

# WE ARE REBUILDING

## THE NATIONAL BLACK TEACHER PIPELINE

2023 PROGRESS REPORT

“MY GOAL IS TO EMPOWER  
OTHER STUDENTS TO REACH  
THEIR FULL POTENTIAL.”

**RASHEED CUMMINGS**

Teaching Academy Student  
Junior, Science Leadership Academy at Beeber



**CENTER FOR  
BLACK EDUCATOR  
DEVELOPMENT**



# LEADERSHIP MESSAGE

## “TELL THEM WE ARE RISING.”

The great 20th-century writer Richard Wright, when asked to describe the state of Black America, responded by saying: “Tell them we are rising.”

The same could be said today about our vital work in rebuilding the national Black teacher pipeline. We’re not yet where we want to be, not by any measure, but with ever more joining our efforts, we are indeed rising.

Our collective willpower, strategic focus and indefatigable courage continue to propel real, measurable progress.

As a nation, to do the best job of educating the next generation, we need a teaching corps that reflects the rising, most diverse generation in American history. On that, the research is clear: more Black teachers mean better and more equitable outcomes for all students, not just Black students.

Still, far too few Black teachers enter the teaching profession, and those who do often burn out early, leading to persistent shortages.

We at the Center for Black Educator Development remain steadfast in changing this reality.

To do this, we intervene early, using our signature intergenerational model, so future Black teachers can see one of their own in the classroom exercising the purest form of activism: teaching Black children superbly.

Through our flagship programs—Teaching Academy and Freedom Schools Literacy Academy—expert Black teachers coach and inspire Black college and high school students to respond to the call: #WeNeedBlackTeachers.

Our intensification of efforts at early entry points into the pipeline is matched by our doubling down on ensuring college students and educators in the pipeline stay committed to teaching.

We do this, not only by expanding our Black Teacher Pipeline Fellowship, but also with professional learning opportunities built on Black pedagogy, cultural frameworks and worldviews designed for Black teachers and our allies.

We encourage all to review this progress report to see what we achieved together in 2023, while humbled by the task still before us.



Sharif El-Mekki, Founder/Chief Executive Officer



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## OUR MISSION

To achieve educational equity and racial justice by rebuilding the national Black teacher pipeline.

## OUR VISION

### WE ENVISION A WORLD WHERE:

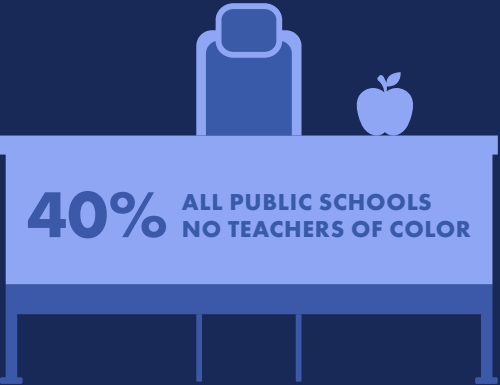
All Black students are taught by high-quality, same-race teachers throughout their PreK-12 schooling.

All teachers demonstrate high levels of expertise in anti-racist mindsets.

Professional learning, pedagogy and policies that advance educator diversity and effectiveness are institutionalized.

BLACK TEACHER PIPELINE CONTEXT & FACTS

# WHEN BLACK STUDENTS HAVE BLACK TEACHERS, THEY DO BETTER IN SCHOOL.



**But in 40% of all public schools, there are no teachers of color.**  
In urban, high-poverty areas, the disparities in teacher diversity are even worse.

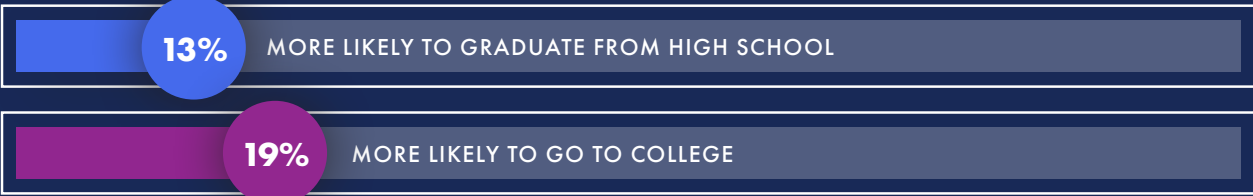
While there’s great need, there are also great opportunities to change the historic, systematic removal of Black men and women from the national teacher pipeline.

We established the Center for Black Educator Development to do just that by:

- Strengthening pathways to increase and retain Black teachers
- Creating and providing professional learning grounded in Black pedagogy and Black-teacher experiences
- Advancing campaigns that energize the commitment for culturally-sustaining teaching

This report shows our progress, reinforcing the idea that this is an issue that can and must be confronted head-on.

**BLACK STUDENTS WITH ONE BLACK TEACHER IN K-3 ARE:**



**BLACK STUDENTS WITH TWO BLACK TEACHERS IN K-3 ARE:**



**BLACK BOYS FROM LOW-INCOME HOUSEHOLDS WITH ONE BLACK TEACHER IN GRADES 3-5 ARE NEARLY:**



**HISTORY LESSON**

The Center for Black Educator Development is rebuilding, and not building, the Black teacher pipeline because we are well aware of how desegregation after 1954 was used to systematically undermine the Black teaching corps nationwide.

Black teachers did not abandon their students to pursue new careers, rather they were systematically dismissed, phased out and excluded.

It was taboo for Black teachers to instruct white children, let alone lead desegregated schools. And it didn’t matter that the white teachers who were kept, or hired in their stead, were far less qualified and credentialed.

We, along with a national network of partners and supporters, are working to undo these educational inequities and racial injustices. Our goal is nothing less than to protect every student's right to achieve in school and, ultimately, to liberate education.

**RESEARCHER NOTE**

Evaluation for this annual progress report was designed and conducted in consultation with Maryann Corsello, Ph.D., a developmental psychologist, education researcher and professor emerita of the University of New England.

**MOST BLACK STUDENTS WILL GO THROUGH 13 YEARS OF PUBLIC SCHOOLING WITHOUT A SINGLE BLACK TEACHER.**

**WHITE TEACHERS ARE 40% LESS LIKELY TO EXPECT THEIR BLACK HIGH SCHOOL STUDENTS TO GRADUATE.**

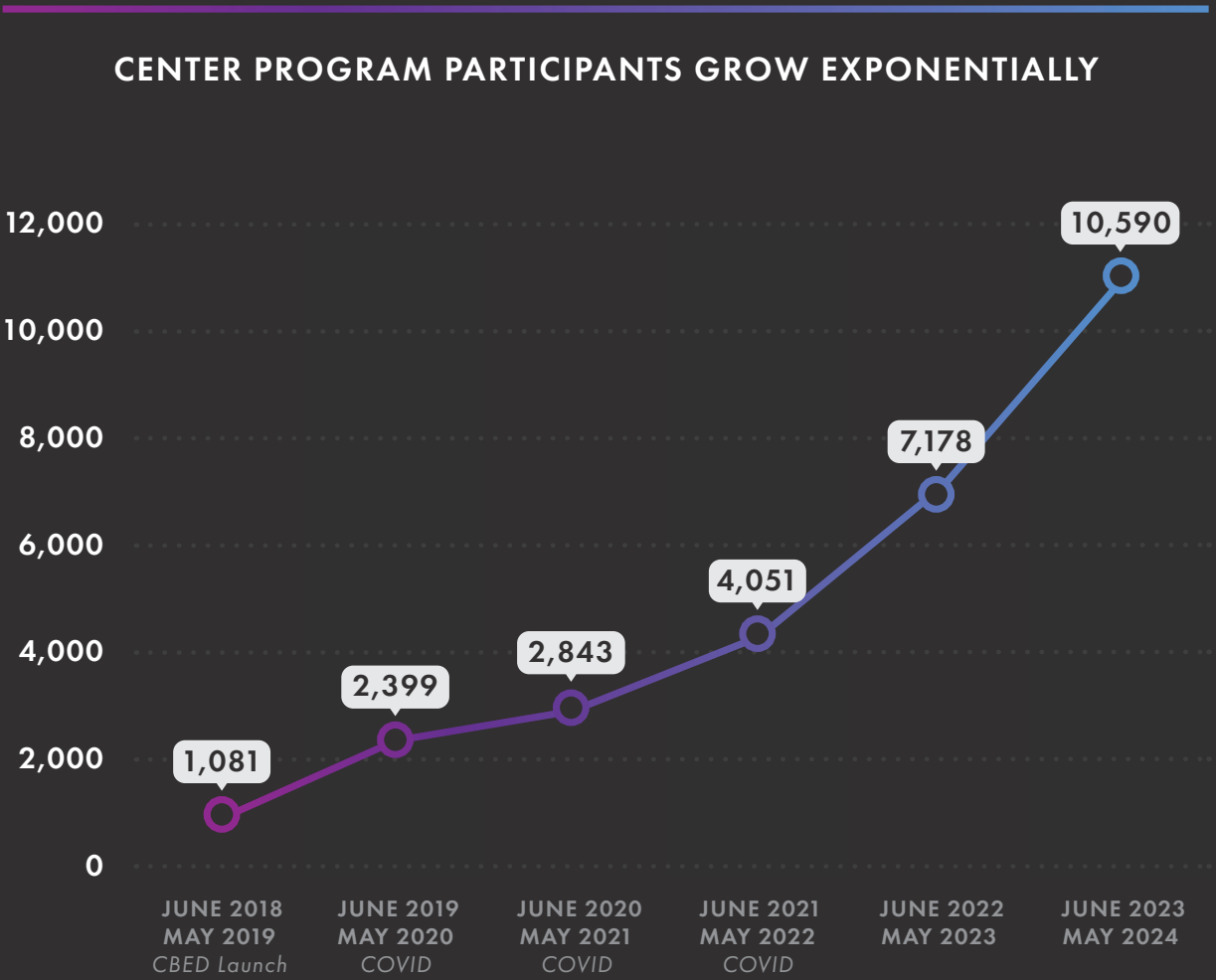


IMPACT HIGHLIGHTS

# WE ARE AN UNSTOPPABLE MOVEMENT LIBERATING EDUCATION.

Whether measured in numbers, testimonials, changed lives or disrupted systems, the impact we continue to make through the end of 2023 is clear.

In less than five years, we’ve grown significantly. Starting in summer 2018 with a pilot of Freedom Schools Literacy Academy in Philadelphia for 81 participants through a pandemic to multiple initiatives across the country, we’ve reached 10,590 participants through our direct programs and initiatives in TEACHING PATHWAYS, PROFESSIONAL LEARNING and POLICY & ADVOCACY.



## #WENEEDBLACKTEACHERS

The Center continues to reach Black high school and college students with a social media campaign designed by their peers and launched in 2021.

2023 METRICS

3,323,764  
IMPRESSIONS

10,370  
NEW FOLLOWERS

85,220  
ENGAGEMENT

2,360  
RETWEETS

2,505  
INSTAGRAM SHARES

\$50,683  
SOCIAL VALUE

16,422,481  
#WNBTCUMULATIVE IMPRESSIONS

TOP INFLUENCERS BY PLATFORM

X

@SenatorHughes

@RodRobinsonRVA

@DonorsChoose

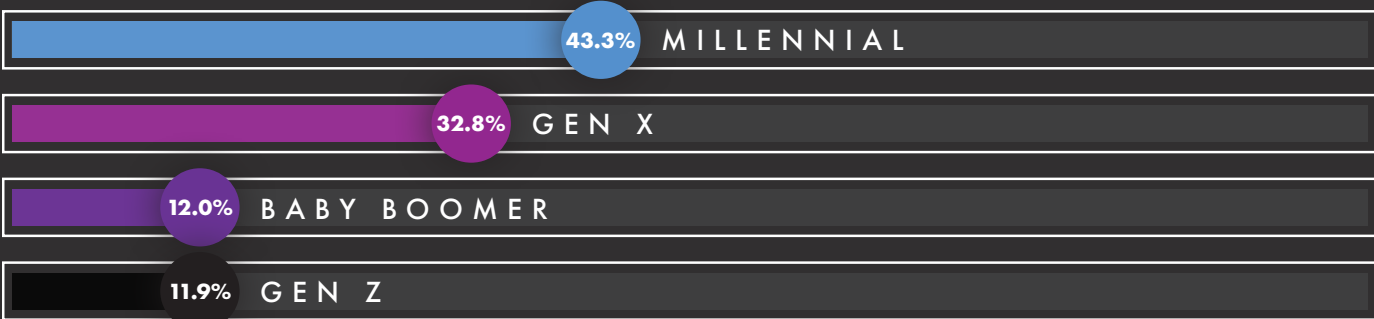
Instagram

@nbpts

@blackteacherproject

@mrcrim3

AUDIENCE TYPE % (2022 Data)







“RIGOROUS SCHOLARSHIP AND PEER COLLABORATIONS HELP OUR STUDENTS EXPLORE THEIR INTERESTS IN BECOMING EDUCATOR-ACTIVISTS.”

**ANSHARAYE HINES**  
Assistant Director of High School Programming

## TEACHING PATHWAYS TEACHING ACADEMY

### FOSTERING A LOVE FOR LEARNING AND TEACHING AMONG BLACK STUDENTS

Teaching Academy is a 2-4 year education pathway program that can be implemented as an accredited Career and Technical Education program (in states that have dedicated education CTE competencies). When implemented in collaboration with local universities, participants have the option to earn credits toward an associate’s degree in education and certification as an education paraprofessional.

The Center’s own Le Count-Catto Curriculum grounds the scholarly materials in a Black pedagogical framework. Our course instructors help students make the connection between teaching and activism, as they learn about socialization processes inherent in educational systems, through rigorous intellectual explorations, lively discussions and collaborative projects.

Teaching Academy courses can be structured for up to five days a week for all four years of high school. We integrate student-teaching apprenticeship opportunities, generally during the second semester, through an intergenerational mentorship and networking model. Expert Black teachers coach high school students who, in turn, assist in teaching elementary-grade students.

All Teaching Academy students are also eligible for the Center’s Black Teacher Pipeline Fellowship that provides academic support, professional coaching, college scholarships and retention bonuses.

We welcome new school and district partners interested in setting up a Teaching Academy.

**We welcome new school and district partners interested in setting up a Teaching Academy.**

## PROGRESS HIGHLIGHTS

After three years of piloting the Teaching Academy through partnerships with Temple and Arcadia universities, the School District of Philadelphia, Mastery Charter School in Camden, New Jersey, and New Paradigm in Detroit, Michigan, we focused on refining programming and the Le Count-Catto curriculum during the 2022-2023 school year at two sites: Science Leadership Academy at Beeber in Philadelphia and Mastery Charter School in Camden, New Jersey.

We continued offering a dual enrollment course for high school students to earn college credits at Temple University.

### PROGRAM PARTICIPATION

**357** CUMULATIVE  
STUDENTS  
Since 2019

**81** TOTAL STUDENTS  
2022-2023 School Year

**93%** BLACK/BROWN

**Fifteen seniors** took two semesters of Teaching Academy courses at SLA-Beeber. **Sixty-six freshmen** at SLA-Beeber and Mastery Charter School took a one-semester Teaching Academy course.

### STATISTICALLY SIGNIFICANT INCREASES

#### FRESHMEN

- Interest in attending an HBCU
- Awareness of African diaspora

#### SENIORS

- Interest in working with Black students
- Academic self-efficacy
- Understanding of identity politics in education
- Social-justice orientation

### WHAT TEACHING ACADEMY STUDENTS SAY

We need Black teachers to teach Black students.

I appreciated being pushed to consider teaching as a profession.

In this class you could talk about race and be comfortable talking in your own skin.

I got to ask questions not many people care to ask, not even other teachers.

We got to work together to figure out how we could improve educational systems.

I have new vocabulary for talking about racial justice and education discrimination.



# BLACK TEACHER PIPELINE FELLOWSHIP

## SEEKING BLACK COLLEGE STUDENTS COMMITTED TO RACIAL JUSTICE AND EDUCATIONAL EQUITY

In partnership with the United Negro College Fund, the Center’s Black Teacher Pipeline Fellowship provides:

- Academic support and professional coaching
- All-expenses-paid participation in the annual Black Men in Education Convening
- Up to \$5,000 per year in last-dollar scholarships
- Up to \$20,000 in stipends at the start of the fifth year of teaching

Students who participate in the Center’s Teaching Academy or Freedom Schools Literacy Academy are eligible for this fellowship.

All Fellows are expected to engage in Center programs as teacher apprentices, maintain a high GPA and complete additional coursework.

## 2023 PROGRESS HIGHLIGHTS

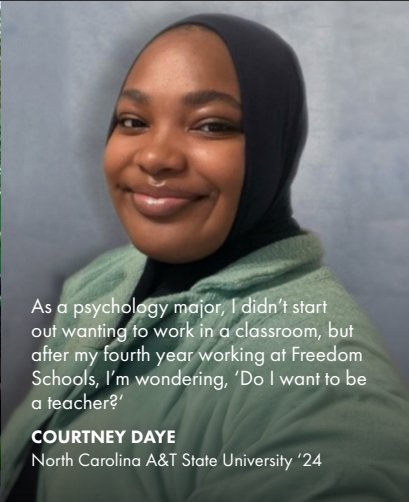
During the 2022-2023 academic year, 30 Black Teacher Pipeline Fellows received a cumulative total of \$150,000 in scholarship funds.

We will begin recruitment for our next cohort of Black Teacher Pipeline Fellows in spring 2024.



When our Freedom Schools scholars look at me, they see not just a Black teacher, but someone that looks like a family member, making them more comfortable and ready to learn.

**MAKIAH BURROUGHS**  
University of Virginia '24



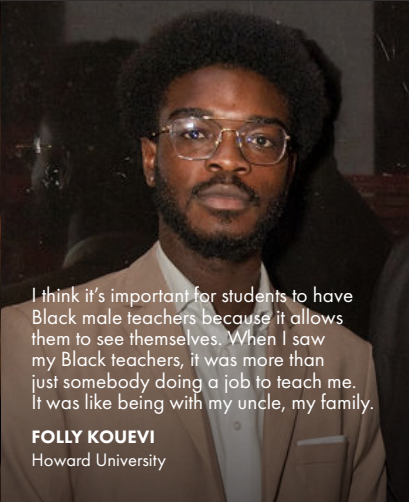
As a psychology major, I didn't start out wanting to work in a classroom, but after my fourth year working at Freedom Schools, I'm wondering, 'Do I want to be a teacher?'

**COURTNEY DAYE**  
North Carolina A&T State University '24



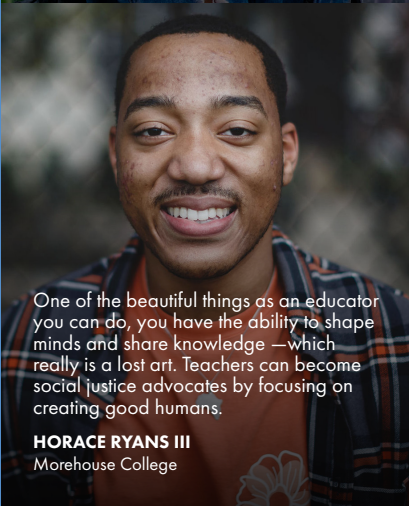
This opportunity arrives at a crucial moment in my life as I aspire to center the Praxis of Black Love in my future classroom and in my everyday life. I am overjoyed to continue my journey of becoming a revolutionary Black educator.

**DYLAN JOACHIM**  
Washington & Jefferson College '24



I think it's important for students to have Black male teachers because it allows them to see themselves. When I saw my Black teachers, it was more than just somebody doing a job to teach me. It was like being with my uncle, my family.

**FOLLY KOUÉVI**  
Howard University



One of the beautiful things as an educator you can do, you have the ability to shape minds and share knowledge—which really is a lost art. Teachers can become social justice advocates by focusing on creating good humans.

**HORACE RYANS III**  
Morehouse College



It means a lot to me as a young person—I'm from West Philly—to be able to distribute knowledge. They put me in a good position to teach others what I needed to be taught at their age.

**BRYCE THOMPSON**  
College of Wooster



We're really going to change the field of education rapidly. I'm just excited about what's to come. I want to see Black and brown students go to college, I want to see more diversity in education.

**IMERE WILLIAMS**  
West Chester University of Pennsylvania

## FUTURE BLACK TEACHERS OF EXCELLENCE FUND

Contribute to the fund that fuels the Black Teacher Pipeline Fellowship, supporting future Black educator-activists.

## MEET THE BLACK TEACHER PIPELINE FELLOWSHIP RECIPIENTS

### 2022 COHORT

**FOLLY KOUÉVI**  
Howard University

**HORACE RYANS III**  
Morehouse College

**BRYCE THOMPSON**  
College of Wooster

**IMERE WILLIAMS**  
West Chester University

### 2023 COHORT

**TONI ABISUGA**  
Xavier University of Louisiana

**LEROY BROWN**  
Temple University

**BLAKE HAZELL**  
Temple University

**KAYLAH MORRIS**  
Temple University

**LAILA BALDWIN**  
Winston-Salem State University

**MAKIAH BURROUGHS**  
University of Virginia

**ALYSSA HOLT**  
Fisk University

**SARAH OGUNTOMILADE**  
University of Michigan

**JOSHUA BANKS**  
West Chester University

**COURTNEY DAYE**  
North Carolina A&T State University

**CHRISCHANDRIA JAMES**  
Tuskegee University

**TOMMY PHAM**  
Temple University

**REGINA BANKS**  
Temple University

**YOUMA DIABIRA**  
Xavier University of Louisiana

**DYLAN JOACHIM**  
Washington & Jefferson College

**JAVONTE TAYLOR**  
Alabama A&M University

**LAURYN BASS**  
Tuskegee University

**KALEYAH FAVORS**  
Tuskegee University

**JAONIA JOHNSON**  
West Chester University

**CARMEN ELEXIA WOODS**  
Tuskegee University

**TAYLOR BLACK**  
Tuskegee University

**JAYLEN HARRIS**  
Tuskegee University

**WAYNEE JOHNSON**  
Clark Atlanta University

**KAYLAH BRISCOE**  
University of Delaware

**AARON HARVEY**  
Wayne State University

**RODRICUS MAGEE SR.**  
Tuskegee University



A close-up photograph of Sharif El-Mekki, a Black man with glasses and a beard, wearing a dark t-shirt with 'BMEC' printed on it. He is gesturing with his hands while speaking. The background is slightly blurred, showing other people in a room with purple lighting.

“JAMES BALDWIN ONCE SAID,  
'HOPE IS INVENTED EVERY DAY.'

WHAT DOES IT TAKE TO INSPIRE  
AND SUPPORT THE HOPE OF  
ASPIRING TEACHERS?

HOW CAN OUR FUTURE  
TEACHERS OF COLOR INSPIRE  
HOPE IN VETERAN EDUCATORS  
AND YOUNGER GENERATIONS  
OF STUDENTS ALIKE?

IN ORDER TO BE BEST  
POSITIONED FOR SUCCESS,  
STUDENTS OF COLOR MUST  
BE TAUGHT BY TEACHERS  
OF COLOR WHO SERVE AS  
MIRRORS, NOT JUST WINDOWS,  
TO THEIR WORLD.”

**SHARIF EL-MEKKI,**  
FOUNDER/CHIEF EXECUTIVE OFFICER  
Center for Black Educator Development



“BLACK, BLACK, BLACK THIS,  
BLACK THAT, EVERYTHING'S  
BLACK. MY STUDENTS ARE  
BLACK. MY COLLEAGUES ARE  
BLACK. EVERYBODY'S BLACK.

IT'S A BREATH OF FRESH  
AIR TO HAVE SOMEONE THAT  
LOOKS LIKE YOU IN THE  
SAME EDUCATION SPACE.”

**MAKIAH BURROUGHS**  
Servant Leader Apprentice  
Senior, University of Virginia

FREEDOM SCHOOLS LITERACY ACADEMY

## WHERE STUDENTS LEARN TO BE EDUCATOR-ACTIVISTS

An intensive five-week summer and year-round afterschool program, Freedom Schools Literacy Academy merges the philosophy of Freedom Schools (its focus on Black pedagogy) with the science of teaching literacy and the Center's intergenerational model for developing Black educators.

Our faculty of dedicated Black teachers support the professional development and student-teacher experiences of Black high school and college students interested in teaching careers. The Black teacher apprentices, in turn, provide early literacy instruction to young Black scholars.

Freedom Schools Literacy Academy provides college and high school students opportunities to explore and deepen their interest in becoming not just teachers but educator-activists.

Our approach to instructor experiences is steeped in Black culture, history and pedagogy. Everything is designed to affirm our racial identity and the roles we each can take in rebuilding the national Black teacher pipeline. All to advance racial justice and educational equity.

All Freedom Schools Literacy Academy participants are eligible to apply for the Center's Black Teacher Pipeline Fellowship that provides academic support, professional coaching, college scholarships and retention bonuses.



# PROGRESS HIGHLIGHTS

In our sixth year of running Freedom Schools Literacy Academy (FSLA), record numbers of high-school and college students and families of young scholars applied.

Since our FSLA pilot in 2018, we've trained **550 teacher apprentices** as Junior Servant Leaders (high school students) and Servant Leader Apprentices (college students), who are all now eligible for the Center's Black Teacher Pipeline fellowship that provides academic support, professional coaching, college scholarships and retention bonuses.



## THREE IN-PERSON SITES ACROSS THREE STATES

PENNSYLVANIA

MICHIGAN

TENNESSEE

**8** SUMMER PROGRAMS

**1** NATIONAL VIRTUAL SUMMER PROGRAM

**3** AFTERSCHOOL PROGRAMS

Across three in-person sites (eight summer programs and three afterschool programs in Pennsylvania, Michigan and Tennessee) and through a national virtual summer program, there was a 38% increase in summer teacher-apprentices and an explosion of interest among high school and college students in our after-school programming (where we saw our numbers jump from three to 25 this school year).

The growth in young scholars continued apace with a 70% increase during the summer and a tripling of numbers for the afterschool program, totaling 1,336 Young Scholars served since 2018. With a long waiting list, we are exploring further funding and expansion opportunities.

As in past years, we're also excited to report another series of significant outcomes for all participant cohorts.

## 2023 SUMMER PROGRAM PARTICIPATION

**616** Teacher Apprentices, Young Scholars, Expert Teachers/Coaches  
**PARTICIPANTS**

This summer's 94 Junior Servant Leaders (high school students) and 74 Servant Leader Apprentices (college and graduate students) come from 14 home states (AL, AR, DE, MA, MD, MI, MS, NC, NJ, NV, NY, PA, TN, TX).

About a third represent returning teacher-apprentices.

The Center operated eight in-person sites in Philadelphia, PA; Detroit, MI; and Memphis, TN and an expanded virtual program.

## 2023 AFTERSCHOOL PROGRAM PARTICIPATION

**128** Teacher Apprentices, Young Scholars, Expert Teachers/Coaches  
**PARTICIPANTS**

**100%** Families say they plan to sign their child up again.  
**INTEREST IN RETURNING**

## 2023 SUMMER TEACHER APPRENTICES

**86%** Interested in Teaching Black Students

The Student Research Foundation, in a 2019 review of data drawn across several research consortia nationwide, reported that only 3.6% of high school students are interested in teaching. Students cite their experiences with teachers as one of the most influencing factors in their interest in teaching.

Since most Black students do not have a single Black teacher in 12 years of public schooling who reflect their identities and who are treated respectfully, even less Black students are interested than their white peers in pursuing teaching as a profession.

The Center's intergenerational model of expert teachers mentoring young aspirants is working to reverse this trend. And it continues to work.

By the end of the seven-week FSLA program, a remarkable 86% of Teacher Apprentices reported an interest in teaching Black students (70% in teaching generally).

As a group, they also showed statistically significant increases in their teaching skills as measured by their abilities to: establish a classroom community (+26%), plan and implement literacy lessons (+28%) and create a classroom presence (+23%) through coaching observations.





TEACHER-APPRENTICES SHOW STATISTICALLY-SIGNIFICANT RESULTS IN ACADEMIC SELF-EFFICACY

Junior Servant Leaders and Servant Leader Apprentices improved in the following areas:

- I know I can complete difficult tasks.

I believe that I am developing coping strategies that will help me overcome challenges.

When I need help, I know how to ask for it.
- I have strategies for handling tasks that are academically challenging.

When I come across difficult reading content, I know what to do.

TEACHER-APPRENTICES SHARE WHAT THEY’VE LEARNED

PHILADELPHIA

I learned I’m pretty good at teaching!

The biggest lesson I learned is that I love teaching.

I got more confident in my ability to teach this summer.

MEMPHIS

When you give children hope, they blossom.

I can’t wait to participate again next summer!

I look forward to working here again to keep growing as a teacher.

DETROIT

Now I know I’m capable of becoming a great teacher.

I understand better now how important Black teachers are to Black students.

You can’t deal with every student the same way.

VIRTUAL PROGRAM

I am more confident in my ability to lead a classroom.

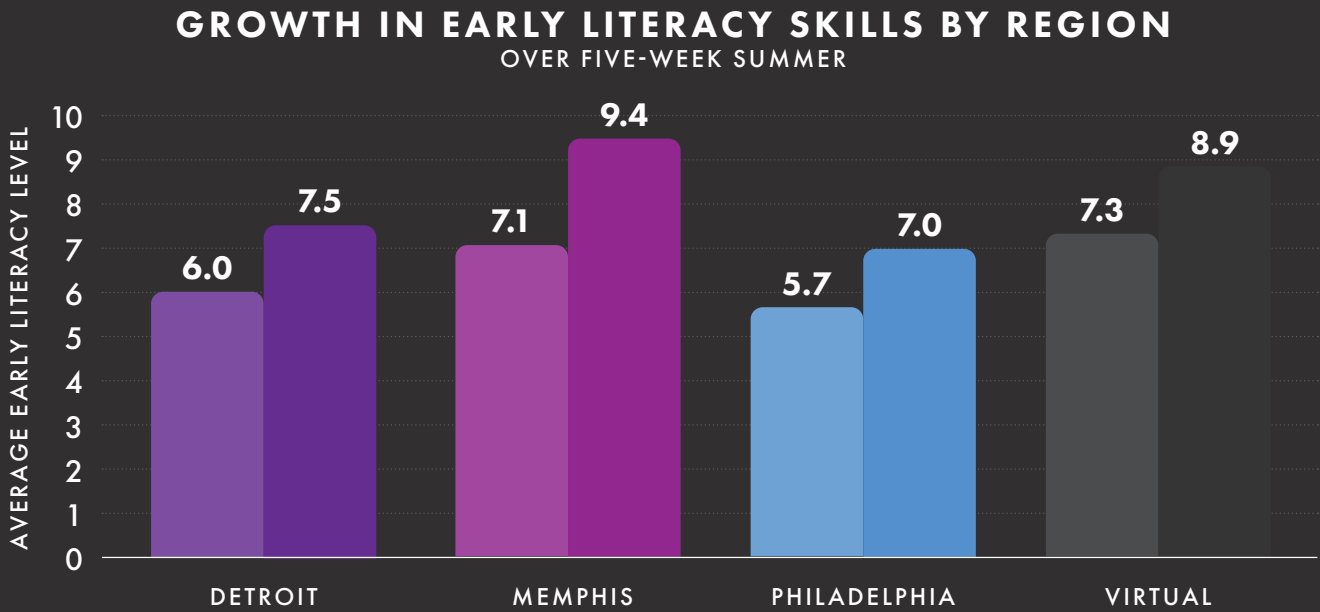
Being a Black woman in a space teaching Black children is necessary.

I know now I have a great community to back me up and support me.

SUMMER PROGRAM OUTCOMES: YOUNG SCHOLARS

Statistically Significant Increases in Reading Ability

By an average of 1.6 levels in just five weeks based on the Friends on the Block Literacy Curriculum, an intensive early-literacy intervention.



AFTERSCHOOL PROGRAM OUTCOMES: YOUNG SCHOLARS

Statistically Significant Increases in Reading Ability and Positive Attitudes

- NUMBER OF WORDS READ

From an average of 49 to 102.
- SELF-PERCEPTION AS A GOOD READER

From an average of 52% to 90%.
- POSITIVE RACIAL IDENTITY

From an average of 78% to 90%.

WHAT FREEDOM SCHOOLS LITERACY ACADEMY FAMILIES SAY

PHILADELPHIA

My son can’t stop talking about it when he gets home.

My children enjoyed getting up every morning to go to Freedom School.

MEMPHIS

My child was taught to have high expectations of herself. Love that.

My son is more confident in his skills.

DETROIT

My son’s whole personality got bigger.

It taught my children to love the skin they’re in.

VIRTUAL PROGRAM

The joy centered around learning to love yourself and your history is remarkable.

We loved Harambee and the social-justice project.



1,078

ATTENDEES

34 states, Senegal  
and the Virgin Islands

755

FIRST-TIME  
ATTENDEES

83%

PLAN TO ATTEND  
#BMEC2024

# BLACK MEN IN EDUCATION CONVENING 2023

LIFTING AS WE CLIMB

At BMEC 2023, we saw record numbers join us in a safe, brave learning space to hear from inspiring speakers, engage in thought-provoking workshops and be a part of a soul-sustaining community.

We can't wait to see everyone again next year.

#BMEC2024 SAVE THE DATE  
**NOVEMBER 21-23, 2024**

LOEWS PHILADELPHIA HOTEL | PHILADELPHIA, PA

## BMEC 2023 PLENARY SPEAKERS



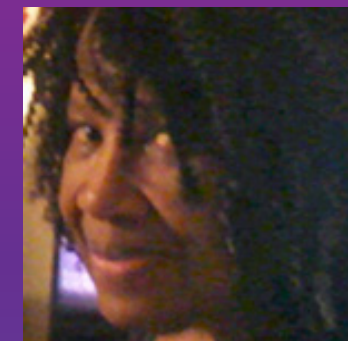
**TAYE DIGGS**

AWARD-WINNING ACTOR,  
AUTHOR & CHILD LITERACY  
AMBASSADOR



**DR. CHRIS EMDIN**

NEW YORK TIMES  
BEST-SELLING AUTHOR,  
Robert A. Naslund Endowed Chair  
in Curriculum Theory & Professor  
of Education, USC



**DR. MICHÈLE FOSTER**

SCHOLAR, RESEARCHER  
& PUBLIC SERVANT



**DR. JARVIS GIVENS**

AWARD WINNING  
AUTHOR & PROFESSOR OF  
EDUCATION AND AFRICAN  
AMERICAN STUDIES  
Harvard University



**SENATOR  
VINCENT HUGHES**

PA STATE SENATE, 7TH DISTRICT  
Senate Appropriations  
Committee Chairman



**MALCOLM JENKINS**

AUTHOR, ENTREPRENEUR  
& RETIRED NFL PLAYER



**DR. MARC LAMONT HILL**

AWARD-WINNING JOURNALIST,  
AUTHOR, PROFESSOR  
& ENTREPRENEUR



**DR. KHALID MUMIN**

PENNSYLVANIA SECRETARY  
OF EDUCATION



**DR. CAMIKA ROYAL**

INCISIVE SCHOLAR-WARRIOR,  
CRITICAL RACE THEORIST  
& URBAN EDUCATION EXPERT



**DR. ROBERT SIMMONS III**

HEAD OF SOCIAL IMPACT  
& STEM PROGRAMS  
Micron Technology



**DR. IVORY TOLDSON**

NATIONAL DIRECTOR OF  
EDUCATION INNOVATION AND  
RESEARCH, NAACP AND PROFESSOR  
OF COUNSELING PSYCHOLOGY  
Howard University



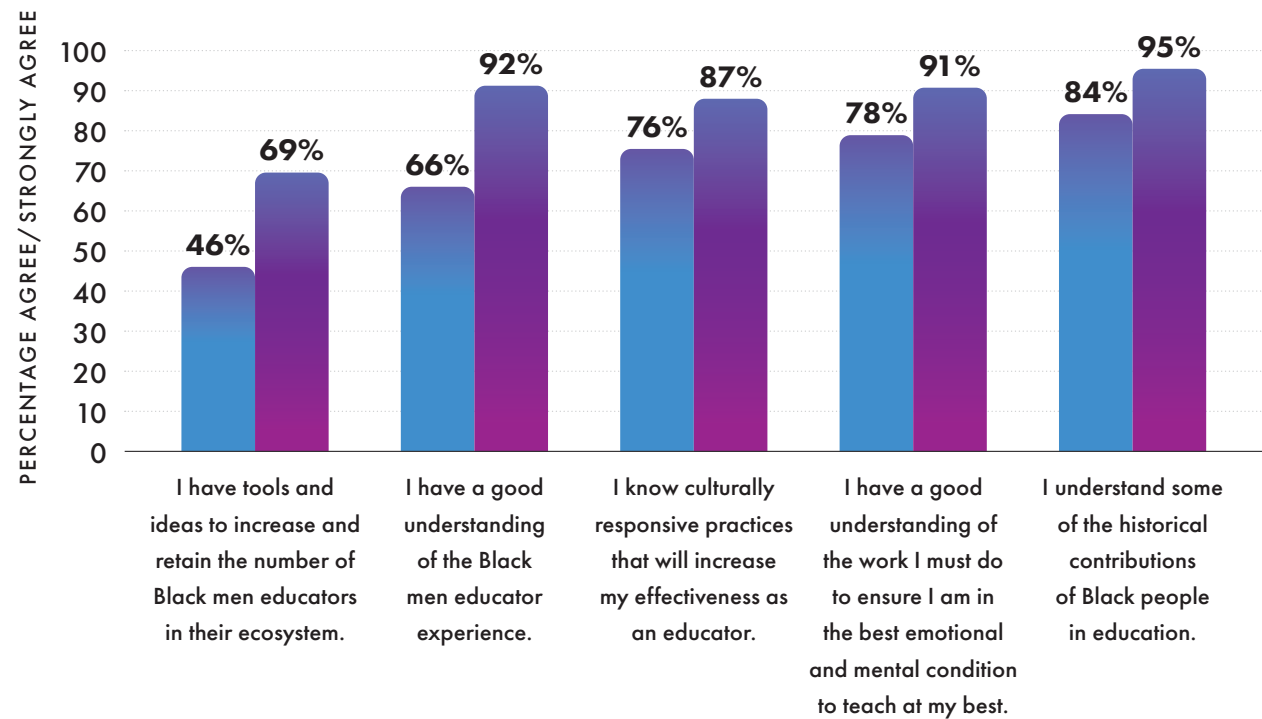
**DR. TONY B.  
WATLINGTON, SR.**

SUPERINTENDENT  
School District of Philadelphia





## STATISTICALLY SIGNIFICANT INCREASES IN ATTENDEE KNOWLEDGE, SKILLS AND MOTIVATION



## MORE STATISTICALLY SIGNIFICANT INCREASES IN ATTENDEE KNOWLEDGE, SKILLS AND MOTIVATION

- I am committed to learning more about Black people's contributions to education and grounding my work in the teachings of Black historians and educators.
- I am motivated to support Black male educators in my local area and gather support systems that are sympathetic to this work.
- It is essential that Black male educators intentionally engage in self-care and work to address their emotional and mental needs.

## WHAT BMEC 2023 ATTENDEES SAY

It was inspiring meeting brothers in education who share the same goals and ambitions.

BMEC really fed my spirit.

I now want to incorporate more affirming examples of history into my lessons.

I plan to be more intentional about taking care of myself, so I can show up better for my students.

The speakers really opened my eyes to what it means to be a Black man in education.

## BMEC 2023 OVERALL EXPERIENCE

### STATISTICALLY SIGNIFICANT IMPROVEMENTS YEAR OVER YEAR

I felt respected, valued, and comfortable during BMEC.

I was actively engaged during BMEC.

The sessions were helpful to my work and/or personal growth.

I felt affirmed in my racial identity.

This was a safe space to reflect and share thoughts.

The presenters helped to create a safe space for me to reflect and share my thoughts.

BMEC illuminated issues that are directly relevant to Black male educators.

I felt a strong sense of belonging to other Black male educators.

The sessions were engaging.


“THERE'S SOMETHING SPECIAL ABOUT HAVING OTHER BLACK MEN, WHO HAVE PAVED THE WAY, REACHING THEIR HANDS BACK DOWN TO LIFT SO WE COLLECTIVELY RISE.”

### TRE' GAMMAGE

#BMEC2023 BREAKOUT SESSION PRESENTER  
PROFESSIONAL LEARNING CONSULTANT,  
SEO EDUCATORS







“I LOVED BEING ABLE TO JUST BE AND EXIST IN  
A SPACE FULL OF PEERS WHO ARE AS PASSIONATE  
AS I AM ABOUT THIS WORK.”

**BLACK MALE EDUCATOR  
AFFINITY GROUP PARTICIPANT**

PROFESSIONAL LEARNING

## BLACK MALE ENGAGEMENT

### FINDING COMMUNITY, BROTHERHOOD AND STRENGTH IN ONE ANOTHER

The attrition rate among Black male educators is unacceptably high. BMEs are often forced to work in isolation in urban public schools where the majority students are Black, expected to fulfill multiple roles outside of teaching as the only Black men in our buildings.

The Center is committed to encouraging fellowship among BMEs to reverse this through mentorship and professional-development experiences uniquely tailored to them, from aspirants to seasoned teachers.

When we come together, we can find solutions to common struggles we needn't find alone. Our aim is to build on a timeless brotherhood of educators who support and engage one another in intellectually-rigorous discussions and the creation of powerful solutions.

Our positive energy, mass intellect and collective promise are joyful, beautiful things to experience.

### WHAT BLACK MALE EDUCATORS SAY

I feel I am not alone in this work.

This experience reconnected me with the reasons I decided to do this work. It has given me the inspiration I've been needing for this third year of teaching.

Thank you for having a space where educators can come share ideas, issues, concerns, and triumphs. There is so much knowledge and wisdom to be shared.

### THERE'S A RACIST, CLASSIST NARRATIVE THAT BLACK MEN IN EDUCATION DEFY.

THIS DAMAGING NARRATIVE PRESUPPOSES A "GET MINE" ETHOS, PARTICULARLY AMONG INDIVIDUALS WHO ARE POOR—WHICH IS STILL, TOO OFTEN, A STAND-IN FOR "BLACK" IN OUR COUNTRY SINCE BLACK AMERICANS ARE DISPROPORTIONATELY POORER THAN ANY OTHER RACIAL GROUP IN THIS COUNTRY.

BUT THIS "GET MINE" MENTALITY CAN'T AND DOESN'T EXIST AMONG BLACK MEN IN EDUCATION. INSTEAD, WHAT DRIVES EACH ONE OF US, AND THE COLLECTIVE, IS A PROUD AND SINCERE CONCERN FOR EACH OTHER'S WELFARE AND SUCCESS. RATHER THAN "GET MINE," WE EMPLOY A UNIFYING COLLECTIVE-RESPONSIBILITY MINDSET. RATHER THAN "GET MINE," WE LIFT AS WE CLIMB.

**SHARIF EL-MEKKI**

FOUNDER/CHIEF EXECUTIVE OFFICER, CENTER FOR BLACK EDUCATOR DEVELOPMENT



PROFESSIONAL DEVELOPMENT

# WORKSHOPS, CONFERENCE SESSIONS AND AFFINITY GROUPS

INSPIRING CULTURALLY-PROFICIENT MINDSETS, ATTITUDES AND PRACTICES

We partner with school districts, universities, and community organizations to support diverse educators through anti-racist professional development opportunities.

CULTURAL PROFICIENCY WORKSHOPS

Conducted both in-person and online, our workshops are a mix of tailored presentations, dynamic discussions and activation exercises on the following topics:

- Reflecting on One’s Cultural Identity
- Redressing Bias
- Microaggressions Impact on Diverse Learners
- Collaborating with Families
- Building Culturally-Proficient Relationships with Students
- Modeling High Expectations
- Drawing on Student’s Cultural Knowledge to Inform Instruction
- Formulating an Anti-Racist, Anti-Bias and Equity Driven Leadership Approach
- Engaging in Difficult Conversations on Diversity, Equity, Inclusion, Justice and Belonging



“WE NEED TO CONTINUE DISMANTLING WHITE SUPREMACY CULTURE IN THE DISTRICT.”

CBED WORKSHOP PARTICIPANT

1,769  
EDUCATORS  
TRAINED  
IN 2023

During the past year, we worked with 1,469 district leaders, school administrators, and classroom teachers who participated in workshops and webinars across the country, including through partnerships with: Academy at Palumbo High School and Philadelphia Academy of School Leaders, both in Philadelphia, BuildUp Birmingham, E3 Foundation, Fresno Unified School District, Indiana University of Pennsylvania, Maryland Alliance of Public Charter Schools, Neubauer Foundation and the New York City Department of Education.

We reached an additional 200 educators who participated in sessions we led at ASU+GSV, the Reynoldsburg Symposium and SXSW EDU.

We also worked with 100 high school students through the creation of the Fresno Student Multicultural Affinity Group.







PROFESSIONAL DEVELOPMENT

# CONSULTATION IMPACT HIGHLIGHTS

**DELAWARE RED CLAY CONSOLIDATED & PENNSYLVANIA COLONIAL SCHOOL DISTRICT**

With support from the Rodel Foundation, we provided technical assistance to teacher-leaders, training them to hold affinity conversations.

**NEW YORK CITY DEPARTMENT OF EDUCATION**

For this school district that serves 1.1 million students, the Center supported the creation and implementation of a tailored recruitment, hiring and onboarding plan.

**FRESNO UNIFIED SCHOOL DISTRICT**

For this school district that serves 74,000 students, the Center expanded its workshops in anti-bias, anti-racist and equity leadership to reach more educators (from 280 to 400).

We helped the district examine root causes and explore interventions for addressing the disproportionately higher disciplinary infractions and suspension rates among Black students compared to their white peers.

We continued designing and facilitating professional-development series for district high schools, including one focused on supporting a school’s climate and culture committee. We also organized and facilitated a districtwide, two-day high school affinity space summit for high school students.

**SAN ANTONIO CITY EDUCATION PARTNERS**

For 50 educators of San Antonio City, the Center consulted on strengthening their capacity to recruit, hire, onboard and retain teachers of color.

We focused on helping them implement learnings from the Center’s own *Anti-Racist Guide to Teacher Retention, Inclusive Teacher Recruitment and Hiring Toolkit*. We also created and moderated tailored sessions and work plans on inclusive best practices.

**SCHOOL DISTRICT OF PHILADELPHIA**

For 80 school leaders and district office personnel, the Center assisted in the designs and facilitated culturally-responsive teaching practices and collaborated with families through a cultural proficiency lens.

**SIGNIFICANT INCREASES AFTER AFFINITY CONVERSATIONS**

(Based on results in Delaware Red Clay Consolidated & Pennsylvania Colonial School District)

TEACHERS OF COLOR		
Feeling comfortable being a part of my school community.	Feeling empowered to encourage white teachers to adopt culturally-responsive language and practices.	Feeling safe to share my experiences with co-workers.

**WHAT WORKSHOP PARTICIPANTS SAY**

My feelings and thoughts were validated by a like-minded community.

I felt heard and seen.

Appreciated organization, commitment, respect, autonomy given by district leadership in the way groups flowed

I feel I can speak up when things aren’t okay now.

The connection and support was the most beneficial for me.

Loved every meeting.

More people need to stand up when they see things are wrong.

We discussed privilege with people who were not always aware of their privilege.

We were able to have hard conversations in a safe space.

We need to continue dismantling white supremacy culture in the district.





“THE WORKSHOP MADE  
US CHALLENGE OUR  
PERCEPTIONS ON  
TRADITIONAL FAMILY  
INVOLVEMENT.”

E-LEARNING PARTICIPANT



## PROFESSIONAL DEVELOPMENT E-LEARNING COURSES

### SHARING EXPERTISE IN ANTI-RACIST PEDAGOGY AND PRACTICES

The Center’s e-learning courses are accessible and offered as a set of select courses or a subscription to an on-demand, self-paced, full e-learning suite.

Each lesson is broken down into two units lasting 45 to 90 minutes and include interactive videos, educator perspectives, case studies, practical tips and learning assessments.

CULTURAL IDENTITY

IMPLICIT BIAS

MICROAGGRESSION  
NUANCE

CULTURALLY-PROFICIENT  
RELATIONSHIPS WITH STUDENTS

CULTURALLY-PROFICIENT  
COLLABORATIONS WITH FAMILIES

## PROGRESS HIGHLIGHTS

The Center launched a new e-learning platform on October 3, 2023, offering five full-length (up to 120 mins) courses along with micro-learning.

There are currently 973 student users from Grand Valley State University as part of the K-12 Connect tutoring service in Southeast Michigan. Expansion to 20+ universities underway for the school year.

Belmont Abbey College

Oakland University

Coastal Alabama Community College

Oregon State University

College of Southern Maryland

Ponce Health Sciences University St. Louis, MO campus

Cornerstone University

Queens College

Fayetteville State University

Saginaw Valley State University

Georgia State University

Savannah College of Art and Design

Grand Rapids Community College

Southern New Hampshire University

Grand Valley State University

Kalamazoo Valley Community College

Southern Utah University

Kent State University

University of Illinois

Liberty University

University of Michigan

Los Angeles City College

University of South Florida

Loyola University Chicago

Valley City State University

Michigan State University

Vanderbilt University

Monroe College

Western Governors University

North Carolina Agricultural and Technical State University



# PUBLIC POLICY & ADVOCACY

ADVOCATING FOR LOCAL, STATE AND FEDERAL INTERVENTIONS SUPPORTING TEACHER DIVERSITY

## NATIONAL

- **1 MILLION TEACHERS OF COLOR NATIONAL CAMPAIGN**

The Center sits on the steering committee for this 1 million teacher of color national campaign that has a goal of adding one million teachers of color and thirty-thousand leaders of color to the education workforce over the next decade.

- **PAY TEACHERS ACT & THE AMERICAN TEACHERS ACT**

The Center has endorsed both of these pieces of legislation that aim to diversify the teacher workforce, expand the teacher pipeline, and sustain higher teacher salaries.

- **DEBT-FREE COLLEGE ACT OF 2023**

The Center has endorsed this federal-state partnership bill introduced by Senator Schatz in the 115th Congress to help reduce the financial burden for college graduates.

- **PA SENATE BILL 300**

The Center submitted a letter of support for PA SB 300, an act amending the act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, in preliminary provisions, providing for public job posting database, for instructional vacancy data and for data transparency; and establishing the Educator Pipeline Support Grant Program.

- **PA EDUCATION DIVERSITY CONSORTIUM (PEDC)**

The Center is playing a leadership role in co-developing cultural competence toolkits for educators as a part of advancing systemic policy changes that support Black educator recruitment and retention, including the Center-authored toolkit **RESPECTING EDUCATOR ACTIVISTS OF COLOR: The Anti-Racist Guide to Teacher Retention**.

- **PA DEPARTMENT OF EDUCATION'S EDUCATOR WORKFORCE COMMITTEE**

The Center supports the development of plans to: build a statewide workforce representative of students served; operate a streamlined certification process; and ensure high-quality preparation, professional growth and leadership development opportunities.

## STATE

- **SHAPIRO-DAVIS TRANSITION ADVISORY COMMITTEE ON EDUCATION AND WORKFORCE DEVELOPMENT**

The Center's CEO, Sharif El-Mekki, served on this gubernatorial committee.

- **PA STATE BOARD OF EDUCATION CODE CHAPTER 49**

The Center partnered with Pennsylvania Educator Diversity Consortium to develop Culturally Responsive-Sustaining Education (CR-SE) competencies, which will be required for all education prep programs starting in 2024.

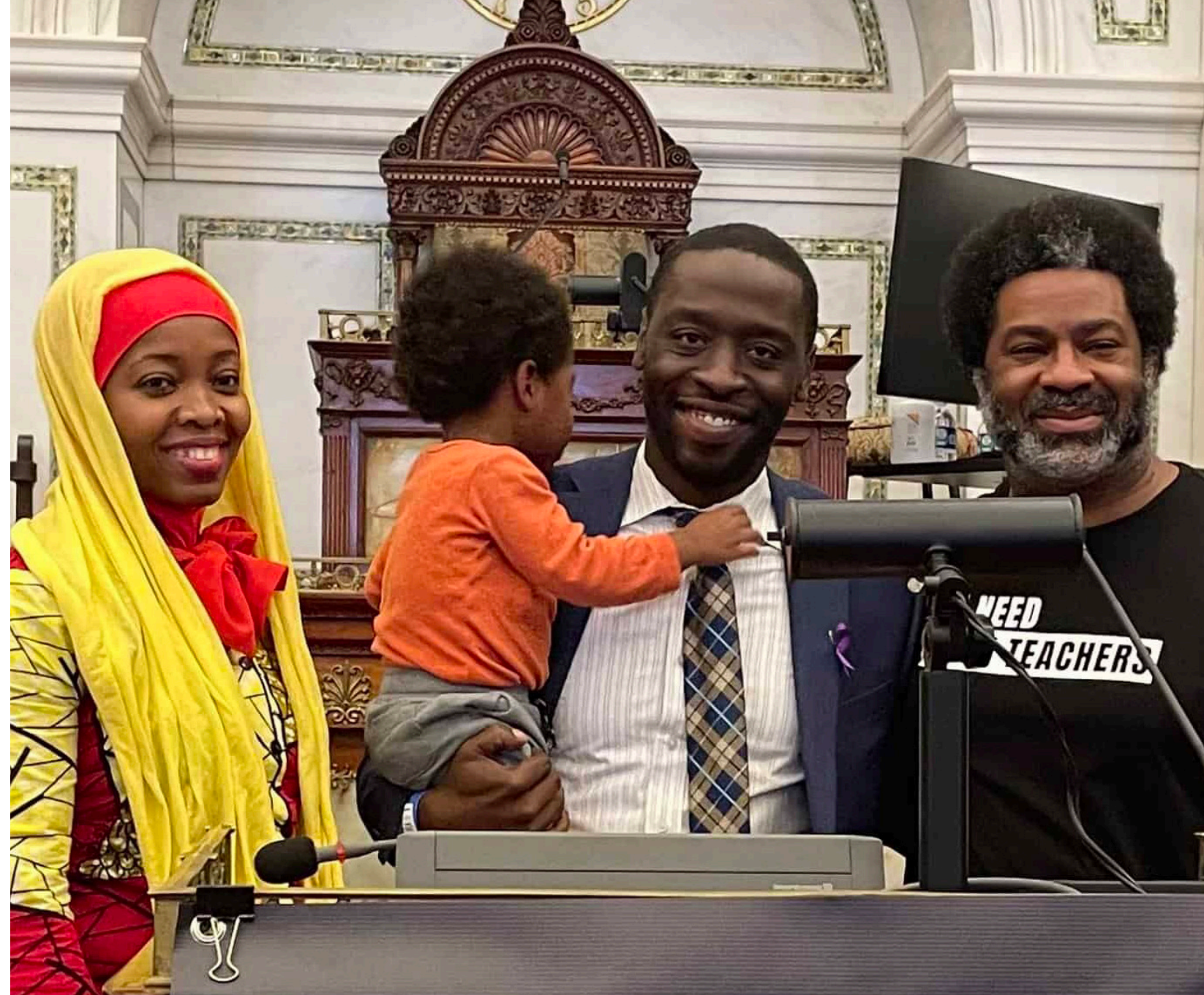
- **PA SENATE BILL 99**

The Center served on an education talent recruitment committee to craft a bill sponsored by Senator Vincent Hughes to revise the PA School Code, including measures to: develop career and technical education (CTE) programs; direct appointment of State Department's Chief Talent Officer; instruct the Senate Democratic Appropriations Committee on collecting and publishing education workforce demographics; and establish a grant program for Institutes of Higher Education to support dual enrollment programs.

## LOCAL

- **ACCELERATE PHILLY: THE SCHOOL DISTRICT OF PHILADELPHIA'S STRATEGIC PLAN**

The Center was named as a partner of Accelerate Philly, the School District of Philadelphia's strategic plan. This strategic plan prioritizes student and staff safety, establishes deep partnerships with the community, and focuses the district's resources on proven, research-based strategies to improve student achievement.



“WORKING TO RECRUIT, DEVELOP AND RETAIN BLACK MALE EDUCATORS...WE ARE BRINGING CURRENT AND HOPEFUL EDUCATORS TOGETHER AROUND THIS SHARED VISION. WE CAN SHARE BEST PRACTICES AND DELIVER FOR OUR STUDENTS IN A MEANINGFUL WAY.”

**ISAIAH THOMAS**

Council Member at Large, City of Philadelphia



# OUR TEAM

FOR US, THERE IS NO RACIAL JUSTICE WITHOUT EDUCATIONAL JUSTICE.

Our team of educator-activists is the best of the best: smart, talented and unceasingly dedicated to improving educational equity and outcomes for all students.





2023 FUNDERS

WE APPRECIATE YOU

- 1954 Project
- AFT-CIO
- Arthur Rock Fund
- ASA
- Ballmer
- Barra Foundation
- Bernstein Family Foundation
- Bezos Family Foundation
- Black Leadership Council at the Financial Firm,  
Equitable Advisors/Karr Barth Associates
- Boston Consulting Group
- Catesby Foundation
- Chan Zuckerberg (SVCF)
- Charles and Helen Schwab Foundation
- Charter School Growth Fund
- City Fund
- City of Philadelphia Health Department
- City Teaching Alliance
- College Football Playoff Foundation
- Comcast
- Dallas Foundation
- Dell Foundation
- EdChoice
- Education First
- Elevate 215
- Fund SDP
- Gates Foundation
- Green Family Foundation
- Jacksonville Public Edu Fund (JPEF)
- Jordan Brand
- Labor District Council of PA
- Laura and Robert Shear
- Mastery Charter Schools
- Maya Angelou Foundation
- Micron Foundation
- Morehouse College
- Moriah Fund
- NAML, Inc
- National Alliance of Public Charter Schools
- NBA Foundation
- NBC Universal
- New Schools Venture Fund
- New Story Schools
- Nike
- Passage Preparation
- Pennsylvania Department of Education
- Philadelphia Foundation
- Philadelphia Foundation (S. Albert Fund)
- Salesforce
- Sam Reed II
- Schultz Family Foundation
- Schusterman Family Philanthropies
- Skillman Foundation
- Skyline Foundation
- Spring Point Partners
- SRIII Consulting
- Stoneleigh
- SVP Philadelphia
- TD Bank
- TNTP
- United Way of Greater Philadelphia  
and Southern New Jersey
- University of Pennsylvania School of Education
- William Penn Foundation

#BMEC2024

SAVE THE DATE

NOVEMBER 21-23, 2024

LOEWS PHILADELPHIA HOTEL

PHILADELPHIA, PA



AS EDUCATORS,  
ONE THING WE  
MUST CULTIVATE  
**IS COURAGE.**

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**DR. MICHÉLE FOSTER**

Scholar, Researcher & Public Servant  
#BMEC2023 Plenary Speaker



**CENTER FOR  
BLACK EDUCATOR  
DEVELOPMENT**

[thecenterblacked.org](https://thecenterblacked.org)