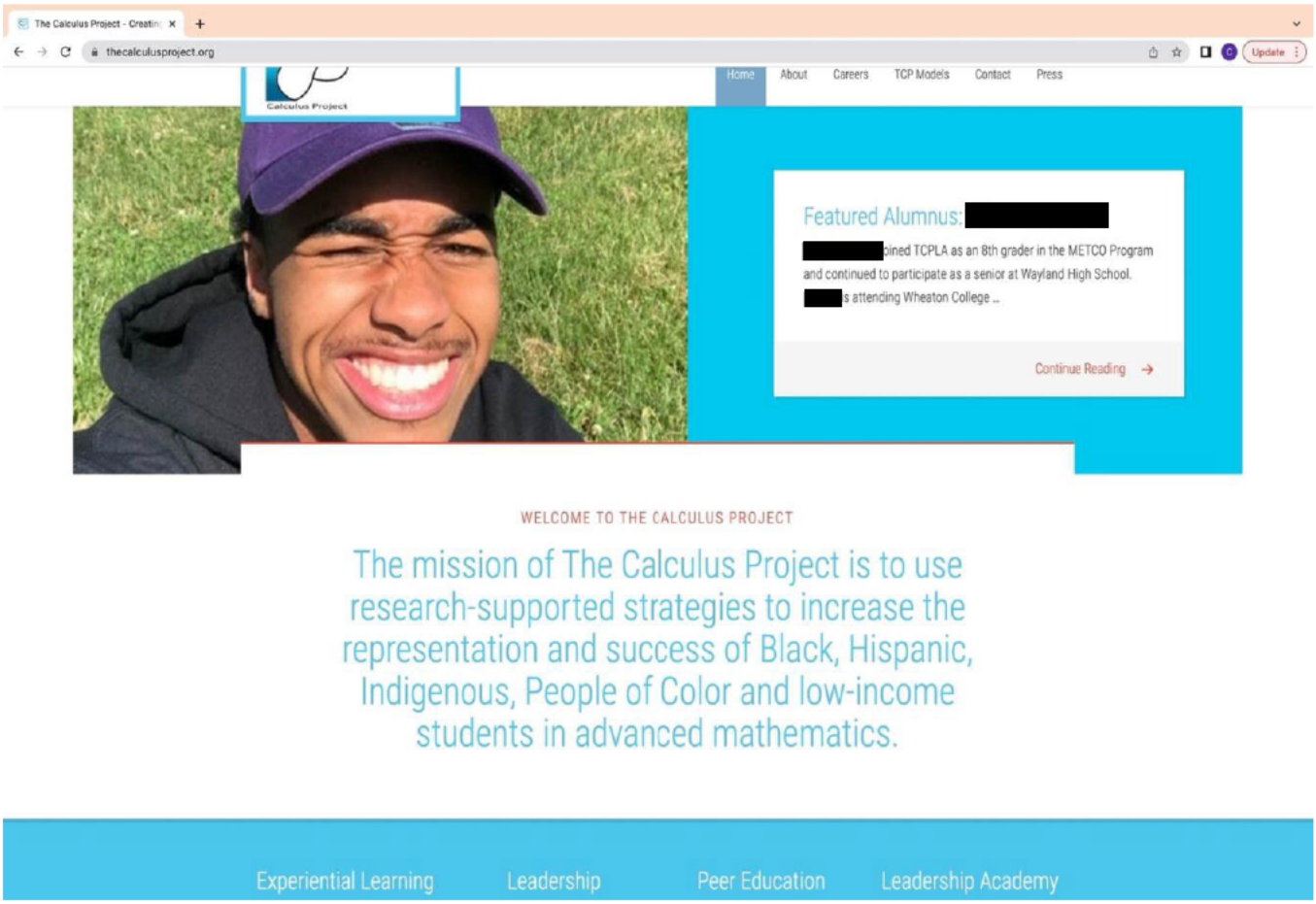
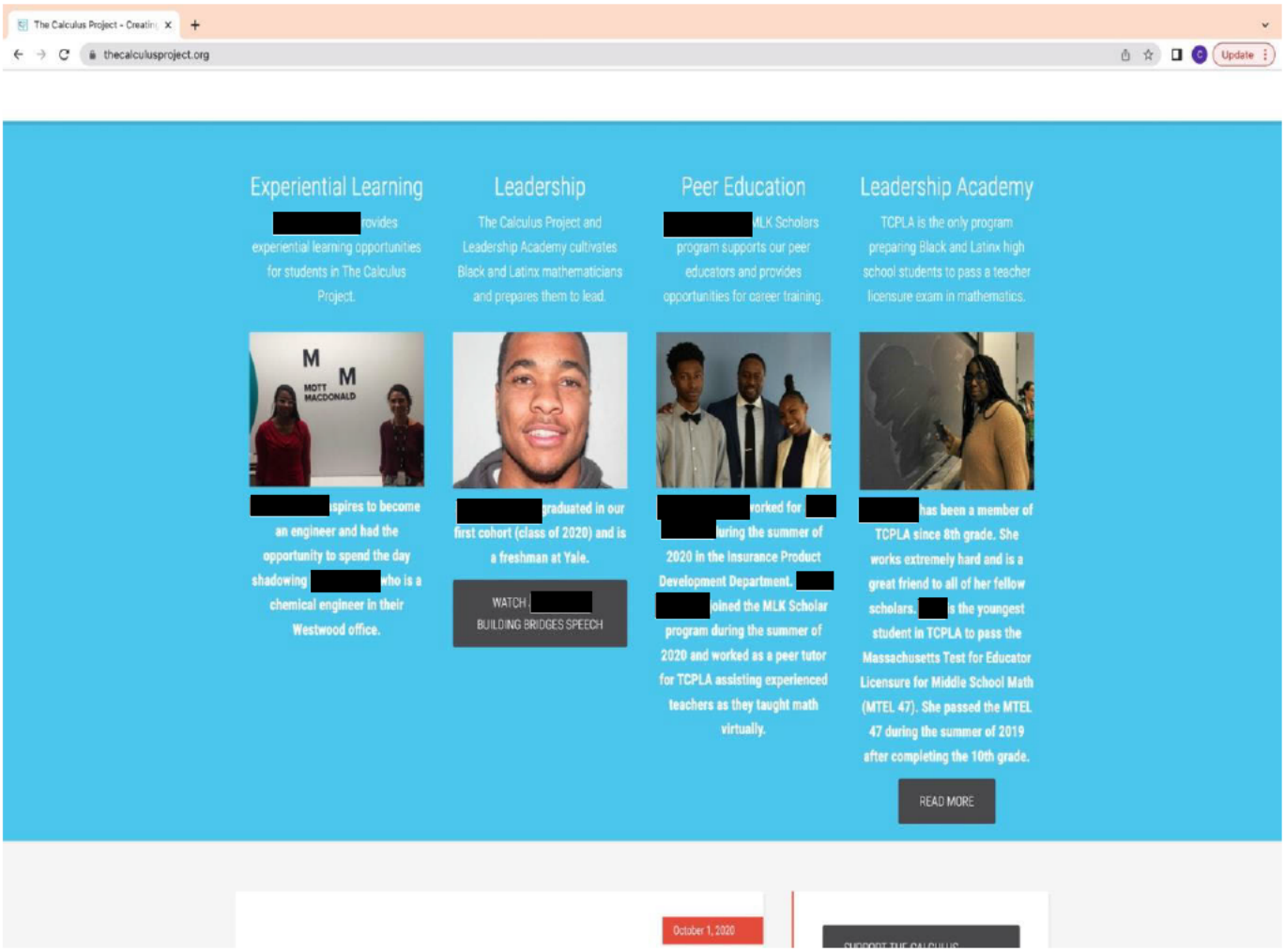
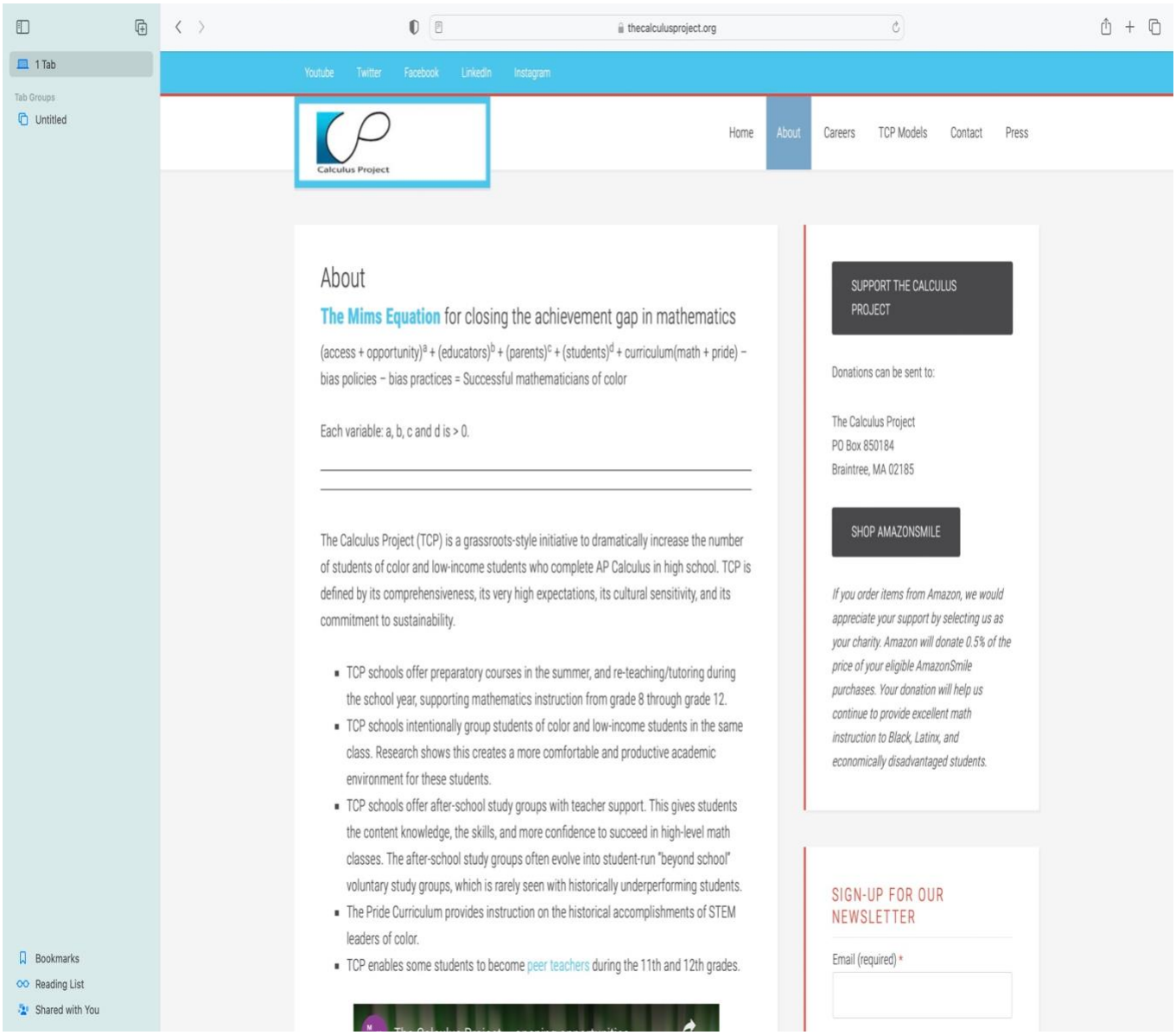
EXHIBIT B


The Calculus Project - Creatin
thecalculusproject.org
Update
Calculus Project
Home
About
Careers
TCP Models
Contact
Press
Featured Alumnus: [redacted]
[redacted]oined TCPLA as an 8th grader in the METCO Program and continued to participate as a senior at Wayland High School. [redacted]s attending Wheaton College ...
Continue Reading
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

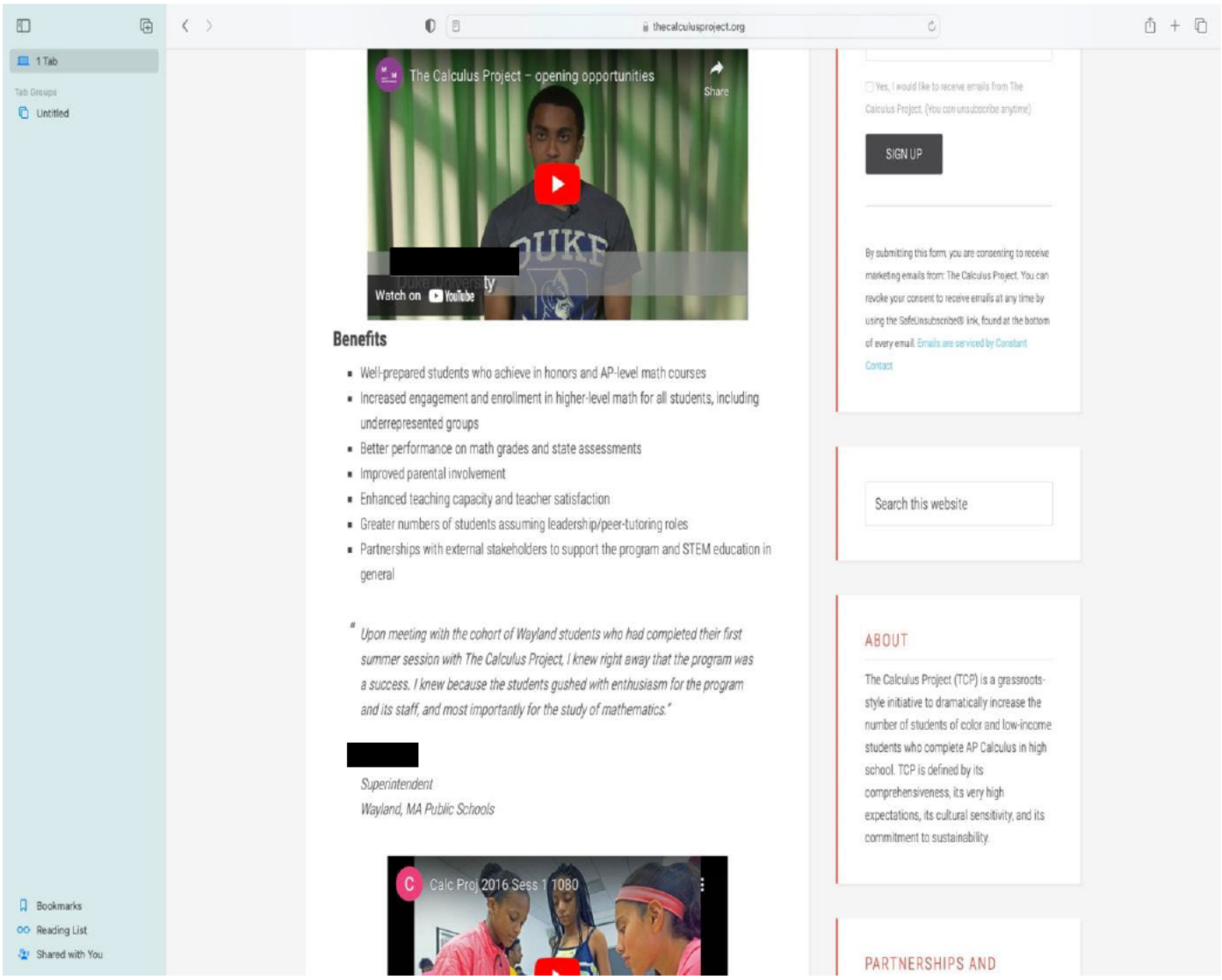
Ex. B at 1


The Calculus Project - Creatin
thecalculusproject.org
Update
Experiential Learning
[redacted] rovides experiential learning opportunities for students in The Calculus Project.
Leadership
The Calculus Project and Leadership Academy cultivates Black and Latinx mathematicians and prepares them to lead.
Peer Education
[redacted] MLK Scholars program supports our peer educators and provides opportunities for career training.
Leadership Academy
TCPLA is the only program preparing Black and Latinx high school students to pass a teacher licensure exam in mathematics.
M
M
MOTT MACDONALD
[redacted] spires to become an engineer and had the opportunity to spend the day shadowing [redacted] who is a chemical engineer in their Westwood office.
[redacted] graduated in our first cohort (class of 2020) and is a freshman at Yale.
WATCH [redacted] BUILDING BRIDGES SPEECH
[redacted] orked for [redacted] during the summer of 2020 in the Insurance Product Development Department. [redacted] oined 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.
[redacted] has been a member of TCPLA since 8th grade. She works extremely hard and is a great friend to all of her fellow scholars. [redacted] s 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

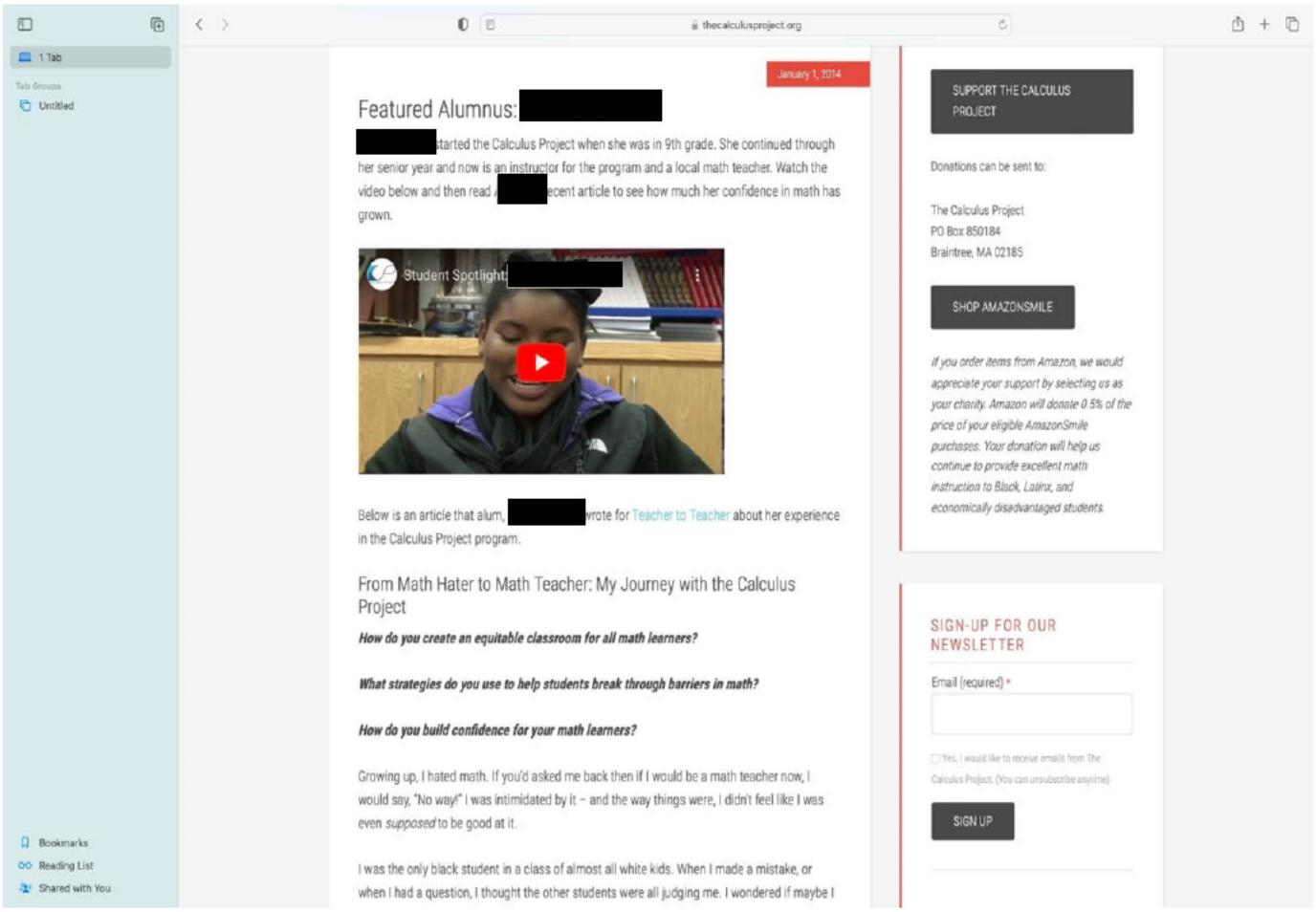
Ex. B at 2


1 Tab
Tab Groups
Untitled
Bookmarks
Reading List
Shared with You
thecalculusproject.org
Youtube
Twitter
Facebook
LinkedIn
Instagram
Calculus Project
Home
About
Careers
TCP Models
Contact
Press
About
The Mims Equation for closing the achievement gap in mathematics
(access + opportunity)^a + (educators)^b + (parents)^c + (students)^d + curriculum(math + pride) − bias policies − bias practices = 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) *

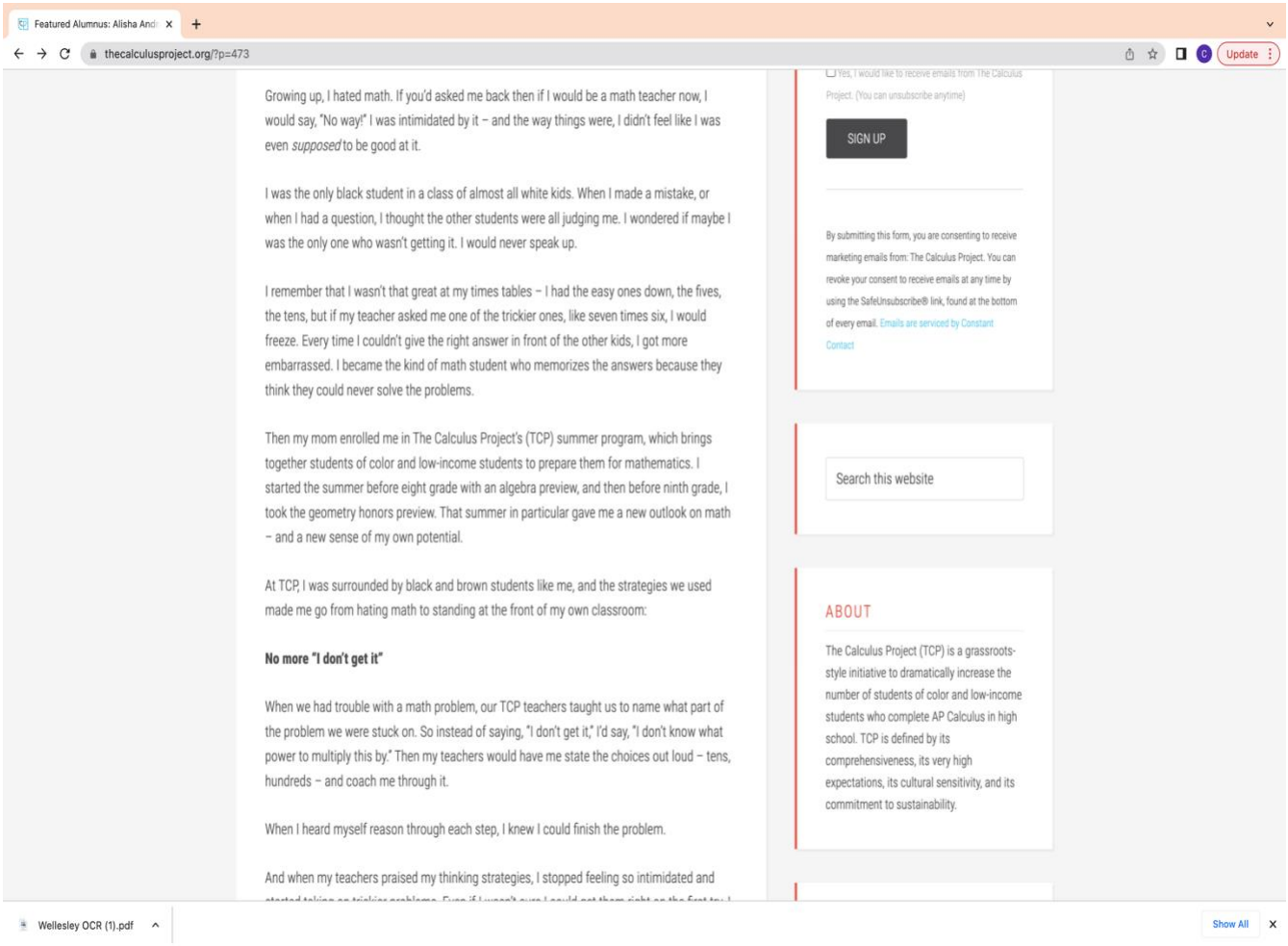
Ex. B at 3

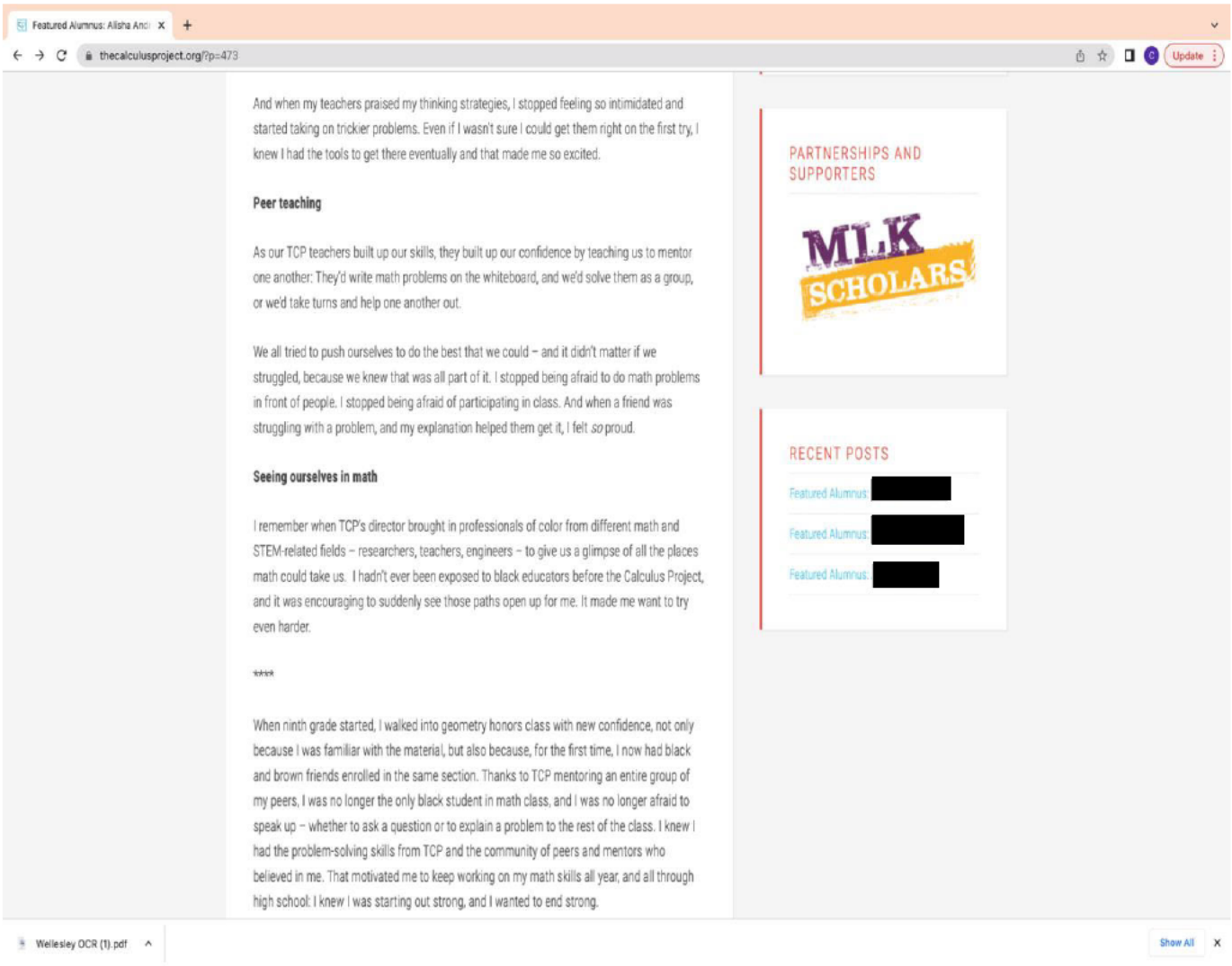

1 Tab
Tab Groups
Untitled
thecalculusproject.org
The Calculus Project – opening opportunities
Share
Watch on YouTube
Benefits
Well-prepared students who achieve in honors and AP-level math courses
Increased engagement and enrollment in higher-level math for all students, including underrepresented groups
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."
[redacted]
Superintendent
Wayland, MA Public Schools
Calc Proj 2016 Sess 1 1080
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.
PARTNERSHIPS AND
Bookmarks
Reading List
Shared with You

Ex. B at 4

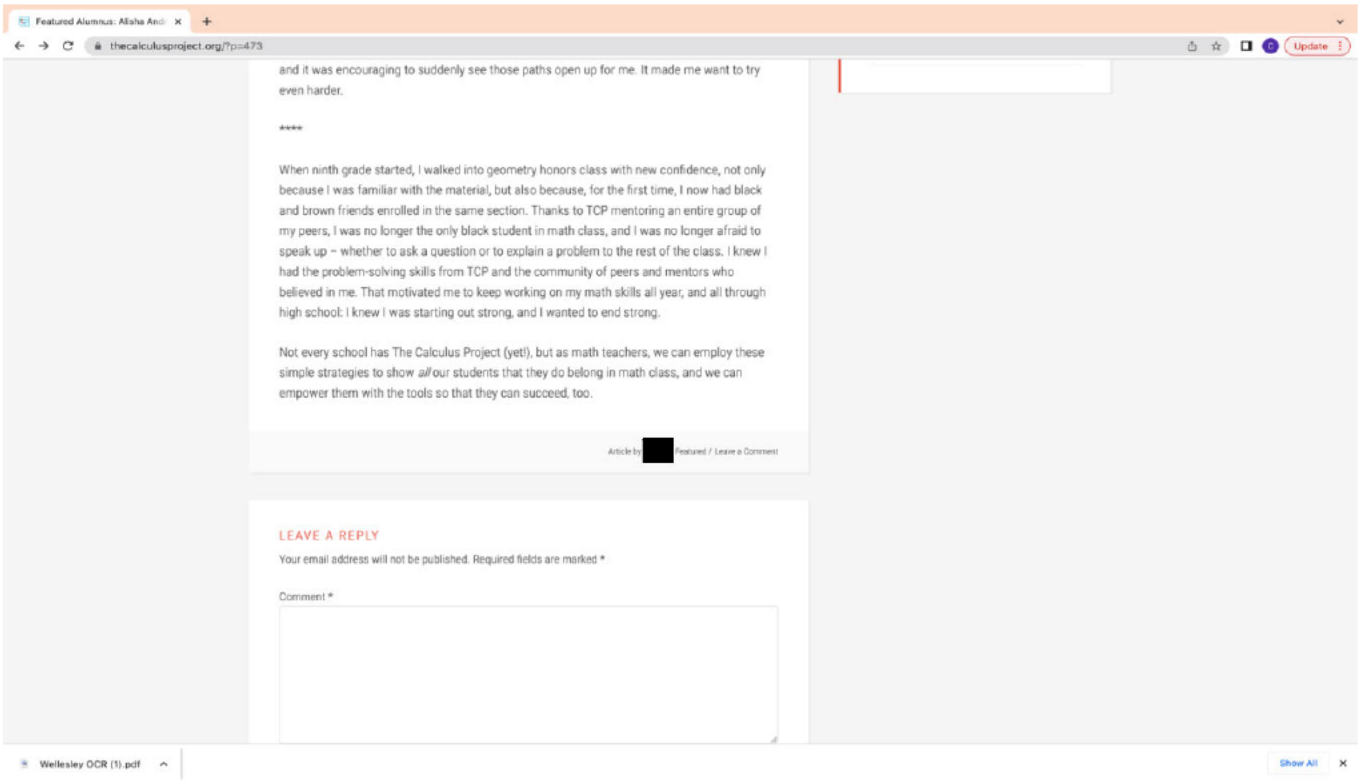

1 Tab
Tab Groups
Untitled
thecalculusproject.org
January 1, 2014
Featured Alumnus: [redacted]
[redacted] started the Calculus Project when she was in 9th grade. She continued through her senior year and now is an instructor for the program and a local math teacher. Watch the video below and then read [redacted] 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
Bookmarks
Reading List
Shared with You
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) *
Yes, I would like to receive emails from The Calculus Project. (You can unsubscribe anytime)
SIGN UP

Ex. B at 5


Featured Alumnus: Alisha And
thecalculusproject.org/?p=473
Update
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 eight 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
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.
Wellesley OCR (1).pdf
Show All


Featured Alumnus: Alisha Andi
thecalculusproject.org/?p=473
Update
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

Ex. B at 6



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.

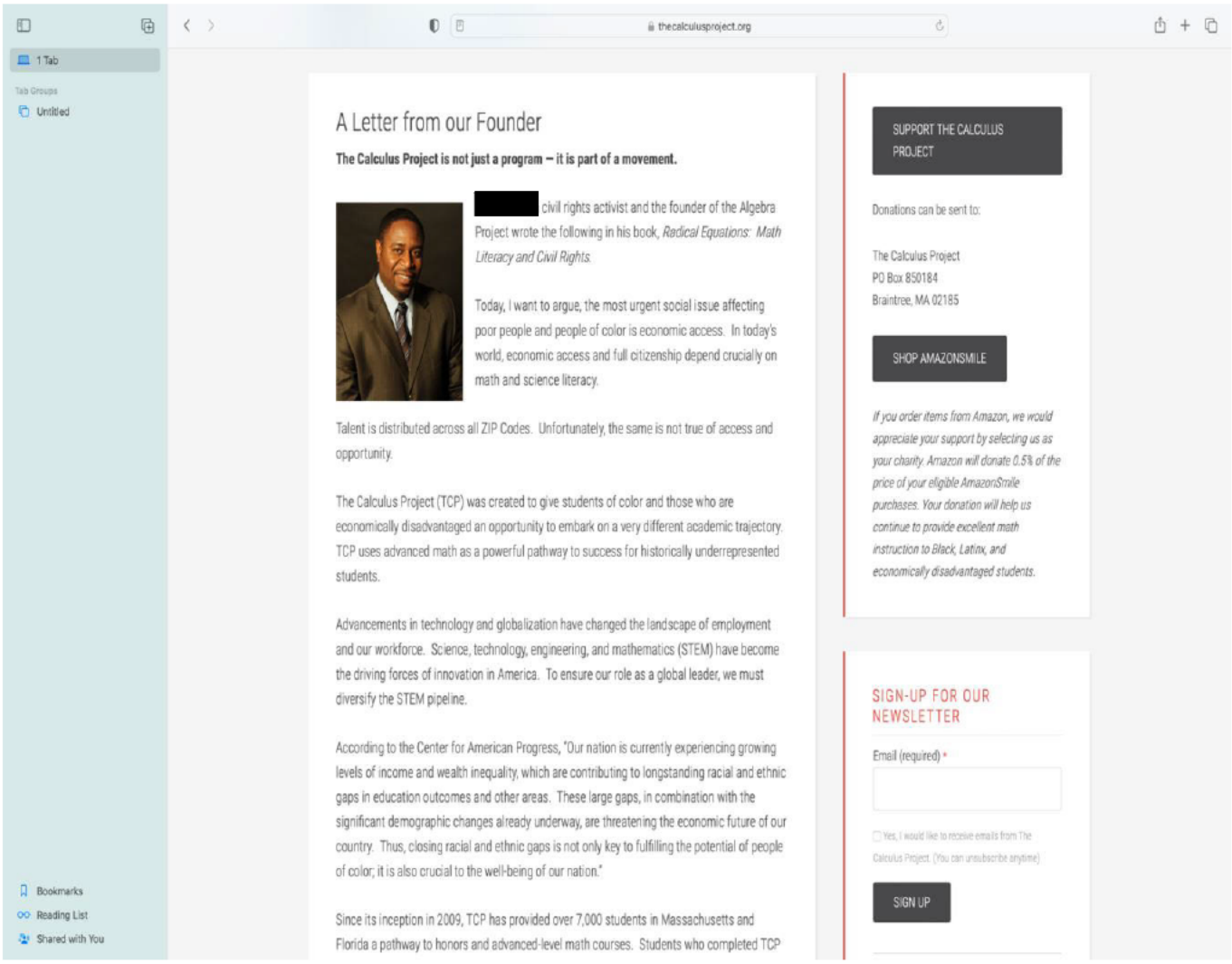
Not every school has The Calculus Project (yet!), but as math teachers, we can employ these simple strategies to show *all* our students that they do belong in math class, and we can empower them with the tools so that they can succeed, too.

Article by [redacted] Featured / Leave a Comment

LEAVE A REPLY

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

Comment *


1 Tab
Tab Groups
Untitled
thecalculusproject.org
A Letter from our Founder
The Calculus Project is not just a program – it is part of a movement.
[redacted] 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
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) *
Yes, I would like to receive emails from The Calculus Project. (You can unsubscribe anytime)
SIGN UP
Bookmarks
Reading List
Shared with You

Ex. B at 8