Grant Project

Megan Buys

EDUC 588: Instructional Educational Technology Management & Evaluation

State University of New York at Oneonta

March 14, 2015
Dear Ms. Suzanne Haffey,

The Half Hollow Hills Central School District is pleased to submit this proposal for grant funding under the Interactive Technology Incorporated Into Classrooms program for our school district. The Half Hollow Hills CSD’s Interactive Technology Into Classrooms program has been created to replace insufficient technology being used in the classroom to help engage our students. While there is some technology being used to its full potential and some satisfied teachers, many teachers have gone on record to say they do not feel as though they have the most efficient resources in their classrooms to teach to the best of their ability.

The Interactive Technology Incorporated Into Classrooms program addresses the concerns of the RDK Foundation because we fear that if our teachers do not feel as if they have the best resources to do their jobs than our students will not be getting the best possible education. We wish to do everything in our power to support our amazing staff and want to make sure they know their voices have been heard.

The Half Hollow Hills CSD has obtained monetary from no other company as of yet.

The amount of this request: ($50,000).
For further information, please contact: Megan Buys, High School Math Teacher (IT Specialist, 631-219-1531, 525 Half Hollow Road, Dix Hills, NY, 11746 at usually Monday – Friday, 7am – 5pm, or really your earliest convenience. Thank you for your consideration.

Sincerely,

Megan Buys

High School Math Teacher (IT Specialist)
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  (Foundation wanted the letter submitted prior to proposal)
Abstract:

Grant Request from the RGK Foundation by Half Hollow Hills Central School District.

Contact Information:

Megan Buys
Half Hollow Hills CSD
High School West
525 Half Hollow Hills Road
Dix Hills, NY, 11746

Name of Project:

Interactive Technology Incorporated Into Classrooms
(Same address as contact information)

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Tax Status:

Tax Exempt per IRS Section 501(c)3.
Funding Requested:

$50,000 (though any amount would be greatly appreciated.)

Type of Organization:

Public School District

Target Population:

Currently the HHH School District is reaching the needs of over 9,000 students from Kindergarten to twelfth grade. In a residential area of central Long Island the community is home to about 40,000 people. There are five elementary schools, two middles schools and two high schools.

Mission:

The goal of the Half Hollow Hills CSD is to encourage life-long learners through the use of interactive technology. With advances happening in technology today at such a fast pace, it is crucial for school districts to keep up with the advances in the classroom. Students are eager to use their technologies such as Smart Devices or Tablets/iPads and by using innovative ways to incorporate them into the school day; they can be used as a tool instead of the typical social media time waster. Even more so, student lose interest when they are learning from the same dry methods of education, instead schools should be doing whatever they can to make the learning process more interactive in today's classroom instead of note taking and observing.
Description of the Half Hollow Hills Central School District

Currently the HHH School District is reaching the needs of over 9,000 students from Kindergarten to twelfth grade. In a residential area of central Long Island the community is home to about 40,000 people. There are five elementary schools, two middles schools and two high schools, High School East and High School West, that are both fully accredited by the New York State Department of Education and the Middle States Association of Colleges and Schools. US News and World Report have also ranked them in the Gold Division Best High Schools 2013. The school district does its' best to promote life-long learners that graduate but, as mentioned, educators are struggling to live up to the interactive technology demands that todays' students crave. It has been brought to the attention of the IT department that not all the needs of our staff and students are being reached. It has become apparent through the means of a staff wide survey, which the majority of participants do not feel as if they have all of the necessary technologies in their classroom to teach to the best of their ability. While they are doing the best they can, HHH feels that it is crucial to assist our educators in any way possible. Students would also benefit from the inclusion of more technology because it is the age they are currently growing up in and what they are familiar with. We are together attempting to do whatever will be most beneficial for our schools with some additional help. While the district reaches so many students, it is vital that the educators are equipped with the best resources to keep up with a demanding field. Even though there is a budget in place which would eventually provide all classroom teachers with the technology necessary for them to preform at their highest level, it is the goal of the
current IT department to rush the project and get teachers the resources that would help the school district thrive.

**Half Hollow Hills Central School District**  
**Board of Education**  
**Committee Assignments 2014-2015**

**Audit/Budget:**  
*James Ptucha / Betty DeSabato /David Kaston  
(Anne Marie Marrone Caliendo)

**Education:**  
*David Kaston / Diana Acampora / Betty DeSabato  
(Mary Rettaliata / John O’Farrell)

**Facilities:**  
* Frank Grimaldi / David Kaston / Paul Peller  
(Anne Marie Marrone Caliendo)

**Transportation/Health & Safety:**  
*Diane Acampora / Frank Grimaldi / James Ptucha  
(Anne Marie Marrone Caliendo / John O’Farrell)

**Legislation:**  
*Betty DeSabato / Diana Acampora / James Ptucha  
(Anne Marie Marrone Caliendo)

**Policy:**  
* Paul Peller / Frank Grimaldi  
(Patrick Harrigan)

* Denotes Chairperson

**Statement of Needs**

The primary problem at the Half Hollow Hills Central School District is that the teachers do not feel as if they are being provided with the proper tools to educate their students to the best of their ability. Teacher completed an anonymous survey distributed by the IT department at HHH and the results were quite disturbing. The majority of participants answers that they did feel that they had the adequate technology tools to teach their students to the best of their ability. Many of the participants specifically wrote
in an answer box that they wish they had a Smart Board of some sort of interactive whiteboard to capture the attention on their students. Some teachers who did have access to a Smart Board, did not teach in the same classroom all day so unfortunately they had to develop multiple types of lessons to accommodate whatever technology was in that specific classroom. Teachers in the high schools already have it in their contract that they could have up to three prep, meaning they teach three different courses throughout their five period school day. Provided that they still complete their one period duty, which only leaves most teachers with one prep period, one PDP period of collaboration with teachers of similar courses and one lunch period. That seems quite difficult for a teacher to manage all of these preps and then have to make changed to each lesson depending on where they will be teaching that period in the day. There is not enough time in the day to be managing all of those lesson plans.

Additionally, students today are exposed to all sorts of technology at their fingertips. They know how to use the technology but they are not applying it to any useful knowledge, instead they stick to using social media or playing games. Students will consistently complain about how boring school is and how they can fall asleep in most subjects when teachers are just standing in the front of the room rambling on about how to solve equation or World War II. The new opportunities interactive white boards provide are endless. They allow the teacher to move about the classroom and teach from a handheld device, they provide students the chance to lead the lesson and used correctly, smart boards can even link to students personal devices to be used as educational tools. The technology is there and as educators we need to take advantage of anything possible to help these students master the content.
**Program Description**

The program is referred to as the Interactive Technology Incorporation Into Classrooms. The name really sums it up but to be clear the Half Hollow Hills Central School District is eager to find support incorporating the necessary technology into every classroom to support the districts’ teachers. The teachers are not finding the resources in their classrooms up to par to engage the student body. This is an obvious problem for both educators trying to do their jobs by teaching their students and students who are trying to do their jobs by getting their education everyday. Back when I went to school, the best technology that was used in our classroom was a regular whiteboard and perhaps an overhead projector. It is absolutely incredible the advances that have been made today in technology and students are more knowledgeable with technology now than ever before. However, teachers need to use these advances to maintain the attention of the students. It is still the responsibility of the student to come into class, take out their materials, make sure their phones are away but to some extent it is almost unfair to blame them when they are checking their personal technology devices when they are supposed to be doing classwork. They are very rarely doing work by hand since personal computers or laptops or smart phones and tablets came into the picture. By using the devices that students are comfortable with in the classroom it is a way to capture their attention and relate the material to their lifestyles or what they are familiar with. While smartboards or other interactive whiteboards may seem like the do more to benefit the teacher and that students should learn regardless, that is not entirely true. Students are so used to technology and touch screens that they truly benefit from that type of technology in their classrooms. Some students would even strive to be able to make answer choices
from their own smart phones that link up to interactive white boards just because they are using their smart devices as the tool they were intended to be. Educators cannot stop the technological advances that are continuing to be made, but instead of hating them for the waste of time and social media students are visiting with them, they should actual be taught how to use their technology as a life-long resource.

It is a difficult concept for some parents and teachers to wrap their heads around but technology in classrooms is basically a necessity to keep the students engaged in the material. Not many students are going to voice their love for the quadratic formula just because, but there are ways that technology helps students remember such formulas as they become proficient in the material being taught. The problem is that top of the line technology does not come cheap. While every teacher is hopeful to add such advances into their classrooms, unfortunately that is not realistic for every school, at least not without some help. The community surround the Half Hollow Hills CSD has been nothing been supportive over the years that I have worked for this district. While there are still some parents that are not the easiest to deal with, it has always been apparent that the community here will do whatever they can to help continue to keep this district at the top of its’ game. If they could financially support the needs of all of the students I truly believe they would, and while the budget team is doing the best they can to manage the finances appropriately I still think it is important that HHH is able to incorporate all of the necessary technology before the 2016 school year. It is something that every district should be working towards to benefit the needs of the students. This is the type of learning atmosphere they are expecting now, and it is up to school district to do whatever they can to reach the needs of the students.
**Budget**

The technology plan created by the IT team at Half Hollow Hills CSD:

$154,000 each school year)

2011-2012 – Total $2,650,000

2012-2013 – Total $2,804,000

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  - Supplies and materials  
  - Online service subscriptions  
  - BOCES tech related services (Cosers 501, 536, 543, 506) includes: three-year lease purchase of computers and projectors, eBoard subscription, data mining, and Model School participation  
  - Data Network expenses:  
    - Internet connectivity  
    - WAN and network contractual expenses  
    - Additional wiring of classrooms) | $230,000          | $30,000 | $460,000 |
|                                            | $44,000           |      | $44,000 |
|                                            | $355,000          | $120,000 | $475,000 |
|                                            | $137,000          | $252,000 | $389,000 |

2013-2014 – Total $2,958,000

2014-2015 – Total $3,112,000

2015-2016 – Total $3,266,000 (Plus additional grant money which we hope for)
Goals and Measurable Objectives

There are three specific goals that the Interactive Technology Incorporated Into Classrooms program wishes to achieve primarily. Essentially, all of our goals are related to the overall success of our students but in different ways. The first is simply to increase the success of our students at Half Hollow Hills Central School District through looking at their grades. The second goal is to have a noticeable increase in student participation. The final goal discussed and quite possibly the hardest to actually measure, is to have students see the technology they have access to daily as tools and resources to help guide their education. Some will be quite easy to notice improvement while others not so much.

It will be no problem to compare students’ grades before and after all of the necessary tools have been incorporated into each of their classrooms. Educators must also keep in mind though that the whole intention of having up to date technology tools in each classroom is to relate it to the student population. Of course there are devices amazing for teachers to adapt into their curriculum but the whole point is the reach the needs of the students. They will still be taking the same test regardless of what technology you use to teach them so the intention is to make the lessons meaningful. By having access to interactive technology it provides to students to discover different activities on their own. Students can lead an interactive lesson and be a part of the entire decisions being made through their own personal devices. Of course, using cell phones in class can be a bit risky but giving it a shot could be fun. The goal here is to do whatever is possible to make the student want to be a part of the lesson and retain the information. The more the are intrigued by the interactive resources incorporated hopefully the more information they will retain.
The second goal is one really only the teacher in the room can measure. Interactive lessons will hopefully increase the classroom participation from the students. There will always be certain units that drag through and fail to capture the attention of the students, but with the new technology being entered into classrooms maybe we can eliminate some of the negative energy. The use of interactive technology can help teachers make real world connections to just about any topic discussed in schools and by doing so could spark some intellectual conversations. The more educators can get students talking about their content, the more likely the class will retain the information. Again, this is not something with a tangible result but instead will have to be noticed and monitored by the classroom teacher.

Finally the third method mentioned really relates to inspiring our students to become life-long learners. It is unusual goal to achieve but if it is done correctly it could be the most beneficial. It is apparent that students today are almost all equipped with some sort of smart phone or smart devise that they bring to school with them on a regular basis. If teachers can find the balance of incorporating smart devices linked to interactive white boards in the classroom then hopefully students will realize how amazing of a tool they have in their pockets all of the time. While the older generation has a love hate relationship with smart phones we could change that stereotype into something positive. Currently, the technology within a smart device is being wasted through unlimited social media access, or non-stopped texting, or crazy amounts of game time. While those things are all fine in moderation, students should be taught that they hold an educational goldmine in their hand if they venture out of the norm and used it for something better. It is an interesting concept to come to terms with but if teachers plant the seed and show
students all the good that can come from the portable technology, they may learn more than they thought and potentially will use their technologies to their full potential.

It is a new age that is entering the school systems. Somehow teachers must maintain their knowledge of advances in technology to most appropriately teach their students. While some ways may seem to be unrealistic, students will appreciate the unconventional ways of thinking in their classrooms and could certainly benefit from it.

**Program Evaluation Procedures**

Primarily our teachers will be the ones evaluating the success of this program. They are the ones asking for help so hopefully this is enough to maintain a positive, technologically advanced classroom. Additionally, it will be required for every teacher in the district to maintain a certain amount of professional development hours based on using the new technologies in their classroom efficiently. It would be a huge waste for teachers to use smart boards or other devices as just a glorified white board with less mess. That is why the hours will be a school year requirement so that teachers can become familiar with the technology and subject specific as well to make sure they are incorporating this technology in the most beneficial manner. Even more so, those who run the professional development hours will observe teachers throughout random days and times just to see if teachers are living up to their end of the deal and incorporating technology when applicable.
Appendix A

Technology Plan Survey: Sent to co-workers with a link to the survey attached using survey monkey. The survey was 10 questions and every participant remained anonymous.

1. What department do you work in?
   - Administrative
   - Special Education
   - Mathematics
   - English
   - World Languages
   - Social Studies
   - Science
   - Family and Consumer Sciences
   - Guidance
   - Technology
   - Arts/Music
   - Business
   - Research & Development
   - Business Intelligence
   - Physical Education
   - Other (please specify)

2. Approximately how long have you been teaching?
   - 1-3 years
   - 4-5 years
   - 6-10 years
   - 11-20 years
   - 20+ years
3. On a scale of 0-5 how comfortable do you feel incorporating technology into your classroom? (with 0 being not comfortable at all and 5 being an expert at incorporating technology).

   ○ 0
   ○ 1
   ○ 2
   ○ 3
   ○ 4
   ○ 5
   ○ Not applicable.

4. Please indicate which of the following educational technologies (software) you currently use in your classroom. Mark all that apply.

   □ Email
   □ Educational Websites
   □ Microsoft Word
   □ Microsoft Powerpoint
   □ Microsoft Excel
   □ Microsoft Access
   □ Social Networking
   □ Google Docs
   □ Google Earth or Google Maps
   □ Google Translator
   □ Blogging
   □ Audio/Video Podcasts
   □ Video Chatting (Skype or Facetime)
   □ Wikis
   □ Kuta Software
   □ Other (please specify)
5. Please indicate which of the following educational technologies (hardware) you are currently using in your classroom. Mark all that apply.

- Computer workstation (computer lab)
- Overhead projector
- VCR/DVD Player
- Interactive Whiteboard (Smartboard or other)
- Laptops
- Document Cameras
- Digital Cameras/Videocameras
- GPS Unit
- PDA's, Cellphones (Smartphones), iPods, iPads, Tablets, or other hand-held units
- Student Response Systems (CPS units, Clickers)
- Other (please specify)

6. In how many classrooms do you teach in during a typical school day?

- 1
- 2
- 3
- 4
- 5
- 5+

7. Does each of your classrooms have the appropriate technology resources to teach to the best of your ability? If not please elaborate.

- Yes
- No

Specify what would technologies should be incorporated into your classroom if possible.
8. Do you feel like you are using all of the technology in your classroom to the full potential? (If not would you be interested in taking certain PDP’s to gain a better understanding?)

- I am using my technologies to the full potential.
- I believe I am using my technologies to the full potential but I would be interested in learning more by attending a PDP.
- I am not sure that I am using my technologies to the full potential but I am not interested in attending a PDP on the topic.
- I am not using my technologies to the full potential and I would attend a PDP on the topic.
- I am not using my technologies to the full potential and I am not interested in attending a PDP on the topic.

9. With the growing influx of smart devices (smartphones, tablets, iPods, etc.) owned by students today, how willing are you to explore the possibility of using these smart devices as tools to your classroom procedures?

- I am very interested.
- I am somewhat interested.
- I am not interested.

What are some ways you would incorporate smart devices or why would you not want to?

10. How important do you think it is to stay up to date with educational technology?

- Very important, students learn better with newer technology since it is the age they are coming from.
- Important, it makes life easier for both the teacher and the students.
- Somewhat important, the teacher still needs to be able to pass on their information the technology is just there for convenience.
Appendix B

https://www.grantrequest.com/SID_374/Default.asp?PRINTER=1&SESID=%36%33%39%35%32&AID=54470

Letter of Inquiry

Before You Begin...

Please Read:

- Limit your use of bullets and other formatting.
- Copy and paste as needed.
- Log into your account at https://www.GrantRequest.com/SID_374?SA=AM to access saved and submitted requests

Organization Information

General Organization Information

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525 Half Hollow Road

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<tr>
<td>Dix Hills</td>
<td>NY</td>
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Phone

631-219-1531

Website
The goal of the Half Hollow Hills CSD is to encourage life-long learners through the use of interactive technology. With advances happening in technology today at such a fast pace, it is crucial for school districts to keep up with the advances in the classroom. Students are eager to use their technologies such as Smart Devices or Tablets/iPads and by using innovative ways to incorporate them into the school day, they can be used as a tool instead of the typical social media time waster. Even more so, student lose interest when they are learning from the same dry methods of education, instead schools should be doing whatever they can to make the learning process more interactive in today's classroom instead of note taking and observing.

Recently, it has been brought to the attention of the IT department not all the needs of our staff and students are being reached. It has become apparently through the means of a staff wide survey, that the participants majorly do not feel as if they have all of the necessary technologies in their classroom to teach to the best of their ability. While they are doing the best they can, HHH feels that it is crucial to assist our educators in any way possible. Students would also benefit from the inclusion of more technology because it is the age they are currently growing up in and what they are familiar with. We are together attempting to do whatever will be most beneficial for our schools with some additional help.

Currently the HHH School District is reaching the needs of over 9,000 students from Kindergarten to twelfth grade. In a residential area of central Long Island the community is home to about 40,000 people. There are five elementary schools, two middles schools and two high schools, High School East and High School West, that are both fully accredited by the New York State Department of Education and the Middle States Association of
Colleges and Schools. US News and World Report have also ranked them in the Gold Division Best High Schools 2013. The school district does its' best to promote life-long learners that graduate but, as mentioned, educators are struggling to live up to the interactive technology demands that todays' students crave. While the district reaches so many students, it is vital that the educators are equipped with the best resources to keep up with a demanding field. Even though there is a budget in place which would eventually provide all classroom teachers with the technology necessary for them to preform at their highest level, it is the goal of the current IT department to rush the project and get teachers the resources that would help the school district thrive.

Current annual operating budget: 2,958,000
Previous funding from RGK Foundation: No

Contact Information

Organization Primary Contact

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<tr>
<td>Ms</td>
<td>Megan</td>
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Title
High School Math Teacher (IT Specialist)

E-mail
buysme89@suny.oneonta.edu

Office Phone
631-219-1531

Extension
By incorporating interactive technology into all of the classrooms (or as many classrooms as possible) we hope to see an increase in student success. Technology continues to advance and we need to stay up to date with such tools to keep our students engaged in our lessons. Obviously, the first measurable goal would be to see an increase in overall student success or from their GPA. The second goal, would be an increase in student participation. By using technology to spark student interest, they will be inspired to participate in the class lesson and also retain the information discussed. Third, students will be able to use the technology they have access to as a tool to promote life-long learning. This is the hardest to measure and quite possible the most unorthodox, but if students are allowed to use their personal devices such as Smart Phones/Devices or iPads/tablets and are taught how to use them educationally, students could
link them to the appropriate classroom technologies and learn what their devices can do instead of wasting so much time on social media.

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Percentage of total project budget requested from RGK: 15

How will funds be allocated in the project budget?

All funds will be used to incorporate appropriate classroom technologies or to support Professional Development meetings on how to best use the new technology in the classroom.

Amount of funding committed to date: $50,000

Use of funds
Please select one
Establish New Project

For continuing projects, when was project established?

Date project begins: 06/15/2015
Date project ends: 06/13/2016

Program Classification

Please select the classifications that best describe this particular project.

Scope of Project: Local
Program area that best fits your project (Please select one): EDUCATION-K-12 Education

Target population project will serve: CHILDREN
Geographic region project will serve: Outside Texas

Type of Support Requested: Equipment
Please specify geographic area: Long Island, New York