



THE 12TH ANNUAL

SOURCES OF
URBAN EDUCATIONAL
EXCELLENCE
CONFERENCE

*Catalyzing Truth in Action in Urban Education:
Think, Question, Discover*

October 28-29, 2017

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



ALONZO A.
CRIM CENTER
FOR URBAN EDUCATIONAL
EXCELLENCE



THE 12TH ANNUAL

SOURCES OF URBAN EDUCATIONAL EXCELLENCE CONFERENCE

Welcome from Dr. Brian Williams



It is my honor and pleasure to welcome you to the 12th 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. Twelve 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 Southeastern United States.

This year's conference theme, "Catalyzing Truth in Action in Urban Education: Think: Question, Discover," asks us to consider the connection between our actions and the ideas that inspire and inform these actions. It is a call to root our interventions in public education in strong evidence, research and understandings. It also calls into question the intrinsic value of research that we fail to translate into solutions for the challenges facing urban schools and communities. At the the 2017 Sources Conference, I hope that you will be inspired to think about your work, question your assumptions and discover new ways to translate truth into action. I hope that the space will serve to spark new ideas, uncover unexplored connections and lay the groundwork for invaluable movements in public education.

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 Hip Hop pedagogy to social justice in education. This year, the Sources Conference is also proud to partner with the Southeast Makers Association to organize nine days of education-focused events in the city of Atlanta. On Oct. 21, 2017, the Alonzo A. Crim Center for Urban Educational Excellence co-sponsored the second Atlanta MakEdu conference with the SMA. This event marked the beginning of Sources weeks and was followed by Atlanta Maker Faire, the annual Sources book talk at the Auburn Avenue Research Library, the Crim Center Open House, and a benefit show in collaboration with the sketch comedy troupe, Critical Crop Top. These nine days of events created a diverse set of opportunities for the community to gather, consider the challenges facing public education and explore potential solutions.

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. 28

8-11 a.m.

Registration and Continental Breakfast

9-9:30 a.m.

Opening Remarks

9:30-10:30 a.m.

Opening Plenary:

Joyce King and Valora Richardson, Georgia State University
*Recognizing Community Partnering and Social Justice in Student Success:
What Kind of Theory Do We Need?*

10:40-11:40 a.m.

Concurrent Sessions – Block A

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

Lunch Break

1-2 p.m.

Concurrent Sessions – Block B

2:15-3:15 p.m.

Concurrent Sessions – Block C

3:30-4:30 p.m.

Closing Plenary:

Condace Pressley, Leroy Chapman, Lonnie King, Malena Cunningham and Angela Tuck
What's Fake News Got To Do With It?

4:30-5 p.m.

Closing Remarks

5:30-7 p.m.

Music Education-Focused Happy Hour featuring Saxophonist Ryan Kilgore
Founder of the Kilgore Music Foundation (incubated in the Crim Center)



Conference Agenda: Sunday, Oct. 29

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

1:30-3:30 p.m.

Afternoon Workshops

3:45-4 p.m.

Closing Remarks

How to Connect to Wi-Fi

- Connect to the 'GSU-Guest' wireless network
- Open an Internet browser and enter the following credentials:

Username: **Sources2017**

Password: **85ParkPlace** (case-sensitive)



Conference Schedule: Saturday, Oct. 28

9-9:30 a.m.

Opening Remarks

Georgia State University College of Law, room 041

Reflections on Dr. Asa Hilliard

Tonia Durden, Georgia State University

9:30-10:30 a.m.

Opening Plenary (room 041)

Recognizing Community Partnering and Social Justice in Student Success: What Kind of Theory Do We Need?

Abstract: This keynote session features the APLU-Collaborative Opportunity Grant awarded to Georgia State University's Center for Excellence in Teaching and Learning and the College of Education & Human Development. Principal investigators Joyce King and Valora Richardson will demonstrate the grant's interdisciplinary, hybrid Participatory Action Research course focused on community partnering and social justice in student success. Georgia State graduates more African-American students than any other institution in the nation. The presenters will engage participants in reflecting on the kind of theory we need to answer questions raised by Carter G. Woodson and others: Are we getting the right kind of education today? Do prevailing measures of student success support collective agency and community well-being? What does social justice in universities look like? An interactive real-time assessment tool will permit participants to share their views regarding community partnering, social justice and student success in higher education.

Joyce King and Valora Richardson, Georgia State University

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

Focus 45: 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

C

Curated: Sessions sponsored by key Crim Center partners who made innovative and unique presentations specifically for Sources



Conference Schedule: Saturday, Oct. 28

10:40-11:40 a.m.

Concurrent Sessions – Block A

F15 Focus-15s (room 002A)

Critical Pedagogy in Teaching Methods: A Tool for Equitability and Activism

Abstract: Inspired by Paulo Freire's critical pedagogy, this presentation is an invitation for teachers to rethink their pedagogical practices in the classroom and reflect on the different ways to provide students with ownership of knowledge production and empower them to become critical activists for themselves and society.

Daniella Cordioli, Florida International University

Hip Hop Hamlet: Creating Collaborative Spaces in the Urban Classroom

Abstract: This session will briefly review the speaker's research on creating hybrid spaces within a traditional classroom through spoken word poetry. Through student examples, the presenter will share initial themes from the research and discuss implications for teachers and researchers. This session is geared for both current educators and researchers. Content includes literacy research, collaborative teaching strategies, and action research.

Joanna Anglin, University of Georgia

Social and Emotional Learning as Culturally Responsive Pedagogy in Schools

Abstract: In the current climate of standardization and accountability, the demand to meet the social, emotional and academic needs of culturally, economically, and linguistically diverse students has increased. Social and Emotional Learning (SEL) has emerged as a theoretical framework, providing schools with the tools and space to empower students, teachers and schools.

Lindsay Wyczalkowski, Atlanta Public Schools/Georgia State University

cwc The Masters of Arts in Creative and Innovation Education (MACIE) at Georgia State University: Critically Examining Images of Creativity and Innovation – room 002B

Abstract: Creativity and innovation have quickly taken center stage in the national debate about children and best practices in K-12 educational settings. Attendees will be invited to participate in dialogue prompted by a three-part series of questions and images that grapple with how creativity and innovation are defined, experienced and perceived.

Laura Meyers and Nicole Pourchier, Georgia State University

cwc Resistance at Our Fingertips – room 244

Abstract: In this technological era, this presenter has attempted to utilize Instagram as a platform for resistance. Sanchez believes making posts regarding various social issues, hosting a live talk show and posting Instagram stories to expose prejudice can help foster an educational environment for resistance.

Gerson Sanchez, Florida International University



Conference Schedule: Saturday, Oct. 28

- P** GSU-MINRS: Leveraging University-Research Center-School Collaboration to Serve Struggling Students – room 246
Abstract: GSU-MINRS is a training program that leverages collaboration between the Georgia State University School Psychology Program, four school districts, and three Georgia State research/service centers to provide enhanced training, support and interdisciplinary collaboration for scholars and mentors. This collaboration provides scholars with extensive knowledge in providing evidence-based services and advocacy for people with disabilities and their families, strategies that promote positive school climate and safety, and understanding of the complexities and challenges of providing services in urban schools.
Michelle Washington, Artesia Williams, Joel Meyers, Stephen D. Truscott, Brian Williams and Daniel Crimmins, Georgia State University; Yohance Murray, Morehouse College
- P** Using Data in the Classroom: Lessons Learned in Implementing Action Research – room 246
Abstract: This presentation will assist the audience in creating a simple, iterative process involving learning, evaluation and improvement, which could lead to better results for students. The topic of action research is a practical approach to classroom research that could help answer questions such as, “Why are my third graders failing to meet benchmarks in math?” or “How effective was my newly implemented teaching strategy in Reading?” Answers to these and similar questions could lead to improvements in teaching and practices at the classroom level. Lessons learned (district and school-level) and funding opportunities will also be covered.
Alivin Glymph, Joy Mordica, Aisha James, Laura Baez, Candice Little, Courtney Johnson and Lawrence Rogers, DeKalb County School District
- C** Curated the Hip Hop Archive as Pedagogical Design Issue: Speculating Across the Physical to the Digital – room 002C
Abstract: The purpose of this presentation is to understand the Hip Hop Archive as a canon of artifacts generated through hip hop performance practices, philosophies and pedagogies. Situated in culturally-resilient theories of pedagogy, the aim is to illuminate the intersectional capabilities of hip hop with technology, and social justice pedagogy with race, media and culture. The presentation will demonstrate Virtual Four Four, a digital archive designed with hip hop pedagogical capabilities in mind. Attendees will have the opportunity to experience Virtual Four Four through oculus technology and benefit from this presentation through the learning of ways to access the materials and content hosted on the platform.
Joycelyn Wilson, Georgia Institute of Technology

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

Lunch



Conference Schedule: Saturday, Oct. 28

1-2 p.m.

Concurrent Sessions – Block B

F15 Focus-15s (room 002A)

From de jure to de facto and Back Again: Growing Rates of Segregation in 21st Century Education
Abstract: Segregation rates in American schools have dramatically increased to levels rivaling the 1950's – an era when segregation was state-sanctioned and/or integration decrees were ignored by administrators. This presentation surfaces local, state and national court rulings that have systematically promoted resegregation so teachers are knowledgeable of the history affecting their classrooms.

Jacob Daniel Hackett, Georgia State University

Not So Fast: 2.1 Million Reasons to Preserve the DACA Program

Abstract: This session explores varying aspects of the Deferred Action for Childhood Arrivals (DACA) program, specifically as it relates to difficulties faced by undocumented students seeking access to postsecondary institutions in the state of Georgia and the ongoing national discourse on immigration that has led the program's cessation.

Ryan Maltese, Georgia State University

cwc The Multiple Identities and Literacies of Black Girlhood: Creating Spaces for Centering Black Girl Voices in English Education – room 244

Abstract: This session will engage attendees in a critical discussion about how gender construction and the literacy experiences of Black girls are supported by their interactions with and engagements in community and school-based literacy learning. The presenters will draw upon their collective yet individual experiences as Black women scholars and teachers to share ways to transform the identity development of Black girls within and beyond official school contexts.

Gholnecsar Muhammad, Georgia State University; Sherell McArthur, University of Georgia; Yolanda Sealey Ruiz, Columbia University

P Welcome to the Story We Call Victory! – room 041

Abstract: The nation is at war with urban schools, especially those housed in the inner city. Now more than ever, we need “the wisdom of the elders and young people's energy” to meet the challenges being heaped at public schools. Our panel will demonstrate how Miami AP/YPP joined elders and youth to accelerate youth truth, power and action.

Joan Wynne, Christopher Austin and Jasmyn English, Miami Algebra Project; Maria Lovett, Florida International University



Conference Schedule: Saturday, Oct. 28

P Closing Achievement and Opportunity Gaps for Urban Youth Through SEL – room 245
Abstract: Research shows that social and emotional learning (SEL) helps to close the achievement and opportunity gaps. Drawing upon evidence from WINGS for Kids, an SEL-focused after-school program, participants will learn how to close these gaps by helping adults develop social and emotional skills to impact school culture and climate.
Julia Rugg, WINGS for Kids; Shaunta Broadway, Atlanta Public Schools; Laura Brock, College of Charleston

P Discovering Truth in Action: The Impact of Experiential and Connected Learning on Student Engagement – room 241
Abstract: Faculty and students from Georgia State University will discuss the impact that experiential learning, through service learning, research and global study has had on the development of student's critical thinking skills and understanding of the world.
Eric Wright, Kim Ramsey-White and Ana LaBoy, Georgia State University

C STEAM(2): When STEAM + Making = New Pathways from Education to Job Opportunities – room 002B
Abstract: The power of Maker Education has swept the greater Atlanta area through Maker Faire Atlanta, and through MakEdu the educational pillar of Southeast Makers Alliance. When STEAM and Making are combined, students learn critical skills to be prepared for the jobs and careers of the future, hence STEAM2.
Christy Robinson, Roy Craft, Grace Belangia, Milton Walker, Tanya Hyman, Lew Lefton and Regan Durkin, Southeast Makers Alliance/MakEdu

C A Second Family Model: Catalyzing Community Assets to Disrupt Poverty – room 002C
Abstract: Future Foundation's Second Family Model provides a community-driven ecosystem to improve graduation rates within low-performing school clusters. The same way Uber disrupted transportation. The same way Airbnb disrupted travel. Hear firsthand how Future Foundation is disrupting poverty by operationalizing a second-family model. The Second Family Model does not replace the student's family, but instead fills in the gaps, provides stable, nurturing relationships and opportunities that wouldn't otherwise be available. The model is designed to continually gather data while coordinating activities with a wide variety of people, organizations and resources to support student needs. This ecosystem is made up of a second family that spans the faith, business, government, school system and nonprofit communities.
Qaadirah Abdur-Rahim and Brittany Gray, Future Foundation, Inc.



Conference Schedule: Saturday, Oct. 28

2:15-3:15 p.m.

Concurrent Sessions – Block C

F15

Focus-15s (room 002A)

Innovations in Researching African-American Student Success: Reimagining African-American K-12 and College Students as English Language Learners

Abstract: African-American students attending urban schools often speak an English dialect at home that is different from standard academic English (SAE) used in school. K-12 faculty should recognize these students as English Language Learners to increase academic success. Urban educators must redefine which students are considered as ELLs.

Shaneeka Favors-Welch, Georgia State University

Knitting Narratives of Possible Selves: Voices of African-American Females in a Single-Gendered Academy

Abstract: Findings from a study of the educational experiences of students in a second-generation single-gendered academy open conversations among educators and policy makers on the implications of intersectionality in the educational system and the context of women's educational institutions as effective alternatives to improve educational outcomes for women.

Cheryl Jamison, Mercer University

Students' Perception of Health Behavior

Abstract: Our review of literature has showed that while researchers have tried to find the link between physical education, physical activity and adolescent obesity, only a few have incorporated the Health Belief Model to get an understanding of students' perception on physical activity and health behaviors. Understanding why students adopt some health behaviors and choose not to adopt others will go a long way in informing how physical education curricula should be shaped.

Jarrett Burgess, Georgia State University

Ed.D. Program in the College of Education & Human Development: Veteran Teachers as Catalysts for Social Justice – room 002B

Abstract: The objective of this presentation is to engage participants in a discovery of one innovative way in which veteran educators explore and develop a consciousness around issues of equity and social justice while also exploring curriculum theory and development so that they can become leaders in their fields.

Rhina Williams, Caroline Sullivan, Jennifer Henderson, Sonia Howard and Shavonne Brown, Georgia State University; Natasha Ramsay-Jordan, University of West Georgia

cwc

The African-American Male Initiative (AAMI): Bridging the Gap – room 244

Abstract: The University System of Georgia's (USG) African-American Male Initiative (AAMI) seeks to increase the enrollment, retention and graduation rates and number of degrees conferred upon African-American males within public USG institutions. Using a holistic approach, AAMI targets the academic support, social and emotional needs of this population on 24 of 28 campuses.

Bob Wise and Wanda Gross, Kennesaw State University



Conference Schedule: Saturday, Oct. 28

- CWC** The African-American Male Initiative (AAMI): Bridging the Gap – room 244
Abstract: The University System of Georgia's (USG) African-American Male Initiative (AAMI) seeks to increase the enrollment, retention and graduation rates and number of degrees conferred upon African-American males within public USG institutions. Using a holistic approach, AAMI targets the academic support, social and emotional needs of this population on 24 of 28 campuses.
Bob Wise and Wanda Gross, Kennesaw State University
- P** Community-Based Teacher Education: Preparing Teachers to Work with and for the Atlanta Community – room 245
Abstract: Recent attention has focused on the need for social justice-oriented teacher preparation. Our program has responded by integrating research data of our candidate experiences and a programmatic evaluation to identify meaningful community-based experiences, including a strategic partnership with Project South, a community-based organization, to support work in poverty-impacted schools.
Jacob Daniel Hackett, Nadia Behizadeh, Stephanie Cross, Glenda Chisholm, Clarice Thomas and Ayinde Summers, Georgia State University
- P** Resistance in the Classroom: Examples from Students, Researchers and Educators – room 245
Abstract: Our panel is designed to bridge experiences of those who teach, study and advocate. We have organized a space to discuss issues of equity in our community. It is our goal to present these ideas as a way to challenge established frameworks that are often misleading within public education.
Maria Lovett, Indira Gil, Laura Zamudio, Brittany Gil, Gerson Sanchez and Herb Williams, Florida International University
- C** Reel Time: Teaching for Social Justice and Critical Consciousness Using Film – room 002C
Abstract: Presenters will demonstrate one of the lessons presented in an innovative summer course, "Social Justice and Student Success" and share lessons learned designing and co-teaching a lesson on critical media literacies using the two popular films, "13th" and "Get Out." This experience allowed two doctoral students the opportunity to explore and balance the relationship between learners and facilitators while grappling with course themes regarding the type of education that students need and how they will communicate what they learn to their communities. This session will highlight the lesson they designed, insights they gleaned, and implications for teacher education and personal development. It is advisable that session participants view these two films prior to the session, which will include an interactive "Gallery Walk" posing critical questions and demonstrating a highly effective model of teaching for critical media literacy.
Natasha McClendon and Glenda Chisholm, Georgia State University



Conference Schedule: Saturday, Oct. 28

3:30-4:30 p.m.

Closing Keynote Address – room 041

Abstract: What's Fake News Got To Do With It? Everything. Donald Trump has declared war on individual members of the media and news organizations who aren't buying his brand of "truth." As a result, America is more polarized than ever with people tending to become more reliant on information sources that support their beliefs. These news sources often provide inaccurate information or information lacking in context. In this discussion, we'll discuss the damage he is doing and what we can and should be doing to counter that narrative. We will explore the connections between truth/information and social movements and ask attendees to consider the truths that their work is rooted in and the ways in which work rooted in untruths/alt facts can hurt and harm. We also want attendees to consider why both truths and movements are necessary to each other. Movements based on no truth/information are dangerous and truth/information that doesn't result in social movements or change is fruitless.
Condace Pressley, Leroy Chapman, Lonnie King, Malena Cunningham and Angela Tuck

4:30-5 p.m.

Closing Remarks

Georgia State University College of Law, room 041

5:30-7 p.m.

Happy Hour featuring Saxophonist Ryan Kilgore

Georgia State University College of Law, room 304



Conference Schedule: Sunday, Oct. 29

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** How “Making” Transforms the Learning Experience – room 304
Abstract: Students learn best when they can apply principles and concepts. Educating through the process of designing and making an object, product or project taps into the natural curiosity and drive that exists in all children. Making Education nurtures and promotes the growth of this type of learning. We will share some examples of how to incorporate the “maker” mindset into the classroom.
Tanya Hyman and Christy Robinson, Southeast Makers Alliance/MakeEdu
- w** Place-Based Education: Building on Familiar Landscapes and Exploring Giant Traveling Maps – room 002A
Abstract: Utilizing existing knowledge and sense of place can increase student engagement and comprehension across disciplines. This presentation will feature activities that integrate place-based approaches as related to programs coordinated through the Georgia Geographic Alliance (including the Giant Traveling Map of Georgia) as sponsored by National Geographic.
Christy Visaggi, Jeremy Diem, Brianna Galbreath, Ashley Little, Grace Packard and Allison McCallum
- w** Using Participatory Action Research to Support Equity, Community Partnering and Inclusion at Georgia State University – room 002C
Abstract: This workshop will present student research findings and will include a “hands-on” examination of an interactive community toolkit that models how to implement social justice-oriented community partnering. Participants will be engaged in thinking critically about race, bias, equity, inclusion and what social justice means to students. Via these three engagements with the Georgia State project supported by the Association of Public and Land-Grant Universities, participants will experience various examples of the importance and relevance of community partnering and social justice for student success at Georgia State. The workshop objectives include: demonstrating what social justice and student success mean to university students; presenting recommendations to address equity and inclusion at Georgia State; and sharing examples of professional and personal development among student, faculty and community participants, all of whom would benefit from these sessions.
Joyce King, Valora Richardson and Tiffany Green-Abdullah, Georgia State University



Conference Schedule: Sunday, Oct. 29

12:15-1:15 p.m.

Lunch

1:30-3:30 p.m.

Afternoon Workshops

- w** It Takes A Village to Transform Lives: A Community of Believers Catalyzing Truth in Action – room 002A
Abstract: In this workshop, attendees will engage in storytelling and create drawings on It Takes a Village. Through listening and questioning, attendees will discover the work of a community-based research project in Atlanta. Community presenters will lead attendees to discuss how they can replicate this project in schools and communities.
Gertrude Tinker Sachs, Ewa McGrail and Ethan Tinh Trinh, Georgia State University; CiCi Ross, Rakellah, Cynthia Prince, Quannessia Starling and Montrell Starling, Seven Courts
- w** “In-The-Classroom” Training: Career Exploration for Adult Basic Education Students – room 002B
Abstract: This workshop illustrates how project-based work sessions support the discovery of emerging career opportunities for students enrolled in adult basic education programs. Pentorship is a social enterprise working to make soft skills learning experiences more equitable for incarcerated and other adult learners. Recently, Pentorship partnered with the Atlanta Public Schools Adult Education Division to offer a series of career discovery workshops for current GED students. These workshops are designed to facilitate student collaboration to solve a problem. Through the problem-solving process, students discover previously acquired skills that directly transfer to specific roles in various sought-after careers. The purpose of this session is to trace the development of the Career Exploration Challenges and facilitate the experience for workshop attendees.
Kristen Daniel and Tiffany McBean, Pentorship
- w** Supporting Students Through Teacher Health, Well-Being, and Self-Care – room 002C
Abstract: Teacher resilience and stress management skills are paramount in the success of students. This Discovery Workshop will engage participants in self-directed stress management strategies they can use to not only bolster their health, but also prepare them to engage colleagues in meaningful mindful practices and wellness techniques.
Melanie Blinder, Brandi Ansley and Kris Varjas, Georgia State University



Conference Schedule: Sunday, Oct. 29

- W** The Kilgore Music Program: Mentoring, Teaching and Inspiring Atlanta to be Life-long Musicians – room 304
Abstract: This workshop will outline current issues facing music education on local, regional, national and international levels. We will present what KMF has done over the last year, including showcasing some of our local and international partners. In addition, we will introduce our board and discuss ways we can work together to respond to “holes” in our music education approaches (e.g. role of music education in supporting the social-emotional health of our children and communities). All interested in volunteering/partnering with KMF are invited to come and learn more.
Ryan Kilgore, Joe Baily, Namisi Chilungu, Elizabeth Collier, LaCretia Stirgus, Mitsah Henry and Jeffery Dyer, Kilgore Music Foundation

3:45-4 p.m.

Closing Remarks

Georgia State University College of Law, room 041



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 urban students. The genesis of this conference was steeped in the affirmation of urban students and the teachers who transform their 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 that are experts in the cultivation of urban educational excellence.

Dr. Asa Hilliard III, past Georgia State University Fuller E. Callaway Professor of Urban Education, was the visionary of the Sources Conference. Dr. Susan Crim-McClendon, immediate past associate director of the Alonzo A. Crim Center for Urban Educational Excellence, gave life to that vision. It had always been Dr. Hilliard's vision to have spaces to discuss the Afro-diasporic experience, the conditions of urban communities and best

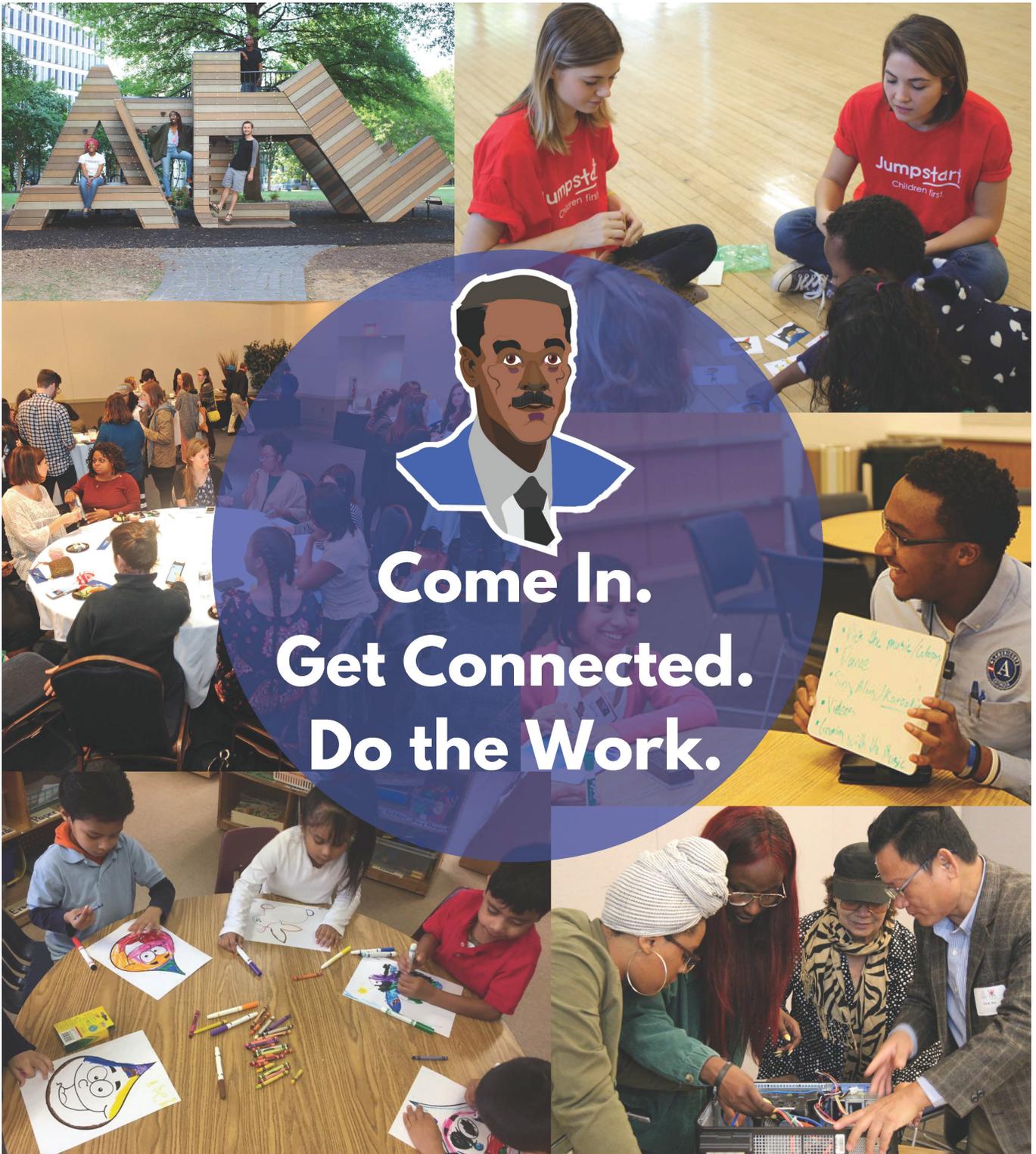
practices in serving urban youth. In the winter of 2004, Dr. Hilliard expressed to Dr. Crim-McClendon his interest in creating opportunities for students in the College of Education to present such work. Dr. Crim-McClendon supported that idea and immediately began reaching out across the Georgia State University campus and the Atlanta community to develop a conference that would highlight the work of urban education practitioners while also highlighting effective models of urban teaching and community building.

The name of the 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 to countless students. The first Sources conference was held in the Georgia State University Student Center at the end of spring semester 2005, just before semester grades were due. On that day, Dr. Hilliard served as the first ever Sources speaker. The initial participants were students in the College of Education's Urban Teacher Leadership master's degree program and the Early Childhood Education master's degree program. These students were already responsible for presenting "problem-solution" projects as an academic requirement so starting in 2005, they would present in the format of a conference. Professors and other students 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, activists, lawmakers and other community members to present their work and learn best practices for enhancing the urban student's experience.

In 2017, ideas about public education are becoming narrower as people view urban and public schools systems as places to escape from. The narrative of the inadequacy of urban schools and communities is still being amplified. At the 12th Annual Sources of Urban Educational Excellence Conference, we deepen our understanding about the underlying truths that frame public education as well as the activities that are inspired and framed by these truths. The state of a community's children is a reflection of the state of that community. Today, we ask the question, "How are our children?" In 2017, it is still imperative that to look at the social issues impacting education while keeping children central to the conversation. In future years, the Alonzo A. Crim Center for Urban Educational Excellence looks forward to helping the greater community develop foundational truths for public education, develop effective initiatives and programs based on those truths, and focus the talents and expertise of the community on creating an educational movement aimed at ensuring a quality education for all children.

The Alonzo A. Crim Center would like to thank Georgia State University, the College of Education and the countless volunteers, students, teachers, professors and community leaders who have supported this work for the last 12 years.



**Come In.
Get Connected.
Do the Work.**

Founded in 1996, the Alonzo A. Crim Center for Urban Educational Excellence (CUEE) at GSU is an innovation lab designed to accelerate, incubate, and amplify innovative solutions to some of the most pressing challenges facing urban schools and communities in the Southeast. Through its programs and research, the faculty and staff work to optimize the life opportunities of children and families in urban communities and ensure the availability of a prosperous and equitable school environment. Furthermore, the CUEE is inspiring a national conversation on educational excellence and helping to shape the national agenda for urban education. For more information about the CUEE, please visit our website:

<http://crim.education.gsu.edu/>

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, and our new program CINEMA (Careers In New and Emerging Media Areas). The CUEE also provides program incubation opportunities to community members interested in developing effective community outreach initiatives.

Research

The CUEE 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 (UETT), 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 CUEE creates opportunities to connect and 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.



For more information visit crim.education.gsu.edu.

Special Thanks

The Alonzo A. Crim Center for Urban Educational Excellence would like to extend a special thanks to the following people and organizations:

Georgia State University's African American Studies Department
Auburn Avenue Research Library
Crim Center Team
Critical Crop Top
Georgia State University's Law School Conference Center Staff
Felicia Chandler
Maurice Hobson
Arielle Klebanoff
Angela Turk
Claire Miller

In addition, we'd like to thank individual donors who have made the Sources Conference possible. And to the 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.

The Crim Center would like to thank our generous sponsors for this year's conference:





Alonzo A. Crim Center for Urban Educational Excellence

College of Education & Human Development

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Website

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