THE 11TH ANNUAL

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
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. Topics of the presentations 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 the space with the Committee for Teaching About the United National Conference (CTAUN). 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
Conference Agenda: Saturday, Oct. 22

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

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

3:45-5 p.m.
Closing Plenary
9-9:30 a.m.

**Opening Plenary**
*Georgia State University College of Law*

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**

**F15**
**Focus-15s**

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)

**F15**  Focus-15: 15-minute focused presentation on a specific topic

**F45**  Focus45: 45-minute focused presentation on a specific topic

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

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

**CTAUN**  Committee on Teaching About the United Nations presentation
Conference Schedule: Saturday, Oct. 22

Policy and Action: Immigrants and Refugees
Jerry Gonzalez, Georgia Association of Latino Elected Officials; Jonathan Todres, Georgia State University Center for Law, Health and Society; Sarah Rich, Southern Poverty Law Center’s Immigrant Justice Project; Azadeh N. Shahshahani, Legal and Advocacy Program South; and Dawson Verley, Forced Displacement and Education Research

Crossing Identities: Culturally Responsive Pedagogy and Multiracial Students
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 US, 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
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, UNIVERSITY HERE

School, University and Community Collaboration: Creating a K-8 STEM Academy in Atlanta Public Schools
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
The Metro Atlanta P-20 Collaborative: A Model for (RT3) Sustainability Toward Teacher Quality

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

Black Youth Project 100: Chicago, Illinois

Abstract: Expanding on the ideas and policy recommendations of byp100’s Agenda to Keep us Safe and Agenda to Build Black Futures, this community conversation seeks to highlight the importance of removing police, and by extension the nefarious practice of youth criminalization, from educational institutions. We hope to invigorate dialogue that reimagines conflict resolution and harm reduction in schools in order to center community developed solutions as a way to break new ground from a violent relationship to the state’s model of punitive solutions within schooling.

Johnaé Strong and Malik Alim, Black Youth Project100

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

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.

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

Leader’s Summit on Refugees on the Margins of the 71st Session of the U.N. General Assembly (video feed)

Refugee Sewing Society of Clarkston; International Community School; Clarkston High School; and the Atlanta International School
Practicing School Psychologists’ Perceptions of Effective Strategies and Techniques When Working with Urban Student Populations

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

Atlanta Public Schools, Algebra Project/Young People’s Project and AmeriCorps: A Model for Advancing Educational Excellence for the Lowest Quartile

Abstract: This session is designed to advance urban education 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; OTHER PRESENTERS HERE

Education and Action: Immigrants and Refugees

Roberta Malevenda, Clarkston Development Foundation; Ruhi Rahman, UNICEF Atlanta; Carrie McGarthy Woodcock, Hall County School District; William J Nicholes, Georgia State University Center for Urban Language, Teaching and Research; Amy A. Cain, Cobb County Schools; and Chloe Cotter, DeKalb County Schools

Strengthening Families and Communities: Expanding Education Through a Multi-Generational Learning Environment in Socioeconomic Disadvantaged Communities

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

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 - LOCATION HERE

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 - LOCATION HERE

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

CWC

Who Knows It: Youth-led Research Leads to a School-based Positive Behavior Intervention - LOCATION HERE

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
Education Advocacy for Children in Care
Abstract: The state of Georgia has an 8 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

Focus-15s

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

Health, Outreach and Action: Immigrants and Refugees
Jeff Ashby, Refugee Mental Health First Aid; Hassan Crockett, Covenant House Georgia; Omar Shekhey, Somali American Community Center; and Bill Johnson, Reach the Nations Community Church

Art for Civic Engagement: Supporting Students to be Positive Social Change Agents Through the Arts
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
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. We will generate ideas for balancing hope and reality in the preparation of new urban teachers.
Alyssa H. Dunn, Michigan State University

Disrupting Silos and Establishing Authentic Relationships: Analysis of a University-School Collaboration in the Urban South
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

Starting with the Frontlines: Raising Awareness about the School-to-Prison Pipeline with Urban Communities
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

Focus-15s
What are We Saying? A Literature Review of Deficit Language in School-to-Prison Pipeline Research - LOCATION
Abstract: This presentation will review the literature on the school-to-prison pipeline with a focus on the deficit language used to characterize students targeted by the phenomenon. I will analyze how researchers frame the issue and offer new discourse around the phenomenon that negatively impacts students’ school and life experiences.
Clarice O. Thomas, Georgia State University
Exploring Kindergarten Redshirting: Tales of Struggle, Advocacy and Advantage - LOCATION HERE

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

4:30-5 p.m.
Closing Remarks

5:30-7 p.m.
Happy Hour featuring Saxophonist Ryan Kilgore
9-10 a.m.

Workshop Check-In and Continental Breakfast
Georgia State University College of Law

10 a.m. - 12 p.m.

Morning Workshops

- Hack What You Have: Building and Hacking Technology with Teaching and Equity In Mind
  ABSTRACT HERE
  Sam Daniel and Dana E. Salter, Georgia State University

- The Algebra Project and The Young People’s Project: Partnering for Education Equity in Atlanta Public Schools
  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 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; Maisha Moses, Young People’s Project; Atlanta Public Schools students and teachers; College Math Literacy Workers

- The Kilgore Music Program: Mentoring, Teaching and Inspiring Atlanta to be Lifelong Musicians
  ABSTRACT HERE
  Ryan Kilgore, Kilgore Music Foundation; Brooke Alford, ORGANIZATION HERE

- How Do We Create Culturally Relevant Lessons that Empower Our Students and Move Them Towards a Commitment to Social Justice?
  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
Lunch and Learn Concurrent Sessions

Westside Community Alliance Data dashboard: A Workshop Learning to Develop Comprehensive Data Stories about Atlanta Public Schools

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 Community Alliance

Project South
Emery Wright

Afternoon Workshops

Resources for Enhancing a Culture of Dialogue on Campuses by Addressing Intercultural and Interracial Issues

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
It’s Clobberin’ Time! Educational Stakeholders Beating A Perfect Storm of Neoliberalism in the Urban United States

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

Who Speaks for Justice? Raising Our Voices in the Noise of Hegemony

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

Human-Centered Design in Education: Finding New Ways to Solve Old Problems

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

3:45-5 p.m.

Closing Plenary
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 Amankwata II), 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’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 of Education’s Urban Teacher Leadership master’s program and the Department of Early Childhood 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 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 gather 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.
“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, I.C. M.E, Jumpstart, and Technology, Environment and Mathematics (TEAM) AmeriCorps. 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.
Lunch and Learn Concurrent Sessions

Westside Community Alliance Data dashboard: A Workshop Learning to Develop Comprehensive Data Stories about Atlanta Public Schools

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 Community Alliance

Project South

Emery Wright

1:30-3:30 p.m.

Afternoon Workshops

Resources for Enhancing a Culture of Dialogue on Campuses by Addressing Intercultural and Interracial Issues

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

More to come!
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