



THE CENTER FOR RESEARCH AND MENTORING OF  
BLACK MALE STUDENTS AND TEACHERS  
P R E S E N T S

# THE BLACK MALE TEACHER

## *Speaker Series*

TRAILBLAZERS FOR BLACK  
MALE EDUCATORS AWARD

*Honoring* Black Male Leaders and Researchers

H O N O R E E S



Dr. Anthony  
Brown



Mr. Sharif  
El-Mekki



Dr. Roy  
Jones



Dr. Chance  
Lewis



Dr. Marvin  
Lynn

**THURSDAY, FEBRUARY 13, 2025**

**6:00 PM – 8:00 PM**

**BOWIE STATE UNIVERSITY  
JAMES E. PROCTOR BLDG., 102**

*Moderator:*  
**Dr. Nathaniel  
Bryan**



# BLACK MALE TEACHER

## *Speaker Series*

### TRAILBLAZERS FOR BLACK MALE EDUCATORS AWARD: HONORING BLACK MALE LEADERS AND RESEARCHERS

The Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST) at Bowie State University hosts an annual Black Male Teacher Speaker Series program to bridge research, theory, and practice. This year's program is entitled **Trailblazers for Black Male Educators Award: Honoring Black Male Leaders and Researchers** who have made a significant impact on the research canon, organizations, programs, and major events to support Black male educators. This Speaker Series program is a historic moment, bringing together some of the most transformative pioneering national leaders, researchers, and voices on Black male educators. As we convene during Black History Month, we are reminded of the legacy of excellence, resilience, and determination of Black people collectively that has shaped the path forward for Black male educators, leaders, and researchers and continues to inspire this work.

The CRM-BMST is honored to convene, recognize, and celebrate the tremendous contributions of five distinguished leaders and researchers who have dedicated their professional lives to advancing the cause of Black male educators: these scholars and advocates— **Dr. Anthony Brown, Mr. Sharif El-Mekki, Dr. Roy Jones, Dr. Chance Lewis, and Dr. Marvin Lynn**— have produced groundbreaking research and book on Black male educators, created nationally recognized programs to increase the number of Black men in teacher education programs, teaching and retained in school systems across the United States, and formed organizations, events, and programs to develop and unite Black male educators and leaders from around the country to enhance their development and collaboration between Black male teacher candidates, teachers, leaders, and researchers. These men are rarely, if ever, brought together to celebrate their accomplishments, discuss their work, and think about what needs to be done to continue to support Black men in teacher education programs, the profession, and throughout the educational landscape.

These Black male education researchers and leaders are at the forefront of shaping educational thought, policy, and practice in ways that affirm Black male educators' humanity, brilliance, and contribution. Their work stands as a beacon of hope, charting a path for future generations to thrive in educational spaces that have not always been welcoming or affirming. **Dr. Nathaniel Bryan**, the moderator whose scholarship has provided insight into Black male educators in gifted education, early childhood, elementary, and middle school education, will serve as the expert moderator for the panel.

These honorees pioneered new pathways and continue to stand for justice, equity, and excellence. Their scholarship, leadership, and advocacy have disrupted systems of oppression, elevated the voices of Black male educators, leaders, and researchers who are too often silenced, and created opportunities for Black boys and men to excel in ways that honor their unique strengths and experiences. This program celebrates these Black male leaders and researchers' achievements and is a call to action. Let the stories, insights, and wisdom these trailblazers share inspire us to move forward with renewed energy and commitment. Thank you for being here to honor and uplift these extraordinary individuals. Your presence affirms the importance of their work and the shared responsibility we all hold in advancing this cause.

## RECEPTION & NETWORKING

<b>Welcome</b>	<b>Mr. Mohamed Sheikh,</b> Junior, Early Childhood/Special Education Major Mr. Education Scholar Fellow   Bowie Black Male Educator Project   CRM-BMST
<b>Black National Anthem: Lift Every Voice and Sing</b>	<b>Mr. Jesse Wilson</b> Music Technology Major, BSU Student
<b>Occasion</b>	<b>Dr. Julius Davis,</b> CRM-BMST Executive Director
<b>Panel Introduction &amp; Moderator</b>	<b>Dr. Nathaniel Bryan,</b> Moderator Associate Professor, University of Texas at Austin CRM-BMST Faculty Fellow
<b>Honoree Special Video Presentation</b>	<b>Dr. Chance W. Lewis,</b> Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative, University of North Carolina at Charlotte <b>Researcher:</b> Black Male Educators

## PANEL DISCUSSION

### Nationally Recognized Panelists:

**Dr. Anthony Brown** | Professor of Curriculum & Instruction in Social Studies Education, College of Education, The University of Texas at Austin  
Co-founder and Co-Director of the Center for Innovation in Race, Teaching, & Curriculum, and Co-founder of the Teaching Texas Slavery Project  
**Researcher:** Black Male Educators

**Mr. Sharif El-Mekki** | Founder/Chief Executive Officer  
Center for Black Educator Development  
**Organization:** The Fellowship: Black Male Educators for Social Justice  
**Event:** Black Male Educator Convening

**Dr. Roy Jones** | Provost's Distinguished Professor, Educational Leadership, and Executive Director, Call Me MiSTER Program, Clemson University  
**Program:** Call Me MiSTER Program

**Dr. Marvin Lynn** | Dean, School of Education & Human Development (SEHD), University of Colorado Denver  
**Researcher:** Black Male Educators

## Q & A

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### Trailblazer Awards Presentation

**Trailblazer: Dr. Anthony Brown**

**Mr. Ronald Drummond** presents award to Dr. Anthony Brown  
Senior Specialist: School Climate  
Anne Arundel County Public Schools  
Bowie State University Educational Leadership Doctoral Program  
CRM-BMST Doctoral Fellow

**Trailblazer: Mr. Sharif El-Mekki**

**Dr. Daman Harris** presents award to Mr. Sharif El-Mekki  
Senior Manager, Educator Advancement and IHE Partnerships  
Anne Arundel County Public Schools  
Co-Founder/Co-Leader | The Building Our Network of Diversity  
(BOND) Project

**Trailblazer: Dr. Roy Jones**

**Mr. Zaire Bond** presents award to Dr. Roy Jones  
History Education Major  
Scholar Fellow | Bowie Black Male Educator Project | CRM-BMST

**Trailblazer: Dr. Chance Lewis**

**Mr. Rodney Harrison** presents award to Dr. Chance Lewis  
Assistant Principal | Anne Arundel County Public Schools  
Educational Leadership Doctoral Program  
CRM-BMST Doctoral Fellow

**Trailblazer: Dr. Marvin Lynn**

**Dr. Wil Parker** presents award to Dr. Marvin Lynn  
Assistant Professor | Ed Leadership  
CRM-BMST Faculty Fellow

## CLOSING REMARKS

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**Mr. Mark Cox**

Program Coordinator  
Black Male Teacher Candidate Initiatives

# About the Honorees and Moderator



HONOREE  
**DR. ANTHONY  
BROWN**

*Professor of Curriculum & Instruction in Social Studies Education, College of Education, The University of Texas at Austin*

*Co-Founder and Co-Director of the Center for Innovation in Race, Teaching, & Curriculum  
Co-Founder of the Teaching Texas Slavery Project*

Anthony Brown is a Professor of Curriculum & Instruction in Social Studies Education. He also is an affiliated faculty in the areas of cultural studies in education, the John Warfield Center of African and African American studies and the Department of African and African Diaspora Studies. He received his B.A and M.A. in political science from California State University-Long Beach and received his PhD from the University of Wisconsin-Madison.

His research agenda falls into two interconnected strands of research, related broadly to the education of African Americans. His first strand of research examines how educational stakeholders make sense of and respond to the educational needs of African American male students. The second strand examines how school curriculum depicts the historical experiences of African Americans in official school knowledge (e.g. standards and textbooks) and within popular discourse.

Overall, his work pursues a theoretical argument, which suggests that the examination of the historical and racial constructions of African Americans within the social sciences, educational literature, popular discourse and curriculum is vital to making sense of how questions are raised and how educational and curricular reforms are pursued for African American students in the present. His work has been published in *Teachers College Record*, *Harvard Educational Review*, *Race Ethnicity and Education* and the *Journal of Educational Policy*.

Professor Brown is the recipient of numerous awards. He is the recipient of numerous grants and fellowships, including, the Tashia F. Morgridge Wisconsin Distinguished Graduate Fellowship (2005-2006) and the (2005-2006) American Educational Research Association Minority Fellowship for his research on the way African American male teachers conceptualize and respond to the socio-historical realities of African American male students. The American Educational Research Association (AERA) awarded Professor Brown the Division G-Social Context of Education 2008 Outstanding Dissertation Award. He also received the Texas Regents' Outstanding Teaching Award and the AERA Division B, 2016 Outstanding Book Award.



HONOREE  
**MR. SHARIF  
EL-MEKKI**

*Mr. Sharif El-Mekki  
Founder/Chief Executive Officer, Center for Black Educator Development*

Mr. Sharif El-Mekki is the Founder and Chief Executive Officer of the Center for Black Educator Development (CBED). In 2014, Sharif founded The Fellowship: Black Male Educators for Social Justice, an organization dedicated to recruiting, retaining, and developing Black male teachers. He founded the CBED in 2019 as an extension of the Fellowship, started working it full-time, and devoted himself to rebuilding the national Black teacher pipeline. CBED expands efforts to recruit and maintain Black male and female educators locally and nationally.

Sharif served as the principal of Mastery Charter School Shoemaker beginning in 2008. Under his leadership, Mastery Shoemaker received the 2016 bronze medal on the U.S. News & World Report high school rankings and the 2015 Schools That Can School award. President Barack Obama and Oprah Winfrey recognized Shoemaker, and it received the prestigious Effective Practice Incentive Community (EPIC) awards for three consecutive years as one of the top three schools in the country for accelerating student achievement levels. In addition, Mastery Shoemaker ranked as the 7th-best high school for Black student achievement in PennCAN's Top 10 Schools Report Card. Sharif is the second-prize winner of TheBestSchools.org's 2017 Escalante-Gradillas Prize for Best in Education. In addition, he received citations from the Pennsylvania Senate and House of Representatives. The Shoemaker Campus was also recognized as one of the top 10 middle and top 10 high schools in Pennsylvania for accelerating the achievement levels of African-American students.

He has also been a U.S. Department of Education Principal Ambassador Fellow under the Obama administration, a Neubauer Fellow, and an America Achieves Fellow. He served on the Philadelphia Mayor's Commission on African American Males and the board of Excellent Schools PA, amongst others. He also serves on several boards and committees focused on racial justice and educational equity. Sharif blogs on Philly7thward.org and is a founding member of the weekly 8 Black Hands podcast.

# About the Honorees and Moderator



HONOREE  
**DR. ROY  
JONES**

*Provost's Distinguished Professor, Educational Leadership, and Executive Director, Call Me MiSTER Program, Clemson University*

Dr. Roy Jones is a lifelong Educator, who has served in South Carolina institutions for over 40 years. Jones is a Provost's Distinguished Professor and the Executive Director of the Call Me MiSTER Program in the College of Education at Clemson University.

Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) works to increase the pool of teachers from diverse backgrounds, particularly among the nation's lowest-performing schools. The program is currently established in 28 colleges and universities in South Carolina and 15 institutions in 10 other states.

Dr. Jones and Co-Author, Aretta Jenkins wrote a book entitled "Call Me MiSTER: The Re-Emergence of African American Male Teachers in South Carolina" that laid out the history of the program and conceptualized its co-curricular framework. Jenkins also produced a documentary aired on SCETV that introduced and highlighted the power of story connecting culture and history as a significant foundational premise of the Call Me MiSTER program.

The program has more than doubled the number of African American males teaching in South Carolina public elementary school classrooms, with an 85 percent retention rate of program graduates still teaching, while 14 percent are leading public schools in administrative roles. Through numerous journal articles, citations and awards, MiSTER has demonstrated success in diverse academic environments.

Dr. Jones was instrumental in the development of a collaboration to establish the annual Joseph and Mattie De Laine Lecture Series at Clemson University. The Lecture Series is primarily focused on the lives of the De Laine's from Clarendon County, South Carolina, who provided visionary leadership during the school desegregation fight that changed the course of public education in America. Dr. Jones previously served as a department Chair at Claflin University during the time it became the first historically Black Private institution in the state to be accredited by the National Council for the Accreditation of Teacher Education. Jones served as Director of Employment for the Charleston County School District and Director of Human Relations and Affirmative Action for the College of Charleston.

Dr. Jones earned his Doctorate in Education from the University of Georgia, Master's from Atlanta University and Bachelor's from the University of Massachusetts, Amherst. He and his family live in upstate South Carolina.



HONOREE  
**DR. CHANCE  
W. LEWIS**

*Carol Grotnes Belk Distinguished Professor of Urban Education and Executive Director of The Urban Education Collaborative, University of North Carolina at Charlotte  
President of Education Innovations and Solutions, Inc.*

Dr. Chance W. Lewis is the Carol Grotnes Belk Distinguished Professor of Urban Education and former Provost Faculty Fellow for Diversity, Inclusion and Access at the University of North Carolina at Charlotte. Additionally, Dr. Lewis is the Executive Director of the University of North Carolina at Charlotte's Urban Education Collaborative which is publishing a new generation of research on improving urban schools. He leads the urban concentration of the Ph.D. in Curriculum and Instruction. Dr. Lewis' special areas of interests are academic achievement of students of color in K-12 settings, recruitment and retention of Black male teachers and urban education.

Dr. Lewis received his B.S. and M.Ed. in Business Education and Education Administration/ Supervision from Southern University in Baton Rouge, Louisiana. Dr. Lewis completed his doctoral studies in Educational Leadership/Teacher Education from Colorado State University in Fort Collins, Colorado.

Dr. Lewis currently teaches graduate courses in the field of Urban Education at the UNC Charlotte. His experiences span the range of K 12 and higher education. From 2006-2011, Dr. Lewis served as the Houston Endowed Chair and Associate Professor of Urban Education at Texas A&M University. In 2001-2006, he served as an Assistant Professor of Teacher Education at Colorado State University. During the 1994-1998, Dr. Lewis served as a Business Education Teacher in East Baton Rouge Parish Schools (Baton Rouge, LA), where he earned Teacher of the Year honors in 1997.

Dr. Lewis has over 100 publications including 70+ refereed journal articles in the leading academic journals in the field of urban education. He has received over \$7 million in external research funds. To date, Dr. Lewis has authored/co-authored/co-edited 30 books.

Dr. Lewis has been awarded the Texas A&M University, Legacy of Excellence and Equity, Outstanding Research Award (2021), Spencer Foundation Outstanding Mentor Award Winner, (2020), Profound Gentlemen Impact on Education Award Winner (2019) and the Harshini de Silva Graduate Mentor Award (2015) at UNC Charlotte for outstanding graduate student mentoring.

Dr. Lewis was raised in Baton Rouge, Louisiana and attended low-performing urban public schools that lacked many of the resources available to other public schools within the same school district. Despite these challenges, he had educators that truly believed in his potential and nurtured him through the power of education and mentorship to become one of the most prolific scholars and voices in the field of education. Dr. Lewis is an example of the power of schooling in urban settings and an example of the current reality many students face on a daily basis in their schools. Dr. Lewis has provided consultative services through his business Education Innovations and Solutions, Inc. focused on school turnaround to over 100 school districts, universities, educational entities and other organizations across the United States and Canada.

# About the Honorees and Moderator



HONOREE  
**DR. MARVIN  
LYNN**

*Dean and Professor, School of Education & Human Development (SEHD), University of Colorado Denver*

Dr. Marvin Lynn, Dean of the School of Education & Human Development (SEHD) at the University of Colorado Denver, has enjoyed a robust career as a teacher, equity scholar, public university administrator, and artist. The SEHD is a statewide and national leader for education quality, access and equity across the education and human development lifespan. It is the largest graduate school of its kind in Colorado and is highly regarded for its high-quality academic programs that demonstrate evidence of a strong commitment to equity, diversity, and inclusion.

Dr. Lynn earned his bachelor's in Elementary Education from DePaul University in Chicago and a master's in Curriculum & Teaching from Teachers College-Columbia University. He started his career as an elementary teacher in New York City Public Schools and Chicago Public Schools. He went on to earn his PhD in Race and Ethnic Studies in Education from University of California, Los Angeles. Before his arrival at CU Denver in June of 2022, he served as dean and professor of education at Portland State University and Indiana University South Bend.

Dean Lynn is one of the most highly cited researchers in the nation on issues of educational equity. His research focuses on race, education, the work and lives of Black male educators, and best practices for advancing teacher diversity in the United States. Dr. Lynn is quoted regularly in local, national, and international news stories. He is the lead editor of *The Handbook of Critical Race Theory in Education* which features chapters by the most prolific scholars in the fields of education and the law. The second edition of the handbook was published in 2021 with Routledge Press. His research has been recognized by the American Educational Research Association, the Critical Race Studies in Education Association, and the University of the Free State in South Africa.

At the national level, he has served as an Executive Board Member of the American Association of Colleges for Teacher Education (AACTE) and currently serves on the Boards of Directors for the Carnegie Project for the Education Doctorate (CPED), and the National Association of Community College Teacher Education Programs (NACCTEP). At the state level, Dean Lynn serves as the Co-Chair for the Colorado Deans of Colleges of Education (CCODE) and is the inaugural Chair of the Colorado Educator Preparation Advisory (CPEAC). CPEAC is part of Colorado statute.

Dr. Lynn is also an accomplished singer—performing in a variety of genres including classical and gospel. He has performed with the Oregon Symphony Orchestra, Annapolis Opera Company, the Soul Children of Chicago, Rev. Clay Evans, the Fellowship Baptist Church, and others. He is the founder of the South Shore Opera Company of Chicago where he has also performed regularly.



MODERATOR  
**DR. NATHANIEL  
BRYAN**

*Associate Professor, University of Texas at Austin*

Dr. Nathaniel Bryan is an Associate Professor in the Department of Curriculum and Instruction at the University of Texas at Austin. He is also a Faculty Fellow in the Center for Research and Mentoring of Black Male Students and Teachers. He works on the professional development team, providing expertise on culturally relevant pedagogy. His teaching and scholarship explore early childhood education policy and practice issues, gender issues in early childhood education, diversity, equity, and social justice, critical race theory, culturally relevant teaching, urban education and literacy, Black education, and qualitative research. Though he studies broadly these frameworks, he is particularly interested in the constructed identities and pedagogical styles of Black male teachers and the schooling experiences of Black boys in early childhood classrooms through a critical lens.

Dr. Bryan has published books, book chapters, and journal articles and presented his scholarship at national conferences. He is the author of the book **Toward a BlackBoyCrit Pedagogy: Black Boys, Male Teachers, and Literacy Early Childhood Classroom Practices**. He has published in journals including the *Journal of School Leadership*, *American Journal of Play*, *Urban Review*, *Urban Education*, *Equity and Excellence in Education*, *Contemporary Issues in Early Childhood Education*, and more. Dr. Bryan has presented at the American Educational Research Association (AERA), National Council of Teachers of English (NCTE) Day of Early Childhood Education as Keynote Speaker, Critical Race Studies in Education (CRSEA), and National Association of Multicultural Education (NAME).

Dr. Bryan is the 2020 recipient of the Critical Perspectives on Early Childhood Education SIG Emerging Scholar Award from AERA. He also received an honorable mention for the 2024 Division K: Teaching and Teacher Education Early Career Award from AERA. In 2024, he was elected program co-chair of the Critical Perspectives in Early Childhood Education SIG by the members of AERA.



# About the



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

 [bowiestate.edu/centerforblackmales](http://bowiestate.edu/centerforblackmales)  [centerforblackmales@bowiestate.edu](mailto:centerforblackmales@bowiestate.edu)  
 [bsucenterforblackmales](https://www.instagram.com/bsucenterforblackmales)  [ctrblackmalebsu](https://twitter.com/ctrblackmalebsu)  [bsucenterforblackmales](https://www.facebook.com/bsucenterforblackmales)

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. Funding from the Elkins Professorship and other grants was used to develop further the Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST].

The CRM-BMST is a culmination of years of work from the Founding Faculty Fellows and Founding Director focused on Black boys and men before the 2019 Elkins Award. This body of work has helped the Center emerge as 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.

Since its inception, the Center has grown in size and impact and amassed over \$8 million in grants and contracts to support Black male students, Black teacher candidates, teachers, and leaders around the country.

### ADMINISTRATIVE TEAM

- Dr. Julius Davis, Founding Executive Director
- Mr. Daniel Akinribade, Program Liaison
- Mrs. Kayon Bryant, Operations Manager
- Mr. John Bush, Grants and Contracts Finance Coordinator
- Mr. Mark Cox, Program Coordinator
- Dr. Tamika Lee, Post Doctoral Fellow
- Ms. Mariyah Osborne, Program Administrative Specialist
- Ms. Davine Ligons Snead, Operations Analyst

### STAFF

- Mr. Zaire Bond, Student Leader
- Mr. David Bryant, Office Administrative
- Mr. Mohammed Sheikh, Project Specialist
- Mr. Jonathan Womble, Operations Assistant
- Mr. Colin Bryd, Graduate Mentor

### DOCTORAL/FACULTY FELLOWS

- Mr. Ronald Drummond, Doctoral Fellow, Bowie State University
- Mr. Rodney Harrison, Doctoral Fellow, Bowie State University
- Mrs. Kyla Thomas, Fellow, Independent Scholar
- Dr. Keisha McIntosh Allen, Faculty Fellow, University of Maryland, College Park
- Dr. Cherrel Miller Dyce, Faculty Fellow, Elon University
- Dr. Ayanna Lynch, Faculty Fellow, Bowie State University
- Dr. Sheneese Thompson, Faculty Fellow, Howard University
- Dr. Nathaniel Bryan, Faculty Fellow, University of Texas at Austin
- Dr. Ramon B. Goings, Founding Faculty Fellow, University of Maryland, Baltimore County
- Dr. Wil Parker, Founding Faculty Fellow, Bowie State University
- Dr. Darla Scott, Evaluator, Bowie State University



# 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 research, theory, and practice through programs and initiatives designed to support Black male educators' educational and professional advancement.

- Black Male Teachers College
  - Minority Male Educators 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
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### BLACK BOYS AND MEN PROGRAMS AND INITIATIVES <sup>[1]</sup>

The CRM-BMST links research, theory, and practice through programs and initiatives designed to support Black boys and men's educational and professional advancement (PreK through 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.)
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### POLICY

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

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### ENTREPRENEURSHIP

The CRM-BMST engages in entrepreneurial endeavors, entrepreneurship education, and developing 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/CONTRACTS

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

PROGRAM	GRANTS/CONTRACTS	AMOUNT
Black Male Teachers College/Scholar Fellows	NSF Racial Equity: Black Boys to Men in Multiyear STEM Education Intervention and Mixed Methods Research	\$3,997,959
Scholar Fellows	USDOE/Augustus F. Hawkins Centers of Excellence Bowie Black Male Educators Project	\$1,589,015.87
Scholar Fellows	Title III Black Male Initiative	\$636,000
Rites of Passage	Anne Arundel County Public Schools	\$116,000
Teacher Professional Development	Anne Arundel County Public Schools	\$350,000
Teacher Professional Development	Center of Excellence for Educator Preparation and Innovation at Voorhees University	\$881,000
Teacher Professional Development	Center for Strategic Leadership and Organizational Coherence	\$750,000
<b>TOTAL</b>		<b>\$8,319,974.87</b>

## 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 on various topics for grants, schools, school systems, mentoring programs, and other institutions.
- **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, etc.
- **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.

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

# *The Black Male Initiative*

## \$636,000

With financial support from the Office of President and Office of Academic Affairs at Bowie State University, the Center for Research and Mentoring of Black Male Students and Teachers [CRM BMST] has been awarded Title III funds to support further developing their Black male teacher pipeline. Title III funds support academic instruction in disciplines where Black Americans are underrepresented. Title III funding supports the CRM-BMST in increasing the number of Black male educators in the teacher education program at BSU and provides them with the proper academic, social, and professional support to join the profession.

For over a decade, it has been widely reported that Black male educators represent less than 2% of the teaching profession, and approximately 79% percent of traditional teacher education programs only have one Black male teacher candidate represented in their programs. To increase the number of Black male educators, teacher education program leaders must produce more of them, develop them properly, and provide them with the requisite support to matriculate and graduate from college, earn their degree, become certified, and be supported in the classroom.

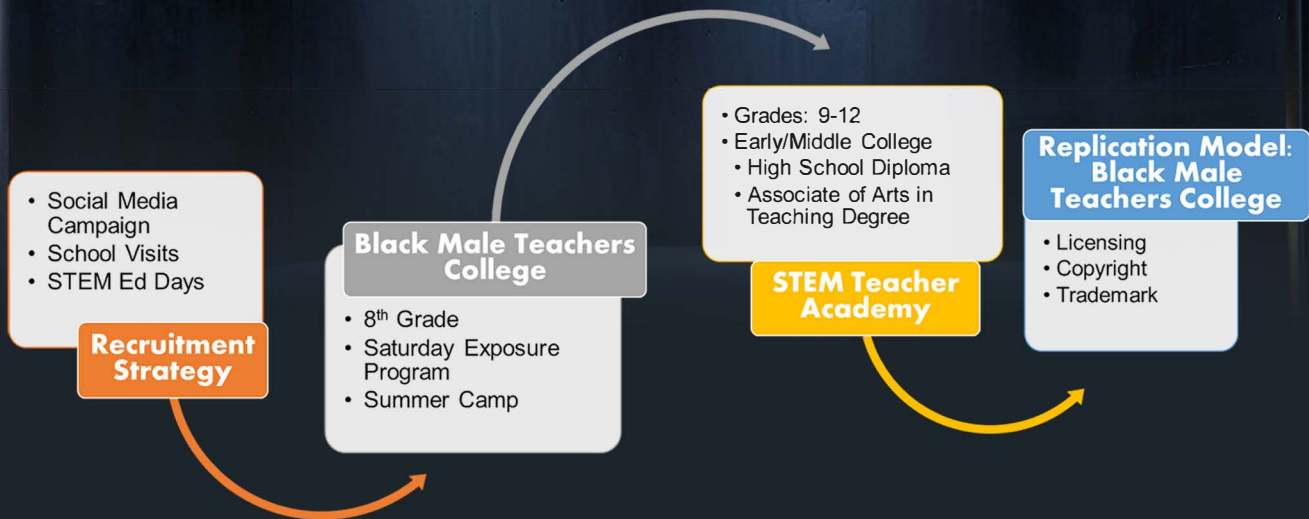
### **The BSU CRM-BMST has worked to change the current reality and narrative about Black male educators by**

1. Working to increase the number of Black male teacher candidates in educator preparation programs who receive financial support to become teachers;
2. Creating and implementing a proprietary Black male educator framework to develop Black men into educators;
3. Creating academic learning communities in partnership with the Office of Engaged Learning and Student Support with culturally grounded experiential learning and co curricular experiences, linked courses taught by Black male professors who strengthen their development and raise their critical consciousness as educators;
4. Supporting Black male teacher candidates, recruitment, retention, development, academic success, social development, certification exam support, and graduation;
5. Creating the Brotherhood Student Success Hub in partnership with the Thurgood Marshall Library, College of Education, and Department of Teaching, Learning, and Professional Development to create an academic and commuter learning community for Black male teacher candidates; and
6. Producing scholarship focused on supporting Black male educators.

The Title III funding has been the springboard to advance the Center's work further to enhance the Black male teacher pipeline, Scholar Fellows Program, and the securing of a \$1.5 million grant from the United States Department of Education to develop and increase the number of Black male students in teacher education programs and the profession. Title III funding supports monthly engagement with Black male teacher candidates; specialized programs and conferences focused on Black male educators, academic, social, and professional support provided to Black male teacher candidates through programming, academic learning community, and racial affinity spaces to enhance their academic progression, retention, graduation, and workforce development through traditional and alternative formats.

# 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

## CENTER OF EXCELLENCE PROGRAM

AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES CFDA # 84.116K

**\$1,589,014**

The Center for Research and Mentoring of Black Male Students and Teachers has secured a United States Department of Education August F. Hawkins Center of Excellence grant to support the Bowie Black Male Educators [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 support 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.

# *The Chicago* **SEED** *Project*

## \$881,000

The Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST] at Bowie State University is a partner in the Chicago SEED [Supporting Effective Educator Development] Project [EPI] that was awarded to the Center of Excellence for Educator Preparation and Innovation at Voorhees University. The two Centers at these Historically Black Colleges and Universities, Bowie State University and Voorhees University work closely with educators and leaders in the Youth Connection Charter School [YCCS] network to provide professional learning and support their charter renewal. These Centers work together with YCCS to design and build capacity across 17 campuses in Chicago to ensure that each participating educator is successful in the classroom. Chicago SEED also includes other partners that are supporting educators and leaders.

The Chicago SEED Project seeks to improve educator effectiveness and raise student achievement in high-need schools in Chicago and around the country. The Project has several priorities:

1. Increase educator diversity,
2. Achieve equity in student access to resources and opportunities,
3. Support aspiring teachers and candidates from nontraditional preparation and certification routes to obtain a master's degree in education,
4. Provide teachers with evidence-based professional development that addresses students' social, emotional, and academic needs, social-emotional learning, equity, literacy, numeracy, and other needs, and
5. Support teachers in achieving National Board Teacher Certification with support.

These are some of the priorities for the Chicago SEED Project. The CRM-BMST professional development team has engaged YCCS educators and leaders in professional learning centered on Freedom Schools, Afrofuturism, Latinxfuturism, culturally responsive educational leadership, culturally responsive pedagogy and classroom management, culturally responsive social-emotional learning, and educational technology. The CRM-BMST team has also created a unique SEL framework for the school system and worked in partnership with YCCS headquarters and 17 campuses to codify their SEL practices and prepare for their upcoming charter renewal.

The CRM-BMST professional development team also works with Black Studies Scholar Dr. La Tasha Levy of Black Star Rising to continue developing YCCS proprietary WOKE Curriculum for Black and Latinx. The CRM-BMST professional development is proud to work with and be a part of YCCS, the EPI Center, and the Black Star Rising family.

### **The CRM-BMST Professional Development Team:**

- Dr. Julius Davis, Founding Director, Bowie State University
- Dr. Keisha McIntosh Allen, Founding Faculty Fellow, University of Maryland, College Park
- Dr. Cherrel Miller Dyce, Faculty Fellow, Elon University
- Dr. Ayanna Lynch, Faculty Fellow, Bowie State University
- Dr. Wil Parker, Founding Faculty Fellow, Bowie State University
- Dr. Sheneese Thompson, Faculty Fellow, Howard University
- Mrs. Kyla Thomas, Fellow, Independent Scholar
- Dr. Nathaniel Bryan, Faculty Fellow, University of Texas at Austin
- Dr. Darla Scott, Evaluator, Bowie State University

# *LIFT: Leveraging Innovation Fuels Transformation!*

## \$750,000

The Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST] at Bowie State University is a partner in **LIFT: Leveraging Innovation Fuels Transformation!**, a Supporting Effective Educator Development (SEED) grant was awarded to the Center for Strategic Leadership and Organizational Coherence (CSL), a national non-profit. LIFT is a partnership with Metropolitan Nashville Public Schools, Tennessee KIPP Charter School Consortium, Tennessee State University College of Education and School of Graduate Studies & Research, Lipscomb University College of Education, National Board for Professional Teaching Standards, and The Center of Excellence for Educator Preparation and Innovation at Voorhees University.

These Centers and partners work together to support the Local Education Agency (LEA) in Tennessee in designing and building capacity across our partner district and charter consortium. The Project has several domains:

1. Principals and school leaders from nontraditional preparation and certification routes will be provided with the clinical experience, certification pathway, and mastery of core competencies required to serve as an instructional leader in a traditionally underserved LEA;
2. Principals and other school leaders will be provided with evidence-based professional development that addresses literacy; numeracy; strategies for working with students from special populations; and tools to build inclusive, supportive, unbiased, and identify-safe environments where equity and belonging take center stage and is a driver of the school culture;
3. Principals and other school leaders will collaborate in cohorts and be provided with evidence-based professional Enhancement activities that lead to advanced credentials;
4. Principals and other leaders will have access to an Instructional Excellence Clearinghouse and Virtual Deeper Learning Networks for Improvement to deconstruct problems of practice with leaders within their districts and turn-around principals and superintendents from around the country.

These are some of the priorities for the LIFT Project. The CRM-BMST professional development team provides professional learning for educators and leaders in the LEAs participating in the grant.

### **The CRM-BMST Professional Development Team:**

- Dr. Julius Davis, Founding Director, Bowie State University
- Dr. Keisha McIntosh Allen, Founding Faculty Fellow, University of Maryland, College Park
- Dr. Cherrel Miller Dyce, Faculty Fellow, Elon University
- Dr. Ayanna Lynch, Faculty Fellow, Bowie State University
- Dr. Wil Parker, Founding Faculty Fellow, Bowie State University
- Dr. Sheneese Thompson, Faculty Fellow, Bowie State University
- Mrs. Kyla Thomas, Fellow, Independent Scholar
- Dr. Nathaniel Bryan, Faculty Fellow, University of Texas at Austin
- Dr. Darla Scott, Evaluator, Bowie State University

**The Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST)** extends heartfelt gratitude to Bowie State University for its support and commitment to advancing Black male educators and students.

*We also thank*

the **CRM-BMST staff, BSU faculty, staff, and students, and the Bowie State University community** for your dedication, partnership, and belief in our mission. Your contributions make this work—and tonight’s celebration—possible.





