

**BLACK MALES IN SECONDARY  
AND POSTSECONDARY  
EDUCATION**

# ADVANCES IN RACE AND ETHNICITY IN EDUCATION

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ADVANCES IN RACE AND ETHNICITY IN EDUCATION  
VOLUME 9

**BLACK MALES IN  
SECONDARY AND  
POSTSECONDARY  
EDUCATION: TEACHING,  
MENTORING, ADVISING  
AND COUNSELING**

EDITED BY

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INVESTOR IN PEOPLE

*First, I dedicate this book to my sons, Erik Michael and Harper. I continue to advocate and educate individuals and systems on their behalf to ensure they have an easier path than me. Second, I dedicate this book to every Black man and boy who has questioned whether they are good enough for life and whatever endeavor they choose to pursue. I say to them, you are fearfully and wonderfully made and that you are the envy of the world!*

—Erik M. Hines

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**Paul Singleton, II**, PhD, serves as a school counselor and DEI coordinator at The Potomac School in McLean, Virginia. His research interests surround African American male academic achievement, social and emotional well-being, and college and career readiness for African American males. Paul has had various educational experiences in low-income, culturally diverse communities (Hartford, Connecticut; Philadelphia, Pennsylvania; Washington, D.C.; Orangeburg, South Carolina; Abington, Pennsylvania) and schools identified as being at high levels of risk or underserved.

**Tyron Slack**, MSW, LCSW, is a fourth-year doctoral candidate in the Combined Counseling Psychology and School Psychology program at FSU. His clinical and research interests focus on the impact of racial microaggressions on Black and other underrepresented students, their academic success, resilience, and mental health.

**Christopher L. Small**, PhD, is a Teaching Faculty Professor in the Educational Leadership and Policy Studies Department at Florida State University. Dr Small serves as the Director of the Educational Leadership and Administration Master's/Specialist Program and teaches courses toward Florida Educational Leadership certification. Dr Small has over 11 years of Title I school principalship

experience and conducts research on leadership preparation. Dr Small's research foci includes exploring the intersections of gender and race in leadership preparation programs, leadership learning for justice, equity, diversity and inclusion on K-12 campuses, and implications of leading for literacy instruction for Black male students.

**Marcus L. Smith**, MS, is a graduate student at the University of Cincinnati. His research and teachings focus on the intersection of Black masculinities, sports, and social and academic achievement. More specifically, his current research analyzes how the racial mindsets of college basketball coaches impact the mentoring they provide to Black student-athletes and the holistic development of Black student-athletes. Prior to this role, Smith worked as a high school and college basketball coach where he supported the social, academic, and athletic development of Black male student-athletes.

**Jasmin Spain**, MEd, has two decades of higher education experience, currently serving as the Assistant Vice President of Student Support at Pitt Community College (North Carolina). Jasmin serves as an Equity Coach for the Lumina Foundation associated R.E.A.C.H. Collaborative (Racial Equity for Adult Credentials in Higher Education). Jasmin is the Founder and Chief Visionary Officer of the consulting agency, The M.A.I.N. Initiative LLC, as well as the Founder and President of the registered nonprofit, U Good Bro, Incorporated. Jasmin is an active member of Alpha Phi Alpha Fraternity, Inc. and is also a Campaign for Black Male Achievement American Express Leadership Fellow.

**Sam Steen**, PhD, is a Professor, Licensed Professional School Counselor, and Director of the Diversity Research Action Consortium, who specializes in school counseling, group work and cultivating Black students' academic identity development. He was a school counselor for 10 years. Two objectives guide his scholarship: (1) to further develop creative and culturally sustaining school-based counseling interventions that improve student achievement including The Achieving Success Everyday Group Model (ASE Group Model) designed to promote social emotional and academic development for students of color and (2) to explore issues related to the training and preparation of preservice counselors and school counselors.

**Nicholas T. Vick**, EdD, is the current Associate Dean of Communications and Humanities and Director of the Honors Program at Tallahassee Community College. He is a seasoned administrator and instructor dedicated to student success. Nick has received numerous awards for his work in academic support including the North Carolina Tutoring and Learning Association Center of the Year, the Frank L. Christ Outstanding Center recognition from the National College Learning Center Association, and, most recently, the Association of Florida Colleges' Technology Commission Award.

**Bobbi-Jo Wathen**, PhD, serves as Director of School Counseling for Middleton Public Schools. She has also been a practicing school counselor for 11 years and is

currently serving Middletown High School in Connecticut as Director of School Counseling. Bobbi-Jo is researching counselors' readiness to offer comprehensive career counseling to Black Boys and postsecondary transitions for Black Boys. She is also an education consultant for the National Center for Women in Information Technology, where she works with Counselors for Computing (C4C) to expand computer science access to women and people of color.

**Ryan Wright, MEd**, is a current doctoral student in Western Michigan's Counseling Psychology program. Prior to pursuing his doctoral degree Ryan obtained his Master's degree in rehabilitation counseling from the University of the District of Columbia. As a native of Washington, DC Ryan has served as a community mental health therapist and student support staff in Washington, DC schools prior to pursuing training as a therapist.



## FOREWORD

There are times in history when certain books must be written! *Black Males in Secondary and Postsecondary Education: Teaching, Mentoring, Advising and Counseling* is one of these books! The famous words of W. E. B. DuBois (1903) are still relevant today where he noted, “how does it feel to be a problem?” Given the current state of our nation’s political and educational climate, Black male students in our nation’s educational system have been relegated to a substandard system where they have garnered media attention and a national spotlight not for the positive attributes they bring to the educational setting but for negative stories and headlines that are oftentimes manufactured to get likes and clicks.

I want to be crystal clear. Many Black male students are facing an academic death in our nation’s secondary and postsecondary educational environments. Unfortunately, educators continue to make excuses why it is not their fault that Black male students are not achieving academically. However, they never discuss what is in their power to change when Black males students enter secondary and postsecondary schools in this great nation. As a result, this book is a welcome addition to the education knowledge base as it provides a new and fresh perspective on how to effectively serve Black male students via teaching, mentoring, advising, and counseling.

It is my hope that this book reaches the educators, counselors, and other stakeholders that it needs to reach to make a positive difference for Black male students to achieve academically in the most affluent country in the world. We can no longer, in this age of educational accountability, continue to stand by and watch the achievement levels of this student population be at or near the bottom of every major academic barometer and be comfortable with our work as education professionals. Once the education profession chooses to fully embrace the educational potential of Black male students, we will see transformation happen for Black male students that want to achieve at a high level but are in educational environments that do not develop their full potential.

This book, *Black Males in Secondary and Postsecondary Education: Teaching, Mentoring, Advising and Counseling* is also for Black parents who send their Black males to school expecting something great to happen only to be met with disappointment at the door of the school building or the postsecondary institution. The greatness they expect for their Black males is why many work one, two, or even three jobs to make sure these young Black males have food on the table and a roof over their head just so they can make it to school! Unfortunately, when their Black males matriculate through our nation’s schools, they are met with “educational rhetoric.” This educational rhetoric tells the parents all that is perceived to be wrong with their Black male child(ren) rather than how the

schooling experience will put them in the best position to have a positive impact on their lives.

Finally, this book embraces the voices, hopes, and dreams of scholars who embody the faith that Black students to have a right to a quality education in this country. We thank you for valuable contributions so that one day the education profession can reach its full potential by serving the educational needs of Black male students. I have come to learn that we have to continue to push until this change happens. This is why I commend Dr Hines and Dr Fletcher for this valuable contribution to the education profession. An intentional focus on Black Males in Secondary and Postsecondary Education is exactly what we need at this moment. It is my hope that this book will spark a new movement of Black male academic success!

Chance W. Lewis, PhD  
Carol Grotnes Belk Distinguished Professor of Urban Education  
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University of North Carolina at Charlotte

## REFERENCE

DuBois, W. E. B. (1903). *The souls of Black folk*. Random House.