



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS
ADMINISTRATIVE COMPLAINT

February 14, 2023

United States Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Via Email: OCR@ed.gov

To Whom It May Concern:

This is a federal civil rights complaint pursuant to the U.S. Department of Education's (Department) Office for Civil Rights' (OCR) discrimination complaint resolution procedures.

Parents Defending Education (PDE) brings this complaint against Milton School District in Milton, Massachusetts for discrimination on the basis of race, color or national origin in programs or activities that receive Federal financial assistance in violation of both Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. § 2000d *et seq.*, and the Equal Protection Clause of the 14th Amendment to the U.S. Constitution.

PDE makes this complaint as an interested third-party organization that opposes racial discrimination and political indoctrination in America's schools. Milton School District is using taxpayer funding to offer programming during school hours for students of specific races that are not open to all. Attached to this complaint is supporting evidence in the form of email correspondence between a parent and the Assistant Superintendent for Curriculum and Human Resources at Milton School District (Exhibit A), which claims the program is only for "African American/Black and LatinX" students and information taken from "The Calculus Project" website, which highlights the math program Milton School District adopted for "students of color" in grade 8 through grade 12 and can be found at <https://thecalculusproject.org> (Exhibit B).

The email correspondence written by the Assistant Superintendent for Curriculum and Human Resources admits, "The mission of The Calculus Project at the Milton Public Schools is to increase the number of African American/Black and LatinX students who enroll and succeed in high-level mathematics courses at Milton High School" (Ex. A at 3). When the parent mentioned all students should be able to participate in the program, the Assistant Superintendent notes, there are "many supports and programs for all students to achieve at high levels" (Ex. A at 3).

In Exhibit A, the parent questions whether The Calculus Project discriminates against Milton School District's code of ethics (Ex. A at 4). The Assistant Superintendent does not address this specific inquiry in his response. I've copied Milton School District's non-discrimination policies for your reference (Ex. A at 4).

"The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These



include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following person has been designated to handle inquiries regarding the non-discrimination policies.”

The Calculus Project “us[es] research-supported strategies to increase the representation and success of Black, Hispanic, Indigenous, People of Color and low-income students in advanced mathematics” (Ex. B at 1).

Exhibit B cites, “cultural sensitivity and its commitment to sustainability” as The Calculus Project’s underlying mission (Ex. B at 3). The founder of the project further explains his commitment to “economic access and full citizenship” by working to implement this program in schools beyond its existence in Florida and Massachusetts, “The Calculus Project is not just a program-it is part of a movement” (Ex. B at 8).

In addition, The Calculus Project website further underscores that not all students would be welcome — and that this exclusion would be based solely on an individual’s race. The Calculus Project is only available to students who identify as “students of color and low-income” (Ex. B at 3).

The alumni testimony on the website highlights former participants of the program and the benefits received, such as socialization with other “black and brown” students and peer and leadership “opportunities” only accessible to those in the program (Ex. B at 6). These testimonies frame a scenario where students excel because they are separate based on the color of their skin and how their indoctrination of “an equitable classroom” is something they will adopt in their classrooms as teachers (Ex. B at 5).

Although the landmark *Brown v. Board of Education of Topeka* decision ended racial segregation in classrooms, The Calculus Project defends their academic racial segregation practices: “The Calculus Project schools intentionally group students of color and low-income students in the same class. Research shows this creates a more comfortable and productive academic environment for these students” (Ex. B at 3).

The website also notes pupils who participate in this program receive additional benefits on the basis of race that do not appear to be offered to all students in Milton School District. Additional support is outlined on the website as including “preparatory courses in the summer, and re-teaching/tutoring during the school year for grade 8 through grade 12,” “after-school study groups with teacher support,” the ability to “become peer teachers during the 11th and 12th grade,” well-prepared students who achieve in honors and AP-level math courses,” “better performance on math grades and state assessments,” and “partnerships with eternal stakeholders”(Ex. B at 3).

As the Department of Education is no doubt aware, segregation on the basis of race raises concerns that Milton School District has received federal funds in violation of Title VI of the Civil Rights Act of 1964, which declares that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

In addition, Section 1 of the 14th Amendment to the U.S. Constitution asserts: “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” On these grounds, the Supreme Court held in 1954



that racial segregation of students is unconstitutional. *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954).

A September 29, 2015 decision from the Department of Education Office for Civil Rights during the Obama Administration is directly on point: in 2015, following “the police actions involving African American victims in Ferguson and New York and subsequent events,” Oak Park & River Forest High School District 200 held a “Black Lives Matter” assembly during Black History Month. The assembly was convened “for African American students only” because the district wanted “to provide a comfortable forum for black students to express their frustrations.” Certain students “who self-identified as white were directed by District officials not to participate in the event as this assembly was designed for students who self-identify as black.” In the letter sent on September 29, 2015 (OCR Docket #05-15-1180), OCR found that the district violated the Equal Protection Clause and Title VI because the district’s actions could not withstand strict scrutiny. Specifically, the district failed to “assess fully whether there were workable race-neutral alternatives” and “did not conduct a flexible and individualized review of potential participants.” In a Resolution Agreement with OCR, the district agreed that its programs and activities would be “open to all students . . . regardless of their race” and to adopt policies and training to ensure the district’s compliance. OCR imposed these requirements even though the district had promised “not to hold such events in the future.”

Accordingly, we ask that the Department promptly investigate the allegations in this complaint, act swiftly to remedy unlawful policies and practices, and order appropriate relief.

Thank you for your prompt assistance with this request for investigation and resolution.
Please contact me for further information.

Sincerely,

Caroline Moore
Vice President
Parents Defending Education

Enc. Exhibit A-B



EXHIBIT A



Fwd: The Calculus Project

2 messages

Begin forwarded message:

From: [REDACTED]
Date: December 8, 2022 at 11:27:09 AM EST
To: [REDACTED]
Subject: Re: The Calculus Project

Dear [REDACTED]

Thank you for your email about the Calculus Project. I agree that it is a wonderful program. We are doing some information gathering with those involved with the project to be sure we have the correct information to share with you.

I'll be back in touch.

Sincerely,

[REDACTED]

On Thu, Dec 8, 2022 at 10:56 AM [REDACTED] wrote:
Chairperson [REDACTED],

May i have a reply to this email that was sent yesterday. The Calculus project is wonderful BUT to leave some students out of the program because of their race is discriminatory. This is not the Milton that i know and i have been a life time resident

Respectfully,

[REDACTED]

Sent from my iPhone

On Dec 7, 2022, at 12:57 PM, [REDACTED] wrote:

Hello,

I need clarification on The Calculus Project as this is a wonderful course and as stated kudos to those students that attend the class and excel.

Ex. A at 1



My question really is WHY is this course not available to all ? It seems discriminatory if someone who is non African American/Black or Latin X wishes to attend the class but get's turned away due to race this is wrong.

I read the Calculus Project and i understand the goal which is great BUT i feel this may open MPS to a suit if a child in MPS wants to take this class and is turned away due to their race.... This isn't the Milton i know....

Please advise

Respectfully,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: December 7, 2022 at 12:37:32 PM EST
To: [REDACTED]
Cc: [REDACTED]
[REDACTED]
Subject: Re: The Calculus Project

Asst. Superintendent [REDACTED],

I understand the class and i think it is wonderful BUT it is discriminatory against other students.

ANY class that is being offered in the Milton Public schools should be available to ALL students. This class isn't available to all and needs to be reviewed by the school committee.

I would appreciate if you can run this program by " legal department " to see if this exclusionary practice opens MPS to potential suit.

Respectfully,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Ex. A at 2



Sent from my iPhone

On Dec 7, 2022, at 11:25 AM, [REDACTED] wrote:

[REDACTED] - Thank you for your email.

The mission of The Calculus Project at the Milton Public Schools is to increase the number of African American/Black and LatinX students who enroll and succeed in high-level mathematics courses at Milton High School, culminating with the study of calculus in their senior year.

There are many supports and programs for all students to achieve at high levels. I've copied the MHS Principal and K-12 Director of Mathematics should you need further information.

[REDACTED]

[REDACTED]
Assistant Superintendent for Curriculum and Human Resources
Milton Public Schools

[REDACTED]
[REDACTED]
[REDACTED]

The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following person has been designated to handle inquiries regarding the non-discrimination policies: [REDACTED] Asst.

Superintendent for Curriculum & Human Resources [REDACTED]

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On Wed, Dec 7, 2022 at 11:09 AM [REDACTED] wrote:
Good Morning assistant Superintendent [REDACTED],

THANK YOU for your hard work and trying to get the MPS to be the best possible system.

I have a question and i was hoping you can enlighten me.

The Calculus Project is a wonderful idea to promote high level Mathematics and kudos to those students that take advantage of this program. My question is WHY is this not a program for all at MPS. It seems to me this program in itself is discriminatory against children that aren't "African American / Black and Latin X"

Ex. A at 3



Would you please assist as the statement below would lead us to believe this discriminatory practice doesn't happen in Milton....

The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following person has been designated to handle inquiries regarding the non-discrimination policies: [REDACTED] Asst. Superintendent for Curriculum & Human Resources [REDACTED]

Please review and advise

Thanks

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Sent from my iPhone

The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following person has been designated to handle inquiries regarding the non-discrimination policies: [REDACTED] Asst. Superintendent for Curriculum & Human Resources [REDACTED]

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[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

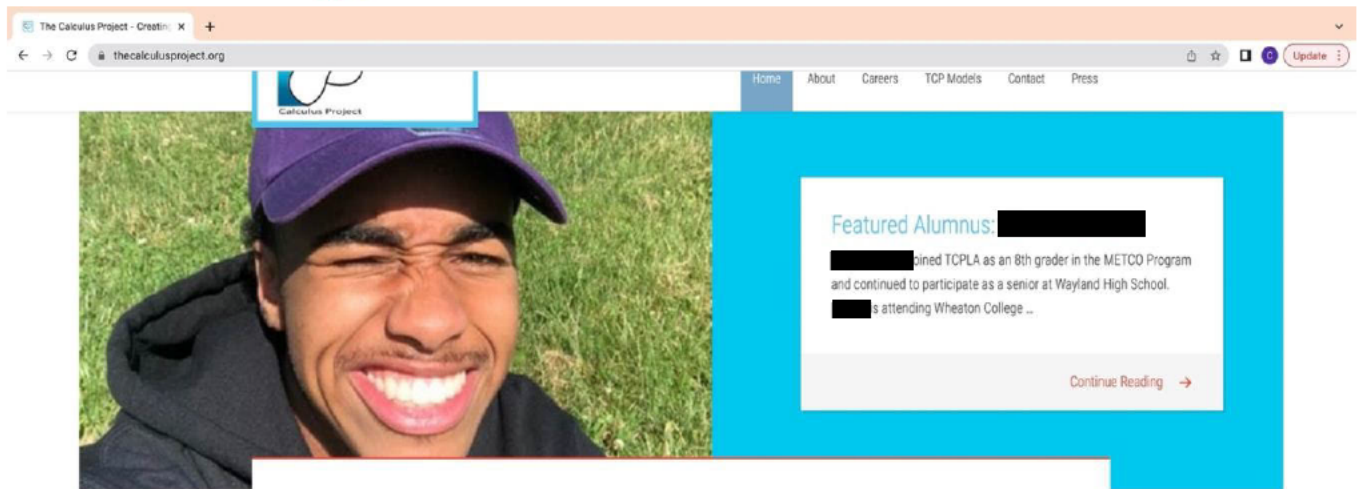
The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following person has been designated to handle inquiries regarding the non-discrimination policies: [REDACTED] Asst. Superintendent for Curriculum & Human Resources [REDACTED]

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Ex. A at 4



EXHIBIT B



WELCOME TO THE CALCULUS PROJECT

The mission of The Calculus Project is to use research-supported strategies to increase the representation and success of Black, Hispanic, Indigenous, People of Color and low-income students in advanced mathematics.

Experiential Learning

Leadership


Peer Education

Leadership Academy

Ex. B at 1

Experiential Learning


██████████ provides experiential learning opportunities for students in The Calculus Project.



██████████ inspires to become an engineer and had the opportunity to spend the day shadowing ██████████ who is a chemical engineer in their Westwood office.

Leadership

The Calculus Project and Leadership Academy cultivates Black and Latinx mathematicians and prepares them to lead.




██████████ graduated in our first cohort (class of 2020) and is a freshman at Yale.

WATCH ██████████ BUILDING BRIDGES SPEECH

Peer Education


██████████ MLK Scholars program supports our peer educators and provides opportunities for career training.



██████████ worked for ██████████ during the summer of 2020 in the Insurance Product Development Department. ██████████ joined the MLK Scholar program during the summer of 2020 and worked as a peer tutor for TCPLA assisting experienced teachers as they taught math virtually.

Leadership Academy

TCPLA is the only program preparing Black and Latinx high school students to pass a teacher licensure exam in mathematics.

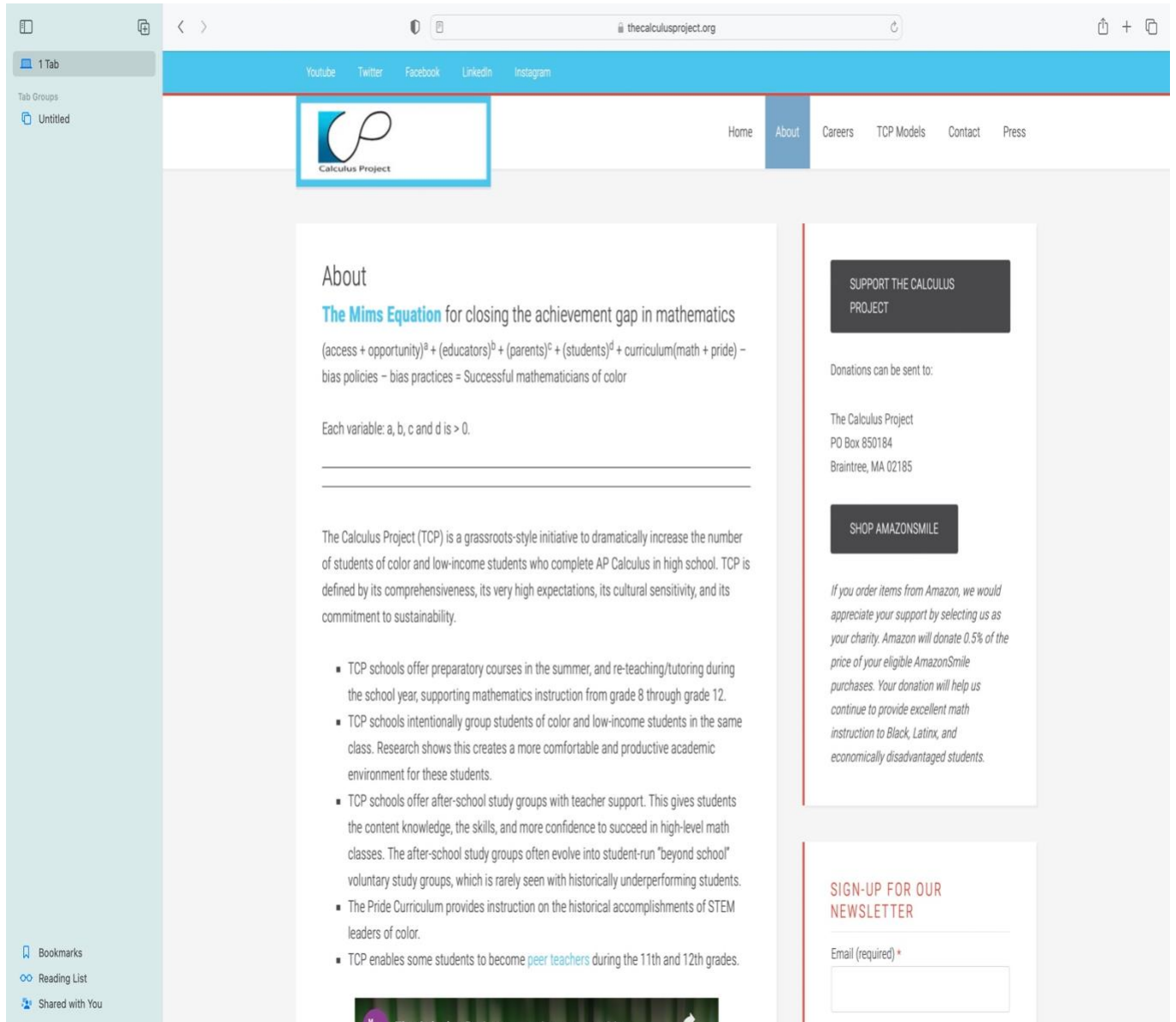


██████████ has been a member of TCPLA since 8th grade. She works extremely hard and is a great friend to all of her fellow scholars. ██████████ is the youngest student in TCPLA to pass the Massachusetts Test for Educator Licensure for Middle School Math (MTEL 47). She passed the MTEL 47 during the summer of 2019 after completing the 10th grade.

READ MORE

October 1, 2020

SUPPORT THE CALCULUS PROJECT



the calculus project .org

Youtube Twitter Facebook LinkedIn Instagram

Home About Careers TCP Models Contact Press

About

The Mims Equation for closing the achievement gap in mathematics

$(\text{access} + \text{opportunity})^a + (\text{educators})^b + (\text{parents})^c + (\text{students})^d + \text{curriculum}(\text{math} + \text{pride}) - \text{bias policies} - \text{bias practices} = \text{Successful mathematicians of color}$

Each variable: a, b, c and d is > 0.

The Calculus Project (TCP) is a grassroots-style initiative to dramatically increase the number of students of color and low-income students who complete AP Calculus in high school. TCP is defined by its comprehensiveness, its very high expectations, its cultural sensitivity, and its commitment to sustainability.

- TCP schools offer preparatory courses in the summer, and re-teaching/tutoring during the school year, supporting mathematics instruction from grade 8 through grade 12.
- TCP schools intentionally group students of color and low-income students in the same class. Research shows this creates a more comfortable and productive academic environment for these students.
- TCP schools offer after-school study groups with teacher support. This gives students the content knowledge, the skills, and more confidence to succeed in high-level math classes. The after-school study groups often evolve into student-run "beyond school" voluntary study groups, which is rarely seen with historically underperforming students.
- The Pride Curriculum provides instruction on the historical accomplishments of STEM leaders of color.
- TCP enables some students to become [peer teachers](#) during the 11th and 12th grades.

SUPPORT THE CALCULUS PROJECT

Donations can be sent to:

The Calculus Project
PO Box 850184
Braintree, MA 02185

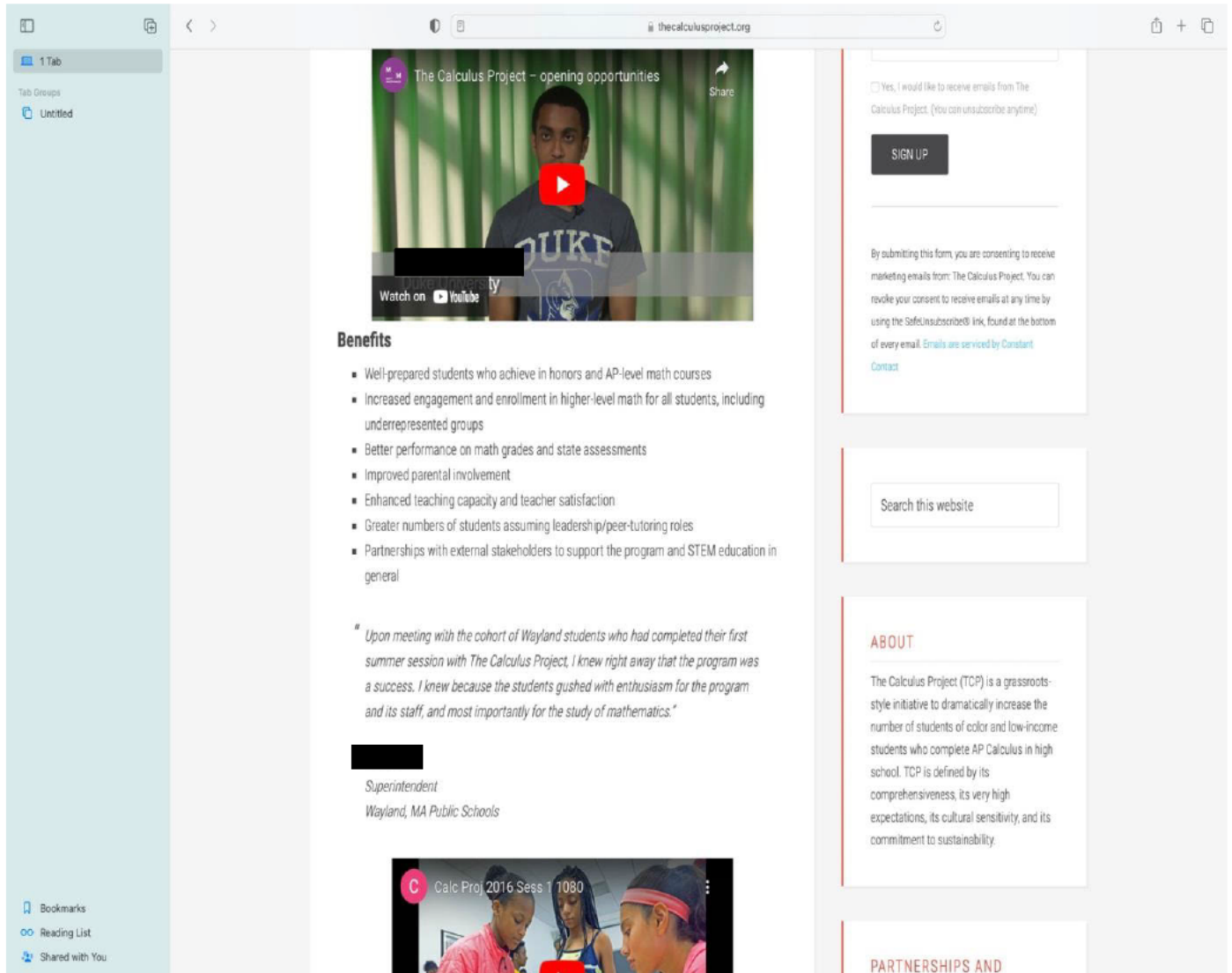
SHOP AMAZONSMILE

If you order items from Amazon, we would appreciate your support by selecting us as your charity. Amazon will donate 0.5% of the price of your eligible AmazonSmile purchases. Your donation will help us continue to provide excellent math instruction to Black, Latinx, and economically disadvantaged students.

SIGN-UP FOR OUR NEWSLETTER

Email (required) *

Ex. B at 3



The screenshot shows a web browser displaying thecalculusproject.org. The page features a video player at the top with the title "The Calculus Project - opening opportunities" and a "Share" button. Below the video is a "Benefits" section with a bulleted list of program advantages. A testimonial quote from a Superintendent of Wayland, MA Public Schools follows. At the bottom, there is a search bar, an "ABOUT" section, and the beginning of a "PARTNERSHIPS AND" section. A sidebar on the left contains navigation links like "Bookmarks", "Reading List", and "Shared with You".

Benefits

- Well-prepared students who achieve in honors and AP-level math courses
- Increased engagement and enrollment in higher-level math for all students, including underrepresented groups
- Better performance on math grades and state assessments
- Improved parental involvement
- Enhanced teaching capacity and teacher satisfaction
- Greater numbers of students assuming leadership/peer-tutoring roles
- Partnerships with external stakeholders to support the program and STEM education in general

"Upon meeting with the cohort of Wayland students who had completed their first summer session with The Calculus Project, I knew right away that the program was a success. I knew because the students gushed with enthusiasm for the program and its staff, and most importantly for the study of mathematics."

██████████
Superintendent
Wayland, MA Public Schools

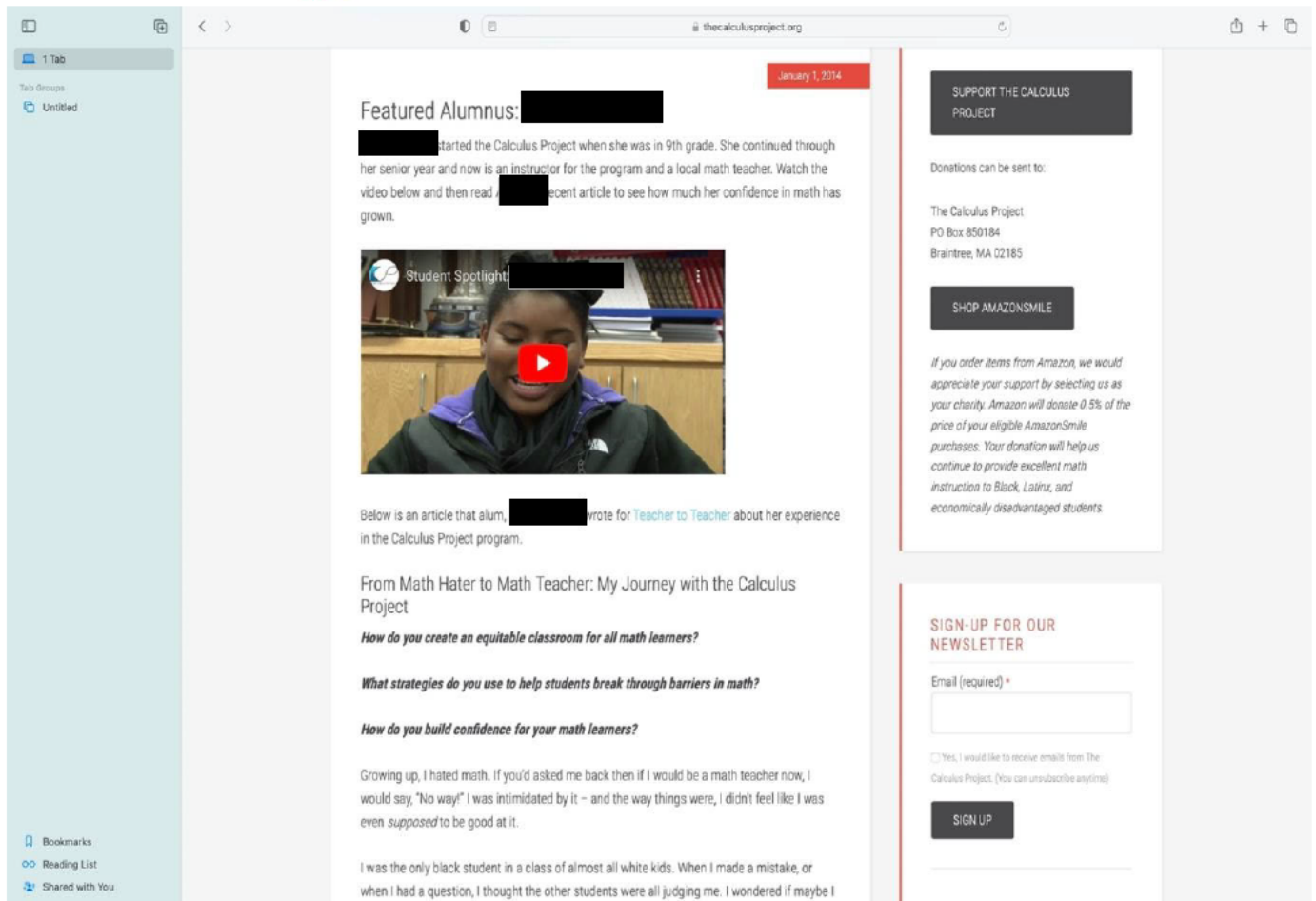
Calc Proj 2016 Sess 1 1080

Search this website

ABOUT

The Calculus Project (TCP) is a grassroots-style initiative to dramatically increase the number of students of color and low-income students who complete AP Calculus in high school. TCP is defined by its comprehensiveness, its very high expectations, its cultural sensitivity, and its commitment to sustainability.

PARTNERSHIPS AND




January 1, 2014

Featured Alumna: [REDACTED]

[REDACTED] started the Calculus Project when she was in 9th grade. She continued through her senior year and now is an instructor for the program and a local math teacher. Watch the video below and then read [REDACTED]'s recent article to see how much her confidence in math has grown.

Student Spotlight [REDACTED]



Below is an article that alum, [REDACTED] wrote for [Teacher to Teacher](#) about her experience in the Calculus Project program.

From Math Hater to Math Teacher: My Journey with the Calculus Project

How do you create an equitable classroom for all math learners?

What strategies do you use to help students break through barriers in math?

How do you build confidence for your math learners?

Growing up, I hated math. If you'd asked me back then if I would be a math teacher now, I would say, "No way!" I was intimidated by it – and the way things were, I didn't feel like I was even supposed to be good at it.

I was the only black student in a class of almost all white kids. When I made a mistake, or when I had a question, I thought the other students were all judging me. I wondered if maybe I

SUPPORT THE CALCULUS PROJECT

Donations can be sent to:

The Calculus Project
PO Box 850184
Braintree, MA 02185

SHOP AMAZONSILE

If you order items from Amazon, we would appreciate your support by selecting us as your charity. Amazon will donate 0.5% of the price of your eligible AmazonSmile purchases. Your donation will help us continue to provide excellent math instruction to Black, Latinx, and economically disadvantaged students.

SIGN-UP FOR OUR NEWSLETTER

Email (required)*

Yes, I would like to receive emails from the Calculus Project. (You can unsubscribe anytime)

SIGN UP

Featured Alumnus: Alisha Andl x

the calculus project.org/?p=473

Update

Yes, I would like to receive emails from The Calculus Project. (You can unsubscribe anytime)

SIGN UP

By submitting this form, you are consenting to receive marketing emails from: The Calculus Project. You can revoke your consent to receive emails at any time by using the [SafeUnsubscribe®](#) link, found at the bottom of every email. [Emails are serviced by Constant Contact](#)

Search this website

ABOUT

The Calculus Project (TCP) is a grassroots-style initiative to dramatically increase the number of students of color and low-income students who complete AP Calculus in high school. TCP is defined by its comprehensiveness, its very high expectations, its cultural sensitivity, and its commitment to sustainability.

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Show All x

Growing up, I hated math. If you'd asked me back then if I would be a math teacher now, I would say, "No way!" I was intimidated by it – and the way things were, I didn't feel like I was even *supposed* to be good at it.

I was the only black student in a class of almost all white kids. When I made a mistake, or when I had a question, I thought the other students were all judging me. I wondered if maybe I was the only one who wasn't getting it. I would never speak up.

I remember that I wasn't that great at my times tables – I had the easy ones down, the fives, the tens, but if my teacher asked me one of the trickier ones, like seven times six, I would freeze. Every time I couldn't give the right answer in front of the other kids, I got more embarrassed. I became the kind of math student who memorizes the answers because they think they could never solve the problems.

Then my mom enrolled me in The Calculus Project's (TCP) summer program, which brings together students of color and low-income students to prepare them for mathematics. I started the summer before eighth grade with an algebra preview, and then before ninth grade, I took the geometry honors preview. That summer in particular gave me a new outlook on math – and a new sense of my own potential.

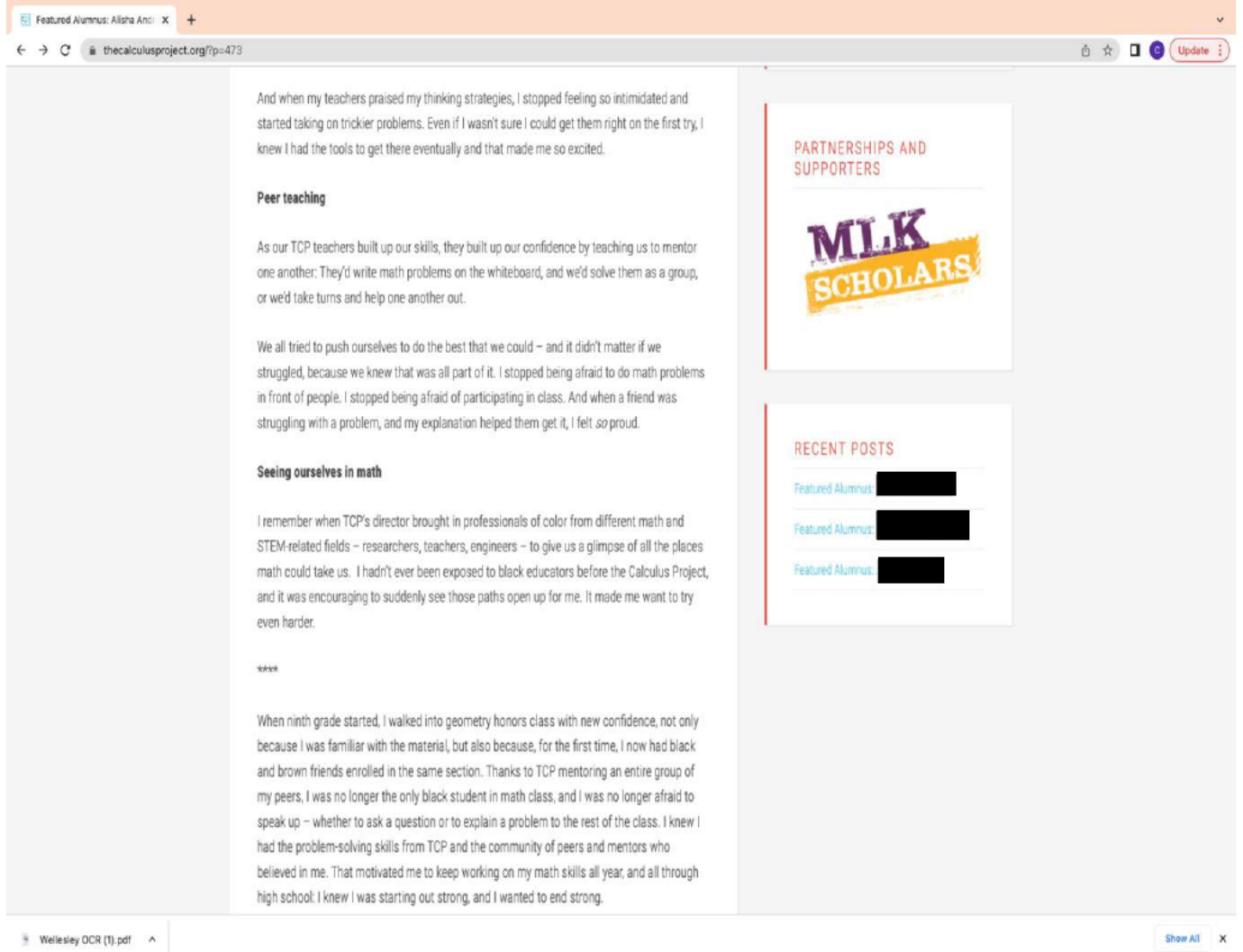
At TCP, I was surrounded by black and brown students like me, and the strategies we used made me go from hating math to standing at the front of my own classroom:

No more "I don't get it"

When we had trouble with a math problem, our TCP teachers taught us to name what part of the problem we were stuck on. So instead of saying, "I don't get it," I'd say, "I don't know what power to multiply this by." Then my teachers would have me state the choices out loud – tens, hundreds – and coach me through it.

When I heard myself reason through each step, I knew I could finish the problem.

And when my teachers praised my thinking strategies, I stopped feeling so intimidated and started taking on harder problems. Even if I wasn't sure I could get them right, the feedback



And when my teachers praised my thinking strategies, I stopped feeling so intimidated and started taking on trickier problems. Even if I wasn't sure I could get them right on the first try, I knew I had the tools to get there eventually and that made me so excited.

Peer teaching

As our TCP teachers built up our skills, they built up our confidence by teaching us to mentor one another. They'd write math problems on the whiteboard, and we'd solve them as a group, or we'd take turns and help one another out.

We all tried to push ourselves to do the best that we could – and it didn't matter if we struggled, because we knew that was all part of it. I stopped being afraid to do math problems in front of people. I stopped being afraid of participating in class. And when a friend was struggling with a problem, and my explanation helped them get it, I felt so proud.

Seeing ourselves in math

I remember when TCP's director brought in professionals of color from different math and STEM-related fields – researchers, teachers, engineers – to give us a glimpse of all the places math could take us. I hadn't ever been exposed to black educators before the Calculus Project, and it was encouraging to suddenly see those paths open up for me. It made me want to try even harder.

When ninth grade started, I walked into geometry honors class with new confidence, not only because I was familiar with the material, but also because, for the first time, I now had black and brown friends enrolled in the same section. Thanks to TCP mentoring an entire group of my peers, I was no longer the only black student in math class, and I was no longer afraid to speak up – whether to ask a question or to explain a problem to the rest of the class. I knew I had the problem-solving skills from TCP and the community of peers and mentors who believed in me. That motivated me to keep working on my math skills all year, and all through high school. I knew I was starting out strong, and I wanted to end strong.

PARTNERSHIPS AND SUPPORTERS

MLK SCHOLARS

RECENT POSTS

- Featured Alumnus [REDACTED]
- Featured Alumnus [REDACTED]
- Featured Alumnus [REDACTED]

Wellesley OCR (1).pdf

Show All

Featured Alumni: Afaha An... X +

the calculus project.org/?p=473

and it was encouraging to suddenly see those paths open up for me. It made me want to try even harder.

When ninth grade started, I walked into geometry honors class with new confidence, not only because I was familiar with the material, but also because, for the first time, I now had black and brown friends enrolled in the same section. Thanks to TCP mentoring an entire group of my peers, I was no longer the only black student in math class, and I was no longer afraid to speak up - whether to ask a question or to explain a problem to the rest of the class. I knew I had the problem-solving skills from TCP and the community of peers and mentors who believed in me. That motivated me to keep working on my math skills all year, and all through high school: I knew I was starting out strong, and I wanted to end strong.

Not every school has The Calculus Project (yet!), but as math teachers, we can employ these simple strategies to show *all* our students that they do belong in math class, and we can empower them with the tools so that they can succeed, too.

Article by [redacted] Featured / Leave a Comment

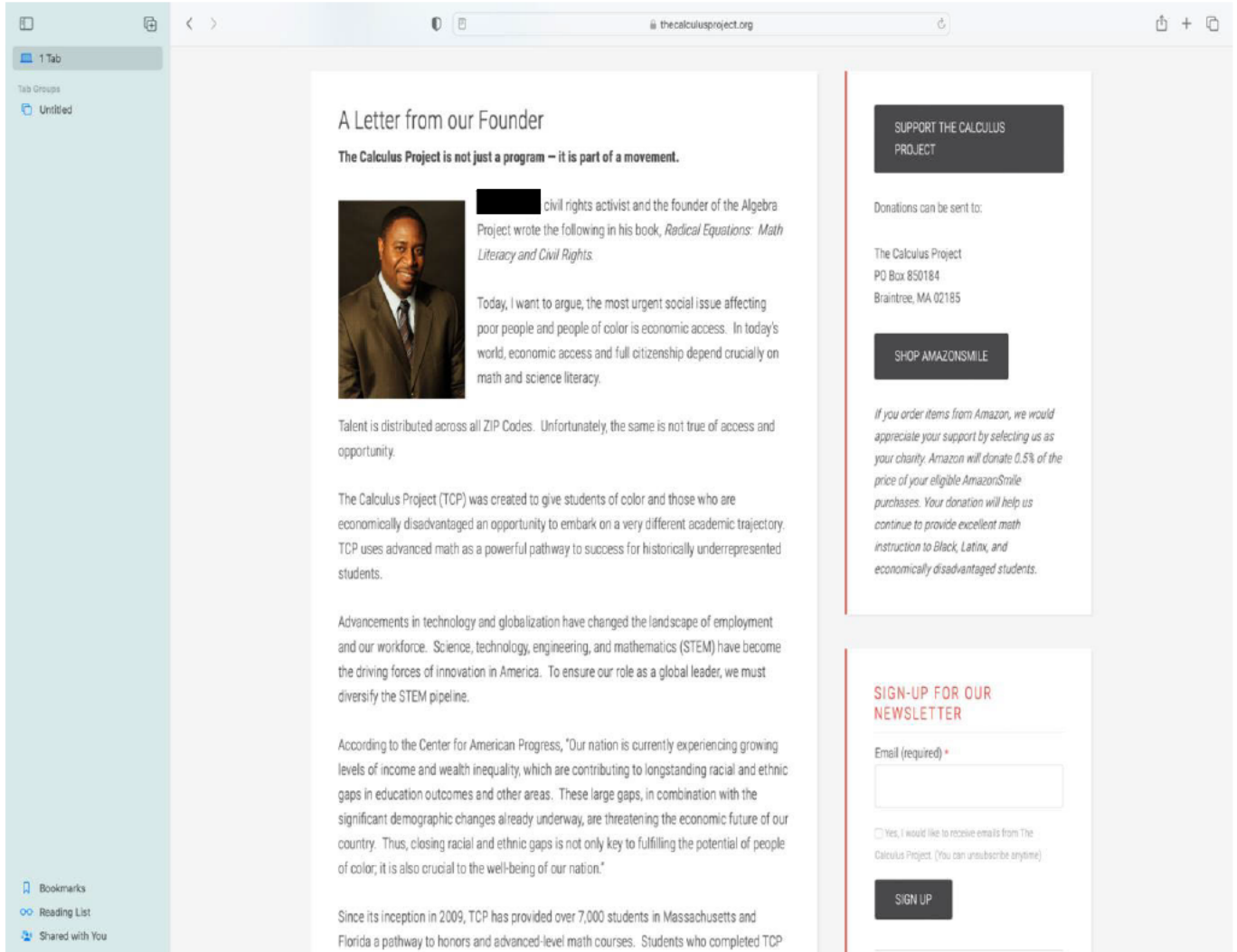
LEAVE A REPLY

Your email address will not be published. Required fields are marked *

Comment *

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A Letter from our Founder

The Calculus Project is not just a program – it is part of a movement.



██████████ civil rights activist and the founder of the Algebra Project wrote the following in his book, *Radical Equations: Math Literacy and Civil Rights*.

Today, I want to argue, the most urgent social issue affecting poor people and people of color is economic access. In today's world, economic access and full citizenship depend crucially on math and science literacy.

Talent is distributed across all ZIP Codes. Unfortunately, the same is not true of access and opportunity.

The Calculus Project (TCP) was created to give students of color and those who are economically disadvantaged an opportunity to embark on a very different academic trajectory. TCP uses advanced math as a powerful pathway to success for historically underrepresented students.

Advancements in technology and globalization have changed the landscape of employment and our workforce. Science, technology, engineering, and mathematics (STEM) have become the driving forces of innovation in America. To ensure our role as a global leader, we must diversify the STEM pipeline.

According to the Center for American Progress, "Our nation is currently experiencing growing levels of income and wealth inequality, which are contributing to longstanding racial and ethnic gaps in education outcomes and other areas. These large gaps, in combination with the significant demographic changes already underway, are threatening the economic future of our country. Thus, closing racial and ethnic gaps is not only key to fulfilling the potential of people of color, it is also crucial to the well-being of our nation."

Since its inception in 2009, TCP has provided over 7,000 students in Massachusetts and Florida a pathway to honors and advanced-level math courses. Students who completed TCP

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