



The Mathematical Inquiry Project
Request for Proposals



Concurrent Enrollment
Resource Development, Implementation, and Dissemination

The Mathematical Inquiry Project (MIP) seeks proposals for regional collaborations to develop, implement, and disseminate resources to increase access of Oklahoma high school students to high-quality concurrent enrollment mathematics programs aligned with the state entry-level college math pathways.

The MIP is a statewide collaboration among mathematics faculty in Oklahoma to improve entry-level undergraduate mathematics instruction through guiding principles of active learning, meaningful applications, and academic success skills (<https://okmip.com>).

The MIP is partnering with Tulsa Regional STEM Alliance (TRSA), one of the nation's leading STEM Ecosystems and Oklahoma's first STEM Community designee. TRSA is a nonprofit organization that cultivates impactful partnerships and learning pathways that inspire and prepare all youth for a STEM-enabled future. Learn more about TRSA at <http://TulsaSTEM.org/about>.

Proposals should be led by college or university math faculty and include stakeholders appropriate to the goals of the proposed project. Funded projects should primarily focus on one stage of work i) resource development, ii) implementation, or iii) dissemination.

Resource Development: Collaborative Research and Development (CoRD) teams consist of 4-5 faculty or other appropriate stakeholders. The CoRD produces a comprehensive set of resources to support other stakeholders to address targeted challenges to offering a high-quality concurrent enrollment program. CoRD team stipends range from \$1000-\$2500 for the resource submission and \$400-\$1000 for the final revised resources, depending on scope.

Implementation: A mentoring and partnership team consists of 2-3 faculty or other appropriate stakeholders from at least two different institutions. One individual with expertise in addressing a particular challenge to offering a high-quality concurrent enrollment program supports one or two others in addressing similar challenges at their institutions. Stipends are \$1000 for each team member.

Dissemination: Regional workshops are led by 2 faculty or other appropriate stakeholders to disseminate resources and information about offering a high-quality concurrent enrollment program to stakeholders at institutions in their region. Leader stipends are \$1500 each, and attendee stipends are up to \$500 for a day.

Proposal Requirements

Proposals are limited to 1000 words and should include

- i) The project team (names, institutions, and relevant expertise)
- ii) The challenge(s) the project will address (see Prioritized Challenges below)
- iii) Outcomes of the project

General MIP Project Process

- i) Teams interested in submitting a proposal may consult with a member of the MIP Leadership Team. Proposals should be emailed to bus.jaco@gmail.com
- ii) A member of the MIP Leadership Team will reach out to the project team with any questions and suggestions. The project team submits responses to the MIP questions and suggestions. The MIP Leadership team then notifies the project team that the proposal is either funded or declined.
- iii) The project team engages in the proposed work. The team is encouraged to reach out to the MIP Leadership Team for any consultation or advice. On completion of the work, the team submits the resources or report, and the MIP pays each member of the project team the designated stipend.
- iv) For CoRD projects, the submitted resources are sent for review to at least two individuals with expertise in the project area. The project team revises the resources according to the reviews and submits a final version, and the MIP pays each member of the project team the designated stipend for revision.

Prioritized Challenges

The MIP held a Concurrent Enrollment Summit November 2-3, 2023 with 60 representatives from 28 educational institutions and agencies across Oklahoma. Attendees identified the following high priority challenges to be addressed by MIP collaborations.

Awareness: Stakeholders at all levels need information about concurrent enrollment programs and options. Academic advisors, counselors, students, and parents need information about the Oklahoma higher education math pathway options and applicability of concurrent enrollment courses toward post-secondary programs. Other information needed by various stakeholders concerns FERPA rules and agreements, academic expectations, and enrollment processes.

Access: Several challenges may limit student access to concurrent enrollment programs, such as transportation, funding for books and fees, facilities and technology, scheduling, and availability in rural districts.

Curriculum and Instruction: High quality concurrent enrollment programs depend on qualified instructors and effective curricular resources. Equitable concurrent enrollment programs depend on support for developing knowledge of the content, pedagogy, and alignment with college-level courses.

For more information on MIP, visit <https://okmip.com> or contact a member of the MIP Team:

John Paul Cook (cookjp@okstate.edu)

Allison Dorko (allison.j.dorko@okstate.edu)

William Jaco (william.jaco@okstate.edu)

Michael Oehrtman (Michael.oehrtman@okstate.edu)

Michael Tallman (michael.tallman@okstate.edu)

For more information on TRSA, visit <http://TulsaSTEM.org/about> or contact Levi Patrick at levi.patrick@tulsastem.org.