

THE MATHEMATICS OF OPPORTUNITY

November 5, 2018 | The David Brower Center

- 8:30am** **Registration**
- 9:00am** **Welcome & Introductions**
Molly Mauer, Opportunity Institute
- 9:15am** **The Architecture of Math Opportunity**
Pamela Burdman, Just Equations
- 9:30am** **Navigating Math Journeys**
Jessie Ryan, Campaign for College Opportunity
Javier Cabral, Journalist
- 10:00am** **Break**
- 10:20am** **Math Equity Ideals & Realities: A Legal & Policy Dialogue**
Christopher Edley, Jr., Opportunity Institute, UC Berkeley
Eloy Ortiz Oakley, California Community Colleges, UC Board of Regents
Michael W. Kirst, California State Board of Education, Stanford University
Alexandra W. Logue, City University of New York
- 12:00pm** **Lunch**
- 12:45pm** **Equity Dimensions of Math Education**
Pamela Burdman, Just Equations
- 1:15pm** **Deep Dive Session** (see reverse)
- 2:30pm** **Break**
- 2:45pm** **Deep Dive Session** (see reverse)
- 4:00pm** **Designing Math for Opportunity: Next Steps**
System Leaders, Math & Equity Advisors
- 4:45pm** **Conclude**

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Content

1:15-2:30pm

A1. Implementing New Math Pathways

Amy Getz, Charles A. Dana Center, UT Austin

Myra Snell, California Acceleration Project,
Los Medanos College

Sonja Manor, Humboldt State University

Kinzie Room A

2:45-4:00pm

A2. Emerging High School Math Pathways

Phil Daro, SERP Institute

Suyen Machado, Center X, UCLA

Emma Treviño, San Francisco Unified School District

Kinzie Room A

Instruction & Assessment

B1. Math Assessment to Enhance Learning

Kimberly Samaniego, Math Diagnostic Testing
Project, UC San Diego

Theresa Morris, Envision Learning Partners

Kimberly Seashore, San Francisco State University

Kinzie Room B

B2. Math Pedagogy for Equity

Ravin Pan, Sacramento State University

Karen Mayfield-Ingram, Lawrence Hall of Science,
UC Berkeley

Vanson Nguyen, College of Alameda

Kinzie Room B

Readiness Policies

C1. Four Years of High School Math: Implications for College Access & Readiness

Christopher J. Nellum, The Education Trust-West

Michal Kurlaender & Minahil Asim, UC Davis, PACE

Christina Espinosa, Sacramento City Unified
School District

Rick Ford, CSU Academic Senate,
Chico State University

Goldman Theater

C2. Readiness & Alignment: Moving Beyond Tests to Place Students Equitably

Linda Collins, Career Ladders Project, LearningWorks

Tatiana Melguizo, University of Southern California

John Hetts, Educational Results Partnership

Joy Salvetti, Sacramento State University

Goldman Theater

MATH EQUITY ADVISORY PANEL

Kyndall Brown
California Math Project, UCLA

Phil Daro
SERP Institute,
Common Core State Standards

Juana Hernandez
UNITE-LA

Hal Huntsman
City College of San Francisco

Suyen Machado
Center X, UCLA

Ravin Pan
Sacramento State University

Olga Rodriguez
Public Policy Institute of California

Kimberly Samaniego
Mathematics Diagnostic Testing
Project, UC San Diego

Kimberly Seashore
San Francisco State University

Bruce Simon
California State University-East Bay

Katherine Stevenson
California State University-Northridge

Myra Snell
California Acceleration Project,
Los Medanos College

Vincent Stewart
California STEM Network,
Children Now

Uri Treisman
Charles A. Dana Center, UT-Austin

Andrea Venezia
Sacramento State University

SPEAKER & PRESENTER BIOS

Pamela Burdman

Just Equations

Pamela Burdman, Senior Project Director of Just Equations is an expert on college access, readiness, and success and founder of the Just Equations project. Working at the intersection of education research, policy, and practice, Pam synthesizes knowledge from the field to define problems and advance strategies that support student success. A recognized authority on the role of mathematics in education equity, Pam has authored numerous reports and articles on math opportunity issues. This work helped lay the groundwork for new policies designed to improve postsecondary success and diminish equity gaps in California. She has also been a featured speaker, convener, and advisor to education leaders, policy makers, foundations, and think tanks. Pam began working on issues of postsecondary readiness and success more than 20 years ago as a reporter covering education – including the reversal of affirmative action at the University of California – for the San Francisco Chronicle. Subsequently, as a program officer for the William and Flora Hewlett Foundation, she created and implemented investment strategies for strengthening college readiness and community college student success in California, which led to several statewide initiatives that continue today.

Javier Cabral

Journalist

Javier is a punk from the backyards of East LA who became obsessed with everything we put into our bodies and the rest of food culture as a teenager. He's been professionally writing about food, music, and culture since he was 16 years old. He is the former restaurant scout for the only food critic to ever win a Pulitzer award, Jonathan Gold, and also worked as the West Coast Editor/Staff Writer for Vice MUNCHIES. His work has been featured in over a dozen publications such as Food & Wine, Lucky Peach, Saveur, The Washington Post, and LA Times in addition to co-hosting a segment of the first L.A. episode on Bizarre Foods with Andrew Zimmern. At 29 years old, he published his first starred restaurant review for the (old) LA Weekly. He is currently the Associate Editor for L.A. Taco (a local news site), the Traveling Taco Researcher for a new documentary series on Netflix coming out next year, and is finishing up his first cookbook that will be published by Abrams Books (NY) in 2019.

Linda Collins

Career Ladders Project, LearningWorks

Linda Collins is the Executive Director of the Career Ladders Project and the founding Executive Director of LearningWorks. Linda has extensive experience with educational and workforce development policy, having worked on several state-funded initiatives, including the Career Advancement Academy demonstration project designed to connect disconnected young adults to high-wage career pathways. Linda is frequently asked to consult on state and national policy efforts and has served on numerous steering committees and leadership councils. She is also a founding Executive Committee member of the non-partisan California EDGE Coalition, focused on policy change and systems alignment to improve the state's workforce development system. Previously, Linda served two terms as President of the Academic Senate for California Community Colleges and taught sociology and interdisciplinary studies at Los Medanos College for more than 15 years.

Phil Daro

SERP Institute

Phil was one of the principal authors of the Common Core State Standards in mathematics. He continues to work on implementation and policy issues related to the Common Core. He has been part of a partnership focused on mathematics and science learning involving the University of California, Stanford University, and others with the Oakland and San Francisco Unified School Districts for the Strategic Education Research Partnership (SERP). Previously, Phil was a Senior Fellow for Mathematics for America's Choice, the executive director of the Public Forum on School Accountability, directed the New Standards Project, and managed research and development for the National Center on Education and the Economy. Phil has directed large-scale teacher professional development programs for the University of California, including the California Mathematics Project and the American Mathematics Project.

Christopher Edley Jr.

The Opportunity Institute, UC-Berkeley

Christopher Edley, Jr. has spent 40 years influencing public policy and teaching law at Harvard and Berkeley. He is the Honorable William H. Orrick, Jr. Distinguished Professor of Law at UC Berkeley School of Law, after serving as dean from 2004 through 2013. Previously, Edley was a professor at Harvard Law School for 23 years, where he co-founded the Harvard Civil Rights Project. Edley co-chaired the congressionally chartered National Commission on Education Equity and Excellence (2011-13). He served in White House policy and budget positions under presidents Jimmy Carter and Bill Clinton. Edley also held senior positions in five presidential campaigns: policy director for Michael Dukakis; and senior policy adviser for Al Gore, Howard Dean, Barack Obama, and Hillary Clinton. He was a senior economic adviser in the Clinton Presidential Transition, responsible for housing and regulation of financial institutions. In 2008, he was a board member for the Obama presidential transition, with general responsibility for healthcare, education, and immigration. Edley is a fellow or member of several institutions focused on law and policy. He recently chaired NRC committees to evaluate NAEP performance standards, and another to design a national system of education equity indicators. Edley is a graduate of Swarthmore College (mathematics), Harvard Kennedy School (public policy), and Harvard Law School.

Christina Espinosa

Sacramento City Unified School District

Christina Espinosa serves as the Director for Guidance and Counseling at Sacramento City Unified School District. She is responsible for guiding the work of school counselors in middle school and high school, including the goal of expanding postsecondary options for students. She previously held a similar role within Fresno Unified School District, the fourth largest school district in the state of California. Prior to Frsno, Christina worked for 10 years at the Center for Educational Partnerships at UC Merced, where she had the opportunity to provide direct services to low-income, first generation middle and high school students via state and federal college access programs, such as the Early Academic Outreach Program and Upward Bound.

Dr. Rick Ford, Ph.d

Chico State University and CSU Academic Senate

Dr. Ford currently directs the Chico Early Assessment Program (EAP) and serves as a statewide senator representing Chico on the Academic Senate of the CSU (ASCSU). For six years he was a member of the CSU Entry Level Mathematics Development Committee. Dr. Ford has been a member of the Chico Academic Senate since 2001 and served from 2015-2017 as its vice chair. Dr. Ford earned his bachelor's degree from the University of Redlands, two masters from the University of Hawaii and his doctorate from UCI. He taught for 15 years in Orange County at Saddleback and Irvine Valley Colleges before coming to Chico in 1990. His community volunteer record includes serving as President of the Dana Point Chamber of Commerce, planning commissioner for Dana Point, and ten years as Player Agent for Chico Central Little League.

Amy Getz

Charles A. Dana Center, UT-Austin

Amy's work at the Dana Center focuses on supporting systems and institutions to modernize entry-level college mathematics programs. This work ranges from addressing obstacles in state policy, changing institutional practices and improving mathematics curriculum and instruction and working with peer organizations to establish collaborations in support of math pathways. Amy will also serve as the program manager for a new Dana Center initiative on secondary/post-secondary alignment of mathematics pathways. Before joining the Dana Center, Amy taught mathematics for 20 years in high school and college. As the founding director of the Freshman Mathematics Program at Fort Lewis College in Durango, Colorado, she taught developmental and freshman-level math and led curriculum redesign that resulted in significant improvements in student success in both developmental and college-level math courses. Amy also led initiatives to provide professional learning services to k-12 math educators. She works for the Dana Center remotely from her home in Mancos, CO.

John Hetts

Educational Results Partnership

John J. Hetts, Ph.D., is the Senior Director of Data Science at Educational Results Partnership and a member of the Multiple Measures Assessment Project research team, the California Guided Pathways Advisory Committee, and the statewide AB705 Implementation Workgroup. He is also a California Educational Policy Fellow and a Complete College America Fellow. Formerly, he was the Director of Institutional Research at Long Beach City College during its implementation of multiple measures-based assessment. His work on predictive modeling of student assessment and placement won the 2012 RP Group Best College Research Award (with Andrew Fuenmayor and Karen Rothstein, the 2014 ACCCA Mertes Award (with Andrew Fuenmayor), and the 2015 RP Group Best Statewide Research Award as part of the MMAP research team. He received his doctorate from UCLA in Social Psychology with a specialization in Measurement and Psychometrics and holds a B.A. with Distinction and Honors from Stanford University.

Michael W. Kirst

California State Board of Education, Stanford University

Michael W. Kirst is Professor Emeritus of Education at Stanford University and President of the California State Board of Education. Dr. Kirst holds the distinction of being the only Board member to have served during both administrations of Governor Brown – he was also a member in the 1970s and Board president from 1977 to 1981. Dr. Kirst received his bachelor's degree in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard. Before joining the Stanford University faculty, Dr. Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). He was a Budget Examiner in the Federal office of Budget and Management, and Associate Director of the White House Fellows. He was a program analyst for the Title I ESEA Program at its inception in 1965. A prolific writer, Dr. Kirst has authored several books, including *The Political Dynamics of American Education* (2005) and *Higher Education and Silicon Valley: Connected But Conflicted* (2017).

Michal Kurlaender

University of California-Davis and PACE

Michal Kurlaender is Professor of Education Policy and Chancellor Fellow at the University of California, Davis. She is a Faculty Director of Policy Analysis for California Education (PACE) and lead researcher of Wheelhouse: The Center for Community College Leadership and Research. Kurlaender primarily investigates inequalities in access to and success in college, alignment of public K-12 and postsecondary systems of education, and alternative pathways to college and careers. In addition to working with national data, Kurlaender works closely with administrative data from all three of California's public highereducation sectors-the University of California, the California State University, and the California Community College systems. She is PI on a collaborative grant with the California Department of Education (funded by the Institute of Education Sciences) to investigate California's College and Career Readiness Standards in the Era of Common Core Assessments. Kurlaender also studies the impact of racial and ethnic diversity on student outcomes.

Alexandra W. Logue

City University of New York

Dr. Alexandra W. Logue is an internationally known behavioral scientist specializing in learning and motivation. She received her A.B. in Psychology and her Ph.D. in Experimental Psychology, both from Harvard University. Following graduate school, Dr. Logue joined the faculty of the State University of New York at Stony Brook, where she rose to become Professor of Psychology and Chair of the Department of Psychology. She subsequently served as Provost of New York Institute of Technology, and as Special Advisor to the Chancellor and Associate University Provost of The City University of New York (CUNY), a system of over 500,000 matriculated and nonmatriculated students. From 2008 to 2014 she served as CUNY's chief academic officer. Dr. Logue has conducted research on quantitative models of choice behavior and food aversions and preferences. Recently, she has focused on rigorous research concerning college student success. In 2016 she and her colleagues published the only completed randomized controlled trial of corequisite math remediation, with positive results. Her most recent book, *Pathways to Reform: Credits and Conflict at The City University of New York* (2017, Princeton University Press), is a case study involving transfer credit policy that illustrates the difficulty of making change in higher education.

Suyen Machado

Center X, UCLA

Suyen Machado is the Director of the Introduction to Data Science (IDS) project at UCLA Center X and co-author of the IDS curriculum. A former LAUSD teacher, coach, administrator, and professional development leader, Ms. Machado has spent the last 7 years collaborating with UCLA data scientists and education specialists to develop a mathematics curriculum that addresses the Common Core State Standards (CCSS) for High School Statistics and Probability and teaches students to reason with, and think critically about, data in all forms.

Sonja Manor

Humboldt State University

Sonja Manor has an MS degree from Humboldt State University. She taught at Cuesta Community College for 10 years and is now teaching at Humboldt State University. This last year she has worked on the implementation of EO 1110 and the redesign of College Algebra to a 5 day a week co-requisite class for STEM majors. Sonja is also the Place Based Learning Math coordinator at Humboldt where she works to link college algebra and science curriculum.

Molly J. Mauer

The Opportunity Institute

As Executive Vice President of the Opportunity Institute, Molly designs and builds new projects in K-12 educational equity and adjacent areas of social policy. She oversees organizational operations, fundraising, strategy and several existing programs including Just Equations, the Whole Child Equity initiative, and Partners for Each and Every Child. Through equity, engagement and evidence, the K-12 work at the Opportunity Institute is building an infrastructure of interconnected educational equity work, aiming to encourage a growing portion of the education policy community to break down barriers and advance sound educational equity policies and meaningful process, responsive to the needs of at-risk, underserved and politically underrepresented students and their families. It is a collaborative, nonpartisan network of education researchers, advocacy organizations, and policy experts committed to educational excellence for each and every child. Molly worked

for the Obama Administration at the U.S. Department of Education in the Office for Civil Rights specifically on the recent transformation of the Civil Rights Data Collection (CRDC) and other equity-focused initiatives including the 2011- 2013 Congressionally chartered, national bipartisan Commission for Equity and Excellence in Education. Previously Molly was the assistant director of data and policy at the Education Trust–West in Oakland, Calif. Molly holds a B.A. in Education Psychology from Mills College and a M.S. in Education from New York University.

Karen Mayfield-Ingram

Lawrence Hall of Science, UC Berkeley

Karen Mayfield-Ingram, Project Director of the Oakland Urban Teacher Residency Program. She also is a program coordinator for the Center for Equity and Excellence at the Lawrence Hall of Science at the University of California Berkeley and Associate Director of the Bay Area Math Project. Ms. Mayfield-Ingram has 15 years of teaching experience and has conducted numerous workshops and given keynote addresses on mathematics and equity, and transitioning to the Common Core State Standards in Mathematics (CCSS-M) at the state and national level. She is the co-author of several books about teaching, including *Rethinking K-8 Mathematics Teaching: Equity-Based Practices to Strengthen Children's Mathematics Learning and Identity* published by the National Council of Teachers of Mathematics. Her work focuses on equitable mathematics teaching and learning, teacher education and parent involvement with a primary goal of strengthening access and advancement in mathematics education for historically marginalized youth.

Tatiana Melguizo

University of Southern California

Dr. Melguizo is an Associate Professor in the USC Rossier School of Education. She received a Ph.D. in Economics of Education from Stanford University and a M.A. in Social Policy from the London School of Economics. She works in the field of economics of higher education. She uses quantitative methods of analysis to study the association of different factors, educational programs, as well as public policies on the persistence and educational outcomes of minority and low-income students. Her work has been published in *Education Evaluation and Policy Analysis*, *Teachers College Record*, *The Journal of Higher Education*, *The Review of Higher Education*, *Research in Higher Education*,

Journal of Research in Educational Effectiveness, AERA Open. Higher Education and World Development. Dr. Melguizo has received grants from the Institute of Education Sciences (IES), National Science Foundation (NSF), Spencer foundation, AERA, the Buffett Foundation, and other philanthropic organizations.

Theresa Morris

Envision Learning Partners

Theresa Morris is the Alternative Assessment Coordinator at Envision Learning Partners, and until recently worked as a Mathematics Performance Assessment Developer at the Stanford Center for Assessment, Learning, and Equity (SCALE). She has over 20 years of experience including classroom teaching, district administrator, and consultant for CTB, Smarter Balanced and Discovery Education as an item writer and author of performance tasks. Theresa's classroom experience includes all grade and ability levels between kindergarten and graduate level courses. Her recent focus with SCALE has been to support SBAC task development, including the creation and implementation of curriculum-embedded performance tasks aligned to the Common Core State Standards, as well as development of resources for educators to support the instructional shifts necessary for college and career readiness. She has trained educators in 18 states.

Christopher J. Nellum, Ph.D.

The Education Trust-West

Raised in California's Imperial Valley (Brawley), Dr. Christopher Nellum defied the odds after experiencing rural poverty to become a first-generation college student and graduate. An alumnus of three public universities, he is committed to guaranteeing that the doors to an affordable, quality public education remain wide open for the next generations of Californians, especially low-income students of color. Equally important is his dedication to ensuring that attainment and success for marginalized students is prioritized by administrators and legislators. Christopher began his career in student affairs and has been a higher education researcher and advocate for nearly a decade. Christopher currently serves as the Senior Director of Higher Education Research and Policy at The Education Trust-West (ETW). ETW is a civil rights and education equity research and advocacy organization working on educational justice and to close attainment and opportunity gaps. Nearing its 20th year in California, ETW has a track record of connecting

key stakeholders and using evidence-based practices and policies to disrupt educational inequities schools and communities.

Vanson Nguyen
College of Alameda

Dr. Vanson Nguyen is a mathematics faculty at College of Alameda. He has been in some form of department leadership for the past few years and worked with colleagues to bring co-requisite support courses to the college and district. He recently completed a dissertation about pedagogy in the community college mathematics, specifically equitable practices that improve outcomes for low-income students of color. His pedagogy and desire to teach stem from experiences growing up a low-income, child of immigrant parents facing struggles of navigating school. He is committed to improving mathematics classrooms in community colleges.

Eloy Ortiz Oakley
California Community Colleges, UC Board of Regents

The California Community Colleges Board of Governors appointed Eloy Ortiz Oakley as chancellor for the California Community Colleges beginning December 19, 2016.

Eloy Ortiz Oakley is best known throughout California and the nation for implementing innovative programs and policies that help students succeed in college. Oakley strongly believes that California's rapidly changing economy demands a diverse workforce with quality credentials and that the state's 115 community colleges play a pivotal role in moving California forward. Under Oakley's leadership, the California Community Colleges published the Vision for Success which lays out a focused strategy on increasing the social and economic mobility of all Californians. Since becoming chancellor, Oakley has positioned the California Community Colleges as a critical player nationally in maintaining the global competitiveness. Oakley co-founded the nationally recognized Long Beach College Promise and has been a champion for reforming public higher education with the student in mind. For his efforts, the James Irvine Foundation recognized him with their 2014 Leadership Award. Also, in 2014, Gov. Brown appointed Oakley to the University of California Board of Regents. In November of 2016, President Obama recognized him as a White House Champion of Change for his work promoting and supporting the national college promise movement.

Ravin Pan

Sacramento State University

Dr. Ravin Pan is an Associate Professor in the Teacher Credential Program for California State University, Sacramento (CSUS). He works with student candidates interested in a teaching career in the K-12 system with a focus on mathematics pedagogy. Before moving to Teacher Credential, he was the coordinator of the remedial program where he implemented curricular changes that embedded quantitative reasoning into these remedial classes. Before coming to California, he worked as a high school mathematics teacher and wrote a dissertation on teaching algebra in the urban classroom with adviser, Deborah Ball, at the University of Michigan, Ann Arbor. He believes that fixing remediation begins before students arrive at the university. His research interest focuses on writing, modify, and implementing curricular changes in collaborations with stakeholders.

Jessie Ryan

The Campaign for College Opportunity

Jessie Ryan is the Executive Vice President of the Campaign for College Opportunity, leading the organization's advocacy and policy efforts to increase college access and student success in California. Jessie shepherded efforts to simplify the transfer pathway (SB 1440), reform remedial education at community colleges (AB 705), and increase funding at the CSU and UC. In December 2017, Jessie was elected president of the Sacramento City Unified School District, Board of Education where her "Safe Haven School District" policy was lifted-up as a state and national model. Prior to her work with the Campaign, Jessie served as a Circuit Rider for the Great Valley Center's Community-based Assistance Programs (CAPs). She has participated in Emerge California, the Women's Policy Institute, the Institute for Developing Emerging Area Leaders (IDEAL) program and was named the 2018 "Woman of Inspiration" by the Sacramento Kings. The daughter of a struggling single welfare mother, Jessie was the first in her family to graduate from college. She attended Sacramento City College, holds her bachelor's degree from San Francisco State University and received her Master of Arts in Leadership Studies from Saint Mary's College of California. She resides in Oak Park with her husband, Arsenio Mataka, Special Assistant to the Attorney General and their two children.

Joy Salvetti

Center for College & Career Readiness, Sacramento State University

Dr. Joy Salvetti is the Director of the Center for College & Career Readiness (CCR) at California State University, Sacramento. Her experiences in higher education, the California State Legislature and government, as well as non-profit organizations have taught her the importance of building infrastructures of collaboration as no institution alone can address complex issues and challenges such as the academic preparedness of students. With this in mind, the CCR continues the mission of the Early Assessment Program (EAP) by implementing pathways to college and career success through the facilitation of regional partnerships. By working together, these regional partnerships are better poised to align curricula, expectations, and standards between the segments, with a focused lens on equity and access. The development of the EAP High School Senior Year Math Program is an example of this partnership process in collectively addressing math academic preparedness and transition opportunity for California's students.

Kimberly Samaniego

Mathematics Diagnostic Testing Project (MDTP), UC San Diego

Dr. Kimberly Samaniego serves dual roles in mathematics assessment with a focus on developing and supporting systems that provide equitable access to high-levels of mathematics for students from all backgrounds. As the director of MDTP, she has updated, expanded, and revolutionized the MDTP assessment system and outreach efforts to include online testing platforms and professional learning. As the director of Math Testing and Placement at UCSD, she serves on leadership teams to design and support student success programs for incoming freshmen students. Dr. Samaniego earned her Ed. D. in Teaching and Learning from UCSD with an emphasis on teacher learning, educational reforms, and equitable teaching practices in mathematics classrooms. Her experiences as a secondary math teacher, chair, preservice teacher instructor, and teacher-trainer inform and strengthen her ability to support MDTP's mission of supporting secondary mathematics educators in their work to prepare their students to succeed in college-level mathematics.

Kimberly Seashore

San Francisco State University

Dr. Seashore studies the use of formative assessment in mathematics education both at the K-12 and college levels, specifically focusing on how teachers learn to elicit and leverage student thinking to promote equity and support excellence for all students. Dr. Seashore has taught middle school, high school, undergraduate and graduate students. Dr. Seashore as co-director of the Bay Area Mathematics Project at Lawrence Hall of Science, providing site-based professional development and intensive summer institutes for K-12 mathematics teachers throughout the Bay Area.

Myra Snell

Los Medanos College, California Acceleration Project

Myra Snell has taught mathematics at Los Medanos College for 26 years. In 2010 she cofounded the California Acceleration Project with Katie Hern. CAP is a faculty-led community college initiative working to improve equitable completion of college-level math and English for students deemed underprepared. CAP's accomplishments have been featured in the New York Times, Inside Higher Education, Diverse Issues in Higher Education, Diversity and Democracy, and EdSource and in legislation that led to a \$90 million allocation to community colleges for the improvement of remediation. In 2014 Myra was a finalist for the national Faculty Innovation award from the American Association of Community Colleges. In 2016 Washington Monthly included her and Katie Hern in their list of the 16 Most Innovative People in Higher Education. Myra has a B.A. with honors in Liberal Arts from University of Texas at Austin and an M.S. in pure mathematics from UC Berkeley.

Emma Treviño

San Francisco Unified School District

Emma is Project Manager of the implementation of the Common Core State Standards for Mathematics for San Francisco Unified School District. She is responsible for ensuring the coherence of the mathematics professional development design and implementation for the District. Previously, Phil was the Supervisor of Mathematics Programs for the Dana Center at the University of Texas in Austin. For twenty years prior to that, she was a teacher

of mathematics at the middle school and high school levels. Her relationship with the CMP authors and the use of their materials goes back to the Middle Grades Mathematics Project days. Emma has extensive experience providing professional development at the local, state, and national levels in the areas of mathematics, standards, curriculum, and assessment.