CATSKILL WATERSHED CORPORATION  
BOARD MEETING  
June 2, 2020 @ 1:00 p.m.  
AGENDA

I. Call to Order

II. Pledge of Allegiance

III. Roll Call of Directors

IV. Review and Approval of May 5, 2020 Board Minutes – Tab 1

V. Presentation of Communications  
   Finance Report - Tab 2  
   Executive Director's Report - Tab 3  
   Committee Meeting Schedule - Tab 4  
   Committee Meeting Minutes - Tab 5

VI. Public Discussion

VII. Presentation of Resolutions  
   Septic Over $25,000 – Patricia Agostinello – Tab 6  
   Septic Over $25,000 – Grant Cornett – Tab 7  
   Septic Over $25,000 – Julian Gonzalez – Tab 8  
   Septic Over $25,000 – Joseph Nupieri – Tab 9  
   Septic Over $25,000 – Herbert Staltzer – Tab 10  
   Septic Over $25,000 – Additional Cost – Phoenicia Diner – Tab 11  
   Septic Over $25,000 – Additional Cost – Christina Pisarik – Tab 12  
   Septic Over $25,000 – Additional Cost – Federico Saenz-Recio – Tab 13  
   Second Time Repair – Yvonne Fuller – Tab 14  
   Second Time Repair – Gregg Passarelli – Tab 15  
   Second Time Repair – Melanie Watson – Tab 16  
   FHMIP – 5355 Main Street, LLC – Tab 17  
   CWC New Headquarters Building Consultant – Additional Cost – Tab 18  
   Public Education Grant – Brooklyn Urban Garden Charter School – Tab 19  
   Public Education Grant – City Parks Foundation – Tab 20  
   Public Education Grant – Columbia Secondary School for Science, Math and Engineering – Tab 21  
   Public Education Grant – Cornell Cooperative Extension of Delaware County – Tab 22  
   Public Education Grant – East Village Community School – Tab 23  
   Public Education Grant – Edible Schoolyard NYC – Tab 24  
   Public Education Grant – Genovesi Environmental Study Center – Tab 25  
   Public Education Grant – Hanford Mills Museum – Tab 26  
   Public Education Grant – Jefferson Central School – Tab 27  
   Public Education Grant – MS 324 – Tab 28  
   Public Education Grant – MS 371 – Tab 29  
   Public Education Grant – MS 442 School for Innovation – Tab 30  
   Public Education Grant – NYC H2O, Inc. – Tab 31  
   Public Education Grant – P.S. 62Q Chester Park/Magnet School for Computer Science and Innovation – Tab 32  
   Public Education Grant – Queens Museum – Tab 33  
   Public Education Grant – Snug Harbor Cultural Center and Botanical Garden – Tab 34  
   Public Education Grant – St. John’s Preparatory School – Tab 35  
   Public Education Grant – The Horticultural Society of New York – Tab 36  
   Public Education Grant – The Red Hook Neighborhood School PS 676 – Tab 37  
   Public Education Grant – Trout Unlimited – Tab 38
Executive Session
   CFF Loan – Windham Ventures, Inc – Tab 44

VIII. Announcements from the Chair

IX. Board Member Discussion

X. Adjournment
TAB 1
I. Call to Order at 9:00 am at the Catskill Watershed Corporation

II. Members Present: Michael Triolo (President) (By Phone), James Eisel (Treasurer) (By Phone), and Alan Rosa (Executive Director).

   Staff Members Present: Tim Cox, Samantha Costa, Jason Merwin, and Cambria Tallman

   Others Present by Phone: Tina Molé, Art Merrill, Mike Maloney (NYSDOH)

III. Review and Approval of April 7, 2020 Board Meeting Minutes.

Minutes from April 7, 2020 Board Meeting was approved.

   Approved unanimously

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IV. Presentation of Authorizations

Septic Over $25,000 – Robert Donnelly - Tab 6

A motion to approve Authorization No. 3757 was made by Michael Triolo and was seconded by James Eisel.

   May 5, 2020

   AUTHORIZATION NO. 3757

   BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:

   ROBERT DONNELLY

   WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

   WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

   WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Thirty-Two Thousand Two Hundred Twelve Dollars and Seventy-Seven Cents ($32,212.77); and

   WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

   WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Two Thousand Two Hundred Twelve Dollars and Seventy-Seven Cents ($32,212.77) to be a reasonable cost for this system in accordance with our schedule of values; and
WHEREAS, the Septic Committee has reviewed the documentation and recommend approving the reimbursement to the property owner in an amount not to exceed Thirty-Two Thousand Two Hundred Twelve Dollars and Seventy-Seven Cents ($32,212.77) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Thirty-Two Thousand Two Hundred Twelve Dollars and Seventy-Seven Cents ($32,212.77).

Robert Donnelly Backup
Address: 369 Bed Hollow Road, Denver, NY 12421
Town: Roxbury (Delaware County)
Bedrooms: 3
Engineer: Rex Sanford
Contractor: Maduri Excavating

Homeowner and CWC staff received three quotes from unrelated contractors for $32,212.77, $33,014.22, and $33,628.52. This system is for a three bedroom house. The major components for this system include one 1000 gallon septic tank, one pump chamber, 18 linear feet of gravity piping, 228 linear feet of force main, 85 cubic yards of absorption fill material, 250 linear feet of absorption trench, one distribution box, one effluent filter, a temporary access road, multiple tree removal and site restoration. The lowest quote is within 10% of the estimated cost of construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $32,212.77.

Voice Vote, carried unanimously

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Septic Over $25,000 – Alan Heins - Tab 7

A motion to approve Authorization No. 3758 was made by James Eisel and was seconded by Alan Rosa.

May 5, 2020

AUTHORIZATION NO. 3758

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:

ALAN HEINS

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed a construction quote submitted by a contractor for the septic system repair in the amount of Twenty-Nine Thousand Nine Hundred Ninety-Eight Dollars ($29,998.00); and
WHEREAS, the contractor’s quote for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Twenty-Nine Thousand Nine Hundred Ninety-Eight Dollars ($29,998.00) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving reimbursement to the property owner in an amount not to exceed Twenty-Nine Thousand Nine Hundred Ninety-Eight Dollars ($29,998.00) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Twenty-Nine Thousand Nine Hundred Ninety-Eight Dollars ($29,998.00).

Alan Heins Backup

Address: 2247 Bragg Hollow Road, Halcottsville, NY 12438
Town: Middletown (Delaware County)
Bedrooms: 4
Engineer: Steele Brook Engineering
Contractor: Don Allen

Homeowner and CWC staff received a quote from a contractor in the amount of $29,998.00. The major components for this system include one 1250 gallon septic tank, 100 linear feet of gravity piping, 352 cubic yards of absorption fill material, 275 linear feet of absorption trench, one distribution box, one effluent filter, 120 linear feet of curtain drain, tree removal, temporary access road and site restoration. The quote is within 10% of our estimated cost of construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $29,998.00.

Voice Vote, carried unanimously

Septic Over $25,000 – Brandon LeNoir – Tab 8

A motion to approve Authorization No. 3759 was made by Michael Triolo and was seconded by Alan Rosa.

AUTHORIZATION NO. 3759

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:
BRANDON LENOIR

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and
WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Thirty-Four Thousand Nine Hundred Forty-Seven Dollars and Forty Cents ($34,947.40); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Four Thousand Nine Hundred Forty-Seven Dollars and Forty Cents ($34,947.40) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving reimbursement to the property owner in an amount not to exceed Thirty-Four Thousand Nine Hundred Forty-Seven Dollars and Forty Cents ($34,947.40) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Thirty-Four Thousand Nine Hundred Forty-Seven Dollars and Forty Cents ($34,947.40).

Brandon LeNoir Backup

Address: 1812 Hardscrabble Road, Roxbury, NY 12474
Town: Roxbury (Delaware County)
Bedrooms: 5
Engineer: Rex Sanford
Contractor: Nick Finch

Homeowner and CWC staff received three quotes from unrelated contractors for $34,947.40, $35,492.11, and $35,994.32. The major components include one 1500 gallon septic tank, 79 linear feet of gravity piping, 450 cubic yards absorption fill material, 800 square feet of conventional absorption bed, one distribution box, one effluent filter, 135 linear feet of curtain drain, 35 linear feet of curtain drain outlet pipe, temporary access road, tree removal and site restoration. The lowest quote is within 10% of the estimated cost of construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $34,947.40.

Voice Vote, carried unanimously

Septic Over $25,000 – Daniel Mintseris – Tab 9

A motion to approve Authorization No. 3760 was made by James Eisel and was seconded by Alan Rosa.

May 5, 2020

AUTHORIZATION NO. 3760

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:
DANIEL MINTSERIS
WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed a construction quote submitted by a contractor for the septic system repair in the amount of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00); and

WHEREAS, the contractor’s quote for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving reimbursement to the property owner in an amount not to exceed Twenty-Seven Thousand Five Hundred Dollars ($27,500.00) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Twenty-Seven Thousand Five Hundred Dollars ($27,500.00).

Daniel Mintseris Backup

Address: 410 Pleasant View Drive, Roxbury, NY 12421
Town: Roxbury (Delaware County)
Bedrooms: 3
Engineer: Paul Gossen
Contractor: Jim Peters Excavating

Homeowner and CWC staff received a quote from a contractor in the amount of $27,500.00. The major components for this system include one 1000 gallon septic tank, 346 linear feet of gravity piping, 79 cubic yards of absorption fill material, 240 linear feet of presby pipe, 39 cubic yards of C-33 sand, 88 linear feet of curtain drain, 90 linear feet of curtain drain outlet pipe, 50 linear feet of improved swale, 5 clean outs, 10 linear feet of vent pipe, temporary access road and site restoration. The quote is within 10% of our estimated cost of construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $27,500.00.

Voice Vote, carried unanimously

Septic Over $25,000 – Mark Watson – Tab 10

A motion to approve Authorization No. 3761 was made by James Eisel and was seconded by Michael Triolo.

May 5, 2020
WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation ("CWC") shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Fifty Thousand Two Hundred Ninety-Four Dollars and Eighty-One Cents ($50,294.81); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Fifty Thousand Two Hundred Ninety-Four Dollars and Eighty-One Cents ($50,294.81) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving reimbursement to the property owner in an amount not to exceed Fifty Thousand Two Hundred Ninety-Four Dollars and Eighty-One Cents ($50,294.81) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Fifty Thousand Two Hundred Ninety-Four Dollars and Eighty-One Cents ($50,294.81).

Mark Watson Backup
Address: 300 Losee Road, East Jewett, NY 12424
Town: Jewett
Bedrooms: 3
Engineer: Praetorius & Conrad
Contractor: G.R. Excavation

Homeowner and CWC staff received three quotes from unrelated contractors for $50,294.81, $51,272.77, and $53,947.00. The major components for this system include a 1000 gallon septic tank, one siphon chamber, 220 linear feet of gravity piping, 632 cubic yards of absorption fill material, 245 lineal feet of absorption trench, one distribution box, one effluent filter, 170 linear feet of curtain drain, 10 linear feet of 6” steel sleeve, regrade and fill in a landscaped area/dry pond, temporary access road, tree removal and site restoration. The lowest quote is within 10% of the estimated cost of construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $50,294.81.

Voice Vote, carried unanimously

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A motion to approve Authorization No. 3762 was made by Michael Triolo and was seconded by James Eisel.

May 5, 2020

AUTHORIZATION NO. 3762

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:

DONALD ZABEL

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Thirty-Five Thousand Three Hundred Seventy-Three Dollars and Twelve Cents ($35,373.12); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Five Thousand Three Hundred Seventy-Three Dollars and Twelve Cents ($35,373.12) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving reimbursement to the property owner in an amount not to exceed Thirty-Five Thousand Three Hundred Seventy-Three Dollars and Twelve Cents ($35,373.12) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Thirty-Five Thousand Three Hundred Seventy-Three Dollars and Twelve Cents ($35,373.12).

Donald Zabel Backup

Address: 306 Grogkill Road, Willow, NY 12495
Town: Woodstock (Ulster County)
Bedrooms: 3
Engineer: Rex Sanford
Contractor: Harvey Ostrander

Homeowner and CWC staff received three quotes from unrelated contractors for $35,373.12, $35,741.65, and $36,183.75. The major components for this system include a 1000 gallon septic tank, 70 linear feet of gravity piping, 450 cubic yards of absorption fill material, 600 square feet of conventional absorption bed, one distribution box, one effluent filter, 130 linear feet of curtain drain,
WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff previously approved Septic Program reimbursement for Steven Cartwright in the amount of Six Thousand Forty-Seven Dollars and Eighty Cents ($6,047.80); and

WHEREAS, CWC staff has reviewed a construction quote submitted by a contractor for the septic system repair in the amount of Thirty-Nine Thousand Two Hundred Seventy-Six Dollars and Fifty-One Cents ($39,276.51); and

WHEREAS, the contractor’s quote for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Nine Thousand Two Hundred Seventy-Six Dollars and Fifty-One Cents ($39,276.51); to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving additional reimbursement in an amount not to exceed Thirty-Nine Thousand Two Hundred Seventy-Six Dollars and Fifty-One Cents ($39,276.51); as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Forty-Five Thousand Three Hundred Twenty-Four Dollars and Thirty-One Cents ($45,324.31).
An emergency septic tank was previously installed at a cost of $6,047.80. The major components include, a previously installed 1000 gallon septic tank, one siphon chamber, 250 linear feet of gravity piping, 375 cubic yards of absorption fill material, 300 linear feet of absorption trench, one distribution box, 168 linear feet of curtain drain, bore under the road, temporary access road and site restoration. Homeowner and CWC staff received three quotes from unrelated contractors (not including the septic tank) for $39,276.51 $39,794.37, and $40,862.10. The lowest quote is within 10% of the estimated cost for construction. The Septic Committee recommends that the CWC President, CWC Treasurer, and CWC Executive Director approve reimbursement in an amount not to exceed $45,324.31.

Voice Vote, carried unanimously

Second Time Repair – Wesley Warren – Tab 13

A motion to approve Authorization No. 3764 was made by Michael Triolo and was seconded by James Eisel.

May 5, 2020

AUTHORIZATION NO. 3764

BOARD APPROVAL OF MOA SEPTIC PROGRAM SECOND TIME REPAIR ELIGIBILITY WESLEY WARREN

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:05 of the CWC Septic Rehabilitation and Replacement Program Rules (MOA Septic Program) Article 2A, CWC Board of Directors in consultation with the Executive Director may find a property eligible for funding of a septic or component thereof previously paid for by the CWC MOA Septic Program if ten (10) years has elapsed from date of construction completion and absent misuse by the Property owner; and

WHEREAS, the Applicant, Wesley Warren, requested eligibility under the MOA Septic Program for a second time repair funding for his septic system; and

WHEREAS, CWC staff have confirmed that the Applicant’s septic system is currently failing or reasonably likely to fail in the near future, that more than ten years has elapsed from date of construction approval, and that the Applicant has adequately maintained the septic system following the prior construction approval; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend the CWC President, CWC Treasurer, and CWC Executive Director approve the Applicant’s eligibility for a second time repair funding from MOA Septic Program.

NOW, THEREFORE LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, approves Applicant’s request for eligibility for second time repair funding from the MOA Septic Program.
MOA Septic Program previously reimbursed the property owner for replacement of his septic system in 2000. Since 2000, the property owner has done routine septic pump-outs of his septic system in 2005, 2008, 2013, and 2017. CWC staff noted that the absorption field is in failure and sewage is surfacing on the ground. CWC Septic Committee recommend the CWC President, CWC Treasurer, and CWC Executive Director approve Mr. Warren’s eligibility for a second time repair funded by the MOA Septic Program.

Voice Vote, carried unanimously

Future Stormwater – Ulster County Rail Trail – Tab 14

A motion to approve Authorization No. 3765 was made by James Eisel and seconded by Michael Triolo.

AUTHORIZATION NO. 3765

BOARD REVIEW OF FUTURE STORMWATER PROGRAM APPLICATION FOR COUNTY OF ULSTER RAIL TRAIL STORMWATER CONTROLS

WHEREAS, the 1997 New York City Watershed Memorandum of Agreement ("Watershed MOA") paragraph 128 ("Future Stormwater Program") directs the Catskill Watershed Corporation ("CWC") to establish a program to pay for the reasonable and proper cost to design, implement, permit, construct and maintain new stormwater measures pursuant to stormwater pollution prevention plans required by the 18-39(b)(3) and 18-39(e) of the watershed regulations; and

WHEREAS, Section 145(ii) of the Watershed MOA and the West of Hudson Future Stormwater Program Rules provides for payment of eligible project costs required solely by the New York City Department of Environmental Protection ("NYCDEP") and not otherwise required by State or federal law; and

WHEREAS, on January 3, 2019 by Resolution 3446, the CWC Board of Directors approved funding in the amount of Twenty-Six Thousand Two Hundred Dollars ($26,200.00) for design time spent addressing NYC DEP requests for additional information in the SWPPP not required by State or Federal regulations; and

WHEREAS, Ulster County has applied for additional funding for reimbursement of eligible construction costs associated with compliance of NYC DEP only requirements in the amount of One Hundred Twenty-Nine Thousand One Hundred Seventy-Two Dollars ($129,172.00); and

WHEREAS, the Future Stormwater Program Rules require that the CWC Board of Directors shall review and approve each application, with attached documentation and staff recommendations; and

WHEREAS, CWC staff recommended additional reimbursement of eligible stormwater constructions costs in the amount of One Hundred Twenty-Nine Thousand One Hundred Seventy-Two Dollars ($129,172.00); and
WHEREAS, the CWC Wastewater/Stormwater Committee recommended that the application be approved by the CWC Board of Directors.

NOW, THEREFORE, LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director have reviewed the attached application, staff recommendation and supporting documentation and approve additional reimbursement in the amount of One Hundred Twenty-Nine Thousand One Hundred Seventy-Two Dollars ($129,172.00) for a total reimbursement amount not to exceed, One Hundred Fifty-Five Thousand Three Hundred Seventy-Two Dollars ($155,372.00)

CWC Future Stormwater: County of Ulster – Rail Trail

Ulster County constructed a Rail Trail almost entirely on lands of the Ashokan Reservoir, owned by NYCDEP. A SWPPP was required under NYSDEC stormwater regulations, however the costs submitted for reimbursement are itemized, direct costs associated with compliance with NYCDEP Watershed Regulations. The project included building a recreational trail which required removal of old steel and wooden rails and fastening hardware, felling and removal of trees, construction of bridges over Butternut Creek and Esopus Creek, and the construction of two trail heads. The itemized costs of the project associated to DEP regulations include: installation of 14,000 feet of orange construction fence to keep equipment and contractors out of sensitive watercourses, deep ripping and restoration of storage areas, passing area construction and removal, and base course of the trail width reduction in order to avoid encroachment on sensitive areas. Pursuant to the Program Rules, the applicant is considered a municipality and therefore eligible for funding from only the CWC Future Stormwater Program The applicant is electing for 100% reimbursement of direct incremental NYCDEP required costs. These direct construction costs total $129,172.00. A previous application for direct design costs, totaling $26,200.00 was approved by the Board on January 3, 2019 by Resolution 3446.

Total funding from FSW not to exceed: $155,372.00

Voice Vote, carried unanimously

Stormwater Retrofit – Additional Cost – Delaware Academy Tab 15

A motion to approve Authorization No. 3766 was made by James Eisel was seconded by Michael Triolo.

May 5, 2020

AUTHORIZATION NO. 3766

BOARD REVIEW OF STORMWATER RETROFIT PROGRAM APPLICATION FOR DELAWARE ACADEMY

WHEREAS, Paragraph 125 of the 1997 New York City Watershed Memorandum of Agreement (“MOA”) directs the Catskill Watershed Corporation (“CWC”) to establish a program to pay the costs to design, permit, maintain, implement and construct Stormwater Best Management Practices (BMP’s) to address existing stormwater runoff in concentrated areas of impervious surface in West of Hudson Watershed to the extent such BMP’s are necessary to correct or reduce existing erosion and/or pollutant loading; and

WHEREAS, by Resolution Number 265, the CWC Board of Directors established the Stormwater Retrofit Program “Program” Rules that provides for payment of eligible project costs; and
WHEREAS, pursuant to the CWC Program Rules as adopted by the CWC Board of Directors, the CWC staff and NYCDEP staff must evaluate grant requests and issue funding recommendations to the CWC Wastewater Committee, which shall issue recommendations to the CWC Board of Directors; and

WHEREAS, on March 7, 2017 by Resolution 3019, the CWC Board of Directors approved funding in the amount of Forty-Three Thousand Five Hundred Dollars ($43,500.00) to develop a scope of work and the design for a retrofit project; and

WHEREAS, Delaware Academy has applied for additional funding in the amount of One Million Five Hundred Forty-Six Thousand Nine Hundred Thirty Dollars ($1,546,930.00) for the construction and implementation of the project; and

WHEREAS, CWC and NYCDEP staff have jointly reviewed and recommend the Delaware Academy Stormwater Retrofit application for construction and implementation funding as detailed in the application dated April 6, 2020; and

WHEREAS, the CWC Wastewater Committee has reviewed and recommended the proposal as detailed in the application April 6, 2020; and

WHEREAS, pursuant to the CWC Program Rules, the CWC Board of Directors has reviewed the attached recommendation and supporting documentation.

NOW, THEREFORE, LET IT BE RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director have reviewed the attached application, staff recommendation and supporting documentation approves additional funding in the amount of One Million Five Hundred Forty-Six Thousand Nine Hundred Thirty Dollars ($1,546,930.00) for the construction and implementation of the retrofit project, for a total funding amount not to exceed, One Million Five Hundred Ninety Thousand Four Hundred Thirty Dollars ($1,590,430.00).

NOW, THEREFORE BE IT FURTHER RESOLVED, approval of grants by the CWC Board of Directors constitutes a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by the CWC Board of Directors unless an objection is timely filed with the Watershed Protection and Partnership Council.

CWC Stormwater Retrofit Program - Delaware Academy Application

Delaware Academy
Delaware Academy was previously approved in March 2017 for design costs of a retrofit project addressing approximately 100 acres on their campus in the Town of Delhi. The approved design amount was not to exceed $43,500. Upon completion of the design and consensus from DEP and CWC on the scope of the project, Delaware Academy proceeded to bid the project. Bids were received and Delaware Academy is now applying for funds to implement the project. The project is designed to separate the stormwater into two systems based on two distinct watersheds. A 16-acre portion of the campus has been designed to route the naturally cleaner water more directly into the West Branch of the Delaware. The larger 84-acre portion of the campus will be retrofitted by rerouting the existing campus stormwater system, redirecting impervious surface runoff to an existing pond, as well as removing pollutants using 12 hour lag time and increased plant-based filtering prior to discharging the cleaner water into the West Branch. The installation of pond forebays will allow for maintenance and cleaning of silts and sediments on a regular basis. Delaware Academy is requesting funds in the not-to-exceed amount of $1,546,930.00 for implementation. This figure was based off actual bids collected.

Previously Approved Retrofit Funding: $43,500.00
Additional Requested Retrofit Construction Funding: $1,546,930.00
Total Recommended Retrofit Funding: $1,590,430.00

Voice Vote, carried unanimously

CWC Insurance Additional Premium - Tab 16

A motion to approve amended Authorization No. 3767 was made by James Eisel and was seconded by Michael Triolo.

May 5, 2020

AUTHORIZATION NO. 3767

CWC INSURANCE ADDITIONAL PREMIUM

WHEREAS, the Board of Directors must approve an expense greater than Ten Thousand Dollars ($10,000.00); and

WHEREAS, the CWC has built a new building headquarters in Arkville, New York; and

WHEREAS, on November 6, 2018, by Resolution Number 3423 CWC purchased a builders risk insurance policy to insure the building. Once the certificate of occupancy was issued the builders risk policy would not insure the building and its contents so the building/contents had to be added to the CWC’s general liability insurance. The cost of the additional premium was $14,776.79. The members agreed to pay that premium.

THEREFORE BE IT RESOLVED, pursuant to the CWC Board of Directors Resolution No. 3740, the CWC President, CWC Treasurer, and CWC Executive Director approve the Executive Director to pay the insurance premiums not to exceed Fourteen Thousand Seven Hundred Seventy-Six Dollars and Seventy-Nine Cents. ($14,776.79).

Voice Vote, carried unanimously

IX. Board Member Discussion:

A motion to adjourn was made by Mike Triolo.

X. Adjourned 11:11 a.m.
Financial Statements

On May 5, 2020, the March Financial Statements were presented to the Finance Committee. The April Financial Statements and the supplemental schedules will be presented at the next Finance Committee Meeting [June 2, 2020].

Investments

Enclosed you will find a summary of the CWC investments. As of March 31, 2020, the total [municipal/agency bonds] carrying value is $26,501,918. The interest yields range from .45% to 2.88% and the maturity dates vary up to 5 +/- years. For the real short term investments, CWC has purchased Money Markets and/or Certificates of Deposits at authorized banks totaling $6,839,239 with interest rates ranging up to 1.03%.
Catskill Watershed Corporation

Statement of Financial Position - CM BS By Fund
As of 3/31/2020

<table>
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<tr>
<th>Current Year</th>
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<tbody>
<tr>
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<td>Short-Term Investments:</td>
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<td>Grants Receivable:</td>
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<td>Accounts Receivable:</td>
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<td>Accrued Interest Receivable:</td>
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<td>Loans Receivable - net:</td>
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<tr>
<td>Due From Other Funds:</td>
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<tr>
<td>Prepaid Expenses &amp; Other Assets:</td>
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<tr>
<td>Total Current Assets:</td>
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<tr>
<td>Property, Plant &amp; Equipment:</td>
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<td>Property, Plant &amp; Equip. - Cost.</td>
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<td>Accum Depreciation/Amortization:</td>
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<td>Real Estate Investments - net:</td>
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<td>Total Assets:</td>
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<tr>
<td><strong>Liabilities &amp; Net Assets</strong></td>
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<td>Current Liabilities:</td>
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<td>Deferred Interest Income:</td>
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<tr>
<td>Unrestricted:</td>
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<tr>
<td>Total Net Assets:</td>
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<tr>
<td>Total Liabilities &amp; Net Assets:</td>
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</table>

Date: 5/4/20 02:20:33 PM

Page 1
Catskill Watershed Corporation  
Statement of Financial Position  
As of 3/31/2020

### Assets

#### Current Assets:
- **Cash - Checking**: 543,484.90
  - **Septic II**: 5,474,187.32
  - **Septic III**: 1,958,921.05
  - **Septic IV**: 12,084,302.75
- **Cash - Certificates of Deposit**: 0.00
- **Restricted Cash & Investments**: 478,930.00
- **Short-Term Investments**: 0.00
- **Grants Receivable**: 0.00
- **Accounts Receivable**: 0.00
- **Due From Other Funds**: 146,952.35
- **Prepaid Expenses & Other Assets**: 166,233.00

#### Total Current Assets: 767,793.96

#### Property, Plant & Equipment:
- **Property, Plant & Equipment - Cost**: 17,772,474.68
- **Accum Depreciation/Accum Amortization**: -613,822.28

#### Total Property, Plant & Equipment: 17,098,644.70

#### Long-Term Assets:
- **Investments**: 304,480.00

#### Total Long-Term Assets: 41,312.30

#### Total Assets: 17,907,750.96

### Liabilities & Net Assets

#### Current Liabilities:
- **Accounts Payable**: 370,032.66
- **Accrued Expenses**: 159,497.15

#### Total Current Liabilities: 17,907,750.96

#### Net Assets:
- **Unrestricted**: 5,474,187.32

#### Total Net Assets: 17,907,750.96

#### Total Liabilities & Net Assets: 17,907,750.96

---

**Date:** 5/20 02:21:41 PM  
**Page:** 1
## Ca 1 sk ill Waler s hed Corporalion

### Statement of Financial Position

As of 31 March 2020

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<th>Assets</th>
<th>CWMP - Shokan</th>
<th>Public Education II</th>
<th>Stormwater Technical Assistance</th>
<th>Tax Consulting Fund</th>
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<th>WDN Future Stormwater Controls</th>
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<td>17,726,461.02</td>
<td>911,771.88</td>
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<td>911,771.88</td>
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Date: 5/2020 02:28:29 PM
### Catskill Watershed Corporation

**Statement of Financial Position**

**As of 3/31/2020**

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<th>Assets</th>
<th>Catskill Fund for the Future</th>
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<td><strong>Total Assets:</strong></td>
<td>213,607.03</td>
<td>48,904,268.99</td>
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</tbody>
</table>

| Liabilities & Net Assets | | |
| Current Liabilities: | | |
| Accounts Payable | 0.00 | 61,339.40 | 61,339.40 |
| Deferred Expenditures | 0.00 | 0.00 | 0.00 |
| Deferred Grant Revenue | 213,265.36 | 44,349,201.61 | 44,562,466.97 |
| Deferred Interest Income | 0.00 | 13,987.90 | 13,987.90 |
| **Total Current Liabilities:** | 213,265.36 | 44,331,322.71 | 44,544,588.07 |

| Net Assets: | | |
| Unrestricted | 48,904,268.99 | 48,904,268.99 |
| Total Net Assets: | 48,904,268.99 | 48,904,268.99 |
| **Total Liabilities & Net Assets:** | 213,607.03 | 48,904,268.99 | 49,117,876.02 |
Catskill Watershed Corporation
Statement of Revenues and Expenditures
From 3/1/2020 Through 3/31/2020

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<th>CURRENT PERIOD ACTUAL</th>
<th>CURRENT YEAR ACTUAL</th>
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<td><strong>SUPPORT &amp; REVENUES</strong></td>
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<td>Interest &amp; Other Income</td>
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<td><strong>Total SUPPORT &amp; REVENUES</strong></td>
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## Statement of Revenues and Expenditures

**From 3/1/2020 Through 3/31/2021**

### SUPPORT & REVENUES

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<th>Stream IV</th>
<th>Stream V</th>
<th>Septic Maintenance</th>
<th>Stream Corridor Programs</th>
<th>Flood Hazard</th>
<th>CWMP - E</th>
<th>CWMP - Stokes</th>
<th>Public Education I</th>
<th>Total</th>
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### EXPENSES

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**Excess Rev/Exp**

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<th>Stream V</th>
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<th>CWMP - E</th>
<th>CWMP - Stokes</th>
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## Catkill Watershed Corporation

### Statement of Revenues and Expenditures

From 3/1/2020 Through 3/31/2020

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**Excess Rev/Exp**                  | 583.80   | 0.00     | 0.00   | 583.80 |

**Total**                           | 1,077.66 | 36.41   | 36.41 | 1,048.48|

Date: 5/4/20 02:25:25 PM
## Catskill Watershed Corporation
### Statement of Revenues and Expenditures
*From 11/1/2019 Through 3/31/2020*

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### Expenditure Details

#### Total Support & Revenues

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## Expenses

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<td>23,779.30</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>303.65</td>
<td>11,489.01</td>
<td>0.00</td>
<td>0.00</td>
<td>23,769.50</td>
<td>6,951.60</td>
<td>44,465.56</td>
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<tr>
<td>Depreciation &amp; Amortization</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Total Expenses</td>
<td>(83,078.35)</td>
<td>26,993.56</td>
<td>1,696.69</td>
<td>0.00</td>
<td>62,332.31</td>
<td>14,790.87</td>
<td>322,222.15</td>
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<tr>
<td>Interest Revenue/Expenses</td>
<td>107,100.98</td>
<td>0.00</td>
<td>7,589.99</td>
<td>1,103.81</td>
<td>582,569.95</td>
<td>0.00</td>
<td>100,699.95</td>
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</tbody>
</table>

Total Support & Revenues: 539,755.56
Total Expenses: 322,222.15
Excess Revenue: 217,533.41
Catskill Watershed Corporation  
Board of Directors Fees  
As March 31, 2020

<table>
<thead>
<tr>
<th>Board Members Name</th>
<th>March</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthony T Van Glad</td>
<td>500.00</td>
<td>1,375.00</td>
</tr>
<tr>
<td>Arthur Merrill</td>
<td>375.00</td>
<td>750.00</td>
</tr>
<tr>
<td>Christopher Mathews</td>
<td>500.00</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Innes Kasanof</td>
<td>375.00</td>
<td>750.00</td>
</tr>
<tr>
<td>James Eisel</td>
<td>750.00</td>
<td>1,375.00</td>
</tr>
<tr>
<td>James Sofranko</td>
<td>375.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Jeffrey Senterman</td>
<td>500.00</td>
<td>625.00</td>
</tr>
<tr>
<td>Richard Parete</td>
<td>750.00</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Robert Pelham</td>
<td>500.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Thomas Hynes</td>
<td>625.00</td>
<td>750.00</td>
</tr>
<tr>
<td>Tina Molé</td>
<td>625.00</td>
<td>1,375.00</td>
</tr>
<tr>
<td>Wayne Marshfield</td>
<td>500.00</td>
<td>1,375.00</td>
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Total Board Fees Paid  
$ 6,375.00  
$ 11,875.00
Catskill Watershed Corporation  
Supplementary Schedules  
Certificates of Deposit/Money Markets/Restricted Cash  
As of March 31, 2020

<table>
<thead>
<tr>
<th>Account # 1200</th>
<th>Fund</th>
<th>Bank</th>
<th>Terms</th>
<th>Interest Rate</th>
<th>Amount</th>
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<tbody>
<tr>
<td></td>
<td>Operating Account</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>$ 428.93</td>
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<tr>
<td></td>
<td>Operating - Money Market #1</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>$ 428.93</td>
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<tr>
<td></td>
<td>Septic IV Program</td>
<td>Key Bank</td>
<td>Short-Term</td>
<td>0.10%</td>
<td>1,227,766.29</td>
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<td></td>
<td>Septic Program IV - Money Market</td>
<td>Key Bank</td>
<td>Short-Term</td>
<td>0.10%</td>
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<td></td>
<td>Septic Program IV - Money Market</td>
<td>Wayne Bank</td>
<td>Short-Term</td>
<td>0.75%</td>
<td>3,045,922.49</td>
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<td></td>
<td>Septic Maintenance</td>
<td>Key Bank</td>
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<td>Septic Maintenance - MM#2</td>
<td>Key Bank</td>
<td>Short-Term</td>
<td>0.10%</td>
<td>644,708.75</td>
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<td>Tax Consulting</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>3,365.73</td>
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<td>Tax Consulting - Money Market</td>
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<td></td>
<td>Future Stormwater</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>2,152.57</td>
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<tr>
<td></td>
<td>Future Stormwater - MM #1</td>
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<td>Short-Term</td>
<td>0.00%</td>
<td>2,152.57</td>
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<td>0.10%</td>
<td>1,907,851.23</td>
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<td>Catskill Fund for the Future</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>7,043.41</td>
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<td>CFF - Money Market</td>
<td>Pershing</td>
<td>Short-Term</td>
<td>0.00%</td>
<td>7,043.41</td>
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<table>
<thead>
<tr>
<th>Account # 1205</th>
<th>Fund</th>
<th>Bank</th>
<th>Terms</th>
<th>Interest Rate</th>
<th>Amount</th>
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<tbody>
<tr>
<td></td>
<td>Stream Corridor - Debris Removal Program</td>
<td>NBT Bank, N.A.</td>
<td>Short-Term</td>
<td>0.02%</td>
<td>$ 1,366,834.60</td>
</tr>
<tr>
<td></td>
<td>Stream Cor - Debris Removal - Ckg</td>
<td>NBT Bank, N.A.</td>
<td>Short-Term</td>
<td>0.02%</td>
<td>$ 1,366,834.60</td>
</tr>
<tr>
<td></td>
<td>Community Wastewater III</td>
<td>Bank of Greene County</td>
<td>Short-Term</td>
<td>1.03%</td>
<td>1,120,842.96</td>
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<tr>
<td></td>
<td>CWMP III - [Lateral Program] - Ckg</td>
<td>Bank of Greene County</td>
<td>Short-Term</td>
<td>1.03%</td>
<td>1,120,842.96</td>
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<tr>
<td></td>
<td>CWMP III - [Study/Administration Funds]</td>
<td>Bank of Greene County</td>
<td>Short-Term</td>
<td>1.03%</td>
<td>1,120,842.96</td>
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<tr>
<td></td>
<td>LTAP</td>
<td>NBT Bank, N.A.</td>
<td>Short-Term</td>
<td>0.02%</td>
<td>110,000.00</td>
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</table>

Total Money Markets: 6,819,239.42
Total Per Financial Statements: 6,819,239.42
Difference: $ 0

Total Restricted Cash: 2,597,697.56
Total Per Financial Statements: 2,597,697.56
Difference: $ 0
<table>
<thead>
<tr>
<th>Program / Par. #</th>
<th>Name of Investment</th>
<th>Type of Investment</th>
<th>Date of Purchase</th>
<th>Maturity Date</th>
<th>CUSIP Number</th>
<th>Next Payment</th>
<th>Effective Interest</th>
<th>Carrying Value</th>
<th>Total Program Value</th>
<th>Market Unrealized Gain/(Loss)</th>
<th>Net Short Term Municipal Bond Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Future Stormwater</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Suffolk County N Y</td>
<td>Municipal/Agency Bond</td>
<td>07/09/19</td>
<td>06/26/20</td>
<td>86476PZD3</td>
<td>06/26/20</td>
<td>2.120%</td>
<td>105,166.55</td>
<td>276,079.79</td>
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<tr>
<td>32</td>
<td>NYC Transitional Finance</td>
<td>Municipal/Agency Bond</td>
<td>06/10/19</td>
<td>11/18/20</td>
<td>64971QQQ9</td>
<td>05/18/20</td>
<td>2.800%</td>
<td>208,241.99</td>
<td>1,077,233.60</td>
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<tr>
<td>33</td>
<td>NYC Transitional Finance</td>
<td>Municipal/Agency Bond</td>
<td>10/09/19</td>
<td>05/11/20</td>
<td>64971QQQ9</td>
<td>05/11/20</td>
<td>2.530%</td>
<td>351,518.35</td>
<td>6,094,680.91</td>
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<tr>
<td>34</td>
<td>Gotham Center Credit</td>
<td>Municipal/Agency Bond</td>
<td>02/18/20</td>
<td>05/18/20</td>
<td>64971QQQ9</td>
<td>05/18/20</td>
<td>2.630%</td>
<td>351,518.35</td>
<td>6,094,680.91</td>
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<tr>
<td>35</td>
<td>NYC Transitional Finance</td>
<td>Municipal/Agency Bond</td>
<td>10/09/19</td>
<td>05/11/20</td>
<td>64971QQQ9</td>
<td>05/11/20</td>
<td>2.530%</td>
<td>351,518.35</td>
<td>6,094,680.91</td>
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</table>

**Catkill Fund for the Future**

<table>
<thead>
<tr>
<th>Program / Par. #</th>
<th>Name of Investment</th>
<th>Type of Investment</th>
<th>Date of Purchase</th>
<th>Maturity Date</th>
<th>CUSIP Number</th>
<th>Next Payment</th>
<th>Effective Interest</th>
<th>Carrying Value</th>
<th>Total Program Value</th>
<th>Market Unrealized Gain/(Loss)</th>
<th>Net Short Term Municipal Bond Investments</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Federal Home Loan DNs</td>
<td>Municipal/Agency Bond</td>
<td>03/17/20</td>
<td>04/07/20</td>
<td>315334VG01</td>
<td>04/07/20</td>
<td>0.450%</td>
<td>2,938,742.84</td>
<td>3,032.12</td>
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<tr>
<td>14</td>
<td>Town of Clarkson NY</td>
<td>Municipal/Agency Bond</td>
<td>03/02/19</td>
<td>04/17/20</td>
<td>8123062L13</td>
<td>04/17/20</td>
<td>2.550%</td>
<td>210,043.25</td>
<td>6,094,667.16</td>
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</tr>
<tr>
<td>19</td>
<td>Goldman Sachs</td>
<td>Municipal/Agency Bond</td>
<td>02/20/20</td>
<td>05/18/20</td>
<td>38149MQK2</td>
<td>05/18/20</td>
<td>2.020%</td>
<td>1,729,833.60</td>
<td>250,944.47</td>
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<tr>
<td>23</td>
<td>Maloney School Dist</td>
<td>Municipal/Agency Bond</td>
<td>02/18/20</td>
<td>05/11/20</td>
<td>650338J00</td>
<td>05/11/20</td>
<td>1.825%</td>
<td>1,578,597.33</td>
<td>195,859.90</td>
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</tr>
<tr>
<td>24</td>
<td>NYC Transitional Finance</td>
<td>Municipal/Agency Bond</td>
<td>03/10/20</td>
<td>05/18/20</td>
<td>64971J99N9</td>
<td>05/18/20</td>
<td>1.050%</td>
<td>463,765.93</td>
<td>195,859.90</td>
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<td></td>
</tr>
<tr>
<td>30</td>
<td>Goldsmith Sachs</td>
<td>Municipal/Agency Bond</td>
<td>02/19/20</td>
<td>05/18/20</td>
<td>64971JB3M6</td>
<td>05/18/20</td>
<td>1.050%</td>
<td>208,514.37</td>
<td>195,859.90</td>
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<tr>
<td>35</td>
<td>NYC Transitional Finance</td>
<td>Municipal/Agency Bond</td>
<td>10/09/19</td>
<td>05/11/20</td>
<td>64971J99N9</td>
<td>05/11/20</td>
<td>1.050%</td>
<td>463,765.93</td>
<td>195,859.90</td>
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</tr>
<tr>
<td>40</td>
<td>Fannie Mae - Mortgage</td>
<td>Municipal/Agency Bond</td>
<td>12/18/19</td>
<td>05/18/20</td>
<td>31343JZJN9</td>
<td>05/18/20</td>
<td>2.350%</td>
<td>236,944.47</td>
<td>195,859.90</td>
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</tr>
<tr>
<td>Program / Par. #</td>
<td>Name of Investment</td>
<td>Type of Investment</td>
<td>Date of Purchase</td>
<td>Maturity Date</td>
<td>CUSIP Number</td>
<td>Next Coupon/Final Payment</td>
<td>Effective Interest</td>
<td>Carrying Value</td>
<td>Total Program Value</td>
<td>Market Unrealized Gain/(Loss)</td>
<td>Net Short Term Municipal Bond Investments</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
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<td>------------------</td>
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<tr>
<td>3</td>
<td>Fannie Mae - Mortgage</td>
<td>Municipal/Agency Bond</td>
<td>03/1/19</td>
<td>08/01/21</td>
<td>31381R272</td>
<td>04/30/20</td>
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<td>65</td>
<td>NYCGO</td>
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<td>06/10/19</td>
<td>08/01/22</td>
<td>64966M6D7</td>
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<tr>
<td>64</td>
<td>Morgan Stanley</td>
<td>Municipal/Agency Bond</td>
<td>03/05/20</td>
<td>03/06/23</td>
<td>61690UUR9</td>
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<tr>
<td>78</td>
<td>Goldman Sachs</td>
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<td>03/13/23</td>
<td>38149MR81</td>
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<td>0.909%</td>
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<tr>
<td>76</td>
<td>NYS Dorm Authority</td>
<td>Municipal/Agency Bond</td>
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<td>03/15/23</td>
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<td>7</td>
<td>NYS Urban Dev</td>
<td>Municipal/Agency Bond</td>
<td>02/27/19</td>
<td>03/15/23</td>
<td>650035T2</td>
<td>09/15/20</td>
<td>2.700%</td>
<td>159,864.43</td>
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<tr>
<td>56</td>
<td>NYS Housing Dev</td>
<td>Municipal/Agency Bond</td>
<td>03/13/20</td>
<td>05/01/23</td>
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<td>05/01/20</td>
<td>1.108%</td>
<td>387,346.57</td>
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<td>NYS Housing Dev</td>
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<td>03/18/20</td>
<td>05/01/23</td>
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<td>1.326%</td>
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<td>12</td>
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<td>07/12/19</td>
<td>08/01/23</td>
<td>31360XG19</td>
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<td>2.319%</td>
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<td>08/08/19</td>
<td>12/01/23</td>
<td>31381IGPS9</td>
<td>04/30/20</td>
<td>2.062%</td>
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<tr>
<td>61</td>
<td>NYS Urban Dev</td>
<td>Municipal/Agency Bond</td>
<td>03/27/20</td>
<td>03/15/24</td>
<td>650035M3</td>
<td>09/15/20</td>
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<td>Municipal/Agency Bond</td>
<td>03/06/20</td>
<td>08/01/24</td>
<td>64971X36</td>
<td>08/01/20</td>
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<td>21</td>
<td>Fannie Mae - Mortgage</td>
<td>Municipal/Agency Bond</td>
<td>09/13/19</td>
<td>12/01/24</td>
<td>31381LGAS3</td>
<td>04/30/20</td>
<td>2.316%</td>
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<td>Fannie Mae - Mortgage</td>
<td>Municipal/Agency Bond</td>
<td>12/18/19</td>
<td>03/01/25</td>
<td>31381LGZ9N</td>
<td>04/30/20</td>
<td>2.539%</td>
<td>1,308,370.39</td>
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Total Long Term Municipal/Agency Bonds: 19,566,555.59 168,977.33 19,735,532.92
Total LT Per Financial Statements: 19,566,555.58 168,977.33 19,735,532.91
Rounding Difference: 0.00 0.00 0.01
## Catskill Watershed Corporation
### Summary Budget Comparison
From 1/1/2020 Through 3/31/2020

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Total Budget $ - Original</th>
<th>YTD Actual</th>
<th>Remaining Budget</th>
<th>Percent Total Budget Remaining</th>
<th>Percent Total Budget Used</th>
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<tbody>
<tr>
<td>001</td>
<td>Salary Expense</td>
<td>1,377,616.00</td>
<td>305,732.30</td>
<td>1,071,882.70</td>
<td>77.81%</td>
<td>22.19%</td>
</tr>
<tr>
<td>002</td>
<td>Fringe Benefits</td>
<td>848,077.00</td>
<td>137,289.56</td>
<td>710,787.44</td>
<td>83.81%</td>
<td>16.19%</td>
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<tr>
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<td>Program Expenses</td>
<td>53,154,492.00</td>
<td>1,095,072.43</td>
<td>52,059,419.57</td>
<td>97.94%</td>
<td>2.06%</td>
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<tr>
<td>004</td>
<td>Occupancy &amp; Interest Exp</td>
<td>413,092.00</td>
<td>27,024.57</td>
<td>386,067.43</td>
<td>93.46%</td>
<td>6.54%</td>
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<td>Advertising &amp; Promotion</td>
<td>20,400.00</td>
<td>3,636.84</td>
<td>16,763.16</td>
<td>82.17%</td>
<td>17.83%</td>
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<td>006</td>
<td>Office Supplies</td>
<td>24,300.00</td>
<td>5,144.83</td>
<td>19,155.17</td>
<td>78.83%</td>
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<td>Communications</td>
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<td>6,402.59</td>
<td>21,197.41</td>
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<td>008</td>
<td>Grants &amp; Reimbursements</td>
<td>100,000.00</td>
<td>(2,004.86)</td>
<td>102,004.86</td>
<td>102.00%</td>
<td>-2.00%</td>
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<td>830.00</td>
<td>23,420.00</td>
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<td>Administrative Costs</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
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<td>017</td>
<td>Dues, Licenses, &amp; Memberships</td>
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<td>18.35%</td>
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</table>

Report 57,409,249.00 1,686,632.07 55,722,616.93 97.06% 2.94%
Community Wastewater Management Program

CWMP III

Shandaken - On 5/31/2017 a Block Grant in the amount of $6,770,000 was approved by the NYCDEP. This will fund a combination system of an SMD with onsite and remote systems including construction costs, land acquisitions and an O&M endowment. There are 60 systems being proposed for this project. The bid was awarded to Evergreen Construction and work started in December 2019. Kevin Young is in the process of finalizing the land purchase for the remote field. Evergreen Construction has temporarily pulled off the project due to the large amount of Covid-19 cases in Shandaken and to protect their employees and are planning to remobilize June 1, 2020. Substantial completion date for this project is 10/9/20.

West Conesville - On 7/25/2017 a Block Grant in the amount of $8,411,000.00 was approved by the NYCDEP. This will fund the hookup of 54 systems to a Community Septic System. Bidding was completed in February and has been awarded to Evergreen Construction in the amount of $6,483,725.00. The contractor has started construction of the project at the remote leach field site.

Claryville – The project will be an SMD with a total of 130 hookups. On 4/28/2017 the NYCDEP approved the Block Grant for Claryville for a total of $8,655,000.00 with a yearly O&M cost being included of $48,933.00. The project covers two separate towns in two separate counties. Town of Denning’s portion of the project is $3,760,000.00 and the Town of Neversink’s portion of the project is $4,895,000.00. Denning has replaced all systems that were on the priority list. CWC has received the DEP approval letter for these completed systems. Lamont Engineers and the contractors have completed their final pay invoices and the remaining funds will be released to the Town of Denning. Neversink received DEP approval on 5/14/19 and bid was awarded to Poley Construction and work was started on the priority list for the Neversink portion of Claryville and completed 6 of the 9 systems. The remaining 3 systems on the priority list are an Orenco system and 2 Bio Filter systems and are anticipated to be completed by July.

New Kingston – On 11/28/2018, the NYCDEP forwarded the Block Grant approval to the CWC in the amount of $5.2 million for 28 hookups. At the May 8, 2019 Town Board meeting they approved the creation of the Sewer District and the Sewer Use Law and included the adoption of SEQR. On June 29, 2019 a vote of the residents of New Kingston was completed with the vote being 27-4 in favor of doing the project. At the March 2020 WAC meeting the WAC Easement Committee denied the subdivision request. CWC, DEP, Kevin Young and Lamont Engineers are working on the details of going forward with obtaining the land for the project. The project had already received approval from SHPO and now a resident has contacted SHPO resulting in SHPO is requesting further information. Lamont is in the process of providing SHPO with this new information.

Halcottsville- On 9/29/2017, the NYCDEP approved the Block Grant for Halcottsville for a total of $8,954,000.00. The project will be a large diameter gravity sewer with pump station and force main connecting to the NYCDEP Margaretville WWTP. O&M costs are estimated at $69,000.00 per year. There will be 53 hookups being tied into the system. The Town of Middletown on 12/13/2017 adopted a resolution to continue with the Pre-Construction Phase. The 65% design drawings and Facility Plan are scheduled to be submitted to the DEP by the end of May. After several discussions with landowners the best option is making final land purchase agreement with the Shultis family to have the building and pump station located on their property. Kevin Young’s office is in the process of completing the land purchase agreement with the Shultis family. A meeting with the Middletown Town Board was held on March 11, 2020 to have the Town declare themselves as Lead Agency for the project and to schedule a public hearing for the Sewer Use Law and to establish the Halcottsville Sewer District.
Shokan- Chazen Companies was hired to complete the Shokan study for the sewer service area and the contract was to provide a Study Area Report back to CWC. Copies of this report were provided to the NYSDEC, NYCDEP, NYSDOH and EPA. Program Agreement was approved by the CWC Wastewater Committee and the CWC Board of Director (2/6/2018). Lamont Engineers cost for Professional Services for the Shokan Wastewater Management Program for the hamlet of Shokan in the Town of Olive is $198,872.00. The Town of Olive signed the contract and resolution to proceed with the Study Phase on August 14, 2018. Lamont Engineers has completed the PER and delivered the document to CWC on 8/29/19. At the request of the DEP Lamont Engineers is looking into all possible options. Lamont Engineers is evaluating the possibility of running the force main back to the Boiceville WWTP and the cost involved with upgrading this plant to allow for the discharge from Shokan. Lamont is also looking at a standalone WWTP in Shokan. Making modifications to the Boiceville Plant to just have holding tanks at that site and pumping all wastewater back to a new Shokan WWTP.

There are 470+ connections being projected for the hamlet of Shokan. The current estimated flow is 166,000 gpd. On 4/30/20 Amendment #2 of the Shokan draft PER was submitted to CWC and the DEP.

At this time several systems within Shokan are having to be repaired and more are in the future. After meeting with Lamont it is clear that these are all just temporary repairs and most will fail again in the near future. The Shokan Wastewater Project is very important to this community and the city for protecting water quality issues and having working septic systems for preventing future contamination of the water supply with the close proximity to the Shokan reservoir.

Future Stormwater/MOA 145
There are no resolutions this month. Call Danyelle if you have any questions.

Flood Mitigation Program
There is one resolution this month. Regarding additional cost for design cost for a property in Windham. Call John Mathiesen if you have any questions.

Septic
There are eleven resolutions this month. Five of the resolutions are for reimbursement of costs for repair or replacement of residential septic systems under the MOA Septic Program. Three are for additional cost. The last three are for approval of second time repairs funded by the MOA Septic Program. Call Mitch if you have any questions.

Policy
There is one resolution this month for additional services for Keystone for the new building. This is the closeout number for the CWC agreement with Keystone. Many of these change orders, such as basement redesign, were completed and paid for months ago. I waited until the end of the project so that I could present you with the final number.

At the May committee meeting, the Policy Committee discussed CWC operations. CWC staff are working from home on alternating days such that up to one-half of CWC staff are working in the new building every weekday. CWC remains busy, especially in the CWC Septic Programs with numerous property owners contacting CWC about enrolling in the MOA Septic Program. The Policy Committee also authorized CWC to contest the Town of Middletown’s partial denial of CWC’s not for profit property tax exemption and the Town’s assessment of the new CWC headquarters. Whiteman, Osterman, and Hanna, our outside counsel will represent us under their 2020 services agreement. Call Tim if you have any questions.

Finance
There are no resolutions this month. Call Jim if you have any questions.

Land
There are no resolutions this month. Call Tim if you have any questions.
**Education and Outreach**

There are twenty-four resolutions for Board consideration this month. Twenty-two of the resolutions are for student/teacher totaling $133,879 and two for Public Audience grants totaling $6,500. Some of last year’s grant recipients applied to CWC for this round before the COVID-19 pandemic shut down all of the schools. If a school could not complete the grant in the 2019-2020 school year, CWC allowed them to either get an extension on the current grant, or accept the new grant and return funds for the unfinished project. The schools and grant recipients that were recommended by Committee, but instead opted to get extensions of their current grant to complete them in the 2020-2021 school year are Bennett Elementary School, PS 57, Hudson River Sloop Clearwater, Michael Kudish Natural History Preserve, Lower Manhattan Community Middle School, Tri-Valley Elementary School, South Street Seaport Museum, and Catskill Mountain Club. There may be additional extensions, if so an update will be given in next month’s Report. Call Samantha if you have any questions.

**Economic Development**

There is one resolutions this month for approval of a business loan in Windham. Call Barbara if you have any questions.

Thank you.

Alan
## BOARD & COMMITTEE SCHEDULE

**June 2, 2020**

<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>CHAIRPERSON</th>
<th>DATE</th>
<th>TIME</th>
<th>NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STORMWATER/WASTEWATER</td>
<td>TBD</td>
<td>Tuesday 06-02-20</td>
<td>Call In @ 9:00 AM</td>
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<td>SEPTIC</td>
<td>Wayne Marshfield</td>
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<td>POLICY</td>
<td>James Eisel</td>
<td>Tuesday 06-02-20</td>
<td>Immediately Following Septic</td>
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<tr>
<td>FINANCE/FISCAL AUDIT</td>
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<td>LAND</td>
<td>James Sofranko</td>
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<td>ECO. DEVL.</td>
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<td>PUBLIC EDUCATION</td>
<td>Tina Molé</td>
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<td>LUNCH</td>
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<td>Alan Rosa</td>
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<td></td>
<td>Jim Eisel</td>
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<tr>
<td>SPORTING ADVISORY</td>
<td>Steven Roff</td>
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<td>-</td>
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## Septic Program Update
### From Inception through April 2020

**Priority 1A, Priority 1B, Priority Round 3 through 10**

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<th>Month Total</th>
<th>Year Total</th>
<th>Program from Inception</th>
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<tbody>
<tr>
<td>*Managed</td>
<td>0</td>
<td>3</td>
<td>40</td>
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<tr>
<td>Being Inspected</td>
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<td>82</td>
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<td>9</td>
<td>1,058</td>
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<td>74</td>
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<td>14</td>
<td>3,649</td>
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<td>94</td>
<td>5,248</td>
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<td>Not Interested*</td>
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<td>0</td>
<td>393</td>
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<td>Ineligible</td>
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<td>0</td>
<td>59</td>
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**Total Participants =**

32 94 5,700

>7/1/99 through >12/27/19, Reimb, Coord, and Hardship

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<tr>
<td>*Managed</td>
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<td>0</td>
<td>0</td>
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<tr>
<td>Failure Identified Total</td>
<td>0</td>
<td>3</td>
<td>2,001</td>
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<tr>
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<td>0</td>
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<td>2,000</td>
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<tr>
<td>Total Repair / Replaced</td>
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<td>3</td>
<td>1,999</td>
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<tr>
<td>Eligible for Reimbursement</td>
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**Total Participants =**

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Second Time Repair Program

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<td>Failure Identified Total</td>
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<tr>
<td>Total Repair / Replaced</td>
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<td>1</td>
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<tr>
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<td>6</td>
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**Total Participants =**

1 6 6

Small Business Program

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**Total Participants =**

1 10 50

Total of All Septic Programs

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**Total Participants =**

34 113 7,755

**Total Site Visits**

0 109

Septic Maintenance

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<td>Date of Actual Loan Settlement</td>
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<td>J &amp; W Deli, LLC</td>
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Total Project Cost: $107,812,406.36
Current Loan Balance: $89,978,990.52
ProjectedLoan Settlement: $36,986,399.25
Increased Jobs: $131,681,981.96
Increased Jobs: $238,952,764.13
County: Ulster

Thursday, May 21, 2020
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Minutes
CATSKILL WATERSHED CORPORATION
Wastewater/Stormwater Committee Tuesday, April 7, 2020 @ 9:00 AM

Attendees on the Conference Call: Michael Triolo (Director), Alan Rosa (CWC), Wayne Marshfield (Director), James Eisel (Director), Jeff Senterman (Director), Robert Pelham (Director), James Sofranko (Director), Thomas Snow (DEC), Michael Meyers (DEP),

Others: John Mathiesen (CWC), Timothy Cox (CWC), Danyelle Greene (CWC), Samantha Costa (CWC), Matthew Gianetta (DEP), Mike Maloney (DOH).

The meeting was called to order by Alan Rosa at 9:00 AM.

I. Review minutes from March 3, 2020 meeting.
   Motion made by Wayne Marshfield and seconded by James Eisel, Minutes unanimously approved upon motion.

II. Wastewater / Stormwater

1. Community Wastewater Management Program

   General Project Updates:

   CWMP III

   All reports given for the Wastewater Management Program were shortened for the sake of time.

   Shandaken - On 5/31/2017 a Block Grant in the amount of $6,770,000 was approved by the NYCDEP. This will fund a combination system of an SMD with onsite and remote systems including construction costs, land acquisitions and an O&M endowment. There are 60 systems being proposed for this project. Bid date was 10/3/19 and the Town Board has awarded the bid to Evergreen Construction to complete the onsite systems within the hamlet of Shandaken. Evergreen mobilized equipment and materials November 11, 2019 and started construction in Shandaken November 20, 2019. CWC and Lamont are still trying to obtain land for the remote sites.

   West Conesville - On 7/25/2017 a Block Grant in the amount of $8,411,000.00 was approved by the NYCDEP. This will fund the hookup of 54 systems to a Community Septic System. Bidding was completed in February and the Town Board has awarded the construction bid to Evergreen Construction in the amount of $6,483,725.00.

   Claryville – The project will be an SMD with a total of 130 hookups. On 4/28/2017 the NYCDEP approved the Block Grant for Claryville for a total of $8,655,000.00 with a yearly O&M cost being included of $48,933.00. The project covers two separate towns in two separate counties. Town of Denning’s portion of the project is $3,760,000.00 and the Town of Neversink’s portion of the project is $4,895,000.00. Denning has replaced all systems that were on the priority list including the systems that received enhanced treatment as of November 11, 2019. Once Lamont Engineers and the Contractor have submitted their final payment invoices the remaining monies will be turned over to the Town of Denning. Neversink received DEP approval on 5/14/19 and bid opening was completed 7/3/19 and awarded to Poley Construction. Construction started on the O’Dell Property in Neversink November 11, 2019. Poley has completed 2 of the 9 systems. Poley Construction has remobilized after the winter and are starting construction on the remaining systems.
New Kingston – On 11/28/2018, the NYCDEP forwarded the Block Grant approval to the CWC in the amount of $5.2 million for 28 hookups. At the May 8, 2019 Town Board meeting they approved the creation of the Sewer District and the Sewer Use Law and included the adoption of SEQR. On June 29, 2019 a vote of the residents of New Kingston was completed with the vote being 27-4 in favor of doing the project. CWC and Lamont Engineers are working on the details of a land purchase for the project. The WAC Easement Committee has denied the subdivision request. CWC will be having a phone call with DEP staff on Thursday to discuss the process going forward.

Halcottsville- On 9/29/2017, the NYCDEP approved the Block Grant for Halcottsville for a total of $8,954,000.00. The project will be a large diameter gravity sewer with pump station and force main connecting to the NYCDEP Margaretville WWTP. O&M costs are estimated at $69,000.00 per year. There will be 53 hookups being tied into the system. The Town of Middletown on 12/13/2017 adopted a resolution to continue with the Pre-Construction Phase. The 65% design drawings and Facility Plan submission is scheduled to be submitted to the DEP in April. Kevin Young’s office is in the process of completing the land purchase agreement with the Shultis family. Appraisal company has been contacted to complete appraisals on several properties owned by James Kelly for the installation of pump stations and generators. A meeting with the Middletown Town Board was held on March 11, 2020 to have the Town declare themselves as Lead Agency for the project and to schedule a public hearing for the Sewer Use Law and to establish the Halcottsville Sewer District.

Shokan- Chazen Companies was hired to determine the Shokan service area study. There contract was to provide a Study Area Report back to CWC. Copies of this report were provided to the NYSDEC, NYCDEP, NYSDOH and EPA. Program Agreement was approved by the CWC Wastewater Committee and the CWC Board of Director (2/6/2018). Lamont Engineers cost for Professional Services for the Shokan Wastewater Management Program for the hamlet of Shokan in the Town of Olive is $198,872.00. The Town of Olive signed the contract and resolution to proceed with the Study Phase on August 14, 2018. Lamont Engineers is working on writing the PER and preparing all exhibits. There is 470+ connections being projected for the hamlet of Shokan. The current estimated flow for Shokan is 166,000 gpd. Lamont Engineers has completed the PER and delivered the document to CWC on 8/29/19. Lamont Engineers is looking into evaluating all options for the Wastewater system. Shokan standalone WWTP.

Boiceville plant expansion to include piping Shokan Wastewater to the Boiceville Plant. Making modifications to the Boiceville plant to just have holding tanks and pumping all wastewater back to a new Shokan WWTP.

2. Future Stormwater Program

CWC Future Stormwater – Ulster County Rail Trail

danyelle presented a funding reimbursement request for Ulster Count Rail Trail. Ulster County constructed a Rail Trail almost entirely on lands of the Ashokan Reservoir, owned by NYCDEP. A SWPPP was required under NYSDEC stormwater regulations, however the costs submitted for reimbursement are itemized, direct costs associated with compliance with NYCDEP Watershed Regulations. The project included building a recreational trail which required removal of old steel and wooden rails and fastening hardware, felling and removal of trees, construction of a bridges over Butternut Creek and the Esopus Creek, and the construction of two trail heads. The itemized costs of the project associated to DEP regulations include: installation of 14,000 feet of orange construction fence to keep equipment and contractors out of sensitive watercourses, deep ripping and restoration of storage areas, passing area construction and removal, and base course of the trail width reduction in order to avoid encroachment on sensitive areas. A previous application for direct design costs, totaling $26,200 was approved by the Board on January 3, 2019. Ulster County is requesting funding for reimbursement for a total of $129,172.00. CWC staff recommended its approval. A motion was made by Jim Eisel and seconded by Jim Sofranko to recommend approval to the CWC Executive Board. All in favor, motion carried.
3. Stormwater Retrofit Program

4. Local Flood Hazard Mitigation

There were no Flood Hazard Mitigation applications submitted for the April meeting.

Update on the Breakey Motors demolition project: The building demolition has been completed and the Contractor Tweedie Construction had run into several areas of contamination. Ie: Buried oil tanks, Septic tank, Cesspool, junk, old cars, Cole Ash and contaminated soils. NYSDEC was notified and a spill response number was issued. Tweedie Construction was given approval by CWC to continue work and clean up the site. During the process several holes had to be dug and one hole ended up being approximately 12’ deep x 30’ wide by 60’+ in length. This hole is where most of the contaminated soils were and this area was dug out and put into an area to be contained until it could be tested and hauled off site to the Delaware County Landfill. A dewatering process was also needed and four tankers were brought onto the site to hold all contaminated water until it could be filtered, tested and then released back into the Delaware River.

The site has now been cleaned and graded. Seeding and mulching is to be completed this week and Tweedie Construction will be completed with this phase of the project. John Mathiesen had a meeting with Graydon Dutcher of Soil and Water earlier this week and Graydon felt that the next phase of the project for creating a floodplain should be out to bid in June.

Update on the Mt. Pleasant Bridge demolition project: The contractor Source 1A from New Jersey has mobilized on site and has done the work for an access road to the streambank and begun installing scaffolding, and catch areas for the demo debris. He anticipates having all asbestos and the bridge deck removed by June. He is going to try and have the project completed by the end of August.

Maltby Hollow Bridge will be a project that can be funded by CWC once all funding is in place.

The Robinson demolition project in the Town of Hunter was completed in December 2019. Tweedie Construction did the demolition and during the startup there was a large winter storm that a couple of feet of snow fell. Tweedie Construction needed to mobilize other equipment to the site to complete snow removal before starting the demo work. This mobilization and work for the snow removal was an extra cost of $1,580.00 above the contract price of $43,081.00 that the CWC Board of Directors had approved in Resolution 3617. It is the recommendation of CWC staff that Tweedie Construction be approved for the extra funding of $1,580.00. A motion was made by Wayne Marshfield and seconded by Robert Pelham to approve the extra funding and forward onto the CWC Board of Directors for approval. Motion carried.

5. Other

III. Next meeting scheduled for Tuesday May 5, 2020

IV. Meeting was adjourned at 9:30 AM
Septic Committee Meeting Minutes
April 7, 2020

Attendance: Alan Rosa (CWC), Wayne Marshfield (Director by phone), Mike Triolo (Director by phone), Bob Pelham (Director by phone), Mike Meyers NYCD EP by phone), Tina Mole’ (Director by phone), Rich Parete, (Director by phone) Tom Snow (NYSDEC by phone) Tony Van Glad (Director by phone)

Others: Samantha Costa (CWC by phone), Timothy Cox (CWC), Matt Gianetta (NYCDEP), Mitch Hull (CWC), Mike Maloney (NYSDOH by phone),

I. The meeting was called to order at 10:15 AM by Wayne Marshfield.

II. Minutes from last month’s Committee Meeting were approved as written.

III. Septic Program

A. Steven Cartwright Over $35,000.00: Mr. Cartwright’s project is located at 369 Walker Rd. in the Town of Middletown. His engineer is Rex Sanford. His contractor is Nick Finch. He proposed septic system will serve a three bedroom house. Most of the major components of the system will include one siphon chamber, 250 linear feet of gravity piping, 375 cubic yards of absorption fill material, 300 linear feet of absorption trench, one distribution box, 168 linear feet of curtain drain, boring under the road, a temporary access road and site restoration. Three quotes were received for this project. They were for $39,276.51, $39,794.37 and $40,862.10. The lowest quote, submitted by Nick Finch, is within 10% of the staff estimated cost of construction based on the Schedule of Values. A septic tank was installed previously for $6,047.80. This will bring the total construction cost to $45,324.31. The Septic Committee recommended approving reimbursement to Steven Cartwright in the amount not to exceed $45,324.31 to build his septic system.

B. Robert Donnelly Over $35,000.00: Mr. Donnelly's project is located at 269 Bed Hollow Rd. in the Town of Roxbury. His proposed septic system will serve a three bedroom house. His engineer is Rex Sanford. His contractor is Maduri Excavating. Major components of this system will include a 1,000 gallon septic tank, one pump chamber, 18 linear feet of gravity piping, 228 linear feet of force main, 85 cubic yards of absorption fill material, 250 linear feet of absorption trench, one distribution box, an effluent filter, a temporary access road, removal of multiple trees and site restoration. Three quotes were received for this project. They were for $32,212.77, $33,014.22 and $33,628.52. The lowest quote, submitted by Maduri Excavating, is within 10% of the staff estimated cost of construction based on the Schedule of Values. The Septic Committee recommended approving reimbursement to Robert Donnelly in the amount not to exceed $32,212.77 to build his septic system.

C. Alan Heins Over $35,000.00: Mr. Heins’ project is located at 2247 Bragg Hollow Rd. in the Town of Middletown. His engineer is Steele Brook Engineering. His contractor is Don Allen. Major components of his proposed septic system will include a 1,250 gallon septic tank, 100 linear feet of gravity piping, 352 cubic yards of absorption fill material, 275 linear feet of absorption trench, one distribution box, an effluent filter, 120 linear feet of curtain drain, tree removal, a temporary access road and site restoration. Mr. Heins’ contractor has submitted a quote for $29,998.00 to build this system. This is within 10% of the staff estimated cost of construction based on the Schedule of Values. The Septic Committee recommended approving
reimbursement to Alan Heins in the amount not to exceed $29,998.00 to build his septic system.

D. Brandon LeNoir Over $25,000.00: Mr. LeNoir’s project is located at 1812 Hardscrabble Rd. in the Town of Roxbury. His engineer is Rex Sanford. His contractor is Nick Finch. His proposed septic system will serve a five bedroom house. Major components of this system will include a 1,500 gallon septic tank, 79 linear feet of gravity piping, 450 cubic yards of absorption fill material, 800 square feet of absorption bed, one distribution box, an effluent filter, 135 linear feet of curtain drain, 35 linear feet of curtain outlet piping, tree removal, a temporary access road and site restoration. Three quotes were received for this project. They were for $34,947.40, $35,492.11 and $35,994.32. The lowest quote, submitted by Nick Finch, is within 10% of the staff estimated cost of construction based on the Schedule of Values. The Septic Committee recommended approving reimbursement to Brandon LeNoir in the amount not to exceed $34,947.40 to build his septic system.

E. Daniel Mintseris Over $25,000.00: Mr. Mintseris’ project is located at 410 Pleasant View Drive in the Town of Roxbury. His engineer is Paul Gossen. His contractor is Jim Peters. His proposed septic system will serve a three bedroom house. Major components of this system will include a 1,000 gallon septic tank, 346 linear feet of gravity piping, 79 cubic yards of absorption fill material, 240 linear feet of Presby piping, 39 cubic yards of C-33 sand, 88 linear feet of curtain drain, 90 linear feet of curtain drain outlet pipe, 50 linear feet of improved swale, five clean outs, ten linear feet of vent piping, a temporary access road and site restoration. This site is on top of a hill and has to be piped a long way to meet setbacks. Cleanouts are required every 50 feet or where piping that carries solids goes around a bend. Mr. Mintseris’ contractor has submitted a quote for $27,500.00 to build this system. This is within 10% of the staff estimated cost of construction based on the Schedule of Values. The Septic Committee recommended approving reimbursement to Daniel Mintseris in the amount not to exceed $27,500.00 to build his septic system.

F. Mark Watson Over $25,000.00: Mr. Watson’s project is located at 300 Losee Rd. in the Town of Jewett. His engineer is Praetorius & Conrad. His contractor is G. R. Excavation. His proposed septic system will serve a three bedroom house. Major components of this system will include a 1,000 gallon septic tank, a siphon chamber, 220 linear feet of gravity piping, 632 cubic yards of absorption fill material, 245 linear feet of absorption trench, one distribution box, an effluent filter, 170 linear feet of curtain drain, 10 linear feet of 6” steel sleeve, re-grade and fill a landscaped area/dry pond, tree removal, a temporary access road and site restoration. The absorption fill material alone costs approximately $20,000.00. Three quotes were received for this project. They were for $50,294.81, $51,272.77 and $53,947.00. The lowest quote, submitted by G. R. Excavation is within 10% of the staff estimated cost of construction based on the Schedule of Values. This contractor has worked in the program several times before. The Septic Committee recommended approving reimbursement to Mark Watson in the amount not to exceed $50,294.81 to build his septic system.

G. Donald Zabel Over $25,000.00: Mr. Zabel’s project is located at 306 Grogkill Rd. in the Town of Woodstock. His engineer is Rex Sanford. His contractor is Harvey Ostrander. His proposed septic system will serve a three bedroom house. Major components of this system will include a 1,000 gallon septic tank, 70 linear feet of gravity piping, 450 cubic yards of absorption fill material, 600 square feet of absorption bed, one distribution box, an effluent filter, 130 linear feet curtain drain, 217 linear feet of improved swale, tree removal, a temporary access road and site restoration. This is a heavily wooded site. Tree removal is included in the quote. The plan pre-dates our requirement to include trees on the plans. Three quotes were received for this project. They were for $35,373.12, $35,741.65 and $36,183.75. The lowest quote, submitted by Harvey Ostrander, is within 10% of the staff estimated cost of construction based
on the Schedule of Values. The Septic Committee recommended approving reimbursement to Donald Zabel in the amount not to exceed $35,373.12 to build his septic system.

H. **Wesley Warren Second Time Repair:** Mr. Warren’s project is located at 498 Pasiak Rd. in the Town of Kortright. His septic system was originally paid for in 2000 under the Coordinator Program. The absorption field is in failure. Mr. Warren had pump outs done in 2005, 2008, 2013 and 2017. The Septic Committee recommended approving Wesley Warren for a second time repair of his septic system.

I. **Septic Maintenance:** Mitch Hull reported that 8 pump outs were paid for under the Septic Maintenance Program. The total number of pump outs paid for this year to date are 31. This is about 10 above last year.

J. **Septic Cluster:** There is nothing to report.

K. **Septic Update:** Four systems were paid for this month. 20 have been paid for this year. Last month letters were sent to 46 homeowners who have not been active in the program. 200 letters have been recently sent to others. This is bringing the backlog number down.

L.

IV. The next Septic Committee meeting was scheduled for May 5, 2020.

V. The meeting was adjourned at 10:38 AM.
Present: James Eisel (By Phone), Chris Matthews (By Phone), Tina Molé (By Phone), Richard Parete (By Phone), Michael Triolo (By Phone), Michael Meyer (NYCDEP) (By Phone), Anthony Van Glad (By Phone), Robert Pelham (By Phone), Thomas Snow (By Phone), Alan Rosa

Others Present: Tim Cox (CWC), Mike Maloney (NYSDOH) (By Phone), Samantha Costa (CWC) (By Phone)

I. Called to Order at 11:15 AM

II. March, 2020 Minutes unanimously approved upon motion of Tina Mole and second by Robert Pelham

III. 2020 Board Election Update and Special Election Discussion

Tim Cox advised the Committee that 14 ballots from Delaware, 3 from Greene, and an additional 6 ballots without return addresses had been received. Tim noted all ballots will stay sealed until the day before the annual meeting.

With regard to the vacancy caused by the untimely passing of Thomas Hynes, Tim Cox advised the Committee that a special election could only be scheduled and held after the annual meeting. This is due to the unknown results of the current Delaware County election and prohibition against two directors residing in the same town. Tim also advised that the Board could not appoint a person to fill the vacancy unless the vacancy causes the Board to not be able to get a quorum for a meeting. Tim also advised that the current election results could not be used to fill the vacancy either. Tim concluded that all current board members and officers continue until the annual meeting. Committee agreed to discuss the possibility of a special election after the annual meeting.

IV. CWC Coronavirus Update

Alan Rosa advised the Committee that CWC has moved into the new headquarters building in mid-March to allow more social distance for staff. Alan explained that on alternating days, one-half of staff is working from home. Alan continued that staff that could work from home more often are encouraged to do so. Cleaning staff do regular wipe downs of all door handles and other spaces used by staff. Alan stated that no public was allowed in the building and that site visits have been halted, unless absolutely necessary. Staff is encouraging septic applicants to send pictures of failures, and CWC staff have been working closely with NYCDEP regulatory staff.
Alan noted that requests from borrowers will be discussed at the Economic Development Committee meeting. He concluded that CWC is an essential business that has to remain open and staff are busy.

V. Other

Alan noted that CWC is having a difficult time with one County’s Soil and Water Conservation District involvement in a CWC flood grant made to a village in that county. The grant was for a flood mitigation relocation feasibility study. Alan noted that CWC didn’t have a contract with the District, and District staff questions were confusing both CWC and municipal officials. Tim noted that due to recent contract violations by that District, CWC couldn’t have contract discussions with District staff and didn’t have faith in District staff being a go-between for compliance with a CWC grant contract. Tim explained that the grant for this project was approved last fall and it didn’t appear that any work on a feasibility study had commenced. Under the contract, the Village only has one year to complete the study. CWC Policy Committee agreed that CWC should discuss matters directly with elected officials and not District staff.

VI. Next Meeting scheduled for May 5, 2020.

VII. Adjourned at 11:50 am.
CWC Finance Meeting
April 7, 2020
MINUTES

Committee Members: James Eisel, Wayne Marshfield, Chris Mathews, Arthur Merrill, Mike Meyer, Richard Parete, Alan Rosa, Thomas Snow, Anthony Van Glad – ALL BY PHONE

AGENDA

I. Call to order

II. Review Minutes From Previous Meeting – Accepted as presented.

III. Review February Financial Statements – The February financial statements and the supplemental schedules were presented to the Committee. Account balances, interest earnings, investments and yields were discussed.

IV. Other – The committee discussed and approved the purchase of a new vehicle, costing $28,769.50 from a state contract. The resolution is in the April board book.

   • During the construction of the new building CWC had purchased a builders risk insurance policy to insure the building. Once the certificate of occupancy was issued the builders risk policy would not insure the building and its contents so the building/contents had to be added to the CWC’s general liability insurance. The cost of the additional premium was $14,776.79. The members agreed to pay the premium and a resolution will be presented at the next meeting.

   • The Operating Contract V was discussed and approved by the Members. The resolution was included in the April board book.

V. Schedule Next Meeting – The next Finance Committee meeting will be held on May 5, 2020.

VI. Adjournment
Economic Development Committee (EDC)
MINUTES
Tuesday, April 7, 2020

Committee Members Present: Alan Rosa

Committee Member(s) or Staff Absent:

Committee Member(s) Calling In: James Eisel; Innes Kasanof; Arthur Merrill; Tina Molé; Richard Parete; Jeff Senterman; Alan Rosa; Michael Triolo; Michael Meyer

Staff Present: Barbara Puglisi; Tim Cox

Staff Member(s) Calling In: Lynn Kavanagh

Guest(s) Present:

The meeting was called to order at 1:31 P.M.

Minutes from the EDC meeting of March 3, 2020 were moved and passed without comment; all in favor.

NEW BUSINESS

Loan Update

Barbara presented an update of loan activity, which showed the following:

CFF Loan Activity through 3/31/20 staff indicated there is $5,000,000.00 in the budget for 2020. Currently there are three (3) approved; totaling $1,250,313.00 leaving a budget balance of $3,749,687.00 and two (2) loans in process; totaling $613,000.00. Barbara updated the committee on loans closed since the beginning of the program inception is $87,656,225.00. She added the outstanding balance of current loans is currently $35,546,949.00.

Barbara presented a chart showing CWC’s collateral position of defaulted and delinquent loans as of 3/31/2020. The total Default and Delinquent rate are currently 5% and is separated into two categories to show the difference between the two. The Default Risk Rate is 4% and the Delinquent Risk Rate is 1%.

Barbara presented a chart showing a breakdown of CWC Loans that have been “written-off” as of 3/31/20. The total dollar amount of the write-offs is $3,271,510.84. The chart showed that 68.85% of the total amount written off were loans located in Delaware County. Additionally, 24.25% of the write-offs occurred in Ulster County and the remaining 6.89% in Sullivan County. There have been no write-offs in Greene or Schoharie County.
Barbara presented a chart showing the fund allocation for each county. Barbara stated she included the cost of the new CWC Headquarters. She reminded the committee the $5,000,000.00 grant went across all the counties and the building loan is being allocated to Delaware County.

**Loans impacted by COVID-19**

Barbara directed the committee's attention to the first chart provided. She stated the businesses on this list were mandated by the state to close. She explained she had spoken with Alan and Mike and it was agreed to forbear principal and interest payments for six (6) months for these businesses. Barbara went through the breakdown of the chart. She stated the categories were separated by original loan balance, total outstanding loan balance and the total amount of interest being deferred for six (6) months. She added principal and interest payments would start back up again in October. Jim asked if these businesses requested the deferment. Barbara answered some borrowers called and added staff made direct inquiries as well. Art asked if Barbara had a list of people that were still paying. Barbara answered the first deferment list has 35 business on the list and CWC’s loan portfolio has approximately 120 active loans. Barbara directed the committee’s attention to the second chart provided. She stated these are not business’ that are mandated to close but have called staff asking if there were any options available, such as interest only payments or forbearance of principal and interest payments. Barbara went through the list of borrowers on the second chart and explained to the committee what their business entails and why they were asking for deferments. Barbara added MTC asked for a deferment due to COVID-19 and she informed them it would have to go through the committee for approval, she also added they had made their principal and interest payment that was due for April. Mike asked what exactly they were looking for because he thought they were essential and thought they were busy. A discussion ensued. Jim asked if the committee was being asked to make a decision on deferment for six (6) months on both lists. Alan answered the first list was already granted the six (6) month deferment, and added a decision needed to be made on the second list. Alan further explained Barbara was on the phone with NBT and other lenders and they are currently giving borrowers a 90-day forbearance. Alan stated the committee could choose the 90 day or the six (6) month forbearance. A discussion ensued. Art stated he was in favor of helping these business’ out because he would like to see them be able to open back up. The committee agreed with Art. Alan stated he and staff were looking for guidance on either a 90-day or six (6) months forbearance. Art stated he was comfortable with doing the 90-day forbearance. Jeff stated he thinks the committee needs to give everyone the 90-day deferment on the second list and not pick and choose. Innes asked how time consuming it is to renegotiate loan terms. Barbara answered CWC closing attorney drew up a form for a forbearance, modification, and extension and she and Lynn have sent all the forms out and while it can be time consuming Bob McLaughlin had streamlined the documents. Mike asked if Barbara knew of any borrowers applying for SBA funding. Barbara answered she had received a few phone calls from borrowers asking for information so they could apply. Mike stated he was good with the 90-day forbearance, the committee agreed.

*Michael Triolo made a motion to approve; Jeff Senterman seconded the motion; All in favor*

There being no other business, the meeting was adjourned at 2:05 P.M.
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:
PATRICIA AGOSTINELLO

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Thirty-Eight Thousand Nine Hundred Twenty-One Dollars and Sixty-Six Cents ($38,921.66); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Eight Thousand Nine Hundred Twenty-One Dollars and Sixty-Six Cents ($38,921.66) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend CWC approve reimbursement of Thirty-Eight Thousand Nine Hundred Twenty-One Dollars and Sixty-Six Cents ($38,921.66) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement for a total not-to-exceed amount of Thirty-Eight Thousand Nine Hundred Twenty-One Dollars and Sixty-Six Cents ($38,921.66).
Homeowner and CWC staff received three quotes from unrelated contractors for $38,921.66, $39,297.00, and $40,149.62. The major components for this system include one 1000 gallon septic tank, one pump chamber, 43 linear feet gravity piping, 138 linear feet of force main, 10 linear feet of Schedule 80 pipe, 300 cubic yards of absorption fill material, 250 linear feet of absorption trench, one distribution box, one effluent filter, 20-25 trees to be removed, and extensive site restoration. The lowest quote is within 10% of the estimated cost for construction. The Septic Committee recommends that the CWC Board approve reimbursement in an amount not to exceed $38,921.66.
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:
GRANT CORNETT

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System
Rehabilitation and Replacement Program Contracts with New York City Department of Environmental
Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic
Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program
Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand
Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors,
and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes provided to the homeowner and
CWC, including the lowest quote for the septic system repair in the amount of Forty-Nine Thousand
and Sixty Dollars ($49,060.00); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars
($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Forty-Nine Thousand Sixty
Dollars ($49,060.00) to be a reasonable cost for this system in accordance with our schedule of values;
and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving
reimbursement of Forty-Nine Thousand Sixty Dollars ($49,060.00) as it is in substantial agreement
with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the
eligible cost of this system for reimbursement for a total not-to-exceed amount of Forty-Nine
Thousand Sixty Dollars ($49,060.00).
Grant Cornett Backup  
Address: 1125 Wittenberg Rd., MT Tremper, NY 12457  
Town: Woodstock  
Bedrooms: 3  
Engineer: Rex Sanford  
Contractor: Donald Van Kleeck  

Homeowner and CWC staff received three quotes from unrelated contractors for $49,060.00, $49,793.52 and $50,213.00. The major components include one 1000 gallon septic tank, one pump chamber, 25 linear feet of gravity piping, 153 linear feet of force main, 435 cubic yards of absorption fill material, 300 linear feet of absorption trench, one distribution box, one effluent filter, 136 linear feet of curtain drain, 62 linear feet of curtain drain outlet pipe, a temporary access road, and extensive site restoration. The lowest quote is within 10% of the estimated cost for construction. The Septic Committee recommends that the CWC Board approve reimbursement in an amount not to exceed $49,060.00.
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:

JULIAN GONZALEZ

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Forty-One Thousand Two Hundred Twenty-Three Dollars and Thirty-Eight Cents ($41,223.38); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Forty-One Thousand Two Hundred Twenty-Three Dollars and Thirty-Eight Cents ($41,223.38) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend CWC approve reimbursement of Forty-One Thousand Two Hundred Twenty-Three Dollars and Thirty-Eight Cents ($41,223.38) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement for a total not-to-exceed Forty-One Thousand Two Hundred Twenty-Three Dollars and Thirty-Eight Cents ($41,223.38).
Homeowner and CWC staff received three quotes from unrelated contractors for $41,223.38, $41,675.26 and $42,091.00. The major components include one 1000 gallon septic tank, one siphon chamber, 70 linear feet gravity piping, 410 cubic yards of absorption fill material, 250 linear feet of absorption trench, one distribution box, one effluent filter, 114 linear feet of curtain drain, 23 linear feet of curtain drain outlet pipe, 95 linear feet of improved swale, 20-25 trees to be removed, and extensive site restoration. The lowest quote is within 10% of the estimated cost for construction. The Septic Committee recommends that the CWC Board approve reimbursement in an amount not to exceed $41,223.38.
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:
JOSEPH NUPIERI

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation ("CWC") shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed a construction quote submitted by a contractor for the septic system repair in the amount of Twenty-Eight Thousand Dollars ($28,000.00); and

WHEREAS, the contractor’s quote for this system is more than Twenty-Five Thousand Dollars ($25,000); and

WHEREAS, the CWC staff have determined the contractor’s quote of Twenty-Eight Thousand Dollars ($28,000.00) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend CWC approve reimbursement of Twenty-Eight Thousand Dollars ($28,000.00) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement for an amount not-to-exceed Twenty-Eight Thousand Dollars ($28,000.00).
Homeowner and CWC staff received a quote from a contractor in the amount of $28,000.00. The major components include one 1000 gallon septic tank, 22 linear feet gravity piping, 45 linear feet of force main, 132 cubic yards of absorption fill material, 132 cubic yards of random fill material, one effluent filter, 2 peat modules and site restoration. The quote is within 10% of our estimated cost of construction. The Septic Committee recommends that the CWC Board approve reimbursement in an amount not to exceed $28,000.00.
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE OVER $25,000:

HERBERT STALTZER

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Thirty Thousand Dollars ($30,000.00), the homeowner shall supply detailed quotes from three unrelated contractors, and CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff has reviewed three construction quotes, including the lowest quote for the septic system repair in the amount of Thirty-Nine Thousand Seven Hundred Dollars ($39,700.00); and

WHEREAS, the contractor’s quote for this system is more than Thirty Thousand Dollars ($30,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Nine Thousand Seven Hundred Dollars ($39,700.00) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend CWC approve reimbursement of Thirty-Nine Thousand Seven Hundred Dollars ($39,700.00) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement for a total not-to-exceed amount of Thirty-Nine Thousand Seven Hundred Dollars ($39,700.00).
Herbert Staltzer Backup
Address: 534 Back River Lane, Walton, NY 13856
Town: Hamden
Bedrooms: 3
Engineer: Steele Brook Engineering
Contractor: Ben Reynolds Construction

Homeowner and CWC staff received three quotes from unrelated contractors for $39,700.00, $43,500.00 and $44,890.00. The major components include one 1000 gallon septic tank, 30 lineal feet of gravity piping, 131 cubic yards of absorption fill material, 225 linear feet Presby pipe, 20 cubic yards of C-33 sand, one distribution box, one effluent filter, 60 linear feet of curtain drain, 65 linear feet of 12” culvert pipe, 107 linear feet of vent pipe, excavate and spread cut and fill, remove asphalt, deck steps, and sidewalk, decommission septic tank, carry and set new tank with excavator, tree removal, temporary access road and bucket material to field area, and site restoration. The lowest quote is within 10% of the estimated cost for construction. The Septic Committee recommends that the CWC Board of Directors approve reimbursement in an amount not to exceed $39,700.00.
TAB 11
RESOLUTION NO.
EXPANDED SEPTIC PROGRAM
BOARD APPROVAL OF ADDITIONAL FUNDS FOR SEPTIC CONSTRUCTION
OVER $25,000:
PHOENICIA DINER

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 13:00:02:01 of the CWC Expanded Septic Program Rules, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, on November 4, 2019, by Resolution Number 3636, the CWC Board approved reimbursement to Phoenicia Diner in an amount not to exceed One Hundred Thirty Thousand Ninety-One Dollars and Thirty-Four Cents ($130,091.34); and

WHEREAS, CWC staff has reviewed an additional construction invoice of costs incurred submitted by the homeowner for the septic system repair in the amount of Eight Thousand Six Hundred Four Dollars and Fifty-Five Cents (8,604.55); and

WHEREAS, the total contractor’s invoices for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, CWC staff have determined the total reasonable cost of the additional work according to CWC Schedule of Values to be Eight Thousand Six Hundred Four Dollars and Fifty-Five Cents ($8,604.55); and

WHEREAS, CWC staff have determined that One Hundred Thirty-Eight Thousand Six Hundred Ninety-Five Dollars and Eighty-Nine Cents ($138,695.89) is a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving total reimbursement of One Hundred Thirty-Eight Thousand Six Hundred Ninety-Five Dollars and Eighty-Nine Cents ($138,695.89) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED that the CWC Board of Directors approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of One Hundred Thirty-Eight Thousand Six Hundred Ninety-Five Dollars and Eighty-Nine Cents ($138,695.89).
Expanded Septic Program: Phoenicia Diner Backup
Address: 5681 State Route 28 Phoenicia, NY 12464
Town: Shandaken
Engineer: Christopher DiChiaro
Contractors: Lowe Plumbing and Heating, Krause Electro, and Charles A. Groeters & Son
Applicant Type: Small Business

This Expanded Septic Program project was previously approved for reimbursement of $130,091.34. During installation of the septic tanks it was necessary to relocate the compressor units for the outdoor cooler because they were located directory over the pipe leaving the building. The plumbing also had to be raised to achieve necessary pitch to the septic tanks and avoid a pump chamber. The contractors have requested an additional $8,604.55 for the added work. The cost appears reasonable and just. The Septic Committee recommend that the CWC Board approve additional reimbursement of $8,604.55 for a total project cost of $138,695.89.
RESOLUTION NO.

BOARD APPROVAL OF ADDITIONAL FUNDS FOR SEPTIC CONSTRUCTION OVER $25,000:

CHRISTINA PISARIK

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, on November 5, 2019, by Resolution Number 3634, the CWC Board approved reimbursement to Christina Pisarik in an amount not to exceed Forty-Five Thousand Ninety-Five Dollars and Twenty Cents ($45,095.20); and

WHEREAS, CWC staff has reviewed an additional construction invoice of costs incurred submitted by the homeowner for the septic system repair in the amount of One Thousand Five Hundred Dollars ($1,500.00); and

WHEREAS, the total contractor’s invoices for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, CWC staff have determined the total reasonable cost of the additional work according to CWC Schedule of Values to be One Thousand Five Hundred Dollars ($1,500.00); and

WHEREAS, CWC staff have determined that Forty-Six Thousand Five Hundred Ninety-Five Dollars and Twenty Cents ($46,595.20) is a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend approving total reimbursement of Forty-Six Thousand Five Hundred Ninety-Five Dollars and Twenty Cents ($46,595.20) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Forty-Six Thousand Five Hundred Ninety-Five Dollars and Twenty Cents ($46,595.20).
The project was previously approved for $45,095.20. During instillation of the pump chamber the contractor encountered bedrock. The contractor had to hammer the bedrock for 6 hours and is requested an additional $1,500.00 for the added work. The cost appears reasonable and just. Septic Committee recommend to the CWC Board approve the additional costs of $1,500.00 for a total project cost of $46,595.20.
TAB 13
RESOLUTION NO.

BOARD APPROVAL OF SEPTIC CONSTRUCTION ESTIMATE
OVER $25,000 – ADDITIONAL COSTS:
FEDERICO SAENZ-RECIO

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:09 of the CWC Septic Rehabilitation and Replacement Program Rules Article 2A, if the total amount requested for reimbursement is more than Twenty-Five Thousand Dollars ($25,000.00) CWC staff shall forward the design with recommendation to the CWC Board for approval; and

WHEREAS, CWC staff previously approved Septic Program reimbursement for Federico Saenz-Recio in the amount of Three Thousand Two Hundred Fifty-Five Dollars and Forty Cents ($3,255.40); and

WHEREAS, CWC staff has reviewed a construction quote submitted by a contractor for the septic system repair in the amount of Thirty-Four Thousand and Five Hundred Dollars ($34,500.00); and

WHEREAS, the contractor’s quote for this system is more than Twenty-Five Thousand Dollars ($25,000.00); and

WHEREAS, the CWC staff have determined the contractor’s quote of Thirty-Four Thousand and Five Hundred Dollars ($34,500.00) to be a reasonable cost for this system in accordance with our schedule of values; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend CWC approve reimbursement of Thirty-Four Thousand and Five Hundred Dollars ($34,500.00) as it is in substantial agreement with our schedule of values.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors approves the eligible cost of this system for reimbursement to be the total not-to-exceed amount of Thirty-Seven Thousand Seven Hundred Fifty-Five Dollars and Forty Cents ($37,755.40).
Homeowner and CWC staff received three quotes from unrelated contractors in the amount of $34,500.00, $36,178.24, and $36,842.36. Most of the major components include one pump chamber, 260 linear feet of force main, 280 cubic yards of absorption fill material, 160 linear feet absorption trench, multiple trees to be removed, temporary access road, and site restoration. A tank was previously was installed for $3,255.40. The low quote is within 10% of our estimated cost for construction. The Septic Committee recommends CWC Board approve additional reimbursement of $34,500.00 for a total not to exceed $37,755.40.
RESOLUTION NO.

BOARD APPROVAL OF MOA SEPTIC PROGRAM SECOND TIME REPAIR ELIGIBILITY

YVONNE FULLER

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:05 of the CWC Septic Rehabilitation and Replacement Program Rules (MOA Septic Program) Article 2A, CWC Board of Directors in consultation with the Executive Director may find a property eligible for funding of a septic or component thereof previously paid for by the CWC MOA Septic Program if ten (10) years has elapsed from date of construction completion and absent misuse by the Property owner; and

WHEREAS, the Applicant, Yvonne Fuller, requested eligibility under the MOA Septic Program for a second time repair funding for her septic system; and

WHEREAS, CWC staff have confirmed that the Applicant’s septic system is currently failing or reasonably likely to fail in the near future, that more than ten years has elapsed from date of construction approval, and that the Applicant has adequately maintained the septic system following the prior construction approval; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend the CWC Board approve the Applicant’s eligibility for a second time repair funding from MOA Septic Program.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors in consultation with the CWC Executive Director approves Applicant’s request for eligibility for second time repair funding from the MOA Septic Program.
Yvonne Fuller Backup

Address: 411 High Point Mountain Road, West Shokan, NY
Town: Olive (Ulster County)

MOA Septic Program previously reimbursed the property owner for replacement of her septic system in 2002. Since purchasing the property in 2004, the property owner has done routine septic pump-outs of her septic system in 2005, 2007, 2013, 2017 and again in 2020. CWC staff noted that the homeowner has made (4) repairs to the pump chamber. The leach lines were never glued together and became separated over time. The D box is only 3 inches below the ground and constantly freezes. The back side of the leach field is constantly wet and when the homeowner runs water it bubbles up out of the ground. CWC Septic Committee recommend the CWC Board of Director’s approve Ms. Fuller’s eligibility for a second time repair funded by the MOA Septic Program.
RESOLUTION NO.

BOARD APPROVAL OF MOA SEPTIC PROGRAM SECOND TIME REPAIR ELIGIBILITY

GREGG PASSARELLI

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation ("CWC") shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:05 of the CWC Septic Rehabilitation and Replacement Program Rules (MOA Septic Program) Article 2A, CWC Board of Directors in consultation with the Executive Director may find a property eligible for funding of a septic or component thereof previously paid for by the CWC MOA Septic Program if ten (10) years has elapsed from date of construction completion and absent misuse by the Property owner; and

WHEREAS, the Applicant, Gregg Passarelli, requested eligibility under the MOA Septic Program for a second time repair funding for his septic system; and

WHEREAS, CWC staff have confirmed that the Applicant’s septic system is currently failing or reasonably likely to fail in the near future, that more than ten years has elapsed from date of construction approval, and that the Applicant has adequately maintained the septic system following the prior construction approval; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend the CWC Board approve the Applicant’s eligibility for a second time repair funding from MOA Septic Program.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors in consultation with the CWC Executive Director approves Applicant’s request for eligibility for second time repair funding from the MOA Septic Program.
Gregg Passarelli Backup
Address: 3164 East Hubbell Hill Road, Margaretville, NY 12455
Town: Middletown (Delaware County)

MOA Septic Program previously reimbursed the property owner for replacement of his septic system in 2008 under our Priority 5 Program. The property owner has done routine septic pump-outs of their septic system in 2014 and again in 2018. CWC staff noted that the absorption field is in failure, the sewage is surfacing on the ground and in the ditch. CWC Septic Committee recommend the CWC Board of Director’s approve Mr. Passarelli’s eligibility for a second time repair funded by the MOA Septic Program.
RESOLUTION NO.  

BOARD APPROVAL OF MOA SEPTIC PROGRAM SECOND TIME REPAIR ELIGIBILITY  
MELANIE WATSON

WHEREAS, pursuant to the Watershed Memorandum of Agreement and the Septic System Rehabilitation and Replacement Program Contracts with New York City Department of Environmental Protection, the Catskill Watershed Corporation (“CWC”) shall act as program manager for the Septic Program and implement the Septic Program consistent with the terms of said contracts; and

WHEREAS, pursuant to section 2:01:05 of the CWC Septic Rehabilitation and Replacement Program Rules (MOA Septic Program) Article 2A, CWC Board of Directors in consultation with the Executive Director may find a property eligible for funding of a septic or component thereof previously paid for by the CWC MOA Septic Program if ten (10) years has elapsed from date of construction completion and absent misuse by the Property owner; and

WHEREAS, the Applicant, Melanie Watson, requested eligibility under the MOA Septic Program for a second time repair funding for her septic system; and

WHEREAS, CWC staff have confirmed that the Applicant’s septic system is currently failing or reasonably likely to fail in the near future, that more than ten years has elapsed from date of construction approval, and that the Applicant has adequately maintained the septic system following the prior construction approval; and

WHEREAS, the Septic Committee has reviewed the documentation and recommend the CWC Board approve the Applicant’s eligibility for a second time repair funding from MOA Septic Program.

NOW, THEREFORE LET IT BE RESOLVED, that the CWC Board of Directors in consultation with the CWC Executive Director approves Applicant’s request for eligibility for second time repair funding from the MOA Septic Program.
MOA Septic Program previously reimbursed the property owner for replacement of her septic system in 2008. The property owner has done routine pump-outs of her septic system in 2013 and again in 2018. CWC staff the absorption field seems to be in failure, sewage is surfacing on the ground and running down the driveway. CWC Septic Committee recommend the CWC Board of Director’s approve Ms. Watson’s for a second time repair funded by the MOA Septic Program.
RESOLUTION NO.

CWC REVIEW OF FLOOD HAZARD MITIGATION PROGRAM APPLICATION
5355 MAIN STREET, LLC – DESIGN COSTS

WHEREAS, the Catskill Watershed Corporation (CWC) is a not-for-profit corporation established to administer Watershed Protection and Partnership Programs in the West of Hudson Watershed; and

WHEREAS, the CWC, City of New York (City), all municipalities in the West of Hudson Watershed, New York State, the federal Environmental Protection Agency, and several environmental organizations recognized that the goals of drinking water protection and economic vitality within the West of Hudson Watershed communities are not inconsistent and under the 1997 New York City Watershed Memorandum of Agreement (“Watershed MOA”) agreed to cooperate in the development and implementation of watershed protection programs that maintain and enhance the quality of the City’s drinking water supply system and the economic and social character of the West of Hudson Watershed communities; and

WHEREAS, extensive flooding resulting from Tropical Storms Irene and Lee, in August and September 2011, respectively, caused catastrophic losses in certain towns and villages within the West of Hudson Watershed which affected the economic and social character of certain West of Hudson watershed communities and adversely impacted water quality in the West of Hudson Watershed; and

WHEREAS, as a condition of the 2014 Mid-Term Filtration Avoidance Determination Review, New York City Department of Environmental Protection (NYCDEP) has agreed to fund a Flood Hazard Mitigation Implementation Program to reduce repetitive flood losses that also pose a threat to water quality during storm events through funding certain recommendations of local flood analyses under the NYCDEP Stream Management Program; and

WHEREAS, by Resolution Number 2439, on March 4, 2014, the CWC Board of Directors agreed to serve as program manager of such a program to be referred to as the CWC Flood Hazard Mitigation Implementation Program (the “Program”) and approved a Program Agreement with the City; and

WHEREAS, by Resolution 3572, the CWC Board of Directors approved funding to 5355 Main Street, LLC for a feasibility study for flood mitigation measures of a structure in the hamlet of Windham in an amount not to exceed Five Thousand Dollars ($5,000.00); and

WHEREAS, 5355 Main Street, LLC completed the feasibility study and applied to CWC for design costs from the Program in an amount not to exceed Seven Thousand Fifteen Dollars ($7,015.00) for flood mitigation measures recommended by the completed feasibility study; and

WHEREAS, the CWC Wastewater Committee recommended that the CWC Board of Directors approve 5355 Main Street, LLC application in an amount not to exceed Seven Thousand Fifteen Dollars ($7,015.00) for design costs recommended flood mitigation a structure in the hamlet of Windham.

NOW, THEREFORE, LET IT BE RESOLVED, that the CWC Board of Directors has reviewed the application, staff recommendation and supporting documentation and approves funding for the flood mitigation design costs for a building owned by 5355 Main Street, LLC in an amount not to exceed Seven Thousand Fifteen Dollars ($7,015.00).
CWC Board previously approved a feasibility study grant to 5355 Main Street LLC for feasibility study for that property in the hamlet of Windham. The study was completed by Kaaterskill Associates on December 10, 2019. The owners have chosen to go forward with the recommendations that were provided in the report and complete the design for elevating the structure.

The owner submitted an application for the funding of the design work in the amount of $7,015.00. The building will be a restaurant on the first floor and 2 or 3 apartments on the second floor. The structure will need to be elevated to 2' above the base flood elevation.

The Wastewater Committee recommends CWC approve funding for design costs in an amount not to exceed $7,015.00.
Application Checklist

The following information is intended to help you prepare a complete and concise proposal for funding by the CWC Flood Hazard Mitigation Implementation Program.

1. Completed Proposal Cover Page
2. Completed Project Summary Page
   Summary of your proposed project, including:
   - Description of project and, if possible, need for proposed project as substantiated by LFA
   - Description of project costs and benefits, including records of dates and costs of past damages
   - Site location map and photos (aerial, if possible), photos of past damages and current condition
   - Site schematic or detailed plans (if applicable)
   (See Page 9 of Program Rules: Application Process)
3. Background Material
   Up to five pages of supplementary material can be included to elaborate on and support this section. Include information and documentation such as:
   - Resolution authorizing the application if Applicant is a municipality
   - Affidavit from the record owner of any private property where work will be performed
   (See Page 9 of Program Rules: Application Process)
4. Schedule
   - How long will it take (timeline, project schedule) and when will major milestones occur?
5. Budget
   - Provide a breakdown of costs that will be covered by the requested funding, as well as by other grants and in-kind services.
   - Break out cost by personnel costs (funded and in-kind contributions), non-personnel costs (material and equipment), indirect costs (overhead, administration).
   - Make sure program elements mentioned in the summary and supplementary materials are represented in the budget.
6. Copies
   - Provide one (1) complete original application and three (3) copies to CWC.
   - CWC will distribute copies to DEP.
CWC

FLOOD HAZARD MITIGATION IMPLEMENTATION PROGRAM

Application Form

I. Cover Page
Please print or type all information.

5355 Main Street LLC-Flood Protection Measures

Project Title
Salvatore Sciangula 78.19-1-22

Applicant (First Last) Project Section Block Lot (SBL#)

Please check the appropriate box to describe applicant.

☐ Municipality ☑ Property Owner ☐ Other - describe __________________________

5355 Main St.

Project Address

Windham N.Y. 12496 Greene/Windham

City State Zip Code County/Town

Mailing Address (If different than Project Address)

City State Zip Code County/Town

646 256 0099 sjsciangua@aol.com

Telephone # Fax # E-mail

Michael P. Bliss 518 622 9667 x212 518 965 3875 cell

Project Contact Person (If different than Applicant) Telephone number / fax

Chief executive officer of applicant organization (if applicable) Title

Description of organization:

$7015.00 Building Flood Protection Measures

Amount requested ($) Type of Project (Relocation Assistance, Property Protection Measure(s), Alteration(s) to Public Infrastructure, Stream-related Construction, Emergency Stream Debris Removal)

Estimated Dates for Starting and Completing the Project Starting Fall 2020, completion Fall 2021

Are you proposing a multi-year project? ☐ yes ☑ no

Authorized Signature __________________________ Date 4/8/20

Print Name Salvatore Sciangula
The property was purchased with the intent to expand and renovate the entire building situated at 5355 Main St., Windham, NY, into a restaurant and three completely renovated apartments along with some office space.

The project involves the elevation of the existing structure (as approved by CWC) and the creation of a two (2) floor addition to the rear of the building. The existing structure will involve the reconfiguration of the four residential apartments and small commercial boutique space in the front of the building. Three (3) of these apartments are upstairs and one (1) is on the main floor to the rear of the building.

The new restaurant will occupy most of the main floor with some office space to the rear. The main floor will need ADA ramps to access it. The upstairs will consist of two-three (2-3) new residential apartments. The buildings utilities currently located in the cellar will be relocated to the main floor as required and will be at least two (2) feet above BFE. The existing cellar will be demolished, abandoned and filled in with ROB backfill material up to the existing grade. The new pier design foundation system will be engineered and designed to meet all Flood design requirements of FEMA, ASCE 24, local & state codes.

Describe the long-term goal(s) of the proposed project:

To continue with the revitalization of Main Street Windham and to provide new residential rental units and a food service option to the community that will be safe if any future flood events occur.
3. Background Pages
Including: resolution authorizing the application if Applicant is a municipality, affidavit from the record owner of any private property where work will be performed, and description of proposed project team.

Name of project: 5355 Main St. LLC                             Applicant: Salvatore Sciangula
Page of pages List attachments 265819.03 Agree 01 signed.pdf

Feasibility study for CWC Flood Hazard Mitigation Program
Application Form

4. Schedule

Provide an estimate of when the following major milestones will occur. If possible, please provide start and completion target dates. The schedule will be attached to the contract for selected projects, with provisions to update in writing as needed.

1. Request for Proposals from consultants (Engineer, Planner, etc.)
   List consultants and expected contract dates:
   Kaaterskill Associates, already retained

2. Scope of Work/Planning: Attached ☐

3. Design: Attached ✓

4. Permits (list all required permits with target receipt dates): Attached ☐

5. Project Bidding: Attached ☐

6. Construction/Implementation: Attached ☐

7. Operation & Maintenance Manual (if applicable): Attached ☐

8. Other project milestones (list):
5. Budget

Provide a breakdown of project costs. Identify program elements mentioned in the summary and background. Use form shown or attach your own form, with back-up sheets as needed. Show other grants and in-kind contribution as cost share. Break out:
- Cost share
- Indirect costs (including overhead and administration)
- In-kind, material and equipment

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Feasibility Study for Catskill Watershed Corp. (CWC) Flood Hazard Mitigation Program

Property Owner: 5355 Main Street, LLC
5355 Main Street
Windham, N.Y., 12496
Attn: Salvatore Solangula

Property Location:
5355 Main Street
Windham, N.Y., 12496
Tax Map # 78.19-1-22

Prepared By: Kaaterskill Associates (KA)
William A. Scribner, PE
517 Main Street, PO Box 1020
Cairo, NY 12413-1020

KA Project No. 265819.02
Date of Inspection: June 21 & October 31, 2019
Date of Report: December 10, 2019

William A. Scribner, PE PE #078579
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## INTRODUCTION

## LIMITATIONS

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     - **1.a.i.2** The foundation
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   - **1.c** Square footage
   - **1.d** Location of Utilities
   - **1.e** Photos

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- Appendix A: Photographic Documentation
- Appendix B: Greene County Property Description Report
- Appendix C: FEMA National Flood Insurance Program (NFIP) Elevation Certificate
- Appendix D: FEMA FIRMette 36039C0192F
- Appendix E: Existing conditions plans
- Appendix F: CWC Budget Application Form
Introduction

As requested by Salvatore Sciangula the owner of this property (client), on October 31, 2019 Michael P. Bliss and Brandan Bachor of KA performed a building evaluation of the approximately 2550 S.F., 2 story building that was damaged by Tropical Storm Irene back on August 28th, 2011. Their observations and findings were reviewed with William A. Scribner, PE of KA.

A FEMA National Flood Insurance Program (NFIP) Elevation Certificate was also prepared by KA and is provided as Appendix C.

The primary objective of the evaluation and Elevation Certificate was to be able to recommend which of the Catskill Watershed Corporation (CWC) Flood Hazard Mitigation options is the most applicable for the Flood Hazard Mitigation Program.

The following are the CWC options;
1. Dry Flood proofing.
2. Wet Flood proofing.
3. Elevation.

The scope of the evaluation included a walk around the property and through the building and cellar, take measurements and photographs as required to analyze each option and to prepare this report.

Limitations

This evaluation addresses specific conditions described herein and, as such, its scope is limited to the purpose of this report only. Use of this report or findings, conclusions, or recommendations presented herein for any other purposes is at the sole risk of the user.

KA has no direct knowledge of, and offers no warranty regarding, the condition of concealed construction or subsurface conditions beyond what was exposed or observed during the evaluation. Comments regarding concealed construction or subsurface conditions are professional opinions, derived in accordance with current standards of professional practice based on our engineering experience and judgment. Changes in the conditions of the subject property may occur with time due to natural processes or work of man. Accordingly, the findings of this report may be invalidated, wholly or in part, by changes beyond our control.

Cosmetic and nonstructural damage may have been observed at the property, some of which may be discussed in general in this report. However, a detailed inventory of all cosmetic and nonstructural damage was beyond the scope of our investigation. Comments given in this report regarding cosmetic and nonstructural damage are not intended to be comprehensive, but rather representative of observed conditions.

The findings herein are based on information possessed by KA as of the date of this report. If new or additional information becomes available, or if additional concerns become known, we ask that it be brought to our attention as soon as possible.
1) **Review of structures on the property:** For purposes of this report the front of the building (facing Main Street.) faces north.

   a) **Building date:** According to the Greene County Property Description Report (see Appendix B), the building was built in 1965, it has a full equalized market tentative value in 2019 of $169,500.00.

   i) **Structural condition:**

      1. **The interior habitable space of the building:**
         a. The 1st floor apartment and small commercial boutique space in the front: The interior finishes of the walls and ceiling were not damaged as a result of the flood water because according to the previous owner the water barely covered the floor, (see Appendix A photos 6-13, dated 6-21-19). The floor joists and beams were not replaced, but the flooring was replaced, and spray foam insulation was used in the floor cavities (see Appendix A photos 19, 20 & 24, dated 6-21-19). The wood floor system did not appear to be adequate for the loads above and will need further structural analysis. The heating system is electric baseboard and was also not replaced.
         b. The 2nd floor apartments: The interior finishes of both apartments were not affected by tropical storm Irene and they were in good condition, (see Appendix A photos 26-30, dated 6-21-19). The heating system is also electric baseboard.

      2. **The foundation:**
         a. Cellar: The cellar below is approximately 81" from the 1st floor to the cellar floor below. The cellar is built with mostly dry laid up stacked stone and is very porous and cannot be used as part of a new foundation system. The cellar floor consists of flat stone, gravel and concrete (see Appendix A photos 5, 8, 11, 12 & 13, dated 10-31-19). There are four (4) domestic hot water heaters located in the cellar that were completely submerged by Irene and have been replaced (see Appendix A photos 20, 21 & 24, dated 6-21-19 and photo 6, dated 10-31-19). The municipal domestic water (see Appendix A photos 11 & 12, dated 10-31-19) & wastewater connections are in the cellar (see Appendix A photos 3, 7 & 22, dated 10-31-19). The wood framed 1st floor has been reinsulated with fiberglass and spray foam insulation (see Appendix A photos 1-5, 7, 10, 14, 16, 17 20-24 & 25, dated 10-31-19). The wood floor joist system is supported by 3" diameter steel columns (see attached photos 13 & 16-18, dated 10-31-19), and will need some additional supports as they are over spanned and some movement (bounce) was felt walking across the floor above. An engineered plan can be incorporated into a new foundation plan to resolve this problem.

      3. **The exterior of the building:**
         a. The front porch appears to be structurally stable (see Appendix A photos 3 & 5, dated 6-21-19).
b. The rear screened in 2 story porch appears to be structurally stable (see Appendix A photos 1 & 2, dated 6-21-19).

c. There is also a set of stairs added onto the rear of the building that provide a 2nd means of egress from the apartments above, (see Appendix A photos 1 & 2, and photo 26 dated 10-31-19).

b) First Floor Elevation: The elevation of the first floor is 1517.9’ (see Appendix C, FEMA Flood Elevation Certificate).

c) Square footage: The footprint of the building is irregular. The front section is approximately 28.6’ x 24.0’-29.0’ +/-, 756 S.F., and the cellar below is approximately the same as the rear-section is approximately 34’ x 14.4’-20.0’ +/-, 519 S.F. (see floor plan Attachment E). The second floor is approximately the same as the first floor.

The building is a wood-framed structure with wood flooring, painted wood board exterior siding, (see Appendix A photos 1-5, dated 6-21-19). The roof could not be observed from the ground below. The foundation is laid-up stacked stone (see Appendix A photos 18-24, dated 6-21-19 and photos 1-24 dated 10-31-19). There is a front covered porch that leads up to the house (see Appendix A photos 3 & 5, dated 6-21-19), there is also a screened in 2 story porch located at the rear of the building (see Appendix A photos 1 & 2, dated 6-21-19 and photo 26, dated 10-31-19).

d) Location of Utilities: The four (4) hot water heaters, municipal water & sewer connections and four (4) electric panels are in the cellar. The four (4) electric service meter pans are located to the right side on the front porch (see Appendix A photo 33, dated 10-31-19). If the option to lift the building is performed the existing height of the meter pan, should be more than 2’ above the BFE.

e) Photos: Photos documenting the above are found in Appendix A.

2) Property location and flood history:

a) Location: 5355 Main Street, Windham, N.Y. 12496, Tax ID# 78.19-1-22. For the FEMA Flood Map & Greene County Web Map (See Appendix D).

b) History: On August 28th, 2011 Tropical storm Irene hit upstate New York and according to USGS data deposited up to 18” of rain in less than a 24-hour period in the Catskill mountains. According to locals, the majority of the flash flood event took place in less than a couple of hours with up to 3 feet of water running down Main Street Windham. According to the previous owner, the elevation of flood water from Tropical storm Irene in the building was barely above the 1st floor, which is approximately 1517.9’, with the highest adjacent grade next to the building of 1516.4’ and lowest 1513.9’.

According to a New York magazine article, starting in the early hours of August 28th and peaking between 7 and 9 a.m., Irene dumped up to eighteen inches of rain on the Catskills, creating “exceptional rates of surface runoff and stream flow,” according to a study. Some 50 stream gauges in eastern New York measured new record flow rates, including the one in Prattsville, which registered 50,000 cubic feet per second of water before it broke (but was
estimated to hit 80,500 cf/s, nearly twice the previous high). Downstream, in Gilboa, a gauge hit 108,000 cf/s, shattering the previous record of 70,800, measured during the 1996 flood.

3) Flood Mitigation Analysis:
   a) New York State (NYS) Building Standards and Codes: According to the NYS Building Standards and Codes Technical Bulletin dated October 21, 2017, and as amended by the NYS Supplement, buildings that were substantially damaged by a flood and located in a flood plain are permitted to be designed and constructed or repaired in accordance with ASCE 24 Flood Resistant Design and Construction, Section 6.3.1. (Wet Floodproofing limitations and Use). It states wet flood proofing is limited to Flood Design Class 1 structures. ASCE 24-14 Table 1-1, classifies this building as Flood design Class 2. Wet flood proofing is not recommended.

   b) National Flood Insurance Program (NFIP) Floodplain Management: According to the NFIP Floodplain Management requirements, most floodproofing is appropriate only where floodwaters are less than three feet deep, since walls and floors may collapse under higher water levels. According to the Elevation Certificate the BFE at the building is 1516.7’ and the highest adjacent (finished) grade next to the building is 1516.4’, lowest is 1513.9’, with this in mind, more than 2’ of flood water is adjacent to the house based on a 100-year event. NFIP also states that floodproofing of buildings that house residences is not permitted unless FEMA has granted the community an exception for residential flood proofed basements. According to the Town of Windham Building Inspector and Flood Plain Manager (Dominick Caropreso), this has not happened, and wet flood proofing is not recommended for this building.

   c) Federal Emergency Management Agency (FEMA): According to FEMA Technical Bulletin 7-93 Warning Time, wet or dry floodproofed structures are not appropriate for any site in a flash flood area, because of the potential short warning time.

4) Recommendations:
   a) Dry flood proofing: According to ASCE & NFIP, dry flood proofing is defined so the measures incorporated in the design of the building below the BFE are as follows:
      i. Walls are watertight (substantially impermeable to the passage of water).
      ii. Structural components can resist hydrostatic and hydrodynamics loads and effect of buoyancy.
      iii. Utilities are protected from flood damage.

      The existing dry laid up stacked stone cellar walls and the concrete gravel and stone floor system do not meet any of the requirements above and according to ASCE 24-14, NFIP and FEMA dry flood proofing is not allowed for this building, dry flood proofing is not an option.

   b) Wet flood proofing: According to NFIP all material below the BFE must be flood resisting. Flood resistant materials include any building product capable of withstanding direct and prolonged contact with floodwaters without sustaining significant damage. "Prolonged contact"
means at least 72 hours and “significant damage” is any damage requiring more than low cost cosmetic repair (such as painting).

The existing wood framed first floor system is below the 2’ elevation above the BFE, is not decay resistant and does not meet this requirement and would have to be completely removed and replaced. The wood framed walls that are required to be 2’ elevation above the BFE also are not decay resistant and do not meet this requirement. Wet flood proofing is not recommended.

c) **Elevation:** Increase the elevation of the house to achieve compliance with NYS building codes, ASCE, NFIP & FEMA.
   
   In our opinion, the only option that is viable is to elevate the building 1st floor elevation to a minimum of 2’ above the BFE which would be elevating the building approximately 1’ above its current elevation and fastening it to a new engineered foundation system (designed to 2015 IBC Building Code and ASCE 24-14 Flood Design Requirements) and filling in the abandoned cellar area with fill up to the existing grade. All of the utilities need to be relocated to the upper floors. The water and sewer connection would still come in from below.

d) **Cost estimate for recommendation:** The estimated cost from a professional house mover to elevate the house 1’ is $45,000.00. The estimate includes lowering the house onto a new engineered reinforced poured concrete frost wall (crawl space) foundation system to be built after the building is lifted 8’ to allow for construction to take place below. The cost to engineer the foundation is approximately $7,000.00 for engineering & $70,000 for the new foundation, ramp and stairs to meet all flood design requirements.
Appendix A
Photographic Documentation
Appendix B
Greene County Property Description Report
Property Description Report For: 5355 State Route 23, Municipality of Windham

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Tax Map ID #: 78.19-1-22
Property Class: 483 - Converted Res
Site: COM 1
In Ag. District: No
Site Property Class: 483 - Converted Res
Zoning Code: 01
Neighborhood Code: 00012 - HAMLETS
School District: Windham-Ashland-Jewett
Total Assessment: 2019 - $169,500

Property Desc: 1094
Deed Page: 1094
Grid North: 1265538

Owners

Robert T Poelker
37 Poelker-Shaw Rd
Windham NY 12496

Sales

<table>
<thead>
<tr>
<th>Sale Date</th>
<th>Price</th>
<th>Property Class</th>
<th>Sale Type</th>
<th>Prior Owner</th>
<th>Value Usable</th>
<th>Arms Length</th>
<th>Addl. Parcels</th>
<th>Deed Book and Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/6/2016</td>
<td>$1</td>
<td>483 - Converted Res</td>
<td>Land &amp; Building</td>
<td>Sparks, James N</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2016/1094</td>
</tr>
<tr>
<td>11/13/2013</td>
<td>$315,316</td>
<td>483 - Converted Res</td>
<td>Land &amp; Building</td>
<td>Bunce, Norman J</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>1441/262</td>
</tr>
</tbody>
</table>

Utilities

Sewer Type: Comm/public
Utilities: Electric
Water Supply: Comm/public

Inventory

Overall Eff Year Built: 0
Overall Grade: Average
Overall Condition: Normal
Overall Desirability: 3

Buildings

<table>
<thead>
<tr>
<th>AC%</th>
<th>Sprinkler%</th>
<th>Alarm%</th>
<th>Elevators</th>
<th>Basement Type</th>
<th>Year Built</th>
<th>Condition</th>
<th>Quality</th>
<th>Gross Floor Area (sqft)</th>
<th>Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>1965</td>
<td>Normal</td>
<td>Economy</td>
<td>2544</td>
<td>2</td>
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Improvements

<table>
<thead>
<tr>
<th>Structure</th>
<th>Size</th>
<th>Grade</th>
<th>Condition</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Porch-coverd</td>
<td>444.00 sq ft</td>
<td>Economy</td>
<td>Normal</td>
<td>1950</td>
</tr>
<tr>
<td>Porch-up cov</td>
<td>80.00 sq ft</td>
<td>Economy</td>
<td>Normal</td>
<td>1920</td>
</tr>
<tr>
<td>Porch-coverd</td>
<td>80.00 sq ft</td>
<td>Economy</td>
<td>Normal</td>
<td>1920</td>
</tr>
<tr>
<td>Porch-up enc</td>
<td>30.00 sq ft</td>
<td>Economy</td>
<td>Normal</td>
<td>1920</td>
</tr>
<tr>
<td>Porch-encld</td>
<td>0 x 0</td>
<td>Economy</td>
<td>Normal</td>
<td>1920</td>
</tr>
<tr>
<td>Gar-1.5 det</td>
<td>0 x 0</td>
<td>Economy</td>
<td>Fair</td>
<td>1920</td>
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Special Districts for 2019

<table>
<thead>
<tr>
<th>Description</th>
<th>Units</th>
<th>Percent</th>
<th>Type</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>FD462-Windham fire</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LD463-Windham It</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SD461-Wind Swr</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SW461-Sidewalk</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WD470-Wind wat</td>
<td>0</td>
<td>0%</td>
<td>0</td>
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<tr>
<td>WS461-Batavia</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0</td>
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Exemptions

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
<th>Amount</th>
<th>Exempt %</th>
<th>Start Yr</th>
<th>End Yr</th>
<th>V Flag</th>
<th>H Code</th>
<th>Own %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$2,023.01</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>County</td>
<td>$2,913.90</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Taxes

* Taxes reflect exemptions, but may not include recent changes in assessment.*
Appendix C

FEMA National Flood Insurance Program (NFIP) Elevation Certificate
ELEVATION CERTIFICATE

Important: Follow the instructions on pages 1-9.

Copy all pages of this Elevation Certificate and all attachments for (1) community official, (2) insurance agent/company, and (3) building owner.

SECTION A - PROPERTY INFORMATION

<table>
<thead>
<tr>
<th>A1. Building Owner's Name</th>
<th>Policy Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salvatore Scangula</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2. Building Street Address (Including Apt., Unit, Suite, and/or Bldg. No.) or P.O. Route and Box No.</th>
<th>Company NAIC Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5355 New York State Route 23</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windham</td>
<td>New York</td>
<td>12414</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A3. Property Description (Lot and Block Numbers, Tax Parcel Number, Legal Description, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town of Windham, Greene County, New York - Tax ID# 78.19-1-22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A4. Building Use (e.g., Residential, Non-Residential, Addition, Accessory, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential</td>
</tr>
</tbody>
</table>

| A5. Latitude/Longitude: Lat. 42°18'26.39"N Long. 74°15'2.64"W | Horizontal Datum: NAD 1927 X NAD 1983 |

| A6. Attach at least 2 photographs of the building if the Certificate is being used to obtain flood insurance. |

<table>
<thead>
<tr>
<th>A7. Building Diagram Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A8. For a building with a crawlspace or enclosure(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Square footage of crawlspace or enclosure(s) 1,260 sq ft</td>
</tr>
<tr>
<td>b) Number of permanent flood openings in the crawlspace or enclosure(s) within 1.0 foot above adjacent grade 0</td>
</tr>
<tr>
<td>c) Total net area of flood openings in A8.b 0 sq in</td>
</tr>
<tr>
<td>d) Engineered flood openings? ☑ Yes ☑ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A9. For a building with an attached garage:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Square footage of attached garage sq ft</td>
</tr>
<tr>
<td>b) Number of permanent flood openings in the attached garage within 1.0 foot above adjacent grade</td>
</tr>
<tr>
<td>c) Total net area of flood openings in A9.b sq in</td>
</tr>
<tr>
<td>d) Engineered flood openings? ☑ Yes ☑ No</td>
</tr>
</tbody>
</table>

SECTION B - FLOOD INSURANCE RATE MAP (FIRM) INFORMATION

<table>
<thead>
<tr>
<th>B1. NFIP Community Name &amp; Community Number</th>
<th>B2. County Name</th>
<th>B3. State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town of Windham - 361401</td>
<td>Greene</td>
<td>New York</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B4. Map/Panel Number</th>
<th>B5. Suffix</th>
<th>B6. FIRM Index Date</th>
<th>B7. FIRM Panel Effective/Revised Date</th>
<th>B8. Flood Zone(s)</th>
<th>B9. Base Flood Elevation(s) (Zone AO, use Base Flood Depth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>192</td>
<td>F</td>
<td>05/15/2008</td>
<td>05/16/2008</td>
<td>AE</td>
<td>1516.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B10. Indicate the source of the Base Flood Elevation (BFE) data or base flood depth entered in Item B9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ FIS Profile ☑ FIRM ☑ Community Determined ☑ Other/Source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B11. Indicate elevation datum used for BFE in Item B9:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ NGVD 1929 ☑ NAVD 1988 ☑ Other/Source:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B12. Is the building located in a Coastal Barrier Resources System (CBRS) area or Otherwise Protected Area (OPA)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes ☑ No Designation Date:</td>
</tr>
</tbody>
</table>

FEMA Form 086-0-33 (7/15) Replaces all previous editions.
**SECTION C - BUILDING ELEVATION INFORMATION (SURVEY REQUIRED)**

C1. Building elevations are based on:  
- [ ] Construction Drawings*  
- [ ] Building Under Construction*  
- [x] Finished Construction  

*A new Elevation Certificate will be required when construction of the building is complete.

Complete items C2.a–h below according to the building diagram specified in Item A7. In Puerto Rico only, enter meters.

Benchmark Utilized:  
- GPS - See Comments  
Vertical Datum: NAVD 1988

Indicate elevation datum used for the elevations in items a) through h) below.

- [ ] NGVD 1929  
- [x] NAVD 1988  
- [ ] Other/Source:  

Datum used for building elevations must be the same as that used for the BFE.

a) Top of bottom floor (including basement, crawlspace, or enclosure floor)  
- 1511.1 feet  
- 1511.1 meters

b) Top of the next higher floor  
- 1517.9 feet  
- 1517.9 meters

c) Bottom of the lowest horizontal structural member (V Zones only)  
- 1511.3 feet  
- 1511.3 meters

d) Attached garage (top of slab)  
- 1516.4 feet  
- 1516.4 meters

e) Lowest elevation of machinery or equipment servicing the building  
(Describe type of equipment and location in Comments)  
- 1514.4 feet  
- 1514.4 meters

f) Lowest adjacent (finished) grade next to building (LAG)  
- 1513.9 feet  
- 1513.9 meters

g) Highest adjacent (finished) grade next to building (HAG)  
- 1516.4 feet  
- 1516.4 meters

h) Lowest adjacent grade at lowest elevation of deck or stairs, including  
structural support  
- 1514.4 feet  
- 1514.4 meters

**SECTION D - SURVEYOR, ENGINEER, OR ARCHITECT CERTIFICATION**

This certification is to be signed and sealed by a land surveyor, engineer, or architect authorized by law to certify elevation information. I certify that the information on this Certificate represents my best efforts to interpret the data available. I understand that any false statement may be punishable by fine or imprisonment under 19 U.S. Code, Section 1001.

Certifier's Name  
Charles A Holtz, PLS  
050717

Company Name  
Holtz Surveying

Address  
679 Embougb Road

City  
Cataskaill  
New York  
12414

Signature  

Date  
05/01/2019  
Telephone  
(518) 291-9779

Copy all pages of this Elevation Certificate and all attachments for (1) community official, (2) Insurance agent/company, and (3) building owner.

Comments (including type of equipment and location, per C2(e), if applicable)  
Due to a lack of a local benchmark, GPS was used to establish a benchmark using corrections from the New York State DOT CORS network.
ELEVATION CERTIFICATE

IMPORTANT: In these spaces, copy the corresponding information from Section A.

OBB No. 1660-0008
Expiration Date: November 30, 2018

FOR INSURANCE COMPANY USE

Building Street Address (Including Apt., Unit, Suite, and/or Bldg. No.) or P.O. Route and Box No.
5355 New York State Route 23

City State ZIP Code
Windham New York 12414

Company NAIC Number

SECTION E - BUILDING ELEVATION INFORMATION (SURVEY NOT REQUIRED)
FOR ZONE AO AND ZONE A (WITHOUT BFE)

For Zones AO and A (without BFE), complete Items E1–E5. If the Certificate is intended to support a LOMA or LOMR-F request, complete Sections A, B, and C. For Items E1–E4, use natural grade, if available. Check the measurement used. In Puerto Rico only, enter meters.

E1. Provide elevation information for the following and check the appropriate boxes to show whether the elevation is above or below the highest adjacent grade (HAG) and the lowest adjacent grade (LAG).

a) Top of bottom floor (including basement, crawlspace, or enclosure) is

   ________ ________ feet __________ meters __________ above or __________ below the HAG.

b) Top of bottom floor (including basement, crawlspace, or enclosure) is

   ________ ________ feet __________ meters __________ above or __________ below the LAG.

E2. For Building Diagrams 6–9 with permanent flood openings provided in Section A Items 8 and/or 9 (see pages 1–2 of Instructions), the next higher floor (elevation C2.b in the diagram) of the building is

   ________ ________ feet __________ meters __________ above or __________ below the HAG.

E3. Attached garage (top of slab) is

   ________ ________ feet __________ meters __________ above or __________ below the HAG.

E4. Top of platform of machinery and/or equipment servicing the building is

   ________ ________ feet __________ meters __________ above or __________ below the HAG.

E5. Zone AO only: If no flood depth number is available, is the top of the bottom floor elevated in accordance with the community’s floodplain management ordinance? ☐ Yes ☐ No ☐ Unknown. The local official must certify this information in Section G.

SECTION F - PROPERTY OWNER (OR OWNER'S REPRESENTATIVE) CERTIFICATION

The property owner or owner's authorized representative who completes Sections A, B, and E for Zone A (without a FEMA-Issued or community-issued BFE) or Zone AO must sign here. The statements in Sections A, B, and E are correct to the best of my knowledge.

Property Owner or Owner's Authorized Representative's Name

Address City State ZIP Code

Signature Date Telephone

Comments

☐ Check here if attachments.
### ELEVATION CERTIFICATE

**IMPORTANT:** In these spaces, copy the corresponding information from Section A.

**FOR INSURANCE COMPANY USE**

<table>
<thead>
<tr>
<th>Company NAIC Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12414</td>
</tr>
</tbody>
</table>

**OMB No. 1660-0008**
Expiration Date: November 30, 2018

#### Building Street Address (including Apt., Unit, Suite, and/or Bldg. No.) or P.O. Route and Box No.
5355 New York State Route 23

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windham</td>
<td>New York</td>
<td>12414</td>
</tr>
</tbody>
</table>

#### SECTION G – COMMUNITY INFORMATION (OPTIONAL)

The local official who is authorized by law or ordinance to administer the community’s floodplain management ordinance can complete Sections A, B, C (or E), and G of this Elevation Certificate. Complete the applicable item(s) and sign below. Check the measurement used in Items G6–G10. In Puerto Rico only, enter meters.

**G1.** The information in Section C was taken from other documentation that has been signed and sealed by a licensed surveyor, engineer, or architect who is authorized by law to certify elevation information. (Indicate the source and date of the elevation data in the Comments area below.)

**G2.** A community official completed Section E for a building located in Zone A (without a FEMA-issued or community-issued BFE) or Zone AO.

**G3.** The following information (Items G4–G10) is provided for community floodplain management purposes.

<table>
<thead>
<tr>
<th>G4. Permit Number</th>
<th>G5. Date Permit Issued</th>
<th>G6. Date Certificate of Compliance/Occupancy Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**G7.** This permit has been issued for:  
- [ ] New Construction  
- [ ] Substantial Improvement

**G8.** Elevation of as-built lowest floor (including basement) of the building:  
- [ ] feet  
- [ ] meters  
Datum __________________

**G9.** BFE or (in Zone AO) depth of flooding at the building site:  
- [ ] feet  
- [ ] meters  
Datum __________________

**G10.** Community’s design flood elevation:  
- [ ] feet  
- [ ] meters  
Datum __________________

<table>
<thead>
<tr>
<th>Local Official’s Name</th>
<th>Title</th>
<th>Community Name</th>
<th>Telephone</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments (including type of equipment and location, per C2(e), if applicable)**

[ ] Check here if attachments.
ELEVATION CERTIFICATE

Building Street Address (Including Apt., Unit, Suite, and/or Bldg. No.) or P.O. Route and Box No.
5355 New York State Route 23

City: Windham
State: New York
ZIP Code: 12414

IMPORTANT: In these spaces, copy the corresponding information from Section A.

FOR INSURANCE COMPANY USE
Policy Number:

If using the Elevation Certificate to obtain NFIP flood insurance, affix at least 2 building photographs below according to the instructions for Item A6. Identify all photographs with date taken; "Front View" and "Rear View"; and, if required, "Right Side View" and "Left Side View." When applicable, photographs must show the foundation with representative examples of the flood openings or vents, as indicated in Section A6. If submitting more photographs than will fit on this page, use the Continuation Page.
ELEVATION CERTIFICATE

IMPORTANT: In these spaces, copy the corresponding information from Section A.

Building Street Address (Including Apt., Unit, Suite, and/or Bldg. No.) or P.O. Route and Box No.
5355 New York State Route 23


If submitting more photographs than will fit on the preceding page, affix the additional photographs below. Identify all photographs with: date taken; "Front View" and "Rear View"; and, if required, "Right Side View" and "Left Side View." When applicable, photographs must show the foundation with representative examples of the flood openings or vents, as indicated in Section A8.

Photo One Caption  Rear Right - Taken 4-10-19

Photo Two Caption

FEMA Form 08B-0-33 (7/15)  Replaces all previous editions.
Appendix D

FEMA FiRMette 36039C0192F & Greene County Web Map
This map complies with FEMA's standards for the use of digital flood maps if it is not void as described below. The basemap shown complies with FEMA's basemap accuracy standards.

The flood hazard information is derived directly from the authoritative NFHL web services provided by FEMA. This map was exported on 10/10/2019 at 9:42:03 AM and does not reflect changes or amendments subsequent to this date and time. The NFHL and effective information may change or become superseded by new data over time.

This map image is void if the one or more of the following map elements do not appear: basemap imagery, flood zone labels, legend, scale bar, map creation date, community identifiers, FIRM panel number, and FIRM effective date. Map images for unmapped and unmodernized areas cannot be used for regulatory purposes.
Appendix E
Existing conditions plans
Appendix F
CWC Budget Application Form
Provide a breakdown of project costs. Identify program elements mentioned in the summary and background. Use form shown or attach your own form, with back-up sheets as needed. Show other grants and in-kind contribution as cost share. Break out:
- Cost share
- Indirect costs (including overhead and administration)
- In-kind, material and equipment

<table>
<thead>
<tr>
<th>Item description</th>
<th>Cost Share</th>
<th>Funding Requested</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning or Feasibility Study</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
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<tr>
<td>Legal</td>
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<td>Contingency</td>
<td>11,925.00</td>
<td>15,900.00</td>
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<tr>
<td>Engineering/Design</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>7,015.00</td>
<td>7,015.00</td>
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<tr>
<td>Construction/Implementation</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Disconnect &amp; reconnect all utilities</td>
<td>2,250.00</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>Demo of existing foundation &amp; rear porch</td>
<td>2,250.00</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>Excavation, backfill, site grading &amp; seed &amp; mulch</td>
<td>8,250.00</td>
<td>11,000.00</td>
<td></td>
</tr>
<tr>
<td>5' frost wall Foundation &amp; backfill of cellar void to meet flood design requirements</td>
<td>22,500.00</td>
<td>34,000.00</td>
<td></td>
</tr>
<tr>
<td>New rear entry ramp &amp; front entry stair to porch</td>
<td>7,500.00</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Land Purchase for Relocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (in-kind, material, equipment, etc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elevation of existing structure 1' to be 2' above BFE</td>
<td>33,750.00</td>
<td>45,000.00</td>
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</tr>
<tr>
<td>Total Cost</td>
<td>100,440.00</td>
<td>133,915.00</td>
<td></td>
</tr>
</tbody>
</table>
November 5, 2019

5355 Main Street LLC
Attn: Salvatore Sciangula
5355 Main St.
Windham, NY 12413
Herein after referred to as Client:

Re: Contract Agreement - KA# 265819.03

The following is a Contract Agreement between the above Client and Kaaterskill Associates (hereinafter referred to as Consultant) which includes: this Signed and Dated Letter of Agreement describing the Project, Scope of Services, Fee and Special Conditions; Attachment "A", General Conditions of the Agreement, dated January 1, 2017; and Attachment "B", Fee Schedule, dated January 1, 2018.

Project Location and Description: Provide architectural design and structural engineering services to provide construction documents for the renovation of a 3-unit apartment building into a restaurant and addition for two (2) new offices located at 5355 Main Street, Windham, N.Y., Tax Map # 78.19-1-22.

Scope of Services: The services to be provided shall be as indicated below.

I. Hazardous Materials-Suspect asbestos containing material (ACM) survey services (required by NYSDOL):
   a. Walk through and around the building to identify and quantify areas where suspect ACM sampling will be required.
   b. Provide New York State Department of Labor Certified Asbestos Inspector to perform asbestos sampling as needed (for selective demolition) in accordance with applicable Federal and State regulations (NYSDOL - ICR 56-5, USEPA - AHERA). Follow the sampling protocol outlined by the EPA, OSHA for ACM, and the NYSDOL for ACM in its guidance document.
   c. Provide all required sampling equipment and media to collect suspect ACM.
   d. Provide final written reports for building, (in accordance with ICR 56-5) which will include laboratory results, locations, condition, and quantities of all identified ACM if samples come back positive.
   e. The client will be required to provide safe and unrestricted access to the building being sampled. All rooms and areas must be visually inspected.
   f. ICR 56-5.1(g) requires the submission of survey reports to the NYS DOL Asbestos Control Bureau; consultant considers these reports confidential and does not submit them without written authorization from its client.
   g. Client will pay the lab fees directly to avoid additional mark-up fees. Once the invoice from the lab is paid, we will receive the results and generate a report of the findings. We will provide an estimated cost for lab fees upon completion of our initial walk through and around the building.

II. Architectural/engineering (AE) services

   1. Document existing conditions: We will visit the site again to finish measuring & record the existing conditions of the building. Once completed we will enter all data into AutoCAD (our drafting software). This will provide us with a base from which to develop the design and construction documents.
      Drawings to be provided:
a. First floor plan.
b. Second floor plan.
c. North elevation.
d. East elevation.
e. South elevation.
f. West elevation.
g. Building section.

2. **Design**: based on your goals for the project, we will develop a floor plan layout and corresponding elevations for the proposed restaurant, upstairs apartment renovation and the two-story office addition for your review and approval. Throughout the design process we will try to develop the most cost-effective solution. Developed from the existing, drawings to be provided are as follows:
   a. First floor plan.
   b. Second floor plan.
   c. North elevation.
   d. East elevation.
   e. South elevation.
   f. West elevation.
   * Our estimate is based on a maximum of 2 design review meetings to be located at our office.

3. **Construction drawings**: based on the design, we will prepare for your approval, the Construction Documents that will be used for obtaining the building permit, and construction. These documents will likely include, but may not be limited to, the following:
   a. Title sheet with Structural and General and Demolition notes.
   b. First floor plan.
   c. First floor demo plan.
   d. Second floor plan.
   e. Second floor demo plan.
   f. Commercial kitchen detailed plans and interior elevations with fixture and accessory schedule.
   g. Elevations (north, south, east & west).
   h. East-west building section through new structure.
   i. East-west building section through existing structure.
   j. Construction details as needed.
   k. Door & window schedules.
   l. Code review to ensure that the project is in compliance with all applicable building and local codes including DOH for the commercial kitchen and ADA requirements.
   m. Energy code compliance will be by prescriptive method.

4. **Structural engineering/foundation pier plan**: Based on CWC's approved flood mitigation program, these documents will likely include, but may not be limited to, the following:
   a. Title sheet with Structural, General and Demolition notes.
   b. Foundation pier plan.
   c. Utility relocation plan.
   d. Foundation demo plan.
   e. First floor structural support plan.
   f. East-west building section.
   g. North south building section.
   h. Details as needed.

**Fees:**

1. **Hazardous Materials**:
   a. **Sampling & Survey**: Costs for items (1.a-f) $1,200
   b. **Lab Fees (TBD):**
Laboratory costs for item (l.g) can vary depending on non-friable organically bound (NOB) samples taken. The actual final laboratory costs will be based on the actual number of samples analyzed. Analysis will be on a first positive stop if appropriate. Secondly, in New York State, the Department of Health Environmental Laboratory Approval Program (ELAP) requires that NOB samples containing <1% asbestos as determined by PLM analysis must be analyzed by TEM to confirm the result. There is no way to predict how many PLM-NOB samples will need TEM confirmations until the samples are analyzed in the laboratory.

The lab fees will be based on the client paying the laboratory directly, otherwise we would have to mark it up as per our Fee Schedule. Payment in full is required to release the asbestos survey report to the client.

II. Architectural/engineering services:

a. The fee for item (II.1-3) above shall be billed hourly plus expenses in accordance with the consultant's standard rates with an opinion of probable cost of $50,000. This estimate is based on 5% of the budgetary $1,000,000.00 construction estimate (without foundation costs).

b. The fee for item (II.4) above, if CWC approves the flood mitigation recommendation that the building needs to be lifted 1' to be 2' above the BFE, the fee shall be paid by CWC with an opinion of probable reimbursement of an additional $15,000.00. This is based on a budgetary estimate (at this time) of $150,000.00 for the replacement foundation cost (except the actual cost to elevate the structure), to meet flood mitigation requirements. CWC reimburses 10% for architectural/engineering (AE) fee for the flood mitigation requirements. The actual cost to elevate the building is not factored into the 10% AE fee, but is also reimbursable by CWC. With this in mind, the total probable AE cost should be around $65,000.00.

An additional retainer in the amount of $15,000.00 will be required for this project. Provided invoices are paid when due, retainer will be credited to final billing.

Special Conditions:

1. Client or Client's representative shall ensure that the grounds are accessible to Consultant when requested by Consultant.

2. Client shall provide Consultant with any available relevant information regarding the property, including but not limited to property surveys, septic system files, deeds, covenants or restrictions, studies, building designs, permits, permit conditions, and/or knowledge of any environmentally, archaeologically, or historically sensitive features, or any additional information which may be relevant to the Scope of Services being performed by the Consultant.

3. The Consultant will operate with the understanding that the Client is authorized to have this work performed on this property.

4. Any work performed which is not included in the scope of services shall be billed hourly plus expenses in accordance with Consultant's standard rates.

5. The Scope of Services does not include; construction observation for building construction; preparation of building permit application; agency review fees or application fees; or any work not specifically referred to in the Scope of Services. These additional services are available and would be billed hourly plus expenses in accordance with Consultant's standard rates.

6. Scope of Services does not include any mechanical (HVAC), electrical, or plumbing (MEP) documents. This will be performed on a design-build basis with a qualified mechanical, electrical, and plumbing contractor. It will be the responsibility of each contractor to install the required equipment under the current International Mechanical (IMC 2015), Fuel Gas Code (IFGC 2015), Electrical (NFPA 70), Plumbing (IPC 2015), and local regulations.

7. Scope of services does not include any interior finish schedules except for those finishes required by the DOH for the commercial kitchen.
By signing below, client affirms that he/she has reviewed Letter of Agreement describing the Project, Scope of Services, Fee and Special Conditions; Attachment "A", General Conditions of the Agreement, dated January 1, 2017; and Attachment "B", Fee Schedule, dated January 1, 2018, and agrees with the terms and conditions.

By signing below, the client agrees to unconditionally and personally guarantee payment and performance under this agreement.

Signed:

[Signature]

Michael P. Bliss
Kaaterskill Associates

[Signature]

Print Name

5355 MAIN STREET WINDHAM

WINDHAM, NY 12496

November 5, 2019
Date
RESOLUTION NO.

CWC NEW HEADQUARTERS BUILDING CONSULTANT – ADDITIONAL SERVICES

WHEREAS, the Catskill Watershed Corporation (CWC) is a not for profit local development corporation located in Margaretville in the Town of Middletown, Delaware County; and

WHEREAS, CWC’s Certificate of Incorporation requires that CWC’s office be located in the Town of Middletown, the geographic center of the West of Hudson Watershed; and

WHEREAS, CWC issued a request for proposal for architectural, engineering and space planning services with the scope of work to include interviewing CWC, NYCDEP, and the Water Discovery Center regarding their individual space needs, designing a building to meet those needs, and also completion of a stormwater pollution prevention plan for the design; and

WHEREAS, after interviewing several bidders, CWC Board President, CWC staff, and attorneys from Whiteman, Osterman, and Hanna recommended that CWC retain Keystone Associates in an amount not to exceed One Hundred Thousand Dollars ($100,000.00) for architectural, engineering and space planning services for the proposed new CWC headquarters; and

WHEREAS, on November 1, 2016, by Resolution Number 2961, CWC Board of Directors authorized the retention of Keystone Associates in an amount not to exceed One Hundred Thousand Dollars ($100,000.00) for architectural, engineering and space planning services for the proposed new CWC headquarters; and

WHEREAS, on October 3, 2017 by Resolution 3165, the CWC Board of Directors authorized retention of Keystone Associates for additional services in an additional amount not to exceed Eight Hundred Ninety-Two Thousand Dollars ($892,000.00) for construction design and construction management for new CWC headquarters building; and

WHEREAS, during the course of the construction Keystone Associates provided additional service as described in Attachment A including redesign of building for removal of basement, stormwater inspections, special inspections and material testing, eagle sculpture design and fabrication, and expenses; and

WHEREAS, the CWC headquarters building is substantially complete and CWC staff recommends that CWC authorize an amendment with Keystone Associates for additional services and expenses in a total amount not to exceed One Million Three Hundred Twenty-Five Thousand Eight Hundred Ninety-Eight Dollars and Sixty-Three Cents ($1,325,898.63).

NOW THEREFORE BE IT RESOLVED, that the CWC Board of Directors authorize the execution of an amendment with Keystone Associates for additional services as described in Attachment A for a total amount not to exceed One Million Three Hundred Twenty-Five Thousand Eight Hundred Ninety-Eight Dollars and Sixty-Three Cents ($1,325,898.63).
The CWC Headquarters building is substantially complete with only minor punch list items remaining. Keystone Associates' contract with CWC included a base amount that was previously approved by the Board. Not included in that base amount were expenses, inspections and material testing, the Eagle sculpture. And any services after the contract date of October 1, 2019. Keystone has presented to CWC throughout the project the additional services and expenses with the understanding that they would be presented to the CWC Board at project completion – so that the Board can know the final numbers. Below is the summary of the final numbers for the additional costs and the total contract amount.

Total project costs, including construction, furniture, computers, is approximately $19,758,099.06. The total architect and engineering costs amount to approximately 6.71% of total project costs.

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<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
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<td>Subtotal</td>
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<td>Reimbursable Expenses</td>
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<tr>
<td>Basement Redesign</td>
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<td>Special Inspections and Materials Testing:</td>
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<td>Stormwater Inspections:</td>
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<tr>
<td>Post October 2019 Services (Discounted)</td>
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<tr>
<td>Subtotal</td>
<td>$ 364,885.43</td>
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</table>

Total: $1,325,898.63

The majority of these costs, including reimbursable expenses, basement redesign were paid as the project went along. Remaining unpaid are $90,000 for post October 2019 services and approximately $31,500 in reimbursable expenses.

CWC staff recommend the CWC Board of Directors approve the additional costs and expenses for a total contract amount with Keystone Associates in an amount not to exceed $1,325,898.63, inclusive of design and construction administration.
May 4, 2020

Mr. Alan Rosa
Executive Director
Catskill Watershed Corporation
905 Main Street
Margaretville, New York 12455

RE: Catskill Watershed Corporation Headquarters
KA Project No. 2661.28116.1

Dear Alan;

We have requested an additional fee due to the following reasons: the project has extended longer than anticipated due to issues of the contractors completing the building on time. Our contract is for 23 months from date of signing which was October 2017 which provides a completion date of September 2019. From October 2019 to present we have expended an additional $138,223.75 due to project not being complete and we are still expending time. During this time, we spent time coordinating with the contractors, CWC, furniture vendor, site visits, finishes changes, walk through with DEP, multiple punch list visits, etc.

We thank you for your consideration to this request and look forward to hearing from you soon regarding this matter.

If you have any additional questions, please feel free to contact me.

Sincerely;

Keystone Associates Architects, Engineers and Surveyors, LLC

[Signature]

Paul L. Bedford, AIA
Member
Catskill Watershed Corporation  
669 County Route 38, Box 1  
Arkville, NY 12406

**Invoice**  
**Invoice Date:** Apr 29, 2020  
**Invoice Num:** 2661.28116.1EX-01

### Additional Services Rendered Beyond Contract Completion Date (2661.28116.1:D.) - Managed by (Bedford, Paul)

For professional services rendered on the above referenced project for the period October 1, 2019- Closeout/Completion of Project.

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<tr>
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<th>Hours</th>
<th>Rate</th>
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<td>$150.00</td>
<td>$48,525.00</td>
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<td>Senior Engineer</td>
<td>9.00</td>
<td>$130.00</td>
<td>$1,170.00</td>
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<td>Senior Designer</td>
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<td>$100.00</td>
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<td>Designer</td>
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<td>Survey Field Technician</td>
<td>3.50</td>
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<td>Technician</td>
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<td>Survey Office Technician</td>
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<tr>
<td>Administrative Assistant</td>
<td>0.25</td>
<td>$45.00</td>
<td>$11.25</td>
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</tbody>
</table>

**Total Service Amount:** $138,223.75  
**Adjustment to Agreement Amount:** ($48,223.75)  
**Amount Due This Invoice:** $90,000.00

This invoice is due upon receipt.

---

Thank you for providing Keystone Associates Architects, Engineers and Surveyors, LLC. the opportunity to be of service to you. If you have any questions, please do not hesitate to contact our office.
**Artim, Bill**  
*Designer*  
129.00 hours  
*Review Submittals*  
*Discussions about lobby, auditorium*  
*Miscellaneous product and sample questions*  
*Discussions on tiles with team*  
*Discussions on finishes*  
*Roofing details work*  
*Various plotting and questions from Kanti*  
*Create partial plans for Kanti for punchlist*  
*Onsite visit with Kanti*  
*Punchlist and roof survey; download and review photos*  
*Assist with color selections for conference room*  
*Review curtainwall details*  
*Miscellaneous questions (new lavs, details, railings, boat display and painting, canopy etc.)*  
*Final punchlists and photos*

**Bedford, Paul**  
*Member*  
323.50 hours  
*Coordination with project team*  
*Temporary heat*  
*Telephone conferences with Client & team*  
*Meeting minutes*  
*Prepare agendas for meetings*  
*Job meetings*  
*Site visits*  
*Coordination on furniture, colors, finishes, costs*  
*Project management; paperwork; emails*  
*Terrazzo colors & coordination*  
*Conference Room 114 Data*  
*Review RFI's*  
*Review Payment Applications*  
*Multiple Punchlist Site Visits*  
*Walk-through with DEP*  
*Compile Punchlists*  
*Review As-Buits*  
*Lighting*  
*Coordination on pre-action panel & electrical inspection*  
*Coordination on heating, controls, lights, signage, etc.*  
*Closeout coordination*  
*Roofing issues*

**Berkeley-Hartjen, Jamie**  
*Technician*  
3.00 hours
Lock questions research
* Panel image enlargement
* Eagle Drawing
* Payment Application Review

**Decker, Nikolas**  
* Survey Technician  13.50 hours
  * Review scope and concerns with project team
  * File review & field preparation
  * Print plots
  * Topographic survey in specified area
  * Mapping, break notes, run and label surface

**Goodwin, Sara**  
* Technician  403.25 hours
  * Coordination w/ ES regarding Break Rooms
  * Furniture chair samples questions
  * Deer terrazzo drawing
  * Conference 114 table
  * Window sill and wood base detail
  * Conference 114 ceiling question
  * Window shade question
  * Partial revised response submittal for casework at work & break rooms
  * Terrazzo drawing question
  * Vinyl base submittal
  * Wood base stain submittal
  * Signage submittal and sample
  * Conference room glass submittal
  * Furniture meetings and decisions/questions/coordination with Renee Andrews
  * LVT question
  * Casework questions
  * Render elevation for exterior sign at water discovery
  * Paint color selection at reception question
  * Lobby 102 revised job drawing
  * Birch trees questions
  * DEP cubicle questions
  * Water Discovery sign
  * Wood base location
  * Coordination (phone calls, emails, paperwork)
  * Exterior sign questions
  * Furniture/finishes/color selections review
  * Meeting notes
  * Antler light fixture research and coordination
  * Carpet change question
  * Job drawing & changes for corridor A
* Restroom sinks question
* Painted glass panel color change coordination
* Flooring color questions
* Restroom faucet question
* Soffit at cabinets question
* Deer terrazzo submittal
* Stair tread/landing color selection and submittal
* Antler chandelier submittal & questions
* Decoflake floor submittal
* Multiple on-site visits
* Terrazzo selections, coordination & submittals
* Paint color selection for break room cabinets updates
* LI4 lights questions
* Conference 114 pendant question
* Relocating sign job drawing
* 3form pendant questions
* Coordination on curvature of reception desk/wall
* Floor outlet questions
* Conference table outlet questions
* Interior sign questions
* Handrail/Wood cap questions
* Reviewing furniture orders
* Wood cap/base/handrail questions
* Reception/sliding window solid surface
* Exterior sign submittal
* Corian at reception update
* Lights at vestibule 101
* DEP/CWC furniture order review
* Purchase order addressee question
* Standoff glass at Lobby
* Furniture costs and coordination
* Integra furniture order
* Rendered 3D view of conference room boat
* Desks and table sign-offs
* Elevator use question, revised PO & order acknowledgement, Colecraft approvals
* Storage at 114 question
* Conference 114 ceiling pendant question
* Water Discovery Center ceiling
* Updated purchase order for VIA seating
* Tile questions
* Light LAB cut sheet
* Electrical drawings to Scott
* Update on PO's to Rich
* DEP lobby light question
* Coordination on KI deposit/payment/financial questions
* DEP side PO's to SOE
* LVT joint pattern installation coordination
* Printing and reviewing Water Discovery RCP and details
* Revise CWC side POs to SOE
* Call from Deedrick on Water Discovery Center Drawings
* Stain samples to Ridge Cabinets
* Coordination with Colcraft regarding delivery
* Auditorium trim question
* Auditorium acoustical wood wall panels question
* Auditorium radiator questions
* Multiple punchlist site visits
* Punchlist reviews/scans/notes
* Boat dimension submittal
* Water Discovery RCP with structural overlay
* Punchlists preparation/finalization
* Wavy wall paint color question
* Break room stove question
* Water Discovery carpet coordination
* Review furniture installation
* Punchlist drawings and notes
* Reviewing signage code
* HVAC As-Builts emailed out for review
* General project coordination

Gruver, Theresa  
Designer  2.00 hours  
* Scan, print and transmit reports

Lozzi, Tyler  
Designer  19.50 hours  
* Reviewing SWPPP and plans  
* Reviewing as-builts  
* Reviewing reports  
* Pier foundation review and response to KHH

Ostrom, Sharon  
Construction Administrator  224.00 hours  
* Job Drawings  
* Change Orders  
* Submittals Logs  
* Payment Applications  
* Meeting Agendas  
* Closeout information and coordination  
* Meeting Minutes  
* RFI's  
* FDA Letters
* Punchlists
* MC TAB report
* Numerous emails, phone calls, paperwork

**Palermo, Jeff**  
*Designer* 29.00 hours  
* Site visits for inspections  
* Uploading photos  
* Reports  
* Sanitary inspection information  
* Sanitary pump inspection

**Mark Parker**  
*Senior Engineer* 9.00 hours  
* Review reports  
* Review proof rolling report & discussion with team  
* Discuss paving and shape of subbase  
* Pump inspection coordination  
* Grading issues  
* Drainage issue discussion  
* Coordination with Survey

**Kanti Patel**  
*Senior Designer* 287.50 hours  
* Job Drawings  
* Revisions review, coordination, discussions  
* Roof work questions and coordination  
* Design changes  
* Furniture/finishes coordination  
* Emails, phone calls, paperwork  
* General project coordination with Client and team  
* Color selections and review  
* Signs questions and coordination  
* Multiple site visits  
* Stone submittal  
* Boat submittal  
* Roof and lights  
* Boat painting coordination  
* Punchlists

**Tuttle-Moore, Laura**  
*Survey Technician* 1.50 hours  
* Mapping
* Survey QA/QC

**Woodward, Paul**

* Senior Designer 14.00 hours*

* Review pump start-up procedures
* Punchlist walk-through
* As-Built review
* General project coordination
* Coordination with site contractor
* Coordination of punchlist inspection and proposed corrections
RESOLUTION NO.
PUBLIC EDUCATION GRANT:
BROOKLYN URBAN GARDEN CHARTER SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Brooklyn Urban Garden Charter School for a project titled “Trout in the Garden”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Brooklyn Urban Garden Charter School.

NOW THEREFORE BE IT FURTHER RESOLVED that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
**Application for 2020-2021 School Year**  
**Round 23**

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**COVER PAGE**

<table>
<thead>
<tr>
<th>CWC Staff Personnel ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Requested $10,000</td>
</tr>
<tr>
<td>Amount Awarded $</td>
</tr>
</tbody>
</table>

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1. This project is for ✓ Pre-K-12 Student/Teacher audience (school programs)  
   □ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: **Brooklyn Urban Garden Charter School (BUGS)**  
Attach proof of non-profit status

2. Project Title: **Trout in the Garden**

3. **Jessica Khawaja, Director of Sustainability and Science Programs**  
   Applicant Name and Title

500 19th st
Street Address/PO Box of School/Organization

Brooklyn NY 11215  
City State Zip

7182809556 BUGSbrooklyn.org jessica.khawaja@BUGSbrooklyn  
Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)
   - **Trout in the Classroom**
   - **The Ashokan Center**

5. Project date range **9/1/20 - 8/31/21** (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past?  
□ Yes ✓ No

What watershed/environmental education professional learning opportunities have you attended in the past two years?  
- Cityparks Coastal Classrooms, Solar 1 Wetland Rehab, Solar 1 NYC water systems
- Urban Advantage

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   **See description/prices at the end of the Information and Guidelines**

   - Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"  
   - The Rejuvenary River Circus  
   - Water Quality Teaching Aids
   - Groundwater Contamination Kit:
   - Enviroscope Models:

   ✓ Trout in the Classroom  
   ✓ Frost Valley YMCA  
   ✓ The Ashokan Center  
   ✓ Fruitvale  
   ✓ Watershed Model  
   □ Wastewater Model
CWC Staff Personnel ONLY

Amount Requested $10,000
Amount Awarded $10,000

School/Organization: Brooklyn Urban Garden Charter School (BUGS)
Project Title: Trout in the Garden

1. Audience Information: Number of people affected:
   Directly: 700
   Indirectly: 500

   Audience: [✓] Students  [✓] Teachers  [✓] Others: NYC Region

   Location: [✓] WOH  [✓] BOH

   Grade Level/Age Range: 10-13

2. You **MUST ATTACH** one to four pages of project description
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

BUDGET SHEET

Name of School/Organization: Brooklyn Urban Garden Charter Middle School
Project Title: Trout in the Garden: A Trout in the Classroom Project

<table>
<thead>
<tr>
<th>Category</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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<tbody>
<tr>
<td>PERSONNEL (Staff, consultants)</td>
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<td></td>
<td></td>
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<td>School/organization staff</td>
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<td>Consultants/outside presenters</td>
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<td>Water quality testing kits</td>
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<td>Aquaponics plants/rock wool/baskets</td>
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<td>Promotion/Advertising</td>
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<td>Web/Social Media</td>
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<td>TRAVEL (estimated)*</td>
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<td>SPECIAL OPTION(S)** MAX 2</td>
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<tr>
<td>overnight at Ashokan Center ($185/night x 100 students)</td>
<td>6,903</td>
<td>11,597</td>
<td>18,500</td>
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<tr>
<td>Sub-Total Special Option(s)</td>
<td>6,903</td>
<td>11,597</td>
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<td>18,500</td>
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<tr>
<td>TOTAL PROJECT COST</td>
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CWC GRANT REQUEST (not to exceed $10,000) | 10,000

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
A. Goals and Objectives

The Brooklyn Urban Garden Charter Middle School (BUGS), a community-based independent charter, was established in 2013 to offer inclusive, whole-child education through the lens of environmental sustainability. BUGS brings together students from all neighborhoods and boroughs of NYC to learn collaboratively and work toward becoming informed and engaged citizens. At BUGS, each grade focuses on a different environmental theme. In 6th grade students study urban gardening and our local ecosystem, in 7th grade students study the Catskill-Delaware watershed, and water stewardship, in 8th grade we focus on the local and global impacts of urbanization and climate change. 8th grade also studies urban agriculture with students designing and maintaining small scale hydroponics and aquaponics units. In each grade, teachers across subjects collaborate to design ongoing projects that address these topics. For example, in 7th grade social studies students learn the history and geography of our watershed and, in science and math, they model and test interventions to mitigate runoff from our “schoolshed”. To further support the connection between learning in the classroom and real world problem solving, we plan regular opportunities for students to conduct field study at sites in and around NYC.

It is exciting to teach students about one of the most sustainable water systems of any major city in the world. They are awestruck to learn the origins of our tap water and the high quality. However, because our water comes from so far away, it’s difficult for students to make the connection between events that take place in the Catskills and the impact on the water we use in NYC. To address this problem, we are proposing a partnership between BUGS and the Ashokan Center to bring Trout in the Classroom (TIC), or Trout in the Garden, to our school.

By introducing TIC to our curriculum, we hope to help students realize the scope of our water system and how our actions can impact that system. Our partnership with the Ashokan Center will give students the opportunity to visit a source for our watershed, release the trout, and experience the vast ecological and sustainable resources the site has to offer. The teachers at BUGS chose TIC because the project spans different content standards across grades. Although the project will live in the 7th grade science classroom to support their study of the water cycle, plant and animal biology and climate change, sixth grade will use the trout nursery during their unit on the transfer or matter and energy within ecosystems. Furthermore, the 8th grade Living Environment course plans to use TIC as they study reproduction, genetics, and human impact on the environment. The science teachers will also introduce ecosystem stability and biodiversity through aquaponics. The science team plans on introducing watercress to the trout nursery, hence “Trout in the Garden”. Watercress, tomatoes, and radishes are already part of our mini hydroponics lab in the Living Environment classroom. The TIC project allows us to make content connections in science and sustainability from year to year.

At BUGS we use several tools to measure academic success, student engagement, and civic consciousness. Our science and sustainability common assessment is designed to gauge student understanding of human impact on the environment as well as specific questions related to our local ecosystems, climate change, and environmental justice. All project rubrics measure how well a student understands a sustainability problem and executes a solution to that problem. After hands-on experience with TIC and field study to the Catskills, we hope to see an increase in student scores and understanding around standards that address our local ecology and measures to protect and preserve that ecology.
Anticipated Outcomes: Through participation in TIC, students will be able to...

1. Model and identify the parts of Catskill-Delaware watershed with greater accuracy as measured by an increase in correct responses on the science common assessment.
2. Analyze the impact of water pollution, climate change, and species endangerment on the Catskill-Delaware watershed as shown by student designed environmental interventions and eco-audits.
3. Students will exhibit an increased interest in water/environmental stewardship after participation in the program.
4. 100 students will visit and stay overnight at the Ashokan Center to conduct field experiments, gain real world field study experience, and release the trout.

Our proposed program relates to...

1. Fresh water: Students in 6th and 7th grade study the role of fresh water in different ecosystems. In science, they will learn about the water cycle and how fresh water accumulates. They will conduct water testing to determine the amount of phosphates and nitrogen in our local bodies of water and the surrounding soil. They will also determine the number or pollution tolerant and intolerant macroinvertebrates in the water to make connections between organisms and environmental conditions. Students will learn about the prevalence, or lack of, fresh water on our planet and the need to protect and preserve it. In Social Studies they will study the development of NYC in correlation with fresh water systems.
2. NYC Water Supply System: In connection to their study of the water cycle, students learn about the history of the NYC Water System and how it operates today. At the end of the 7th grade physics unit, students create a model of the NYC Water System. This segues into the unit on earth science and climate change where students learn about our groundwater supply, drought and other weather phenomena, and the geology of New York State.
3. The West of Hudson Watershed: By learning about and then visiting the Ashokan Center, students will better understand the scope of our watershed and the origins of our tap water. This experience will illuminate the relationship between the ecology and geography of New York and the way our water system works.

This proposal will benefit our sustainability integration initiative by building upon our field study program and increasing hands-on classroom resources in science. Currently, in class, students study New York State ecology and natural systems through the BUGS gardens and farms/parks around Brooklyn. These are integral components of the science program as well as the 7th grade cross-curricular theme. Furthermore, students conduct water, soil, and air quality testing in our neighborhood and surrounding parks and waterways. However, many of our students have never had the opportunity to leave New York City much less to be immersed in a setting like Ashokan. By bringing TIC to BUGS, students will have the opportunity to visit an ecosystem outside of the city. Conversely, students will be able to access a living lab, the TIC nursery, on a regular basis in their classroom. This increased exposure to the natural world and the life cycle of a native species will make their learning more concrete and meaningful.
B. Methods and Activities

- The 2020-21 school year calendar is under development and will include monthly opportunities for local field study and the spring trout release in the Catskills.
- In June of 2020, the science team will revisit units of study to find alignment with the Trout in the Classroom content. They will also prepare the 7th grade classroom for the trout nursery installation. Two members of our science team are experienced in aquatic tank installation and maintenance and will have time in their schedules to assist with maintenance and installation.
- In August, the school year will launch with local field trips to the Farmer’s Market and Prospect Park. At the sites, students will be introduced to their grade level sustainability theme through hands-on activities and team building exercises.
- In September, our 7th grade teaching team will participate in training for Trout in the Classroom and receive their trout eggs.
- During the Fall Semester, 6th grade students will participate in an animal behavior study for their ecology unit while 7th grade students start climate and oceanography. Both units of study explicitly teach the trout life cycle and biome. 7th grade will expand their study by making connections between aquatic life and the health of our water systems. As part of their studies, students in both grades will observe and collect data on the trout on a weekly basis. Furthermore, the 7th grade teaching meets 3 times a week to incorporate sustainability and the grade level project, in this case TIC, into their curriculum. This will look like research, art making and writing about our watershed as well as data analysis and visualizations in math classes.
- One Friday a month from September to February, students will leave the building to conduct field study at local waterways, sewersheds, and green spaces. We will visit Prospect Park, the Gowanus Canal, and Bush Terminal Park. At these locations they will collect air, soil, and water quality data while taking notes about efforts to mitigate the consequences of water contamination and climate change (bioswales, sponge parks, etc).
- In February, BUGS will host a S-STEAM Fair (sustainability, science, tech, engineering, art, and math). The 6th grade animal behavior project and the 7th grade work on watersheds, climate change, and oceanography will be on display for roughly 600 attendees.
- In April, 100 7th grade students will release the trout during the trip to the Ashokan Center.
- In May, students will present their work at the NYC Department of Education’s Sustainability Showcase.
- Every year in June, students present their sustainability work to experts in the field during “Panel Presentations”. They receive feedback from the experts and make notes on the project for the following school year.
Jess Khawaja, Director of Science and Sustainability: managing the project and supporting classroom teachers. The Director collaborates with other stakeholders in the school to create the field study schedule, oversee curriculum development, and manage the facilities needed to support the gardens and classroom labs.

Tim Rutgers and Mikhail Leybovich, 6th grade science teachers: Tim has experience with trout in the classroom and both teachers currently maintain our 6th grade aquariums and other indoor animal habitats. Tim and Mike will guide the 7th grade science teachers as they install and maintain the trout nursery.

Kirby Thomas and Raven Mena, 7th grade science co-teachers: Kirby and Raven are integrating environmental sustainability and a study of NYS water systems into their curriculum. They will be responsible for attending the TIC workshops, communicating with the organization, and working with students to collect and analyze data on the trout. Kirby and Raven will also be the lead facilitators for local field study and the trip to the Ashokan Center.

Dan Shomstein, Ashokan Center, Director of Outdoor Education Curriculum; Rachel Roozen, Ashokan Center, Outdoor Education Director: Dan and Rachel will schedule and coordinate trips to the Ashokan Center and work with BUGS to facilitate the student experience.

Name collaborating organization(s), if any, and describe their role(s).
The Ashokan Center is a partner and will provide an overnight experience for our students to release the trout in the spring.

Trout in the Classroom will be providing professional development and classroom support throughout the project.

C. Evaluation

Logic Model

<table>
<thead>
<tr>
<th>Resources</th>
<th>Actions</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staffing: Director of science and sustainability, field study coordinator; teachers; sustainability teachers</td>
<td>TIC PD for 7th grade science teachers</td>
<td>August sustainability “launch” trip for students at Ashokan</td>
<td>Students understand and are excited about the grade level theme, project, and field study site</td>
<td>Students make personal connections to our watershed and become better water stewards</td>
<td>BUGS Student Science and Sustainability Common Assessment. (2 part) See Appendix A</td>
</tr>
<tr>
<td>Staffing: Director of science and sustainability, field study coordinator; teachers; sustainability teachers</td>
<td>Summer curriculum and program development</td>
<td>Integration of “water theme” semester 1 sustainability projects in each subject</td>
<td>Students understand what a “watershed” is and the origin of NYC water</td>
<td>Students show progress on academic work related to the TIC project and watersheds theme.</td>
<td>Staff sustainability survey (same as student multiple choice assessment in Appendix A)</td>
</tr>
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<td>Funding: in-kind funds (electrical and water, science department budget)</td>
<td>Tank installation</td>
<td>TIC launched in 7th grade science</td>
<td>Students learn what “water”</td>
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<tr>
<td>Funding: in-kind funds (electrical and water, science department budget)</td>
<td>Bi-weekly planning and PD for all content teachers to integrate grade</td>
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</table>
Partnerships: UA, Ashokan Center, Gowanus Canal Conservancy

Time and space: 7th grade science classroom (aquarium site), 4 hrs/wk grade level curriculum/field study planning, 2 days/month grade wide field study

level sustainability theme (watersheds) Field trip coordination w/ Ashokan
Student work showcases (semester celebration, S-STEAM Fair, DOE Sustainability Showcase, BUGS Panel Presentations) 6th grade science uses TIC nursery for ecosystems project
7th grade field study to Prospect Park Lake and Gowanus Canal Semester 1 Sustainability Showcase
Integration of “water theme” semester 1 sustainability projects in each subject

stewardship” is Students learn (or add onto their learning) about homeostasis, interdependence, and biodiversity in 6-8 science classes
Staff develop authentic connections between field study sites and classroom learning

Appendix B

D. Documentation and Outreach

Our Marketing and Outreach Manager will regularly document the work and post it to our social media platforms and in our community newsletter. Our newsletter “BUGSBuzz”, is sent to an email list of over 3,000 community members, friends, and partner organizations.

Internally, students share their work with friends and families during our Semester Celebrations, Panel Presentations, and the S-STEAM Fair. Our students have also exhibited their work at the Billion Oyster Project Symposium on Governor’s Island, the DOE Sustainability Showcase, and EcoRise’s Eco Audit Fair.

BUGS is also a model school for sustainability and, yearly, hosts 5-10 onsite workshops for NYC educators. Guests to our school tour our classroom and garden facilities and work with our teachers and programming partners to develop sustainability-focused projects for their schools.
Directions:
This assessment is designed to measure your skills as an engaged community member, critical thinker, and real world problem solver.

Unlike other assessments that you might have taken, which measure your reading, writing, or math skills, this assessment is designed to measure your creativity and problem-solving skills. This means that you can ask your teacher for help reading a question, and you will not be penalized for misspelling a word.

If it helps you express your ideas, you may use drawings with labels to answer the questions. After each question there is lined space for writing an answer and extra blank space for you to use if you wish.

You will have 90 minutes to complete this assessment. Take a deep breath and do your best.

1. Define sustainability in your own words. (D7. Envision how their choices as individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.)

2. Give an example of a sustainable practice. (D7. Envision how their choices as individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.) F3. Provide examples of the ultimate dependence of humans on our shared natural resource base for life, sustenance and a suitable quality of life (e.g. food, shelter, health, aesthetics, etc.).
3. Give an example of an unsustainable practice and how it might be improved. (D7. Envision how their choices as individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.) F3. Provide examples of the ultimate dependence of humans on our shared natural resource base for life, sustenance and a suitable quality of life (e.g. food, shelter, health, aesthetics, etc.).

Scenario 1

A science class at BUGS is measuring the water quality of a creek near the Ashokan Reservoir. The students conduct a test that determines higher than usual turbidity.

4. What could be the cause of the high turbidity?

5. What pattern caused the problem?

6. What is the best thing to do to help fix the problem?

7. Why is it important for us to try to fix this problem?
The science class gets feedback from a community member who tells them that the problem can't be fixed without chemical intervention.

8. What questions would you ask the community member to find out why he/she thinks that the problem can't be fixed? (C44)

The science class meets an expert who explains that working with local industries and community members to control their waste through different recycling approaches would reduce runoff and pollution of the Gowanus canal. The expert also explains the importance of biodiversity throughout the watershed and along the riparian zone of the reservoir is key to maintaining water quality.

10. How would you respond to her feedback? Make a proposal to the organization of what you would like to see happen to the lot. You may write and draw to communicate your idea. (G5)(B15)(G7)(H9)(A4)
   - describe your idea
   - describe what you will do with the mural (A4)
   - incorporate your sustainability knowledge and skills (B13)
   - explain your decisions, and support them by referring to information from another source (examples: something you've read, something you learned at school, something someone told you)

11. List the goal or goals of your project? How will you know that you’ve reached your goals?
12. How do you believe your solution to this problem will affect the community positively or negatively?

13. Now, explain how you will reach your goals.

   a. Who will be involved in helping you with this project?

   b. Make a list of things you will need for this project, where you will get these things, and things you might want to keep in mind as you work on the project?

<table>
<thead>
<tr>
<th>What you'll need</th>
<th>Where you'll get it</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
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c. In the space below write a message (no more than 144 letters) to get people excited about your project? (G33)(B10)

14. Describe or draw and label what your space will look like 10 years in the future. (G1)

15. A “commons” is a space that people share, use, and take care of together. Is your proposed space a “commons”? Why or why not? (E1)

Reflection

16. You’ve just described and/or drawn a possible solution to a community challenge. Now, describe and/or draw a time in your life when you personally experienced a challenge that you problem solved and overcame. How did you face this challenge?

17. What did it feel like when you faced this challenge? How would you use this experience to face other challenges?

Appendix B

Cycle Project Implementation Rubric

EXEMPLARS/EVIDENCE SHEET HERE (current 19-20)

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<tr>
<th></th>
<th>Distinguished (4)</th>
<th>Proficient (3)</th>
<th>Basic (2)</th>
<th>Unsustainable (1)</th>
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<tr>
<td>A full project or integration</td>
<td></td>
<td>A series of lessons or activities</td>
<td>One lesson or activity related to</td>
<td>No evidence of cycle project</td>
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<tr>
<td>throughout Semester 1</td>
<td>related to the cycle project</td>
<td>the cycle project</td>
<td>participation or just a single exit ticket or do now</td>
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<tr>
<td>-----------------------</td>
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<td>-------------------</td>
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</tr>
<tr>
<td>Outside of the Cycle Work, teachers developed <strong>units of study or projects and/or conducted field study</strong> that addressed topics or competencies in the IS scope and sequence.</td>
<td>Outside of the Cycle Work, teachers developed <strong>activities or lesson/s</strong> that addressed content or competencies in the IS scope and sequence.</td>
<td>Outside of the Cycle Work, teachers developed <strong>exit tickets or do nows</strong> that addressed content or competencies in the IS scope and sequence.</td>
<td>Outside of the Cycle Work, teachers <strong>did not</strong> address/integrate content or competencies in the IS scope and sequence.</td>
<td></td>
</tr>
</tbody>
</table>
To whom it may concern,

The Ashokan Center is happy to support the Brooklyn Urban Garden Charter Middle School (BUGS), and be named as a partner for the Watershed Educators Grant, in its endeavor to bring Trout in the Classroom to the school. The Ashokan Center will partner with BUGS to coordinate an overnight stay for students at the Center for the spring trout release.

Dan Shornstein, Ashokan Center, Director of Outdoor Education Curriculum  
Rachel Roozen, Ashokan Center, Outdoor Education Director

Dan and Rachel will schedule and coordinate trips to the Ashokan Center and work with BUGS to facilitate the student experience.

Spring Release Dates: April 23rd and 24th 2021*

*These dates are subject to change as the Department of Education has not released the 2020-21 School Calendar.
February 6, 2020

To Catskill Watershed Corporation:

Trout Unlimited is proud to support The Brooklyn Urban Garden Charter Middle School (BUGS) in their pursuit of bringing Trout in the Classroom (TIC) to their 7th-grade sciences classes. We are thrilled to hear that over 100 students will participate in the unique experience of raising trout, from eggs to fingerlings, over the course of the school year.

We are even more excited about the fact that these students, along with the dedicated staff at BUGS, will be traveling to NYC’s West of Hudson watershed to release their trout into the Esopus Creek at the Ashokan Center. This important experience, following a yearlong study on freshwater and NYC’s watershed, will ensure that students have a deep understanding and appreciation for NYC’s water supply system and the protected riparian areas that help ensure that NYC has an abundant amount of clean, healthy tap water.

TIC will have an important place within the strong and supportive school community at BUGS. We look forward to working with BUGS and to inspiring new environmental stewards, water advocates, and trout enthusiasts through our new partnership.

Sincerely,

Lillit Genovesi
NY TIC Coordinator
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-FC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.
BROOKLYN URBAN GARDEN CHARTER

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC
INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.
APPLICANT #  27

NAME:  Brooklyn Urban Garden Charter School – Trout in the Garden

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $8,000

BASIS FOR RECOMMENDATION:
Pros – Very clear learning objectives, really like how the trout in the classroom program will be integrated across grade levels and incorporated with ongoing hydroponic projects. Strong teacher training component. Impressive evaluation tool shared.

Suggestions – Strongly recommend visiting the Ashokan Reservoir on trip to the Ashokan Center.

Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: CITY PARKS FOUNDATION

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Seven Thousand Six Hundred Dollars ($7,600.00) to City Parks Foundation for a project titled “Green Girls Visit to Frost Valley”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Seven Thousand Six Hundred Dollars ($7,600.00) to City Parks Foundation.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
1. This project is for ☑ Pre-K-12 Student/Teacher audience (school programs)
   ☐ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: City Parks Foundation

2. Project Title: Green Girls Visit to Frost Valley

3. Heather Lubov, Executive Director

Applicant Name and Title

830 Fifth Avenue

Street Address/PO Box of School/Organization

New York City NY 10065 New York

212-360-2787 Telephone # www.cityparksfoundation.org Website

hlubov@cityparksfoundation.org Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)
   Frost Valley YMCA

5. Project date range September 1, 2020 through August 1, 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? ☑ Yes ☐ No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

Members of our staff have participated in the NY-NJ Harbor and Estuary Program Seminar series, which partners with the Hudson River National Estuarine Research Reserve

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

- Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”
- The Rejuvenary River Circus
- Water Quality Teaching Aids
  - Groundwater Contamination Kit
  - Enviroscope Models: Watershed Model ☐ Wastewater Model
- Trout in the Classroom ☐ Frost Valley YMCA ☑ The Ashokan Center
CWC Staff Personnel ONLY

Amount Requested $10,000
Amount Awarded $50,000

School/Organization: City Parks Foundation
Project Title: Green Girls Visit to Frost Valley

1. Audience Information: Number of people affected: 50
   Directly: 50
   Indirectly: 10

   Audience
   ☑ Students
   ☐ Teachers
   Location
   ☑ WOH
   ☐ EOH
   ☐ Both
   Grade Level/Age Range:

2. You MUST ATTACH one to four pages of project description
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

BUDGET SHEET

Name of School/Organization: City Parks Foundation

Project Title: Green Girls Visit Frost Valley

<table>
<thead>
<tr>
<th>Proposed CWC Grant Funds</th>
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<td>500</td>
<td>5111.25</td>
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<td></td>
<td></td>
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<tr>
<td>Sub-Total Personnel</td>
<td>500</td>
<td>5111.25</td>
<td>0</td>
</tr>
</tbody>
</table>

| Sub-Total Equipment/Supplies | 0 | 0 | 0 | 0 |

| SERVICES (Technical, Artistic, Venue Rental) | | | |
| Sub-Total Services | 0 | 0 | 0 | 0 |

| COMMUNICATIONS | | | |
| Flyers/Mailings | 0 | 0 | 0 | 0 |
| Promotion/Advertising | 0 | 0 | 0 | 0 |
| Web/Social Media | 0 | 0 | 0 | 0 |
| Other (specify) | 0 | 0 | 0 | 0 |
| Sub-Total Communications | 0 | 0 | 0 | 0 |

| TRAVEL (estimated)* | | | |
| Mileage at $.58 per mile | 0 | 0 | 0 | 0 |
| Public Transportation | 0 | 0 | 0 | 0 |
| Bus/Van Rental | 2200 | | 0 | 2200 |
| Sub-Total Travel | 0 | 2200 | 0 | 2200 |

| SPECIAL OPTION(S)** MAX 2 | | | |
| Frost Valley YMCA | 9500 | 0 | 0 | 9500 |
| Sub-Total Special Option(s) | 9500 | 0 | 0 | 9500 |

| TOTAL PROJECT COST | | | |
| CWC GRANT REQUEST (not to exceed $10,000) | 10000 | 7311.25 | 0 | 17311.25 |

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
CWC Watershed Education Grant Program
Application for 2020-21 School Year
SUMMARY PAGE

Amount Requested: $10,000
School/Organization: City Parks Foundation
Project Title: Green Girls Visit to Frost Valley
Audience Info - Number of people affected: Directly: 50
Students or Teachers? Students
West-Of-Hudson, NYC, or both? NYC
Grade Level/Age Range: 8th grade

Student/Teacher applicants requesting more than $2,000 must provide a thorough Summary on this page, and attach 1 to 4 additional pages of Project Description. All applicants MUST describe a plan to evaluate the project's impact on the audience.

At City Parks Foundation, we are dedicated to invigorating and transforming parks into dynamic, vibrant centers of urban life through sports, arts, community building, and education programs for all New Yorkers. Our programs -- located in more than 400 parks, recreation centers, and public schools across New York City -- reach 310,000 people each year. Our ethos is simple: thriving parks mean thriving communities.

We respectfully request $10,000 to support our annual three-day, two-night field trip to Frost Valley YMCA for 50 participants of Green Girls, one of our after school environmental education programs. We anticipate the trip will take place between December 2020 and February 2021.

Green Girls, which serves New York City middle school girls, seeks to spark a lifelong interest in environmental science and stewardship by introducing participants to water conservation and urban forestry. The trip to the Catskills near Frost Valley YMCA is offered yearly as a fundamental experience for our eighth graders. The journey, which is often our students’ first adventure outside of the city, draws the connection between regional water quality and forestry to everyday experiences for NYC residents. The Frost Valley field trip punctuates our year-long Green Girls curriculum with a first-hand watershed visit and practical application of science lessons introduced in the program.

In 2021, the Green Girls curriculum and related activities will emphasize the effects of global climate change on the NYC Watershed. Led by Frost Valley YMCA educators, field trip participants will observe and learn about the function of watersheds and reservoirs while building an understanding of how forests filter rainwater and control erosion. These students will document their learning in final projects that synthesize class activities and field research. They will use notes and photos taken during the Frost Valley trip to develop projects such as public service announcements and visual artwork that reflect their understanding and interpretation of water health and use in New York City. Green Girls Final Projects will be displayed in the schools we serve and will be submitted for consideration to NYC’s Department of Environmental Protection 2021 Water Resources Art and Poetry Contest.
PROJECT DESCRIPTION

City Parks Foundation requests $10,000 to support the Green Girls Visit to Frost Valley, a three-day, two-night field trip for 50 eighth grade students to learn about their local water supply system. This trip to the West-of-Hudson watershed is a capstone experience for graduating students that brings our program curriculum to life, providing students the opportunity to learn first-hand about the sources of their drinking water. If awarded, the Green Girls Visit to Frost Valley will take place between December 2020 and February 2021. Grant funds will be used to pay the Frost Valley YMCA’s fees.

Green Girls is an after-school environmental education program for middle school girls that offers weekly environmental science instruction and outdoor lessons from October to May. For the 2020-2021 school year, we anticipate our program will engage approximately 120 students and 5 to 8 high school interns across 4 sites. For field trip participants, the trip to Frost Valley will serve as both a learning opportunity and a growth experience as our girls prepare to pursue science education in high school, and potentially return as a Green Girls intern.

Goals and Objectives

Our Green Girls program is designed to excite young women living in underserved neighborhoods about STEM learning. The curriculum focuses specifically on our regional waterways and urban forests, with the aim that students will be able to understand, describe, and relate to the major waterways and forests located in and around the greater New York City area. Our primary program objectives are to increase girls’ awareness and access to STEM fields and to improve their understanding and ability to advocate for New York City’s public parklands.

This year, our Environmental Education leadership team has revised the Green Girls curriculum and updated the program topics and activities to highlight the effects of climate change on NYC’s water supply, particularly the forests that protect it. Our lesson plans will teach students about the local effects of climate change, demonstrate how these issues increasingly impact the lives of New Yorkers, and offer proven strategies to help protect the environment. Through the visit to Frost Valley and the West-of-Hudson watershed infrastructure, the Green Girls field trip will raise awareness of some of the broader effects of global climate change among the students, and equip them with the inspiration, vision and drive to make a difference.

We believe that all students, especially Green Girls, must experience first-hand where their drinking water comes from in order to fully appreciate the history, engineering and value of their water supply system. As the majority of our students seldom have the opportunity to travel outside of New York City and have never visited a drinking water reservoir, this Green Girls Visit to Frost Valley is an essential opportunity for them to begin to develop a tangible connection to the massive system of water that is required to supply NYC’s 8.6 million residents. In the long run, we believe that young people who have some connection to their water resources will feel a stronger responsibility to steward them. The Green Girls Visit to Frost Valley is an integral part of our vision and a key element to fulfilling our program goals.
**Methods and Activities**

We will accomplish our Green Girls program goals through a curriculum which blends indoor and outdoor lessons to create sustained interaction with parklands, science, and service learning projects. Students get to explore environmental and water health issues that directly impact their community and develop their own personal motivations for affecting systemic change. The trip to Frost Valley provides program participants an exceptional hands-on experience that gives deeper context for their learning about the NYC drinking water supply and increases their knowledge of the breadth of opportunities in related STEM fields.

Green Girls lessons explore the history and infrastructure of the major NYC waterways and forests, and guide students understanding of the importance of their health and protection. Indoor activities are project-based and allow students to use a wide variety of materials to model and conceptualize the watershed. They include a study on the basics of hydrology within watersheds using an Enviroscape watershed model, as well as model construction that inform about how humans treat, transport, conserve, damage, and protect their water sources. Outdoor activities are also experiential and transform New York City's public parks, coastal areas, community gardens, and urban forests into Green Girl classrooms. Here we introduce a wide variety of hands-on learning activities that focus on water quality, floatable litter and the impact of warming temperatures on wildlife including plants.

The most impactful outdoor experience is the Frost Valley visit, which plays an integral role in the drinking water education component of our water and forestry curricula. Beginning in the 2020-2021 school year, we want to strengthen students' understanding of climate change's impact in NYC. The Green Girls visit to Frost Valley will help explain weather patterns, water infrastructure, and impacts on our drinking water supply through a case study of the effects of climate change on the West-of-Hudson watershed.

The trip to Frost Valley is also an opportunity for Green Girls to celebrate their time with our program and reflect on how the lessons they learned will continue to influence their daily lives and future decisions. It will provide a unique, otherwise unavailable outdoor experience for our students as well as bridge the coldest months of the year, when challenging inclement weather often limits outdoor time. At the conclusion of the trip, each participant will produce a final project synthesizing their experience at Frost Valley YMCA and in the Green Girls program.

As our eighth graders prepare to enter high school and study the New York State Living Environment course, this trip will be especially valuable for them. The timeline for our weekend trip is as follows:

<table>
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<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>Students arrive at Frost Valley and participate in staff-led evening programs such as orientation to the site and schedule, astronomy lessons, and other interactive activities including group discussions around how best to take advantage of the research opportunities of the campus.</td>
</tr>
</tbody>
</table>
| Saturday| Students divide into three groups, each lead by a YMCA staff member and supervised by a CPF/Green Girls intern and parent chaperones, to engage in the following activities:  
  - Maple Sugar Hike: Students hike to a maple syrup tapping cabin to learn how sap is collected from trees and boiled to create syrup. |
• Advanced Watershed: Students explore a small river watershed to investigate and discuss how the forest protects the water they use at home in NYC.
• Ice Cutting: Students participate in cutting a block of ice from a nearby lake using tools from the 1800’s.

Following activities, students participate in staff-led evening programs.

| Sunday   | Winter Ecology: Students explore unique ecology and features of winter, discussing and examining how life adapts to different seasons and what global issues exist surrounding seasonal change. |

**Audience**

Our Environmental Education programs -- CityParks Learn -- are available to students from New York City public schools, particularly those located in underserved and under-resourced communities. Our programs are also fully integrated to meet the needs of special populations, including students who are academically challenged and students with behavioral issues.

Green Girls serves middle school students in the 6th to 8th grade. Participants are mostly girls of color, many of whom are first generation immigrants -- the most underrepresented demographic in the STEM workforce. Our current enrollment data indicates a diverse population in the Green Girls program. Of those who chose to disclose their ethnicity, 47% identified as Black or African American, 44% identified as Hispanic or Latina, 1.5% identified as Asian, 3% identified as Caucasian and 4.5% identified as Other.

**Evaluation**

Our Green Girls program seeks to instill in each participant certain enduring understandings—big ideas that students can retain for many years to come—that we expect can be achieved through our year-long curriculum and participation in the trip to Frost Valley. Our program’s enduring understandings are:

- I am able to protect my water and my urban forests.
- Climate change will impact waterways and urban forests in New York City.

In terms of programmatic outcomes for the 2020 - 2021 school year, we expect to see the following results from Green Girls growth in knowledge, skills, and attitude as it pertains to the NYC drinking water supply:

- 75% of students will understand that the NYC drinking water supply comes from the Catskill-Delaware and Croton watersheds and that water pollution in these two areas will impact the water they use every day.
- 75% of students will be able to use the scientific method to record and assess environmental health data, care for and maintain components of the urban forest and its waterways, identify and understand climate change impacts in NYC including those that take place outside of city lines, and feel empowered to advocate within their homes and communities for healthy water and forests.
• 75% of students will understand the impact of climate change in NYC, particularly as it pertains to our weather patterns, coastlines, city communities, water infrastructure and local wildlife.
• 85% of students will agree or strongly agree that they enjoy learning about science outdoors, and can articulate awareness and positive feelings toward the natural environment.

We will employ the following methods in evaluating the impact of our Frost Valley visit on students from our Green Girls program:

• Quantitative Data: Student attendance will be recorded and pre- and post-trip surveys will be completed by students and other stakeholders as appropriate.
• Qualitative Data: Student feedback and reflections from written and oral testimonials will be collected; Student work assignments will be reviewed through our rubrics as well as through formal and informal performance reviews with students and educators.

We will determine whether our stated Green Girls goals and objectives are met once final projects are completed by students and reviewed by program leadership.

Documentation and Outreach

The Green Girls Visit to Frost Valley will be documented through the students’ final projects. Students will demonstrate their knowledge of fresh water, the NYC water supply system, and the West-of-Hudson watershed through art, writing and presentations that blend indoor and outdoor class activities. The collection of murals, poetry, stop-motion films, slide presentations and public service announcements will synthesize the notes, photos and experiences gathered throughout all Green Girls activities and trips, including Frost Valley. The finished projects will then be displayed publicly at our students’ schools, allowing the Green Girls’ knowledge and information of the NYC drinking water supply system to be shared with everyone. Additionally, eligible Green Girls art projects will be submitted to the 2021 NYC Department of Environmental Protection Water Resources Art and Poetry Contest.

Outreach for the Green Girls program occurs through a combination of traditional marketing methods and grassroots efforts. We conduct on-the-ground presentations at schools, in after school programs and during group meetings with students and parents, through our partnering schools. We also host orientation sessions for prospective new students and their families. At the end of the season, we host wrap-up meetings for current students, their friends and families. These events feature presentations of Green Girls work, allow parents the opportunity to ask questions and pre-register their daughters for the programs, and introduce prospective students to our environmental education programs.

Continuation of the Project

The Green Girls Visit to Frost Valley is considered part of our annual curriculum that will be adapted and implemented for the foreseeable future. Our environmental education program models are highly replicable, and over our 20 year history, many groups have sought our expertise in bringing programs like Green Girls to underserved urban communities.
**Green Girls Leadership Team**

**Chrissy Word, Director of Education** joined CPF as Director of Youth Development in 2014 and has been spearheading our out-of-school time environmental education programs. During her tenure, we have introduced on-water programming such as rowing to expose our students to New York City’s waterways, and exponentially expanded our internship program to enroll more students and provide enriching professional development opportunities for underserved youth. Chrissy brings nearly 20 years of experience in teaching and project management, including designing and implementing environmental education programs, such as directing on-water programming at Rocking the Boat. She is also a co-founder of Butterfly Project NYC, a project that encourages native plant propagation and education to promote beneficial insect populations in community and school gardens and parks. She has a B.A. from Florida State University, an M.A. from Hunter College at the City University of New York, and a Certificate in Field Botany and Plant Biology from the New York Botanical Garden Continuing Education program.

**Luis Gonzalez, Associate Director of Environmental Education** served as a Seasonal Coastal Classroom Educator in 2012, and joined CPF full-time in June 2013 as Program Manager for Coastal Classrooms and Seeds to Trees. As Associate Director of Environmental Education alongside Manna Hara, Luis provides oversight for the Seeds to Trees and Green Girls programs during the school year and Coastal Classroom in the summer. Luis has taught in environmental education programs with Brooklyn Botanic Garden, Christodora, and more. He has a BS in Environmental Conservation, and a Master's in Environmental Management.

**Necia Clark, Associate Director of Youth Development** recently joined CPF as our new Associate Director of Youth Development. She has over 10 years of experience working with individuals of all ages in traditional and nontraditional settings. Necia is passionate about working with underserved and at risk youth and enjoys leading, counseling, training, supporting and engaging them in educational, mental health and social services. For six years, Necia worked with young adults as the Social Support Manager at the Queens Borough Public Library. She has a master's degree in education and school counseling and brings a spirit of collaboration and enthusiasm to her new role.

**Sam Schwartz, Program Manager** joined CPF in 2018 as the Program Manager of Green Girls. Sam has more than 6 years’ experience planning, teaching and coordinating earth and environmental science education programs in, national forests, aboard sailboats and most recently, at the Battery Conservancy. She holds a B.A. from Barnard College where she studied Urban Studies with concentrations in Environmental Science and Secondary Science education. Sam has managed educational water quality testing stations as a part of her work in a marine ecology lab and in several formal and informal classrooms. She enjoys infusing her teaching with her passion for marine and estuary health, which she gained while working in a lab on the Pacific Ocean and the Sloop Clearwater on the Hudson River. She looks forward to the hands-on exploration her students will experience at Frost Valley this year.
Catskill Watershed Corporation
905 Main Street
Margaretville, NY 12455

January 31, 2020

Dear Grant Review Committee,

This letter is in support of the City Parks Foundation (CPF) proposal to bring the Green Girls program in the upcoming 2020/21 school year to the Frost Valley YMCA for an experiential program in watershed education.

The Green Girls program provides much needed STEM education to underserved middle school girls in New York City. The program curriculum, which includes instruction of urban ecological science that is aligned to Common Core and NYS Science Learning Standards as well as opportunities in advocacy in NYC Parks through service learning, is integrated with a strong drinking water supply unit. We at Frost Valley have collaborated with CPF and the Green Girls program in the past and are happy to continue this partnership to assist the Green Girls in gaining a deep understanding of the history, engineering and value of their water supply system. Through their trip to Frost Valley YMCA, students are able to gain actual experience in the elements of the forest, its importance to the integrity of the NYC water supply as well as see for the first time one source of their drinking water at the Neversink Reservoir. The new knowledge and experience is life changing for these young women who previously never saw beyond their taps at home.

I urge you to support City Parks Foundation's request to bring the Green Girls program to Frost Valley YMCA as I believe this will deeply enhance the science instruction taking place and will give the students the opportunity to learn through real experience thereby strengthening their understanding and appreciation for their own drinking water supply.

Please feel free to contact me if you have any questions or need additional information. Thank you.

Best regards,

Bob Eddings
Director of Business Development
(845) 985-2291 ext. 213
beddings@frostvalley.org
Date: 03 JAN 1995

CITY PARKS FOUNDATION
330 5TH AVENUE
NEW YORK, NY 10021-7001

Dear Applicant:

Based on the information you recently submitted, we have classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Internal Revenue Code because you are described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Your exempt status under section 501(a) of the Internal Revenue Code as an organization described in 501(c)(3) is still in effect.

This classification is based on the assumption that your operations will continue as you have stated. If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status.

This supersedes our letter dated October 1, 1994.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change in the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

You are required to file Form 990 only if your gross receipts each year are normally more than $25,000. For guidance in determining whether your gross receipts are "normally" more than $25,000, see the instructions for Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

Letter 1078 (DO/CG)
If we have indicated in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help resolve any questions about your private foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown above.

Sincerely yours,

[Signature]

Herbert J. Huft
District Director
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #   31

NAME:  City Parks Foundation – Green Girls Visit to Frost Valley

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $7,600

BASIS FOR RECOMMENDATION:
Pros – Underserved girls is a very important audience and love the STEM focused enrichment opportunity being offered them. Like the Climate Change focus. Suggested resources for exploring climate change issues/data: https://www.wildcenter.org/our-work/youth-climate-program/resources/. The Wild Center and Cornell Cooperative Extension have held a Youth Climate Summit in the Catskills for several years. Would be a great event for Green Girls to participate in. https://ccedelaware.org/he/youth-summit/

Suggestions – unclear what $500 in staffing costs covers.

Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: COLUMBIA SECONDARY SCHOOL FOR SCIENCE, MATH AND ENGINEERING

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Seven Thousand Five Hundred Dollars ($7,500.00) to Columbia Secondary School for Science, Math and Engineering for a project titled “From Source to City-8th grade Watershed Explorations”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Seven Thousand Five Hundred Dollars ($7,500.00) to Columbia Secondary School for Science, Math and Engineering.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY
Amount Requested $10,000
Amount Awarded $____________
Contract Number __________________
Application Number __________________

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational
   programs for general public)

School/Organization: Columbia Secondary School for Math, Science, and Engineering

2. Project Title: From Source to City 8th Grade Watershed Explorations

3. Mansol Weiner (Assistant Principal)

425 W 123rd St., 5th Floor
Street Address/PO Box of School/Organization

New York
City
NY State
10027 Zip

212-666-1278 ex. 4121 Telephone #
www.columbiasecondary.org Website
mansolweiner@columbiasecondary.org Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)
Frost Valley YMCA Camp; Time & Valleys Museum; Tri-Valley School

5. Project date range October 2020 - May 2021
(to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have
you attended in the past two years?
NA

6. Are you requesting funds for one or more Special Option(s)? If so, select from list
below (max 2):

See description/prices at the end of the Information and
Guidelines

[ ] Trout in the Classroom
[ ] Frost Valley YMCA
[ ] The Ashokan Center

Arbor of the Sea Theater
NEW! "City that Drinks the Mountain Sky"
NEW! "City that Drinks the Mountain Sky"
The Rejuvenary River Circus
Water Quality Teaching Aids
Groundwater Contamination Kit:
Envirofence Models:
[ ] Watershed Model [ ] Wastewater Model
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

PROJECT DESCRIPTION PAGE

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<td>Amount Awarded $13,000</td>
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School/Organization: Columbia Secondary School for Math, Science, and Engineering

Project Title: From Source to City: 8th Grade Watershed Explorations

1. Audience Information: Number of people affected: Directly 96, Indirectly 1000

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<th>Audience</th>
<th>Location</th>
<th>Grade Level/Age Range:</th>
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2. You MUST ATTACH one to four pages of project description
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

BUDGET SHEET

Name of School/Organization: Columbia Secondary School for Math, Science, and Engineering (00M362)
Project Title: From Source to City: 8th Grade Watershed Explorations

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<th>Description</th>
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*Consult applicant guidelines BEFORE submitting for travel funds
**Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
A Public School, Community and University Partnership

SUMMARY

“From Source to City: 8th Grade Watershed Explorations” is a cornerstone Middle School experience at Columbia Secondary School for Math, Science, and Engineering, a public 6-12 school in Harlem, NYC, serving a socioeconomically and racially diverse population of students from upper Manhattan. Developed over the past eight years with the support of our partners, we aim to continue to strengthen the curriculum, bring it to a new audience, and expand its reach. We aim to give students in-depth understanding of NYC’s Water System with specific focus on the WHO watershed, historical context, and social and environmental justice.

Environmental sustainability and engineering are woven throughout our middle school. In sixth grade, students build a foundation for scientific investigation. Seventh graders study the impacts of climate change to inform their construction of sustainable housing and, more broadly, of an eco-friendly New York City. Finally, eighth grade brings together themes of social justice and sustainability, which come to life in “From Source to City: 8th Grade Watershed Explorations,” a four-week interdisciplinary sequence including the Frost Valley experience and collaboration with Tri-Valley School in Grahamsville, both elements of our curriculum developed thanks to past support of the CWC.

At the beginning of the “From Source to City” curriculum, students use primary source documents to delve into the history of the development of NYC’s Water System. This investigation takes place across disciplines. In Social Studies, eighth graders discuss the fifth amendment in both historical and modern contexts, paying particular attention to the concept of eminent domain. They also use the Flint, Michigan as a case study for understanding water justice and resource allocations. In Earth Science, they explore the ways in which the health of ecosystems in a watershed region is critical to the health and sustainability of water. In Math, students learn about exponential growth and decay, as well as the inverse relationship between population growth and resource availability. In Engineering, they consider the infrastructure of New York City and how developing a water system played a critical role in developing the city itself. In English, they work on developing argumentative speeches from various stakeholder positions regarding the construction of the Catskill Reservoir System, including how to use claims and counterclaims to support their reasoning. Lastly, in Philosophy classes, students continue to develop these argumentative skills by using Socratic Circles to discuss whether access to water is a human right.

Armed with an understanding of the various views surrounding the building of the Croton Reservoir, the students prepare for a “Mock Town Hall” in which they go back in history to discuss the problems and possibilities of the proposed Catskill System from the viewpoint of a specific stakeholder - New York City Residents, New York City Officials, Catskill Residents, Catskill Farmers, and Reservoir Workers. Students work together to build arguments. Independently, they write Stakeholder Speeches as a means of developing their own perspectives on the issue, as well as empathizing with those of others. Simultaneously, 8th grade students at the Tri-Valley School are immersed in a parallel curriculum so that their Catskill students can collaborate with our NYC students on the “Mock Town Hall.” Ultimately, both sets of students walk away with a better understanding of the difficulty of meeting the needs of an increasing population.

When we embark on our upstate exploration, our first stop is Time and the Valleys Museum, where students gain in-depth perspective on the building of the Neversink reservoir and the New York City Water supply, as well as have an opportunity to expand their understanding of the cultural and historic social context at the time of the water system’s creation. Overall, the museum visit provides students with an interactive and in-depth understanding of the Catskills and reservoir workers perspective.

At Frost Valley, students explore water quality and the forest’s role in maintaining a healthy watershed. In the Frost Valley Model Forest, students learn about forest management and the interventions that build a healthy forest. By understanding how scientists use treatment blocks (i.e. strategic forest management) to support forest resources including water, students can see first-hand how a watershed is dynamic and ever-developing and how forest management can in turn support the management of nutrient levels in the water supply. In addition, students also conduct water experiments, such as building a water filter using natural elements.

Finally, students meet with the students of Tri-Valley School to culminate their experience in the “Mock Town Hall” Meeting, held in front of a panel of professionals from our partner organizations and the local community. This collaboration
exposes students of similar ages to different perspectives on the issues. In turn, it cultivates healthy discourse around, as well as empathy for, different lifestyles. Stops at Rondout Reservoir and the Croton Aqueduct give students a chance to see the subject of their research in real life.

Our students share their learning through our “Family Science Night,” an event that is widely attended by our school’s students and families. For instance, students have used stream tables to model water erosion and explain how it is connected to the Catskills watershed region. We hope that students can expand their outreach through the addition of community service projects that bring their understanding of watershed health to the local community beyond the school, too.

Last year was the first time we formally evaluated the impact of the “Source to City” field experience. Students were surveyed before departing to and upon returning from upstate. The survey questions, which included likert scale and short answer questions, measured social, environmental concern, and knowledge-based changes in attendees. Our analysis of pre and post-trip data revealed that the trip had a positive effect on student social skills, environmental concern, and watershed knowledge. Like any survey-based analysis, ours is limited by issues of self-report. The key to refining our methods is to continue hosting and analyzing the field experience. The CWC is allowing us to conduct a similar analysis this year. However, we hope to continue doing so and developing our “Source to City” Curriculum in partnership with the Catskill Watershed Corporation. Long term, we aim to create a replicable, data-backed model that can be shared with other schools and organizations so that watershed education initiatives can continue to grow.
GOALS AND OBJECTIVES

As a school located in Manhattan, many of our students have limited, if any, access to hands-on learning in the natural world. In “From Source to City: 8th Grade Watershed Explorations,” our goal is to provide our urban students with access to hands-on learning experiences in Environmental Education in order to raise students who seek not only advances in science, technology, engineering, and mathematics, but also who are inspired through their care for the natural world.

With our math, science, and engineering focus, Columbia Secondary School aims to encourage future leaders in STEM fields through our inspiring and intensive college-preparatory middle and high school program. In a world where it seems that every new technological step is matched with a louder cry toward ecological sustainability, we understand that growing STEM leaders means nourishing them with a deep-rooted connection to the natural world and an understanding of what it means to be sustainable. Though we have limited resources in our urban environment, we take steps in this direction through running a school garden program and accessing our area parks, museums, and gardens as much as possible. However, to truly connect with the natural world, we believe that the interaction must go deeper by helping our students access environmental experiences outside of the city in connection with our in-school curriculum.

Our proposed project, “From Source to City: 8th Grade Watershed Explorations,” is the current iteration of our eleven years of building Environmental Education curriculum at Columbia Secondary School. We’ve been specifically working with Frost Valley YMCA camp since 2011, and our partnership with Tri-Valley School emerged in 2015 following the successful convergence of our classroom curriculum and Frost Valley watershed experience. Over the last four years (2016, 2017, 2018, 2019), we have worked in collaboration with the students and staff of Tri-Valley Secondary school to fine-tune and strengthen the culminating Mock Town Hall event. We hope that this year’s collaboration will be our strongest yet and will cement the foundation from which we can deepen, record, further develop our curriculum, and share it with other schools who similarly see the need to connect their students with the natural world. For our student participants, our objective is to build lasting understanding of the past and present of the New York City Water System and will solidify lasting understanding of the following concepts that emerge from our specific studies of the West-of-Hudson NYC Watershed Region:

- the understanding that in making future environmental decisions, it is important to explore those that have been made in the past and their intended and actual impacts;
- in addressing one community’s needs, it is important to also view the needs of other groups who will be impacted, including the environment itself;
- building an urban area’s ability to thrive necessitates responsibly accessing natural resources through careful consideration and extensive planning;
- a city’s or town’s watershed often extends far beyond the obvious hub, and protecting the watershed means taking steps on many levels to ensure that human interaction in the watershed does not have a negative impact;

The core of this project has been developed over the past eight years through our evolving partnership with Frost Valley YMCA Camp. We have evolved from a three-day eighth grade trip to Frost Valley with general Environmental Education ties to a multi-week eighth-grade interdisciplinary curricular experience that explores the West-of-Hudson New York City Watershed from environmental, historical, and social perspectives. Our program has been enhanced through partnership with the Time and the Valleys Museum and our “Watershed Town Hall Meeting,” now in collaboration with Tri-Valley School. We hope that the current grant will allow us to continue to develop and document this curriculum and further evaluate its impact in hopes of sharing it with other schools.

METHODS AND ACTIVITIES

This project involves a multi-week classroom experience for students. The program requires the collaboration of many parties to ensure curricular continuity and focus. On the school end, the program is currently led by 8th grade team leader and
Algebra teacher Laura Moore, in partnership with Robyn Wallace (Earth Science), Janine Avril (Philosophy), Eion McGuinness (US History/Philosophy), Matt Musselman (ICT ELA/SS), Joe Reilly (English Language Arts/Philosophy), Phil Hubbard (Engineering), and Marisol Manriquez-Weiner (Assistant Principal)

“From Source to City: 8th Grade Watershed Explorations” involves strategizing and planning throughout the year with an intensive focus around the month of its implementation. Through monthly Grade Level Team Meetings and additional meetings specific to this curriculum, teachers are in charge of developing the curricular components of this experience. In addition, as we work toward the trip itself, some teachers take on specific parts of the trip planning, from scheduling, to coordinating chaperones, and gear.

We work intensively with our own CSS-based team, as well as with the following partner organizations:

Frost Valley YMCA Camp (main contact: Brett Tillman) provides the setting for hands-on Outdoor Environmental Education during our four-day excursion. As we’ve developed over the past years, Frost Valley staff will tailor their Environmental Education approaches to focus around watershed studies. Thus, the Frost Valley curricular components will include extensive opportunities for students to see the Watershed close up, including explorations of the FV Model Forest and Watershed experiments with FV Outdoor Educators.

Time and the Valleys Museum (main contact: Donna Steffens) provides a valuable resource in giving students a chance to extend their historical learning through hands-on exploration of artifacts, stories, and voices involved in the building of NYC’s Water System with specific focus on the West-of-Hudson Watershed Region. Armed with questions and unknowns left from their own classroom-based reading and research, students will visit the three exhibits at the museum and learn from Time and the Valleys Educators.

Tri-Valley School (main contact: Matt Haynes) provides a collaboration to culminate their parallel learning through our “Watershed Town Hall.” This allows students from both schools to share dialogue around the building of the NYC Water System and bring the voices of significant stakeholder groups to life. In addition, this visit allows students to gain insight into life in a different setting (urban/rural, upstate/downstate) and on both ends, provides exposure that expands their understanding of social dynamics and life experience.

We feel confident that the following overview reflects a solid outline for the implementation of this project, pending availability of partner organizations schedules:

**March 2020**: Reserve dates with Frost Valley YMCA Camp for 2021 visit (trip leaders: Laura Moore & CSS 8th grade faculty team; Frost Valley YMCA Camp Educational Staff: Brett Tillman & Bob Eddings).

**April 2020**: Reflect on 2020 experience, complete post-experience survey with students and parents, and evaluate outcomes; note specific points of revision and extension for 2021 (CSS 8th grade team & students).

**June 2020**: Program trip into 2021 calendar and solidify dates

**July-August 2020**: Encourage teachers to attend Watershed Agricultural Council Professional Development opportunities and other related Professional Development.

**September 2020**: Create trip plan and begin outreach including bus companies and all partnering organizations. Conduct pre-experience surveys prior to any exposure or discussion of curriculum

**October 2020**: Hold orientation sessions for families and provide information regarding the curriculum, trip, and structure. Hand out forms to families. Hold orientation sessions in 8th grade. Review teacher curriculum outlines as a team to ensure interdisciplinary integration.

**November-December 2020**: Continued planning work - form collection, general trip itinerary, etc.

**January 2021**: Finalize trip plans and times with partners (Frost Valley, Tri-Valley Central, Time and the Valleys), ensure student access to proper gear. Detailed curriculum planning across all subjects with a focus on gathering supplemental materials such as documentaries and primary source documents.

**February-March 2021**: Curriculum kicks off the second semester in 8th grade classes. Leading in-classroom learning to prepare for Watershed trip to Time and the Valleys Museum, Frost Valley YMCA Camp, Tri-Valley School, Rondout Reservoir, and Croton Dam. Implement trip and “Watershed Town Hall Meeting”

[www.columbiasecondary.org](http://www.columbiasecondary.org) 425 West 123rd Street 5th Floor / T. 212.666.1278 / F. 212.666.3805
April 2021: Complete classroom-based reflections and post-experience surveys; gather both student and teacher feedback for evaluation purposes. Share learning through display at Columbia Secondary School Family Science Night.

May-June 2021: Finalize student survey analysis and send findings to CWC.

Audience

The primary audience served is the Columbia Secondary School Eighth Grade class. The class of 2021 cohort (currently seventh graders, class of 2025) is composed of 96 students from four districts in Upper Manhattan (D3, D4, D5, and D6 – north of 96th St to the top of Manhattan). In the current cohort, 43% of students qualify for free or reduced lunch. We expect this program will build students’ content knowledge in core disciplines while connecting them to opportunities to build empathy and understanding of Watershed-related issues (see Learning Objectives below).

EVALUATION

The evaluation plan will draw upon best practices in Environmental Education Evaluation as highlighted through MEERA and its partners. Our Learning Objectives and Programmatic Objectives (below) are paired with key evaluation questions and an evaluation approach.

Learning Objectives

a. Students will be able to articulate the various priorities and concerns of different stakeholders in the construction of NYC’s Water System. They will understand the importance of connecting past experience to current decision-making, using the building of the NYC Water System as a case study.

b. Students will be able to use claims and counterclaims to express their views in a real-world simulation. They will be able to weigh multiple sides of the argument and come to a consensus that meets the needs of as many people as possible, while recognizing that compromise is necessary.

c. Students will be able to understand the effects that urbanization can have on an overall watershed, from both social and environmental perspectives.

d. Students will be able to articulate various ways to preserve a watershed’s health, including ways individual consumers can be involved in preservation efforts.

e. Students will be able to engage in philosophical conversations about the right to water and the responsibility we have in creating access for others.

Key Evaluation Questions of Learning Objectives

a. Were students able to effectively and accurately articulate the opinions and voices of stakeholders in NYC’s Water System? How did their views change regarding the importance of understanding past experience to inform current decision making?

b. Were students able to apply the use of claims and counterclaims in their “Mock Town Hall” meeting? Were students able to come to a consensus and/or compromise with their peers at Tri-Valley?

c. Are students able to articulate the effects of urbanization on a Watershed?

d. Can students articulate the ways to preserve a watershed’s health? Are they able to synthesize their learning into meaningful steps in their own lives toward watershed health?

e. Can students the benefits and drawbacks for various stakeholders in both domestic and international water resource conflicts? Can students understand the importance of reliable access to clean water?

We will evaluate these questions through pre- and post-surveys administered to students to gain insight into students’ views. Survey measures will ask students a series of questions that enable us to answer the questions above. In addition, we will evaluate the program’s effectiveness by analyzing the outcomes of the students’ work produced in the project, including their individual stakeholder speeches, as well as the overall CSS/Tri-Valley “Mock Town Hall.” We will provide teachers and program panelists with a rubric detailing these objectives so that students’ arguments and discussions during the “Mock Town Hall” collaboration can be assessed. Finally, we will administer follow-up surveys at the end of the school year in order to see how students’ content knowledge and individual views developed in the time following the project.
Programmatic Objectives

a. Teachers will be able to integrate learning experiences related to the 8th Grade Watershed Explorations into their core curriculum before and after the Frost Valley trip experience.

b. Teachers will take part in the planning of the Frost Valley trip experience by taking on specific tasks and seeing them to completion.

c. Our curriculum and program will be sustainable and replicable.

Key Evaluation Questions of Programmatic Objectives

a. To what extent, when, and how were learning experiences related to the 8th grade Watershed Explorations integrated into each teacher’s core curriculum?

b. How well are we managing our program? To what extent did teachers take part in the planning and execution of the Frost Valley trip experience? How positive was this experience for all organizers involved? What could be done to aid in future planning and execution tasks for teachers?

c. To what extent did we document our 8th Grade Watershed Explorations curriculum and process? How can we ensure that our program is sustainable into the future?

We will evaluate the Programmatic Objectives by holding teacher focus groups, evaluating a binder of curricular materials, and administering teacher surveys. As the project unfolds, we will also evaluate through direct observation of related classes and advisory groups. We hope to implement a peer-observation model for some of this so that teachers observe and provide feedback on one another’s lessons to provide accountability without necessitating an evaluative administrative voice. We will also administer parent surveys to get feedback on the management of the program from a parent perspective. Finally, we will evaluate student growth via pre and post-surveys measuring both academic and interpersonal variables.

DOCUMENTATION AND OUTREACH

We will document the “From Source to City: 8th Grade Watershed Explorations” by archiving student work, photographing student experiences, and recording student presentations at the “Mock Town Hall.” Students will be tasked with creating an interactive presentation to share during the school’s annual Family Science Night, which is attended by students in grades 6-12, their families, and our education partners. In addition to sharing their experience, students will replicate various concepts in their studies of Watershed Health by teaching them during Family Science Day to their peers and families in attendance. We will also invite students to share their learning by submitting writing to the PTA newsletter and school newspaper. In these ways, students’ learning will be shared with our overall community of over 700 families. This is not including the impact upon the participants from our partners at Tri-Valley Central School district.
Laura Moore (8th Grade Team Leader and Mathematics). Laura Moore is the 8th grade team leader and is in her 9th year teaching math. Over the last 7 years of participating in and organizing this excursion, Laura has developed a deep appreciation for the delicious NYC tap water and often proselytizes to friends and family, sharing stories and information she learned on the trip. In the math curriculum, Laura has students make the connection between exponential population growth and the exponential decay of resource availability.

Robyn Wallace (8th Grade Earth Science). Robyn Wallace has taught in NYC for 19 years, and is currently teaching Accelerated Earth Science to the eight grade at Columbia Secondary School. In Earth Science, she leads the study of landscapes using topographic maps, and guides students in making inferences about drainage patterns and watershed from the information provided by maps. She has attended professional developments through Urban Advantage at the Bronx Botanical Gardens specifically on the health of the watershed at the Botanical Gardens, and has incorporated some of the activities from the professional development into her curriculum.

Eion McGuinness (8th Grade Social Studies). Eion McGuinness has taught 8th grade U.S. history at Columbia Secondary for the last seven years, attending the Frost Valley trip each year. He earned his bachelor’s in Politics, Philosophy, and Law (PPL) from Binghamton University, and his master’s in the teaching of Social Studies from Teachers College. In collaboration with 8th grade ELA teachers Janine Avril and Joe Reilly, he has developed curriculum for and helped facilitate the annual Mock Town Hall event over the construction of the Catskill Reservoir System. Drawing from his background in ethics, law, and NY state history, he works with the students to develop sound arguments and informed perspectives in preparation for the town hall event at Frost Valley/Tri-Valley.

Joe Reilly (8th Grade ELA/Philosophy). Joseph Reilly teaches English and Philosophy at Columbia Secondary School. This year is his fourth year teaching and his second year at Columbia Secondary School. Before teaching at Columbia Secondary School, Joseph spent two years teaching the English language in Bangkok, Thailand. This year will be Joseph’s first year attending the Frost Valley Field trip; however, he is no stranger to the outdoors. He was a Boy Scout since an early age, and even earned the rank of Life Scout, only missing the coveted Eagle Scout by one rank. Joseph has created the curriculum for Frost Valley in collaboration with Eion McGuinness, the social studies teacher at Columbia Secondary School. He looks forward to bringing his love of the outdoors to the students within the important historical context of The Catskills Reservoir System.

Janine Avril (8th Grade ELA/Philosophy). Janine Avril teaches English and Philosophy at Columbia Secondary School. She has been teaching in the city since 2001 at the City University of New York and Columbia Secondary School and is the author of *Nightlight: A Memoir*. Janine has written curriculum for the Frost Valley Trip for the past eight years. She attended the trip from 2012-2015. She enjoys immersing kids in an important historical moment.

Matt Musselman (8th Grade Humanities) has been teaching at Columbia Secondary School for the past two years. He teaches ELA and U.S. History, with a focus on reading and writing strategies for students with learning disabilities. He holds a Master's Degree in Special Education from the City College of New York as a member of the New York City Teaching Fellows program. Prior to entering the field of education, Matt enjoyed a rewarding degree as a jazz trombonist in New York City, specializing in traditional and early jazz styles. His interest in jazz history has flowed naturally into an affinity for American history in general. Matt enjoys researching and compiling source material regarding the history of the New York City water supply. Last year was Matt’s first year at Frost Valley and he is greatly looking forward to his second expedition!

Phil Hubbard (MS Engineering). Phil has been teaching at CSS for the past eleven years. He partners with the Future Cities Competition program and engages students in the engineering of urban design. This includes ample studies of how water systems work and the environmental consideration that go into city planning. Phil’s Future City Curriculum reaches all students prior to their “Source to City” experience.
Marisol Manriquez-Weiner (Assistant Principal) Marisol Manriquez-Weiner has been a teacher in Chile, Michigan and New York for 28 years. From 2010 to 2018, she worked at CSS as a Spanish teacher and organizer of cultural and community events. She then moved to DOE’s central administration, where she served as Content Area Specialist in Spanish with AP for ALL in the Office of Equity and Access. Working in this position allowed her to pursue some of her greatest passions: academic equity for students, teacher support, and Spanish language and culture. She is committed to equity and excellence, and to providing a culturally relevant pedagogy to students by embracing students’ and families’ identities and seeing diversity as a source of knowledge. She is thrilled and honored to return to serve CSS as assistant principal and support the “Source to City” curriculum.
Brett Tillman
2000 Frost Valley Road
Claryville, NY 12725
January 17, 2020

Catskill Watershed Corporation
CWC Watershed Education Grant
905 Main Street
Margaretville, NY 11455

Dear Ms. Samantha Costa and the CWC Education Grant Committee:

I am writing to enthusiastically share my support for the Columbia Secondary School’s application for funding through the CWC Watershed Education grant. CSS has been working with her students on watershed education for years and we have the chance to help provide her students with a culminating watershed experience - a visit to the source.

The Frost Valley YMCA is excited to be able to provide programming in our many areas of expertise. CSS has been visiting Frost Valley since 2011 to experience and learn in the Catskill watershed. Over the years, they have learned more about our opportunities and we started working together on a watershed experience program for the 8th graders during the winter. Without a CWC grant in 2018 the trip almost did not happen. But we decided to plan that year’s visit that year anyway to ensure we continue the great watershed experience CSS has cultivated for their students. Through added Frost Valley financial assistance and creative fundraising at the school we were able to make the trip happen and they remain extremely committed to continuing the watershed programming and education with their students.

We have worked with CSS over the years to create a program that supports, enhances and builds upon a strong foundation of watershed education occurring in school, including lessons, excursions and guest speakers that are developed across the curriculum. During the trip, they visit the Times in the Valley Museum, and CSS students participate with students from the Tri-Valley school district in a shared Town Meeting about the creation of the reservoirs. These include incredible discussions on watershed issues. Activities like this have become a strong foundation in the experience they are hoping you will help fund. I work with almost 200 different Lead Teachers each school year and Laura and Columbia Secondary are among the most committed about their curriculum and the idea of an outdoor environmental experience for their students. Together, we will craft a phenomenal program for the entire 8th grade of Columbia Secondary School.

Please consider joining us in funding Columbia Secondary School’s trip to Frost Valley in 2021. We will continue to provide much-needed financial assistance, but they will need other significant support as well. I’ve worked with Columbia Secondary over the years and I believe that they will utilize these funds to provide a program that we will be excited have supported. Feel free to contact me to discuss any of our programs that would support the school.

Build Strong!

Brett Tillman
Director of School Programs, Frost Valley YMCA
btillman@frostvalley.org (845) 985-2291 ext. 221
January 29, 2020

To Whom It May Concern:

The Time and the Valleys Museum has been working with Columbia Secondary School for over eight years, providing them with a half day educational program tailored to the needs of their students. This program is part of their trip up to the Catskills to learn about where their water comes from and the price local residents pay to provide that water. Columbia Secondary School also works in collaboration with our local Tri-Valley School District to create a mock town hall meeting with participation by Tri-Valley’s 8th grade students, the Museum and interested members of the local community.

The educational program we provide includes a visit to our permanent exhibit, Tunnels, Toil and Trouble: NYC’s Quest for Water and the Rondout-Neversink Story, modules on keeping water clean, “What is a Watershed?” and “Lost Towns”. We also provide educational materials before and after the program for their use back in school to reemphasize what they have learned. Our handicapped accessible facility is adequate for up to 100 students with a community room for activities and an area to eat lunch.

Located in a three level facility, the Time and the Valleys Museum is dedicated to preserving the history of the Rondout and Neversink watershed areas, which includes the building of New York City’s Water supply system and the towns removed because of the system. The Museum provides educational programs and hands on activities led by knowledgeable Museum educators throughout the year for school groups, youth groups and adults.

We look forward to their visit each year, and enjoy teaching their students about where NYC’s water comes from. Please let me know if you need additional information or have any questions.

Sincerely,

Donna Steffens
Director
Time and the Valleys Museum
January 15, 2020

To Whom It May Concern:

I am writing this letter in support of Columbia Secondary School’s application for the Catskill Watershed Corporation’s Education Grant. Over the past seven (or more) years I have worked closely with Columbia Secondary School, including their teachers, students, and administrators.

Eighth grade teacher team leader Laura Moore and other teachers at Columbia Secondary School bring their 8th grade students to Frost Valley (a camp that focuses on environmental education that is located near the Catskill Mountains) each year. My partnership with Columbia Secondary School started when I was lucky enough to sit as a panelist for their Mock Town Hall. This event is based on New York City’s watershed, and more specifically with the local reservoirs that are in my community. The students take the position of one of five different groups (which they completed extensive research on beforehand): New York City residents, New York City officials, local reservoir residents, local reservoir farmers, and workers wanting more rights. They then presented their points in a town hall format. To say that I was amazed by this event is an understatement. Each year the kids were well-spoken, articulate, and passionate about their “side.” It was an absolute pleasure being part of the event.

Now, for the fifth consecutive year, we have formed a partnership amongst Columbia Secondary School and my school, Tri-Valley Central School. Our 8th grade team has brought the watershed, local reservoirs, and debate topics into our curriculum. The culmination of this work is a collaborative Mock Town Hall that takes place with both schools at Tri-Valley Central School. This year’s event will take place on February 27, 2020. We couldn’t be happier about this partnership. It has been an amazing experience for both schools and the students involved.

So as you can see, I am in full support of Columbia Secondary School’s application for the Catskill Watershed Corporation’s Education Grant. If given, it will continue to support our collaboration and continue to foster the learning that takes place for 8th grade students in both schools. I encourage you to contact me with any further questions.

Sincerely,

Matthew L. Haynes
Tri-Valley Central School
English Teacher
Catskill Watershed Corporation

PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 13

NAME: Columbia Secondary School/From source to City 8th grade water explorations

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $7,500

BASIS FOR RECOMMENDATION:
It seems well integrated and goes across the academic curriculum. There is collaboration between upstate and downstate. We feel that it is a plus that students visit the Time and the Valley’s museum. It’s well planned and been successful before. The project has much support to make it successful. We suggest to have teachers attend a current professional development. We gave partial funding to cut it down from a 4 day trip to a 3 day trip.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: CORNELL COOPERATIVE EXTENSION OF
DELAWARE COUNTY

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Cornell Cooperative Extension of Delaware County for a project titled “Youth Lead School and Community Climate Action” and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Cornell Cooperative Extension of Delaware County.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $10,000

Amount Awarded $______________

Contract Number ____________

Application Number ____________

Please type all information below this line -----------------

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Cornell Cooperative Extension of Delaware County

   Attach proof of non-profit status

2. Project Title: Youth Lead School and Community Climate Action

3. Jeanne Darling (CCE Executive Director)

   Applicant Name and Title

   34570 State Hwy 10, Suite 2
   Hamden, New York 13782 Delaware

   Telephone # 607-865-6531 ccedelaware.org jmd30@cornell.edu

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

   Margareville Central School, Andes Central School, South Katonah Central School, The Wild Center and Delaware County Soil and Water Conservation District

5. Project date range October 2020 to June 2021 (to begin after Sept. 1, 2020)

   Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

   What watershed/environmental education professional learning opportunities have you attended in the past two years?

   Farm to School: (see websites below) April 2019; Seed to Spoon Zoom Roundtable December 2018; Small Youth Climate Seminar (October 2019 and May 2020); WNY Summit (May 2019); Adopted NOAA grant training June 2019.

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   [ ] NEW! "City that Drinks the Mountain Sky"
   [ ] The Rejuvenary River Circus

   Water Quality Teaching Aids
   [ ] Groundwater Contamination Kit
   [ ] Enviroscopes Models: [ ] Watershed Model [ ] Wastewater Model

   Trout in the Classroom
   [ ] Frost Valley YMCA
   [ ] The Ashokan Center
Project Title: Youth Lead School and Community Climate Action

1. Audience Information: Number of people affected: 3100+ Directly: 100 Indirectly: 3000+

- Students
- Teachers
- Others: community members

Location: WOH
EOH
Both

Grade Level/Age Range: K-12 (5-18 and older)

2. You MUST ATTACH one to four pages of project description
## CWC Watershed Education Grant Program
### Application for 2020-2021 School Year
#### Round 23

**Budget Sheet**

**Name of School/Organization:** Cornell Cooperative Extension of Delaware County

**Project Title:** Youth Lead School and Community Climate Action

<table>
<thead>
<tr>
<th>Category</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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<tr>
<td><strong>Personnel (Staff, consultants)</strong></td>
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<tr>
<td>Executive Director (2%)</td>
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<td>2500</td>
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<td>Administrative Assistant (6%)</td>
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**CWC Grant Request** (not to exceed $10,000) 10000

Consult applicant guidelines BEFORE submitting for travel funds

*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
Cornell Cooperative Extension: Youth Lead Climate Action

A. Goals and Objectives:

• Statement of problem or need: This Youth Leadership Climate Action proposal directly addresses the global issue of climate change and the need for youth to plan and carry out their youth climate summit action plans as well as educate school youth and their community about the importance of FRESH Water, water quality and conservation, careers, water supply and watershed environments in the New York City Watershed. We strive to educate and empower youth living across the watershed region to become student leaders for climate action and education through this project. Youth today are uniquely suited to raising awareness, educating others and organizing for a greater impact on climate change and water education in their schools and communities. The Catskill Youth 2020 Climate Summit will prepare youth to design and implement community action plans/water educational events as youth become community environmental stewards to protect the quality of water in their homes, communities and the world.

• What are the anticipated long-term results for the program? How do your anticipated results relate to the problem statement? Through this project we hope to nourish a dedicated group of climate action youth within each participating school. We would support these young activists as they build their peer networks, inspiring other students to join them in their efforts to promote a more sustainable school and community and complete their climate action plans and water education student/community events. The network of youth groups established through the 2019-2020 Youth Community Climate Summits will become the key organizers and hosts of future Youth Climate Summits and climate action planning/educational activities aimed at educating the community around the interdependent relationship between human society and our natural water resources and systems.

• How does your proposed program relate to FRESH Water, The NYC Water Supply System and the West-of-Hudson Watershed? We recognize water issues as being a critical component of climate change education. We plan to incorporate workshops that inform participants about the Catskills/NYC watershed system, and the specific impacts of climate change on our watershed at the 2020 youth climate summit. This may include topics such as water quality, water system health, flooding and resiliency and water rights. First-hand experience within the watershed is an important component of our approach to teach about water quality and conservation. As students across the region come together to plan our 2020 event, they may raise other water-related topics to be included on the agenda including teaching about FRESH Water and the NYC Water Supply System and West-of-Hudson Watershed. Students will develop action plans at the summit as well as develop water education events that they will plan and develop for Climate Action Plan/Water Education applications schools will submit to Cornell Cooperative Extension for funding using funds in the budget to implement their action plans and water K-12 grade school/community education events. Some schools may propose to develop a water education/climate change event in their school that they could present with students in another NYC watershed school.
The concepts presented in our watershed education 2020 summit workshops will be transferrable to any place and the people's relationship to their water system. In particular, the water needs and rights addressed are universal and relevant to any community. Additionally, engaging students in the West-of-Hudson NYC Watershed as part of student-developed climate action plans and educational water school/community events will help youth/families learn to be environmental stewards of the West-of-Hudson watershed they live and work in each day.

- How will the current proposal build upon, benefit from or differ from earlier funded project?

Cornell Cooperative Extension of Delaware County in collaboration with Manhattan Country School, Margaretville Central School, South Kortright Central School, Andes Central School, other schools in the NYC Watershed and an advisory team of students, local school teachers, agencies have requested funds in the past from the Catskill Watershed Corporation to fund four Catskill Youth Climate Summits, a Teacher Climate Institute and an energy conference. We are not requesting CWC funding this year to fund a youth climate summit; we are providing a match in the proposal this year for youth and teachers from Delaware County to attend the 2020 Catskill Youth Climate Summit.

This proposal builds on the 2020 Catskill Youth Climate Summit which is part of The Wild Center's "Convening Young Leaders for Climate Resiliency in New York State" three-year NOAA grant project to involve students in climate literacy and preparedness planning through student-driven community climate summits and community outreach activities in the Adirondacks, Catskills and New York City. Youth participating in the 2020 Catskills Youth Climate Summit will develop climate action plans and activities to teach their school peers about water quality and climate change, fresh water and the NYC Water Supply System and the West-of-Hudson Watershed. We are requesting funds in this application for student leaders and teachers attending the 2020 summit to implement their climate action plans in their schools and communities as well as host educational events on water quality and climate change in partnership with watershed schools/communities.

B. Methods and Activities:

- How will you conduct this program or project and prepare students for the project with follow up lessons? Who will be doing what, for whom, when and how?

For the proposed 2020 Catskill Youth Summit, students from Catskill region schools will take an active role in planning a summit to feature the critical role of communities and their school green teams to protect water quality and conserve water in the New York City Watershed, their communities and the world. Students will also select climate change workshop topics and participate in summit poster event related to climate that they feel are important to address locally. At least 80 junior/high school youth (8-12th grades) and 20 teachers will take part in workshops led by student leaders, community organizations, state agencies, teachers, Cornell faculty and businesses working on water quality, current community issues and climate change as successful school/community climate action plans are shared and K-12 school/community water education events are planned. As a result of this proposal, youth in each school will develop climate community action plans and applications that will fund the implementation of their action plans and school/community water education events. Catskills Youth Climate Summit is an event that will be open to schools and 7-12th grade students across the Catskills/NYC watershed. We will strive to have a solid base of schools within Delaware County participating in the project from the summit so they receive training on school action planning and start to develop their plan at the summit as well as design and learn about water topics for
the water education school/community events. At the summit and into the next school year, as student teams develop and implement their climate action plans, we expect approximately 20 teachers/advisors to be engaged and inspired. Additionally, as teams of youth climate leaders return to their schools they will be given the task of connecting with, educating and working with their peers and communities through their climate action plans and water education projects. As they do this advocacy work within their home schools, their efforts will hopefully have a rippling effect, impacting more and more people within their community. Ultimately, we hope that these actions will nourish a core group of youth climate leaders within each school that will continue to grow and strengthen over time to educate their peers and communities about water quality and to take climate action to protect their environment.

- **Name Collaborating Organizations and their role:** Potential funding partners and trainers for in-kind 2020 Catskill Youth Climate Summit support include The Wild Center, Soil and Water Conservation District, Andes Central School, Margaretville Central School, South Kortright Central School, Cornell and at least 10 interested schools. The project will align with New York State’s climate resiliency planning by utilizing technical scientific expertise and resources at the NYS Department of Environmental Conservation Office of Climate Change, NYSERDA, NOAA and Cornell University. Requested CWC funding will provide support for administrative and project leadership tasks, copies, supplies and mileage support for Cornell Cooperative Extension staff implementing and evaluating the project. Schools/youth will apply for $500-$1000 to implement their climate action plans in their school/community and provide education on FRESH Water, NYC Watershed Supply and West-of-Hudson Watershed, climate change, water quality and conservation to K-12 students/families. Youth today are uniquely suited to raising awareness, educating others and organizing for a greater impact on climate change/water education in their schools and communities. Through this project youth will design and implement climate action plans and water educational events to be community environmental stewards and protect the quality of water in their homes, communities and the world.

- **How long will it take, project schedule:**

  **Timeline:**

  **FALL 2020**

  **2020 Youth Climate Summit Advisory Committee Meeting:** This will be a teacher facilitated and student-led committee gathered around the common goal of completing plans for the 2020 Youth Climate Summit.

  **2020 Youth Climate Summit:** 100 youth and teachers from at least 12 schools will attend the summit to learn about climate change and water issues to develop climate action plans for their schools and communities as well as water educational events related to water quality, FRESH Water and the NYC Water Supply and West-of-Hudson Watershed.

  **2020 Youth Climate Leadership Summit Advisory Committee Meeting:** Schools/youth present applications for funding their climate action plans developed at the summit and their water educational events. Youth receive suggestions to improve and further develop their action plans and water events from other school youth and teachers. Schools receive letters of acceptance and funds to implement their climate action plans and water educational school/community events.

  **WINTER /SPRING 2021**

  **2019 Youth Climate Action Plans and Educational Events:** Youth implement their school and community action plans and further plan and present water educational events to their K-12 school audiences/families and possible to other schools. Youth prepare final reports, social
media, media articles to share with Cornell Cooperative Extension, The Catskill Watershed Corporation and their community; they may also develop and post videos of their school climate action stories on school and community websites.

C. Evaluation:

- **Tools that will be used to measure programs and outcomes.** The impact and effectiveness of this project will be evaluated largely through post-event and post-action plan surveys and anecdotal evidence from school action plan/water education projects. We will use forms and procedures developed at the Wild Center for school action plan applications and scoring. The students involved in the Advisory Committee and school youth teams will articulate goals for their school action plans and water education projects. As we culminate the project, we will return to these initial action plans and water educational projects to see if schools have been able to take more action and complete their climate action plans/ videos of their work in their schools and communities educating youth and their communities about water quality, water and climate change, FRESH Water and the NYC Water Supply and West-of-Hudson Watershed.

D. Documentation and Outreach:

- **Describe how you will document your program or project. How might the target audience share the outcomes of this program with their school, organization and/or community?** We will use a variety of methods to document our process and outcomes. Throughout the project, we will record the content of our advisory committee and summit follow up meeting through shared meeting minutes. Students will develop a plan for documenting and sharing the activities and outcomes of their climate action plans and summit training, including on-line reporting, using social media, media and web postings and may produce videos for web posing on school/organization websites to share the results of their climate actions and educational events with the public, organizations and communities. School and student action plans and outcomes of water education projects will be shared in the final report for Cornell Cooperative Extension, the Wild Center and The Catskill Watershed Corporation that will be made available to document use of funds and impact of the project.
January 21, 2020

Jeanne Darling, Executive Director
Cornell Cooperative Extension of Delaware County
34570 State Highway 10, Suite 2
Hamden, NY 13782

Re: Students Lead Climate Action in their Schools/Communities

Dear Jeanne,

I am happy to offer a letter of agreement as part of your application to the Catskill Watershed Corporation to support implementing climate change youth action plans in schools located in the New York City Watershed as they learn and implement projects and actions related to water quality and sustainable environments.

A number of teachers in our school have addressed these issues in their curricula, middle school and high school levels, and are interested in involving students in learning more about climate change and its impact on local communities and how they can mitigate climate change's impact on water quality, flooding and related community impacts. As a result of participating in Climate Youth Summits teachers would be delighted to participate, along with students, in developing climate action plans/Implementing plans for their schools and/or communities and helping students design and offer water education to K-12 students/families on fresh water, the NYC water supply and the West-of-Hudson watershed.

We would support students and teacher advisors in attending the Youth Summit on climate change so they can bring back to their classrooms and our school preventive strategies to protect the environment and water quality, especially flood mitigation, as well as successful community/school climate change projects. Students can, in turn, provide leadership for school/community climate change action plans/water education events which this application would help support and fund.
January 21, 2020

Jeanne Darling, Executive Director
Cornell Cooperative Extension of Delaware County
34570 State Highway 10, Suite 2
Hamden, NY 13782

Re: Students Lead Climate Action in their Schools/Communities

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We would support students and teacher advisors in attending the Youth Summit on climate change so they can bring back to their classrooms and our school preventive strategies to protect the environment and water quality, especially flood mitigation, as well as successful community/school climate change projects. Students can, in turn, provide leadership for school/community climate change action plans/water education events which this application would help support and fund.

We look forward to helping you in any way we can to make it possible for students to continue to attend youth summits/learning opportunities and then help fund youth to take climate action and offer water education events for the school/community. If you can provide in-kind support or provide funding for students or staff to attend one or two climate summits, please let me know.

We believe teacher/student training as well as funding support for youth to complete a school/community climate action plan and water education events will help youth, educators and communities learn about and begin to take action to protect water quality in the Catskills.

Sincerely,

Robert L. Chakar, Jr.
Superintendent
We look forward to helping you in any way we can to make it possible for students to continue to attend youth summits/learning opportunities and then help fund youth to take climate action and offer water education events for the school/community. If you can provide in-kind support or provide funding for students or staff to attend one or two climate summits, please let me know.

We believe teacher/student training as well as funding support for youth to complete a school/community climate action plan and water education events will help youth, educators and communities learn about and begin to take action to protect water quality in the Catskills.

Sincerely,

Dr. Krislynn Dengler  
Superintendent of Schools
January 22, 2020

Jeanne Darling, Executive Director
Cornell Cooperative Extension of Delaware County
34570 State Highway 10, Suite 2
Hamden, NY 13782

Re: Students Lead Climate Action in their Schools/Communities

Dear Jeanne,

I am happy to offer a letter of agreement as part of your application to the Catskill Watershed Corporation to support youth action plans in schools located in the New York City Watershed as they learn and implement projects and actions related to water quality and climate change.

A number of teachers in our school have addressed these issues in their curricula, middle school and high school levels, and are interested in involving students in learning more about climate change and its impact on local communities and how they can mitigate climate change’s impact on water quality, flooding and related community impacts. As a result of participating in Youth Climate Summits teachers would be delighted to participate, along with students, in developing climate action plans/Implementing plans for their schools and/or communities and helping students design and offer water education to K-12 students/families on fresh water, the NYC water supply and the West-of-Hudson watershed.

We would support students and teacher advisors in attending the Youth Climate Summit so they can learn strategies to protect the environment and water quality, especially flood mitigation, as well as successful community/school climate change projects. Students can also provide leadership for climate change action plans/water education events which this application would help support and fund.

We look forward to helping you in any way we can to make it possible for students to continue to attend youth summits/learning opportunities and then help fund youth to take climate action and offer water education events for the school/community.

We believe teacher/student training as well as funding support for youth to complete a school/community climate action plan and water education events will help youth, educators and communities learn about and begin to take action to protect water quality in the Catskills.

Sincerely,
Erin Griffin
January 22, 2020

Jeanne Darling, Executive Director
Cornell Cooperative Extension of Delaware County
34570 State Highway 10, Suite 2
Hamden, NY 13782

Re: Students Lead Climate Action in their Schools & Communities

Dear Jeanne,

I am happy to offer a letter of agreement as part of your application to the Catskill Watershed Corporation to support implementing climate change youth action plans in schools located in the New York City Watershed as they learn and implement projects and actions related to water quality and sustainable environments.

The Delaware County Soil and Water Conservation District (DCSWCD) believes that student interest and involvement in the topic of climate change and its impact on local communities and how they can mitigate climate change’s impact on water quality, flooding, and related community impacts are critical to the health and condition of our local environment and region as a whole.

We support efforts in educating students and teachers alike and know that, by attending the Youth Summit on climate change, they can bring back to their schools and communities preventive strategies to help protect their communities, the environment, and water quality. In turn, students will be able to provide leadership for their schools and communities in the form of climate change action plans, which this application would help support and fund.

The Delaware County Soil and Water Conservation District is happy to be able to match an amount not to exceed $5,708 for Delaware County students and teachers to attend the 2020 Catskills Youth Summit and other youth summits (i.e. Adirondack Youth Summit) in New York State.

DCSWCD looks forward to helping you in any way we can to make it possible for students to continue to attend and learn from these Youth Summits. We believe that student training as well as funding support for youth to attend Climate Summits and complete a community-based climate action plan will help youth, educators and communities learn about and begin to take action to protect water quality in the Catskills.

Sincerely,

M. Graydon Dutcher
Stream Program Coordinator
January 14, 2020

Jeanne Darling, Executive Director  
Cornell Cooperative Extension of Delaware County  
34570 State Highway 10, Suite 2  
Hamden, NY 13782

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Dear Jeanne,

I am happy to offer a letter of agreement as part of your application to the Catskill Watershed Corporation to support implementing climate change youth action plans in the schools located in the New York City Watershed as they learn and implement projects and actions related to water quality and sustainable environments.

A number of teachers in our school have addressed these issues in their curricula, middle school and high school levels, and are interested in involving students in learning more about climate change and its impact on local communities and how they can mitigate climate change's impact on water quality, flooding and related community impacts. As a result of participating in Climate Youth Summits teachers would be delighted to participate, along with students, in developing climate action plans/implementing plans for their schools and/or communities.

We would support students and teacher advisors in attending the Youth Summit on climate change so they can bring back to their classrooms and our school preventive strategies to protect the environment and water quality, especially flood mitigation, as well as successful community/school climate change projects. Students can in turn provide leadership for school/community climate change action plans which this application would help support and fund.

We look forward to helping you in any way we can to make it possible for students to continue to attend youth summits/learning opportunities and then help fund youth to take climate action. If you can provide in-kind support or provide funding for students or staff to attend one or two climate summits, please let me know.

We believe teacher/student training as well as funding support for youth to complete a school/community climate action plan will help youth, educators and communities learn about and begin to take action to protect water quality in the Catskills.

Sincerely,

Robert L. Chakar, Jr., Ed. D.,
Superintendent of Schools
DATE:

TO:

FROM: Jeanne M. Darling

Re: Taxpayer Identification No. 16-6072878

Cooperative Extension Assoc in the State of New York
Cornell Cooperative Extension Association of Delaware County
34570 State Highway 10 Suite 2
Hamden, NY 13782

To whom it may concern:

Attached, please find the following information:

Copy of letter for the IRS confirming the New York Extension system’s exempt tax status
Copy of most recent response to the IRS, furnishing current information about each subordinate unit under the general supervision or control of the “parent” organization which is Cooperative Extension Assoc in the State of New York, 379 Roberts Hall, Cornell University, Ithaca NY 14853.
Copy of New York State County Law 224.

Based on an IRS revenue ruling, exempt organizations that are closely affiliated with governmental agencies (referenced taxpayer ID is classified as an unincorporated subordinate governmental agency under New York State County Law 224 and is currently exempt from federal income tax under section 501 (c) (3) of the Code.

Please note that the taxpayer identification number referenced in the letter is for our “parent” organization which is Cooperative Extension Assoc in the State of New York, Cooperative Extension Administration at Cornell University in Ithaca NY. All of the New York State Extension Associations are included under the Group Exemption Number (0645) and each association, as a subordinate unit of the “parent” organization has been given a separate Federal Tax Identification number.

Please contact me directly if you have any questions.
August 1, 2011

Cooperative Extension Association in the State of New York, Delaware County
Also Known As
Cornell Cooperative Extension Association of Delaware County
P.O. Box 184
Hamden, NY 13882

Cooperative Extension Association in the State of New York
379 Robert Hall, Cornell University
Ithaca, NY 14853

Affirmation of Exempt Status under a Group Exemption
Parent Organization TIN: 16-1159507
Group Exemption Number: GEN 0045
Subordinate Organization TIN: 16-6072878

Dear Ladies and Gentlemen:

Cooperative Extension Association in the State of New York is currently exempt from federal income tax as an organization described in section 501(c)(3) of the Internal Revenue Code. This is based upon a determination letter issued in 1943 to our organization by the Internal Revenue Service.

Cooperative Extension Association in the State of New York holds group exemption, GEN 0045. We provide the IRS an annual list of subordinate organizations covered by this group exemption. The IRS recognizes these subordinates as exempt organizations under section 501(c)(3) of the Code.

We affirm that,

Cooperative Extension Association in the State of New York
Delaware County
Also known as
Cornell Cooperative Extension Association of Delaware County
TIN: 16-6072878

a single and the same organization, is presently exempt from federal income tax as a subordinate organization under group exemption 0045.

Please refer to IRS Publication 4573, Group Exemptions, for the IRS's explanation of 'how to verify that an organization is included as a subordinate in a group exemption ruling.' If you have any questions, please call me at the telephone number shown in the heading of this letter.

I declare that I have examined this letter and, to the best of my knowledge and belief, it is true, correct, and complete.
Dear Taxpayer:

This is in response to your June 24, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in November 1943.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.
COOPERATIVE EXTENSION ASSOC IN THE STATE OF NEW YORK
% COMPLIANCE MANAGER
379 ROBERTS HALL CORNELL UNIVERSITY
ITHACA NY 14853

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Richard McKee, Department Manager
Accounts Management Operations
Dear Taxpayer:

This is in response to your June 24, 2013, request for information about your tax-exempt status.

Our records indicate that you were issued a determination letter in November 1943, and that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Based on the information supplied, we recognized the subordinates named on the list you submitted as exempt from Federal income tax under section 501(c)(3) of the Code.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106 and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Richard McKee, Department Manager
Accounts Management Operations
November 2, 2015

Cooperative Extension Assoc in the State of New York
365 Roberts Hall, Cornell University
Ithaca, NY 14853

Dear Ladies and Gentlemen:

Please see attached list for changes to subordinates units covered under our group exemption number.

Should you have any questions call me direct at 607-254-8012

Sincerely,

Edward Dwyer
Compliance Review Manager
Cooperative Extension Assoc in the State of New York
Direct telephone: 607-254-8012
Fax: 607-255-0788.
Email: eddy@email.com
4. If there are no changes to the enclosed list, sign the Declaration at the bottom of this notice and return it to us.

What Happens If You Don't Provide This Information?

If you do not submit the information required, your group exemption letter will be terminated. Your subordinates will have to file annual income tax returns. To reactivate the ruling, you will have to submit a new application for recognition of tax-exempt status for the group and pay the applicable user fee.

How Can You Get Forms, Instructions and Publications?

Forms, instructions and publications are available on our website at www.irs.gov or by calling the IRS Forms Distribution Center at 1-800-TAX-FORM (1-800-829-3676) (toll-free). Publication 557, Tax-Exempt Status for Your Organization, will assist you with tax-exempt organization questions. For more information about group exemption rulings and procedures, see the Publication 4573, Group Exemptions.

Where Should You Send the Information?

Mall your updated listing or signed Declaration (see the bottom of this page) to:

Department of Treasury
Internal Revenue Service
Ogden, UT 84201-0023

When is Your Response Due?

The IRS must receive the updated information or signed Declaration 90 days before the end of your annual accounting period. Failure to reply could result in the loss of your group exemption letter.

How can you get help?

If you have any questions about this notice, write us at the address shown above, or call us at 801-620-6019. If the number is outside your local calling area, you will incur a long-distance charge.
Why Are You Getting This Notice?

As a holder of a group exemption letter, you are required to annually provide us with current information about each subordinate unit included under your ruling. This information will help us update our records.

What Do You Need To Do?

1. Review and make needed changes directly on the enclosed list of your subordinates to the:
   - Employer Identification number (EIN)
   - Name
   - Chapter name or local number
   - Address (including state and ZIP Code)

2. Add new subordinates. For each subordinate added, include the information listed in #1, above. If a subordinate does not have an EIN, apply for one online, by telephone, fax, or by mail.
   - Online - Go to the IRS website at www.irs.gov/businesses and click on "Employer ID Numbers,"
   - Telephone - Call the IRS at 1-800-829-4938,
   - Fax - Fax the IRS at 801-620-3253, or
   - Mail - Complete Form SS-4 and mail it to the service center address for your state. See Form SS-4 Instructions for more information.

3. Delete subordinates no longer included in the group exemption letter. If you delete subordinates, mark them on the listing as deleted and notify the deleted subordinates that they may be required to file federal tax returns and reports because they are no longer covered by a group exemption ruling.
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<th>City</th>
<th>County</th>
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Group Exemptions
Tax Exempt and Government Entities Division

What is a group exemption letter?

The IRS sometimes recognizes a group of organizations as tax-exempt if they are affiliated with a central organization. This avoids the need for each of the organizations to apply for exemption individually. A group exemption letter has the same effect as an individual exemption letter except that it applies to more than one organization.

Example: X is a national, fraternal organization exempt under Internal Revenue Code ("IRC") section 501(c)(6). X has several state and hundreds of local chapters that have nearly identical articles of incorporation, by-laws, purposes, and activities. As the national organization, X is considered the central organization; the state and local chapters are subordinate organizations and are covered under X's group exemption.

What is the reason for group exemptions?

Group exemptions are an administrative convenience for both the IRS and organizations with many affiliated organizations. Subordinates in a group exemption do not have to file, and the IRS does not have to process, separate applications for exemption. Consequently, subordinates do not receive individual exemption letters.

What types of organizations can qualify for group exemptions?

Exempt organizations that have or plan to have related organizations that are very similar to each other may apply for a group exemption.

What criteria must organizations meet to be included in a group exemption?

To qualify for a group exemption, the central organization and its subordinates must have a defined relationship. Subordinates must be:

- Affiliated with the central organization;
- Subject to the central organization's general supervision or control; and
- Exempt under the same paragraph of IRC 501(c), though not necessarily the paragraph under which the central organization is exempt.


Must the central organization be recognized by the IRS as tax-exempt before the organization can obtain a group exemption?

No. A central organization may submit its request for a group exemption at the same time it submits its exemption application on Form 1023 or Form 1024. Although churches are not required to apply for recognition of their own status in order to be tax-exempt, under the procedures for group rulings, a church
must request recognition of its own exempt status in order to be the central organization in a group ruling.

Are there any special rules for churches?

With limited exceptions, churches are subject to the same general requirements relating to group rulings as other organizations. However, churches are not required to file annual updates notifying the IRS of changes in the composition of the group.

Where does a central organization apply for exemption and submit a request for a group exemption?

A central organization sends its application for exemption, the request for a group exemption, and the required user fee, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

Or, if using express mail or a delivery service, to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

What must a request for a group exemption contain?

The central organization submits a letter to the IRS on behalf of itself and its subordinates. The letter includes:

a. Information verifying the existence of the required relationship;

b. A sample copy of a uniform governing instrument (such as a charter, trust indenture, articles of association, etc.) adopted by the subordinates;

c. A detailed description of the purposes and activities of the subordinates, including the sources of receipts and the nature of expenditures;

d. An affirmation by a principal officer that, to the best of the officer's knowledge, the purposes and activities of the subordinates are as set forth in (b) and (c) above;

e. A statement that each subordinate to be included in the group exemption letter has furnished written authorization to the central organization;

f. A list of subordinates to be included in the group exemption letter to which the IRS has issued an outstanding ruling or determination letter relating to exemption;

g. If the application for a group exemption letter involves IRC 501(c)(3), an affirmation to the effect that, to the best of the officer's knowledge and belief, no subordinate to be included in the group exemption letter is a private foundation as defined in IRC 509(a);

h. For each subordinate that is a school claiming exemption under IRC 501(c)(3), the information required by Rev. Proc. 75-60, 1975-2 C.B. 834 and Rev. Rul. 71-447, 1971-2 C.B. 230; and

i. A list of the names, mailing addresses (including zip code), actual addresses (if different), and employer identification numbers of subordinates to be included in the group exemption letter. A current directory of subordinates may be furnished in lieu of the list if it includes the required information and if the subordinates not to be included in the group exemption letter are identified.

How does the group exemption process work?

Upon receipt of an application Form 1023 or 1024 and a request for group exemption, the IRS first determines whether the central organization and the existing subordinates qualify for tax exemption. Once the IRS grants the exemption, the central organization is responsible for: (1) ensuring that its current subordinates continue to qualify to be exempt; (2) verifying that any new subordinates are exempt; and (3) updating the IRS on an annual basis of new subordinates, subordinates no longer to be included, and subordinates that have changed their names or addresses.

What is included in an annual update?

Annual updates must contain the following information:

a. Information about changes in purposes, character, or method of operation of subordinates included in the group exemption letter.

b. Lists of:

1. Subordinates that have changed their names or addresses during the year;

2. Subordinates no longer to be included in the group exemption letter because they have ceased to exist, disaffiliated, or withdrawn their authorization to the central organization; and

3. Subordinates to be added to the group exemption letter because they are newly organized or affiliated or have newly authorized the central organization to include them.

Each list must show the names, mailing address (including zip codes), actual address if different, and employer identification numbers of the affected subordinates.

An annotated directory of subordinates will not be accepted for this purpose. If none of these changes occurred, the central organization must submit a statement to that effect.

c. The same information about new subordinates that was required in the initial request. If a new subordinate does not differ in any material respects from the subordinates included in the original request, however, a statement to this effect may be submitted in lieu of detailed information.

Where does a central organization submit an annual update?

Annual updates go to the Ogden Service Center, Mail Stop 8271, Ogden, UT 84404-4748. Six months before the update is due, the IRS sends the central organization a list of currently listed subordinates, sometimes called List of Parent and Subsidiary Accounts.

What are the filing requirements for organizations that hold group exemptions?

A group exemption letter does not change the filing requirements for exempt organizations. The central organization and the subordinates must file Forms 990 (or 990-EZ), unless they meet a filing exception. If it is required to file an annual return, the central organization must file its own separate return but may also file a group return on behalf of some or all of its subordinates. If the central organization files on behalf of some of its subordinates, rather than all, it must attach a list of the subordinates included in the return.
How do I verify that an organization is included as a subordinate in a group exemption ruling?

The central organization that holds a group exemption (rather than the IRS) determines which organizations are included as subordinates under its group exemption ruling. Therefore, you can verify that an organization is a subordinate under a group exemption ruling by consulting the official subordinate listing approved by the central organization or by contacting the central organization directly. You may use either method to verify that an organization is a subordinate under a group exemption ruling.

Where can an organization get additional information?

You can get more information about group exemptions and the group ruling process from the IRS Exempt Organizations Division:

EO Website (www.irs.gov/eo)

Publication 557, Tax-Exempt Status for Your Organization.

EO Customer Account Services

You may direct questions about group exemptions to the IRS Tax Exempt and Government Entities Customer Account Services at (877) 829-6500 (toll-free number).

If you prefer to write, you may write us at:

Internal Revenue Service
Exempt Organizations Determinations
P.O. Box 2508
Cincinnati, OH 45201

How do donors verify that contributions are deductible under section 170 with respect to a subordinate organization in a section 501(c)(3) group exemption ruling?

Donors should consult IRS Publication 78, Cumulative List of Organizations described in Section 170(c) of the Internal Revenue Code of 1986, or obtain a copy of the group exemption letter from the central organization. The central organization's listing in Publication 78 will indicate that contributions to its subordinate organizations covered by the group exemption ruling are also deductible, even though most subordinate organizations are not separately listed in Publication 78 or on the EO Business Master File. Donors should then verify with the central organization, by either of the methods indicated above, whether the particular subordinate is included in the central organization's group ruling. The subordinate organization need not itself be listed in Publication 78 or on the EO Business Master File. Donors may rely upon central organization verification with respect to deductibility of contributions to subordinates covered in a section 501(c)(3) group exemption ruling.
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 5

NAME: Cornell Cooperative Extension of Delaware County

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
We thought this was a strong proposal with a thorough program description. We especially liked the idea of program expansion to encourage youth action projects in their community as a follow-up to student participation in the annual climate summit. We encourage them to consider how these action plans will be supported after the summit (project timelines for teams, check-ins with teams, etc.). While the WOH Watershed connection is very strong, we encourage them to also emphasize the NYC water supply system connection, potentially through collaboration with DEP presenters to learn more about the system and important watershed connections, and also more about potential career opportunities.
Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
TAB 23
June 2, 2020

RESOLUTION NO.
PUBLIC EDUCATION GRANT: EAST VILLAGE COMMUNITY SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to East Village Community School for a project titled “5th grade Watershed Community Engagement Project”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to East Village Community School.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $10,000

Amount Awarded $____________

Contract Number ____________

Application Number ____________

-----------------------------Please type all information below this line -----------------------------

1. This project is for [✓] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: East Village Community School (EVCS)

Attach proof of non-profit status

2. Project Title: EVCS 5th Grade Watershed Community Engagement Project

3. Katie Nammacher, EVCS Parent & Jenna Borden, 5th Grade Teacher

Applicant Name and Title

610 East 12th Street

Street Address/PO Box of School/Organization

New York NY 10009 Manhattan

City State Zip County/Borough

212-982-0682 evcsny.org knammacher@gmail.com

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range: March-May 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [✓] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

The EVCS team has not participated in any watershed specific professional learning in the past two years.

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"

NEW! "City that Drinks the Mountain Sky"

The Rejuvenary River Circus

Water Quality Teaching Aids

Groundwater Contamination Kit: [ ] Fruitvale

Enviroscope Models: [ ] Watershed Model [ ] Wastewater Model

[ ] Trout in the Classroom

✓ Frost Valley YMCA

[ ] The Ashokan Center
CWC watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

PROJECT DESCRIPTION PAGE

CWC Staff Personnel ONLY

Amount Requested $10,000
Amount Awarded $____________

Contract Number
Application Number 18

School/Organization: East Village Community School (EVCS)

Project Title: EVCS 5th Grade Watershed Community Engagement Project

1. Audience Information: Number of people affected: 300
   Directly: 58
   Indirectly: 242

Audience

☐ Students
☐ Teachers
☐ Others: Parent Community at EVCS

Location

☐ WOH
☐ EOH
☐ Both

Grade Level/Age Range:
5th Grade for Frost Valley but PreK-5 for rest

2. You MUST ATTACH one to four pages of project description
CWC Watershed Education Grant Program  
Application for 2020-2021 School Year  
Round 23

**BUDGET SHEET**

Name of School/Organization: East Village Community School (EVCS)

Project Title: EVCS 5th Grade Watershed Community Engagement Project

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<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
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<tr>
<td>School/organization staff</td>
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<tr>
<td>Consultants/outside presenters</td>
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<tr>
<td>Fringe benefits (max. 25% of Salary)</td>
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<td>8000</td>
<td>8000</td>
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| EQUIPMENT/SUPPLIES (list) | | | |
| Student Created Pamphlet Printing | | 50 | 50 |
| **Sub-Total Equipment/Supplies** | | 50 | 50 |

| SERVICES (Technical, Artistic, Venue Rental) | | | |
| **Sub-Total Services** | | 0 | 0 |

| COMMUNICATIONS | | | |
| Flyers/Mailings | | 0 | 0 |
| Promotion/Advertising | | 0 | 0 |
| Web/Social Media | | 0 | 0 |
| Other (specify) | | 0 | 0 |
| **Sub-Total Communications** | | 0 | 0 |

| TRAVEL (estimated)* | | | |
| Mileage at $0.58 per mile | | 0 | 0 |
| Public Transportation | | 0 | 0 |
| Bus/Van Rental | | 2700 | 2700 |
| **Sub-Total Travel** | | 2700 | 2700 |

| SPECIAL OPTION(S) ** MAX 2 | | | |
| Frost Valley YMCA (48 students & 8 staff/volunteer chaperons @ $215pp) | | 10000 | 2470 |
| **Sub-Total Special Option(s)** | | 12470 | 0 |

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<td>8050</td>
<td>23220</td>
</tr>
</tbody>
</table>

CWC GRANT REQUEST (not to exceed $10,000) 10000

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

**SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org**
EVCS 5th Grade Watershed Community Engagement Project

Project Need
Water scarcity currently affects about one-fifth of the world’s population, and the number of people facing water shortages is growing. Despite the major problem that water scarcity presents, many students lack knowledge of water distribution, the natural factors that determine water availability, and how people impact water supplies. East Village Community School (EVCS), a diverse public PreK to 5th grade school, has continued over the years to bring concepts around water sources and NYC watershed access to 5th graders by going to Frost Valley, but that learning has stayed in the hands of 5th grade. Previous 5th grade classes have continued to ask tough questions about our environment and how they as young advocates can do more. Through this project, this next cohort of 5th graders would be able to take the experiential learning at the watershed’s source through a Frost Valley multi-day trip and bring it back to the school community through an engagement project.

Project Objectives
By the end of the project, 5th grade student participants will

- Have an increased understanding of:
  - Key terms: hydrosphere, atmosphere, biosphere and watershed
  - How water is distributed in earth systems
  - The source of NYC’s water

- Educate the school community on the watershed through creating and distributing pamphlets and making presentations

Project Methods & Activities
At EVCS, we utilize the Amplify Curriculum for our earth system science study. Students are provided the opportunity to learn through inquiry-based activities and lessons. Students are exposed to content that provides them the opportunity to explore a blend of physical science, earth science and life science.

In the role of water resource engineers, students investigate what makes East Ferris, a city on one side of the fictional Ferris Island, prone to water shortages while a city on the other side is not. Investigating what determines how much water is available for human use leads students to explore how parts of the Earth system interact. Students use books, hands-on investigations, and The Earth System Simulation and Modeling Tool to figure out how water is distributed within
the hydrosphere, how water moves between the hydrosphere and the atmosphere to cause rain, how the geosphere can interact with the hydrosphere and atmosphere to create patterns of rain, and how life forms in the biosphere depend on the hydrosphere. Students use their understanding of how parts of the Earth system interact to explain why one side of Ferris Island is experiencing a water shortage. Students also design freshwater collection systems as a possible solution for East Ferris's water shortage problem, and iterate on their designs throughout the unit. They then learn about another solution: treating wastewater to turn it into clean freshwater. Students discover that, in chemical reactions, substances are mixed and at least one new substance with different properties is formed. They apply this idea to explain how wastewater treatment can remove harmful substances from the city's water and make it safe to reuse.

Tied into this unit, students will research the NYC water supply system, including the West-of-Hudson Watershed. Bringing these urban lower east side and east village students to the sources of their city water through a two night/three day trip to Frost Valley and the Neversink Reservoir will truly bring these classroom lessons to life, for not only deeper understanding, but also for great impact for each child, to help develop a generation of environment advocates. We will utilize the idea of a watershed; its purpose, and how it affects nearby lands- specifically New York City. It is difficult for many students to fully understand the relationship between an ecosystem in a body of water, and how it can affect, or be affected by, the ecosystem of the surrounding land. As students gain experience with living and nonliving environmental factors, they are better able to grapple with concepts of range of tolerance for species and optimum conditions for survival of populations. This tour will provide students with the opportunity to observe how organisms respond to environmental conditions and how they change their environment. Lastly, we will discuss the purpose of a watershed. Students will be exploring essential questions: As a resident of New York City, where does our drinking water come from? How is it treated? Why is it treated? How do watersheds affect these processes?

EVCS has been taking 5th graders to Frost Valley to bring this learning to life over the past years, however, new this year will be to have a broader school impact. Students have many questions and also want to be able to make a difference in the environment moving forward. This ties directly into the EVCS Core Values: Kindness, Social Action, Joy of Learning, Inclusion, and Self-Awareness. In fact, groups from the previous year seemed either unconvinced that the reservoir could be used recreationally or concerned that their drinking
water was no longer as clean as they’d previously thought. If these kids had these questions, we knew others in the school would too. This demonstrated an opportunity to do more for the community as a whole and the need for a community engagement project. So for this new project, once back from the trip, the 5th graders will utilize the experiential learning from Frost Valley, classroom concepts, and their own additional research to create pamphlets educating the public about where New York City gets its water and encouraging habits that help conserve water. They will be able to address the outstanding questions they still have after the trip and make convincing arguments to their peers as to why they should learn more or get involved. The pamphlets will be shared within the school via student presentations to different classes and grades, as well as to the broader parent community via e-blasts and social media postings.

**Project Evaluation**

The project will be evaluated to assess progress toward both process and outcome objectives. The following chart shows each objective and methods for assessment.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Metrics</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th grade students will educate the school community on the watershed through creating and distributing pamphlets and making presentations</td>
<td># of pamphlets created</td>
<td>Teachers will track the numbers of pamphlets and presentations, and will document the learning, creation and presentation process through photos. Copies of the pamphlets will be included in any final reporting.</td>
</tr>
<tr>
<td># of pamphlets distributed</td>
<td># of presentations</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th grade students will have an increased understanding of: 1) Key terms: hydrosphere, atmosphere, biosphere and watershed 2) How water is distributed in earth systems 3) The source of NYC’s water</td>
<td>Target goal of 90% of students to improved from baseline to post assessment</td>
<td>Teachers will assess student knowledge via: A) Baseline (pre trip) assessment of knowledge of all 3 key outcome concepts B) Post trip assessment of all 3 key outcome concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods of assessment will include written quizzes, technology tools using a handheld electronic device during a slide presentation (such as</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final evaluation reporting will include reports of the above methods, but also a qualitative assessment by the teachers of the students ongoing work through the module, trip, and community engagement project, in the form of a written narrative.

**Documentation & Outreach**

Teachers will be documenting the learning process throughout the project by taking photos and video of both in classroom and in nature engagement, as well as collecting artifacts from the project, such as student quizzes, essays, draft and final pamphlets and presentations.

Students will have an opportunity to share their experience and educate the 5th grade parents during a class family share at the end of the project, as well as presentations to other grades Pre K to 4, to share the pamphlets and help the younger students learn where their water comes from. The pamphlets will also be shared in the weekly school eblast and on the schools social media. This year the current 5th grade started a school podcast and the 4th grade has started a school newspaper, both of which will be great means to spread the word as well.
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 18

NAME: East Village Community Middle School – 5th grade watershed community engagement project

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
Pros – Very clear learning objectives, really like the community engagement project to be completed after trip that will engage families and students in younger grades.

Suggestions – teachers should participate in some watershed themed professional development offered by NYC-DEP, the Watershed Agricultural Council or other organizations.

Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
TAB 24
RESOLUTION NO.
PUBLIC EDUCATION GRANT: EDIBLE SCHOOLYARD NYC

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Six Thousand Eight Hundred Dollars ($6,800.00) to Edible Schoolyard NYC for a project titled “A Water Study, from Harlem to Ashokan and Back again”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Six Thousand Eight Hundred Dollars ($6,800.00) to Edible Schoolyard NYC.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
### Application for 2020-2021 School Year
**Round 23**

#### COVER PAGE

**CWC Staff Personnel ONLY**

<table>
<thead>
<tr>
<th>Amount Requested $</th>
<th>Contract Number</th>
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</thead>
<tbody>
<tr>
<td>9,381.50</td>
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<table>
<thead>
<tr>
<th>Amount Awarded $</th>
<th>Application Number</th>
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<tbody>
<tr>
<td></td>
<td>32</td>
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</tbody>
</table>

---

Please type all information below this line

1. This project is for **☑ Pre-K-12 Student/Teacher audience (school programs)**
   **☐ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)**

   **School/Organization:** Edible Schoolyard New York City

   **Attach proof of non-profit status**

2. **Project Title:** A Water Study, From Harlem to Ashokan and Back Again

3. **Josephine Quiccho, Teacher**

   **Applicant Name and Title**

   160 E 120th St

   **Street Address/PO Box of School/Organization**

   New York City, NY 10035 Manhattan

   347.565.0100

   [www.edibleschoolyardnyc.org](http://www.edibleschoolyardnyc.org)  jq@esynyc.org

   **Telephone# Website Email**

4. **Name(s) of collaborating organization(s), if any (attach letters of agreement)**

   PS/MS 007 Samuel Stern

5. **Project date range:** Sep 2020 - Jun 2021 **(to begin after Sept. 1, 2020)**

   **Have you applied for/received a CWC Education Grant in the past?**
   **☐ Yes ☑ No**

   **What watershed/environmental education professional learning opportunities have you attended in the past two years?**
   DEP Watershed Forestry Bus Tour, Culturally Responsive Gardening and Community Building

6. **Are you requesting funds for one or more Special Option(s)?** If so, select from list below (max 2):

   **See description/prices at the end of the Information and Guidelines**

   - Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   - NEW! "City that Drinks the Mountain Sky"
   - The Rejuvenary River Circus
   - Water Quality Teaching Aids
   - Groundwater Contamination Kit: ☑ Fruitvale
   - Enviroscape Models: ☑ Watershed Model ☑ Wastewater Model
   - Trout in the Classroom
   - Frost Valley YMCA
   - ☑ The Ashokan Center
CWC Staff Personnel ONLY

Amount Requested $9,381.50
Amount Awarded $7,323

School/Organization: Edible Schoolyard New York City
Project Title: A Water Study, From Harlem to Ashokan and Back Again

1. Audience Information: Number of people affected: 50 Directly: 50 Indirectly: 100

Audience
- [ ] Students
- [ ] Teachers
- [x] Others: family and community members of our students

Location
- [x] WOH
- [ ] EOH
- [ ] Both

Grade Level/Age Range:
- 8th Grade

2. You **MUST ATTACH** one to four pages of project description
## BUDGET SHEET

<table>
<thead>
<tr>
<th>Category</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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<td>School/organization staff</td>
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<td>Consultants/outside presenters</td>
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<tr>
<td>Fringe benefits (max. 25% of Salary)</td>
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<td>pond ecology water and pH test kits</td>
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<td>860</td>
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<td>sewer in a suitcase</td>
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<td>materials for watershed models and final projects</td>
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<tr>
<td>SERVICES (Technical, Artistic, Venue Rental)</td>
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<tr>
<td><strong>Sub-Total Services</strong></td>
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<td>COMMUNICATIONS</td>
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<td>Flyers/Mailings</td>
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<td>Promotion/Advertising</td>
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<td>Web/Social Media</td>
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<td>Other (specify)</td>
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<td><strong>Sub-Total Communications</strong></td>
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<td>TRAVEL (estimated)*</td>
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<td>0</td>
<td>3610</td>
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<td>SPECIAL OPTION(S)** MAX 2</td>
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<td>Ashokan Center</td>
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<td>1020</td>
<td>1020</td>
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<tr>
<td><strong>Sub-Total Special Option(s)</strong></td>
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<td>0</td>
<td>0</td>
<td>1020</td>
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<td>TOTAL PROJECT COST</td>
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<td>9381.50</td>
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</table>

**CWC GRANT REQUEST (not to exceed $10,000)**: 9381.50

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.
EDIBLE SCHOOLYARD NEW YORK

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

[Signature]

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC
February 7, 2020

To Whom It May Concern,

I am writing to express my support for Edible Schoolyard NYC (ESYNYC). For the past seven years, the P.S./M.S. 7 community has partnered with ESYNYC to provide an edible education curriculum to all of our students through garden and kitchen classes integrated into the school day. These hands-on, experiential lessons support NY State and/or Common Core learning standards.

In addition to classes, ESYNYC also participates in cafeteria programming to encourage healthy eating habits; provides after-school programming; hosts weeknight family cooking classes, which engage families in nutrition education and healthy cooking behaviors; plans seasonal community events where families and neighbors share quality time; and hosts professional development workshops where teachers throughout the NYC area learn how to implement edible education in their own classrooms. I have observed that these "out-of-class" components are an important and successful way to engage our students' families in healthy behaviors, and to involve our community in the school.

Our partnership with ESYNYC has been a tremendous boost to our school. We have adopted a schoolwide culture of health and wellness, and the children take pride in their rooftop garden, greenhouse, and their dedicated kitchen classroom. Teachers also report to me on the program's positive socio-emotional benefits for their students, particularly those who struggle in a traditional classroom setting.

As the principal of P.S./M.S. 7, I am excited to be a part of not only ESYNYC's school network, but also of the larger movement supporting school gardens in NYC and beyond.

Sincerely,

Cesar Nina
PS/MS 7 Principal
A Water Study

From Harlem to Ashokan and Back Again

Edible Schoolyard NYC and PS/MS 7
September 2020 – June 2021

Anthony Jones
Rosa Marruffo
Josephine Quiocho
A. Goals and Objectives

Urban youth often lack access to nature and are therefore unaware of the interwoven connectivity of the natural environment and human health. In East Harlem, our students don’t get many opportunities to engage with nature, and as such, view it as a foreign entity rather than a necessity. The monumental flow of New York City’s water supply from its source to our sewers is hardly a thought for many NYC public school students. Distant from the mountains and rivers that flow down to us and blind to the sewers that course beneath our streets, students are unaware of this vast system of water which nourishes their daily lives.

Edible Schoolyard NYC (ESYNYC) has partnered with PS/MS 7 in East Harlem since 2013 to provide environmental and food education, highlighting the importance of localizing and improving our food system. Lessons are structured around seed-to-table instruction and include water as a daily resource, from the water used to grow our garden to the water we cook with and drink in our classrooms. Through our food-focused curriculum, we are uniquely positioned to connect our students to the greater New York City watershed in a way that is fun, memorable and unique.

Anticipated outcomes:

Through classroom instruction and field trips to various stakeholders in New York City’s water system, ESYNYC at PS/MS 7 can bridge the gap between this fragile water source and our sink. We will delve into the tremendous history and structure of our local watershed; highlighting how human activity impacts the health of our waterways and the wildlife which depend on them. Armed with this basic understanding, our biggest hope is that our students will be inspired to steward both the natural and urban environments with which they find themselves deeply intertwined.

Students will be able to:

- Identify where the water they use comes from.
- Identify the ways they can reduce their impact on our water supply.
- Draw the connection between their actions and the greater impact that they have upon the watershed in which they live.
- Understand the concept of limited freshwater supply.
- Understand and define the word watershed.
- Become familiar with the hydrology of NYC.

This project will trace NYC’s fresh water supply from its start in the west of the Hudson Watershed, through miles of rivers and aqueducts right down to our tap,
and finally down our city’s sewer and storm drains and out to local waterways. To further encourage student engagement and connection, students will explore their local surroundings, learning about local hydrology, while envisioning the number of ways they can preserve this critical resource.

B. Methods and Activities

Starting in East Harlem, fifty 8th grade students will gain an experience like no other. With the use of interactive lessons, games, and activities, the first part of this project will take place in the classroom in order to develop students’ basic understanding of the water cycle and hydrology. A subsequent lesson will make use of “Sewer in a Suitcase” by the Center for Urban Pedagogy to carefully demonstrate the workings of our combined sewer overflow system (CSO) and the impacts that urban hardscapes and pollution have on water quality.

At the Newtown Creek Alliance and Wastewater Treatment Plant, students will not only see how NYC’s industrial history has negatively impacted local waterways, but will also learn about the treatment of wastewater. Volunteering at the Billion Oyster Project, students will become familiar with the New York Harbor and see how history comes to repeat itself with the use of oysters as a means of water quality restoration. A local walking tour will also provide students with examples of water quality measures that help mitigate sewer overflow such as green roofs, rain gardens, and bioswales.

Once students have gained an understanding of the watershed system and are able to identify where their water comes from, we will venture upstate to visit the Ashokan center where they will be able to see the beginnings of this mountain to tap system. Students will have an opportunity, not typically afforded to many urban youth, to canoe, relax by a lakeside, enjoy nature and learn more about the uniqueness of our gold standard watershed system. Journeying back down to NYC, we will stop along the way to look at major outfalls, aqueducts, and waterways to better see the various connections within our watershed.

Once complete, this year long journey will culminate in a final project that demonstrates students’ understanding of our fragile water system. Students will be expected to develop a project that seeks to bolster East Harlem’s awareness, readiness, and willingness to protect our very own part of the watershed. This can take the form of a sustainable design, mural, poster, video presentation, or theatrical performance.
C. Evaluation

To measure our outcomes, a pre- and post- survey will be conducted at the start and end of this project, testing students' knowledge of our water supply, treatment, final output and both natural and human impacts. Routine assessments will be given to gauge their understanding of the material covered and to reinforce what they learn.

D. Documentation and Outreach

This project will be documented through lesson plans, photographs, and student final projects. Our students will have the opportunity to present their projects to our local school community during a District 4 science fair. Students will document their travels with the use of pictures, note-taking, audio recording etc. to highlight this experience from start to finish. This must be turned in at the end of the project.
**EXPENSE CATEGORIES**

**Personnel**

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<th>School/organizational staff</th>
<th>2 ESYNYC staff members</th>
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<td>3 hours a week for 6 months = 4.3% of annual salary</td>
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<tr>
<td></td>
<td>(3/35 for percentage of time, X ⅔ for 6 months)</td>
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<td></td>
<td>Salary of employee 1 = $43,500</td>
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<td></td>
<td>4.3% of $43,500 = $1,870.50</td>
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<td></td>
<td>Salary of employee 2 = $47,000</td>
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<td></td>
<td>4.3% of $47,000 = $2021.00</td>
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**Equipment/Supplies**

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<th>Item</th>
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<tbody>
<tr>
<td>3</td>
<td>Pond ecology lesson:</td>
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<tr>
<td></td>
<td>Water test kits &amp; pH testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(One for each 8th grade section)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Sewer in a Suitcase</td>
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<tr>
<td>75</td>
<td>Materials for DIY watershed models and final projects (each student)</td>
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**Travel**

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<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Charter Bus for Watershed Tour</td>
<td>$1800 + (200 miles x $5.75) = $2950</td>
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<tr>
<td>200</td>
<td>MTA swipes for local field trips (Newtown Creek &amp; Billion Oyster Project)</td>
<td>$2.75 per swipe x 4 trips x 60 people (50 students + 10 chaperones) = $660</td>
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**Special Options**

Ashokan Center $1020 ($85/hour x 4 hours x 3 instructors)
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #  32

NAME:  Edible Schoolyard New York City – Ashokan Center Trip

AMOUNT REQUESTED:  $9,381.50

AMOUNT RECOMMENDED:  $6,800

BASIS FOR RECOMMENDATION:
A nice connection between multifaceted NYC based water unit and upstate West of Hudson Watershed experience.
Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: GENOVESI ENVIRONMENTAL STUDY CENTER

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Genovesi Environmental Study Center for a project titled “Wave of Action”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Genovesi Environmental Study Center.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $ 1,000.00
Contract Number

Amount Awarded Application Number

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) [outreach/educational programs for general public]

School/Organization: Genovesi Environmental Study Center

2. Project Title: Wave of Action

3. Christine M. Mazza Director

   Applicant Name and Title

   7151 Ave T

   Street Address/PO Box of School/Organization

   Brooklyn New York 11234 Kings

   718.444.6660 http://schools.nyc.gov/environmentalcenter cmazza4@schools.nyc.gov

   Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

   Bronx River Alliance, NYCDEP, NY Aquarium, NY Sun Works, Queens Botanical Garden, Solar One,
   Watershed Agricultural Council, Dr. Mary Ann Cappeello, The Paley Center for Media, Cynthia Berger Kaye, Microsoft's Skype in the Classroom

5. Project date range October 1, 2020 - September 30, 2021 (to begin after Sept. 1, 2020)

   Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

   What watershed/environmental education professional learning opportunities have you attended in the past two years?

   Trout in The Classroom 2016-Current, Fall WFIT Workshop at the Newtown Creek Waste Water Treatment Plant and Kingsland Wildflowers,
   Water Seminar on Science through the Museum of Natural History

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   NEW! "City that Drinks the Mountain Sky"
   The Rejuvenary River Circus
   Water Quality Teaching Aids

   Groundwater Contamination Kit: [ ] Fruitvale
   Enviroscape Models: [ ] Watershed Model [ ] Wastewater Model

   Trout in the Classroom
   Frost Valley YMCA
   The Ashokan Center
School/Organization: Genovesi Environmental Study Center

Project Title: Wave of Action

1. Audience Information: Number of people affected: Directly: 497 Indirectly: >497

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<td>☑ Both</td>
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   Others: ____________________________

2. You **MUST ATTACH** one to four pages of project description
# BUDGET SHEET

### Name of School/Organization:
Genovesi Environmental Study Center

### Project Title:
Wave of Action

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<tr>
<th>PERSONNEL (Staff, consultants)</th>
<th>Proposed CWC Grant Funds</th>
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### TOTAL PROJECT COST

| CWC GRANT REQUEST (not to exceed $10,000) | 10000.4         |

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
PROJECT DESCRIPTION

Overview/Audience

During the 2018-19 school year, the Genovesi Environmental Study Center (GESC) created the Wave of Action (WOA) program for New York City (NYC) public elementary school educators and students to investigate the source and importance of New York City’s water, our water consumption, and local water conservation issues and solutions. In the current 2019-20 school year we have expanded the program under a generous Catskill Watershed Corporation (CWC) grant award to include a focus on the importance of the West of Hudson (WOH) Watershed, creating opportunities for upstate and downstate students to connect, and including a focus on service-learning. The program is designed for an audience of up to 16 teacher-pairs to participate in five full-day professional learning sessions focused on watershed education, water-related science concepts, instructional techniques for service-learning and creating a public service announcement (PSA), and meeting with experts in the field. Information about the program, as well as materials and resources from the professional learning series, are accessible to educators via an accompanying LibGuide. From February through May, these educators co-facilitate after-school clubs, called WOA Teams, for 15-20 students in grades 3-5. WOA Teams meet weekly to engage students in exploring the value of a healthy fresh water supply, the role of the WOH Watershed in our drinking water supply, the role we play in protecting the health of our NYC Water System, and how they can promote conservation in their school communities. The program culminates with each WOA Team presenting their project—a PSA educating their community about a particular water issue they chose to focus on in their school—at the WOA Showcase held at SUNY Maritime College. Each WOA teacher-pair is striving to engage 15-20 students, enabling our program to reach 240-320 students. Each of these teams will also be partnered with a student group in the WOH Watershed; we currently have five educators representing 140 students in the watershed who are planning to work with our WOA Teams in spring 2020.

Our proposal for the CWC Watershed Education Grant Program for September 2020-June 2021 is two-fold. First, to provide continuing support for the program as it grows into its third year and second, to further develop the current WOA program structure to meet the following additional goals:

1. To augment the Skype in the Classroom virtual field trip about the history of the WOH Watershed and its importance to NYC residents by including a component exploring the impact of NYC stormwater runoff on surrounding aquatic ecosystems using the Drinking Water & Wastewater Treatment Enviroscape Model. We believe this will provide insightful opportunities for participants to compare and contrast the impact that residents of the WOH Watershed and residents of NYC have on local water systems.

2. To expand upon our current GESC Kit Rental program to include no-cost access to the Watershed/Nonpoint Source Enviroscape Model for participating WOA Teams to enrich instruction about the importance of land management and stewardship in the watershed. We believe this will create an additional in-school learning opportunity for groups that may not be able to take full advantage of the off-site learning opportunities this program provides.

3. To increase student engagement in understanding the dynamics of water flow within various watersheds and the importance of responsible land and water management within the watershed through the use of an Augmented Reality Sandbox during the Wonderful World of Water field trip program provided by GESC to all WOA Teams. We believe this tool offers many opportunities for the interactive exploration of how changes in a landscape or in land management result in changes to water supply and quality.

Goals and Objectives

The overarching goal of the WOA program is to inform NYC public elementary school educators and students about the source of their healthy fresh water supply, the role of their upstate neighbors in protecting our water quality, and the consequent importance of water conservation in our daily lives. Building NYC residents’ awareness of these issues will become increasingly important as our city meets the challenges of an aging water system infrastructure and a changing climate, and we believe teaching students about these challenges creates an authentic motivation for water conservation in their daily lives. We strive to expand participants’ understanding about water conservation beyond traditional ideas about reducing direct water consumption to include issues such as combined sewer overflow (CSO)
events, virtual water consumption, the use of green and gray infrastructure to manage stormwater, and plastics pollution.

We are uniquely positioned to meet this need as a premier informal science education space with a mission to deliver hands-on environmental science and STEM instruction to students and teachers from all grade levels. As part of the NYC Department of Education (NYC DOE), we offer enrichment programs that are age and grade appropriate, aligned to the NYC Science Scope and Sequence, the New York State P-12 Science Learning Standards, and the Common Core Learning Standards. GESC’s staff of certified teachers encourage students to explore their urban habitats and become stewards for the environment through experiences that challenge them to think critically about real-world contexts and issues.

Located in the Bergen Beach section of Brooklyn, our 7,000 square foot learning center is home to over 200 living organisms, four dynamic learning labs, a greenhouse laboratory, and over an acre of outdoor learning space that includes an urban farm, an apiary, and pond habitat. Our lab facilities include numerous hydroponic systems, an aquaponic system, and equipment for DNA fingerprinting and barcoding through gel electrophoresis. The current WOA program and the proposal for 2020-21 are a natural extension of the work we already do.

Additionally, we anticipate having a long-term impact beyond the scope of the WOA program, as we will continue to develop resources and materials through the administration of the program that have the potential to reach a wider audience. For example, the Wonderful World of Water field trip program that we developed for WOA Teams in 2018-19 is now available as part of our regular menu of field trip offerings available to all NYC school children. We typically serve 10,000-12,000 students per year through our field trip programs, we have provided this trip to 18 classes so far this school year, and have 19 scheduled for the spring. The Skype in the Classroom field trip and accompanying online educator guide that we are currently developing about the WOH Watershed for the WOA program this year, will be free resources available globally to other educators beyond the program. To illustrate the reach of these programs, our current Skype in the Classroom offerings have served 56 classes in eight countries between September and December 2019, and our 19 currently published LibGuides have had 11,950 visits since September 1, 2018. Similarly, both the Enviroscape models and the Augmented Reality Sandbox will become educational tools that extend the reach of this project. For example, these resources will be used as instructional tools during our spring and summer camps for elementary school students, as part of our SUNY Old Westbury college-level course offering for high school students, and with a number of our field-trip offerings that target students in all grades K-12.

Methods and Activities

A primary goal of this proposed program is to deepen NYC public elementary school teachers’ knowledge about the NYC Water Supply System and the WOH Watershed. This will be achieved through five days of professional learning scheduled between October 2020 and February 2021. The first professional learning session is an introduction to the program, how to form and run a WOA Team after-school club, and an introduction to the NYC Watershed by Tyler Van Fleet of the Watershed Agricultural Council (WAC). Our second day is an introduction to science content and concepts about water and our urban ecosystem, including water-related issues facing NYC and possible solutions. The third session is held at the Paley Center for Media, and is an introduction to media literacy, curating text sets, and the components of an effective PSA with Rebekah Fisk of the Paley Center for Media and Dr. Mary Ann Cappiello of Lesley University. The fourth session will consist of an introduction to service-learning with Cathy Berger Kaye of CBK Associates, as well as structured time for educators to plan for their WOA Teams. The fifth and final session will include a NYC Department of Environmental Protection (DEP) presentation about the history of and present day water supply system combined with a Partner Fair in which organizations that focus on water conservation issues will share information and resources with educators. This year’s partners include NYS Department of Environmental Conservation, Bronx River Alliance, DEP, NY Aquarium, NY Sun Works, NYC DOE Office of Sustainability, Queens Botanical Garden (QBG), Solar One, Billion Oyster Project, Gowanus Canal Conservancy, and NYC Soil and Water Conservation District. The professional learning series consists of weekday sessions during which substitute teacher coverage will be paid for by the WOA program to reduce the financial burden placed on schools. In addition, the program provides up to twenty hours of per session for each teacher in order to plan for and run the after-school WOA Team sessions. We provide each teacher with The Complete Guide to Service Learning, our WOA Handbook, and a LaMotte Tapwater Tour Lab Kit to test the tap water in their school.
Another primary goal of the WOA program is to provide ongoing, authentic, engaging opportunities for NYC public elementary school students to learn about the NYC Water Supply System and the WOH Watershed by providing WOA Teams with rich resources and valuable connections. As part of this program, WOA Teams are eligible to visit GESC for a Wonderful World of Water field trip program, as well as QBG for a Water: Round & Round It Goes field trip program and the DEP Newtown Creek Wastewater Treatment Plant. During the GESC field trip, students investigate a leaf pack as an introduction to aquatic food webs and indicator species, participate in a model watershed activity, are introduced to the NYC Watershed, explore pollutants in urban stormwater runoff, and are introduced to the role of plants in aquatic ecosystems and the issue of invasive species. During the QBG field trip, students investigate water management in wild and urban areas and have hands-on experiences with wetland modeling. In addition, each WOA Team will participate in a free Skype in the Classroom field trip about the watershed delivered by GESC. Our virtual field trip teaches about the history of the WOH Watershed and includes both its importance to NYC residents and the impact it has had on residents within the watershed, as well as a link to Trout in the Classroom (TIC) and the relationship between trout, water quality, stream habitats, and a healthy ecosystem. Furthermore, one of the primary goals of this program is to educate NYC students about the critical role watershed residents play as stewards of water quality. To this end, each WOA Team will be connected with students in the watershed for an exchange; to include options such as mailing letters, gathering and sending artifacts, and video conferencing. In addition to all of these opportunities, each student will receive a copy of Make a Splash! Protecting our Oceans, Lakes, Rivers, and Wetlands, and through our partnership with the DEP, each student will receive both an individual DEP Mountain Top to Tap map and a copy of the NYC edition of The Magic School Bus at the Waterworks.

In addition to seeking ongoing support for the WOA program, an essential goal is to expand the current program to increase student understanding of, and engagement with the watershed content in three distinct ways. First, we want to augment the Skype in the Classroom virtual field trip about the history of the WOH Watershed and its importance to NYC residents by including a component exploring the impact of NYC stormwater runoff on surrounding aquatic ecosystems using the Drinking Water & Wastewater Treatment Enviroscape Model. Although approximately 67% of the land in the WOH Watershed is privately owned, it is stewarded such that the water in the Catskill/Delaware Watershed does not require filtration. On the other hand, over 50% of the CSO sites in the state are located within the NYC sewershed and result in millions of gallons of untreated sewage being dumped in local waterways each year. We believe that comparing and contrasting land management in the WOH Watershed and the NYC sewershed will educate students and teachers about the impact (positive or negative) that we all have on local water systems. Second, we currently manage a GESC Kit Rental program that delivers hands-on materials for experiential learning to classrooms that cannot come to our Center. We wish to add to this kit rental program no-cost access to the Watershed/Nonpoint Source Enviroscape Model for participating WOA Teams, to be utilized during their after-school WOA Team sessions. This will augment instruction about the importance of land management and stewardship in the watershed, while having the added benefit of making this resource available to other students within the same school. Third, we want to increase student engagement in understanding the dynamics of water flow within watersheds by including the use of an Augmented Reality Sandbox during the Wonderful World of Water field trip program provided by GESC to all WOA Teams. This exciting and innovative tool can demonstrate the importance of responsible land and water management within the watershed through the interactive manipulation of different characteristics of a model in order to test student ideas. For example, students can project virtual water on various sand “landforms” to support visualization of how topography effects water flow.

Evaluation

As with all programming conducted by GESC, we will continue to administer targeted teacher feedback surveys to assess the value-added and instructional applicability of each professional learning session. These surveys include questions about educators’ confidence regarding the stated goals before and after the sessions to determine the effectiveness with which instructional needs are being met and the program is being implemented with fidelity. We use these surveys as formative assessment from one session to the next to support participants, such as by posting requested resources on the LibGuide or by addressing questions or concerns in subsequent sessions. We also currently incorporate targeted
feedback surveys as part of all of our Skype in the Classroom and GESC field trip programs, including the Wonderful World of Water field trip and the upcoming WOH Watershed Skype for spring 2020.

In addition, by including a pre and post content knowledge test for educators and students participating in WOA, we seek to determine if the program is achieving its objectives of educating the NYC community about the importance of the WOH Watershed and the stewardship role of its residents and consequently the importance of not squandering this resource or polluting our urban aquatic ecosystems. This year we are also creating a student satisfaction survey following the WOA Showcase to determine what predicted and unpredicted impacts the program may have upon the participating WOA Team members. We are also developing rubrics for educators to evaluate the student-generated service-learning projects and PSAs to better understand how the program has supported teachers in educating students about the NYC water supply and methods for achieving solutions to water conservation.

All information gained through the evaluative tools will be analyzed to provide GESC the opportunity to reflect and improve upon future projects, including how to sustain use of the developed instructional materials in future years.

**Documentation and Outreach**

We plan to document our program through the use of LibGuides, a content management system hosted by Springshare that is used by GESC to curate, organize, and communicate program information and resources, share knowledge, and create and manage websites. LibGuides extend GESC’s resources and instructional materials beyond GESC-based programs to classrooms across NYC and New York State by building a digital depository of standards-aligned instructional materials and e-content, providing equitable access to all educators, administrators, and students. GESC has developed a [WOA LibGuide](#) to supply participants with general information, a digital copy of the handbook, teacher resources, agendas, links to partners, videos, required paperwork, and any other pertinent supporting information and documents. We have also developed an educator guide for the Wonderful World of Water field trip program, currently in the process of being published, and will soon develop the educator guide for the Skype in the Classroom virtual field trip that will also be published on a LibGuide.

WOA Teams will share their PSAs at the WOA Showcase at SUNY Maritime College, during which students will both present and celebrate their accomplishments with refreshments (including an ice cream bar).

Outreach to NYC schools will be made via our extensive email distribution lists for educators throughout NYC public schools as well as through social media (including Facebook, Instagram and Twitter), and other NYC DOE communication channels. We will continue using our existing application platform to gather and review applicants and register participants. Outreach to schools that are in districts in the WOH Watershed was made this year through Tyler Van Fleet of the WAC, as well as by tabling at the TIC resource fair; we hope that this year’s participants can help us with additional outreach next year. Furthermore, we have been selected to present at the spring 2020 national conference of the National Science Teachers Association about the WOA program, and hope to use this opportunity to increase outreach to teachers who could participate and/or use the resources we have created.
BUDGET NARRATIVE

Personnel

The Paley Center for Media, will provide professional learning to Wave of Action teachers to utilize their extensive media collection of radio, television, and digital streaming programming to support teachers as they work with their after-school teams to create their public service announcements.

- Lead one professional learning session at a rate of $1,200/ half day (grant funded)

Dr. Mary Ann Cappiello, Ed.D., Associate Professor at Lesley University – Dr. Cappiello will provide professional learning to Wave of Action teachers on the utilization of text sets and will provide expertise in vetting all instructional materials, e-content, and digital resources for participants so they are prepared to work with their students to create their public service announcements.

- Lead one professional learning session at a rate of $1,200/ half day (cost share)

Cathryn Berger Kaye, M.A., President of CBK Associates and ABCD Books, will provide a full day of professional learning to Wave of Action teachers on service learning, guiding educators to examine the underlying issues and discover a need they and their students can respond to, using their interests, skills, talents, and energy—which is what they genuinely have to offer.

- Lead one professional learning session at a rate of $4,200/day (cost share)

Tyler Van Fleet, Forestry Program Watershed Educator—Ms. Van Fleet will provide professional learning to Wave of Action participants educating them on the story of NYC water and the West of Hudson Watershed.

- In-kind contribution

Amy Hasenyager, Graphic Designer – Graphic design consultant to design and develop all Wave of Action marketing, outreach, and communication print materials.

- $1,625.00 (cost share)

Teacher Per Session Rate Compensation, as per Collective Bargaining Agreement, for non-school day facilitation of a Wave of Action after-school team.

- $33,670.40 ($52.61 per hour x 20 hours x 32 participants) (cost share)

Teacher Per Diem Rate Compensation, as per Collective Bargaining Agreement, for substitute teachers to cover participating teachers to attend two days of professional learning.

- $31,094.40 ($194.34 per day x 5 days x 32 participants) (cost share)

Equipment/Supplies

Each Wave of Action team will receive up to $10.00 reimbursement towards postage related to the West of Hudson student exchange.
$160.00 (16 teams x $10.00 in postage) (cost share)

Wave of Action teams will be allowed to submit for reimbursement for general supplies needed to facilitate their after-school clubs up to $50.00/team.

$800.00 (16 teams x $50.00 for supplies) (cost share)

As part of Wave of Action’s professional learning with Cathryn Berger Kaye, participants will receive her book *The Complete Guide to Service Learning*.

$818.88 (1 copy of *The Complete Guide to Service Learning* per teacher x 32 teachers x $25.59 per copy) (cost share)

Students participating in Wave of Action after-school teams will receive a copy of *Make a Splash—Protecting our Oceans, Lakes, Rivers, and Wetlands* by Cathryn Berger Kaye and Philippe Cousteau

$3,715.20 (1 copy of *Make a Splash—Protecting our Oceans, Lakes, Rivers, and Wetlands* per student x 20 students per team x 16 teams x $11.61 per copy) (cost share)

Each Wave of Action Team will receive a LaMotte Tapwater Tour Lab Kit which has enough materials for 50 students. These kits will allow students to run a variety of tests on tap water including pH, hardness, copper, chlorine. These kits are the springboard for communication between downstate and upstate students.

$900.00 (1 LaMotte Tapwater Tour Kit per team x 16 teams x $56.25 per kit) (cost share)

The Genovesi Environmental Study Center will set-up one Augmented Reality Sandbox with 200lbs. of sand for use during the Wonderful World of Water field trip offered to each Wave of Action team. Total is $7,333.61 as follows:

$127.62 (200lbs Sandtastik Play Sand) (grant funded)

$7,205.99 (One Augmented Reality Sandbox) (grant funded)

Students participating in Wave of Action after-school teams will receive a copy of *The Magic School Bus At The Waterworks, New York City Edition*.

In-kind contribution

**Services**

*Wave of Action students will present public service announcements as well as share their service learning experience at the culminating Wave of Action Showcase. The venue for this showcase is SUNY Maritime, Bronx, NY.*

$5,760 Rental fee (cost share)

Light refreshments and small food bites will be provided to the Wave of Action Team students and educators at the Wave of Action Showcase by the Compass Group.

$3,000 Light refreshments and small bites (cost share)
Lunch provided to all teacher participants on professional learning days one through four, and to teacher participants and partners for the Partner Fair on professional learning day five.
- $2,239.00 ($409.75 for days one through four and $600 for Partner Fair) (cost share)

Round trip delivery from GESC to participating schools of EnviroScape Watershed/Nonpoint Source Model to be utilized by participating Wave of Action Teams during their after-school club meeting time.
- $352.00 ($22.00 round trip delivery x 16 teams) (cost share)

Queens Botanical Garden Class Programs – All participating teams will register for a Water: Round & Round It Goes program at the Queens Botanical Garden.
- 16 participating teams will register for a class program at $200/program for a total of $3,200 (cost share)

Genovesi Environmental Study Center Class Programs – All participating teams will register for a Wonderful World of Water program at the Genovesi Environmental Study Center.
- 16 participating teams will register for a class program at $75/program for a total of $1,200 (cost share)

Newtown Creek Wastewater Treatment Plant – All participating teams can register for a NYCDEP tour.
- In-kind contribution

Communications

For the Wave of Action Showcase, programs, certificates and posters will be created by the graphic designer to memorialize the event for the students participating.
- Printing costs $2,500 (cost share)

Springshare’s Libguides Content Management System License – Springshare’s Libguides Content Management System will serve as the platform for the Wave of Action Digital Depository.
- $823.00 Annual Libguide license fee (cost share)

Travel

All Genovesi Environmental Study Center staff members will attend the New York Fall Teacher Training with Trout in the Classroom to pick up their eggs and host an educational resource table. Attend the Spring Trout Release to release the trout and visit a watershed and educational facility. Total is $534.10 as follows:
- $218.00 Trout Pick-up from Genovesi Environmental Study Center to FDR Library (2 cars x 200 miles x $.545) (cost share)
- $316.10 Trout Release from Genovesi Environmental Study Center to Silver Lake (5 cars x 116 miles x $.545) (cost share)
Special Options

The Genovesi Environmental Study Center will use one EnviroScape Drinking Water & Wastewater Treatment Model for instructional use during the Skype in the Classroom virtual field trip about the WHO Watershed.

- $1466.79 ($1,386.00 for the model + $80.79 shipping) (grant funded)

The Genovesi Environmental Study Center will make available through a no-cost kit rental program one EnviroScape Watershed/Nonpoint Source Model to be utilized by participating WOA Teams during their after-school club meeting time.

- $1,358.79 ($1,278.00 for the model + $80.79) (cost share)

Grant Administration

Christine Mazza, Director of the Genovesi Environmental Study Center – 15% of Ms. Mazza’s time will be allocated to grant administration.

- $19,200 (cost share)

Erika Dagress, Elementary Science Specialist, Genovesi Environmental Study Center – 15% of Ms. Dagress’ time will be allocated to grant administration.

- $14,250 (cost share)
Name of School/Organization: Genovesi Environmental Study Center

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January 29, 2020

Dear Catskill Watershed Corporation Public Education Advisory Group,

I am writing to express the Watershed Agricultural Council's enthusiastic support for the Genovesi Environmental Study Center's 2020/2021 CW C Watershed Education Grant Program application. This proposed project involves connecting downstate elementary environmental club students with the West of Hudson watershed students as part of their study of the NYC Watershed and stewardship of water resources.

In the past Watershed Agricultural Council staff have led workshops on the NYC Watershed and forestry with the GECS's Wave of Action program teachers. WAC is excited to continue to work with these teachers to bring the story of NYC water and the West of Hudson Watershed to their students.

An important part of this story is understanding the impact of the NYC water supply system on watershed communities and appreciating the active role these communities take in stewarding the lands and watershed of the NYC Watershed. I believe facilitating upstate/downstate communication between students is a powerful way to educate about the environmental and human dimensions of the watershed as well as to encourage active stewardship of watershed resources both up- and downstate.

The Watershed Agricultural Council is prepared to help connect GESC program participants with West of Hudson watershed teachers and students in or to facilitate environmental and cultural exchange.

Thank you for your consideration of this grant proposal.

Sincerely,

[Signature]

Tom Pavlesich
Forestry Program Director
Watershed Agricultural Council
January 24, 2020

Ms. Christine Mazza
Genovesi Environmental Study Center
7151 Avenue T
Brooklyn, NY 11234

Dear Christine,

I am writing to express my commitment to continue to work with the Environmental Study Center on the Wave of Action Grant for a third year. It was an honor to collaborate in December at the Paley Center on the art and craft of Public Service Announcements, and I look forward to continuing to support teachers as they work with their students to foster environmental and critical literacy.

Sincerely,

Dr. Mary Ann Cappiello
MEMORANDUM OF AGREEMENT

February 4th, 2020

Christine Mazza
NYCDOE CBFO
65 Court Street
Brooklyn, NY 11201

To Whom It May Concern,

The purpose of this letter is to signify that The Paley Center for Media agrees to partner with the Wave of Action program in 2020-2021 to provide professional staff development workshops, and access to our collection that supports the work they are doing with teachers and students.

The Paley Center for Media's mission is to acquire, preserve, interpret and make available to the public an extensive collection of radio television and digital streaming programming. It is one of the world's leading facilities of its kind, with an international collection of over 160,000 programs covering almost 100 years of television and radio history.

The Education Department uses the collection in partnership with schools and other educational institutions to raise and explore the key themes and issues that have shaped the twentieth century, as well as to develop and refine our audience's critical thinking and viewing skills. Classes and workshops are designed to augment and enrich the study of Literature, History, Social Studies, STEM, Media and Communications, among others.

We look forward to working with the Wave of Action team to provide a rich environment for learning that builds teacher capacity to integrate media literacy into their existing science curriculum in substantive and meaningful ways.

Sincerely,

Rebekah Fisk
Director, Education
The Paley Center for Media
January 13, 2020

Christine Mazza
Genovese Environmental Study Center

Regarding: Wave of Action Program

Dear Ms. Mazza,

I am delighted to extend my continued support to the Wave of Action Program. This program design offers a comprehensive approach to assisting teachers in strengthening the knowledge and skills of elementary students to be environmental stewards of a most precious commodity: water.

It was a true pleasure to provide professional development on service learning to the educators in the Wave of Action program on January 10, 2020 of this year. The one-day workshop offered new concepts and strategies that the teachers recognized are applicable to the Wave of Action clubs and also to their classrooms. You can count on me to be part of the program for subsequent years to offer professional development to Wave of Action teachers. This is a most worthwhile educational opportunity for teachers with benefits for the many children who participate.

I currently offer similar service learning professional development to NYC DOE educators through Service in Schools, Race Against Waste, and Citizen Science. Being at the forefront of the education pedagogy called service learning, I have seen this methodology effectively used by New York City public school educators to guide children in deepening understanding of complex issues as they move toward purposeful action. The NYC DOE has also used my book The Complete Guide to Service Learning as a go-to resource for teachers wanting to embrace this pedagogy in their classes and co-curricular activities. I am glad it is seen as a valued resource for this program.

The Wave of Action teachers I worked with were delighted to also receive a book I co-authored with environmental advocate Philippe Cousteau, grandson of the legendary Jacques Cousteau – Make a Splash! A Kid’s Guide to Saving Our Oceans, Rivers, Lakes & Wetlands. While written for elementary children, the teachers were gaining new ideas and information from this fact-filled book with clearly explained concepts (like how our oceans are air conditioning systems for the planet) and examples of children who have applied their ideas to service in their schools and community. I know your Wave of Action children will do good work for their communities with all the resources and experiences provided for their teachers.

I look forward to our continued collaboration.

Most sincerely,

Cathryn Berger Knob, M.A.
To Whom It May Concern,

The Education staff of Queens Botanical Garden is glad to partner with GESC Wave of Action program, working together with teachers and their students in New York City. Through this collaboration we were given the opportunity to present at the Wave of Action Partner Fair taking place at GESC. In addition, QBG was able to provide our Water: Round and Round it Goes workshop at no cost to teachers and students with fees covered by GESC Wave of Action program. Queens Botanical Garden would be interested in continuing the collaboration with Wave of Action again in the future, to help support GESC enrich teacher professional development and student learning.

Best Regards,

Dina Matzner
Education Coordinator
January 28, 2020

Samantha Costa
Education Coordinator
Catskill Watershed Corporation
PO Box 569
Margaretville, NY 12455

Dear Ms. Costa:

I am writing to express support for the Genovesi Environmental Study Center (GESC) grant application to the Catskill Watershed Corporation for developing and implementing a comprehensive education program for students and teachers about New York City water. GESC will focus on creating meaningful partnerships between New York City and watershed students through service-learning projects and communication via email, Skype and letter writing. West of Hudson watershed students and New York City students will learn about the history and present-day water supply system using STEM and other multi-disciplinary lessons and activities.

GESC will conduct five professional learning days for elementary teachers so that they can effectively run this program as an afterschool club. Teachers will have an opportunity to learn how to create effective PSAs and to meet staff from organizations throughout New York City who can enhance their afterschool New York City Water clubs. DEP will provide teachers with content knowledge and lessons about the history and present-day water supply system in order to help support their students in learning about the importance of water conservation in their schools and communities. Teachers will also have an opportunity to coordinate field trips led by DEP staff at the Visitor Center at the Newtown Creek Wastewater Resource Recovery Facility, where students will continue learning about their water cycle and what happens to their water after usage. In addition to providing the staff required to support these teachers and students, DEP will provide resources such as the New York City edition of the Magic School Bus at the Waterworks book, Mountain Top to Tap classroom wall map and individual student maps.

DEP has had a long history of working with the Genovesi Environmental Study Center. They offer rich and engaging environmental science programs for students of all grade levels. The center contains beautiful outdoor space, rich in native vegetation and wildlife and fully equipped labs and learning centers. This program is a natural fit and DEP is grateful to be a part of this unique and important program to engage more students and teachers in learning about and caring for New York City water.

Thank you for your consideration.

Sincerely,

Robin Sanchez
Director of Education
27 January 2020

To Whom it May Concern:

Skype in the Classroom reaches teachers and students around the world with free, live learning experiences that help grow the next generation of global citizens. Our community aims to remove geographic and economic boundaries to education through the innovative use of technology in a classroom environment. Through classroom to classroom connections, collaborative projects, expert lessons and virtual field trips from our thousands of guest speakers and content partner organizations, Skype in the Classroom experiences have touched the lives of millions of students and teachers around the world.

"Skype in the Classroom is one of the most transformational tools to come to education in a long time. The world is becoming increasingly complex. We need innovative problem solvers. Those critical thinkers will never develop from scripted textbook lessons. Students need an emotional connection with the content they are learning, and Skype in the Classroom provides amazing experiences that let kids have that connection as they learn."
- Mike Soskil, Skype Master Teacher and named one of the top 10 teachers in the world by the Global Teacher Prize

We are honored to be working with the Genovesi Environmental Study Center as a long-time content partner and host of popular virtual field trips such as The Amazing Amphibians, Incredible Insects, and Weapons of the Wild in our community. We look forward to working with them to introduce the new West of Hudson Watershed field trip this spring and to our continued partnership which brings science to life for students and allows them to learn about key environmental topics from anywhere in the world.

Sincerely,

Kelly Anderson
Major Partnerships Manager
Skype in the Classroom, Microsoft
January 27, 2020

To Whom It May Concern:

The Bronx River Alliance is pleased to partner with the NYC Department of Education through participation at the Wave of Action Partner Fair on February 7th, 2020. This fair is extremely valuable, not only to the educators that participate in the fair, but to our organization due to the incredible outreach opportunities it presents to us. It is our hope that every year through participation in the Wave of Action Partner Fair we may help further educators' understanding of watershed education opportunities, water conservation topics around the Bronx River, and to exposure to real life water related issues within their community.

The Bronx River Alliance serves as a coordinated voice for the river and works in harmonious partnership to protect, improve and restore the Bronx River corridor so that it can be a healthy ecological, recreational, educational and economic resource for the communities through which the river flows. The Bronx River Alliance’s impact on students and educators through outdoor experiential learning experiences is the catalyst for getting students and educators inspired to become involved in the world of water conservation and nurturing environmental leadership.

We are truly looking forward to this year’s Wave of Action Partner Fair, and continuing participation throughout the years. This partner fair is a key component in bringing educators and environmental organizations together to discuss the importance of watershed education, as well as introducing educators to solutions all over NYC. The Bronx River Alliance respectfully hopes that the Catskill Watershed Corporation will support this project as well.

Sincerely,

Amber Plaksin
Education Coordinator
January, 23 2020

To Whom It May Concern:

I'm writing this letter in support of, and committing to join, GESC for the 2021 Partner Fair! We had an amazing experience last year. It was wonderful meeting and getting to know all the different organizations and are very much looking forward to this year's event.

Thank you for organizing such great programs!

Best,
Dave Hazan
Director of CEA Operations
January 30, 2020

To Whom It May Concern:

I am writing in support for the Genovesi Environmental Study Center’s (GESC) Wave of Action Partner Fair. We collaborated with GESC on the 2019 and 2020 fair, and we are looking forward to continuing this partnership.

Solar One is a 501(c)(3) not-for-profit organization whose mission is to design and deliver innovative education, training, and technical assistance that fosters sustainability and resiliency in diverse urban environments. We empower learning that changes the way people think about energy, sustainability, and resilience by engaging and educating a diverse set of stakeholders and beneficiaries. Our programs help individuals and communities explore new ways of living and working that are more adaptive to a changing world.

The Green Design Lab™ (GDL) is Solar One’s K-12 environmental education program. Through hands-on lessons and activities, GDL fosters sustainable behaviors and student-led solutions to real-world issues focused on Energy, Air, Water, Materials, and Food. Using the school building and surrounding community as a learning laboratory, students design and innovate, applying STEM skills to solve environmental challenges, while taking action to green their schools.

Solar One is proud to have worked with GESC to provide educators with resources to bring environmental education to life in the classroom.

Sincerely,

Sarah Pidgeon
Director of Programs, Solar One
January 20, 2020

To Whom It May Concern,

I am writing in support of the Genevos Environmental Study Center’s application for the Catskill Watershed Grant. The New York Aquarium Education Department has been a partner with GESC for two years with our involvement in the organization’s professional learning Wave of Action Partner Fair.

The 2020 Partner Fair will be the second GESC event a representative from our department has participated in. This event is a great opportunity for the New York Aquarium to share our mission of ocean conservation with local teachers and to connect with our community partners.

The Wildlife Conservation Society and the New York Aquarium’s mission is to save wildlife and wild places worldwide through science, conservation action, education, and inspiring people to value nature. Our mission aligns with the GESC’s goal to explore local water conservation issues with students and teachers. We are honored to be asked to participate in the Wave of Action Partner Fair and plan to participate in the future.

Please feel free to reach out with any more questions.

Best,

Stephanie Joseph
Curator of Education
New York Aquarium, Wildlife Conservation Society
Phone: 718.265.3453
Email: sjoseph@wcs.org
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 10

NAME: Genovesi Environmental Study Center – Wave of Action

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:

- Applicant is seeking support for the Wave of Action program in its third year. The program includes teacher training, student clubs, a student showcase at SUNY Maritime, and partnerships with WOH schools.
- Applicant is requesting funding for equipment (an Augmented Reality Sandbox and an Enviroscape Model) that will be used as part of a much larger project with a total budget of $152,216.25. The budget narrative is very detailed, and the project is largely funded through cost share and in kind contributions.
- The Enviroscape model will be used to augment the Skype in the Classroom virtual field trip about the WOH Watershed, and will be available to WOA teams through the no-cost GESC Kit Rental Program.
- The Augmented Reality Sandbox will be used during the Wonderful World of Water field trip offered to WOA teams.
- Both models will be used during spring and summer camps for elementary students, as part of a college-level class offered to high school students, and for K-12 field trips.
- “The overarching goal of the WOA program is to inform NYC public elementary school educators and students about the source of their healthy fresh water supply, the role of their upstate neighbors in protecting our water quality, and the consequent importance of water conservation in our daily lives.”
- The program has strong partnerships, a large, diverse audience, and excellent planning, evaluation, and documentation and outreach.
- Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: HANFORD MILLS MUSEUM

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Hanford Mills Museum for a project titled “PK-8th Grade Watershed Education Outreach Initiative”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Hanford Mills Museum.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
CWC Staff Personnel ONLY

<table>
<thead>
<tr>
<th>Amount Requested $</th>
<th>Amount Awarded $</th>
<th>Contract Number</th>
<th>Application Number</th>
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<td>10,000</td>
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<td>19</td>
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</table>

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Hanford Mills Museum

Attach proof of non-profit status

2. Project Title: Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative

3. Kajsa Harley, Education & Curatorial Initiatives Manager

Applicant Name and Title

PO Box 99

Street Address/PO Box of School/Organization

East Meredith  NY 13775  Deleware

607-278-5744  www.hanfordmills.org  kajsa@hanfordmills.org

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

School districts: Andes; Charlotte Valley; Delhi; Downsville; Franklin; Gilboa-Conesville; Hunter-Tannersville; Jefferson; Margaretville; Roxbury; Stamford; South Kortright; Welton; and Windham-Ashland-Jewett

5. Project date range 9/1/2020 - 8/31/2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?


6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

- Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
- NEW! "City that Drinks the Mountain Sky"
- The Rejuvenery River Circus
- Groundwater Contamination Kit: [ ] Fruitvale
- Enviroscape Models: [ ] Watershed Model  [ ] Wastewater Model
- Trout in the Classroom
- Frost Valley YMCA
- The Ashokan Center
School/Organization: Hanford Mills Museum
Project Title: Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative

1. Audience Information: Number of people affected: _____ Directly: _____ Indirectly: ______

Audience
☑ Students
☑ Teachers
☐ Others: ________________________________

Location
☑ WOH
☐ EOH
☐ Both

Grade Level/Age Range: Grades Pre-K through 8

2. You **MUST ATTACH** one to four pages of project description
Name of School/Organization: Hanford Mills Museum

Project Title: Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative

<table>
<thead>
<tr>
<th>Personnel (Staff, consultants)</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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**TOTAL PROJECT COST** | **10000** | **0** | 221.41 | **10221.41**

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
Hanford Mills Museum Project Description

**Goals and Objectives:**

Hanford Mills Museum (HMM) is seeking CWC support to extend its offerings of interactive outreach programs and a field trip program for pre-kindergarten through eighth grade classrooms in the Catskill-Delaware/West-of-Hudson (WOH) Watershed. This program continues to build on the development and implementation of watershed-related programs to schools in WOH Watershed that started during the 2017-2018 school year. Taking outreach programs to classrooms responds to the need for easily accessible programs that are aligned with Common Core curriculum standards. Through these engaging programs, students will better understand how they, their families and their communities play an important role in conserving and protecting water in the Watershed.

HMM is uniquely positioned to undertake further implementation of watershed-related programs. It has established a history of excellence in outreach content and implementation through its partnership with the Creating Rural Opportunities Partnership (CROP) after-school program since 2014 and its offerings of outreach programs since 2017; HMM has grown this outreach initiative to reach students in 23 schools during this time. HMM seeks to continue watershed programming as part of this initiative to provide WOH Watershed schools with hands-on, highly interactive programs that provide scaffolded learning experiences focusing on a range of topics related to the WOH watershed. The programs are connected to themes of fresh water as a sustainable resource and reflect the Museum’s mission (*Hanford Mills Museum operates an authentic water- and steam-powered site. We inspire audiences of all ages to explore connections among energy, technology, natural resources and entrepreneurship in rural communities, with a focus on sustainable choices*). By offering continued programming to students with whom HMM is working in the current (2019-2020) school year, we can build upon past outreach experiences (scaffold) to increase the impact of these programs. And in working with schools where we have started to build relationships through in-classroom and after-school programs, HMM already has the foundation of successful program development and relationships with teachers and students.

The initiative’s long-term results will provide students in the WOH Watershed with experiential learning opportunities that foster a deeper understanding of their own impact on water systems. HMM aims to help participating students build their development as responsible and critically-thinking inhabitants of their environments. The programs will also address priority Next Generation Learning Standards and will highlight student “I can” statements related to the program’s most significant learning standard. The Museum has continued to receive strong feedback from teachers with the desire for continued program offerings. With CWC support, HMM anticipates that this initiative will continue to be a model of partnership cultivation with
school educators within the WOH Watershed. HMM will use the funding to respond to evolving needs with outreach programs and activities that will continue to help WOH classroom educators build on curriculum to promote the sustainability of water resources and environmental stewardship in their watershed communities.

The programs that HMM will offer through this initiative have been developed in the last two years, and HMM staff continue to evaluate and enhance the programs to ensure that they are relevant and effective (see Supplementary Material for list of program titles and descriptions that HMM plans to offer during the 2020-2021 school year).

The proposed programs will be focused on fresh water and are relevant to the New York City Water System and the WOH Watershed. HMM will strive to use these programs to foster greater exposure to, and understanding of, the cultural and environmental interaction of the WOH Watershed and New York City. The programs also draw on the training that three HMM staff members have gained in their participation in the Watershed Forestry Institute for Teachers (WFIT) hosted by the Watershed Agricultural Council.

The education team providing programs will be led by experienced educators. Education Coordinator Luke Murphy has previous experience in science center education and now develops, coordinates and implements the programming at HMM. Educator Liz Brown is an experienced environmental educator who has worked in settings that include pre-K through eighth grade classrooms, environmental centers, environmental summer camp programs, and children’s museums. Kajsa Harley, Education and Curatorial Initiatives Manager, has fifteen years of museum education experience and has worked with HMM’s education programs since 2013.

**Methods and Activities**

The implementation of the proposed project will include:

- **Pre-grant period (winter-summer 2020):** HMM staff will continue to connect with teachers and staff at schools currently receiving in-classroom and after-school programs to gain more information on how the programs are working well with their curriculum and where changes could be made to make them a better fit.

- **Ongoing, starting September 1, 2020:** Promotion, educator cultivation and scheduling of programs to schools in WOH Watershed by HMM’s Education Coordinator, including mailings/emails to educators, curriculum coordinators, BOCES, principals and superintendents; and personal outreach follow-up with teachers and curriculum
Hanford Mills Museum Project Description

coordinators. Training will also take place with HMM’s senior education staff and outreach educators. New materials needed for programs will be purchased.

- **Ongoing, starting mid-October, 2020:** Implementation and evaluation of scheduled programs of scheduled outreach programs in classrooms by teams of at least two HMM staff per program (Interpretations Coordinator and additional educators). Field trip program implementation will also take place in the spring at HMM.
- **June – August 2021:** Overall program evaluation and promotion of future outreach opportunities to educators.

**Audience**

The audience served by this project will be pre-K through eighth grade students and teachers, and indirectly their communities, in fourteen school districts in the WOH Watershed. The hands-on, interactive nature of the proposed outreach programs will provide these audiences with age-appropriate, engaging, scaffolded activities. They will introduce and reinforce the importance of water quality, the sustainable use and conservation of fresh water, and the relationship of these topics to seasons, climate, natural resources and human activity in the WOH Watershed.

The fourteen school districts that will each be offered between six and twelve programs (dependent on school size and previous interest) include: Andes, Charlotte Valley, Delaware Academy, Downsville, Franklin, Gilboa-Conesville, Hunter-Tannersville, Jefferson, Margaretville, Roxbury, Stamford, South Kortright, Walton and Windham-Ashland-Jewett. We are including letters of support from the schools that we are planning to serve with the requested grant funds. HMM has received positive feedback from these schools about their desire to participate in future outreach programs.

**Evaluation**

Hanford Mills will use both qualitative and quantitative measures to evaluate the project’s impact. To evaluate implementation of the programs, the Education Coordinator and Education & Curatorial Initiatives Manager will track program scheduling, implementation and numbers of students/classrooms/teachers engaged. HMM is also collaborating with a PhD student in SUNY Albany’s Education Department. This individual is already assisting us in the development and analysis of both quantitative and qualitative data collection focusing on partnerships with school districts and the positive impact this initiative has on teachers and student learning. To evaluate teacher engagement with learning standards, classroom teachers will complete a short pre/post survey identifying the program’s related standards and student “I can” statements. Students will complete short pre/post writing prompts to measure their learning and critical thinking related to the program’s content.
Documentation and Outreach

The implementation of the proposed outreach and field trip programs will be documented in a variety of ways appropriate to each phase of the project. Research and resources used in each program’s development, as well as presenter training materials and implementation outlines, will document program content. HMM educators, with the permission of the participating schools, will document the implementation of programs with photographs and videos. All evaluation materials created will also be maintained to document the implementation and evolution of the proposed outreach program project.

The targeted audience will be encouraged to share the lessons of the programs with their peers, families and communities in a variety of ways. Students and teachers who participate in the outreach programs will gain practical insights into steps to improve water conservation and stewardship in their homes and communities. Families of students participating in the program will also be encouraged to learn more together by attending, free of charge, “family field trip” programs that are offered approximately one Saturday each month between May and September at HMM. Each of these programs is connected to a theme, and at least some of these programs are water-themed each year.
Gentlemen:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined you can reasonably be expected to be an organization of the type described in section 509(a)(2). Accordingly, for your first two tax years, you will be treated as an organization which is not a private foundation.

At the end of your first two tax years, however, you must establish with the Internal Revenue Service that for such two years you were in fact an organization of the type described in section 509(a)(2). If you establish this fact with the Service, you will be classified as a section 509(a)(2) organization for all purposes beginning with the first day of your third tax year and you must normally meet the requirements of section 509(a)(2) thereafter. If, however, you do not meet the requirements of section 509(a)(2) for your first two tax years, you will be classified as a private foundation as of the first day of your third tax year. Furthermore, you will be treated as a private foundation as of the first day of your first tax year for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation for your first two tax years, unless notice that you will no longer be treated as a section 509(a)(2) organization is published in the Internal Revenue Bulletin. However, a grantor or donor may not rely on such determination if he was in part responsible for, or was aware of, the act or failure to act that resulted in your loss of section 509(a)(2) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(2) organization.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible under sections 2055, 2106, and 2522 of the Code.
If your sources of support, or your purposes, character, or method of operation is changed, you must let us know so we can consider the effect of the change on your status. Also, you must inform us of all changes in your name or address.

If your gross receipts each year are normally more than $5,000, you are required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. The law imposes a penalty of $10 per day, up to a maximum of $5,000, for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

[Signature]

District Director
Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Employer Identification Number: 23-7321530
Person to Contact: David Root
ID #: 04-55295
Contact Telephone Number: (617) 565-7776
Accounting Period Ending: December 31
Addendum Applies: No

Hanford Mills Museum At East Meredith
P.O. Box 99
East Meredith, NY 13757-0099

Dear Sir or Madam:

In November 1973, a conditional exemption letter was issued to the organization indicated above, granting exempt status under section 501(c)(3) of the Internal Revenue Code. During that time, it was also determined that you were required to amend your Articles of Incorporation within six months from the date of your exemption letter, for reasons specified in the letter.

Based upon receipt of a copy of your Absolute Charter, which was filed with New York on May 24, 1991, we have determined that you meet the requirements of our previous letter dated November 1973, and your exempt status remains in effect under section 501(c)(3), with foundation status under Section 509 (a)(2).

Please let us know about any future change in the character, purpose, method of operation, name or address of your organization.

You should maintain a copy of this letter in your permanent records. This could help to resolve any questions regarding your exempt status in the future.

Sincerely yours,

Steven T. Miller
Director, EO
The Forest & Water Health
Forests and trees are a crucial part of keeping watersheds healthy and sustainable. Using geography, teamwork, and critical thinking skills, students will learn about how our activities impact the watershed, what we can do to be more aware of our actions, and the possible consequences of climate change on the watershed. Recommended for grades 4-8.

Hydro Science
How many drops of water fit on the surface of a penny? Can water move by itself? Through a series of fun, simple experiments, students will explore some of the many interesting properties of water. Recommended for grades PreK-1.

People of the Watershed
With specific focus on the West of Hudson (NYC) Watershed, this program examines the structure of the watershed system, as well as ways that humans work with and for watersheds to keep them and the water that they produce healthy. Recommended for grades 6-8.

Pollution and the Water Cycle
Water moves on and around the Earth in different forms. It can pick up and carry pollution as it goes. Students learn about the effects that pollution has on the water cycle by polluting and then attempting to clean up simulated lakes. Recommended for grades 2-5.

Sharing Water
How do people in different professions use water, and what are some ways we can all work together to share this precious resource? Students will explore how water in their community, region and state is a shared resource. Recommended for grades PreK-3.

Watershed Breakout Box
If you are outside and spill a glass of water, did you know that that very same water could end up in New York City? It all has to do with you living in a watershed. Students will learn about their watershed and how all of our activities here will eventually impact the water of a city over one hundred miles away. Recommended for grades 4-8.

Water is a Limited Resource
How much water is on Earth and what is available to use? Students will examine how they use water every day and compare how much water is used by houses, schools, farms, and factories. There is only so much to go around... how do we make it last? Recommended for grades 4-5.

Water, Water, Everywhere?
Using an Enviroscape 3D watershed model and hands-on activities, students will learn about watersheds as well as sources of pollution, the impact of that pollution on the watershed, and discuss possible solutions and best management practices. Recommended for grades 2-3.
January 28, 2020

The Catskill Watershed Corporation  
Grant Review Committee  
PO Box 569, 905 Main Street  
Margaretville, NY 12455  

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Andes Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Robert L. Chakar, Jr.
Superintendent
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Charlotte Valley Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Mitchell Rapp

Principal
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Delaware Academy Central School District @ Delhi with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Julie A. Mable
Elementary Principal
The Catskill Watershed Corporation
Grant Review Committee
PO Box 569, 905 Main Street
Margaretville, NY 12455

January 15, 2020

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Franklin Central School District with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Bonnie Johnson
Principal
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Gilboa-Conesville CSD with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Thomas A Cervola
UPK-12 Principal
Gilboa-Conesville Central School
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Hunter Elementary Central School District with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Nate Jones
Elementary Principal
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Jefferson Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

William F. Clooney
Principal
January 28, 2020

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide [SCHOOL/SCHOOL DISTRICT NAME] with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Laura H. Norris - Principal
Margaretville Central School
February 6, 2020

The Catskill Watershed Corporation
Grant Review Committee
PO Box 569, 905 Main Street
Margaretville, NY 12455

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Roxbury Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

C. Jill Ten Eyck
PreK-12 Principal

"Our vision is to provide a safe and caring environment in which our students can develop academically, creatively and socially. Each member of our school community will demonstrate personal integrity, a commitment to learning and an appreciation for cultural diversity."
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide South Kortright Central School District with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Rachel Wright
PK-12 Principal
(607) 538-9111 x330
rwright@skcs.org
The Catskill Watershed Corporation
Grant Review Committee
PO Box 569, 905 Main Street
Margaretville, NY 12455

January 28, 2020

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Stamford Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Shawn L. Davis
Building Principal
Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Windham-Ashland-Jewett CSD with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Christine Corrigan

Kindergarten Teacher

(518) 734-3400 x1107
February 4, 2020

The Catskill Watershed Corporation
Grant Review Committee
PO Box 569, 905 Main Street
Margaretville, NY 12455

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative.

If Hanford Mills Museum is awarded funding to provide Walton Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project.

HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Amanda Hoover
Elementary Principal
February 4, 2020

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Margaretville, NY 12455

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Elementary Principal
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Sincerely,

Shawn L. Davis
Building Principal
January 15, 2020

Dear Grant Review Committee:

I am writing to express my support of the Hanford Mills Museum (HMM) grant project, Pre-Kindergarten through Eighth Grade Watershed Education Outreach Initiative. If Hanford Mills Museum is awarded funding to provide Andes Central School with watershed-focused outreach programs, we will work with HMM staff to schedule the programs and will provide feedback in the form of surveys to help HMM evaluate the project. HMM will provide the staffing and materials needed to travel to the schools and implement the number of programs that funding will allow.

Sincerely,

Robert L. Chakar, Jr.
Superintendent
PUBLIC EDUCATION GRANT PROGRAM – Round 23  
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)  
RECOMMENDATION

APPLICANT #  19

NAME:  Hanford Mills Museum – Watershed Education

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $8,000

BASIS FOR RECOMMENDATION:
This is a great program which has been increasing its reach each year with new schools. They are looking to once again reach more schools and extend their offerings. It works with a large WOH audience. Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: JEFFERSON CENTRAL SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Five Thousand Three Hundred Twenty-Four Dollars ($5,324.00) to Jefferson Central School for a project titled “Frost Valley YMCA Water Sustainability Field Trip”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Five Thousand Three Hundred Twenty-Four Dollars ($5,324.00) to Jefferson Central School.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY
Amount Requested $5,324
Amount Awarded $  
Contract Number
Application Number  

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Jefferson Central School

Attatch proof of non-profit status

2. Project Title: Frost Valley YMCA Watershed Sustainability Field Trip

3. Laura Van Glad  
   Applicant Name and Title

1332 State Route 10  
Street Address/PO Box of School/Organization

Jefferson  
City  
NY  
State  
12167  
Zip  
Schoharie  
County/Borough  

607-652-7821  
Jeffersoncs.org  
1vanglad@jeffersoncsd.org  

Telephone #  
Website  
Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)
   Frost Valley YMCA

5. Project date range April 2021-June 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past?  [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?
   Youth Climate Summit, NYESTA Geologic Field Conference (2X), Designing exciting lessons about Natural Disasters
   Engaging Youth in Scientific Inquiry & Environmental Science, New Models for Earth Science Concepts and Processes

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   Arm of the Sea Theatre NEW! "City that Drinks the Mountain Sky"
   NEW! "City that Drinks the Mountain Sky"
   The Rejuvenary River Circus
   Water Quality Teaching Aids
   Groundwater Contamination Kit: [ ] Fruitvale
   Enviroscape Models: [ ] Watershed Model  [ ] Wastewater Model
   Trout in the Classroom  [ ] Frost Valley YMCA  [ ] The Ashokan Center
### CWC Staff Personnel ONLY

<table>
<thead>
<tr>
<th>Amount Requested</th>
<th>Contract Number</th>
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<tbody>
<tr>
<td>$5,324</td>
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<table>
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<td>$825</td>
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**School/Organization:** Jefferson Central School  

**Project Title:** Frost Valley YMCA Watershed Sustainability Field Trip

1. **Audience Information:** Number of people affected: 228  
   - Directly: 28  
   - Indirectly: 200

   - **Audience:**  
     - [✓] Students  
     - [✓] Teachers  
     - [✓] Others: Students, family and community members indirectly

   - **Location:**  
     - [✓] WOH  
     - [ ] BOH  
     - [ ] Both

   - **Grade Level/Age Range:**  
     - 7th grade students

2. You **MUST ATTACH** one to four pages of project description
## Budget Sheet

### Personnel (Staff, Consultants)

<table>
<thead>
<tr>
<th>Description</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from Other Sources</th>
<th>In Kind Contributions</th>
<th>Total Project Costs</th>
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</thead>
<tbody>
<tr>
<td>School/organization staff</td>
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<td>884.74</td>
<td>884.74</td>
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<tr>
<td>Consultants/outside presenters</td>
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<tr>
<td>Fringe benefits (max. 25% of Salary)</td>
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### Sub-Total Personnel

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### Equipment/Supplies (List)

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### Services (Technical, Artistic, Venue Rental)

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### Sub-Total Services

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### Communications

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<tr>
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<th>Total Project Costs</th>
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<tbody>
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<td>Flyers/Mailings</td>
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<tr>
<td>Promotion/Advertising</td>
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<tr>
<td>Web/Social Media</td>
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<tr>
<td>Other (specify)</td>
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### Sub-Total Communications

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### Travel (Estimated)*

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<td>Public Transportation</td>
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<tr>
<td>Bus/Van Rental</td>
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### Sub-Total Travel

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### Special Option(s)** Max 2

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<th>Total Project Costs</th>
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### Sub-Total Special Option(s)

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### Total Project Cost

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<thead>
<tr>
<th>Description</th>
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<td>TOTAL PROJECT COST</td>
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### CWC Grant Request (not to exceed $10,000)

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<td>5324</td>
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</table>

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
Laura Van Glad - Jefferson Central School
CWC application Q+ A for the Frost Valley 7th grade field trip

A. Goals and Objectives
- Statement of problem or need and how your organization is uniquely placed to meet this Need.

The purpose of this grant application is to request funding to support an overnight visit to Frost Valley Environmental Education Center. The trip will involve 7th grade students at Jefferson Central School (a small rural school located WOH). The classroom unit on environmental science covers such topics as conservation of natural resources, terrestrial and aquatic ecosystems, interactions among living things and material cycles. We have limited funds for hands on opportunities such as what is provided at Frost Valley. What students learn at Frost Valley will help them understand the connections between people and the health of our environment, especially the connection to water quality and conservation.

- What are the anticipated outcomes for the program or project? How do your anticipated results relate to the problem statement?

The Frost Valley programs will supplement and expand upon what our students are learning in the classroom about the watershed and the environment. Having these very hands on experiences will foster environmental stewardship and help them to understand the critical role our community plays in protecting the quality of water not only for ourselves (West of the Hudson) but for those that depend on our watershed for their water (those that rely on the NYC water supply system).

- How does your proposed project or program relate to 1. Fresh water; 2. The NYC Water Supply System; and 3. The West of Hudson Watershed?

Students will gain an understanding of how important keeping our water fresh and clean is for us (West of the Hudson) as well as for other people (that use the NYC water supply system) and organisms that depend on our water. At Frost Valley we will look at a model of the watershed West of the Hudson where NYC gets their water from and how that water travels to NYC via the NYC water supply system. We will expand on that in the classroom where we will research how the NYC water supply system works and make a large multi section poster representing the various parts of that system.

- Please explain how the current proposal will build upon, benefit from or differ from earlier funded projects.

The current proposal is similar to previous proposals. The main difference is the new class of incoming 7th grade students that will benefit from getting the hands on learning experience for themselves. Through the years, students in the elementary have seen the CWC Frost Valley projects that other 7th grade classes have done in the past. Going on the Frost Valley trip is one of the things they look forward to and talk about at our 7th grade orientation. They also look forward to going outside during the school year in 8th and 9th grade to build upon what they learned at Frost Valley. They test the chemistry of the steam water. They look at weathering, erosion, deposition and turbidity of the water to monitor the health of their local stream.

B. Methods and Activities
- How will you conduct this project or program? Give an overview of strategies and Activities.

We will do various programs and projects at Frost Valley. The Freshwater Ecology program expands upon
the concepts our students learn about ecosystems, and interactions among living things in a community and their environment. At Frost Valley we will go to both a stream and a pond to collect data on the stream/pond. They will learn about the pollution intolerant/tolerant species of macroinvertebrates and how these populations indicate the quality of the freshwater and overall health of the stream. Students are led into an investigation/competition where they have to construct a filter out of various materials found in the forest watershed. They get to experiment to see what materials and characteristics of materials are the best natural water filters and how materials in nature make a natural filter. In the Resource Recovery class our students tour the Frost Valley recycling and waste disposal facility where they learn firsthand about composting and decomposition. They participate in reducing waste at mealtime and see how that carries over to a waste reduction at Frost Valley. They experience a live compost pile and feel the heat given off during the decomposition process. It is an experience that cannot be acquired by using a textbook or in the confines of a classroom and one that will be remembered for a very long time. They experience how their efforts to reduce waste has a dramatic impact on the environment and the watershed.

Our third program focuses on Forest Ecology of watersheds. In our classroom students learn about acids and bases and how pollution can affect the pH of our watershed. In our forest hike we take pH samples of various bodies of water at various locations and compare our results to the type of vegetation in the immediate area and possible pollution.

How you will prepare your students for the trip, program or project, what follow-up lessons will be employed?

Students will learn about acids and bases, food chains, food webs and about ecology prior to the trip. They will take a survey about what they already know about watersheds and how people in various locations and settings (rural areas outside of towns, towns and cities) get their water. As follow up activities to the Frost Valley program, students will fill out the same survey to see how their answers changed due to the knowledge gained while at Frost Valley. They will go to the stream and pond across from the school to do something similar to the Frost Valley program. This will enable us to make comparisons between the Frost Valley stream/pond and the stream/pond we have in our neighborhood. I would like these students to continue to study our local stream/pond. My plan is to take these same students across to the stream/pond and evaluate the chemistry of the water when they are in 8th grade and take them in 9th grade to look at the weathering, erosion and any turbidity in the water. Various HS students (most of which went to the Frost Valley program in 7th grade with the funding from CWC) help clean up the stream/pond areas by the school as part of a community service day held by the school in the spring. Students will have the option to go on the Youth Climate Summit field trip. Several students chose to go to the climate summit this year and mention how their positive experiences at Frost Valley was one of the reasons they wanted to go to learn about climate change and how they could help. All students and staff in the school participate in a school wide recycling program. The recycling program in effect at the school was started this year in part due to the impact of those several students and what they learned at the climate summit.

Who will be doing what, for whom, when and why?

Frost Valley will provide us with an instructor to lead us in our various programs while at Frost Valley and for our outreach program at Jefferson Central School. They are best able to know how to use their facility to help students learn about the watershed and the environment at their location. The lead teacher, who knows the faculty and students best, will be responsible for organizing the groups and duties during the non-instructional times such as meal times and sleeping arrangements.
Frost Valley will do an outreach program (covered by a contribution/grant from Frost Valley) at our school. The topic will be determined based on if the outreach will be before or after the Frost Valley visit. This will be based on dates available for the visit and outreach.

- **Name collaborating organization(s), if any, and describe their role(s).**
  
  Frost Valley YMCA will provide the facilities and the instructors for the programs provided. They will also provide an outreach program funded by a contribution/grant from Frost Valley.

- **How long will it take (timeline, project schedule)?**
  
  It is a two day overnight trip done in the spring. We will arrive prior to lunch on day one and leave after lunch on day two.

- **If the project will produce a video, book or some other product, describe how it will be promoted and distributed.**
  
  The students with the help of faculty/staff will produce a video of our trip. We will show this video at the elementary science fair for those students, faculty/staff, administration, parents/family members and community members who come. They will produce a poster project to show how the NYC water system provides water from our watershed to the residents of NYC. This poster project will be posted on the wall during the science fair then later in the hallway next to the science room.

### C. Evaluation

- **Proposals MUST include an evaluation plan that describes the criteria and procedures/tools that will be used to measure outcomes and help you determine whether the stated goals and objectives of your project are met.**

- **Evaluation plans may be quantitative or qualitative and may include pre-and postproject testing, audience surveys, observation and/or outside consultation. Consult MEERA (My Environmental Education Resource Assistant) at http://meera.snre.umich.edu/ for guidance and information.**

  To evaluate the effectiveness of our program, measure the outcomes and help us determine whether the stated goals and objectives of the project are met we will do several things. To assess student knowledge of some of the concepts presented at Frost Valley we will take both a pre-test before the outreach visit/trip and post test after the trip. We will have students keep a journal during their Frost Valley experience. We will have them make entries before, during, and at the end of their trip. This will allow us to gauge their expectations before the trip, tell us what they learned during the trip, and what they liked and didn’t like about the trip.

### D. Documentation and Outreach

- **Describe how you will document your program or project. This can be done with a variety of media, including text, photographs, exhibits, videos and/or audio recordings.**

- **How might the targeted audience(s) share the outcomes of this program or project with their school, organization and/or community (the indirect audience)?**

  The program will be documented with photographs and text in a video of students while at Frost Valley doing various activities. This video, as well as a large poster project about how NYC gets their water will be displayed at an elementary science fair that will be attended by all K-9 students (as well as many 10-12 students) and their parents/community members as mentioned previously. The poster will also be displayed in the upstairs hallway next to the science room.
CWC Watershed Education Grant Application

Jefferson Central School
Frost Valley YMCA Environmental Center

Laura Van Glad
Jefferson Central School

Brief Resume

Education:
After attending elementary school in the Bronx, I went to Hunter-Tannersville Central School and graduated as an Honor student with a Regents diploma. I completed my undergraduate work at SUNY Oneonta. I have a B.S. in Water Resources with a minor in Geology. I took classes at SUNY New Paltz and received my teaching certification in Earth Science/General Science Secondary Education. I later finished my Masters at SUNY Oneonta. I took college courses in Biology at SUNY Oneonta, to earn my professional teaching certificate in Biology. In order to stay current in my field, I continue to attend and present at various workshops, conferences, and lectures.

Teaching Experience:
Sept. 1986-June 1987: John Jay H.S. in Wappingers Falls N.Y. - Student teaching and regular classroom teacher the second half of the year (sabbatical leave)

Sept.--Oct. 1987: substitute taught for ONC BOCES and Richmondville Central School

Nov. 1987-Sept. 1997: Andes Central School - Throughout the years taught several different classes: Life Science 7, Physical Science 8, Health 8, General Math 9, General Science 9, Regents Earth Science, and Biology. Was allowed to substitute teach during my maternity leave.

Sept. 1995-June 1996: ONC BOCES at NCOC - full time/part time long term substituting position teaching a self contained junior/senior high special education class


April-June 1997: Oneonta Middle School - long term substitute teaching Earth Science and Life Science 7.

Fall 2017 + 2018: State University of New York at Cobleskill- Adjunct Instructor in Biology

Sept 1997-present: Jefferson Central School. Throughout the years I have taught both part time and full time. At present, I teach Life Science 7, Regents Earth Science and Regents Living Environment. In previous years I have also taught, Social Studies 7, Physical Science 8, Skills 7 and Environmental Science.

Professional Memberships:
Ongoing member of:
- NYESTA (New York State Earth Science Teachers Association) President
- STANYS (Science Teacher Association of New York State) - Earth Science Section Area Representative, Eastern Section
- NSTA (National Science Teachers Association)
- NESTA (National Earth Science Teachers Association)

Just started attending of Youth Climate Summit Advisory Committee meetings
Form W-9

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

1. Name (as shown on your income tax return. Name is required on this line; do not leave this line blank.)
   Jefferson Central School

2. Business name/disregarded entity name, if different from above
   (Rev. December 2014)

3. Check appropriate box for federal tax classification; check only one of the following seven boxes:
   - Individual/husband proprietor or limited liability company
   - C Corporation
   - S Corporation
   - Partnership
   - Trust/estate
   - Single-member LLC
   - Limited liability company

   Note: For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.

4. Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
   - Exempt payee code (if any)
   - Exemption from FATCA reporting code (if any)

5. Address (number, street, and apt. or suite no.):
   1332 State Route 10

6. City, state, and ZIP code:
   Jefferson, NY 12093

7. List account number(s) here (optional)

Part I

Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see how to get a TIN on page 3.

Note: If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose name to enter.

Part II

Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have not been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here

Signature of U.S. person

Date

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments, information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1098-B (block or mutual fund sale and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest)
- Form 1098-E (student loan interest)
- Form 1099-C (canceled debt)
- Form 1098-T (tuition)
- Form 1098-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.

By signing the filled-out form, you:
1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are an exempt payee, if applicable, you are also certifying that you are a U.S. person, you allocate shares of any partnership interests from a U.S. trade or business to the partner who is subject to the withholding tax on foreign partner's share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from FATCA reporting is correct. See What is FATCA reporting? on page 2 for further information.
March 10, 2015

Jefferson Central School District
1332 State Route 10
Jefferson NY 12093

Dear Sir or Madam:

The Tax Law exempts New York State governmental entities such as your organization, Jefferson Central School District, from the payment of New York State and local sales and use taxes on their purchases. In order to make tax exempt purchases, a New York State governmental entity must present vendors with the entity's official purchase order or other documentation (e.g., payment voucher, contract of sale, Form AC 946, Tax Exemption Certificate, Form ST-129, Exemption Certificate - Tax on occupancy of hotel rooms, etc.) which indicates that the purchaser is a New York State governmental entity.

Tax exemption numbers and Form ST-119.1, Exempt Organization Exempt Purchase Certificate, are not issued to New York State governmental entities. If a vendor requests a tax exemption number or Form ST-119.1, Exempt Organization Exempt Purchase Certificate, from you, the Jefferson Central School District may give the vendor a copy of this letter. This will assure the vendor that a governmental purchase order, or other evidence that Jefferson Central School District is the purchaser, and this letter are the only documentation the vendor needs in order to not collect sales tax.

For additional information, please refer to Publication 843, A Guide to Sales Tax in New York State for Exempt Organizations, which is available on the New York State Tax Department website at www.tax.ny.gov.

New York State Department of Taxation and Finance
OTPA-Taxpayer Guidance Division
Sales Tax Exempt Organizations Unit
Dear Ms. Samantha Costa and the CWC Education Grant Committee:

I am writing to enthusiastically share my support for the Jefferson Central School’s application for funding through the Catskill Watershed Corporation’s Watershed Education grant. Laura VanGlad has revived this essential trip to be a culminating experience for the watershed education component of her classroom. We are looking at bring her students back again, after many successful trips over the years, including each of the last 5 years since 2014. We have the chance to help provide a West of Hudson School another valuable experience exploring another area within the Catskill NYC watershed.

The Frost Valley YMCA is excited to be able to provide programming in our many areas of expertise. Jefferson School has experienced this over the years - one of the rare schools in the watershed taking advantage of an overnight experience with us. I look forward to the opportunity to work with Ms. VanGlad and help her craft an experience that is both enriching and affordable for her students. As always, Frost Valley is happy to help support this trip through funding in combination with the CWC. We are excited to provide an in-kind donation of a visit to the school to provide watershed lessons to the students in their classroom.

Please consider joining us in funding the Jefferson Central School’s trip to Frost Valley during the 2020-2021 school year. We will provide an unforgettable experience that will help Ms. VanGlad’s students appreciate and retain these essential lessons. Feel free to contact me to discuss any of our programs that would support the school.

Build Strong!

Brett Tillman
School Programs Director, Frost Valley YMCA
btillman@frostvalley.org  (845) 985-2291 ext. 221
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #  28

NAME:  Jefferson Central School – Frost Valley Experience

AMOUNT REQUESTED:  $5,324

AMOUNT RECOMMENDED:  $5,324

BASIS FOR RECOMMENDATION:
A well-organized application with a nice connection between school based science curriculum and Frost Valley watershed experience. You might consider adding a career training opportunity and/or a community service component/ as well as go to a career training.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: MIDDLE SCHOOL 324

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Seven Thousand Dollars ($7,000.00) to Middle School 324 for a project titled “Frost Valley Educational Overnight”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Seven Thousand Dollars ($7,000.00) to Middle School 324.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $750

Amount Awarded $ ___ Contract Number ___ Application Number ___

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Middle School 324

2. Project Title: Frost Valley Educational Overnight

3. Lucienne Morel, Assistant Principal MS 324

Applicant Name and Title

21 Jumel Place

Street Address/PO Box of School/Organization

New York NY 10032 Manhattan

212-923-4057 ms324.org

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range: November 5-6, 2020 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

Teachers have attended Frost Valley programs, visits to the Neversink Reservoir, participated in the Citizen Science Program.

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”
   [ ] Trout in the Classroom
   [ ] NEW! “City that Drinks the Mountain Sky”
   [ ] Frost Valley YMCA
   [ ] The Rejuvenary River Circus
   [ ] The Ashokan Center
   Water Quality Teaching Aids
   Groundwater Contamination Kit: [ ] Fruitvale
   [ ] Watershed Model
   [ ] Wastewater Model
   Enviroscopes Models: [ ] Wastewater Model
School/Organization: Middle School 324

Project Title: Frost Valley Educational Overnight

1. Audience Information: Number of people affected: __ Directly: __ Indirectly: __

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<th>Audience</th>
<th>Location</th>
<th>Grade Level/Age Range:</th>
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<tr>
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<td>6th Grade</td>
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<tr>
<td>Teachers</td>
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Others: ______________________

2. You **MUST ATTACH** one to four pages of project description
**CWC Watershed Education Grant Program**  
Application for 2020-2021 School Year  
Round 23

---

**BUDGET SHEET**

Name of School/Organization: Middle School 324  
Project Title: Frost Valley Educational Overnight

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<tr>
<th>Personnel (Staff, consultants)</th>
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<th>In Kind Contributions</th>
<th>Total project costs</th>
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<td><strong>1610</strong></td>
<td><strong>0</strong></td>
<td><strong>10360</strong></td>
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</table>

**TOTAL PROJECT COST**  
CWC GRANT REQUEST (not to exceed $10,000)  
8750

Consult applicant guidelines BEFORE submitting for travel funds  
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to  
scosta@cwconline.org
M.S. 324 is a small public middle school located in the upper Manhattan neighborhood of Washington Heights. Our mission is to prepare students for college, work, and citizenship. This mission includes a strong dedication to educating students about the world around them, especially the environment. Many of our students are from families that are new to the country and have had little experience traveling outside of the city or even neighborhood. The opportunity to visit a place such as Frost Valley and experience the forest and study the watershed firsthand is a truly unique and life-changing experience.

Each year we take our sixth grade class (approximately 65 students) and teacher chaperones (6-7) on an educational overnight trip with two goals. The primary goal is to bring essential components of the sixth grade Earth Science curriculum to life in ways that will have a long-lasting impact on student learning. The secondary goal is to engage in team-building experiences that help build a strong, healthy, middle school community. When these students and teachers return from the trip, they will take their knowledge and experiences home with them, reaching an estimated 200+ community members.

We are requesting $8,750 to help us cover the cost of a 1-night, 2-day trip. We try to keep the cost of the trip reasonable for our families, many of whom are on a tight budget -- 85% of our students are considered "economically disadvantaged" as defined by the New York State Department of Education, and 35% have a household incomes below the federal poverty level. Historically we have asked parents to pay no more than $60 and operated on a sliding scale, offering to cover the full tuition if necessary. This ensures no student is excluded from this important academic experience due to their family's financial status.

Over the past few years, through partnerships with WAC, Clearpool Environmental Education Center, Citizen Science, and the Billion Oyster Project, we have developed a middle school science curriculum with a strong focus on watershed and forestry themes. A trip to Frost Valley with a visit to the Neversink Reservoir would serve as a focal point for our sixth grade Earth Science curriculum and would be the foundation upon which students would continue to grow in seventh and eighth grade when they study the role oysters play in filtering the water ways surrounding New York City.

A detailed description of how our curriculum aligns with a trip to Frost Valley is included in the additional pages. One highlight of the curriculum that also serves as an evaluation tool for the project is a culminating writing piece. After completing the unit focused on water and visiting Frost Valley and the reservoir, students write a letter to WAC arguing for actions that could preserve a watershed that has been threatened by a proposal to build a new mall. We know it takes a great deal of planning, teaching, and organization to prepare students, teachers, and families for a rich, successful overnight educational trip. We are dedicated to this task and put in the work required because we believe that a trip to Frost Valley has a greater impact on students' understanding and passion for science.
and the environment than any collection of activities done in the classroom. A trip to Frost Valley transforms students’ learning experiences which, in the future, transforms their lives.

Goals & Objectives—How the program links to our watershed curriculum and school mission:

A trip to Frost Valley would serve as the central focus of our sixth grade Earth Science curriculum. The first unit of our curriculum—the one directly preceding a visit to Frost Valley—is an extensive study of water on earth. In this unit, the students study watersheds in addition to broader water-related concepts such as types of water and the water cycle. We focus on the New York City watershed, and discuss factors such as the role of forests in the watershed, wastewater treatment, human impact on our watershed, and create a model to demonstrate how a watershed works. While we are able to do activities to map, model, and research the watershed in the classroom, a visit to Frost Valley and especially the model forest would allow students to observe and study the watershed firsthand. In particular, they would be able to see and study the role trees play in the watershed, something that is generally challenging to do well in our urban environment.

In addition to the watershed and forestry activities students would undergo at Frost Valley, we would work with the Watershed Agricultural Council Bus Tour program to arrange a visit to the Neversink reservoir on our return from the trip. This would allow students the chance to see where the water from the watershed they have just studied is stored prior to traveling to our city. Seeing the beauty of the reservoir and how vulnerable it is to environmental pollutants helps to emphasize the importance of human responsibility for our water sources and aligns with our goal of promoting environmental stewardship.

Another component of our sixth grade science curriculum that aligns with the themes explored while at Frost Valley are our science argument writing tasks. Our science teachers participated in a project with the National Writing Project focused on argument writing in science. One of the arguments our sixth grade students write focuses on the role trees play in a watershed. After studying maps of the watershed, creating models of a watershed, researching human impact on the watershed, and participating in a stream study, students write a letter to the Watershed Agricultural Council arguing for actions that could help preserve and protect a watershed that was threatened by a proposal to build a new mall. This writing piece would serve as one of the evaluations of the project on our students’ learning.

The curriculum connections extend beyond sixth grade. Two of our eighth grade teachers are involved in the Citizen Science program that focuses on the health of the East River. Through that partnership our eighth grade students go on trips to perform experiments in a science lab and to collect samples of water from the East River to study.
For the past few years we have taken our students on a two-night trip to Frost Valley. For this upcoming year we are planning a one-night, two-day trip. We hope that by making it a one-night trip more parents will allow their child to attend, bringing participation up to 95% of the 6th grade class (from about 78%). Although we will be at Frost Valley for a shorter period of time, we are going to focus our programming on Watershed themes to ensure students are exposed to all of the same content and topics as they were during prior visits.

Finally, as was mentioned in the introductory section, part of our school’s mission is to prepare students for college. To that end, our students learn about college and also get the opportunity to visit a campus in seventh grade through the College Access for All program. In addition to that experience, having the opportunity to spend two days away from home learning together “off campus” is extremely powerful for our students, many of whom have never had the chance to spend time away from home. This experience, we hope, further encourages our students to consider attending college in the not-too-distant future.

**Methods and Activities:**

The following will be done by our 6th grade science teacher: Before visiting Frost Valley, students will study and analyze a map of the Catskill Watershed, focusing on elements such as where New York City is in relation to the watershed and what bodies of water are found on the map. Students will watch a video about and create a model of a watershed to learn how human actions impact a watershed. Students will also conduct two explorations, one that simulates how trees filter water and another that models how ground water becomes contaminated.

After visiting Frost Valley, in science class, students will be asked to write a letter to the Watershed Agricultural Council arguing for actions that could help preserve and protect a watershed that was threatened by a proposal to build a new mall. Together with their 6th grade teachers, they will also create a community bulletin board on which they will display photographs, writing pieces, and other artifacts from our trip educating members of our school community about the activities they took part in at Frost Valley and what was learned.

Prior to the trip, the teacher chaperones will meet with Tyler VanFleet from WAC to deepen their own knowledge of the watershed. We will also visit the Neversink Reservoir on the trip and go on a tour led by a representative from WAC.

In addition to academic preparation for the trip, we know it also takes a lot of organizational work and planning to prepare students and families for an overnight trip. We put a strong emphasis on parent outreach in the months leading up to the trip. We have two informational meetings for parents and families led by teachers and members of the administration. Teachers and the parent coordinator also make phone calls or meet individually with parents who have questions or concerns about their child attending an overnight trip.
Evaluation Plan:

There will be two components to the evaluation process. The first is a pre- and post-test of watershed knowledge and understanding. These assessments will be given at the start and conclusion of the water unit (the unit will conclude after our trip). Additionally, students will complete the writing piece described above in which they write a letter to the Watershed Agricultural Council arguing for actions that would help preserve and protect a watershed that was threatened by a proposal to build a new mall.

Documentation and Outreach:

Each year we have shared the experiences and knowledge from the trip in two main forms – through a video made by the science teacher who attends the trip that is shared with parents at a parent event, and through a bulletin board located in the school that includes photos and reflections written by students following the trip. Additionally, many of the ideas that are planted while at Frost Valley are further developed throughout the rest of middle school by students who join our school “Green Team” or take part in the Citizen Science programs. For example, the Green Team has done presentations for student advisories about the importance of cutting back on food waste. Through these various forms of media and avenues of outreach, the ideas and understandings that begin at Frost Valley are spread throughout our school community and larger school system for years to come.

Budget:

We are requesting $8,750 to help cover the cost of a 1-night, 2-day trip. We try to limit the cost of the trip for our families, many of whom are on a tight budget, to help ensure that all children can attend. In the past we have asked for families to pay up to $60. However, we operate on a sliding scale and ask families to pay what they can afford. We cover this additional cost through fundraising done by students and staff.

The total cost of the trip for 70 (our anticipated numbers for next year) is $14,860. We are requesting $8,750 from CWC to cover approximately 50% of that cost (dependent upon the final financial assistance figure). We will pay the remaining cost of the trip through financial assistance from Frost Valley, the WAC Bus Tour Grant (approximately $2,500), payments from students and fundraising (approximately $3,600).
APPLICANT #  8

NAME:  MS 324 – Frost Valley Overnight

AMOUNT REQUESTED:  $8,750

AMOUNT RECOMMENDED:  $7,000

BASIS FOR RECOMMENDATION:
Nice connection between school since water unit and West of Hudson Watershed experience. The grant proposal should have a stronger evaluation plan.
Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: MIDDLE SCHOOL 371

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Middle School 371 for a project titled “Watershed Warriors: From West Harlem to West of Hudson”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Middle School 371.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $ ________ Contract Number ________
Amount Awarded $ ________ Application Number ________

Please type all information below this line

1. This project is for  [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

   School/Organization: MS 371

   Attach proof of non-profit status

2. Project Title: "Watershed Warriors: From West Harlem to West-of-Hudson"

3. Meredith Hill, Project Director (will be Founding Principal as of July 1, 2020)

   Applicant Name and Title

   MS 371 Attn: Meredith Hill c/o Community School District 5, 123 Morningside Drive
   Street Address/PO Box of School/Organization

   New York NY 10027
   City State Zip

   978-697-9354 coming soon! mhill12@schools.nyc.gov
   Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

   Frost Valley YMCA Camp
   Time and the Valleys Museum

5. Project date range October 2020-December 2020 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past?  [ ] Yes  [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?
I have participated in Urban Advantage's Science Education Professional Development; I led a teacher team in developing Columbia Secondary School's Curriculum "From Source to City: Exploring the West-of-Hudson Watershed Region" (2016-2019)

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   [ ] Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   [ ] NEW! "City that Drinks the Mountain Sky"
   [ ] The Rejuvenary River Circus
   [ ] Water Quality Teaching Aids
     Groundwater Contamination Kit: [ ] Fruitvale
     Enviroscape Models: [ ] Watershed Model  [ ] Wastewater Model
   [ ] Trout in the Classroom
   [ ] Frost Valley YMCA
   [ ] The Ashokan Center
CWC Staff Personnel ONLY

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<th>Amount Requested</th>
<th>Contract Number</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
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<th>Amount Awarded</th>
<th>Application Number</th>
</tr>
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<tbody>
<tr>
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</table>

School/Organization: **MS 371**

Project Title: **"Watershed Warriors: From West Harlem to West-of-Hudson"**

1. Audience Information: Number of people affected: 4590 Directly: 90 Indirectly: 4500

<table>
<thead>
<tr>
<th>Audience</th>
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<tr>
<td>☑ Students</td>
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<td>6th grade</td>
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<tr>
<td>☐ Teachers</td>
<td>☐ EOH</td>
<td></td>
</tr>
<tr>
<td>☐ Others:</td>
<td>☐ Both</td>
<td></td>
</tr>
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</table>

2. You **MUST ATTACH** one to four pages of project description
### BUDGET SHEET

**Name of School/Organization:** MS 371

**Project Title:** "Watershed Warriors: From West Harlem to West-of-Hudson"

<table>
<thead>
<tr>
<th></th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
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<tr>
<td><strong>PERSONNEL (Staff, consultants)</strong></td>
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<tr>
<td>School/organization staff</td>
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<td>Consultants/outside presenters</td>
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<td>Fringe benefits (max. 25% of Salary)</td>
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**CWC GRANT REQUEST (not to exceed $10,000)** 9999

Consult applicant guidelines BEFORE submitting for travel funds

*Consult special option descriptions for pricing

**SUBMIT YOUR COMPLETED APPLICATION** as an attachment to scosta@cwconline.org
A. Goals and Objectives

NYC students are often disconnected from the intricate relationship of our city to other parts of the state (and country), and often lack understanding of how the West-of-Hudson Watershed Region is critical to their NYC lives. This project aims to:

1. Build students’ understanding of the relationship between NYC and the West-of-Hudson Watershed Region
2. Build students’ understanding of freshwater ecosystem health
3. Build students’ awareness of their role in promoting a healthy watershed
4. Create a platform for students to become advocates for their watershed

MS 371 is a new middle school opening in Fall 2020 in Harlem, NYC with a founding class of 90 sixth graders who will all come from Manhattan District 5 (Harlem). With 83% of District 5 students receiving free- and reduced- price lunch, we anticipate many of our students will lack opportunities for extracurricular learning and experiences out of the city. The school will be located at 130th and Convent Avenue, just a few blocks from one of the historic gatehouse buildings of the Old Croton Aqueduct and the Hudson itself - and yet few NYC students know the history of their own watershed region, the role that water has played in the development of NYC, or the complex relationship between NYC and upstate neighbors in the West-of-Hudson watershed region. Our goal in this project is to give students an opportunity to delve deep into Scientific and Social Studies concepts while grounding their explorations in an understanding of their role as NYC residents as watershed stewards.

MS371’s innovative model is centered on project-based learning, community partnerships, and hands-on experiences. By recentering the “core” of curriculum on Science and Social Studies-based projects, students will engage in answering questions related to social and environmental justice as it relates to their community and planet, which will also enlist them to apply their skills in literacy and mathematics to real-world learning. They’ll use local experiences as jumping points for in-depth investigation of the world, past, present, and future.

Projects will center on themes of “Community Justice” and “Sustainable Earth”. “Sustainable Earth” Projects focus on tracing Food, Water, Climate, and Soil from both a scientific systems perspective and a global historical perspective, starting with hands-on learning in NYC and our local community. Understanding how all four of these areas - Food, Water, Climate, and Soil - interact in the creation and preservation of civilizations is a key to building understanding of what it takes to create a sustainable future.

While MS 371’s curriculum development is still in process, we are certain that giving our students an understanding of the West-of-Hudson Watershed Region from the start is key to their ability to make continued connection and develop understanding of the functioning of their communities and city. In the 6th grade, students will learn about the health of sustainable systems, the functioning of water from a physical systems perspective, and the geographic
factors that influenced the development of communities - and they will expand upon this learning as they deepen their understanding of NYC, US, and Global History over the course of their 7th and 8th grade years.

We anticipate that this proposed project will give students an understanding of the history of NYC’s West-of-Hudson geography and water system as key parts of NYC’s development, the factors that determine a healthy fresh-water watershed, and the ways that human influence has and can influence watershed health. At Frost Valley, students will be engaged in pond studies to analyze factors that make a sustainable water ecosystem, explorations of the Model Forest and its ecosystems and analyze how these contribute to the watershed’s health, activities in shelter building and water filtering to explore how natural resources can be sustainably used, and lessons utilizing the interactive sand table to consider how geographic features impact watershed development. We plan to incorporate stops on the way up to the Time and the Valleys Museum for students to delve deep into the context of the building of the West-of-Hudson Watershed Region and the Rondout Reservoir for students to visualize the size and scope of reservoirs whose building necessitated the destruction of entire cities. A stop at the Croton Aqueduct and Croton Dam on the way home will further allow students to consider how human interaction with geographical features made for the development of NYC’s systems.

Our anticipated outcome is that students will have gained an in-depth understanding of the critical relationship between NYC and the West-of-Hudson Watershed Region, will be able to articulate and identify components of freshwater ecosystem health, will feel a sense of personal agency in promoting a healthy watershed, and will serve as watershed advocates.

**B. Methods and Activities**

Our project-based approach means that students will investigate overarching questions that guide their thinking. In answering the overarching “Sustainable Earth” question of “How can we achieve a sustainable planet?” students will be tasked to consider “What role can we play in ensuring a healthy, reliable, and sustainable supply of water in NYC?” with sub-questions including:

- What makes a healthy watershed? How healthy is the West-of-Hudson Watershed Region?
- How did geography inform the settlement of civilizations? How did the geography of the West-of-Hudson Watershed Region allow for the development of NYC?
- What roles did water play in the settling of NYC? How did food, water, climate, and soil interact in the development of NYC?
- How did ancient civilizations’ use of water systems pave the way for the development of NYC’s water system?

Students will begin these studies by exploring what they know about NYC’s water system and the questions that they have. From there, they’ll embark on researching answers to their
questions and getting a baseline understanding of NYC’s water system in its historic and present contexts.

In parallel to this, students will also look at what makes a healthy ecosystem, and will explore how ecosystem health is related to watershed health. This will form a backbone of scientific understanding, and will be tied into additional Sustainable Earth project work around food systems and agriculture, which also involves an in-depth look at sustainable ecosystems.

In our project-based model, students will investigate from multiple disciplines, so they will be tasked with interpreting statistics on watershed health and human impact, reading and analyzing various types of text, and using writing and speaking to share ideas. We are in the process of developing a mapping and timeline app that would allow students to connect their understanding of place, time, and geography to a digital representation, so we plan to incorporate analysis of existing maps and students’ creation of map-based projects to further their conceptualization and sharing of their West-of-Hudson Watershed understanding.

At Time and the Valleys Museum, Frost Valley, and our reservoir stops, students will dig into watershed experiences through hands-on learning as follows:

- At Time and the Valleys Museum, students will rotate through three exhibits to learn about the indigenous roots of the West-of-Harlem Watershed Region, the history of building NYC’s water system and its impact on upstate and downstate stakeholders, and what life was like in the early 20th Century.

- Frost Valley will serve as a way for students to become immersed in understanding how forest and water ecosystems contribute to watershed health, something that they do not have access to in NYC. Frost Valley will host a 3-day visit for students, and Frost Valley’s educators will carry out lessons including pond macroinvertebrate studies, model forest tours and activities, water filtration labs using natural materials, sustainable shelter building, and interactive sandbox.

- Stops at the Rondout Reservoir and Croton Aqueduct and Dam will allow students to more accurately picture the water system, its magnitude, and the impacts that it made on natural and human systems.

When students return from this field experience, they will be tasked with creating tools to educate their community around Watershed health and the impact that NYC residents can have on the West-of-Hudson Watershed’s health. This may take the form of shared interactive maps, poster campaigns, and other student-created publications - and students will be put in the role of figuring out how to share these projects with their community.

The project’s timeline will depend on the availability of Frost Valley YMCA Camp and Time and the Valleys Museum to host our group, particularly with needs for reduced-price funding for our Title I population. We hope to plan the trip for the Fall of 2020 as a way to give students
baseline understanding to drive the rest of the year’s learning. The project will last for at least a month, and will impact learning that happens throughout the rest of the year. A draft timeline entails:

- September 2020: Families are oriented to the Watershed Project
- October 2020: Students begin classroom investigations of NYC’s water systems
- November 2020: Students go on field experience
- November 2020-December 2020: Students complete projects

C. Evaluation

A goal at MS 371 is to investigate learning throughout students’ experience to gather details on the effects of our project-based models in order to share them with other schools. We will thus be giving students pre- and post- surveys that utilize likert scale responses to a series of questions.

These will be aimed at getting a sense of students’ pre- and post- understanding of the content (West-of-Harlem Watershed Region, watershed ecology, NYC water history) as well as their attitudes about NYC residents’ roles in maintaining a healthy watershed.

We will also evaluate based on a collection of classroom data, including student brainstorms, writing, and discussions.

Research Objectives used to assess the success of our project:

1. Students have an increased understanding of the relationship between NYC and the West-of-Hudson Watershed Region
2. Students can articulate the components that determine freshwater ecosystem health
3. Students take ownership of their role in promoting a healthy watershed
4. Students actively advocate for their watershed’s health with clear steps that the NYC community can take to support watershed health

D. Documentation and Outreach

We will document our programming throughout by gathering the curricular materials, documenting student work, and taking photos and videos throughout. Students will be tasked to share their final projects with an authentic audience, but will play a role in determining who that audience should be, as they work to educate their community on their roles in maintaining a healthy watershed. Their goal will be to each reach 50 people, for an overall outreach effort of 4500 people!
Brett Tillman  
2000 Frost Valley Road  
Claryville, NY 12725  
January 30, 2020

Catskill Watershed Corporation  
CWC Watershed Education Grant  
905 Main Street  
Margaretville, NY 12455

Dear Ms. Samantha Costa and the CWC Education Grant Committee:

I am writing to enthusiastically share my support for MS 371 application for funding through the Catskill Watershed Corporation’s Watershed Education grant. They are a brand new school in NYC which will be focusing on hands-on, exploratory and project-based learning. I would be extremely excited to have their first-ever group of students come to Frost Valley to learn about and connect with their watershed.

I have worked with their Project Director, Meredith Hill, for many years with her former school, Columbia Secondary School. Meredith brought the CSS students to Frost Valley on an extensive watershed program for 10 years. Meredith is extremely dedicated to her students’ experience and education; the program at CSS was always top-notch and really pushed her students within their program. Through my experience and conversations with Meredith I know she is working on a great program for her new students and staff at MS 371. This truly is a great opportunity to have the NYC watershed connection be a part of the new school’s culture from the ground up!

The Frost Valley YMCA is excited to be able to provide programming in our many areas of expertise. I look forward to the opportunity to work with Meredith and help her craft an experience that is both enriching and affordable for her students. Having worked with her I am sure that the program will be incredibly immersive, extensive and experiential. Frost Valley is happy to help support this trip through funding in combination with the CWC.

Please consider joining us in funding the MS 371 trip to Frost Valley in the 2020-2021 school year. We will provide an unforgettable experience that will help their students appreciate and retain these essential lessons. Feel free to contact me to discuss any of our programs that would support the school.

Sincerely,

Brett Tillman, School Programs Director  
Frost Valley YMCA  
Phone: 845-985-2291 x 221 Email: btillman@frostvalley.org
February 2, 2020

To Whom It May Concern:

The Time and the Valleys Museum has been asked to work with Middle School MS 371 in Harlem to provide them with a half day educational program on the history of NYC Water System, tailored to the needs of their 90 6th grade students. This program is part of their trip up to the Catskills for a Project Based Learning component and an intensive look at NYC’s water system.

The educational program we provide includes a visit to our permanent exhibit, Tunnels, Toil and Trouble: NYC’s Quest for Water and the Rondout-Neversink Story, modules on keeping water clean, “What is a Watershed?” and “Lost Towns”. We also provide educational materials before and after the program for their use back in school to reemphasize what they have learned. Our handicapped accessible facility is adequate for up to 100 students with a community room for activities and an area to eat lunch.

Located in a three level facility, the Time and the Valleys Museum is dedicated to preserving the history of the Rondout and Neversink watershed areas, which includes the building of New York City’s Water supply system and the towns removed because of the system. The Museum provides educational programs and hands on activities led by knowledgeable Museum educators throughout the year for school groups, youth groups and adults.

It is wonderful that the teachers at MS 371 want to provide their 6th grade students with such an intensive, wonderful learning experience, and we are most happy to be part of it. Please let me know if you need additional information or have any questions.

Sincerely,

Donna Steffens
Director
Time and the Valleys Museum
EDUCATION

Teachers College, Columbia University, New York, NY
Ed.M. in Educational Leadership – Summer Principals Academy
2012 – 2014

Teachers College, Columbia University, New York, NY
M.A. in Teaching of Secondary English – In-Service Teacher (INSTEP) Program
2008 – 2010

Barnard College, Columbia University, New York, NY
B.A. in Theatre, summa cum laude, Departmental Honors, with a Concentration in Directing; Dance Minor
2003 – 2007

EXPERIENCE

Project Director
May 2016 – Present
Co-found a new middle school in NYC Community School District 5 aimed at raising the next generation of thinkers and leaders through hands-on project-based learning, opening Fall 2020. Built a design team of over 40 partners representing a range of backgrounds, expertise, and programs; host weekly meetings to develop curriculum, health and wellness approaches, and community outreach plans.

Columbia Secondary School Community Garden
June 2010 – Present
Founder and Garden Coordinator of registered NYC GreenThumb/Grow to Learn school community garden on vacant Parks Department lot in partnership with Columbia Secondary School; built a garden membership base to include 70+ community members and over 50+ students each semester; collaborate with students and community to develop educational garden plan including perennial beds, raised vegetable beds, compost project, and outdoor classroom spaces; cultivate vegetables, herbs, and fruits for use in school lunches and educational cooking projects; oversee chicken care project for small flock tended by students and community members.

Columbia Secondary School for Math, Science, and Engineering (M362)
June 2016 – December 2019
Assistant Principal of a 6th-12th grade public school partnered with Columbia University; oversaw teaching and learning, developed programs, and implemented systems to support school’s success, including:

• LEAD Program Director: Created new peer mentoring program combining leadership, outdoor experiences, community activism, service learning, and self-reflection; led youth-leadership camping trip and workshops; oversaw implementation of service learning projects
• Science Department Supervisor: Collaborated with teachers to create meaningful connections to Next Generation Science Standards; revised Science Sequence and programming to increase options for students; ran “Family Science Night” schoolwide Science celebrations; Administrator for American Museum of Natural History’s Urban Advantage program partnership
• Engineering Department Supervisor: Supported development of Engineering curriculum and instructional practices; oversaw development of Senior Capstone curriculum to include hands-on project-based applications; oversaw fundraising campaign for student Engineering projects; collaborated with Columbia University Fik Maker Lab partners to develop Engineering curricula; collaborated with Ennead Architects to integrate architecture into Capstone Engineering and mentored Senior project teams
• Middle School Supervisor: Oversaw teacher teams for 6th, 7th, and 8th grades; oversaw interdisciplinary course integration
• “Source to City” Curriculum Supervisor: Oversaw development of 8th grade West-of-Hudson Watershed interdisciplinary curriculum; planned and executed culminating 8th grade trip to Catskills Watershed Region and Frost Valley YMCA Camp (including collaboration with Tri-Valley School); wrote successful grant proposals for Catskill Watershed Corporation and Watershed Agricultural Council grants; oversaw use of grant funds

Queens College, City University of New York
Fall 2015, Fall 2018
Adjunct Professor, Department of Secondary Education and Youth Services Taught Methods in Curriculum & Instruction for Graduate Students in English Education

Columbia Secondary School for Math, Science, and Engineering (M362)
Founding Teacher; English Language Arts, Philosophy, and Advisory Educator Designed and taught CSS-MSE’s 6th grade English Language Arts Curriculum as a holistic approach to literacy; curricular integration of thematic content surrounding current events, social justice, global issues, environmental sustainability; created 6th grade English-Integrated philosophy curriculum focused on Philosophy of Food, Agriculture, and Resources

Sustainability Educator Selected as leader of school sustainability efforts and founded student Green Team; created Cafeteria Compost Initiative to collect and hand-process cafeteria waste; developed curriculum for student-created sustainability action plans, which resulted in increased success in recycling and composting

Interdisciplinary Educator Led curriculum design and teaching team for 7th grade interdisciplinary course on “Food & Sustainability”; Collaborated on 6th grade interdisciplinary course on “Water & Sustainability”; co-led watershed camping expeditions
Meredith E. Hill  
400 W. 147th St Apt 2, New York, NY 10031  978-697-9354  mhill12@schools.nyc.gov

**Student Ambassador (STAR) Program for Environmental Leadership**, New York, NY  
2008-2010  
Co-creator and co-director: Designed and implemented summer program for 6th and 7th graders at Columbia Secondary School and KIPP STAR Charter School; wrote successful grant proposal to fund program through Learn and Serve America / Purdue University’s Engineering Projects in Community Service (EPICS) Program; developed program budget and reporting measures; led team of educators, undergraduate interns, and community partners in curriculum development and implementation focused on student-created action plans for community service and environmental engineering.

**Morningside Area Alliance**, New York, NY  
2005-2007  
**Education Intern**: Worked with PS-125 administration and teachers to implement “Creative Fridays” arts programming & arts partnerships with Columbia University; partnered on creating D5 education initiatives such as a D5 literacy festival and Super Saturday STEM Expo.

**Publications**


**Professional Presentations**


**Additional**

**Professional Trainings:**

- SOLO Wilderness First Aid Training (2018)
- Blue Hill Stone Barns Educator Training (2014, 2016)
- Dignity for All Students Act (DASA) Training (2015)
- Biodynamic Farming Apprenticeship Against the Grain Farm, Boone, NC (2015)
- NYC Public Schools Sustainability Coordinator Training (2011, 2012)
- Take Root Training Curriculum Training (2012)
- Project Food, Land & People Curriculum Training (2011)
- Woodhull Institute for Ethical Leadership Young Women’s Ethical Leadership Retreat (2006)

**Professional Honors:**

- Appalachian Mountain Club Youth Opportunities Program “Rookie of the Year” Award (2019).
- English Leadership Quarterly Best Article Award Honorable Mention (2015)
- Highlighted Educator in The Real Food Revolution by Congressman Tim Ryan (2014)
- NYC Blackboard Award for Teachers (2011)
- New York Agriculture in the Classroom Outstanding Teacher (2011)
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG) RECOMMENDATION

APPLICANT # 14

NAME: MS 371 Watershed Warriors from West Harlem to the West of Hudson Watershed

AMOUNT REQUESTED: $9,999

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
Pros – Exciting project based learning model at brand new school. Clear learning objectives. Robust trip plan to include Time and the Valleys Museum, and East and West of Hudson Reservoirs.

Suggestions – Would be great to include some sort of upstate/downstate exchange element to this program.

Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: MIDDLE SCHOOL 442 SCHOOL FOR
INNOVATION

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Middle School 442 School for Innovation for a project titled “MS 442 Frost Valley Experience 2021”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Middle School 442 School for Innovation.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
## Cover Page

**CWC Staff Personnel ONLY**

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Please type all information below this line

1. This project is for **✓ Pre-K-12 Student/Teacher audience (school programs)**
   - Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

   **School/Organization:** MS442 School for Innovation

   **Attach proof of non-profit status**

2. **Project Title:** MS442 Frost Valley Experience 2021

3. **Kenneth Andersen, Teacher**

   **Applicant Name and Title**

   **Bishop Ford Complex, 50019th Street**

   **Street Address/PO Box of School/Organization**

   **Brooklyn**
   - **NY**
   - **11215**
   - **Kings**
   - **Zip**

   **718-369-4480**

   **Telephone #**

   **www.ms442.org**

   **Website**

   **kandersen@ms442.org**

   **Email**

4. **Name(s) of collaborating organization(s), if any (attach letters of agreement)**

5. **Project date range:** March 31-April 1, 2021 (to begin after Sept. 1, 2020)

   **Have you applied for/received a CWC Education Grant in the past?**
   - **✓ No**

   **What watershed/environmental education professional learning opportunities have you attended in the past two years?**
   - Drink Your Trees (taught by Tyler Van Fleet for MfA)
   - Watershed Forestry Bus Tour for Classroom
   - Leadership Academy

6. **Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):**

   **See description/prices at the end of the Information and Guidelines**

   - **Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”**
   - **NEW! “City that Drinks the Mountain Sky”**
   - **The Rejuvenary River Circus**
   - **Water Quality Teaching Aids**
     - Groundwater Contamination Kit:
     - Enviroscape Models:
   - **Fruitvale**
   - **Wastewater Model**

   - **Trout in the Classroom**
   - **✓ Frost Valley YMCA**
   - **The Ashokan Center**
School/Organization: MS442SchoolforInnovation
Project Title: MS442FrostValleyExperience2021

1. Audience Information: Number of people affected: 450
   Directly: 150
   Indirectly: 300

   
   Audience
   □ Students
   □ Teachers
   □ Others:

   Location
   □ WOH
   □ EOH
   □ Both

   Grade Level/Age Range:
   □ 8th grade/13-14

2. You MUST ATTACH one to four pages of project description
CWC Watershed Education Grant Program  
Application for 2020-2021 School Year  
Round 23

BUDGET SHEET

Name of School/Organization: MS442 School for Innovation
Project Title: MS442 Frost Valley Experience 2021

<table>
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<tr>
<th>Personnel (Staff, Consultants)</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
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| Services (Technical, Artistic, Venue Rental) |                          |                          |                       |                     |
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| **Sub-Total Services**           | 0                        | 0                        | 0                     | 0                   |

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| Flyers/Mailings                |                          |                          | 0                     |                     |
| Promotion/Advertising          |                          |                          | 0                     |                     |
| Web/Social Media               |                          |                          | 0                     |                     |
| Other (specify)                |                          |                          | 0                     |                     |
| **Sub-Total Communications**   | 0                        | 0                        | 0                     | 0                   |

| Travel (estimated)*            |                          |                          |                       |                     |
| Mileage at $.58 per mile       |                          |                          | 0                     |                     |
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| Bus/Van Rental                 | 3 55-passenger buses @ $2408 |                          | 7224                  | 7224                |
| **Sub-Total Travel**           | 0                        | 7224                     | 0                     | 7224                |

| Special Option(s)** MAX 2      | 10,000                   | 13,345                   | 23,345                |                     |
| ostValleyYMCA:161(150 students+11 teachers) @$14 |                          |                          |                       |                     |
| **Sub-Total Special Option(s)** | 10,000                   | 13,345                   | 23,345                |                     |

| Total Project Cost             | 10,000                   | 20,569                   | 6336                  | 36,905              |

CWC Grant Request (not to exceed $10,000) **10,000**

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
A. Goals and Objectives
At MS 442 School for Innovation, a key theme for our science curriculum is the interconnection between human activities and Earth's natural resources. As we face the consequences of global climate change, a vital resource that is central to our instruction is water. We believe science education should be rooted in authentic scenarios that engage students in thinking about science in a real-world context that is relevant to them. For this reason, we present this topic with a strong local focus: the role of water and watersheds throughout greater New York State and, ultimately, into NYC. We use community resources and out-of-classroom experiences to give students as much hands-on connection as we can, but it’s impossible to see the full extent of our watershed from Brooklyn. A critical need to make this learning opportunity complete is to bring our students into the forest to experience with all their senses the land, rivers, and trees that comprise our watershed environment and ultimately fill our glass of water.

Our school is embracing an education for sustainability mindset, and a core tenet of this philosophy is that we are equipping our students to drive positive change in the world around them. This is essential as our students grow up into a time in which a changing climate will shape their daily lives. But we face one significant barrier: students' physical disconnection from nature. Many of our students lack any extended experience in natural settings outside the city or even within urban green spaces. This has spurred MS 442 to make a commitment to outdoor and experiential education across all areas of instruction. In the context of this effort, our school is well-positioned to deliver an impactful trip into the West of Hudson watershed, and, more importantly, to integrate it into a much larger learning experience that goes beyond just two days in the woods.

The trip to Frost Valley will directly address the need to provide students with a hands-on opportunity in the WOH watershed to explore the essential elements of our water system that are not visible in NYC. It will help them appreciate the magnitude of the watershed and the impacts it faces in a changing climate, understand their responsibilities as citizens to preserve and protect it, and provide a memorable personal experience in New York’s natural environment. This trip will also provide a center of gravity for an enriching year-long investigation into the water resources we depend on in Brooklyn. A curriculum that explicitly lays a groundwork of learning to prepare for the trip and then uses the trip experiences to reflect and connect afterwards will ultimately lead to a level of understanding and appreciation for the watershed and our New York City water system that would be difficult to match if we only stayed in and around our classroom.

Utilizing the special option to visit the Frost Valley Environmental Education Center ensures that this trip will relate directly to the key themes of watershed education. The chance to see, touch, and walk among the trees in the heart of the WOH watershed will help students appreciate the key role forests play in filtering water and show the impact forest management can have on freshwater quality. Students will learn about factors that affect the health of freshwater environments and see firsthand how the choices we make affect the WOH watershed ecosystem. The programming at Frost Valley — and also a tour of the nearby Neversink Reservoir on the same trip — explicitly draws connections between the origins of drinking water in the Catskills and its ultimate consumption in NYC. Seeing 35 billion gallons of water stored behind the Neversink Dam will give students a lasting sense of the scale of the water supply system that feeds New York City.

This proposal builds on a prior project funded in part by the Watershed Agricultural Council. In 2019, MS 442 sent a class of 22 8th grade students to Frost Valley to test the programming and consider how it could best connect to our curriculum. In spring 2020, with transportation funding from WAC, we will double the number of 8th graders visiting Frost Valley for a program explicitly focused around freshwater and watershed education. We’ve also integrated study of the WOH watershed and the NYC drinking water system directly into this year’s science curriculum for these students. This proposal aims to extend this curriculum to the entire MS 442 8th grade in 2020-2021 and to bring all 150 students to Frost Valley for a two-day trip. In addition to the program costs at Frost Valley, this proposal includes the volunteer overnight time for the 11 required MS 442 staff chaperones and the rental of roundtrip coach bus transportation between Brooklyn and Frost Valley.

B. Methods and Activities
This program will be integrated into the 8th grade science curriculum at MS 442 anchored around three essential questions: Where does our water come from? How does climate change affect our water? What are
my responsibilities to protect our water? Over the school year, students will conduct inquiry-based explorations to build their understanding and appreciation of the WOH watershed and the NYC water supply system.

In the fall, students will start at the macro level, considering geologic history and how the resulting topography has created our watershed. They will compare topographic maps of New York with USGS watershed maps, and they will also engage in hands-on modeling with a “Crumple a Watershed” activity. Using crumpled sheets of paper, water-soluble markers, and spray bottles, students will explore the physical aspects of watershed behavior and consider the impacts of human activities and climate change in the watershed.

Students will also learn about the role of trees in our watershed. They will study the relationship between landscape vegetation and rates of erosion. They will conduct soil permeability and porosity lab investigations to understand the dynamics of infiltration. Students will also visit urban forests in Prospect Park and Inwood Hill Park to learn about the role trees play in our water system. This work will be supported in the classroom by resources including Nature Conservancy videos connecting trees and clean drinking water.

Over the winter, we will focus on a classroom-based investigation of the New York water supply system. Using resources including the New York Times Billion Gallons a Day video and the NYT’s cartoon series How New York Gets Its Water, students will explore guiding questions around how water is used, transported, cleaned, recycled, and disposed of. Students will also screen the documentary Deep Water to learn about the early history and the human impact of the creation of NYC’s drinking water system.

This work over the first half of the school year will prepare students to engage at a high level during the early spring trip to Frost Valley. Students will be able to make direct connections between their prior learning and the programming at Frost Valley, including coursework in freshwater and forest ecology, an exploration of FV’s Model Forest and management practices, and a visit to the Neversink Reservoir.

After the trip to Frost Valley, students will reflect back on these experiences to anchor their continued study throughout the spring, with a particular focus on responsibility for maintaining and preserving our water systems. This will center on three major learning experiences. First students will synthesize their learning on stewardship with a student-led discussion on responsibility for protecting watersheds. Students will debate the best measures for ensuring the health of watersheds, the challenges posed by flooding and climate change, and the roles different stakeholders should play.

Students will then return to Prospect Park and compare management strategies used in Frost Valley’s Model Forest with what they observe in Brooklyn. Students will also review the Forest Management Framework for New York City published by the Natural Areas Conservancy and NYC Parks. Students will write analytical essays that assess the goals of the Framework as they also consider what role they can play in preserving and protecting our forests.

After visiting the water supply systems at its origin in the Catskills, students will make a final trip of the year to explore the system in NYC. With the Friends of the Old Croton Aqueduct, students will tour the High Bridge and the Highbridge Water Tower in Northern Manhattan and the Bronx. Seeing the scale of the system at the distribution end will help support their overall understanding of the requirements to bring clean water to NYC. Our year-long program will close with students using resources including the Dept. of Environmental Protection’s water use calculator to consider their personal responsibility for the water supply system.

C. Evaluation
This evaluation plan has been developed using best practices for educational assessment, with specific guidance on environmental education evaluation from MEERA.

This proposal is built around three goals:

1. Increase student knowledge and understanding of the importance of fresh water, the dynamics of the WOH watershed, and the operation of the NYC water supply system.
2. Increase student understanding of the role of stewardship and their personal responsibility for preserving and protecting the WOH watershed and the NYC water supply system.
3. Improve the effectiveness of the program in future years.

These goals will be assessed throughout the course of the program, according to the evaluation plan timeline:
September 2020. At the beginning of the school year, we will put in place the framework for the evaluation plan that will be used throughout the year. All 8th grade students will be given a diagnostic exam that covers all of the content knowledge related to Goal #1. This data will be used as a baseline to help assess progress toward Goal #1 throughout the year.

Students will also be given a survey that probes their attitudes and understanding of the concepts of stewardship and personal responsibility for clean water. This survey will be administered again mid-year after the trip to Frost Valley and a final time at year-end. The September responses will be used as a baseline to assess progress toward Goal #2.

Students will also participate in setting objectives for the program. After introducing students to the curriculum plan, teachers will guide students toward setting three to five classwide goals for the year. Progress will be measured on the mid-year and year-end surveys. These results will help inform the assessment of Goal #2 as well as identify some areas of focus for improving the program as outlined in Goal #3.

Fall 2020 and Winter 2021. For the months prior to the trip to Frost Valley, each curriculum activity outlined in Section B will include formative assessment and reflection in a variety of formats, including:

- Whole class discussions - all activities
- Peer-to-peer discussions - all activities
- Socratic seminar - *Deep Water* documentary
- Written reflections - “Crumple a Watershed” human impacts, Prospect Park and Inwood Hill Park trips, Nature Conservancy videos, NYT’s *Billion Gallons a Day* and *How New York Gets its Water*
- Lab reports - topography and watershed development, vegetation and landscape erosion, soil permeability and porosity
- Exit tickets - all activities

In each activity, students will also be assessed on a range of learning outcomes based on Next Generation Science Standards science and engineering practices and cross-cutting concepts. Students will also be assessed on Common Core science literacy standards. These rubric-based assessments will provide a content-agnostic measure to compare student performance to prior years.

Additionally, students will be assessed using NY State Regents exam questions on related topics in the science curriculum, including:

- interpreting topographic maps
- bedrock structure and watershed drainage patterns
- soil permeability, porosity, and infiltration
- water cycle
- weathering, erosion, and deposition
- lifecycle of a river
- role of forests in climate
- ecosystems
- human impact on Earth’s natural resources

The results of all of these assessments will be evaluated to measure overall academic achievement and progress toward Goal #1 as well as the development of foundational understandings necessary to achieve Goal #2. Results will be used to adjust the program plan as needed, in order to meet both Goals #1 and #2.

Frost Valley 2021. During the program at Frost Valley, assessment will be largely observational. Teachers rate student performance and engagement in each part of the program. This data will be used to continue to track individual student progress towards Goals #1 and #2, as well as to help us assess the overall program and meet Goal #3. The Frost Valley visit is the centerpiece of the curriculum and we want to ensure that we maximize every part of the two days.

At the conclusion of the Frost Valley trip, teachers will also debrief with the FV educators who facilitate the program. While more anecdotal, this feedback has proved valuable in shaping future programs and is an
important part of the evaluation for Goal #3. Students will also take the mid-year survey, with results serving as a formative assessment to adjust the program as needed to meet Goal #2 and the student goals by year-end.

Spring 2021. For the remainder of the school year, students will focus on three major learning experiences that are anchored in the foundational learning of the fall and winter and the direct insights gathered at Frost Valley. Soon after the return from the Catskills, students will lead a rigorous, evidence-based classwide discussion on the responsibility for protecting watersheds. Then students will research and closely analyze the forest management plans for New York City, culminating in written essays comparing it to Frost Valley’s Model Forest practices and assessing its chances of success. Finally, students will explore the distribution end of the NYC water supply system with a tour of Highbridge Water Tower. They will reflect on the magnitude of the system in small group discussions and writing. Students will pick one of these three spring experiences to share with their 6th and 7th grade peers as part of a final project described in Section D. All these results will contribute to a summative assessment of Goals #1 and #2.

June 2021. Students will take a final version of the initial diagnostic content exam, assessing their academic knowledge of all of the related scientific topics. This will serve as a summative assessment of Goal #1. Students will also take the year-end survey as a summative assessment of Goal #2. The survey will include questions explicitly about the effectiveness of the program and suggested improvements to help meet Goal #3.

Overall Evaluation
Goal #1 - success will be measured by student improvement on content exam from September to June. Rubric-based assessments of student performance in scientific practices and literacy skills on individual activities will also be compared to student performance in prior years.

Goal #2 - success will be measured by an increase in student feelings of responsibility for and direct connection to the WOH watershed and the NYC water supply system as recorded on the survey. Rubric-based assessments of student performance on the spring learning experiences will also be considered.

Goal #3 - success will be measured by the development of an initial curricular plan for 2021-2022 that identifies specific adjustments based on:
- Teacher assessment and Frost Valley staff debrief of Frost Valley program
- Student survey results
- Analysis of assessment data that identifies any shortfalls in achieving Goals #1 and #2

D. Documentation and Outreach
Students will document their learning throughout the year and especially as part of the three post-Frost Valley learning experiences promoting personal connection and responsibility for the WOH watershed, NYC forests, and the NYC water system. In June, we’ll use this work to extend the year’s learning to the rest of our school. We’ll use the Flipgrid video platform to enable students to make short videos that promote environmental stewardship in the context of one of their spring experiences. During science class, 6th and 7th grade students will each choose several videos to watch and then use the Flipgrid app to film responses that include specific feedback or questions. 8th graders can then use Flipgrid to film answers to individual questions. We’ll do several rounds of video feedback and response over the course of a week that culminate with 8th grade students visiting the 6th and 7th grade science classrooms to lead discussions with their younger peers as part of a school-wide "stewardship share" day.

Both parts of this outreach are important to its success. The prior engagement with the topics on Flipgrid by all participants makes for a richer in-person discussion. The prominent role for our 8th graders as subject experts on Flipgrid and facilitators on our share day provides an appropriate capstone for their year-long development as ambassadors for the watershed. And the schoolwide celebration of these efforts contributes to its ongoing success by building excitement in the younger grades for the curriculum and the trip in future years.
Principal Staff

Program Lead:

Enthusiastic teacher with a passion for outdoor and nature-based education

Ken Andersen
Yale University, BS, Geology & Geophysics
Relay Graduate School of Education, MEd • Special Education Certification

Related Experience:
MFA Master Teacher Fellow
Shelburne Farms Education for Sustainability Summer Institute 2018
Shelburne Farms Education for Sustainability Leadership Academy 2019-2020

Supporting MS 442 Science Department Staff:

A committed team of interdisciplinary educators from a diversity of backgrounds

Sean Conley
SUNY Geneseo, BA, Science Education
University of Massachusetts-Lowell, MEd

Brian Crowley
Hunter College, BA, Philosophy
University of Kentucky, MA, Philosophy
Brooklyn College, MEd

Harvey Figueroa
Brooklyn College, BA, Media Studies
Brooklyn College, MEd • Special Education Certification

Eric Lee
Arizona State University, BA, Studio Art
Long Island University, MEd • Special Education Certification

Ryan Monaco
University of Rhode Island, BA, Fine Arts/Art History
Long Island University, MEd • Special Education Certification

Kyle Nolting
University of Vermont, BS Environmental Studies
Brooklyn College, MEd
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 15

NAME: MS 442 Frost Valley Experience

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
Nice focus on climate change and sustainability. Student responsibility for caring for the NYC water supply system was a nice inclusion. The grant proposal has a very well thought out evaluation plan. Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: NYC H2O, INC

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Five Thousand Dollars ($5,000.00) to NYC H2O, Inc for a project titled “Water Ecology & Engineering Field Trips for NYC Public Schools”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Five Thousand Dollars ($5,000.00) to NYC H2O, Inc.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $ 10,000

Amount Awarded $ 

Contract Number

Application Number

Please type all information below this line

1. This project is for
   ✓ Pre-K-12 Student/Teacher audience (school programs)
   □ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: NYC H2O, Inc.

Attach proof of non-profit status

2. Project Title: Water Ecology & Engineering Field Trips for New York City Public Schools

3. Applicant Name and Title
   Matt Malina, Executive Director
   PO Box 20773
   New York NY 10009
   917-656-2984
   matt@nych2o.org

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range September 1, 2020 - July 20, 2021 (to begin after Sept. 1, 2020)
   Have you applied for/received a CWC Education Grant in the past?  ✓ Yes  □ No
   What watershed/environmental education professional learning opportunities have you attended in the past two years?
   We organized and staff attended the lecture "NYC Water System" with DEP Deputy Commissioner Adam Bosch on 11/9/18.

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):
   See description/prices at the end of the Information and Guidelines

   Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”
   NEW! “City that Drinks the Mountain Sky”
   The Rejuvenary River Circus
   Water Quality Teaching Aids
   Groundwater Contamination Kit: □ Fruitvale
   Enviroscape Models: □ Watershed Model  □ Wastewater Model
   Trout in the Classroom
   Frost Valley YMCA
   The Ashokan Center
CWC Staff Personnel ONLY

Amount Requested $10,000
Amount Awarded $10,000
Contract Number
Application Number

School/Organization: NYC H2O, Inc.
Project Title: Water Ecology & Engineering Field Trips for New York City Public Schools

1. Audience Information: Number of people affected: 7,000
   Directly: 5,100
   Indirectly: 1,900

   Audience
   ☑ Students
   ☑ Teachers
   ☑ WOH
   ☑ EOH
   □ Both
   □ Others:

   Grade Level/Age Range: Grades 2-12

2. You **MUST ATTACH** one to four pages of project description
### BUDGET SHEET

**Name of School/Organization:** NYC H2O, Inc.  
**Project Title:** Water Ecology & Engineering Field Trips for New York City Public Schools

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<th><strong>TOTAL PROJECT COST</strong></th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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**CWC GRANT REQUEST (not to exceed $10,000)** $10,000.00

Consult applicant guidelines BEFORE submitting for travel funds  
Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
Goals and Objective

Statement of problem or need

NYC H2O's Water Ecology & Engineering Field Trips were created in response to several interconnected challenges. Current events and the effects of climate change demonstrate the need for students to better understand where their water comes from, what is required for watershed protection, as well as the importance of infrastructure maintenance, investment and sound water policy. These issues, coupled with low student engagement and the lack of a consistent curriculum in environmental science and ecology point to the need to strengthen STEM education by taking students out of classrooms and bringing them into direct contact with NYC's water system and ecology.

Given that low-income New York City children are typically raised in urban settings that offer limited access to safe open green space, they suffer from what Richard Louv termed in 2005 a "nature deficit." Louv argues that spending less time outdoors results in a wide range of health and learning issues that are linked to childhood obesity. Other studies show that children who spend time outdoors in natural settings learn to care about protecting it. The nature deficit is compounded in families with parents working several jobs who have little time for recreation given that television and technology are easy ways for young people to occupy time. That children grow up with limited knowledge of their natural surroundings will have profound implications on the choices they make as adults and citizens as they get older. The nature deficit can, however, be mitigated. Studies have shown that schools that use outdoor classrooms and experiential education produce significant gains in all subjects including social studies, science, language arts, and math.

New York City has several sites that are, or were, once connected to the West-of-Hudson (WOH) watershed that provide unique and engaging settings in which City students are able to learn about the human and natural history while being engaged in fun and compelling activities. NYC H2O believes that teaching school children at inspiring water infrastructure sites helps increase student's curiosity about the world around them and ultimately advances student learning about the environment.

Organization mission and purpose

NYC H2O is uniquely positioned to teach about the WOH watershed. Our mission is to inspire and educate New Yorkers of all ages to learn about, enjoy and protect their city's local water ecology. Through providing public and school programs at historic reservoirs, parklands, watersheds, bays, rivers and wetlands, we encourage diverse citizens to advocate for responsible public policy. Our activities promote science-based knowledge of New York's local ecosystems and of what is needed for urban water resilience in a time of escalating climate change impacts. NYC H2O began by offering water education programs in 2009 to adult and family audiences. Over the last ten years we have offered 230 educational programs focused on NYC's water system and ecology to over 9,200 people. These programs attract educators, engineers, city planners, and professors, attesting to their quality and informational rigor. Events have included lectures, environmentally themed guided bike and walking tours, hikes and paddling in the WOH watershed. The resulting interest of participating teachers has rapidly expanded the demand for our school field trips.

STEM Water Ecology & Engineering Field Trips were first offered to NYC school groups in 2014. Through word-of-mouth and targeted direct outreach to teachers, NYC H2O recently achieved the milestone of having served over 22,000 students. The high number of repeat requests from teachers year-to-year attest to the value of our field trips' learning experiences.

NYC H2O maintains a small group of rigorously trained field guides. Through our extensive network of experts in the fields of environmental science, engineering, history, and city planning, our team is connected to a vast base of knowledge about the water system and watershed that keep our guides current on the latest developments pertaining to the city's water infrastructure.

NYC H2O was chosen by the National Parks Service's to provide field trips at Gateway National Recreation Area in order to augment its capacity to serve more schools as part of its 2019 Focus City's project.

Long-term anticipated results

Our long-term goal is to foster a resilient new generation of concerned and active environmental advocates and water stewards. Students learn about past generations' stewardship that allows the City to exist today, an important lesson for the future. Through hands-on activities and observation of the built environment, students learn about the basic engineering principles of the NYC water system. After learning about its history and current
infrastructure, students are challenged to think about the effects of climate change on the City's water system, encouraging them to be more informed as citizens and environmental advocates. The result of our programs is that students learn that nature, abetted by sensible human interventions, provides a clean and reliable source of tap water.

**Relationship to West-of-Hudson NYC Watershed**

Three of our field sites are historic reservoirs associated with the West-of-Hudson Watershed. When the Central Park Reservoir fountain was installed in 1918, it spouted Catskill water 80 feet in the air as a symbol of beauty and testament to the water system's engineering achievement. At Silver Lake on Staten Island, storage tanks still receive water from WOH reservoirs. The Ridgewood Reservoir was connected to the Catskill System from 1917 until 1959. These sites provide an ideal setting to explain how the city's water supply originates in the Hudson watershed and how that water is collected, protected, and managed in order to meet the enormous demands of a city of over 8 million people. Students come to understand how they are connected to the entire system because they experience a part of it that is located in their home borough. And they become advocates for the entire system by understanding the importance of New York's upstate watersheds as critical to supplying pristine, unpolluted water to the City.

NYC H2O tours guide students to observe birds and trees. Students enjoy this immensely and for most, it is their first experience in using them. NYC H2O has a set of historic photos and articles (see our website) of the reservoirs through research at the DEP's archives and uses tablets to show them to students during the trip. We teach students to use binoculars to observe birds and trees. Students enjoy this immensely and for most, it is their first experience in using them. NYC H2O has also developed two large scale, interactive maps with the help of two professional cartographers Rowan Dickson and Ken Chaya: a map of New York Harbor, and a map of the NYC water system (see supplemental materials section). The maps include the locations of sites where we offer field trips and are 8' x 6', large enough for each student to view the entire water system. The scale of the maps helps impress upon the students the extent of NYC's water system. We have younger students trace the path of the aqueduct from the City to the Catskills stopping along the way at the Hillview and Kensico reservoirs.

Trip guides are adept at introducing key STEM concepts through games and activities seamlessly coordinated into our lessons. Natural science concepts about botany are incorporated into our "Tree Races" game for grades 2 to 8, in which students run from tree to tree while they learn about their unique qualities (leaves, bark, fruits, uses) and how the trees protect the reservoirs both in the city as well as in the watershed. Engineering concepts become clear to students of all grade levels as they complete the "Aqueduct Challenge" in which students are divided into teams of
three and tasked with building a working aqueduct out of plastic tubing and connectors. When the individual groups are finished with their aqueducts, we have the class combine their sections into one long aqueduct. This activity, which emphasizes teamwork, teaches how water from the Catskills flows to the City by gravity. When the aqueducts invariably leak, we explain that a major leak in the Delaware Aqueduct has started to be repaired and how its repair is important to their lives and that of other New York State residents.

All of our educational programs are designed to meet New York City and State curricular standards including:

- New York State Next Generation Science Standards whose key concepts include: Engineering Design Process; Three Dimensional Learning; Cross-Cutting Concepts; and Trans-Disciplinary Literacy.
- Enhanced Science Scope and Sequence (K-5) in which students “Apply scientific ideas to solve design problems. Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints...”
- STEM Framework’s recommendation for “Off-site Learning for Students” and
- Excellence in Environmental Education: Guidelines for Learning (K-12)'s recommendation to: “Keep it simple. Keep it local. Make close links with what they’re observing and learning about in the local environment.”

NYC H2O sends a field trip outline (with document links) to teachers with ideas on how to prepare for the field trip and support their student’s learning afterwards. Follow up classroom hands-on curricula activities reinforces field trip concepts as teachers further educate their students about New York’s water system, ecology, and engineering to match curricula and other goals. In one classroom lesson an NYC H2O-developed water system map with contours is used to create a 3-dimensional model that makes visualizing watersheds easier. A second lesson involves running a “Gravity Tube” aqueduct experiment that uses clear plastic tubing to demonstrate the principle of ‘hydraulic head’ or water pressure to show how inverted siphons work.

With support from CWC in 2020, new Field Trip guides will be trained and we will continue to train our returning guides. Field Trip guides are responsible for being prepared to teach at least three of our field trip sites. This will ensure that we can staff all the trips with two guides per class of 30 students. As part of our training regimen, new guides observe four Field Trips before leading their own group of students. Guides also lead practice trips and give each other feedback.

How you will prepare your students for the trip, program or project, and what follow-up lessons will be employed?

We send an outline to teachers who sign up for field trips so they know what to expect in terms of logistics and the major themes of the program. We also have follow up lessons and resources that we share with teachers on our website. https://www.nych20.org/lesson-plans.html

Who will be doing what, for whom, when and why?

Field trips are led by vetted, trained field guides who demonstrate a strong interest in NYC’s water system and history and can effectively lead programs for students in grades 2 to 12. Guides are recruited from local universities with environmental education programs such as Hunter and Columbia University. We also recruit museum educators via the NYC Museum Educator Roundtable: museum educators are practiced in working with school groups using aids such as historic photographs and maps. We have active event programming partnerships with the Queens Museum, Hunter College, and other educational institutions.

NYC H2O project managers oversee new guide training, communicate with teachers, and lead field trips with another guide in a support role. Our long-term goal, as noted above is to offer up to three trips in one day at two different locations which would require three project managers to oversee operations. They will be Gloria Garcia; Matt Malina, NYC H2O’s Director; and David Chu Chuca.

Collaborating organization

The NYC Department of Education helps us disseminate information about Water Ecology & Engineering Field Trips to schools in all five boroughs and provides free bus transportation to the field trip sites. NYC H2O has successfully built ongoing relationships with teachers that support their professional development. Many educators find our program through professional development classes that NYC H2O leads through the NYC Department of Education. Teachers who have taken their students on a field trip regularly deepen their knowledge by joining our adult programs such as our recent lecture “NYC’s Water System” by Adam Bosch director of public affairs for the New York Department of Environmental Protection held at Hunter College. Over 600 teachers have attended a variety of NYC H2O events including lectures, field trips, cycling and kayaking trips, and hikes.
Timeline and project schedule

We will recruit new Field Trip guides beginning in summer 2020. Training takes place in late summer and trips will begin in mid September, 2020 and last until late November, 2020 for the fall season. The spring/summer season will start in late March, 2021 and go through the end of July, 2021.

Audience
Audience served

NYC H2O’s target audience is NYC public school students in grades 2 through 12 in all five boroughs. Our focus is on Title I and Title III schools with high numbers of children from poorer populations and immigrant families. Most of the students we reach are generally underserved and have little or no experience of exploring natural settings. A Title I school receives its designation if more than 40% of the students qualify for free or reduced lunch. A Title III school receives its designation if it has a significant proportion of students who are English Language Learners (ELL).

Audience impact

Students and teachers connect with nature on Field Trips and learn about how our city depends on human as well as natural processes for clean water. We strike a balance between hands-on outdoor nature exploration, science learning, and the discovery of history at the actual sites, while engaging students in healthy physical activity. Our environmental education programs contextualize the origins and evolution of NYC’s water system and its dependence on watersheds and clean water. This allows us to convey a transformative experience in which students understand how they are literally connected to the ecological systems (including human-made ones) that surround and support them.

Field Trips foster a larger, active sense for students that what they do and think can have a positive impact. They see inspiring examples of how talented environmental and civil engineering enabled our city to support its large population. Each student ends the program with a greater sense of awareness about their City and water system and their connection to it.

Evaluation
Evaluation criteria and expected outcomes.

NYC H2O measures the impact of our program quantitatively by the number of schools we reach, the number returning for more trips, and the number of field guides we recruit. Our goal is to offer 180 trips, reach 5,000 students, hire one new project manager, and train 3 new field guides. Qualitatively, NYC H2O will solicit teacher feedback through an evaluation form with specific questions relating to program goals. Last year 90% of teachers responded to our post tour survey. Students will be encouraged to reflect on their experience through written and visual assignments. For example, NYC H2O posts pictures of each field trip on Facebook and some teachers instruct their students to create captions for these photos. We will purchase a Sony RX10 IV digital camera to help document the field trips.

Documentation and Outreach
Program documentation and information sharing

From the field guide training to the teacher post-trip evaluation, every aspect of this program will be and has been documented on the NYC H2O website. (Please see “Semester Summaries” on our website.) Lecture notes from training sessions and references, as well as Field Trip outlines/slide will continue to be posted on our website. Whenever possible and permission allows, we will continue to photograph and take videos of school groups participating in the program. Also, if teachers are willing to share the work that their students create about the reservoirs we will document that as well.

Sharing outcomes with their school, organization and/or community

Classes that create projects will often share them with the rest of their school. We will also encourage teachers to make presentations on the trips, emphasizing their connection to curricula requirements and their effects on students at regional teaching conferences. Some educators have students write a report describing what they learned and experienced on the field trip. Reports are circulated in classrooms and to their families and are part of a graded assignment. We see evidence of how educators and students benefit from the program because half of the schools return in subsequent semesters with additional classes.
CWC Watershed Education Grant Application for 2020
NYC H2O / Water Ecology & Engineering Field Trips
Detailed List of Equipment and Supplies

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<th>EQUIPMENT</th>
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<td>20 pairs binoculars, $40 each</td>
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<table>
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<th>SUPPLIES</th>
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<td>T-Shirts ($500) &amp; Hats ($500)</td>
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<td><strong>Total Supplies</strong></td>
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**Grand total Equipment and Supplies** | **$5,200**
January 29, 2020

CWC Educational Grants
PO Box 569
905 Main Street
Margaretville, NY 12455

To Whom It May Concern:

I am pleased to once again provide a letter in support of NYC H2O’s Water Ecology & Engineering Field Trips. This program provided 181 field trips in the 2018-2019 school year for New York City’s public schoolchildren in which they learned about their city’s local water cycle, the NYC water supply system, and basic principles of aquatic ecology. Since 2014, this program has reached over 22,000 students at over 250 schools in all five boroughs, and the Department of STEM has a strong interest in continuing to support this opportunity for our students.

NYC H2O uses field trips to combine ‘Place-Based Education’ with outdoors learning. Schoolchildren go on field trips in inspiring natural settings that can also convey the engineering, infrastructure and history of the water system. NYC H2O’s active hands-on pedagogical approach to STEM education offers an effective teaching methodology, and continues to support the initiatives conducted by the NYC Department of Education’s Department of STEM.

In June 2018, the NYCDOE updated our NYC K-8 Science Scope and Sequence. NYC H2O’s programs align with many of the required topics concerning the water cycle, including ecological succession as it relates to forests. Ecological succession is also a required topic covered on the New York State Earth Science Regents Exam.

NYC H2O’s Water Ecology & Engineering Field Trips inspire students and educators through providing a richer, localized understanding of the water cycle. The NYC water system is an engineering marvel and a civic treasure. Teaching about it on location, in an inspiring natural setting, is an engaging way to make STEM principles relevant to students.

Sincerely,

[Signature]

Gregory Borman
Director of Science,
Department of STEM
Office of Curriculum, Instruction & Professional Learning
52 Chambers Street, Room 110, NY, NY 10007
New York City Department of Education
212-323-7857
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC
PUBLIC EDUCATION GRANT PROGRAM – Round 23  
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)  
RECOMMENDATION

APPLICANT #  7

NAME:  NYC-H2O Water Ecology and Engineering Fieldtrips for NYC Public Schools

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $5000

BASIS FOR RECOMMENDATION:
Pros – Large audience reach. Clearly a strong demand for free, local fieldtrips. Love the hands-on engineering component.

Suggestions – unclear what CWC funding will be used for specifically in terms of personnel. Unclear what transportation funding request is for. Is there a way to highlight engineering careers associated with the water supply system?

Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: P.S. 62Q CHESTER PARK/MAGNET SCHOOL
FOR COMPUTER SCIENCE AND INNOVATION

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of One Thousand Five Hundred Fifty-Five Dollars ($1,555.00) to P.S. 62Q Chester Park/Magnet School for Computer Science and Innovation for a project titled “NYC Watershed and Trouts”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of One Thousand Five Hundred Fifty-Five Dollars ($1,555.00) to P.S. 62Q Chester Park/Magnet School for Computer Science and Innovation.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
1. This project is for [☑] Pre-K-12 Student/Teacher audience (school programs)  
[ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: P.S. 620 Chester Park/Magnet School for Computer Science and Innovation

2. Project Title: NYC Watershed and Trouts

3. Ricardo Nieves, Science/STEM Teacher

Applicant Name and Title

97-25 108th St

Street Address/PO Box of School/Organization

S. Richmond Hill NY 11419 Queens

(718) 286-4460 ps062.org

Telephone # Website nievesr@ps062.org

Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range Sept. 2020 through May 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [☑] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

Trout In The Classroom Training

GESC Wave of Action Trainings

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”

[☑] NEW! “City that Drinks the Mountain Sky”

The Rejuvenary River Circus

Water Quality Teaching Aids

Groundwater Contamination Kit: [ ] Fruitvale

Enviroscopes: [ ] Watershed Model [ ] Wastewater Model

[☑] Trout in the Classroom

[ ] Frost Valley YMCA

[ ] The Ashokan Center
CWC Staff Personnel ONLY

Amount Requested $1,555
Amount Awarded $____________

School/Organization: P.S. 62Q Chester Park/Magnet School of Computer Science and Innovation

Project Title: NYC Watershed and Trouts

1. Audience Information: Number of people affected: Directly: 150 Indirectly: 300 or more

   Audience
   □ Students
   □ Teachers
   □ Others:

   Location
   □ WOH
   □ EOH
   □ Both

   Grade Level/Age Range:

   Mostly 5th grade, but also 2nd and 3rd.

2. You **MUST ATTACH** one to four pages of project description
### BUDGET SHEET

**Name of School/Organization:** PS 620 Chester Park/Magnet School for Computer Science and Innovation  
**Project Title:** NYC Watershed and Trout

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**Total Project Cost**  
**CWC Grant Request (not to exceed $10,000)**  

1555

Consult applicant guidelines BEFORE submitting for travel funds  
*Consult special option descriptions for pricing

---

**SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org**
A. Goals and Objectives

PS 62Q is a Title 1 school in Queens, NY. About 3 years ago we became a Magnet School for Computer Science and Innovation. Our school has a focus in STEM education. One of my goals as a Science/STEM teacher is to make the topics come alive for our students. Our elementary students learn about ecosystems and how the organisms within them rely on each other for survival. The Trout in the Classroom program has helped our students experience how animals rely on the forest and the forest on the animals. Also, the responsibility that we humans have to protect these environments around us, whether they are close to us or far away. The equipment that we have been using is aging. I am applying for a grant to be able to replace our old equipment and keep our Trout in the Classroom program alive at our school.

By the end of the year I would like to ensure that the students complete the program by internalizing the following: 1. An understanding of how their ecosystem works and that their ecosystem stretches beyond the boundaries of their city. 2. An understanding of what is a watershed. 3. An understanding of how their actions can directly affect their environment. We have heard many negative things that humans have done to their environment. I want our program to make our students and families aware of positive things they can do to care for the environment in which they live, but also ones far away to which they are also connected.

B. Methods and Activities

One of the science topics woven into the curriculum is how living organisms in an ecosystem depend on each other for survival. In my classroom we spend a lot of time growing plants with hydroponics and aquaponics. In the aquaponics systems, students maintain an ecosystem and see how plants and fish help each other survive. The trouts help our second graders learn about an animal’s needs and how those needs are met by parts of the environment. Our third graders study the trout life cycles to learn about animal traits. They also study animal adaptations and the way changes to an environment can affect the organisms living there. These changes can be natural or human made. The fifth grade students learn to test the quality of the water and make adjustments as needed to maintain a healthy ecosystem. The trout ecosystem relies on their help to stay healthy. One of my goals is for them to connect their own ecosystem to the ecosystem in the tank. Their actions will affect the health of their own ecosystem around them.

The students also learn about The Water Cycle, Earth’s Major systems and how they are connected, and the distribution of Fresh and Salt Water on Earth. They learn how much of that water is clean and available for organisms to use and the importance of conserving clean water in our environment. Their study of the NYC Watershed teaches them how we’ve engineered a way to collect fresh water in environments far away and make that water available to millions of people. They also study how we can care for and maintain the NYC Watershed.

Our TIC program runs from late September through May.

C. Evaluation

At the beginning of the program students will take a pre-assessment. The pre-assessment will give students an opportunity to share what they know about how NYC gets its water, trout life
cycles, organisms in a watershed, what is a watershed, how organisms in a watershed depend on each other, and how human actions can affect a watershed.

At the end of the program students create a public service announcement. We will use their work on the public service announce to assess whether or not students have met our goals listed above.

D. Documentation and Outreach

During the year we will take pictures and collect samples of student work. At the end of the TIC program students will work collaboratively to create a public service announcement in the form of a poster, pamphlet, or a video. Their PSA will discuss the structure of the NYC Water Supply System (its parts and how they work) and the importance of keeping the system healthy. Part of a healthy watershed is plants and animals relying on each to survive. Students will include examples of how the trees clean the water and how the animals help keep the trees healthy. Their PSA will educate others about the function of the trees and animals in a Watershed. Students will use examples from their experience to inform others about the importance of protecting and caring for the NYC water supply system. They will describe and explain how water travels from the watershed to their homes. They will include how human actions can impact the health of the system and the water that reaches their homes. The PSAs will be shared with the school community.

E. Materials:
Since I am applying for a grant to replace worn out equipment, I researched the cost and listed the items we would like to purchase below.

Vendor: Fish Tanks Direct.com
TradeWind 1/3-HP Drop In Aquarium Chiller, $850

Vendor: That Pet Place.com
Green Killing Machine - UV Sterilizer Kit - 24W, $100
Fluval 407 External Canister Filter, $290
Ribbed tubing for Fluval filters/pumps $50
Fluval Filter Pads, $30
TIC Replacement Kit, $100

Home Depot Foam Insulation, $50

Vendor: Petco.com
55G Aquarium Stand, $175

F. In Kind Contributions
Although, I am not listing In Kind Contributions on the budget list, ensuring the success of the TIC Program requires many hours weekly from September through May. These hours would amount to much more than the amount in the grant.

Thank you for your consideration and the opportunity to apply for this grant.
PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG) RECOMMENDATION

APPLICANT # 16

NAME: P.S. 62Q Chester Park Magnet School – NYC Watershed and Trouts

AMOUNT REQUESTED: $1,555

AMOUNT RECOMMENDED: $1,555

BASIS FOR RECOMMENDATION:

- Applicant is seeking funds to replace aging/worn out Trout in the Classroom Equipment.
- Large audience.
- Applicant gives examples of how trout are used by second, third, and fifth grade classes incorporate the trout into their curricula.
- The applicant does not mention where the trout will be released?
RESOLUTION NO.
PUBLIC EDUCATION GRANT: QUEENS MUSEUM

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Queens Museum for a project titled “Bridging The Gap: Science, Art and the NYC Water Supply System”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Queens Museum.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
<table>
<thead>
<tr>
<th>CWC Staff Personnel ONLY</th>
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<tr>
<td>Amount Requested $10,000</td>
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<tr>
<td>Amount Awarded $__________</td>
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1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

   **School/Organization:** Queens Museum

   **Attach proof of non-profit status**

2. **Project Title:** Bridging The Gap: Science, Art and the NYC Water Supply System

3. **Kimaada Le Gendre,** Education Manager of Schools and Youth

   **Applicant Name and Title**

   New York City Building, Flushing Meadows Corona Park

   **Street Address/PO Box of School/Organization**

   Queens
   NY 11368

   (718) 592-9700

   www.queensmuseum.org

   kriegendre@queensmuseum.org

   **Telephone #**

   **Website**

   **Email**

4. **Name(s) of collaborating organization(s), if any (attach letters of agreement)**

   MS 294

5. **Project date range** October 1, 2020 - December 31, 2020 (to begin after Sept. 1, 2020)

   **Have you applied for/received a CWC Education Grant in the past?** [ ] Yes [ ] No

   **What watershed/environmental education professional learning opportunities have you attended in the past two years?**

6. **Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):**

   **See description/prices at the end of the Information and Guidelines**

   - Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   - NEW! "City that Drinks the Mountain Sky"
   - The Rejuvenary River Circus
   - Water Quality Teaching Aids
   - Groundwater Contamination Kit: [ ] Fruitvale
   - Enviroscape Models: [ ] Watershed Model [ ] Wastewater Model
   - Trout in the Classroom
   - Frost Valley YMCA
   - The Ashokan Center
PROJECT DESCRIPTION PAGE

CWC watershed education Grant Program
Application for 2020-2021 School Year
Round 23

School/Organization: Queens Museum
Project Title: Bridging The Gap: Science, Art and the NYC Water Supply System

1. Audience Information: Number of people affected: 325 Directly: 25 Indirectly: 300+

   Audience
   ✔ Students
   ✔ Teachers

   Location
   ✔ WOH
   ✔ BOH
   Both

   Grade Level/Age Range:
   7th Grade

2. You MUST ATTACH one to four pages of project description.
**Name of School/Organization:** Queens Museum  

**Project Title:** Bridging The Gap: Science, Art and the NYC Water Supply System

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<th>In Kind Contributions</th>
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Consult applicant guidelines BEFORE submitting for travel funds  
*Consult special option descriptions for pricing*

**SUBMIT YOUR COMPLETED APPLICATION** as an attachment to scosta@cwcconline.org
Introduction
The Queens Museum (QM) is pleased to submit this application to the Catskill Watershed Corporation respectfully requesting a $10,000 grant to support Bridging the Gap: Science, Art and the NYC Water Supply System, a new classroom residency at MS 294 in Bayside, Queens. QM will design a comprehensive curriculum for one class of 20 7th-grade students that integrates both art and science into an in-depth investigation of the West-of-Hudson Watershed and the NYC Water Supply System. This new, 9-week long residency will be integrated into the school's existing science curriculum and help students meet the following New York State P-12 Science Learning Standards:

- **Interdependent Relationships in Ecosystems**
  - Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.

- **Earth’s Systems**
  - Develop a model to describe the cycling of water through Earth’s systems driven by energy from the Sun and the force of gravity.
  - Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geologic processes.

- **Human Impacts**
  - Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment

A. Goals and Objectives
Since our founding in 1972, QM has been deeply ingrained in our community and dedicated to serving the uniquely diverse and international population of Queens. Our building, which originated as the New York City Building for the 1939 World’s Fair and served as the temporary home to the UN General Assembly from 1946-1950, is now a vibrant community space. Our unique and dynamic program offerings emanate from this community space in Flushing Meadows Corona Park and reach throughout the entire city through public art activations, community events, and strong partnerships with community-based organizations, including numerous public schools. We provide in-school and afterschool art residencies to 15 public schools each year, and all together serve over 30,000 students per year through these residencies, as well as through daily field trips to the museum.

QM is also home to the Relief Map of the New York City Water Supply System. For the 1939 World’s Fair, city agencies were invited to produce exhibits for the New York City Pavilion, now the Queens Museum. To educate New Yorkers about the water supply system, the Department of Water Supply, Gas, and Electricity, created the relief map, but at 540 square feet, the model was too big for the allotted space. In 2008, the model was restored to its original brilliance. In collaboration with the New York City Department of Environmental Protection, it remains on long-term loan in its originally intended home in the New York City Building. QM will use this one-of-a-kind model as a resource for the residency with MS 294. Partnering with MS 294 provides an exciting opportunity to reactivate the model, which sits on view but mostly unused otherwise, in a permanent and central gallery space inside QM.

MS 294 is a small middle school in Queens that takes the methods often used in gifted and talented programs and extends them to all students. Based on the Schoolwide Enrichment Model, developed by
Drs. Joseph Renzulli and Sally Reis at the University of Connecticut, the school seeks to provide challenging, in-depth, enjoyable learning for all students. Classes encourage research projects and small-group work, often revolving around current events. Students take up to three enrichment classes a year, with offerings in the arts and social justice, among other topics.

MS 294 currently has a robust STEM education program, and is seeking partners to assist in integrating the arts into its program. The school's principal has also identified the WOH Watershed and the NYC Supply System as topics which would fit into the school's curriculum, and of which students currently possess little-to-no knowledge. Many NYC residents are disconnected from the systems that provide them with basic necessities, and this residency will help students understand where their water comes from, as well as convey a deeper relationship between the city and the communities surrounding the Watershed. Students will also be encouraged to develop sustainable habits and practices.

The residency program will be designed by QM Education Manager of Schools & Youth Kimaada Le Gendre, who has 10 years of working in public and private schools, and completed the Watershed & Forestry Institute for Teachers with the Catskill Watershed Corporation in 2015. The curriculum will be designed to help students meet New York State P-12 Middle School Standards in Interdependent Relationships in Ecosystems, Earth's Systems and Human Impacts, as detailed above. Upon completion of the residency, participating youth will be informed of the WOH Watershed and the NYC Water Supply System; understand the ecology of the Watershed; and comprehend their role as stewards of this precious natural resource.

B. Methods and Activities

Through our arts residency, students at MS 294 will utilize QM resources to learn about the WOH Watershed and NYC Water Supply System, as well as practice their own creativity. The program's curriculum will be developed and structured to offer a range of academic and arts learning touch points. Since these programs are student-driven and developed with the specific cohort of participants in mind, the programs allow for flexible learning styles to not only be accommodated, but celebrated with kinetic, visual, tactile, and audio learning approaches incorporated throughout lessons. The residency will use visual art to help students understand the history, science, and context of where their water comes from, and to more explicitly connect their own lives to this important natural resource and the people living nearby.

QM's Watershed Residency at MS 294 will last for 9-weeks beginning in October 2020. The residency program will be developed by Kimaada Le Gendre, the art teacher at MS 294, and led in collaboration with a teaching artist with a background in environmental science. In advance of the residency, work will be conducted in class with classroom teachers to gauge the students' current knowledge and understanding of the topics at hand. Following this, QM will hold 7 in-class sessions led by the teaching artist, and students will take two field trips: one to QM to see the Watershed Model, and one to visit the WOH Watershed itself. Students will be encouraged to create personal works of art in response to the Watershed, and these art-making activities will be woven into lesson plans about the history, ecology, and current state of the WOH Watershed and NYC Water Supply System. At the end of the residency, the class will present their findings and their work to the school and one of MS 294's monthly Parent Engagement Sessions. During these sessions, parents visit the school and each class sets up an
independent table to share with their parents and peers what they have been working on over the course of the semester.

On completion of the residency, QM will evaluate the success of the curriculum, and post it and any related findings on our website. We will also offer the same program to other schools in our communities.

C. Evaluation
To assess the program’s impact, QM’s Education Department will evaluate its work through an ongoing process of self-evaluation and peer reflection. Regular meetings between Kimaada, the Director of Education, and the teaching artist involved in the program will provide a space to self-evaluate the success of the program and provide feedback that can be incorporated into its development going forward.

Evaluation will draw from MS 294’s performance-based assessment, as well as culturally responsive and sustainable practices. Our education team and teaching artists embed inquiry-based learning into the program. In this model students are posed questions such as “What is something new you have learned?,” “What do you appreciate most about your art class?,” or “What do you want your classmates to know about your work?” With these concepts built into the curriculum, classroom dialogue, written responses from students, and overall engagement demonstrate the degree to which youth are meeting intended learning goals. Teaching artists adjust their curriculum to respond to the students’ interests, comprehension, and needs, allowing the program to be tailored to each specific group of students. Additionally, we will administer before and end-of-course surveys to assess the participants’ and teaching artists’ impressions of the course and provide a simple outlet for feedback and suggestions.

D. Documentation and Outreach
In addition to the class’s presentation during Parent Engagement Sessions, QM will document the residency with photographs of the in-class sessions and field trips. We have also in the past created videos for specific programs, and this is something that will be considered for this residency based on available funding and/or in-kind support. With parent permission, photos and video will be shared on our website and across our social media channels, highlighting the residency, the students’ work, and the WOH Watershed to our large online followings.

There is also potential for continued engagement with the Watershed once the residency is complete. For example, we have built several longstanding partnerships with schools across the borough where the program can be not only replicated, but tailored for the specific class. MS 294 may also choose to replicate the program with QM or another partner organization. QM will also make the curriculum available to any school who wishes to use it, free of charge.
Gentlemen:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code.

We have further determined you can reasonably be expected to be an organization of the type described in sections 170(b)(1)(A)(vi) and 509(a)(1). Accordingly, for your first two tax years, you will be treated as an organization which is not a private foundation.

At the end of your first two tax years, however, you must establish with the Internal Revenue Service that for such two years you were in fact an organization of the type described in section 170(b)(1)(A)(vi). If you establish this fact with the Service, you will be classified as a section 509(a)(1) organization for all purposes beginning with the first day of your third tax year and you must normally meet the requirements of section 170(b)(1)(A)(vi) thereafter. If, however, you do not meet the requirements of section 170(b)(1)(A)(vi) for your first two tax years, you will be classified as a private foundation as of the first day of your third tax year. Furthermore, you will be treated as a private foundation as of the first day of your first tax year for purposes of sections 507(d) and 4940.

Grantors and donors may rely on the determination that you are not a private foundation for your first two tax years, unless notice that you will no longer be treated as a section 509(a)(1) organization is published in the Internal Revenue Bulletin. However, a grantor or donor may not rely on such determination if he was in part responsible for, or aware of, the act of failure to act that resulted in your loss of section 509(a)(1) status, or acquired knowledge that the Internal Revenue Service had given notice that you would be removed from classification as a section 509(a)(1) organization.

You are not liable for social security (FICA) taxes unless you file a waiver of exemption certificate as provided in the Federal Insurance Contributions Act. You are not liable for the taxes imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are
If your gross receipts each year are normally more than $5,000, you are required to file Form 990, Return of Organization Exempt From Income Tax, by the 15th day of the fifth month after the end of your annual accounting period. There is a penalty of $10 a day, up to a maximum of $5,000, for failure to file a return on time.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. Even if you are subject to this tax, you must file an income tax return on Form 990 in this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Please keep this determination letter in your permanent records.

Sincerely yours,

[Signature]
District Director
IN TFRNAL  RGCNNU£  S£RVIC £  DISTRJCT DIRECTOR

G . P. O. BOX 1680  
BROOKLYN, NY  11202

Date:  FEB 03 1997

QUEENS MUSEUM OF ART
C/O CARMA C. FAUNTLEROY
NYC BLDG FLUSHING MEADOW PARK
QUEENS, NY  11368-0000

Dear Applicant:

Thank you for submitting the information shown on the enclosure. We have made it a part of your file.

The changes indicated do not adversely affect your exempt status and the exemption letter issued to you continues in effect.

Please let us know about any future change in the character, purpose, method of operation, name or address of your organization. This is a requirement for retaining your exempt status.

Thank you for your cooperation.

Sincerely yours,

Herbert J. Huff
District Director
February 6, 2020

Re: Letter of Commitment to create curriculum around the Catskill-Delaware Watershed and the Watershed model at the Queens Museum (The Relief Map of The New York City Water Supply System)

Dear:

I am writing to express my support for the Queens Museum grant application to work with a 7th grade teacher and Queens Museum staff to design an integrated science and art curriculum, based on the Catskill-Delaware Watershed and the Watershed model, for 7th grade students, at MS294. The curriculum will help students to:

1) Understand their role as stewards of the Watershed
2) Understand the hydrologic system, as it relates to the New York City water supply
3) Develop sustainable habits and practices
4) Integrate art into their STEM curriculum

MS 294 is uniquely poised to undertake this endeavor as we are a “Renzulli School,” that follows the School-wide Enrichment Model (SEM), where we offer an integrated curriculum that supports learners of all abilities, and individualized curriculum for highly motivated students. At MS 294, all learning is project-based with opportunities for first-hand investigation of real world problems. We are located in Bayside, Queens and serve 370 students. Our student body is 30% Asian, 30% Hispanic, 30% Caucasian and 10% Black, Middle Eastern and other. Some 45% of our students qualify for free lunch and 20% students are special need students.

MS 294Q is excited to support this proposal by the Queens Museum, by offering space in our classrooms and science labs during the afterschool hours, and facilitating parental support for field trips to the Queens Museum and the Catskill-Delaware Watershed. We will work collaboratively with the Queens Museum staff to ensure our goals are aligned with the goals of the grant proposal, including efforts to track and report on outcomes. We will also host an event for students to share their work with their peers and families. We will disseminate the outcomes of this joint-project through our website and social media. We believe our support and commitment will significantly improve the goals of helping MS 294 students understand the hydrologic system, their role as stewards of the Watershed, and develop sustainable habits and practices. We look forward to partnering with the Queens Museum on this exciting endeavor.

Sincerely,

David Abbott, Principal
Kimaada Le Gendre
Queens, NY | (917) 795-5344 | kimaada.legendre@gmail.com

EDUCATIONAL HISTORY:
Vermont Law School
Masters of Environmental Law & Policy, December 2012
Concentration in Energy Law & Climate Change Law

Cornell University
Certificate in Civic Ecology, November 2018
Certificate in Climate Change Science, Communication, Action, October 2018
Certificate in Measuring Environmental Education Outcomes, October 2013

Hunter College
Bachelor of Arts in English, June 2005

PROFESSIONAL DEVELOPMENT:
CORO New York Leadership Program
Immigrant Civic Leadership Fellow, Fall 2015

Watershed & Forestry Institute for Teachers
Participant, Summer 2015

Environmental Leadership Program
Eastern Regional Senior Fellow, Fall 2011

Women’s Earth Alliance
Pro-Bono Advocate, Fall 2011 - Present

EMPLOYMENT EXPERIENCE:

Education Manager, Schools & Youth
QUEENS MUSEUM
January 2020 – Present
Queens, NY
Oversees a vibrant suite of youth learning programs including museum tours, workshops, summer camps, and in-school art programs; mentors and supervises a team of Education Coordinators; provides supervision to ensure the team reflects the Museum’s mission and values; facilitate professional development and training for Teaching Artists; advocates for youth by developing an delivering original art programs for middle-school and high school students including art camps, after-school activities, and youth exhibitions.

Student Leadership & Supervision Chair
USDAN SUMMER CAMP FOR THE ARTS
June 2019 – December 2019
Wheatley Heights, NY
Responsible for the overall vision, direction, implementation, assessment and operations of the Leadership Institute of the Arts program, the Partners in the Arts program and the student supervision team; Managed a core team to implement programming, scheduling and youth development; Created organizational structures that fostered growth and sustainability; Curated, managed and organized guest speaker series, leadership workshops and student mentor program.
Environmental Education Director & Teacher January 2012 – December 2018
CAMBRIA CENTER FOR THE GIFTED CHILD & CAMBRIA SCHOOL OF EXCELLENCE
Queens, NY

Created the current environmental studies and sustainability education program for 1st to 8th grade students; Inspired a sense of curiosity and a deeper understanding of environmental justice, sustainability, and conservation for 5th, 6th, 7th, and 8th grade students; Created and implemented the school’s first recycling program and school garden; Created age-appropriate lesson plans and direct classroom instruction on American History, global history, and current environmental topics to execute enriching and intellectually stimulating in-class discussion; Planned and supervised multicultural presentations and performances for the school at large.

Summer Program Manager & Lead Educator Summer 2014 & Summer 2015
OLD STONE HOUSE, GARDEN EXPLORERS SUMMER CAMP
Brooklyn, NY

Designed appropriate lessons and workshops for 5-14 year old children; Created curriculum and lessons plans for gardening, sustainability and nutrition; Led activities, guided discussions and ensured that content was suited for different learners; Assisted with site coordination, schedules, and field experiences; Actively took part in camp management, mediation, and diffused conflicts with and among campers; Supervised and trained high school and college interns.

Summer Program Lead Educator Summer 2013
CITY PARKS FOUNDATION, GREEN GIRLS SUMMER INSTITUTE
New York, NY

Helped to design, adapt, and deliver developmentally appropriate lessons and workshops for 5th-8th grade students; Modified lessons and led activities, guided discussions and ensured that content was suited for different learners; Taught and delivered classes/educational sessions as part of a regularly scheduled program; Implemented built-in curriculum; modifying when necessary. Assisted with site coordination, schedules, and field experiences; Actively took part in classroom management, mediation, and diffused conflicts with and among students; Supervised and trained high school and college interns.

Public Policy Leadership Initiative Coordinator May 2011-December 2011
TEACH FOR AMERICA
New York, NY

Provided critical data analysis and research for the regional and national Public Leadership Initiative, Policy Initiative and Alumni Affairs Departments; Ensured the accuracy of data and provided strategic planning; Conducted research and data analysis for the placement of top senior alumni candidates for school leadership and political leadership positions nationwide.

Project Coordinator August 2010 – May 2011
NEW YORK PUBLIC INTEREST RESEARCH GROUP
Albany, NY

Recruited and trained college students in civic action skills including media outreach, event planning and coalition building; Worked with students to lead grassroots campaigns in NYPIRG’s key issue areas on campus and in communities; Lobbied local politicians on higher education, environmental and consumer rights platforms; Designed and supervised an intensive, for-credit internship program with regular workshops and presentations; Worked with faculty, administrators, campus organizations and community leaders; Sat on the Advisory Committee for the Community & Public Service Program of University of Albany.

COMPUTER SKILLS:
Proficient in Raiser’s Edge, Salesforce, Microsoft Works, Excel, Power Point, Microsoft Access, MS Office, Quickbooks, Adobe Acrobat, Microsoft Word, Open Office and Word Perfect.
PUBLIC EDUCATION GRANT PROGRAM – Round 23  
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)  
RECOMMENDATION

APPLICANT #  30

NAME: Queens Museum – Bridging the Gap

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
Aims to be a strong partnership between the museum and a school in the city. Perhaps this is something that can be replicated and shared with other schools. Will have multiple opportunities to work with the same students over a course of time, including work around the watershed and the arts. The budget and where the money will be going could be more explicit as to what the funds are being used for. Please work on that for future years. Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: SNUG HARBOR CULTURAL CENTER AND
BOTANICAL GARDEN

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote
knowledge and understanding of the history and ecology of the New York City
Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the
CWC is the administrator of the Public Information and Education Program, to provide
grants to schools and non-profit organizations in the West-of-Hudson Watershed and in
NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the
CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate
grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received
from PEAG; and

WHEREAS, PEAG recommends a grant award of Three Thousand Six Hundred Fifty
Dollars ($3,650.00) to Snug Harbor Cultural Center and Botanical Garden for a project
titled “Snug Harbor Wetlands Programs, 2020-2021”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with
PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve
the recommended award of Three Thousand Six Hundred Fifty Dollars ($3,650.00) to
Snug Harbor Cultural Center and Botanical Garden.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a
preliminary decision under the 1997 Watershed Memorandum of Agreement and the
decision will become final without any further action by CWC unless an objection is
timely filed with the Watershed Protection and Partnership Council.
1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs) [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Snug Harbor Cultural Center & Botanical Garden

2. Project Title: Snug Harbor Wetlands Programs, 2020-2021

3. Applicant Name and Title

Martha Neighbors, Director of Development

1000 Richmond Terrace, Building P

Street Address/PO Box of School/Organization

Staten Island NY 10301 Richmond

City State Zip County/Borough

(718) 425-3505 www.snug-harbor.org mneighbors@snug-harbor.org

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

NYC Department of Probation, PS 59, Staten Island Partnership for Community Wellness

5. Project date range October 15, 2020 - August 15, 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [X] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

NYCDOE STEM Partner Institutes; Global Trends in Wetlands Loss; Coastal Wetlands & Climate Change; Healthy Water, Healthy People; NYCDOE Civics For All; NYCDOE District 31 Amplify Science

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

[ ] Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
[ ] Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
[ ] The Rejuvenary River Circus
[ ] Water Quality Teaching Aids

- Groundwater Contamination Kit: [ ] Fruitvale
- Enviroscope Models: [ ] Watershed Model [ ] Wastewater Model

[ ] Trout in the Classroom
[ ] Frost Valley YMCA
[ ] The Ashokan Center

See description/prices at the end of the Information and Guidelines
School/Organization: **Snug Harbor Cultural Center & Botanical Garden**

Project Title: **Snug Harbor Wetlands Programs, 2020-2021**

1. Audience Information: Number of people affected: 4,500 Directly: 3,000 Indirectly: 1,500

<table>
<thead>
<tr>
<th>Audience</th>
<th>Location</th>
<th>Grade Level/Age Range:</th>
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<tbody>
<tr>
<td>Students</td>
<td>WOH</td>
<td>Ages 5 to 20</td>
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<td>Teachers</td>
<td>EOH</td>
<td></td>
</tr>
<tr>
<td>Others:</td>
<td>Both</td>
<td></td>
</tr>
<tr>
<td><strong>Disconnected youth, young adults</strong></td>
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2. You **MUST ATTACH** one to four pages of project description
## Name of School/Organization:
Snug Harbor Cultural Center & Botanical Garden

## Project Title:
Snug Harbor Wetlands Programs, 2020-2021

### PERSONNEL (Staff, consultants)
<table>
<thead>
<tr>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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<tbody>
<tr>
<td>School/organization staff</td>
<td>4000</td>
<td>6500</td>
<td>10500</td>
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<tr>
<td>Consultants/inside presenters</td>
<td></td>
<td></td>
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<tr>
<td>Fringe benefits (max. 25% of Salary)</td>
<td>1000</td>
<td>1625</td>
<td>2625</td>
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</tbody>
</table>

**Sub-Total Personnel**

### EQUIPMENT/SUPPLIES (list)
- 15 nets, heavy-duty collecting: 800
- 15 aquarium tanks, 1/2 gallon: 150
- 4 Sper RH/temperature pen meters: 200
- 4 Apera multiparameter pH/ED/TDS/salinity testers: 750
- Classroom supplies, gravel, sand, plants, tools, training materials: 1150
- Hospitality for 3 public environmental service and stewardship events: 600

**Sub-Total Equipment/Supplies**

### SERVICES (Technical, Artistic, Venue Rental)
- n/a

**Sub-Total Services**

### COMMUNICATIONS
- Flyers/ Mailings: 500
- Promotion/ Advertising: 350
- Web/Social Media: 350
- Other (specify):

**Sub-Total Communications**

### TRAVEL (estimated)*
- Mileage at $.58 per mile:
- Public Transportation: 500
- Bus/Van Rental:

**Sub-Total Travel**

**SPECIAL OPTION(S)** **MAX 2**

**Sub-Total Special Option(s)**

### TOTAL PROJECT COST

| CWC GRANT REQUEST (not to exceed $10,000) | 10000 |

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scoe@cwconline.org
Snug Harbor Cultural Center & Botanical Garden ("Snug Harbor") is pleased to submit this request to the Catskill Watershed Corporation for $10,000 to support educational programs for students and teachers in our protected wetlands. Located in the West-of-Hudson Watershed on the North Shore of Staten Island (Richmond County), Snug Harbor is part of the NY State Harbor Park Heritage Area.

About Snug Harbor
Snug Harbor Cultural Center & Botanical Garden is where nature, arts and history converge. We offer dynamic programming in the arts, horticulture, agriculture and education for diverse cultures and all ages, while stewarding a welcoming, historic campus for all New Yorkers. Founded in 1801 as a home for "aged, decrepit and worn-out sailors," today Snug Harbor is a regional cultural center and economic driver, welcoming 500,000 visitors annually to our 83-acre campus. Snug Harbor is a proud Smithsonian Affiliate. We envision being a locally impactful, globally renowned destination, true to our values of stewardship and conservation, inclusion and discovery, community and artistic vibrancy.

The Snug Harbor campus includes 10 acres of mapped wetlands. As a terminal moraine, Staten Island's water supply provides illuminating comparisons and contrasts to the vast complexes of the three major water systems of New York City, yet the scale of our wetlands intimately illustrates the principle elements that define a wetland. Snug Harbor's wetlands are fed by upland springs and precipitation runoff. A palustrine wetland with an unconsolidated bottom, we are graced with a permanently flooded pond, encouraged by minor dams upstream and again downstream. Our wetlands then feed into the Kill Van Kull, expanding our public discourse to human reliance on New York Harbor and the dynamic interactions between the natural and built environment.

Snug Harbor's Education department is integrated into NYC and NY State Department of Education standards, and uniquely positioned to offer experiential STEAM programs in the life sciences, arts and history. The department serves upwards of 20,000 people each year, including 11,000 students and teachers from Title I schools. We are a nexus for green career development, hosting the Green Horizons education and workforce fair in October 2019 for 241 middle school students from throughout New York City, and offering workforce development programming through A Greener NYC, supported by the NY City Council. Life sciences and environmental education is a cornerstone of our program, with classes, workshops and tours of our 10 acres of protected wetlands a unique feature.

Snug Harbor Wetlands Programs: Goals and Objectives
The over-riding goal of the proposed project is to expand and deepen Snug Harbor's Education offerings to students and teachers from grades K through 12 in the environmental sciences. Through a more robust curriculum supported by investment in the tools and materials required for a substantive hydrological program, Snug Harbor can inculcate participants in the vitality and importance of our wetlands and make the connections between our environment and New York City's water supply.
Currently, Snug Harbor Education has a thriving wetlands education program, but lacks the technological supports to connect students, teachers and citizen science experiences – the collection and analysis of environmental data by members of the public – to big-picture resources in our region. By investing in necessary equipment and tools for data collection and in curriculum development, Snug Harbor can significantly bolster its current program to meet new opportunities.

Snug Harbor has recently been awarded $254,000 in capital funding from the NYS Office of Parks, Recreation and Historic Preservation through Regional Economic Development Council to build an ADA-compliant viewing platform and boardwalk circumnavigating our wetlands, scheduled to open in 2021. The boardwalk will connect the 10 acres of protected wetlands to the rest of our campus and provide improved access for visitors with mobility challenges and for families with children in strollers. Crucially, the new viewing platform will provide safe access for collecting and testing water samples, while simultaneously protecting the delicate ecology of our wetlands. With the completion of this project, Snug Harbor will be an even richer resource for local wetlands research, and we must be ready to provide wetlands educational opportunities for all members of our community.

**Snug Harbor Wetlands Programs: Methods and Activities**

In fiscal year 2014, Snug Harbor hired an educator with a background in environmental economics, specializing in wetlands, who had previously served with the NYC Department of Education. The year following, Snug Harbor opened the wetlands to NY State Department of Education standards-based education programming. Beginning with grades K-3, Snug Harbor offered Wetlands Energy, Wetlands Water, and Habitat Hunt. In Wetlands Energy, students see the food web in action, observing the unique adaptations required to survive and thrive in wetlands. Students participate in a pond dip and examine the water for signs of life. Wetlands Water presents the water cycle. Older students focus on what it means to live on a coastal estuary, the value of wetlands in keeping populations safe, and the hazards of building on wetlands. Habitat Hunt directs students to observe adaptive traits comparatively by bringing groups through the wetlands, the meadow, and the forest.

In FY17, Snug Harbor expanded the Education team to include a biology adjunct at the local CUNY College of Staten Island. Expanding into upper elementary and middle school with two additional classes: Snug Storms looks at the role of coastal erosion in NYC’s built environment. Tracing the sources of freshwater from the Catskill Watershed through the Hudson River, along with the freshwater supply from rain capture in Staten Island and the thermodynamic influence of the Hudson Canyon, students look at historical and current maps to understand the power of water in changing our built environment and consider the tension between public policy and laws of nature. Plant Discovery explores how plants have been used historically, looking at Native American land use and harvesting traditions. Students learn the basics of plant identification and examine the traits that allow the plant to survive and thrive in the ecosystem. By FY18 Snug Harbor, hosted 5,000+ students on the wetlands.

In FY19, traffic expanded to include high school students. In FY20, we introduced a new area of engagement: service learning and workforce development. With funding through the NY City Council’s A Greener NYC initiative, Snug Harbor has begun bringing middle school students through young adults onto our campus to experience a variety of different green jobs. Environmental stewardship of our wetlands is one area of activity, along with work on our sustainable farm and in our gardens. Snug Harbor has partnered with IS 49 to bring students on the grounds weekly, from October through June, to participate in STEM-based programs. Participants from the NYC Department of Probation Youth
WRAP Program will remove phragmites and maintain trails, framed with a discussion of potential careers and environmental stewardship, as well as increasing their knowledge of water systems in the built environment.

Snug Harbor's existing wetlands programs increase environmental science knowledge, develop civic responsibility, and raise awareness of the City's dependence on the water system, both natural and man-made. While all field trips currently receive an advance classroom prep packet, changes to prep work for upper elementary and middle school classes will explicitly make the connection between the natural water cycle, human dependence upon freshwater for drinking, and the fragile balance between the built environment and the preservation of natural resources.

We are currently using plastic nets to collect specimens, and students examine wetlands water with magnifying glasses. Current means for testing pH are disposable strips. Temperature is monitored with analog thermometers, taking precious program time. Our collection nets are low-quality, requiring constant, expensive replacement. Funding from the Catskill Watershed Corporation will provide more sophisticated equipment for water sampling and data collection. Snug Harbor often hosts 3-5 classes at once, requiring sufficient equipment for each class. With access to more sophisticated equipment, students, teachers and older participants will be able to record data at three points: fresh water inlet, the pond, and the tidal outlet. Measurements will include dissolved oxygen concentration, temperature, pH, suspended solids, salinity, and conductivity. Field data sheets will provide a mechanism for establishing a data record.

Collecting real-time data with real tools will introduce students to hard science skills. Teachers will be guided to connect field observations to the larger body of science available through the National Wetlands Inventory, NY State Department of Environmental Conservation, and US Environmental Protection Agency, among many others.

**Audience and Evaluation Plan**

Project outcomes will be multifaceted. For traffic projections, we conservatively estimate 20 groups annually will gather data under our direct instruction. Additionally, over 200 middle and high school students and Department of Probation clients will increase green careers awareness and basic skill acquisition forming the foundation of green careers. Student experience will be assessed and recorded through multiple measures (formative assessment measures by Snug Harbor Educators, qualitative survey, classroom teacher assessments). Lastly, FY21 will establish a baseline of data on the wetlands, creating a rich educational resource connecting NYC students to neighborhood wetlands.

Another outcome will be the galvanizing of a diverse and inclusive community in the stewardship of this natural resource. Environmental stewardship engagements with high school and emerging adults will be publicized with at least one public culminating event. Participants will lead learning shares on the guiding principles and concerns of their wetlands service. Two public service events for all ages will be held in FY21, welcoming the public to serve on the grounds to learn the importance of wetlands, the City's dependence on water management, and conservation tactics. We plan to invite two presenters to the service events: Charles R. Olson, Chief of Urban Stormwater Planning, Water and Sewer Operations for NYC Department of Environmental Protection; and Irena Werner, NYC Parks and Recreation Ranger, a former Snug Harbor Educator familiar with our flora and fauna. Visitors of all ages and backgrounds will receive increased knowledge of the City's drinking water supply system, the fragility of the local and
global water system, and the importance of protecting wetlands. Snug Harbor will administer a self-reporting demographic survey to answer the question of whom we have served.

Our plan for evaluation and assessment includes the following:

- Establish baseline metrics on the number of students served and expect to see an increase of at least 10%
- Establish baseline metrics on wetlands data points, including dissolved oxygen, temperature, pH, suspended solids, salinity and conductivity as a teaching tool to maximize engagement
- Assess teacher engagement through qualitative feedback on extended classroom work and ask teachers to report on any challenges or knowledge gaps
- Analyze student field data sheets monthly
- Administer an exit survey to gauge student interest in green careers

**Documentation and Outreach**
The program will be documented through photographs of the participants in action, student worksheets and written responses, and a potential video. The database of metrics will also provide documentation. Snug Harbor educators will support students and teachers in communicating out their newly acquired knowledge at school learning shares and at related public events on the Snug Harbor campus.

**Budget**
Snug Harbor's fiscal year runs from July 1 to June 30. For FY20, our total operating budget is roughly $4.9 million. We have budgeted the proposed project at $19,375. We are requesting $10,000 from the Catskill Watershed Corporation; remaining funds will be drawn from existing program support from Con Edicon and the New York City Council's A Greener NYC initiative, as well as Snug Harbor operating funds. We anticipate that our proposed speakers, Charles Olson of the NYC Department of Environmental Protection and Irena Werner of the NYC Department of Parks & Recreation, will waive their stipends and provide in-kind support valued at $600 for this project.

The detailed project budget is included with this application, along with proof of IRS 501(c)(3) not-for-profit status. A grant of $10,000 from the Catskill Watershed Corporation will enable Snug Harbor to deepen and expand our wetlands education programs for students, teachers and young adults. The project budget includes increased staff time as well as equipment expenses.

**Conclusion**
Snug Harbor's wetlands are a protected and delicate environment that support multiple species of wildlife, including mammals, reptiles, amphibians, birds and insects. The wetlands are a catchment area for stormwater runoff, assisting with flood management not just on the Snug Harbor campus but also for the adjacent residential area. Snug Harbor's Education Department provides high quality, experiential learning in life sciences, resiliency and sustainability, with the wetlands as a focus.

A grant of $10,000 from the Catskill Watershed Corporation will allow us to deepen and expand our existing program through increased investment in staff time and equipment, and provide students aged 5-20 with a foundational understanding of the role of the Catskill watershed in healthy living and sustainability. We hope to partner with you on this critical program, and thank you for your consideration.
Request to the Catskill Watershed Corporation
Snug Harbor Wetlands Programs, 2020-2021

ATTACHMENTS

- IRS 501(c)(3) Determination Letter

- Letters of Support
  - New York City Department of Probation
  - PS 59: The Harbor View School
  - Staten Island Partnership for Community Wellness

- Bio and Resume
  - Susannah Abbate, Director of Education & Engagement (Project Director)
Dear Sir or Madam:

By our determination dated February 12, 2009, you were held to be exempt from Federal Income Tax under the provisions of section 501(c)(3) of the Internal Revenue Code.

You recently furnished us information that Snug Harbor Cultural Center, Inc. (13-2848033) and Staten Island Botanical Garden (13-6208836) merged with Snug Harbor Cultural Center and Botanical Garden (80-0193388) on June 24, 2008. Based on the information submitted, we have determined that the merger does not affect your exempt status. The organization will continue using Employer Identification Number 80-0193388.

Please let us know about any further changes in your character, purposes, method of operation, name or address.

If you have any questions regarding this matter, please contact the person whose name and telephone number appear in the heading of this letter.

Sincerely,

Robert Choi
Director, Exempt Organizations Rulings and Agreements
January 30, 2020

Ms. Diane Galusha
Education Coordinator
Catskill Watershed Corporation
905 Main Street
Margaretville, NY 12455

Re: CWC Watershed Education Grant Program, Round 23

Dear Ms. Galusha,

The New York City Department of Probation (DOP) is pleased to offer its support to the Snug Harbor Cultural Center & Botanical Garden in response to the New York State Department of Environmental Protection’s grant supporting stewardship service learning in the wetlands. These engagements would be accompanied by overviews of the New York City freshwater supply and conservation concerns.

The Department of Probation currently partners with Snug Harbor Education for service learning, and DOP’s YouthWRAP program is excited to deepen our clients’ environmental education in Snug Harbor’s Wetlands. Immersive service learning can provide the foundation for successful transitions into green careers for our clients while developing civic responsibility, providing educational opportunities for non-traditional learners, and allowing disengaged youth the opportunity to learn relevant, valuable skills.

With assistance from the grant, Snug Harbor seeks to provide to DOP’s YouthWRAP clients:

- day(s) of service on the wetlands, acquiring hard skills in wetlands conservation and increased knowledge of urban environmental ecology;

- the ability to remove phragmites and maintain trails, framed with a discussion of potential careers and environmental stewardship;

- increased knowledge of water systems in their environment;

- increased green careers awareness and basic skill acquisition, forming the foundation of green careers;

- participation in a culminating event, including a share-out to identified personal champions.
Participants will deepen their understanding of the importance of wetlands in protecting against the effects of climate change while learning more about NYC's water system. Educating our clients will have positive effects on our clients as well as for the community at large, who will share the benefits of having informed and skilled individuals with greater access to other public environmental stewardship opportunities. The community also shares the benefit of seeing Snug Harbor wetlands prosper and continuing to be well-maintained.

The New York City Department of Probation helps build stronger and safer communities by working with and supervising people on probation, fostering positive change in their decision-making and behavior, and expanding opportunities for them to move out of the criminal and juvenile justice systems through meaningful education, employment, health services, family engagement, and civic participation. Partnering with other government agencies and/or community-based organizations, such as the Snug Harbor Cultural Center and Botanical Gardens, is critical to our mission and success.

Sincerely,

Ana M. Bermudez
Commissioner
January 30, 2020

Dear Ms. Galusha -

PS 59 is excited to deepen our students' environmental education in Snug Harbor's Wetlands. We believe hands-on environmental science experiences in elementary school form the foundation for successful transitions into green careers, developing civic responsibility and also leveling the playing field for non-traditional learners.

Our community will directly benefit from the funding of Snug Harbor’s Wetlands programs. PS 59 partners with Snug Harbor Education each school year to learn more about the life sciences and human impact. Our students look forward to each exploration. Students will deepen their understanding of the importance of wetlands in protecting against the effects of climate change. PS 59 teachers will have the opportunity to connect data on our local wetlands to DEP’s robust online resources. Students and families, as well as faculty, will learn more about NYC’s water system and our intrinsic connections to our upstate neighbors in the Watershed. Our surrounding community will benefit from increased access to technical expertise through public environmental stewardship opportunities.

Snug Harbor is a trusted and valued partner in our learning community, and we urge you to fund this project.

Thank you,

Carol Mongiello
Principal
January 30, 2020

Ms. Diane Galusha
Education Coordinator
Catskill Watershed Corporation
905 Main Street
Margaretville, NY 12455

Re: CWC Watershed Education Grant Program, Round 23

Dear Ms. Galusha -

The Staten Island Partnership for Community Wellness (SIPCW) is excited to reap the benefits of deeper environmental education in Snug Harbor's Wetlands. SIPCW provides backbone support to public health initiatives like the Child Wellness Initiative, Tackling Youth Substance Abuse, Behavioral Health Infrastructure Project, Partnership for a Healthier Staten Island, and Take Care New York 2020. We believe hands-on environmental science experiences form deep personal connections, inspiring visitors, developing civic responsibility and leveling the playing field for non-traditional learners.

We will directly benefit from the funding of Snug Harbor's Wetlands programs as a platform for educating Staten Island youth about the importance of fresh water. Fresh water access is crucial to health and wellbeing. SIPCW works with local youth and young adults to solidify connections between behaviors and environmental contexts, building the capacity of young learners to be researchers and advocates.

We work directly with youth to articulate the intersections between physical, behavioral, and community health. Water science programs and public investment into water systems will provide a unique and rich resource for illuminating the complex relationships between community advocacy, access to life-sustaining water, and individual environmental responsibility.

We strongly urge you to fund this application and look forward to benefitting from the increased access to data through deeper explorations of the Wetlands, and supporting our students in connecting that hyperlocal data to big picture issues facing NYC.

Sincerely,

Adrienne Abbate, MPA
Executive Director
Staten Island Partnership for Community Wellness
Susannah Abbate is the Director of Education & Engagement at Snug Harbor Cultural Center & Botanical Garden. She joined Snug Harbor in 2010, since rising through ranks and more than doubling the number of people served through Snug Harbor Education programs. Abbate creates and implements STEAM curricula at Snug Harbor that brings experiences with the arts and living environment directly to learners of all ages in an urban setting. Snug Harbor’s school programs align with curriculum standards outlined by the New York City Department of Education. Abbate also oversees implementation of Snug Harbor’s Diversity, Equity & Inclusion Plan.

Abbate is a leader of educational initiatives across Staten Island, co-chairing the Schools Workgroup of the Staten Island Child Wellness Initiative and serving on the Steering Committee of the Equity Alliance of Staten Island. Previously, Susannah served as lead archivist at Pentagram Architecture & Design, and worked at the Marian Goodman Gallery, a leading contemporary art dealer.

Susannah is certified by Teachers College, Columbia University, in Teaching Food & Nutrition. She holds a BA in history from Hunter College and an MS in Information Sciences from the Pratt Institute.
SUSANNAH ABBATE  
(917)589-4823  susannahabbate@gmail.com

EMPLOYMENT

Snug Harbor Cultural Center & Botanical Garden

Director of Education & Engagement
July 2019—present

Oversee all education programming, community engagement and diversity, equity and inclusion efforts as part of executive leadership team

Education Manager - 22,000+ students annually
June 2016—June 2019

Education Coordinator - 10,000+ students annually
June 2015 - June 2016

Lead Educator - June 2014 - June 2015
4,000+ students annually

Educator - 1,500+ students annually
June 2010 - June 2014

• Develop and manage programs educating adults and school-age children on topics relating to the mission of SHCCBG: agriculture, horticulture, performing and visual arts, culture, and history
• Write curricula to further understanding of past and present Snug Harbor
• Research primary and secondary documents to substantiate lessons and curate visual supports
• Establish and deepen community relationships to sustainably align education initiatives
• Designed and implemented use of tablets to scaffold, assess, and demonstrate student experience and acquisition of knowledge through photography
• Support Development Department in grants, budgets, and impact reporting
• Manage Lead Educator, per diem Educators, and interns
• Oversee educator training to ensure consistently valuable experiences for all visitors

The New School, Parsons School of Design

Adjunct Professor
August 2007 – June 2010

• Taught sections of “Global Issues in Design & Visuality,” a required course in the Art & Design Studies program. The class intends to frame students’ future practices within the larger socio-political-economic issues of the 21st century
• Collaborated on curriculum and designed assignments focusing on critical theory and current design practices

**Pentagram Design**

*Lead Archivist*

January 2006 – June 2009

• Created organization of physical archive spanning the career history of thirty-nine partners in forty years, housing 6,000+ linear feet, culminating in an interactive electronic map
• Designed and implemented searchable databases to track physical and digital assets and facilitate storage and retrieval, as well as supporting policies and procedures
• Established preservation policies and procedures for the physical and digital archives of five archive sites in five cities and three languages
• Managed four local archivists and numerous interns, along with four archivists at partner locations

**Matt Murphy Design**

*Archivist*

September 1997 - January 2003

• Designed, implemented and managed ongoing digital and physical archive covering ten years of production, including a multi-dimensional database tracking conceptual development, production history, and press
• Digitally photographed all production, from sketches to prototypes to production
• Managed a seasonal staff of seven

**EDUCATION**

• Pratt Institute, MSLIS 2006. Archives Certificate. Cultural Informatics Concentration

**ADDITIONAL**

• Practical knowledge of digitization and electronic publishing
• Strong research skills
• Works well independently and as part of a team
• Strong project management
• Graduate internship at International Center of Photography
• Photography experience as an events photographer for Guggenheim Museum
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #  6

NAME:  Snug Harbor Cultural Center and Botanical Garden

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $3,650

BASIS FOR RECOMMENDATION:
This is a great program and a great facility. We appreciate some of the diverse audiences you work with. The grant request budget was a bit unclear as to what exactly the grant will be funding. We would be happy to fund the equipment for this program. Needs to be more connected to the NYC Watershed. In the future, please be more clearly focused about who exactly will be benefitting and how this money will benefit them. Be more clear on what you are trying to do with the CWC funds rather than what you already do.
RESOLUTION NO. 
PUBLIC EDUCATION GRANT: ST. JOHN’S PREPARATORY SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Two Thousand Two Hundred Dollars ($2,200.00) to St. John’s Preparatory School for a project titled “Urban Students Raising Trout in the Classroom”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Two Thousand Two Hundred Dollars ($2,200.00) to St. John’s Preparatory School.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
1. This project is for [✓] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

2. Project Title: "Urban Students Raising Trout in the Classroom"

3. Carol Marian Science Teacher

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range Sept. 1, 2020 to May 1, 2020 (to begin after Sept. 1, 2020)

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):
   - Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   - The Rejuvenary River Circus
   - Water Quality Teaching Aids
     - Groundwater Contamination Kit: [ ] Fruitvale
     - Enviroscape Models: [ ] Watershed Model [ ] Wastewater Model
   - Trout in the Classroom
   - Frost Valley YMCA
   - The Ashokan Center

See description/prices at the end of the Information and Guidelines
School/Organization: St. John's Preparatory School

Project Title: "Urban High School Students Raising Trout in the Classroom"

1. Audience Information: Number of people affected:
   - Directly: 60
   - Indirectly: 540

   Audience
   - ✔ Students
   - ✔ Teachers
   - □ Others:

   Location
   - ✔ WOH
   - ✔ EOH
   - □ Both

   Grade Level/Age Range:
   - 10-12 grade/15-18 yrs

2. You **MUST ATTACH** one to four pages of project description
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

BUDGET SHEET

Name of School/Organization: St. John's Preparatory School

Project Title: Urban High School Students Raising Trout in the Classroom

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<th>Proposed CWC Grant Funds</th>
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<th>In Kind Contributions</th>
<th>Total project costs</th>
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CWC GRANT REQUEST (not to exceed $10,000) 2200

Consult applicant guidelines BEFORE submitting for travel funds
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
CWC Grant Application

Project Description

Urban High School Students Raising “Trout in the Classroom”

St. John’s Preparatory HS is located in Astoria, NYC. The student population is very diverse. The school includes an International Program with students from China living with host families as well as in a dormitory in the building. Many of our students are on scholarships or come from single parent homes. The student population is currently 600 with an increase of 50-75 for the Fall semester. The project would benefit the entire school and the surrounding neighborhood indirectly as a result of publication of the on-going activities.

A. Goals and Objectives:

Our school is in a densely urban setting, this makes it difficult for students to imagine the streams in the Catskill and Delaware Watershed that provide NYC with fresh water. TIC gives students the opportunity to have a deep understanding of the New York City Water Supply System and the West of Hudson Watersheds that provide NYC with more than 90% of our drinking waters. By raising and caring for trout and using DEP Watershed Story Maps, students will understand the difference between the fresh water streams, that are home for trout and also provide us with water, and the saltwater that surrounds the city. While raising trout, students will understand the importance of clean streams and how this relates to the livelihood of the trout as well as how these streams feed into our NYC Water Supply System.

This project will make them aware of the counties, towns, and reservoirs in this watershed and how the water gets to NYC, largely un-filtered and transported by gravity. This alone is a major educational “miracle”

1. In September teachers and students will work together to put together the trout tank in preparation for egg delivery. In October teachers will participate in the TIC Professional Learning Opportunity to participate in workshops and receive their eggs.

2. Several teachers will collaborate on the TIC project including Regents Earth Science (which covers watersheds), Environmental Studies NYC, Living Environment and our new elective focused on water chemistry monitoring. Students will work together to monitor chemistry in the trout tank, graph trout growth data, and maintain a healthy trout tank.

B. Methods and Activities

1. This project will be conducted in compliance with the guidelines for the Trout in the Classroom Special Option. Teachers involved will attend the October workshop and egg distribution.
2. There will be teacher partnerships involved. Regents Earth Science which covers watersheds, Environmental Studies NYC our new elective will cover water testing chemistry as well as data collection and maintenance also Living Environment which will cover ecosystems, natural selection etc.

3. This project will continue all year. The Tank and equipment will be in the Environmental Studies room but will be available for all participating classes to see.

3. Students will be prepared by learning water chemistry, what are nitrates, where do they come from, where is the fresh water treated, how do pollutants enter the streams etc. They will perform water chemistry tests in lab, explore how the freshwater for the NYC Water Supply System is treated, also they will learn how gradient is calculated in order to demonstrate the way that the water is “delivered” to NYC. This will be done outdoors on the school grounds which are conveniently a sloping property. The activities presented at the Watershed Forestry Bus Tour which I attended (November 11) will be used. For example: Woods with Water, Follow the Flow-Neighborhood Watershed Scavenger Hunt, Water Cycle Rain Dance, What is a Watershed class Activity, My Typical Day Water Use Calculator and the Map Resource Guide for Teachers “New York City’s Water Story: From Mountain Top to Tap

4. With respect to the maintenance of the tank and the progress of the trout, Students will learn how to collect the data and how to record it correctly over the entire term. They will keep a journal and take pictures and videos. This all will be posted on the school website as well as our Facebook, Instagram, Twitter and Linked In social media accounts.

C. Evaluation

1. Students will travel to the release site at Cross River. After the release, they will be given an evaluation form to complete. The questions will change as we get closer to the release date.

Questions will include but are not limited to the following:

a. What did you learn about the life of a trout?
b. What factors in the water effect the life of a trout?
c. What is the difference between fresh water and salt water?
d. Explain the tools we used to maintain the health of the tank.
e. How many trout were released.
f. How many eggs did we start with?
g. How did you keep track of the progress of the trout?
h. Briefly describe how drinking water arrives in NYC and where does the journey begin?
i. What is unique about the NYC Water Supply?

In order to measure outcomes, students will compare the size of the trout at various stages of development.
D. Documentation and Outreach

1. Students will create a final project exhibit for display at the SJP Earth Day. This will include projects created by teams within each class. There is a large screen monitor in the student cafeteria which will be used to stream the videos and pictures of the yearlong project from start to release in the Cross river.

2. We will send all the PR to the local newspapers, community board and City Councilman and State Senator for distribution in their newsletters etc.
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 12

NAME: St. John’s Prep School – Trout in the Classroom

AMOUNT REQUESTED: $2,200

AMOUNT RECOMMENDED: $2,200

BASIS FOR RECOMMENDATION:
A valuable program that will help teach students about the importance of protecting the NYC watershed and water supply system.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: THE HORTICULTURAL SOCIETY OF NEW YORK

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Three Thousand Dollars ($3,000.00) to The Horticultural Society of New York for a project titled “New York City’s Water Conservation Project”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Three Thousand Dollars ($3,000.00) to The Horticultural Society of New York.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

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Please type all information below this line

1. This project is for [✓] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: The Horticultural Society of New York

2. Project Title: New York City's Water Conservation Project

3. The Horticultural Society of New York - Pamela Ito
   Applicant Name and Title

148 West 37th Street, 13th Floor

Street Address/PO Box of School/Organization

New York NY 10018

212-757-0915 thehort.org

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range: September 2020 - June 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [✓] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

Customized training by the NYC DEP (Kim Estes-Fradis) for our educators in fall 2019.

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
NEW! "City that Drinks the Mountain Sky"
The Rejuvenary River Circus

Water Quality Teaching Aids

Groundwater Contamination Kit: [ ] Fruitvale

Enviroscopes Models: [ ] Watershed Model [ ] Wastewater Model

[ ] Trout in the Classroom
[ ] Frost Valley YMCA
[ ] The Ashokan Center
school/Organization:  The Horticultural Society of New York  
Project Title:  New York City’s Water Conservation Project  

1. Audience Information: Number of people affected: 4000 Directly: 4000 Indirectly:  

   Audience  Location  Grade Level/Age Range:  
   ✓ Students  WOH  K-12  
   ✓ Teachers  EOH  
   □ Others:  

2. You **MUST ATTACH** one to four pages of project description
## BUDGET SHEET

**Name of School/Organization:** The Horticultural Society of New York  
**Project Title:** New York City's Water Conservation Project

<table>
<thead>
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<th>Category</th>
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Consult applicant guidelines BEFORE submitting for travel funds  
*Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
Catskill Watershed Corporation Education Grant Program
Application for 2020-2021 School Year Round 23

New York City’s
Water Conservation Project

Goals and Objectives

The Horticultural Society of New York (The Hort) seeks to increase New York City teachers’ and students’ awareness of how upstate communities have been protecting water quality in the watershed, the geography of New York State’s watershed, and the importance of water conservation. Our experience with previous CWC grants has taught us that over 75% of the teachers we work with are completely unaware of where their water comes from. We realized that if teachers don’t know this important information, their students probably don’t either. The current proposal focuses on both teachers and students by providing trainings on the Catskill and Delaware watersheds. We will draw upon past materials to create an up-to-date Water Resource Kit and distribute it to all teachers who bring their students to the Education Center. We will also draw upon past materials to offer a Water Odyssey teaching tool for students, which will focus on where tap water comes from, how it travels from upstate New York, and why it deserves conservation.

All programming will take place at The Hort’s Greenhouse Education Center and Kitchen Garden located within Riverbank State Park in West Harlem. In partnership with New York State Parks since 2017, The Horticultural Society of New York runs the workshops and programming in the Education Center. The facility consists of a 2,500 square-foot greenhouse, an attached classroom and demonstration space, and an adjacent “kitchen” garden. Our goal with the Education Center is to inspire and educate thousands of New Yorkers in the areas of gardening, urban agriculture and ecology, therapeutic horticulture, nutrition, and culinary arts. The facility is utilized to host school programs, teacher trainings, and public programs focused on environmental concepts, from seed starting to cooking with fresh vegetables. Our workshops for school groups are one hour in length, provide plant-based investigations and offer an immersive opportunity in a beautiful, green environment. Lessons cover topics such as vegetable gardening, soil biology, Hudson River ecology, green infrastructure, and plant-based cooking, all of which have been adapted to New York State Department of Education Core Curriculum Standards & Expectations.

Located right on the Hudson River at 145th Street in West Harlem, the Education Center was built on the second largest green roof in the world and one of the city’s 14 wastewater treatment plants. Because of this, the Education Center is uniquely positioned for students to observe New
York’s urban water system firsthand. We plan to incorporate an introduction of the history of our vast water system and the importance of water conservation into each program we offer for each school group that visits our center.

At our Education Center, school groups are hosted weekly. In the last fiscal year, we served 2,839 students at the Education Center, engaging 105 schools and 284 teachers. We plan to reach 4,000 students and teachers this year. Most of the school groups that attend our Greenhouse Education Center programs visit from the nearby neighborhoods of Manhattanville, Morningside Heights, Washington Heights, Inwood, Hamilton Heights, and Harlem. We serve primarily elementary aged children, 90% of whom are African American, Hispanic, or Asian, and 20% of whom speak English as a second language, with occasional middle and high school visitors. While there is a fee to attend our workshops (usually $5/student), it does not cover all of The Hort’s costs and there is a sliding scale for Title 1 schools. Funding from CWC would ensure that each class and each student would learn about West of Hudson watersheds and water conservation as an integral part of New York City life. Students will leave with a firm understanding of their local watershed and what happens when their water goes down the drain. Teachers will feel inspired, enabled, and armed with the information needed to incorporate water conservation lessons into their curriculum.

Our education team has also discussed our concern over the students misunderstanding that their tap water comes from the Hudson River, or even the ocean (!). We hope to use CWC funds to dispel myths (for both students and teachers) on where our water comes from and connect it to plants, people and ultimately our responsibility for our environment.

**Methods and Activities**

For this grant, we will draw upon past materials to develop, print, and distribute an up-to-date educational pamphlet called the *Water Odyssey* to each class and each school group that visits the Education Center. In the summer and fall of 2020, our Director of Education, Pamela Ito, will create the informational pamphlet for the students. Pamela will train our educators and organize for them to receive professional development in the WOH watershed, so they can effectively deliver the material to school groups. We will begin each class with an introduction to the WOH Watershed and end each class with the importance of conserving water. Our educators will ask student classes to share upstate regions they might have traveled to, how those areas affect their everyday life, and how our water consumption affects these areas. We suspect these questions might draw curious and perplexed responses. Then, our educators will use the Water Odyssey visual aid in poster form to highlight the long journey of our clean, fresh water to show how downstate areas benefit from upstate watersheds. After our introduction on the geography,
history, and importance of watersheds, students will visit our Greenhouse Education Center and attend the program of their selection—either planting, gardening, or nutrition—all of which are connected to water.

We will also distribute the **Water Resource Kits** to each teacher who brings a class to the Education Center. The kits will include books, lesson plans, bookmarks, water bottles, and worksheets. To create the kits, our educators will draw from past CWC project resources and collaborate with DEP education staff to compile new material.

CWC funds will be used to support the following resources:

- **Water Odyssey**: a teaching tool that illustrates the long journey our water takes from the West of Hudson Watershed, underground to New York City pipes, out as tap water, down the drain and into the North River Wastewater Treatment Plant. This will be referenced in each workshop we provide and will be given to each of the 4,000 students expected to visit the Education Center.

- **Water Resource Kit**: a tool for teachers that includes books, lesson plans, and activities to reinforce new knowledge with their students back in the classroom and to share with other students. This will be given to each of the 284 public school teachers visiting the Education Center.

- **Watering Cans**: supplies that will be utilized at the Greenhouse Education Center and Kitchen Garden. They will be incorporated into watershed programming.

- **Educators**: The Hort’s educators will lead and deliver watershed programming. Educator salaries are covered by foundations and corporations like the Catskill Watershed Corporation.

**Evaluation**

We will use both formative and summative evaluation during the course of the grant. At the beginning of the grant period, we will develop a survey instrument to measure student learning. The approved assessment (using MEERA recommendations) will gauge both student and teacher knowledge about the key indicators of watershed and water conservation literacy. At the beginning of each class, our educators will administer the survey and record the results. At the end of each class, the survey will be repeated. We will compile the results from all classes at the end of the year to provide a snapshot of the students’ knowledge before and after attending the
class. We will review the results of the formative assessment quarterly to ensure that we are accomplishing our goals and, if not, will make adjustments as necessary. Our goals will be met if 90% of students leave the class knowing where the water comes from (NOT the Hudson River or the ocean!) and three tangible ways to conserve water.

Our summative evaluation will consist of an online survey that we send to teachers at the end of the school year. They will be asked a series of questions to determine how they are using the resources we provided them. We will follow up with teachers and ask if they used their Water Resource Kit, which materials were most effective, and how they have incorporated the resources into their curriculum. We will encourage teachers to share the information with other school staff and will provide additional information to any other interested educators. Teacher responses will be consolidated, used to improve our teaching methods and future programs, and shared in our CWC report.

**Documentation and Outreach**

The Hort will document the program with digital photos and post them on our website (which receives 85,000 annual hits), Twitter account (2,050 followers) and Facebook page (which is connected to nearly 4,000 people), along with program descriptions, outcomes, classroom curricula, teacher and student comments, and other resources. The Hort will also post links to related water curricula and other websites, including those of CWC, NYC DEP, WAC, and the Water Education Foundation, as well as Riverbank State Park’s web page. The Hort will promote the Water Odyssey on our website and through City Council Member Mark Levine’s office, the Environmental Educators Advisory Council newsletter and the New York City Department of Education’s Sustainability Committee.
Dear Taxpayer:

This is in response to your Nov. 19, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in May 1944.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.
If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Richard McKee, Department Manager
Accounts Management Operations
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #  23

NAME: The Horticultural Society of NY – NYC’s Water Conservation Project

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $3,000

BASIS FOR RECOMMENDATION:
Pros – potentially large reach with 4,000 visitors to Green House education site. Recognize opportunity to teach about NYC drinking water and waste water treatment on site next to Hudson River and waste water treatment plant.

Suggestions – Seems unfeasible to add lessons and pre/post evals about the source of NYC’s drinking water and waste water treatment to existing 1-hour programs. A lot of the funding request is for supplying existing books and lessons about the NYC watershed but no details about what these materials are. Unclear if teachers will actually use kits provided. Same lessons and materials will be given to K-12 grade participants and we feel the content should be differentiated for different audiences. We suggest piloting this program idea with certain programs being offered that have a particularly strong water connection – like Hudson River Ecology or Green Infrastructure. See how this idea goes and get teacher feedback before investing so much into these physical resources. Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: THE RED HOOK NEIGHBORHOOD SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of One Thousand Five Hundred Dollars ($1,500.00) to The Red Hook Neighborhood School for a project titled “Water Connections: Red Hook and Beyond”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of One Thousand Five Hundred Dollars ($1,500.00) to The Red Hook Neighborhood School.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year  
Round 23  

COVER PAGE  

CWC Staff Personnel ONLY  

Amount Requested $2,020.98  

Amount Awarded $  

Contract Number  

Application Number 33  

Please type all information below this line  

1. This project is for  

☑ Pre-K-12 Student/Teacher audience (school programs)  

☐ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)  

School/Organization: The Red Hook Neighborhood School PS 676  

Attach proof of non-profit status  

2. Project Title: Water Connections: Red Hook and Beyond  

3. Michael Hisry (Paraprofessional and Volunteer Grant Writer)  

Applicant Name and Title  

27 Huntington Street  

Street Address/PO Box of School/Organization  

Brooklyn  

City  

NY  

State  

11231  

Zip  

Kings  

County/Borough  

(718) 330-2238  

ps676bk.org  

michaelhisry.school@gmail.com  

Telephone #  

Website  

Email  

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)  

The Waterfront Alliance  

5. Project date range September 1st, 2020 - May 31st, 2021 (to begin after Sept. 1, 2020)  

Have you applied for/received a CWC Education Grant in the past?  

☐ Yes  

☑ No  

What watershed/environmental education professional learning opportunities have you attended in the past two years?  

The Billion Oyster Project Training  

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):  

See description/prices at the end of the Information and Guidelines  

Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”  

☑ Trout in the Classroom  

NEW! “City that Drinks the Mountain Sky”  

☐ Frost Valley YMCA  

The Rejuvenary River Circus  

☐ The Ashokan Center  

Water Quality Teaching Aids  

Groundwater Contamination Kit:  

☐ Fruitvale  

☐ Watershed Model  

Enviroscope Models:  

☐ Wastewater Model
**School/Organization:** The Red Hook Neighborhood School PS 676  
**Project Title:** Water Connections: Red Hook and Beyond  

1. **Audience Information:** Number of people affected: 300  
   - Directly: 45  
   - Indirectly: 255  
   - **Audience:**  
     - [ ] Students  
     - [ ] Teachers  
   - Location:  
     - [ ] WOH  
     - [ ] EOH  
     - [ ] Both  
   - Grade Level/Age Range: 4th and 5th Grade/9-10  

2. You **MUST ATTACH** one to four pages of project description
# CWC Watershed Education Grant Program
**Application for 2020-2021 School Year**
**Round 23**

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**Name of School/Organization:** The Red Hook Neighborhood School PS 676

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## BUDGET SHEET

<table>
<thead>
<tr>
<th></th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
<th>In Kind Contributions</th>
<th>Total project costs</th>
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<tbody>
<tr>
<td><strong>PERSONNEL (Staff, consultants)</strong></td>
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**TOTAL PROJECT COST**

|                          | 2020.98                  | 117.88                   | 0                    | 2138.86             |

CWC GRANT REQUEST (not to exceed $10,000) **2020.98**

Consult applicant guidelines BEFORE submitting for travel funds

*Consult special option descriptions for pricing*

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**SUBMIT YOUR COMPLETED APPLICATION** as an attachment to
**scosta@cwconline.org**
The Red Hook Neighborhood School PS 676
(Project Title) Water Connections: Red Hook and Beyond
Mr. Michael Hisry
Collaborating Organizations: The Waterfront Alliance
September 1st, 2020 - May 31st, 2021
Trout in the Classroom
Red Hook Neighborhood School
Project Title: Water Connections: Red Hook and Beyond

Project Description

Audience
The project audience will consist of the Red Hook Neighborhood School’s 4th and 5th grade classes of our 2020-2021 school year. The estimated number of combined students is 45 students. Students who participate in the project will inform their community and families. This results in approximately 250-300 recipients.

A. Goals and Objectives
The water surrounding Red Hook Terminal is polluted! Due to Red Hook’s important role in New York’s industrial endeavors, the neighborhood has a longstanding history of pollution. Just a ten minute walk from our school, our students can view New York’s amazing skyline as well as the murky, greenish water that most New Yorkers wouldn’t set foot in. Although many conservation and EPA endeavors have aided the health of our waters and marine life, Red Hook’s surrounding water demands attention.

The Red Hook Neighborhood School (PS 676) is in a unique position to help address the polluted waters of our community. We are the first public elementary school in Brooklyn with a maritime STEAM focus and emphasize to our students their community’s close, unique connection to NYC’s water. Utilizing the CWC Watershed Grant funds in combination with our school’s vision to relate our community to their water, our educators will motivate students to make deeper connections between water and its effect on communities. Water Connections: Red Hook and Beyond will result in environmentally conscious students, empowered to think of ways they themselves can address the water quality in their community.

Like previously funded projects, we offer an interdisciplinary set of lessons and experiences that imparts knowledge of freshwater, the New York City water supply system and the west of Hudson watershed. We would differentiate our project from previous Trout in the Classroom requests by promoting critical thinking about Red Hook’s water. In order for our students to draw connections between their community and water in it, they must first learn how their water that surrounds them differs from other sources of water. Lesson 1 explains the needs of trout communities and how they relate to freshwater and seawater. Lesson 2 allows our students to learn and practice collecting data using water quality testing strips. With the help of The Waterfront Alliance (an organization that works to protect, transform, and revitalize our harbor and waterfront), students will test different types of water including water from the New York City water supply system and water from the Atlantic Basin in Red Hook. Lesson 3 educates students on how the New York City water supply system functions. Students will obtain knowledge on how our drinking water travels from the West of Hudson Watershed all the way to our sinks at home. Additionally, this lesson involves a field trip in which our students will visit the West of Hudson Watershed, release their class trout community into the freshwater, as well as collect and analyze water quality data from the stream. Lesson 4 focuses on The Flint Michigan Water Crisis. They will watch a documentary that details how Michigan’s freshwater and water supply system was corrupted with lead. Although far from New York City, this unique topic will further emphasize the concepts of freshwater and how the waters of New York City’s
B. Methods and Activities

The Red Hook Neighborhood School plans to enact several interesting and fun activities to meet the goals of our project from September 1st, 2020 to May 31st, 2021. The first lesson serves as an introduction to the Watershed/Trout in the Classroom related project. Students will be given an overview of the general plan to raise trout and eventually release them into the West of Hudson Watershed. Additionally, with the use of a slide show presentation they will learn important facts about how the trout community survives and utilize graphic organizers to learn of trout’s typical life cycle. They will use the flashcard game to learn key terms such as differences between freshwater and saltwater. Afterwards, students will be mentored to set up and maintain the trout tank in one-on-one and in small group sessions by our designated staff. These sessions will take place weekly until trout are released into the West of Hudson Watershed.

The second lesson plan revolves around the importance of water quality data. In the classroom, students will be presented with several jars of drastically different water. With the aid of instructors, groups of students will use water quality testing strips to collect and interpret data from the jars. Afterwards, the students will embark on a field trip to the Atlantic Basin in Red Hook, Led by The Waterfront Alliance and Portside NY, an organization dedicated to making waterfront communities stronger, healthier, and more equitable in the face of our current climate crisis, students will collect water samples from this location. After the trip, students will complete a venn diagram to compare and contrast the sample from the Atlantic Basin and one sample that was tested earlier in class. Lastly, students will create a story about how a trout community would react to the water found in the Atlantic Basin with the use of a graphic organizer.

The third lesson plan acts as preparation for the trout release/West of Hudson Watershed field trip. Students will observe a slideshow that details NYC’s water supply, the West and East of Hudson Watershed, and the activities planned for the trip. They will watch a video created by the New York Times that explains how our water supply travels from the watersheds to NYC homes and public facilities. Additionally, students will be taught to navigate maps using a compass. With the use of a compass, students will unscramble NYC watershed map puzzles. Afterwards, we will utilize our computer lab. They will play the Watershed Explorer game found on Caring for Watersheds’ website. Students will use the game to research what natural (and unnatural) features they may find at the West of Hudson Watershed. They will record their findings using a graphic organizer.

The following day, students will embark on the field trip to the West of Hudson Watershed. With the aid of selected staff, students will release the trout into the watershed. Additionally, using a water quality strip, a selected staff member will collect water data from the watershed. Each student will receive a postcard. On their postcards, students will document the release of the trout, interpret the data collected, and infer how our trout community will react to the water based on the water quality strip. Later a class discussion will take place about “how our Red Hook community might be different if we were near a freshwater river” and how the Hudson River differs from freshwater as an estuary.
Red Hook Neighborhood School  
Project Title: Water Connections: Red Hook and Beyond

Lastly, our final lesson involves a PBS-made documentary on the Flint Michigan Water Crisis. After the documentary, a class discussion about the following topics: water quality and its effects on people/community, how Flint Michigan’s water system differs from our own, the political action Flint’s community took to address their concerns regarding their water quality, and what we can do as a community to address Red Hook’s surrounding water and also ensure that our water supply stays clean.

The project heavily supports our already existing curriculum. As the first maritime themed, elementary school in NYC, we are thankful to have already implemented many water/marine life related lessons and programs. We have partnered with The Waterfront Alliance to have students take boat rides, learn about conservation efforts. Our 4th and 5th graders partnered with The Billion Oyster Project to raise oysters and learn about their role in the environment. Our 1st graders are visiting Portside NY weekly to learn about the types of living animals in our surrounding waters. Our 2nd and 3rd graders are participating in a Ferry Naming Contest with the Department of Transportation. Our afterschool Green Team has presented their data to the President of the EDC of how we can teach our community about the benefits of NY waterways and using the Ferry at Atlantic Basic. This year we installed an Aquatic Room that hosts over 15 tanks, with 21 different species of aquatic animals. Students learn how to care for aquatic life by placing aquatic pets in every classroom. Our Social Emotional Learning is emphasized through our Core Values; Respect, Empathy, Curiosity, Resilience and Integrity.

The project staff will consist of Mr. Collins, Mr. Fred, Ms. Thomas, Ms. Hartnet, Ms. Ahong, and Mr. Michael. All of the above staff have been educators for several years and have their own specialties which will be utilized to support this project. Mr. Collins (math) and Mr. Fred (social studies and science) are both experts in their respective fields. Both have an incredible ability to relate with and motivate students complete even the most tedious of tasks. They will co-teach the technical, scientific, and math related procedures of Lesson Plan 2. Ms. Thomas and Ms. Jusif are both our ELA experts and engage students in exciting ways to further their reading and writing crafts. Ms. Thomas and Mr. Fred will lead the social-studies and writing related activities incorporated into Lesson Plan 1, Lesson Plan 3, and Lesson Plan 4.

The educators listed above as well as Ms. Ahong, Mr. Michael (Trout in the Classroom liaisons), and Ms. Hartnet will conduct mentoring sessions mentioned above. Hartnett in addition to providing many services to our school, runs the aquarium club in which she educates students in small groups about the different species in our aquarium and how to maintain their habitats. Several members of the project staff have taken part in the Billion Oyster Project Outside/Inside Classroom training on Roosevelt Island, professional development for all teachers at New York Harbor School, and all project staff will attend Trout in the Classroom training when available.

C. Evaluation  

With the use of surveys and written responses, we will collect quantitative and qualitative data. With this data, we will be able to rate the success of our goal: a more environmentally conscious student body who is empowered to think of ways they themselves can address the water quality in their community. Surveys that gauge interest in environmental concerns and
Red Hook Neighborhood School  
Project Title: Water Connections: Red Hook and Beyond

their own community will be conducted before the project. For each question, students will be able to rate their interest from 1 - 10, 1 being completely uninterested to 10 being extremely interested. The same survey will be administered after the program's completion. The quantitative data will serve as an indicator if our student's interest in environmental and community related issues has increased or not. The qualitative data will be in the form of personal statements written by participants of the program. These personal statements are to measure if students feel empowered to address the water quality in their community. The writing prompt will read as follows: "How can you protect or make a change to the water quality of Red Hook's water." These personal statements can be sorted into empowered and developing. Empowered meaning the student writes about how they can affect change in their community and developing means the student is unsure if they can affect change in their community.

D. Documentation and Distribution

Educators will document via photographs and recording videos. This documentation will be distributed within our school during our Integrated Project Week in May. IPW is a week in which students of all grades share what they've been learning to their fellow schoolmates.

(Follow this link to view proof of partnership, grant budget, and as well as lesson plans, slideshows, and other supporting materials for Water Connections: Red Hook and Beyond.)
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 33

NAME: The Red Hook Neighborhood School P.S. 676

AMOUNT REQUESTED: $2,020.98

AMOUNT RECOMMENDED: $1,500

BASIS FOR RECOMMENDATION:
This is a great school to receive funding for their participation in the Trout in the Classroom program. We felt it was a thorough proposal regarding the student audience and their existing school community’s participation in water-related curriculum. Funding equipment for TIC would allow this school to continue developing their water connections and develop a stronger understanding of the West of Hudson watershed and the NYC Water Supply system. We encourage this teacher to connect with TIC resources and other watershed/water supply partners (DEP, WAC) to further develop this understanding and the watershed connection before and throughout their first year of participation.

Due to the number of proposals requesting funding and the amount of funds available, we recommend partial funding to cover the costs of Trout in the Classroom equipment.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: TROUT UNLIMITED

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Five Thousand Dollars ($5,000.00) to Trout Unlimited for a project titled “Trout in the Classroom: Data from the Stream”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Five Thousand Dollars ($5,000.00) to Trout Unlimited.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $10,000

Amount Awarded $____________

Please type all information below this line

1. This project is for ✔ Pre-K-12 Student/Teacher audience (school programs)
   □ Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

   School/Organization: Trout Unlimited
   □ Attach proof of non-profit status

2. Project Title: Trout in the Classroom: Data from the Stream

3. Lillit Genovesi, NYC and Watersheds Trout in the Classroom Coordinator

   Applicant Name and Title

   59-17 Junction Blvd, 19th Floor
   □ Street Address/PO Box of School/Organization

   Flushing New York 11373 Queens

   917-832-0857 www.troutintheclassroom.org lillit.genovesi@tu.org
   □ Telephone# Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)
   NYC Department of Environmental Protection (DEP)

5. Project date range Sept 8, 2020 - Sept 3, 2021 (to begin after Sept. 1, 2020)

   Have you applied for/received a CWC Education Grant in the past? ✔ Yes □ No

   What watershed/environmental education professional learning opportunities have you attended in the past two years?
   WFIT presenter, GESC Wave of Action presenter, DOE Sustainability Partners training

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

   See description/prices at the end of the Information and Guidelines

   ✔ Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
   ✔ NEW! "City that Drinks the Mountain Sky"
   ✔ The Rejuvenary River Circus
   ✔ Water Quality Teaching Aids
     Groundwater Contamination Kit: □ Fruitvale
     Enviroscape Models: □ Watershed Model □ Wastewater Model
     Trout in the Classroom □ Frost Valley YMCA □ The Ashokan Center
School/Organization: "Trout Unlimited"

Project Title: "Trout in the Classroom: Data from the Stream"

1. Audience Information: Number of people affected: 33,500
   - Directly: 3,500
   - Indirectly: 33,500

   Audience: [ ] Students  [ ] Teachers  [ ] Others:
   Location: [ ] WOH  [ ] EOH  [ ] Both

   Grade Level/Age Range: teacher and student (pre-school to 12th grade)

2. You **MUST ATTACH** one to four pages of project description
**BUDGET SHEET**

**Name of School/Organization:** Trout Unlimited

**Project Title:** Trout in the Classroom: Data from the Stream

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<th>Personnel (Staff, consultants)</th>
<th>Proposed CWC Grant Funds</th>
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**Sub-Total Personnel** 6250

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**Sub-Total Services** 1600

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**Sub-Total Communications** 1500

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**Sub-Total Travel** 650

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**Sub-Total Special Option(s)** 0

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CWC GRANT REQUEST (not to exceed $10,000) 10000

Consult applicant guidelines BEFORE submitting for travel funds

*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
Dear Taxpayer:

This is in response to your July 13, 2015, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in March 1972.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.
Evaluation: Fall 2019 TIC Professional Learning Opportunity (PLO)
Henry A. Wallace Education Center at the FDR Presidential Library and Home

Name and School (required only for teachers applying for CTLE hours): ____________________________

Are you a: □ TIC teacher □ friend, volunteer, or partner □ other

Years with TIC ______ grade(s) and subject(s) you teach ______________________________

Is your school/organization located in □ NYC □ NYC Watersheds □ Other ____________________

I use TIC to (check all that apply):
Improve my students test scores: □ Meet NY State Learning Standards: □
Teach core curriculum: □ Improve student performance: □ Integrate in STEM/STEAM: □
Other: □ __________________

Did the content of the workshop connect to the NYS Learning Standards? Yes □ No □
Did you deepen your knowledge and learn useful instructional strategies? Yes □ No □
Did the activities support your STEM initiatives, the arts and/or humanities? Yes □ No □
Did you identify additional, effective resources to support teaching and learning? Yes □ No □
What was your goal for attending the PLO?

________________________________________

Do you feel that your goal for the PLO was fulfilled? Yes □ No □

How will you incorporate the NYC water supply system into your classroom activities this year?

________________________________________

What were the most helpful parts of the PLO and why?

________________________________________

How can we improve the PLO? Recommendations for topics, speakers or workshops:

________________________________________

Have you used the TIC Online Lesson Plan Library on the TIC website? Yes □ No □
What improvements would you like to see on www.troutintheclassium.org:

________________________________________

Please fill out both sides of this form. Thank you for your time!
Evaluation: Fall 2019 TIC Professional Learning Opportunity (PLO)
Henry A. Wallace Education Center at the FDR Presidential Library and Home

Was the PLO focus on Ecosystem Services and the keynote topic helpful to you? □ Yes □ No

Will you include the content of this presentation in your classroom this year? □ Yes □ No

Comments:
__________________________________________________________________________
__________________________________________________________________________

Name of session I workshop I attended:
__________________________________________________________________________
I found this workshop to be helpful: □ Yes □ No
I gained knowledge and instructional strategies that I will use in my classroom. □ Yes □ No
Comments:
__________________________________________________________________________
__________________________________________________________________________

Name of session II workshop I attended:
__________________________________________________________________________
I found this workshop to be helpful: □ Yes □ No
I gained knowledge and instructional strategies that I will use in my classroom. □ Yes □ No
Comments:
__________________________________________________________________________
__________________________________________________________________________

Additional comments about the fall 2019 TIC professional learning opportunity:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Please fill out both sides of this form. Thank you for your time!
TROUT UNLIMITED Trout in the Classroom: Data from the Stream

Project Description for the
Catskill Watershed Corporation Public Education Program
Submitted: February 7, 2020
By Lillit Genovesi, New York City and Watersheds Trout in the Classroom Coordinator
Lillit.Genovesi@tu.org • (917) 832-0857

Audience: Each year Trout in the Classroom (TIC) brings together more than 150 teachers, from New York City (NYC) and NYC’s West of Hudson Watersheds, to participate together in TIC professional learning workshops. Indirectly, TIC serves more than 30,000 people in participating schools and their communities. TIC specifically aims to work with students in underserved communities in NYC and the NYC watersheds, and during trout releases, directly engages over 3,500 students in hands-on learning.

A. Goals and Objectives

Trout Unlimited (TU) is a grassroots organization focused on engaging members, volunteers, and the public in coldwater conservation and stewardship across the nation. Trout in the Classroom (TIC) is a hands-on, STEM focused, environmental education program within TU in which students and teachers raise trout, from eggs to fingerlings, in the classroom and release these trout into watershed streams each spring. TU’s National Headwaters Youth Education Program follows the Stream of Engagement model with TIC being the primary education project for youth in grades preschool to high school.

In New York, TIC serves a very special need: it connects students and teachers from both sides of the water tunnel. Nearly 200 New York City (NYC) and West-of-Hudson (WOH) classes are currently participating in TIC. These groups raise trout, provided by the New York State Department of Environmental Conservation (DEC), and learn how trout can serve as indicator species in the watershed streams because of their sensitivity to pollution and contamination. Based on feedback collected from teachers, TIC also makes STEM learning meaningful by providing an ideal opportunity for schools to work with real time data.

With the help of the tiny trout, TIC has crafted a unique way of connecting teachers and students from NYC with those in NYC’s WOH Watershed through this shared learning experience. TIC participants learn about NYC’s the unfiltered source of fresh water and the importance of water conservation and riparian forest preservation in the WOH Watersheds. For over 15 years the TIC Fall Teacher Training and Professional Learning Opportunity (PLO) has brought together these teachers to collaborate on developing curriculum focused on the NYC Water Supply System, NYC Watersheds, riparian ecosystems, and environmental stewardship.

With support from CWC during the 2020-2021 school year, TIC will host two teacher PLO’s (fall and spring) with a focus on Trout in the Classroom: Data from the Stream. These annual, day-long trainings will gather approximately 150 TIC teachers, from NYC and the NYC Watersheds, for shared learning and networking. Participants will be engaged in workshops and activities with a focus on real data from the TIC fish tanks, the NYC water supply system streams, watershed forests, and other aquatic ecology related aspects of the environment. Sample workshops will include using tank water quality to monitor the nitrogen cycle, charting TIC trout growth curves, using New York Department of Environmental Protection (DEP) seasonal reservoir data to create graphs, and collecting water use data to determine ways to conserve resources. Following the workshops, these lessons will be available for teachers to use in their classrooms. Partnership with the DEP allows TIC to provide teachers who attend these trainings with required New York State Continuing Teacher and Leader Education (CTLE) credit hours.
In the classroom and during Trout Release Field Days, TIC naturally engages students from NYC and the NYC Watersheds in data collection and the scientific process. The Data from the Stream project will focus on enhancing these lesson plans and activities while engaging students in collecting, analyzing, and interpreting data related to all aspects of TIC from caring for live organisms, tank trout care that represents a trout’s coldwater environment, to stream water quality testing in the NYC Watersheds.

The long-term outcomes of this project will include contact with 150 teachers, on either side of the water tunnel, who are connected through TIC, have a deep understanding of the NYC Water Supply System, and can integrate data collection and analysis into their classroom curriculum. In turn, these teachers will reach over 30,0001 students with this information and inspire them to make informed decisions about water use, environmental conservation, and watershed protection. Participants will not only become stewards for the environment but will also inspire stewardship among others. One additional long-term benefit of Data from the Stream is the introduction of various scientific careers to students including biologists, hydrologists, environmental engineers and many more that work in natural resource management.

The Data from the Stream project will build on CWC’s previously funded TIC projects. Generous and continued support from CWC has helped TIC expand from only a handful of schools to more than 200 in NYC and its Watersheds. Over the years CWC support has also helped to build an Online Lesson Plan Library (OLPL) on the TIC website, incorporate new STEAM (science, technology, engineering, arts, and mathematics)-focused lessons into the TIC curriculum, and continue our tradition of bringing together teachers from NYC and the NYC Watersheds for an annual teacher training, the largest gathering of this kind. Providing professional learning opportunities with new topics each school-year helps to involve new TIC teachers and provide enriched content for continuing TIC teachers who continue to build onto the already-strong TIC teacher network. It also provides TU with the opportunity to build partnerships with new organizations.

B. Methods and Activities

The strategy for an effective TIC program begins in schools, where teachers and TU staff and volunteers install a chilled aquarium designed to mimic a coldwater stream. A few weeks after the tank is set up, teachers will attend the Fall Teacher PLO for Trout in the Classroom: Data from the Stream hosted by TU in partnership with DEP. At this training, teachers attend workshops focusing on data collection, interpretation, analysis and presentation. These workshops will be led by peers as well as experts in the field such as DEP environmental educators, DEC ichthyologists, TU riparian restoration scientists, and partners from the Watershed Agricultural Council.

---

1 TIC data was collected directly from participating teachers, via evaluation forms, during the 2019 Fall PLO
The three main components of the TIC program include:

1. **TIC TRAININGS AND WORKSHOPS**

   TIC Teacher PLO’s (fall and spring) include several elective workshops, as well as a general session with a keynote speaker. The Fall TIC PLO is also the time for participants to pick up their trout eggs provided by the New York State DEC, drawing in all TIC teachers from NYC and the watersheds. During the fall of 2020, TIC educators will be asked to submit workshop proposals that focus on the theme of *Data from the Stream* and incorporate watershed studies. These proposals will be reviewed by TU’s TIC Coordinator Lilili Genovesi and the DEP Director of Education Robin Sanchez. Examples of appropriate workshops would be those that use data from NYC’s watershed stream flows, seasonal reservoir levels, Drinking Water Supply & Quality Report, climate change data, and trout growth data. To encourage unique, well-planned, quality workshops, the chosen educators will receive a stipend to present their workshops, to include a hands-on activity and corresponding lesson plans that aligns with New York State performance expectations. A variety of workshops that can be modified for use by students in all grades will be presented and collected for sharing via the TIC website.

2. **CLASSROOM VISITS, PRESENTATIONS AND THE ONLINE LESSON PLAN LIBRARY (OLPL)**

   Throughout the school year, the TIC Coordinator, and TU volunteers will work with one to two classrooms per week within NYC and its watershed areas. These visits will focus on topics related to NYC’s water supply system, watersheds, and *Data from the Stream*. The lessons being presented will be drawn from the collection of lesson plans on the TIC website and will incorporate New York State Learning Standards as requested by each individual teacher or school. The TIC Coordinator also will use this opportunity to gather lessons from the classroom teachers to add to the website.

3. **TROUT RELEASE FIELD DAYS**

   By the end of the school year, the classroom-raised trout will be released from classroom tanks into watershed streams. Trout Release Field Days are day-long events that bring closure to the TIC program and provide a memorable and exciting day outdoors for students, particularly those from NYC schools who have not previously had the chance to visit a watershed environment. During releases, many TIC students visit one of the 19 reservoirs that provide NYC with water, hike the forests of the watershed lands, and study wildlife both in and around watershed streams. Students build a connection to their water resources and understand the importance of careful data collection and monitoring. Additionally, during the 2020 Trout Release Field Days, many student groups attending trout releases will participate in stream data collection and analysis such as benthic macroinvertebrate sampling, water quality testing, and journaling.

C. **Evaluation**

   TIC is evaluated both quantitatively and qualitatively. TIC participation data is collected throughout the year to monitor the program’s impact and growth. TIC uses teacher evaluations, comments and feedback to improve and enhance all aspects of the program. During the 2020-2021 school year, TIC
teachers will be required to participate in pre-and post-program evaluations. These will be administered once during the Fall 2020 TIC Training and again just before the Spring 2021 trout releases. The TIC teacher training evaluation forms were designed with assistance from TU’s Director of Youth Education and the Director of Education at DEP. These thorough evaluations help us gather detailed information and feedback from teachers about TIC lessons, program logistics, teacher trainings, and school visits. The fall training evaluations will serve as a pre-evaluation to establish baseline effectiveness, while spring meeting evaluations will serve as a post-evaluation to establish the improvement and breadth of the lesson plans. In these evaluations, teachers provide information about the embedded assessments they use to evaluate TIC in their own classrooms. TIC website users are also invited to “Contact Us” with feedback and can participate in ongoing discussions via the TIC list-serve group.

In addition to the formal evaluation, the TIC Coordinator gathers informal verbal and written feedback through daily interactions with TIC program educators, and this open exchange of communication shapes the TIC program. Over the long term, we will use the teacher meeting evaluations to monitor the spread of effective watershed-based lesson plans throughout participating TIC schools.

D. Documentation and Outreach

The TIC Coordinator will collect all lesson plans from the workshops as well as those designed and presented during the TIC teacher trainings. These lesson plans will be posted on the TIC website. Particularly innovative and unique lessons, news and updates (including photographs) will be highlighted via the monthly TIC e-newsletters, website and press releases. The TIC Coordinator will carefully document and create reports of all outreach activities, such as meetings/trainings, school visits, and trout releases taking place during the 2020-2021 school year. TIC will also encourage teachers and students to create and share videos, blogs, and posters focused on the Data from the Stream project. The TIC coordinator will collect and share submitted content via the TIC website and TIC social media pages.
February 5, 2020

Samantha Costa
Education Coordinator
Catskill Watershed Corporation
PO Box 569
Margaretville, New York 12455

Dear Samantha,

It gives me great pleasure to continue to serve as a partner of the New York City and watersheds Trout in the Classroom (TIC) program. DEP is committed to working with Trout Unlimited on their Catskill Watershed Corporation 2020-2021 school year education program for teachers and students, *Data from the Stream*.

With support from CWC, the TIC program will host two *Data from the Stream* professional learning opportunities featuring teacher-led workshops and providing teacher-created lesson plans. Presentations will also focus on how *Data from the Stream* relates to trout releases and the materials available on the online TIC library.

TIC provides students with firsthand experiences in understanding their relationship to the natural world. In the classroom, students explore the trout life cycle, monitor the nitrogen cycle and water chemistry and, during trout releases, immerse themselves in a natural riparian habitat from where New York City receives its drinking water. The *Data from the Stream* project directly connects to DEP’s important work to ensure drinking water quality and watershed protection, and affords students opportunities to learn about, and participate in, the collection and analysis of data in the classroom and along watershed streams.

DEP is pleased to have Lilli Genovesi, the TIC Coordinator, as a part of our education team. DEP provides direct, in-kind support to the TIC Coordinator and daily supervision. We are grateful for the opportunity to continue to serve the ever-growing number of teachers, students and organizations involved in TIC, learning about watershed protection, water conservation and addressing climate change and its impact on the water supply system.

The watershed and New York City connection to TIC is especially important. These real-world lessons in the sciences, government, engineering, history and civics can instill a greater understanding of the interrelationships between our upstate and downstate neighbors and the natural and built environments. The way students envision their lives can forever change as a result of their TIC program.

Sincerely,

Robin Sanchez
Director of Education
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT #  20

NAME:  Trout Unlimited – Data from the Stream

AMOUNT REQUESTED:  $10,000

AMOUNT RECOMMENDED:  $5,000

BASIS FOR RECOMMENDATION:
A very valuable educational program and resource for teachers. Applicant needs to show a more definitive plan for the new “Data from the Stream” program. Highly competitive funding round with limited available funds means we could only partially fund many deserving proposals.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: WASHINGTON HEIGHTS EXPEDITIONARY LEARNING CENTER

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Five Thousand Seven Hundred Fifty Dollars ($5,750.00) to Washington Heights Expeditionary Learning Center for a project titled “Ashokan Adventure 2020”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Five Thousand Seven Hundred Fifty Dollars ($5,750.00) to Washington Heights Expeditionary Learning Center.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
1. This project is for  
   - Pre-K-12 Student/Teacher audience (school programs)  
   - Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)  

School/Organization: Washington Heights Expeditionary Learning School (WHEELS)  
   Attach proof of non-profit status

2. Project Title: Ashokan Adventure 2020

3. Dr. Jared Fox, Ph.D. - Science Teacher
   Applicant Name and Title

511 West 182nd Street; 4th Floor
   Street Address/PO Box of School/Organization

New York NY 10033 Manhattan  
   City State Zip County/Borough

2127810524 www.wheelsnyc.net j.fox@wheelsnyc.org  
   Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range 11/2/2020 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past?  
   - Yes  
   - No

What watershed/environmental education professional learning opportunities have you attended in the past two years?
   - Math for America master class at the Hudson River Wet Lab, Billion Oyster Project, Academy for Teachers - The Hudson River Estuary

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):
   See description/prices at the end of the Information and Guidelines

   - Arm of the Sea Theater NEW! “City that Drinks the Mountain Sky”  
   - NEW! “City that Drinks the Mountain Sky”  
   - The Rejuvenary River Circus  
   - Water Quality Teaching Aids  
     - Groundwater Contamination Kit:  
     - Enviroscope Models:  

   - Trout in the Classroom  
   - Frost Valley YMCA  
   - The Ashokan Center  
   - Fruitvale  
   - Watershed Model  
   - Wastewater Model
School/Organization: Washington Heights Expeditionary Learning School (WHEELS)

Project Title: Ashokan Adventure 2020

1. Audience information: Number of people affected: 85 Directly, 85 Indirectly, 0

   Audience
   - [ ] Students
   - [ ] Teachers
   - [x] Others:

   Location
   - [x] WOH
   - [ ] EOH
   - [ ] Both

   Grade Level/Age Range: Grade 11 and 12

2. You MUST ATTACH one to four pages of project description
CWC Watershed Education Grant Program  
Application for 2020-2021 School Year  
Round 23  

BUDGET SHEET

| Name of School/Organization: Washington Heights Expeditionary Learning School (WHELS) |
| Project Title: Ashokan Adventure Program |

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<th>Funds from other sources</th>
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<td>School/organization staff</td>
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<td>Consultants/outside presenters</td>
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Consult applicant guidelines BEFORE submitting for travel funds  
*Consult special option descriptions for pricing

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
This program will serve students in grade 11 and 12 at the Washington Heights Expeditionary Learning School (WHEELS) in upper Manhattan. Our school primarily serves low-income Hispanic families from the immediate neighborhood and the South Bronx.

This grant proposal requests funding for a trip to the Ashokan Center and nearby reservoir. This trip will take place within a semester long case study on NYC’s water system during a high school environmental science class. During our ‘Ashokan Adventure 2020’ approximately 85 students will engage in a watershed hike, water ecology study, and reservoir viewing; connecting them to the fresh water supplied by the West of Hudson (WOH) watershed and their drinking water supply.

A. Goals and Objectives.

Quite often what is taught in the classroom does not resonate with students because they lack direct experience or prior knowledge about the content they are being asked to engage with. For example, in my environmental science class each year there are a handful of students who struggle to truly understand the concepts of a watershed, aqueduct, and reservoir. As a result, it is much harder for these students to appreciate the interdependent nature of ecosystems and the impact we as humans have on our environment and how the NYC Water System and WOH watershed operate. My proposed trip to the Ashokan Center is intended to directly address this obstacle and help students learn first-hand where their water comes from. Indeed, this sentiment was captured from our most recent trip as my student Hualbin reflected, “I will remember... that most of our drinkable water supply comes from the Catskills. This [will] be easy to remember because we went on a trip to...where our water come[s] from... the Ashokan reservoir.”

Based on past trips to the Ashokan Center I expect the program to have a significant long-term impact on my students. In previous years a pre/post test was implemented with the intent of assessing the increase in student understanding of NYC’s water supply. Test results showed significant improvements with the percentage of students answering correctly on individual pre/post-test questions ranging from +12 to +62%. Additionally, each year students that have gone on the Ashokan Center trip have commented that is was one of the best school-related experiences they have ever had. Students are often struck at the beauty of the Ashokan Reservoir and gain a new appreciation for the importance of the WOH watershed in supplying their homes with safe and reliable drinking water. To this end, Jade, a grade 12 student, reflected, “The trip to the Ashokan Reservoir [was] memorable because it felt like a once in a lifetime experience. This experience has impacted my daily life because now, every time I use tap water, I know exactly where it’s coming from and the process it took to get to the faucet. Learning about the water supply system reassured me that tap water in NYC is clean.” In similar appreciation and awe, Jade’s classmate, Cindy exclaimed, “The trip we took the Catskills was breathtaking and I really enjoyed myself as we got to explore nature in a way that I would never imagine especially living in the concrete jungle. I [now use] less water because I learned there is [a] finite amount.” No doubt, these comments from my current students about their experiences reveal
new understanding, appreciation and acknowledgement of the importance for the NYC water supply and the WOH Watershed.

Additionally, an integral component of this trip is for students to understand the important role that protected and actively managed watershed lands play in providing clean drinking water for their homes and city. Indeed our 'Ashokan Adventure 2020' will be directly connected to what students have been learning in the classroom during our 'NYC Water Supply' case study. Our guiding questions are; 1 - How do my actions impact the water of my community, family, and city? 2 - Where does my water come from? and 3 - Is my water safe? These guiding questions were crafted to help students gain a greater appreciation of NYC’s water supply system and are assessed via tools that will provide students with opportunities to reflect upon and synthesize what they have learned. Following our trip and case study completion it is expected that students will have become experts on NYC’s water supply including its history, inner workings, and the ongoing issues of today. Student level of understanding will be assessed via written reflections, pre/post-tests, and a culminating project.

Finally, this grant proposal differs from those in the past as I hope to expand the direct impact this experience will have on the students that I teach. In previous proposals I have only ever applied for enough funds to cover the cost of 1 bus and 52 students, however this limited ask (which has always been generously granted) left about 1/3 of the students I teach each year unable to visit the source of their drinking water supply. With this proposal it is my goal that every single student that I teach in the upcoming school year (approximately 85) will have the opportunity to experience the activities at the Ashokan Center and see one of their 19 drinking water supply reservoirs. As a result, I am proposing an expansion of this project (and requesting the requisite funds) to bring two bus loads of students to Olivebridge for an opportunity to explore and learn directly from and within the WOH watershed.

B. Methods and Activities

While this program entails a one-time trip to the Ashokan Center where we will participate in a watershed hike, water quality analysis and reservoir visit; it is nested within a carefully crafted semester-long curriculum/case study about NYC’s water supply system. A brief description of some of the learnings and activities leading/following our trip are detailed below.

**Pre-trip**

*Bronx River Canoe w/Bronx River Alliance* – Students paddle a section of the Bronx river and complete water quality testing after learning about estuaries and the abiotic conditions necessary for aquatic organisms to flourish. This fieldwork familiarizes students with water testing to be completed at the Ashokan Center and allows for comparison between a freshwater and estuarine ecosystem.

*Highbridge Park with NYC H2O* – Students walk from our school to Highbridge park and learn about the importance of the High Bridge and the Highbridge water tower to NYC’s first water delivery system. This outdoor trip is followed up the next day by an in-class activity called the ‘Aqueduct Challenge’ where students design and construct a model aqueduct.

*In-class activity - How much water is there?* – Students learn about the relative scarcity of freshwater
on earth and calculate their own water footprints. The activity is designed to give students an appreciation of NYC's drinking water reservoir system and encourage them to think critically about water conservation.

Socratic Seminar 'Discussion Circle' - Using the text 'The Burden of Thirst' from National Geographic students discuss their water usage habits in comparison to the women of Ethiopia.

Post-trip
Analysis of NYC DEP's annual drinking water quality report – Students learn how to read NYC's water quality report and then assess the overall quality of their drinking water. This activity is designed to help students come to their own conclusions about the overall health and safety of NYC's drinking water by making evidence-based decisions. Following their analysis students complete an argumentative essay addressing one of our three guiding questions, 'Is my water safe?'

NYC Tap water advertising campaign project – After learning about the environmental impacts of bottled water production, consumption, and disposal; students analyze advertising strategies by major bottled water companies, meet with a professional ad consultant and then design their own multimedia projects promoting the consumption of New York City's tap water. By participating in this activity students revisit their Ashokan Center experience and, in-part, draw on what they learned on-site to convince an outside panel of experts and their peers about the high quality of NYC tap water. Exemplar projects are submitted to DEP's annual Art and Poetry contest.

C. Evaluation

Qualitative data will be collected following our learnings on NYC's water supply in the form of a written reflection. Within the reflection students will be asked the following questions: What did you learn about NYC's water supply from our fieldwork? What were the highlights of our class trips? How has your visit to the Ashokan Center and reservoir influenced your thinking on NYC water's overall safety and quality? Written reflections will be assessed using a rubric that includes the following categories: focus and transitions, details and support, metacognition, and writing conventions. Identical pre/post-tests will be utilized to assess growth in students' understanding of NYC's water supply system.

In addition to the assessments above, students will also engage in a synthesizing project in which they are asked to draw upon their background knowledge about NYC's water supply system (including their experience visiting the Ashokan Center/reservoir) to create a multimedia advertising campaign (for description see 'methods and activities' section above). These projects are assessed using a rubric with the following categories: persuasiveness, content, craftsmanship, creativity, and sources. To aid evaluation and authenticity of this project outside experts are invited into the classroom on presentation day. In the past guest evaluators have included employees of the DEP, Watershed Agricultural Council (WAC), Columbia University, Riverkeeper, NYC Soil and Water Conservation District, and NYC H2O.
D. Documentation and Outreach

As implied above, documentation will occur through a variety of student-created work products. During the trip itself students will record their experience in a field journal and photographs will be taken. Following the conclusion of the trip students will generate a written reflection (see description above). As a culminating project for our NYC water supply case study, students create a multimedia project. In the past students have created brochures, flyers, raps, skits, commercials, GIFs, movie trailers, posters (see attached), and children's books to display their understanding of the NYC water supply and West-of-Hudson watershed. In turn, these work products are shared with students (peers and elementary level), teachers, and visiting experts to our school; top projects are submitted to DEP's annual Art & Poetry competition.
Class photo at the Ashokan Reservoir - 11/4/19

A group on the 'Cathedral Gorge' nature hike at the Ashokan Center - 11/4/19
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG) RECOMMENDATION

APPLICANT # 1

NAME: Washington Heights Expeditionary Learning Center (WHEELS) – Ashokan Adventure

AMOUNT REQUESTED: $5,750

AMOUNT RECOMMENDED: $5,750

BASIS FOR RECOMMENDATION:
This was a very well written proposal containing nearly every requested section with the exception of a clear timeline. The narrative fully integrates a description of how the drinking water supply education will be fully integrated with common core standards and local water resources to permit a well-rounded project for all students. The requested trip to the Ashokan Center makes sense as part of the project and is cost-effective for the number of students served. This project continues and improves upon last year’s projects and has become part of the culture of the school. There is a lot of pre/post trip learning as well as the expansion of students.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: WOODSTOCK DAY SCHOOL

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Eight Thousand Dollars ($8,000.00) to Woodstock Day School for a project titled “Watershed Communities: A Middle School Program in Water Ecology”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Eight Thousand Dollars ($8,000.00) to Woodstock Day School.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY

Amount Requested $10,000

Amount Awarded $0

__________________________
Contract Number

__________________________
Application Number

Please type all information below this line

1. This project is for [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Woodstock Day School

2. Project Title: Watershed Communities: A Middle School Program in Water Ecology

3. Dr. David Penberg, Head of School

Applicant Name and Title

1430 Glasco Turnpike

Street Address/PO Box of School/Organization

Saugerties, NY 12477

Saugerties, NY 12477

City State Zip

845-246-3744 www.woodstockdayschool.org dpenberg@woodstockdayschool.org

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range: October 2020-May 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

Teaching the Hudson Valley conferences (2018, 19); Day in the Life of the Hudson, Trout in the Classroom

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"

[ ] NEW! "City that Drinks the Mountain Sky"

[ ] The Rejuvenary River Circus

Water Quality Teaching Aids

[ ] Groundwater Contamination Kit:

[ ] Enviroscape Models:

[ ] Watershed Model

[ ] Wastewater Model

[ ] Trout in the Classroom

[ ] Frost Valley YMCA

[ ] The Ashokan Center
PROJECT DESCRIPTION PAGE

CWC Staff Personnel ONLY

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School/Organization: Woodstock Day School

Project Title: Watershed Communities: A Middle School Program in Water Ecology

1. Audience Information: Number of people affected: Directly: 200 Indirectly: 1000

Audience

- [ ] Students
- [ ] Teachers
- [ ] Others: ____________________________

Location

- [ ] WOH
- [ ] EOH
- [ ] Both

Grade Level/Age Range: grade 6

2. You MUST ATTACH one to four pages of project description
Name of School/Organization:  
Project Title:  

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| EQUIPMENT/SUPPLIES (list)      |                         |                          |                       |                   |
| Vernier Labquest 2 (datalogger) with sensors (details attached) | 3580.00 | 5050 | 8630 | 0 |

| SERVICES (Technical, Artistic, Venue Rental) |                         |                          |                       |                   |

| COMMUNICATIONS                  |                         |                          |                       |                   |
| Flyers/Mailings                 |                          |                          |                       |                   |
| Promotion/Advertising           |                          |                          |                       |                   |
| Web/Social Media                |                          |                          |                       |                   |
| Other (specify)                 |                          |                          |                       |                   |
| Sub-Total Communications        | 0                        | 0                        | 0                     | 0                 |

| TRAVEL (estimated)*             |                         |                          |                       |                   |
| Mileage at $.58 per mile        |                          |                          |                       |                   |
| Public Transportation           |                          |                          |                       |                   |
| Bus/Van Rental                  |                          |                          |                       |                   |
| Sub-Total Travel                | 0                        | 0                        | 0                     | 0                 |

| SPECIAL OPTION(S)** MAX 2       |                         |                          |                       |                   |
| Arm-of-the-Sea Theater          | 1500                     | 1500                     | 1500                  | 1500              |
| Trust Valley                    | 4920                     | 1530                     | 6450                  | 6450              |
| Sub-Total Special Option(s)     | 6420                     | 92                       | 1530                  | 7840              |

| TOTAL PROJECT COST              | 10000                    | 0                        | 9550                  | 18550             |

| CWC GRANT REQUEST (not to exceed $10,000) | 10000 |

*Consult applicant guidelines BEFORE submitting for travel funds  
**Consult special option descriptions for pricing

Submit your completed application as an attachment to scosta@cwconline.org
A. Goals and Objectives

Study of the local watershed is a vital component of the Woodstock Day School science curriculum. Our 40-acre campus, critically situated between the Ashokan Reservoir and the Hudson River, and our end-to-end Nursery School through Twelfth Grade curriculum provide us with a unique opportunity to foster a relationship to and understanding of the West-of-Hudson Watershed. Each year we expand and refine our watershed curriculum, both to increase its efficacy, as well as to further integrate it into our larger curriculum. Our main objectives are threefold: to offer a robust and experientially grounded curriculum that teaches students environmental literacy, to provide students with exposure and direct experiences with their local habitat, and to empower with tools and a scientific framework to be stewards of their environment.

To achieve these objectives, we are refining our watershed curriculum with the Watershed Communities: A Middle School Program in Water Ecology program. This program will directly benefit our approximately 200 students and indirectly benefit approximately 1000 people. The Watershed Communities program is focused primarily on our sixth grade students, but will reach all of our Nursery School through Twelfth Grade students, as well as our broader school community. Through this program our students will learn the biogeochemical factors that influence the behavior of a watershed; use case studies to illustrate how the river impacts the land and how land use impacts the river; sources of pollutants and how to measure water quality; and, how to apply this knowledge in creating land use recommendations designed to protect the watershed.

Our watershed curriculum has been bolstered with past funding from CWC grants. New funding will allow us to further refine this curriculum as we broaden and deepen stewardship activity through fieldwork, environmental literacy, and fortifying community connections with organizations such as Scenic Hudson and the Hudson River Estuary Program. This year we will continue our annual sixth grade field trip, as well as hosting an Arm-of-the-Sea Theater performance. We will purchase additional water quality probes and sensors to increase student access and overall functionality of these vital field work tools. This year we will add a visual arts component to our watershed curriculum.

Our emergent goals as we continue to evolve this Watershed curriculum are:

- To strengthen and refine students’ abilities to do field work - to observe, record, and document their environments
• Have students develop a multidimensional understanding of how the campus environment links to the greater West of Hudson Watershed and the NYC water supply through field experiences within the Watershed
• Incorporate art experiences and art making to engage students and the school community in nuanced and deeper understanding of the Watershed
• Explore how watersheds affect the ecology of local communities
• Educate Citizen Scientists through awareness of issues and politics surrounding our local waterways and action steps and organizations that are doing something about it

B. Methods and Activities

The Watershed Communities program is integrated into our sixth grade science curriculum and will take place throughout the 2020-2021 school year. During the fall our students learn about the scientific method and engineering design principles, and are introduced to basic concepts of the watershed. During this time we take our field trip to Frost Valley. Our time at Frost Valley opens up our conversations about how communities and watersheds interact.

Our sixth graders carry their understanding of the scientific method and engineering principles into the spring intensive on the watershed. In this unit students build background knowledge of what makes a waterway healthy and apply it in evaluating the interactions between humans and their local watersheds. We explore the different biogeochemical factors that influence the behavior and health of a watershed. This includes a variety of field based experiences as well as reading and note taking activities. Our students then engage in two main projects.

The first project is an exploration of how watersheds and communities affect one another. Students engage in case studies exploring different issues related to water and communities both nationally and locally. Some examples include: Drinking water in Flint Michigan, coastal development in New Orleans, and industrial contamination of local watersheds.

The case studies in the first project develop a broad base of content knowledge within watershed and community dynamics. For the second project, students use these tools to generate meaningful questions for their own field work. Students design and carry out their own experiment, grounded in using the probes to look for connections between student identified watershed factors in a local network of streams. The probes broaden our ability to conduct fieldwork on our campus and at additional sites in the local
Watershed. Students will give presentations on their individual projects, which will be displayed for the entire community during the middle school Future City Fair.

Students will also investigate the watershed through the integration of the visual arts. Students will explore their relationship to the watershed through a mural project that will provide another window of experience and representation for students, and the greater school community. Integrating Art Education into a STEM program, ultimately making it STEAM, enhances a student's critical and creative thinking skills. By recognizing the intersections of Science, Technology, Engineering, Art and Math, students gain a deeper insight and appreciation of the world. Art within the STEAM contexts not only helps develop a student's creative and critical understanding of learning, it also enhances spatial and often kinetic awareness. It serves as the visual language of learning that impacts the community and encourages further investigation. With this vision of education, creating and engineering impactful and thoughtful art pieces, such as a mural conceptualizing the environment and watershed of the Woodstock Day School campus, will help make visible the STEAM learning practices at WDS.

C. Evaluation

We will use a variety of formative and summative assessment tools to measure progress and outcomes of the Watershed Communities program.

Exploring biogeochemical factors that influence the watershed
Assessment for this portion of the unit will focus on student engagement as well as how well they organize and capture the information in their notebooks. Notebooks will be collected on a weekly basis with one on one response sessions with each student. The art of note taking, illustrating and annotating will be modeled. We will also draw from rubrics for style and clarity of writing.

Project 1 - How Watersheds Affect Communities
Assessment is focused on how well students make connections between watershed factors and impact on communities. Students are expected to synthesize information gathered during the unit to provide recommendations about how a community can deal with new potential industries moving into the neighborhood. This will be the culminating activity to assess students’ depth of understanding.

Project 2 - Individual Field Projects
Through formative and summative assessments student learning will be gathered cumulatively looking at how well they design their experiment, adhere to rigorous data collection techniques, and the subsequent analysis of the data. Students will
demonstrate and present their findings at the Future City Fair which will be the cumulative and major assessment piece of the unit.

D. Documentation and Outreach

This program will be documented in a variety of ways. One of the foundational pieces of documentation for this unit is the student notebooks. This is where all the raw learning takes place and is a really meaningful piece of evidence that shows the students' journey, connecting field activities to classroom learning to project planning.

Once the students engage in their own field work they will each create a small exhibit to share their work. Photographic documentation will be taken all along the way during field work.

When students engage in case studies about other communities they will make informational posters or pamphlets to share what happened, why they think it happened, what could have been done differently to avoid the problem, and what could be done to remediate problems.

There are many ways the sixth graders can apply and share their learning with a wider audience. Opportunities include, but are not limited to:

- Conducting a meeting with the Head of School and/or board to share our findings to determine if our behavior is having a detrimental impact on the campus water ecology.
- Exploring flooding, drainage, and filtration issues on campus and making recommendations to the School Head and/or board about possible mitigating actions.
- Investigating local businesses, interviewing them and making observations to assess any potential impact on the watershed ecology.
- Taking inspiration from the Arm-of-the-Sea theater performance, students will be challenged to process what they have learned in an artistic way by entering the DEP Water Resources Art and Poetry Contest.
**Principle Staff**

Dan Weiser - Dan has a Masters in Environmental Studies from Antioch New England Graduate School. He has ten years teaching experience, including as a founding teacher at the New Roots Charter School in Ithaca, NY. At New Roots Dan designed and implemented field-based science investigations for earth science and biology classes. Dan used the water in the Gorges of Ithaca to lead his students through study of the watershed in the Fingerlakes region.
New York Slate Oepar1ment of Taxation and Rnance
New York State and Local Sales and Use Tax
Exempt Organization
Exempt Purchase Certificate

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Name of seller: Woodstock Bay School
Street address: 1430 Gisao Turnpike
City, State, ZIP code: Saugerties, NY 12477

The exempt organization must be the direct purchaser and payer of record.

You may not use this form to purchase motor fuel or diesel motor fuel exempt from tax.

Representatives of governmental agencies or diplomatic missions may not use this form.

Carefully read the instructions and other information on the back of this document.

I certify that the organization named above holds a valid Form ST-119, Exempt Organization Certificate, and is exempt from New York State and local sales and use taxes on its purchases.

I also certify that the above statements are true and correct. I make these statements with the knowledge that knowingly making a false or fraudulent statement on this document is a misdemeanor under section 1817 of the New York State Tax Law and section 210.45 of the Penal Law, punishable by imprisonment for up to a year and a fine of up to $10,000 for an individual or $20,000 for a corporation. I understand that the Tax Department is authorized to investigate the validity of the exemption claimed or the accuracy of any information entered on this form.

Print or type name of officer of organization: Chayenne Whithead
Signature of officer of organization: /s/ Whithead
Date issued: 12/4/2019

Need help?

Internet access: [www.nystax.gov](http://www.nystax.gov) (for information, forms, and publications)

Fax-on-demand forms: Forms are available 24 hours a day, 7 days a week. 1 800 748-3676

Telephone assistance is available from 8:00 A.M. to 5:00 P.M. (eastern time), Monday through Friday.

To order forms and publications: 1 800 462-8100

Business Tax Information Center: 1 800 972-1233

From areas outside the U.S. and outside Canada: (518) 485-6800

Hotline for the hearing and speech impaired:
If you have access to a telecommunications device for the deaf (TDD), contact us at 1 800 634-2110. If you do not own a TDD, check with independent living centers or community action programs to find out where machines are available for public use.

Persons with disabilities: In compliance with the Americans with Disabilities Act, we will ensure that our lobbies, offices, meeting rooms, and other facilities are accessible to persons with disabilities. If you have questions about special accommodations for persons with disabilities, please call 1 800 972-1233.

If you need to write, address your letter to:
NYS TAX DEPARTMENT
BUSINESS TAX INFORMATION CENTER
W A HARRIMAN CAMPUS
ALBANY NY 12227
PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # 25

NAME: Woodstock Day School – Watershed Communities (request for Frost Valley
and the Rejuvenary River Circus)

AMOUNT REQUESTED: $10,000

AMOUNT RECOMMENDED: $8,000

BASIS FOR RECOMMENDATION:
This is a strong project and we support the work they do as a West of Hudson audience. It’s an on-going project and is integrated across the curriculum. We also think it’s important that they are using local resources for local children. We’d like to see stronger evaluation methods (or description thereof). Plus, the proposal lacks a clear timeline and description of how the water quality materials will be used. It would be good to get clarification on these aspects to ensure that the teachers are clear on how they are going to integrate them.

Most importantly, there was a questions regarding whether this school is eligible for this grant funding as it is outside the watershed area. Some of the review board recommended that many of the students live within the watershed and so it should be funded and that was the final decision by all for this round. However, due to the strict guidelines and such competitive grant funding, we will no longer be able to fund the Woodstock Day School in the future due to its location outside of the Watershed.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: OLIVE FREE LIBRARY

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of One Thousand Five Hundred Dollars ($1,500.00) to Olive Free Library for a project titled “Arm of the Sea Theater-The Rejuvenary River Circus performance at Olive Day”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of One Thousand Five Hundred Dollars ($1,500.00) to Olive Free Library.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23
Page 1 of 3

COVER PAGE

CWC Staff Personnel ONLY

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-----------------------------Please type all information below this line-----------------------------------

1. This project is for
   [ ] Pre-K-12 Student/Teacher audience (school programs)
   [ ] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Olive Free Library Association

Attach proof of non-profit status

2. Project Title: Arm-of-the-Sea Theater "The Rejuvenary River Circus" performance at Olive Day, September 12, 2020

3. Chrissy L. Lawlor, Library Director

Applicant Name and Title

4033 Rt. 28A, PO Box 59

4033 Rt. 28A, PO Box 59

Street Address/PO Box of School/Organization

West Shokan NY 12494

City State Zip

845-657-2482 olivefreelibrary.org

Telephone # Website director@olivefreelibrary.org

Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

Olive Day Committee

5. Project date range. September 12, 2020 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [ ] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

n/a

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"

NEW! "City that Drinks the Mountain Sky"

[ ] The Rejuvenary River Circus

[ ] Trout in the Classroom

Water Quality Teaching Aids

Groundwater Contamination Kit: [ ] Fruitvale

[ ] Watershed Model

[ ] Wastewater Model

Frost Valley YMCA

The Ashokan Center
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

PROJECT DESCRIPTION PAGE

CWC Staff Personnel ONLY

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School/Organization: Olive Free Library Association

Project Title: Arm-of-the-Sea Theater "The Rejuvenary River Circus" performance at Olive Day, September 12, 2020

1. Audience Information: Number of people affected: Directly: 300, Indirectly: ________

   Audience
   - Students
   - Teachers
   - Others: Children and Adults

   Location
   - WOH
   - EOH
   - Both

   Grade Level/Age Range: 1-100

2. You **MUST ATTACH** one to four pages of project description
# CWC Watershed Education Grant Program
## Application for 2020-2021 School Year
### Round 23

**BUDGET SHEET**

<table>
<thead>
<tr>
<th>Name of School/Organization: Olive Free Library Association</th>
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**TOTAL PROJECT COST**

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<td>Total Project Cost</td>
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</table>

*Consult applicant guidelines BEFORE submitting for travel funds

**Consult special option descriptions for pricing**

Submit your completed application as an attachment to scosta@cwconline.org
Olive Free Library is applying to have the Arm-of-the-Sea Theater perform “The Rejuvenary River Circus” at Olive Day on Saturday, September 12, 2020. During this annual gathering to celebrate the Town of Olive, residents of the hamlets of Shokan, Olivebridge, Boiceville, West Shokan, and neighboring towns participate in community-promoting events at Davis Park in West Shokan. This day-long event is organized by the Olive Day Committee, a bipartisan volunteer group. The annual Olive Day event is the most well-attended town event, and it is the perfect opportunity to provide an impactful educational performance about watershed ecology to town residents.

The themes of The Rejuvenary River Circus apply to the general audience of families and adults attending Olive Day because many live near the Esopus Creek, which flows into the Hudson River and out to the Atlantic Ocean. Offering location-relevant education at this day-long event provides a connection between the watershed area the community lives in and the impact they have on the broader watershed ecosystem. The performance offers the perfect combination of watershed education, entertainment and beautiful visual artistry to make it appealing for people of all ages. Providing the performance of “The Rejuvenary River Circus” will provide an opportunity for the community to learn more about watershed ecology and the vital role they have in protecting the watershed.

The library will publicize the performance on the library’s website, in our monthly e-newsletter, our bi-monthly mailing to all town residents, flyers posted throughout the town, on our social media accounts, by placing a paid ad in the Woodstock Times, and online community calendars. To evaluate the impact the performance has on the audience a short survey will be given to audience members after the performance. The survey will focus on the educational impact the performance had on the audience.
February 6, 2020

Attn: Samantha Costa
Catskill Watershed Corporation
PO Box 569
Margaretville, NY 12455

Dear Samantha,

The Olive Day Committee offers its full support for the grant application the Olive Free Library is submitting to the CWC for the Arm-of-the-Sea Theater to perform at the Annual Olive Day event on Saturday, September 12 at Davis Park in West Shokan. This would be the fourth performance by the Arm-of-the-Sea Theater during Olive Day. The performance is a major attraction and is a highlight of the day.

We are hopeful that the CWC will approve the Olive Free Library grant application to provide this educational event at this community event.

Thank you in advance for your consideration.

Sincerely,

Ternice Winne

Olive Day Committee Chairperson
216 Mill Road
Olivebridge, NY 12461
Cell # (845) 706-2515
Dear Sir or Madam:

This is in response to your request of October 29, 2003, regarding your organization's tax-exempt status.

In December 1965 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than $25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of $20 a day, up to a maximum of $10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.
Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization’s present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Section 6104 of the Internal Revenue Code requires you to make your organization’s annual return available for public inspection without charge for three years after the due date of the return. The law also requires organizations that received recognition of exemption on July 15, 1987, or later, to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. Organizations that received recognition of exemption before July 15, 1987, and had a copy of their exemption application on July 15, 1987, are also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. For additional information on disclosure requirements, please refer to Internal Revenue Bulletin 1999 - 17.

Because this letter could help resolve any questions about your organization’s exempt status and foundation status, you should keep it with the organization’s permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization’s exempt status.

Sincerely,

John E. Ricketts, Director, TE/GE
Customer Account Services
PUBLIC EDUCATION ADvisory committee (PEAG)
RECOMMENDATION

APPLICANT #  P3

NAME:  Olive Free Library – Arm of the Sea Theater Presentation at Olive Day

AMOUNT REQUESTED:  $1,500

AMOUNT RECOMMENDED:  $1,500

Basis for recommendation:
Program will reach a wide audience including families and a nice mix of watershed and downstate residents.
RESOLUTION NO.
PUBLIC EDUCATION GRANT: TIME AND THE VALLEY’S MUSEUM

WHEREAS, it is one of the aims of the Catskill Watershed Corporation to promote knowledge and understanding of the history and ecology of the New York City Watershed among West-of-Hudson residents and New York City water consumers; and

WHEREAS, pursuant to the New York City Watershed Memorandum of Agreement, the CWC is the administrator of the Public Information and Education Program, to provide grants to schools and non-profit organizations in the West-of-Hudson Watershed and in NYC; and

WHEREAS, pursuant to the CWC Public Education Program rules as adopted by the CWC Board of Directors, the Public Education Advisory Group (PEAG) must evaluate grant requests and issue funding recommendations to the CWC Board of Directors; and

WHEREAS, such recommendations for the 23rd round of funding have been received from PEAG; and

WHEREAS, PEAG recommends a grant award of Five Thousand Dollars ($5,000.00) to Time and the Valley’s Museum for a project titled “Three Sided Outdoor Watershed Educational Kiosk”; and

WHEREAS, the CWC Public Education Committee has reviewed and concurs with PEAG’s grant recommendation.

NOW, THEREFORE BE IT RESOLVED, that the CWC Board of Directors approve the recommended award of Five Thousand Dollars ($5,000.00) to Time and the Valley’s Museum.

NOW THEREFORE BE IT FURTHER RESOLVED, that this resolution is a preliminary decision under the 1997 Watershed Memorandum of Agreement and the decision will become final without any further action by CWC unless an objection is timely filed with the Watershed Protection and Partnership Council.
CWC Watershed Education Grant Program
Application for 2020-2021 School Year
Round 23

COVER PAGE

CWC Staff Personnel ONLY
Amount Requested $5,000
Amount Awarded $ 

Please type all information below this line

1. This project is for

- [ ] Pre-K-12 Student/Teacher audience (school programs)
- [X] Adult/Public audience (WOH Applicants only) (outreach/educational programs for general public)

School/Organization: Time and the Valleys Museum

2. Project Title: Three sided outdoor watershed educational kiosk

3. Donna Steffens, Executive Director

Applicant Name and Title

332 Main Street/P.O. Box 254/Time and the Valleys Museum

Street Address/PO Box of School/Organization

Grahamsville NY 12740 Sullivan

Grahamsville City NY 12740 Sullivan

845 985-7700 www.timeandthevalleysmuseum.org info@timeandthevalleysmuseum.org

Telephone # Website Email

4. Name(s) of collaborating organization(s), if any (attach letters of agreement)

5. Project date range Winter, 2020 - Summer, 2021 (to begin after Sept. 1, 2020)

Have you applied for/received a CWC Education Grant in the past? [X] Yes [ ] No

What watershed/environmental education professional learning opportunities have you attended in the past two years?

none

6. Are you requesting funds for one or more Special Option(s)? If so, select from list below (max 2):

See description/prices at the end of the Information and Guidelines

[ ] Arm of the Sea Theater NEW! "City that Drinks the Mountain Sky"
[ ] NEW! "City that Drinks the Mountain Sky"
[ ] The Rejuvenary River Circus
[ ] Water Quality Teaching Aids
[ ] Groundwater Contamination Kit: [ ] Fruitvale
[ ] Enviroscene Models: [ ] Watershed Model [ ] Wastewater Model
[ ] Trout in the Classroom
[ ] Frost Valley YMCA
[ ] The Ashokan Center
School/Organization: Time and the Valleys Museum
Project Title: Three sided outdoor watershed educational kiosk

1. Audience Information: Number of people affected: Directly: 3,000 Indirectly: 2,000

   Audience          Location          Grade Level/Age Range:  
   ✔ Students        ✔ WOH           Age: 5 to 99            
   ✔ Teachers        □ EOH           
   □ Both            □                

   ✔ Others: general walk in visitors, adult tour groups

2. You MUST ATTACH one to four pages of project description
## CWC Watershed Education Grant Program
### Application for 2020-2021 School Year
#### Round 23

**Name of School/Organization:** Time and the Valleys Museum

**Project Title:** Three sided outdoor watershed education kiosk

### BUDGET SHEET

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<tr>
<th>Category</th>
<th>Proposed CWC Grant Funds</th>
<th>Funds from other sources</th>
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*CWC GRANT REQUEST (not to exceed $10,000) $5,000*

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*Consult applicant guidelines BEFORE submitting for travel funds

**Consult special option descriptions for pricing**

SUBMIT YOUR COMPLETED APPLICATION as an attachment to scosta@cwconline.org
The Time and the Valleys Museum is seeking funding through the Catskill Watershed Corporation Public Audience Grant Program to create a three sided watershed protection educational kiosk at the 1930s Lost Catskill Farm Phase II at the Museum in Grahamsville.

Goals and Objectives
The Museum is continuing to expand its educational offerings related to the New York City water supply, its history, and the partnership programs that have become a worldwide model for protecting drinking water at its source. In 2020, we are expanding the existing 1930s Lost Catskill Farm onto an additional 1+ acres of land and adding more historical farm buildings. Part of this expansion includes adding a pavilion with picnic tables which will be used as educational space and lunch area for the many hundreds of students who visit for our field trip program. A three sided, outdoor, educational kiosk located next to the pavilion will be used to tell the story of Catskill water, watershed protection and watershed protection into the future.

Statement of Need: There is nowhere in the area that visitors can experience the more recent story of watershed protection and learn about what other organizations are doing to help protect New York City drinking water. We are uniquely placed to meet this need, because we are one of the main hubs for education about the water supply and watershed protection efforts.

The educational kiosk will include three engaging information panels focusing on the: 1. Water supply 2. Watershed protection programs 3. Work of Catskill Watershed Corporation, Watershed Agricultural Council and other locally based organizations that are key to the program's success. It will focus on the modern-day system, watershed protection programs, milestones and more, providing information that is broad, yet detailed.

The creation of this kiosk will build upon and complement, but not replicate, information that is inside the museum, in our permanent exhibition Tunnel, Toil and Trouble: NYC's Quest for Water and the Rondout-Neversink Story, (several components of this exhibit have been funded through previous CWC Education Grants) which focuses on the building and history of the water supply system.

The educational, three sided kiosk will be free standing and include engaging text, eye catching photos and interesting graphics to help engage visitors, both children and adults (see attached visual). It will be positioned close to the proposed pavilion which will be open for use to schools, tour groups and individual visitors. Hundreds of k-12 students visit the Museum each year on field trips, and several thousand children and adults visit the museum and our many interesting weekend programs. All of them visit the farm and will have an opportunity to interact with the educational kiosk.

Methods and Activities
The three sided educational kiosk will be open to all visitors during: 1. Educational field trip programs 2. Any time we have weekend programs 3. Group tours of children and adults 4. When the Museum is open to the public, Memorial Day to Labor Day, Thursday through Sunday, noon to 4 p.m., weekends in September, as well as by appointment.

The kiosk will give staff and volunteers a reference point for talking to visitors and groups of children and adults about watershed protection programs and organizations that are key to the programs’ success.

The content will be incorporated into the Museum’s interpretive and lesson plans for:
- Two field trip programs, Tunnels, Toil and Trouble and Water Through History.
• Guided tours for walk in visitors and groups of children and adults.

Who will be doing what, for whom, when and why?
The kiosk will be created with information provided by the NYC DEP, Catskill Watershed Corporation and the Watershed Agricultural Council. The Museum will provide graphic design, have the panels printed, purchase the hardware and stand, determine the exact location for the kiosk and be responsible for the installation. **We are seeking funding from the Watershed Education Grant Program for a portion of the cost of the creation of the kiosk panels, posts and mounting brackets.**


The new kiosk will be promoted on our website [www.timeandthevalleysmuseum.org](http://www.timeandthevalleysmuseum.org), at the Museum, in a mailing and emailing to all education contacts (over 400 teachers), as well as through a social media advertising campaign utilizing our accounts at Facebook and Instagram.

The base of the geographic area served is any of New York City’s watersheds and Sullivan and Ulster counties, but many visitors come from New York City, the tri-state area of New York, New Jersey and Pennsylvania and even the worldwide community concerned with the past, present and future challenges of providing clean drinking water. The content of the kiosk is geared to attract visitors who are concerned about the historical, current day and future impact of clean drinking water.

**Evaluation**

The Executive Director, the Exhibition Committee and those involved in creating the kiosk will be responsible for evaluation. Evaluation will be undertaken with input from visitors, volunteers, board members and visiting teachers. The success of the kiosk on watershed protection will be evaluated in several ways:

1. A written survey will be created and all visitors will be asked to provide their comments and suggestions on the sheet during their visit.
2. A page will be set up on our website: [www.timeandthevalleysmuseum.org](http://www.timeandthevalleysmuseum.org) where visitors can submit their comments and suggestions.
3. All visitors will be asked for their comments and suggestions verbally during their visit by staff and volunteers.

All information received (either written or verbal) will be recorded. Changes, if necessary, will be made accordingly.

**Documentation and Outreach**

The three sided educational kiosk will be documented in several ways:

1. Once Phase II is completed, it will be included in a video of the whole 1930s Catskill Farm to be added to our website and promoted through social media and youtube.com.
2. Digital images of the panels will be placed on our website and downloadable as pdf files for anyone who wants them, and will be especially valuable as educational tools for teachers either before or after a field trip program.
Targeted audiences will have several ways of sharing the outcome of the kiosk with an indirect audience:

1. Visitors taking photographs of the kiosk and the information contained in the kiosk will be promoted and encouraged. This way they can take home the information to friends, relatives and other teachers.

2. The panels will each be available printed on paper and distributed to anyone interested in having them.

3. The digital images of the panels will be included on the downloadable educational materials section of our website, which many teachers use as a valuable resource for pre or post materials on our two field trip programs.
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)
Position is determined by height of panel

Distance is determined by width of panel

TOP

FRONT

TRIANGULAR KIOSK

Part #: KIOSK-86
To: Donna Steffens  
Time and the Valleys Museum  
P.O. Box 254  
332 Main St  
Grahamsville, NY 12740  
Phone#: 845-985-7700  
Fax#:  

Account Executive: Angie Edwards  
ID #: 1102361  

Tag Name:

<table>
<thead>
<tr>
<th>Part Number</th>
<th>Qty</th>
<th>Description</th>
<th>Each</th>
<th>Ext</th>
</tr>
</thead>
</table>
| KIOSK-86    | 1   | Three Sided Kiosk.  
- Black Powder Coated Aluminum.  
- Surface Mount (In-Ground Mount available) | 1,628.00 | 1,628.00 |
| E12-24-T8   | 3   | 11/2" Exterior CHPL Graphic. Panel Size: 48" x 72"  
8 Threaded Inserts w/ Tamper Resistant Bolts. | 1,437.00 | 4,311.00 |
| 99810       | 1   | Color Sample - 9" x 10" x 1/16" CHPL.  
- Used in production for color matching and resolution.  
- Includes shipping. | 40.00   | 40.00   |

All Fossil panels feature our exclusive 12-Color HD Printing.

Digital files must conform to Fossil File Prep Guidelines (FossilGraphics.com)  
Electronic layout proofs provided at no charge.

Features are indicated in Part Numbers:  
"P" = Custom Shape;  
"T" = Threaded Inserts;  
"D" = Double Sided;  
"H" = Holes;  
"MURAL" - Indicates panels built to go directly beside another panel.

Shipping to zip code: 12740. Estimate based on destination being a non-residence that has a forklift if necessary.

Shipping charges include packaging and insurance.

Quote valid 90 days. Order produced under our standard Terms and Conditions of Sale (FossilGraphics.com/terms). For installation info or to determine best thickness of CHPL to meet your requirements (FossilGraphics.com/guide).

**TERMS:** 60% Deposit / Balance Net 10 After Delivery

Please sign to authorize production: ___________________________ ___/__/  
Print: ___________________________
Time and the Valleys Museum

Connecting

Water

People & the Catskills

P.O. Box 254, 332 Main Street (St. Rt. 55)
Grahamsville, NY 12740
845-985-7700  timeandthevalleysmuseum.org
Time and the Valleys Museum

BRING CARD FOR FREE ADMISSION!

Interactive & engaging exhibits, museum shop & local history research room

**Hours**
Memorial Day to Labor Day
Thurs to Sun, noon to 4 p.m.
& weekends in September

Admission
$5 adult $2 child

**Current Exhibits**
Water and the Valleys
A history of the Rondout and Neversink watershed areas

Tunnels, Toil & Trouble
See how New York City gets its water from local areas.
Learn about the high price local residents paid (and still pay) to provide that water.

*Picture Yourself* (ie) in the 1930s
An interactive experience immersing you in the pre-WWII era
The Delaware in the American Revolution
Sunday, March 22, 2 p.m.
Members: FREE, non-members: $5
Frank Salvati, a specialist in northeast colonial history, has been speaking on Native American related topics since 1990. He will discuss the Delaware's part in the "frontier war". At the outbreak of the American Revolution, the Delaware Native Americans desperately tried to stay out of the conflict, but eventually pro-American and pro-British factions emerged.

The Great Covered Bridges of the Mid-Hudson Region
Sunday, April 26, 2 p.m.
Members: FREE, non-members: $5
Sullivan and Ulster Counties stand at the forefront of New York State's covered bridge history, and Sullivan County can claim the first covered timber bridge built in the state! Several of New York's most significant covered bridges still stand in the Hudson Valley today. Ronald Knapp, the co-author of America's Covered Bridges: Practical Crossings—Nostalgic Icons, will connect our covered bridges with the national history of nineteenth century covered bridges. Books will be available for signing and sale.

Hikes for Seniors
Sunday, May 3, 2 p.m.
Members: FREE, non-members: $5
Lisa Lyons from Morgan Outdoors in Livingston Manor, will give a talk on hiking for seniors, including identifying the best hiking places, hiking safety and more. Includes a guided short walk afterwards for those who are interested.

We Love our Volunteers Reception
Sunday, May 17, 2 p.m.
Volunteers: FREE, Guests: $15
A delicious luncheon to thank volunteers for their invaluable service. Special Program: A display of the many different transcribing projects completed by people all over the country and a presentation by James Ayers on his transcribing project, the Juliana Hanford George Diaries. By invitation only and reservations are required.

One Room Schools Exhibit Opening Reception
Sunday, May 31, 2 p.m.
Members: FREE, non-members: $10
Up until the 1950s, one room schools were commonplace in rural areas. Join us for a celebration of local one room schools, and learn about the teachers, the students, a typical school day, lessons, recess, manners, discipline and more. Includes a recreated one room school! Reservations required. Call 845 985-7700 or email: info@timeandthevalleyismuseum.org.

Lost Catskill Farm Afternoon
Sunday, June 7, noon to 4 p.m.
Members: FREE, non-members $5
Go back in time to dairy farming in the 1930s - learn how to hand milk a cow, make ice cream and butter, how milk was kept cold and transported before electricity and more. Sullivan County Dairy Ambassadors will be on hand to answer questions. Live animals!

Programs include Museum admission and most include light refreshments.

Program sponsorship courtesy of the Helen Coombe Memorial Fund.
Catskill Farm HOEDOWN
Saturday, July 25, 6 p.m.
Members: $30, non-members: $35
Eat 1930s-themed food, drink prohibition cider and bathtub gin-ger ale, dance to knee-slapping tunes, pitch a game of horseshoes, bid at the entertaining Pie Auction and socialize with family and friends at the Museum’s major annual fundraiser. Visit www.timeandthevalleysmuseum.org to order tickets starting in March!

The History of Wintoon,
A Grand Neversink Estate
Sunday, August 9, 2 p.m.
Members: FREE, non-members: $5
Local summer resident Laura Brock will speak about the history of Wintoon, an estate built by Clarence Roof after he bought out the Parker Place in 1882. Roof’s adopted daughter, “Frank” Hovey Roof Connell married surgeon and inventor, Karl Connell who developed the first American gas mask used in the First World War.

The Suffragists: Fight for the Vote in Sullivan County
Sunday, August 23, 2 p.m.
Members: FREE, Non-members: $5
Women won the right to vote after decades of struggle and against strong opposition from men - and some women - who feared that government would be placed “under petticoat rule.” Ultimately, it was effective leadership and the development of what became known as “the winning plan” that turned the tide. Sullivan County Historian John Conway examines their strategies, the impact of World War I on the movement, and some prominent local leaders, including Elizabeth Worth Muller.

Tri-Valley Area One Room Schools
Sunday, September 13, 2 p.m.
Members: FREE, non-members: $5
Calling all Tri-Valley alumni! Take a look back at your school days through yearbooks, Townsmen articles, photos, recorded interviews and the new one room schoolhouse exhibit. Includes a presentation by Phyllis Coome, former TVCS school teacher, on the history of the Tri-Valley School District with a special emphasis on the protracted process of obtaining permission to establish a high school for the district.

Wicked Ulster County
A History of the Root Cellar
Sunday, October 25, 2 p.m.
Members: FREE, non-members: $5
Talk by Museum Trustee David Forshay of Willowemoc on the importance of root cellars in the past as a place to store winter food supply, including vegetables, fruits, nuts or other foods. Includes info on how to construct a root cellar.

Denning History Afternoon
Sunday, September 20, 1 p.m.
FREE
Have conversations and reunions while viewing rich collections from Claryville and the Town of Denning that bring life to the history of the Upper Neversink and Upper Rondout valleys. Town of Denning Historian, Tom McGee will be on hand with his growing collection of digitized documents. Special program at 2 p.m.: Author and Town of Gardiner Historian A.J. Schenkmaa will speak on his book, Wicked Ulster County. Books will be available for signing and sale. We welcome the sharing of any items relating to the Claryville or Denning area.

A Day in the Life of a Farm Wife at the Lost Catskill Farm
Sunday, October 11, 1 to 4 p.m.
Members: FREE, non-members: $5
Experience what life was like for a woman living on a 1930s family farm in the Catskills, with daily tasks included preparing three large meals, baking bread, churning butter, laundry, housework, making soap and candles, planting, weeding and harvesting from the garden, and more!

Neversink History Afternoon
Sunday, October 18, 1 p.m.
FREE
Photos, records, stories and artifacts from the Town of Neversink will be available and researchers on hand to answer questions. The afternoon includes a special program highlighting the silent films made in Neversink during the first decade of the 20th century.

Events Leading to the Japanese Attack on Pearl Harbor
Sunday, November 15, 2 p.m.
Members: FREE, Non-members: $5
Military historian Charles Breiner will discuss Japan’s relationship with the United States, starting with Commodore Mathew Perry’s visit to Japan in 1853 until the war with the United States began on December 7, 1941. Topics include Japanese transformation from a feudal system to a modern industrialized military power, the first Sino-Japanese War, the Russo-Japanese War, the Japanese seizure of Manchuria in 1931, the Second Sino-Japanese War, and an explanation of how President Roosevelt maneuvered Japan into going to war with the United States.

2020 Museum Hours:
Thursday to Sunday, noon to 4 p.m., Memorial Day to Labor Day and weekends in September
Catskill Watershed Corporation

PUBLIC EDUCATION GRANT PROGRAM – Round 23
March 27, 2020

PUBLIC EDUCATION ADVISORY COMMITTEE (PEAG)
RECOMMENDATION

APPLICANT # P1

NAME: Time and the Valleys Museum – 3-Sided Watershed Kiosk

AMOUNT REQUESTED: $5,000

AMOUNT RECOMMENDED: $5,000 (pending completion of Round 22 project by its deadline)

BASIS FOR RECOMMENDATION:

• The Museum is expanding the 1930s Lost Catskill Farm onto an additional 1+ acres of land and adding more historical farm buildings. As part of the expansion, a pavilion and picnic tables will be added and a 3-sided kiosk would be placed next to the pavilion.

• The 3 informational panels will focus on the NYC water supply, watershed protection programs, and the work being done locally (CWC, WAC, and others).

• The kiosk will build upon and complement the indoor permanent exhibit “Tunnel, Toil and Trouble: NYC’s Quest for Water and the Rondout-Neversink Story.” (several components of that exhibit were funding through previous CWC education grants)

• The kiosk would be visible to visitors during educational field trip programs, weekend programs, group tours, and whenever the museum is open to the public.

• Evaluation includes receiving input from visitors, volunteers, board members, and visiting teachers. Visitors will be able to provide input on a written survey, a page set up on the museum website, or verbally during their visit.

• Large direct audience, through visitation to the museum, and large indirect audience through website (video tour and images of the panels will be available for download).

• Significant funds from other sources and in-kind.
RESOLUTION NO.

CWC INSURANCE PREMIUMS

WHEREAS, Catskill Watershed Corporation (CWC) Fiscal Policies and Procedures section 3-2.06 requires the Board of Directors approval of an expense greater than Ten Thousand dollars ($10,000); and

WHEREAS, the CWC Finance Department has received quotes/premiums for General Liability, Automobile Insurance, Workers Compensation, Forced Place, Directors & Officers, Professional Liability and Excess Liability Insurance and the quote exceed Ten Thousand Dollars ($10,000).

NOW, THEREFORE BE IT RESOLVED, the Board of Director’s approves the Executive Director to pay the insurance premiums in the not to exceed amount of One Hundred Seventeen Thousand Dollars ($117,000).
WHEREAS, the Catskill Watershed Corporation (CWC) established the REDI Fund Loan Program for the purpose of providing low interest loans to qualified economic development projects in the West of Hudson Watershed to be administered by the CWC in accordance with the Catskill Fund for the Future (CFF) Program Rules; and

WHEREAS, on May 23, 2000 the Board of Directors, by Resolution number 363, approved a loan to Windham Ventures, Inc. in the amount of Sixty-Seven Thousand Dollars ($67,000.00); and

WHEREAS, on February 26, 2002 the Board of Directors, by Resolution number 486, approved a loan to Windham Ventures, Inc. in the amount of Two Hundred Thousand Dollars ($200,000.00); and

WHEREAS, on May 25, 2004 the Board of Directors, by Resolution number 709, approved a loan to Windham Ventures, Inc. in the amount of Seventy Thousand Dollars ($70,000.00); and

WHEREAS, on February 5, 2013 the Board of Directors, by Resolution number 2253, approved a loan to Windham Ventures, Inc. in the amount of One Hundred Eighty Thousand Dollars ($180,000.00); and

WHEREAS, Windham Ventures, Inc. has applied for a Sixty-Seven Thousand Five Hundred Dollar ($67,500) loan for a term of fifteen (15) years, at a rate of four percent (4.0%), such that the outstanding principal is fully paid on the one hundred eightieth (180th) payment date, for the purpose of, construction costs, furniture, fixtures, and equipment associated with the property known as, 11 Vets Road, Windham, NY; and

WHEREAS, pursuant to the CFF Program rules the CWC Staff has reviewed a completed CWC Loan application for Windham Ventures, Inc.; and

WHEREAS, pursuant to the CFF Program rules the CWC Loan Committee has reviewed an underwriting report for Windham Ventures, Inc.; and

WHEREAS, the CWC Loan Committee has recommended approval of the CWC Loan application from Windham Ventures, Inc.; and

WHEREAS, the CWC Loan Committee has recommended approval of the CWC Loan application from Windham Ventures, Inc.; waiving the participating lender requirement; and
WHEREAS, the CWC staff has reviewed and processed this application, and submitted a loan application report to the Board of Directors, attached hereto; and

WHEREAS, the Executive Director, pursuant to the CFF Program rules, has evaluated and determined that this loan meets the criteria for a qualified economic development project, said recommendation is attached hereto and made a part hereof; and

WHEREAS, pursuant to the CFF Program Contract a condition of CFF loans (and grants) is that the recipient shall comply with all applicable provisions of the New York City Watershed regulations, as well as other applicable laws, rules, and regulations; and

WHEREAS, prior to closing on this loan, all applicable approvals will have been received by the applicant; and

WHEREAS, pursuant to the CFF Program rules only the CWC Board of Directors may make an award from the CFF to an applicant.

NOW, THEREFORE BE IT RESOLVED, the CWC Board determines Windham Ventures, Inc. application meets the CWC CFF qualified economic development criteria and approves of the loan application in the amount of Sixty Seven Thousand Five Hundred Dollars ($67,500.00) for a term of fifteen (15) years, at a rate of four percent (4.0%), such that the outstanding principal is fully paid on the one hundred eightieth (180th) payment date, for the purpose of, construction costs, furniture, fixtures, and equipment associated with the property known as, 11 Vets Road, Windham, NY; and

NOW, THEREFORE BE IT FURTHER RESOLVED, the CWC staff is authorized and directed to issue a commitment letter informing the borrower of its intention to issue the loan subject to compliance with all applicable provisions of the New York City Watershed regulations as well as other applicable laws, rules and regulations, completion of the necessary documents, the right of objection and staff is directed to develop the loan agreement, promissory notes and other documentation necessary to effectuate this loan in a form agreed upon by CWC.

NOW, THEREFORE BE IT FURTHER RESOLVED, that upon said approval of loan documentation CWC is authorized to close on said loan and disburse proceeds thereof in accordance with the loan documents.

NOW, THEREFORE BE IT FURTHER RESOLVED, approval of an application by the Board constitutes a preliminary decision under the MOA. The decision will become final without any further action by the Board unless an objection is timely filed with the Watershed Protection and Partnership Council.
QEDP Evaluation and CWC Staff Recommendation
Purpose: To review the CWC Loan Application of Windham Ventures, Inc.

The Executive Director of the CWC makes the following evaluation concerning a REDI Fund Loan to Windham Ventures, Inc. located in the Town Of Windham. Evaluation is based on the Evaluation Criteria established in the Catskill Fund for the Future Program Rules, approved on August 22, 2001 by the CWC Board of Directors.

1. Based on due inquiry to the NYSDEC, the NYCDEP and to the best of CWC's knowledge, the property at 11 Vets Road, Windham, NY owned by Windham Ventures, Inc., is presently in compliance with all applicable environmental statutes and regulations.

2. Based on due inquiry to the NYSDEC, the NYCDEP and to the best of CWC's knowledge, the property referenced above, is not subject to any enforcement actions by any regulatory agency.

3. (a) To the best of CWC's knowledge, the project is consistent with historic land use patterns, available infrastructure, and sensitivity to the need for water quality protection.
   
   (i) Windham Ventures, Inc. will construct and provide furniture, fixtures, and equipment associated with the property known as, 11 Vets Road, Windham, NY.
   
   (ii) The project is located in the Town of Windham.
   
   (iii) The project appears to present no threat to water quality.
   
   (iv) The project appears to generate no materials with the potential to degrade water quality that are not pretreated prior to release.
   
   (v) Based on NYCDEP the project is not in the 60-day travel time.
   
   (vii) There is no impact on Federal or State wetlands.

   (b) The project maintains the character of the Town of Windham.

   (i) The project is consistent with current zoning.

   (ii) The project is compatible with surrounding land uses.

   (iii) The project will not generate excessive traffic.

   (iv) The project as described is of such magnitude that it does not appear likely to promote secondary growth and therefore requires not additional review of land use plans or infrastructure.

4. The project is consistent with the West of Hudson Economic Development Study, which has been completed.

5. Not applicable.