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

WE ARE THE RISING TIDE:

UPLIFTING OUR KIDS, OUR CULTURE, OUR COLLEAGUES, AND OUR CRAFT

FRIDAY, **APRIL 26 - 28**, 2024

Bowie State University
14000 Jericho Park Road Bowie, MD 20715

SPONSOR

The BOND Academy

The Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST] and the Building Our Network of Diversity [BOND] Project partnered to host the sixth annual BOND Academy, an educational conference. The Academy's theme for 2023 is "We Are The Rising Tide: Uplifting Our Kids, Our Culture, Our Colleagues, and Our Craft," which takes place from April 26-28, 2024, at Bowie State University, the first Historically Black College and University [HBCU] in Maryland. The Academy features powerful keynotes, 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. 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

The BOND Academy

Building
Bowie State University
14000 Jericho Park Road Bowie, MD 20715

Student Center

- Ballrooms
- Baltimore/Columbia Room
- Foyer/Hallway Area
- BOND Academy Keynotes, Breakfast, Lunch, and CollabCafé

James E. Proctor (Proctor Building) Building

- Auditorium Rm 102
- Auditorium Rm 117
- Foyer/Hallway Area
- BOND Academy Opening Session and Networking Event and 1 Academy Concurrent Session on Saturday (Rm 117)

Center for Natural Sciences, Mathematics, and Nursing Building (CNSMN)

- Beacon Room
- Foyer/Hallway Area
- Classrooms: 1220, 1221, 1222, 1223, 1224, 1225
- BOND Academy Concurrent Sessions, Registration, CollabCafé, and Marketplace

Courtyard Marriott Bowie

- 16800 Science Dr, Bowie, MD 20715
- BOND Academy Saturday Evening Networking Event and Conference Hotel

The BOND Academy
Marketplace

This year, the BOND Project, in partnership with the Center for Research and Mentoring of Black Male Students and Teachers, introduces the BOND Academy Marketplace to the over 300 conference attendees nationwide. We ask the BOND Academy Family to support the merchandise vendors and authors selling their goods or promoting their institutions.

Marketplace Operations:

Friday, April 26, 2024
6:00 - 9:00 pm - James E. Proctor Building
Saturday, April 27, 2024
8:00 am - 4:30 pm - Center for Natural Sciences, Mathematics, and Nursing Building
5:30 - 9:00 pm - Courtyard by Marriott Bowie
Sunday, April 28, 2024
8:00 am - 2:00 pm - Center for Natural Sciences, Mathematics, and Nursing Building

The BOND Academy
CollabCafé

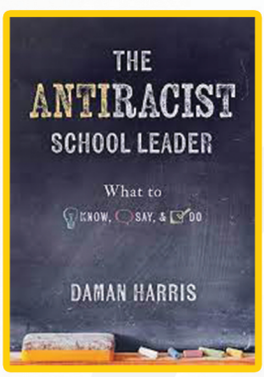
Are you still reflecting on what you learned from the morning sessions? Do you need a place to process, debrief, or catch up on some work? The CollabCafé is an intentionally designed space for BOND Academy attendees to eat, chat, network, or work. You can use the space to eat lunch, debrief with a colleague, or put your earbuds in and take care of some work. We all have different needs during learning conferences, and we wanted you to know that this space and time are explicitly designed with you in mind.

CollabCafé Operations

Days: Saturday, April 27, 2024 and Sunday, April 28, 2024
Time: 8:00 - 10:00 am and 12:00 - 2:00 pm

Locations:
- Baltimore/Columbia Room (Student Center)
- Beacon Room
- Academy Marketplace

Spend some time in the CollabCafé if you need to at the designated times and locations!



The BOND Academy
Entrepreneurship

This year, the BOND Project sold t-shirts and books during registration. The registration also includes the option to buy a signed copy of Dr. Daman Harris's new book, ***The AntiRacist School Leader: What to Know, Say, and Do!*** Don't forget to pick up **your pre-paid** t-shirt or book. If you did not pre-pay, please ask how to buy one at the registration table.

The History of the Partnership:
CRM-BMST and BOND Project

In 2018, Drs. Daman Harris and Julius Davis collaborated on an article on Black male educators participating in a racial affinity group for a special issue that Drs. Julius Davis, Chance Lewis, and Ivory Toldson did focused on the International Perspectives of Black Male Teachers, Teacher Leaders, and School Leaders in the Journal of Multicultural Education.

In 2019, the **Center for Research and Mentoring of Black Male Students and Teachers** [CRM-BMST] and the **Building Our Network of Diversity** [BOND] Project started working together formally through the Black Male Teacher Initiative Consortium [BMT-IC], which was started to unite DMV organizations and people who wanted to work together to support Black male teacher candidates and educators.

The Black Male Teacher Initiative Consortium (BMT-IC) is a union of initiatives, organizations, and institutions formed with the goal and objective of working together to pool our resources to recruit, retain, support, and empower Black male educators at all levels educationally and professionally throughout their trajectory. The BMT-IC will focus on three main goals: recruitment, retention/persistence, and development. The Consortium will recruit, retain, and develop quality and effective Black male educators who build meaningful relationships with students, contribute to students' academic and social development, and impact student learning.

> **Goal 1:** The BMT-IC will focus on recruiting young Black boys and men in middle and high schools, teacher education (high school, undergraduate, and graduate), alternative certification, and educational leadership programs and into the profession.
>
> **Goal 2:** The BMT-IC will focus on the retention[1] and persistence[2] of Black male adolescents and adults in teacher education, alternative certification, and educational leadership programs, school systems, affinity organizations, and the teaching profession.
>
> **Goal 3:** The BMT-IC will work to develop Black male educators through professional development, teacher education, alternative certification, and educational leadership programs, career ladder preparation, conferences, and scholarly work.

These shared goals have supported the collaboration of CRM-BMST and BOND Project over the last four years. During this time, the CRM-BMST and BOND Project have collaborated and accomplished many strategic goals together.

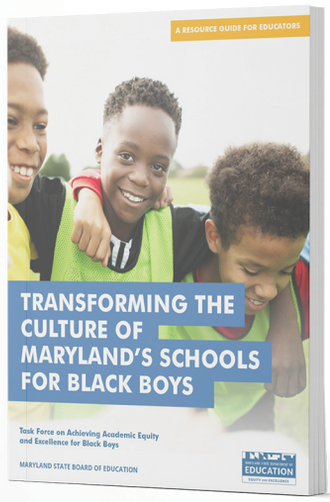
During their collaboration, the CRM-BMST and BOND Project leaders decided to work together to achieve a common goal of having an educational conference where Black and Latinx male educators and leaders were the focus. The 6th Annual BOND Academy represents a strong continuation of the BOND Project and CRM-BMST collaboration and our growth and development in working together.

CRM-BMST and BOND Project

Collaboration Timeline

2018

Publish a Journal Article focused on Black Male Educators



2019

Form Black Male Teacher Initiative Consortium

2020

CRM-BMST and BOND Leaders appointed to the Task Force on Academic Equity and Excellence for Black Boys

2021

Final Report Published Task Force on Academic Equity and Excellence for Black Boys

2021

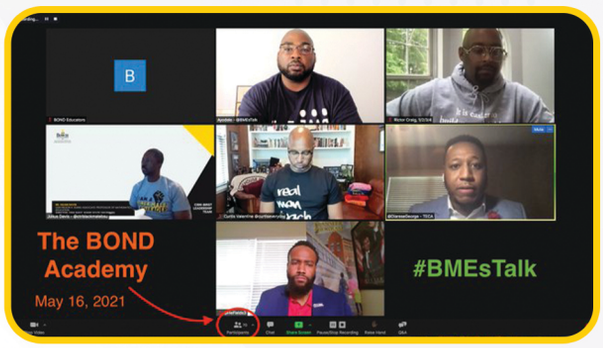
CRM-BMST Black Male Teachers College Scholars Teach BOND Boys

2022

BOND Academy Collaboration
CRM-BMST hosts two featured panels:
Researchers of Black male educators and Black and Latinx middle and high school boys.

2022

CRM-BMST Black Male College Students and Professor Teach BOND Boys



2023

First-Time Hosting BOND Academy at Bowie State University

2024

SOLD OUT BOND Academy at Bowie State University

The Building Our Network of Diversity
[BOND] Project

www.bondeducators.org @BONDEducators

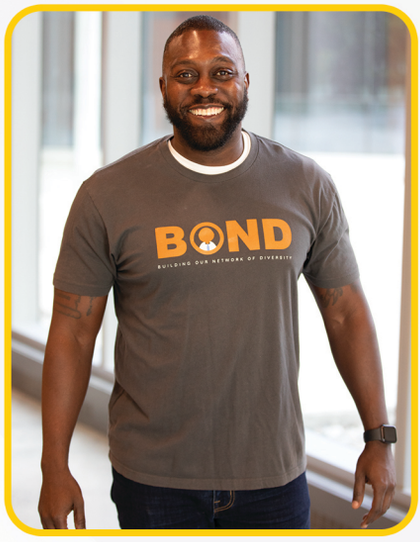
The BOND Academy is an educational conference created by the Building Our Network of Diversity [BOND] Project Leadership Team. The BOND Project is an organization of male educators of color and their allies who work to improve the recruitment, retention, development, and empowerment of male educators of color and 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 within the school district that it began and across school districts in the U.S. The growth and development of this affinity group have come with many leadership lessons learned, which continue to help navigate the direction that the leaders of this group continue to utilize in recruiting, retaining, developing, and empowering male educators of color (MEOCs). The BOND Project has four pillars: Recruitment, Development, Retention, and Empowerment.

Recruitment

To advocate for increased hiring of male educators of color. For the BOND Project, recruitment means advocating for hiring more 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 is 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 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 retention pillar speaks to the BOND Project's ability to serve as a mentoring network for male educators of color, supporting 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 essential aspect of developing relationships and 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 promoting and celebrating 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 that focuses on professional development for all educators across the region, facilitated by male educators of color. The beauty and value of the event are 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, but 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 acknowledgments over the years, again highlighting 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 further elevated their collective work.

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

www.bowiestate.edu/centerforblackmales

centerforblackmales@bowiestate.edu

bsucenterforblackmales ctrblackmalebsu 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 $7 million in grants and contracts to support Black male students, Black teacher candidates, teachers, and leaders around the country.

LEADERSHIP TEAM

Dr. Julius Davis, Founding Director, Bowie State University
Dr. Keisha McIntosh Allen, Founding Faculty Fellow, University of Maryland, College Park
Dr. Sean Coleman, Founding Faculty Fellow, Bowie State University
Dr. Ramon B. Goings, Founding Faculty Fellow, University of Maryland, Baltimore County
Dr. Wil Parker, Founding Faculty Fellow, Bowie State University
Dr. Stephen Thorne, Fellow, Bowie State University
Mr. David Bryant, Undergraduate Fellow, Bowie State University
Ms. Davine Snead, Founding Doctoral Fellow, Bowie State University

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

ADMINISTRATOR TEAM

Dr. Julius Davis, Founding Director, Bowie State University
Mr. Dawaine Cosey, Assistant Director, Bowie State University
Mr. Mark Cox, Program Coordinator, Bowie State University
Mrs. Kayon Bryant, Operations Manager, Bowie State University
Dr. Tamika Lee, Post Doctoral Fellow, Bowie State University

STAFF

Mr. Zaire Bond, Student Leader
Ms. Jade Frasier, Project Specialist
Mr. Morris Glover, Communications and Social Media Specialist
Mr. Mohammed Sheikh, Project Specialist
Mr. Jonathan Womble, Operations Assistant

DOCTORAL/FACULTY FELLOWS

Mr. Ronald Drummond, Doctoral Fellow, Bowie State University
Mr. Rodney Harrison, Doctoral Fellow, Bowie State University
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, 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

Black Boys and Men Programs and Initiatives

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.)

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 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

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 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.

[1] 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.

City Year Washington, DC 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 improve the world. Our collective organizational values are deeply rooted in this belief and 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:

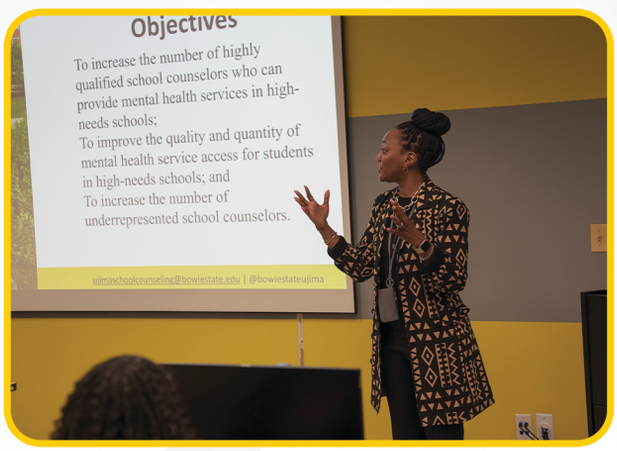
1. **Service to a cause greater than self:** We dedicate ourselves to addressing shared civic challenges through unified action.
2. **Students first, collaboration always:** The success of the young people we serve is our preeminent goal, best achieved by working in partnership with others who are dedicated 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.

Ujima Center for School Counselors Sponsor

In 2023, the Department of Counseling and Psychological Studies faculty leaders created the Ujima Center for School Counseling. The Ujima Center trains scholars to become a culturally responsive school-based mental health counselor who demonstrates evidence-based, culturally affirming, and sustainable practices. Prospective school counselors will work with diverse students from nearby school systems and learn to be sensitive to their needs. At Bowie State University [BSU], school counselor candidates will develop evidence-based counseling techniques that teach them to serve underrepresented school systems better.

The Ujima Center for School Counseling was awarded a five-year $5 million grant by the Department of Education (DoE) to combat mental health issues plaguing public schools. The grant helps to increase the number of highly qualified school counselors who can provide mental health services in high-need schools while increasing the number of diverse and underrepresented counselors. The Ujima Center for School Counseling and the Department of Counseling and Psychological Studies partnered with the Anne Arundel County, Montgomery County, and Prince George's County Public School Districts to train graduate students in the counseling program and current school counselors to increase the number of state-certified counselors to work with diverse students.

The goal of the Ujima Center for School Counseling is to create a pipeline of culturally sensitive mental health professionals to serve diverse emotionally distressed students who suffer from mental health issues such as depression, anxiety, trauma-related disorders, and other mental health conditions. Approximately 7,000 students are expected to be served each year of the grant.



The BOND Academy

Friday, April 26, 2024

6:00 - 8:30 pm **Registration: The BOND Academy** James E. Proctor Building Lobby		
Time	**Session Description**	**Location**
6:00 - 6:30 pm	**Networking Reception and Kickoff Conversations** **Welcome** **Mr. Dawaine Cosey** Assistant Director, CRM-BMST Bowie State University **Dr. Guy-Alain Amoussou** Provost and Vice President for Academic Affairs Bowie State University **Dr. Lynne Long** Chair, Department of Teaching, Learning and Professional Development Bowie State University **The BOND Academy Overview** **Dr. Daman Harris** Co-Director, The BOND Project	102 Auditorium, James E. Proctor Building
6:30 - 8:30 pm	**Invited Featured Panel: Culture War: Focusing on Black Youth** **Moderator:** **Dr. Kmt G. Shockley** Director, Culture War: Focusing on Black Youth Professor, University of Houston Watch the DocuSeries on Tubi: https://tubitv.com/series/300001748/cultural-war-focus-on-black-youth. **Panelists:** **Dr. Kwaw Imana** Co-Founder Wilson Baker Academy of Excellence and Achievement **Brother Mark J. Cox** Program Coordinator CRM-BMST	102 Auditorium, James E. Proctor Building

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The BOND Academy

Saturday, April 27, 2024

8:00 - 9:00 am **Registration and Badge Pick Up: The BOND Academy** Lobby Student Center Conference Area		
8:00 - 9:00 am **BOND Academy Breakfast and Networking** Student Center Ballroom and Lobby Area		
Time	**Session Description**	**Location**
9:00 - 10:00 am	**Welcome & Keynote Address** **Welcome** **Dr. Daryl Howard** Co-Director, The BOND Project **Dr. Julius Davis** Director, CRM-BMST **Dr. Aminta Breaux** President, Bowie State University **Dr. Rhonda F. Jeter** Dean, College of Education Bowie State University **Keynote Introduction** **Mr. Coleman Moore,** 11th Grade Scholar BOND Learning and Leadership Institute for Boys James Hubert Blake High School Montgomery County Public Schools **Keynote** **Dr. Ivory Toldson** Professor, Howard University	Ballroom - Student Center Building

The BOND Academy

Morning Sessions #1: 10:10 am - 11:00 am

10:00 am - 12:00 pm **Registration: The BOND Academy** Lobby Center for Natural Sciences, Mathematics, and Nursing		
Time	**Session Description**	**Location**
10:10 - 11:00 am	**Invited Feature Panel** **Title:** Exploring the Experiences and Perspectives of Traditional and Nontraditional Black Male Teacher Candidates **Presenter(s):** Brother Mark Cox, Program Coordinator, CRM-BMST | Bowie State University Traditional and NonTraditional Black Male Teacher Candidates	Beacon Room, Center for Natural Sciences, Mathematics, and Nursing
10:10 - 11:00 am	**Title:** Unleashing Potential: Revolutionizing Classrooms with AI - An EdNovate Experience **Presenter(s):** Ken Patterson, Chief Executive Officer, EdNovate **Description:** Join us at 'Unleashing Potential: Revolutionizing Classrooms with AI - An EdNovate Experience' for an immersive journey into the future of education. This session will showcase how cutting-edge AI technology, pioneered by EdNovate, is transforming teaching and learning. Explore practical applications, witness live demos of innovative tools, and discuss integrating AI seamlessly into educational environments. Designed for educators and administrators, this session promises to ignite ideas, offer solutions to implementation challenges, and provide a glimpse into the dynamic potential of AI in reshaping educational outcomes. Don't miss this opportunity to be at the forefront of educational innovation!	Rm. 1220-CNSMN Building

Time	Session Description	Location
10:10 - 11:00 am	**Title: Defining and Ending the School-to-Prison Pipeline** **Presenter(s):** Leonard Webb, Academic Success Speaker/ Workshop Facilitator, Webbolutionary Motivation **Description:** The school-to-prison pipeline (S2PP) – the various policies and practices in our educational system that result in students leaving school and becoming involved in the criminal justice system – remains one of our nation's most formidable challenges. In this session, attendees will learn of the history of S2PP, present-day issues, and ways to disrupt and end this cycle.	Rm. 1221 - CNSMN Building
10:10 - 11:00 am	**Title: Elevate and EducateL Illuminating Paths to Greatness for Black Leaders in Education** **Presenter(s):** Darren Rainey, Sr., Melanated Masterminds, Founder **Description:** Embarking on the 'Souful Leadership' journey, this session aims to refine participants' leadership perspectives. Through reflective exercises and guided discussions, participants will delve into their authentic selves, constructing a nuanced "soul profile" to uncover personal values, motivations, and aspirations. We'll explore the "self," fostering a deeper understanding of our leadership journeys. We will craft a comprehensive personal vision aligned with their values and articulate a mission statement, affirming their commitment to catalyzing positive change in education. We will begin the work developing action plans to manifest our leadership aspirations within our professional and community spheres.	Rm. 1222 - CNSMN Building
10:10 - 11:00 am	**Title: Selected Strategies for Teaching Our Boys to Read** **Presenter(s):** Daryl Gates, Director of The Institute of Effective Teaching Practices, Mississippi Valley State University **Description:** Participants will examine statistics on boys' performance in school, with a particular focus on reading. We will use the works of selected authors to frame multiple discussions of strategies that lead to boys' success on standardized tests and other forms of achievement. Participants will walk away from the session with ready-to-use strategies and bonds with like-minded colleagues.	Rm. 1223 - CNSMN Building

Time	Session Description	Location
10:10 - 11:00 am	**Title:** Where is the "Fun" in "Fundamentals?" **Presenter(s):** Jamar Brownlee, Teacher and Math Content Lead, KIPP West Philadelphia **Description:** This insightful presentation delves into the art and science of fostering student engagement in the classroom. In this dynamic session, we will explore innovative strategies and practical techniques designed to captivate students' attention, ignite their curiosity, and create a positive and interactive learning environment. This presentation is designed to be highly informative and purposely interactive to model for the participants what these skills and techniques look like in real-time.	Rm. 1224 - CNSMN Building
10:10 - 11:00 am	**Title:** Disclosing Our Stories: Empowering Educational Professionals to Use Their Stories to Help Students Transition From Resilience to Healing **Presenter(s):** Davesus Omosun, Professional School Counselor, Anne Arundel County Public Schools **Description:** Grounded in the philosophy of phenomenology, participants will explore the use of storytelling, experience, and perspective to broach sensitive and emotional topics. By becoming vulnerable to share stories, educators have the power to bridge generational gaps. Educators are better equipped to forge greater relationships with their students by bridging gaps. Through deeper connections, educators are positioned to offer strategies to help students do more than overcome adversity but actually heal from those adverse childhood experiences. Thus, this allows students to become better versions of themselves and better equipped to attain academic success and social-emotional maturity.	Rm 1225, Center for Natural Sciences, Mathematics, and Nursing
10:10 - 11:00 am	**Title:** How Habits and Dreams Inspire Student Engagement **Presenter(s):** Marcus Mason, CEO of Minds In Motion Therapy, and Malcolm Evans, CEO of the Game 7 Foundation **Description:** Join the Game 7 Character Builders as they share why dreams provide destinations that give students a clear direction and improve student engagement.	Rm 117 (Auditorium), James E. Proctor Building (Leave the CNSMN Building and walk toward the Proctor Building. Once at the building, go through the doors, turn left, and the room will be on your right)

The BOND Academy

Morning Session #2: 11:10 am - 12:00 pm

Time	Session Description	Location
11:10 - 12:00 pm	**BOND Academy Sponsor Session:** **Title: Strategic Leadership for Aspiring Black Male Teacher Leaders: Leveraging the Situational Leadership Model** **Presenter(s):** **Michael Stevens,** Senior Vice President & Executive Director, City Year **Gavin Ware,** Managing Director of External Affairs, City Year DC **Description:** This session introduces Situational Leadership as a framework and coaching tool that can help tailor leadership, management, and communication to meet individual needs. Participants will explore how they can leverage the Situational Leadership framework to assess given situations and adapt their coaching and management to meet the most productive outcomes.	Beacon Room, Center for Natural Sciences, Mathematics, and Nursing
11:10 - 12:00 pm	**Title: Hip Hop and Black Boy Joy: Deficit to Dope-as-Sh*t** **Presenter(s):** Corey Carter, UMBC Sherman Program Chris Vick, University of Maryland at Baltimore County, Associate Director **Description:** In this engaging and interactive session, participants will have the opportunity to explore and challenge deficit models of Black boy education while co-constructing asset-based models. The session will begin with introspection to establish the background, then delve into the concept of a joyful classroom and compare it to the traditional definition held by teachers. Additionally, participants will be able to envision a Hip-Hop-infused classroom that centers on Black boys through a differentiated exercise. As the session comes to a close, participants will engage in a reflection activity to identify specific actions and accountability partners who will hold them to their commitments. By the end of this session, participants will not only challenge deficit perspectives of Black boy achievement but also gain practical strategies for infusing Hip-Hop and inclusive and joyful learning into their classroom environments.	Rm 1220, Center for Natural Sciences, Mathematics, and Nursing

Time	Session Description	Location
11:10 - 12:00 pm	**Title:** Lifting as We Climb: Affinity Groups as Community Uplift and Care **Presenter(s):** Andrea Terrero GabbadonPrincipal Consultant, ILM Consulting Group/Teach Plus **Description:** This presentation examines the transformative potential of racial affinity groups as an institutional strategy for fostering self-care and collective well-being of minoritized peoples with particular contextual emphasis on K-16 institutions. Session participants will explore case studies and resources that allow insights and practical know-how to cultivate racial affinity spaces that enable minoritized persons to explore their identities, share experiences, and navigate racial and intersectional dynamics. Participants will leave the session with tools to strengthen the implementation of affinity groups within their institutional settings.	Rm. 1221 - Center for Natural Sciences, Mathematics, and Nursing
11:10 - 12:00 pm	**Title:** Black Boys & Emotional Intelligence **Presenter(s):** · Charles Robinson-Snead, Clinical Director & Wellness Coach, Minds In Motion Therapeutics, LLC **Description:** This dynamic and interactive multimedia presentation will educate you on the definition of emotional intelligence, its connection to overall health, and unlearning unhealthy practices. You will learn practical techniques that contribute to Black boys' emotional maturation and intelligence.	Rm. 1222 - Center for Natural Sciences, Mathematics, and Nursing
11:10 - 12:00 pm	**Title:** Centering Students of Color in Math Classrooms **Presenter(s):** Okera Hawkins, CEO, Sound Perception Consulting, LLC **Description:** Centering Students of Color in Mathematics Classrooms will provide educators with practical tools they can use to unlock the genius of students of color in math classrooms. This session will discuss the mindset shifts needed to ensure our most marginalized students are made the priority in math classrooms. This session will highlight research-based best practices to support students of color in math classrooms.	Rm. 1223 - Center for Natural Sciences, Mathematics, and Nursing

Time	Session Description	Location
11:10 - 12:00 pm	**Title: Leveraging Community Partners to Redesign the Teacher Workday** **Presenter(s):** William Blake, Director, Redesign XQ, District of Columbia Public Schools Katreena Shelby, Principal, District of Columbia Public School Latisha Coleman, Director of Redesign, DCPS Charlette Butler-Strickland, Principal, DC Public SchoolCharles Hart Middle School **Description:** Do your teachers crave more time for planning, collaboration, and wellness? Is your teacher workforce dwindling due to the demands of the profession? If you answered "Yes," it's time to reimagine the teacher workday and consider how to leverage community partners to design a flexible schedule.	Rm. 1224 - Center for Natural Sciences, Mathematics, and Nursing
11:10 - 12:00 pm	**Title: Creating Safe and Affirming Educational Spaces for Queer Students: Supporting Students with Intersecting Marginalized Identities** **Presenter(s):** Charles Alexander, Curriculum and Instructional Specialist, Montgomery County Public Schools Jacquelyn Williams, Assistant Professor, Clemson University **Description:** In this session, we delve into intersectionality, understanding its intricate layers and how they impact Queer students of color. We'll uncover strategies to foster safe, inclusive environments tailored to their unique experiences. We'll explore methods to support students navigating intersecting marginalized identities, promoting an environment where everyone feels heard, respected, and empowered to thrive. This session aims to equip educators with practical tools to create affirming spaces and provide meaningful support to students with multifaceted identities.	Rm. 1225 - Center for Natural Sciences, Mathematics, and Nursing
12:00 - 1:00 pm	**Lunch & Networking** Have you checked out the BOND Academy Marketplace? Or Pick up your pre-paid BOND t-shirt? Don't forget to do so if you haven't!	Ballroom - Student Center Building

Mid-Day Plenary: 1:10 - 2:00 pm

Time	Session Description	Location
1:10 - 2:00 pm	**Keynote Speaker Introduction** **Mr. Javier Williams** BOND Learning and Leadership Institute for Boys Freshman, Duke Ellington School of the Arts District of Columbia Public Schools **Keynote Speaker** Principal Baruti Kafele **Q & A Facilitation** **Dr. Daman Harris** Co-Director, The BOND Project	Ballroom - Student Center

Afternoon Session #1: 2:10 - 3:00 pm

Time	Session Description	Location
2:10 - 3:00 pm	**Invited Featured Panel:** Herencia y Esperanza: Latino Educators Rising! **Moderator(s):** Edwin Perez, 2024 Latinx Educator of the Year **Panelist(s):** • David Lopez, Director of Equitable Systems, WestEd • Jose Medrano, Counselor/Professor, Montgomery College • Oscar Ramos, Teacher, Montgomery County Public Schools	Beacon Room - CNSMN Building
2:10 - 3:00 pm	**Title:** Motivating & Engaging Hard-to-Reach Students **Presenter(s):** James ONeal, James ONeal, Founder, Mastery for All, LLC **Description:** Uncover the secrets to reignite student passion for learning. Discover research-backed insights into what motivates students and how to apply them effectively. Join us for a dynamic session to explore the power of four key cultures: praise, competence, belonging, and autonomy. Learn how to shift mindsets, boost engagement, and elevate student success. Leave with actionable strategies to elevate your teaching, team, and students. Don't miss this opportunity to revolutionize your classroom and make a lasting impact. Get ready for a transformative journey towards student motivation and achievement!	1220, Center for Natural Sciences, Mathematics, and Nursing

Time	Session Description	Location
2:10 - 3:00 pm	**Title: Unraveling the Impact: Trauma in the School Ecosystem** **Presenter(s):** Marcus Mason, CEO, Minds in Motion Therapy **Description:** This 50-minute presentation aims to provide a concise yet comprehensive overview of how trauma impacts the entire school ecosystem. By exploring the neurobiological aspects, recognizing signs, and discussing real-life implications, participants will gain valuable insights into creating a trauma-informed school environment. The interactive activity and Q&A session encourage engagement and active participation, fostering a deeper understanding of the topic.	Rm. 1221 - CNSMN Building
2:10 - 3:00 pm	**Title: The Audacity: Demonstrating Effective Culturally-Relevant Leadership in All Levels of Education** **Presenter(s):** Jason Epting, Director of Facilitator Engagement, Owner UnboundEd, Avatar Educational Advisements **Description:** Join our groundbreaking session at the BOND Academy Conference! Immerse yourself in Audacious Leadership, where we delve into "Knowing Our People" and empower you to lead with confidence. Uncover your unique strengths, assess growth areas, and explore the transformative "Educational Avatar." Learn to put your leadership elements into action with practical strategies. Walk away armed with valuable resources for optimal impact. Elevate your leadership journey and make a lasting mark in education. Don't miss this dynamic experience! ✨ #AudaciousLeadership #EmpowerEducation #LeadershipImpact	Rm. 1222 - CNSMN Building
2:10 - 3:00 pm	**Title: Contagious Teaching: Creating a Learning Environment Where Kids JUST can't get enough** **Presenter(s):** Stephen Boyd, CEO SB Entertainment, LLC **Description:** In this session, participants will learn the 'secret sauce' of what master teachers consistently and intentionally do to create learning environments where all kids buy-in. Additionally, participants will learn four critical mindset shifts necessary to create this Contagious Teaching Environment and an instructional framework designed to increase student focus!	Rm. 1223 - CNSMN Building

Time	Session Description	Location
2:10 - 3:00 pm	**Title: Empowering Connections: Building Bridges with Youth** **Presenter(s):** Mathu Gibson, Associate Director of Family Empowerment SchermCo **Description:** In this engaging session activity, titled "What is Your Story?" attendees will embark on a journey of self-discovery and empathy building. This exercise involves mapping out their life journey, pinpointing pivotal moments — both highs and lows — that have sculpted their identities. This reflective process is a foundation for deeper understanding and connection with the youth they interact with daily. Participants will be encouraged to draw parallels between their experiences and those of the students they encounter, fostering a sense of shared humanity and understanding. By recognizing commonalities and differences in these life stories, attendees will gain valuable insights into the lives and challenges of the youth. The session will culminate with providing attendees with practical strategies for cultivating an environment of empathy and vulnerability. These actionable steps will empower them to foster more meaningful, authentic interactions with young people, enhancing their ability to support and inspire the next generation effectively. This activity is designed not just to enlighten but also to equip attendees with the tools necessary for creating a positive and impactful presence in the lives of the yoserve.	Rm. 1224 - CNSMN Building
2:10 - 3:00 pm	**Title: Understanding and Supporting Young Black Men in Educational Settings** **Presenter(s):** Gerald Moore, Founder, Executive Director, Mission Filled 2030 **Description:** This comprehensive session explores the unique challenges and opportunities in educating young Black men. This talk delves into the historical and social context affecting their academic journey, identifies key barriers to success, and offers effective strategies for engagement.	Rm 117 (Auditorium), James E. Proctor Building (Leave the CNSMN Building and walk toward the Proctor Building. Once at the building, go through the doors, turn left, and the room will be on your right)

Afternoon Session 2: 3:10 - 4:00 pm

Time	Session Description	Location
3:10 - 4:00 pm	**Title:** **Rebuilding School Community and Culture through the use of Restorative Practices** **Presenter(s):** James Allrich, Principal, Argyle Middle School Aiysha Taylor, Social Worker **Description:** Restorative justice is an essential process for creating a positive learning environment, building social capital, and resolving relational issues. You will learn effective methods for building school culture through restorative practices and asking questions that foster accountability.	Beacon Room - CNSMN Building
3:10 - 4:00 pm	**Title:** **R.I.S.E. Above the Challenges to Develop Supportive Systems for Students** **Presenter(s):** Javaris Powell, Assistant Principal, Mason City Schools **Description:** The Purple Rain soundtrack/movie will be used as a lens for participants to learn about the work that took place at Mason Elementary that emphasizes the importance of a supportive and positive school culture with a celebration of the diversity within our students and staff members through personalized learning. Participants will learn how the team built systems that captured and leveraged student voice through affinity groups, modifications to the building schedule, and intentionally designed building-wide lessons to guide the staff and students to R.I.S.E to the various challenges we have faced in recent years.	Rm. 1220 - CNSMN Building
3:10 - 4:00 pm	**Title:** **Empowering Narratives and Future Horizons: A Journey of Male Teachers of Color in Hamilton County (TN) Schools** **Presenter(s):** Cheryl McCray, Instructional Specialist, Hamilton County Schools Michael McKamey, Teacher/MCL, Hamilton County Schools **Description:** In this dynamic 50-minute panel, MTOC (Male Teachers of Color) will share the transformative benefits of their MTOC connection. From fostering camaraderie to providing growth and mentorship, each teacher will highlight how this community positively shapes their teaching, student engagement, and career paths. The discussion will delve into the initiative's conception, development, and meticulous maintenance, offering a blueprint for creating similar networks. As trailblazers, they'll share a vision for broadening impact, reaching more male teachers of color, and addressing systemic challenges. This session promises inspiration, celebrating achievements, and sparking a collective passion for growth within the MTOC Initiative.	Rm. 1221 - CNSMN Building

Time	Session Description	Location
3:10 - 4:00 pm	**Title:** Cultivating Emotional Intelligence **Presenter(s):** Tre Gammage, Strengths Based Consultant, SEL Educator **Description:** Did you know that 44% of educators experience stress daily? Those are the highest rates of daily stress in the country. Also, there are minimal teacher preparation and certification programs that prioritize the development of SELF Awareness & SELF Management skills. In this session we are going to take the time to prioritize the following: 1) Identifying your personal strengths 2) Reflect on and overcome triggers 3) Adopt a habit of practicing self-awareness & management This session is for you if you are an adult in a school or district community. You recognize personal growth leads to professional growth. You need practical tools to support folks with whom you work.	Rm. 1222 - CNSMN Building
3:10 - 4:00 pm	**Title:** The Greenbook for Leaders of Color **Presenter(s):** Andy Cole, Senior Consultant, Wallace Foundation **Description:** Workshop participants will be introduced to the Essential Competencies for Educational Leaders of Color, a roadmap designed to help educators of color navigate our leadership journeys and thrive in today's schools and systems—even as we work toward a most just, inclusive future. Participants of all races/ethnicities will discuss and unpack the Competencies, offer feedback and insights, and develop an action plan for self-care, professional growth, and/or systemic improvement.	Rm. 1223 - CNSMN Building

Time	Session Description	Location
3:10 - 4:00 pm	**Title:** Race and Equity in Education: Framing the Mission of the Charter School Movement and Its Connection to Black Liberation **Presenter(s):** Wayne Muhammad, School Administrator, National Heritage Academies **Description:** In this workshop, you will explore how racism and white supremacy have shaped the history and current state of education in the United States, especially for Black and brown communities. You will also discuss the role and impact of charter schools as a potential solution to address educational inequity and social progress. By the end of the workshop, you will have a deeper understanding of the challenges and opportunities facing students, educators, and policymakers in this area.	Rm. 1225 - CNSMN Building
4:10 - 4:40 pm	Day 2 Wrap-Up **BOND Academy Sponsor City Year Presentation** **Presenter(s):** Dr. Michael Stevens, Senior Vice President & Executive Director, City Year Gavin Ware, Managing Director of External Affairs, City Year DC **BOND Academy Day 2 Closing:** Brother Mark Cox, Program Coordinator, CRM-BMST	Ballroom - Student Center Building

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Time	Session Information	Location
5:30 -9:00 pm	**BOND Academy Mixer** All registered attendees are invited to participate in the BOND Academy Mixer to network, eat, and socialize with attendees, presenters, speakers, sponsors, and organizers.	Courtyard Marriott Bowie - 16800 Science Dr, Bowie, MD 20715

The BOND Academy

Sunday, April 28, 2024

8:00 - 9:00 am **BOND Academy Breakfast & Networking** Student Center Ballroom		
Time	**Session Description**	**Location**
9:00 - 10:00 am	**Welcome** **Dr. Daryl Howard** Co-Director, The BOND Project **BOND Academy Sponsor Session:** Diversifying the School Counselor Pipeline **Dr. Nikki Ham** Assistant Professor Executive Director, Ujima Center Bowie State University **Syeedah White,** Ujima Scholar Ujima Center for School Counselors **Ujima School Counseling Scholars**	Ballroom - Student Center Building

Morning Sessions #1: 10:10 am - 11:00 am

Time	Session Descriptionn	Location
10:10 - 11:00 am	**Title:** History Through History: Fostering Healthy Learning Spaces Through The Lens of the Black Experience **Presenter(s):** Marcus (Sankofa) Nicks, Founder, History Heals Consulting, LLC **Description:** As books are being banned and with the mitigation of the teaching of Black History across America, much can be gleaned from the historical experiences of African Americans and their quest for literacy. This quest was a means of resistance, freedom, and liberation. At the helm were always Black teachers, Black administrators, and a community that ensured that Black children had what they needed to thrive. This presentation takes a closer examination of historic Black educational spaces and how Black educators still created safe educational environments amidst hostility, being targeted, and the constant threat of violence. Relevant case studies will be used to reflect on where we go today in 2024 to make our schools equitable, safe, and socially just.	Beacon Room - CNSMN Building
10:10 - 11:00 am	**Title:** Crafting Student Engagement with a Silver Spoon **Presenter(s):** Lorenzo Deloatch, Advanced English 6-8 Teacher and New Teacher Mentor **Description:** Any teacher can teach, yet the effective teacher knows that student engagement is first needed before feeding the minds of scholars. Students are not hesitant to voice their experiences in their classes. The lack of student engagement and motivation in the classroom is a recurrent problem that has not been resolved. As a result, students are frustrated about their academic experiences. In this session, educators will be introduced to a variety of resource tools and instructional strategies to refine students' engagement using fun and creative methods. Bring your silver spoon and be ready to craft your skillset.	Rm. 1220 - CNSMN Building

Time	Session Descriptionn	Location
10:10 - 11:00 am	**Title:** If Student Learning Matters: Teacher Professional Learning Does Too! **Presenter(s):** Marquis Dwarte, Chief Academic Officer, Anne Arundel County Public Schools Nuria Williams, Director of School Performance, Anne Arundel County Public Schools **Description:** In this session, we will explore the pivotal connection between student success and the capacity of teachers, emphasizing the crucial role of instructional leaders in crafting professional learning experiences that are not only coherent but also inclusive and equitable. Participants will gain insights and practical strategies to design and implement professional development that aligns seamlessly with the overarching goals of their schools, fostering a culture of continuous improvement.	Rm. 1221 - CNSMN Building
10:10 - 11:00 am	**Title:** Changing the Narrative: Engaging Fathers in Their Children's Educations **Presenter(s):** Harold Hall, Educational Consultant, Black History 365 Education Deborah Higdon, Adjunct Professor, Montgomery College **Description:** Statistics about education for Black and Brown students can be dismal! It doesn't matter if you are looking at academic achievement, attendance or suspensions. We cannot ignore this information. We have got to get involved. Research as shown that students whose fathers are involved in their educations do well above other students, in all areas. The urgency is NOW! Be a part of the movement that is reshaping the future for our children. Join us and Change the Narrative!	Rm. 1222 - CNSMN Building

Time	Session Descriptionn	Location
10:10 - 11:00 am	**Title:** No More Broken Black Boys **Presenter(s):** Bobby Morgan, Assistant Principal, Willington, Township Public Schools **Description:** Frederick Douglass said, "Building strong children is easier than fixing broken men." Our schools perpetuate this issue. We're taking a hard look at schools and their impact on Black male students. Discussing why traditional discipline isn't working, we'll dive into restorative mindsets for better connections. Get ready to leave with actionable insights to transform schools into supportive spaces where all students, including Black boys, can truly excel.	Rm. 1223 - CNSMN Building
10:10 - 11:00 am	**Title:** There are No Limits: Cultivating Educators for Limitless Learning **Presenter(s):** Eugene Banks, Co-Founder, Competitive By Nature **Description:** Unlock the full potential of education with our transformative program, "There are No Limits." This empowering session is designed for educators seeking to revolutionize their teaching approach by embracing the power of goal setting, and positive affirmations, and fostering a growth mindset culture within their schools. In this dynamic workshop, educators will delve into the essential elements of effective goal setting, learning how to craft goals that inspire and guide both personal and professional development. We will explore the psychology behind positive affirmations and demonstrate their profound impact on creating a conducive learning environment. A key focus of the program is cultivating a growth mindset culture within educational institutions. Participants will gain practical insights into instilling resilience, adaptability, and a passion for continuous learning among students and staff alike. By understanding the principles of a growth mindset, educators will be equipped to nurture curiosity, perseverance, and a belief in one's own potential.	Rm. 1224 - CNSMN Building

Time	Session Descriptionn	Location
10:10 - 11:00 am	**Title:** Soul and Sole Education: Improving Outcomes for African American Males in the K-12 system **Presenter(s):** Robert Murphy, Owner, Comprehensive Discipline Solutions **Description:** When it comes to African American Males in the K-12 education system, much has been discussed, but practitioners have been left out of conversations about policies, programs, and practices necessary to improve outcomes for our boys. This session provides practitioners with practical tools designed to improve outcomes for African American males and all other students in our classrooms.	Rm. 1225 - CNSMN Building

Morning Sessions #2: 11: 10 am - 12:00 pm

Time	Session Descriptionn	Location
11:10 - 12:00 pm	**Title: We Got Everything We Need": Building Culturally Responsive Ecosystems** **Presenter(s):** Steven Jefferson, Assistant Professor, Fordham Univesity Dion Bowen, Founder/CCO, Epic Art Universe Taylor Carter, Assistant Director of SEL Partnerships, City Teaching Alliance **Description:** This session elevates the craft of teaching by highlighting evidence-based approaches that prioritize student success and well-being. Educators will gain tools and strategies grounded in equity and anti-deficit-based teaching, ensuring that every student, regardless of background or circumstance, has the opportunity to thrive. By challenging deficit-oriented narratives and embracing strengths-based perspectives, participants will learn how to unlock the power of partnership and build a more equitable, culturally responsive learning ecosystem.	Beacon Room - CNSMN Building
11:10 - 12:00 pm	**Title: Addressing the Factors Associated with Math and STEM Attrition for Minority Students** **Presenter(s):** Abimbola Akintonde, Mathematics Teachers, Montgomery County Public Schools **Description:** Over 58 percent of White students pursue careers in a STEM field, as compared to 34 percent of Black students. According to a 2021 Pew Research report, only 3-4% of master's degree holders in mathematics are Black. Black and Hispanic workers remain underrepresented in the science, technology, engineering, and math (STEM) workforce compared with their share of all workers. It's high time educators devised intentional strategies to motivate Black and minority students' interest in Math and STEM. This session will uncover the underlying pedagogical factors that have incited these gaps, as well as pragmatic strategies for mitigating the chasm.	Rm. 1220 - CNSMN Building

Time	Session Descriptionn	Location
11:10 - 12:00 pm	**Title:** **Representing the 2%: Navigating the Education System as a Black Male Educator** **Presenter(s):** Malachi Drummer, President, Urban Family Educational Services **Description:** This session focuses on the unique experiences of Black male educators, who represent a mere 2% of the teaching workforce. Participants will address the challenges and tribulations they face in a predominantly white profession. Participants will also explore the impact of systemic barriers to recruitment and retention on educational equity. We will discuss strategies to attract more Black male teachers and support their retention, emphasizing the creation of supportive environments that acknowledge their value and contributions. Through collaborative discussions and sharing of best practices, participants will learn how to foster a more inclusive and diverse educational community.	Rm. 1221 - CNSMN Building
11:10 - 12:00 pm	**Title:** **Using the 4 C's to Build Relationships and to Build Capacity: Communication, Collaboration, Cooperation and Compliance** **Presenter(s):** Jacob Johnson, Department of Maintenance Operations [DMO] Trainer Greg Bishop, DM Trainer Jose Blanco, DMO Trainer Sam Ward, Staff Development Specialist **Description**: Using the 4 C's to Build Relationships and to Build Capacity: Communication, Collaboration, Cooperation and Compliance	Rm. 1222 - CNSMN Building
11:10 - 12:00 pm	**Title:** **Empowering Underrepresented Students for a Multicultural and Multigenerational Workforce** **Presenter(s):** Ruben Britt, Jr., Assistant Director, Office of Career Advancement, Rowan University Alicia Moore, CEO/Founder, Faculty and Assistant Director/Adjunct Faculty, Solutions for Sustained Success, LLC, ASCD, and Rowan University **Description:** Acknowledging that intergenerational conflict within the workplace is a growing issue, the presentation provides strategies to support underrepresented students as they explore and discover careers. We will examine the characteristics of a multigenerational workforce and validate the personal truths and narratives of underrepresented students. Industry-endorsed career competencies will be introduced and approaches to overcoming persistent barriers faced by students of color as they enter a diverse workforce will be discussed and unpacked. Through the identification of norms and best practices for inclusive and intrusive career preparation, participants will develop goals and objectives that galvanize positive future outlooks for minority students.	Rm. 1223 - CNSMN Building

Time	Session Descriptionn	Location
11:10 - 12:00 pm	**Title: From Surviving to Thriving: Actionable Takeaways for Wellness in Effective Educators and Leaders** **Presenter(s):** Justin Sinclair, President, Epiphany Education **Description:** In "From Surviving to Thriving: Actionable Takeaways for Wellness in Effective Educators and Leaders," Justin Sinclair, M.Ed, MSW, former school leader, and current mental health coach, intentionally addresses the pressing challenges facing educators nationwide. This session aims to equip district leaders, school leaders, teachers, and future educators with practical tools for personal and team well-being.	Rm. 1224 - CNSMN Building
12:10 - 1:30 pm	**Closing Conversation, Lunch & Networking** **Dr. Inger Swimpson** Co-Director, The BOND Project	Ballroom - Student Center Building

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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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The Black Male Initiative

$150,000 (Annually)

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.

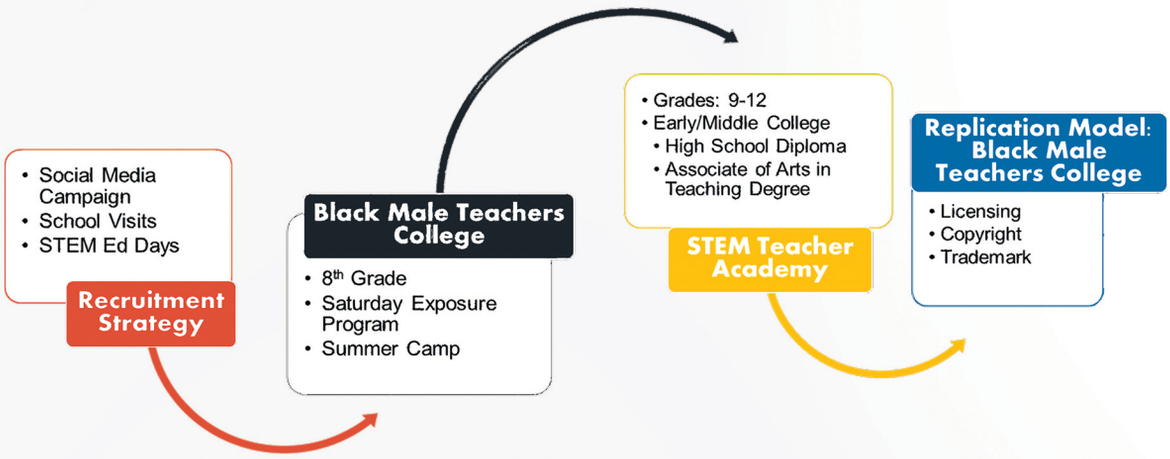
The BSU CRM-BMST has worked to change the current reality and narrative about Black male educators by

- Working to increase the number of Black male teacher candidates in educator preparation programs who receive financial support to become teachers;
- Creating and implementing a proprietary Black male educator framework to develop Black men into educators;
- 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;
- Supporting Black male teacher candidates, recruitment, retention, development, academic success, social development, certification exam support, and graduation;
- 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
- 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;
   Institutionalization of academic, residential, and commuter learning communities to ensure long-term benefits
4. 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

$750,000

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.

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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.

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Username: BSUguest1113

Password: R6u47MKr

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BOWIE STATE UNIVERSITY CRM-BMST THE CENTER FOR RESEARCH AND MENTORING OF BLACK MALE STUDENTS AND TEACHERS

CITY YEAR

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