SCH	YES
10	WEST RUNNING BROOK MIDDLE SCH	YES
12	MATTHEW THORNTON ELEMENTARY	NO
12	NORTH LONDONDERRY ELEMENTARY	NO
12	SOUTH LONDONDERRY ELEMENTARY	NO
13	FREEDOM ELEMENTARY SCHOOL	NO
13	KENNETH A BRETT SCHOOL	YES
14	EPPING ELEMENTARY SCHOOL	YES
14	EPPING MIDDLE HIGH SCH (H.S.)	YES
15	AUBURN VILLAGE SCHOOL	NO
15	FRED C UNDERHILL SCHOOL	NO
15	HOOKSETT VILLAGE SCHOOL	NO
15	MOORE ELEMENTARY SCHOOL	YES
16	EXETER HIGH SCHOOL	NO
16	KENSINGTON ELEMENTARY SCHOOL	NO
16	NEWFIELDS ELEMENTARY SCHOOL	NO
16	STRATHAM MEMORIAL SCHOOL	NO
17	DANIEL J BAKIE SCHOOL	NO
17	MEMORIAL SCHOOL	NO
18	BESSIE C ROWELL SCHOOL	YES
18	FRANKLIN HIGH SCHOOL	YES
18	FRANKLIN MIDDLE SCHOOL	YES
18	PAUL A SMITH SCHOOL	YES
19	BARTLETT ELEMENTARY SCHOOL	NO
19	DUNBARTON ELEMENTARY SCHOOL	NO
19	MAPLE AVENUE SCHOOL	NO
19	NEW BOSTON CENTRAL SCHOOL	NO
20	GORHAM MIDDLE SCHOOL	YES
21	HAMPTON ACADEMY JUNIOR HIGH	NO
23	BATH VILLAGE	NO
23	HAVERHILL COOPERATIVE MIDDLE	NO
23	MONROE CONSOLIDATED SCHOOL	NO
24	CENTER WOODS SCHOOL	YES
24	JAMES FAULKNER ELEMENTARY	NO
24	WEARE MIDDLE SCHOOL	YES
26	JAMES MASTRICOLA ELEMENTARY	NO
26	MERRIMACK HIGH SCHOOL	NO

26	REEDS FERRY SCHOOL	NO
26	THORNTONS FERRY SCHOOL	NO
27	DR H O SMITH SCHOOL	NO
27	GRIFFIN MEMORIAL SCHOOL	NO
27	HUDSON MEMORIAL SCHOOL	NO
27	LIBRARY STREET SCHOOL	NO
27	LITCHFIELD MIDDLE SCHOOL	NO
27	NOTTINGHAM WEST ELEMENTARY SCH	NO
28	ERNEST G SHERBURNE SCHOOL	NO
28	GOLDEN BROOK ELEMENTARY SCH	NO
28	PELHAM MEMORIAL SCHOOL	NO
28	WINDHAM CENTER SCHOOL	NO
29	FRANKLIN ELEMENTARY SCHOOL	NO
29	FULLER ELEMENTARY SCHOOL	NO
29	JOHN PERKINS ELEMENTARY SCH	NO
29	KEENE MIDDLE SCHOOL	NO
29	MARLBOROUGH ELEMENTARY SCH	YES
29	NELSON ELEMENTARY SCHOOL	NO
29	SYMONDS ELEMENTARY SCHOOL	NO
29	WESTMORELAND SCHOOL	NO
29	WHEELOCK ELEMENTARY SCHOOL	NO
30	ELM STREET SCHOOL	YES
30	LACONIA HIGH SCHOOL	YES
30	PLEASANT STREET SCHOOL	YES
30	WOODLAND HEIGHTS ELEMENTARY	YES
31	NEWMARKET ELEMENTARY SCHOOL	YES
31	NEWMARKET JR-SR HIGH	YES
32	PLAINFIELD ELEMENTARY SCHOOL	NO
33	IBER HOLMES GOVE MIDDLE SCHOOL	NO
33	LAMPREY RIVER ELEMENTARY	NO
33	RAYMOND HIGH SCHOOL	NO
34	HILLSBORO-DEERING ELEMENTARY	NO
34	HILLSBORO-DEERING HIGH SCHOOL	NO
35	DAISY BRONSON JUNIOR HIGH	YES
35	LISBON REGIONAL (ELEM)	YES
35	LISBON REGIONAL (HIGH)	YES
35	LISBON REGIONAL(MIDDLE SCHOOL)	YES
35	MILDRED C LAKEWAY SCHOOL	YES
36	WHITEFIELD ELEMENTARY SCHOOL	NO
37	BAKERSVILLE SCHOOL	YES
37	BEECH STREET SCHOOL	YES
37	GOSSLER PARK SCHOOL	YES
37	GREEN ACRES SCHOOL	YES
37	HALLSVILLE SCHOOL	YES
37	HIGHLAND/GOFFES FALLS SCHOOL	YES
37	HILLSIDE MIDDLE SCHOOL	YES

37	JEWETT SCHOOL	YES
37	MANCHESTER CENTRAL HIGH SCH	YES
37	MANCHESTER MEMORIAL HIGH SCH	YES
37	MANCHESTER WEST HIGH SCHOOL	YES
37	MCDONOUGH SCHOOL	YES
37	MCLAUGHLIN MIDDLE SCHOOL	YES
37	NORTHWEST ELEMENTARY SCHOOL	YES
37	PARKER-VARNEY SCHOOL	YES
37	SMYTH ROAD SCHOOL	YES
37	SOUTHSIDE MIDDLE SCHOOL	YES
37	THE MIDDLE SCHOOL AT PARKSIDE	YES
37	WEBSTER SCHOOL	YES
37	WESTON SCHOOL	YES
37	WILSON SCHOOL	YES
38	CUTLER SCHOOL	YES
38	DR GEORGE S EMERSON ELEM	YES
38	GILSUM ELEMENTARY SCHOOL	YES
38	HINSDALE ELEMENTARY SCHOOL	YES
38	HINSDALE JR HIGH	YES
38	MONADNOCK REGIONAL JR HIGH	YES
38	MOUNT CAESAR SCHOOL	YES
38	SULLIVAN CENTRAL SCHOOL	YES
38	THAYER JR HIGH	YES
38	TROY ELEMENTARY SCHOOL	YES
38	WINCHESTER ELEMENTARY SCHOOL	YES
39	AMHERST MIDDLE	NO
39	MONT VERNON VILLAGE SCHOOL	NO
39	SOUHEGAN COOP HIGH SCHOOL	NO
40	MILFORD MIDDLE SCHOOL	YES
42	BICENTENNIAL ELEMENTARY SCH	NO
42	BIRCH HILL ELEMENTARY SCHOOL	NO
42	BROAD STREET ELEMENTARY SCH	NO
42	CHARLOTTE AVE ELEMENTARY SCH	NO
42	DR NORMAN W CRISP SCHOOL	NO
42	ELM STREET JUNIOR HIGH SCHOOL	NO
42	FAIRGROUNDS ELEMENTARY SCH	NO
42	FAIRGROUNDS JUNIOR HIGH SCH	NO
42	LEDGE STREET SCHOOL	NO
42	MAIN DUNSTABLE SCHOOL	NO
42	MT PLEASANT SCHOOL	NO
42	NASHUA HIGH SCHOOL	NO
42	NEW SEARLES SCHOOL	NO
42	PENNICHUCK JUNIOR HIGH SCHOOL	NO
42	SUNSET HEIGHTS SCHOOL	NO
43	RICHARDS SCHOOL	YES
46	BELMONT ELEMENTARY SCHOOL	NO

46	BOSCAWEN ELEMENTARY SCHOOL	NO
46	LOUDON ELEMENTARY SCHOOL	NO
46	SALISBURY ELEMENTARY SCHOOL	NO
46	WASHINGTON STREET SCHOOL	NO
47	JAFFREY GRADE SCHOOL	YES
47	JAFFREY-RINDGE MIDDLE SCHOOL	YES
47	RINDGE MEMORIAL SCHOOL	YES
48	HOLDERNESS CENTRAL SCHOOL	NO
48	PLYMOUTH ELEMENTARY SCHOOL	YES
48	RUSSELL ELEMENTARY SCHOOL	YES
48	THORNTON CENTRAL SCHOOL	NO
48	WENTWORTH ELEMENTARY SCHOOL	NO
49	CARPENTER ELEMENTARY SCHOOL	NO
49	CRESCENT LAKE SCHOOL	NO
49	KINGSWOOD REG'L HIGH SCHOOL	NO
49	KINGSWOOD REG'L MIDDLE SCHOOL	NO
49	OSSIPEE CENTRAL SCHOOL	NO
51	BARNSTEAD ELEMENTARY	YES
51	PITTSFIELD ELEMENTARY SCHOOL	YES
53	ALLENSTOWN ELEMENTARY	YES
53	ARMAND R DUPONT	YES
53	CHICHESTER CENTRAL SCHOOL	NO
53	DEERFIELD COMMUNITY SCHOOL	YES
53	EPSOM CENTRAL SCHOOL	NO
53	PEMBROKE ACADEMY	NO
53	PEMBROKE HILL SCHOOL	NO
53	PEMBROKE VILLAGE SCHOOL	NO
54	ALLEN SCHOOL	NO
54	EAST ROCHESTER ANNEX	NO
54	EAST ROCHESTER SCHOOL	NO
54	GONIC SCHOOL	NO
54	MAPLE STREET SCHOOL	NO
54	MCELLAND SCHOOL	NO
54	ROCHESTER MIDDLE SCHOOL	NO
54	SCHOOL STREET SCHOOL	NO
54	SPAULDING HIGH SCHOOL	NO
55	HAMPSTEAD CENTRAL SCHOOL	NO
55	TIMBERLANE REGIONAL MIDDLE	NO
56	HILLTOP SCHOOL	NO
56	MAPLE WOOD ELEMENTARY SCHOOL	NO
56	ROLLINSFORD GRADE SCHOOL	NO
56	SOMERSWORTH HIGH SCHOOL	NO
56	SOMERSWORTH MIDDLE SCHOOL	NO
57	DR L F SOULE SCHOOL	NO
57	MARY A FISK ELEMENTARY SCHOOL	NO
57	NORTH SALEM ELEMENTARY SCHOOL	NO

57	WALTER F HAIGH SCHOOL	NO
57	WILLIAM E LANCASTER SCHOOL	NO
57	WILLIAM T BARRON ELEMENTARY	NO
57	WOODBURY SCHOOL	NO
58	GROVETON HIGH SCHOOL	NO
59	SANBORNTON CENTRAL SCHOOL	NO
59	UNION SANBORN SCHOOL	NO
59	WINNISQUAM REG MIDDLE SCHOOL	NO
59	WINNISQUAM REGIONAL HIGH SCH	NO
60	ACWORTH ELEMENTARY SCHOOL	YES
60	ALSTEAD PRIMARY SCHOOL	YES
60	CHARLESTOWN MIDDLE SCHOOL	YES
60	CHARLESTOWN PRIMARY SCHOOL	YES
60	FALL MOUNTAIN REG'L HIGH SCH	YES
60	NO CHARLESTOWN COMMUNITY SCH	YES
60	NORTH WALPOLE ELEMENTARY	YES
60	SARAH PORTER SCHOOL	YES
60	VILAS ELEMENTARY SCHOOL	YES
60	WALPOLE MIDDLE SCHOOL	YES
61	HENRY WILSON MEMORIAL SCHOOL	YES
61	MEMORIAL DRIVE SCHOOL	YES
62	CANAAN ELEMENTARY SCHOOL	YES
62	ENFIELD ELEMENTARY SCHOOL	YES
62	INDIAN RIVER SCHOOL	YES
63	APPLETON ELEMENTARY SCHOOL	YES
63	BOYNTON MIDDLE SCHOOL	YES
63	FLORENCE RIDEOUT ELEMENTARY	NO
63	GREENVILLE ELEMENTARY SCHOOL	YES
63	MASON ELEMENTARY SCHOOL	YES
63	NEW IPSWICH CENTRAL SCHOOL	YES
64	MILTON ELEMENTARY SCHOOL	YES
64	NUTE HIGH SCHOOL	YES
64	UNION ELEMENTARY SCHOOL	YES
65	KEARSARGE ELEMENTARY SCHOOL	NO
65	KEARSARGE REG. ELEM - BRADFORD	NO
65	SYMONDS ELEMENTARY SCHOOL	NO
71	GOSHEN-LEMPSTER COOP SCHOOL	YES
74	BARRINGTON ELEMENTARY	YES
88	LEBANON HIGH SCHOOL	NO

4. SPECIAL PROJECTS

This is a new category of application for Round 5. Approximately \$300,000 of the monies awarded through this round of funding will be for special projects. The awards may vary up to \$100,000 depending on the scope of the project. The project must be tied to the school district technology plan,

evidence appropriate personnel to oversee the project, and give strong evidence for project sustainability beyond the project period. A special project must have measurable outcomes by the end of the project period and be a new endeavor for the school district.

Some examples of envisioned special projects include, but are not limited to:

1. **Hands-on professional development programs** for teachers and/or administrators (up to \$10,000). These might include programs to facilitate and support:
 - developing an action plan to advance technology and curriculum integration in the district
 - building skills in grade-level and subject appropriate educational technology
 - building an understanding of the implications of educational technology for teachers and learners
 - developing and sharing learning activities that use educational technology and support the goals of the New Hampshire Curriculum Frameworks - developing teacher leadership skills so that a core group of teachers from each district can work with a broader base of teachers throughout their districts and the State.Preference will be given to districts who seek to build on previous professional development efforts such as FreshPond's *Technology Integration Through Teacher Leadership Program* and to those who can demonstrate cost sharing in this effort. For more information, visit <http://www.freshpond.com/nh> or contact Laura Tilton at laurat@freshpond.com.
2. **Services for students** (up to \$10,000). This might include live, online instruction for NHEIAP assessment tests, one-on-one online tutoring, Advanced Placement Courses through a distance learning environment, effective and engaging software or other online services. For example, <http://www.brainfuse.com> or <http://www.apex.com>, or <http://vhs.concord.org/home.htm> or <http://www.thinkquest.org/>
3. **Innovative uses of technical expertise** (up to \$5,000). This includes implementing a program that relies upon student technology expertise to partner with educators to reform schools, such as the *Generation Y* program. <http://genwhy.wednet.edu>.
4. **After-school or community programs** (up to \$10,000). A program that involves members of the community not traditionally associated with the school environment, which promotes community involvement through the use of technology.
5. **District-wide Information Management Systems** (up to \$50,000). The implementation of a technology based data collection system such as applications to create a Competency Based Transcript as being developed by the Office of Career Development of the New Hampshire Department of Education. Please note that the OET recommends that any software included in this type of project be School Interoperability Framework (SIF) compliant. Please see www.siiia.net for information on SIF compliance.
6. **Statewide Initiatives** (up to \$100,000). There are several initiatives which the Office of Educational Technology at the NH Department of Education is interested in promoting through this portion of the awards. This would involve the commitment of appropriate district personnel to work together with the OET in promoting these initiatives. These initiatives include:
 - Promoting our agreement with MCI WorldCom Foundation and the Marco Polo Partnership by increasing participation in this train the trainer program.
 - Coordinating the purchase and implementation of the NHDOE on-line teacher technology assessment tool.

- Coordinating and promoting the growth of the New Hampshire Educators Online web site (NHEON).

III. Economic, Educational, and Social Needs Determination (up to 30 points)

1. Measures Used

a. Economic Need (17 points)

Percentage of children under age 18 living below the poverty level in 1990. This percentage was reported for each New Hampshire municipality in the *1998 Kids Count New Hampshire* published by the Children's Alliance of NH. The percentage was derived by dividing the number of children living in poverty by the total population of this age group as reported in the 1990 Census. In the case of cooperative school districts the percentage for each town has been weighted by the 1997-98 average daily membership in residence (ADM-R) to derive a district average. Percentages have been rounded to whole numbers.

Per capita income for 1996. Annually, the New Hampshire Department of Revenue Administration updates the decennial Census per capital income data for use in the determination of Foundation Aid. Income has been computed for each municipality and rounded to whole dollars. In the case of cooperative school districts the income for each town has been weighted by the 1997-98 average daily membership in residence (ADM-R) to derive a district average.

Revenue capacity per pupil for the 1997-98 school year. The 1997 state average equalized school tax rate of \$17.32 per thousand, as calculated and published by the New Hampshire Department of Education, has been applied to the 1996 equalized valuation, as determined by the New Hampshire Department of Revenue Administration. Foundation Aid for 1997-98 has been added to the tax revenue figure to determine total revenue capacity. This resulting total revenue has been divided by the 1997-98 average daily membership in residence (ADM-R) to determine revenue capacity per pupil. In the case of cooperative school districts the revenue capacity for each town has been weighted by the 1997-98 average daily membership in residence (ADM-R) to derive a district average. Revenue figures have been rounded to whole dollars.

Percentage of students certified eligible for free or reduced lunch as of October 1998. This figure has been derived by dividing the number of free/reduced lunch eligible students by the average daily membership in attendance (ADM-A) for the previous year, 1997-98. In the few cases where lunch eligibility was not available, free milk eligibility was substituted. Percentages have been rounded to whole numbers.

b. Educational Need (9 points)

Educational need has been based on the percentage of students at the Basic and Novice proficiency levels of the May 1998 assessment of the New Hampshire Educational Improvement and Assessment Program. The two percentages (e.g. Basic and Novice) for each proficiency (e.g. English, math, social studies and science) have been added together to achieve a proficiency percentage. Since the grade three assessment covers only two proficiencies, and since the grade range of districts varies, a comparable score has been derived by computing an average proficiency percentage. District percentages have been rounded to whole numbers.

c. Social Need (4 points)

Percentage of mothers with less than 12 years of education. The *1998 Kids Count New Hampshire* published by the Children’s Alliance of NH reported 1990 Census figures of both the number of mothers with less than 12 years education and the number of families with children. A percentage has been derived by dividing the former by the latter. In the case of cooperative school districts the percentage for each town has been weighted by the 1997-98 average daily membership in residence (ADM-R) to derive a district average. Percentages have been rounded to whole numbers.

Drop Out Rate. The 1997-98 district drop out rate for grades 9-12 has been used for districts which operate high schools. District percentages have one decimal place.

1. Methodology for Point Determination

a. Economic

Percentage of children under 18 living below poverty. Each district’s rate has been divided by the state average of 7%. This product has been multiplied by two and rounded to a whole number.

Per Capita Income 1996. Only districts with a PCI below \$21,623 (e.g. 110% of the state average) have been allocated points. The product of \$19,178 divided by the district per capita income has been multiplied by 10. After 10 is subtracted, the result is rounded to a whole number. Therefore, if \$21,623 is 10% greater than a district’s PCI, the district has been allocated 1 point, if \$21,623 is 20% greater than a district’s PCI, the district has been allocated 2 points, etc.

Revenue capacity per pupil for the 1997-98 school year. Only districts with a revenue capacity below \$6,980 (110% of the state average) have been allocated points. The same procedure used for per capita income has been used to determine points for revenue capacity.

Percentage of students certified eligible for free or reduced lunch as of October 1998. Each district’s rate has been divided by the state average of 18%. This product has been multiplied by two and rounded to a whole number.

Economic Total. Individual economic measures have been summed and capped at 17.

b. Educational

Ninety-five percent of the state average for each proficiency has been divided by the district’s percentage for that proficiency. A district average of all applicable proficiencies was then calculated. Because the state average percentage of students in the Basic and Novice levels for grade six was very high, where applicable, the district’s variation from the grade six state average has been weighted by 120%.

The percentage variation from 95% of the state average was calculated for each proficiency. For example, 95% of the state average Basic and Novice proficiency for language arts is 80%. The percentage variation 10% for a district with 88% Basic and Novice, 20% for a district with 96% Basic and Novice and negative 20% for a district with 74% Basic and Novice. Allocated points are equal to one half of average percentage variation. No district has been allocated less than zero or more than 5 points.

When the number of students tested in a proficiency is less than 10 the department has not published assessment results, and those results have not been included in this determination of need. Upon receipt of a grant application from a district with a small sample size the department

will use an average of the last three years of grade three assessments to determine points for educational need.

c. Social

Percentage of mothers with less than 12 years of education. The state average percentage of mothers with less than 12 years of education was 6%. Points allocated represent the district rate divided by two and rounded to a whole number.

Drop Out Rate. The state average drop out rate was 4.7%. The district drop out rate has been divided by 1/2 the state average (2.35%), and multiplied by two. The result has been rounded to a whole number and allocated as points.

Social Total. If the district operates a high school the two social measures have been averaged. The total has been capped at 4.

Educational, Economic and Social Needs Points by School District

District Name	ECONOMIC NEED POINTS Max of 17	EDUCATIONAL NEED POINTS Max of 9	SOCIAL NEED POINTS Max of 4	TOTAL POINTS Max of 30
ALLENSTOWN	15	9	4	28
ALTON	5	2	2	9
AMHERST	1	0	1	2
ANDOVER	7	9	3	19
ASHLAND	12	1	3	16
AUBURN	7	0	2	9
BARNSTEAD	15	9	2	26
BARRINGTON	15	9	3	27
BARTLETT	7	3	3	13
BATH	13 small sample		4	17
BEDFORD	1	0	1	2
BERLIN	17	8	4	29
BETHLEHEM	9	4	2	15
BOW	1	0	1	2
BRENTWOOD	2	4	1	7
BROOKLINE	0	0	1	1
CAMPTON	12	1	2	15
CANDIA	8	9	2	19
CHESTER	6	3	2	11
CHESTERFIELD	5	8	1	14
CHICHESTER	9	8	1	18
CLAREMONT	17	6	4	27
COLEBROOK	17	5	4	26
CONCORD	9	0	3	12
CONTOOCOOK VALLEY	7	1	3	11
CONWAY	9	2	4	15
CORNISH	9	6	2	17
CROYDON	14 small sample		3	17
DEERFIELD	10	4	2	16
DERRY	14	3	2	19
DOVER	9	4	4	17
DRESDEN	1	0	1	2
DUNBARTON	4	6	1	11
EAST KINGSTON	2	0	0	2
EPPING	13	6	1	20
EPSOM	12	9	2	23
ERROL	16 small sample		4	20
EXETER REGIONAL COOP	2	0	2	4
EXETER	3	0	2	5
FALL MOUNTAIN REGIONAL	12	4	3	19
FARMINGTON	17	9	4	30
FRANKLIN	17	7	4	28
FREEDOM	7	2	2	11
FREMONT	8	7	1	16
GILFORD	2	3	2	7

Educational, Economic and Social Needs Points by School District

District Name	ECONOMIC NEED POINTS Max of 17	EDUCATIONAL NEED POINTS Max of 9	SOCIAL NEED POINTS Max of 4	TOTAL POINTS Max of 30
GILMANTON	7	9	2	18
GOFFSTOWN	9	5	2	16
GORHAM	10	5	2	17
GOSHEN-LEMPSTER COOP	14	9	2	25
GOVERNOR WENTWORTH	10	2	3	15
GRANTHAM	3	0	1	4
GREENLAND	4	7	1	12
HAMPSTEAD	4	0	1	5
HAMPTON	6	6	2	14
HAMPTON FALLS	1	0	1	2
HANOVER	1	0	1	2
HARRISVILLE	4 small sample		1	5
HAVERHILL COMBINED	17	8	3	28
HENNIKER	7	1	1	9
HILL	14	9	1	24
HILLSBORO-DEERING	16	8	4	28
HINSDALE	17	9	4	30
HOLDERNESS	4	3	1	8
HOLLIS	0	0	1	1
HOLLIS/BROOKLINE	2	0	1	3
HOOKSETT	4	3	3	10
HOPKINTON	4	0	1	5
HUDSON	6	2	3	11
INTER-LAKES COOP	6	1	4	11
JACKSON	4 small sample		1	5
JAFFREY-RINDGE COOP	11	7	3	21
JOHN STARK REGIONAL b	12	1	3	16
KEARSARGE REGIONAL	3	1	2	6
KEENE	10	1	3	14
KENSINGTON	1	0	1	2
LACONIA	12	6	4	22
LAFAYETTE REGIONAL	4	0	1	5
LANDAFF	9 small sample		2	11
LEBANON	6	3	3	12
LINCOLN-WOODSTOCK	10	9	2	21
LISBON REGIONAL	17	8	4	29
LITCHFIELD	11	0	1	12
LITTLETON	15	1	4	20
LONDONDERRY	10	1	1	12
LYME	1	0	0	1
LYNDEBOROUGH	5	1	3	9
MADISON	7	0	3	10
MANCHESTER	13	5	4	22
MARLBORO	14	8	3	25
MARLOW	15	3	3	21

Educational, Economic and Social Needs Points by School District

District Name	ECONOMIC NEED POINTS Max of 17	EDUCATIONAL NEED POINTS Max of 9	SOCIAL NEED POINTS Max of 4	TOTAL POINTS Max of 30
MASCENIC REGIONAL	15	5	4	24
MASCOMA VALLEY REG	11	2	4	17
MERRIMACK	6	3	1	10
MERRIMACK VALLEY	11	5	4	20
MILAN	13	9	2	24
MILFORD	11	4	3	18
MILTON	17	9	3	29
MONADNOCK REGIONAL	14	3	4	21
MONROE	5	1	1	7
MONT VERNON	5	0	2	7
MOULTONBOROUGH	11	0	1	12
NASHUA	8	0	4	12
NELSON	9 small sample		1	10
NEW BOSTON	9	3	1	13
NEW CASTLE	0	0	1	1
NEWFIELDS	0	5	1	6
NEWFOUND AREA	10	7	4	21
NEWINGTON	0 small sample		0	0
NEWMARKET	11	7	4	22
NEWPORT	17	1	4	22
NORTH HAMPTON	3	0	1	4
NORTHUMBERLAND	17	9	2	28
NORTHWOOD	11	1	2	14
NOTTINGHAM	8	4	2	14
ORFORD	9	0	2	11
OYSTER RIVER COOP	7	0	1	8
PELHAM	7	0	2	9
PEMBROKE	11	5	3	19
PEMI-BAKER COOP	12	4	3	19
PIERMONT	11	9	2	22
PITTSBURG	9	5	1	15
PITTSFIELD	17	8	4	29
PLAINFIELD	5	0	1	6
PLYMOUTH	17	0	4	21
PORTSMOUTH	5	2	3	10
PROFILE	7	4	2	13
RAYMOND	15	6	4	25
ROCHESTER	15	8	4	27
ROLLINSFORD	4	8	2	14
RUMNEY	14	8	4	26
RYE	0	0	1	1
SALEM	2	4	2	8
SANBORN REGIONAL	7	4	4	15
SEABROOK	9	9	4	22

Educational, Economic and Social Needs Points by School District

District Name	ECONOMIC NEED POINTS Max of 17	EDUCATIONAL NEED POINTS Max of 9	SOCIAL NEED POINTS Max of 4	TOTAL POINTS Max of 30
SHAKER REGIONAL	12	4	4	20
SOMERSWORTH	16	9	4	29
SOUHEGAN COOP	5	0	2	7
SOUTH HAMPTON	0 small sample		0	0
STARK	17 small sample		3	20
STEWARTSTOWN	17	5	4	26
STODDARD	4 small sample		2	6
STRAFFORD	11	0	2	13
STRATFORD	17	8	4	29
STRATHAM	0	0	1	1
SUNAPEE	8	7	2	17
TAMWORTH	12	1	4	17
THORNTON	7	0	2	9
TIMBERLANE REGIONAL	5	4	2	11
UNITY	14	9	1	24
WAKEFIELD	15	9	4	28
WARREN	17	9	1	27
WASHINGTON	12 small sample		4	16
WATERVILLE VALLEY	1 small sample		0	1
WEARE	8	7	2	17
WENTWORTH	13 small sample		4	17
WESTMORELAND	6	0	1	7
WHITE MOUNTAINS REG	15	3	3	21
WILTON	4	2	4	10
WILTON-LYNDEBORO	6	8	2	16
WINCHESTER	17	9	4	30
WINDHAM	1	0	1	2
WINNACUNNET COOP	3	2	4	9
WINNISQUAM REGIONAL	11	9	4	24

REQUIRED DOCUMENTS CHECKLIST

Application Documents for Fifth Round Funding for TECHNOLOGY LITERACY CHALLENGE FUND

Each of the documents listed below is required for a complete application. With the exception of the required documents checklist, signed application cover page, and signed equitable access form, please include an original plus three copies of each application part. This form is included for the use of the applicant. It will also be used at the Department of Education when applications are submitted.

District _____

- This Required Documents Checklist (Submit only one.)
- Signed Application Cover Page (Submit only one.)
- Signed Equitable Access Form (Submit only one.)
- Original and four copies of the following application sets with corresponding materials:

Application Set: Classroom Connect

Please answer all questions 1 through 9 and submit Primary Contact Person Profile (Question 10).

Application Set: Vital Knowledge

Please answer all questions 1 through 9 and submit Primary Contact Person Profile (Question 10).

If you are applying for both professional development products, please identify your priority with a number one (1), and your second choice with a number two (2).

Application Set: Hardware

If you are applying for hardware, you must apply for Classroom Connect, Vital Knowledge, or have a special project application with a professional development focus.

Application Set: Special Project

A school district may only apply for one special project.

Please answer all parts for each application being submitted and the forms therein. Applications for hardware must be accompanied by at least one other application for one of the professional development products above.

Other items you want to make certain have reached the NH Dept. of Education, but which may have been sent separately:

- Copy of Technology Survey 2001 for **each** school within the district, including any non public schools participating in the application.
- Approved school district technology plan on file with the NH Dept. of Education, as well as any technology plans for non public schools participating in the application

TECHNOLOGY LITERACY CHALLENGE FUND

Sub-grants Round 4: October 1999

Application Cover Sheet for the Fifth Round of Funding

District

SAU #

Application Manager

Title

Address

City

State

Zip

Telephone

Fax Number

Email

I hereby certify that to the best of my knowledge, the information contained in this application is correct; the school board of the district named above has authorized me as its representative to submit this application; and such action is recorded in the minutes of the school board's meeting held on _____.

I HEREBY CERTIFY THAT THE DISTRICT HAS SUBMITTED TO THE NEW HAMPSHIRE DEPARTMENT OF EDUCATION A GENERAL ASSURANCES FY 2000 SIGNATURE PAGE.

Superintendent of Schools (blue ink preferred)

Date

Submit original and 4 copies of each item in the checklist to:

Chrys Bouvier
NH Department of Education
101 Pleasant Street
Concord NH 03301

Deadline for Submission at the New Hampshire Department of Education:
4:30 PM January 19, 2001

TECHNOLOGY LITERACY CHALLENGE FUND

Sub-grants Round 5: October 2000

EQUITABLE ACCESS ASSURANCES

Federal laws, State laws, and Department regulations require that no education program discriminate against students based on their gender, race, national origin, physical or mental disability, marital status, religion, or English language proficiency. (General Education Provision Act [GEPA] Sec. 427 or Improving America's Schools Act [IASA]; ED 203.01 (a)(b) Equal Access for Students with Limited English Proficiency: A Compliance Guide (1996); Title IX, 1964 Civil Rights Act). Furthermore, Section 1403 (a)(1) and (3) of Title XIV of the ESEA, 20 U.S.C. 8893 (a)(1) provides that private school students will receive federally funded services equitable to what is provided to their public school counterparts.

1. Describe the steps you will take to ensure that students, teachers, and other personnel have equitable access to, and participation in the program or activities for which you are requesting funds from the Technology Literacy Challenge Fund.

2. Describe how the district has provided or will provide professional development on civil rights/anti-discrimination issues in education.

3. Describe how the district has consulted with the nonpublic schools in the opportunity to be involved in the project. The law requires that consultation shall occur "during the design and development" of the Technology Literacy Challenge Fund project and prior to any LEA decision "that affects the opportunities" of private school children to participate in the program.

Superintendent's Signature

Date

APPLICATION: CLASSROOM CONNECT Connected University

District _____

All school districts in New Hampshire are eligible to apply for this product. Please answer all parts on this form. The Primary Contact Person should submit the original and four copies of each portion with the larger TLCF packet. This part of the application must conform to the Submission Information as outlined in the Introduction Section VII.

- 1. Primary Contact Person:** The Team's Primary Contact Person should fill out the *Classroom Connect Primary Contact Person Profile*.
- 2. Which school buildings will be using this product?** (If there are more than ten, please number them and use that numbering system to answer question #3 below.)

- 3. Please indicate the hardware configuration for each school building for which this product is requested.** For example, what is the number of modern computers using Internet Explorer or Netscape 4.0? What type of Internet connection(s) are used in those school buildings for which this is intended (phone-line/dial-up access, 56Kb line, ISDN line, T1, cable, or other).

APPLICATION: CLASSROOM CONNECT
Connected University

District _____

4. Please indicate how this product will fit into your professional development plans for the next year and a half. For example, would you be scheduling workshops using this product, or would this be for professional staff to use during their free time? If regular workshops are scheduled, at what frequency and duration will they be? Who will facilitate these workshops?

5. Please indicate:

Number of passwords to renew from Round 4	
Number of new passwords required	

6. The project manager in each school district which successfully applies for this product is responsible for tracking the use of this product during the period of the grant. Please indicate how you will track staff use of the product as well as the level of mastery over the material within Connected University.

APPLICATION: CLASSROOM CONNECT
Connected University

District _____

Classroom Connect: Primary Contact Person Profile

Name: _____

District: _____

Job Title: _____

Grade level(s) with which you are involved: _____

Subject(s) taught: _____

Other areas of expertise: (e.g., professional development, curriculum development, technology, etc.) _____

Number of years in current assignment: _____ in current district: _____ in education: _____

School Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

On the space remaining on this page, please include a brief description of your interest in the use of technology in education, your technology expertise and experience, and your current role in school- or district-wide activities involving curriculum revision, technology integration, and professional development.

APPLICATION: VITAL KNOWLEDGE

Teachers Tech Tutor

District _____

All school districts in New Hampshire are eligible to apply for this product. Please answer all parts on this form. The Primary Contact Person should submit the original and four copies of each portion with the larger TLCF packet. This part of the application must conform to the Submission Information as outlined in the Introduction Section VII.

- 1. Primary Contact Person:** The Team's Primary Contact Person should fill out the *Vital Knowledge Primary Contact Person Profile*.
- 2.** Which school buildings will be using this product. (If there are more than ten, please number them and use that numbering system to answer question #3 below.)
- 3.** Please indicate the hardware configuration for each school building for which this product is requested. For example, what is the number of modern computers using Internet Explorer or Netscape 4.0? What type of Internet connection(s) are used in those school buildings for which this is intended (phone-line/dial-up access, 56Kb line, ISDN line, T1, cable, or other).

APPLICATION: VITAL KNOWLEDGE
Teachers Tech Tutor

District _____

4. Please indicate how this product will fit into your professional development plans for the next year and a half. For example, would you be scheduling workshops using this product, or would this be for professional staff to use during their free time? If regular workshops are scheduled, at what frequency and duration will they be? Who will facilitate these workshops?

5. Please indicate:

Number of passwords to renew from Round 4	
Number of new passwords required	
Number of new sets of CD's required	

6. The project manager in each school district which successfully applies for this product is responsible for tracking the use of this product during the period of the grant. Please indicate how you will track staff use of the product as well as the level of mastery over the material within Teacher's Tech Tutor.

APPLICATION: VITAL KNOWLEDGE
Teachers Tech Tutor

District _____

Vital Knowledge: Primary Contact Person Profile

Name: _____

District: _____

Job Title: _____

Grade level(s) with which you are involved: _____

Subject(s) taught: _____

Other areas of expertise: (e.g., professional development, curriculum development, technology, etc.) _____

Number of years in current assignment: _____ in current district: _____ in education: _____

School Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

On the space remaining on this page, please include a brief description of your interest in the use of technology in education, your technology expertise and experience, and your current role in school- or district-wide activities involving curriculum revision, technology integration, and professional development.

APPLICATION: HARDWARE

District _____

Please answer all parts on this form. This is only to be used to acquire computers for student use and only for as many modern computers needed to reach the ten to one, student to modern computer ratio. The Primary Contact Person should submit the original and four copies of each portion with the larger TLCF packet. This part of the application must conform to the Submission Information as outlined in the Introduction Section VII.

- 1. Primary Contact Person:** The Team's Primary Contact Person should fill out the *Hardware Primary Contact Person Profile*. Please note that only 10% of the total amount budgeted for these hardware purchases may be used to fund personnel for the implementation of this hardware.
- 2. Budget.** Please complete the Chart included as a form in this application. The Form 1 will be submitted after the grants are awarded.

Column 1: List the school buildings to receive this hardware.

Column 2: Indicate the quantity, types, and estimated costs of hardware to be purchased for each building listed in Column 1 above. For example, CD-ROM drives, speakers, printers and other peripherals should be included here. Please remember that we are looking for purchases to enable the school building to achieve a ten to one student to computer ratio with Level B and C computers. That is, Pentium/Power PC with 16 Mb RAM CD/Multimedia, Win 95/Mac OS 7.6 or better.

Column 3: Provide a **brief** narrative justification for each item. Include statements such as: “the purchase of upgrades to existing computers to increase the numbers of modern computers” or the “purchase of one printer for every ten computers”.

- 3.** Please indicate how this hardware purchase conforms to your school district technology plan on file at the New Hampshire Department of Education. If your technology plan is under revision and this hardware purchase is aligned with new goals, please explain.

APPLICATION: HARDWARE

District _____

4. Budget History: Describe the 2000-2001 budget including the following information:

- Total district operating budget, excluding Function 4000, Facilities, Acquisition, and Construction.
- How much is allocated to the purchase of hardware.
- How much is allocated for the maintenance of hardware and software. Include purchased services and personnel costs.
- How much is allocated for network related costs. Include purchased services or personnel costs.
- How much is allocated to technology related professional development.
- Describe successful and unsuccessful efforts to obtain funding for technology. Monies budgeted within each local district for technology should be included, as well as funding from earlier rounds of the TLCF Grant. Successful implementation of earlier projects, as well as effective use of monies awarded in earlier rounds will be considered.

APPLICATION: HARDWARE

District _____

5. The project manager in each school district that successfully applies for this product is responsible for tracking the installation and use of this hardware during the period of the grant. Please indicate how you will track the location of this hardware and student use.

6. Please indicate any additional amount you need to budget (up to 10% of the total cost of the hardware) for personnel to assist in the implementation of this hardware. Please provide a brief justification as to why the school district is unable to provide this service through existing personnel.

APPLICATION: HARDWARE

District _____

Hardware: Primary Contact Person Profile

Name: _____

District: _____

Job Title: _____

Grade level(s) with which you are involved: _____

Subject(s) taught: _____

Other areas of expertise: (e.g., professional development, curriculum development, technology, etc.) _____

Number of years in current assignment: _____ in current district: _____ in education: _____

School Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

On the space remaining on this page, please include a brief description of your interest in the use of technology in education, your technology expertise and experience, and your current role in school- or district-wide activities involving curriculum revision, technology integration, and professional development.

APPLICATION: HARDWARE

District _____

Hardware: Budget You may make additional copies of this page if needed. Please include any funding for personnel for the implementation and/or set up of hardware on this sheet. You may request up to 10% of the total cost for this purpose.

School Building	Hardware		Justification
	Qty	Total Cost	Item Description

APPLICATION: SPECIAL PROJECT

All school districts in New Hampshire are eligible to apply for one special project through this fifth round of TLCF funding. Please answer all parts on this form. The Primary Contact Person should submit the original and four copies of each portion with the larger TLCF packet. This part of the application must conform to the Submission Information as outlined in the Introduction Section VII. Up to five (5) additional pages of documentation may be appended to this application to support question 5, otherwise, please do not exceed the space provided for each question.

CHECK HERE IF YOU ARE REQUESTING HARDWARE AND HAVE NOT APPLIED FOR CLASSROOM CONNECT OR VITAL KNOWLEDGE PROFESSIONAL DEVELOPMENT PRODUCTS. IF THIS BOX IS CHECKED THE FOCUS OF THIS PROJECT MUST BE ON PROFESSIONAL DEVELOPMENT.

1. **Primary Contact Person.** The Team's Primary Contact Person should fill out the *Special Project Primary Contact Person Profile*
2. **Project Summary.** Provide a summary (approximately 50 words) of the project that will inform readers and that can be used in a press release.

APPLICATION: SPECIAL PROJECT

3. **Goals and Objectives.** Please explain the goals and objectives of the project and state which objectives of the New Hampshire Statewide Educational Technology Plan and the school district technology plan this project address. How does this project meet those goals?

4. **Other Initiatives and Efforts.** Does this project leverage other efforts within the district, community or state? How does this project align with other education initiatives at the district, community or state levels?

APPLICATION: SPECIAL PROJECT

5. **Staff and Students.** How many staff and/or students will be effected by this project? Please provide any evidence you have that the district will support the project participants. If there are specific personnel identified for this project, please identify the role each will play. You may attach supporting documentation for this purpose (up to a total of five (5) pages of documentation for the entire application).

6. **Research.** Please cite any research that will support the implementation of this project.

APPLICATION: SPECIAL PROJECT

7. **Sustainability.** Please provide evidence that the benefits of this project will extend beyond the period of the project. Demonstrate the ability of the project to become financially viable when the project period expires. Demonstrate the ability of any partnerships formed through this project to be ongoing.

APPLICATION: SPECIAL PROJECT

8. **Evaluation.** How will you evaluate the success of this project? How will you evaluate how the project affects student achievement and progress toward meeting the National Education Goals and the New Hampshire content standards and student performance standards?

APPLICATION: SPECIAL PROJECT

- 9. **Budget.** List all materials, equipment personnel, and services that you will be purchasing with TLCF funds, together with the appropriate function and object codes for each (see Financial Accounting Handbook). For contracted personnel services, salaries, and fringe benefits, you must specify the hourly/daily rate and the number of hours/days of service to be performed under each contract. For each type of equipment you must specify the number of units to be purchased. The State Department of Education or Program Auditors may disallow any expenditure that is not specifically identified here, on the Form 1. Do not request more than the allowable amount. Conversely, please be certain that the amount you request will be sufficient for the project. Projects cannot be funded beyond the requested amount even if clearly needed and justified.

APPLICATION: SPECIAL PROJECT

10. **Budget History:** Describe the 2000-2001 budget including the following information:

- Total district operating budget, excluding Function 4000, Facilities, Acquisition, and Construction.
- How much is allocated to the purchase of hardware.
- How much is allocated for the maintenance of hardware and software. Include purchased services and personnel costs.
- How much is allocated for network related costs. Include purchased services or personnel costs.
- How much is allocated to technology related professional development.
- Describe successful and unsuccessful efforts to obtain funding for technology. Monies budgeted within each local district for technology should be included, as well as funding from earlier rounds of the TLCF Grant. Successful implementation of earlier projects, as well as effective use of monies awarded in earlier rounds will be considered.

District _____

APPLICATION: SPECIAL PROJECT

Special Project: Primary Contact Person Profile

Name: _____

District: _____

Job Title: _____

Grade level(s) with which you are involved: _____

Subject(s) taught: _____

Other areas of expertise: (e.g., professional development, curriculum development, technology, etc.) _____

Number of years in current assignment: _____ in current district: _____ in education: _____

School Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ Email: _____

On the space remaining on this page, please include a brief description of your interest in the use of technology in education, your technology expertise and experience, and your current role in school- or district-wide activities involving curriculum revision, technology integration, and professional development.

Rubric for Classroom Connect Application Review

	Points	Rationale (These are some of the items to consider when reviewing each question, however, the answers may be found in any of the responses or elsewhere in the application.)
Question 1	1-10	<ul style="list-style-type: none"> Primary contact person has the expertise, experience and time to oversee the implementation of this product.
Question 2	1-10	<ul style="list-style-type: none"> There is a cost associated with each password/site license (per school building). Does the application justify those buildings in which the product would be used?
Question 3	1-10	<ul style="list-style-type: none"> School buildings that will have this product have the necessary hardware configuration. Numbers of user stations are adequate for use of this product within each building.
Question 4	1-10	<ul style="list-style-type: none"> There is an adequate plan for implementing this product into the school district professional development for the period of the grant. There is a good fit between this product and the school district professional development plan. The schedule of workshops or individual use times for staff to use this product indicates sound and realistic planning. There are knowledgeable personnel within the district to oversee any workshops.
Question 5	1-10	<ul style="list-style-type: none"> Representation from all school buildings within the school district or sound reasons for the absence of some. Representation from all grade levels within the district or sound reasons for the absence of some. Representation of large population of teachers within the school district or sound reasons for the absence of some. Representation from professional staff with different technology expertise levels or a focus on specific staff.
Question 6	1-10	<ul style="list-style-type: none"> There is a plan for monitoring the use of this product. There is a plan for awarding clock hours to professional staff using this product. There are incentives for teachers to implement what they learn into the classroom. The proposal indicates that a minimum of 75% of teachers within the district will complete a technology assessment provided by the NH Department of Education. The proposal indicates intent to submit a minimum of two lesson plans per participating school to the NHEON Learning Activities Library.
Question 7	1-10	<ul style="list-style-type: none"> When viewed with the other applications made through this round of TLCF by this district, would this product have the desired impact on teacher integration of technology into the classroom?
Equitability	1-30	<ul style="list-style-type: none"> EES points determined by Table. Is access to this product provided through another source? Does this award distribute access equitably across the geographical regions of NH?
Total	100	

Rubric for Vital Knowledge Application Review

	Points	Rationale (These are some of the items to consider when reviewing each question, however, the answers may be found in any of the responses or elsewhere in the application.)
Question 1	1-10	<ul style="list-style-type: none"> Primary contact person has the expertise, experience and time to oversee the implementation of this product.
Question 2	1-10	<ul style="list-style-type: none"> There is a cost associated with each password/site license. Does the application justify those buildings in which the product would be used?
Question 3	1-10	<ul style="list-style-type: none"> School buildings that will have this product have the necessary hardware configuration. Numbers of user stations are adequate for use of this product within each building.
Question 4	1-10	<ul style="list-style-type: none"> There is an adequate plan for implementing this product into the school district professional development for the period of the grant. There is a good fit between this product and the school district professional development plan. The schedule of workshops or individual use times for staff to use this product indicates sound and realistic planning. There are knowledgeable personnel within the district to oversee any workshops.
Question 5	1-10	<ul style="list-style-type: none"> There is representation from all school buildings within the school district or sound reasons for the absence of some. There is representation from all grade levels within the district or sound reasons for the absence of some. There is representation of large population of teachers within the school district or sound reasons for the absence of some. There is representation from professional staff with different technology expertise levels or a focus on specific staff.
Question 6	1-10	<ul style="list-style-type: none"> There is a plan for monitoring the use of this product. There is a plan for awarding clock hours to professional staff using this product. There are incentives for teachers to implement what they learn into the classroom. The proposal indicates that a minimum of 75% of teachers within the district will complete a technology assessment provided by the NH Department of Education. The proposal indicates intent to submit a minimum of two lesson plans per participating school to the NHEON Learning Activities Library.
Question 7	1-10	<ul style="list-style-type: none"> When viewed with the other applications made through this round of TLCF by this district, would this product have the desired impact on teacher integration of technology into the classroom?
Equitability	1-30	<ul style="list-style-type: none"> EES points determined by Table Is access to this product provided through another source? Does this award distribute access equitably across the geographical regions of NH?
Total	100	

Rubric for Hardware

	Points	Rationale (These are some of the items to consider when reviewing each question, however, the answers may be found in any of the responses or elsewhere in the application.)
Question 1	1-5	<ul style="list-style-type: none"> Primary contact person has the expertise, experience and time to oversee the implementation of this product.
Question 2	1-40	<ul style="list-style-type: none"> These purchases are for school buildings identified as having a greater than 10:1 student to modern computer ratio in the Technology Survey 2000. The school buildings for which this hardware is being purchased have not reached a 10:1, student to modern computer ratio in the 1999-2000 school year. This request will enable the school buildings to reach a 10:1, student to modern computer ratio. The pricing on the hardware is competitive. The hardware selections maximize the monies requested (e.g., upgrades will go further towards increasing the numbers with minimal expense.) The peripherals requested are reasonable. There are no hardware or services requested which may be eligible for reimbursement through E-Rate. This hardware will be modern as identified in the RFP. The hardware is for student use.
Question 3	1-5	<ul style="list-style-type: none"> The purchase of this hardware is aligned with the school district's Technology Plan.
Question 4	1-10	<ul style="list-style-type: none"> There is evidence of local commitment in proportion to what the district is capable of providing to technology in the classroom. There is evidence of the professional staff commitment to providing and using technology in the classroom. There is adequate commitment to professional development in technology, or a reason for the limitation thereof. There is evidence of attempting to fund technology from outside sources. There is evidence of progress towards the schools technology goals if the school district has been a recipient of TLCF funding in the past.
Question 5	1-5	<ul style="list-style-type: none"> There is a plan for monitoring the implementation of this hardware. The proposal indicates that a minimum of 75% of teachers within the district will complete a technology assessment provided by the NH Department of Education.
Question 6	1-5	<ul style="list-style-type: none"> The school district has the personnel with the expertise to install and maintain this hardware, or there are funds requested in this application for that purpose. The personnel identified above have the expertise, experience and time to oversee the implementation of this product.
Equitability	1-30	<ul style="list-style-type: none"> EES points determined by Table Is access to this product provided through another source? Does this award distribute access equitably across the geographical regions of NH?
Total	100	

Rubric for Special Project Application Review

	Points	Rationale (These are some of the items to consider when reviewing each question, however, the answers may be found in any of the responses or elsewhere in the application.)
Question 1	1-10	<ul style="list-style-type: none"> Primary contact person has the expertise, experience, and time to oversee the implementation of this product.
Question 3	1-20	<ul style="list-style-type: none"> The project is aligned with the goals and objectives at the National, State and Local level. The project builds upon other initiatives of at the State and Local level. The project is a high priority for the school district. The project works together with state and school district infrastructure plans. The project focuses on the integration of technology into the classroom. The project is an innovative project for the school district.
Question 4	1-10	<ul style="list-style-type: none"> The number of staff and students effected by this project is a cost effective use of this funding The staff and students effected by this project evidence a need for this project The staff and students involved in the project evidence commitment to the integration of technology into the classroom. Teachers and other participants will be supported in their efforts during the project (Release time or other indicators). There is evidence of sufficient access to technology for the participants within this project.
Question 5	1-5	<ul style="list-style-type: none"> There is evidence of building upon technology successes and best practices. There are methods for measuring the success of the project. There is a vehicle for sharing any success of the project throughout the school district and with other school districts in New Hampshire.
Question 6	1-10	<ul style="list-style-type: none"> There is evidence of partnerships outside of the education community which support the project. There is evidence that other sources of funding have been leveraged to assist with the project. The proposal indicates that a minimum of 75% of teachers within the district will complete a technology assessment provided by the NH Department of Education. The proposal indicates intent to submit a minimum of two lesson plans per participating school district to the NHEON Learning Activities Library.
Question 7	1-10	<ul style="list-style-type: none"> The school district infrastructure is sufficient to sustain the project. There is evidence that those people involved in the project are committed to the success of the project. There is evidence that project achievements can be sustained beyond the project period. There is evidence that partnerships formed through this project will continue beyond the project period. There is evidence of the professional staff commitment to providing and using technology in the classroom. There is adequate commitment to professional development in technology, or a reason for the limitation thereof.
Question 8	1-10	<ul style="list-style-type: none"> There is a method for providing evidence of the success of this project Evidence of success of this project is based upon the National, State and Local goals. Evidence of success of this project can be produced within the timeframe of the project.
Questions 9 and 10	1-5	<ul style="list-style-type: none"> There is evidence that local commitment is in proportion to what the district is capable of providing to technology in the classroom. There is evidence of attempting to fund technology from outside sources. There is evidence of progress towards the school's technology goals if the school district has been a recipient of TLCF funding in the past.
EES	1-20	<ul style="list-style-type: none"> EES points determined by Table Is access to this product provided through another source? Does this award distribute access equitably across the geographical regions of NH?
Total	100	