ACUERDOS BILATERALES/BILATERAL AGREEMENT/ACORDOS BILATERAIS/ACCORDS BILATERAUX

Clasificación:
Classification: 3-2021
Classifacation:
Classificação:

Fecha de Ingreso:
Entry Date: February 8, 2021

Date D'entrée:
Data de Admissão:

Nombre del Acuerdo:
Name of the Agreement: Cooperation Agreement for the execution of a seed grant sponsored by the Inter-American Teacher Education Network (ITEN)
Nom de L'accord:
Nome do Acordo:

Materia:
Subject: Establish a regulatory framework with respect to the execution of the Project "Hurricane Engineering for Stem teachers" a training workshop which aims to provide professional development for teachers in order to improve students' scientific and academic literacy skills through inquiry-based instruction, funded by the Inter-American Teacher Education Network' Seed Grant.

Sujet:
Materia:

Partes:
Parties Involved: GS/Florida International University Board of Trustees
Parties:
Partes:

Referencia:
Reference: Florida International University Board of Trustees
Référence:

Referência:

Fecha de Firma:
Signature Date: January 19, 2021
Date de la Signature:
Data de Assinatura:

Fecha de Inicio:
Start Date:
Date du Commencement:
Data de Início:

Fecha de Terminación:
End Date:
Date de Résiliation :
Data de Rescisão:

Lugar de Firma:
Place of Signature: Miami/ Washington, DC
Lieu de la Signature:
Lugar de Assinatura:

Unidad Encargada:
Unit in Charge: Department of human development, education and employment
Unité Responsible:
Unidade Encarregada:

Persona Encargada:
Person in Charge:
Personne Responsible:
Pessoa Encarregada:

Cierre del Proceso:
Closure of Proceedings:
Clôture des Procedures:
Fechamento do Processo:

Notas Adicionales/Additional Notes/Notes Supplémentaires/Notas Adicionais:

COOPERATION AGREEMENT
BETWEEN
THE GENERAL SECRETARIAT OF THE ORGANIZATION OF AMERICAN STATES
AND
THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
FOR THE EXECUTION OF A SEED GRANT SPONSORED BY THE INTER-AMERICAN TEACHER EDUCATION NETWORK (ITEN)

THE PARTIES TO THIS COOPERATION AGREEMENT, the General Secretariat of the Organization of American States (hereinafter "GS/OAS") a public international organization, with headquarters at 1889 F Street NW, Washington, DC, 20006, through its Department of Human Development, Education and Employment (hereinafter "DHDEE") of the Executive Secretariat for Integral Development, represented by Ms. Kim Osborne, Executive Secretary for Integral Development, and The Florida International University Board of Trustees (hereinafter "FIU"), a legal Florida public university, located at 11200 SW 8th St., Miami, FL 33199, represented by Robert M. Gutierrez, Assistant Vice President for Research.

CONSIDERING:

That the Inter-American Teacher Education Network (ITEN) is an initiative of DHDEE, whose mission is to contribute to the improvement of the quality of education in the Americas through the promotion of the exchange of knowledge, capacity-building, and technical assistance for teachers, ministries of education, and teacher formation centers within the Member States of the Organization of American States (OAS);

That ITEN supports all of the objectives of the Inter-American Education Agenda (IEA), available at https://www.oas.org/en/media_center/press_release.asp?sCodigo=E-007/17, adopted in 2017 by the Ministers of Education of the OAS Member States, that proposes to strengthen education in the region in the following three priority areas: (1) quality, inclusive, and equitable education; (2) strengthening of the teaching profession; and (3) comprehensive early childhood care, (see OEA/Ser.K/V.12.1, CIDI/RME/doc.6/17 rev. 1), and that ITEN received the mandate to specifically address the second pillar of the IEA;

That there is a need to improve teacher education in the teaching of science, technology, engineering, and mathematics (STEM) in the region, and that the quality of teacher education in those areas should be integrated into a complete system that fosters collaborative problem-solving, the reason for which ITEN has created virtual tools and organizes in-person seminars that facilitate the exchange of ideas and strategies among professional specialists in STEM teacher education;

That one of the mechanisms used by ITEN for system change within and among educational systems are Seed Grants, funds awarded to ministries of education or other teacher education institutions that are committed to implementing changes in programs or policies in STEM teacher education that are derived from possible solutions developed within the ITEN community;

That FIU has expressed its interest to execute a project funded by ITEN's Seed Grant within the United States and to share findings and achievements from said project with the ITEN community; and

That the GS/OAS is the central permanent organ of the OAS and is authorized to carry out relations of cooperation in accordance with Article 112(h) of the Charter and OAS General Assembly Resolution AG/RES. 57 (I-O/71),

HAVE AGREED to enter into this Cooperation Agreement (hereinafter "Agreement"),

ARTICLE I
PURPOSE

1.1 The purpose of this Agreement is to establish a regulatory framework with respect to the execution of the Project "Hurricane Engineering for STEM Teachers", a training workshop which aims to provide professional development for teachers in order to improve students' scientific and academic literacy skills through inquiry-based instruction (hereinafter the "Project") on the part of FIU, and funded by ITEN's Seed Grant, in accordance with the Project Proposal which forms an integral part of this Agreement as Annex II.

ARTICLE II
RESPONSIBILITIES OF FIU

2.1 FIU shall be responsible for executing the Project with the Contribution received from the GS/OAS pursuant to article 3.2 of this Agreement, and in accordance with the Project Proposal and the timeline as set forth therein.

2.2 FIU shall administer this Agreement in accordance with its norms and procedures. FIU will maintain financial records of all expenditures of funds provided under this Agreement in accordance with its usual accounting practices. The GS/OAS reserves the right to audit all such financial records, which must be maintained for at least 6 years after the final disbursement of funds.

2.3 FIU will provide a technical-financial final report within thirty (30) days of the expiration or termination of this Agreement, in accordance with article 9.5 (i.e., conclusion) , including a brief description of activities, primary outcomes (considering the results and products as described in the Project Proposal), lessons learned, a follow-up action plan, and an evaluation and recommendations for improvement.

2.4 FIU will publicly share what was developed during the execution of the Project, in the manner determined by the GS/OAS and FIU, which could be through the presentation of the outcomes at an ITEN Annual Seminar (such as a plenary presentation, poster, or round-table discussion), contribution to an ITEN Seminar publication, or through leading a public webinar hosted by ITEN.

2.5 FIU will complete a follow up survey with the Seed Grant Coordinator approximately twelve (12) months after the expiration or termination of this Agreement.

2.6 FIU shall reimburse the GS/OAS the full amount of the Contribution received from the GS/OAS pursuant to article 3.2 of the present Agreement should it fail to execute the Project in accordance with the Project Proposal, this Agreement and its Annexes. The reimbursement shall be carried out by means of a bank transfer or a deposit to the bank account indicated by the GS/OAS's Seed Grant Coordinator identified in article 4.1 of this Agreement and in accordance with the provisions of Section C of Annex I.

2.7 Upon the expiration or termination of this Agreement, FIU shall reimburse to the GS/OAS that portion of the financial Contribution that has not been spent. The reimbursement shall be carried out by means of a bank transfer or a deposit to the bank account indicated by the GS/OAS's Seed Grant Coordinator identified in article 4.1 of this Agreement and technical-final report and shall be paid no later than the due date for the presentation of the technical-financial final report.

2.8 FIU accepts that any reduction in the financial resources of the Contribution with respect to the budget in Annex II of this Agreement, arising as a consequence from a devaluation of the currency in which the Contribution is made shall be assumed by the Project or shall be covered directly by FIU.

2.9 FIU warrants that neither it, its parent entities nor subsidiaries or affiliated entities (if any) is engaged in any practice inconsistent with international human rights laws and standards that prevent child labor, sexual exploitation and trafficking in human beings. FIU shall take all appropriate measures to prevent its personnel from engaging in sexual exploitation, child labor and trafficking in human beings.

ARTICLE III
RESPONSIBLITIES OF THE GS/OAS

3.1 The Seed Grant Coordinator appointed by the GS/OAS pursuant to article 4.1 is responsible to cooperate with FIU in all matters necessary for the optimal execution of the Project in order to achieve its vision and goals. For this purpose, the Seed Grant Coordinator shall communicate with the Project team at least on a monthly basis before the major events of the Project take place.

3.2 The GS/OAS shall provide to FIU the sum of ten thousand United Sates Dollars (USD $10,000) (hereinafter the "Contribution") to be deposited to the account specified by the FIU Coordinator identified in article 4.2 of this Agreement in the manner provided in the Disbursement Terms and Conditions which forms an integral part of this Agreement as Annex I. The budget contained in the Project Proposal, which forms an integral part of this Agreement as Annex II, shall express the amounts of the Contribution in the same currency in which the Contribution is made.

ARTICLE IV
COORDINATION AND NOTICE

4.1 Within the GS/OAS, the dependency responsible for coordinating GS/OAS activities under this Agreement is the Department of Human Development, Education and Employment (DHDEE) and the Seed Grant Coordinator is Ms. Rebecca Vieyra, ITEN Specialist. Notifications and communications should be directed to the Coordinator at the following street address and electronic mail:

The General Secretariat of the Organization of American States
Rebecca Vieyra
ITEN Specialist
Department of Human Development, Education and Employment
1889 F Street, N.W.
Washington, D.C. 20006
United States of America
Tel: +1 202 370 4708
Electronic Mail: rvieyra@oas.org

4.2 The dependency responsible within FIU for coordinating the activities of FIU under this Agreement is the Extreme Events Institute and the Coordinator is Mr. Erik Salna, Associate Director for Education and Outreach. Notifications and communications should be directed to the Coordinator at the following street address, and electronic mail.

Florida International University
International Hurricane Research Center
Extreme Events Institute, *an FIU Preeminent Program*
11200 SW 8th Street, AHC5 227
Miami, FL 33199
Tel: +1 305 348 1146
Electronic Mail: esalna@fiu.edu

4.3 All communications and notifications under this Agreement will be validly made only when they are sent by mail or electronic mail and addressed to the Coordinators whose names are set out by the Parties to the addresses indicated in articles 4.1 and 4.2 of this Agreement. When communications and notifications are transmitted by e-mail, they shall be valid as long as they are made directly from the e-mail address of the Coordinator of one Party to the e-mail address of the Coordinator of the other Party.

4.4 Either Party may change the responsible unit, the designated coordinator, the indicated address, telephone, fax, or email, by notifying the other Party in writing.

ARTICLE V
CIVIL RESPONSIBILITY

5.1 FIU assumes full legal responsibility for the Project to the extent permitted by applicable law, including all liability for any damages or claims arising from it and agrees to hold the GS/OAS and its staff members harmless from such damages and claims.

ARTICLE VI
INTELLECTUAL PROPERTY

6.1. The use of the OAS logo by FIU, regardless of its purpose, shall be previously authorized in written by the GS/OAS. The GS/OAS shall have the right to revoke the permission of such use at any time.

6.2. The Parties agree and understand that the GS/OAS shall have the right to use, copy, distribute, reproduce and publish the lesson plans and work produced under this Agreement, and to create any derivative work from it (including, but not limited to, translations of the lesson plans).

ARTICLE VII
PRIVILEGES AND IMMUNITIES

7.1 Nothing in the terms and conditions set forth in this Agreement shall constitute an express or implied waiver of the privileges and immunities granted to the GS/OAS pursuant to the International Organizations Immunities Act (22 U.S. Code §288 et seq.), the Headquarters Agreement between the U.S. Government and the GS/OAS, signed the 14 May 1992, and the OAS Charter. Nothing in the terms and conditions set forth in this Agreement shall constitute an express or implied waiver of the privileges and immunities granted to FIU pursuant to Florida and United States law.

ARTICLE VIII
DISPUTE RESOLUTION

8.1 Any dispute or complaint that may arise in conjunction with the application or interpretation of this Agreement, or the execution of the Project, shall be settled by direct negotiations between the Parties. If the Parties are unable to reach a mutually satisfactory solution, they shall submit their differences to arbitration pursuant to the Arbitration Rules of the United Nations Commission on International Trade Law ("UNCITRAL") currently in effect. The place of arbitration shall be Washington, D.C., U.S.A. The language in the proceedings shall be English, unless the Parties agree otherwise. The three arbitrators or, as the case may be, the one arbitrator shall decide the dispute as *amiable compositeur* or *ex aequo et bono*. The arbitrator's decision shall be final, binding and not subject to appeal.

8.2 The law applicable to the arbitration proceedings and to this Agreement shall be the law of the District of Columbia, U.S.A.

ARTICLE IX
GENERAL PROVISIONS

9.1 The Parties agree to observe the highest ethical standards and administrative transparency in all actions and activities relate to this Agreement. In addition, the GS/OAS, to the extent applicable and without prejudice to its privileges and immunities referred to in Article VII, and FIU, to the extent applicable and without prejudice to its privileges and immunities as a public instrumentality of the State of Florida, agree to comply with the provisions of the Inter-American Convention Against Corruption and with the applicable norms of the United States of America. Failure to comply with this provision shall constitute grounds for anticipatory termination of this Agreement, pursuant to article 9.5.

9.2 Nothing in this Agreement shall be construed as creating between the Parties employment or commercial relations of any kind, nor does the GS/OAS assume any civil, contractual or non-contractual liability in connection with this Agreement and the activities carried out hereunder. The GS/OAS is not responsible for providing social security, workmen's compensation, health, accident and life insurance, vacation leave, sick leave, or any other such emoluments for FIU and its employees under this Agreement. FIU is solely responsible for providing those benefits, and the Parties have agreed upon the Contribution hereunder to enable FIU to satisfy that responsibility. FIU does not legally represent GS/OAS, shall not hold itself out as having such powers of representation, shall not sign commitments binding GS/OAS.

9.3 Modifications to this Agreement may only be made by mutual agreement in writing by the duly authorized representatives of the Parties. The instruments in which the modifications are set out shall be attached as annexes to this Agreement and shall form part hereof.

9.4 This Agreement shall enter into force upon signature by the duly authorized representatives of the Parties and shall remain in force throughout the execution of this Project until the **31st day of August of 2021** However, the Parties may extend the duration of this Agreement by mutual written consent expressed by their duly authorized representatives.

9.5 This Agreement may be terminated by mutual consent or by either of the Parties by written notice from one to the other with not less than thirty (30) days' notice. Notwithstanding the termination of this Agreement, the activities planned that have been duly financed shall be continued to completion, unless the Parties mutually decide otherwise. Termination shall not give any right to compensation except for compensation for work completed and non-cancelable commitments entered into by FIU in furtherance of this Agreement prior to receipt of the notice of termination.

GS/OAS may, at its sole discretion, immediately terminate this Agreement for cause, and FIU shall reimburse the GS/OAS the full amount of the Contribution pursuant to article 2.7 of this Agreement. Cause includes, but is not limited to, failure to complete the Project in accordance with the provisions of this Agreement and its Annexes.

9.6 Articles V, VI, and VII shall survive the expiry or the termination of this Agreement.

IN WITNESS WHEREOF, the undersigned, being duly authorized, have signed this Agreement in on the date and at the place indicated below:

FOR THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES
on behalf of Florida International University

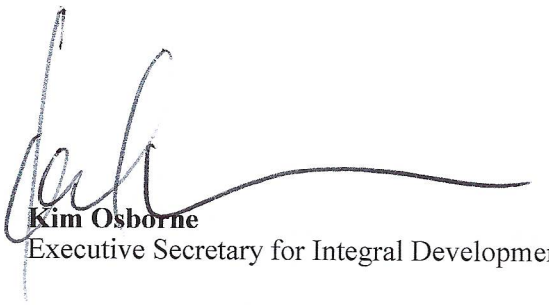
Roberto M. Gutierrez
Assistant Vice President for Research

kai

Place: Miami, FL, USA

Date: January 19, 2021

FOR THE GENERAL SECRETARIAT OF THE ORGANIZATION OF AMERICAN STATES:



Kim Osborne
Executive Secretary for Integral Development

Place: Washington, D.C., USA.

Date: January 15, 2021

SEED GRANT COOPERATION AGREEMENT
ANNEX I: DISBURSEMENT TERMS AND CONDITIONS

This Annex establishes the terms and conditions under which the ITEN Seed Grant will be disbursed by the **General Secretariat of the Organization of American States (**hereinafter **"GS/OAS")**, to The Florida International University Board of Trustees, here described as FIU.

Funds will be disbursed in two installments under the following conditions:

A) **First installment**

i. The first installment shall be disbursed within thirty (30) days of receipt by the GS/OAS of an electronic copy of the Cooperation Agreement and Annex I, properly signed by the authorized representatives of both Parties and the proper receipt of an invoice in institutional letterhead addressed to the Department of Human Development, Education and Employment (DHDEE), and the Seed Grant Coordinator identified in article 4.1. of the Agreement;

ii. The first installment will represent 50% of the total amount of $10,000.00 to be funded by the GS/OAS;

iii. The first installment will be deposited by the GS/OAS in the bank account provided by the FIU in their Vendor Form.

B) Second and final installment

i. The second installment shall be deposited by the GS/OAS within thirty (30) days of final approval of proofs presented by FIU described in Item B (ii-g) of this Annex and an invoice in institutional letterhead addressed to the DHDEE, and the Seed Grant Coordinator identified in article 4.1 of the Agreement.

ii. The second installment shall be disbursed by the GS/OAS to FIU upon satisfactory presentation of the following documents, as stated in the Project Work Plan and Budget of the Project Proposal and contained within Annex II of this Agreement:

   a. A quote or invoice for equipment/supplies related to kits to be distributed to 25 teachers attending workshop;

   b. A quote or invoice for 25 Resource Books along with brief explanation for how the value of book for teachers;

   c. A document containing the place, schedule and outline of the activities to be presented at workshop

   d. List with names of 25 teachers nominated to participate in workshop

iii. The second installment will represent the remaining 50% of the total amount to be funded by the GS/OAS;

iv. The second installment will be deposited by the GS/OAS in the bank account provided by the FIU in their Vendor Form;

C) Execution and Final Product:

i. FIU shall present to the Seed Grant Coordinator identified in article 4.1 of the Agreement a certificate for each of the 25 participating teachers, stating their completion of the 3-day Hurricane Engineering for STEM Teachers workshop, and the teacher's signature confirming that they have received the USD 300.00 stipend as listed in the Project Work Plan and Budget of the Project Proposal and contained within Annex II of this Agreement;

ii. In the event that the execution of the project and the delivery of its final products do not follow the plan and conditions stated in this Agreement and its Annexes, the FIU shall return to the GS/OAS all amount disbursed in the form of a Seed Grant;

iii. The return of funds shall be executed by the FIU within thirty (30) days of receiving notice from the GS/OAS, and according to instructions provided by the Organization; and

iv. In the event the funds are not returned, the FIU may be prevented from participating in future ITEN and/or GS/OAS related activities.

ITEN Seed Grant Application Form

Dear Applicant,

Greetings from the ITEN team.

Please read the following instructions carefully before starting you application.

In order to be considered for an ITEN Seed Grant, we request that you complete this application form and submit it along with the required documents listed below. You should be able to upload the documents within this application. If, for some reason you are not able to upload the documents, please save the completed version of this application form as a PDF and submit it along with the other required documents to Patricia Moraes at pmoraes@oas.org with the subject line: [INSTITUTION NAME] - ITEN SEED GRANT APPLICATION & REQUIRED DOCUMENTS.

a. APPLICATION FORM -- Fill out the entire form below.

b. CURRICULUM VITAE -- (only for participants not currently in an ITEN Project Team)

c. PROJECT TIMELINE & BUDGET PLAN – Please use the template in the link below. Download file as an Excel spreadsheet, save to your computer, and upload the completed document under section titled "Project Timeline & Budget Plan" of this application. [shorturl.at/DFGKZ]

d. LOGIC MODEL -- Please use the template in the following link: [shorturl.at/uvM26]

This application and all documents related documents must be submitted no later than JUNE 30, 2020. If you experience any problems with the application, links or related files, OR, if you have any questions or concerns regarding the application process, contact ITEN Grants & Events Coordinator Patricia Moraes, at pmoraes@oas.org with the subject line: QUESTIONS – ITEN SEED GRANT APPLICATION.

Best of luck,
The ITEN Team

PROPOSAL SUMMARY: Provide a brief summary of your Seed Grant project proposal, including the problem it aims to address, activities to be executed, intended outcomes and potential partners (500 characters max). *

Students lack the scientific and academic literacy skills necessary to think critically, make informed decisions, and solve problems related to science and STEM. To address this problem, the project team will aim to utilize a blend of created and established methodology. We will focus on providing exemplary STEM Education learning experiences for students with disciplinary literacy embedded. Learning experiences will target the decline of the real-world, workforce prepared students by encouraging practices used by scientists, engineers, and mathematicians. This will result in citizens that are better prepared to solve the complex problems of future generations.
Through a group effort, the ITEN Project Team will work towards developing and providing professional development for teachers to improve students' scientific and academic literacy skills through engaging in inquiry-based instruction.
As a complement to the ITEN Project Team work, twenty-five teachers from the Miami-Dade School District will be invited to participate in a 3-day Hurricane Engineering for STEM Teachers training workshop and apply the new professional development and teaching methodology to the specific content of hurricane science, mitigation and preparedness. Teachers will also learn about the operation and research of the FIU Wall of Wind, capable of replicating Category 5 hurricane conditions. Interrelated disciplines such as meteorology, engineering and physical science will be incorporated and participants will investigate science and engineering principles and apply critical thinking skills towards the development of testable models. Teachers will be provided a teaching take-away kit for in-class instruction at their schools. All teachers will receive 18 in-service (master-plan professional development points) and be provided access to FIU's resources, including a facility tour of the FIU Wall of Wind.

INSTITUTION: Please provide the name of the applying institution, official address and a brief description of the institution: mission, main stakeholders (teachers, students, policy makers, etc.), and primary activities. *

The Extreme Events Institute and International Hurricane Research Center at Florida International University, 11200 SW 8th Street, Miami, FL 33199
The Extreme Events Institute and International Hurricane Research Center are transdisciplinary in its approach to understanding emergencies, disasters, and catastrophes. In practice this involves researchers from engineering, the earth and atmospheric sciences, public health, business administration, computer science, economics, political science, and others. This has enabled a flexible team-building approach to research on hazards, exposures, vulnerabilities, and risk. The International Hurricane Research Center is also a US NOAA Weather-Ready Nation Ambassador, working to make our community ready, responsive and resilient.
Florida International University is a student-centered public research university that is committed to learning, research, entrepreneurship, innovation, and creativity so that graduates are prepared to succeed in a global market. Florida International University is recognized as an "R1: Doctoral Universities - Highest Research Activity" classification by the Carnegie Institute and as a Carnegie Community Engaged university. FIU is a majority-minority institution with a very diverse (predominantly Hispanic) student body. Part of the 12-member State University System of Florida, FIU ranks as the 4th largest public university by enrollment in the nation, with over 55,000 students.

COUNTRY: Country where institution is located *

USA

INSTITUTIONAL OFFICIAL: Name, Title, and E-mail Address of Institution Representative responsible for signing Seed Grant Cooperation Agreement

TBD

CONTACT INFORMATION OF APPLICANT: Name, Title, and E-mail Address of Institution Representative responsible for this application *

Erik Salna, Associate Director for Education and Outreach, Extreme Events Institute, Florida International University, esalna@fiu.edu

CV: Curriculum Vitae of Institution Representative responsible for this application

SALNA_CV_06-3...

ADDITIONAL PARTICIPANTS: Who else will be involved in this Seed Grant project from your institution or your country? Briefly identify them by name, title, and role on the project.

PARTNERS (if applicable): Please identify any additional partners who will be involved in the proposed activities of this Seed Grant and their respective roles on the project.

Gina Sese, PhD-ABD, STEM Liaison/Cambridge Educator, Maritime and Science Technology Academy, Key Biscayne, FL
Miami-Dade County Schools teacher Gina Sese will assist Erik Salna with the Hurricane Engineering for STEM Teachers workshop.

Seed Grant Project Proposal

All questions in this section refer to the project proposal to be financed by the ITEN Seed Grant. If this proposal seeks to finance a portion of a larger project that is receiving financing form other institutions, please indicate so on your application and identify which activities will be financed by the Seed Grant directly and why additional funding is required.

PROBLEM STATEMENT: What problem or issue in STEM teacher education does this project propose to solve for the participating institutions? (500 characters max) *

Students lack the scientific and academic literacy skills necessary to think critically, make informed decisions, and solve problems related to science and STEM. To address this problem, the project team will utilize a blend of created and established methodologies. We will focus on providing exemplary STEM Education learning experiences for students with disciplinary literacy embedded. Learning experiences will target the decline of real-world, workforce-prepared students by encouraging practices used by scientists, engineers, and mathematicians. Interrelated disciplines such as meteorology and physical science will be incorporated to highlight preparedness for hurricane hazard events. This will result in citizens who are better prepared to solve the complex problems of future generations.

GOALS: What is the concrete objective/s of the project to be financed by this Seed Grant? (500 characters max) *

To develop students' scientific and academic literacy skills by engaging in inquiry-based instruction. The new professional development modules geared towards explaining teaching strategies to develop critical thinking and knowledge in the scientific field will be used to teach educators how to push students towards a deep understanding of scientific content
As a complement to the ITEN Project Team work, twenty-five teachers from the Miami-Dade School District will be invited to participate in a 3-day Hurricane Engineering for STEM Teachers training workshop and apply the new professional development modules and teaching methodology to the specific content of hurricane science, mitigation and preparedness. Teachers will also learn about the operation and research of the FIU Wall of Wind, capable of replicating Category 5 hurricane conditions. Interrelated disciplines such as meteorology, engineering and physical science will be incorporated and participants will investigate science and engineering principles and apply critical thinking skills towards the development of testable models. Instructional materials and hands-on activities will be provided to support the learning and the tools needed to replicate any and all of the workshop's lectures and activities will be shared. Teachers will be provided a teaching take-away kit for in-class instruction at their schools. All teachers will receive 18 in-service (master-plan professional development points) and be provided access to FIU's resources, including a facility tour of the FIU Wall of Wind.

MEASURING FOR SUCCESS: What measurement or metric will you use to determine if your Seed Grant has achieved its objective? (500 characters max) *

We will share pre and or post surveys/questions with the workshop attendees to measure learning and success of the Hurricane Engineering for STEM Teachers training workshop.

TEACHER PERSPECTIVE: Please explain the proposed project plans to incorporate the perspectives of Teacher Educators and Classroom Teacher?

As a group the ITEN Project Team is working to apply the experiences, visions, and intelligence of each member. With a total of six classroom teachers making up a large portion of the team, we have the combined efforts of differently structured classrooms guiding our development and application. Considering that the structured model will be a skeleton outline, the educator will have the luxury of picking and choosing the appropriate resource to implement in her/his classroom. This gives classroom teachers the opportunity to enhance their STEM education practices while still maintaining autonomy in the classroom.

ADDITIONAL FUNDING: Is this proposal a part of a larger project with financing from other institutions? If yes, please explain how this proposal fits within the larger project and identify which activities will be directly financed by this Seed Grant.

LONG TERM IMPACT: Explain how achieving the objectives of this Seed Grant will have a sustained impact over time for the participating institutions and their main stakeholders. (500 characters max) *

The long-term goal of this project is to providing educators with access to professional development that will be applicable to classroom practices and providing resources available to create authentic STEM learning environments in classrooms across the globe.

SHARE OUT: Please explain how you plan to share-out outcome and learnings from this project with the network. Please refer to the call for proposals for examples. (500 characters max) *

Through the ITEN Project Team we plan to engage as many partners in education as possible. Through word of mouth, the teachers utilizing the resources will be able to promote the use of those resources within their districts. The Hurricane Engineering for STEM Teachers professional development workshop will share lesson plans, agendas, hurricane modules, and best practices.

REQUIRED DOCUMENTS

You can find templates for the Logic Model and Project Timeline & Budget in the links above. Please complete documents and upload files below.

PROJECT TIMELINE & BUDGET PLAN: Below, please upload a completed Project Timeline & Budget Plan using the ITEN template in the link below [shorturl.at/DFGKZ]

ITEN_SEED_BUD...

LOGIC MODEL: Below, please upload a completed Logic Model using the ITEN template in the link below: [shorturl.at/uvM26]

Logic Model FIU ...

ADDITIONAL INFORMATION: Please provide any additional information about this Seed Grant proposal that you would like the reviewers to know. *

I have uploaded a draft budget that will be finalized in July through coordination with FIU.

ADDITIONAL DOCUMENTS

This content is neither created nor endorsed by Google.

Google Forms

OAS | ITEN

ITEN Seed Grants

Project Work Plan and Budget

APPLYING INSTITUTION NAME: Florida International University
PROJECT TITLE: Hurricane Engineering for STEM Teachers
EXPECTED PROJECT START DATE: Aug-20
EXPECTED PROJECT END DATE: Aug-21

Project Work Plan and Budget

Expense	Activity related to expense	Activity Timeline/ Due Date	Person Responsible	Total Estimated Cost	Amount Requested to ITEN/OAS (max. US$ 10,000)	In-Cash or In-Kind Contribution by Participating Institutions	Additional Notes
Teacher Stipend	$300 per 25 teachers attending Hurricane Engineering for STEM Teachers	Aug-21	Erik Salna	$ 7,500.00	$ 7,500.00	$ -	This draft budget will be finalized in July, 2020 through coordination with FIU.
Materials and Supplies	For activities for Hurricane Engineering for STEM Teachers	Aug-21	Erik Salna	$ 500.00	$ 500.00	$ -	
Teacher Take-Away Kit	$50 per kit for 25 teachers attending Hurricane Engineering for STEM Teachers	Aug-21	Erik Salna	$ 1,250.00	$ 1,250.00	$ -	
Resource Book	25 Resource Books at $30 each.	Aug-21	Erik Salna	$ 750.00	$ 750.00	$ -	
						$ -	
				$ -	$ -	$ -	
				$ -	$ -		
				$ -	$ -		
				$ -	$ -		
		aug-may		$ -	$ -		
			SUBTOTAL	$ 10,000.00	$ 10,000.00	$ -	
			GRAND TOTAL	$10,000.00	$ 10,000.00	$ -	If cell E82 (amount requested to ITEN/OAS) becomes red, please revise budget proposal and grant requested. This amount should not be greater than USD 10,000.00.

Problem Statement: Students lack the scientific and academic literacy skills necessary to think critically, make informed decisions, and solve problems related to science and STEM. To address this problem, the project team will aim to utilize a blend of created and established methodology, we will focus on providing exemplary STEM Education learning experiences for students with disciplinary literacy embedded. Learning experiences will target the decline of the real-world, workforce prepared students by encouraging practices used by scientists, engineers, and mathematicians. Interrelated disciplines such as meteorology and physical science will be incorporated to highlight preparedness for disastrous weather. This will result in citizens that are better prepared to solve the complex problems of future generations.

Goal: **To develop and provide professional development for teachers to improve students' scientific and academic literacy skills through engaging in inquiry-based instruction.**

Rationale:

The use of real-life scenarios and the science surrounding these occurrences can be a means of generating interest in natural hazards and can serve as a means of educating those who will at one time or another experience these phenomena. Learners who experience natural hazards may develop a greater appreciation for appropriate mitigation strategies and may be more sensitive to sustainable environmental concerns and likely more aware decision-makers in relation to science in weather and associated phenomena.

Inputs:

STEM-related curriculum Development

Explanation:

Develop students' scientific and academic literacy through inquiry-based, STEM-focused science lessons

Activities/Actions:

Non-Professional Development:

Working to implement the scientific methodology for strengthening teaching practices. Focusing on the following academic literacy skills:

- *Pose science-oriented questions*
- *Design and conduct investigations*
- *Think critically, problem-solve, and make decisions*
- *Interpret data and information, sorting relevant from irrelevant formulae, communicate, and evaluate evidence-based explanations*
- *Synthesize new understandings*
- *Apply an understanding of key science concepts and the nature of science*
- *Develop conceptual understanding*

Outputs/Products:

Non-professional Development Avenue

1 Month:
The Project group will outline the needs in their districts/classrooms/etc. to be shared as a common vision to target to enhance scientific and academic literacy.

3 Months:
Establish the method to be used to deliver instruction. Provide skeleton outlines of the method of delivery for ease of input from teacher to teacher. Break down the components of delivery into digestible bites (explain the content delivery strategies and run through mock application scenarios). Gather resources to implement in the classroom that are applicable to the model/method of instruction developed by the team. Develop a method to measure the success of the application.

6 Months:
Trial Implementation across the project teams and districts. Utilizing resources to determine the success of the implementation. Rework issues related to content in the event there are issues, and start to branch out/share with partner institutions, etc.

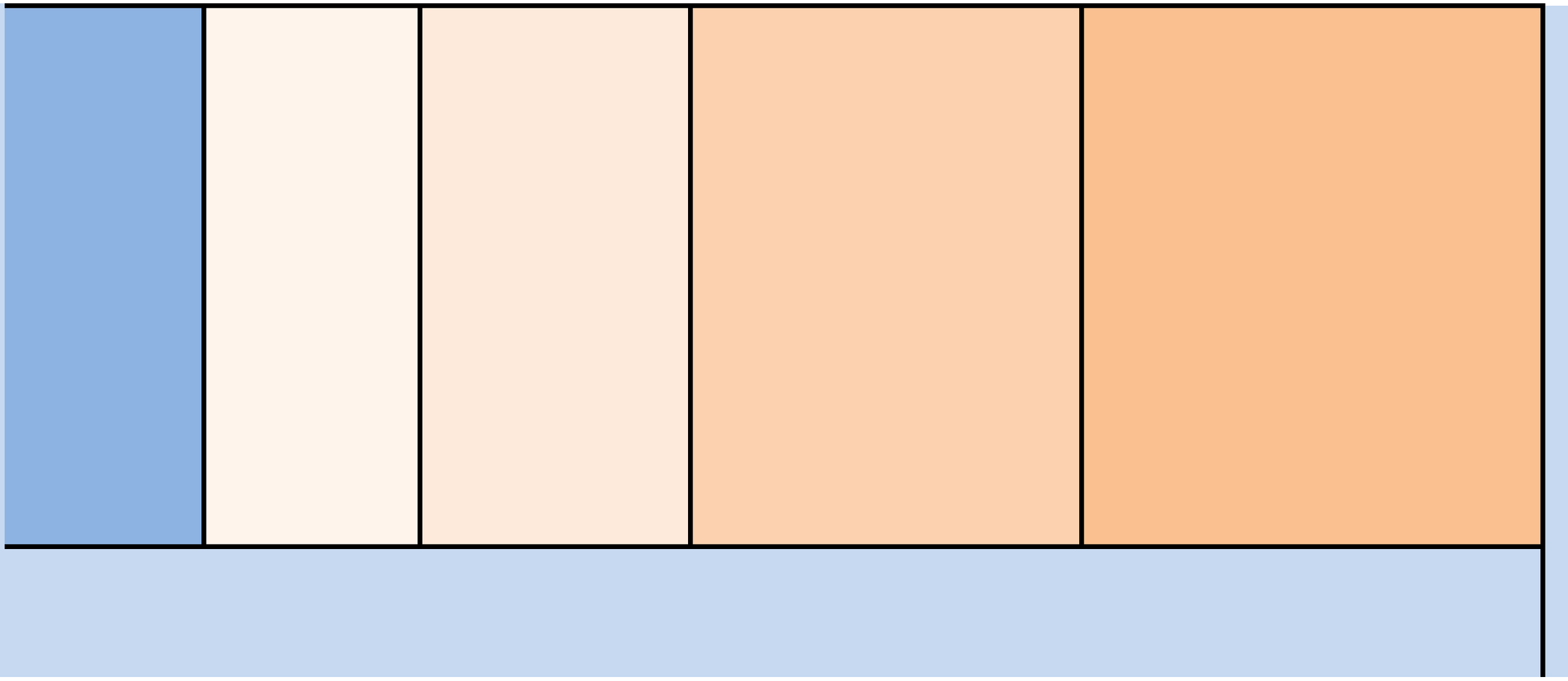
Outcomes:

Short Term: 1 year
Educators across English speaking America and the Caribbean will have access to resources for improved teaching and learning of science surrounding weather and natural hazards.

Medium Term: 2 years
The modules could be translated into Spanish and French for greater reach within the LAC region and beyond.

Long Term: Beyond 2 years
The successful use and impact of this project could inspire the development and production of similar resources for teaching and learning within the region and beyond.

		Methods to tackle these issues include utilizing the: ● *5E Model* ● *IEG Model (will attach the blank document for input with partners as well as rubrics used, syllabus created, etc.)* ● *SWH Model* Professional Development: Utilizing one of the models proposed from the ITEN teams to develop a program to teach educators how to push students towards a deep understanding of scientific content. The professional development will be geared towards explaining teaching strategies to develop critical thinking and understanding in the scientific field. These strategies can spill over into other content areas.	Professional Development Avenue **1 Month:** Work with the ITEN team to write out an outline targeting issues in application, understanding, and strategies to incorporate into the professional development modules. **3 Months:** Build and flesh out lessons for content delivery focusing on how to assist STEM educators to deliver the curriculum in a manner that expands students' understanding of the topic and encourages self-questioning and inquiry. Start to play out the lessons and utilize in mock professional developments within the team. **6 Months:** Have a fully functional, applicable professional development to present to school districts and institutions focusing on the improvement of STEM education in the field.	



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