

1135-A1-2154 **Catherine Paolucci*** (paoluccic@gmail.com) and **Helena Wessels**. *Initial outcomes and lessons from the International Mathematics Enrichment Project (IMEP)*. Preliminary report.

Mathematical disciplines continue to face challenges with broadening participation. Efforts to increase diversity among those who study mathematics to advanced levels must include strategies for building an early pipeline at the elementary and secondary levels. This often rests upon the shoulders of the teachers who shape these students' early experiences with mathematics. The International Mathematics Enrichment Project (IMEP) was created to both support mathematical learning among children in some of South Africa's high-poverty communities and provide opportunities for teachers to learn strategies for empowering these children and developing their self-efficacy and dispositions toward mathematics.

This session will discuss the initial outcomes from the first IMEP implementation. The project engaged pre-service teachers from New York and South Africa in the collaborative design and delivery of a mathematics enrichment program for South African children. In addition to presenting positive learning outcomes among the children, the session will highlight initial evidence of the potential for this service-learning model to help pre-service teachers gain first-hand experience with important educational issues that can help to break down barriers to the field. (Received September 25, 2017)