

Re-Thinking Pre-College Math (RPM) Project Details

Overview:

This project builds on and extends the successes of and lessons learned from the [Transition Math Project \(TMP\)](#), including the College Readiness Mathematics Standards as a central foundation, shifting the focus of the intervention from high schools to the pre-college math programs in Washington community and technical colleges. Long-term the project is designed to increase student completion in pre-college math courses (both Adult Basic Education and Developmental Math levels) and student success in college-level math courses; over the three-year term of the grant those long-term goals are addressed through and assessed primarily by supporting college math departments in a focused effort to improve core educational practices in their pre-college mathematics programs.

Grant Duration: 29 months: April 2010 through September 2012 (in 3 phases: Apr.-Aug. 2010, Sept. 2010-Aug. 2011, and Sept. 2011-Aug. 2012)

Amount: up to \$120,000 total per college: up to \$20,000 for Apr.-Aug. 2010, up to \$50,000 for Sept. 2010-Aug. 2011 and up to \$50,000 for Sept. 2011-Aug. 2012.

Expectations of Participating Colleges:

The overall project goal is to develop and support a coalition of colleges willing to commit as institutions to increasing student achievement in college-level math courses by improving student success in and progress through their pre-college math experience. To achieve this goal participating colleges are being asked to address core areas of educational practice: **what math is being taught** (*restructuring/redefining the curriculum*), **how it is being taught** (*emphasizing student understanding and engagement*), and **how it is being assessed** (*refining diagnostic and classroom-based assessments*). Some examples of promising approaches within these core areas of practice include:

- *Curriculum Restructuring:* Alternative course pathways to college-level math, accelerated and transition programs for students from ABE and/or developmental math courses to college-level courses (summer bridge offerings, standards-based modules, integrating focus on College Readiness Math Standards attributes, organizing curriculum around core concepts and math applications, integrating learning and study skills with math courses, etc.)
- *Instructional Approaches:* Incorporate standards- and evidence-based instructional approaches across the program that increase student engagement and deepen mathematical understanding; problem- or project-based learning; [complex instruction](#); etc.
- *Assessment:* Develop and improve use of diagnostic, formative and summative math assessments across the program; build faculty understanding of and skills in the use of rich tasks and classroom-based assessment approaches; incorporate qualitative approaches to understanding student perspectives on and sense-making in mathematics (e.g., interviews, focus groups)

Participating colleges will be expected to demonstrate clear and visible department-wide and institutional commitment to the project and engage math faculty around key issues of mathematics instruction (including an explicit emphasis on involving adjunct/part-time faculty in the work). Colleges will also support cross-campus connections and sharing of practice within the project and across the system. Specifically, participating local projects will be expected to:

- Use principles and standards for high quality mathematics education to guide departmental-based implementation plans focused on core areas of educational practice (curricular restructuring, instructional practices, and assessment (diagnostic formative and summative);

- Ensure a consistent focus on the TMP College Readiness Standards, TMP resources and products, and the RPM project's core elements and suggested developmental course restructuring strategies;
- Participate in activities and resource-sharing across local projects and with other mathematics initiatives to extend the reach and scope of RPM;
- Utilize technical support and assistance provided by the Washington Center and by other program-supported state and national resource providers and experts;
- Contribute to and promote an electronic clearinghouse of resource materials and lessons learned that support quality mathematics education;
- Develop a sustainability plan that addresses how the work begun in the project will continue after the grant expires;
- Participate in project-wide data collection and analysis for the purposes of formative and summative evaluation, with particular attention to evidence available through the system Student Achievement Initiative database.

Duties and Responsibilities of the Re-Thinking Pre-College Math Project Leadership Team

- a. Arrange for key state and national resource experts and partners to attend and to make presentations at RPM-sponsored training events and conferences conducted at the local or state level;
- b. Encourage and assist grantees in the development of linkages across projects and to other math state and regional math initiatives;
- c. Maintain an up-to-date project website and will include project grantee links, upcoming event information, and detailed quarterly progress reporting steps and procedures;
- d. Be available to meet with project grantees to share new information, address emerging needs, and help ensure critical partners are working together;
- e. Work with SBCTC staff to provide to grantees reports, studies and data to assist local project sites in meeting goals and objectives;
- f. Orchestrate and oversee evaluation studies and data collection activities.

Duties and Responsibilities of Grantees:

- a. Provide regular fiscal and programmatic documentation:
 1. Submit monthly invoices using OBIS. Each invoice must include a summary of activities/actions undertaken for the month;
 2. Submit quarterly online activity and budget progress reports noting workplan changes, emerging needs, and progress made;
 3. Complete an annual Online Grant Management System (OGMS) report on progress and anticipated project changes.
- b. Accommodate and host up to three (3) site visits per year by representatives of the SBCTC Pre-College Advisory Team;
- c. Offer input on and participate in project-wide targeted professional development events;
- d. Send a team of key faculty and administrative leaders to the summer RPM Institutes in 2010, 2011, and 2012;
- e. Present formally on your local Pre-College Math project at one or more local and state education conferences, workshops, webinars, and other professional development events (inform the SBCTC in advance of all such presentations);
- f. Plan and host a 60-90 minute dissemination session (format to be determined), one in 2011 and one in 2012, on your project's lessons learned, progress made, data collected, and opportunities for sustaining and deepening your project's work;
- g. Participate in the regular collection and dissemination of project feedback to influence program improvements.

Selection Criteria for Proposals

Clarity of Goals

Proposal defines strategies and goals that are clear and consistent with broad goals and conceptual framework for project, focusing on defined core practices related to curriculum changes, instructional practices, and/or classroom and diagnostic assessments

Commitment

Proposal provides evidence of clear and strong support for project from institutional administrative leadership and the math department and grounds proposed plans in institutional priorities

Capacity

Proposal includes comprehensive evidence-based review of student math achievement, program/faculty capacity and constraints, and institutional strengths and priorities and demonstrates institutional and faculty capacity to accomplish project plans

Sustainability

Proposal indicates potential for sustaining, and if possible scaling up, the work beyond the grant period and addresses what, if any, specific ongoing technical assistance would be needed

Feasibility

Proposal provides a work plan and budget that is realistic given the time frame of the grant and the existing institutional capacity as defined in the proposal

Review Process for Proposals

External review group will read all proposals and then meet to recommend to State Board staff the colleges to be selected. The review group will consist of 6 people from outside the current Washington CTC system--4 math faculty, 2 curriculum/instructional specialists—and will reflect a broad range of expertise and background in math instruction, curricular reform, and institutional change projects.

Process for Submitting a Proposal

SBCTC recommends grant applicants type their responses first in a word document and then copy / paste your responses into the grant. Please note the grant only accepts text – no formatting, charts, graphs or images.

1. **Applications are due no later than 11:30p.m. on Wednesday, February 17, 2010.** Late applications will not be accepted.
2. Applications must be submitted electronically to the State Board for Community and Technical Colleges (SBCTC) through the Online Grants Management System ([OGMS](#)).
3. College grant applicants will work with the college OGMS security contact to receive access to, complete, and submit their application in OGMS. A list of college security contacts can be found here: <http://apps.sbctc.edu/OnlineGrants/Resources.aspx>
4. If you have questions on the **application or approval process**, please contact Lynette Anderson at 360-704-4315 or landerson@sbctc.edu
5. For overall questions about the Pre-College Math **project**, please contact Dr. Bill Moore, SBCTC Assessment, Teaching and Learning, at 360-704-4346 or bmoore@sbctc.edu

Additional Instructions for Application Questions

Title/Focus	Sub-questions	Additional Explanations/Clarifying Comments
1. Core Team and Partners	a. College name b. Lead contact c. Core team members d. VP approval e. Additional partners	None
2. Existing Resources & Capacity	a. Program structure b. Math research evidence c. Connections to existing work d. Current professional development e. Strengths/challenges	a. How many courses; course titles; distinction between Adult Basic Education and developmental math; is developmental math part of the math department or separate; are math courses taught by departments other than math; which courses are taught by math department; instructional formats (classroom, lab, self-paced, etc.) b. None c. Such as Achieving the Dream, Transition Math Project, Reaching College Readiness, ongoing NSF or Math Science Partnership (MSP) grant, etc. d. None e. None
3. Goals/ Strategies	a. Overall focus b. Targeted aspect? c. Description d. Tentative plans/strategies e. Department/program engagement f. Professional development & support	a. None b. None c. Specific “transitions” might include between specific courses or between ABE math and developmental education math courses. Student support systems (like a tutoring center) should only be included if they are being addressed in a way that explicitly incorporates an emphasis on one of the defined core areas of practice. d. The intent is to work with selected colleges over the next few months to refine and finalize the selection of strategies and approaches related to the core areas of educational practice. e. None f. None
4. Evaluation	a. Collecting evidence b. Support/technical assistance	a. Both quantitative and qualitative evidence b. None
5. Sustainability	h. Plans for continuing work i. Support/technical assistance	a. “Scaling up” could include disseminating the work to other interested colleges in the system or around the country but it could also include deepening the work at the college. b. None

Fiscal Guidance

Please work closely with your budget office to develop your grant budget and budget narrative.

Budget Categories

Costs must be necessary and reasonable and be allocable to one of the budget categories listed below.

Project Development

- **Salaries, Wages, and Benefits** cover personnel who are directly involved in project development. Examples include, but are not limited to, faculty or staff who are redesigning curriculum, developing integrated learning outcomes, incorporating standards and evidence-based instructional approaches into curriculum, or assessing curriculum.
- **Goods and Services** for the project development such as books, copying, postage, fax, telephone, printing, office supplies, etc.
- **Building Rental and Utilization** for project development, if necessary. This may include meeting room rental depending upon how a college codes that type of expense.
- **Travel** costs associated with project development. Examples include, but are not limited to, travel to system meetings directly relating to or benefitting this project and travel to partner colleges/schools for project development. Please note that all OFM travel regulations apply. Rates and regulations can be found in the State Administrative and Accounting Manual (SAAM): <http://www.ofm.wa.gov/policy/10.90.htm>.
- **Contracts** for professional or technical services provided by a consultant (contractor) to accomplish a specific part of the project. Examples include, but are not limited to, curriculum development or independent curriculum review or assessment. Please note that all Washington State contracting rules apply.

Instruction

- **Salaries, Wages, and Benefits** associated with faculty who may be teaching the curriculum as part of a pilot project.
- **Goods and Services** for instruction such as textbooks, copying, printing, classroom/instructional supplies, etc.
- **Building Rental and Utilization** may be necessary if an off-site classroom must be rented for instruction related to this project.
- **Travel** costs associated with instruction. This may include travel done by faculty if required to teach off-site. Please note that all OFM travel regulations apply. Rates and regulations can be found in the State Administrative and Accounting Manual (SAAM): <http://www.ofm.wa.gov/policy/10.90.htm>.
- **Contracts** for professional or technical services provided by a contractor that directly relate to instructional delivery. Please note that all Washington State contracting rules apply.

Administration

Total Administration costs cannot exceed 10% of the total budget. Indirect is not an allowable cost for this grant.

- **Salaries, Wages, and Benefits** for personnel who oversee project development personnel and faculty (listed in the grant budget) as well as personnel responsible for program and fiscal reporting associated with the grant.
- **Goods and Services** such as supplies and materials, printing, telephone, postage, copying, and fax that directly support activities budgeted in the administration category.
- **Building Rental and Utilization** is for the provision of space directly attributable to administration activities.
- **Travel** for personnel budgeted to the administration category. Please note that all OFM travel regulations apply. Rates and regulations can be found in the State Administrative and Accounting Manual (SAAM): <http://www.ofm.wa.gov/policy/10.90.htm>.
- **Contracts** for professional or technical services provided by a contractor directly related to administration activities under the grant. Please note that all Washington State contracting rules apply.