



Instructions and Checklist Partners in Science Supplemental Program High School - College/University Research Partnerships

PRIOR TO PREPARING THE PARTNERS IN SCIENCE SUPPLEMENTAL APPLICATION CAREFULLY READ INSTRUCTIONS ON HOW TO PROCEED

- Should you have any questions related to this program, contact Angela Little for advice (angelal@murdocktrust.org or 360-694-8415).
- Invitations to submit proposals will be sent to all Qualified Candidates. (Applications are accepted from teachers only during the first semester after they complete their research. All applicants must be active in science classroom teaching and have a full-time high school appointment.)
- The High School Teacher (Partner) will register as a user and be the submitter for the application in the Submittable grants portal.
- To initiate the submission of a grant application, the High School Science Teacher (partner), the submitter, will use the link from the Invitation email to complete and submit the Partners Supplemental Program Eligibility form. If eligible, you will be invited to complete and submit a full application. You, as the submitter, will invite specific people as collaborators (Grants Administrator and High School Principal) to complete the application.
- The complete Partners in Science Supplemental application includes the following: Organization Information and Contact Information; Teaching Schedule most current year; Information from Previous Partners in Science Research Award (Principal Investigator Information, and Previous Partners in Science Research Award Project Title); Project Title of THIS Supplemental Grant; Budget Summary; Project Information; Project Activities; Project Impact; Documents: Budget and Save the Date and the Mentor Comments; and Entity Documents.
- All collaborators will be able to work together in developing the application, but the high school teacher will ultimately be responsible for submitting the proposal request.

INSTRUCTIONS FOR COMPLETING THE PARTNERS IN SCIENCE SUPPLEMENTAL APPLICATION

Login to the Submittable grants portal. Click on Submission (number) to complete the application.

- **ORGANIZATION AND CONTACT INFORMATION**

- **TEACHING SCHEDULE**

For most current year (for teacher/applicant) List courses with Grade Levels and Number of Students

- **INFORMATION FROM PREVIOUS PARTNERS IN SCIENCE RESEARCH AWARD**

PREVIOUS PARTNERS IN SCIENCE RESEARCH AWARD PROJECT TITLE

A brief description of the research project (100 words or less), intelligible to the non-expert; spell out contractions, acronyms, and chemical symbols.)

PRINCIPAL INVESTIGATOR INFORMATION

Name, Position Title, Academic Department, Institute, Email

- **PROJECT TITLE FOR THIS SUPPLEMENTAL GRANT APPLICATION**

Project Title

- **BUDGET SUMMARY**

Amount Requested and Total Cost.

Prior to preparing the budget, you will need to know the total amount of non-Trust matching funds available for this project. Note: The Trust provides \$2,000 for travel over two years to the national January conference and those monies cannot move to any other category.

SUPPLEMENTAL BUDGET			
HOW MUCH I HAVE TO SPEND			
	Travel to two January Conferences (provided by the Trust)		\$2,000
	Basic equipment grant from the Trust		\$2,000
	Matching Funds pledged from the School (the Trust will match pledges up to \$2,000) plus any additional School funds		
	Matching Funds from the Trust (3:1 match of up to \$6,000)		
	Total		
HOW MUCH I'M GOING TO SPEND			
VENDOR	ITEM/DESCRIPTION	Subtotal	Total
	Travel (provided by the Trust):		
	Travel Total		\$2,000
	Equipment:		
	Equipment Total		\$
	Supplies:		
	Supplies Total		\$
	Other:		
	Other Total		\$
(A) COST TOTAL			\$
AMOUNT PROVIDED BY SCHOOL OR DISTRICT			\$
AMOUNT REQUESTED FROM PARTNERS IN SCIENCE PROGRAM (Maximum of \$10,000)			\$

There is considerable flexibility within the budget, as monies may be requested for equipment and supplies. Expendables like supplies and transportation, if they are essential for the success of the project, may be asked for, with the expectation that the school will pick up these costs in future years. Indirect costs or overhead and academic year salaries are not allowed. *Trust-provided travel monies are meant to be used directly for travel expenses and should not be used to pay substitute teachers.* High School matching monies may come directly from school or school district funds, or from other local sources. The signed application documents commitment of these matching funds.

- **PROJECT DESCRIPTION**

With your description of the project, include the rationale and background for the project, the relationship to your partnership, how your mentor will be involved, and how and when the project will be implemented. Also, explain how your school will support the continuation of the project after the grant period has ended.

- **PROGRAM ENHANCEMENT**

Identify aspects of your science program needing improvement and describe how this project will address these aspects and enhance your program.

- **PROJECT ACTIVITIES**

Provide a brief narrative that addresses each of the following 4 activities:

- (1) Justify the need for the request Equipment, Supplies, and Other that are included in the Budget.
- (2) Describe a sample lesson and in some detail describe what the students will be doing in the project as well as how the equipment requested will be used by the students.
- (3) Explain how the project will enhance or increase the current capacity of your program.
- (4) How will this project emphasize the Next Generation Science Standards? Give specific examples included potential research questions that the students would be investigating.

- **PROJECT IMPACT**

Describe anticipated outcomes or impact of the project on: (A) Curriculum [indicate growth or change anticipated in curriculum or instruction], (B) Yourself as a Professional and/or (C) Your Colleagues, School, or District.

Impact on Students (What do you hope your students can take away from this? How might you measure the impact of your efforts on your students' increased engagement and understanding of scientific inquiry?)

DOWNLOAD FORMS

DOWNLOAD AND COMPLETE THE BUDGET AND SAVE THE DATE DOCUMENT

Provide a detailed budget. Include a budget narrative that describes how the equipment listed will support your proposed project. Be brief but make sure each item requested ties directly to your project.

If a grant is awarded, your attendance is required at the Save the Following Dates program events. By signing the budget/save the dates page (if the grant is awarded), the school agrees to provide the one- to two-day substitute to support your attendance at each of the two national January conferences. You and your high school principal must sign the Budget and Save the Date document.

UPLOAD UNDER PROJECT DOCUMENTS

SIGNED BUDGET AND SAVE THE DATE

The High School Teacher and the High School Principal must sign the Budget and Save the Date document

MENTOR COMMENT

The High School Teacher will upload the Mentor's comments (an email or letterhead communication from your mentor).

IRS STATUS

NONPROFIT STATUS: Please verify your nonprofit status with the head of your organization.

Partners in Science Supplemental Application Rubric

As you move through each section of the application, please use this rubric to evaluate your work. Please note that written communication is important and is addressed in this rubric. Please know that the reviewers will be using these criteria to evaluate your application for funding.

5 = Outstanding, top 10%; **4 = Excellent**, top 25%; **3 = Very good**, top 50%; **2 = Good**, bottom 50%; **1 = Poor**, bottom 25%.

	5	4	3	2	1
Proposed Project	Provides a rationale and background that is clear and supports spirit of the grant: to increase the use of inquiry-based methods in teaching science as a result of the scientific research experience.		Provides rationale and background. Increase inquiry-based methods in teaching science are implied.		Rationale and background are unclear. Inquiry-based methods of teaching science are debatable.
	Project is directly related to the teacher's partner research experience. If not, there is clear evidence of how the research experience is influencing the project.		Project is not directly related to the partner research. There is some evidence of how that research experience is influencing the project.		How the project is related to the partner research is unclear. If not related, there is no clear evidence of how the research experience is influencing the project.
	Shows the support and continued collaboration by the mentor as a way of supporting the linkage between high school and college science education.		Mentor is supportive of the project and has indicated the scope of that support.		Mentor indicates support for the project.
	The plan is coherent and demonstrates a well thought out sequence of events that is doable within the timeline of the school's calendar.		There is a plan that describes the project that appears to be doable within the timeline of the school's calendar.		There is a plan that seems either over reaching or not doable within the timeline of the school's calendar.
	Demonstrates the support of the school/school district by providing how the project will be continued after the grant period is over.		States that the school/school district is willing to continue the project after the grant period.		School/school district support of the project after the grant period is over is not clear.
	Specifically identifies aspects of the current science program that needs improvement and clearly describes how this project will enhance the program.		Describes the current science program needs and how the how the project will enhance it.		Description of the current science program and how the project will help is unclear

	5	4	3	2	1
Project Activities	Budget details the equipment and supplies requested, and provides justification for their inclusion in the sample unit or lesson description. Attention is paid to the sums in each section.		Budget includes the equipment with explanations for how they are used. Sums are accurate in each section.		Budget is not detailed and some of the sums in each section are not accurate.
	Sample unit or lesson is described with enough detail that demonstrates the use of the equipment and supplies listed in the proposed budget.		Sample unit or lesson is described. How the equipment and supplies is used or supplements existing equipment is unclear.		Sample unit or lesson description is either missing or unclear. Doesn't explain how budget items requested are being utilized.
	Clearly describes how the equipment and supplies requested enhances or increases the current capacity of the teacher's science program.		Equipment and supplies listed are mentioned in the program activities and how it is adding to the current capacity.		Equipment and supplies listed in the budget. How it will enhance the current capacity of the program is unclear.
	Clearly details how students will be actively engaged in specific scientific and engineering practices and applying the crosscutting concepts as a way of deepening understanding of the disciplinary core ideas.*		Demonstrates that students will be actively engaged in the scientific and engineering practices and applying the crosscutting concepts as a way of deepening their understanding of the disciplinary core ideas.*		How students will be actively engaged in the scientific and engineering practices and applying the crosscutting concepts as a way of deepening understanding of the disciplinary core ideas* is not clear.
	<i>*DCIs in the standards for AK, WA and OR, are referred to in the standards for MT as "Science Content Areas," and for ID are "Supporting Content." All states use SEPs and CCCs in their adopted standards.</i>				
Project Impact	Explicitly describes the vision of the project's impact on the curriculum, self, colleagues, school and/or district.		Describes a vision of the project's impact on the curriculum, self, colleagues, school and/or district.		A vision of the project's impact on the curriculum, self, colleagues, school and/or district is not clear.
	Clearly describes the vision of the project's impact on students and specifically how that impact will be measured.		Describes the project's impact on students and specifies how that may be measured.		Describes the project's impact on students in general. How it will be measured is unclear.
Written Communication	Demonstrates detailed attention to and successful execution of conventions		Demonstrates consistent use of important conventions including		Attempts to use a consistent system for

	including organization, content, presentation, formatting, and stylistic choices.		organization, content, presentation, and stylistic choices.		basic organization and presentation.
	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.		Uses straightforward language that generally conveys meaning to readers. The language has few errors.		Uses language that sometimes impedes meaning because of errors in usage.