



Team application requirements for the CBMS Forum on

High School to College Mathematics Pathways: Preparing Students for the Future

Hyatt Regency, Reston, VA, May 5–7, 2019

The intention of the Forum is to facilitate the creation and provide support for state-based task forces that will promote the development of state-level policy and practices directed at bridging the gaps between high school and college mathematics, ensuring that mathematics instruction contributes to successful completion without reducing quality. To be truly effective, such a task force will need to be representative of all interests across the state including business and industry as well as those who shape educational policy and those who implement it. The full task force will probably have twenty or more members. The Forum is intended to work with a smaller team of six to eight individuals who will provide the leadership for the task force. The application is designed to help us assess the starting point and needs of your task force

We envision four stages of development:

1. **Investigating.** At the introductory level are those state-based leaders who are simply curious about what has been happening in mathematics education focused on grades 11 to 14. The Forum will expose them to a wealth of information and offer suggestions of how they could begin to address the issues of the mathematical bridge.
2. **Initializing.** These are state-based teams that are aware of significant problems at the transition from high school to college mathematics, are ready to start looking at programs and efforts that could improve the situation, and want to learn more about the options that are available and the efforts being undertaken in other states.
3. **Emerging.** These are the states that have begun work on one side of the problem but have not started to coordinate efforts across the gap. The Forum will provide networking opportunities with states that are well down the road of coordinating these efforts.
4. **Implementing.** These are the states that are committed to efforts that regularly bring together leaders from K-12 and higher education and are in the process of developing coordinated programs. We will provide opportunities for them to learn of other efforts and to work with policy experts to deal with obstacles and difficulties that have been encountered.

We expect that the team will participate in a webinar prior to the Forum—either live or via recording—that will introduce the issues, and will then meet as a team to prepare for the Forum. There will be ongoing networking and opportunities for support during the 18 months following the Forum, with a second Forum tentatively scheduled for fall 2020 when the teams will come back together to share information on progress and challenges.

Part I of the application asks for basic information on the leader of the team and the five to seven people who will accompany him or her: name, affiliation, position, email address, and team role. In addition, Part I asks to identify your state's stage of development.

Part II requires a more detailed description of the activities now underway and the team's goals for this Forum.

State Educational Relationships

Describe the extant relationships among state education leadership/organizations including high schools, two-year colleges, public colleges/universities, private colleges/universities as well as the mathematics education communities at the high school, two-year college, and baccalaureate institution level.

College Readiness in Mathematics

How is college readiness in mathematics determined in your state at the high school and college levels? Is it (are they) working? How do you know?

State-wide Innovation in Mathematical Educational Structures and Instruction

List and briefly describe (2-3 sentences each) all initiatives in mathematics education that operate at a state-wide level. (Current involvement or within the last five years) at the high school, two-year college, or four-year college/university levels.

Institutional/District-wide Innovation in Mathematical

List and briefly describe (2-3 sentences each) at most six exemplary initiatives in mathematics education that occurring within a given institution or district (current involvement or within the last five years) at the high school, two-year college, or four-year college/university levels.

Vision/Goal and Overall Learning Objectives

Please state your team's preliminary vision/goal and establish 2-5 learning objectives for your team's participation in this project.