2023 - 2024

PEF

PIQUA
EDUCATION
FOUNDATION

EDUCATION GRANTS

FINAL REPORT

PIQUA EDUCATION FOUNDATION

2023-2024
EDUCATION GRANTS COMMITTEE

Jenni Huelskamp, *Chair*

Elly Snapp

Troy Ouhl

Kelly McMaken

Education Grants Final Report
2023 - 2024

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2024 HOBY ATTENDANCE SPONSORSHIP

PEF POC	Elly Snapp	Jenni Huelskamp	Daniele Blevins
PCS POC	Kate Schulze		
HOBY POC	Melissa Rotblatt		

Graduating Class: 2026

Attendees:	Williams, Kalee (Marie)	(Unable to attend)
	Ford, Addyson (Addy)	
	Sterling, Raylee	
	Godfrey, Madalynn	(Alternate)

When: June 6-9, 2024
Where: Ohio Northern University Ada, OH

Number of Attendees: 3
Cost per Attendee: $350
Estimated Total: $1,050
CRA Reimbursement: $350

Total 2024 PEF Costs: $700

Summary of Activities:

On November 20th, 2023, the PEF Board of Directors approved the sponsorship of all three PHS attendees for the 2024 Hugh O'Brien Youth Leadership Conference. Ultimately, two original attendees and one alternate participated. PEF was refunded for the cost of one attendee due to funding by the Community Reinvestment Act in January 2024.

PIQUA EDUCATION FOUNDATION

SCHMIDLAPP GRANTS

FOR NEW TEACHERS AND STAFF

In December of 2023, PEF was awarded $50,000 in new funding by the Jacob G. Schmidlapp Trust to create Schmidlapp Grants for New Teachers and Staff. The $50,000 is intended to be distributed over the course of five years. Initially, the plan was that teachers and staff would be eligible to apply for these grants if they are in their first academic year as a teacher or staff member with Piqua City Schools and are requesting $1,000.00 or less for their project. In the course of the first year administering these grants, we have learned that new teachers are requesting higher amounts and may need more time than their first year to develop ideas. We are in the process of evaluating and adjusting the parameters of the program to better address those needs.

Each new Piqua City Schools teacher automatically receives $200 in Schmidlapp grant funds in the form of a $100 credit for United Art & Education, and a $100 credit for Teachers Pay Teachers. The credits are intended for purchase of non-curriculum classroom materials unless otherwise approved by the school district. These have been well-received and are being utilized.

In total, we have issued $4,400.00 in credits, $3,409.00 in grant funds, and have served 22 new teachers and over 184 students with this new PEF Education Grant category. Of the $10,000.00 budgeted for this year, $2,191.00 remains and will carry forward.

SCHMIDLAPP GRANTS
FOR NEW TEACHERS AND STAFF

PIQUA EDUCATION FOUNDATION

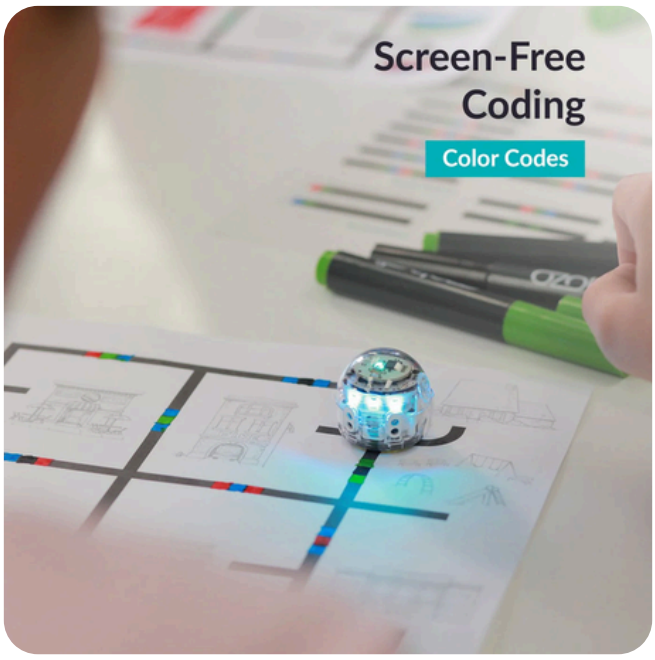
CODING WITH CURRICULUM

SCARLETT MCDONALD AND EMILY BONE

PROJECT DESCRIPTION

OZOBOTS WILL BE USED IN THE CLASSROOM TO HELP STUDENTS ENGAGEMENT WHEN LEARNING CURRICULUM. STUDENTS WILL BE ABLE TO CODE THESE OZOBOTS WITH COLOR CODED MARKERS, SO IT IS QUICK AND EASY. STUDENTS WILL BE CREATING PATHS FOR THE OZOBOT TO TRAVEL THROUGH WHEN RETELLING STORIES AND WILL EVEN HAVE A COMPETITION AT THE END OF THE YEAR WHERE 3RD GRADE STUDENTS CAN COMPETE AGAINST EACH OTHER IN AN END OF THE YEAR OZOBOT CHALLENGE. THIS WILL PULL OUT THE CREATIVE SIDE OF STUDENTS, WHILE AT THE SAME TIME KEEP THEM ENGAGED AND INTERESTED IN THE CURRICULUM. THERE IS AN UNLIMITED AMOUNT OF THINGS WE CAN USE THESE OZOBOTS FOR THROUGHOUT THE SCHOOL YEAR, AND MAKING LEARNING FUN IS DEFINITELY ONE OF THEM.





FINAL NUMBER OF STUDENTS SERVED
84+ PER YEAR

SCHMIDLAPP GRANTS
FOR NEW TEACHERS AND STAFF

PIQUA EDUCATION FOUNDATION

ACTFL WORLD LANGUAGE CONVENTION

EMILY KERUL

PROJECT DESCRIPTION

I PROPOSE TO ATTEND THE ACTFL WORLD LANGUAGE LEARNING CONVENTION AND EXPO IN PHILADELPHIA, PA, FROM FRIDAY, NOVEMBER 22 THROUGH SUNDAY, NOVEMBER 24 AT THE PENNSYLVANIA CONVENTION CENTER IN THE 2024-2025 SCHOOL YEAR. THE ACTFL WORLD LANGUAGE LEARNING CONVENTION AND EXPO IS AN OPPORTUNITY TO ATTEND EDUCATIONAL SESSIONS AND PARTICIPATE IN HANDS-ON LEARNING THAT WILL PROVIDE ME WITH CONCRETE AND PRAGMATIC RESOURCES THAT ARE READY-TO-USE IN THE CLASSROOM WITH THE PURPOSE OF BUILDING MY CONTENT KNOWLEDGE AND LEARNING NEW TEACHING STRATEGIES. WHILE AT THE CONFERENCE I WILL BE EXPOSED TO THE MOST UP-TO-DATE TOPICS AND RESEARCH, AND THE MOST RECENT TRENDS IN LANGUAGE EDUCATION TODAY. ADDITIONALLY, UPON MY RETURN, I PLAN TO SHARE THE INFORMATION, RESOURCES, AND TOOLS I GATHER WITH MY COLLEAGUE, CASEY POTTS, THUS EDUCATING OUR SCHOOL AND DISTRICT TO BETTER OUR LANGUAGE STUDENTS' PROFICIENCY IN SPANISH AND AMERICAN SIGN LANGUAGE (ASL) AS WELL AS STRENGTHEN THEIR INTERCULTURAL COMPETENCIES AS THEY GET READY TO PARTICIPATE IN OUR GLOBAL COMMUNITY.

FINAL NUMBER OF STUDENTS SERVED
100+ PER YEAR

PIQUA EDUCATION FOUNDATION

PEF STANDARD EDUCATION GRANTS

2023 saw the implementation of new web-based software for PEF Education Grant applications, and all feedback thus far has been overwhelmingly positive. Application intake, the review process, and final reporting are now completed through one simple interface.

We have funded a total of nine (9) standard education grants totaling $6,443.00 which impacted over 5,168 students this academic year.

Education Grants Final Report
2023 - 2024

BRICKTIONARY AND PICASSO FIELD TRIP

SETH FASHNER

PROJECT DESCRIPTION

A. STUDENTS WILL HAVE THE OPPORTUNITY TO SEE UNIQUE ARTWORK AND FAMOUS WORKS OF ART THAT ARE NOT EASILY ACCESSIBLE IN PERSON.

B. PRIOR TO THE FIELD TRIP, WE WILL DISCUSS VARIOUS ARTISTS AND STYLE OF WORK THAT ARE DIRECTLY RELATED TO WHAT WE WILL SEE. THE MORE EXPOSURE STUDENTS RECEIVE TO THIS ARTWORK IN REAL LIFE, THE

MORE THE PASSION FOR ARTWORK WILL CONTINUE TO DRIVE THEIR CREATIVITY THROUGHOUT HIGH SCHOOL AND BEYOND.

C. WE WILL DISCUSS/RESPOND TO THE ARTWORK THAT WE SEE ON THE FIELD TRIP AND THEN CREATE PROJECTS BASED ON THE SPECIFIC WORK.

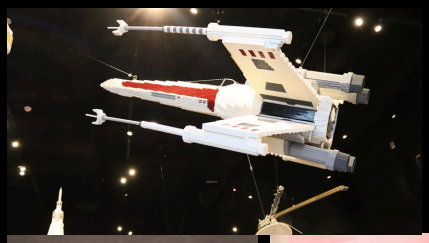
D. LOTS OF OUR STUDENTS DON'T GET MUCH EXPOSURE TO ART AND CULTURE OUTSIDE OF MIAMI COUNTY. THE WORK ITSELF THAT WE'RE SEEING IS BOTH CREATIVE AND INNOVATIVE AND REPRESENTS TWO DIFFERENT

TIMES IN HISTORY. ANYTIME STUDENTS CAN BE EXPOSED TO CREATIVE IDEAS OUTSIDE OF THEIR OWN WORLD, IT WILL HELP EXPAND WHAT THEY BELIEVE IS POSSIBLE IN LIFE.

FINAL NUMBER OF STUDENTS SERVED

43















BRICKTIONARY AND PICASSO

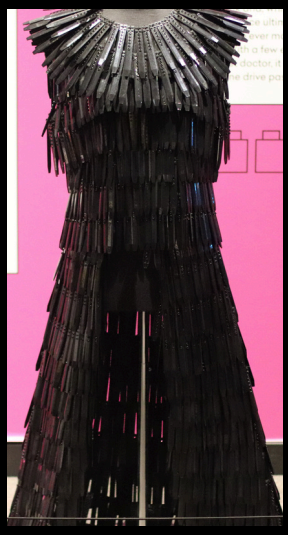








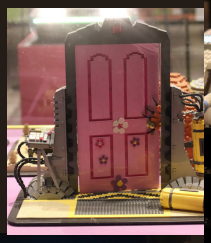




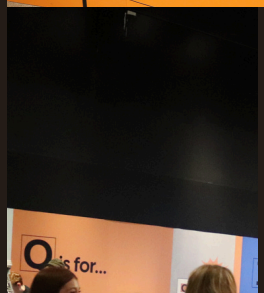
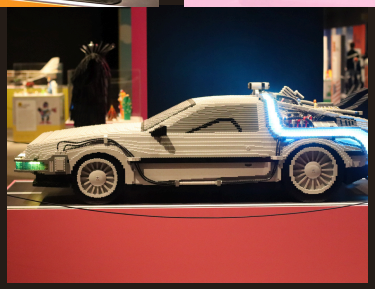


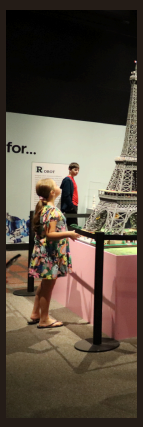

















BRICKTIONARY
AND PICASSO

6TH GRADE AUTHORS

JESSICA RABER AND AMY HONEYCUTT

PROJECT DESCRIPTION

WE WILL START THE WRITING PROCESS AT THE BEGINNING OF MAY 2024.
AS WE GO THROUGH THE WRITING PROCESS, THE 6TH GRADERS WILL MEASURE THEIR SUCCESS BY USING THE RUBRIC TO MEET THE STATE WRITING STANDARDS. HOWEVER, THE ULTIMATE SUCCESS WILL BE THE MOMENT WHEN THEY READ THEIR PUBLISHED BOOK TO THE KINDERGARTEN CLASSES AND PASS ON THEIR INSPIRATIONAL BOOKMARKS TO THE INCOMING PCIS 4TH GRADE CLASSES.

THIS PROJECT'S NEED STEMS FROM THE SHEER FACT THAT OUR PCIS 6TH GRADE STUDENTS CAN IMPACT THE 'YOUNGER-S'. THEY WILL NOT ONLY SEND THEIR POSITIVE MESSAGES TO THE KINDERS AND 4TH GRADERS, BUT TO OUR 'FUTURE' 6TH GRADERS.

FINAL NUMBER OF STUDENTS SERVED
396



PIQUA EDUCATION FOUNDATION

FEMININE HYGIENE CURRICULUM

KACIE PACE AND LIANA MICHAEL

PROJECT DESCRIPTION

FEMALE STUDENTS AT PCS ONLY RECEIVE GROWTH AND DEVELOPMENT EDUCATION WITH LIMITED INFORMATION REGARDING FEMININE HYGIENE PRODUCTS IN 5TH GRADE. IT IS OUR AIM TO BRIDGE THE GAP BETWEEN THAT INFORMATION AND TEACHING THEM ABOUT TRACKING THEIR MENSTRUAL CYCLE, CONDUCTING SELF-MONITORING EXAMINATIONS AND REUSABLE, MORE AFFORDABLE, MENSTRUATION PRODUCTS AS TEENS. THE CURRICULUM, MODELS AND PRINT MATERIALS WILL BE PRESENTED TO FEMALE STUDENTS, GRADES 10-12, IN THE BUILDING OVER THE COURSE OF THE 2023-2024 SCHOOL YEAR. STARTING 2024-2025, THE MATERIAL WILL BE PRESENTED TO EACH INCOMING SOPHOMORE CLASS.

FINAL NUMBER OF STUDENTS SERVED

200+



IV

PIQUA EDUCATION FOUNDATION

OUTDOOR ADVENTURES: FISHING

JENNI HUELSKAMP AND HOLLY PEEPLES

PROJECT DESCRIPTION

THE GOAL OF THIS PROGRAM IS TO EXPOSE OUR STUDENTS TO OUTDOOR RECREATIONAL ACTIVITIES AND LIFELONG RECREATIONAL SKILLS. STUDENTS WILL EXPLORE AND PARTICIPATE IN LEARNING THE BASICS OF FISHING, BOAT SAFETY, ORIENTEERING, AND SIMPLE SURVIVAL SKILLS SUCH AS THE RULES OF 3 (FOOD, SHELTER, WATER). OUR PLAN IS FOR THESE ACTIVITIES TO BECOME A PART OF OUR ANNUAL PLANS AND POSSIBLY EVEN ROLL OVER TO THE INTERMEDIATE AND JUNIOR HIGH SCHOOL. AS STUDENTS LEARN THESE SKILLS, THE ULTIMATE OUTCOME WILL BE THAT THEY ARE MORE PHYSICALLY LITERATE INDIVIDUALS SO THEY CAN TRANSFER THIS KNOWLEDGE TO REAL WORLD EXPERIENCES WHEN IT COMES TO OUTDOOR ADVENTURES.

FINAL NUMBER OF STUDENTS SERVED

485



SOLAR ECLIPSE VIEWING GLASSES

AMANDA FERNCEZ

PROJECT DESCRIPTION

A. THE TOTAL SOLAR ECLIPSE ON APRIL 8 WILL BE VISIBLE FROM RIGHT HERE IN PIQUA -- WE'RE IN THE NARROW PATH OF THE SUN'S SHADOW. WE WON'T BE IN THE PATH OF ANOTHER TOTAL SOLAR ECLIPSE UNTIL 2099, SO IT'S LITERALLY A ONCE-IN-A-LIFETIME CHANCE FOR MANY OF OUR KIDS, SHORT OF TRAVELLING TO SEE ONE ON PURPOSE SOMEDAY.

B. THIS IS A SOMEWHAT UNIQUE SITUATION AND THIS A UNIQUE REQUEST, AS IT WOULD BE A ONE-TIME BENEFIT TO THE KIDS -- BUT GIVEN THE CIRCUMSTANCES, I HOPE IT WILL STILL BE UP FOR CONSIDERATION.

C. I INTEND TO INCLUDE A HANDOUT FULL OF FUN SCIENTIFIC INFO ABOUT ECLIPSES, CATERED TO BOTH ELEMENTARY AND SECONDARY, THAT WOULD BE GIVEN OUT ALONG WITH THE GLASSES, IN COORDINATION WITH THE ADMIN OF EACH BUILDING.

D. IN MY CLASSES, I'VE BEEN TELLING KIDS ABOUT THIS ECLIPSE EVERY YEAR FOR 15 YEARS. IT'S FINALLY HERE, AND I DON'T WANT ANY OF OUR KIDS TO MISS OUT BECAUSE THEY DIDN'T HAVE THE MEANS TO LOOK AT IT SAFELY. IT'S ONLY SAFE TO VIEW DIRECTLY FOR THE 3-4 MINUTES OF TOTALITY, WHICH IS EASILY MISSED IF YOU AREN'T WAITING FOR IT, WATCHING THE MOON SLOWLY BLOCK THE SUN WITH THE GLASSES. WITH THE UPCOMING ARTEMIS MISSIONS TAKING HUMANS TO THE MOON AGAIN FOR THE FIRST TIME IN 50 YEARS, THIS IS A CHANCE TO HYPE OUR KIDS UP ABOUT SPACE, AND FOR THEM TO WITNESS A RARE NATURAL PHENOMENON FROM THE COMFORT OF THEIR HOMES.

FINAL NUMBER OF STUDENTS SERVED

3208

VI

PIQUA EDUCATION FOUNDATION

SOLO AND ENSEMBLE LITERATURE

WYATT HEINZ

PROJECT DESCRIPTION

THE PRIMARY GOAL OF THIS GRANT FOR JUNIOR HIGH SCHOOL LEVEL SOLO AND ENSEMBLE MUSIC IS TO FOSTER A LOVE FOR MUSIC AND ENHANCE THE INDEPENDENCE OF OUR MUSICIANS. THROUGH THE ACQUISITION OF NEW MUSIC PIECES, WE AIM TO PROVIDE OUR JUNIOR HIGH AND INTERMEDIATE LEVEL STUDENTS WITH A DIVERSE RANGE OF CHALLENGING AND ENGAGING MATERIAL. THE EXPECTED EDUCATIONAL OUTCOMES INCLUDE IMPROVED MUSICAL PROFICIENCY, INCREASED COLLABORATION AND TEAMWORK SKILLS, AND A HEIGHTENED APPRECIATION FOR THE ARTS. BY OFFERING A WIDER SELECTION OF MUSIC AT AN APPROPRIATE DIFFICULTY LEVEL, WE HOPE TO INSPIRE OUR STUDENTS TO EXPLORE THEIR MUSICAL TALENTS AND DEVELOP A LIFELONG PASSION FOR MUSIC.







FINAL NUMBER OF STUDENTS SERVED

85

PIQUA EDUCATION FOUNDATION

SHAKESPEARE PLAY ADMISSION

ASHLEIGH BUEHRER

PROJECT DESCRIPTION

ENGLISH 12 STUDENTS HAVE STUDIED THE TRAGEDY MACBETH AND ANALYZED THIS WORK. THEY ARE NOW COMPLETING A UNIT OF SHAKESPEAREAN COMEDIES AND MUCH ADO ABOUT NOTHING. BY VIEWING A DIFFERENT INTERPRETATION OF THIS PLAY, AND COMPARING THE DIFFERENCES BETWEEN THIS WILL CONNECT WITH THE OHIO MODEL CURRICULUM. RL.11-12.7 ANALYZE MULTIPLE INTERPRETATIONS OF A STORY, DRAMA, OR POEM (E.G., RECORDED OR LIVE PRODUCTION OF A PLAY OR RECORDED NOVEL OR POETRY), EVALUATING HOW EACH VERSION INTERPRETS THE SOURCE TEXT. (INCLUDE AT LEAST ONE PLAY BY SHAKESPEARE AND ONE PLAY BY AN AMERICAN DRAMATIST.)

ENGLISH 12 STUDENTS BEGAN STUDYING SHAKESPEARE'S MACBETH BEGINNING OF FIRST QUARTER. THIS LENGTHY PLAY WILL TAKE TIME FOR THEM TO ANALYZE AND INTERPRET. VIEWING THIS PLAY WILL WRAP UP OUR UNIT ON MACBETH AND BE A WAY FOR THE STUDENTS TO COMPLETE THEIR LITERARY ANALYSIS/COMPARE AND CONTRAST ESSAY OF THE PLAY.

ENGLISH 12 AND STUDENTS WILL BE CREATING A PIECE OF WRITING CENTERED AROUND THIS PLAY. THERE WILL BE RUBRICS TO GUIDE THEIR WRITING AND WILL ALLOW STUDENTS TO GO THROUGH THE WRITING PROCESS WITH THEIR WORK, ALIGNING WITH THE STANDARDS OF OUR CURRICULUM.

STUDENTS DO NOT OFTEN HAVE THE OPPORTUNITY TO VIEW PLAYS AND GAIN THIS TYPE OF CULTURAL EXPERIENCE. BY GIVING STUDENTS THE OPPORTUNITY TO VIEW THIS PLAY RATHER THAN A FILM, IT GIVES THEM AN EXPERIENCE THAT THEY MAY NEVER GET AGAIN. THIS IS A CREATIVE WAY TO CONNECT TO THE CURRICULUM AND STANDARDS FOR OUR STUDENTS.

FINAL NUMBER OF STUDENTS SERVED

68

VIII

PIQUA EDUCATION FOUNDATION

COZY CORNER

CAMERON KAISER

PROJECT DESCRIPTION

THE GOAL FOR THIS PROJECT IS TO PROVIDE A DIFFERENT KIND OF SPACE FOR MY STUDENTS TO DO WORK DURING CLASS IF THEY SO CHOOSE. STUDENTS WILL BE GRANTED THE OPPORTUNITY TO CHOOSE HOW THIS NEWLY CREATED SPACE OR THE MORE TRADITIONAL SPACE THAT CURRENTLY EXISTS. THIS MAY NOT AFFECT EVERY STUDENT, BUT THIS WILL PROVIDE SOME STUDENTS A NEW WAY OF PARTICIPATING IN CLASS WITH A DIFFERENT SENSE OF COMFORT FOR THOSE WHO MAY FEEL UNCOMFORTABLE AT TIMES. THIS PROVIDES STUDENTS A SENSE OF FREEDOM AND ACCESS TO OTHER RESOURCES TO HELP THEM LEARN BETTER IN MY CLASS.

FINAL NUMBER OF STUDENTS SERVED

100+ PER YEAR

IX

PIQUA EDUCATION FOUNDATION

CHAIR FOOT RESTS

MORGAN GOUDY

PROJECT DESCRIPTION

A. THE GOAL OF THIS PROJECT IS TO ALLOW SMALLER-STATURED INDIVIDUALS TO HAVE CORRECT POSITIONING AT THEIR CLASSROOM CHAIRS/DESKS. THIS WILL ALLOW FOR IMPROVED ATTENTION DURING ACADEMIC TIMES AND LEAD TO BETTER ACADEMIC OUTCOMES.

B. PIQUA CITY SCHOOLS WOULD WORK WITH A LOCAL PROVIDER (SUCH AS A LOCAL WOODSHOP OR THE UVCC WOODWORKING PROGRAM) FOR THE CREATION OF THE FOOT RESTS. FROM EXPERIMENTATION WITH A PROTOTYPE, THIS COULD TAKE UP TO ONE WORK DAY ONCE THE MATERIALS WERE ORDERED AND OBTAINED. THE TYPE OF WOOD USED IS HARDY AND THE PRODUCTS WILL BE DESIGNED TO LAST. A NAME-BRAND MODEL OF THESE FOOT STOOLS CALLED JETT STEPS HAS BEEN USED IN THE DISTRICT FOR A FEW YEARS AND THEY HAVE SHOWN LIMITED WEAR DESPITE DAILY USE.

FINAL NUMBER OF STUDENTS SERVED

PENDING



BOOKS FOR THE MUSIC ROOM

PAM GEORGE

PROJECT DESCRIPTION

A. THIS PROJECT WILL HELP STUDENTS LOVE CHILDREN'S LITERATURE AND DEVELOP READING SKILLS.

B. I WOULD LIKE TO UTILIZE THESE BOOKS AND MATERIALS IN MOST LESSONS; WE WILL READ THEM AND THEN ADAPT ALL OR PARTS OF BOOKS TO ADD SOUND EFFECTS, SONG FRAGMENTS, INSTRUMENTAL ACCOMPANIMENT, CREATIVE MOVEMENT AND HIGHLIGHT DETAILS.

C. I KNOW STUDENTS ARE READING MORE WHEN THEY LOVE THE BOOKS WE USE, ASKING FOR THEM AGAIN AND AGAIN; THEY ALSO VISIT OUR SCHOOL LIBRARY AS WELL AS THE PIQUA PUBLIC LIBRARY IN HOPES OF BORROWING THE BOOKS WE'VE UTILIZED IN CLASS AND OTHERS BY THE SAME AUTHORS.

D. OUR STUDENTS NEED TO LEARN TO READ WELL; I WOULD LIKE TO HELP IN THAT PROCESS BY BRINGING LITERATURE TO THEM IN CREATIVE WAYS BY COMBINING THEM WITH MUSIC. I MAKE USE OF THE LIBRARIES AVAILABLE TO ME , HOWEVER, HAVING THESE BOOKS CONSTANTLY AVAILABLE IN MY CLASSROOM WILL HELP ME WITH LESSON PREPARATION AND ALLOWS STUDENTS TO BENEFIT FROM A PRINT-RICH ENVIRONMENT.

FINAL NUMBER OF
STUDENTS SERVED
540+