



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

## AT BOWIE STATE UNIVERSITY

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

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



**Bowie State University**  
14000 Jericho Park Road Bowie, MD 20715  
Student Center | Center for Natural Sciences, Mathematics, and Nursing

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**2023 BOND ACADEMY**  
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# The BOND Academy

The **Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST]** has partnered with the **Building Our Network of Diversity [BOND] Project** to host the fifth annual BOND Academy, an educational conference. The Academy's theme for 2023 is "From Abstract to Action: Transforming the Culture of Schooling to Support Students, Educators, and Communities of Color," takes place from May 19-21, 2023, at a Historically Black College and University [HBCU] in Bowie, Maryland. The Academy features powerful 50-minute presentations, panels, discussions, and calls to action connected 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.



The Academy's presentations challenge the perspectives of attendees while at the same time entertaining them and deepening their knowledge. Multiple panels represent the perspectives of a wide range of stakeholders in education. The Academy features powerful keynotes, 50-minute 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.

The BOND Academy attracts practitioners at every level of education to attend the conference. The Academy has college/university faculty and teacher candidates who attend and present at the Academy. Central office staff and administrators (e.g., superintendents, equity directors, etc.), school-based administrators, and staff (e.g., teachers, principals, assistant principals, paraeducators, counselors, etc.) from the District of Columbia, Maryland, and Virginia [DMV] and around the United States attend and present at the BOND Academy. Community leaders, state and local board of education members, elected officials, and community members attend the BOND Academy to network, learn and engage with the educational community.

## Donate to Support!

### The BOND Project

Donate: <https://bondeducators.org/donate/>

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

Donate:

- Minority Male Educator Endowed Scholarship:  
<https://rebrand.ly/MinorityMaleEducatorEndowedScholarship>
- Center Programs:  
<https://rebrand.ly/ProgrammingCenterforBlackMales>







## About The Building Our Network of Diversity [BOND] Project

The BOND Academy is an educational conference created by the Building Our Network of Diversity [BOND] Project Leadership Team. The BOND Project is an organization of male educators of color and their allies who work to improve their recruitment, retention, development, and empowerment of male educators of color as well as boys of color.

The BOND Project began as a small, informal, self-started employee group for people with common interests and issues: most notably teacher retention of black male educators. Today, BOND continues to facilitate programs that support initiatives both within the school district that it began and across school districts, in the U.S. The growth and development of this affinity group have not come without many leadership lessons learned which continue to help navigate the direction that the leaders of this group continue to utilize in the work of recruiting, retaining, developing, and empowering male educators of color (MEOCs). The BOND Project stands on four pillars: Recruitment, Development, Retention, and Empowerment.



### Recruitment

To advocate for increased hiring of male educators of color. For the BOND Project, recruitment means to advocate for the increased hiring of male educators of color. Again, we beat the drum on this topic. We recognize that the national average of male educators of color being 2% is not enough. We recognize that workforce diversity is not only a local endeavor but a national one. We beat this drum everywhere we go, from school buildings, to superintendents' offices, to colleges, and national conferences.

### Development

To increase educator capacity via professional development, presentations, and scholarship. The pillar of development for the BOND Project means to increase educator capacity via professional development, presentations and scholarship. The primary examples of our development and support efforts include mini professional development sessions with educators during the course of our general meetings, joint public speaking opportunities, and our platform for publishing members' writing.



# Retention

To serve as a mentoring network for male educators of color that provides support and understanding of professional advancement and retention processes. The pillar of retention speaks to the BOND Project’s ability to serve as a mentoring network for male educators of color, providing support for professional advancement, retention processes, and self-care as educators. We begin this work at the onset of one’s career, such as new teacher orientations. As an ode to the earliest days of BOND, we cultivate informal and formal mentoring relationships between members. Partnering new educators with veteran male educators was and has been an important aspect of developing relationships, but also enhancing educators’ capacity to do the work required to support their school communities.

# Empowerment

To promote student and educator agency to disrupt systemic inequities and advocate for equitable access to educational opportunities. Empowerment means to promote, and celebrate student educator agency, primarily within the realm of disrupting systems of oppression. One of our key empowerment efforts is the BOND Academy. The Academy is an annual conference which focuses on professional development for all educators across the region, facilitated by male educators of color. The beauty and value of the event is in the idea that we rarely see enough male educators of color share the craft and we developed an entire day focused on providing those optics and learning. Not only does this event boast more than 20 workshops led by male educators of color, there is always a male keynote speaker who is a celebrated educator and/or change agent in his own right.

Speaking of celebrated educators, the efforts of members of the BOND Project have led to various acknowledgements over the years, which again highlights the brilliance that BOND has nurtured. Some BOND members achievements included district teachers of the year, university education contributor awards, and multiple appointments to an exclusive state task force.

We know that these educators have been doing great things in their own rights. However, the combination of energy and aura through the BOND Project only further elevated their collective work.







## About the Center for Research & Mentoring of Black Male Students and Teachers

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.

**Director:** Dr. Julius Davis, 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. 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](http://www.bowiestate.edu/centerforblackmales)  
[centerforblackmales@bowiestate.edu](mailto:centerforblackmales@bowiestate.edu)



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# 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.





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

## 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.



## City Year Washington, DC Principal Level Sponsor

City Year was founded in 1988 as a national service program to unite young adults from diverse backgrounds for a demanding year of full-time community service. City Year has grown from 50 corps members in Boston to more than 3,000 members serving in 29 US cities, as well as in South Africa and the UK.

At City Year, we believe that all students can succeed and that developing the skills and mindsets of children and young adults contributes to strong, vibrant communities—outcomes that benefit all of us. Here is what City Year does:

Supporting students and schools

Developing civic leaders

Sharing promising practices

City Year's core values represent the organization's deepest beliefs and highest aspirations as we work towards our mission. City Year was founded with a core belief: that uniting and empowering diverse teams of idealistic young people and charging them with addressing some of our country's most difficult challenges can change the world for the better. The organizational values we collectively uphold are deeply rooted in this belief and in our commitment to diversity, equity, inclusion, and belonging (DEIB). Our journey to fully live our values and our commitment to DEIB is ongoing, but with each step forward, we come closer to actualizing our mission and fulfilling our promises to one another. Here are the values that guide our work:

1. **Service to a cause greater than self:** We dedicate ourselves to addressing shared civic challenges through unified action.
2. **Students first, collaboration always:** The success of the young people we serve is our preeminent goal, best achieved by working in partnership with others who are dedicated to the same cause.
3. **Belief in the power of young people:** We are committed to harnessing one of the most powerful forces for positive change at work in the world today.
4. **Social justice for all:** We dedicate ourselves to building a more just, equal, fair and compassionate world.
5. **Level five leadership:** We aspire to develop a culture of "level five leadership" across the organization, fostering a blend of great humility with an intense professional will.
6. **Empathy:** We strive to learn from the perspective and experiences of others.
7. **Inclusivity:** We embrace differences as strengths that magnify our capacity to achieve shared goals.
8. **Ubuntu:** I am a person through other people; my humanity is tied to yours.
9. **Teamwork:** We strive to work powerfully together in a unified effort to achieve our goals.
10. **Excellence:** We hold ourselves to the highest standards as we strive to execute our mission and steward our resources.

[www.cityyear.org](http://www.cityyear.org)



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# The BOND Academy

**Friday, May 19, 2023**

**The BOND Academy Day 1: The Opening Session | 6:00 - 8:00 pm**

Beacon Room - Center for Natural Sciences, Mathematics, and Nursing [CNSMN] Building

6:00 - 8:00 pm Registration: The BOND Academy Lobby CNSMN		
Time	Session Description	Location
6:00 - 6:15 pm	<b>Welcome</b>  Dr. Daman Harris, Co-Director, The BOND Project Dr. Julius Davis, Director, CRM-BMST  <b>The BOND Academy Overview</b>	Beacon Room - CNSMN
6:15 - 7:30 pm	<b>Invited Featured Panel: Race and Equity in Education</b>  <b>Moderator:</b> Mr. Oliver Fajardo, BOND Member Dr. Sean Coleman, Associate Dean, College of Education, Bowie State University Mr. Doug Handy, Executive Director, Equity and Cultural Proficiency, Baltimore County Public Schools Mr. Michael Stevens, Senior Vice President, Executive Director, City Year DC Mrs. Dionna Ricks, MCEA Minority Affairs Council	Beacon Room - CNSMN
7:30 - 7:55 pm	<b>Hip-Hop Performance:</b> MRCRTR	Beacon Room - CNSMN
7:55 - 8:00 pm	<b>Closing Remarks</b>  Dr. Inger Swimpson, Co-Director, The BOND Project	Beacon Room - CNSMN

Stay connected with the BOND Academy on [Whova](#), our all-in-one event management software!



# The BOND Academy

Saturday, May 20, 2023

<b>Registration: The BOND Academy</b> 8:00 - 10:00 am Lobby Student Center [Ballroom]		
<b>BOND Academy Breakfast &amp; Networking</b> 8:00 - 10:00 am Student Center Ballroom		
Time	Session Information	Location
9:00 - 10:00 am	<b>Welcome</b>  Dr. Daryl Howard, Co-Director, The BOND Project  Dr. Julius Davis, Director, CRM-BMST  Dr. Aminta Breaux, President, Bowie State University  Dr. Lynne Long, Chair Department of Teaching, Learning, and Professional Development  <b>Keynote</b>  Dr. Gregory Hutchings, Jr. Founder CEO, Revolutionary ED, LLC Educator   Leader   DEIA Advocate   Author	Ballroom - Student Center Building





## Morning Sessions #1:

10: 10 am - 11:00 am

Registration: The BOND Academy 10:00 am - noon Lobby Student Center [Ballroom]		
Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title: Innovative and Creative Teaching in Higher Education Classrooms</b></p> <p><b>Presenter(s):</b> Dr. Kaemanje Thomas</p> <p><b>Description:</b> Students in postsecondary education need an ecosystem that is flexible, integrated, efficient, and affordable. Technology as a tool provides access and flexibility in higher education. Institutions, instructors, and administrators should use didactic teaching strategies that adapt to learners' needs and prepare them to be successful in the current knowledge capital economy. Participants will examine and learn technological strategies for engaging students in various learning mediums.</p>	Beacon Room - CNSMN Building
10:10 - 11:00 am	<p><b>Title: Education's Ups and Downs: Culturally Courageous Conversations with Brandon and Phyllis</b></p> <p><b>Presenter(s):</b> Dr. Brandon Wallace   Phyllis Lerner</p> <p><b>Description:</b> In Maya Angelou's Human Family, one quickly notes the obvious different identities between Brandon and Phyllis, "between each sort and type, but we are more alike, my friends, than we are unlike." Come listen, learn, and even laugh with two ever-questioning educators.</p> <p>Brandon, a young Black man, has recently completed his doctorate. Phyllis, an older white woman, just returned from her sixth winter in Rwanda, at a post-Genocide high school. When and why did their lives intersect, and what keeps them recycling, researching, and renewing? How, as a family of friends, do their challenges and choices impact education?</p>	Rm. 1220 - CNSMN Building



Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> <b>Black Boy Engaged</b></p> <p><b>Presenter(s):</b> Melvin Smith   Garry Cameron</p> <p><b>Description:</b> If you build it, they will come. We asked black and brown boys what was happening in class when they were all in. They outlined a list of 12 moves that a teacher can make to make them come alive in class. This session is designed to discuss and apply those skills to any lesson to increase the academic engagement of black and brown boys. Black boys love learning. Come see how.</p>	Rm. 1221 - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>Flippin' the Script: When The Student Becomes the Teacher - Hip-Hop Music Production Inside the Classroom</b></p> <p><b>Presenter(s):</b> Sean McClure   Bryson Thompson</p> <p><b>Description:</b> This session captures the continual journey shared between two African American young men. A former high school band director and his former percussion student will share their story, as well as the creative, innovative, and lasting ways music motivates them to teach one another and the next generation. This session seeks to inspire future and current educators, students, creatives, and critical thinkers! Flippin' the Script will focus on the ways music production can empower audience members with tools for transforming learning spaces, engage students at the intersections of music education, history, and personal development, and lastly will model various ways of utilizing music production skills across the school curriculum as well as in the community.</p>	Rm. 1222 - CNSMN Building





Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> <b>Understanding Implicit Bias Through Cultural Responsive Teaching</b></p> <p><b>Presenter(s):</b> Dr. Curtis Callands</p> <p><b>Description:</b> This workshop explores culturally responsive teaching and implicit bias, which expounds on informing educators about their practice to improve students' intellectual and relational capacity by using a cultural competence framework. This framework integrates a trauma-informed care approach to help educators develop relationships and apply approaches to foster culturally responsive teaching practices. Participants will also learn how to recognize and challenge their own implicit bias and its impact on instruction and interactions with students. By learning and understanding the benefits of embracing diversity to combat implicit bias, teachers and educators can create a learning environment that reduces racial biases.</p>	Rm. 1223 - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>Healing Through History: Using the African American Experience to Foster Healthy Learning Spaces</b></p> <p><b>Presenter(s):</b> Marcus Nicks</p> <p><b>Description:</b> For centuries, African Americans have pursued education despite hostility, racial tension, and the threat of violence. However, this challenging reality did not curtail their tenacious efforts to acquire their education. Despite opposition, African Americans did what was necessary to educate their community through protests, organizing, careful planning, and subversive means. These experiences can also serve as a valuable tool to inform the educational practices of schools, educators, caregivers, and the larger community to ensure that these environments remain safe spaces for learning. In this session, educator and historian Marcus "Sankofa" will share how we can learn, reflect and heal from the past in order to come together and ensure a hopeful future.</p>	Rm. 1224 - CNSMN Building



Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> Perspectives from the 2 Percent: Unpacking the Triumphs and Challenges for Pre-Service Black Male Educators</p> <p><b>Presenter(s):</b> Dr. Richard Warren, Jr.   Markus Smith   Julius Lynch   Dedric Boyd   Matthew Barwick</p> <p><b>Description:</b> Some of the most compelling research in recent years provides findings that indicate the significant impact that black male educators have on all students--particularly on young men of color. Having an educator who looks like them impacts not only students' achievement but also their expectations for going to college and having successful post-secondary lives. However, here are three current realities:</p> <ol style="list-style-type: none"><li>1. Black males are the least likely to enroll in teacher preparation programs.</li><li>2. Black males face an uphill battle with teacher licensing requirements.</li><li>3. Black males have more academic, social, and emotional challenges in education than any other group.</li></ol> <p>In this session, you will hear from a panel of pre-service black male educators as they share their triumphs and how we can address these challenges as they prepare to enter the field of education.</p>	Rm. 1225 - CNSMN Building





## Morning Sessions #2:

11:10 am - 12:00 pm

Time	Session Description	Location
11:10 - 12:00 pm	<p><b>Title:</b> <b>The Challenge of Change: Creating the Culture We Need</b></p> <p><b>Presenter(s):</b> David Hardy, Jr.</p> <p><b>Description:</b> The complexity of leading in America is more challenging than ever. However, the path forward is realizing the possibility of creating a just world starts with leaders seeing the change they want to see.</p>	Beacon Room - CNSMN Building
11:10 - 12:00 pm	<p><b>Title:</b> <b>Why Black Boys' Sneakers Should Matter to Educators: What if We Use Sneakers as a Hook to Build Relationships?</b></p> <p><b>Presenter(s):</b> Phelton Moss</p> <p><b>Description:</b> Many educators are misguided in that they see shoes as a luxury when, in fact, sneakers are viewed by most Black boys as an essential part of their individual and cultural expression. Today, schools suspend Black boys and disproportionately label them as problems. Constance Lindsay's study on Black students' exposure to same-race teachers and student disciplinary outcomes in North Carolina confirms this bias to be more likely when they have a teacher who does not share their racial identity and least likely when they have a teacher who does share their racial identity. Black boys need teachers who will ensure that they can see themselves in their learning and that their education includes tools and resources that affirm their humanity.</p>	Rm. 1220 - CNSMN Building



Time	Session Description	Location
11:10 - 12:00 pm	<p><b>Title:</b> <b>Building a Bridge for Black and Brown Girls</b></p> <p><b>Presenter(s):</b> Leonard Webb</p> <p><b>Description:</b> How are you engaging black and brown girls? What do you know about their experiences? In this fast-paced and interactive session as we share the data, true stories, and trends of black and brown girls' experience in education. I have experience in serving a diverse population of students that spans racial and cultural identities. This diversity was a catalyst for a process that leans into the learning experiences of our students. In this session, I will provide each participant a step-by-step process for effective interventions and supports that cumulate into a Call to Action.</p>	Rm. 1222 - CNSMN Building
11:10 - 12:00 pm	<p><b>Title:</b> <b>Taking Action: How Relationships Impact Education</b></p> <p><b>Presenter(s):</b> Justin Sinclair   Dr. Marcus Mason   Malcolm Evans</p> <p><b>Description:</b> Educators are urged to build relationships with their students, but building relationships with educators is something students are rarely advised to do. The Game 7 Character Builders will share what a relationship is and offer strategies to help you build and fortify them. This session is great for students, educators, and administrators.</p>	Rm. 1223 - CNSMN Building
11:10 - 12:00 pm	<p><b>Title:</b> <b>Jordan and Pippen: How to Effectively Use Every Adult for Positive Student Outcomes</b></p> <p><b>Presenter(s):</b> Trey Pugh   Jefferson Buggbey</p> <p><b>Description:</b> Win the game by involving all of the players. There is NO "I" in team. Not every teacher knows what to do with every adult who shows up in their classroom. In this session, teachers will be supported in identifying the strengths of the adults and immediately assigning those strengths in a way that improves outcomes and strengthens the classroom team. Use your team to win the game—for kids.</p>	Rm. 1224 - CNSMN Building





Time	Session Description	Location
11:10 - 12:00 pm	<p><b>Title: Interrogate Beliefs + Race Consciousness Practices = Culturally Responsive Systems</b></p> <p><b>Presenter(s):</b> David Lopez   Rawlin Rosario   John Jacobs</p> <p><b>Description:</b> In this professional learning session, participants will experience first-hand how WestEd leverages our expertise in culturally responsive and sustaining education to provide local education agency and state education agency partners with rigorous and flexible partnerships to unpack the intricacies of educational equity in their respective contexts and create systemic change. Throughout this session, participants will develop their foundational knowledge, skills, attitudes, and practices (KSAPs) necessary for interrogating their biases and advancing educational equity.</p>	Rm. 1225 - CNSMN Building
12:00 - 1:00 pm	<b>Lunch &amp; Networking</b>	Ballroom - Student Center Building

## Afternoon Session #1:

1:10 pm - 2:00 pm

Time	Session Description	Location
1:10 - 2:00 pm	<p><b>Invited Featured Panel: The Experience and Perspectives of Latino Male Educators</b></p> <p><b>Moderator(s):</b> <b>Dr. Antonio Pérez</b>, Assistant Clinical Professor, University of Maryland, College Park</p> <p><b>Panelist(s):</b> <b>Mr. Heber Paredes</b>, Assistant Principal, Fairfax County Public Schools</p> <p><b>Mr. Doug Jimenez</b>, Social Studies Teacher, Montgomery County Public Schools, and Teacher, BOND Learning and Leadership Institute for Boys</p> <p><b>Mr. Tomas Rivera-Figueroa</b>, Supervisor Teacher Recruitment, Montgomery County Public Schools</p>	Beacon Room - CNSMN Building



Time	Session Description	Location
1:10 - 2:00 pm	<p><b>Title:</b> <b>Teaching with Social Justice in Mind - A Course Written by Teachers for Teachers</b></p> <p><b>Presenter(s):</b> Jasmine Coleman   David Sembly</p> <p><b>Description:</b> Experience how Anne Arundel County Public Schools is utilizing new teacher coaches to create a Professional Learning Community that embraces identity-affirming partnerships with teachers in their first years in the profession. Discover how engaging teachers in coaching with a lens of social justice and equitable practices aims to impact teacher retention and inclusive student learning.</p>	Rm. 1220 - CNSMN Building
1:10 - 2:00 pm	<p><b>Title:</b> <b>Freedom Chess: Defending Children and Communities of Color</b></p> <p><b>Presenter(s):</b> Mikyeil El-Mekki</p> <p><b>Description:</b> This session discusses chess as an essential, timeless ingredient in identifying and combating patterns of America's longstanding institutional injustices, lies, and comprehensively racist oppression.</p>	Rm. 1221 - CNSMN Building
1:10 - 2:00 pm	<p><b>Title:</b> <b>The Sixth Sense of Six Stories: Using Endarkened Empathy to Connect with African American Males through Narrative Inquiry</b></p> <p><b>Presenter(s):</b> Dr. Brandon Wallace</p> <p><b>Description:</b> Currently, fewer Black men are enrolling into community colleges, and many speculate that the reason is because of COVID-19 (Kyaw, 2020); the decline demonstrates additional disruptions to post-secondary pathways from the primary and secondary schooling stages, too. Join Dr. Brandon Wallace as he shares his doctoral research centered on six successful Black male graduates from the community college. Hear an authentic discussion/didactic that centers on learning what success looks like for Black males within community college spaces and how you, as an educator within the primary and secondary spaces, might be able to backwards map the success of your Black male students.</p>	Rm. 1222 - CNSMN Building



Time	Session Description	Location
1:10 - 2:00 pm	<p><b>Title:</b> Coaching and Observing through an AntiRacist Lens: Getting to the CORE of Transforming Teacher Practice and Student Experience</p> <p><b>Presenter(s):</b> Travis Payne   Mary Hart</p> <p><b>Description:</b> We can no longer accept the conditions that send the message to students of color that they are “problems” instead of learners. This work is grounded in the concept that Racialized Fear has a profound effect on our behaviors, beliefs, and ways of being. Racialized fear is fear and emotion that stems from implicit and explicit racist and biased beliefs. It manifests in three categories of behaviors. These are Avoidance, Aversion, and Control. When we observe, coach, and teach with an explicitly antiracist lens, we want to look for signs of these behaviors and use coaching to disrupt and change the underlying beliefs and ways of being.</p>	Rm. 1223 - CNSMN Building
1:10 - 2:00 pm	<p><b>Title:</b> Changing the Narrative: Engaging Fathers in Their Children's Schools</p> <p><b>Presenter(s):</b> Harold Hall   Dr. Deborah Higdon   Dr. Chacko Abraham</p> <p><b>Description:</b> This workshop will explore the importance of engaging fathers in the classroom. The role that fathers play is critical not in the home setting but also in the school setting. Irrespective of the family situation, fathers have a direct impact on the academic success of their children.</p>	Rm. 1224 - CNSMN Building





## Afternoon Session #2:

2:10 - 3:00 pm

Time	Session Description	Location
2:10 - 3:00 pm	<p><b>Title: Engaging the Latino Community</b></p> <p><b>Presenter(s):</b> Abel Olivo</p> <p><b>Description:</b> Defensores de la Cuenca engages Spanish speakers to increase knowledge through shared experiences and build a network of leaders in the Latino community. This session will explore these ideas and take them from "abstract to action" using the example of our leadership program called "La Academia de Defensores," that incorporates cultural considerations in content and opportunities to engage with nature in a comfortable and familiar way that allows and/or promotes positive associations with nature and centers individuals' priorities. A step-ladder approach into opening up possibilities for the Latino community to begin to see themselves as having careers and leading in these spaces for long-term sustainable involvement.</p>	Beacon Room - CNSMN Building
2:10 - 3:00 pm	<p><b>Title: Empowering Black Boys through Literacy &amp; Critical Thinking</b></p> <p><b>Presenter(s):</b> Jeremy Fuller</p> <p><b>Description:</b> This session explores the importance of literacy and critical thinking in the education of Black boys. It covers the history and challenges in their educations, the benefits of strong literacy and critical thinking skills, and strategies for implementation. The goal is to empower Black boys through education and highlight the impact of these skills on their futures. This session aims to encourage support from educators, parents, and communities.</p>	Rm. 1220 - CNSMN Building



Time	Session Description	Location
2:10 - 3:00 pm	<p><b>Title:</b> <i>Perceptions of Black Male High School Disciplinary Experiences: A Phenomenological Descriptive Qualitative Study</i></p> <p><b>Presenter(s):</b> Dr. Shantram Hawkins   Dr. Richard Warren, Jr.</p> <p><b>Description:</b> Research is available that addresses Black males who have had issues with completing high school. Leading factors contributing to the problem may include poverty, lack of support, homelessness, judicial matters, violence, bullying, sexuality issues, and continuous school disciplinary infractions. Outcomes for Black males' disciplinary infractions are often in-school suspensions, out-of-school suspensions, and missed classroom instruction. As a result, students consider dropping out. The phenomenological descriptive qualitative study explored the perceptions of eight Black male public high school graduates and eight Black male non-graduates with a history of disciplinary infractions. The research questions explored Black male high school graduates' and non-graduates perceptions of disciplinary practices used in schools. Based on Black males' past high school disciplinary actions, participants provided suggestions for Black male graduates and non-graduates attending public school. The findings from the descriptive phenomenological study offered practical strategies to help Black males struggling in high school with behavior infractions, academics, biases, bullying, feeling unequal to others, lack of self-motivation, growing up fatherless, lack of community resources, and lack of a robust support system. Participants suggested students should be treated with dignity and respect, receive appropriate mentorship, have access to counseling, have proper family support, understand the value of self-worth, and maintain self-motivation. Additionally, school staff should remove stigmatizing barriers, teachers should establish relationships with students, and schools should provide restorative disciplinary practices that work.</p>	Rm. 1221 - CNSMN Building
2:10 - 3:00 pm	<p><b>Title:</b> <i>The Peace of Spirit: A Modern History of Nonviolence 1893-2001</i></p> <p><b>Presenter(s):</b> Sean Edwin</p> <p><b>Description:</b> <i>The Peace of Spirit</i> is a re-framing of power. We stand on the precipice of a man-made extinction of the animal, plant, and insect worlds, a crossroads of humanity and seemingly life itself. War and destruction is so ingrained in our consciousness we can no longer perceive the possibility of peace. How can we enter into a story of peace, unity, acceptance, and respect? We must expand our view and broaden our perspective to hear the message of peace. In exploring what has come before, let us imagine what the future may hold.</p>	Rm. 1222 - CNSMN Building



Time	Session Description	Location
2:10 - 3:00 pm	<p><b>Title:</b> Cheers: Where Everybody Knows Your Name</p> <p><b>Presenter(s):</b> Darryl Groves   Michael Carswell   Charles Williams</p> <p><b>Description:</b> There is a myriad of data that indicates Black men in schools make schools better, yet creating an environment within which Black men thrive is not an easy task. If we want Black men to join and remain in education, we must let them tell us how. This session outlines environmental elements that draw Black men into schools where they can thrive.</p>	Rm. 1223 - CNSMN Building
2:10 - 3:00 pm	<p><b>Title:</b> The Importance of a Multi-Faceted Trauma Therapist</p> <p><b>Presenter(s):</b> Winterford "Win" Menash</p> <p><b>Description:</b> Trauma-informed practices are essential in education and the community. Through this presentation, I intend to provide a clear understanding of trauma and communication strategies that support educators and community members in engaging students and alleviating secondary traumatic stress in staff and community members.</p>	Rm. 1224 - CNSMN Building
3:10 - 3:40 pm	<p><b>Day 2 Wrap-Up</b></p> <p>City Year Presentation, Principal Level Sponsor</p>	Student Center

Time	Session Information	Location
6:00 - 9:00 pm	<p><b>BOND Academy Mixer</b></p> <p>All registered attendees are welcome to attend the BOND Academy Mixer to network, eat, and socialize with attendees, presenters, speakers, sponsors, and organizers.</p>	Party HQ , 15606 Emerald Way, Bowling Green, MD 20716





# The BOND Academy

Sunday, March 21, 2023

BOND Academy Breakfast & Networking 8:00 - 9:00 am Student Center Ballroom		
Time	Session Description	Location
8:00 - 10:00 am	<p><b>Welcome</b> Dr. Daryl Howard, Co-Director, The BOND Project</p> <p><b>Featured Superintendents Panel:</b> Leading and Learning as Black Male Superintendents</p> <p><b>Panelist(s):</b> Dr. Darryl Williams, Superintendent, Baltimore County Public Schools</p> <p>Dr. Andraé Townsel, Superintendent, Calvert County Public Schools</p> <p><b>Moderator:</b> Dr. Lorenzo L. Hughes, Senior Manager for School Support &amp; Equitable Practices, Anne Arundel County Public Schools</p>	Ballroom - Student Center Building



## Morning Sessions #1:

10: 10 am - 11:00 am

Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> <b>Creating Pathways to Leadership for Black Men</b></p> <p><b>Presenter(s):</b></p> <p><b>Douglas Handy</b>, Executive Director, Baltimore County Public Schools Department of Equity and Cultural Proficiency</p> <p><b>Darryl Williams</b>, Superintendent, Baltimore County Public Schools</p> <p><b>Eric Wilson</b>, Baltimore County Public Schools</p> <p><b>Eric Minus</b>, Baltimore County Public Schools</p> <p><b>Description:</b> Baltimore County Public Schools (BCPS) has taken steps to increase the number of Black men in the roles of principal, assistant principal, and central office leaders. Presenters will share BCPS trend data over the past five on principals and assistant principals by race and gender. Additionally, the session will include a discussion of the actions taken to increase the number of Black men in leadership roles as well as an interactive conversation on strategies that could lead to the development and support of more Black men in leadership roles.</p>	Beacon Room - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>Motivate Black Boys</b></p> <p><b>Presenter(s):</b> Gerald A. Moore Sr.</p> <p><b>Description:</b> Motivate Black Boys is an inspiring, interactive conversation that inspires men and boys to reach their respective potentials. We'll take a deep dive into the relationships we have with each other and our communities. In addition, we'll have a meeting of the minds that will transform how we impact our students, peers, schools, and communities. Each of us will come away with action steps that we can take to create the future we want to see.</p>	Rm. 1220 - CNSMN Building



Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> <b>Dispelling the Myths: What Aspiring Black Male Leaders Must Know and Do to Successfully Navigate the Ranks of Education Leadership</b></p> <p><b>Presenter(s):</b> Marquis Dwarte   John Nash</p> <p><b>Description:</b> The recruitment of Black male educators is consistently noted as a considerable priority, yet once recruited into school systems, Black males tend to be undervalued and underdeveloped. In turn, Black male educators find themselves unable to break the glass ceiling and ascend to leadership positions at the same rate as their colleagues. This session will take aim at addressing the myths that often work to undermine Black male educators' leadership aspirations. Participants will engage in collaborative discussions and action planning with the goal of sharing lessons learned and the ways in which Black males can better position themselves for leadership opportunities.</p>	Rm. 1221 - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>Building and Supporting a Diverse Educator Workforce</b></p> <p><b>Presenter(s):</b> Kenneth Walk   Kristen McQuillan</p> <p><b>Description:</b> Throughout our tenure as an organization, TNTP has focused on the best ways to help students succeed. In recent years, compelling research has pointed us toward the importance of diversity, equity, and inclusion within organizations and the need for a diverse teacher workforce. When students see themselves in their teachers and leaders, they engage in academics in increasingly meaningful and robust ways, ultimately leading to stronger outcomes. During this presentation, we'll share key lessons learned in our evidence base from our work with partnerships with Teaching Fellows, PLUS Principal programs, and policy initiatives like the One Million Teachers of Color campaign aimed at increasing talent diversity, equity, and inclusion.</p>	Rm. 122 - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>Repositioning Classroom Culture and Management After a Pandemic</b></p> <p><b>Presenter(s):</b> Jamal Minor</p> <p><b>Description:</b> During this session, we will analyze how the pandemic has exposed outdated educational practices while repositioning innovations for classroom management and school culture that build strong relationships, high morale, and academic excellence for our scholars.</p>	Rm. 1223 - CNSMN Building





Time	Session Description	Location
10:10 - 11:00 am	<p><b>Title:</b> <b>Discipline A to Z (C), Trauma Supportive Systems</b></p> <p><b>Presenter(s):</b> Robert Murphy</p> <p><b>Description:</b> Join author and veteran educator Robert A. Murphy in this informative, interactive, and helpful session. During this engaging conversation, participants will learn to explore trauma and its residual impact on students and cultures. Each participant will leave the session with tips, strategies, and tools to reduce misbehavior, referrals, and suspensions.</p>	Rm. 1224 - CNSMN Building
10:10 - 11:00 am	<p><b>Title:</b> <b>How to Deliver Antiracist Antibiased Writing Instruction</b></p> <p><b>Presenter(s):</b> Charles Alexander   Miriam Plotinsky   Margaret (Meg) Knidsen-Gleason   Jackie Lightsey</p> <p><b>Description:</b> This session will explore strategies for shifting deficit mindsets, providing effective academic support for developing writers, and delivering antiracist anti biased instruction through a culturally responsive pedagogy. By the close of the session, participants will be able to use the provided tools and strategies to make the best possible decisions on how to deliver standards-aligned grade-level writing instruction for every student.</p>	Rm. 1225 - CNSMN Building



## Morning Sessions #2:

11: 10 am - 12:00 pm

Time	Session Description	Location
11:00 - 12:00 pm	<p><b>Title:</b> <b>Restorative Justice: Strategies to Build and Sustain School Culture</b></p> <p><b>Presenter(s):</b> James Allrich</p> <p><b>Description:</b> Building and strengthening relationships and community is a critical component of school culture. Restorative practices are an essential process for creating a positive learning environment, building social capital, and resolving relational issues. During this session, you will learn the differences between punitive and restorative responses. You will engage with participants to discuss your understanding and implementation of restorative practices. You will hear about one school's challenges, strategies, and growth in their restorative journey. Lastly, You will hear effective methods for building school culture through the use of restorative practices and asking questions that foster accountability.</p>	Beacon Room - CNSMN Building
11:00 - 12:00 pm	<p><b>Title:</b> <b>The Power of Words</b></p> <p><b>Presenter(s):</b> Devon Beck</p> <p><b>Description:</b> "Words have the power to help, to hurt, to harm, to humiliate, to humble." The Power of Words is an engaging, interactive session that explores just that. Our conversation will inspire educators to uplift every student that enters their classrooms. We will focus on the power of words, particularly questions such as, "How do our words land?" "What language are we using to describe--and connect to--our students?" and "How do we show up in our words?" The power of connection, relaxation, and positivity are embedded within our vocabulary. If we purposefully leverage what we say, our students and colleagues will be empowered as well.</p>	Rm. 1220 - CNSMN Building



Time	Session Description	Location
11:00 - 12:00 pm	<p><b>Title: Bringing Race, Culture, and Identity into Mentorship</b></p> <p><b>Presenter(s):</b> Joseph Bayeck</p> <p><b>Description:</b> The Black experience in the world, and particularly in the United States, has been of discrimination, objectification, exclusion, and killing. To be a Black youth requires more than acquiring skills. Black youth need tools to process the insidious climate they are living in; adults that will listen, guide, and help them find strength in their race, culture, and identity. In this session, we discuss ways race, culture, and identity can a resource to draw upon to mentor Black students.</p>	Rm. 1221 - CNSMN Building
11:00 - 12:00 pm	<p><b>Title: Motivating and Engaging Hard-to-Reach Students</b></p> <p><b>Presenter(s):</b> James O'Neal</p> <p><b>Description:</b> How many times have we heard, "These students don't want to learn" or "These students don't care"? Research has provided reasons why students are apathetic about their education and how we can change that! In this session, I will share what research says students need to be motivated and how I use four cultures, praise, competence, belonging, and autonomy, to shift the mindsets of students. You will leave empowered to take your teaching, your team, and your staff to another level! This session is powerful, practical, and relevant to your practice! You won't be disappointed.</p>	Rm. 1222 - CNSMN Building
11:00 - 12:00 pm	<p><b>Title: Virtual Equity: How Technology Can Be The Great Equalizer When Creating Healthy Villages</b></p> <p><b>Presenter(s):</b> Dalibin Ororio</p> <p><b>Description:</b> Come learn how Black and Brown educators combine technology and the power within themselves to create impactful, lasting educational change.</p>	Rm. 1223 - CNSMN Building





Time	Session Description	Location
11:00 - 12:00 pm	<p><b>Title:</b> <b>Fatherhood and Social Emotional Learning/ Trauma-Informed Practices</b></p> <p><b>Presenter(s):</b> Kenneth Braswell</p> <p><b>Description:</b> The role of fathers in the lives of their children is crucial to their overall development and well-being. As a result, it is essential to equip fathers with the necessary skills to support their children's social-emotional learning and address trauma-related challenges that may arise. This workshop aims to explore the intersection between fatherhood, social-emotional learning, and trauma-informed practices.</p>	Rm. 1224 - CNSMN Building
11:00 - 12:00 pm	<p><b>Title:</b> <b>Understanding Linguistic Equity: How to Be an Antiracist English Language Arts Educator</b></p> <p><b>Presenter(s):</b> Charles Alexander</p> <p><b>Description:</b> This session will examine the concept of linguistic equity and offer practical solutions to creating spaces where students are not made to feel inadequate because they speak a dialect of English that deviates from academic English. Participants will be challenged to question the premise that there is proper or correct English and learn how to guide students in learning and using an alternate dialect that promotes college and career readiness.</p>	Rm. 1225 - CNSMN Building
12:10 - 1:30 pm	<b>Closing Conversation, Lunch &amp; Networking</b>	Beacon Room - CNSMN Building



## Presenters, Panelists, and Keynote Speaker

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## Presenters, Panelists, and Keynote Speaker

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# Presenters, Panelists, and Keynote Speaker

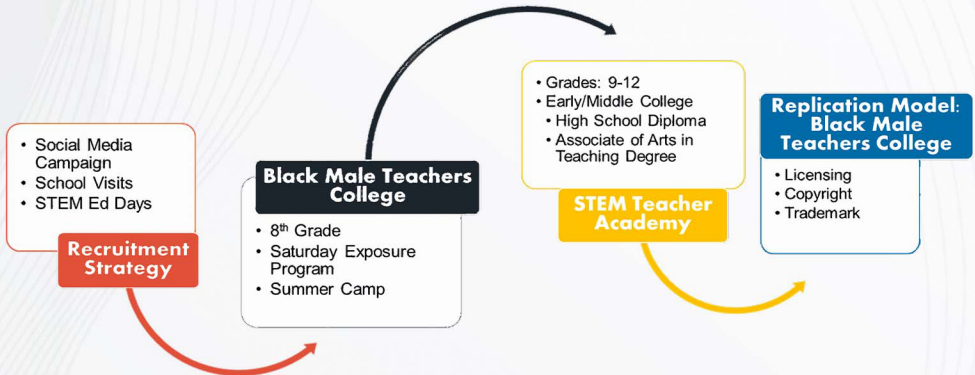
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# Racial Equity: From Black Boys to Men in Multiyear STEM Education Intervention and Critical Race Mixed Methods Research Project

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.





# Thank You

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## Meet Our Partners

### Baltimore County Public Schools Equity & Cultural Proficiency



#### Our Mission

DECP works to build the capacity of teachers, leaders, and staff to create inclusive environments that honor every student's race, ability, gender, ethnicity, religion, sexual orientation, gender identity (including gender expression), language, immigration status, and socio-economic status, in order to raise the bar, close the gap and prepare every student for the future.

#### Our Vision

The Department of Equity and Cultural Proficiency (DECP) promotes systems and structures that provide support for all BCPS students, teachers, leaders, staff, and stakeholders in which equity and access are embedded in all areas of academic programs, social-emotional supports, and business operations.

### Montgomery County Education Association



Montgomery County Education Association (MCEA) is one of the largest local affiliates of the National Education Association (NEA). MCEA is a leader in efforts to build a new kind of teachers union that responds to the needs of today's educators. MCEA is more than 14,000 classroom teachers, guidance counselors, speech pathologists, media specialists, and other non-supervisory certified educators in the Montgomery County (Maryland) Public Schools system. The MCEA has several member committees, including the Minority Affairs Committee chaired by Mrs. Dionna Ricks

- Recommend outreach strategies to leadership to enhance minority representation at and participation in MCEA, MSEA, and NEA events, trainings, and activities and serving in a leadership role.
  - Actively assist in the identification and recruitment of local minority leaders.
  - Share with the MCEA president and Board of Directors issues of particular interest to minorities and education stakeholders with suggestions on how to address them.
  - Review bi-annually with the MCEA vice president the continuing implementation of MSEA's
  - Member Involvement Affirmative Action Plan.
  - Promote and enhance communication to and from MSEA and NEA minority affairs committees.
- Recommend to the MCEA president and the MCEA Board of Directors relationships to cultivate in the minority community to complement MCEA priorities.

### BLWall Consulting



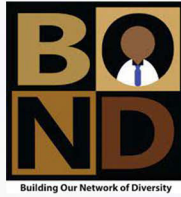
BLWall Consulting, LLC specializes in supplier diversity, business, and economic development, and program development and implementation. Bridget Wall-Lennon, owner and principal consultant, is a subject matter expert in diversity inclusion programs; and has over 25 years of experience in this field.



## **Wifi Login Credentials**

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# The BOND Academy