



Creating Pipelines for Access and Success among Underrepresented Black and Brown Students in AP STEM Courses through Parent Advocacy and the School Improvement Process

Gifted Black and Brown students are often underrepresented in AP STEM courses, and parents must effectively work with teachers and administrators through the school improvement process to secure equitable access. In this session, the presenters will highlight findings from a recent AP Talent Development Program sponsored by the Georgia Governor's Office of Student Achievement to highlight an equity-focused AP pilot program. AP enrollment data from the Gwinnett County School District will be analyzed, in addition to an overview of the Gifted Program Advocacy Model to equip parents to transform schooling experiences for Black and Brown gifted students.

When: February 20, 2021 ~ 8:45-10:00am
Zoom meeting

Cost: Free!

To Register (limited space!)

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(Presenter Bios on next page)

Presenters



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Presenters

Tarek C. Grantham, PhD is Professor of educational psychology at the University of Georgia. He serves as Coordinator for the Gifted and Creative Education Graduate Program, and he Co-Directs the University-School Partnerships for Achievement, Rigor, and Creativity initiative.

Dr. Grantham's research addresses equity for under-represented groups in advanced programs; gifted Black males; motivation; and creativity policy. He is a member of the Board of Directors for the National Association for Gifted Children and a recipient of the *Dr. Alexinia Baldwin "Gifted & Special Populations" Award* and the Georgia Association for Gifted Children *Mary M. Frasier Excellence and Equity Award*.

Thelron Pleas, a native of Macon, Georgia, is a Gates Millennium Scholar and Ph.D. student in the Department of Educational Psychology: Gifted and Creative Education at the University of Georgia. Mr. Pleas worked in education policy and reform for ten years in the public, private, and non-profit sectors. Mr. Pleas' research interests focus on the role of federal education policy and reform in gifted education, college readiness and talent development for underrepresented populations, and equity-focused leadership to close the excellence and access gap among gifted Black students in secondary Title I schools.

Annessia J. Bullard is a Ph.D. student and Graduate Research and Teaching Assistant in the Department of Educational Psychology, Gifted and Creative Education Program the University of Georgia. Her graduate training centers on equity for gifted and advanced learners, and interdisciplinary qualitative research methods. Ms. Bullard's research focuses on advocacy for gifted African American males, social and emotional development, and STEM-identity within students of color. Ms. Bullard is a former Middle School Math and Science and Gifted Education teacher, and a Teach for America alumni. She holds a Bachelor of Arts from Spelman College and Master of Science from Central Michigan University.

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