

# CONFERENCE SCHEDULE

## THURSDAY JULY 24th

\*schedule may change, this is the schedule as of 7.16.2008



**JULY 24th - 27th**  
JACKSON STATE UNIVERSITY  
JACKSON, MISSISSIPPI

6 pm :00

:30

**INFORMAL RECEPTION AND  
REGISTRATION** -- then to dormroom  
assignments. Reception planning  
committee needed!

7 pm :00

:30

8 pm :00

:30

9 pm :00

:30

10 pm :00

:30

Conf. Coord. Committee check in  
mtg., other informal gatherings

11 pm :00

:30

12 am :00

LIGHTS OUT

*Thank you for joining us in  
celebrating 25 years of the  
Algebra Project.*



**RAISING**

**THE FLOOR**

**QUALITY PUBLIC SCHOOL  
EDUCATION  
AS A  
CONSTITUTIONAL  
RIGHT**

7 am :00  
:30

BREAKFAST, REGISTRATION

8 am :00  
:30

OPENING WELCOME

9 am :00  
:30

10 am :00  
:30

Opening Session - Starting With Our Stories:  
Creating a Vision for Quality Public Education for All

11 am :00  
:30

12 pm :00  
:30

LUNCH

1 pm :00  
:30

2. YPP  
Greatest Hits

3. Discussion:  
Developing a  
National Network  
of Cohorts

4. Pattern &  
Symmetry

2 pm :00  
:30

1. YPP  
Flagway  
Math Game  
Tournament

BREAK

3 pm :00  
:30

5. YPP: Build A  
School

6. The Algebra  
Project's African  
Drums & Ratios  
Curriculum

7. Jena 6 Math  
Project

4 pm :00  
:30

5 pm :00  
:30

BREAK

6 pm :00  
:30

DINNER

7 pm :00  
:30

Intolerable Burden: Film & Discussion

Work groups

8 pm :00  
:30

9 pm :00  
:30

Work groups

Conf. Coord.  
Committee mtg

Work groups

10 pm :00  
:30

11 pm :00  
:30

LIGHTS OUT

12 am :00

# RAISING THE FLOOR NATIONAL CONFERENCE

## SATURDAY JULY 26th

7 am :00				
:30	BREAKFAST			
8 am :00				
:30	MORNING WELCOME			
9 am :00	8. Constitutional Literacy & the Campaign for Quality Education	9. FIU - Edison Cohort	10. My Mississippi Eyes	11. Content Maps for Math Classes
:30				
10 am :00				
:30	BREAK			
11 am :00	12. Tracking Katrina: Using Stories by Displaced New Orleans Students	13. AlgebraFirst™	14. Math Ed for Social Justice	15. Lanier HS-Jackson MS Cohort
:30				
12 pm :00				
:30	LUNCH			
1 pm :00				
:30	16. School-based, Univ.-affiliated Collaborations	20. New Orleans-Struggle Against Privatization of Education	18. Overthrowing Tyranny of Resources	19. Connecting Communities & Schools
2 pm :00				
:30				
3 pm :00	BREAK			
:30	17. Opportunity Gap	21. Teacher Professional Learning Communities	22. Writing and Researching with Video	23. Cohort Sites & Reseach
4 pm :00				
:30				
5 pm :00	BREAK			
:30				
6 pm :00				
:30				
7 pm :00	PEOPLES' DINNER AND CELEBRATION.			
:30	Honorary Committee			
8 pm :00				
:30				
9 pm :00				
:30				
10 pm :00	Conf. Coord. Comm. Mtg.		Other informal mtgs	
:30				
11 pm :00				
:30	LIGHTS OUT			
12 am :00				



7 a m	:00	<b>BREAKFAST, REGISTRATION</b>
	:30	
8 a m	:00	Working Groups--to be determined, including Youth Summit, Cohorts, National Coalition Building, etc.
	:30	
9 a m	:00	<b>BREAK</b>
	:30	
10 a m	:00	24. Youth Education Organizing: Understanding our Past, to Strengthen our Future!
	:30	
11 a m	:00	
	:30	
12 p m	:00	<b>Closing Session: Toward a More Perfect Union</b>
	:30	
1 p m	:00	<b>LUNCH &amp; FLIGHTS OUT</b>
	:30	

The Algebra Project (AP) national conference seeks to engage youth and adult participants in facilitated small and large group discussions, working sessions, and interactive activities. The overall goal of the conference is to rigorously evaluate the requirements and strategies needed to create a Quality Public School Education for all students. Anticipated outcomes include networking among participants and organizations to mobilize resources for the future work of raising the floor of education for all students.

AP started from one parent's desire to see his child understand algebra in middle school so that she could enter high school and enroll in college-preparatory math courses. In doing so, he saw the need to change youth culture around math education – to get them excited about math – and to break down institutional barriers to a quality public education.

That is exactly what AP students are doing: overcoming obstacles and spreading the excitement to be in the classroom. How often do you hear your high school students say they want to take math – 90 minutes a day, five days a week – and fully attend all year long? Calculate the minutes of class time that students are engaging themselves and each other, becoming agents of their future.