



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): Christina Levi and Rebecca Schwarz

Position(s): PMS Art teachers

Project Name: Art History Chairs: Creating a 21<sup>st</sup> Century Space in the Middle School Art Rooms

Administrative Sponsor(s) (Principal, Supervisor and/or Director): Joseph Longobardi and Kathy McGrath

Total Amount Requested: \$2998.10

Contact Person (Name and E-mail Address): Rebecca Schwarz ([rschwarz@pelhamschools.org](mailto:rschwarz@pelhamschools.org)) and Christina Levi ([clevi@pelhamschools.org](mailto:clevi@pelhamschools.org))

**I. PROJECT DESCRIPTION.** Please provide a brief description of the project.

Currently, the 7<sup>th</sup> and 8<sup>th</sup> grade Art rooms have a mixture of mismatched chairs and old stools, many of which are in disrepair. Not only is the chair situation not very inviting or inspiring, but because some chairs are more desirable than others, the students compete to get the “best” chairs, which sometimes causes tension in the classroom. This issue adds a little chaos at the beginning of each 7<sup>th</sup> and 8<sup>th</sup> grade Art class. Attached is a picture of what the room currently looks like.

*We would like to purchase 70 unfinished wooden stools and have the 7<sup>th</sup> and 8<sup>th</sup> grade Art classes paint each stool in the style of a famous artist.*

**II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District’s strategic plan, the impact on student achievement or professional development).

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor. These individuals will be copied on all correspondence regarding your grant.

*These stools would serve two functions: (1) the aesthetics and atmosphere of the Art rooms by further surrounding the students with Art with which they can interact and (2) the stools would be unconventional teaching tools, lending themselves to a variety of Art learning games, cultural discussions and imbedding art history into students' everyday surroundings. We know students would be so inspired and engaged by their Art classrooms being filled with these meaningful and beautiful stools.*

- III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

*The beneficiaries of this project are the approximately 450 7<sup>th</sup> and 8<sup>th</sup> grade students at Pelham Middle School for many years to come.*

- IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by the earlier of the date specified in the letter informing you that your grant has been approved and June 30, 2012 will be considered assets available for future use by the Foundation.*

*We would like to begin this project upon approval. The current chairs are showing signs of age, so we would like to replace them soon. Pending time of approval, we intend to have the project completed by the end of the school year.*

- V. PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. Evaluation may include completion of a written survey, an interview by a Foundation board member, a brief presentation at a Foundation board meeting, or other methods appropriate to your project.

How would you suggest that your project be evaluated? What will be your criteria for success?

*We plan to take a survey of all the 7<sup>th</sup> and 8<sup>th</sup> grade students, asking them what they think of their new surroundings. We also plan to send pictures of the new spaces to the PEF, as well as quotes from students, demonstrating how the new stools enhance their Art learning.*

When will the project be ready for evaluation?

*The project will be ready immediately upon completion.*

- VI. PROJECT BUDGET.** Please provide itemized costs in all categories that apply to your grant request.

*Cost of Equipment.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include any costs for shipping or installation.

*Cost of Educational Supplies and Materials.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include shipping costs.

***Stools: approx \$2380 (\$34 per stool)***

***Paint: approx \$412.80 (need 40 bottles)***

***Varnish: approx \$205.30 (includes 2 gallons, masks and brushes)***

***Total: \$2998.10***

***Stools: <http://www.morebarstools.com/International-Concepts-18-inch-Round-Top-Stool-1S-518.htm#reviews>***

***Polyurethane/masks/brushes:***

***<http://www.jamestowndistributors.com/userportal/product.do?process=checkout&part=57528>***

***Paint: [www.saxarts.com](http://www.saxarts.com)***

*Cost of Purchased Services* (e.g., consultants or field trips). Please **attach copies of vendor quotes or other evidence of cost.** If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

*Teacher Stipends.* Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

- VII. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

***Not for this project.***

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

***Yes. We have received funding for the following middle school Art programs:***

***8<sup>th</sup> Grade Careers in Art Workshops***

***New Technologies in the Art Rooms Grant***

***Tour De Stores K-12 Student Art Exhibition***

***6<sup>th</sup> Grade Art of Science Grant***

***7<sup>th</sup> Grade Visiting Artist Program***

***8<sup>th</sup> Grade Holocaust Art/English/Social Studies Interdisciplinary Projects***

Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.

*Yes. None are available at this time.*

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): Emily Kayser

Position(s): Grade 3 Prospect Hill

Project Name: Differentiating the K-5 Math Curriculum with Math Exemplar Word Problems

Administrative Sponsor(s) (Principal, Supervisor and/or Director): Dr. Robert Roelle and Dr. Richard Limato

Total Amount Requested: \$2,772.00

Contact Person (Name and E-mail Address): ekayser@pelhamschools.org

- I. PROJECT DESCRIPTION.** Please provide a brief description of the project.
- Differentiating math instruction is a vital part of any math program. Students also need to become more adept at deciphering, solving, and showing how they solved math word problems. The differentiated *Math Exemplar* CD (license) contains 100 authentic, performance tasks for assessment and instruction. Each task has a differentiated, more accessible, and more challenging version. It also has a standards-based rubric that focuses on problem solving and communication that is aligned to our report card. Task-specific samples of student work are included for each of the four performance levels of the Exemplars rubric: Novice, Apprentice, Practitioner and Expert. The license also features annotated anchor papers for each task, detailed teaching notes to guide assessment and instruction, and interdisciplinary links to extend problems.

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor. These individuals will be copied on all correspondence regarding your grant.

- II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).

Objectives: Differentiation of math instruction. The Tri States Math Evaluation recommended that we supplement our primary instructional resource, Math Investigation, with problem solving experiences designed to personalize instruction for students at all levels of the continuum. This resource will provide teachers with a bank of problem solving experience across all grade levels.

I shared one of these problems with my third grade colleagues, and they were impressed with the problems and the rubric. They especially liked the fact that the rubric was aligned to our report cards. I feel that all elementary students in all grade levels would benefit from these problems. Meeting the needs of all learners is a very important district goal. My colleagues and I will be able to use these problems to enrich the curriculum for the more able learners while allowing the other children to experience the same problem (learning experience).

- III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

This grant is being written for all elementary students K-5 in all four schools (Prospect Hill, Siwanoy, Colonial, and Hutchinson). The license does not expire, so once it is put on the network, it can be used for years to come.

- IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by the earlier of the date specified in the letter informing you that your grant has been approved and June 30, 2012 will be considered assets available for future use by the Foundation.*

The project will begin as soon as the software arrives and is loaded onto the network.

- V. PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. Evaluation may include completion of a written survey, an interview by a Foundation board member, a brief presentation at a Foundation board meeting, or other methods appropriate to your project.

How would you suggest that your project be evaluated? What will be your criteria for success?

Teachers will be surveyed to determine how effectively this resource was used and with what frequency.

When will the project be ready for evaluation?

The project should be ready for evaluation 6 months after implementation.

**VI. PROJECT BUDGET.** Please provide itemized costs in all categories that apply to your grant request.

*Cost of Equipment.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include any costs for shipping or installation.

N/A

*Cost of Educational Supplies and Materials.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include shipping costs.

The site license is \$610 dollars per school (\$2,440). With shipping (10%) the total is \$2,684.

*Cost of Purchased Services* (e.g., consultants or field trips). Please **attach copies of vendor quotes or other evidence of cost.** If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

*Teacher Stipends.* Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

Emily Kayser: two hours of implementation @\$88.00

**The total cost for the grant is \$2,772**

**VII. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

I have never applied for funding for this project before.

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

Yes, I did receive funding for a magazine study project for my writer's workshop program.

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**



**THE PELHAM EDUCATION FOUNDATION**

**Mini-Grant Application  
(For grants up to \$5,000)**

**Applicant(s): David Acocella and Maria Thompson**

**Position(s): Social Studies Teacher and Social Studies Supervisor**

**Project Name: Promoting Student Engagement: Active Learning in the Social Studies**

**Administrative Sponsor(s) (Principal, Supervisor and/or Director): Joe Longobardi,  
Maria Thompson and Kathy McGrath**

**Total Amount Requested: \$2,841.78**

**Contact Person (Name and E-mail Address): David Acocella  
([dacocella@pelhamschools.org](mailto:dacocella@pelhamschools.org))**

**I. PROJECT DESCRIPTION. Please provide a brief description of the project.**

Last year, the social studies department successfully introduced the concept and benefits of “Living History” to students, the school district and community. All experienced *Executive Perspectives*, where costumed social studies teachers took on the personas of presidents to address historical as well as current issues facing the nation. The entire social studies department was then trained on how to create a living history experience by members of the Living History Education Foundation (LHEF), a not-for-profit 501(c)(3) corporation whose primary mission is to bring history alive for teachers and their students. Finally, the entire seventh grade took part in a Civil War encampment on Ingalls Field in which they used period equipment to learn the duties of a soldier of the era. Reflections from these students afterwards revealed their appreciation for being able to construct their own understandings by “living” the history they had studied in the classroom. The social studies department would like to continue to utilize this concept of putting students in simulated scenarios where they actively learn by doing, teach themselves and each other, and problem solve.

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor.

## PART I: SEVENTH GRADE CIVIL WAR LIVING HISTORY EXPERIENCE

The entire seventh grade class will participate in a Living History reenactment event in ten groups of about twenty five students. With the guidance of the LHEF, seventh graders will serve as soldiers in the Civil War. Each group will spend an hour with the Living History experts in a mini encampment. Students will learn how to pitch a wedge tent (tent used by soldiers); they will learn how to set up a 19<sup>th</sup> century military camp, and they will learn about all the different roles involved in warfare. They also will understand the meaning of collective responsibility in the military. At the beginning, some students will be picked as “corporals” and will confer with the LHEF representative. They will then go back to their squads and model tasks to be done. Students then will be asked to reflect and respond in journals about their experiences and participation in the events of the day in the same way soldiers kept journals during wartime.

Please see link to Living History Education Foundation below including video:  
<http://www.livinghistoryed.org/>

## PART II: GLOBAL SUMMIT SIMULATION AND PROBLEM SOLVING

The second piece involves the entire eighth grade participating in a “global summit” simulation on the Millennium Development Goals. The eight Millennium Development Goals were adopted by world leaders in 2000 in coordination with the United Nations Development Program with the goal of achieving them by 2015. They focus on eradicating world problems including extreme poverty, hunger, lack of primary education, gender equality, child mortality, maternal health, HIV/AIDS, malaria and other diseases, and environmental sustainability.

Over two days, the eighth grade will be divided into groups, each tackling one of the Millennium Development Goals in a specific country. Each group member will be assigned a diplomatic/bureaucratic position with specific responsibilities. The groups are responsible for researching and analyzing their problem and developing a solution for it. The groups are vying for one \$3 million dollar grant from the “Global Summit Committee” (teachers and administrators) and must create presentations promoting why their solution to their country’s problem should be chosen. A winner will be selected by the Committee at the end, based on the presentations and how effectively the groups worked together while analyzing their issue and developing their solution.

This interactive simulation requires students to work collaboratively, think critically about problems, prioritize needs, and develop creative, innovative solutions to real-world problems as a team, with each member having a specific role in this process.

This simulation was developed by Concern Worldwide Inc., a non-governmental, international, 501(c)(3) humanitarian organization dedicated to the reduction of suffering and working towards the ultimate elimination of extreme poverty in the world’s poorest countries. For more information about this organization, please see their website:

<http://www.concernusa.org/>

**II. PROJECT OBJECTIVES. Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District’s strategic plan, the impact on student achievement or professional development).**

The National Standards for History require students to build skills, and not just cover time periods or regions. “The ability to assess the importance of an individual in history, to construct a historical narrative, and to formulate historical questions are independent of time period or geographic region. These skills must be cultivated from the student’s first exposure to history. Biographical study is one logical approach to building these skills, providing a manageable topic to focus on — an individual — and encouraging students to consider the context of place and circumstance in which the individual lived. The key is to move from reporting the facts, an activity that can be done without demonstrating any understanding, to historical inquiry, an activity that engages the student and brings the subject to life” (NCSS).

Since experiential learning is motivating and memorable, simulated “living” scenarios will complement and support the 7<sup>th</sup> and 8<sup>th</sup> grade American History curricula. Students will use bodily-kinesthetic skills and intrapersonal intelligences to learn historical concepts covered in the classroom as they participate in these exercises as a grade level. The cross-curricular approach of Living History and other simulations are applicable for both elementary and secondary levels in a variety of disciplines (history, music, language arts, technology, special education, etc.)

According to Dr. Les Lunce in his article *Simulations: Bringing the benefits of situated learning to the traditional classroom*, “real-world learning situated in real-world contexts has been shown to have positive impacts on learning and learner motivation (Duffy & Cunningham, 1996).” Educational simulations “motivate the learner to engage in problem solving, hypothesis testing, experiential learning, schema construction, and development of mental models (Winn & Snyder, 1996; Duffy & Cunningham, 1996).” These simulations are “based on an internal model of a real-world system or phenomena in which some elements have been simplified or omitted in order to facilitate learning. Students often find active participation in simulations to be more interesting, intrinsically motivating and closer to real world experiences than other learning modalities (Alessi & Trollip, 2001). Simulations have been shown to provide transfer of learning with the result that what is learned facilitates improved performance in real-world settings (Leemkuil, et. al., 2003). Further, there is evidence to suggest that simulations may be more efficient modalities for learning in some content areas (Alessi & Trollip, 2001). Simulations can be very flexible in that both student and instructor can have a high degree of control over simulation variables (Duffy & Cunningham, 1996; Hung & Chen, 2002). Simulations allow students to experience phenomena which could be dangerous, expensive or even impossible to observe in the real world (Alessi & Trollip, 2001). For example, simulations permit the learner to stretch or compress time and space (Wilson & Cole, 1996). Finally, simulations can accommodate a wide range of instructional strategies, including microworlds, discovery learning, virtual reality, laboratory simulations, role playing, case-based scenarios, and simulation gaming (Alessi & Trollip, 2001).”

According to the Pelham Strategic Plan, “The Pelham School District is committed to high quality instruction that relies on effective teaching strategies addressing the needs of learners with varied abilities and learning styles... The district (also) fosters a professional learning community by providing staff with specialized training which permits staff to remain up-to-date with current methodologies, to maintain the rigor of the instructional program, and to provide students with a rich variety of learning experiences and opportunities.” In line with the District Strategic Goals for Curriculum, Instruction and Assessment, this project will work towards ensuring high performance among all students as it reflects 21st century learning and literacies.

The Learning Standards and Regents Action Plan are designed into these "hands on" experiences. Our “Promoting Student Engagement” project is in line with numerous state standards including but not limited to:

**1) English Language Arts Standard 1: Language for Information and Understanding**

“Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and

generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.”

**2) Social Studies Standard 1: History of the United States and New York**

“Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.”

**3) Social Studies Standard 5: Civics, Citizenship, and Government**

“Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.”

**4) Arts Standard 1: Creating, Performing, and Participating in the Arts**

“Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.”

**III. PROJECT BENEFICIARIES. Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?**

The entire seventh grade (221 students) of PMS will participate in the Living History exercise in April or May 2011. This would be the second continuous year where this activity is used at the end of seventh grade (our goal was for it to become an annual event). The entire eighth grade (216 students) of PMS will participate in the Global Summit Simulation in May of 2011. The skills developed during these experiences and the interest and enthusiasm for similar learning activities will benefit the students for years to come. Students who have participated in these types of activities have remembered decades later, if nothing else, these experiences.

**IV. PROJECT TIMETABLE. Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. Please note that any grant funds not expended by June 30, 2011 will be considered assets available for future use by the Foundation.**

- 1) The seventh grade Civil War reenactment event will take place in either April or May 2011 over the course of two days. The reflections will be completed in class shortly thereafter.
- 2) The eighth grade Global Summit Simulation will take place in May of 2011 over the course of two days with the reflections being completed in class shortly thereafter.

**V. PROJECT ASSESSMENT. As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. You may also be asked to attend a meeting of the board of directors of the Foundation to share information about your project.**

**How and by whom will the project be evaluated?**

Seventh grade students will write battlefield diary entries after the Civil War reenactment event. Eighth grade students will write reflections on their how effective their group work

and presentations were, their exposure to the Millennium Goals, and overall pros/cons of the day.

**When will the project be ready for evaluation?**

The project would be ready for evaluation in May and June of 2011.

**VI. PROJECT BUDGET. Please indicate costs in all categories that apply to your grant request.**

***Cost of Equipment.*** Please attach copies of vendor quotes or other evidence of cost. Do not include sales tax, but include any costs for shipping or installation.

***Cost of Educational Supplies and Materials.*** Please attach copies of vendor quotes or other evidence of cost. Do not include sales tax, but include shipping costs.

***Cost of Purchased Services*** (e.g., consultants or field trips). Please attach copies of vendor quotes or other evidence of cost. If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

***Teacher Stipends.*** Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

Please see attached excel chart. Invoices have been inserted into this document at the end.

**VII. OTHER FUNDING. If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?**

N/A

**Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.**

Last year, Maria Thompson wrote a Living History grant which included Part I of this grant, the seventh grade Civil War encampment.

**Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.**

I received \$257.40 (5 hours) for my participation in the *Executive Perspectives* portion of last year's Living History PEF Grant, written by Maria Thompson. The Social Studies Department received \$5,000 total.

**Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.**

No.

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires**

that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).

**INVOICES – SEE BELOW**



Joseph J. Ryan

11 Lake Drive  
Buchanan, NY 10511  
914-737-3320 fax 914-737-1662

Invoice No. \_\_\_\_\_

**INVOICE**

Customer

Name Pelham School  
 Address 28 Franklin Place  
 City Pelham State NY ZIP \_\_\_\_\_  
 Phone \_\_\_\_\_

Date \_\_\_\_\_  
 Order No. \_\_\_\_\_  
 Rep \_\_\_\_\_  
 FOB \_\_\_\_\_

Qty	Description	Unit Price	TOTAL
2 days	Civil War Soldier Living History Program 10 remains over 2 days		2,100

Payment Details

Cash  
 Check  
 Credit Card

Name \_\_\_\_\_  
 CC # \_\_\_\_\_  
 Expires \_\_\_\_\_

SubTotal	_____
Shipping & Handling	_____
Taxes	_____
<b>TOTAL</b>	<b>2,100</b>

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 Item 573483 Model 559-VAD-4PK	Post-it® Super Sticky 30" x 25", Easel Pads, White, 4/pk 18 lb paper - resists ink bleed through Plain White 30" x 25"	Expected business-day delivery: Mon 11/01		Qty: <input type="text" value="1"/> at \$119.99 4/Pack	Price: <b>\$119.99</b> Remove Item
 Item 656898 Model 588208	Crayola® Classpack® Markers, Assorted Colors, 192/Box AP certified nontoxic Easily washes off skin and most clothing Includes additional marker caps to replace those that get lost	Expected business-day delivery: Mon 11/01	View recommended items	Qty: <input type="text" value="1"/> at \$106.99 192/Box	Price: <b>\$106.99</b> Remove Item
 AP Certified Non Toxic					Update Totals

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Subtotal:	<b>\$226.98</b>
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Delivery:	<b>Free</b>
Pre-Tax Subtotal:	<b>\$226.98</b>

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**THE PELHAM EDUCATION FOUNDATION**

**Mini-Grant Application  
(For grants up to \$5,000)**

**Applicant(s): Maria Thompson for Social Studies Department Grades 6-12**

**Position(s): Social Studies Supervisor and Department Teachers**

**Project Name: History Alive: Living History in the Pelham Public Schools**

**Administrative Sponsor(s) (Principal, Supervisor and/or Director): Joe Longobardi, Kathy McGrath, Jeannine Clark and Maria Thompson**

**Total Amount Requested: \$5000.00**

**Contact Person (Name and E-mail Address): Maria Thompson (914) 738-8108, mthompson@pelhamschools.org**

**I. PROJECT DESCRIPTION. Please provide a brief description of the project.**

“There are many truths of which the full meaning cannot be realized until personal experience has brought it home.” John Stuart Mill

Many historians argue that once you’ve lived history, you see it and teach it differently because history is a 'living' subject. The Living History Education Foundation brings history to life for thousands of students across New York State. The Living History Education Foundation (LHEF) is a not-for-profit (501C) corporation. Its primary mission is to bring history alive for teachers and their students. The Social Studies department is interesting in utilizing the talents and techniques the Living History Education foundation to foster 21<sup>st</sup> century skills through the study of Social Studies.

Living History is based on the theory that knowledge is constructive; students only know what they can create and think on their own. The teaching method is derived from drama process teaching, pioneered in England by Dorothy Heathcote in the 1950's. Mime, music and team-

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor.

based activities are employed to engage 'multiple intelligences' and encourage individual expression. Living History engages several of Gardner's Multiple Intelligences and is naturally differentiated. Students dress, act, and become men, women, boys, and girls of the time period.

In February 2010, in honor of President's Week and the 2010 Exploratorium, seven PMS and PMHS Social Studies teachers will transform themselves into American Presidents and connect 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century history with the current problems of today. In the form of a Presidential Forum entitled "Hail to the Chief," the audience/students will ask the presidents questions on issues such as government intervention in the economy (i.e. the bail-out of the banks), environmentalism, loose vs. strict interpretation of the Constitution, the war abroad, and political corruption. These teachers/presidents will answer the questions in character with historically accurate information demonstrating to the student, parent, and community audience that history and current events really do connect. The teachers will bring history to life in the Pelham Public Schools.

As the backdrop on the stage, facts and images related to the questions and time periods will be shown via Power point. This production, which will last approximately 40-45 minutes, will take place in the evening on Thursday, February 11 or on the night of the Exploratorium, February 25<sup>th</sup>. The teachers could also hold a daytime event for the entire 8<sup>th</sup> grade class during one of the block periods on those same days. Students would be offered extra credit for answering questions related to the evening forum and 8<sup>th</sup> graders would participate in pre and post activities.

Following the Presidential Forum, Social Studies teachers in grades 6-12 officially will be trained in the methodology of teaching Living History to their students through the Living History Education Foundation on the March 12, 2010 Superintendent's Conference Day. This professional development opportunity will last for approximately three hours in the afternoon. The Social Studies department will participate in exercises of reenactments, encampment and handle weaponry of the Revolutionary War. Three Living History experts also will instruct teachers on how to incorporate these techniques into their own classrooms.

Finally in April or May 2010, the entire 7<sup>th</sup> grade class will participate in an hour long Living History reenactment event in nine groups of twenty five students. With the guidance of the Living History Education Foundation, 7<sup>th</sup> graders will serve as troops in the Civil War. This event will take place after they visit Sharpe Reservation and witness Colonial Life first hand. Each group of twenty five will spend an hour with the Living History experts in a mini encampment. Students will learn how to pitch a wedge tent (tent used by soldiers); they will learn how to set up a 19<sup>th</sup> century military camp, and they will learn about all the different roles involved in warfare. They also will understand the meaning of collective responsibility in the military. Students then will be asked to reflect and respond in journals about their experiences and participation in the events of the day in the same way soldiers kept journals during war time.

Please see link to Living History Education Foundation below including video:

<http://www.livinghistoryed.org/>

**II. PROJECT OBJECTIVES. Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).**

The National Standards for History require students to build skills, and not just cover time periods or regions. "The ability to assess the importance of an individual in history, to construct a historical narrative, and to formulate historical questions are independent of time period or geographic region. These skills must be cultivated from the student's first exposure to history. Biographical study is one logical approach to building these skills, providing a

manageable topic to focus on — an individual — and encouraging students to consider the context of place and circumstance in which the individual lived. The key is to move from reporting the facts, an activity that can be done without demonstrating any understanding, to historical inquiry, an activity that engages the student and brings the subject to life” (NCSS).

Since experiential learning is motivating and memorable, Living History will complement and support the 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade American History curricula. Additionally, as the district places more of an emphasis on civics and citizenship development, the Presidential Forum will connect historical problems to real world situations thus cultivating the analysis skills necessary for active citizenship. Students will use bodily-kinesthetic skills and intrapersonal intelligences to learn historical concepts covered in the classroom as they participate in the Living History exercise as a grade level. The cross-curricular approach of Living History is applicable for both elementary and secondary levels in a variety of disciplines (history, music, language arts, technology, special education, etc.)

According to the Pelham Strategic Plan, “The Pelham School District is committed to high quality instruction that relies on effective teaching strategies addressing the needs of learners with varied abilities and learning styles...The district (also) fosters a professional learning community by providing staff with specialized training which permits staff to remain up-to-date with current methodologies, to maintain the rigor of the instructional program, and to provide students with a rich variety of learning experiences and opportunities.” In line with the District Strategic Goals for Curriculum, Instruction and Assessment, this project will work towards ensuring high performance among all students as it reflects 21st century learning and literacies. Additionally, the staff development piece of this grant responds to student and staff needs and addresses the need for training in one facet of Differentiated Instruction to address different student learning styles.

The Learning Standards and Regents Action Plan are designed into these "hands on" experiences. Our History Alive project is in line with numerous state standards including but not limited to:

**1) English Language Arts Standard 1: Language for Information and Understanding**

“Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.”

**2) Social Studies Standard 1: History of the United States and New York**

“Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.”

**3) Social Studies Standard 5: Civics, Citizenship, and Government**

“Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.”

**4) Arts Standard 1: Creating, Performing, and Participating in the Arts**

“Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.”

**III. PROJECT BENEFICIARIES. Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?**

The Department's Presidential Forum will directly benefit the students, parents and community of Pelham because it will be held in the evening and open to all who want to attend. A daytime forum could be held for the entire 8<sup>th</sup> grade class. . The March 12, 2010 professional training in Living History will directly benefit the entire Social Studies Department 6-12 and impact future instruction and projects at the high school and middle school levels. Finally, the entire 7<sup>th</sup> grade will participate in a Living History exercise in April or May 2010. If successful, the 7<sup>th</sup> grade encampment could become an annual event.

**IV. PROJECT TIMETABLE. Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. Please note that any grant funds not expended by June 30, 2011 will be considered assets available for future use by the Foundation.**

The Project will begin as soon as the grant is approved.

- 1) The seven teachers (David Acocella, Kristin Cerreto, Jeannine Salman, James Marcotullio, James Ferreri, Andrew Scott and Michael Tromblee) will need to spend time reviewing presidential policies, formulating staged responses to the student questions, and collecting facts which will be displayed through Power point in the background
- 2) Costumes will have to be ordered, security booked, the auditorium reserved and advertising established.
- 3) The Living History Education Foundation needs to be reserved for the March 12<sup>th</sup> date and a deposit would need to be put down to hold the two days necessary to bring the entire 7<sup>th</sup> grade through the Living History process in April or May
- 4) The department will also need to begin working on pre and post activities for all students who attend the forum and for the entire 7<sup>th</sup> grade.

**V. PROJECT ASSESSMENT. As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. You may also be asked to attend a meeting of the board of directors of the Foundation to share information about your project.**

**How and by whom will the project be evaluated?**

The project will be evaluated by the department members in terms of the viability of Living History activities for the HS and MS classrooms. Students also will be assessed through activities after the Forum and journal entries after the 7<sup>th</sup> grade experience.

**When will the project be ready for evaluation?**

The project would be ready for evaluation in May and June of 2010. If the 7<sup>th</sup> grade program goes well, we could continue this project in future years.

**VI. PROJECT BUDGET. Please indicate costs in all categories that apply to your grant request.**

***Cost of Equipment.* Please attach copies of vendor quotes or other evidence of cost. Do not include sales tax, but include any costs for shipping or installation.**

***Cost of Educational Supplies and Materials.*** Please attach copies of vendor quotes or other evidence of cost. Do not include sales tax, but include shipping costs.

***Cost of Purchased Services*** (e.g., consultants or field trips). Please attach copies of vendor quotes or other evidence of cost. If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

***Teacher Stipends.*** Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

Please see attached excel chart.

**VII. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

**Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.**

No

**Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.**

Yes.

2008-2009 Podcast Mini Grant: \$1450.00 Maria Thompson, Michael Tromblee, and James Marcotullio

**Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.**

No

I have spoken to the HS PTA and could utilize some of their funds to offset the costs of the evening assembly.

I also have the support of the MS administration in covering the remainder for the 7<sup>th</sup> grade program.

The Foundation used to be attached to Cultural Arts through BOCES. I will investigate whether it still is and if that would lower the cost for the 7<sup>th</sup> grade program.

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): Mr. Campbell Whitford

Position(s): Middle School and High School Band Director

Project Name: Posture Improvement for Musicians

Administrative Sponsor(s) (Principal, Supervisor and/or Director): Mr. Joseph Longobardi, Mrs. Kathleen McGrath

Total Amount Requested: \$5000

Contact Person (Name and E-mail Address): Mr. Campbell Whitford, Cwhitford@pelhamschools.org

**I. PROJECT DESCRIPTION.** Please provide a brief description of the project.

I would like to obtain a complete set of “Music Posture” chairs. These chairs are designed specifically for student musicians. They would replace the chairs we currently use, which were not designed for musicians, but are the old cafeteria chairs. The chairs we currently use lack proper back support for musicians. They also are not stackable, which make transportation and classroom cleaning more difficult.

**II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District’s strategic plan, the impact on student achievement or professional development).

Through this project, I hope to be able to teach the students several key factors in musicianship and sound production. Having these chairs will help me to show the students the positive impact that proper posture has on musical performance. They will learn how sound production is

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor. These individuals will be copied on all correspondence regarding your grant.

affected by proper breath support, which is greatly affected by the musician's posture. They will also develop an understanding of the importance of having proper equipment, produced specifically for their craft, in order to obtain the best possible results.

**III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

All of the woodwind and brass musicians in grades six through twelve will benefit from this program. It will benefit approximately 300 students per year, for the life of the equipment, which would be twenty to thirty years.

**IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by the earlier of the date specified in the letter informing you that your grant has been approved and June 30, 2012 will be considered assets available for future use by the Foundation.*

The project will begin before the equipment is delivered, during the classes and rehearsals as we study posture and how it relates to sound production. When the chairs arrive, the discussion and demonstrations will continue. During the course of the school year and subsequent years, an awareness of posture and musical technique will be maintained, and specific attention will be paid to the role that the Music Posture chairs have in said posture awareness.

**V. PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. Evaluation may include completion of a written survey, an interview by a Foundation board member, a brief presentation at a Foundation board meeting, or other methods appropriate to your project.

How would you suggest that your project be evaluated? What will be your criteria for success?

I would suggest for this project to be evaluated with a written survey. My criteria for success would be an assessment of my students' performance while using both the old and the new chairs. I will evaluate each student's awareness of his or her own posture and how it pertains to a proper musical performance.

When will the project be ready for evaluation?

The project will be ready for evaluation six weeks after delivery of the new chairs.

**V. PROJECT BUDGET.** Please provide itemized costs in all categories that apply to your grant request.

*Cost of Equipment.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include any costs for shipping or installation.

I would like to purchase 80 Music Posture Student Chairs from the Wenger Company. The cost, after the volume discount, is \$58 per chair, totaling \$4640. Shipping and handling is \$827. The grand total would be \$5467.

*Cost of Educational Supplies and Materials.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include shipping costs.

*Cost of Purchased Services* (e.g., consultants or field trips). Please **attach copies of vendor quotes or other evidence of cost.** If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

*Teacher Stipends.* Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

**V. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

This grant would not cover the entire cost of the project, which is \$5467. I am requesting \$5000. The remainder of the cost would come from the band account.

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

I have not previously applied for funding for this project.

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

I have not previously received funding for another project.

Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.

I have not requested district funds for this project.

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The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): Jason Lindley

Position(s): Physics Teacher

Project Name: Pelham Robotics Team

Administrative Sponsor(s) (Principal, Supervisor and/or Director)\*: Brian Terry

Total Amount Requested: \$4,046.00

Contact Person (Name and E-mail Address): Jason Lindley – jlindley@pelhamschools.org

**I. PROJECT DESCRIPTION.** Please provide a brief description of the project.

This project is designed to foster STEM education within the school through robotics. It will familiarize students with the design, construction, and programming of robots to compete in the FIRST Tech Challenge, which is a national robotics competition.

Below is a link to a video that gives a brief overview of FIRST.

<http://video.google.com/videoplay?docid=4354913761270489690#>

FIRST Tech Challenge, FTC, is a robotics competition using a sports model targeted to high school students. It was created to be more accessible for both schools and students. The students compete on teams that go head-to-head against other teams. Each year there is a “scoring element” and the teams must accumulate as many points as possible during the allotted time. There are also both controlled and autonomous portions of the competitions.

Below, I have included a link to a video that describes a little bit about what the FTC is and also described this years competition.

<http://www.usfirst.org/roboticsprograms/ftc/content.aspx?id=962>

- II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).

The main objective of this program is to inspire students to become leaders in science and technology by engaging them in a program that helps to build science, engineering, and technology skills while fostering life skills such as self-confidence, communication and leadership.

The below was taken directly from the FIRST website and states the vision and mission for their programs.

"To transform our culture by creating a world where science and technology are celebrated and where young people dream of becoming science and technology leaders." -Dean Kamen, Founder of FIRST

"Our mission is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership." -Quote from the FIRST Robotics website.

Another objective of this project is to use the FTC team to foster robotics and STEM education in the younger grades. FIRST robotics has many levels of competitions, including the FIRST Lego League, FLL, which is for middle school students. Once the FTC team is up and running, these students could mentor the FLL students. This would be a beneficial venture for all of the parties involved. The FTC students would be able to share their experiences in the designing and building of robots for competition.

- III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

This will be a multiple year project. The opportunity would be offered to any student, grades 9-12. The number of students that could be involved is only limited by interest.

Since there is a robotics component to Science Olympiad, this is where the first batch of students will be recruited from. These students already have an interest in the field and it will be a nice transition between the two teams.

- IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by the earlier of the date*

*specified in the letter informing you that your grant has been approved and June 30, 2012 will be considered assets available for future use by the Foundation.*

Recruiting from Science Olympiad, the first batch of students would form a general interest club during the 2010-2011 school year. These students would be guided through the basics of robotics, programming, and the competitions. In addition, I have a robot that is similar to the one used in the FTC that the students would be able to work with to become familiar with the type of robots used by first. These students would then continue on and be the members of the first FTC team at Pelham Memorial High School.

The second phase of project would begin in September 2011 and funding would be required at this time for ordering and registration. The team would be assembled in September and start design and construction on the robot soon after. The first year of the project would conclude in May 2012.

- v. **PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. Evaluation may include completion of a written survey, an interview by a Foundation board member, a brief presentation at a Foundation board meeting, or other methods appropriate to your project.

How would you suggest that your project be evaluated? What will be your criteria for success?

The more important criteria for the first year is the student enjoyment and involvement. It is more than likely that the team will not place in the competition because of the learning curve for new teams. Therefore, using the students to gauge the success of the program is appropriate. This is easily achievable by interviewing students involved in the program and also monitoring how much extra time the students put into the project.

When will the project be ready for evaluation?

This is an ongoing, multi-year project which would require an ongoing evaluation.

- vi. **PROJECT BUDGET.** Please provide itemized costs in all categories that apply to your grant request.

*Cost of Equipment.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include any costs for shipping or installation.

See attached breakdown.

*Cost of Educational Supplies and Materials.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include shipping costs.

See attached breakdown.

*Cost of Purchased Services* (e.g., consultants or field trips). Please **attach copies of vendor quotes or other evidence of cost**. If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

This section is not applicable.

*Teacher Stipends*. Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

- VII. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

Pelham Union Free School District Currently has a site licence for a programming language, known as LabVIEW, that will be used to program the robots.  
This licence costs \$4,999. Commitments are not necessary because this licence has already been purchased.

I have received extensive training in the LabVIEW programming language during my undergraduate studies. This type of training is valued at \$1,200 per level of training. My education is at the minimum comparable to level 2.

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

No, this has not been previously submitted to the Pelham Education Foundation.

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

No, this is my first submission to the Pelham Education Foundation.

Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.

At this time, there has been no other requests for funding for this project.

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**



## THE PELHAM EDUCATION FOUNDATION

### Fall 2008 Mini-Grant Application (For grants up to \$5000)

Applicant(s): Michele O'Neil, Catherine Zweig & Robert Roelle

Position(s): Third Grade Teacher, Fourth Grade Teacher & Assistant Director of Technology

Project Name: Formative and Summative Assessment Data Collection using the Senteo™ interactive response system (clickers)

Administrative Sponsor (Principal, Supervisor or Director): Robert Roelle – Assistant Director of Technology

Total Amount Requested: \$3,998.00

Contact Person (Name and E-mail Address): Robert Roelle – [roelle@pelhamschools.org](mailto:roelle@pelhamschools.org)

**I. PROJECT DESCRIPTION.** Please provide a brief description of the project.

*The Senteo™ interactive response system (clickers) is an interactive teaching and learning technology tool that allows teachers to collect student responses to questions using a remote answering system. Teachers project questions on an existing Smartboard (or screen) and students use remote controls to key in their answer. Teachers and students receive feedback immediately. Student responses are anonymous to the class. However, all student assessment data is stored in a teacher controlled grade book. Teachers have the ability to analyze the data to determine which students may require academic interventions. Furthermore, teachers may use the data as a self-evaluation tool for reflective practice.*

**II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).

*The Pelham Union Free School District values the use of formative and summative assessment data as a method for informing and improving teaching and learning. The District Strategic Plan refers to the use of data to improve instruction in Section I, Curriculum, Instruction and Assessment of the District Strategic Plan, Direction Setting*

*Point 11: Improving Instruction through Data Analysis. The use of data is incorporated into several other sections of the Strategic Plan.*

*The use of data as a method for effectively improving instructional practice and student learning are dependent on the quality of data collected and the rate in which the data is available for feedback. The use of the Senteo™ interactive response system provides teachers with the opportunity to customize the assessment questions to specific instructional goals. Additionally, teachers and students receive feedback on each assessment question immediately. This is an excellent formative assessment (assessment for learning) strategy which provides teachers with the necessary information to quickly identify students in need of differentiation, enrichment, and/or support. This timely feedback is critical for improving student learning.*

- III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

*Three third grade classes at Siwanoy Elementary School and three fourth grade classes at Prospect Hill Elementary School will pilot the use of the Senteo™ interactive response system. The equipment used for this pilot will be used by the teachers at both schools for many years. Toward the end of the first year, the teachers will assist in the evaluation of the program and recommend if the implementation of the Senteo™ interactive response systems should be expanded to additional grades in each elementary school.*

- IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by June 30, 2010 will be considered assets available for future use by the Foundation.*

*The Senteo™ interactive response system will be purchased as soon as funds are made available. Implementation will take place during the second and third trimesters of the 2008-2009 school year.*

- V. PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project, and in any event within one year after the date the grant is awarded. You may also be invited to attend a meeting of the board of directors of the Pelham Education Foundation to share information about your project.

**How and by whom will the project be evaluated?**

*Following the implementation of the Senteo™ interactive response system, each of the third grade teachers at Siwanoy Elementary School and the fourth grade teachers at Prospect Hill Elementary School, together with the Assistant Director of Technology will evaluate the effectiveness of the Senteo system. The following criteria will be used to evaluate the use of the Senteo™ system:*

- *As a motivational tool*
- *As a tool for formative and summative data collection*
- *Efficiency of use as an instructional tool*

**When will the project be ready for evaluation?**

*The Senteo™ interactive response system will be evaluated by the third and fourth grade teams by June 1, 2009.*

**VI. PROJECT BUDGET.** Please indicate costs in all categories that apply to your grant request. Where possible, please attach copies of vendor quotes or other evidence of cost of purchased equipment or services.

Cost of Equipment and Supplies (for example, educational materials, technology equipment, or scientific equipment; please be specific)

*2 Senteo™ interactive response system class sets (32 student remote answering devices)*

*2 Senteo™ class sets @ \$1999.00/ class set = **\$3,998.00***

Cost of Purchased Services (for example, consultants, field trips, printing expenses or subscriptions; please specify name, description of services, cost)

**\$0.00**

Staff Costs (list names of individuals, project responsibilities, total hours and hourly contract rate)

**\$0.00**

**VII. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

**\$0.00**

**Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.**

No

**Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.**

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· If your project includes the purchase of computer hardware, software, or other technology equipment, please confer with Kathy McGrath, District Director of Technology, before submitting your application. Her name should be listed above as an “administrative sponsor”, along with the building principal and/or other appropriate director or supervisor.  
 · If your project includes a stipend payable to yourself or to other Pelham School District staff, please confer with Angelo Rubbo, Assistant Superintendent for Business, in order to determine the appropriate amount.

No

**Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.**

*No.*

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): Sean Llewellyn

Position(s): English Supervisor 6-12, Pelham School District

Project Name: Folger Shakespeare Library Training and Festival

Administrative Sponsor(s) (Principal, Supervisor and/or Director): Kathleen McGrath, Joseph Longobardi, Jeannine Clark

Total Amount Requested: \$4925

Contact Person (Name and E-mail Address): Sean Llewellyn, sllewellyn@pelhamschools.org

#### I. PROJECT DESCRIPTION. Please provide a brief description of the project.

A facilitator from the Folger Shakespeare Library would visit Pelham to involve the high school and middle school English teachers in a six-hour “Shakespeare Set Free” workshop presenting techniques and materials to engage students with the study of Shakespeare’s plays. The workshop and departmental follow up work would culminate in a school wide (middle and high school) Shakespeare Festival. “Shakespeare Set Free” is an interdisciplinary, student-centered, text-based, and performance-based approach to teaching Shakespeare to students of all abilities. The two tenets of the Folger Educational Program are that the study of Shakespeare is possible and rewarding for all students and that the best way for students to understand Shakespeare is to engage with the texts by performing scenes from the plays. More information is available at [www.folger.edu](http://www.folger.edu).

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an “administrative sponsor”, along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an “administrative sponsor”, along with the building principal and other appropriate director or supervisor. These individuals will be copied on all correspondence regarding your grant.

- II. PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).

The training would provide teachers with concrete tools for teaching Shakespeare through performance, thus engaging students more fully. This would support a wide variety of standards and objectives such as the Common Core Standards ("To become college and career ready, students must grapple with works of exceptional craft and thought . . . . These texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature . . . of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images.") and New York State Standards (Students [should] recognize and understand the significance of a wide range of literary elements and techniques . . . and use those elements to interpret the work; students [should] understand how multiple levels of meaning are conveyed in a text, read aloud expressively to convey a clear interpretation of the work, [and] evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition") as well as the District's commitment to develop a more rigorous curriculum to better prepare students for college, include additional students in challenging AP courses, and engage students more fully in their educational process.

- III. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

All of the high school and middle school English teachers, as well as their corresponding collaborative special education teachers, would benefit from this project, gaining concrete and practical strategies. In addition, each would receive the *Shakespeare Set Free Toolkit* which includes 2 DVDs (one follows a teacher working with students as they prepare for a festival, the other is the 2008 Folger production of *Macbeth* with additional follow-up material for use in the classroom), the first volume of *Shakespeare Set Free*, and a 2 GB flashdrive containing downloadable handouts, samplers and classroom resources as well as a comprehensive guide to organizing student Shakespeare festivals. The training and festival experience would prepare these teachers with strategies applicable to the rest of their years here at Pelham, thus benefitting thousands of students. High school Shakespeare study (*Romeo and Juliet*, *Twelfth Night*, *Macbeth*, *Hamlet*, *Othello*) would be postponed until after the training, so that all current high school students could benefit from the fruits of the training. In addition, middle school teachers would all be encouraged to create and teach lessons introducing Shakespeare through his poetry or plays (Eighth grade teachers, for example, will all be teaching *A Midsummer Night's Dream*). All students in the Middle and High School would participate, as performers or observers, in the festival. Teachers of other disciplines, such as social studies, art, and music, would also be included in the Festival's planning and implementation. The festival would also correspond to ninth grade social studies students' study of the Renaissance.

- IV. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by the earlier of the date specified in the letter informing you that your grant has been approved and June 30, 2012 will be considered assets available for future use by the Foundation.*

Preliminary plans for the festival would begin upon approval of the project. The training would be scheduled for December 8 and the festival would be scheduled for some time in April. The project would be considered “completed” following the festival.

- V. **PROJECT ASSESSMENT.** As a condition to awarding a grant, the Foundation will require a project evaluation promptly following the completion date of the project. Evaluation may include completion of a written survey, an interview by a Foundation board member, a brief presentation at a Foundation board meeting, or other methods appropriate to your project.

How would you suggest that your project be evaluated? What will be your criteria for success?

When will the project be ready for evaluation?

A survey, interview, or presentation would all be appropriate methods. I could also survey teachers following the training and students following the festival. A Foundation member would be welcome to attend the festival and/or observe the teaching methods in action. The project would be ready for final evaluation starting in May, 2011.

- VI. **PROJECT BUDGET.** Please provide itemized costs in all categories that apply to your grant request.

*Cost of Equipment.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include any costs for shipping or installation.

*Cost of Educational Supplies and Materials.* Please **attach copies of vendor quotes or other evidence of cost.** Do not include sales tax, but include shipping costs.

*Cost of Purchased Services* (e.g., consultants or field trips). Please **attach copies of vendor quotes or other evidence of cost.** If your proposal includes the purchase of services through BOCES, please add 15% to cover the required administrative fee.

*Teacher Stipends.* Please list names of individuals, project responsibilities (e.g., curriculum development), number of hours and total cost including employee benefits (1.17 times the number of hours times the applicable hourly rate under the current contract between the District and the Pelham Teachers Association).

\$75 per person for Folger materials (\$75 x 26 = \$1950) + \$600 Folger facilitator fee + \$100 for travel and expenses for the facilitator + \$1650 for substitute teachers + \$425 for costume rental and \$200 to hire a makeup artist for the festival= \$4925 total.

- VII. **OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

If additional funds were needed, I would consider speaking with the PTA, but the festival could take place funded purely through this grant.

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

No.

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

No.

Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.

No.

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**

Thank you very much for your kind consideration.



## THE PELHAM EDUCATION FOUNDATION

### Mini-Grant Application (For grants up to \$5,000)

Applicant(s): **Kaycee Cherashore**

Position(s): **Art and AP Art History Teacher, PMHS**

Project Name: ***Traveling Art Exhibits***

Administrative Sponsor(s) (Principal, Supervisor and/or Director): **Jeannine Clark, Kathy McGrath, Maria Thompson**

Total Amount Requested: **\$1222.40**

Contact Person (Name and E-mail Address): **Kaycee Cherashore, kcherashore@pelhamschools.org**

**I. PROJECT DESCRIPTION.** Please provide a brief description of the project.

***Traveling Art Exhibits are large-scale, temporary, museum-style installations. Each exhibit is based on a single artist or movement in art history. I found out about Traveling Art Exhibits through fellow AP Art History teachers on the AP Art History list-serve. Teachers from around the country were talking about the program and the benefits to the entire school. Proposed exhibits include Pablo Picasso's Guernica, Claude Monet: Impressionism, Salvador Dali: Surrealism, Diego Rivera: Mexican Muralist, Hokusai: Japanese Woodblock Prints. Each exhibit will be displayed for one week to inspire the entire school.***

***Please see the following sites:***

***<http://www.teachersdiscovery-foreignlanguage.com/TravelExhibits/libraries/sellfolio/sellfolio.html>***

***<http://www.teachersdiscovery-foreignlanguage.com/TravelExhibitSite/index.html>***

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Please discuss your project proposal with Kathy McGrath (for secondary projects) or Richard Limato (for elementary projects) before submitting your application. Her or his name should be listed above as an "administrative sponsor", along with the building principal. If you have worked with a curriculum supervisor in developing your proposal, please include his or her name as well. If your project is intended primarily to benefit students with special needs, please confer with Rosemary Matthews prior to submitting your application and list her as an "administrative sponsor", along with the building principal and other appropriate director or supervisor.

**PROJECT OBJECTIVES.** Please tell us what you hope to accomplish through the proposed project (for example, briefly describe the impact on the curriculum, the way in which the project supports the standards or the District's strategic plan, the impact on student achievement or professional development).

*Objectives of the program are:*

- 1) *To create interdisciplinary learning opportunities by incorporating art appreciation in subject areas such as Foreign Language, Social Studies, English, Science and Math.*
- 2) *To study works of art across time and cultures. Students will have the opportunity to learn about works of art beyond their own cultural heritage.*
- 3) *To promote art education and appreciation by introducing students to artists and art movements that they may not otherwise be exposed.*

*This project is in line with Pelham's 21<sup>st</sup> century learning goals to provide learners with hands-on interdisciplinary educational experiences. This project will have an extremely positive impact on student achievement by enabling students to make connections to the world around them through art.*

*This project fulfills two New York State standards for participating in the arts:*

- *Responding to and Analyzing Works of Art: Students will respond critically to various works of art, connecting the individual work of art to other works and to other aspects of human endeavor and thought.*
- *Understanding the Cultural Dimensions and Contributions of the Arts: Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.*

**II. PROJECT BENEFICIARIES.** Please tell us who will benefit from this project. How many students, in which grades, and at which school(s)? Will the project benefit students in one year or multiple years?

*These exhibits will benefit the entire Pelham Memorial High School community, students and faculty alike. Personally, I will be creating curricular tie-ins to all my art and art history classes. The Foreign Language, Social Studies, and English departments plan to create curriculum around specific exhibits as well. Exhibit dates and teacher resource materials will be available to all PMHS faculty well in advance so they can plan accordingly if they choose to participate. The intended location of the display is the "cut-through" hallway outside of the PMHS auditorium.*

**III. PROJECT TIMETABLE.** Please tell us when you expect the project to begin (or the date on which you will require funding) and when you expect the project to be completed. *Please note that any grant funds not expended by June 30, 2011 will be considered assets available for future use by the Foundation.*

*Each exhibit will on display for one week. Exhibits will coincide as closely as possible with curriculum starting in January and ending in mid April. Funding is due at the time of the first exhibit in mid January.*



**VI. OTHER FUNDING.** If your grant request will not cover the total cost of the project, please describe any other funding sources (for example, District funds, PTA, other community groups). Do you have firm commitments from them?

*N/A*

Have you previously applied for funding from the Pelham Education Foundation for this project? If so, please specify the date and amount requested.

*NO*

Have you previously received funding from the Pelham Education Foundation for another project? If so, please specify the project and amount.

*N/A*

Have you requested funding for this project from the District? If so, please indicate whether any District funds will be available for the project.

*NO*

**The Project Development Committee of the Pelham Education Foundation will review your application and will make recommendations to the board of directors of the Foundation. In order to facilitate distribution to committee and board members, the committee requires that all applications be submitted in Microsoft Word to Cathy Draper by e-mail at [cdraper@clain.net](mailto:cdraper@clain.net), with a copy to Christine Burton at [cburton@pelhamschools.org](mailto:cburton@pelhamschools.org).**