

1086-Q1-2072 **Uri Treisman*** (uri@math.utexas.edu), Dana Center UT Austin, 1616 Guadalupe Street 3.206, Austin, TX 78701. *The New Mathways Project: A Statewide Initiative to redesign the pathways to and through gateway college mathematics courses in Texas*. Preliminary report.

Remedial course sequences are in the policy spotlight as states seek to increase the proportion of students who complete degrees and certificates with labor market value. At the same time, states are increasing the rigor of their K-12 mathematics programs either by adopting the CCSS(M) or by modifying their existing mathematics frameworks. These new state K-12 mathematics frameworks are designed to produce students who are “college ready.” Researchers estimate that perhaps as few as one-third of high school students will meet their state’s college readiness benchmark. And, the evidence on the low success rate in college-level remedial offerings is new well documented and known by policy leaders. The result is a wave of state and system efforts to reform remedial offerings both in K-12 and higher education although these improvement efforts are typically disconnected from each other. The talk will examine the New Mathways Project – a collaboration of the Texas Association of Community Colleges and the Charles A Dana Center at the University of Texas at Austin. We will consider its organizing principles, approach to working at scale in a decentralized education system, and finally its policy and political implications. Comparisons will be made with efforts in other states. (Received September 24, 2012)