

**Funding Guidelines
2003-2004**

**FIPR Education Program Grants
Available to Workshop Participants**

**Florida Institute of Phosphate Research
1855 West Main Street
Bartow, FL 33830
(863) 534-7160
www.fipr.state.fl.us
E-Mail the Education Program at - ljaptjon@mail.usf.edu**

Grant Timeline

June 1, 2003.....Proposal Guidelines Released
July 14, 2003.....Teachers Training Workshop
August 31, 2003.....Proposal Submission Deadline
September 31, 2003.....Mini-Grant Review By Committee
October 31, 2003.....Contract Notification, Project Begins
November to be announced.....Seminar for Contractors
Before you begin.....Administer the Pre-Test
January 31, 2004.....Schedule Review of Lesson Plans
March 30, 2004.....Project Ends, Administer Post-Test
May date to be announced.....Present to Advisory Committee
May 31, 2004.....Project Summary Report Due
June date to be announced.....Mini-Grant Showcase
June date to be announced.....Schedule Follow-Up Meeting
July 31, 2004.....Final Report Due
August 1, 2004.....Contract Period Ends



INTRODUCTION

The Florida Institute of Phosphate Research (FIPR) is an independent state agency the Legislature created in 1978 to be a neutral source of scientific facts on phosphate-related issues. The Institute's education program uses FIPR's research, expertise and information to help teachers illustrate math, science, social studies and language arts concepts required of students by the Florida State Sunshine Standards in education.

The information presented in a FIPR workshop can be used as an integrating context to create curricula and lesson plans and FIPR offers mini-grant opportunities to workshop participants interested in developing such learning units. This document outlines how to pursue a FIPR education mini-grant.

FUNDING

Teacher mini-grants - Up to \$1000 to be used for materials, lesson plans and two speaking engagements can be awarded for an integrated unit that correlates to the Florida Sunshine State Standards. Any workshop participant wishing to submit a larger proposal should contact FIPR to discuss funding possibilities.

ELIGIBILITY

An applicant must attend a FIPR seminar, session or workshop and be a classroom teacher, currently under contract, in Florida.

AREAS OF INTEREST

FIPR is interested in projects that illustrate concepts presented during the workshop such as:

- The chemistry, physics or biology of phosphate mining, production and use
- The environmental and public health affects of phosphate mining and processing
- The reclamation strategies and stages of mined phosphate lands
- The natural environment and hydrology of lands in the phosphate region
- The economics and history of phosphate mining, production and use

SUBMISSION GUIDELINES

All proposals must be received no later than 4:00 p.m., on the scheduled date. Documents that are not received by this deadline at the proper place will not be considered. The applicant may submit the application in person or by mail. The proposal may be transmitted by electronic means.

Applicants must submit **one original (with signatures in blue ink)** of the proposal in a sealed envelope or box. The original must be clearly marked. Failure to submit the required number of copies of the proposal may result in the proposal being rejected.

Send proposals to:

ljaption@helios.acomp.usf.edu

or

Florida Institute of Phosphate Research
Lisa Jap-Tjong, Education Coordinator
1855 West Main Street
Bartow, FL 33830

PROPOSAL WRITING ASSISTANCE

Assistance completing the proposal application will be given as requested by the applicant. Appointment for assistance in writing a proposal will be made on an individual basis at FIPR.

Applicants will receive written feedback regarding their proposal. A second workshop will be held in Bartow for grant recipients. Meeting times and locations will be included in the invitation. All invited proposers are expected to attend this workshop to discuss the time line, expectations and contract for funding.

REVIEW AND SELECTION

FIPR's Educational Advisory Committee and the FIPR research directors will review all proposals. Both groups will make funding recommendations to FIPR's executive director, who will make final funding decisions. Priority is given to proposals that can be easily implemented by another teacher. Any suggestions for strengthening a proposal will be submitted in writing to the proposer, who has the opportunity to revise the proposal and resubmit it for another review.

PROPOSAL REQUIREMENTS

A proposal shall be prepared using the forms provided. An electronic copy is available on disc by contacting FIPR. The forms may be scanned or copied as needed. Proposals must be typed in a minimum of 10pt font and must be stapled in the upper left corner with the Proposal Authorization form being the first page. **Failure to follow this format will result in the rejection of the proposal.**

1. Proposal Authorization Form

The proposal authorization form must be completed in its entirety, signed by the principal of the school and returned as a part of the proposal or the proposal will be rejected.

2. Project Summary Form

The Project Summary form is designed for the applicant to concisely describe the focus of the instructional unit and how it is meaningfully connected to FIPR's areas of interest. The summary must clearly outline how the project relates to phosphate processes, environmental topics, economics or technology.

3. At a minimum, each request for funding is required to include the following information:

1. Applicant qualifications
2. Concept summary
3. Target audience
4. Topics addressed
5. Learning activities
6. Expected outcomes
7. Benchmarks met
8. Instructional strategies
9. Pre and post assessment
10. Materials needed

Title of Proposal: _____

Project start date: _____

Project end date: _____

Grades: Primary Intermediate Middle High
 K-2 3-5 6-8 9-12

Subjects: Math Science Language Arts Social Studies
 The Arts Foreign Language Health/Physical Ed

Topics:

Florida, Fossils and Phosphate	<input type="checkbox"/>	Local History, Mining and Government	<input type="checkbox"/>
Agronomy, Agriculture & Economics	<input type="checkbox"/>	Environmental Science, Safety & Health	<input type="checkbox"/>
Natural Habitats of Central Florida	<input type="checkbox"/>	Geography and Transporting Materials	<input type="checkbox"/>
Physical Science of Mining Industry	<input type="checkbox"/>	Reclamation Strategies and Stages	<input type="checkbox"/>
Chemistry: Beneficiation/Processing	<input type="checkbox"/>	Scientific Method & Tools for Instruction	<input type="checkbox"/>

Proposer _____

SSN: _____

Address: _____

City _____ State _____ Zip _____

Phone: _____

Email: _____

School _____

Address _____

City _____ State _____ Zip _____

Phone: _____

Fax: _____

Planning/Best time to call: _____

_____ Proposer's signature	_____ Date
_____ School Administrator's signature	_____ Date

Project Summary Form

Students:

Number of students: _____

This group of students is unique because _____

Content:

The topics I will address during this unit include _____

The students' main learning activities consist of _____

Intended Outcomes:

This unit will reinforce the following benchmarks (please list three to five for each subject)

_____	_____
_____	_____
_____	_____
_____	_____

Justification Summary

Title of my proposal: _____

FIPR Priority:

1. The FIPR priority my proposal addresses is

(Please refer to "Areas of Interest," p. 2)

Articulation (Sharing of Unit):

2. I plan to articulate/share this unit with teachers at other schools by

Differentiation from other team proposals:

3. My proposal can be clearly differentiated from proposal of my team member(s)
[list team member(s) here: _____] because

Purchases of technology/equipment:

4. I am specifically justifying the purchase of _____ because this
equipment/technology will help my students reach the benchmark of _____
and develop the following skill(s) and knowledge: _____.

Field trips:

5. The field trip(s) planned for the _____ location is justified
because this experience will help my students reach the benchmarks of _____

_____ and develop the following student skill(s)
and knowledge: _____

6. I have arranged to share information with teachers at other schools, who may not
be able to plan such a trip, in the following way(s): _____

_____.