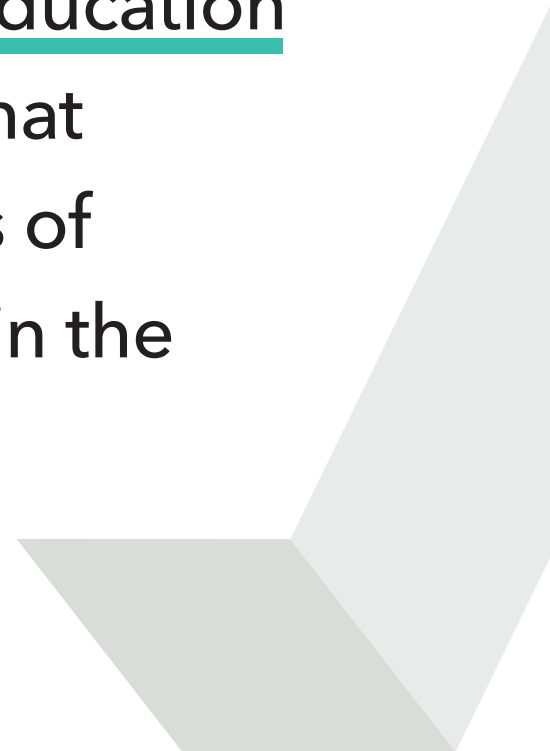


February 2-4, 2021

# THE MATHEMATICS OF OPPORTUNITY

ADVANCING SOCIAL JUSTICE  
THROUGH MATH EDUCATION

Math education and social justice are inextricably linked. To truly attain education equity, we need to radically change the role of math to ensure that classes, tests, and requirements don't stop students in their educational tracks. Redesigning math education requires a social justice lens to ensure that all students benefit, especially students of color and others who are marginalized in the education system.



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# SCHEDULE

	Feb 02	Feb 03	Feb 04
10:30 AM			
11:00 AM	Math and its Aftermath: Reimagining Data for Justice	Equity in Math Assessment: Implications for Policy and Practice  OR  Social Justice Mathematics: Innovating for the Future	Minding the Gate: Reshaping College Admissions for 21st Century Math  OR  Implementing Postsecondary Math Pathways: Solving for Equity
12:00 PM	BREAK		
1:00 PM	Keynote Dialogue: Centering Equity in Math Education	Disrupting Tracking in High School Mathematics  OR  New Research on Creating Inclusive Math Classrooms	Closing Dialogue: Prioritizing Math Opportunity Through State Policy
2:00 PM			

# SESSIONS

## TUESDAY, FEB 02, 2021

10:30am-12:00pm

### Math and its Aftermath: Reimagining Data for Justice

To claim a role for equity in math education requires examining what happens in its wake. Students leave math classrooms and enter careers and communities where their prior math experiences influence the opportunities they can pursue. At the same time, the algorithms they learn are deployed in ways that have profound implications for social justice. This opening session inquires into the perils and possibilities of math education in a digital age.

#### *Conference Welcome & Introduction*

Speaker     **Pamela Burdman**  
Executive Director, *Just Equations*

#### *Innovation, Race, and Imagination in the Data Age*

Speaker     **Ruha Benjamin**  
Associate Professor and Author,  
*Race After Technology*  
Princeton University

#### *Student Voices: The Promise of Data Science Education*

Moderator	<b>Viviann Anguiano</b> Associate Director for Postsecondary Education <i>Center for American Progress</i>	Panelists	<b>Diamon Batts</b> Former IDS Student
			<b>Emilio Jaime</b> Former IDS Student

#### Co-Sponsors



University of Chicago  
Center for RISC

# SESSIONS

## TUESDAY, FEB 02, 2021

1:00pm-2:00pm

### Keynote Dialogue: Centering Equity in Math Education

Math education too often operates in ways that exacerbate, rather than alleviate, educational inequities. Leading thinkers on equity and mathematics will share insights on the imperative and possibility of ensuring math education serves the goal of educational justice.

#### Panelists

John B. King, Jr.  
President and CEO,  
*The Education Trust*

José Luis Vilson  
Executive Director and Co-Founder, *EduColor*

Rachel Levy  
Congressional Policy Fellow,  
*American Mathematical Society*

#### Moderator

Michele Siqueiros  
President,  
*The Campaign for College Opportunity*

#### Co-Sponsors



The Opportunity Institute



National Council of Teachers  
of Mathematics

# SESSIONS

WEDNESDAY, FEB 03, 2021

11:00am-12:00pm

## Equity in Math Assessment: Implications for Policy and Practice

Tests are routinely used to rank and sort students, whether for course placement, scholarships, or college admission. And traditional multiple-choice exams and timed tests emphasize speed over depth and answer-getting over understanding. They also neglect the ways math can be generative, creative, or interpretive. What do new approaches to math assessment mean for classroom practice and education policy?

### Panelists

**Akil Bello**

Senior Director of Advocacy and Advancement,  
*FairTest: The National Center for Fair & Open Testing*

**Edwin Galan**

Math and Computer Science Instructor,  
*Los Angeles High School of the Arts*

**Jonathan Katz**

Math Specialist,  
*New York Performance Standards Consortium*

### Moderator

**Monica Martinez**

Director of Strategic Initiatives,  
*Learning Policy Institute*

### Co-Sponsors



Career Ladders Project



Policy Analysis for  
California Education



# SESSIONS

WEDNESDAY, FEB 03, 2021

11:00am-12:00pm

## Social Justice Mathematics: Innovating for the Future

Learning math can offer students a way to understand, critique, and transform the world. In this session, researchers and educators will continue building a shared conversation about teaching math for social justice: How can it contribute to math learning and educational equity? What are good strategies to advance its implementation in high schools and colleges?

### Panelists

**Nathan Alexander**

Visiting Professor, Division of Mathematical and Computational Sciences, Morehouse College

**Kari Kokka**

Assistant Professor of Mathematics Education,  
*University of Pittsburgh*

**Robert Q. Berry, III**

Professor of Mathematics Education &  
Associate Dean of Diversity, Equity, and Inclusion,  
*University of Virginia*

### Moderator

**Maria del Rosario Zavala**

Associate Professor of Elementary Education, *San Francisco State University*

### Co-Sponsors



The Benjamin  
Banneker Association



TODOS: Mathematics for All

# SESSIONS

WEDNESDAY, FEB 03, 2021

1:00pm-2:00pm

## Disrupting Tracking in High School Mathematics

Learning math can offer students a way to understand, critique, and transform the world. In this session, researchers and educators will continue building a shared conversation about teaching math for social justice: How can it contribute to math learning and educational equity? What are good strategies to advance its implementation in high schools and colleges?

### Panelists

**Lizzy Hull Barnes**

Mathematics & Computer Science Supervisor,  
*San Francisco Unified School District*

**Luelle Brown**

Superintendent,  
*Ithaca City School District*

**Dia Bryant**

Deputy Director and Chief of Partnerships,  
*The Education Trust-New York*

### Moderator

**Elisha Smith Arrillaga**

President,  
*The Education Trust-West*

### Co-Sponsors



**The Education Trust–New York**

The Education Trust-New York



**The Education Trust–West**

The Education Trust-West

# SESSIONS

WEDNESDAY, FEB 03, 2021

1:00pm-2:00pm

## New Research on Creating Inclusive Math Classrooms

The traditional architecture of mathematics opportunity is grounded in misconceptions about math ability and reinforced by the use of mathematics achievement to preserve privilege rather than provide preparation. Changing that requires building awareness of inequities and developing an understanding of how to restructure classroom environments and norms. Participants discuss new research into how to make math classrooms more inclusive and how to ensure those insights are implemented.

### Panelists

**Neil Lewis, Jr.**

Assistant Professor,  
Cornell University and Weill Cornell Medicine

**Celine Liu**

Educational Services Coordinator,  
San Leandro Unified School District

**Dana Miller-Coto**

Postdoctoral Researcher,  
University of Delaware, College of Education and  
Human Development

### Moderator

**Nicole Williams Beechum**

Senior Research Analyst,  
Equitable Learning and Development Group,  
Chicago Consortium on School Research

### Co-Sponsors

The logo for EduColor, featuring the word "EDUCOLOR" in a bold, sans-serif font. The letters "E", "D", and "O" are black, while "U", "C", "O", "L", and "O" are yellow.

EduColor

The logo for Mindset Scholars Network, featuring the words "MINDSET SCHOLARS NETWORK" in a bold, sans-serif font. "MINDSET" is in red, "SCHOLARS" is in black, and "NETWORK" is in black.

Mindset Scholars Network

# SESSIONS

THURSDAY, FEB 04, 2021

11:00am-12:00pm

## Implementing Postsecondary Math Pathways: Solving for Equity

Postsecondary systems around the country are redesigning math pathways to ensure all students can access college-level (rather than remedial) courses that are relevant to their interests or field of study. But though these changes are often adopted with equity goals in mind, whether or not they actually eliminate disparities will depend on how they are implemented. What design elements do leading researchers and practitioners say are necessary for success?

### Panelists

**Jessica Braithwaite**  
Senior Research Associate,  
*Community College Research Center*

**Tammi Marshall**  
Chair, Mathematics Department,  
*Cuyamaca College*

### Moderator

**Mina Dadgar**  
Principal,  
*Education Equity Solutions*

**Aisha Lowe**  
Vice Chancellor of Educational Services,  
*California Community College Chancellor's Office*

**Ricardo Moena**  
Professor of Mathematics & Director of Entry Level  
Mathematics, *University of Cincinnati, Ohio*

### Co-Sponsors



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# SESSIONS

THURSDAY, FEB 04, 2021

11:00am-12:00pm

## Minding the Gate: Reshaping College Admissions for 21st Century Math

As education systems redesign math pathways to expand equitable college opportunity, admissions policies can pose unique obstacles. Traditional math requirements have long served as a gatekeeper to selective colleges as well as competitive majors. How can we ensure that the way math figures into the admissions process is as equitable as possible?

### Panelists

**Mark Cortez**

Director, Outreach and Recruitment  
Undergraduate Admissions, *Ohio State University*

**Monica Lin**

Director, A-G and Transfer Policy Analysis &  
Coordination, *University of California*

**Michal Kurlaender**

Professor and Department Chair,  
*University of California-Davis School of Education*

**Gayle Mashburn**

Head Counselor,  
*Millikan High School*

### Moderator

**Robyn Ince**

Executive Director, *Newark City Learning Collaborative, Rutgers University*

### Co-Sponsors



The Campaign  
for College Opportunity



Linked Learning Alliance

# SESSIONS

THURSDAY, FEB 04, 2021

1:00pm-2:00pm

## Closing Dialogue: Prioritizing Math Opportunity Through State Policy

Students' math experiences can profoundly influence their lives beyond the classroom. And policy decisions by state officials, boards, and systems—in areas ranging from admissions and placement policies to curricular alignment and professional development—can have a dramatic effect on how equitably the doors to educational and career advancement are opened. Join state education leaders in considering how to leverage state policy to promote math equity. Then, Just Equations' Executive Director Pamela Burdman shares closing remarks.

### Panelists

**John D'Agati**

Senior Deputy Commissioner for Education Policy,  
New York State Department of Education

**Kim Hunter Reed**

Commissioner of Higher Education,  
Louisiana Board of Regents

**Eloy Ortiz Oakley**

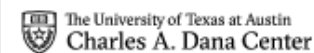
Chancellor,  
California Community Colleges

### Moderator

**Martha Ellis**

Interim Managing Director,  
Charles A. Dana Center

### Co-Sponsors

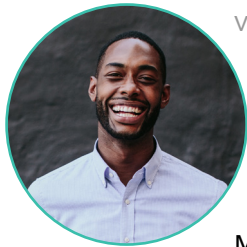


The Charles A. Dana Center,  
University of Texas-Austin



# PRESENTERS

## Nathan Alexander



Visiting Professor, Division of Mathematical and Computational Sciences, *Morehouse College*

Nathan Alexander, PhD, is a visiting professor at Morehouse College in the Division of Mathematical and Computational Sciences. His research focuses broadly on mathematics teaching and learning in undergraduate, non-traditional, and alternative settings, with a particular focus on the development and function of academic communities and peer networks. Dr. Alexander also explores perspectives on justice in STEM and explores critical theories of race, afrofuturist thought, and the Black intellectual traditions.

## Viviann Anguiano



Associate Director for Postsecondary Education, *Center for American Progress*

Viviann Anguiano is an associate director for Postsecondary Education at American Progress. She was previously the associate

director of policy at Alliance for a Better Community, where she worked on P-20 policy issues to benefit English Language Learners and Latinx students. She was formerly the manager of organizing and advocacy at the Partnership for Los Angeles Schools, as well as a Harvard Kennedy School of Women and Public Policy Program graduate fellow with UnidosUS. Anguiano spent five years in her native Chicago serving first-generation low-income students as a college adviser with the Illinois Student Assistance Commission and as a founding admission counselor at Loyola University Chicago's Arrupe College. A proud daughter of Mexican immigrants and a first-generation college graduate, Anguiano earned a bachelor's degree in sociology with minors in Latin American and international studies from Loyola University Chicago and a master's in education policy and management from the Harvard Graduate School of Education.

## Elisha Smith Arrillaga

President  
*The Education Trust-West*



Elisha Smith Arrillaga, Ph.D., serves as the Executive Director of The Education Trust-West, a research and advocacy organization focused on educational justice and supporting the high achievement of all California students, with a particular focus on underserved students of color, low-income students, and English learners. Dr. Smith Arrillaga leads the organization's work centering education as a key racial and economic justice issue and has extensive expertise in leading initiatives using multiple strategies for impacting state policy - leveraging direct action, research, media, and policymaker engagement. She has more than twenty years' experience working in and partnering with education and workforce policy, research, and advocacy organizations, including the Career Ladders Project, First 5 LA, College Bound, the Hewlett Foundation, Mathematica Policy Research, and high schools and community colleges across the state of California.





### Lizzy Hull Barnes

San Francisco Unified School District  
*Mathematics & Computer Science  
Supervisor*

Lizzy Hull Barnes has taught Math to Preschool through 6th graders in schools around the Bay Area, and supported the learning of adults in Louisiana and fellow teachers and coaches in San Francisco. The Common Core has provided all of us a precious window to reframe the question, "What does it mean to be 'good at math'?" Lizzy is excited to lead the work of recapturing mathematics as a multidimensional discipline for all 56,000 students in SFUSD.



### Diamon Batts

Former IDS Student

Diamon had challenges with math starting in fifth grade. She found division confusing, especially because the teacher imposed a lot of time limits, which made her feel rushed. She felt she fell through the cracks, and didn't get the support she needed. She attended Long Beach Polytechnic High School, where she chose IDS for her fourth-year math class. The IDS course allowed her to do the



work on her own time and she appreciated the ability to use R-script to find her own mistakes and correct them. Diamon liked the social aspect of the course and because she has more confidence with language, Diamon appreciated solving problems using real-life scenarios where she had an opportunity to communicate about them. Diamon is a first-year student at Cal State-Dominguez Hills, where she is majoring in Psychology, because she likes to help people and appreciates the help she has received from others.

### Nicole Williams Beechum

Senior Research Analyst, Equitable Learning and Development Group, *Chicago Consortium on School Research*

Nicole Williams Beechum is a researcher and co-director of the Equitable Learning and Development Group at the UChicago Consortium on School Research.

Nicole's work has focused on the transitions to high school and postsecondary opportunities. She is co-organizing the Building Equitable Learning Environments Network, a national network focused on achieving equitable experiences and outcomes for historically marginalized students. Nicole is interested



### Akil Bello

Senior Director of Advocacy and Advancement, *FairTest: The National Center for Fair & Open Testing*

in how classroom environments contribute to student success - social-emotionally, developmentally, and academically. She has a BA from Mount Saint Mary's University in Los Angeles, and an MA and PhD from the School of Social Service Administration at the University of Chicago.

Akil Bello is an educator, speaker, entrepreneur, and testing expert. Akil has worked at every level of the supplemental education industry, advising universities, launching multiple companies, developing dozens of admissions and test preparation programs, training hundreds of instructors, and helping thousands of students achieve success.

Akil was founding partner and CEO for Bell Curves, a test preparation company that focuses on helping public schools, non-profit organizations, and community-based organizations understand standardized tests and admissions and develop affordable solutions for their students. Akil worked as the Director of Equity and Access for The Princeton Review and as a consultant, providing institutions with a deeper

understanding of how to successfully support underserved students. Akil, who graduated with a degree in Architecture from THE Hillman College, currently serves as Senior Director of Advocacy and Advancement at FairTest.

### Ruha Benjamin



Associate Professor & Author  
*Princeton University*

Ruha Benjamin specializes in the interdisciplinary study of science, medicine, and technology; race-ethnicity and gender; knowledge and power.

She is author of *People's Science: Bodies and Rights on the Stem Cell Frontier* (Stanford University Press 2013), *Race After Technology* (Polity 2019), and editor of *Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life* (Duke University Press 2019), as well as numerous articles and book chapters. Professor Benjamin received her BA in sociology and anthropology from Spelman College, MA and PhD in sociology from UC Berkeley, and completed postdoctoral fellowships at UCLA's Institute for Society and Genetics and Harvard University's Science, Technology, and Society Program. She has been awarded

fellowships and grants from the American Council of Learned Societies, National Science Foundation, Ford Foundation, California Institute for Regenerative Medicine, and Institute for Advanced Study. In 2017, she received the President's Award for Distinguished Teaching at Princeton.

### Robert Q. Berry, III

Professor of Mathematics Education & Associate Dean of Diversity, Equity, and Inclusion  
*University of Virginia*

Robert Q. Berry, III, Ph.D. is the Samuel Braley Gray Professor of Mathematics Education and the Associate Dean of Diversity, Equity, and Inclusion in the School of Education and Human Development at the University of Virginia and the immediate Past President of the National Council of Teachers of Mathematics (NCTM). Berry co-edited the 2020 book *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice* which focuses on teaching mathematics for social justice. He has published over 100 articles, book chapters, and proceedings; and has given over 200 presentations. His articles have appeared in the *Journal for Research in Mathematics Education*, *Journal of Teacher Education*, *Educational Studies in*



Mathematics, and the *American Educational Research Journal*. Berry received his Bachelor of Science degree from Old Dominion University, his master's degree from Christopher Newport University, and holds a Ph.D. from the University of North Carolina at Chapel Hill.

### Jessica Brathwaite

Senior Research Associate  
*Community College Research Center*

Jessica Brathwaite conducts qualitative and quantitative research on system and statewide developmental education and ESL reform, inequities in postsecondary outcomes, and students' transition to college. Brathwaite holds a PhD in sociology from Temple University. She holds a BA in sociology from CUNY Hunter College and an MA in sociology from Temple University. Brathwaite's primary research interests include higher education policy, postsecondary access and success and community college finance. She is also interested in exploring race and class as they relate to her primary research interests.



## Luvelle Brown

Superintendent  
Ithaca City School District



Luvelle Brown, Ph.D., has served as the Superintendent of the Ithaca City School District (ICSD) in Ithaca, New York since January 2011. He has received various awards and recognitions, including the 2017 New York State Superintendent of the Year, and has been listed by various publications as one of the nation's top educators and thought leaders. Dr. Brown has been recognized by the National School Boards Association as a "20-to-Watch" and "Difference Maker", received the Center for Digital Education Top 30 Award, and received the eSchool News Tech-Savvy Superintendent Award.

Dr. Brown is a highly regarded speaker and workshop facilitator addressing a range of topics for local, regional, and national audiences. He has published numerous articles, and is the author of *Culture of Love: Cultivating a Transformative and Positive Organizational Culture*.



## Dia Bryant

Deputy Director and Chief of Partnerships, *The Education Trust-New York*

Dia Bryant, Ph.D., is the Deputy Director and Chief Partnership Officer at The Education Trust-New York. She works closely with civil rights, business, and advocacy organizations to advance educational equity in the state of New York.

Dr. Bryant previously served as the Special Assistant to the First Deputy Chancellor in the New York City Department of Education working on equity-focused instructional support to schools and system level strategy. She earned her doctorate at Harvard Graduate School of Education, studying the history of Black education in America and working as a teaching fellow in courses on the intersections of leadership and race. She worked as a fellow in the Data Wise project and Reimagining Integration: Diverse and Equitable Schools (RIDES). Dia also facilitated professional learning for some of the country's largest school systems with the Public Education Leadership Project at Harvard Business School.

Before graduate school, Dr. Bryant founded and led Vista Academy in Brooklyn. Dia's passion for equity in education came about when she discovered that math had answers when life did not - as a young child in Detroit, Michigan.

She holds a BA in Economics from Kalamazoo College, a Masters in Math Education from Brooklyn College, and a doctorate in Education Leadership from Harvard University.

## Pamela Burdman

Executive Director  
*Just Equations*



Pam, founder of Just Equations, is an expert on college access, readiness, and success. A thought leader on the role of mathematics in education equity, she works at the intersection of research, policy, and practice to synthesize knowledge from the field and advance strategies that support student success. Pam's reports and articles on math opportunity issues helped lay the groundwork for new policies designed to improve equitable college opportunity in California. She has also been a featured speaker, convener, and advisor to educators, policymakers, foundations, and think tanks.

Pam's experience in journalism, including covering issues such as the University of California's reversal of affirmative action as a San Francisco Chronicle reporter, informed her commitment to education equity. As a program officer for the William and Flora

Hewlett Foundation, she devised and implemented strategies for strengthening college readiness and success, which led to several California initiatives that continue today. She earned a Bachelor's degree from Princeton University and Master's degrees in Business and Asian Studies from the University of California at Berkeley.



### Mark Cortez

Director, Outreach and Recruitment Undergraduate Admissions, *Ohio State University*

Mark A. Cortez has served in higher education for ten years and currently serves as the Director of Outreach and Recruitment within Undergraduate Admissions at The Ohio State University, Columbus, OH. In this role he provides leadership, strategic development and direction, guidance, and support for a team of 30 professional staff members. Mark is a member of the Strengthening Ohio's High School Math Pathways Advisory Council. The council, formed in October 2019, is a representative group of stakeholders focused on equity, communication, and the supports surrounding the systems and structures that are needed to implement new pathways

that include Algebra 2 equivalent courses. Prior to his current role, Mark served as the Director for Articulation and Transfer Policy with the Ohio Department of Higher Education.

### Mina Dadgar

Principal  
*Education Equity Solutions*

Mina Dadgar is a researcher with two decades of experience focusing on improving equity in higher education outcomes. In 2020, she found Education Equity Solutions to bring research evidence and practitioner voice to inform higher education policy. Mina has previously worked at the Community College Research Center, West Ed, and Mathematica Policy Research, and the Career Ladders Project. As the Associate Vice Chancellor for Guided Pathways at the California Community College Chancellor's Office,



Mina led a team of 18 regional coordinators to support colleges in implementing reforms with a focus on promoting equitable student outcomes. She has a PhD in Economics and Education from Columbia University. She began her post-secondary education at Houston Community College in Texas.

### John D'Agati

Senior Deputy Commissioner for Education Policy,  
*New York State Department of Education*



John D'Agati currently serves as Senior Deputy Commissioner for Education Policy. Dr. D'Agati brings more than 25 years of experience in higher education, most recently as the Deputy Commissioner for Higher Education at the Department for eight years. Prior to that, Dr. D'Agati served in positions at Empire State College, the College of Nanoscale Science and Engineering at the University of Albany and as the Director of the New York State Senate Higher Education Committee. Dr. D'Agati holds a Doctor of Philosophy in Public Policy and a Master's in Public Administration from SUNY Albany as well and a bachelor's degree from the Rochester Institute of Technology.



### Martha Ellis

Interim Managing Director  
*Charles A. Dana Center*

Martha M. Ellis, Ph.D. is Managing Director for the Charles A. Dana Center, and professor of practice at University of Texas at Austin. Prior to



joining the Dana Center, Dr. Ellis was Associate Vice Chancellor of Academic Affairs for the University of Texas System. Martha has 35 years of experience in universities and community colleges in Texas, New Mexico, and Oklahoma including two college presidencies, provost, chief information officer, graduate and undergraduate dean, and faculty member. She conducts leadership institutes for colleges, universities, and higher education organizations across the county and is a Leadership coach for Achieving the Dream and Texas Success Center. Ellis has won numerous teaching awards, has scholarly publications, and is an invited presenter at national conferences. Ellis was recognized by the U. S. Congress and Texas House of Representatives for her leadership in higher education.

band. While at Belmont, he helped design Los Angeles High School of the Arts (LAHSA) - LAUSD's first Pilot School. He has been at LAHSA the last 13 years. Edwin continues to teach math and computer science and support the theater arts program when necessary. He has developed alternate forms of assessments for his math students including writing and performing monologues about math content. In addition he continues to work closely with his colleagues across the curriculum to integrate both math and computer science in developing enriching, rigorous linked learning projects.

efforts to increase educational attainment by developing its talent base to result in a more prosperous Louisiana. To reach the state's goal of doubling the number of credentials awarded by 2030, she focuses on collaborative efforts that increase access, equity and completion in line with the Regents' talent imperative. Reed is a nationally recognized student advocate with extensive higher education and government experience. In addition to leading the Colorado Department of Higher Education, she served in President Barack Obama's administration as deputy undersecretary at the U.S. Department of Education and led the White House Initiative on Historically Black Colleges and Universities.



**Edwin Galan**

Math and Computer Science Instructor, Los Angeles High School of the Arts

Edwin Galan is a 30 year veteran teacher for LAUSD. His first assignment was at Belmont High School from where he graduated. For 17 years he taught math, computer science, theater arts and coached the marching



**Kim Hunter Reed**

Commissioner of Higher Education Louisiana Board of Regents

Kim Hunter Reed, Ph.D., is Louisiana's Commissioner of Higher Education. She is the only female in the country currently serving as a state higher education lead who has led higher education in more than one state. Reed was recently recognized nationally with the 2020 Exceptional Leader Award by the State Higher Education Executive Officers Association (SHEEO). Working with the Louisiana Board of Regents, Reed is leading the state's

**Robyn Ince**

Executive Director Newark City Learning Collaborative, Rutgers University



Robyn Brady Ince, Ed.M., is the Executive Director of the Newark City of Learning Collaborative and Assistant Professor of Professional Practice in the Department of Urban Education at Rutgers University-Newark. Robyn joined the University from her position as vice president of education policy, advocacy, and

engagement at the National Urban League, where she led its Equity and Excellence Project, and the annual Youth Leadership Summit. She previously held posts at Youth About Business, and the Deutsche Bank Americas Foundation, as well as working at Prep for Prep, serving as an adjunct at Hunter College, and holding a progression of positions in admissions at Vassar College. Robyn earned her B.A. in English at Spelman College and Ed.M. at the Harvard University Graduate School of Education. She has extensive experience in strategic program design, development, and implementation; youth leadership development; philanthropy; college access; higher education; and diversity recruiting. Beyond her professional career, she offers strategic advice and counsel to local schools and serves as a board member for arts, youth and advocacy organizations.

instead Emilio was interested in coding and statistics, but his school didn't offer those classes. Emilio won a Posse Scholarship and went on to UC Berkeley, where he took Data 8 (Foundations of Data Science). His LAUSD IDS class prepared him so well, he knew most of the material for the first half of the class. He took a total of five data science courses at UCB, and would have majored in Data Science, but the major wasn't developed until after he got to UCB. Emilio graduated with a degree in Media Studies.

grew enormously. Jonathan's work today as lead mathematics specialist for the NY Performance Standards Consortium is work that aligns with his deepest beliefs about teaching and learning. "I have come to understand the power and importance of teaching students to think mathematically. It is the means to help students to come to believe in their own capabilities by engaging in mathematical problem solving and do things they never thought possible. Mathematics teaching and learning should be a transformative experience. We can see that happen in the performance based assessment work students are producing." Jonathan Katz received his doctorate from Teachers College, Columbia University (2009) and has written a book titled, *Developing Mathematical Thinking: A Guide to Rethinking the Mathematics Classroom* (2014 Rowman & Littlefield).



**Emilio Jaime**

Former IDS Student

Emilio attended Banning High School in LAUSD, which was one of the early schools to pilot the IDS course. He was en route to taking AP Calculus, because he wanted to go into computer science, but when he heard about IDS, he signed up for it



**Jonathan Katz**

Math Specialist  
New York Performance Standards Consortium

Jonathan Katz taught mathematics in New York City for 24 years to a diverse group of students as young as 11 and as old as 19. Over the years his approach to teaching and learning evolved into one that focused on student inquiry and the development of mathematical thinking and understanding. When Jonathan left the classroom to become a mathematics coach and worked with teachers in schools both in NYC and across the country his understanding and thinking about the teaching and learning of mathematics



**John B. King, Jr.**

President & CEO  
The Education Trust

John B. King Jr. is the president and CEO of The Education Trust, a national nonprofit organization that seeks to identify and close opportunity and achievement gaps, from preschool through college. King served in President Barack Obama's cabinet

as the 10th U.S. Secretary of Education. In tapping him to lead the U.S. Department of Education, President Obama called King “an exceptionally talented educator,” citing his commitment to “preparing every child for success” and his lifelong dedication to education as a teacher, principal, and leader of schools and school systems.

Before becoming education secretary, King carried out the duties of the U.S. Deputy Secretary of Education, overseeing all policies and programs related to P-12 education, English learners, special education, and innovation. In this role, King also oversaw the agency’s operations. King joined the department following his tenure as the first African American and Puerto Rican to serve as New York State Education Commissioner.

King began his career in education as a high school social studies teacher in Puerto Rico and Boston, Mass., and as a middle school principal.



### **Kari Kokka**

Assistant Professor of Mathematics Education, *University of Pittsburgh*

Dr. Kari Kokka (she/her) is an Assistant Professor of Mathematics Education at the

University of Pittsburgh. She studies Social Justice Mathematics and STEM teacher activism. Prior to academia, she was a mathematics teacher-organizer and mathematics coach at Vanguard High School, a NYC Title I public school (2001-2011). She is co-founder of the Creating Balance in an Unjust World Conference on STEAMM Education and Social Justice, former co-chair of the Critical Educators for Social Justice SIG, and has been part of the Radical STEMM Educators of the Bay Area and People’s Education Movement. Dr. Kokka completed her Ed.D. at the Harvard Graduate School of Education (2017), principal certification with the NYC Leadership Academy (2011), M.A. in Education (2001) and B.S. in Mechanical Engineering at Stanford University (1999). She is a proud product of East San Jose, CA K-12 public schools.



### **Michal Kurlaender**

Professor and Department Chair, *University of California-Davis School of Education*

Michal Kurlaender is Professor of Education Policy and Chair at the School of Education, University of California–Davis. Her research focuses on the causes and

consequences of educational inequality across a diverse set of educational pathways. Kurlaender serves as a faculty director of Policy Analysis for California Education (PACE), and is Lead Researcher for Wheelhouse: The Center for Community College Leadership and Research. She received her doctorate in education from Harvard University in 2005. Her work has been published in various academic and policy outlets.



### **Rachel Levy**

Congressional Policy Fellow  
*American Mathematical Society*

Rachel Levy advocates for mathematical modeling education from kindergarten to industry. Her work centers on broadening participation, community engagement, diversity, equity, and inclusion as actionable core values. Dr. Levy served as Vice President for Education for the Society for Industrial and Applied Mathematics and as the Deputy Executive Director of the Mathematical Association of America as well as Professor of Mathematics and Associate Dean at Harvey Mudd College. She co-founded the BIG Math Network and Math Modeling Hub and was a lead writer of the Guidelines for Assessment and Instruction in Mathematical Modeling

Education. Dr. Levy serves as an ambassador for interdisciplinary mathematics and data science through writing, public speaking, and press communication, including work with American Scientist, NPR, Australian Broadcast Company, Ed Week, and Slate. She is a recipient of the MAA Alder Teaching Award, the NCTM award linking research and practice and the AMS Congressional Fellowship.

**Neil Lewis, Jr.**

*Assistant Professor  
Cornell University and Weill Cornell Medicine*



Neil Lewis, Jr. is a behavioral and intervention scientist at Cornell University and Weill Cornell Medicine, where he is an assistant professor in the department of communication, division of general internal medicine, and graduate field of psychology. Dr. Lewis’s research examines how people’s social contexts and identities influence their motivation to pursue their goals and their success in goal pursuit efforts. He is particularly interested in the implications of these processes for inequity in education, health, and environmental outcomes, as well as their implications for the efficacy of interventions and policies

to improve equity in these and other intersecting domains.



**Monica Lin**

*Director, A-G and Transfer Policy Analysis & Coordination  
University of California*

Monica H. Lin, PhD, Director, A-G and Transfer Policy Analysis & Coordination, University of California, Office of the President. In her role at UC Office of the President, Monica oversees curriculum alignment and articulation programs grounded in collaborative system- and statewide policymaking to support students’ academic preparation for UC. Most recently, she has focused on advancing the policy movement behind broadening college-prep course offerings and access, especially in high school mathematics and science. As co-chair of the California Mathematics Education Collaborative (CMEC), she has facilitated a growing network of leaders and providers of professional training in PK-16 mathematics, PK-12 schools/districts, higher education institutions, state and regional agencies, and professional organizations. Monica brings over 20 years of experience in student affairs and education research to her current work in shaping policy, programs, and

practices that will advance the University’s priorities for college-prep education. She earned her PhD in education from UCLA.

**Celine Liu**

*Educational Services Coordinator  
San Leandro Unified School District*

Celine Liu is Educational Services Coordinator in San Leandro Unified School District (Bay Area), where she supports TK-12 instruction, especially in mathematics.



Through professional development, coaching, curriculum and assessment design and implementation support, she works with teachers, administrators, paraeducators and support staff, as well as family and community members to foster strong mathematical identities for all students, with a particular focus and lens on those students who have historically been denied access to high quality math learning experiences. A former high school mathematics teacher (general as well as special education) with experience in urban districts in New Jersey and California, Celine is also co-founder of the Radical STEMM Educators of the Bay Area, past chair of the Equity Task Force on the California Action Network for Mathematics Excellence and Equity (CANMEE), a statewide lesson



study project with a dual focus on student agency and cognitively demanding mathematics, and consultant for the English Learner Success Forum. She leverages her experience as a social worker and community organizer in all aspects of her work to transform public education. Celine's public persona is best seen on Twitter via @celinesliu.

### Aisha Lowe

Vice Chancellor of Educational Services  
California Community College Chancellor's Office



Aisha N. Lowe, Ph.D., is a passionate educator who has dedicated her life to improving education for all students and communities. As Vice Chancellor of Educational Services, Aisha provides leadership for Educational Services division activities including transfer and non-credit curriculum, technology strategic planning, global education, special project management, and system wide technical assistance delivery.

Prior to joining the Chancellor's Office in 2020, Dr. Lowe served as Associate Professor of Education at William Jessup University, where she oversaw the thesis research of future teachers in training. She

also served as the Dean of the Office of Academic Research, leading the university's Strategic Academic Research Plan and academic grant making. Additionally, Aisha served the students of the Los Rios Community College District, Sierra College and CSU Sacramento as an adjunct professor for over eight years.

Over the past 20 years, Aisha has worked with at-risk youth, taught middle school, lead educational research and policy efforts, instructed college students, and served as an university administrator. Her background includes serving as an independent consultant supporting the research and evaluation needs of schools, organizations and educators; serving as the executive director of STAND UP For Great Schools; and serving as director of research for the California Charter Schools Association. She brings expertise in program development and evaluation, strategic planning, research and data management, and grant-making. Dr. Lowe received her Bachelor's Degree in Psychology and her Master's in Sociology from Stanford University where she also received her Ph.D. in Education. Aisha researches effective strategies for educating students of color to help faculty create classroom environments of acceptance and belonging to fully support the whole student

and maximize their academic outcomes, and has been a featured speaker at various conferences and for faculty professional development programs nationally.

### Tammi Marshall

Chair, Mathematics Department  
Cuyamaca College



A Mathematics Instructor and Department Chair, Tammi Marshall has been at Cuyamaca College since 1997. In 2010, Tammi and her colleagues began working with the California Acceleration Project (CAP) to redesign Cuyamaca's developmental math sequence, culminating in the launch of Cuyamaca's Math Pathway program in 2016. Since then not only does every first-time student have access to transfer-level math, the department has increased completion of transferable math among students who would previously have been designated "underprepared." Tammi also serves as one of the CAP math coaches, is a facilitator for the Dana Center's Math Pathways, and has presented to college and university audiences in California and nationally. Tammi's passion for all students realizing their dreams is taking shape and the Math Department at Cuyamaca College has

worked hard to make this happen. Tammi holds a master's degree in Math Education and a doctorate in Educational Leadership from San Diego State University.

### Monica Martinez

Director of Strategic Initiatives  
*Learning Policy Institute*



Monica Martinez, Director of Strategic Initiatives at the Learning Policy Institute, has spent her career focused on addressing college success from both the higher education and k-12 levels. She started her career in admissions at a public university in Texas and also served as an Assistant Dean at Williams College. She has worked for foundations and intermediaries in various leadership roles on high school redesign. At the XQ Institute, part of the Emerson Collective, she supported a portfolio of innovative high schools. Previously, Martinez wrote the book *Deeper Learning: How Eight Innovative Public Schools are Transforming Education in the 21st Century*. She is a gubernatorial appointee to the California Commission on Teacher Credentialing. She has served as an Obama appointee to the White House Commission on Educational Excellence

for Hispanics, President of the New Tech Network, Vice President for Education Strategy at KnowledgeWorks, and senior associate at the Institute for Educational Leadership.

### Gayle Mashburn

Head Counselor  
*Millikan High School*



Gayle Mashburn has served as a school counselor in Long Beach Unified School District for the last 20 years. She has spent the last 15 years as Head Counselor supervising the academic, college/career and personal/social counseling programs of Wilson, Long Beach Poly and now Millikan High Schools. With a focus on equity and student outcomes, she has worked with her team to improve college-going rates for all students. She has also served as an adjunct professor in the University of LaVerne's Masters of School Counseling Program, preparing future counselors to manage school crisis. She was instrumental in the implementation and expansion of the Introduction to Data Science course at Long Beach Poly High School.

### Dana Miller-Cotto

Postdoctoral Researcher  
*University of Delaware, College of Education and Human Development*



Dana Miller-Cotto is an educational/developmental scientist interested in the role of home and educational opportunities that predict students' readiness in mathematics. A core component of her work is understanding the development of executive functions and how this cognitive process is shaped by early home learning experiences. In particular, she is interested in how Black and Latinx families socialize their children to thrive in school despite anticipated setbacks and how this socialization process predicts executive functions and mathematical outcomes. She is currently a postdoctoral researcher at the University of Delaware. She earned her B.A. degree from City University of New York (CUNY) Lehman College and her Ph.D. in educational psychology from Temple University in 2017.



### Ricardo Moena

Professor of Mathematics & Director of Entry Level Mathematics, *University of Cincinnati, Ohio*

Ricardo Moena is a Professor of Mathematics at the University of Cincinnati, Ohio, where he also serves as a Director of Entry Level Mathematics. At the Ohio Department of Higher Education, Dr. Moena is currently the chairperson of the Transfer Module Mathematics, Statistics, and Logic Committee and chairperson of the Ohio mathematics subgroup, focused on revision and redesign of the Ohio Transfer Module (OTM). The subgroup is a component of the OMI, Ohio Mathematics Initiative, launched in 2015. It is formed by faculty from 2-year, 4-year, and research-1 public institutions of higher education with the mission of determining learning outcomes and research-based pedagogies to increase success and retention rates of all groups of students in the entry-level pathways. Previously for a period of 10 years, Dr. Moena was the chair of the Math & Applied Sciences Department of the former University College of the University of Cincinnati, the two-year, open-access unit of the University. Dr. Moena received his Ph.D. in mathematics in 1990 at the University of Cincinnati, and

previously received an MS in mathematics at the University of Concepcion, Concepcion, Chile.

### Eloy Ortiz Oakley

Chancellor  
*California Community Colleges*



Eloy Ortiz Oakley is a leading voice on improving equity in higher education. He is the first person in his family to attend and complete college. Growing up in the Mexican American neighborhoods of South East Los Angeles, Oakley's experiences would shape his belief that quality education opportunities are a critical ingredient in achieving social and economic mobility. After high school he served in the U.S. Army 82nd Airborne Division and as a member of the U.S. Army Chemical Corps on Johnston Island. Oakley is a product of the California community colleges and the University of California. In 2016, Oakley was appointed Chancellor of the California Community Colleges, the nation's largest and most diverse system of higher education, consisting of 116 colleges which serve more than 2.1 million students. Under his leadership, the California Community Colleges are

positioned as a vital source for maintaining global competitiveness of the California workforce. Through the implementation of innovative practices and policies, the colleges have begun to close education attainment gaps and have prepared more Californians for the 21st Century economy. Oakley's accomplishments include the establishment of the California College Promise, the design and implementation of the system's Vision for Success, the elimination of standardized testing, the reform of remedial education, the adoption of a student-centered funding formula and the launch of California's first public fully online competency-based education college.

In 2014, Governor Jerry Brown appointed Oakley to the University of California Board of Regents.



### Michele Siqueiros

President, *The Campaign for College Opportunity*

Michele Siqueiros was the first in her family to graduate from college. She is passionate about the power of college to change lives and the ability of policy making to expand opportunity. Since 2008, she has served as the President of The Campaign for College

Opportunity, and has led historic higher education policy budget and legislative reforms in California that make it easier for students to transfer from community college to a four year university, access college level courses and receive financial aid. The Campaign has successfully secured millions of additional state dollars to expand student enrollment and improve student outcomes and championed efforts to increase access to Pell Grants, protect Cal Grant funding, support undocumented students, and reform community college pathways. Prior to joining the Campaign in 2004, Michele worked for the City of Los Angeles Department of Neighborhood Empowerment, helped co-found Public Allies-Los Angeles, and worked for the National Association of Latino Elected and Appointed Officials (NALEO).

Michele has a Bachelor of Arts degree from Pitzer College and a Master of Arts from the University of California, Los Angeles . She has been appointed to the state’s Student Centered Funding Formula Oversight Committee as well as Governor Newsom’s California Higher Education Recovery with Equity Taskforce. She previously served on the California Student Aid Commission.

### **José Luis Vilson**

Executive Director and Co-Founder  
*EduColor*



José Luis Vilson is a veteran educator, writer, speaker, and activist in New York City, NY. He is the author of *This Is Not A Test: A New Narrative on Race, Class, and Education*. He has spoken about education, math, and race for a number of organizations and publications, including the New York Times, The Guardian, TED, El Diario / La Prensa and The Atlantic. He’s a National Board Certified teacher, a Math for America Master Teacher, and the executive director of EduColor, an organization dedicated to race and social justice issues in education. He is also currently a doctoral student focusing on sociology and education at Teachers College, Columbia University.



### **Maria del Rosario Zavala**

Associate Professor of Elementary Education, San Francisco State University

Dr. Maria del Rosario Zavala (she/ella) is a mathematics educator and researcher and Associate Professor of Elementary Education at San Francisco State

University. She is the daughter of Peruvian immigrants. She looks deeply at the ways teaching and learning of mathematics is experienced by students from historically marginalized communities, especially multilingual Latino/a/e students - for example, how to support development of productive mathematics identities and challenge stereotypes of who “should” do math. Central to her research are mathematics identity, racial identities, power and privilege, and culturally responsive mathematics teaching. She is on the board of directors of TODOS Mathematics for All and hosts the TODOS podcast. She is also active in Radical STEMM Educators of the Bay Area and the Association of Mathematics Teacher Educators’ Equity Committee. Her partner is a high school mathematics teacher, and they have two children aged 6 and 3.

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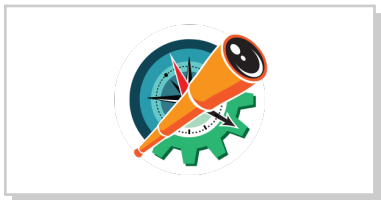
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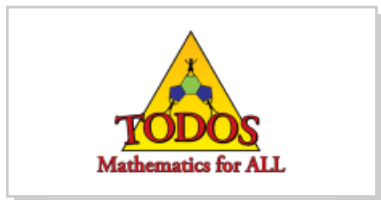
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