



Transforming Education to Urban Educational Excellence

"It takes a Community of Believers to ensure the academic success of all God's children."

Dr. Alonzo A. Crim

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MISSIONS AND GOALS

The mission of the Alonzo A. Crim Center for Urban Educational Excellence is to ensure the availability of a prosperous and equitable school environment for children who are least-served by urban schools by developing educational leaders, scholarly theory, and innovative strategies with a foundation built upon relevant knowledge and effective practice. The COE's Strategic Plan calls for the transformation of the Crim Center into a "research center with continuing outreach efforts."

The goals of the Center include:

- 1.) Providing initiation, coordination and support for the funding of research projects on the individual, group, and inter-departmental levels.
- 2.) Dissemination of scholarly information and the provision of technical assistance as experts in urban educational excellence.
- 3.) Securing and expanding sponsorship of Crim Center initiatives for students, teachers, and systems.
- 4.) Hosting a biennial conference focusing on issues related to students and urban education.

HISTORY

The Alonzo A. Crim Center was established in 1996 to provide a “city-wide laboratory for the development of excellence in urban education.” A grant from the United Parcel Service (UPS) Foundation provided much of the Center’s early funding. During that time, the Center also received funding from an Annenberg Foundation grant involving a collaborative effort between several school districts and universities designed to create schools that “provided excellent education for low-income African-American children.”



The Crim Center is currently funded by the Offices of the Dean in the College of Education. Georgia State University’s College of Education has provided office space and administrative support in the Crim Center for some projects that have an urban focus.

The Director of the Center (Dr. Gwen Benson) reports directly to the Dean of the College of Education. The Center employs an Associate Director (Dr. Susan Crim McClendon), a Business Affairs Coordinator (Bryan K. Murray) and three Graduate Research Assistants I (1.5 appointments). The Crim Center is creating a Board of Faculty Advisors composed of departmental and COE center representatives. Self-identified faculty members are also affiliated with the Center based on their “interests in service and/or research in urban schools and communities.”

The Crim Center is described as interdisciplinary. Projects housed in the Center involve faculty from COE departments. A central goal of the Crim Center is to “bring together faculty who are interested in conducting research and provide services to schools in urban school systems.” Many of the grants awarded to the Crim Center require interdisciplinary approaches whose partners span departments and K-12 urban schools.

CURRENT GRANT FUNDED PROJECTS & PROGRAMS

- (1) Urban Teacher Leadership Masters of Science Degree Program
 - This Masters of Science program in Urban Teacher Leadership helps to develop teachers that will become change agents for educational, political, and social change within their urban communities, under renowned faculty such as Dr. Asa Hilliard.
- (2) Turner Teacher Scholars Program
 - In gratitude of a onetime donation from Turner Broadcasting Systems, Inc., the Crim Center has been able to provide 52 scholarships to urban teachers in pursuit of the masters' of science degree in Urban Teacher Leadership offered by the Crim Center in collaboration with all three units in the EPS department.
- (3) Freshmen Learning Community (Urban Education/Early College)
 - The Urban Education Community is designed for students who are interested in exploring urban education through a combination of hands-on service learning experiences, group discussions and educational activities. The program is designed for participants to reflect on urban education's issues and to strategize solutions.
- (4) Jumpstart
 - One-on-one partnerships, facilitated by college students that are uniquely designed to develop literacy, language, and social skills of pre-school children.
- (5) Atlanta Housing Authority's Good Neighbor Program
 - Provides a four-session training module to families on crime prevention, parenting, self-sufficiency, and adjusting to a new community.
- (6) DREAMS: Relationships to Enhance African-American Mentees' Success – Jegna Brotherhood/Ananse Aya Sisterhood
 - This dissertation research project engages young high school males and females in group activities that that are intended to build effective leadership skills enhance their positive coping

strategies, expand upon their knowledge of educational and economic opportunities, and increase their cultural awareness.

- (7) DREAMS: Relationships to Enhance African-American Mentees' Success – Early College High School Project
 - Facilitated by a partnership between the Atlanta Public School System and Georgia State University, in which high school students are supported in their endeavors to graduate from high school with 60 hours of college credit, easing the transition from high school to college.
- (8) Ball-Stick-Bird Research Project
 - An immersion project based on developmental linguistics designed to increase the reading fluency and reading comprehension of young students, especially those with low cognitive ability scores and/or those who are at-risk for illiteracy.
- (9) Culturally-Relevant Curriculum Enhancement Program
 - The Crim Center facilitates and hosts workshops that promote professional development for science teachers in an urban elementary school by helping to identify supplemental learning resources that can compliment or enhance the curriculums that are currently used by the teachers.
- (10) Systemic Partnership to Increase College Access and Success
 - The Systematic Partnership is a grant to foster the study of the effectiveness of DREAMS in three different schools. It is sponsored by the Virginia Commonwealth University/ Urban Serving Universities Urban Educators Corp.
- (11) The Learning Network
 - The TNE Learning Network Grant supports activities that promise to strengthen the math component of teacher education at institutions and enhance their alignment according to the principle that effective engagement of sciences is required in teacher education.
- (12) Evaluation of Two Middle Schools Reading Programs in Clayton County

- Assesses the overall effectiveness of two reading programs in the effort to determine the best program to provide students.
- (13) Best Practices (Exemplars) in Urban Education
- Lecture series that highlights great teachers that produce high achievement in urban schools
- (14) Crim Center Scholars of Excellence
- A consortium of graduate students that participate in writing forums with the intent of eventual publication.
- (15) Sources of Urban Educational Excellence Conference
- An annual conference held by the Crim Center, highlighting research and a key-note speaker that contributes to the field of excellence in urban education.
- (16) Benjamin E. Mays Lecture Series
- Annually speakers are invited to Georgia State University to speak on topics related to urban educational excellence.

Housed in the Crim Center are the following grant-funded projects:

- (1) NCTAF/Wachovia
 - Grant provided by Wachovia Foundation to support the DREAMS tiered mentoring program.
- (2) Professional Development Schools (PDS)
 - The Department of Education funds the Professional Development Schools (PDS) program.
- (3) Partnerships for Reform in Mathematics and Science (PRISM)
 - The National Science Foundation has granted financial support for PRISM.
- (4) Transition to Teaching
 - Grant provided from Georgia Institute of Technology to support the Transition to Teaching program which encourages professionals in diverse fields to become involved in teaching.
- (5) Early College at Carver High School (I and II)

- Sponsored by the Georgia Department of Education and University System of Georgia Board of Regents Early College Initiative, the Wachovia Foundation, and the Arthur Blank Foundation, these programs place high school students on a fast track towards completing their college degree by allowing the opportunity to earn 60 hours of college credits.

Also, housed in the Crim Center are the following student organizations:

(1) Mission: Mentor

- Trained undergraduate students mentor one-to-three students in several Atlanta Public School, focusing on empowerment and the scaffolding of essential life skills necessary to prosper in a complicated society.

(2) Tighter Grip

- A support group that recruits, retains, and helps to develop African-American males enrolled at Georgia State University, focusing on their graduation from college and engagement in positive service activities within the Atlanta-metro area.

(3) Softer Touch

- An organization whose interest is in serving the children of under-served and/or under-privileged communities.

(4) National Society of Black Engineers (NSBE)

- NSBE's mission is to increase the number of culturally responsible Black engineers who excel academically, succeed professionally, and positively impact the community.

(5) Uplifted Hands

- An initiative that emerged from DREAMS that provides a unique atmosphere for former foster/adopted youth at Georgia State University to meet, mingle, and air their concerns about the foster/adoptive process amongst their fellow peers.

The work in the Alonzo A. Crim Center for Urban Educational Excellence is divided into to three modes of operation: Teacher-Focused Initiatives, Student-Focused Initiatives and Community- Focused Initiatives



TEACHER-FOCUSED INITIATIVES

The Crim Center conceptualizes teachers as *change agents* for the classrooms, school systems and the nation. There are several modes of preparation for this awesome task within the Crim Center.

Teacher-Focused Initiatives
<ul style="list-style-type: none"> • Urban Teacher Leaders Masters of Science Degree Program • Culturally Relevant Educational Practices • Best Practices (Exemplars) of Urban Education • Sources of Urban Educational Excellence Conference: Research to Practice • Power of the Word Conference

Urban Teacher Leaders Masters' of Science Degree Program (UTL)

Large proportions of urban children live in families and communities that are caught in cycles of poverty and racism which affect their choices and hopes (Wilson, 1978). According to Haberman (1995) five forces influence children in poverty: lack of trust in adults, violence, feelings of hopelessness, bureaucratic mindlessness, and a culture of authoritarianism. Haberman (1995) further contends, “for the children and youth in poverty from diverse backgrounds who attend urban schools, having effective teachers is a matter of life and death” (p.1). The Urban Teacher Leadership Masters' Degree Program facilitates the development of teachers who can remain in their classrooms and assume leadership roles in the larger context of the school community. The UTL is a cohort program that creates a cadre of teachers who will affect change in classrooms, schools, school districts, communities and the national conversation about urban education. The UTL program is directed through the Alonzo A. Crim Center by Dr. Susan C.

McClendon. It is the only masters' degree program that integrates the three units of the Educational Policy Studies Department, social and cultural foundations, educational research, and educational leadership within the frame of urban education. The UTL program truly reflects the Crim Center's interdisciplinary focus. Dr. Asa Hilliard taught exclusively in the UTL program for many years.

Culturally Relevant Educational Practices: Ball-Stick-Bird Program

Under the objective of increasing teacher initiative, the Alonzo A. Crim Center for Urban Educational Excellence will be sponsoring the implementation of the Ball-Stick-Bird reading program, developed by Dr. Renee Fuller, at Columbia Elementary School in Decatur, Georgia. The Ball-Stick-Bird series aims to immerse students in the contextual and implicit learning of reading skills through progressive stories based on theories of developmental linguistics. Research has supported the efficacy of this reading program in increasing the reading fluency and reading comprehension of students with low IQ scores as well as for students who are at-risk for illiteracy. The projected plan encompasses the proctoring of this program by a teacher at Columbia Elementary School, who will train the first grade teachers to utilize the Ball-Stick-Bird program in their classrooms. To gauge the effectiveness of this program's influences on reading efficiency and comprehension, the Developmental Reading Assessment will be intermittently administered throughout the school year to the children engaged in the program.

Best Practices (Exemplars) in Urban Education

Dr. Asa Hilliard was a pioneering scholar who sought a greater balance in the history curriculum as it is taught in American elementary and secondary schools and at the university level. He was a special kind of freedom fighter who struggled to liberate us from the bondage of ignorance of our rich African heritage.

He said, "Basic change in our condition as a people must begin with our change of mind." He believed that every child can learn. He was always correcting the historical record and opposed the mis-teaching of European and American history and sought an inclusive truth in historical courses. In addition to stand-alone courses on African history and culture, he developed K-12 school curricula that infused African and African American content in

virtually all subjects. He always sought to highlight exemplars in urban education those teachers who were teaching excellence.

With his guidance in 2007, the Alonzo Crim Center for Urban Educational Excellence hosted two exemplars, Tommie Lindsay and Gloria Merriex.

Exemplars in Urban Teaching



Tommie Lindsey

Tommie Lindsey believes in the power of words to do just about anything. And he should know. Lindsay is a debate coach at high school outside San Jose, CA where kids are labeled at risk and few go on to college. But by teaching his students to use language, drama and emotion, Lindsay has helped many overcome broken homes and move on to the Ivy League. Lindsey believes that mastering the art of a persuasive argument is any student's ticket to the future. Teaching his students discipline, manners and the turn of a good phrase, he's instilling self-respect and self-esteem, and giving hope to students who have little to begin with.



Ms. Merriex is a fifth grade teacher that has taught for 25 years at Duval Elementary School which is located in Gainesville, Florida. Ms. Merriex is an example of one teacher in one classroom with demonstrating effective but unique techniques. Gloria Merriex provides examples of teaching excellence. This phenomenal fifth-grade teacher has created an award-winning music program “Rapping with Math” in order video to reinforce student skills with movement and chanting, resulting in an increase in her students’ FCAT math scores. Shortly thereafter, she was named Alachua County, Florida’s “Teacher of the Year”.



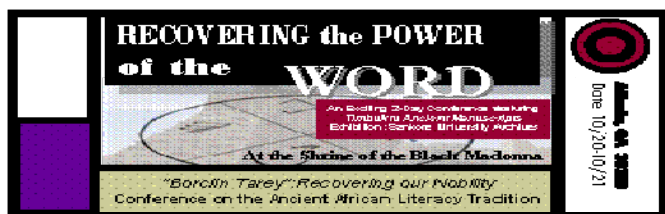
She says that, “After many years of teaching I have discovered that learning requires active involvement for young children. My search for innovative ways to engage students in academic activities to enrich their learning experience never ends.”

The 2nd Annual Sources of Urban Educational Excellence Conference: Research to Practice

On May 5, 2007, over 40 undergraduate and graduate students presented their research and findings on topics pertaining to urban education. The purpose of the conference was to highlight the work and research of students participating in the college's urban education program and to create a forum for dialogue amongst all stakeholders who work with our urban children and communities. These programs include the Urban Teacher Leaders (UTL) master's program, the Preparing Urban Leaders in Special Education (PULSE) program, Urban Research Fellows (URF) and the Georgia Teacher Alternative Preparation Program (GTAPP). The Alonzo A. Crim Center for Urban Educational Excellence also invited special guest lecturer, Dr. Finch, Director of International Health at Morehouse School of Medicine, to speak on teaching practices and culture. In attendance at this conference were 96 students, faculty, administrative staff, and guests of presenters that were associated with the fields of Urban Education, Psychology, Sociology, Early Childhood Education, and Educational Policy. This conference is hosted annually by the Crim center.

Power of the Word Conference

In addition to the Crim Center's presentation at three major conferences on the value of collaboration and community partnerships in Tampa, Florida and Honolulu, Hawaii, the Center co-sponsored the Power of the Word Conference: Ancient African Literacy Traditions exhibiting ancient Malaysian transcripts. This conference focused on highlighting traditional excellence in education and excellent teachers in the field of urban education



that have made efforts toward the promotion of literacy in urban students. Participants in this conference included students and speakers from Morehouse Medical School,

the Oakland Public Schools in California, Spelman College, Clark Atlanta University and Georgia State University. This conference also negotiated credits for participating faculty from some of the universities for staff development and continuing education credits.

STUDENT INITIATIVES

The Alonzo A. Crim Center for Urban Educational Excellence strives to compel urban students at all levels to succeed academically. Our students span elementary grade to graduate school with a focus on academic and personal growth. There are four k-12 student programs, 5 undergraduate student programs, and 2 graduate student programs within the Crim Center.

Student-Focused Initiatives		
K-12 Programs	Undergraduate Programs	Graduate Programs
<ul style="list-style-type: none"> • Jumpstart • Mission Mentor • DREAMS • Early College of Carver 	<ul style="list-style-type: none"> • Freshmen Learning Community • Tighter Grip* • Softer Touch* • Uplifted Hands* • National Society of Black Engineers (NSBE)* 	<ul style="list-style-type: none"> • Turner Scholars • Crim Center Scholars of Excellence

Note. Programs with a * are primarily run by undergraduate students to support their matriculation through school

K-12 PROGRAM DESCRIPTIONS

Jumpstart

The current Jumpstart model pairs Jumpstart-trained college students, called Corps members, with young children in one-to-one partnerships that are uniquely designed to develop literacy, language, and social skills. During the 2006-2007 school year, Georgia State University engaged 37 college students in one-to-one relationships with young children, and served over 100 preschool students in partnership with AmeriCorps volunteers. Each student completed 4 hours of Classroom Assistance Time (CAT) per week, as well as, 4 hours per week in Jumpstart sessions and in total 300 hours of

volunteer work within the community. According to the School Success Checklist, which measures language, literacy, initiative, and social skills, the young participants made great gains in school readiness skills in comparison to a group of preschool children who did not participate in the program.

Mission:Mentor:

The Crim Center welcomed a student organization, Mission: Mentor that focuses on community service and promotion of educational excellence through one-on-one mentoring. A trained college undergraduate student mentored one-three students in several schools in Atlanta Public Schools. The mission of the program is to empower and revive the youth in inner city schools by encouraging and focusing on the essential skills necessary to prosper in a complicated society. During the 2006-2007 school year, Mission:Mentor recruited 60 undergraduate students matriculating in various majors within the university. These students served 200 students ranging in grades Pre-K to 12th.

DREAMS - JEGNA Brotherhood – Summer Mentoring Institute

The Alonzo A. Crim Center for Urban Educational Excellence in the College of Education at Georgia State University sponsored a Summer Leadership/Mentorship Institute entitled the JEGNA Brotherhood. This institute was designed to engage male high school students in activities that develop social competency, increase self-understanding and positive images in high school students, and to increase the likelihood of the participants' future engagement of other students in positive, healthy mentoring relationships. Strivings toward these aspirations took the form of encouraging and scaffolding the students' team-building, leadership, mentoring, identity development, and etiquette/social skills. 34 students from three Atlanta urban schools, The Early College at the New Schools at Carver, Daniel M. Therrell High School, and Tri-Cities High School, participated in this program. After participation in the JEGNA program, the students perceived themselves to be more academically self-efficacious, reflecting an increase in their perceived ability to handle different aspects of their educational pursuits, and they also scored higher on the SAT and other standardized tests in comparison to other male students in the Atlanta-Public School System. Still in its pilot stage, the plan is to make the Leadership/Mentoring Academy an annual event and to publish its influences on academic efficacy, academic achievement, and peer mentoring in academic journals.

DREAMS – Ananse-Aya Sisterhood

The Alonzo A. Crim Center for Urban Educational Excellence sponsored the Ananse-Aya Sisterhood, a program that seeks to prepare young women to become leaders in their schools, communities, and larger society. To help achieve this goal, five college students from Georgia State University mentored 20 African-American female adolescents and engaged them in group activities that intended to build effective leadership skills, enhance their positive coping strategies, expand their knowledge of educational and economic opportunities, and provide a positive environment for their identity development. This intervention program extends beyond the DREAMS summer institute into the school year with monthly group meetings and activities for the young women. Future plans for this project includes a dissertation with research aimed at investigating the effects that the sisterhood has on young girls' resiliency, academic expectations, academic achievement, self-esteem, and cultural heritage awareness.

Early College High School Project

Atlanta Public Schools (APS) and Georgia State University (GSU) have partnered together in the development and implementation of the Early College High School (ECHS) project at the New Schools at Carver. Under the terms of this partnership, Georgia State University faculty from the Departments of Middle/Secondary and Instructional Technology, Business, Law, Arts and Sciences, Educational Policy Studies, Counseling and Psychological Services, and staff from the Office of Undergraduate Students have served as discipline/subject team leaders, scholars-in-residence, facilitators for professional development, co-teachers, and supplemental support service advisors in the Early College High School. The goal of the project is to support students in graduating with a high school diploma and 60 hours of college credit, making them eligible to enroll in a bachelor's program at Georgia State University or any other university of their choice. During outcome analyses, it was found that students engaged in this program has levels of high academic self-efficacy and exceeded the overall Atlanta-Public Schools attendance rate, reflecting a higher level of academic achievement.

UNDERGRADUATE PROGRAM DESCRIPTIONS

Freshmen Learning Community

The Urban Education Community is designed for students who are interested in exploring urban education through a combination of hands-on

service learning experiences, group discussions and educational activities. The program is designed for participants to reflect on urban education's issues and to strategize solutions. The students' experiences allow them to expand their knowledge, to challenge their paradigms and to support their and their classmates' development. A unique component of the Urban Education Community is the service learning component. Urban Education allows students to work with small groups of children in an early childhood center.

Tighter Grip

Tighter Grip is student organization for African American male undergraduate students at Georgia State University to address issues of retention, matriculation, and graduation of this population. This student organization provides opportunity for students to participate in community service, mentor students at Carver High School, and become a part of a brotherhood. These students mentor high school student at Carver High School to promote academic success through a tiered mentor model in the Center. Students are encouraged throughout their academic careers to maintain good grade point averages, matriculation trajectories, and eventually graduate. There are presently 43 students participating in this program. The Tighter Grip Mission is "to recruit, retain, and develop African American males at Georgia State University and to help them graduate with good GPAs and a history of serving the Metro-Atlanta community".

Softer Touch

Softer Touch is student organization for African American female undergraduate students at Georgia State University. This student organization provides opportunity for developing networks, participation in community service, mentoring, and becoming a part of a sisterhood. These students mentor high school student at Carver High School to promote academic success through a tiered mentor model in the Center. Students are encouraged throughout their academic careers to maintain good grade point averages, matriculation trajectories, and eventually graduate. There are presently 45 students participating in this program.

Uplifted Hands

Uplifted Hands emerged from the DREAMS initiative. It is a student-run organization that seeks to provide a safe supportive atmosphere for foster/adopted students at Georgia State University to meet, mingle, and air

their concerns about the foster adoptive process amongst peers. This support group also seeks to equip students with the skills, resources, and personal connections necessary to graduate from college as emotionally, mentally, and financially stable members of society. There are presently 12 students participating in this program.

National Society of Black Engineers (NSBE)

The National Society of Black Engineers is a student run professional organization housed in the center for the promotion of African American students in the engineering fields. The Georgia State chapter is a part of the national organization based in Virginia.

The National Society of Black Engineers (NSBE) is a 501(C)(3) non-profit association that is owned and managed by its members. The organization is dedicated to the academic and professional success of African-American engineering students and professionals. NSBE offers its members leadership training, professional development, mentoring opportunities, career placement services and more! NSBE is comprised of more than 300 collegiate, 75 professional and 75 pre-college chapters nationwide and overseas.

This current partnership with the Center has provided NSBE members the opportunity to mentor urban students in Math and Science through the NSBE.jr Program at Woodland Middle School. There are currently 35 GSU students participating in this program.

GRADUATE PROGRAM DESCRIPTIONS

Turner Scholars

The Alonzo A. Crim Center for Urban Educational Excellence created the *Turner Teacher Scholars Program*, in which full scholarships, surpassing \$240,000.00, were provided to 52 urban teachers in pursuit of the Master's degree in Urban Teacher Leadership (UTL) offered by the Crim Center. This UTL Master of Science Degree Program helps to develop teachers that will become catalysts of educational, political, and social change within their schools and communities. According to feedback from students of the program, this form of teacher empowerment has improved their conception of the educational needs of the urban student and has given them the tools to help develop the social consciousness of their students in the urban classroom.

Crim Center Scholars of Excellence

To further support the dissemination of knowledge and research about urban education and models of excellence, graduate level students have the option of participating in writing forums toward eventual publication. These students become Crim Center Scholars of Excellence upon publishing. There are currently four students, previously under the direction of Dr. Asa Hilliard, that comprise of the current cohort of potential scholars.



COMMUNITY INITIATIVE

Establishing relationships within the community is a priority of the Center because we know education occurs within a context. Additionally, our children and their families many times find themselves in systems and community structures that address basic needs. Partnering with these systems and structures enable the Center to help the whole child and expose educators to the challenges that our children face. The Crim Center currently partners with the Atlanta Housing Authority for the Good Neighbor Program. Within these efforts we are researching different aspects of urban schools located in the urban environment and the role that race and social class plays in the academic and personal performance of our students and teachers. Knowledge generated from this study has the potential to redefine urban education for the 21st century and provide a strength-based perspective on their collective experience. Additionally, further the relationship of poverty, urban education, psychological and structural facilitators.

The Good Neighbor Program:

In its second run, the Good Neighbor Program, designed by the Atlanta Housing Authority and facilitated by Georgia State University, educates families on issues related to living in market-value, mixed-income communities. After completing a six module training session including: crime prevention, continuing education, parenting and education, preparing for self-sufficiency and adjusting to your new community, each participant receives a certificate of achievement. Currently, 890 tenants have received certificates for completing the Good Neighbor training.



EXTENDED GOALS

The Center has defined extended goals for the next 18 months. These goals include the following:

1. We will continue the development of programmatic infrastructure, such as logic models and curriculum, to increase the sustainability and funding potential of current and future programs.
2. We will continue to promote research and program development that reflects pedagogy and information that is relevant to our children and families within the urban context. We acknowledge the dynamic nature of education and we want to remain responsive to children and their needs throughout upcoming shifts in the political and educational systems.
3. We will create structures for feedback through multi-tiered partnerships through PDS to assess our effectiveness in responding to the needs of our students, families and communities.
4. We will create structures for feedback through systemic partnerships with educational organizations to assess our effectiveness in responding to the needs of our teachers through the Urban Teacher Leaders Masters' of Science program.

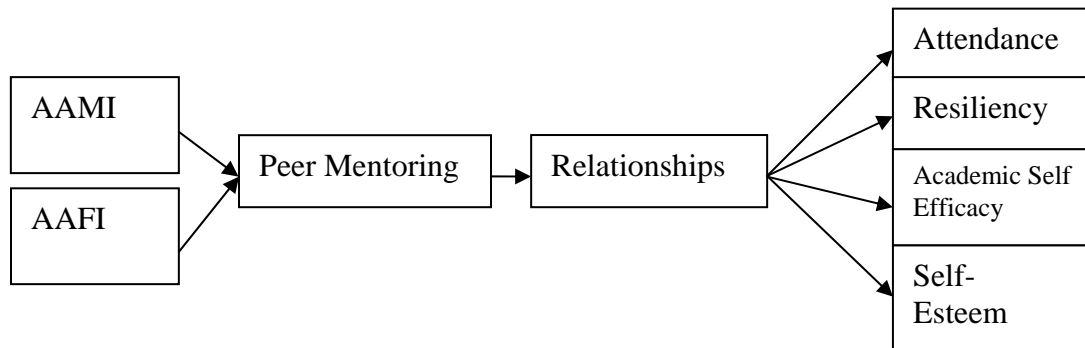
STAFF

<i>Director</i>	<p>Gwendolyn Benson Dr. Gwen Benson has joined the College of Education as Associate Dean of School and Community Partnership. She comes to Georgia State University from the Georgia Department of Education where she served as Coordinator of the Low Incidence Disabilities Unit, Division for Exceptional Students. She was an associate professor at Southern University at Baton Rouge, Louisiana, assistant professor at Louisiana State University and has taught graduate courses at Clark-Atlanta University as an adjunct professor. Dr. Benson holds a doctorate from the University of Kansas.</p>
<i>Associate Director</i>	<p>Susan Crim McClendon Dr. Susan Crim McClendon comes to the Georgia State University after a 15 year teaching career in urban middle schools. She is personally committed to the mission and goals of the Crim Center which include <i>empowering teachers who teach in urban schools so that they will empower their students</i>. The Crim Center is named after her father, Dr. Alonzo A. Crim, the first African American superintendent of Atlanta Public Schools.</p> <p>Vigilant in her pursuit to empower children that attend urban schools by empowering the teachers who teach in urban school, McClendon is the director of the Urban Teacher Leadership Masters' Degree Program. This program is designed to facilitate the development of teachers in k-12 urban classroom settings into change agents who affect their classrooms, schools, communities, school districts, and indeed the national conversation surrounding educational change. Dr. McClendon received her doctorate in Teaching and Learning and Urban Education from Georgia State University.</p>
<i>Business Affairs Coordinator</i>	<p>Bryan K. Murray Bryan Murray is a graduate of Georgia State University. His work within the Crim Center has spanned 4 years as both a student assistant in undergraduate and currently the Business Affairs Coordinator. In his current position, Mr. Murray performs professional level administrative duties for the Crim Center which include coordinating, processing, and maintaining business affairs. His work also includes proposal generation for both service and research endeavors within the Center.</p>

APPENDIX

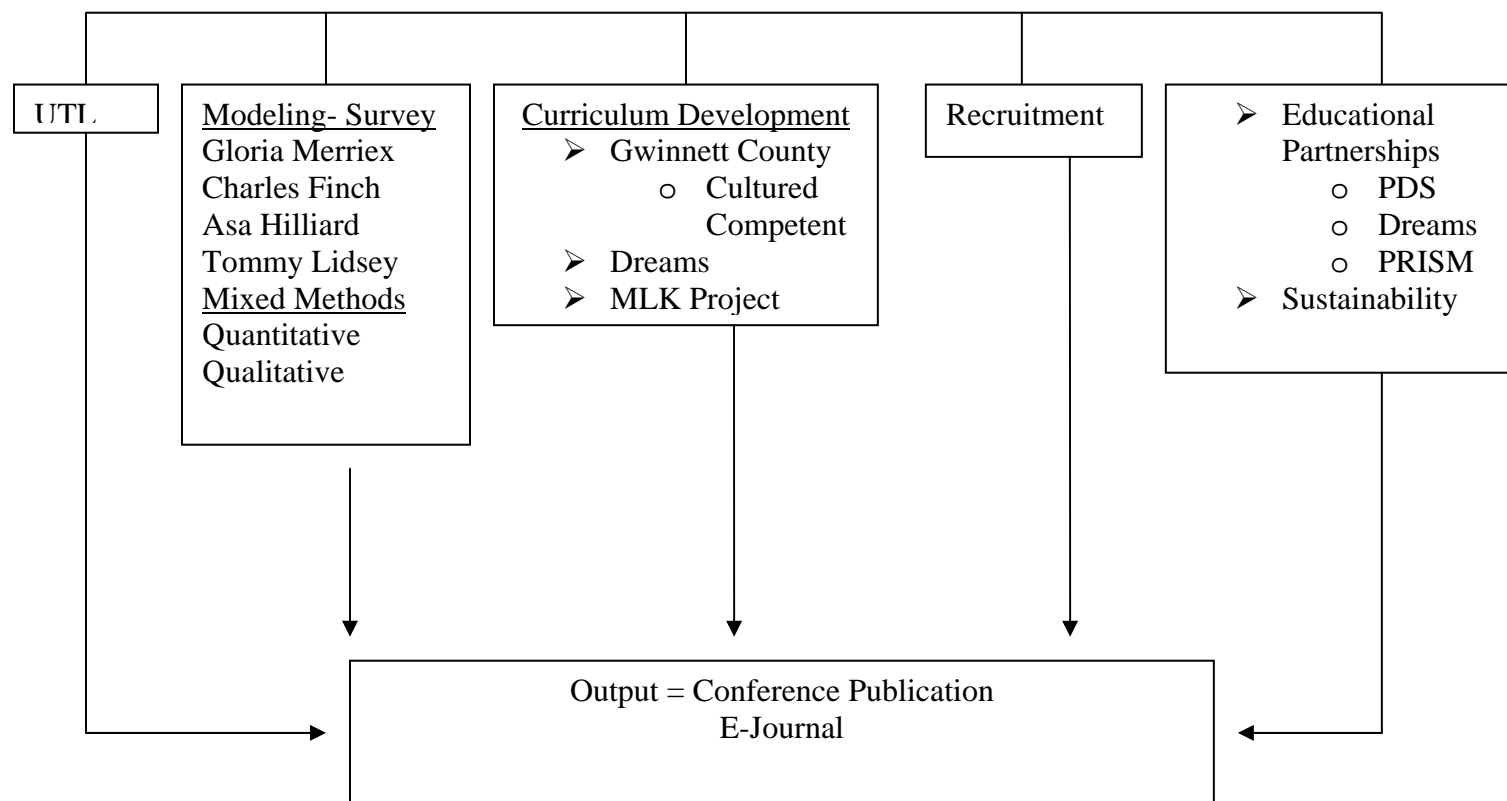
DREAMS THEORETICAL MODEL

It is important to specify (design and maintain) a LOGIC model of how our programs or practices are hypothesized to influence proximal student outcomes that serve to mediate the effects on ACADEMIC LEARNING OUTCOMES.

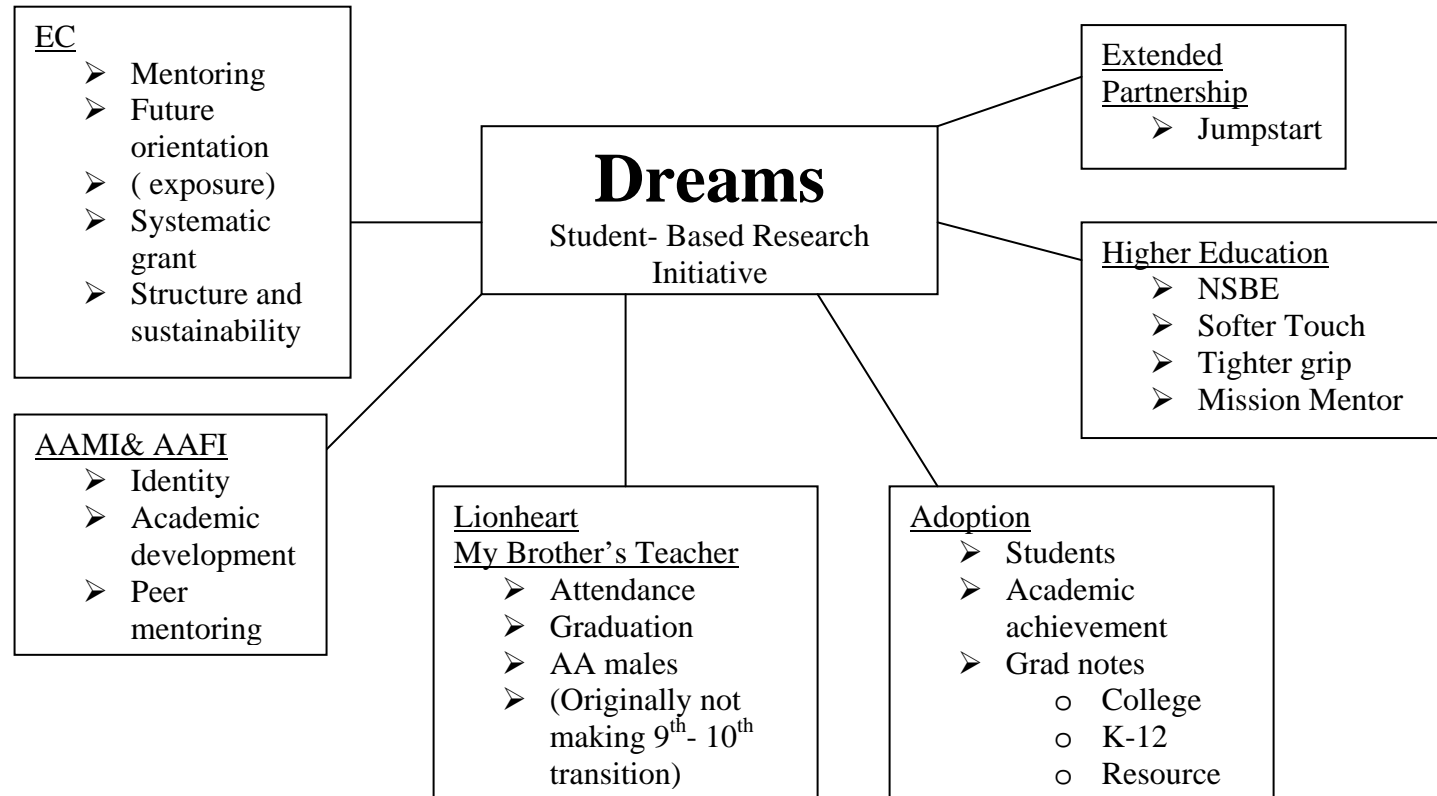


- Measure the impact of relationships (social support) on academic outcomes because the transactional nature of the peer mentoring relationship is the mechanism for continued attendance (AAMI) and higher levels of self-esteem (AAFI).
 - Network size
 - Network quality

Teacher Based Initiative



Student Based Initiatives



- Make Comparison between Early College and Lionheart- Only difference is exposure
 - Measure sustainability and efficacy
- Testing grounds are in institute
- Consistent Variables
 - Academic Achievement (attendance, resources, matriculation)
 - Peer Mentoring
 - Resiliency