

**SAMPLE APPLICATION NOTE:** This sample is based on a slightly older version of the application. While the current application you will complete is a bit different, the level of detail in the responses below remains exemplary.

## Watershed Forestry Bus Tour Program Application

### 1. APPLICANT INFORMATION:

I am an:

- Adult group/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 (Choose one option only):

- Option 1: Environmental Center & Reservoir Tour  
 Option 2: Trout in the Classroom Trout Release & Reservoir Tour  
 Option 3: Trees for Tribes Tree Planting & Reservoir Tour  
 Option 4: Adult Professional Development Tour

### Contact Information:

Your Name:

School/Org Name:

Grade(s) Taught:

Subject(s) Taught:

School/Org Mailing Address:

Email:

Daytime Phone:

Cell Phone:

**2. BUS TOUR OPTION:**

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

**[X] Option 1: Environmental Center & Reservoir Tour**

Check your preferred Environmental Center destination below. Under each destination we have also listed the name of the NYC-DEP drinking water reservoir that you will visit as part of your tour.

**East of Hudson**

**West of Hudson**

- Clearpool Education Center & Model Forest  
+ Cross River Reservoir
- Taconic Outdoor Education Center  
+ Cross River Reservoir
- Teatown Lake Reservation  
+ New Croton Reservoir

- Frost Valley YMCA & Model Forest  
+ Neversink Reservoir

**[ ] Option 2: Trout in the Classroom Trout Release & Reservoir Tour**

We recommend that applicants coordinate with Trout in the Classroom NY to schedule a visit to Ward Pound Ridge Reservation in April or May. Tours include a guided visit to the Cross River Reservoir. Check that you meet all tour requirements below and check if you plan to visit Ward Pound Ridge Reservation or a different trout release location that you have arranged.

- Total group size, including adults, is no more than 112 individuals (the capacity of 2 coach buses).
- The tour will be scheduled during April or May.
- Tour to Ward Pound Ridge Reservation and the Cross River Reservoir.

**OR**

- I have arranged a different location:

**[ ] Option 3: Trees for Tribs Tree Planting & Reservoir Tour**

All tours go to Hilltop Hanover Farm and include a guided visit to the Cross River Reservoir. Check below that you meet all tour requirements:

- Participants are 6<sup>th</sup> grade or higher.
- Total group size, including adults, is no more than 56 individuals (the capacity of 1 coach bus).
- The tour will be scheduled during late April or early May.

**[ ] Option 4: Adult Professional Development Tour**

All tours must visit a NYC-DEP drinking water reservoir. We strongly recommend that adult groups also visit a Model Forest. Check your preferred destinations from the options below.

**East of Hudson**

**West of Hudson**

- Clearpool Education Center & Model Forest  
+ Cross River Reservoir
- Other:  
\_\_\_\_\_

- Frost Valley YMCA & Model Forest  
+ Neversink Reservoir
- Agroforestry Resource Center & Siuslaw Model Forest  
+ Ashokan Reservoir OR Schoharie Reservoir
- Other:  
\_\_\_\_\_

**3. BUS TOUR DETAILS:**

Proposed tour date(s) or best estimate:

Monday, January 22 – Wednesday, January 24, 2018

Estimated number of participants:

Students:  Grade Level(s):  Adult educators/chaperones:

**OR**

Adult Professional Development tour participants:

Will your trip have an overnight component?  Yes - How many nights:   
 No

**4. PROFESSIONAL INFORMATION:**

**Important:** Please adhere to the maximum word limits for all questions below. Exceeding a word limit will result in a loss of points during the application review process. In MS Word, use the “Word Count” tool under the “Review” tab to check your work.

How did you learn about the Watershed Forestry Bus Tour Program and what ideas do you have for how we could promote the program? (100 words max.)

I first learned about the Watershed Forestry Bus Tour Program in 2015 when Tyler Van Fleet attended a session of the New York Botanical Garden (NYBG) Urban Advantage Professional Development Program. I think the Tour is already being promoted very well – I receive emails about the opportunity from multiple sources. Other potential venues for sharing information about the Tour could be the annual SCONYC (Science Council of New York City) conference, an email blast to STANYS (the Science Teachers Association of New York State) and/or participation in “NYC Outdoors! An Environmental Education Expo” held at NYU.

Have you ever attended the Watershed Forestry Institute for Teachers\*?

Yes, what year(s):   
 No

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

List and describe any professional development you have participated in related to the environment, especially related to watersheds, trees/forests, and the NYC water supply system. **(200 words max.)**

The most relevant professional development I have participated in was the Watershed Forestry Institute for Teachers last July. Since that time I have also participated in a two-day professional development workshop that introduced teachers to various community organizations that could be utilized for teaching about history and the environment, such as the Brooklyn Bridge Park Conservancy and City Growers (STEAM Workshop with Community Resources). I have continued my work as a Lead Teacher at NYBG through the Urban Advantage Program. As a Lead Teacher, I help to develop and deliver professional development for middle school teachers throughout New York City that are a part of Urban Advantage. Among the six Urban Advantage professional development courses NYBG offers, I co-teach two that focus on watersheds, water quality testing (biotic and abiotic factors) and designing field investigations. Before attending WFIT I participated in other professional development related to the environment such as a Project Learning Tree PD at Clay Pit Ponds Park in Staten Island in September of 2014 and multiple sessions of Edible Schoolyards during the 2014-2015 school year.

List and describe the specific curricula, resources and/or tools you have used to teach about the environment, especially related to watersheds, trees/forests, and the NYC water supply system. **(200 words max.)**

Last year my co-teacher and I designed and taught a unit called Water, Watersheds and Wetlands. This project-based unit began by presenting students with a fictional problem: New York City is going to run out of water by 2020. The students were tasked with designing a solution that would either increase New York City's water supply or help the city conserve water. To design a solution, students needed an understanding of water use, where our water comes from and how water gets to New York City. Based on the results of an initial survey, we realized few students knew where their drinking water was from. Students were directed towards information from the NYC DEP and NYS DEC websites and were provided with readings such as "Water and Forests" to develop the necessary background information about their water supply. We used activities from Project Wet, such as the Blue Planet game and A Drop of Water, to give students a sense of the amount of water in the world versus the amount of drinkable water. Students used all this information and more (a water cycle computer simulation, water quality testing) to inform their solution to the future NYC water shortage.

## 5. PROGRAM DESCRIPTION:

**Important:** Priority for funding goes to applications that include ALL 3 of the following themes:

- 1) Watershed form and function
- 2) How trees and forests protect water quality and provide other benefits
- 3) The NYC drinking water supply system

If funded, WAC staff will help you develop your teaching plan for the trip, but you should have specific ideas about how you will integrate this experience into your curriculum before, during, and after the tour. Visit our **Teacher Resources webpage** <http://nycwatershed.org/resourcehub> for teaching resources on these topics.

**PURPOSE:** Why do you want to go on a Watershed Forestry Bus Tour? Explain how your proposed tour relates to your existing curriculum/program and how it will enhance student/participant learning. **(250 word max.)**

The Watershed Forestry Bus Tour perfectly complements our seventh grade science unit on Water, Watersheds and Wetlands. The Tour is an integral part of the students' understanding the real world impact of what they are learning. Our very first stop on the Tour, the Cross River Reservoir, allows students to connect their learning and ideas about the water supply system to an actual reservoir that perhaps provided some of the water a student brushed his teeth with last week. The physical experience of being at the reservoir can help students appreciate the massiveness and interconnected nature of our water system. This understanding will be further developed through the watershed module students participate in during the visit to Stony Kill Farm. Finally, the content of courses taught during Operation Explore align with and augment prior classroom learning about water, forests and watersheds that primarily consisted of readings, videos and some demonstrations and experiments. The TOEC classes are literally taking place within the NYC watershed and the forest. This proximity to the subject matter further strengthens students' grasp of the connections between the watershed, forests and our water supply.

In addition to the direction connections between the activities of the Tour and our curriculum, the Tour provides our students with an opportunity to gain an appreciation for the outdoors, outdoor education and the environment. This experience informs students' thinking about how their actions impact the environment and I hope will generate a passion for environmental science.

**THE EXPERIENCE:** Describe the specific watershed, tree/forest, and NYC water supply system activities and/or themes you would like your students/participants to experience during the proposed tour. **(250 word max.)**

At the beginning of the Tour when we stop at the Cross River Reservoir, I would like for the students to reinforce their understanding of the NYC watershed and water supply system as well as the impact of forests on our water quality through discussion at the Reservoir as well as the Gravity rope game we played at the end of our stop at the Reservoir last year. At Stony Kill Farm, students participate in a watershed module in which both a tabletop map of the NYC watershed and the simulation table are utilized. The tabletop map shows all 19 reservoirs as well as the forests surrounding them and further helps students to understand the scale of the NYC watershed. The simulation table visually models the effects of different activities, such as pollution, on the watershed. Once we arrive at the TOEC, students will engage in team building and challenge activities as well as outdoor education programming focusing on forest ecology. Based on our previous experience and weather permitting, we will collect samples for water quality testing on site at the TOEC during a portion of our outdoor programming. Throughout the tour, there will be specified times when students will be asked to respond to prompts and reflect on their experiences in a journal. In addition, TOEC will post a large paper roll for students to decorate (a "graffiti wall") which generates a collective record of the students' experiences during the trip.

**PREPARATION:** Describe what your students/participants will do before the proposed tour to ensure significant learning related to watersheds, trees/forests, and the NYC water supply system. **(250 word max.)**

Our pre-tour activities will include the following:

- 1) introduce a problem relating to the NYC water supply and/or the NYC watershed to kick-off the project-based unit,
- 2) administer a survey to gauge students' current knowledge about NYC water – where it comes from, how much of it we use on a daily basis, etc.,
- 3) complete the Blue Planet activity from Project WET to gain an understanding of the amount of water in the world and practice basic data gathering and analysis,
- 4) demonstrate the A Drop in the Bucket activity from Project Wet to illustrate the limited availability of drinking water,
- 5) complete pH, dissolved oxygen, turbidity, temperature, phosphate and nitrate water quality testing on
  - a. school drinking water and
  - b. another source of water if possible (Hendrick's Creek, a part of the local wetlands)
- 6) use the Crumpled Paper Watershed model to help students understand how a watershed works
- 7) read and synthesize information about the NYC Watershed, the NYC water supply, and Water and Forests to give students background information about what they will be experiencing on the Tour.

**FOLLOW-UP:** Describe what your students/participants will do after the proposed tour to help them synthesize and apply what they learned about watersheds, trees/forests, and the NYC water supply system. **(250 word max.)**

Following the tour, students will complete a group project that proposes a solution intended to increase the NYC water supply to support an expanding population. This design solution must include factual information about the NYC watershed, the role of forests and trees in maintaining water quality, and the current state of the NYC water supply system. The solution should address the factors necessary to ensure water is of acceptable drinking quality. Students will create presentations to explain their ideas and will have the opportunity to present their ideas to their peers for evaluation.

Given that we will be having a school wide science fair in May, I would also like to provide students with the alternative of developing and executing a long-term science investigation based on water quality testing. If student groups choose to complete an investigation, all the factual information referenced above relating to NYC water should be included as a part of the background research for the investigation, to ensure that student understanding of water, watersheds and the NYC water supply system can be adequately assessed. We also plan on doing a "Science Scholars" trip in May. Those students that demonstrate their aptitude and ability during the Water, Watershed and Wetlands unit will be invited to participate in the Bronx River Aquatic Macroinvertebrate Study program through NYBG (available free of charge through Urban Advantage).

**REPEAT PARTICIPANTS ONLY:** If you have received bus tour funding in the past, please reflect on your experiences and explain how you will adapt your teaching and trip planning to improve your experience and outcomes from last year. **(250 word max.)**

Last year was the first year I planned and organized a Watershed Forestry Bus Tour and the experience was overwhelmingly positive. Most students that participated cited the trip as the highlight of their year. One thing I would like to improve upon is student participation. Less than half of the seventh grade went on the trip last year, which meant a lot of students missed out on a very meaningful learning experience. I am hoping that additional outreach with parents and guardians to share with them the educational importance of the trip and the availability of financial assistance to pay for the trip will help to increase participation this year. I will attempt to make parents more comfortable with the overnight experience by engaging in face-to-face contact with parents during an event earlier in the year, such as a family science night. I can also ask some of the parents of last year's students to talk with any reluctant parents about their experience. My goal for the upcoming year is participation of at least two-thirds of the seventh grade (45 students). In order to generate buzz and get all the seventh graders interested in participating, I plan on having participants in last year's trip (rising eighth graders) talk to seventh graders in small groups (likely their advisory sections) about the trip.

**6. BUDGET INFORMATION:**

You may apply for up to \$3,000 for your proposed tour. **Check out our updated Bus Tour Guides online for cost information for each bus tour option:** <http://www.nycwatershed.org/forestry/education-training/urbanrural-school-based-education-initiative/bus-tours/>

As a matching grant program, all requested funds must be matched dollar-for-dollar with in-kind time (e.g. the value of the time that teachers, staff and volunteers devote to the tour, including preparation and follow-up), in-kind goods (e.g. donated meals, supplies, etc.) or cash (from any source, including school budget, PTA funds, student fees, etc.). You will be asked to demonstrate your matching funds. Many participants are able to meet the match requirement primarily with their in-kind time, which is calculated using the following hourly rates:

- \$48/hour for teachers and staff (may vary depending on your school)
- \$28/hour for volunteers like parent chaperones (New York State official rate)

In the Budget Table below, estimate the costs associated with your bus tour, including the value of the time and materials/supplies your team will contribute. Your total matching funds (bottom of column B) must equal or exceed the total grant funds being requested (bottom of column A).

**Grant Funds may ONLY be used for:**

- Transportation costs (buses)
- Program/Facilitator/Lodging fees
- Meals during the tour

**Your Matching Funds may come from:**

- Teacher/Staff/Volunteer hours
- Materials/Supplies

You may also contribute to the cost of:

- Transportation (bus rental)
- Program/Facilitator/Lodging fees
- Meals during the tour

<b>BUDGET TABLE (estimates are OK!)</b>			
	<b>A</b>	<b>B</b>	<b>A + B</b>
<b>Expense Category</b>	<b>Grant Funds</b> (how you will spend your requested grant funds)	<b>Matching Funds</b> (how you will contribute to the cost of the tour)	<b>CATEGORY TOTAL</b> (add across rows)
Transportation	<b>\$1000</b>	<b>\$1000</b>	<b>\$2000</b>
Program/Facilitator/Lodging Fees	<b>\$2000</b>	<b>\$2520</b>	<b>\$4520</b>
Meals	<b>\$n/a</b>	<b>\$n/a</b>	<b>\$n/a</b>
Teacher/Staff/Volunteer Hours	<b>N/A</b>	<b>\$3840</b>	<b>\$3840</b>
Materials/Supplies	<b>N/A</b>	<b>\$0</b>	<b>\$0</b>
Other – Please Explain: <u>snacks</u>	<b>\$0</b>	<b>\$200</b>	<b>\$200</b>
<b>BUDGET TOTAL</b> (add down columns)	<b>\$3000</b> (Total amount being requested in application)	<b>\$7560</b> (Total value of your matching funds. <b><u>Must equal or exceed Column A total to the left</u></b> )	<b>\$10,560</b>



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.)**

Many of our students would not be able to afford a trip of this magnitude without substantial financial assistance. Funding from the Program allows us to charge less than cost so that the trip is affordable for our students.

Show your calculations for each estimated Grant Fund cost in column A of your budget table above. **(100 word max.)**

(Ex. 1 bus at \$1,200/bus = \$1,200; 55 lunches at \$8.50\*55 students = \$467.50, etc.)

**\$1,000** for bus →  
\$2,000 = Total Bus Cost for 1 bus for Day 1 with two stops and 1 bus for Day 2  
**\$2,000** for Program, Facilitator and Lodge Fees →  
\$4520 = Total Programming, Facility and Meals fees for OpEx at TOEC for 45 students: a \$2750 flat fee for 32 students + 4 chaperones + \$90/additional student (13\*90 = \$1170) for a total of **\$3920** + the flat fee for a night program on Day 1 (**\$375**) and the Stony Kill Farm Program fee (\$5/student\*45 = **\$225**); grant to cover almost half of this fee (\$2,000)

Explain the source(s) of your matching funds in in column B of your budget table above. **(100 word max.)**

(Ex. Program fees for 50 students and 5 chaperones for 1full-day at Clearpool Education Center is \$25/student\*50= \$1250, \$10/adults\*5=\$50, Facilitator fees \$240\*3=\$720, paid by school and student fees; In-kind time: 20 teacher hours at \$48/hour = \$960; 8 volunteer hours at \$28/hour = \$224, etc.)

Program fees for 45 students and 4 chaperones for TOEC OpEx are described in detail above. The **\$2520** balance of program fees will be paid in part by other funds raised, such as through a Donor's Choose Grant, and in part by a student fee of \$50 for the trip  
**\$200** for snacks is incorporated into the \$50 fee for the trip  
In-kind time– 20 hours planning for 1 teacher + 4 teachers x 15 hours @ \$48/hour (overnight hours) = **\$3840**.

Who will be responsible for the budget and reporting requirements of the grant program? 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. **(50 word max.)**

Jane Doe

## 7. 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 THEIR SIGNATURE ON THE FORM AND SUBMIT THE FORM WITH THIS APPLICATION.**

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

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

Please return the completed application by e-mail, fax or mail by **Friday, August 4, 2017 at 5PM.**

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

Accepted applicants will be notified of their application status by September 15, 2017.

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



with support from the following:





## Administrative Support Form *Watershed Forestry Bus Tour Program*

Dear Administrator,

We are excited that a teacher in your school/organization 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, which supplies clean, safe drinking water to over half the population of New York State. Our field trips are a powerful way for students to investigate how forest ecosystems clean and protect water and how they can help care for their environment.

If your school/organization receives a grant, the applying teacher will be expected to:

1. Meet with Bus Tour Program staff at your school/organization to review program details, and Administrators are 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 proof of one-to-one matching funds (100% of which may be in-kind contributions.)
4. Complete a pre- and post- tour survey, submit photos and student work examples.

We encourage you to read through the application your teacher is submitting.

**A statement of your support of the application is required.** Questions may be directed to Tyler Van Fleet, Watershed Educator at [tvanfleet@nycwatershed.org](mailto:tvanfleet@nycwatershed.org). Thank you!

### STATEMENT OF SUPPORT

I fully support the application from Jane Doe and will support her in the completion of the requirements outlined above.

LaFern Tributary  
PRINT NAME

*L. Tributary*  
SIGNATURE

Principal  
TITLE

8/3/17  
DATE