

Fostering Support of Mathematics Learning in Multilingual Classrooms
Funded by TODOS and NCTM

A School In-Service Grant
Pre-K–5, 6–8, 9–12

TODOS—Mathematics for All has as one of its goals “to advance educators’ knowledge and ability that lead to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics.”

The purpose of this grant is to provide financial assistance to pre-K–12 schools for in-service to increase understanding and expertise in fostering support of multi-language development when teaching mathematics. The proposed project must **explicitly support the implementation of equitable and rigorous mathematics teaching that incorporates students’ languages and cultures in their learning of mathematics**. To this end, the proposed project should specifically address—

- the development of classroom materials with a consultant. The consultant must have expertise in both teaching mathematics and teaching language.

AND/OR

- the purchase of materials to implement professional learning with educators towards the above stated goal.

For 2018–2019, one grant of a maximum of \$4,000 will be awarded to a school. Costs may include honoraria and expenses for consultants, materials, substitute time during the school day, teacher stipend after the school day, and conference or workshop registrations. No funds may be used for staff travel or equipment. While this grant does not fund the purchase of technology equipment, proposals including professional development involving the use of technology to enhance student learning are encouraged. Indirect costs are not allowed. Proposals must clearly communicate the need your project aims to address. To support this, proposals should include school-specific data (e.g. context, demographics, academic mathematics performance, access to professional development) related to the goals of the grant. Additionally, proposals need to describe the scope of your plan that should include the mathematics content focus, number of teachers and students impacted, expected outcomes, assessment plan, other contributing sources of funding and distribution of costs. See Proposal Requirement checklist.

The applicant must have at least one current (on or before October 12, 2018) [Essential](#) or [Premium](#) member of NCTM or teach at a school with a current (on or before October 12, 2018) [NCTM Pre-K-8 school membership](#). Additionally, the applicant must have at least one current (on or before October 12, 2018) member of TODOS.

No school may receive more than one award administered by the Mathematics Education Trust in the same academic year. Past recipients of this grant are not eligible to reapply. Activities are to be completed between June 1, 2019 and May 31, 2020.

Interested schools are invited to submit a proposal. The 2018–2019 Proposal Cover Form must

be completed and serve as the top page of each copy of the proposal. The proposal must be typewritten, double-spaced, and single-sided (please organize as outlined below), with margins of at least one inch on 8.5" x 11" paper. Font size must be no smaller than 12-point Times Roman and the width between characters should be normal (100%). The proposal is to be submitted electronically to met-todosgrant@todos-math.org by 11:59PM PST on November 2, 2018. **No mailed or faxed copies will be accepted. Duplicate or revised applications will not be considered.**

View the [scoring](#) rubric. This rubric is used by reviewers to rate proposals and determine which proposals will be selected for funding.

Proposal Requirement

- I.** Proposal Cover Form (Microsoft Word)
- Complete all requested information.
 - Identify an NCTM or a TODOS member as the primary applicant.
 - Include the name and member number of the NCTM member and the name of the TODOS member. This can be the same person or two different people. If it's two different people, both must be listed as applicants.
 - Sign the proposal form.

II. Proposal (3 pages maximum)

Need and Context

- Clearly communicate the rationale for your project aligned with the purposes of this grant (i.e., supporting mathematics teaching that integrates culture and language). What needs (and why) are you aiming to address?
- Provide school-specific data relevant to the needs and goals of your project (e.g., urban/rural/suburban context, demographics, academic mathematics performance, access to professional development).

Plan

- Describe the proposed goals and related action plan for the project including the staff development plan, mathematics content focus, the role of culture and language in teaching mathematics, the number of teachers and students affected, and its impact on performance.
- Describe how the project's specific professional development plan will meet the identified needs.

Outcome

- Describe the anticipated impact on project teachers and the assessment plan to measure impact on project teachers. In other words, how will you gauge success?
- Describe how you expect to assess the project's impact on students' learning of mathematics content.

III. Budget (1 page maximum)

- Submit an itemized budget, presented in line-item table format with justification for each line item.
 - 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 might be available to complete the total budget.*
- Acceptable use of funds include the following: honoraria and expenses for consultants, materials, substitutes, and conference or workshop registrations.
- Unacceptable use of funds include the following: staff travel, purchase of equipment, or purchase of technology.

No Indirect Costs are allowed on the funds.

IV. Background and Experience

- Submit a résumé in outline form, one-page maximum per applicant.
- List teaching assignments, pertinent information regarding current professional activities, and teaching experience related to this grant proposal.

V. Letter of Support from Principal

Submit a letter, one-page maximum, which must—

- Be written on official school stationery.
- Confirm the teaching status of the applicants.
- Indicate strong support for the proposal and the school's ability to accomplish it, including administrative commitment (e.g., funds, time, space, resources, etc.). This is not a letter of recommendation for the applicant.
- Be signed by the principal.

VI. Final Report Requirements

- Awardees will be required to submit a brief report (two to three double-spaced pages) and an itemized report of expenses.
- Three-fourths of the approved budget will be paid at the beginning of the project. The remainder will be paid on receipt of a final report and verified expenses (with receipts).

The Mathematics Education Trust was established by the National Council of Teachers of Mathematics.

