Annual Report 2011-2012
The Urban Education Collaborative at the University of North Carolina at Charlotte

Chance W. Lewis, Ph.D.
Carol Grotnes Belk Distinguished Professor of Urban Education
Department of Middle, Secondary and K-12 Education
College of Education
University of North Carolina at Charlotte
E-mail: chance.lewis@uncc.edu
Web: http://www.chancewlewis.com
Web: http://www.thecollaborative.uncc.edu
I hope this first annual report finds all of our readers in good health, spirits and strength. In other words, I hope you are doing well. As the Inaugural Director of The Urban Education Collaborative within the College of Education at UNC Charlotte, I am so excited to provide our first Annual Report since our establishment in October 2011. To provide context on our entity, The Urban Education Collaborative was established to assist UNC Charlotte in fulfilling its goals as the urban research institution of the state of North Carolina. More specifically, our goal is to serve as the ‘central hub and repository’ of empirically based research and other valuable resources to improve urban schools in this state, nation and in our global community.

As you view our 2011-2012 Annual report, please note our significant accomplishments in our first year of operation. Here are a few highlights:

• We have a dedicated team of faculty and graduate students that have produced over 100 publications and conference presentations in less than 12 months at numerous academic conferences and meetings.

• We have obtained over $150,000 in extramural grants and contracts to support our work.

• We have established the first national on-line academic journal exclusively for graduate student research in the area of urban education.

• We co-hosted (along with the Congressional Black Caucus Foundation) a National Education Forum during the Democratic National Convention entitled “Challenging the Status Quo: A Forum on Equity and Inclusion for School-Age Black Males.” Also, we launched a National Report on this topic as well.

• We have established a Doctoral Fellows program to nurture the next generation of scholars and leaders in the field of urban education.

In closing, we are very proud of our accomplishments in our first year of operation. We hope you continue to follow us on the web at http://www.thecollaborative.uncc.edu to learn more about the important initiatives that we are pursuing to fulfill our mission as one of the key educational entities devoted to improving urban schools. Enjoy our 2011-2012 Annual Report.
The Urban Education Collaborative was formed in Fall 2011 to assist in fulfilling the goals of our University designation as the urban research institution of the state of North Carolina. Our goal is to serve as a central 'hub and repository' of empirically based research and other valuable resources to improve urban schools in the state of North Carolina and the nation. To fulfill the true essence of our University designation, we have an intentional purpose to provide strategic outreach to schools and other organizations to fit their needs to improve the educational environment to facilitate high-level learning for our nation’s urban students.

Vision

The Urban Education Collaborative at UNC Charlotte will be a national model of excellence for partnering with urban schools, community organizations and the business community to improve economic, educational opportunities and the quality of life for our nation’s urban students.

Mission

The Urban Education Collaborative seeks to advance the intellectual, social, economic and educational conditions of urban students in the state of North Carolina and the nation through knowledge dissemination, innovative programming and strategic partnerships.
Collaborative Director

Chance W. Lewis, Ph. D.
Carol Grotnes Belk Distinguished Professor of Urban Education
704-743-4207
866-370-2642
chance.lewis@uncc.edu
UNC Charlotte
College of Education, Department of Middle, Secondary and K-12 Education
http://www.chancewlewis.com

Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Director of the University of North Carolina at Charlotte Urban Education Collaborative which is publishing a new generation of research on improving urban schools. Dr. Lewis received his B.S. and M.Ed. in Business Education and Education Administration/Supervision from Southern University in Baton Rouge, Louisiana. Dr. Lewis completed his doctoral studies in Educational Leadership/Teacher Education from Colorado State University in Fort Collins, Colorado.

Dr. Lewis currently teaches graduate courses in the field of Urban Education at the University of North Carolina at Charlotte. His experiences span the range of K-12 and higher education. From 2006-2011, Dr. Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education in the College of Education at Texas A&M University. Additionally, he was the co-director of the Center for Urban School Partnerships. In 2001-2006, he served as an assistant professor of teacher education at Colorado State University. From 1994-1998, Dr. Lewis served as a Business Education teacher in East Baton Rouge Parish Schools (Baton Rouge, LA), where he earned Teacher of the Year honors in 1997.

Dr. Lewis has over 100 publications including 60+ refereed journal articles in some of the leading academic journals in the field of urban education and teacher education. Additionally, he has received over $4 million in external research funds. Also, Dr. Lewis has landed research contracts with government agencies and private corporations as well. To date, Dr. Lewis has authored/co-authored/co-edited 8 books: White Teachers/Diverse Classrooms: A Guide for Building Inclusive Schools, Eliminating Racism and Promoting High Expectations (Stylus, 2006); The Dilemmas of Being an African American Male in the New Millennium (Infinity, 2008); An Educator’s Guide to Working with African American Students: Strategies for Promoting Academic Success (Infinity, 2009); Transforming Teacher Education: What Went Wrong with Teacher Training and How We Can Fix It (Stylus, 2010); White Teachers/Diverse classrooms: Creating Inclusive schools, Building on Students’ Diversity and Providing True Educational Equity [2nd Ed.] (Stylus, 2011); African Americans in Urban Schools: Critical Issues and Solutions for Achievement (Peter Lang, in press); Yes We Can!: Improving Urban Schools through Innovative Educational Reform (Information Age, 2011) and Black Males in Postsecondary Settings: Examining their Experiences in Diverse Institutional Contexts (Information Age, 2012).

Dr. Lewis has provided consultative services (i.e., professional development and research services) to over 100 school districts and universities across the United States and Canada. Dr. Lewis can be reached by e-mail at chance.lewis@uncc.edu. You can visit Dr. Lewis on the web at http://www.chancewlewis.com.
Dr. Hancock is an Associate Professor of Multicultural Education in the Department of Reading and Elementary Education at UNC Charlotte. Dr. Hancock serves as an instructor, researcher, and leader. He is currently the M.Ed. Program Coordinator, Chair of the Internationalization Committee, Vice Chair of the Faculty Council, and Coordinator of the Teacher Education Study Abroad Collaboration. Dr. Hancock’s primary research interest is socio-cultural perspectives in urban elementary school context, which include foci on the development of healthy academic relationships as it relates to the perceptions and psychology of self and others. In addition, his research interest focuses on intercultural identity in domestic and foreign spaces. His research methodologies are based on qualitative approaches, which include autoethnography, action research, and narrative. He is also interested in research that employ mixed method analysis. Dr. Hancock teaches courses on multicultural and urban education, curriculum integration and theory, teacher leadership, teacher research methodology, child development, and reading. He teaches both undergraduate and graduate courses in the B.A., M.Ed. and Ph.D. programs. He has also served on numerous Master’s research committees and doctoral dissertation committees.

Dr. Hancock is active in several professional organizations including the American Educational Research Association, National Association of Multicultural Education, and National Association for the Education of Young Children. He is past Chair of the Committee on Scholars of Color at AERA and currently serves as a President of the North Carolina Chapter of the National Association of Multicultural Education. He has also served as a reviewer for several practical and theoretical journals, on numerous university, college, department and community committees, as a community leader in local schools and churches, and on international delegations to China, Germany and Mexico. He has also consulted with school districts in 5 states on how best to prepare diverse learners and their teachers for a global society.

Dr. Campbell-Whatley is an Associate Professor in the Department of Special Education and Child Development at UNC Charlotte. She has delivered numerous national and international presentations, workshops, and strands. Her specialty is infusing diversity into higher education and K-12 curriculum and she also offers solutions for behavior problems, response to intervention, and social skills training in public schools. She has written several articles related to multicultural education and published two books on behavior. Her research focus is diversity, social skills and behavior, and administration in special education.

Dr. James Davis received his doctorate in Curriculum and Instruction with a concentration in Urban Education from the University of North Carolina at Charlotte. He also received a B.A. degree in Middle Grades Education with concentrations in English Language Arts and Social Studies, an M.Ed degree in Middle, Secondary, and K-12 Education, and a master’s degree in School Administration. Davis has taught and worked as a school administrator for 13 years in North Carolina. He currently lives in North Carolina where he is a middle school principal. Dr. Davis also teaches for UNC Charlotte and he conducts staff development on "School Transformation”, “Principal Leadership”, “Teacher Retention”, “Safe Schools”, and “Serving At-Risk Populations.”

Dr. Bettie Ray Butler is an Assistant Professor of Urban Education in the Department of Middle, Secondary, and K-12 Education in the College of Education at the University of North Carolina, Charlotte. She is a recent graduate of Texas A&M University, where she earned her doctorate in Curriculum and Instruction with a focus on Urban Education Policy. Prior to obtaining her Ph.D. she received both her Bachelor’s (North Carolina A&T State University) and Master’s (Texas A&M University) in Political Science. Dr. Butler’s existing publication record consists of several referred journal articles, book chapters, and policy reports; all of which highlight her research interests in issues of equity, representation, and achievement among vulnerable populations, particularly students of color, in K-12 urban settings.

Dr. Bettie Ray Butler

Dr. Campbell-Whatley

Dr. James Davis

Dr. Bettie Ray Butler

Dr. Campbell-Whatley

Dr. James Davis

Dr. Brenda J. McMahon

Dr. Ayana Allen is the Post-Doctoral Research Associate for the University of North Carolina at Charlotte Urban Education Collaborative. Her responsibilities at the UEC include an array of program and research project coordination, support, and management. She works closely with the UEC’s executive director, assistant director and graduate assistants. Additionally, she collaborates with various faculty and teams that are affiliated with the UEC. Also, she serves as a liaison between the UEC and our school and community partners.

Upon completion of her B.A. with Honors from the University of North Carolina at Chapel Hill, Dr. Allen joined the 2001 Teach for America Houston Corp where she served in her original TFA placement school for six years as a first grade teacher. Dr. Allen received several awards for excellence in teaching including Teacher of the Year, Houston Area Alliance of Black School Educators Outstanding Teaching Award and the Houston Independent School District East Region’s Outstanding Young Educator Award. After completion of her M.Ed. and work as a literacy specialist in the Houston Independent School District, Dr. Allen served as the Director of College Counseling and Alumni Programs at YES Prep Public Schools Southwest Campus in Houston, Texas from 2008-2012. In this role, she oversaw the full development and management of the college initiatives department at YES Prep Southwest. She continues to work closely with the YES Prep district and campus alumni teams to support alumni initiatives leading to college persistence and graduation of YES Prep alums.

In 2010, Dr. Allen completed her Ph.D. in Educational Curriculum and Instruction with a specialization in Urban Education from Texas A&M University in College Station, Texas. Her dissertation entitled: Negotiating Worlds, Managing Subjectivities, and Redefining Selves: The Lived Experiences of African American Undergraduate Females at Predominately White Institutions is the spring board for several of her current and future research projects. Her research interests focus on college access and success of underrepresented and marginalized groups of students, African American female identity development, as well as narrative and autoethnographic research methods.

Dr. Allen will be leading an innovative partnership between The Urban Education Collaborative and Sugar Creek Charter School called SchoolWise. For more information on SchoolWise, please click HERE.
Anthony Ash is a doctoral student in the Curriculum & Instruction, Urban Education program at the University of North Carolina at Charlotte (UNCC). He spent six years in the classroom as a science and technology teacher, including one year teaching middle school, and five years at the high school level. During that time, Anthony received his M.A.T. in science education from UNCC, where he currently attends full-time and works as an adjunct instructor in the College of Education teacher education program. He also serves on the evaluation committee for the Civic Minor in Urban Education at UNCC, which is a new program beginning Fall 2012. His research interests include: science education, multiracial/cultural studies, educational philosophy, learning theory, and global studies.

Abiola A. Farinde is currently a Ph.D. student and a graduate research assistant at the University of North Carolina at Charlotte. Her research interests are the schooling experiences of African American female students, teacher education, educational policy, and international education. She holds a B.A. in English from Texas A&M University and a Master’s degree in Education Administration from Lamar University.

Laurie Garo is a Doctoral student in Curriculum & Instruction for Urban Education, specializing in education interventions for children exposed to gang and gun violence. Laurie has worked with the Department of Justice as a research analyst and gang outreach specialist for Project Safe Neighborhoods (PSN) since 2004 where she utilized Geographic Information Systems (GIS) as a tool to study juvenile delinquency, to recommend and evaluate intervention and prevention strategies, and to explore neighborhood violence indicators that may impact child well-being. Laurie served as a board member for the Mecklenburg County Juvenile Crime Prevention Council for four years and is currently a board member of the Mecklenburg County Gang Prevention Coalition. Through collaborative grant writing she has helped to obtain over $600,000 in grant funds for PSN programs and related youth empowerment initiatives. Her youth outreach project involvement includes the Belmont Youth Council, Youth Leadership Academy, Literacy through Photography (at Turning Point Academy), and most recently, Transformative Life Skills for the Gang Reentry Intervention Team (GRIT) with Gang of One. GRIT serves to assist youth released from Stonewall Jackson Youth Development Center with life and job skills as they transition back to home and school life.
Lakia Scott
Graduate Research Assistant
Charlotte Teachers Institute
UNC Charlotte | Fretwell 235
704-687-2026
lscott33@uncc.edu
http://charlotteteachers.org

Lakia M. Scott is an urban education doctoral student in the Department of Middle, Secondary, and K-12 Education in the College of Education at the University of North Carolina, Charlotte. Lakia serves the Urban Education Collaborative by assisting with the procurement and implementation of grant funding and serving as a point of contact for the Scholarly Lecture Series. Having obtained her Bachelor’s (Texas Southern University) in Journalism, she continued on to receive her Master’s (Prairie View A&M University) in Curriculum & Instruction with special emphasis in Reading. Lakia also serves as the Editor for the Urban Education Research & Policy Annuals, a graduate student journal that seeks to elaborate on relevant issues and implications in the field of Urban Education. Her current research interests include: urban literacy, technology and accessibility for urban student populations, and charter school environments as an educational equalizer for vulnerable populations.

Marcia Watson
Collaborative Coordinator and Belk Graduate Assistant
UNC Charlotte
College of Education, Middle, Secondary and K-12 Education
marciajwatson@gmail.com

Marcia J. Watson attended Mercer University in Macon, Georgia, where she received her B.S. in Middle Grades Education. After her undergraduate studies, she worked for Atlanta Public Schools as an alternative middle school teacher. While working for Atlanta Public Schools, she received her M.Ed. in Educational Leadership from Georgia State University in Atlanta, Georgia. Marcia is currently an Urban Education doctoral student at the University of North Carolina at Charlotte. Her research interests include: alternative education, discipline policy, and Black education.
On March 8, 2012, at the UNC Charlotte Center City building, the UNC Charlotte and the City of Charlotte community gathered to welcome Dr. Chance W. Lewis’ appointment as the Carol Grotnes Belk Distinguished Professor at the University of North Carolina at Charlotte. Guests were greeted with opening remarks from esteemed Provost Dr. Joan F. Lorden. After a brief introduction of Dr. Chance Lewis by Chancellor Philip L. Dubois, Dr. Lewis ascended to the podium, giving his vision on the future of Urban Education initiatives at UNC Charlotte. The celebration ended with closing remarks from Dr. Mary Lynn Calhoun, Dean of the College of Education.

See more photos at:
www.thecollaborative.uncc.edu/events
http://www.flickr.com/photos/chancewlewis/set/72157630357592200/show/
Dr. Chance W. Lewis, Director

- Dr. Chance W. Lewis, Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative was recently named Chair-Elect of the Research Focus on Black Education Special Interest Group (SIG) for the American Education Research Association (AERA). His three-year term will begin in April 2012.

Dr. Stephen Hancock, Assistant Director

- Dr. Stephen Hancock, Associate Professor of Multicultural Education and Assistant Director for The Urban Education Collaborative has been named Program Chair-Elect for the Research Focus on Black Education (Special Interest Group) SIG for the American Education Research Association (AERA). His term will run from 2012-2015.
The Urban Education Collaborative

Scholarship

African American Students in Urban Schools

Critical Issues and Solutions for Achievement

Black Males in Postsecondary Education
Examining Their Experiences in Diverse Institutional Contexts

Edited by James L. Moore III and Chance W. Lewis

Yes We Can!
Improving Urban Schools Through Innovative Education Reform

Edited by Leanne Howell, Chance W. Lewis, and Corylla Carter
REFERED JOURNAL ARTICLES


BOOKS (REFEREED)


BOOK CHAPTERS (REFEREED)


EDITED VOLUMES (REFEREED)


REFEREED CONFERENCE PROCEEDINGS


REFEREED JOURNAL ARTICLES (SUBMITTED/IN REVISION/IN PREPARATION)


NATIONAL REPORTS (NON-REFEREED)


STATE REPORTS (NON-REFEREED)


LOCAL REPORTS (NON-REFEREED)


MAGAZINE ARTICLES


INVITED PRESENTATIONS AND/OR KEYNOTES AT CONFERENCES

NATIONAL


STATE


LOCAL


INVITED GUEST LECTURES/PRESENTATIONS FOR UNIVERSITIES

NATIONAL


Lewis, C. (2011, October). Effective ways to utilize graduate school to launch your career in academia. Invited guest lecture at Teachers College at Columbia University. New York, NY.


INVITED GUEST LECTURES/PRESENTATIONS FOR PUBLIC SCHOOLS

NATIONAL


Lewis, C. (2012). Culturally responsive teaching strategies: Bringing state standards to life for all students. Inservice training for educators in Berkeley County, WV. Martindale, WV.
Lewis, C. (2012). *No more excuses: Promoting culturally relevant pedagogy to impact the academic achievement of all students.* Inservice training for teachers, counselors and administrators at the Rigor, Relevance and Relationships conference in Cypress-Fairbanks Independent School District. Houston, TX.


**STATE**


Lewis, C. (2011, August). *The time is now: Utilizing culturally relevant pedagogy and RTI to bring state standards to life for all students.* Inservice training for administrators and faculty in Galveston, ISD. Galveston, TX.

**NATIONAL**


**RESEARCH GRANTS AND CONTRACTS (UNDER REVIEW)**


**RESEARCH GRANTS AND CONTRACTS (NOT FUNDED)**

Federal (Not Funded)


State (Not Funded)

PUBLICATIONS

Refereed Journal Articles [* = Data Based]


Book Chapters

Hancock, S. D. & Starker, T. (2011) Deconstructing Teacher Bias: Exploring attribution bias in urban elementary schools. In L. Howell, C. Lewis, & N. Carter (Eds.), *Yes we can! Improving urban schools through innovative educational reform* (pp. 77-90). Information Age Publishing.

INTERNATIONAL PRESENTATIONS [# = peer reviewed; * = data based]


NATIONAL PRESENTATIONS


STATE, REGIONAL AND LOCAL PRESENTATIONS


**Publications**


**Presentations**


**Conference Proceedings**

**Publications**


**Presentations**


**Conference Proceedings**


**Evaluation Reports**


**Research Grants and Contracts (Under Review)**

Lewis, C.W., Scott, L. M., & Watson, M. (2012). Black Male University & Forum Project. Funded project by the Open Society Foundation ($75,000/1 year). Role: Co-Principal Investigator. **STATUS: UNDER REVIEW.**


Lewis, C. W., & Scott, L. M. (2011). Internationalization Opportunity – Exploratory Trip to San Juan, Puerto Rico. Funded project by the College of Education at University of North Carolina at Charlotte ($1,500/1 year). Role: Co-Principal Investigator. STATUS: FUNDED.

Publications


Grants and Contracts (Under Review)


Lewis, C.W., Scott, L.M., & Watson, M. (2012). Black male university & forum project. funded project by the open society foundation ($75,000/1 year). Role: Co-Principal Investigator. STATUS: UNDER REVIEW.


The Urban Education Collaborative: State and National Reports


Year in Review
2011-2012
The Urban Education Collaborative is proud to announce the launch of its anticipated graduate student research journal in urban education entitled: *Urban Education Research and Policy Annuals*.

The Urban Education Research & Policy Annuals (UERPA) is a premiere graduate student journal that is published annually by The Urban Education Collaborative at the University of North Carolina at Charlotte. Specific to the aims of the journal, UERPA seeks to center graduate students in staffed leadership positions as well as the 1st author in all publications. The inaugural issue titled, The State of Urban Education: Implications, Directions, and Policy Reform for Increasing Student Achievement, is set to release in February 2013.
The Urban Education Collaborative provides a series of cutting-edge research documents. These documents contribute to the growing field of Urban Education and seek to inform all urban school stakeholders. Our policy briefs examine educational policies that either have a direct or indirect impact on urban schools. In addition, our research briefs, which discuss numerous educational issues, inform readers about diverse topics that affect student achievement.

During the 2011-2012 school year, the Urban Education Collaborative produced numerous state and national reports. Below is an example. More can be found at [www.thecollaborative.uncc.edu/research-clearinghouse](http://www.thecollaborative.uncc.edu/research-clearinghouse).
Charlotte Housing Authority

Charlotte Housing Authority’s Boulevard Homes (BHH4) Project

Goal: To develop a student-centered, culturally responsive school for low-income students of color that focuses on teaching and learning.

The Urban Education Collaborative gathered comparative education data on effective and ineffective and school models. Members of the Collaborative researched and analyze evidence base strategies from public, private, and charter schools across the country.

RET E3 Report

The RET E3 Reports is a survey evaluation that analyzed a professional development for K-12 science teachers.

5th Annual National Summit Report

This report gathered data from the 5th Annual Great Teachers for City Summit. Data was compiled and analyzed from the following sessions:

1. “What I Should Really Know about ELLs: Practices to Help ELL Student Achievement”
2. “Helping Teachers Build Parent Engagement in Urban Schools”
3. “Building Support for Urban Student Success: What I Should Really Know about English Language Learners”

2011 TAMU Governor’s Report

The 2011 TAMU Governor’s School Report is a survey evaluation and serves as a foundational guideline for educators on the effectiveness of the Governor’s field trip project.

Investigating Civil Rights Report

The Investigating Civil Rights Report is a survey evaluation that compiles and analyzes data from the “Investigating Civil Rights Complaints” presentation, which was given by with Barry Gomberg and Doug Johnson.

Conducting Investigations Report

The Conducting Investigations Report is a survey evaluation that gathered data from the “Conducting Investigations” session in Bismarck, North Dakota.
Challenging the Status Quo: Democratic National Convention Forum on Educational Equity and Inclusion for School-Age Black Males

Hosted by: The Congressional Black Caucus Foundation, The Urban Education Collaborative at the University of North Carolina at Charlotte and The Howard University School of Education

Location: UNC Charlotte Center City Campus, 320 East 9th Street Charlotte, NC 28202

Date: September, 5th 2012

Time: 2 PM-4 PM  Photos: Click HERE to view photos from this event.
Our Partners

Local Partners (Charlotte, North Carolina)

Charlotte-Mecklenburg School District
• Hidden Valley Elementary School
• First Ward Elementary School
• Joseph Grier Elementary School
• Hawthorne High School
• Central Elementary Zone

Sugar Creek Charter School
Crossroads Charter High School
Charlotte Housing Authority
Urban Institute at UNC Charlotte
Center for STEM Education at UNC Charlotte

State Partners (North Carolina)

North Carolina Department of Public Instruction

National Partners (USA)

Congressional Black Caucus Foundation
Rutgers University Graduate School of Education
Howard University School of Education
American Association of Blacks in Higher Education
Hillsborough County School District (Florida)
Berkeley County School District (West Virginia)
Region VIII Equity Assistance Center (Colorado)

International Partners

University of West Indies (Jamaica)
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