

SAMPLE APPLICATION

NOTE: This sample is based on an older version of the application. While the current application you will complete is somewhat different, the level of detail in the responses below remains exemplary.

Watershed Forestry Bus Tour Program Application

I. APPLICANT INFORMATION:

I am an:

- Organization
- School
- Other:

I am a:

- New Applicant (You have never applied for WAC funding before.)
- Repeat Applicant (You have applied for WAC funding before.)
 - I have received funding in the past.
 - I have NOT received funding in the past.

I am applying for Bus Tour option:

- Option 1: Environmental Education Center
- Option 2: Trout in the Classroom Trout Release
- Option 3: Green Connections Program
- Option 4: Trees for Tribes Tree Planting

Contact Information:

Name:	Jane Doe
School Name:	Budding Environmentalist School
Grade(s) Taught:	Grades 7 and 8 (and team teach labs K-6)
Subject(s) Taught:	Science
School Mailing Address:	1234 Clean Water Ave, Staten Island, NY 10306
Email:	JaneDoe@email.com
Daytime Phone:	XXX-XXX-XXXX

Cell Phone:

Fax Number:

II. BUS TOUR OPTION:

Check your preferred Bus Tour option below and complete all required information for your selected option.

Option 1: Environmental Education Center

Check your preferred EEC destination from the options below:

East of Hudson

West of Hudson

- Clearpool Education Center & Model Forest
- Taconic Outdoor Education Center
- Teatown Lake Reservation
- Other: _____

- Frost Valley YMCA & Model Forest
- The Ashokan Center
- Other: _____

Option 2: Trout in the Classroom Trout Release

We recommend that applicants coordinate with Trout in the Classroom NY to plan a visit to Westchester County's Ward Pound Ridge Reservation in the spring. Check whether you will visit Ward Pound Ridge Reservation or another trout release location that you have arranged. Write the name of the other location in the space provided.

Ward Pound Ridge Reservation trout release

I have arranged another location:

[N/A] Option 3: Green Connections Program Applications only accepted in August.

Complete the following information about your Green Connections partner school:

Name of Partner School:

Name of Partner Teacher(s):

Partner Teacher Phone & Email:

Number of years this partnership has existed:

Check your preferred tour locations for your Upstate (A) and NYC (B) tours from the options below:

A. Upstate Bus Tour Location(s)

East of Hudson

West of Hudson

- Clearpool Education Center & Model Forest
- Taconic Outdoor Education Center
- Teatown Lake Reservation
- Other: _____

- Frost Valley YMCA & Model Forest
- The Ashokan Center
- Time and the Valleys Museum
- Gilboa Museum and Fossils
- Other: _____

B. NYC Bus Tour Location(s)

- American Museum of Natural History
- Hudson River Park Trust
- Hudson River Sloop Clearwater
- Intrepid Sea, Air and Space Museum
- Lower Eastside Ecology Center

- Newtown Creek Visitor Center
- Pioneer Schooner
- Queens Museum of Art
- Other: _____

Option 4: Trees for Tribes Tree Planting

Check below that you meet all special requirements for Trees for Tribes Tree Planting tours:

- Participants are 7th grade or higher.
- Group size is no more than 50 individuals (or the capacity of 1 bus).
- The tour is scheduled during the spring.

III. BUS TOUR DETAILS:

Proposed tour date(s) or best estimate:

April or May ó depending on availability
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Participants: Student - Estimated # of participants: Grade Level(s):

Adults - Estimated # of participants:

Will your trip have an overnight component? Yes - How many nights:

No

How much funding are you requesting? Applicants may apply for up to \$3,000 for Bus Tour Options 1, 2, and 4; and for up to \$5,000 (\$2,500 per school) for Option 3: Green Connections.

\$2,525.00

Have you applied for, or received funding from, the Catskill Watershed Corporation (CWC) Public Education Grants to support this specific tour?

- Did not apply
- Applied for but did not receive funding
- Received funding

IV. PROFESSIONAL INFORMATION:

How did you learn about the Watershed Forestry Bus Tour Program? (For example, from an administrator, colleague, WAC or other emails, WAC or other websites, etc.) **(50 words max.)**

I was first informed of the program when I attended the Watershed Forestry Institute for Teachers. Additional information was provided when I attended three supplemental Northeast Teacher Forestry Tours, Trout in the Classroom workshops and on the WAC website and past emails from program staff.

Have you ever attended the Watershed Forestry Institute for Teachers?

Yes, what year(s): I attended 2001 and 2008
 No

The Watershed Forestry Institute for Teachers is a professional development educational program from the Watershed Agricultural Council that immerses 4th -12th grade teachers in a hands-on study of the New York City watershed, forestry and water quality sciences.

If you have previously participated in the WAC Watershed Forestry Institute for Teachers or Bus Tour Program, please describe how your curriculum has been impacted by your participation in these experiences. **(200 words max.)**

Many different lessons from Project Learning Tree, Project Wild, Project WET, The Catskills: A Sense of Place and the even the Green Connections curricula (which I have from past partnerships) are used with all grade levels (K-8) in regular classes and in my after-school science enrichment programs. I also integrate these lessons into the Science methods course I teach at St. John's University in the hope that these prospective teachers will utilize these resources and strategies in their classrooms.

My seventh grade in particular is involved in many related field opportunities. The students raise trout as part of the Trout in the Classroom program and participate in A Day in the Life of the Hudson run by the Lamont Doherty Earth Observatory, the DEC and Hudson River Estuary Program. Many of these students are also on my environmental team that counts eels and oysters and checks water quality of local waterways as part of the The Hudson River American Eel Research Project and the Billion Oyster Project.

Truly the WFIT experience has enhanced my own understanding and facilitation skills involving the watershed and gave me the confidence to pursue more hands-on field opportunities for my students.

List and describe any environmental education professional development (or course work) you have participated in, especially related to watershed and forestry themes. How have you applied these experiences to your teaching? **(200 words max.)**

I have been involved in numerous environmental education programs and presented some of my experiences at the Watershed Forestry Institute for Teachers held at the Taconic Outdoor Education Center this July to encourage more teacher participation in these programs. I am also an adjunct professor at St. John's University on the Staten Island campus teaching a Science methods course and promote these professional development opportunities to prospective teachers. Within my own in-school and after-school classes at Budding Environmentalist School, I see how environmental science engages children and enables them to become scientists in the field as they collect and use data in meaningful ways using scientific journals and tools. Attending professional development allows me to stay current, learn new teaching practices and supplies me with great partnerships and resources.

Some of the professional developments I have been involved in:

- Watershed Forestry Institute for Teachers
- Northeast Teacher Forestry Tours
- Green Connections
- Trout in the Classroom
- A Day in the Life of the Hudson (DEC and LDEO)
- Hudson River Eel Research Project
- GLOBE Program
- Projects WET, WILD, Learning Tree
- The Catskills: A Sense of Place
- New York Hall of Science Design Fellow
- NYC Parks Programs
- DEP Adopt-A-Bluebelt
- Billion Oyster Project

List and describe the specific curricula, resources and/or tools have you used to teach about the environment, especially related to watershed and forestry themes. How have you incorporated these resources into your teaching? (For example, Project Learning Tree, Project WET, The Catskills: A Sense of Place, etc.) **(200 words max.)**

In regular Science classes, children of all ages are exposed to lessons such as H2O Olympics (Project Wet), Whale of a Tale (Project Wild), Cornell Lab of Ornithology Birdsleuths program, Tree Cookies (Project Learning Tree), games like Oh, Deer! and Rival for Survival (Sense of Place) to name a few. As stated earlier, our seventh graders are immersed in a hands-on curriculum filled with a wide array of watershed and forestry lessons, videos and fieldwork.

My after-school environmental programs also use these resources:

- Keepers of the Earth (Gr. 3-4): focuses on water and trees and integrates Native American folktales and even art projects with current science work. Students have been involved in Adopt-A-Tree activities (PLT), The Rainstick (Project WET) and more.
- Globetrotters Program (Gr. 5-6): learns how to collect data using Globe Program protocols as we visit different local sites.
- ELF (Environmental Leaders Fellowship) team (Gr.7-8): focuses mainly on the eels and oysters using more specific testing procedures. Members are trained to be leaders in the field when we take their regular classes to these sites. They also make a presentation table to showcase aspects of our work at Ecology Day at the Staten Island Mall in the spring.

V. PROGRAM DESCRIPTION:

Priority for funding goes to applicants focusing on the New York City watershed, the NYC drinking water supply system, and the forested landscapes that protect water quality. Specific lessons should be planned for before and after your tour to ensure desired learning outcomes.

Important: *Please adhere to the maximum word limits for each of the questions below. Exceeding a word limit will result in a loss of points during the application review process.*

Please explain why you are interested in the Watershed Forestry Bus Tour Program and describe how your participation in the program will augment your existing curriculum. **(150 word max.)**

Given the fact that my seventh graders are raising trout as part of the Trout in the Classroom program, we need a good home for our trout. Ward Pound Ridge seems like the perfect place to make our trout and students happy. We look forward to working directly with TIC staff as we release the trout, hike the area and perform environmental tests and activities.

Since the seventh grade is so heavily invested in an environmental curriculum, they would appreciate the experience greatly and make some key connections to what they have been doing in the classroom to real life. Testing water in a stream where their fish are going to live will allow them to understand why testing needs to be done and why the watersheds are so important. They will see firsthand the natural forests that help filter the system that feeds into our own reservoirs and homes.

Describe the specific watershed and forestry themed activities you would like your students to participate in during the tour. Explain how you hope these activities will contribute to your students' deeper understanding of the NYC watershed. **(250 word max.)**

During the initial part of the tour, the students will be releasing the trout. They will need to acclimate the fish to the water's temperature first. This is always a euphoric time. After that, the students will go on a nature hike and look for native plants and wildlife. They will then study and classify macro invertebrates from the stream. Finally I would like to get them involved in water and soil testing and fly casting. I could run the water and soil testing station while students rotate between that and fly casting since we have a big group.

I will be assigning student photographers to take pictures throughout the day so we can use them for a later reflective assignment about the interconnected nature of the ecosystem. Monitoring and observing nature will empower them to become stewards of the watershed and the fly casting element would allow them to see the recreational benefits we gain from preserving nature. The importance of watershed cannot be emphasized enough and seeing it up close this way should leave a lasting impression.

The visit to a drinking water reservoir is a critical reason for making the watershed bus tour an integral part of our study of water. I believe that students will come away with a much more lasting understanding of reservoirs as well as the watersheds that feed them.

Describe the specific watershed and forestry themed activities that your students will do before the proposed tour(s). Explain how these activities will prepare your students for significant learning on the tour(s). **(250 word max.)**

Before the trip, we will continue to care for our trout and test the tank water. We will review all water and soil testing procedures we will use upstate and discuss what healthy readings are. We will discuss what macro invertebrates are, study their anatomy and their role in the system. I plan to collect pond water and soil from a local nature park and bring it in for them to find some aquatic organisms and even test the water and soil. We will practice classification activities such as A Bucket of Bugs lesson so they understand what needs to be done at the site. We will also learn about plant and tree classification using dichotomous keys.

We will also learn about our watershed address and do some watershed lessons that I have from when we were involved in the Green Connections program. We will find Ward Pound Ridge on Google Earth and trace its water to us and revisit the water cycle. Another idea is to show them videos of fly fishing so they understand this sport better since it will be new to many.

During all these pre-trip activities we will divide into teams with members of my ELF (Environmental Leaders Fellowship) team acting as leaders. I will provide extra training to the ELFs so they can assist the students having issues during the trip. Knowing what they are expected to do on the trip will make students more confident and eager for these learning experiences.

Describe the specific watershed and forestry themed activities that your students will do after the proposed tour(s). Explain how these activities will synthesize content from before and during the tour(s) and result in a deeper understanding of the NYC watershed. **(250 word max.)**

I would have them debrief using a 3-2-1 Strategy assignment where they would write THREE things they learned or found most interesting, TWO connections to content in their textbook or Review Book, and ONE question they still have about the experience. We would share this with each other.

I would have the students create a slideshow presentation to show the sixth grade a sneak peek into the future. We will show them what we did during the whole trip and what we learned about watershed forestry. In this way, they will be reflecting back on the experience. The seventh graders then would partner up with a sixth grader to do an activity, such as water testing, tree identification, a water cycle or macro invertebrate game, to share their expertise with others and demonstrate mastery of the content.

As a group, we would do a perch dissection since its anatomy is close to the trout. We will compare and contrast it to the anatomy of humans since human systems was another unit we covered this year, along with ecosystems, and organisms. We will think about what trout and humans need to live healthy lives and connect these habitat and resource needs back to the watershed and the forests that maintain water quality.

Finally, I would like to also have them to participate in a planting or cleanup initiative at a local park to show how we can continue to make a difference in the health of our environment.

VI. BUDGET INFORMATION:

The Watershed Forestry Bus Tour Program is a matching grant program with a 1 to 1 match requirement. This means that for every \$1 requested from the Bus Tour Program, you must also contribute \$1 in cash (from any source) or in-kind goods and services (e.g., teacher/staff/volunteer hours, supplies, etc.).

Please research costs for transportation and other program fees (if applicable). Estimates are acceptable.

The Grant Funds and Matching Funds amounts in the chart below (columns A and B) do not have to be equal; however, the TOTAL Matching Funds must equal or exceed the TOTAL Grant Funds.

Applicants may apply for up to \$3,000 for Bus Tour Options 1, 2, and 4; and for up to \$5,000 (\$2,500 per school) for Option 3: Green Connections. An example budget can be found at http://nycwatershed.org/for_bustours.html.

Acceptable **Grant Funds** expenses:

1. Travel expenses (bus rental)
2. Lodging and facility fees
3. Program fees
4. Meals during the tour

Acceptable **Matching Funds** contributions:

1. Travel expenses (bus rental)
2. Lodging and facility fees
3. Program fees
4. Meals during the tour
5. Staff/volunteer time used to plan the tour. Calculate this value based on an estimated hourly pay rate. Teacher hourly wages vary. An acceptable value for staff and volunteer hours is \$27/hour.
6. Supplies

	A	B	A + B
Expense Category	Grant Funds	Matching Funds	CATEGORY TOTAL (add across rows)
Transportation	\$2,400.00	\$	\$2,400.00
Lodging/Facility Fees	\$125.00	\$	\$125.00
Program Fees	\$	\$	\$
Meals	\$	\$680.00	\$680.00
Teacher/Staff/Volunteer Hours	N/A	\$2,805.00	\$2,805.00
Supplies	N/A	\$	\$
Other ó Please Explain:	\$	\$	\$
BUDGET TOTAL (add down columns)	\$2,525.00 <i>(Total amount being requested in application)</i>	\$3,485.00 <i>(Total value of your matching funds. Must equal or exceed Column A total)</i>	\$ 6,010.00 <i>(Total value of your bus tour)</i>

Are you a Title I School? Yes
 No
 N/A

Explain why you need funding from the Watershed Forestry Bus Tour Program. **(50 words max.)**

As a Catholic school, we have limited access to public funds for initiatives and trips. Lack of funding limits our authentic learning opportunities greatly. Some of our families are struggling to keep their children in our school and we hope to make this opportunity available to all our students.

Explain how the Bus Tour Program grant funds will be used in each of the budget categories above. Remember, the Bus Tour Program prefers to primarily fund transportation costs. **(100 word max.)**
(Ex. 2 buses at \$1,050/bus = \$2,100; 50 lunches at \$4 each = \$200, etc.)

The Bus Tour funds will be put towards the transportation costs and the site fee at Ward Pound Ridge. 2 buses at \$1,200/bus = \$2,400; site fee \$125.

Explain the source(s) of your matching funds and how these matching funds will be used in each of the budget categories above. **(100 word max.)**
(Ex. Program and lodging fees for 2 days + 1 night at Environmental Education Center for 75 students = \$10,000, paid by school, PTA funds, student fees, etc.; 20 teacher hours at \$40/hour = \$800; 8 volunteer hours at \$27/hour = \$216, etc.)

Our matching funds will include meals and teacher/staff volunteer hours.
85 meals X \$8/meal = \$680, paid by students, chaperones, teachers
20 teacher hours X 3 teachers at \$40 hour = \$2400
15 volunteer hours at \$27/hour = \$405

Who will be responsible for the budget and reporting requirements of the Bus Tour grant? If this is not the same person as the applicant, please explain why it is a different person and how you will work together to manage the budget and reporting. **(100 word max.)**

Jane Doe (applicant), John Doe (treasurer), Maple Leaf (principal)
*** Jane Doe will handle the trip arrangements and funding requests. John Doe and Maple Leaf will be made aware of all transactions and will handle any official paperwork involving insurance.

VII. PROGRAM REQUIREMENTS

Please check the boxes next to each statement below to indicate that you understand and agree to the program requirements.

[X] I UNDERSTAND THAT I AM REQUIRED TO OBTAIN ADMINISTRATIVE SUPPORT FOR PARTICIPATION IN THE BUS TOUR PROGRAM. I AGREE TO PRINT THE ATTACHED ADMINISTRATOR SUPPORT FORM, DISCUSS THE PROGRAM WITH MY ADMINISTRATOR, OBTAIN HIS/HER SIGNATURE ON THE FORM AND SUBMIT THE FORM WITH THIS APPLICATION.

[X] I UNDERSTAND THAT, IF FUNDED, I WILL BE REQUIRED TO OBTAIN PROOF OF ADEQUATE INSURANCE FOR THE BUS TOUR AND TO COMPLETE A W-9 TAX IDENTIFICATION NUMBER FORM. (Note: The proof of insurance and W-9 form DO NOT need to be submitted with this application.)

[X] I UNDERSTAND THAT, IF FUNDED, I WILL BE REQUIRED TO MEET WITH A BUS TOUR PROGRAM STAFF PERSON AT MY SCHOOL TO REVIEW PROGRAM DETAILS AND TO SUBMIT THE PROOF OF INSURANCE AND W-9 TAX IDENTIFICATION NUMBER FORM.

Please return the completed application by e-mail, fax or mail no later than 5:00pm on Friday, January 9th to:

Tyler Van Fleet

Watershed Educator
Watershed Agricultural Council
1275 Hanover St.
Yorktown Heights, NY 10598
Email: education@nycwatershed.org
Phone: (914) 962-6355 x21
Fax: (914) 962-5436

Accepted applicants will be notified within six weeks of application deadline.

The Watershed Forestry Bus Tour Program is a program of the Watershed Agricultural Council

Watershed Agricultural Council
www.nycwatershed.org



with support from the following:



Watershed Agricultural Council
www.nycwatershed.org



Administrative Support Form

Watershed Forestry Bus Tour Program

Dear Administrator,

We are excited that a teacher in your school is applying for a *Watershed Forestry Bus Tour Grant* from the Watershed Agricultural Council! Our grants help fund transportation costs associated with field trips to New York City's world-famous watershed. Taking part in one of our field trips is the most powerful way for students to learn about how forests filter and clean our drinking water, and the important role they play in taking care of their watershed.

If your school is awarded a grant, the applying teacher will be expected to:

1. Meet with a Bus Tour Program staff person at your school to review program details. (Administrators are welcome, and encouraged, to attend!)
2. Work with Bus Tour Program staff to integrate watershed forestry themes into the existing curriculum.
3. Obtain proof of adequate insurance for the Bus Tour, complete a W-9 tax identification number form, and submit a budget with one-to-one matching funds (100% of which can be in-kind contributions.)
4. Participate in pre- and post- tour evaluations.

We encourage you to read through the application your teacher has submitted.

A statement of your support of the application is required in order to receive funding. Questions may be directed to Tyler Van Fleet, Watershed Educator at tyanfleet@nycwatershed.org. Thank you!

STATEMENT OF SUPPORT

I, Maple Leafe, the principal at Budding Environmentalist School, support this grant application and these watershed initiatives with our two seventh grade classes. I have reviewed the completed application with Ms. Doe, who will coordinate the program with teachers and students. I am aware that this is a matching grant. We are prepared to meet all of the expectations required.

1/1/2015
DATE

Maple Leaf
SIGNATURE