

ROCHESTER COUNCIL OF SCIENTIFIC SOCIETIES, INC.

REQUEST FOR AN RCSS MINIGRANT FOR A SCIENCE/MATH PROJECT

The RCSS Minigrant provides a means for math and science teachers to supplement their standard funding. The funds for these grants are provided to RCSS by various organizations and individuals in the Greater Rochester Area. Up to \$250.00 can be requested upon application, as described below. Applications will be reviewed and judged on the basis of relevance to science and math, on lasting impact on students and/or class room facilities, and other aspects, such as: innovation and creativity, new teaching concepts, long term usefulness, numbers of students served, plans to share results with others, etc... RCSS accepts applications for Minigrants from teachers in primary and secondary schools in the following eleven counties surrounding Rochester, New York: Allegany, Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Steuben, Wayne, Wyoming and Yates.

The intent of the RCSS is to receive brief proposals on the attached application form, which the RCSS Board of Directors can assess within two months of the deadline. Then RCSS can distribute the grants promptly. In the event that the number of acceptable proposals exceeds the funds available, RCSS may carry over unfunded proposals that it still considers exceptionally worthy for review with the next group of proposals.

RCSS plans to make awards at least twice each year, with application submission deadlines on the thirty-first of October and January. The number of awards made will be a function of the funds available and the quality of the proposals. The grant recipients will be announced in the Science Educators' Association Newsletter.

As indicated on the form, the awardee is asked to submit a follow up report to RCSS which gives an account of how the grant was spent, what was accomplished with the proceeds, the number of students involved, the results obtained, and suggestions for project improvement.

Examples of projects might include (but are not limited to) supplies and equipment, demonstration apparatus, final funds needed to buy a more expensive piece of equipment, etc. The application might be worded: "The amount of \$XXX is requested. This money will be used for... This will enhance our science/math program in these ways... The proposed items or supplies will benefit XX students. This initiative will be carried into the future in this way..."

Please make copies of this cover letter and application and distribute them to others.

RCSS MINIGRANT PROTOCOL

This document specifies and defines the handling, evaluation and awarding of RCSS Minigrants by the RCSS Board of Directors and Officers.

Purpose of the grants: The grants will enhance the teaching and learning of science and math in local primary and secondary schools by providing funding to teachers which supplements that normally provided by their district. The projects funded by the Minigrants are meant to exceed the minimum program and provide enrichment and extension of existing science and math instruction. RCSS accepts Minigrant applications from teachers at schools in the following eleven counties surrounding Rochester, New York: Allegany, Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Steuben, Wayne, Wyoming, and Yates.

Timing: The deadlines for application submission are the 31st days of October and January. The RCSS Board of Directors then meets, reviews the applications, and approves acceptable proposals and the disbursement of funds. When there is an adequate number of acceptable proposals, RCSS normally disburses funds within two months of the application deadline.

Number of grants and funding level: The number of grants awarded depends on the number of acceptable proposals and the amount of funding available. RCSS awards proposals of up to \$250.00 each.

Criteria for evaluating proposals: The following are points that the RCSS considers when evaluating applications:

- The project deals primarily with science/math instruction. The project may involve other educational initiatives (including motivation), but these must be secondary to the science/math content or skills component.
- Stress on hands-on activities, keeping students involved with the active, inquiry nature of science and the application of math skills.
- Projects or equipment purchases have a durable nature, reach a large number of students initially, or are designed for sharing with other classes, use in multiple units, or use in future years.
- The teacher communicates a clear sense of direction for the project and use of the equipment, and relates this to the intended grade level.
- The teacher demonstrates careful research of the source and price of the needed materials to use funds most efficiently. Teachers may request RCSS funds to complete a project partially funded in other ways. On the other hand, if the Minigrant funding is the primary source, and the project requires some funds beyond the grant award, the teacher should clearly explain the source of those extra funds.

Examples of Previously Granted Requests

I am requesting funds to purchase weights and a balance scale (catalogue page attached) for my fourth grade students. This will be used this year and in future years as well. Concepts of weight and mass and comparative measuring are investigated in both fourth grade science and math.

Currently, I borrow scales from our fifth grade science lab, but these are only occasionally available and do not allow for the comparative measures we need to make. Having appropriate equipment set up in the classroom permanently would allow the "spontaneous" investigations children this age love to initiate.

I now have a class set of Apple II computers in my classroom and would like to convert my Chemistry, Physics and Earth Science demos into student lab activities. This will involve building about a dozen interface devices that convert the computer into a temperature sensor. I have learned the necessary electronics by attending several summer interfacing workshops at Ithaca College. I estimate the total cost at about \$200. I've included a listing of the materials needed, and my layout for preparing a printed circuit board that will reduce construction time. I intend to involve our technology students with the PC board, as this is something they learn in their technology course. I've also included verification of how the remainder of the funding will be provided.

As part of my responsibilities, I provide an intensive, hands-on program in archeology for approximately 90 intermediate students. To support this program, I am requesting \$149.95 to purchase Delta's "Fossils-Earth Science Videolab" which includes such student station activities as analyzing mold casts and creating fossil replicas. This lab would enable students to actively participate in their own learning and use the inquiry method when manipulating and studying the fossils. This lab is reusable so future classes will likewise benefit. In addition, I am preparing a workshop for the Rochester Teacher's Center where the lab would be part of the materials presented to the teachers to consider for use in their classrooms.

Delta Education, Fossils-Earth Science Videolab, #53-220-2595, \$149.95

Our school's "creative courtyard" has been established to increase student awareness of the natural world. In addition to a bird feeding/identification area and garden we are in the process of developing a weather station. The following materials will be used by students in grades 1-3 for daily weather reporting:

Taylor Maximum Minimum thermometer	18.50
Taylor Indoor/Outdoor thermometer	9.80
Tru-Chek Direct Reading Rain Gauge	7.25
Weather Meter	5.50
Sundial	30.00
Wind Wizard	38.50
2 Bird identifiers (for use on window)	<u>4.00</u>
Total	\$113.55

I plan to have my students do a project that integrates math, science and technology. This involves small teams each building a model home. Each team will receive a cardboard box and tool kit consisting of; extra cardboard sheets, 4 batteries and holders, 1 model motor, wire, masking tape, Elmer's glue, 2 light bulbs and holders, and a pair of wire cutters. The task is to construct a model home having at least 2 rooms, each with a light bulb with a switch. The house must also contain an appliance that is created with the motor. The homes must also be decorated and furnished to scale. Upon completion of the project students will take a test requiring them to explain and diagram the circuitry of their home, and figure the area and perimeter.

The estimated cost of materials for this project is about \$100.

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R C S S
MINIGRANT APPLICATION FORM

(PLEASE TYPE OR PRINT CLEARLY)

APPLICANT'S NAME _____ GRANT AMOUNT _____
SCHOOL DISTRICT _____ GRADE LEVEL(S) _____
SCHOOL NAME _____ HOME PHONE _____
SCHOOL ADDRESS _____ ZIP _____
CITY _____ SCHOOL PHONE _____
SUPERVISOR'S NAME _____ E-MAIL _____
PRINCIPAL'S NAME _____ FOR: MATH _____ SCI _____ TECH _____

PURPOSE OF THE GRANT: (In the space provided, give a brief description of your needs. Include in your description statements consistent with the information on page one.)

Upon completion of the project I plan to submit a report to RCSS giving an accounting of the grant money, the number of students served and how it improved science/math instruction and student achievement. Included with the results obtained I will offer suggestions about how to improve the grant project. This will be submitted six months from the receipt of the grant or by the end of the school year.

Signed: _____ Date: _____

Mail to: RCSS
PO BOX #92564
ROCHESTER, NY 14692-0564
e-mail: wabrewer@ieee.org

Due by 31st day of:
October January