2012-2013 Annual Report

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Dear Readers:

I hope this report finds each of you in good health, spirits and strength. In other words, I hope you are doing well. As the Founding Director of The Urban Education Collaborative, I am excited to present our 2nd Annual Report since our establishment in October, 2011. The Urban Education Collaborative was established to assist UNC Charlotte to fulfill its goals, particularly in the field of education, as the urban research institution in the state of North Carolina.

More specifically, our goal is to continue to serve as the ‘central hub and repository’ of empirically-based research, teaching and outreach to improve urban schools in the state, region, nation and our global community. As you read our 2012-2013 Annual Report, please note our significant accomplishments in our 2nd year of operation:

- We continue to have a dedicated team of faculty/staff and we are proud to note that we have doubled the number of graduate and undergraduate students that play a significant role in our daily operations.

- We have produced nearly 200 publications and conference presentations and have established solid partnerships with various entities focused on education, particularly in urban areas.

- We have obtained over $335,000 in external grants and contracts since our establishment in October, 2011.

- We have hosted several major events and conferences that have highlighted our work and continue to serve as a ‘central hub’ to bring entities together to focus on solutions in our nation’s urban schools.

- Our doctoral students continue to be some of the leading producers of research and outreach in the United States and are well-positioned to be the next generation of leaders in the field of education.

In closing, we are very proud of our accomplishments in our 2nd year of operation. We hope that you will continue to follow us on the web at http://www.thecollaborative.uncc.edu to learn more about the important initiatives that we continue to pursue as one of the leading educational entities devoted to improving urban schools. Enjoy our 2012-2013 Annual Report!
The Urban Education Collaborative

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

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.

Chance W. Lewis, PhD.
Carol Grotnes Belk Distinguished Professor of Urban Education
Executive Director, The Urban Education Collaborative
College of Education
University of North Carolina at Charlotte
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Extramural Funding

• Research
• Undergraduate/Graduate Student Recruitment & Support
• Post-Doc Opportunities
• Dissemination of Scholarly Works
• Endowed Guest Lecture Series
• Faculty Research Opportunities
• Study Abroad & International Research

Research

• Urban Education Issues in North Carolina and the Nation
• Undergraduate Student Research Opportunities
• Graduate Student Research Opportunities
• Faculty Research Opportunities
• Establish National and International Presence
• Establish Think Tank of Urban Educational Leaders in NC

Publications & Dissemination

• Books
• Journal Articles
• Policy Papers
• Program Evaluation
• Endowed Guest Lecture Series
• Establish Partnership with Academic Publisher

Urban Education School Partnerships

• Partnerships with local, regional, state and national K-12 schools
• Professional Development
• Research-based service opportunities
• Explore collaborative research opportunities
• Strategic Planning and Operative Effectiveness
Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor of Urban Education at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Director of the University of North Carolina at Charlotte's Urban Education Collaborative which is publishing a new generation of research on improving urban schools.

**Academic Background**
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.

**Teaching Background**
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 at Texas A&M University. In 2001-2006, he served as an assistant professor of teacher education at Colorado State University. During the 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.

**Research Background**
Dr. Lewis has over 100 publications including 60+ refereed journal articles in some of the leading academic journals in the field of urban education. Additionally, he has received over $4 million in external research funds. To date, Dr. Lewis has authored/co-authored/co-edited 11 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); *Yes We Can!: Improving Urban Schools through Innovative Educational Reform* (Information Age, 2011); *African Americans in Urban Schools: Critical Issues and Solutions for Achievement* (Peter Lang, 2012); *Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts* (Information Age, 2012); *Improving Urban Schools: Equity and Access in K-16 STEM Education* (Information Age, 2013); *Black Male Teachers: Diversifying the United States’ Teacher Workforce* (Emerald Publishing, 2013); and *An Educator’s Guide to Working with African American Students: Strategies for Promoting Academic Success* [2nd Edition] (LEC Press, 2013).

**Consulting Background and Contact Information**
Dr. Lewis has provided consultative services (i.e., professional development and research services) to over 100 school districts, universities, educational entities and other organizations 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. Lewis is married to Mechael Lewis and has two daughters Myra and Sydney Lewis.
**Assistant Director and Post-Doctoral Fellow**

**Dr. Stephen 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 relate 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 & urban education, curriculum integration & 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. 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 & 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.
Affiliate Faculty Members

Dr. Bettie Ray Butler is an Assistant Professor of Urban Education in the Department of Middle, Secondary, and K-12 Education at the University of North Carolina, Charlotte. She is a recent graduate of Texas A&M University, whereby 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 refereed 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. Heather Coffey is an Assistant Professor in the Department of Middle, Secondary and K-12 Education at the University of North Carolina at Charlotte. As a graduate of the University of North Carolina at Chapel Hill, she completed the program in Culture, Curriculum and Change and developed an interest in English language arts teacher preparation, service-learning and critical literacy. Dr. Coffey’s primary teaching responsibilities include graduate English language arts methods as well as service-learning courses. Her research interests include ways to develop critical literacy with urban learners, bridging the gap between educational theory and practice in teacher education, and supporting in-service teachers in urban school settings through professional development. Dr. Coffey’s record of publication includes book chapters and articles in refereed practitioner and research journals.

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 an M.SA 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. Ruth L. Greene is a Professor of Psychology at Johnson C. Smith University in Charlotte, North Carolina. She received her doctorate degree from the University of Massachusetts and has been a postdoctoral researcher at the Center for Aging and Human Development at Duke University Medical Center and the Institute for Social Research at the University of Michigan. Her research and professional interests have been broad based and include minority issues in the area of urban education, minority aging, cultural competency, diversity training and adolescent development and health. She has served as Assistant Dean of Studies at Mt Holyoke College, Chair of the Education and Psychology Department at Fayetteville State University and Interim Vice President for Academic Affairs, and the Robert L. Albright Honors College at Johnson C. Smith University. She also served as an Extramural Associate with the National Institutes of Health and faculty researcher for the Department of Defense. Dr. Greene has served on numerous boards that include the Executive Committee, Ford Foundation, Charlotte Mecklenburg School Reform Initiative, Co Chair, Research Committee of the National Collegiate Honors Council, Charlotte, the Larry King Center, Council on Children, the Carolinas Association for Community Health Equity, the Executive Board, American Red Cross, Greater Carolinas Chapter, the Governor’s Planning Committee on the Concerns of Older Women in North Carolina, the Executive Board of the Human Services Council for Charlotte Mecklenburg, the Charlotte Mecklenburg Mental Health Board, the North Carolina Cultural Competence Initiative Advisory Committee, the Executive Board, of the Council on Aging for Mecklenburg and Union Counties, the Education Committee of Division 20, Adult Development and Aging, American Psychological Association.

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 a Ph.D. candidate and a graduate research assistant at the University of North Carolina at Charlotte. She holds a B.A. in English from Texas A&M University and a Master’s degree of Education in Administration from Lamar University. Her research interests include teacher education, international education, educational policy and gender and feminist issues.

Beth Etters grew up in Kings Mountain, North Carolina and attended the University of North Carolina at Charlotte where she received both her B.A. in Mathematics and Physics and also her M.S. in Mathematics. While completing her degrees in mathematics, she was given the opportunity, through a GTAship, to teach at the college level. Beth fell in love with teaching and helping students to better understand mathematics. It was at that time that she decided to pursue a PhD in Curriculum and Instruction - Concentration in Urban Math. Beth Etters was hired in Fall 2012 as a Lecture of Mathematics & Statistics for UNC - Charlotte. She plans to continue to teach math and statistics at the college level while researching in the urban and mathematics education fields. Her research interests include: disproportionality in special education regarding both gifted and talented students and/or students with disabilities; the effects of student tracking on a student's occupational and educational outcomes - in relation to race, ethnicity, and social-class; students' abilities to generalize about varying degrees of polynomials; argumentation as means for encouraging generalization of mathematical concepts; and students' abilities to use both everyday language and mathematical symbolization within the mathematics classroom.

Cherese D. Childers-McKee is a doctoral student at the University of North Carolina at Greensboro, in the department of Educational Leadership and Cultural Foundations (ELC). She has a Masters of Education in Teaching English as a Second Language (TESL) from UNC Charlotte and a Bachelor of Science in Spanish from Wake Forest University. She is National Board Certified with 13 years of experience as a middle and high school teacher of English as a Second Language. Her research interests include African-American and Latina/o relations in urban schools and communities, equity in schools experiencing poverty, and women’s and gender studies.

Abiola A. Farinde is a Ph.D. candidate and a graduate research assistant at the University of North Carolina at Charlotte. She holds a B.A. in English from Texas A&M University and a Master’s degree of Education in Administration from Lamar University. Her research interests include teacher education, international education, educational policy and gender and feminist issues.
**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 10.

**Chris Glover** is a current doctoral student at UNC Charlotte specializing in urban education. Upon completing his undergraduate degree in history at Christopher Newport University in Virginia, Chris was hired at his former high school where he spent five years as an American history teacher, coach, and Student Government leader. He received a Master’s in Educational Leadership from Lynchburg College in 2012 and subsequently moved to Charlotte to further pursue his research interests. These include: reciprocal community-school partnerships, after-school programs, and juvenile offender education and reentry services.

**Derrick Robinson** is a Doctoral Fellow for The Urban Education Collaborative at the University of North Carolina at Charlotte. Derrick has earned a Bachelor’s Degree in Political Science from Morehouse College. He continued on to earn a Master’s in Business Administration with a focus on Finance from Johns Hopkins University and a Master’s of Education Administration from Wingate University. Derrick has taught Social Studies and Business Education for 15 years in public schools in Prince George’s County (MD), Washington DC, Howard County (MD) and Charlotte Mecklenburg Schools (NC). Derrick Robinson led the establishment of the Academy of Finance at the Friendship Collegiate Academy in Washington DC. He has taught at-risk youth in the Maryland’s Tomorrow Program and gifted and talented students in urban schools in the Advanced Placement and International Baccalaureate Program. Derrick has been in school leadership at the middle and high school level since 2009. His research interests include: Teacher Preparation, College and Career Readiness, and Discipline Policy Reform.

**Lakia M. Scott** is a doctoral student specializing in Urban Education in the Curriculum & Instruction program at The University of North Carolina at Charlotte. At the university, she is a graduate research assistant/Lead Program Evaluator for the Charlotte Teachers Institute as well as a Doctoral Fellow for the Urban Education Collaborative. She has nearly ten years of teaching experience from working in the K-12 and higher education settings. Lakia also serves as the Founding and current Editor of the Urban Education Research & Policy Annuals, a national graduate student publication. She is also the former President of Urban Educators for Change, an interdisciplinary graduate student organization at UNC Charlotte. Additionally, she is the Co-Founder and Executive Director of Promoting Achievement in Communities Everywhere (PACE), a non-profit organization located in Houston (Texas) that provides exposure and enrichment to traditionally marginalized youth by way of summer college tours and empowerment workshops centered on college readiness and post-secondary goal attainment. Her research interests include: Black perspectives on Historically Black Colleges & Universities; college preparation, access and opportunity for traditionally marginalized student populations; best practices for increasing student outcomes in urban literacy; multicultural and African-centered pedagogy; and educational program evaluation. She is considered to be an emerging scholar in the field with numerous publications that span from research articles, book chapters, and a host of research, policy, and evaluation reports to inform the field of urban education.
Kimberley S. Steele grew up in Ona, West Virginia. She attended Marshall University in Huntington, West Virginia, where she received her B.A. and M.A. in Elementary Education. After her graduate studies, she worked for Horry County School as a high school mathematics teacher, and most currently as a Cabarrus County Schools elementary teacher. While working for Cabarrus County Schools, she received her B.A. in Mathematics from the University of North Carolina at Charlotte in Charlotte, North Carolina. Kimberley also serves as an adjunct faculty member for the mathematics department at Rowan Cabarrus Community College. Kimberley is currently an Urban Education doctoral student at the University of North Carolina at Charlotte. Her research interests include: brain research in mathematics education of Latino students and the service and placement of special education students.

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: Afrocentricity, alternative education, and discipline policy reform.

Brian K. Williams, a Durham native, received his Bachelor of Science degree in Marketing at the University of North Carolina at Greensboro. Upon graduation, he was recruited by the Teach for America organization and taught 7th grade language arts in Charlotte, North Carolina. In May 2012, he received a Master of Arts in Teaching with a focus in Middle Grades Education at the University of North Carolina at Greensboro. Immediately after attaining his master's degree, he began UNC Charlotte's Curriculum and Instruction Ph.D. program with a concentration in Urban Literacy. His current educational interests are adolescent literacy, critical literacy, and ability grouping.

Nakeshia N. Williams is a doctoral student in the Department of Middle, Secondary, and K-12 Education (Urban Education) at the University of North Carolina Charlotte. She also is a former K-12 public school teacher and licensed mental health therapist. Her research interests include addressing issues of equity and achievement in K-12 urban settings, multicultural education, and diversity issues in higher education.
Kristina Drye is a rising junior at the University of North Carolina at Charlotte, double-majoring in International Studies and Political Science with a minor in Russian. She is heavily involved in the Model United Nations program, where she served as the 2012-2013 Vice President Internal and is serving as the current President of the organization. She has experienced success through Model United Nations, receiving two Diplomacy Awards from the annual Harvard World Model United Nations Conference and three Outstanding Delegate/Delegation Awards from the biannual Southern Regional Model United Nations Conference. Kristina is a member of the University Honors Program, a recipient of the C.C. Cameron and Provost Scholarship, and is a Fowler Scholar. Past internships and experience have included the World Affairs Council of Charlotte and the International House of Charlotte. She currently serves as a Communications Assistant to James Hathaway. Kristina is researching with Chance Lewis and Beth Etters as part of the Urban Education Collaborative through the Charlotte Research Scholars summer fellowship. Through this fellowship, Kristina hopes to gain a greater understanding of urban education and the demographic trends it presents.
COLLABORATIVE RESEARCH
**REFEREED ARTICLES**


**REFEREED BOOKS**


**REFEREED BOOK REVIEWS**

BOOK CHAPTERS


PRESENTATIONS AND WORKSHOPS


Allen, A. & Hancock, S. (2013, May). *Profile Me!: Exploring the Complexities of Gender and Racial Identity.* UNCC Summer Diversity Institute, Charlotte, NC.


Hancock, S. (2013, August). *Culturally Relevant Classroom Management for Black Males.* Oakdale Professional Development Institute. Charlotte, NC.

Hancock, S. (2013, August). *Illuminating the Vision and Lighting the Pathways to College.* UCC Youth Empowerment Conference. Charlotte, NC.

Hancock, S. (2013, April). *Your Style, their morale: Understanding leadership that supports success.* Early Childhood Administrators Conference. Charlotte, NC.


Robinson, D. (2012, November). *Shutting the revolving door to discipline.* Host of discipline forum at the University of North Carolina at Charlotte.


Scott, L. M. (2012, April). *Understanding the urban dialect: Home language transition models used to enhance literacy practices for African American students.* Paper presented at 11th Annual Region 6 Meeting of the Texas Chapter for the National Association for Multicultural Education. College Station, TX.
PRESENTATIONS AND WORKSHOPS (cont.)


Williams, N. (2013, May). *Steps to Designing a Transformed Syllabus.* Faculty Diversity Institute, University of North Carolina Charlotte, Charlotte, NC.

RESEARCH AND POLICY BRIEFS


NATIONAL REPORTS


NATIONAL REPORTS


EVENTS AND PROGRAMS
The Urban Education Collaborative hosted an event, “Challenging the Status Quo: A Forum on Educational Equity and Inclusion for School-Age Black Males” that intensively addressed pertinent topics in urban education. The forum was hosted during the local DNC National Convention week, which brought together educators, legislatures, judicial officers, researchers, and community advocates.
The Urban Education Collaborative hosted the local Beyond the Bricks project in uptown Charlotte. This initiative is a media and international community engagement project that encourages and promotes community based solutions to increase educational and social outcomes for school age Black males.
The Urban Education Collaborative partnered with Piedmont Middle School to host a College Day event. Over 270 8th graders from Piedmont Middle School took a walking field trip to the Center City Building to participate in a program on college readiness. Collaborative members planned the sessions and provided highly interactive and informational sessions for middle school students. The teachers and administrators at Piedmont were very pleased with the program. All 270 students wrote thank you letters and expressed how the program “spoke to them,” how they enjoyed being able to “learn about college from college students,” and how what they “liked the most” was now knowing that they, too, could go to college.
This year, the Urban Education Collaborative launched the first ever graduate student peer-reviewed academic journal in urban education. This initiative was made possible with the partnership with J. Murrey Atkins Library and library staff. The journal launched in April 2013 with a commemorative party to celebrate the inaugural issue. Along with Dr. Lewis, the two editors are both urban education doctoral students. The next issue is set for release in 2014.
The Urban Education Collaborative, along with partnerships with the UNC Charlotte Graduate Student Organization (GPSG) and Urban Educators for Change, hosted the first annual graduate student poster session on urban education. Doctoral students from various programs and strands in the College of Education participated to bring awareness to relevant issues in urban education.
The 2013 Annual Education Research Association (AERA) conference was hosted in San Francisco, California, where Dr. Chance Lewis was the newly elected to chair the Research Focus on Black Education (RFBE) SIG. The Urban Education Collaborative partnered with various organizations and universities to host a distinguished lecture and reception at the annual AERA conference. Members of the Urban Education Collaborative and Doctoral Fellows also attended and presented at the 2013 conference.
During the 2012-2013 school year, the Urban Education Collaborative partnered with four schools in the Charlotte-Mecklenburg School District. These CMS partner schools include: Nathaniel Alexander Elementary, Hidden Valley Elementary, Vance High School, and First Ward Academy. Doctoral students, Urban Education Doctoral Fellows, members of Urban Educators for Change, and two undergraduate Teaching Fellows all served as mentors.
Doctoral Students in The Urban Education Collaborative have assisted in the organization of WestFest. WestFest is a local event to provide school supplies and a major back-to-school event for students in the West Corridor of Charlotte-Mecklenburg Schools. This event took place on August 24, 2013.
RESEARCH GRANTS AND CONTRACTS (FUNDED)

Campbell-Whatley, G. & Lewis, C. (2012). UNC Charlotte Summer Faculty Diversity Institute hosted by the Urban Education Collaborative ($40,000/1 year).


Hancock, S. & Lewis, C. (2013). International Conference on Urban Education Student Fellows Program. A grant from Project LIFT to support Student Fellows program. ($28,000).

Lewis, C. (2013). Race matters for juvenile justice facilitation grant ($20,000/1 year).


RESEARCH GRANTS AND CONTRACTS (NOT FUNDED)


RESEARCH GRANTS AND CONTRACTS (UNDER REVIEW)


Allen, A., Pipkin, T., Malachi, Y., Miller, A. (grant submitted). Male Leadership Academy of Charlotte STEAM Program. PNC Grant. Requested amount: $1,000,000/3 years.


UPCOMING EVENTS
The Urban Education Collaborative at UNC Charlotte is pleased to announce the launch of its 1st Annual Pursuing Extraordinary Outcomes in Public Education National Conference on October 8-10, 2013 at the UNC Charlotte Center City Campus in beautiful Charlotte, NC. We are inviting you to be one of over 300 attendees from across the United States participating in workshops, visiting exhibits and networking with other conference attendees and friends who support public education.
ICUE is not only a biennial meeting of community activists, intellectual scholars, foundation leaders, NGO’s, government officials, artists, technology experts, civic engineers, financial & business leaders, environmentalists, healthcare professionals, PK-20 educators, and high school and college students, it is also a conference of action and activism. In addition to providing stimulating intellectual, practical, and performance-based sessions, this dynamic conference is poised to examine critical questions and social justice issues that challenge successful and productive citizens in countries around the world and specifically the host country, city, and neighborhood.
The Urban Boost book project is a compilation of chapters that are dedicated to exploring innovative solutions in critical issues pertaining to our urban schools and communities. The Urban Education Collaborative’s Post-doctoral Fellow, Dr. Ayana Allen and Director, Dr. Chance W. Lewis are the editors of this book which highlights the research and work of Urban Education doctoral students. The book will be released in 2014.
For more information on this report or other activities at The Urban Education Collaborative, contact our Director (Chance W. Lewis, Ph.D.) at chance.lewis@uncc.edu or visit The Urban Education Collaborative website at http://www.thecollaborative.uncc.edu.