Shelby, Mississippi to North Carolina Central University

1998

YPP

...it was a very good learning experience. What I think we accomplished was to share information about the project and we stressed the importance of parental involvement. (Dorothy Husband, Parent)

Yes, it (Math Institute) was a good experience because it gave me an opportunity to work with my peers and I feel I have accomplished a goal to share information with others." (Lekecia Tyce, 10th grade Provine High School)

I consider myself a Youth Math Literacy worker because I take my free time and dedicate it to teaching others the math skills that I have learned and have been trained to teach. (Angela Knight, 9th grade Lanier)

Marquis Lowe, 9th grade Lanier

James Roach, 10th grade Lanier

"I really enjoy coming, because it's a real good experience. By participating in the program I will be able to give back to the community. I am actually working and having fun with the kids." (Toccara Mack 10th grade at Calloway High School)

YPP

P. O. Box 24324-39225
Jackson, MS 39225

Telephone:(601)346-5995 Fax: 346-5970 Email:ypp@netdoor.com

6th Graders

Sondra Green
Jamie Jacobs
Annie Spells
Jeffrey Sanders
Tenishia Rockiette
Ay 'Quanya Swinnie
Jamekia Mitchel
Jason Brattton
Sarah Johnson
Robert Washington
Gwendolyn Adams
Luther York
Tenikia Winters
Sarah Brown
Jeremy Henderson
Laterrio Williams
Jonathan Williams
Tevis Williams
Marrell Lowe
Sylvester Davis
Jerry Kings
Takita Leflore
Bertha Holden
Barbara Robinson
Tammy Adams
Leah Bingham
Amica Ceaser
Dominque Brown
Amanda Daniels

Ashley Newell
Marquita Marshall
Christopher Hawkins
Jason Johnson
Marquita Johnson
Jason Moore

Tae'nika Tripp
Lauren Burns

Shannon Macklin
Samuel Walton
Tamekia Mitchel
Adre Houston
Kawann Fisher
Wes Robinson
Monique Davis
David Epting
Ronald Jones
George Tall

Justin Evans
Andrea Tillman
Sephan Spahn
Felicia Johnson
Kandra Johnson
David Randal
Abdul Jones

7th Graders

James Green
Jason Husband

8th Graders

Ayana Gibbs
Latia Skyes
Eboni Martin
April Thompson
Jonathan Daniels
Nathanial
Edwards
Lecarrian Lorings
Candace Bingham
Erica Stokes
Regina Banks
Beuresa Green
Erica Chambers
Niddi Nwogloso
Jana Rogers

Lionel Knight
Darrell Kendrick
Joseph Wilson
Jessica Husband
Tyler Tall
Jonathan Blackman
Ashley Washington
Silver Holmes
Lashanda Griffin
Kenyatta McGee
Bridgette Ray
Evelyn Hollins
Jessica Webster
Chassie Jackson

8th Graders cont.

Brandon Smith
Chiquana Hobson
Larry Kings
Terrance Williams
Erica Terrell
Kenosha Brinson

Latila Sykes
Lathosia Hall
Chundra Austin
Latoya Collins

High School Students

Chris Adagbonyin
Latrisha Aldridge
Antiono Allen*
Ebone Ball
Melvin Bell*
Tasaunda Berry
Keith Burkes
Calvin Cain
Jessica Clark
Rebecca Clayborn
Marcus Coleman
Marlana Coleman
Marcus Crowley
April Davis*
Kevin Edmondson
Karrimethia Edwards
Derrick Ellis
Erick Ellis
Ariel Fleming
Shaun Gates
Mariama Gibbs
Demetrica Gorden*
Northern Gray
Tomika Hall
Jessica Harris
Tarra Henderson
Christa Hinton
Shemeka Holden
Temeka Holden
Brooke Howard
Alice Hughes
Jonathan Husband

Java Jackson*
Cedric Johnson
Frankie Johnson
Marcus Johnson
Candace Jones
Cameo Kelly
Angela Knight
Shenedria Leflore
Marquis Lowe
Toccara Mack
Spencer McClenty
Karen Minor
Durrell Moore*
Sammie Myers*
Felicia Pulliam
Verenda Pulliam
James Roach,Jr.
Shemaka Shelton*
Sylena Sinclair
Albert Skyes
Timothy Steele
Heather Thomas
Terrance Trigg
Lekecia Tyce
Laurie Walker
Helena Walker
Ladonna Wells
Rosalynn White
Jemell Wilson
Quentina Wolfe
Nate Young, Jr.*

Staff

Dorothy Husband (Parent)
Glenda York (Parent)
Obsie Johnson (Parent)
Wanaki McDuffy (College Counselor)
Patrice Johnson (College Tutor)
Marcus White (College Tutor)
Deon Allen (College Counselor)
Wilma Morris (Workshop Facilitator)
Omo Moses* (Director)
Ruthie Sayles (Teacher)

Maisha Moses (Workshop Facilitator)
Robert Moses (Workshop Facilitator)
Taba Moses *(Workshop Facilitator)
Taiwo Gaynor (DTP/Graphic Design)
Kehinde Gaynor (DTP/Graphic Design)
Talib Gramby (DTP/Graphic Design)
Jollivette Anderson (Workshop Facilitator)
Jessie Fernandez (Workshop Facilitator)
David Norris (Custodial Services)
Alma Rogers (Teacher)

Founding Members

The Math Institute "98" has provided a wealth of experiences for its participants. From Mae Bertha Carter (an "unsung" hero of the civil rights movement, whose struggle to segregate a white school in Sunflower County, MS, is documented in *Silver Rights, by* Connie Curry); to the 6th, 7th, 8th, 9th, 10th, 11th, and 12th grade students, who awoke for "school" on Saturday's and came back to " school" during the week; to Mrs. Husband, Mrs. York, Mrs. Sayles, the parents and teachers who helped to chaperone, who sat in on the workshops, participating or observing; to Dr. Robert Moses, Maisha Moses, Wilma Morris, Jessie Fernandez and the rest of the workshop facilitators, the Math Institute has been a continuous stream of events involving students, parents, educators, and community, centered around the development of *young folk* into ***Math Literacy Workers.***

What is a Math Literacy Worker (MLW)?

Math Literacy work is...

Teaching one person who is able to teach others.
To teach your experiences and learn from others experiences.

Math Literacy workers are...

Young people who know math and want to teach it to others.
Dedicated, willing to take time out to teach.
Leaders.
Communicators.
People who teach others math, so others can teach others math.

Math Literacy workers are takers and givers. What you learn you share; the more you share, the more you learn, the more you have to give.

What does Math Literacy mean?

It's not just numbers, its problem solving, you can use it in any subject, you just have to know how to apply it.
Math literacy also means knowing how to read and think.
If a child can't see a concept you are trying to share; and you have similar experiences you can use those to help the child.

How do you make a Math Literacy worker?

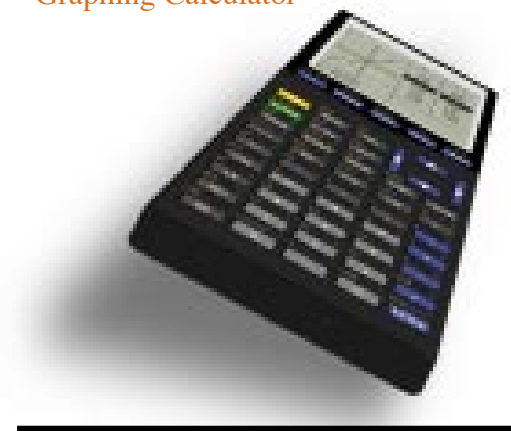
Give them (young people) something that appeals to them.
Provide Math Literacy Experiences.

Notes From the Algebra Project Youth Conference, Olive Branch, MS (5/1-5/3). The conference which was primarily organized and facilitated by members of YPP, involved 80 AP students from around the country (20 from Jackson).

(Java Jackson, Jim Hill High School, 10th grade, Math Literacy Worker since 1996)

During some of the workshops I felt in control, others I had a few difficulties. But the experiences were unlike anything I had did before. This was the first time I had ever had the chance to work with my peers showing them what I had learned. This made me feel like I was advanced or something... Other students felt that I was all into this algebra stuff, especially my friends. I influenced some of them and they began to pay attention and wanted to catch up because they wanted to have it like us. The workshops have helped me to be able to communicate with others better...I am a part of a small group that took a stand to get others more involved in their education... One of the primary goals of YPP was to get more students involved as math literacy workers... I know we have influenced many people because YPP has grown and continues to grow, as each group of students feed back to a younger group while learning and growing together.

Texas Instruments (TI)-83
Graphing Calculator



West Tallahatchie:

The trips to West Tallahatchie happened almost every Monday. At least two high school students and two Brinkley students went to the workshops. I participated in going to West Tallahatchie twice. At the workshops we assisted Omo by helping the students to understand and work the activities they were doing. The West Tallahatchie students were very cooperative and seemed to enjoy and be interested in what they were learning. My experiences there were very fun. I think going to West Tallahatchie was a very good experience for me because it gave me a chance to learn how to be comfortable with teaching, speaking, and sharing with people I didn't know. I think it was a good experience for the students because they are starting to better their math skills and that will be helpful for them in the future.

""West Tallahatchie is a good experience because it gives us young people a chance to take on leadership roles and teach others something we know."

(Brooke Howard, 10th grade La-

Brinkley Middle School (BMS):

YPP Conducted GC workshops on Saturdays for the current 8th grade students of BMS. 40 8th graders regularly participated, during the 14 sessions which were held from 9am -1:00pm. These workshops were organized and facilitated by 9th and 10th grade YPP members, to prepare the students for the statewide Algebra 1 test.

Jackson Public Schools (JPS) Staff Development:

YPP conducted a GC workshop on February 9th and on February 16th, for teachers and administrators of JPS. The workshop on the 9th was for principals and administrators, while the workshop on the 16th was an in service for approximately 60 Algebra 1 middle school and high school teachers.

New York Algebra Project:

YPP traveled to NYC to conduct a graphing calculator workshop for Alumni and Staff of the Brooklyn Algebra Project. Java Jackson and Frankie Johnson facilitated these workshops.

San Francisco Algebra Project:

April Davis, James Roach, Ariel Fleming, and Rosalynn White, traveled to the Bay area to conduct graphing calculator and fraction bar workshops for 30 elementary, middle, and high school students.

Algebra Project Professional Development Conference:

The conference involved over 100 Algebra Project teachers from around the country. YPP conducted a GC workshop for 30 enthusiastic teachers, demonstrating how the Stacking Game(part of the Algebra Project Transition Curriculum) can be extended to the TI-83.

Helena Walker, 11th grade Jim Hill

Math Institute Training:

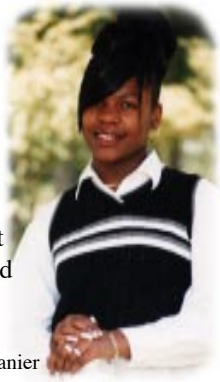
The high school students trained an average of 2-3 days per week during the Institute. The training was structured in a way that students took the lead in their training. Students would find, or were given particular exercises which they would work through individually or in groups. Particular exercises were chosen, and further developed into workshops.

Training Facilitators:
Wilma Morris, Omo Moses, Deon Allen, YPP High School Students
Number of Trainings: 44
Number of Students Trained:
39 (8th graders)
15 (9-12th graders)
Avg. hours Trained:
24.69 (8th graders)
45.69 (9 -12th grade)

... and a little math on the way."

These workshops are designed to involve participants in exploring concepts of ratios through the use of geometrical representation of fraction bar comparisons, people talk, feature talk, and ratio talk. Initially developed by Bob Moses for his Unified Geometry course, the Fraction Bars, became one of the most popular workshops during the Math Institute. The activities with the Fraction Bars have grown directly out of the work sessions, facilitated by Maisha and Bob Moses. These workshop activities reflect the thoughts of the students and their interaction with the materials.

The Provine Workshop was brought about because the superintendent of Jackson Public Schools (JPS) asked Bob Moses to conduct a workshop for all Algebra I teachers from all middle and high schools. The workshop was to be held on JPS staff development day. Bob then came and asked us the students of YPP to conduct the workshop. We had a month of weekly training at Brinkley Middle School to help prepare us for this workshop, Angela Knight comments:



I felt that it was a interesting learning experience for the teachers but also myself. The reason is that you don't often come across students teaching teachers. I felt that this showed not only maturity but a fact that I have been feeling in my heart since my first workshop, and that is that kids are the future and if we didn't facilitate this world we must show the world what we are made of. What I felt that we accomplished was kids can come together and show the adults that we are interested in education too.

Angela Knight, 9th grade Lanier

I felt good about the workshop, it was very educational. I feel that I learned more about ratios and the fraction bars. I feel we accomplished learning ratios without using the concepts that are used in class.

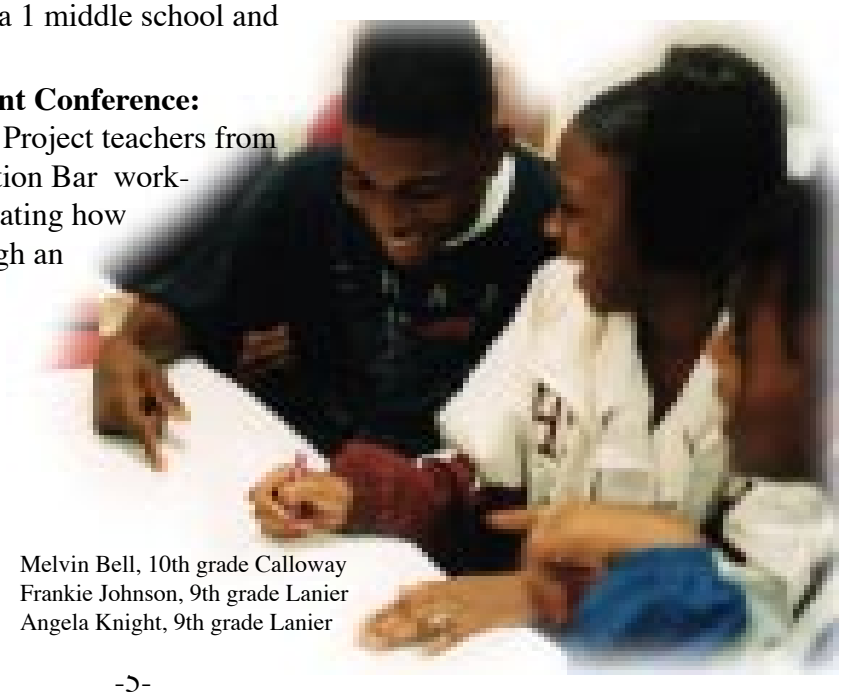
(Ruthie Sayles, 7/8th grade Algebra Teacher, Brinkley Middle School)

Columbia University, Teachers College:
Jonathan Husband, accompanied by Bob Moses, presented the fraction bars to approximately 40 educators, mostly college professors, at Columbia University.

San Francisco Algebra Project:
April Davis, James Roach, Ariel Fleming, and Rosalynn White, traveled to the Bay area to conduct graphing calculator and fraction bar workshops for 30 elementary, middle, and high school students.

Jackson Public Schools (JPS) Staff Development:
YPP conducted a GC workshop on February 9th, and on February 16th, for teachers and administrators of JPS. The workshop on the 9th was for principals and administrators, while the workshop on the 16th was an in service for approximately 60 Algebra 1 middle school and high school teachers.

Algebra Project Professional Development Conference:
The conference involved over 100 Algebra Project teachers from around the country. YPP conducted a Fraction Bar workshop for 30 enthusiastic teachers, demonstrating how the concept of ratios can be explored through an experiential learning process.

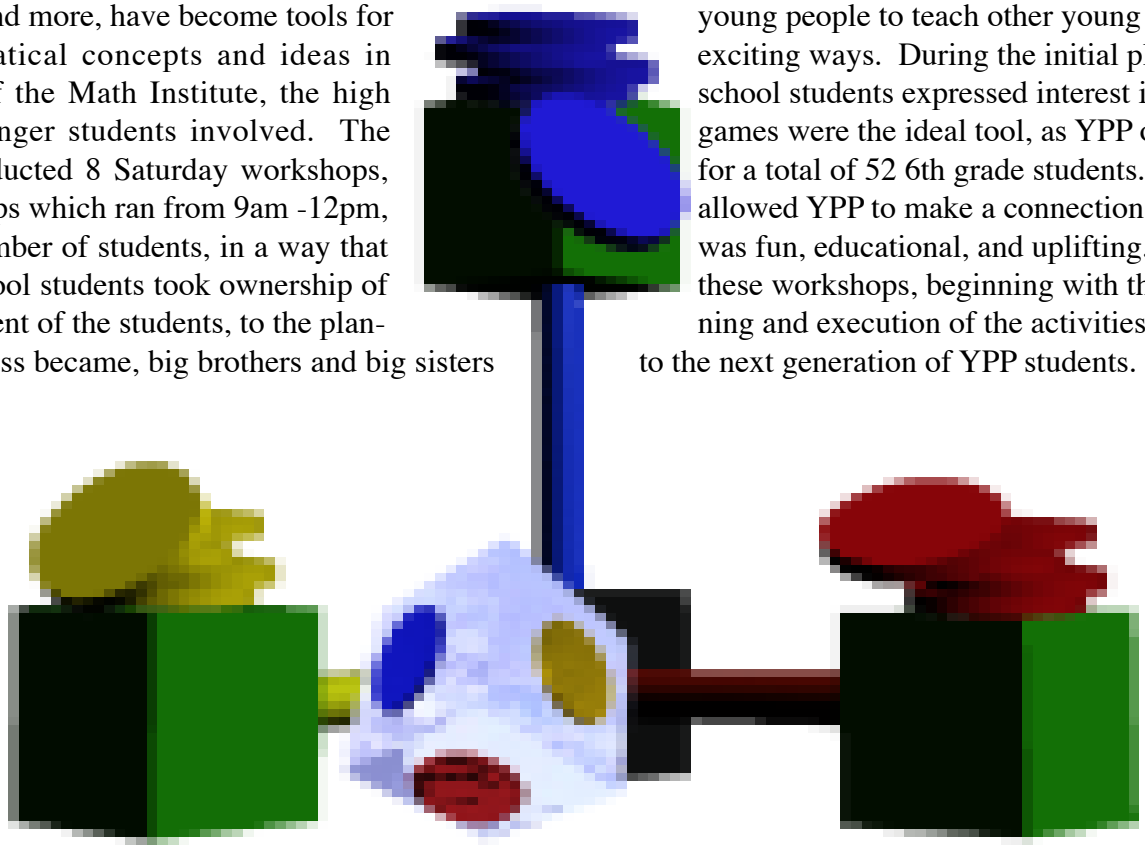


Melvin Bell, 10th grade Calloway
Frankie Johnson, 9th grade Lanier
Angela Knight, 9th grade Lanier

Training Facilitators:
Maisha Moses, Bob Moses

Number of Trainings: 35
Number of Students Trained: 57
Avg hours Trained: 24.33

In order to make math literacy a skill that students want to acquire, students must enjoy mathematics and its applications. The Algebra Project is promoting math literacy through a series of math games called Algebra Project games. These games, which involve the use of prime numbers, variables, polynomials, integers, and more, have become tools for young people to teach other young people mathematical concepts and ideas in exciting ways. During the initial planning stages of the Math Institute, the high school students expressed interest in getting younger students involved. The games were the ideal tool, as YPP organized and conducted 8 Saturday workshops, for a total of 52 6th grade students. The workshops which ran from 9am -12pm, allowed YPP to make a connection with a large number of students, in a way that was fun, educational, and uplifting. The high school students took ownership of these workshops, beginning with the initial recruitment of the students, to the planning and execution of the activities, and in the process became, big brothers and big sisters to the next generation of YPP students.



Training Facilitators:
Taba Moses, Jessie Fernandez
Number of Trainings: 18
Number of Students Trained:
52 (6th graders)
45 (9-12th graders)
Avg hours Trained:
9.5 (6th graders)
19.5 (9-12th graders)

Once again, YPP is shot-callin, keepin' young kids ballin in the math world. How do we do it? Well, we start with the games. Whether the T-point , Stacking, Winding, Bumping, Side-to-Side, or Flagway Games, YPP and The Algebra Project are making math interesting. These games are structured to teach young people the fundamentals of mathematics, but students are having too much fun playing them to believe that they are educational. T-point uses chips, dice and a structure to formulate polynomial expressions, or to create and calculate ratios, percents, and decimals.

Calvin Cain, 10th grade Lanier

Durrell Moore (Wingfield, 10th grade) and Marquise Lowe (Lanier 9th grade):

During Saturday Workshops we teach the students different games, such as the T-Point, Structure Relay, and Flagway. Things have been going well with the 6th graders and the games because they keep coming back... If someone was to walk into the MathLab on Saturday, you will hear a lot of noise, and see kids animated and having fun. Kids might be racing up and down the hall playing the relay game, or sitting at the tables using a polynomial to calculate whether or not they have won.... As far as students teaching students, they show us (YPP employees) a lot of respect. Some even look up to us as role models. I think we are getting the next generation of YPP ready.