**The Organization**

***A brief history, mission, services provided and persons served, and major accomplishments***

Applicant and lead project partner: North Country Education Services

North Country Education Services, the lead applicant for this project, is a non-profit consortium comprised of northern New Hampshire School Administrative Units 3, 7, 9, 20, 23, 35, 36, 58, 68, 77 and 84. Focused on pre-K to grade 12, the mission of NCES is to be a leader in providing professional development and educational services, facilitating partnerships and fostering collaborations that benefit member schools, advocating for resources for teachers and students, and continuously creating opportunities that enhance education in the North Country.

NCES was established in 1971 with federal funds from legislation aimed at innovative projects which would not normally be undertaken by school districts. In this case the practice of voluntary sharing of personnel for the provision of special education services was the innovation. These shared services continue to be an integral part of NCES’ support of schools throughout the region.

With a forty-eight-year history as an educational service provider, NCES is a long-standing partner with schools in northern NH. Current membership includes all Coos county schools, and schools in upper Grafton and Carroll counties. Services of the agency include professional development for educators; leadership training for administrators; contracting of direct related special education services (school psychology, speech and language therapy, occupational therapy, etc.); distance learning opportunities for teachers and students including live video conferencing as well as asynchronous opportunities such as Virtual High School and Odysseyware; consortium services such as the hosting of the library management for 16 schools; and convening of stakeholder groups including principals, special education administrators, and district-level technology directors.

NCES has consistently demonstrated organizational capacity in managing projects of various scope and scale. NCES works collaboratively with state agency representatives, partner organizations, school district staff and administration. Through involvement with NH School Administrators Association, partnerships with Plymouth State University College of Graduate Studies, White Mountains Community College, Keene State College's Continuing Education Division, and collegial relationships with SERESC, Strafford Learning Center, and other service agencies, NCES has a vast network of educational expertise and resources to tap.

NCES is particularly proud of two successful endeavors that were made possible because of past support from Jane’s Trust. One was engaging three cohorts of learners, 25 leaders in each, in the National Institute of School Leadership’s Executive Development Program (with first of these cohorts made possible by the support of Jane’s Trust). This leadership development program benefited the region in many ways from greatly strengthening professional networks to gaining a more common language and framework amongst schools in the region to discuss educational issues. The second, and more recent project, was the professional development that we were able to freely provide to paraprofessionals over an 18-month period. This include a cohort of 15 paras completing 6 college courses to become eligible for para level II certification and a series of monthly workshop that saw attendance of 30 or more paras each month.

Project partner: White Mountain Science, Inc.

NCES will work closely with White Mountain Science Inc., WMSI pronounced like w-h-i-m-s-e-y, on this project. Serving northern NH—Coos County and upper Carroll and Grafton Counties—WMSI develops and delivers STEM (**s**cience, **t**echnology, **e**ngineering, and **m**ath) programs for students in school and out of school settings; for teachers through professional development programs; and for school systems, universities, and STEM education organizations through consulting efforts. Annually, WMSI works with more than 400 individuals from K-16 and teachers. WMSI’s highlight programs include a twelve school mobile STEM after-school program delivered throughout Coos County, summer camps at multiple north country locations, an active internship program for high school and college age students, co-teaching of a STEM course at the Profile High School; a North Country Code Leaders professional development series for educators in partnership with NCES; consulting with Tufts University for online engineering graduate programs for teachers; and consulting with LEGO Education’s global office in Billund, Denmark. Since the inception of WMSI in 2013, WMSI and NCES have worked closely on teacher professional development in STEM. This proposed project will develop teacher and school-level implementation of computer science as both a topic on its own and as an integrating STEM tool and discipline.

***List of the members of the board of directors/trustees and their affiliations***

Dr. Marion Anastasia, Superintendent of Schools, SAU 36  
Dr. Cheryl Baker - Vice President, Representative, Plymouth State University  
Bruce Beasley, Superintendent of Schools, SAU 7  
Randy Bell, Member at Large  
Paul Bousquet (President), Superintendent of Schools, SAU 20  
Corinne Cascadden, Superintendent of Schools, SAU 3  
Pierre Couture, Superintendent of Schools, SAU 35  
Bernard Keenan, Member At Large  
Kathleen Kelley (Treasurer), Member at Large  
Michael Kelley, Superintendent of Schools, sAU 58  
Laurie Melanson, Superintendent of Schools, SAU 23  
Judy McGann, Superintendent SAU 68  
Robert Mills, Member at Large  
Dr. Steven Nilhas, Superintendent of Schools, SAU 84  
Randall Pillotte, Representative, Tri-County Community Action Program   
Pamela Stimpson, Director of Special Services, SAU 9  
Jody Camille, Representative, White Mountains Community College   
Susan Hodgdon, Superintendent of Schools, SAU 77

***Short biographies of the Executive Committee***

Paul Bousquet, C.A.G.S., is the NCES Board President. He is the superintendent of School Administrative Unit 20, the Gorham Randolph Milan Cooperative School District, and has served in that role for twelve years. Prior to superintendency, Paul served as a principal for eight years at Edward Fenn Elementary School in Gorham, eight years in assistant principalships, and also taught middle school science for three years. Paul served as a co-lead facilitator for the National Institute for School Leadership’s Executive Development Program, for the third cohort of an intensive 24-day program for North Country leaders (with the first cohort being made possible thanks to the support of Jane’s Trust).

Cheryl Baker, Ed.D., is the NCES Board Vice President. For several years she served as a graduate teaching lecturer in Plymouth State University’s Educational Leadership program and as the Graduate Program Coordinator for Curriculum and Instruction Programs and Partnerships. Cheryl Baker has over a decade of experience in K-12 education teaching business, technology and social science. She worked with Granite State College as an online course designer before teaching Plymouth State University graduate courses in technology integration. She has coordinated many self-designed programs, including adult learning, middle level education, and online teaching and learning, and continues her adjunct teaching. She currently serves as the Director of Academic Assessment and Accreditation for Academic Affairs at Plymouth State University.

Kathleen Kelley, CFRE, is the Treasurer. Currently working as independent consulting in the fund raising field, she has served as the Director of Finance and Administration for the Concord Community Music School, the Development Director for Coos County Family Health Services, and volunteered countless hours on boards and committees for organizations including the Women’s Rural Entrepreneurial Network, the American Heart Association, the Association of Fundraising Professionals-Northern New England Chapter, and a local food cooperative under development.

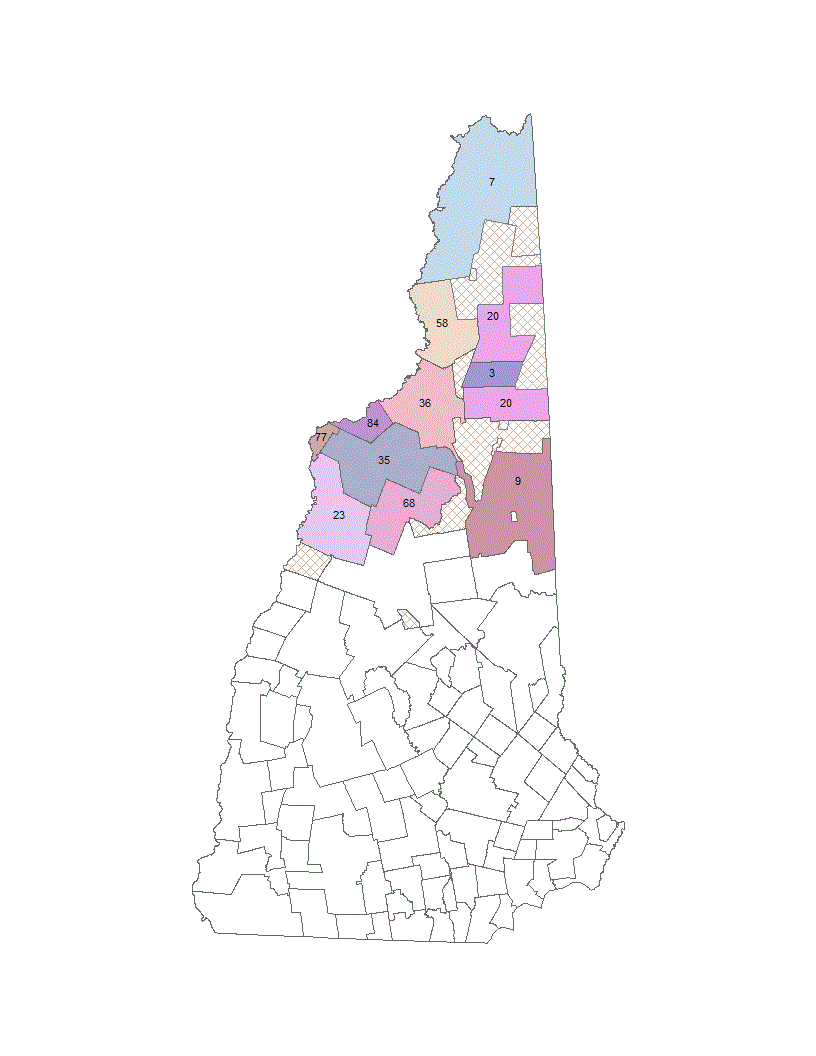
***Brief description of staff, including resumes of leadership***

North Country Education Services’ lean and efficient administrative staff consists of an executive director, an assistant director/distance learning and technology coordinator, a finance manager, and an administrative assistant. Staff assigned and providing services to schools are three full-time school psychologists, one full-time and one part-time occupational therapist, one full-time certified occupational therapy assistant, one full-time speech and language pathologist, and one part-time Teacher of English Speakers of Other Languages. Other current project staff (meaning grant funded positions) work in adult learner services. The agency is currently also serving as a fiscal agent for other groups including the Coos County Directors Network (or early childhood providers), the statewide NH Career and Technical Administrators, a regional Career and Technical Student Organization, and a couple projects involving substance abuse prevention in schools.

The resumes of the Directors of the organizations partnering in this proposal, Lori Langlois of NCES and William Church of WMSI, are included as attachment. Additional descriptions of their experience and roles in this proposed project are included in the personnel qualifications section.

**Project Support Request**

***Intended beneficiaries of this project***

This project will provide professional development, consultation, and conduct research specific to the districts throughout northern NH that are members of the NCES consortium shown in Figure 1 (hatched areas within the region served are unincorporated townships without schools). Most districts in this rural area are above the NH average for free/reduced lunch eligibility (poverty indicator). For components A, B, & F, the 19 schools involved serve approximately 2800 students in grades K-6. For components D, E, F the 11 middle and high schools served have enrollment of approximately 2520 students.

Figure

***The relation of the project to one or more program areas of Jane’s Trust***

This project relates to the Jane’s Trust seeking to advance educational opportunities and educational quality in northern New England. The geographic area served by the project represents approximately the northern 1/3 of New Hampshire. The project will provide access to educational opportunities, resources and programs, with a focus on computer science.

The applicant agency is a nonprofit organization that by its design is public/private partnership serving educational needs of underserved communities.

***Detailed description of the project***

This project is focused on increasing access to computer science (CS) education in the schools in northern NH.

*What do we mean by computer science education in terms of this project?* The Code.org framework will guide the work of this project. As a non-profit dedicated to expanding access to CS in schools, this project is building on the belief that CS is fundamental knowledge needed to prepare students for today’s world regardless of their ultimate field of study or occupation. Computer science develops students’ computational and critical thinking skills and shows them **how to create, not simply use, new technologies**. CS courses cover a broad range of content including: Algorithmic problem-solving; Computing and data analysis (managing, processing, visualizing and interpreting data) – sometimes referred to as “big data”; Human-computer interaction; Modeling and simulating real-world problems; Creating and manipulating graphics; Programming/Coding (including game design); Security (including cryptography); Web design (illustrating principles of programming, human-computer interaction and abstraction); Robotics (designing and programming); and Ethical and social issues in computing.

There is ample evidence to demonstrate that advancements in technology are ongoing and recognition that advanced technology skills are a key driver of change in business and industry. Technology is swiftly transforming work processes and workplace operations. Take for example the list of occupations on the NH Employment Security’s Top Career Prospects for NH. Five on the list of twenty are specific to computing/computer science and ALL of the rest, require computing/computer science exposure. Given the known workforce shortages in NH in computer programming, web development, and other skilled computing fields, this project aims to put NH’s North Country students a step ahead in pursuing those career paths.

This project, consistent with the philosophy of CS4NH (a coalition working to increase access to and participation in Computer Science educational opportunities in NH which is affiliated with the national alliance ECEP – Expanding Computing Education Pathways), seeks to promote the integration of CS in K-12 schools. This means, especially for early elementary grades, computer science will be tied into other curricular areas rather than teaching CS in isolation. This project aims to position the often underserved rural schools in northern NH with: 1) teachers who are better prepared to meet evolving workforce needs, and 2) graduates who are skilled in CS.

The following are the elements of this proposed project (lettered correspondingly to the budget):

**A-1)** Direct consulting work with 19 elementary schools to ensure all are working towards integration of CS from the very earliest grades. While many schools participate in Code.org’s “Hour of Code” event, computer science integration goes well beyond this introductory activity. Taking an integrated approach to computer science integration beginning in first grade is the recommendation of the NH Business and Industry Focus Group from the NH Computing Education Landscape study conducted by the Expanding Computer Education Pathways Alliance and funded by the National Science Foundation. Code.org even provides curriculum for kindergarten which teaches basic programming concepts through “unplugged” activities. These include concepts such as loops and teaching students to collaborate with others meaningfully, investigate different problem-solving techniques, persist in the face of difficult tasks, and learn about internet safety—all skills important in today’s world. The school consultations are intended to help schools navigate a plan to begin computer science in these early grades. This is important as much of the content being taught in 10th computer science principles could developmentally be understood at the 5th grade level. Therefore, this is a great opportunity to accelerate computer science education in a developmentally appropriate manner.

The on-site visits with schools will include two components. The first component is a hands-on professional development program that supports educators as they move from pre-awareness to awareness of how to integrate CS in the early grades. The second component is a dissemination and unpacking of up-to-date free online CS resources targeting both educators and students.

**A-2)** The final consultation visit with the school will focus on creating an implementation plan to set goals for what computer science integration will look like in each school and the actions/next steps to move toward those goals.

**B)** Development of a website of curated free and open-source CS resources for schools to utilize that will be grouped by grade level. These will be resources that teachers will be introduced into the onsite visits (A-1). This will give schools alternatives to the often unaffordable platforms typically marketed to schools - especially in early implementation phase when they don’t have the know-how to make use of open-source options. By identifying and essentially recommending resources by grade level, we are intentionally streamlining the main tools and curriculums being utilized in the region. This will help us to create computer science learning communities as teachers begin to develop expertise.

**C)** Development of a "Status of Computer Science in the North Country" report based upon data collected in this project to assess levels of implementation and facilitate regionalized planning for comprehensive CS integration from the early grades through advanced opportunities in high school. This report will capture where each school is at presently with regard to computer science integration as well as what implementation plans are in place at the close of the project. Included in this report will be summary finding on both opportunities and barriers for the region. This will likely help us leverage regionalize training and/or other opportunities. We also expect that highlighting the progress of the schools in this project will showcase the advancements we are making in the region to be leaders in computer science education.

**D)** Provide a 4 session professional development series for middle/high school educators focused on “Leveraging Programming, the Web, and CS Principles as a Local Workforce Development Strategy”. The first session will generally assess the opportunities of CS as a workforce development strategy, the habits of mind for CS, and the importance of helping students understand to difference between being users of the web versus masters of the web. One session will include a panel of businesses in the region who seek workers in the computer science field, another on web development (in response to the high demand for jobs in this field that may only require a high school degree), and a final session on the field of cybersecurity.

**E)** Code-a-Thon, Hack-a-thon, Codefest, Technovation Challenge, Computing Olympiad… the exact title to be determined, but this component will be a regional CS event for students. There will be competitive and collaborative challenges as part of the day. The event will also host a “Programming as Performance” keynote speaker that delivers a live and entertaining demonstration of programming. The schools will only be responsible for the transportation costs to the event. We believe if this first regional event is a success, we will be likely to find business sponsors to make it an annual event or provide schools with the justification for seeking local funding to support the event.

**F)** Provide support for a cohort of North Country educators to participate in a Code.org and University of NH CS educator accelerator program. Though participants in that partnership will have the training costs covered, the travel for the follow-up sessions will not be covered (more than 2.5 hours for educators in the North Country). This element will also provide an opportunity to convene the North Country cohort on the “off” months to help with continuity and add additional skills to the teachers’ toolkit.

***Intended outcomes, method, and criteria for assessing project’s effectiveness***

|  |  |  |
| --- | --- | --- |
| **Logic Model for this Project: Accelerating CS Implementation in K-12 North Country Schools** | | |
| Activity/Method | Outcome | Indicators |
| A-1) Computer Science Professional Development and Consultation: 2 school visits for each of the elementary schools in the project | Move elementary teachers from pre-awareness to awareness regarding what computer science is, why it is critically important, and grade appropriate ways they can begin to incorporate CS into their curriculum. | # of visits  # of teachers and administrators participating (of total teachers)  # of CS activities implemented in classrooms as a direct result of these visits |
| A-2) Follow-up consulting to schools: Implementation Plan | Final consultation visit will “put the plan to paper”. We will work with schools wherever they are at with computer science integration and develop actionable next steps to increase their level of integration – or if already integrating, steps to enhance what is in place. | Documentation of the work plan and action steps. |
| B) Development of website of curated free/open-source CS resources | The resources are numerous and likely very overwhelming to a novice. By curating resources that the project can support, we can streamline training and increase efficiency. This is intended to make CS implementation easier for teachers so they are not trying to determine which options are the best for their grade level. | Survey results from teachers of the participating schools on the value of this resource and the frequency of use. |
| C) Development of a "Status of CS in the North Country" report based upon data collected in this project | Provide us with an update to status of CS implementation in the region and what work is underway. This will enable streamlining of training and support for future work and should also provide us with data to leverage other funding and resources. | Completion of the report. |
| D) Professional development series for middle/high school educators on "Leveraging Programming, the Web, and CS Principles as a Local Workforce Development Strategy" | Help educators see the value of CS education as viable workforce development that can benefit not only the students, but the local/New England region. | # of participants.  Satisfaction, quality and utility of sessions as self-reported in surveys after the sessions. |
| E) Regional Codefest or CS Challenge Event for Student | Student exposure to CS; also, by hosting a regional event, this will give more students/schools exposure to these types of events and thus may increase their likelihood of engaging in any of the larger competitions that are held in the southern region of the state. | # of students.  # of schools.  # of lines of code produced.  The “products” created by student in the event. |
| F) Support for North Country educators utilizing CS professional development being made available through the Code.org & UNH STEM Collaborative Partnership | Identify the “early adopters” and utilize their energy and optimism as leaders in advancing computer science in the region. | # of convenings of these CS teacher leaders.  Examples of what they are accomplishing.  Examples of the ongoing ways we will support this CS learning community. |

***Detailed budget outlining the amount requested***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Amt** | **Units** | **Rate** | **Total** |
| **A-1) Computer Science Consultation: School Visits for elementary schools: Pre-awareness>awareness>initial implementation** |  |  |  |  |
| WMSI on-sites, 2 visits per participating school x 19 schools | 38 | days | $ 1,000 | $ 38,000 |
| Mileage reimbursement @ $.545/mile |  |  |  | $ 1,310 |
| **A-2) Follow-up consulting to schools: Implementation Plan** |  |  |  |  |
| Third visit to schools: Action plan and next steps | 19 | days | $ 1,000 | $ 19,000 |
| Mileage reimbursement @ $.545/mile |  |  |  | $ 655 |
| **B) Development of website of curated free/open-source CS resources** |  |  |  |  |
| Resources for schools in the project to utilize which will give them alternatives to the often unaffordable platforms typically marketed to schools - especially in early implementation stage. | 15 | days | $ 1,000 | $ 15,000 |
| **C) Development of a "Status of CS in the North Country" report based upon data collected in this project** | 10 | days | $ 1,000 | $ 10,000 |
| **D) Professional development series for middle/high school educators on "Leveraging Programming, the Web, and CS Principles as a Local Workforce Development Strategy"** |  |  |  |  |
| 4 sessions facilitated by WMSI, 4 hours each plus prep time | 4 | sessions | $ 1,000 | $ 4,000 |
| Refreshments/light dinner for up to 20 people | 4 | sessions | $ 150 | $ 600 |
| Conference service fee | 4 | sessions | $ 195 | $ 780 |
| Mileage reimbursement, 60 miles @ .545 | 4 | sessions | $ 33 | $ 132 |
| **E) Regional Codefest or CS Challenge Event for Student** |  |  |  |  |
| Stipends for local school coordinators | 10 |  | $ 500 | $ 5,000 |
| Food (hosted by a resort in the region) | 100 | students | $ 30 | $ 3,000 |
| Facility (resort in the region, likely Mtn View Grand) |  |  |  | $ 500 |
| Team prizes, 1st $500, 2nd $250, 3rd $150 |  |  |  | $ 900 |
| T-shirts for participants | 120 | people | $ 12 | $ 900 |
| Door prizes |  |  |  | $ 200 |
| Event supplies and materials |  |  |  | $ 156 |
| WMSI Planning - content of challenges plus day of event | 5 | days | $ 1,000 | $ 5,000 |
| Additional WMSI staffing for support and technical assistance |  |  |  | $ 1,000 |
| NCES Planning - logistics plus day of event | 3 | days | $ 1,000 | $ 3,000 |

*(budget continues on next page)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **F) Support for North Country educators utilizing CS professional development being made available through the Code.org & UNH STEM Collaborative Partnership** |  |  |  |  |
| Elementary Cohort - 1 School-Lead Stipend for schools represented in the Code.org Elementary PD series ($100/each for follow-ups) | 10 | stipends | $ 300 | $ 3,000 |
| Middle/High Cohort |  |  |  |  |
| Trainer/facilitator for 2 local sessions to supplement the training for this cohort | 2 | trainer | $ 1,000 | $ 2,000 |
| Refreshments/light dinner for up to 20 people | 2 | sessions | $ 150 | $ 300 |
| Conference service fee | 2 | sessions | $ 195 | $ 390 |
| Mileage reimbursement for trainer, 60 miles @ .545 | 2 | sessions | $ 33 | $ 66 |
| **Overall project management and coordination** |  |  |  |  |
| NCES Project Management and Reporting, 1.5 days per month | 18 | days | $ 1,000 | $ 18,000 |
| WMSI Coordination, 1/2 day/month | 6 | days | $ 1,000 | $ 6,000 |
| **Subtotal** |  |  |  | $ 138,889 |
| **Indirect (overhead and administrative fees, 8%)** |  |  |  | $ 11,111 |
| **Total** |  |  |  | **$ 150,000** |

***The qualifications of personnel with major project responsibilities***

Project Director/Analyst: Lori Langlois, Executive Director, North Country Education Services (Gorham, NH)

Lori Langlois is the Executive Director of North Country Education Services where she has worked since 1995. She earned a BS in Business Administration from the University of New Hampshire, a MEd in education and a CAGS in educational leadership from Plymouth State University. She is pursuing an EdD in Learning, Leadership, and Community researching the influences on the outmigration of young adults in rural areas in the context of the present-day “globalized” world. She participated in the Leadership North Country Class of 2011, the inaugural cohort of the Tillotson Community Practitioners Network, and the 2017 Class of Leadership New Hampshire. She has served on several statewide, regional, and local boards including a current seat on the Granite United Way Executive Board. The full resume of Lori Langlois is included in the appendix.

Lori has served as the project director on numerous grant-funded endeavors, large and small. She meets on a monthly basis with the region’s superintendents, principals, and special education administrators giving her a comprehensive perspective on the needs and readiness of the region. Having been with the organization for 23 years, her network with the schools and education-related partners is extensive and strong. This is an important element of moving this project forward as there are trusted relationships already in place.

*(personnel continues on next page)*

Lead Consultant and Trainer: William Church, Executive Director of White Mountain Science, Inc. (Bethlehem, NH)

William Church is the Executive Director of White Mountain Science, Inc., a nonprofit organization he conceived to enhance STEM skills of teachers and students in the region after serving as a physic teacher in northern NH for several years. WMSI’s mission is to excite kids and teachers about STEM knowledge and skills and help them grow as creative problem solvers. To highlight the extent of William’s expertise, Tufts University fully funded his Master’s degree in Mechanical Engineering and LEGO Education has contracted with WMSI several times, flying William to Denmark and Dubai to consult on LEGO’s educational products and curriculum.

William has academic backgrounds in physics, mechanical engineering, and education. He has been a public school physics teacher for fifteen years, a teacher professional development provider for fourteen years, and an STEM outreach organization executive director for five years. Since his first Apple II computer and throughout his academic work, teaching career, and current position at White Mountain Science, he has leveraged computer science as a tool for creative expression, STEM inspiration, and problem solving. He writes code in Python, Java, Arduino (C++), Web platforms, LabVIEW, MINDSTORMS, Scratch, and others.

***Project revenue and discussion of strategies for obtaining additional funds from other sources and a statement of funds which have been received, pledged or are pending***

This project will leverage other activities occurring in the State of New Hampshire in computer science. The two confirmed projects that will interface with our project have committed funding from Code.org to support the STEM Teachers’ Collaborative at University of New Hampshire and the STEM Discovery Lab at UNH Manchester for 1) the Code.org Computer Science Fundamentals for K-5 Educators and 2) Code.org’s Professional Learning Program for CS Principles (grades 9-12) and CS Discoveries (grades 6-10). The UNH STEM Collaborative has committed to supporting northern NH educators in participating in these opportunities by working with NCES/WMSI to provide access to training in the North Country (otherwise drive times could range from 2 to 4 hours for our educators to travel to Durham or Manchester NH for training sessions).

Though in-kind is not outlined in the budget, in-kind support includes the project director’s and project consultant’s time observing and collecting information at the on-site consultations and implementation visits with the schools to develop the “Status of CS in the North Country” report. While 10 days are budgeted for, the effort will easily require 30 days of time. Other in-kind will include the participation of educators and administrators in the school-site consultations. These are intended to take place in the afternoon and carry-over in to “extra time” after school.

***Period the funds are to be spent***

The project period will be September 2018 through December 2019.

***Detailed explanation of how the project will be sustained after the requested grant period***

By no stretch of the imagination do we propose or claim that computer science will be fully integrated K-12 in the schools this project will touch by the end of the project. This project, however, serves to take a coordinated effort to help schools develop an “implementation plan” that works for their respective situations. There are many approaches one could take in implementing computer science. There too are many different aspects of computer science that a school could focus on. Our general idea is that particularly in the early elementary grades, much of computer science remains in a “pre-awareness” stage. This work will help move at least all K-5 teachers from pre-awareness to awareness. There are so many free and low-cost curriculums and resources available to teachers and schools. Helping them understand the options, curating the most promising, and giving them the primarily skills and language will start them on the path to unveiling the world of computing that is likely foreign to many of them. Computer science is not about using technology, it is about creating with technology. This is not a subtle shift. While there may be a few teachers who have taken the initiative to bring themselves up to speed on coding, programming and algorithms, big data and digital information, and cybersecurity/privacy, our general sense is that technology integration in our schools is still heavily slanted towards the use of productivity software and older standards. The technological landscape has evolved and this project will help our schools to support students in becoming knowledge constructors, innovative designers, and computational thinkers. In many ways, sustainability has a lot to do with momentum. We feel this project can set the course for that momentum in a coordinated and efficient way.

NCES & WMSI continuously seek funding to bring STEM opportunities to teachers and enrichment programs to students. Whenever possible, ties will be established between this project and WMSI’s established Mobile STEM Lab program in 12+ schools throughout the service area. Specific to computer science, there will be ongoing support available through a STEM Teachers’ Collaborative at the University of NH, CS4NH, the NH High Technology Council, and Code.org partnership that this proposed project will complement. Code.org is a nationwide network that supports efforts to expand access to computer science in K-12 schools. Our project seeks to ensure that northern NH’s educators and schools are not only primed to participate in the resources through the UNH/Code.org partnership, but that the region’s teachers and students are at the forefront of the effort to build a stronger high-tech workforce.

**Appendices**

Resumes

Project Director/Analyst, Lori Langlois  
 Project Consultant/Trainer, William Church

Internal Revenue Service (IRS) Determination Letter

Current and prior year budgets

2017-2018 Current Budget, Expenses & Revenues  
 2016-2017 Budget

Audited financial statements for the two most recent years

Organization’s most recent Form 990 and all attachments and schedules

Information regarding any change in the cover sheet information originally submitted with the organization’s concept paper: There were no changes regarding the cover sheet information.