



THE 11TH ANNUAL

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SOURCES OF  
URBAN EDUCATIONAL  
EXCELLENCE  
CONFERENCE

*Breaking (The Neutral) Ground:  
Collaboration, Negotiation and Celebration in Urban Education*



and the  
Committee on Teaching About the United Nations 2016 Conference  
*Welcoming New Americans: Immigrants and Refugees Strengthen Our Community*

October 22-23, 2016

Georgia State University College of Law  
85 Park Place N.E., Atlanta





THE 11TH ANNUAL

# SOURCES OF URBAN EDUCATIONAL EXCELLENCE CONFERENCE

## Welcome from Dr. Brian Williams



It is my honor and pleasure to welcome you to the 11th Annual Sources of Urban Educational Excellence Conference. In 2005, Dr. Asa Hilliard, III (Nana Baffour Amankwatia II) and Dr. Susan Crim-McClendon imagined a gathering of Dr. Crim's Community of Believers that would challenge contemporary ideas of scholarship, research and knowledge. Instead of a conference that privileged knowledge produced in the academy, they designed a gathering that drew people from a variety of spaces to share their lessons learned in the pursuit of excellence in urban education. Eleven years later, the Sources Conference continues to be a space for the sharing of innovative ideas, invaluable scholarship and lessons learned from work in our schools and communities in the southeast United States.

This year's conference theme, "Breaking (The Neutral) Ground: Collaboration, Negotiation and Celebration in Urban Education," acknowledges the dynamic tensions that exist in the field of education while also recognizing the opportunities for collaboration in the building of solutions for the challenges facing many urban schools and communities. The vision of the "neutral ground" is a nod to the city of New Orleans, La. For hundreds of years, the Crescent City used large grass-covered medians as the borderlands to the racially, ethnically and socioeconomically segregated neighborhoods in the city. These "neutral grounds" served as spaces for negotiating and resolving conflict, connecting across lines of difference and celebrating the diversity of the city. In much the same way, Sources serves as a metaphorical neutral ground for our community. I hope that you will use the space to challenge, inspire, connect with and learn from each other.

This year, teachers, administrators, students, educational advocates and community leaders will travel from across the world to participate in Sources. Presentation topics range from innovations in STEM education to solutions for homelessness. We are also proud of two very important innovations to the conference structure this year. For the first time, the Sources Conference will include a second day. This change was requested by the community and we were more than happy to make it a reality. Second, this year the Sources Conference is sharing its space with the Committee on Teaching About the United Nations (CTAUN) Conference. By combining the two, the conference committee has created a unique opportunity for the conference participants to connect with people that work outside their field or area of influence.

Similar to school, the Sources Conference is successful because of the people who participate in it. Thank you for your contributions to this year's celebration. I hope that you will continue to work with the Alonzo A. Crim Center for Urban Educational Excellence and our partners as we seek to sustain the traditions that serve to advance excellence in urban education.

Dr. Brian Williams

*Director, Alonzo A. Crim Center for Urban Educational Excellence*

*Clinical Associate Professor, Department of Early Childhood Education*



## Welcome from Anne-Marie Carlson



As chair of the Committee on Teaching About the United Nations (CTAUN), I'd like to welcome you to our Atlanta conference – “Welcoming New Americans: Immigrants and Refugees Strengthen Our Community.” For this conference, we are very happy to partner with Georgia State University’s Alonzo A. Crim Center for Urban Educational Excellence!

This is CTAUN’s ninth conference in Atlanta. Prior conferences have centered on such U.N. priorities as human rights, poverty, youth and education. These conferences have been at the Carter Center, Emory University, Georgia Institute of Technology and Georgia State University’s College of Education & Human Development.

This conference focuses specifically on new Americans in the greater Atlanta area – looking at their backgrounds, the issues facing them, their accomplishments and the many ways in which they are contributing to our communities.

Educators, students and all interested members of the community are most welcome to come to this and every CTAUN conference. It is our hope that with the background, issues and possible solutions offered, all will return to their areas with renewed understanding, hope and ideas!

Anne-Marie Carlson

*Chair, Committee on Teaching About the United Nations (CTAUN)*

[www.teachun.org](http://www.teachun.org)



## Conference Agenda: Saturday, Oct. 22

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**8-11 a.m.**

Registration and Continental Breakfast

**9-9:30 a.m.**

Opening Remarks

Showcase: "American Textures" Film

*Join Director Arnd Wächter at his workshop tomorrow!*

**9:30-10:30 a.m.**

Opening Plenary: Jana Mason

*Senior Advisor for External Relations and Government Affairs at the Washington, D.C. office of the U.N. High Commissioner for Refugees (UNHCR)*

**10:40-11:40 a.m.**

Concurrent Sessions – Block A

**11:50 a.m. - 12:50 p.m.**

Lunch & Learns

**1-2 p.m.**

Concurrent Sessions – Block B

**2:15-3:15 p.m.**

Concurrent Sessions – Block C

**3:30-4:30 p.m.**

Mosi Makori and Students at the Center Panel

**4:30-5 p.m.**

Closing Remarks

**5:30-7 p.m.**

Happy Hour featuring Saxophonist Ryan Kilgore

*Founder of the Kilgore Music Foundation (incubated in the Crim Center)*



## Conference Agenda: Sunday, Oct. 23

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**9-10 a.m.**

Workshop Check-In and Continental Breakfast

**10 a.m. - 12 p.m.**

Morning Workshops

**12:15-1:15 p.m.**

Lunch Break and Lunch & Learns

*(please see schedule for Lunch & Learn details)*

**1:30-3:30 p.m.**

Afternoon Workshops

**4 p.m.**

Closing Remarks



## Conference Schedule: Saturday, Oct. 22

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**9-9:30 a.m.**

### Opening Remarks

*Georgia State University College of Law, room 041*

**9:30-10:30 a.m.**

### Opening Plenary: Jana Mason (room 041)

*Senior Advisor for External Relations and Government Affairs at the Washington, D.C. office of the U.N. High Commissioner for Refugees (UNHCR)*

**10:40-11:40 a.m.**

### Concurrent Sessions – Block A

#### **F15** Focus-15s (room 244)

Providing Opportunity to Underrepresented Populations to Take Advanced Mathematics  
*Abstract: Results will be shared from a three-year program encouraging students to take advanced mathematics in a system traditionally pipelining students through tracking procedures.*

Basil Conway, IV, Jacksonville State University

STE(A)M Truck, the Maker Movement and Educational Reform

*Abstract: Will the maker movement and fostering a DIY mindset offer new approaches to STEM education that endure over time?*

Jason Martin, Community Guilds

More than Just the Classroom: How Academic Equity Arises from Leadership and Organizational Influences

*Abstract: The desire for equity and excellence is too narrowly focused on classrooms. While teacher/student relationships are powerful, schoolwide organization and leadership need to be included in these conversations. Hear evidence from a statewide study of elementary school science achievement and the features of urban schools that make them positive outliers.*

John Settlage, University of Connecticut

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### Presentation Key

**W**

*Workshop: 2 hour, 15 minute interactive learning session (pre-registration required)*

**P**

*Panel: Series of related presentations by a group of individuals about a specific topic*

**F15**

*Focus 15: 15-minute focused presentation on a specific topic*

**CWC**

*Conversations with Community: 1-hour facilitated dialogue with session participants about a specific topic*

**F45**

*Focus 45: 45-minute focused presentation on a specific topic*

**CTAUN**

*Committee on Teaching About the United Nations presentation*



## Conference Schedule: Saturday, Oct. 22

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### Policy and Action: Immigrants and Refugees – room 041

*Abstract: The Declaration of Independence, U.S. Constitution, and Bill of Rights frame the founding principles that guarantee the freedom of the pursuit of liberty, liberty and justice for all. Historically, however, our nation has struggled to create policies and systems that reflect those ideals. With the current wave of immigrants of backgrounds and religions, new legal and policy ramifications have emerged. Hear from legal experts, research scholars, and policy leaders about the challenges and opportunities to ensure fair and equitable treatment of individuals and families regardless of their citizenship status.*

Ryan Maltese, Georgia State University; Jonathan Todres, Georgia State University's Center for Law, Health and Society; Sarah Rich, Southern Poverty Law Center's Immigrant Justice Project; Azadeh N. Shahshahani, Project South; Dawson Verley, Forced Displacement and Education Research



### Crossing Identities: Culturally Responsive Pedagogy and Multiracial Students – room 002A

*Abstract: This conversation with community will focus on culturally responsive pedagogy that is inclusive of multiracial students. Framed within the historical, political and social context of multiracial individuals in the U.S., the presenters will share research on the current racial context of multiracial identities. Based on this critical understanding of the context, participants will engage in collaborative thinking around possibilities for developing schools that provide critical and culturally responsive schooling for multiracial students.*

Rhina Fernandes Williams and E. Namisi Chilungu, Georgia State University



### The Role of Technology in Negotiated Control of Large-Scale Writing Assessment – room 344

*Abstract: This historical-theoretical review examines the misalignment between educational theory and large-scale assessment practices that rely upon technology, using writing assessment as an exemplar. The proposed solution is to shift from using technologies to assess predetermined samples of evidence of learning to using technologies to facilitate complex and negotiated models of assessment, requiring policy shifts that honor the needs of various stakeholders in the assessment process. We offer a power-sharing policy called “negotiated control” that engages policymakers and educators, as well as potentially researchers and community members, in the assessment process.*

Nadia Behizadeh, Georgia State University; Tom Liam Lynch, Pace University



## Conference Schedule: Saturday, Oct. 22

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**P** School, University and Community Collaboration: Creating a K-8 STEM Academy in Atlanta Public Schools – room 245

*Abstract: This panel presentation will describe the process and issues associated with the creation of the Hollis Innovation Academy, a K-8 STEM Academy in the Atlanta Public Schools Washington Cluster. The planning process included school and district leadership, university partners, community members and funders. Visits to other urban STEM schools, community input sessions, curriculum development, professional development, fundraising and review of educational research were part of the development process. Collaboration, compromise and negotiation were all evident as the work progressed. Reports on initial implementation will be included.*

Lizanne DeStefano, Georgia Institute of Technology; Dror Yaron, Carnegie Mellon University; Diamond Jack, Hollis Innovation Academy; Ayana Gabriel, Blank Foundation

**P** The Metro Atlanta P-20 Collaborative: A Model for (RT3) Sustainability Toward Teacher Quality – room 345

*Abstract: Following Georgia's \$400 Million Race-to-the Top award, the P-20 Collaboratives became the stewards of policy revisions and 'mutually beneficial' partnership work. This presentation will report on one of the nine working collaboratives – metro Atlanta. More than a gesture of collaboration, the metro Atlanta group offers meaningful support.*

Felicia M. Mayfield, Clark Atlanta University; Noreen Price, DeKalb County School District; Mack Bullard, Griffin-Spalding County School System

**11:50 a.m. - 12:50 p.m.**

### **Lunch and Learn Concurrent Sessions**

Combating the Digital Divide: Collaborations to Increase Digital Literacy for Youth and Adults – room 002A

*Abstract: Digital literacy is important in order to stay abreast in our current technology-driven society. This poses a problem for marginalized populations who lack access to technology and/or training on various technologies. This session will allow attendees to participate in a conversation on developing collaborations to increase digital literacy rates.*

Shatrella B. Washington-Hubbard and Tomeika Williams, Georgia Piedmont Technical College

**CTAUN** Leader's Summit on Refugees on the Margins of the 71st Session of the U.N. General Assembly (video feed) – room 002C

Jaleh Davani and Karen Shebuski, Georgia State University; Imani Ma'at, health and wellness motivational speaker, author and coach





## Conference Schedule: Saturday, Oct. 22

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Practicing School Psychologists' Perceptions of Effective Strategies and Techniques When Working with Urban Student Populations – 002B

*Abstract: Practicing as a school psychologist in an urban school district serves as an inundating task of arduous challenges. Researchers have identified multiple obstacles that these practitioners face, however literature identifying ways to overcome such barriers is lacking in the field of school psychology. This qualitative study aimed to discern the experiences of six school psychologists nominated for their noteworthy ability to effectively serve urban student populations. Results were analyzed using constant comparative methodology and major and minor themes were recorded.*

Kirnel Grishby, Moriah Kearney and Artesia Franklin, Georgia State University

1-2 p.m.

### Concurrent Sessions – Block B

**P** Atlanta Public Schools, Algebra Project/Young People's Project and AmeriCorps: A Model for Advancing Educational Excellence for the Lowest Quartile – room 245  
*Abstract: This session is designed to advance urban educational excellence for public school students statistically relegated to the lowest quartile. Leveraging the mission and vision of the Algebra Project, we discuss a model of excellence that builds on the partnership between Atlanta Public Schools and TEEMS AmeriCorps at Georgia State University.*

Vera Stenhouse, Algebra Project and Young People's Project Atlanta Program Coordinator; Carla McCall, Long Middle School; Nandi Andrews, Justin White, Sharita Underwood and Diamond Washington, Math Literacy Workers

**CTAUN** Education and Action: Immigrants and Refugees – room 041

*Abstract: In a recent Robert Wood Johnson Foundation report, immigrant parents expressed that their most intense frustration is limited access to quality education. It is deeply discouraging for parents when their child experiences difficulty in school. Compounded by communication and cultural barriers, many struggle to build partnerships with their children's teachers. Our panel will offer alternatives for successful inclusion, innovative ways to develop educators, and secure resources to successfully navigate the educational system.*

Roberta Malevenda, Clarkston Development Foundation; Ruhi Rahman, Atlanta U.S. Fund for UNICEF, Children in Global Refugee Crisis; Carrie McGarity Woodcock, World Language Academy / Global Initiatives, Hall County Schools; William J Nicholes, Georgia State University's Center for Urban Language Teaching and Research; Amy A. Cain, Cobb County Schools; Kitti Murray, Refuge Coffee; Barbara Thompson, Solutions for Interrupted Education



## Conference Schedule: Saturday, Oct. 22

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CWC

**Strengthening Families and Communities: Expanding Education Through a Multi-Generational Learning Environment in Socioeconomic Disadvantaged Communities – room 002A**

*Abstract: Educators learn to implement a higher level of social and emotional learning within lower-economic African-American communities by creating a multi-generation educational team to support adolescents' progress through school. Educators use practical application to define learning and support roles within the family, school and community while defining the school's responsibility and expectations, defining an educational support system for the student, as well as aligning community mentors and programming geared toward educational guidance necessary for youth to reach their fullest potential.*

John Kennebrew, Showcase Group

F15

**Focus-15s (room 244)**

**The Negative Effects of Traditional Education on Inner-City African-American Males**

*Abstract: We will discuss the negative effects of growing up in a drug and crime infested community, as it relates to education, compare and contrast the suspension, expulsion and retention rates among African-American males and their white counter-parts. In addition, we discuss how traditional education increases the level of frustration and hopelessness in African-American males.*

Reginald Pitcher, Sr., Southern Christian Leadership Conference

**FOCUSing on the Experiences of African-American Girls in a Community-Based Informal STEM Program**

*Abstract: In this presentation, we'll share the interpretations and perceptions of African-American girls who participated in FOCUS – a community-based informal STEM program. Using narrative inquiry, participants generated detailed accounts of their STEM learning experiences in FOCUS and their formal classes, amidst injustices related to their race, gender and class.*

Natalie S. King, Georgia State University

**Creating Learning Communities at Homeless Youth Shelters**

*Abstract: Learning communities are an educational approach, cultural context, and physical setting in which teaching and learning occur. Creating learning communities at a homeless youth shelter is an awesome challenge. Homeless youth are often indifferent, or hostile, to any education model. This presentation discusses creating a learning community at Covenant House Georgia.*

Hasan C. Crockett and Regina Jennings, Covenant House Georgia

P

**Redistrict, Reform, Recalibrate, Reset: Meeting the Needs of Diverse Students in an Overcrowded Urban School Cluster – room 345**

*Abstract: In 2015-2016, DeKalb County's Cross Keys School District was faced with major overcrowding and aging infrastructure. Thanks to the work of the Latin American Association (LAA) and others, the role of local immigrant communities in shaping a favorable solution was substantially enhanced.*

David Schaefer, Eliezer Vélez, Patricia Arvelo and Rigoberto Rivera, Latin American Association



## Conference Schedule: Saturday, Oct. 22

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**cwc**

Who Knows It: Youth-led Research Leads to a School-Based Positive Behavior Intervention – room 002B

*Abstract: Who Knows It (WKI), a team of youth researchers, will present research findings and an action plan. Invited participants (i.e. school social workers, teachers, administrators, and community stakeholders) and session attendees will engage in a critical discussion to learn about and make recommendations for execution of the WKI action plan.*

Shadonna I. Davis, Georgia State University; Denise Revels and Lisa Jamison, LCSW; Veltrina Griggs; Shanjerria Wiley; ReAna Thompson; Chania Peays; Keyandra McDowell

**cwc**

Education Advocacy for Children in Care – room 002C

*Abstract: The state of Georgia has an eight percent high school graduation rate for children in foster care. Children in care who do not graduate from high school typically end up homeless or incarcerated. Over the past two years, a team of advocates, educators, attorneys and researchers have explored solutions to increase the successful and on-time high school graduation of this growing population. Presenters will provide a project overview and will present a series of solution-focused case studies based on children referred to the presenters. Collette M. Hopkins, Families First; Dmetria Gibson, Georgia Court Appointed Special Advocates*

**2:15-3:15 p.m.**

### **Concurrent Sessions – Block C**

**F15**

Focus-15s (room 244)

From the Ground Up: Creating a Diversity and Multicultural Education Class at Jacksonville State University

*Abstract: In the fall of 2015, a new secondary education class, Diversity and Multicultural Education, was introduced at JSU in Jacksonville, Alabama. This presentation will discuss the creation of the course through a critical pedagogy framework, the units which comprise the class, and the connection to current events. I will also include student reflections about personal growth due to taking the new course.*

Daniel I. Rubin, Jacksonville State University

Examining the Integration of Culturally Responsive Mathematics Pedagogy in Pre-service Teachers' Reflections and Practice

*Abstract: Researchers suggest that culturally responsive pedagogy should be used as methods and practices for improving mathematics education among diverse students. Exposure to culturally responsive pedagogy should be woven throughout teacher education programs to prepare prospective teachers to reach children where they are and to make children's mathematics learning experiences strong.*

Natasha N. Ramsay-Jordan, Georgia State University



## Conference Schedule: Saturday, Oct. 22

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### Peacework's International Role Promoting Diversity and Multicultural Education

*Abstract: Gregg Potter and Jess Falla provide a snapshot of the opportunities Peacework offers for college students in global settings. In this presentation they will discuss Peacework's cross cultural development initiatives in Costa Rica, South Africa and Peru. They will also share an interactive piece from Peacework's Global Change Agents curriculum, which equips students with the knowledge and skills to become better global citizens. They hope this small glimpse into the Peacework culture charges the curiosity to learn more.*  
Gregg Potter and Jess Falla, Peacework



### Health, Outreach and Action: Immigrants and Refugees – room 041

*Abstract: According to data collected by the National Center for Biotechnology Information, 1 in 5 children in the U.S. lives in an immigrant family. It is a popular misperception that these families strain the health care system. Often among the least educated and insured, access is impeded by a variety of linguistic, cultural, socio-economic, physical and environmental obstacles. Without critical care and services, these gaps can lead to tragic consequences. Our panel of community and health leaders share their perspectives on how to address these inequities and bridge these barriers.*

Hassan Crockett, Covenant House Georgia; Omar Shekhey, Somali American Community Center; Bill Johnson, Reach the Nations Community Church; Kuldip Singh, Sikh American Community



### Art for Civic Engagement: Supporting Students to be Positive Social Change Agents Through the Arts – room 002A

*Abstract: Civic education prepares students for deep engagement in their communities. Students identify critical issues facing their worlds and can utilize the arts to address, navigate, and creatively problem solve those issues. WonderRoot supports peer-to-peer learning and student groups to nurture a sense of democracy and empathy.*

Stephanie Kong, WonderRoot



### Preparing and Sustaining New Urban Educators: Teacher Educators on Discussing the Realities of Urban Schools Today – room 002B

*Abstract: How can and should teacher educators prepare preservice teachers for the (potentially challenging) reality of urban schools today? Participants in this session, guided by current research on teacher retention and attrition, will dialogue about the potential conflict/struggle that teacher educators face in preparing the next generation of teachers for an educational environment that often has untenable working conditions. Ideas will be generated for balancing hope and reality in the preparation of new urban teachers.*

Alyssa H. Dunn, Michigan State University



## Conference Schedule: Saturday, Oct. 22

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**P** Disrupting Silos and Establishing Authentic Relationships: Analysis of a University-School Collaboration in the Urban South – room 245

*Abstract: This presentation focuses on a collaboration between graduate students, higher education faculty, and urban schools and the neutral ground that birthed it. We will discuss the deliberate disruption of academic and professional hierarchies and the establishment of authentic relationships to illustrate what is possible within an egalitarian protocol for collaboration.*

Sheryl J. Croft, Kennesaw State University; Tiffany D. Pogue, Albany State University; Vincent D. Willis, University of Alabama

**cwc** Starting with the Frontlines: Raising Awareness about the School-to-Prison Pipeline with Urban Communities – room 002C

*Abstract: Teachers are the unintentional, and sometimes unknowing, first responders in the school-to-prison pipeline. This session will ignite a discussion by asking what should we do as a community to support urban teachers for the betterment of urban communities?*

Thais M. Council, Georgia State University; Marlyn Tilman, Gwinnett SToPP

**F15** Focus-15s (room 344)

Exploring Kindergarten Redshirting: Tales of Struggle, Advocacy and Advantage

*Abstract: Academic Redshirting, or delaying school entrance of a kindergartener, is growing in popularity amongst parents. These children are more likely to come from White families of a higher socioeconomic status, are overwhelmingly boys, and with summer birthdays, would be the youngest in their kindergarten cohort, and the ability to give a child an extra year underscores the economic and social capital present and available. This allows those who delayed to take on the significant barriers of expense and day-to-day logistics of redshirting.*

Rosalyn R. Washington, Georgia State University

Missing the "I" in Education: How to Collaboratively Address an Urban Identity Crisis

*Abstract: Research suggests that children spend a significant amount of time in school where they construct identities. For Black children, there is a risk that the curriculum provided does not offer access to identities that empower or pedagogies that seek to emancipate. Critical action research is needed to understand racial identity development, provide educators with a plausible avenue for increasing student learning, improve teacher practice, and move toward providing an empowering and emancipatory education for all children, especially for Black children.*

Andrea D. Kiel, Georgia State University

**3:30-4:30 p.m.**

**Mosi Makori and Students at the Center panel (room 041)**



## Conference Schedule: Saturday, Oct. 22

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**4:30-5 p.m.**

**Closing Remarks (room 041)**

**5:30-7 p.m.**

**Happy Hour featuring Saxophonist Ryan Kilgore (6th floor terrace)**



## Conference Schedule: Sunday, Oct. 23

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9-10 a.m.

### **Workshop Check-In and Continental Breakfast**

*Georgia State University College of Law lower level lobby*

10 a.m. - 12 p.m.

### **Morning Workshops**

- w** Hacking Tech and Community: Repurposing Tech While Empowering Urban Communities – room 002B  
*In this session, we will try to discover the technology around us. We will learn about and interact with computer hardware. We will also discuss and define the term “technology waste” and look for ways to connect that technology with communities. There are two goals for this workshop: First, empower both the users and non-users of computer systems; and second, experience using the technology around us to make our voices heard.*  
Sam Daniel and Holbert White, Georgia State University; Jeena Daniel, Emory University Hospital
- w** The Algebra Project and The Young People’s Project: Partnering for Education Equity in Atlanta Public Schools – room 304  
*Abstract: APS students in the Project, college math literacy workers and middle school teachers will demonstrate and engage audience participation in an Algebra Project module designed to be experiential, informative, and an elicit reflection on what quality mathematics instruction looks and feels like from an equity-oriented, student-centered and justice-focused approach.*  
Bill Crombie, Algebra Project; LaQuise Glass, Bunche Middle School; Bunche Middle School special student guests; Nandi Andrews, Diamond Washington and Justin White, Math Literacy
- w** The Kilgore Music Program: Mentoring, Teaching and Inspiring Atlantans to be Lifelong Musicians – room 002A  
*In the workshop/convening we will outline current issues facing music education in Atlanta, highlight programs that are addressing these issues and begin outlining a response to any “holes” in our approaches (e.g. role of music education in supporting the social-emotional health of our children and communities) via the Kilgore Music Foundation.*  
Ryan Kilgore, Kilgore Music Foundation



## Conference Schedule: Sunday, Oct. 23

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- w** How Do We Create Culturally Relevant Lessons that Empower Our Students and Move Them Towards a Commitment to Social Justice? – room 002C  
*Abstract: The session will teach participants how to create culturally relevant lessons so that children see themselves in the curriculum through an affirmation of their history and culture resulting in increased student achievement, the closing of the "so called achievement gap" and the fostering of a commitment to social justice. Participants will view classroom clips, reflect on their experiences and discuss the necessary components of a culturally relevant lesson. Educators will walk away with how to begin teaching culturally relevant lessons at their site, an example of a curriculum supplement, and an example of a literature list, as well as a bibliography.*  
Aminata J. Umoja and Tashiya Umoja Mkanga, Kilombo Academic and Cultural Institute

**12:15-1:15 p.m.**

### Lunch and Learn Concurrent Sessions

- w** Westside Communities Alliance Data Dashboard: A Workshop Learning to Develop Comprehensive Data Stories about Atlanta Public Schools – room 002A  
*Abstract: This presentation will include a basic introduction to the WCA Data Dashboard. Presenters will begin with an overview of the data tool followed by a discussion of the methodology for the site. Next, they will lead a hands-on exercise focused on the education portal and historic timeline portal. Participants will have an opportunity to work on a small group challenge focused on incorporating education data into courses, community decision-making, or a topic of their choosing using the dashboard. This presentation will target middle and high school teachers, K12 administrators, parent liaisons, education researchers, educational studies college students, community stakeholders and civic leaders. We believe that by making public data more accessible to citizens and residents, students and education professionals will help to provide common ground for addressing the many challenges of providing quality urban education, particularly in challenged communities. We believe the WCA Data Dashboard is breaking (new) ground and breaking down barriers.*  
Mackenzie Madden, Katie O'Connell and Sheri Davis-Fualkner, Westside Communities Alliance
- w** Project South – room 002B  
*Project South is a social justice institute based in South Atlanta that prioritizes education, youth leadership development, and movement building in the Black Radical Tradition. Project South staff members will lead a conversation on the youth-led 10Mil4Real Campaign that addresses School Resource Officers, police, and the school to prison pipeline in Atlanta Public Schools.*





## Conference Schedule: Sunday, Oct. 23

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1:30-3:30 p.m.

### Afternoon Workshops

- w** Resources for Enhancing a Culture of Dialogue on Campuses by Addressing Intercultural and Interracial Issues – room 002C  
*Abstract:* This workshop represents creative, constructive and inspiring resources that are created for curricular sessions that interlink intercultural learning and diversity training. The workshop is building on experiences from implementing the classwork at Webster University, Missouri, after the race tensions at Mizzou in Fall 2015. The intercultural sessions are designed to prepare students, faculty and staff for open intercultural and interracial dialogues by focusing on the learning areas of communication skills, critical thinking, self awareness and empathy building. The workshop will introduce to the creative resources of Crossing Borders Education, which include intercultural feature films, videos, toolkits and facilitator manuals.  
Arnd Wächter, Crossing Borders Education, Scotland
- w** It's Clobberin' Time! Educational Stakeholders Beating A Perfect Storm of Neoliberalism in the Urban United States – room 002B  
*Abstract:* This workshop provides an opportunity for education stakeholders to take part in "clobberin' time," a guided opportunity for group/individual action by urban educational stakeholders against the perfect storm of neoliberal education reform in Georgia.  
Mari Ann Banks, Clayton State University; Sheryl Croft, Kennesaw State University; Vera Stenhouse, Georgia State University
- w** Who Speaks for Justice? Raising Our Voices in the Noise of Hegemony – room 002A  
*Abstract:* This workshop engages audience in practices that embrace everyone with dignity and respect, pedagogy designed to dismantle structures that disenfranchise urban schools. Presenters will also tell stories of outreach used to bridge the academic world with the lives of children, parents and families caught in a vice of oppressive public policies.  
Joan T. Wynne and Nkume and Nadia Sobe, Miami Algebra Project Council; and Maria Lovett, Florida International University
- w** Human-Centered Design in Education: Finding New Ways to Solve Old Problems – room 304  
*Abstract:* The same-old-same approaches in education just aren't cutting it. We need to find new ways to design solutions to current education challenges. This session uses principles of design thinking as a tool to test and grow innovative, human-centric ideas that are focused on outcomes, not outputs.  
Rohit Malhorta, Center for Civic Innovation

4 p.m.      **Closing Remarks**



## History of the Sources Conference



Since 2005, the Sources of Urban Educational Excellence Conference has shaped discourse on the factors that define the social and academic experiences of children in urban communities and schools. The genesis of this conference was steeped in the affirmation of urban students and the teachers and their work to positively transform their own lives. From its inception, Sources has set out to share the reminder that brilliance in urban education is not unique and that the College of Education & Human Development produces teachers and leaders who are experts in the cultivation of urban educational excellence.

Dr. Asa Hilliard III (Nana Baffour Amankwatia II) (1933-2007), former Georgia State University Fuller E. Callaway Professor of Urban Education, is the visionary behind the Sources Conference. It was always Dr. Hilliard's desire to have public space to share ideas about the Afro-diasporic experience, the conditions of urban communities and best practices in serving urban children. In the winter of 2004, Dr. Hilliard expressed to Dr.

Susan Crim-McClendon, the Alonzo A. Crim Center for Urban Educational Excellence's associate director at the time, his interest in creating opportunities for students in the College of Education to present such work. Dr. Crim-McClendon supported that idea and immediately began reaching out across the Georgia State campus and the Atlanta community to develop a conference that would highlight urban education practitioners' work while also highlighting effective models of urban teaching and community building. In 2005, Dr. Susan Crim-McClendon gave life to Dr. Hilliard's vision and the Sources Conference was born.

The name of the Sources Conference was derived from the journal used by students in the College of Education & Human Development's Urban Teacher Leadership program, where Dr. Hilliard served as a professor and mentor. The first Sources Conference was held in the Georgia State University Student Center at the end of Spring 2005. On that day, Dr. Hilliard served as the first Sources keynote speaker. The initial participants were students in the college's Urban Teacher Leadership master's program and the Department of Early Childhood and Elementary Education's Urban Accelerated Certification and Master's program. These students were already responsible for presenting "problem-solution" projects as an academic requirement. The Sources Conference provided them with a platform to present their ideas at a conference. Professors and other students also attended the conference, providing support for presenters and establishing a safe space to discuss the challenges and successes in urban education.

The Sources Conference connects all community members to the issue of quality education as a human right. What once started as a small conference highlighting the work of students in two College of Education & Human Development master's degree programs has now developed into the premier urban education conference in the Southeast. It has become a place for students, teachers, religious leaders, non-profits, lawmakers and other community members to present their work and learn best practices for enhancing education in urban schools and communities.

Today, 11 years after the first Sources Conference, narratives on public education are becoming narrower and less complex as popular media, research and reform efforts define urban schools and communities as inadequate, deficient and underperforming – places to escape from as opposed to sources of excellence. At the 11th Annual Sources of Urban Educational Excellence Conference, we intend to reconstruct this narrative by highlighting stories of change, equity and promise in urban education. The state of a community's children is a reflection of the state of that community. Today we pose the question, "How are our children?" In 2016, it is still important to examine the social issues impacting education while keeping children central to the conversation.

In the years to come, the Crim Center looks forward to continuing to work with the community to reframe the narrative of urban education. We will continue to bring together with community members to develop solutions that support and nurture the genius of our children.

The Crim Center would like to thank Drs. Vera Stenhouse, Olga Jarrett and Susan Crim McClendon for contributing to the Sources Conference's historical narrative. We would also like to thank Georgia State University, the College of Education & Human Development, and the countless volunteers, students, teachers, professors and community leaders who have supported this work for the last 11 years.



## About the Alonzo A. Crim Center for Urban Educational Excellence

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### **“Come In. Get Connected. Do the Work.”**

Children and families in urban communities throughout the United States are currently being underserved by the public school system and are consequently limited in their ability to achieve the goals they have set for themselves, their families and their communities. The Alonzo A. Crim Center for Urban Educational Excellence was established in 1996 by Dr. Lisa Delpit to provide a “city-wide laboratory for the development of excellence in urban education.” Since its inception, the center has served the southeast region of the nation as an interdisciplinary outreach, research, and educational support and development hub aimed at continuing the legacy of Dr. Alonzo A. Crim.

It is the mission of the Alonzo A. Crim Center for Urban Educational Excellence to extend Dr. Crim’s vision by optimizing the life opportunities of children and families in urban communities by ensuring the availability of a prosperous and equitable school environment. We believe that through our work we can create a world where all children have equal access to educational opportunities that prepare them to be academically excellent, culturally competent and critically conscious.

### **Outreach**

The Alonzo A. Crim Center for Urban Educational Excellence implements programming aimed at creating pathways to success for individuals served by urban schools and communities. Our outreach programs include: the Atlanta Housing Authority’s Good Neighbor Program, the African American Male Initiative, the Early College Program, Girls Who Code, Jumpstart, and Technology, Environment and Mathematics (TEAM) Ameri-Corps. The center also provides program incubation opportunities to community members interested in developing effective community outreach initiatives.

### **Research**

The center generates research, policy briefs and white papers aimed at deepening the community’s understanding of the practices, systems, and structures that nurture urban educational excellence. We foster an environment where doctoral students and affiliated faculty conduct and disseminate research related to key issues in urban education. Our research groups, programming, and conferences include: the Urban Education Think Tank, the Power of Students Event, the Annual Sources of Urban Educational Excellence Conference and the Annual Benjamin E. Mays Lecture Series.

### **Educational Support and Development**

Developing the skills of key community stakeholders who support urban education is a priority of the Alonzo A. Crim Center for Urban Educational Excellence. The center creates opportunities to connect with resources, organizations and individuals that can support and further advances in urban education. We also provide individuals with the knowledge and skills needed to support, develop and implement effective solutions for urban education.



## OUR RESULTS FINAL TALLY

TOTAL SERVICE HOURS  
provided to each participant  
in all of our programs

**2,672,102**

combined total of service hours tallied

MONETARY VALUE OF A SINGLE  
VOLUNTEER HOUR (IN GEORGIA)

**\$23.80**

acc. to *Independent Sector*

OUR SERVICE HOURS  
CONVERTED INTO DOLLARS

**\$63,596,027.60**

round estimate

*Value of Volunteer Time amount for 2015 in Georgia  
provided by Independent Sector  
at [IndependentSector.org/volunteer\\_time](http://IndependentSector.org/volunteer_time)*

CRIM CENTER COSTS  
(2015-16 FISCAL YEAR)

**\$1,208,386.74**

Based on these calculations, we multiply  
**one dollar** of your support by

approx. **\$52.62**



## Special Thanks

The Alonzo A. Crim Center for Urban Educational Excellence would like to thank our generous sponsors for this year's Sources/CTAUN-ATL Conference.



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## Special Thanks

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The Alonzo A. Crim Center for Urban Educational Excellence and CTAUN would like to thank the members of this year's organizing committees for their contributions to the 11th Annual Sources of Urban Educational Excellence/CTAUN-ATL Conference.

Cora Adu	Haimi Haile	Dana E. Salter
James Badger	Marian Harrison	Nancy Jo Schafer
David Barnes	Demetricia Hodges	Omar Shekhey
Gwen Benson	Olga Jarrett	Vera Stenhouse
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Jillian Ford	Ivie Osaghae	Brian Anthony Williams
Laurie Forstner	Shaila Philpot	Rhina Fernandes Williams
Philandrea Guillory	Betsy Rivage	Gladys Ross Yarbrough

The Crim Center would like to extend a special thanks to musicians Ryan Kilgore, Marcus Turner, Jamin Eunice and Javon Dias for donating their time and talent to our conference happy hour. And to College of Education & Human Development Dean Paul Alberto and Associate Dean Gwendolyn Benson for their ongoing support of the Crim Center and the Sources Conference.





**Alonzo A. Crim Center for Urban Educational Excellence**

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**Join the conversation on social media using the hashtag *#Sources2016!***