In our October newsletter, we officially announced that UNL was the recipient of a $9,234,407 grant from the National Science Foundation entitled NebraskaMATH. The grant will support a partnership among UNL, Lincoln Public Schools, Grand Island Public Schools, Papillion-La Vista Public Schools, the Omaha Public Schools and all 14 rural Educational Service Units. The partnership will work to educate and support students and teachers at critical junctures, with an overall goal of improving achievement in mathematics for all students and narrowing achievement gaps of at-risk populations.

The planning team has ironed out the details of the various components and is pleased to announce that we are now accepting applications for each of the NebraskaMATH programs. Brief summaries of each of the NebraskaMATH components are below. For more complete descriptions and application instructions, visit the NebraskaMATH website at http://scimath.unl.edu/nebraskamath.

After we have reviewed applications from interested teachers, we will contact schools, districts and ESUs to coordinate institutional commitment and support.

Applications are due
January 16, 2009

If you have additional questions regarding NebraskaMATH, please contact us at nebraskamath@unl.edu.

**Primarily Math**

This component of the grant is an initiative to strengthen mathematics education in the early grades. We will create a K-3 Mathematics Specialist graduate program at UNL and educate outstanding teachers so that they have the mathematical and pedagogical knowledge needed to improve mathematics achievement for all students. Approximately 120 teachers will be supported by this program. This part of the grant will also include a major research project designed to inform the nation as to the most effective (and financially efficient) approach to strengthening K-3 mathematics education.

**Nebraska Algebra: Extending Success to All Students**

This portion of the grant will engage 120 Algebra I teachers in content and pedagogical coursework and support them as they work to ensure that all students succeed in this important gateway course.

**Retaining Quality Teachers (RQT)**

This component of the grant is an “induction” program designed to support teacher retention and to work with them as they make the transition from a well started beginner to a master teacher. We will offer graduate coursework to new secondary mathematics teachers and mentor them as they confront the issues faced by all new teachers.
New Additions

While participating in the Math in the Middle Program, some of you have decided you needed more excitement in your lives. We are pleased to bring you the faces of your new additions!

Lindsey Sample  
Cohort 4  
Addison, Age 2

Kelly Georgius  
Cohort 3  
Kiya, age 5 and Maddox, age 2

Darla Berks  
Cohort 1  
Teryn, 6 and Tamra, 3

Amy Nebesniak  
Cohort 2  
Denelle, age 2 1/2

Brandee Wilson  
Cohort 4  
Kaylee, August 5th

Wendy Smith  
Research Faculty  
Jenna

Tara Schwanebeck  
Cohort 3  
Preston Jay (P.J.), age 1

Danielle Swanson  
Cohort 1  
Twins Reese and Ryan

Corie Lubash  
Cohort 4  
Abby Clair, nearly 6 months!

Amanda Stark  
Cohort 3  
Gavin Stark, age 1

Mindy Fitchner  
Cohort 4  
Addie Marie, born September 15

Honorable Mentions:
In Cohort 4, we have two expectant mothers. Amy Solomon is due in January. Maggie Pickering is anticipating her second child in late Spring. Congratulations to you both!

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Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.