

Breakfast and Registration 8:00-8:50 (Law Lounge)

Welcoming Remarks by Susan Feathers and Dean Larry Kramer

Opening plenary

Defining a Right to Education 9:00-10:30 (Room 290)

Providing an adequate education is a goal of educational reform, but defining adequacy is a difficult goal in itself. This panel will address recent court cases, reform efforts, and the distinction between adequacy and equality. Is adequacy really enough, or should we be striving for something more?

Panelists: Wendy Puriefoy (Public Education Network); Paul Tractenberg (Rutgers School of Law)

Moderator: Jamienne S. Studley (Public Advocates)

High-Stakes Testing 10:45-12:15 (Room 190)

Passage of a high school exit exam will soon be required for graduation in more than half of the states, and schools are increasingly using tests as a basis for determining grade promotion. This panel will address how the growing popularity of high-stakes testing affects the educational mission of schools, with a particular emphasis on the effects on low-income, minority, and English language learner students. It will also highlight the possible implications of high-stakes testing on school-funding reform.

Panelists: Monty Neill (National Center for Fair & Open Testing); Amanda Broun (Public Education Network); John T. Affeldt (Public Advocates) (BA, '84)

Moderator: Jesse Hahnel (JD Candidate, Stanford Law School)

Educational Rights for Linguistic Minorities 10:45-12:15 (Room 290)

Perhaps no other area of education reform has faced more controversy than bilingual education efforts. With English learners comprising roughly 25 percent of California's school enrollment, educators, policymakers and legal advocates turn increasing amounts of attention to the unique issues and demands of these students. This panel will assess the current state of education for linguistic minorities in California and consider policy-based and legal approaches to remedies. It will also discuss how race, legal status, and public hostility interact in these students' daily lives.

Panelists: John Trasviña (MALDEF) (JD, '83); Kenji Hakuta (Stanford University)

Moderator: Martha Castellon (Stanford University School of Education)

Introduction by Professor Bill Koski, Eric and Nancy Wright Professor of Clinical Education, Stanford University

Lunch 12:30-1:45 (Room 290)

Keynote Address: Christopher Edley Jr., Dean and Professor of Law, Boalt Hall

*Edley was co-founder of the Harvard Civil Rights Project, a renowned multidisciplinary research and policy think tank focused on issues of racial justice. His publications include *Not All Black and White: Affirmative Action, Race and American Values*. At UC Berkeley, he is founder and faculty-Co-Director of the Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity, a multidisciplinary think tank. In March 2006, Dean Edley was named to a national nonpartisan commission created to conduct an independent review of the No Child Left Behind (NCLB) Act. The 12-member Commission on NCLB issued recommendations in February 2007 for reforming and improving the legislation as Congress considers reauthorizing federal education laws.*

Special Education and Disability Discrimination 2:00-3:30 (Room 190)

Schools across the country must abide by a variety of federal anti-discrimination laws. Unique to the educational context is the Individuals with Disabilities Education Act, which mandates that schools provide a "free and appropriate public education" in the "least restrictive environment." Speakers on this panel will address how the civil rights of disabled students are met, as well as major challenges that remain for these most vulnerable of children.

Panelists: Bill Koski (Stanford Law School) (PhD, '03); Shawn Morehead (Advocates for Children of New York) (JD, '00); Bill Abrams (Stanford University) (BA, '76)

Moderator: Stephen Rosenbaum (Boalt Hall)

School Desegregation and Issues of Racial Justice in Public Schools 2:00-3:30
(Room 290)

Fifty years after Brown, schools are consistently growing more segregated as a result of increasing stratification of cities along racial lines. Supreme Court cases in the past several decades have made integration efforts more challenging, and with the recent decision in Seattle School District, No. 1, proactive efforts at voluntary integration seem all but impossible. These speakers will address what, if anything, remains of desegregation efforts.

Panelists: Joseph O. Oluwole (Montclair State University); Stuart Biegel (University of California, Los Angeles); Luis Mirón (College of Education, Florida International University); Joan Wynne (Florida International University Center for Urban Education and Innovation)

Moderator: Catherine Lhamon (ACLU of Southern California)

School Choice and Charter Schools 3:30-5:15 (Room 190)

Traditionally associated with conservative reform efforts, school choice has become a cause célèbre among progressive reformers for inner city schools. As the charter school movement expands and matures, questions of relative academic performance and unequal access have come into sharp focus. Panelists representing all sides of this issue will discuss the various practical, moral, and constitutional concerns behind school choice and charter school efforts.

Panelists: James Ryan (University of Virginia School of Law); John Coons (Boalt Hall); Damon Hewitt (NAACP Legal Defense Fund, New Orleans)

Moderator: Bruce Fuller (Berkeley Graduate School of Education)

Closing the Achievement Gap 3:30-5:15 (Room 290)

This panel will address the economic and social consequences of failing to close the persistent racial and socio-economic disparities in education opportunities and performance. The panel will also explore strategies for reducing this gap.

Panelists: Hank Levin (Columbia University); Ron Ferguson (Kennedy School of Government); Garth Harries (Office of New Schools, New York City Department of Education) (JD, '00)

Moderator: Michael Wald (Stanford Law School)

Dessert and Coffee Reception : 5:20-6:00 (Law Lounge)

Closing Address

Dr. Robert P. Moses, President, The Algebra Project

In his young adult life, Dr. Moses was a pivotal organizer for the civil rights movement as field secretary for the Student Non-Violent Coordinating Committee (SNCC), and was director of SNCC's Mississippi Project. He was a driving force behind the Mississippi Summer Project of 1964 in organizing the Mississippi Freedom Democratic Party (MFDP), which challenged the Mississippi regulars at the 1964 Democratic Convention. From 1969-1976, he worked for the Ministry of Education in Tanzania, East Africa, where he was chairperson of the math department at the Samé school. Dr. Moses returned to the USA in 1976 to continue to pursue doctoral studies in Philosophy at Harvard. A MacArthur Foundation Fellow from 1982-87, Dr. Moses used his fellowship to develop the concept for the Algebra Project, wherein mathematics literacy in today's information age is as important to educational access and citizenship for inner city and rural poor middle and high school students as the right to vote was to political access and citizenship for sharecroppers and day laborers in Mississippi in the 1960s. As founder and president of the Algebra Project Inc., Dr. Moses also serves as director of the project's materials development program. Together with Algebra Project Inc. board member Danny Glover, Moses and others recently launched a national discussion calling for an amendment to the U.S. Constitution for Quality Public School Education as a Civil Right.

Cosponsors: BLSA, SLLSA, APILSA, COACH, YEAS, StreetLaw