



Port Jervis
Education Foundation

PO Box 1104 Port Jervis, NY 12771

"Building a brighter future for the children of Port Jervis one child at a time".

GRANT APPLICATION

Mission Statement: The Port Jervis Educational Foundation is a community organization that raises funds to support initiatives that promote innovative programs and extended learning opportunities for Port Jervis School District students.

Please submit your application electronically or by inter-office mail to:

PJEF
c/o PJ District Office
Thompson Street or
tpagano@pjschools.org

Deadline is May 13, 2016

Please print or type

Applicant (individual or group): Anna S. Kuhl Sixth Grade

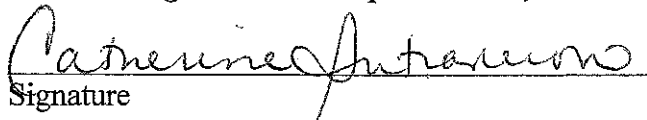
Contact Person (if different): Catherine Intranuovo

Telephone: 845-858-3100 extension 19049

E-mail: cintranuovo@pjschools.org

School: Anna S. Kuhl Elementary School

Amount of grant funds requested: \$1,000


Signature

April 21, 2016
Date

Funds will most likely be available in September/October

Title and a brief description of the project.

For several years, the sixth grade at Anna S. Kuhl has conducted a STEM (Science, Technology, Engineering, and Math) Fair. It is our goal to inspire our students to explore these avenues in order to create interest and excitement regarding these essential areas. This allows them to deeply explore key concepts to create a deeper understanding. We require them to create a testable question that taps into their interests and curiosity, a hypothesis, and then take the steps necessary to test the hypothesis to either disprove or prove it. The students' work is showcased in the ASK gymnasium during the day for other students to see, as well as at night, for families and community members. This past year, we have incorporated a speaking component, as well as judging in order to increase the rigor of the project.

Describe in detail your project, goals and the benefits to students. Why do you want to conduct this project? We are interested in projects that do more than just purchase new equipment without a clear educational objective. How many students will be served?

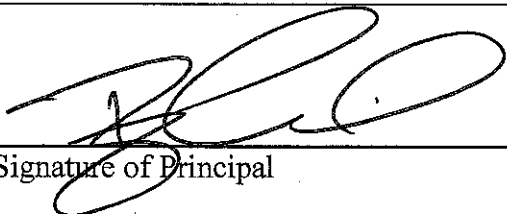
Every student in the sixth grade at ASK will be served by this project. This number hovers between 100 to 150 students per year. Again for this upcoming year, we would like to raise our expectations in order to meet the demands and rigor of Common Core and the 21st century. We would like every student to have a project trifold to showcase their ideas. In addition, we would like to give each child a logbook and report cover to create a sense of pride and accomplishment to each project. This allows students to have a more even playing field. Lastly, we would like to continue to have judges this year and would love to have prizes for the students that are deemed winners.

Provide a budget detailing how funds will be expended.

- Red tablecloths for tables being set up (\$1 each from The Dollar Store – would need around 30 – 35 total)
- Project trifold for each student (approximately \$400)
- Prizes for each winner (possibility could be gift certificates – approximately around \$200)
- Trophy or medal for each winner (around \$40)
- Materials for students in need in order to complete project (unknown amount – depends on project chosen)
- Report cover to hold all materials for each student (\$2.00 each from Staples)

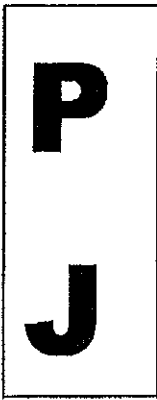
Indicate how the success of this project will be measured. Please note that all grant recipients are required to report their results back to the foundation in written form and/or through an oral presentation. How will you know you accomplished your goals? Suggestions: Be objective where possible. Be creative. What will you specifically look for? If the students produce something, what will their product(s) be? Rather than using a standard test or report, try an alternative form of assessment, such as a student-teacher interview, journal or portfolio. Photos, videos, letters and other documentations are appreciated.

We will measure each student's individual access through the projects they create using the rubrics for the STEM assessments, as well as feedback from the judges. These assessments will be in the form of the trifold, as well as the student's ability to explain the scientific process, their project, and their results.



Signature of Principal

May 13, 2016
Date



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Office of ASI

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Deadline is May 13, 2016

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Applicant (individual or group): 4th grade teachers at A.S.K.

Contact Person (if different): Audrey Niosi

Telephone: 845-858-3100

E-mail: aniosi@pjschools.org

School: Anna S. Kuhl

Amount of grant funds requested: \$ 400 (limit \$1,000)


Signature

5/10/16
Date

Funds will most likely be available in September/October

Title and a brief description of the project.

Owl Pellet Dissection Lab-

The students will be able to use scientific tools to discover what it consists of on the inside. They will need to explore the inside of the pellet to have a better understanding of what an owl's diet is like.

Describe in detail your project, goals and the benefits to students. Why do you want to conduct this project? We are interested in projects that do more than just purchase new equipment without a clear educational objective. How many students will be served?

Detailed description of Owl Pellet Lab-

The project will review the idea of the scientific method. The students will learn skills such as observation, reasoning, and prediction. They will also learn how to gather evidence and how to analyze that evidence to come to a conclusion about the data they have collected throughout the lab.

This specific lab will allow students to dissect an owl pellet. An owl pellet is an undigested mass that consists of the parts of a bird's food consumption that has recently been regurgitated. When the students dissect the pellet they will be able to tell what other animals the owl has been eating.

We want to conduct this lab because it will be a great source of information and will engage the students in a fun, hands on science lab that reinforces the scientific process of thinking. A large portion of the 4th grade science curriculum is about "Life Cycles" and "Food Chains" and both of these topics are relevant in this lab.

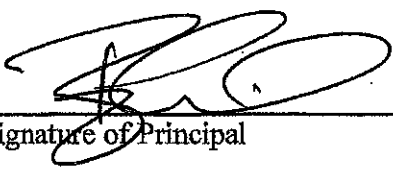
This project will involve every 4th grade student at A.S.K.

Provide a budget detailing how funds will be expended.

We are requesting \$400 to purchase the materials needed for this project. The classroom kits are available on Amazon for 47.95 plus tax and shipping. We are requesting the purchase of 7 classroom kits. The kits contain everything that will be needed to complete the lab. Students will work in pairs. Each kit contains; 15 heat treated, wrapped barn owl pellets, an owl pellet teacher guide, one "Teeth of Small Animals" poster, one "Food Web" poster, one "Vole Skeleton" poster, 30 bone sorting student sheets, and 30 bamboo probes. The posters and sorting sheets will help the students identify the bone pieces. We will also purchase additional disposable plates, napkins, and gloves to complete the project as well.

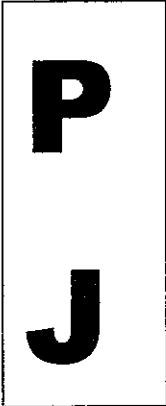
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The students' success with this project will be measured in a variety of ways. The students will have their own sheets in their science journals to complete as an individual assessment. The students will be working with their lab partners so they will be assessed on their ability to work with others and contribute to group conversations on the topic. The teacher will also assess the students as they work through observations. At the conclusion of the lab the students will enter a writing entry into their science journals about the project and reflect on what they have learned. At the conclusion of the lab the whole class will come together as a whole group and have an open discussion about what they just learned and discovered and how this connects to "Life Cycles" and "Food Chains".



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Applicant (individual or group) Maura Brady-Wilson and Scott Reichert

Contact Person (if different): Maura Brady-Wilson

Telephone: (845)- 858-3100 ext. 19027

E-mail: mbrady@pjschools.org

School: Anna S. Kuhl Elementary School- Third Grade

Amount of grant funds requested: \$2,000 (limit \$1,000)

Maura Brady-Wilson
Signature

5/13/16
Date

Funds will most likely be available in September/October

Title and a brief description of the project.

ALL Aboard The BIOBUS! (www.biobus.org). The Bio Bus is a state of the art science laboratory housed in a bus. The lab contains a scanning electron microscope, fluorescence microscope and many other high tech tools. These tools are designed to expose, excite, and inspire students to explore science and the associated careers. The lab arrives with 2 PHD Scientists to assist the students in their investigations. The bus can accommodate 30 students at a time. Students will be given a problem to explore and will be guided through scientific processes as they uncover the solution. This rolling lab will pull into the parking lot and allow 180 students (in groups of 30) to climb aboard and have the opportunity to learn and explore how scientists think and work.

Describe in detail your project, goals and the benefits to students. Why do you want to conduct this project? We are interested in projects that do more than just purchase new equipment without a clear educational objective. How many students will be served?

The goal and benefit of this opportunity is that it will open the eyes of 180 students to the many exciting career opportunities in the field of science, while at the same time providing them with the chance to explore firsthand the skills scientists need in everyday work. The students will also benefit from the hands on experience of using high tech scientific tools. They will see the value in using the scientific method as a process. Students will be instructed by PHD scientists, and witness how scientists learn and make discoveries.

The students will be participating in a program titled Itty Bitty Bug Bodies. This ties directly into the curriculum as we study insects, larva, vertebrates and invertebrates. The students will be given the opportunity explore these insects with the lab equipment which will allow them to examine the insects precisely. The scanning microscope will allow students to explore the compound eyes and wing design. The students will become familiar with the insects body parts such as the thorax, abdomen, head and antennae . This information will support and enhance many science lessons taught throughout the year.

The "habits" that the scientists will exhibit while showing us their work will also be a jumping off point for both the teachers and students to start a dialogue relating to the fourth grade science test. These activities will allow students to be introduced to skills that will prove to be invaluable to "learning" science and a touchstone for future exploration.

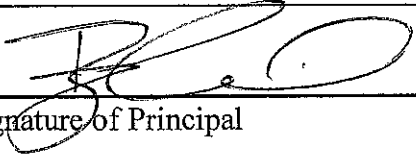
This project is an activity that is truly "beginning with the end in mind" as it not only hopes to prepare third graders for the fourth grade science tests, but it also hopes to excite the students about science, and will hopefully inspire them not only to go to college, but to graduate and pursue a career in the sciences.

Provide a budget detailing how funds will be expended.

The requested \$2,000 will go to the BioBus to cover the cost of travel from NYC and for the 2 PHD scientists who will lead our teachers and students in their investigations .

Indicate how the success of this project will be measured. Please note that all grant recipients are required to report their results back to the foundation in written form and/or through an oral presentation. How will you know you accomplished your goals? Suggestions: Be objective where possible. Be creative. What will you specifically look for? If the students produce something, what will their product(s) be? Rather than using a standard test or report, try an alternative form of assessment, such as a student-teacher interview, journal or portfolio. Photos, videos, letters and other documentations are appreciated.

Before the children board the Biobus, the teachers will conduct a "KWL" (What I Know, What I Want to Know, and What I Learned) activity to both activate the students' prior knowledge, but also to see what they know about careers in the sciences. After completing the activities on the Biobus the students will demonstrate their new-found knowledge by making a cooperative 3-D model of the insect they examined with the microscope. They will also participate in an ongoing unit about vertebrates and invertebrates where they will have several opportunities to show their learning through activities such as scientific journaling, tests, quizzes and utilizing the districts CPS technology in the form of a jeopardy type game. We will be able to assess the students learning by evaluating the 3-D projects with a teacher created rubric, checking for understanding in their journals, and analyzing their performances on the quizzes, tests and jeopardy game. Additionally the students will present their projects to their peers. The final activity will be the "L" part of the "KWL" chart where the children will brainstorm a list of everything they have learned on the Biobus, as well as a list of possible careers in science.



Signature of Principal

5/13/16

Date