

## PARTICIPANTS

**Bonnie Brooks** is a research associate at the PPIC Higher Education Center. Her work focuses on developmental education and career technical education at community colleges. Before joining PPIC, she was a data and research associate at the Los Angeles Promise Zone Initiative, where she measured the initiative's impact on areas like public safety and education in local neighborhoods. She also worked at Grinnell College's Data Analysis and Social Inquiry Lab, where she helped students and faculty integrate data into research and classroom work. She holds a BA in economics with a concentration in global development studies from Grinnell College.

**Deborah Gonzalez** is PPIC's director of government affairs. She and her staff work to connect PPIC research with policymakers and community leaders. A longtime Capitol staffer, she served as policy and fiscal director for six legislative leaders and worked on a wide variety of issues—including the state budget, education reform, infrastructure funding, and public safety. She holds a law degree from the McGeorge School of Law, University of the Pacific, and a BA from Claremont McKenna College, where she majored in international relations.

**Alice Perez** is vice chancellor of academic affairs in the California Community Colleges Chancellor's Office. She oversees state-level design and review of community college curriculum and instructional support activities. She is also responsible for providing policy recommendations to the Board of Governors and Consultation Council. Previously, she served as dean of Arts and Humanities at Santa Barbara City College, where she oversaw three academic credit divisions and several programs and initiatives. During her doctoral studies, she was awarded a Fulbright Teaching Fellowship to Gutenberg University in Mainz, Germany. She holds a PhD in English from the University of California, Davis, and an MA in English from San Francisco State University.

**Melissa Reeve** is an English and ESL professor at Solano Community College. Through participation in the California Acceleration Project (CAP), she helped develop and launch Solano's accelerated English curriculum starting in 2011–12, and in 2015 she redesigned the ESL program to reduce exit points through the integration of reading, writing, and grammar instruction. She now serves on the AB 705 ESL Work Group, which is developing implementation guidelines and recommendations for the field. She also serves as ESL coach for CAP, leading professional development workshops and giving conference presentations on accelerated, integrated ESL and on high-leverage moves to meet the goals of AB 705. She holds a master's in English as a second language from the University of Hawai'i, Manoa.

**Olga Rodriguez** is a research fellow at the PPIC Higher Education Center. She conducts research on the impact of programs and policies on student outcomes, with a particular focus on college access and success among underserved students. Her recent research focuses on statewide developmental education reform, assessment and placement systems, and place-based efforts to help students get into and through college. Before joining PPIC, she was a postdoctoral research associate at the Community College Research Center at Teachers College, Columbia University. She holds a PhD in economics and education from Columbia University.

**Kathryn Wada** is a member of the ESL faculty at Cypress College, where she has been teaching credit ESL for the past 30 years. Her ESL interest and passion began with the accurate reporting of credit ESL success in the California community colleges and has broadened to advocacy for credit ESL as advanced foreign language and for educational opportunities for students enrolled in ESL courses at the colleges. She currently serves as faculty appointee to the AB 705 Implementation Committee, the AB 705 ESL Subcommittee, and the CB 21 Revision ESL Workgroup.