

THE CENTER FOR RESEARCH AND MENTORING
OF BLACK MALE STUDENTS & TEACHERS
PRESENTS



THE BLACK BOYS & MEN

Speaker Series

TUESDAY, MARCH 28TH, 2023 | 6 PM

James E. Proctor Building Auditorium 102

PANELIST



DR. MARCUS MASON

CEO/Founder
Minds In Motion Therapeutic Services



DR. WILLIAM BLAKE

Director
Redesign XQ
District of Columbia Public Schools



MS. ROBIN MCNAIR

Restorative Approaches
Coordinator in Maryland



MS. JASMINE STEWART

Manager
Connected Schools
District of Columbia Public Schools



DAWAINE COSEY

Director of Culture and Empowerment
Ron Brown High School

Keynote Speaker

DR. JAMES L. MOORE III

Assistant Director for the
Directorate for Education and
Human Resources (EHR)
National Science Foundation





THE CENTER FOR RESEARCH AND MENTORING OF BLACK MALE STUDENTS & TEACHERS

THE BLACK BOYS & MEN *Speaker Series*

The Center for Research and Mentoring of Black Male Students and Teachers hosts a Black Boy and Men Speaker Series which seeks to provide solutions for Black boys and men's academic and social support and development in K-12 schools, school systems, mentoring programs, and universities. The speaker series seeks to bridge research, theory, and practice, offering attendees culturally grounded, asset, and strength-based perspectives for Black boys and men.

The Spring, Black Boys and Men Speaker Series focus on the educational ecosystem that impacts the well-being of Black male students in education. It is well documented in the research literature and observed within family, educational, and community settings that Black boys and men excel and achieve when supported by an ecosystem of caring individuals operating from strength and asset-based perspectives. The pandemic has disrupted the ecosystems that support Black boys and men in multiple settings, and we need to strengthen them.

The program will feature a keynote from Dr. James L. Moore III, Assistant Director for the Education and Human Resources Directorate for the National Science Foundation. To bridge research, theory, and practice, Dr. Moore and the panel will discuss Black male students' mental health and socio-emotional well-being throughout the K-12 pipeline and collegiate levels. The distinguished professionals representing the ecosystem to support Black male students' well-being:

- Dr. Marcus Mason, CEO/Founder, Minds in Motion Therapeutic Services
- Dr. William Blake, Director, Redesign XQ, District of Columbia Public Schools [DCPS]
- Ms. Robin McNair, Restorative Approaches Coordinator in Maryland
- Ms. Jasmine Stewart, Manager, Connected Schools, DCPS
- Mr. Dawaine Cosey, Director of Culture and Empowerment, Ron Brown High School

Panelists will engage questions from the audience following the discussion.



KEYNOTE SPEAKER BIOGRAPHY

DR. JAMES L. MOORE III

As a member of the executive leadership team at the National Science Foundation (NSF), Dr. James L. Moore III is the Assistant Director for the Directorate for Education and Human Resources (EHR). With an annual budget of over \$1 Billion and personnel oversight for nearly 200 employees, he serves as the senior leader for EHR, which supports science, technology, engineering, and mathematics (STEM) projects focusing on K-12 education, undergraduate and graduate education, workforce and human resource development, and learning in formal and informal settings. Prior to his NSF appointment, Dr. Moore served, for over five years, as the university's vice provost for diversity and inclusion, chief diversity officer, and leader of the Office of Diversity and Inclusion (one of the nation's oldest, largest, and most comprehensive office of its kind) at The Ohio State University.



From 2015 to 2017, he served as a program director for Broadening Participation in Engineering in the Directorate for Engineering at NSF, and, during that time, he was one of the program directors who helped launch the highly acclaimed, cross-directorate, NSF INCLUDES, a \$100 million plus national broadening participation in STEM initiative. From 2011 to 2015, he was an associate provost for diversity and inclusion at The Ohio State University, where he managed numerous nationally-acclaimed programs and units.

Dr. Moore is nationally-recognized for his work on African American males, and he has served on The Ohio State University's faculty, since 2002. He is the first executive director for the Todd Anthony Bell National Resource Center on the African American Male and is the inaugural EHE Distinguished Professor of Urban Education at The Ohio State University. His research agenda focuses on school counseling, gifted education, urban education, higher education, multicultural education/counseling, and STEM education, and Dr. Moore is often quoted, featured, and mentioned in popular publications, such as the New York Magazine, New York Times, St. Louis Post-Dispatch, Columbus Dispatch, Spartanburg Herald, Cincinnati Enquirer, Journal of Blacks in Higher Education, Chronicle of Higher Education, and Diverse: Issues in Higher Education. Since 2018, he has been cited annually by Education Week as one of the 200 most influential scholars and researchers in the United States.

Dr. Moore has co-edited and co-authored seven books: (a) African American Students in Urban Schools: Critical Issues and Solutions for Achievement; (b) African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice; (c) Black Males and Intercollegiate Athletics: An exploration of Problems and Solutions; (d) Advancing Educational Outcomes in Science, Technology, Engineering, and Mathematics at Historically Black Colleges and Universities; (e) Gifted Children of Color Around the World: Diverse Needs, Exemplary Practices and Directions for the Future; (f) Black Boys are Lit: Engaging PreK-3 Gifted and Talented Black Boys Using Multicultural Literature and Ford's Bloom-Banks Matrix; and (g) African American Young Girls and Women in PreK12 Schools and Beyond: Informing Research, Policy, and Practice. Further, he has published over 160 publications; obtained nearly \$40 million in grants, contracts, and gifts; and given over 200 scholarly presentations and lectures throughout the United States and other parts of the world (e.g., Dominican Republic, Brazil, Bermuda, Bahamas, Jamaica, Canada, England, Spain, China, India, Indonesia, Ireland, and France).

THE BLACK BOYS & MEN

Speaker Series

TUESDAY, MARCH 28TH, 2023 | 6 PM

PROGRAM AGENDA

1 Dinner Networking Reception

2 Welcome

Dr. Julius Davis

Director | CRM-BMST
USM Wilson H. Elkins Professor
Bowie State University

3 Black National Anthem
Lift Every Voice & Sing

4 Keynote Speaker Introduction

Dr. Michael Wood

Assistant Director | CRM-BMST
Bowie State University

5 Keynote

Dr. James L. Moore, III

Assistant Director
Education and Human Resources Directorate
National Science Foundation

6 Panel: Distinguished Professionals Representing the Ecosystem

- **Dr. Marcus Mason**, CEO/Founder, Minds in Motion Therapeutic Services
- **Dr. William Blake**, Director, Redesign XQ, District of Columbia Public Schools [DCPS]
- **Ms. Robin McNair**, Restorative Approaches Coordinator in Maryland
- **Ms. Jasmine Stewart**, Manager, Connected Schools, DCPS
- **Mr. Dawaine Cosey**, Director of Culture and Empowerment, Ron Brown High School

Moderator: Dr. Keisha Allen | CRM-BMST Faculty Fellow | Assistant Professor | UMBC

7 Award

Dr. Julius Davis

Director | CRM-BMST
USM Wilson H. Elkins Professor
Bowie State University

8 Closing Remarks

Mr. Alontae Elliott

Undergraduate Scholar Fellow | CRM-BMST
Bowie State University

THE BLACK NATIONAL ANTHEM: Lift Every Voice and Sing

by James Weldon Johnson (June 17, 1871 - June 26, 1938)

'THE BLACK NATIONAL ANTHEM'

Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us,
Facing the rising sun of our new day begun
Let us march on till victory is won.

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears have been watered,
We have come, treading our path through the blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by Thy might
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, Our God, where we met Thee;
Lest, our hearts drunk with the wine of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand.
True to our GOD,
True to our native land

PROGRAM PARTICIPANT BIOGRAPHIES

Dr. Keisha McIntosh Allen is an Assistant Professor in the Department of Education at the University of Maryland, Baltimore County. Dr. Allen's research focuses on how race, culture, and identity issues influence Black and Brown youth teaching and learning, particularly as teachers engage them in asset and humanizing pedagogies. Her research also examines culturally informed initiatives and practices that help to recruit and induct Black pre-service teachers and retain in-service teachers in the profession. Her current work examines how Black teachers engage spirituality within their professional lives. Her research has been published in top peer-reviewed journals focusing on urban and multicultural education, including *Urban Education*, *Journal of Multicultural Education*, and *Teachers College Record*. She received the Cultivating New Voices Fellowship from the National Council of Teachers of English. Dr. Allen earned her doctorate degree from Teachers College, Columbia University, in urban and multicultural education, a master's in teaching, and a bachelor's degree from Hampton University.



Dr. William Blake currently serves as the Director Redesign XQ for the District of Columbia Public Schools (DCPS). In this role, Dr. Blake collaborates with stakeholders to reimagine the high school experience by eliminating the status quo with a focus on equity, inclusion, and social-emotional learning practices. With more than a decade in urban education, Dr. Blake has served as a Classroom Teacher, Assistant Principal and Principal and District-level Administrator. Dr. Blake believes that educators must strategically focus on closing the access gap for students furthest from opportunity, which is why he is dedicated to disrupting traditional school practices with innovation and authentic student experiences to ensure students are successful in school and in life. Dr. Blake earned his Bachelor of Science degree from Morgan State University. He later attended Trinity University to earn his Master's in Curriculum in Instruction. Lastly, he earned his Doctorate Degree from the University of Maryland Eastern Shore. Dr. Blake is a devoted member of Kappa Alpha Psi Fraternity, Inc.



Mr. Dawaine Cosey is a self-proclaimed pusher of purpose, a proponent of people, and promoter of potential. A published author and motivational speaker who hails from Washington DC, Cosey as he is affectionately called, believes in the best of others. Cosey earned a BS in Communication from Bowie State University and a Master of Positive Psychology from the University of Pennsylvania and currently serves in a number of professional roles. He is an Impact Leader for a national non-profit organization coaching black male educators, a consultant for organizations that specialize in student development/engagement, and the Director of Culture and Empowerment at the all-male, public high school in Washington, DC. Cosey endeavors to create access points for flourishing amongst members of the Black community, with a passion for Black male development. Cosey seeks to provide tools to increase self-efficacy, expand skillsets, and enhance well-being. Cosey is a proud father to son Zion and daughter Jayde and is a godfather to many.



PROGRAM PARTICIPANT BIOGRAPHIES

Dr. Marcus Mason: With over 12 years of experience working with youth and adults, Dr. Marcus Mason provides a client-centered approach while utilizing Adlerian Theory and Cognitive Behavioral Therapy as a framework in practice. Dr. Mason is a two-time alumnus of Bowie State University. Earning his Bachelor of Science in Child and Adolescence Studies and Master of Arts in Counseling Psychology. Dr. Mason is a Licensed Clinical Professional Counselor approved to practice in the state of Maryland by the Maryland Board of Professional Counselors and Therapists. Dr. Mason also consults with public and private sectors, including school districts, social service organizations, and/or non-profits, to support Social and Emotional Learning components for staff and clients they serve. This top-down approach is provided from a high-level system thinking of organizational behavior gained while obtaining his doctoral degree at Drexel University's School of Education program in Educational Leadership and Management. He loves teaching and learning and has found his passion in educating future clinicians at Bowie State University as an adjunct faculty professor in the graduate Counseling Psychology program.



Ms. Robin McNair, M. Ed. is a professional educator of 31 years, where she serves as the Restorative Approaches Coordinator of one of the largest school districts in Maryland. She has training in Peacemaking Circles, Conflict Circles, and Restorative Justice in Education. She is the owner of The Restorative Classroom, which provides services such as Restorative Justice in Education training, building staff relationships, addressing staff harm in educational environments, SEL, and creating just and equitable learning environments. She also offers technical support to schools implementing restorative practices. Ms. McNair served as a state commissioner for Maryland and pushed to help pass state legislation for schools to adopt restorative approaches as a way to build relationships and keep youth in school. Ms. McNair has served on several panels focusing on Stopping Girls of Color Pushout and Eradicating the School to Prison Pipeline. Ms. McNair is a contributing author of Creating Classrooms of Peace in English Language Teaching.



Ms. Jasmine Stewart is the Connected Manager at Frank W. Ballou Senior High School. She began her career in education as a special education teacher at the Linwood School in Howard County. Ms. Stewart then returned to her native district, Prince George's County as a chemistry teacher at her alma mater, Dr. Henry A. Wise Jr. High School. She earned her Bachelor of Science in Chemistry with minors in Molecular Biology and Bioinformatics from Towson University. Ms. Stewart also earned her Master of Arts in Teaching from Towson University. Ms. Stewart joined DCPS in 2019 as a chemistry teacher at Frank W. Ballou Senior High School. In her current role, Ms. Stewart manages 51 partners to support the needs of her school community with a focus on supporting the needs of the whole child to ensure success inside and outside of the classroom.





In 2019, the University System of Maryland awarded Bowie State University (**BSU**) the Wilson H. Elkins Professorship and funding to create The Center for Research and Mentoring of Black Male Students and Teachers. The Elkins Professorship is awarded in areas that make important contributions to the institution's teaching, research, and public service mission and the entire University System of Maryland (**USM**). The Professorship is an opportunity to build on the institution's and faculty's strengths to be of greater service to its students, USM institutions, and society.

The Center for Research and Mentoring of Black Male Students and Teachers is a culmination of years of work for Black boys and men. The Center is a premier national leader, clearinghouse, and model for research and scholarship, evaluation, mentorship, policies, theory, professional development, best practices, and services for Black male students and teachers. The Leadership Team and Faculty Fellows provide expertise on matters about Black male students and teachers in Maryland and throughout the nation by disseminating information, providing innovative programming, securing funding, and working with partners and stakeholders.

LEADERSHIP TEAM

Director:

Dr. Julius Davis, Bowie State University

Assistant Director:

Dr. Michael C. Wood, Bowie State University

Faculty Fellows:

Dr. Keisha McIntosh Allen, University of Maryland, Baltimore County

Dr. Sean Coleman, Bowie State University

Dr. Ramon B. Goings, University of Maryland, Baltimore County

Dr. Wil Parker, Bowie State University

Scholar Fellows:

Mr. John Bailey, Community College of Baltimore County, Undergraduate Fellow

Mr. Linval Brown, Bowie State University, Doctoral Fellow

Mr. Alontae D. Elliott, Bowie State University, Undergraduate Fellow

Mr. David Bryant, Bowie State University, Undergraduate Fellow

Ms. Davine Snead, Bowie State University, Doctoral Fellow

Mr. Stephen Thorne, Bowie State University, Doctoral Fellow

www.bowiestate.edu/centerforblackmales

centerforblackmales@bowiestate.edu



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ctrblackmalebsu



bsucenterforblackmales

The Center for Research and Mentoring of Black Male Students and Teachers

PROGRAMS, INITIATIVES, AND SERVICES

Black Male Educator Programs and Initiatives

The CRM-BMST links to research, theory, and practice through programs and initiatives designed to support the educational and professional advancement of Black male educators.

- ▶ Black Male Teachers College
- ▶ Minority Male Educator Endowed Scholarship
- ▶ Scholar Fellows
- ▶ Faculty Fellows
- ▶ Black Male Teacher Initiative Consortium
- ▶ Bowie Black Male Educators and Leaders Alliance
- ▶ Black Male Teacher Speaker Series
- ▶ Research of Black Male Teachers

Black Boys and Men Programs and Initiatives

The CRM-BMST works to link research, theory, and practice through programs and initiatives designed to support the educational and professional advancement of Black boys and men (PreK thru Ph.D.).

- ▶ Rites of Passage Program
- ▶ Scholar Fellows
- ▶ Faculty Fellows
- ▶ Black Boys and Men Speaker Series
- ▶ All Boys Schools Partnership(s)
- ▶ Research of Black Boys and Men (PreK thru Ph.D.)

Policy

The CRM-BMST works to impact policy related to Black male students and teachers.

Entrepreneurship

The CRM-BMST engages in entrepreneurial endeavors, entrepreneurship education, and the development of an entrepreneurial mindset for students, faculty, teachers, leaders, and partners.

- ▶ Student Entrepreneurship
- ▶ Faculty Entrepreneurship
- ▶ Black Male Teacher Entrepreneurship/Education Entrepreneurship
- ▶ Center Entrepreneurship
- ▶ Seeks to develop entrepreneurship courses, programs, and experiences for students, teachers, and partners.

Grants

The CRM-BMST applies and implements federal, state, local, foundation/corporate, and university grant funding to support the university and Center's mission, vision, goals, objectives, programs, and initiatives.

Community Outreach

The CRM-BMST engages in community outreach to students, families, teachers, and other stakeholders aligned with the mission, vision, goals, and objectives.

Services

The CRM-BMST provides services to different stakeholders:

▶ Research and Evaluation

The CRM-BMST provides research and evaluation services for grants, schools, school systems, mentoring programs, and other institutions on various topics.

▶ Curriculum, Course, Program, and Professional Development

A major short and long-term goal of the CRM-BMST is to continue to create and implement curriculum, courses, programs, professional development institutes, workshops, badges/micro-credentials, continuing professional development courses, certificate programs, or dual enrollment for students, teachers, leaders, school personnel, or parents. Sample topics: Black male students and teachers, culturally relevant/responsive leadership and pedagogy, race, racism, equity, and other topics.

▶ Consulting Services

The CRM-BMST provides consulting services for schools, school systems, higher education institutions, mentoring programs, other institutions, and programs. Sample topics: Black male students, teachers, leaders, school staff, and police/security.

[1] The Center's programs, initiatives, and services for Black male students have not been fully developed as the Leadership Team is working to build capacity and resources to fully sustain the work. Once capacity is built, and resources are generated, programs, initiatives, and services will be developed accordingly.



DR. VERNON C. POLITE

Founding Dean
School of Education
Bowie State University

Dr. Vernon C. Polite was a Professor and Founding Dean of the School of Education (now College of Education) at Bowie State University (BSU) from 2001 to 2005. His major accomplishments at Bowie were coordinating a successful NCATE reaccreditation, creating a Visiting Scholars program, and attracting federal money to the university. He helped to secure funding for the African American Male Teacher Initiative known as Men Equipped to Nurture (MEN) with Prince George's County Public Schools and Congressman Steny Hoyer. Dr. Polite advocated for increasing the number of male educators in teacher education programs and the classroom.

Dr. Polite was a nationally recognized scholar, researcher, leader, and mentor to students and faculty. His research focused on African American males in education, urban and suburban education, Catholic Schools, and leadership. Dr. Polite published numerous articles, books, and chapters, and presented at conferences focused on his scholarship. In honor of Dr. Polite's research contributions, the College of Education at Bowie State started the Vernon C. Polite Research Series.

In 2005, Dr. Polite became the Dean of the College of Education at Eastern Michigan University (EMU). He was a professor and dean from 2005 to 2010 at EMU. In 2006 and 2008, the EMU College of Education led the Courageous Conversation series that focused on African American males and females. In 2010, Dr. Polite and Dr. Eboni M. Zamani-co-edited the book *The State of African American Males through Michigan State University Press*.

Before the deanship at BSU and EMU, Dr. Polite spent a significant part of his higher education career as a faculty member and administrator at the Catholic University of America. He was an assistant professor, associate professor, coordinator of the graduate educational administration program, and Dr. Euphemia Lofton Haynes Professor of Education at Catholic University from 1991 to 2001. At Catholic, he co-edited *African American Males in School and Society: Practices and Policies for Effective Education* with Dr. James Earl Davis in 1999 through Teachers College Press.

Before entering higher education, Dr. Polite was a teacher and administrator. He was a classroom teacher in Boston Public Schools for six years, starting in 1971. While in Boston, Dr. Polite oversaw the district's Department of Desegregation for five years. In 1982, he worked as a federal program monitor for the U.S. Virgin Islands Department of Education. Starting in 1985, Dr. Polite was assistant principal and principal for Oak Park Public Schools and Servite Regional High School in Detroit for a five-year period.

Dr. Polite received his Ph.D. in educational leadership and sociology from Michigan State University in 1991, his master's degree in secondary education in social studies from Boston State College in 1979, and his bachelor's degree in sociology from Boston University in 1972. He was born on August 2, 1948, in New York state but was raised in Detroit, MI. He transitioned on March 8, 2010, at 61, in Michigan.

In 2013, Dr. Eboni M. Zamani-Gallaher honored the work she started with her mentor, friend, and colleague, Dr. Vernon Polite, by publishing their second co-edited book with Michigan State University Press, titled *African American Females: Addressing Challenges and Nurturing the Future*. Dr. Polite's scholarship and legacy bridge research, theory, and practice.

The Center for Research and Mentoring of Black Male Students and Teachers honors Dr. Polite's legacy at the Black Boys and Men Speaker Series with these awards:

- Dr. Vernon C. Polite Outstanding Black Boys and Men Research Award
- Dr. Vernon C. Polite Outstanding Research Mentor Award
- Dr. Vernon C. Polite Outstanding Service Award
- Dr. Vernon C. Polite Outstanding Black Boys and Men Faculty Research Award
- Dr. Vernon C. Polite Distinguished Research Career and Mentoring Award

DONATE NOW!

YES, WE NEED YOUR HELP!

FUNDING NEEDS

CENTER PROGRAMMATIC FUND

- Rites of Passage
- Black Male Teachers College
- Scholar Fellows Programs
- Student Entrepreneurship
- Community Outreach
- Bowie Black Male Educators & Leaders Alliance
- Black Male Teachers Initiative Consortium
- Black Male Teacher Speaker Series
- Black Boys and Men Speaker Series
- Operations

FUND: MINORITY MALE EDUCATOR ENDOWED SCHOLARSHIP

- Alleviates the Financial Burden of Acquiring a College Degree
- Improves College Recruitment, Retention, and Graduation Rates

WAYS TO DONATE

Donate Online:

Minority Male Educator Endowed Scholarship:

<https://rebrand.ly/MinorityMaleEducatorEndowedScholarship>

Center Programs: <https://rebrand.ly/ProgrammingCenterforBlackMales>

Mail:

Bowie State University Foundation
P.O. Box 939
Bowie, MD 20718

Make Checks Payable to Bowie State University
Foundation

Check Memo: Minority Male Educators Endowed
Scholarship Fund OR Center Programmatic Fund

Faculty and Staff Payroll Deduction:

Enroll in Payroll Deduction at usmd.edu/give.
Select "Bowie State University" and select your
bi-weekly pay period.



21 WEEK PAY CYCLE

Faculty

BI-WEEKLY Amount	ANNUAL Amount
\$2.39	\$50 a year
\$4.77	\$100 a year
\$11.91	\$250 a year
\$23.81	\$500 a year
\$35.72	\$750 a year
\$47.62	\$1,000 a year
\$71.43	\$1,500 a year
\$95.24	\$2,000 a year

26 WEEK PAY CYCLE

Staff

BI-WEEKLY Amount	ANNUAL Amount
\$1.93	\$50 a year
\$3.85	\$100 a year
\$9.62	\$250 a year
\$19.24	\$500 a year
\$28.85	\$750 a year
\$38.47	\$1,000 a year
\$57.70	\$1,500 a year
\$76.93	\$2,000 a year

Contributions made to the Minority Male Educator Endowed Scholarship are eligible for the Maryland HBCU Income Tax Credit.
For more information visit: marylandtaxes.gov/

The Office of Engaged Learning and Student Support
in partnership with
The Center for Research and Mentoring of Black Male Students and Teachers
PRESENTS

The Shop: **Educating Black Men**

FROM COMMUNITY TO CLASSROOM

Scholars Studio

The CRM-BMST has embarked on the journey of creating academic learning communities to support Black male collegians in their academic, professional, and social development. The long-term goal is to create multiyear academic learning communities to support Black male collegians in the Center's Scholar Fellows Program throughout their academic journey. Scholar Fellows is the Center's mentoring, networking, and professional development program for undergraduate, master's, and doctoral scholars interested in teaching, leading, mentoring, researching, or serving Black male teachers and students.



The Center partnered with the Office of Engaged Learning and Student Support (ELSS) to utilize its Scholars Studio model to develop and facilitate learning communities. In Fall 2021, the CRM-BMST and Office of ELSS created their first Scholars Studio called **The Bowie Man: Black Males in Education** to expose and help scholars discover more about Black male students, educators, and leaders. All of the professors in the Bowie Man Scholars Studio were Bowie alums.

The Shop: Educating Black Men from Community to Classroom is the second Scholars Studio the two organizations have worked together to create for Black male collegians. This Scholars Studio is named after the Barber Shop for its literal, symbolic, and figurative meaning to Black boys and men. The Shop represents a safe and culturally grounded place for Black boys and men where teaching, learning, and socializing occur across generations and geographical boundaries in the community that transcends all areas of life and people activity. This Scholars Studio continues the tradition of having Bowie alums teach the courses. The linked courses and Bowie men professors for the shop are

Communications

Prof. Maurice Robinson



Introduction to Education

Prof. Haroon Rashed



The co-curricular experiences for the shop and school visit partners for the Spring 2023 semester are

Ron Brown College Preparatory High School
Statesmen College Preparatory Academy for Boys
Imagine Schools

The CRM-BMST plans to continue working with the Office of ELSS to build multiyear Scholars Studio for Black male collegians in education.



BRAIN HEAT 7.0

SPEAKER • AUTHOR • EDUCATOR • FIRESTARTER

The Office of Engaged Learning and Student Support and the Center for Research and Mentoring of Black Male Students and Teachers

PRESENTS

BRINGING

THE HEAT



KEYNOTE BLUEPRINT FOR DISCOVERING PURPOSE AND MANIFESTING DREAMS

TUESDAY, APRIL 4, 2023 • 11-12 PM

Student Center Ballroom B & C

The Center for Research and Mentoring of Black Male Students and Teachers
in partnership with
The Building Our Network of Diversity (BOND) Project
PRESENTS



The BOND Academy

FRIDAY, MAY 19, 2023 - SUNDAY, MAY 21, 2023

LOCATION: Bowie State University, 14000 Jericho Park Road, Bowie, MD 20715

THEME:

From Abstract to Action: Transforming the Culture of Schooling to Support Students, Educators, & Communities of Color.

DESCRIPTION:

The BOND Academy is back in a face-to-face format! The Academy features powerful presentations and discussions on instructional strategies, career advancement, community building, cultural proficiency, and social-emotional learning, primarily through the lens of male educators of color. Practitioners at every level of education (teachers, professors, counselors, para-educators, administrators, central office staff, teacher candidates, student teachers) are welcome, as well as community leaders, board of education members, elected officials, and interested community members.

THE ACADEMY'S THEME FOR 2023 IS

"FROM ABSTRACT TO ACTION: TRANSFORMING THE CULTURE OF SCHOOLING TO SUPPORT STUDENTS, EDUCATORS, AND COMMUNITIES OF COLOR."

Our presenters will lead interactive, 50-minute presentations that challenge the perspectives of our audience while at the same time entertaining them and deepening their knowledge. In addition, we will host multiple panels that represent a wide range of stakeholders in education. The presentations and panels will connect to at least one of the following domains:

- 1) Instructional Strategies,
- 2) Social Emotional Learning/Trauma-Informed Practices,
- 3) Educator Development and Empowerment,
- 4) Antiracist Practices and Social Justice,
- 5) Workforce Diversity (Recruitment & Retention), and
- 6) Community Partnerships.



Get Your Ticket to The BOND Academy Today!

Event Registration: <https://bondeducators.org/bond-academy-2023/#event-registration>

Early Registration: (January 23, 2023 - March 5, 2023): **\$99**

Regular Registration: (March 6, 2023 - May 8, 2023): **\$199**

Late Registration: (May 9, 2023 - May 21, 2023): **\$250**

FOR MORE INFORMATION, CONTACT:

CRM-BMST: centerforblackmales@bowiestate.edu

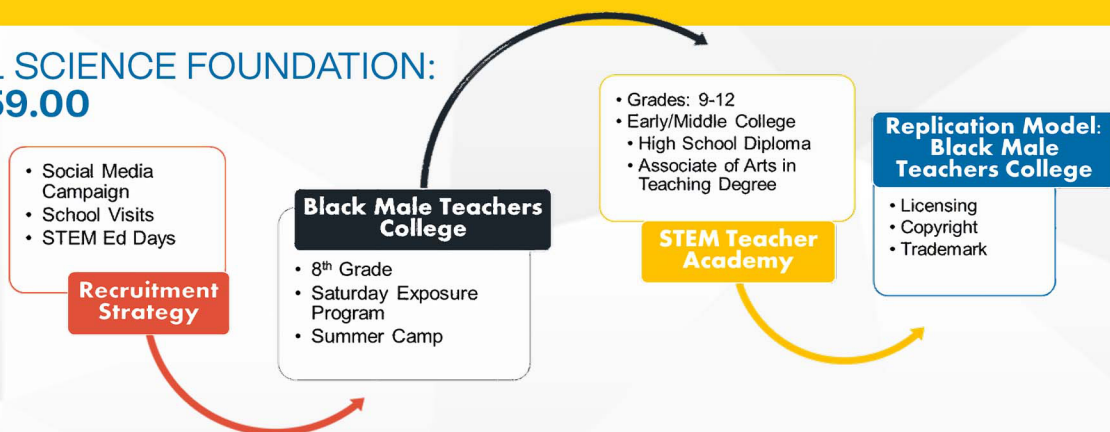
The BOND Project: info@bondeducators.org





Racial Equity: From Black Boys to Men in Multiyear STEM Education Intervention and Critical Race Mixed Methods Research Project

NATIONAL SCIENCE FOUNDATION:
\$3,997,959.00



Conceptualizing a community-based model that enhances the recruitment, engagement, and transition to STEM teaching roles for Black male students while retaining and advancing Black male teachers is critical to addressing their significant and historically disproportionate representation in teaching careers. The project explores systemic barriers that dissuade Black male students from pursuing STEM majors and takes a strength-focused approach to foster a critical mass of Black male STEM teachers. This project will advance foundational knowledge by developing conceptual and methodological frameworks that interrogate the systemic barriers in the STEM teacher staffing challenges while expanding the possibilities of motivating Black boys and men in STEM fields. This project leverages the work of authentic partnerships between academic institutions and their various industry and community partners to increase the number of Black boys and men in postsecondary schools and professional settings. This applied study has the potential to impact how school systems, community colleges, and four-year universities work together to develop tiered approaches to recruiting and retaining Black boys and men in STEM education.

Through mixed methods designs, this project investigates Black male students' STEM pathways from middle school to the STEM teaching profession through various programmatic efforts. Efforts include community-centered outreach, early clinical teaching experiences for undergraduate students, and professional development for participating STEM teachers and mentors. This multi-institutional engages Black boys and men in STEM from across the career path continuum, and attends to many gaps in the research literature pertaining to racialized experiences of Black boys and men in STEM education, specifically: 1) how systemic racism impacts their recruitment, development, attrition, retention and advancement; and 2) how Black male students' individual and collective racialized experiences in a STEM education program should inform evidence-based strategies for recruiting Black middle school boys to become STEM teachers. Further, it sheds light on the impact of Black men mentors of Black male students on STEM education and career pathways.

This project is funded through the Racial Equity in STEM Education program (EHR Racial Equity). The program supports research and practice projects that investigate how considerations of racial equity factor into the improvement of science, technology, engineering, and mathematics (STEM) education and workforce. Awarded projects seek to center the voices, knowledge, and experiences of the individuals, communities, and institutions most impacted by systemic inequities within the STEM enterprise. This program aligns with NSF's core value of supporting outstanding researchers and innovative thinkers from across the Nation's diversity of demographic groups, regions, and types of organizations. Funds for EHR Racial Equity are pooled from programs across EHR in recognition of the alignment of its projects with the collective research and development thrusts of the four divisions of the directorate.

This award reflects NSF's statutory mission and has been deemed worthy of support through evaluation using the Foundation's intellectual merit and broader impact review criteria.



The Bowie Black Male Educators Project (The Bowie BMEs Project) Center of Excellence Program at Historically Black Colleges and Universities CFDA # 84.116K

UNITED STATES DEPARTMENT OF EDUCATION AUGUSTUS F. HAWKINS CENTERS OF EXCELLENCE PROGRAM GRANTS: **\$1,589,014**

Bowie State University proposes the Bowie BMEs Project to respond to a critical need for Black male teachers in early childhood/special education (EC/SPED), elementary education (ELED), or secondary education (SCED) who are highly effective in implementing evidence-based culturally grounded academic and behavioral interventions for minoritized students at the national, state, and local levels.

The overarching goal of the Bowie BMEs Project is to increase the number of well-prepared and highly effective Black men to work with students across early childhood, elementary, secondary, and special education with knowledge, understanding, and skills in ESOL or speak one or more languages in high needs local education agencies (LEAs).

The following objectives support this goal:

1. Create a Center of Excellence for Black male teachers through program redesign and faculty development.
2. Design undergraduate ESOL pathway for Black male teachers to become certified in ESOL.
3. Recruit and prepare 50 Black male educators in early childhood/special education, elementary, or secondary education who can provide effective, culturally relevant/responsive instruction and work with minoritized students and families.
4. Conduct ongoing evaluation of program effectiveness.
5. Disseminate project results to assist in replicating effective strategies at other sites.

The major outcomes of the Bowie BMEs Project will be:

1. A redesigned curriculum in the EC/SPED, ELED, and SCED initial teacher preparation programs that reflect up-to-date research in the areas of race, ethnicity, culture, language, disability, learning environments, universal design for learning, equity, effective instruction, technology, culturally relevant/responsive pedagogy, home/school/community partnerships, project-based, work-based, or other experiential learning;
2. Develop five ESOL courses that will be used to prepare teacher candidates to become certified in ESOL;
3. Expansion and enhancement of recruitment networks to attract Black male teachers in teacher preparation programs beyond the life of the project;
4. Institutionalization of academic, residential, and commuter learning communities to ensure long-term benefits and supports for future Black male teacher candidates;
5. Produce 50 Black male teacher candidate graduates (20 bilingual or multilingual) from a cohort of EC/SPED, ELED, or SCED in newly redesigned programs during the life of the project;
6. Conduct a detailed evaluation of the effectiveness of project services/curriculum; and
7. Dissemination of effective findings for replication.

The Bowie BMEs Project addresses the absolute priority for this competition via the proposed program components and each competitive preference by increasing the number of Black male educators, providing full certification, and providing comprehensive support as outlined in the proposal.



Center for Research and Mentoring of Black Male Students and Teachers

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