Greetings Conference Attendees,

The Urban Education Collaborative at UNC Charlotte would like to welcome each of you to the 2017 4th Biennial Pursuing Extraordinary Outcomes in Public Education National Conference. We are thrilled that you have decided to join us, and we look forward to the many opportunities to share the best research and practices that promote learning in public education.

The conference theme, Pursuing Extraordinary Outcomes in Public Education encourages us to relentlessly pursue extraordinary outcomes for ALL students, and to remove every excuse that impedes our students from reaching high levels of achievement. We would also like to extend a special acknowledgment to the GRAVES REALTY GROUP (Gold Sponsor) and NEW YORK LIFE (Silver Sponsor) for their contributions to make this conference a success. We hope that you take advantage of the breakout sessions, student panel session, networking opportunities, and other activities that have been designed to nurture professional connections, promote the exchange of information, ignite solution-driven dialogue that inspire us to action. We gather together with a shared vision and mission to positively impact the landscape of public education in this nation.

In closing, we would like to thank each of you for attending the conference and bringing your expertise to this gathering. As joint members of the educational community, you have the vision, the knowledge, the courage and the experience to ensure that all of our students reach extraordinary levels of achievement. Our personal respect and gratitude is extended to all of you.

Sincerely,

Chance W. Lewis, Ph.D.
Carol Grotnes Belk Distinguished Professor of Urban Education
Director, The Urban Education Collaborative
Cato College of Education
University of North Carolina Charlotte

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PEOPE Conference Director
Associate Professor
Assistant Director, The Urban Education Collaborative
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PEOPE Program Coordinator
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Tamera Moore
PEOPE Volunteer Coordinator
Doctoral Fellow, The Urban Education Collaborative
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University of North Carolina Charlotte

John Williams, III
PEOPE Coordinating Committee
Doctoral Fellow, The Urban Education Collaborative
Cato College of Education
University of North Carolina Charlotte

Special Thanks to the following key personnel that worked tirelessly to make this conference a success:
The Urban Education Collaborative Administrative Assistant: Vanessa T. Regina
Conference Graduate Student Coordinating Committee: Michelle Pass, Joseph Allen
Graphic Designer: Patrice Delk
Conference Volunteers: All Graduate Students, Affiliated Faculty and Friends of The Urban Education Collaborative
UNC Charlotte Center City Building: All Center City Staff
Pursuing Extraordinary Outcomes in Public Education
National Conference

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**National Conference**

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Pursuing Extraordinary Outcomes in Public Education National Conference

October 30, 2017

7:30am – 3:00pm
Registration

7:30am – 8:25am
Breakfast

8:30am – 9:00am
Welcome/Plenary Session

9:10am – 10:00am
Breakout Session #1

10:10am - 11:00am
Breakout Session #2

11:10am – 12:00pm
Breakout Session #3/Panel

12:00pm – 1:20pm
Lunch, Networking, Poster Sessions

1:30pm – 2:40pm
Breakout Session #4

2:50pm – 3:40pm
Breakout Session #5

3:50pm – 4:40pm
Breakout Session #6

4:45pm – 6:30pm
Urban Education Collaborative
Five Year Celebration
Invitation Only
Breakout Session #1

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<tr>
<td>CRT</td>
<td>Building the Capacity for Color: Navigating race/ism Conversations with Children</td>
<td>Lucretia Carter Berry and Tehia Starker Glass</td>
<td>901</td>
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<tr>
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<td>Successfully Implementing a STEM Integrated Curriculum in K-5 Classrooms</td>
<td>Jessica Robinson and Courtney Glavich Mayakis</td>
<td>602</td>
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<tr>
<td>CCR</td>
<td>College Readiness for Urban High School Students: Challenges and Strategies</td>
<td>Grace Okoli</td>
<td>905</td>
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<tr>
<td></td>
<td>What Does College and Career Readiness Really Mean?</td>
<td>Derrick Robinson and Tempestt Adams</td>
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<tr>
<td>SJUE</td>
<td>Saving Lives: Identifying and Responding to Student Mental Health and Trauma</td>
<td>Sonyia Richardson and Tierra Parsons</td>
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<td>Breaking Down Walls: Building Relationships with Children of Incarcerated Parents</td>
<td>Altricia Larke</td>
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10:10AM-11:00AM

**Breakout Session #2**

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<tbody>
<tr>
<td>CRT</td>
<td>An Analysis of How Caregivers and Teachers Discuss Race with Children</td>
<td>Tehia Starker Glass, Lucretia Carter Berry, Anita Marcelino, Mykayla Perry, and Amber Bryant</td>
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<td>CMD</td>
<td>“GET OUT!” Examining Disproportionate School Discipline For Black Girls</td>
<td>Tia Dolet</td>
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<td>Introducing Restorative Justice Practices in an Urban School</td>
<td>Cierra Presberry</td>
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<td>STEAM</td>
<td>Profesora, enseña Biología (Professor – Teach Me Biology)</td>
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<tr>
<td></td>
<td>Promoting Student Engagement and Success through Critical STEM Pedagogies</td>
<td>Lenora Crabtree</td>
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<tr>
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<td>Read to the Beat: Cultivating a Fluent Reader</td>
<td>Alanda Posey</td>
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11:10AM-12:00PM

**FEATURED SESSION**

Achieving Extraordinary Outcomes in Urban Schools: Students of Color Speak to Educators on Strategies for Academic Success

This session will feature the voices of students of color who have achieved extraordinary outcomes in urban schools. These students will discuss how they have achieved academic success and how their mentoring program, YBM Leadership Alliance, has been pivotal in the support of their schooling experience. These students will provide key strategies for educators to improve the academic achievement of students of color.

**Moderator:** Chance W. Lewis, Ph.D.  
Carol Grotnes Belk Distinguished Professor of Urban Education  
Director, The Urban Education Collaborative  
UNC Charlotte

**Panelists:**  
Mr. John Martin, Founder and Director, YBM Alliance  
YBM & YBW Students
### Breakout Session #4

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<tbody>
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<td>Derrick Robinson</td>
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<td>Interactive Notebooks: A Fresh Approach to Managing Behavior with Organization</td>
<td>Lauren Darr</td>
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<tr>
<td>CST</td>
<td>Redesigning Social Studies and English Pedagogy: Minimizing Eurocentrism, Maximizing the Minority Experience</td>
<td>Yasmin Forbes</td>
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<td>Stephen D. Hancock</td>
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<td>Engaging Students in Environmental Justice through Geographic Information Systems (GIS)</td>
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<td>Lori Krzeszewski, Chad Beveridge, Bree Stallings, DeShaun Lynch, Azaria Smith, Bettie Ray Butler</td>
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<td>CCR</td>
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<td>Sejal Parikh Foxx</td>
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</table>
Strand Names and References

CCR: College and Career Readiness
CMD: Classroom Management and Discipline
CSP: Culturally Sustaining Pedagogy
CRT: Culturally Relevant Teaching
CST: Culturally Sustaining Teaching
PL: Policy and Leadership
SJUE: Social Justice in Education
STEAM: Science, Technology, Engineering, Arts, and Mathematics
Navigating and Negotiating Nonfiction Texts: Common Core Aligned Strategies  
**Presenter(s):** Kyle Kester, UNC Charlotte, Brian Williams, North Carolina A&T University, Rebecca Kavel, Cabarrus County Schools  
**When:** 1:30PM, Room 905  
**Description:** Nonfiction texts are everywhere, but helping students understand and organize the information within them can be a challenge. In this interactive session, we present strategies to help students at all levels achieve mastery.

What Does College and Career Readiness Really Mean?  
**Presenter(s):** Derrick Robinson, University of South Dakota, Tempestt Adams, Appalachian State University  
**When:** 9:10AM, Room 604  
**Description:** Through a comprehensive literature review, this presentation reviews the concept of college and career readiness and the importance of career and technical education in this discourse. This presentation will facilitate a conversation surrounding recommendations to best help schools create programming to ensure urban students graduate ready for college and careers.

College and Career Readiness Self-Efficacy Inventory: A Four Factor Model  
**Presenter(s):** Sejal Parikh Foxx, UNC Charlotte  
**When:** 3:50PM, Room 606  
**Description:** Evidence of construct validity and reliability and recommendations for using the Career and College Readiness Self-efficacy Inventory (CCRSI) is presented. The CCRSI appears to have potential for classroom guidance and individual student planning interventions delivered by professional school counselors to enhance these self-efficacy beliefs.

Insights from a College and Career Readiness Project for Black Males  
**Presenter(s):** Ronald Whitaker, Cabrini University  
**When:** 1:30PM, Room 904  
**Description:** This presentation discloses lessons learned from a college and career readiness project being facilitated for Black males at an Urban Northeastern school. Theoretically, the author explores this work through improvement science. Lastly, the author also shares the cross-sector collaboration background of this project aimed towards building local capacity for educational improvement.

"GET OUT!" Examining Disproportionate School Discipline for Black Girls  
**Presenter(s):** Tia Dolet, University of Maryland College Park  
**When:** 10:10AM, Room 606  
**Description:** Living in the intersection of race and gender, Black girls experience a unique type of in-school criminalization. Critically examining the structural causes of disproportionate discipline, this presentation shares how a school-based program in Washington, D.C. empowered girls to self-advocate and influence school policy change, while providing solutions to keep our girls in the classroom.

Introducing Restorative Justice Practices in an Urban School  
**Presenter(s):** Cierra Presberry, Michigan State University  
**When:** 10:10AM, Room 902  
**Description:** This presentation highlights the findings of a case study of an urban school’s recent implementation of restorative justice, which include perspectives from teachers and administrators, as well as implications for further study of restorative practices.

Preventive Dispositions: Promoting Effective Classroom Managers for Urban Schools  
**Presenter(s):** Derrick Robinson, University of South Dakota  
**When:** 1:30PM, Room 902  
**Description:** This study focuses on a dispositional approach to classroom management. This conceptual study provides a thematic analysis of literature on classroom management, culturally responsive practices, and teacher dispositions to reveal preventative measures to promote a positive learning environment. This study has implications for multiple stakeholders.
Culturally Relevant Teaching

Preventive Dispositions: Interactive Notebooks: A Fresh Approach to Managing Behavior with Organization
Presenter(s): Lauren Darr, Davidson County Schools
When: 1:30PM, Room 902
Description: Interactive Notebooks have the ability to reduce downtime and wasted time in the classroom by keeping notes and handouts neatly organized. Experience engagement, involvement, and application of notes with the Interactive Notebook approach. Participants with leave with an understanding of this concept and how to immediately implement in their classroom.

Beyond Discipline: No-Nonsense Nurturers Get 100% Engagement
Presenter(s): Nataki Gregory, CT3 Education
When: 2:50PM, Room 902
Description: Interactive Notebooks have the ability to reduce downtime and wasted time in the classroom by keeping notes and handouts neatly organized. Experience engagement, involvement, and application of notes with the Interactive Notebook approach. Participants with leave with an understanding of this concept and how to immediately implement in their classroom.

Classroom Management and School Discipline: Authentic Alternatives to Reduce Discipline and Improve Academic Performance
Presenter(s): Laquesha D. Wilkins, Authentic Alternatives Educational Consultant, Oletha Cuevas, Authentic Alternatives Educational Consultant, Charlene Petty, Authentic Alternatives Educational Consultant, and Bettie Ray Butler, UNC Charlotte
When: 2:50PM, Room 602
Description: The inextricable relationship between the achievement gap and school discipline is a matter of longstanding interest and concern. Studies have shown that Black students, relative to Whites, are nearly three times more likely to receive a suspension for the same- or similar- offense suspension. Using a restorative philosophy, this presentation introduces authentic methods to reduce disciplinary incidents and improve overall academic performance.

Culturally Sustaining Teaching

Empowered and Engaged: Fostering Literacy Skills through Culturally Responsive Teaching
Presenter(s): Kyle Kester, UNC Charlotte, Rebecca Kavel, Cabarrus County Schools, Brian Williams, North Carolina A&T University
When: 10:10AM, Room 602
Description: During this interactive session, conference attendees will learn how to enhance teaching practices with a culturally responsive lens. Engaging literacy strategies spanning K-12 will be shared and supported with the power of multicultural mentor texts.
Read to the Beat: Cultivating a Fluent Reader  
**Presenter(s):** Alanda Posey, Greenville County Schools  
**When:** 10:10AM, Room 906  
**Description:** Music-integrated instruction is a powerful tool to use with students in any academic area. The unique approach provides an opportunity for students to engage in various reading lessons targeted to increase reading fluency and confidence. Using music is guaranteed to expand the vocabulary of all readers.

Redesigning Social Studies and English Pedagogy: Minimizing Eurocentrism, Maximizing the Minority Experience  
**Presenter(s):** Yasmin Forbes, UNC Charlotte  
**When:** 1:30PM, Room 604  
**Description:** A lack of engagement in classrooms derives from students feeling an absence of “self” in the curricula that they are being taught. The purpose of this session is to showcase and discuss how to develop culturally diverse lessons that tone down the eurocentrism that often monopolizes Social Studies and English pedagogy.

Service Learning and High Needs Schools  
**Presenter(s):** Lucy Steele, UNC Charlotte  
**When:** 1:30PM, Room 906  
**Description:** This presentation reviews service learning from two orientations proposed by Kahne and Westheimer: charity and change. Both perspectives will be critiqued, particularly through the lens of high needs schools and students. Directions for service learning that considers the positions and needs of students in high needs schools will be considered.

Parent and Community Engagement  
**An Investigation of Effective Teacher-Parent Communication**  
**Presenter(s):** Emil Owens, Texas Southern University, Andrea Shelton, Texas Southern University  
**When:** 2:50PM, Room 905  
**Description:** The present study investigated parents’ perspectives of effective interactions in the school environment that impacted student academic progress.
Building Social Justice Dispositions in Adolescents  
**Presenter(s):** Sejal Parikh Foxx, UNC Charlotte, Jabari Adams, UNC Charlotte  
**When:** 2:50PM, Room 904  
**Description:** The Building Social Justice Dispositions in Adolescents project was designed to empower young students to recognize socially constructed disparities in their communities, and engage in transformative social justice. This program originated from a Multicultural and Social Justice Counseling Competencies Integration project within the University of North Carolina, Counseling Education and Supervision Ph.D. program. The course is currently a part of the curriculum at Behailu Academy, an arts-based after-school program, located in NODA, that services young multicultural students in the Charlotte community. Students learn about the history of social system dynamics that create and maintain disparities between groups in their communities. Students then explore historical transformative action and create an action plan of their own, to provide awareness and encourage social justice reform that will impact our own community!

Moving the Scholarly Model from Theory to Practice  
**Presenter(s):** Tempestt Adams, Appalachian State University, Nicki Kinkaid, UNC Charlotte  
**When:** 3:50PM, Room 905  
**Description:** This presentation supplies participants with a thorough understanding of Whiting’s (2006) Scholar Identity Model. The purpose of the session is to explicate the model and through an active working session, brainstorm and discuss ways the model can be a tool for males of color in K-12 education.

**Presenter(s):** Timothy Warren, University of Minnesota  
**When:** 3:50PM, Room 902  
**Description:** Dr. Bobby Wright (1974) first coined the term Mentacide in reference to the collective stripping of the intellectual power and knowledge of Black people. Mentacide leads to Blacks adoption of values, belief system and ideas that lead to the denial of self-knowledge and knowledge of themselves within a positive African context.

Science, Technology, Engineering, Arts and Mathematics  

Making Bold Moves: Utilizing Math Talk to Develop Academic Risk-takers.  
**Presenter(s):** Candice Wilson-McCain, FLY Math Club  
**When:** 9:10AM, Room 902  
**Description:** Making bold moves: Utilizing math talk to develop academic risk-takers. Are you frustrated with the level of discourse in your classroom? Do your students lack the confidence to share ideas? In this session, teachers will gain practical strategies to build students’ academic confidence that will stimulate thoughtful math discussions.

Successfully Implementing a STEM Integrated Curriculum in K-5 Classrooms  
**Presenter(s):** Jessica Robinson, UNC Charlotte, Courtney Glavich Mayakis, UNC Charlotte  
**When:** 9:10AM, Room 602  
**Description:** Are K-5 teachers effectively trained to integrate STEM across all subjects? This session is intended to provide elementary teachers with the skills, strategies, and key examples to implement a STEM integrated curriculum within other content areas. Effective instruction and early exposure to STEM can increase critical thinking skills.

Profesora, enseñame Biología (Professor – Teach Me Biology)  
**Presenter(s):** Altricia Larke, Richmond County Schools, Donna Druery, Texas A&M University  
**When:** 10:10AM, Room 604  
**Description:** Over the past decade the number of students whose primary language is not English has risen sharply. These students find themselves having to not only learn a new language, but content in that language as well. This presentation will offer strategies for teaching Biology to students with limited English experience.

Promoting Student Engagement and Success through Critical STEM Pedagogies  
**Presenter(s):** Lenora Crabtree, UNC Charlotte  
**When:** 10:10AM, Room 904  
**Description:** Research and practice reveal that students are motivated in STEM classrooms and laboratories through investigations that connect science and social justice. Participants in this workshop will explore teaching standards-based science curriculum using Critical STEM pedagogies that improve student engagement, persistence and success.
The Privileged Pipeline: A Critical Analysis of STEAM Education
Presenter(s): Amanda Casto, UNC Charlotte, Greg Wiggan, UNC Charlotte
When: 1:30PM, Room 606
Description: The purpose of this presentation is to discuss the historical issue of inequity in the STEAM pipeline due to institutionalized power and privilege of white males in the American educational system and the actions required to increase access for underrepresented minorities.

Engaging Students in Environmental Justice through Geographic Information Systems (GIS)
Presenter(s): Laurie Garo, UNC Charlotte
When: 3:50PM, Room 904
Description: This workshop introduces participants to the study of Environmental Justice using online GIS. Scientific inquiry skills gained through spatial analysis will be demonstrated via student projects. Participants will explore the Environmental Justice Mapper using a social justice-oriented research question as a culturally responsive method of engaging students in STEAM.

Cultivating Access and Equity Dance through Dance Education: A University-Community Partnership
Presenter(s): Valerie Ifill, Drexel University, Ayana Allen-Handy, Drexel University
When: 3:50PM, Room 604
Description: This presentation examines the impact of culturally relevant and culturally sustaining dance education on African American students in one local community. Blending arts education and urban education, emphasis is placed on how movement can be used to help develop healthy identity for school-aged children, while also building the next generation of thoughtful and culturally aware dance educators. These mutually beneficial relationships include a positive identity development and a celebration of the assets that are already embedded within the community. University students have the opportunity to develop a greater sense of identity as educators and citizens, engage in discussions around urban education outside of the university walls and work together to create equity through dance.

Culturally Sustaining Pedagogy
Emergent Reading through Story Extension in Urban Preschool Classrooms
Presenter(s): Crystal Glover, Winthrop University, Stephen D. Hancock, UNC Charlotte
When: 2:50PM, Room 204
Description: This interactive session will focus on strategies for preschool teachers to extend children's literature in an interdisciplinary format. Specifically, we will discuss the use of children's books being extended to involve art, music, science, technology, cooking, language, physical fitness and social studies. Early childhood teachers will understand how Concept Development, Quality of Feedback, and Language Modeling impact quality emergent reading instruction and effective teaching. Teachers will also understand how story extensions allow children to explore new concepts and problem solve through stimulating activities.

Art + Activism + Community = Youth Empowerment through Culturally Sustaining Pedagogy
Presenter(s): Lori Krzeszewski, Behailu Academy Chad Beveridge, UNC Charlotte, Bree Stallings, Behailu Academy, DeShaugn Lynch, Behailu Academy, Azaria Smith, Behailu Academy, Bettie Ray Butler, UNC Charlotte
When: 3:50PM, Room 901
Description: Behailu Academy empowers youth in urban communities through culturally sustaining programs that engage students in the arts, activism, and issues of social justice. This session highlights pedagogical approaches that engage youth in community projects, examine issues of intersectionality among program participants, and help students use their art and lived experiences as platforms for individual and social transformation.

Using Music and Storytelling to Impact Literacy
Presenter(s): L. Kobie Wilkerson III, National Consultant Love II Learn Educational Group
When: 3:50PM, Room 602
Description: This presentation is an interactive experience designed to inform, engage, entertain and educate participants. L. Kobie Wilkerson comes in as “L.Kobie Da Wiz” and gets participants excited about reading. This session is designed to impact Pre-K, K-2, and 3-5. This presentation focuses on using listening skills, comprehension, and focuses on basic reading and literacy skills. “L. Kobie Da Wiz” uses original stories as well as some old favorites.
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<tr>
<th>Name</th>
<th>Position</th>
<th>Organization/University</th>
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<tbody>
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<td>Alanda Posey</td>
<td>Instructional Coach</td>
<td>Greenville County Schools</td>
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<tr>
<td>Altricia Larke</td>
<td>Teacher</td>
<td>Richmond County Schools</td>
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<td>Amanda Casto</td>
<td>Doctoral Student</td>
<td>UNC Charlotte</td>
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<td>Amber Bryant</td>
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<td>Andrea Shelton</td>
<td>Professor</td>
<td>Texas Southern University</td>
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<td>Anita Marcelino</td>
<td>Undergraduate Student</td>
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<td>Ayana Allen-Handy</td>
<td>Assistant Professor</td>
<td>Drexel University</td>
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<td>Azaria Smith</td>
<td>Student</td>
<td>Behailu Academy</td>
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<tr>
<td>Bettie Ray Butler</td>
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<td>Bree Stallings</td>
<td>Lead Teaching Artist</td>
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<td>Brian Williams</td>
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<td>Candice Wilson-McCain</td>
<td>Math Coach</td>
<td>FLY Math Club</td>
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<td>Chad Beveridge</td>
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<td>Chrystal Brown</td>
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<td>DeShaun Lynch</td>
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## Pursuing Extraordinary Outcomes in Public Education National Conference

### ABOUT THE PRESENTERS

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<td>Kyle Kester</td>
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To become the preeminent Urban Education entity in North Carolina and the nation.

To enhance the quality of life for students and educators in urban settings.

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