



## MATHEMATICS EDUCATION TRUST Partnership for Transition to College Readiness Grant

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### **PURPOSE**

This grant supports partnerships between high schools and local higher education entities and to support innovation in 12th grade preparation promoting successful transition to college mathematics.

**SUPPORTED BY:** William and Marjorie Speer Family Fund and NCTM

**GRADES:** High school and higher education faculty partners in support of 12<sup>th</sup> grade students

**GRANT AMOUNT:** Maximum of \$8000 for a high school/higher education team over a two-year period

**DEADLINE:** November 1

### **ELIGIBLE APPLICANTS**

- The application team must consist of at least one high school mathematics teacher and at least one higher education faculty member. Higher education members may be from mathematics, mathematics education, education programs or a combination, and must teach/supervise in the program(s).
- Teams may receive no more than one award administered by the MET. Teams are encouraged to identify and seek additional funding sources.

### **AWARD TYPE:** Organizational

For MET grants, an organization is defined as a school, school district, university, or non-profit mathematics education organization. The primary applicant MAY indicate an organization to administer the finances of the grant when applying for the grant. If the primary applicant chooses to administer the finances of the grant, they are responsible for reporting this award to the IRS on their personal tax return.

### **MEMBERSHIP REQUIREMENT**

At least one of the lead applicants applying for the grant must be a current (on or before the application deadline) Essential or Premium member of NCTM.

### **GENERAL PROPOSAL INFORMATION**

The grant focuses on creating and motivating engaging pathways of success for high school senior students that are intending to attend a higher education institution but who have presently been deemed, by local specific definitional benchmarks as "not YET ready for college gateway mathematics courses." A key element of this grant must be a forward looking perspective designed to help students achieve their goals of being credit-bearing college math ready before attending their first semester, rather than a program that incorporates a backward glance that seeks only to "repair the potholes they

## AWARD APPLICATION INFORMATION

have already experienced in previous years.” Specifically, the grant centers on eliminating a “remedial approach” to prepare for transition from high school to college and focuses on preparing students for what is to come. The grant is not to be used for students who are in an advanced placement situation or who are already identified as in a position of college readiness in their mathematics. Eligible participating students are those entering their high school senior year and/or rising college freshmen.

### PROPOSAL COMPONENTS

Use the components below to outline your proposal. Use the rubric to check that you have met the criteria for the grant before submitting your proposal.

#### I. Proposal Plan (Three pages maximum; single-space, 12 Font, 1-inch margin)

- Describe the nature of the existing relationship between local high schools and higher education Institutions, the targeted students, and the expected overall goal for the partnership.
- Describe the selection process and criteria to be used to identify students who are not yet ready for “college gateway mathematics”. College gateway mathematics courses are college-level credit-bearing courses.
- Identify measurable barriers to successful transition from high school to college math to be solved and then propose solutions to overcome those barriers.
- Outline the planned mathematical content and the project’s proposed effective teaching practices that support student learning and transition from high school to college mathematics.
- Include a timeline for the development and implementation of the transition plan.
- Explain how the plan will be evaluated to assess the impact of the proposed project on the targeted students’ learning, mindset and attainment of the status of “ready for college gateway mathematics.”

#### II. Budget (Two pages maximum; table format)

- No indirect costs of any kind are allowed.
- Include an itemized budget in line-item table format, indicating how the funds will be used.
- If the total budget for a proposed project is greater than the grant maximum, indicate clearly what the grant funds will cover and what additional funding sources are available to complete the total budget.

#### III. Background and Experience

Provide one-page maximum vitae (outline format preferred) for the two primary applicants that include:

- Formal education: include institution, type of degree, major, minor, and date each degree was granted.
- Teaching experience related to this grant proposal, the school(s) where you teach and/or have taught, teaching assignments, and other pertinent information, such as continuing education and professional activities.

#### IV. Letters of Support from Supervisors

Provide letters of support for the project (one-page maximum) from the supervisors of the two primary applicants (department chair, division chair, or dean for the Higher Education partner; principal for the High School partner) that:

- Must be on official school letterhead and signed by the administrator.

## AWARD APPLICATION INFORMATION

- Confirm the applicants' teaching status, demonstrate strong support for the proposal, and confirm the applicants' ability to accomplish it.

### REPORTING REQUIREMENTS

Awardees are required to submit a brief final report (two single-spaced pages maximum).

The report should include:

- an itemized report of all expenses with receipts,
- a narrative of efforts to determine if and how many students have completed a motivating and engaging pathway of success for senior students who intend to go to a higher education institution, and if they have been accepted into a credit-bearing college mathematics course.

### AWARD PAYMENT SCHEDULE AND REPORTS

- Award notifications will be made by early February to allow for planning during spring and summer, and then for implementation throughout the subsequent academic year.
- Upon submitting the required paperwork to NCTM MET, two-thirds of the approved budget, not exceeding \$5333, will be paid.
- An interim report is due the following February (two single-spaced pages maximum) detailing progress with the plan, any changes to your plans, and an itemized list of expenses to date.
- A final report (two single-spaced pages maximum) is due in December of the same year.
- Upon submitting the final report, the balance of the award is paid.