

## **MET Awards, Grants, and Scholarships**

NCTM's Mathematics Education Trust (MET) has seven award programs that directly support the work of AMTE members. The following describes each of the programs. For more information, please visit [www.nctm.org/met](http://www.nctm.org/met).

### **Programs with a May 2011 submission deadline:**

**PreK–8 Preservice Teacher Action Research Grants** (Supported by the Ernest Duncan Fund and NCTM): A grant with a maximum of \$3,000 will be awarded for action research conducted as a collaborative by university faculty, preservice teacher(s), and classroom teacher(s) seeking to improve their understanding of mathematics in PreK–8 classroom(s).

**Prospective Middle School Teacher Course Work Scholarships** (Supported by the Edward J. Brennan Fund) **Prospective Teacher Grades 6–8:** A scholarship, up to \$3,000, will be awarded to a full-time college or university junior who is pursuing a career goal of becoming a certified teacher of middle (grades 6–8) school mathematics.

**Prospective Secondary Teacher Course Work Scholarships** (Supported by the Texas Instruments Demana-Waits Fund) **Prospective Teacher Grades 7–12:** Scholarships, up to \$10,000, will be awarded to full-time college or university sophomores who are pursuing a career goal of becoming a certified teacher of secondary (grades 7–12) school mathematics.

### **Program with a June 2011 submission deadline:**

**Student Affiliate Grant** (Supported by NCTM): The Mathematics Education Trust (MET) has approved a grant for projects from NCTM Student Affiliates. The grant will be awarded in an amount up to \$1,500.

### **Programs with a November 2011 submission deadline:**

**Prospective Teacher NCTM Conference Attendance Awards** (Supported by the Julius H. Hlavaty Fund and NCTM) **Prospective Teacher Grades PreK–12:** Grants of up to \$1,200 + conference registration are provided for travel and subsistence expenses to help support attendance at an NCTM annual or regional meeting by full-time undergraduate students who are NCTM student members and are preparing to be precollege mathematics teachers.

**PreK–6 Classroom Research Grants** (Supported by the Edward Begle Fund and NCTM) **Grades PreK–6:** Grants of up to \$6,000 are provided to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

**7–12 Classroom Research Grants** (Supported by the E. Glenadine Gibb Fund and NCTM) **Grades 7–12:** Grants of up to \$6,000 are provided to support collaborative classroom-based action research in precollege mathematics education involving college or university mathematics educators.

For more information on MET Programs, you can—(1) read and print your selected MET information by clicking on the highlighted text from [www.nctm.org/met](http://www.nctm.org/met); (2) call 703-620-9840 ext 2112; or (3) send an e-mail to [exec@nctm.org](mailto:exec@nctm.org) or write to MET at NCTM, 1906 Association Drive, Reston, VA 20191-1502. **Tax-deductible contributions in support of these grants and awards are also accepted.**

# Tips for Writing Successful Proposals for MET Grants and Scholarships

Here are a few basic ideas that will help you as you prepare your proposal:

## 1. Match your proposal to the intent of the grant you are seeking.

DO make certain your idea falls under the broad umbrella of the grant. Build on the NCTM *Principles and Standards*. State your goals (usually one or two) and objectives clearly. Remember a goal is a broad statement about what you hope to accomplish. It usually is not measurable. An objective is a specific statement about what you will do and is measurable.

DON'T be unrealistic and aim for "pie in the sky."

## 2. Delineate your plan.

DO be specific about what you will do and when you will do it. A timeline shows good planning and helps bring life to the proposal. Write clearly and succinctly. Demonstrate the alignment of your planned activities to your goals, objectives, and grant requirements.

DON'T expect proposal readers to figure out what you are going to do; they want you to tell them your plan. Don't use excess verbiage or language that is unnecessary.

## 3. Observe technical guidelines.

DO read the directions on the RFP (request for proposal) carefully and make certain you include everything mentioned. Not following directions is one of the major reasons many proposals are not funded. Have a sound budget. Get estimates about the costs to be incurred and the length of time needed to complete the project.

DON'T exceed the page limit, font size, or budget limits. Don't exaggerate or be unrealistic about the budget or resources needed for the project.

## 4. Emphasize the benefits to students.

DO show a need for the project and have a creative solution to the problem. Focus on the expected impact on student learning.

DON'T philosophize in the proposal.

## 5. Describe possible long-term implications.

DO have an evaluation plan that measures the objectives you have laid out. Describe how assessment information will be collected, used, and reported.

DON'T promise more than you can deliver.

## 6. Enlist the support of your principal, supervisor, and colleagues.

DO make certain persons that you ask to write your letters indicate their strong support and commitment to your project. Provide them with a copy of your proposal so that they will understand the details and requirements of your project.

DON'T forget to have someone not connected to your project read it and the RFP to see if it makes sense and all guidelines are met. A new pair of eyes can be very helpful.