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**School-based Examinations of Equity in K-12 Mathematics (SEEK)**

**Application for Spring 2022 Cycle | Grant Period: August 2022 – June 2023**

**Application Deadline**: Proposals will be accepted on a rolling basis until June 24, 2022, at 5:00PM. To submit a proposal, please complete the form below and return it to Oren McClain ([mcclain@edvestors.org](mailto:mcclain@edvestors.org)), director of mathematics, and Shay McIntosh ([mcintosh@edvestors.org](mailto:mcintosh@edvestors.org)), manager of school based investments.

**Overview**

EdVestors invites applications from schools interested in deeply examining issues related to equity in mathematics within their school. Though many grant opportunities focus on implementing new pedagogical approaches, curricula, or learning strategies, this grant is intended to take a step back and capture a broader picture before larger scale changes occur. This is predicated on the fact that it is difficult to solve a problem that is not understood. Hence, the purpose of this grant opportunity is to help teachers and administrators deeply examine and develop a better understanding of the problems and issues impacting equity in mathematics in their schools.

**Framing Equity**

Key to advancing equity in mathematics is defining it. One of the best definitions of equity in mathematics is provided by Rochelle Gutierrez[[1]](#footnote-1)+, who defines equity in mathematics in a multi-dimensional manner. According to Gutierrez, equity in mathematics can and should be defined by four dimensions, along two axes (dominant and critical): access, achievement, identity, and power (More details on page 2). While the dominant dimensions are the typical aspects of focus when addressing equity, it is often shortsighted, ignoring how students experience mathematics education and how those experiences shape them as learners and doers of mathematics.

**Dominant Dimensions: Access and Achievement.***Access* refers to the tangible resources that are available to students, including high quality instruction, adequate technology, challenging curriculum, classroom supplies, a welcoming and inclusive classroom environment that encourages participation, appropriate class sizes, and additional learning supports outside of class hours. This dimension is often encapsulated in what scholars refer to as “opportunity to learn.” *Achievement* refers to student outcomes, namely their participation in class, course-taking patterns, standardized test scores, and participation in STEM related majors and careers.

**Critical Dimensions: Identity and Power.***Identity* refers to students’ negotiation between themselves and others, their own self-perceptions being balanced with how others (including other students, teachers, administrators, communities, society, etc.) view them based on their race, culture, gender, or other socially constructed characteristic, sex, or even absent of those factors. The identity dimension takes into consideration that experiences inside and outside of mathematics classes impact students’ attitudes and beliefs about themselves. Consequently, students’ identities are being shaped throughout their mathematics learning experiences and must be accounted for in mathematics curriculum, pedagogy, discourse, and materials, along with interactions students experience in the classroom.

*Power* is concerned with disrupting the current order and systems that subordinate and subjugate. The power dimension can be measured in terms of voice in the classroom, opportunities for students to use math as analytical tool to critique society, alternative notions of knowledge, and rethinking mathematics as a more humanistic enterprise.

**Access**

**Identity**

**Power**

**Achievement**

**Eligibility**

Any elementary or secondary Boston public or charter school may apply. However, note that there must be a team of 2-4 staff who are willing to collaborate for the purposes of this grant.

**Evaluation Criteria**

Primary evaluation criteria include (1) alignment with purpose of grant initiative, (2) clarity of proposal, (3) suitability to fulfill requirements, and (4) potential to inform improvements in proposed school as well as others throughout the district.

**Components of Grant Initiative**

1. Examine key components of mathematics education program, including:
   1. Mathematics curriculum and materials
   2. Pedagogy/instructional practices
   3. Student experiences (may include data recorded from surveys, focus groups, students’ short responses, etc.)
   4. Student assessment data
   5. Mathematics placement and enrollment
2. Analyze data to determine current state of mathematics education at school
3. Develop a theory of change aimed at advancing equity in mathematics
4. Develop an action plan to advance equity in mathematics, which will need to include short, medium, and long-term goals

**Support by EdVestors**

EdVestors staff will provide support where needed, including assisting with analysis and/or interpretation of data, development of theory of change, and making connections outside of your school to support your efforts.

**Expectations of Grantees**

* Remain committed to advancing equity in mathematics education
* Maintain productive working relationship between team members that helps to drive progress toward grant objectives
* Clearly define which team members are responsible for which components of grant
* Participate in quarterly cross-school meetings organized by EdVestors
* Maintain partnership with EdVestors throughout academic year and communicate needs for support
* Be responsive to communications, which may include requests for information, data, and reports
* Notify EdVestors of changes related to activities and timelines
* Submit grant report at the end of the school year

**Reporting Requirements**

At the end of the school year, project team members will be required to submit a report detailing what has been accomplished this year with the grant, including narrative descriptions of project activities and outcomes, summary of data collected, analyzed, and interpreted, as well as the theory of change and action plan.

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**SEEK GRANT PROPOSAL APPLICATION**

**Name of School:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Principal/School Leader:** Click or tap here to enter text.

**Author of Application:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

1. Discuss why you are interested in this grant opportunity. Attach current or recent summary of disaggregated assessment data. (Maximum of 500 words.)

Click or tap here to enter text.

1. Discuss work currently underway or previously engaged in the past related to addressing equity in mathematics at your school. (Maximum of 300 words.)

Click or tap here to enter text.

1. List the team of teachers and administrators who will perform the activities associated with this grant.

Click or tap here to enter text.

1. Discuss why your team is prepared and able to execute the activities listed within this grant. (Maximum of 300 words.)

Click or tap here to enter text.

1. Given the components of this grant listed above along with the definition of equity provided, discuss how you plan to execute each component. Provide a proposed timeline for the grant activities along with which team members will be responsible for activities.

Click or tap here to enter text.

1. This grant offers funds up to $10,000. Please describe how your team will utilize these funds, which may include stipends up to $1500 per project team member. Note that if your fiscal agent is BEDF, you will be assessed 8% of the total awarded for indirect cost. If your fiscal agent is another organization, we recommend you find out how what percent of your budget will go toward indirect cost, such that you can account for this in your budget.

Click or tap here to enter text.

**Fiscal Agent and Contact Email (BEDF account no. if applicable):** Click or tap here to enter text.

**Proposal submitted by:**

**Name Position/Title**

**Email Date**

1. + Gutiérrez, R. (2012). Context matters: How should we conceptualize equity in mathematics education? In Choppin, J., Herbel-Eisenmann, B., & Wagner, D., (eds.), Equity in discourse for mathematics education: Theories, practices, and policies, pp. 17-33. New York: Springer. [↑](#footnote-ref-1)