



WHAT

WILL

SOCIAL



LEARNING
SPACES

LOOK LIKE

FALL 2020
& BEYOND?

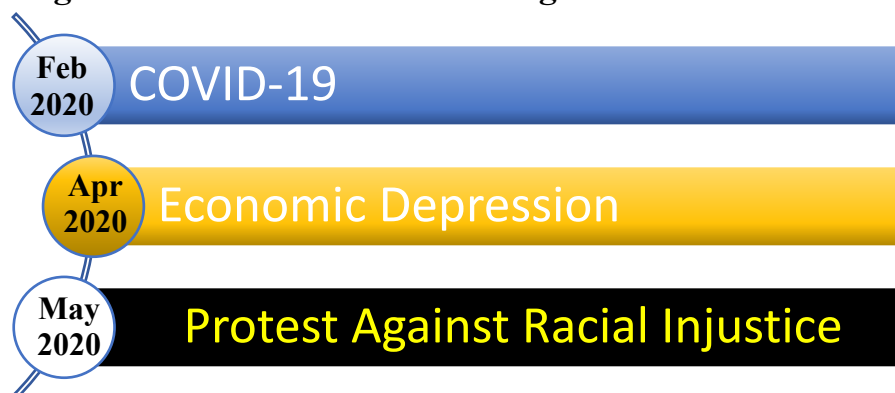
(RE) TOOLING FACULTY AND ADMINISTRATORS FOR
THE NEW REALITY OF RACIAL INCLUSION THROUGH
STORY-LISTENING, PURPOSE, AND PRAGMATISM.

By
Derrick Drakeford, Ph.D.

The Current Challenge

The year 2020 will forever change learning spaces in the world, but even more so in the United States. The combination of three intersecting and interconnected crises: 1) the COVID-19 Health Crisis 2) Economic Depression, and 3) Protest Against Racial Injustice catalyzed by the killing of George Floyd. These three once in a lifetime events occurring together over the span of three months has forced all learning institutions to change business as usual. These events by themselves with coordinated preparation and National response may have been a speed bump to getting back to status quo. However, these three crises together turn a potential speed bump into a brick wall.

Figure 1: Timeline of Intersecting Crises



Crisis #1 Higher Education and COVID-19

In the recent New York Times article entitled “It’s 2022. What Does Life Look Like,” the author describes the current fiscal challenges of institutions of higher learning. He writes,

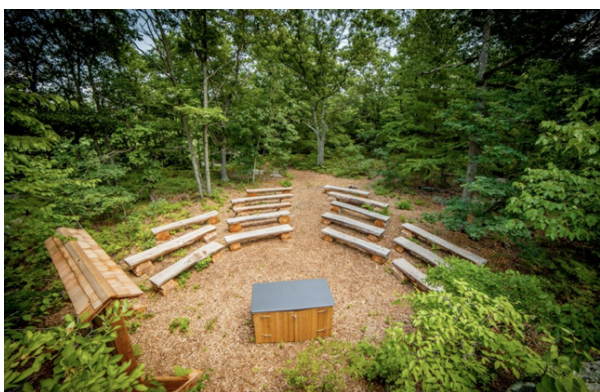
The virus is exacerbating almost every problem that colleges faced. They have already lost revenue from summer school, food service, parking fees and more. Perhaps most significant, the recession is hammering state budgets, which will probably lead to future cuts in college funding. The immediate question is whether colleges will be able to bring back students this fall, as administrators are desperately hoping. If they can’t, enrollment and tuition revenue are likely to drop sharply, creating existential crises for many less selective private colleges and smaller public universities.¹

These challenges withstanding some school administrators are taking bold steps to bring students back safely. Innovative ideas like: a) outdoor classrooms, b) Augmented Reality Mobile Apps and c) outsourcing online content help colleges to become more adaptable.

¹Leonhardt, Davis (2020) [It’s 2022. What Does Life Look Like?](#): The pandemic could shape the world, much as World War II and the Great Depression did. New York Times

Outdoor Classrooms

One innovative solution is moving classes outdoors like Rice University, which is currently building 9 outdoor classrooms. In Denmark, schools held classes in playgrounds and public parks². Drakeford, Scott, & Associates, LLC owns outdoor classrooms in North Carolina (RTP and Pinehurst) and in the DC Metro Area (Chesapeake Bay) where we conduct ½ day certificate Administrator and Faculty trainings in *Inclusion: The Art of Story-Listening* and *The PurposeU Curriculum*.



Mobile App and Online Course Offerings

Looking at the current higher education environment without a treatment for COVID-19, the best practice for pandemic mitigation is social distancing⁴. This has increased the demand for educational technology as a solution to help schools amid the COVID-19 pandemic⁵. Technology enabled learning is currently trending in many learning spaces. Due to COVID-19, many Universities have begun online learning.

For-profit and not-for-profit universities have stepped boldly into online learning by tapping into the needs of online learners for asynchronous formats and relevant coursework. Online learning companies such as Lynda (LinkedIn Learning), Coursera, Udemy, and PurposeU® offer students the opportunity to take on-demand, short-format courses based on personal interest and relevance. Over the next few years, online learning will continue to grow due to COVID-19 restrictions.

Outsourcing Educational Content

Outsourcing online educational content from diverse sources will improve the attractiveness of each institutions course offerings. Infusing healthy lifestyle education within courses may improve the long-term health outcomes of students and develop a pandemic-proof population of diverse graduates. Additionally, Augmented Reality⁶ and innovative technology can improve

² Leonhardt, Davis (2002) Get Out: [And what else you need to know today](#), New York Times

³ Photos of The Roxbury Latin School: <https://www.roxburylatin.org>

⁴ Ahmed, F., Zviedrite, N., & Uzicanin, A. (2018). **Effectiveness of workplace social distancing measures in reducing influenza transmission: a systematic review**. *BMC public health*, 18(1), 518.

⁵ AllenJ. (2020) **How Technological Innovation In Education Is Taking On COVID-19**
<https://www.forbes.com/sites/jeanneallen/2020/03/13/how-technological-innovation-in-education-is-taking-on-covid-19/#4ea274267bc7>

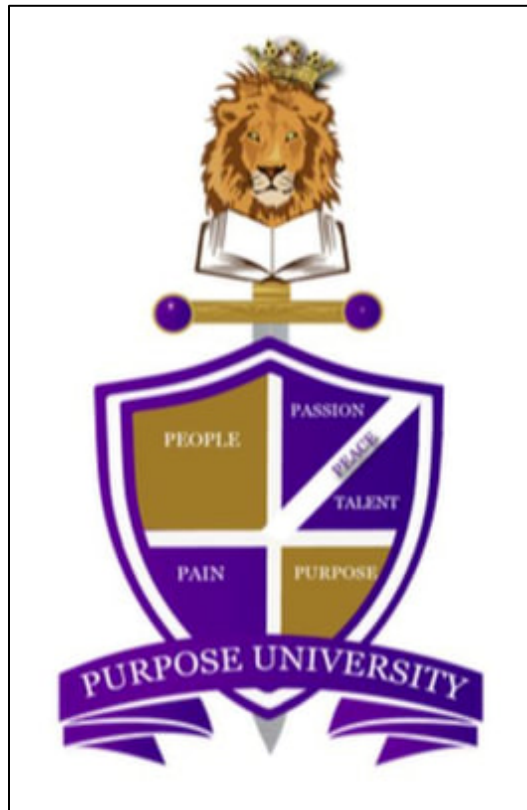
⁶ Fournane S. (2019) **Augmented Reality: The Future of Education**

student engagement. Students are looking for relevant online coursework, which speak to the three crises of 1) COVID-19, 2) Economic Depression, and 3) Protest Against Racial Injustice.

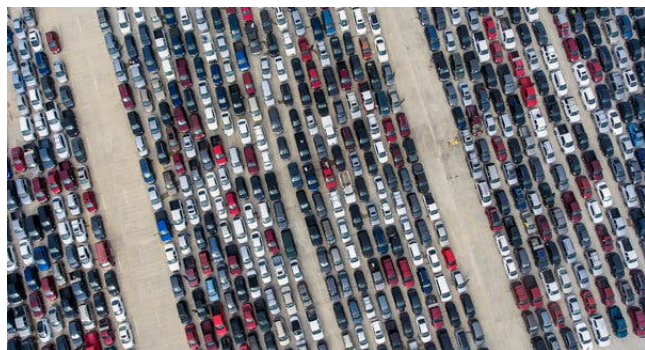


The Educational Mobile App PurposeU by Drakeford, Scott, & Associates, LLC combines live and self-paced courses designed to help students: a) learn inclusive leadership, b) find purposeful work, and c)

launch a purpose driven start-up. The Mobile App and online curriculum provide outsourced educational solutions to help colleges be prepared for Fall 2020 and beyond. Currently, this technology is being used at schools like North Carolina Central University and the University of North Carolina at Chapel-Hill. The mobile app also includes an Augmented Reality motivational message from the mobile app founder Derrick Drakeford, Ph.D., who launched his purpose start-up from the unemployment line 18 years ago. To demo the *Augmented Reality* experience, download the app from the iOS App Store or Google Play store. Select <Augmented Reality> then select <Welcome> then aim your phone camera at the PurposeU Crest displayed here to experience augmented reality.



Crisis #2 Higher Education and the Economic Depression



Pictured below from a New York Times article is a photo of cars in line at a food bank. The article entitled, **“Its People, People, People as Lines Stretch Across America”**⁷ describes the dire financial needs and food insecurities of average middle-class Americans in Denver, Miami, Milwaukee, and other cities throughout America. As unemployment grows to over 45.7 million Americans and the fear of food

shortages, health care, and housing security grows more real for more Americans, people are looking for immediate solutions to poverty and unemployment. People are looking to institutions of higher education to provide immediate online education solutions in courses like entrepreneurship.

<https://interestingengineering.com/augmented-reality-the-future-of-education>

⁷ Healy. J (2020) **Its People, People as Lines Stretch Across America**, New York Times

<https://www.nytimes.com/2020/04/12/us/coronavirus-long-lines-america.html>

Macro-Economics (Large Corporations) vs. Micro-Economics (Young Businesses)

In the Brookings March 25th, 2020 article entitled, “**What the Great Recession Can tell us about the COVID-19 Small Business Crisis,**”⁸ the authors point to a subset of small businesses called ‘young businesses,’ which are startups or businesses less than five years old. The article identifies this important subset of businesses as, “the primary drivers of the nation’s net job creation and productivity growth.”

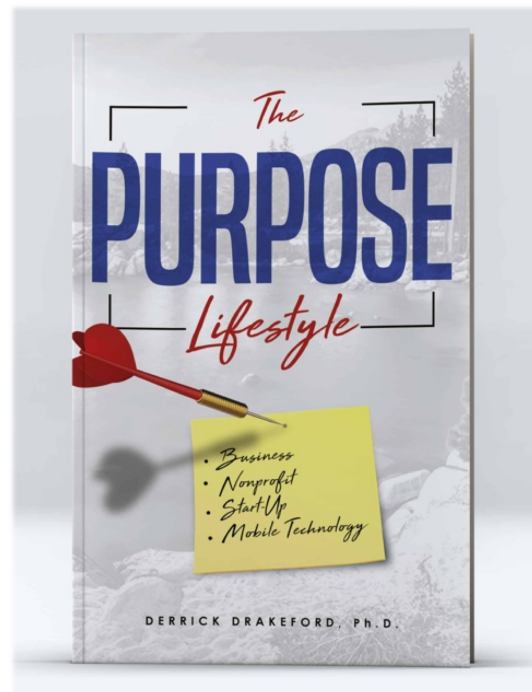
While large corporations operate from a macro-economic view of business which makes them less agile, less flexible, and less dynamic in times of economic crisis; young businesses, who operate in a micro-enterprise reality, have less overhead and can quickly adjust to create new post-COVID-19 economic realities. John Haltiwanger, a distinguished economics professor at the University of Maryland - College Park and a research associate at the National Bureau of Economic Research, Cambridge, Massachusetts, co-authored the article, “**The Role of Entrepreneurship in US Job Creation and Economic Dynamism.**” Their research found,

Dynamism and flexibility have enabled the US economy to adapt to changing economic circumstances and recover from recessions in a robust manner...high-growth businesses, which are disproportionately young, account for almost 50 percent of gross job creation. The contribution of startups and young businesses to job creation involves rich dynamics. Most business startups exit within their first ten years and most surviving young businesses do not grow but remain small. However, a small fraction of young firms exhibit very high growth and contribute substantially to job creation. These high-growth firms make up for nearly all the job losses associated with shrinking and exiting firms within their cohort. The implication is that each entering cohort of startups makes a long-lasting contribution to net job creation (p.3)

As noted in Haltiwanger’s research, not every young startup will be high growth but for the many small businesses that remain small, they still will be able to put food on the table and keep a roof over their heads.

Purposeful Young Businesses

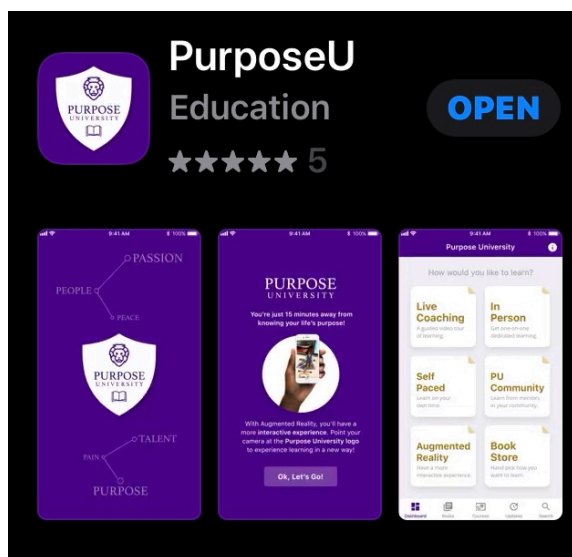
What makes the Purpose Lifestyle Curriculum© unique is that it helps participants to critically self-reflect before they begin the startup process. This critical self-reflection helps students to launch meaningful startups that align with their purpose in life. This technology solution has the scalability to literally help each college student launch a purpose-driven startup and be prepared for the post COVID-19 micro economy.



⁸ Liu, S. and Parilla, J. (2020) **What the Great Recession Can tell us about the COVID-19 Small Business Crisis** <https://www.brookings.edu/blog/the-avenue/2020/03/25/what-the-great-recession-can-tell-us-about-the-covid-19-small-business-crisis/>

Cyberlearning Solutions through Micro-Enterprise

Through Drakeford, Scott, & Associates, LLC 's grant from the National Science Foundation, the team has been able to successfully develop a self-paced learning solution that has helped students launch purpose-driven sole-proprietorship businesses at speeds never imagined. **The Purpose University Mobile App and Online Curriculum©** has helped hundreds of students connect their learning to their career interest and make their first profitable 'young business' sales as quickly as 48 hours after coursework.



As critical technology researchers, Drakeford, Scott, & Associates, LLC believes every student has a marketable skill and unique talent. Through mobile technology and pedagogy, this talent can be turned into a meaningful business. With this understanding, many if not all of the recently 45.7 million unemployed Americans can begin to maximize their time, while being unemployed to cultivate purpose-driven startups. Our goal is to partner with colleges to [certify faculty in the PurposeU Curriculum©](#). These faculty members then assist any students who need additional help to launch a startup that fits their unique talents and their deeper understanding of purpose and healthy living.

Why is Micro-Enterprise the Pragmatic Solution to Racial Injustice?

It is simple. For the past 30 years, Black unemployment has consistently remained twice that of White unemployment in America⁹ (in both strong and weak economies). As the business cycle shrinks, Black employees have consistently gotten fired first. Research finds “considerable evidence is presented that blacks are the first fired as the business cycle weakens¹⁰”. In contrast, African Americans have recently found more success through micro-enterprise as not only as a tool for economic survival but also as a response to structural racism¹¹ in corporate America and higher education¹². In our work, I have seen the power of launching a business for Black students through the PurposeU Curriculum©. I have seen students begin to reimagine themselves and their academic identities¹³ through the development of a purpose-driven sole proprietorship business. It refocuses the student and helps them to position their academic work within a larger career plan that is not solely dependent on a structurally racist job market.

⁹ Guo, J. (2016). America has locked up so many black people it has warped our sense of reality. *Washington Post*.

¹⁰ Couch, K. A., & Fairlie, R. (2010). Last hired, first fired? Black-white unemployment and the business cycle. *Demography*, 47(1), 227-247.

¹¹ Wingfield, A. H., & Taylor, T. (2016). Race, gender, and class in entrepreneurship: intersectional counterframes and black business owners. *Ethnic and Racial Studies*, 39(9), 1676-1696.

¹² Tyson, K., Darity Jr, W., & Castellino, D. R. (2005). It's not “a black thing”: Understanding the burden of acting white and other dilemmas of high achievement. *American sociological review*, 70(4), 582-605.

¹³ Nasir, N. I. S., McLaughlin, M. W., & Jones, A. (2009). What does it mean to be African American? Constructions of race and academic identity in an urban public high school. *American Educational Research Journal*, 46(1), 73-114.

Crisis #3 Higher Education and the Protest Against Racial Injustice

Let us examine the article entitled, “**Why Do Interracial Interactions Impair Executive Function? A Resource Depletion Account**”¹⁴ by Jennifer Richeson at Yale University and Sofie Trawalter at the University of Virginia. This article looked at three studies involving 192 white undergraduate students and tested them all after interracial and same race interactions. They found the white students tested worse after they interacted with a person of another race. The researchers found,

Taken together, the present studies point to resource depletion as the likely mechanism underlying the impairment of cognitive functioning after interracial dyadic interactions... this work provides an important stepping stone en route to the development of interventions that will make interracial contact rewarding, and perhaps even refreshing, rather than depleting. (Richeson & Trawalter, 2005).

Richeson’s research¹⁵ also points to the science of why some white professors may have bias in grading or equitable decision making after interacting with their Black students. Richeson writes,

Intergroup contact is becoming increasingly common in the United States. Recent research suggests that such contact may be challenging, if not threatening, for members of dominant groups (Blascovich et al., 2001), particularly when they harbor prejudiced attitudes toward their interaction partners (Vorauer & Kumhyr, 2001). In addition, the results of the current study suggest that after leaving intergroup interactions, prejudiced individuals may be more likely than others to underperform on tasks that require executive control. Specifically, we found that high-prejudice White participants who engaged in an interracial interaction had impaired performance on the Stroop task—a task requiring executive control—compared with both high-prejudice participants who interacted with a White person and low-prejudice participants. (Richeson & Shelton, 2003).

A 2017 study from the National Center for Education Statistics¹⁶ found 81% of full-time college faculty are white, 2% are African American males and 2% are African American females. It is not wise for college presidents, deans, and academic chairs to assume all their faculty are racially enlightened and don’t struggle with implicit bias¹⁷ or racially profiling their students¹⁸. Professional development interventions and intensive inclusion trainings can spark the enlightenment process to help racially isolated white professors decrease potential negative interracial interactions. Well trained racially inclusive faculty are better equipped to prepare white students for the new reality of a racially inclusive world. The following examples of two

¹⁴ Richeson, J. A., & Trawalter, S. (2005). Why do interracial interactions impair executive function? A resource depletion account. *Journal of personality and social psychology*, 88(6), 934.

¹⁵ Richeson, J. A., & Shelton, J. N. (2003). When prejudice does not pay: Effects of interracial contact on executive function. *Psychological science*, 14(3), 287-290.

¹⁶ National Center for Education Statistics <https://nces.ed.gov/fastfacts/display.asp?id=61>

¹⁷ Staats, C. (2016). Understanding Implicit Bias: What Educators Should Know. *American Educator*, 39(4), 29.

¹⁸ Tate, W. (2003). The "race" to theorize education: Who is my neighbor?. *International Journal of Qualitative Studies in Education*, 16(1), 121-126.

different types of college professors help to depict the professors of the future who are prepared for the new reality of racial inclusion.

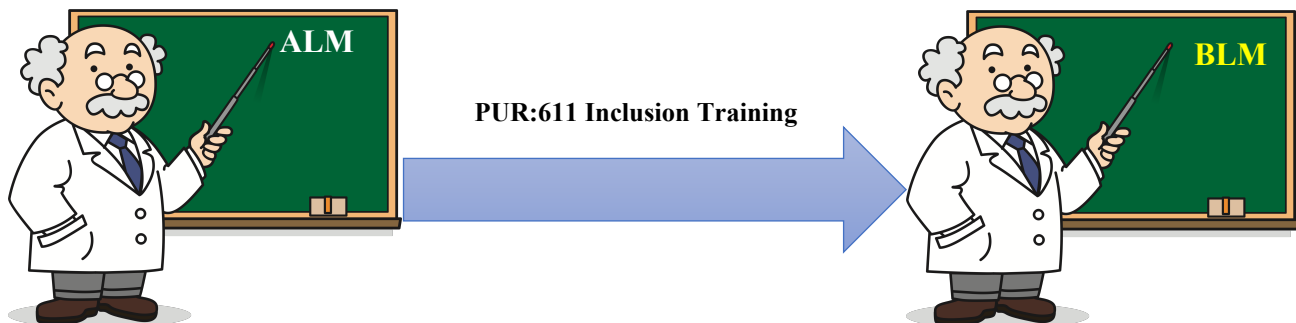
Two Archetype Models of College Professors

The dictionary defines an “archetype” as a collectively inherited unconscious idea, pattern of thought, or image. Though an archetype¹⁹ can be misused as an overgeneralized stereotype, in psychology an archetype can be an effective way to analyze how structured environments mold people and professions within a given society. Duke University researcher, Susan Oyama, writes a particular bias in the Western philosophical tradition, going at least as far back as Plato, assumes that the appearance of phenomena requires the pre-existence of a plan²⁰.

Thus, in a society of planned white supremacy, there is a way in which the profession of college professor and college administrator have been molded (either explicitly or implicitly) in accordance with this environment. The following archetypes show two different models of collegiate professors and administrators. The first archetype is the traditional model where the confidence in these positions are rooted in ‘exclusion’ where high performing students of color are exceptions²¹. The second archetype is an example of newly trained collegiate staff who place their confidence in policies and instruction rooted in real stories of ‘racial inclusion.’

Characteristics and Thought Patterns When Each Archetype Encounters a New Student or Colleague who is Different or Racially Diverse

Archetype 1: Confidence in Exclusion	Archetype 2: Confidence in Inclusion
<ul style="list-style-type: none"> • Xenophobic fear of the unknown rooted in a masked sense of low self-esteem. • Puts confidence in racial stereotypes and believes high performing minorities are exceptions. • Sees ‘whiteness’ as the normative ideal example, has a hierarchal (linear) view of their position and power. • Sees the world through a competitive lens and uses oppression as a solution to increases in minority faculty and students. • Does not care to learn about the lived experiences of their students of color, is more comfortable with the dominant narrative and the role as the chief explainer in the class. 	<ul style="list-style-type: none"> • Has an eagerness to listen to others, rooted in a strong sense of life purpose and self-confidence. • Teaches and leads from a compassionate sense of curiosity, which seeks diverse input before lesson planning or making administrative decisions. • Openness to listen first and willingness to be vulnerable about pain and its connection to purpose and productive discourse. • Does not use white privilege as a tool to advance over colleagues or silence dissent. • Apologizes when they make mistakes from a sense of communal growth.



¹⁹ Cambray, J., & Carter, L. (Eds.). (2004). *Analytical psychology: Contemporary perspectives in Jungian analysis*. Routledge.

²⁰Oyama, S. (2000). *The ontogeny of information: Developmental systems and evolution*. Duke university press.

The first Archetype 1: Confidence in Exclusion was acceptable (and some unenlightened might even say appropriate) for the collegiate environment before the recent protest against racial injustice and the collective paradigm shift on the prevalence of structural racism embedded in most American institutions, including institutions of higher education. However, it has now become clear that the status quo of Archetype 1 will not be able to co-exist in the new reality of racial inclusion. Institutions that continue to fight for the dated status quo of ‘exclusion’ will no longer be able to economically survive or ethically thrive. Many college leaders are asking, “So what is the solution to (re)tool 81% or more of my faculty in less than two-weeks?”

The Solution is Inclusive Story-Listening

On a blustery night in Chicago on January 10, 2017, President Barack Obama tearfully delivered



his farewell address. On this day, it was his last official opportunity to speak to the most pressing issues that defer the dream of America. His past eight years provided a unique perch to see the nation and world like no other person alive. The wisdom of eight years was packed into a 45-minute speech. In these final 45 minutes, the President highlighted three pressing threats to

American democracy:

- 1) Economic opportunity
- 2) Race relations and division, and
- 3) Taking democracy for granted

Regardless of your opinion on President Obama, he clearly predicted two of the three crises we are currently struggling through. He also alluded to a prescriptive solution that aligns with our research on story-listening. Sandwiched in between the macro issues of economics and democracy is the issue of ‘race.’ I’ve included a portion of his speech to help us see from his presidential view the issue of ‘racism’ and its solution at this time in history. President Obama prescribes, what I call “the art of story-listening” as the best solution to racism in America.

President Obama’s statement on race:

We have to pay attention and [story]-listen.

For white Americans, it means acknowledging that the effects of slavery and Jim Crow didn’t suddenly vanish in the ’60s; that when minority groups voice discontent, they’re not just engaging in reverse racism or practicing political correctness; when they wage peaceful protest, they’re not demanding special treatment, but the equal treatment that our founders promised.

At Drakeford, Scott, & Associates, LLC, our research-based approach to *story-listening* is taught through the curriculum book Inclusion: The Art of Story-



Listening and the e-courses **PUR:511 Creating the Inclusive Learning Space** and **PUR: 611 Inclusion (Story-Listening) Faculty and Administrator Certificate**. These professional development courses for faculty and administrators teach new strategies on how to 'story-listen' and coach diverse students. Story-listening is the antidote to prejudice. It makes sense. Webster's dictionary defines prejudice as, "preconceived judgment without just grounds or before sufficient knowledge." Prejudice is to pre-story tell onto someone else. It is to read our own life story, stereotypes, and experiences onto another person without ever asking them. Prejudice limits our ability to see others clearly.

Unfortunately, there is prejudice in the classroom, the boardroom, and the courtroom. It happens when we create a learning space where 'other's' voices and ideas are not heard, validated, and eagerly anticipated. It happens when arrogant professors believe they are the only authority on a subject and assume the false role of 'expert in charge.' This attitude of arrogance strips away the agency and individual authority of each student's privilege to intellectually disagree. For me, it is a daily struggle to forgo my storytelling, teaching, and professing to enter a space where we all can become story-listeners. Drakeford, Scott, & Associates, LLC has designed a research-driven racial inclusion intervention and certificate training to help faculty and administrator navigate through a five-step process. This includes: 1) Self-Study, 2) Story-Listening, 3) Co-Story Sharing and Imagining, 4) The Start of Racial Enlightenment, and 5) Purposeful Pragmatic Solutions (Micro-Enterprise). This process will not make every professor a guru in race, but it will equip each participant with the tools to story-listen and respond with vulnerability and compassion.

This certificate course is an effort to cultivate a mindset of inclusion and empower leaders to re-create this mindset through story-listening.

PUR: 611 Inclusion (Story-Listening) Faculty and Administrator Certificate

- Lesson 1 - What is Inclusion? Telling my Purpose Story
- Lesson 2 - Defining a Safe Classroom?
- Lesson 3 - Analytical Lens for Identity, and Entity Creation
- Lesson 4 - Autoethnography and Diverse Self-Narratives
- Lesson 5 - Affinity Identity Fun Class Activity
- Lesson 6 - Positionality Analysis
- Lesson 7 -Culture Activity for Your Team or Class
- Lesson 8 - Examining Your Calling Process Story
- Lesson 9 - Implicit Bias
- Lesson 10 - Personality, Stories, and Real Education

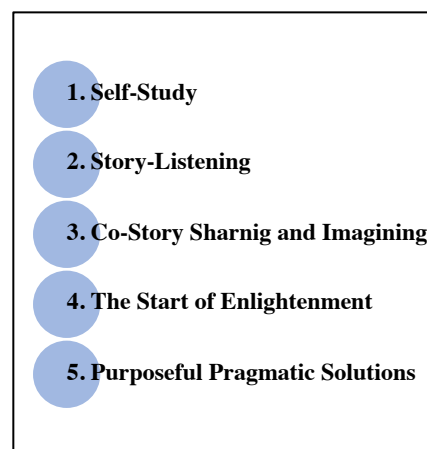


Figure 2
Logic Model for (Re)tooling Faculty and Administrators for the new reality of Racial Inclusion

Pragmatic (Real Woke) Education

I was first introduced to this story-listening narrative modeling method of education by the book **“Narrative of a Life by Frederick Douglass, An American Slave.”** I was assigned this book to read in high school by Mr. Williams, the one and only Black male teacher I had throughout my entire K-12 experience. I read it cover to cover and Douglass’s vulnerable and courageous life story changed my life. I realized; I was not valuing the education I was being given. Fredrick Douglass grew up in an America where it was illegal for him to learn how to read. He ended up having to trade his food for daily lessons from white students to teach himself how to read. Douglass’s story,

I was most successful making friends of all the little white boys whom I met in the streets. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent to errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used to also carry bread with me enough of which was always in the house, and to which I was welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who in return, would give me that more valuable bread of knowledge. (p.57)

Douglass’s slave narrative spoke to me like no other book had ever spoken to me before. It was real, it was honest, it was powerful. I began to realize a similar shift in the 1990s media as “Reality TV” became more popular. I noticed that the TV viewers in America were like me as a reader. They yearned for the real. Now as Reality TV is more than three decades old; viewers examine tv shows for just how ‘real’ Reality TV truly is. Younger viewers have a keener sense of discernment for the real and the fake. Young students have grown up in an era where political correctness meant cloaking and hiding your true self. Thus, it has become more and more rare for people to be authentic. So rare that when it happens now, people perk up and pay attention. Students pay attention when teachers give real life examples and make the boring textbook jump to life. In addition to capturing the attention of students, being authentic brings a humanizing quality to the learning space. This prepares the classroom for two-way dialogue, which is the beginning of critical thinking. Students have learned how to ‘grade game’ the system by giving teachers the answer they know the teachers want to hear. This ‘gaming’ for the best grade prevents students from critically thinking through complex problems. The future of education will center on ‘purpose’ and involve two-way dialogue and story sharing to catalyze critical thinking and collaborative community problem solving. Educational researcher, Bell Hooks²², terms this type of teaching as engaged pedagogy. She writes,

engaged pedagogy requires that instructors face their deep-seated fears about loss of control of the classroom. Transformative pedagogy demands that, "the prevailing pedagogical model [which is] authoritarian hierarchical in a coercive and often dominating way...and...one where the voice of the professor is the 'privileged transmitter of knowledge', be directly converted. For a vast majority of instructors, this is frightening.

²² Lanier, K. O. (2001). The Teaching Philosophy of bell hooks: The Classroom as a Site for Passionate Interrogation.

Though this style will be initially frightening for committed teachers, after practicing story-listening and story-sharing over and over, it will become natural and organic. The schools of 2020 and beyond will employ only real and authentic teachers. The *PurposeU Certificate* and the *Inclusion-Art of Story-Listening Certificate* will be foundational tools for this new teaching and coaching approach. This type of teaching utilizes the power of authenticity and the pragmatism of entrepreneurship to provide opportunities for all students.

In a recent article from Brookings, author Rebecca Winthrop looks at how Ghana is using technology, year-round schooling, and increased equity to educate the nation's most talented and most poor students. Their model may point to solutions for American colleges with shrinking budgets. It may be time to revisit admissions policies and begin to online enroll the many students who have been left behind due to a) lack of finances, b) standardized testing, and c) access to higher education. Minister Prempeh, the head of higher educational initiatives, in Ghana said,

“You don’t develop a country based off only elitism. You develop a country where the masses of the populations are trained and educated to a level that they can all lead productive lives in the country”

For now, it is clear that learning spaces in Fall 2020 and beyond will never be the same again. It is imperative for administrators and faculty to embrace change through the lens of qualitative and quantitative research-based solutions. The combination of three interconnected crises: 1) the COVID-19 Health Crisis, 2) Economic Depression, and 3) Protest Against Racial Injustice catalyzed by the killing of George Floyd pose new opportunities for colleges. By (re)tooling faculty and administrators through story-listening, purpose, and pragmatism; colleges will be more prepared for Fall 2020 and beyond.

**To request additional information
schedule a demo, or rent outdoor classrooms, go to
drakefordassociates.org**

**or
call 919.484.1925**



6409 Fayetteville St. Suite 120-129 Durham, NC 27713