INDEX

Academic identity, 166-167 Achievement gap, 12 Acknowledging, knowing, understanding, valuing, and applying (AKUVA), 103 ACT prep program, 29-30 Advanced Placement (AP), 91, 172 Affect, 104 Affirmative Action, 94 African American males. See also Black males, 2, 54, 117, 183 academic achievement, 92-93 critical factors for, 54-55 participants, 65 students, 68-69 African Americans, 67, 120-121 American Educational Research Association, 90-91 American K-12 education system, 164 American Psychological Association, 90-91 Assessment Toward Motivation Mastering STEM (ATOMMS), 15-18 "Asset" based model, 166-167 Authenticity, 105 Barbershop computing, 141 Between-school sorting, 175 Bias and men, 93 Black academics, 160 Black boys, 38, 100-101 findings, 43-47 literature review, 39-43 Black culture, 185 Black girls, 38 Black Lives Matter protests, 79 Black males, 25, 66, 100-101, 131, 164 data analyses, 28

data collection, 27-28 faculty, 146-147 findings, 29-32 funding, 34 in high school, 184 identity, 166-167 literature review, 24-26 participant selection, 28 purpose and research question, 24 race, 175 recommendations for practice, 33 - 34research design, 26-27 researchers' positionalities, 27 science and hip-hop for, 102-103 selection criteria, 27 Stanton Academy, 27 in STEM classes and careers, 131-132 students, 24 teachers, 119-123 Black philanthropy, 74 advancement, 81-82 advancement and black philanthropic behaviors, 76-77 barriers black men face in attaining STEM degrees, 77-79 utilizing philanthropy to promote STEM education, 79-81 W. E. B. Du Bois's Talented Tenth framework, 74-76 Black poverty, inheritance of, 89 Black professionals, 130 Black Student Union (BSU), 3 Black students, 131 Black tax, 155-156 Black youth, 101–102 Brain-based learning (BBL), 120

Bringing Attention to Transforming Teaching Learning and Engagement in Science (B. A. T. T. L. E. S.), 109 Career academy participation, 25-26 Career and technical education (CTE), 184 Career readiness, 30 Central City, 41-43 Central City School District (CCSD), 41-42 Central Elementary, 42 Children's behavior, differences in, 176 Coding, 59 Cogenerative dialogues, 106 College readiness, 30, 93, 173 Communalism, 104 Communities of practice (CoP), 56-57 Competition, 107-108 Comprehensive mattering, 49 **COMPUGIRLS** curriculum, 137 Computer science (CS), 65, 131 Computing, 137 Computing Research Association (CRA), 57-58 Computing sciences, 66-67 Constant comparison analysis, 28 Content, 107 Context, 107 Correlations, 3-4 between grit and academic achievement scores, 4-5 Corroboration, 60 Cosmopolitanism, 106-107 Coteaching, 106 Counter-storytelling, 43, 124 Course-taking patterns, 172 Coursework, 30-31 Credibility, 60 Critical discourse analysis (CDA), 152 Critical race theory (CRT), 116, 123, Cultural compatibility hypothesis, 104-105

Cultural congruence, 105 Cultural engagement, 39 Cultural taxation (CT), 147 Cultural training pedagogy, 122–123 Culturally responsive computing (CRC), 137, 185–186 Culturally sensitive pedagogy, 104–105 Culturally sustaining pedagogy, 104–105 Culture, 123–124 classes, 40–41 Curation, 108

Davis' Office of Development and Alumni Relations (DEVAR), 79 "Deficit" model, 166-167 Dehumanization process, 100–101 DIGITAL innovator, 132 Digital Youth Divas program, 137 Discourse analysis, 152 Discovery Research Education for African American Men in STEM (DREAMS), 118 K-12 instruction. 118 Distortions, 60 Diversity, equity, and inclusion (DEI), 79, 119 Diversity initiatives, 146 Diversity talk, 146–147 Diversity walk, 146–147 "Do Now" Activity, 116-117, 124 Donor engagement, 82 Dual enrollment programs, 172 E-textiles, 137 Education, 137 debt, 120 Educational system, 100-101 Educational Testing Services (ETS), 13 Edutopia, 139-140 Elementary students, 38-39 Employee engagement, 146

Engineers, 31-32

Entire employee experience (EEX), 159 Equity, 116, 135 ethic framework, 138-139 Eurocentric paradigm, 100-101 Exceptional Children's Program (EC Program), 168 Expressive individualism, 104 Expulsions, 174 Familial nurturing, 63-64 Flickr, 130 Full Option Science System (FOSS), 42 Gary Earl Grice, 125 Gender, 131 Google, 130 Grade point average (GPA), 80 Green, Kevin, 132-133 Grit. 2 academic achievement scores, 5-7 data analyses, 3-4 limitations, 7-8 methods, 3 results, 4-6 scores, 3-4 Grittier individuals, 2 Harmony, 104 Health sciences, 14-15 High schools, 24, 131 Higher-level courses, limited access to, 172 - 173Hip-Hop Cultural Competence, 105 Scientists, 125 Hip-hop development (HHD), 100, 103, 105 Historically Black colleges and universities (HBCUs), 17-18, 33, 40-41, 94-95, 185 Homework gap, 136 Human resources (HR), 146 Human resources management (HRM), 146 Hype-Fun-Learn, 105

Identity, 38-40 development, 56, 167 Implicit bias of teachers, 173-174 Indirect data-gathering methods, 26 - 27Institute of Education Sciences (IES), 17 Intergenerationality, 105 International Baccalaureate (IB), 172 Intersectional theory (IT), 116 Interventions, 13–14 educational, 13-14 intervention, 16 **STEM**, 12 Interview protocol, 58–59 "Invisible" labor, 147 Item response differences by gender and race, 148-152 K-12 education system, 54 Lachney, Mike, 133–134

Lachney, Mike, 133–134 Landmark theoretical model, 104–105 Language impairments (LIs), 168 Layering programs, 29–30, 184 Learning, 123–124 Light Amplification by Stimulated Emissions of Radiation (LASER), 132

Male seasoning, 100–101 Marginal mattering, 49 Massachusetts Institute of Technology (MIT), 125 Mathematics, 120, 135 Media accountability, 121 Medical science, 14 Mentors, 67–68 Minority serving institutions (MSIs), 95 Movement, 104 Multifaceted mentorship, 64–65 in computing, 67 National Academy Foundation (NAF), 26-27 National Assessment of Educational Progress (NAEP), 136 National Center for the Advancement of Translational Sciences (NCATS), 14 National Council on Measurement in Education. 90–91 National Institute of Health (NIH), 14 translational research framework. 14.17 National Science Foundation (NSF), 13, 183-184 National Science Teachers Association (NSTA), 170 Next Generation Science Standards, 42 No Child Left Behind ACT of 2002, 92 Nonexistent Adultism, 105 Oklahoma State University (OSU), 82 Orality, 104 Ordinary least squares regression, 3-4 Parental nurturing, 63-64, 66 Partial mattering, 49 Perceptions of people or objects, 121 - 122Personal bias statements, 132 Philanthropic investment, 74, 76, 84 PK-20 contexts, 118 Positionality, 60 Positive identification, 120 Positive peer interactions and modeling, 61-63 Pre-K developmental screenings devoid of culture, 168-169 Predominantly white institutions (PWI) Predominantly white institutions (PWIs), 3, 15, 33, 55, 146, 183 Preschool programs, 168, 174-175

Princeton Review, 90 Principles of Psychology, The (James), 16 Private tutoring, 136 Program for International Student Assessment (PISA), 134 Public school, 100–101 Qualitative study, 185–186 Race, 131 Racial battle fatigue, 147 Racial gap in school suspension, 175 - 176Ransaw, Theodore, 132 "Ratchetdemic" educator, 110-111 Reality pedagogy (RP), 100, 103 theory and practice 4 STEM connectedness and discovery among black males, 105-110 Reliability, 60 Research model, 183-184 Retrieval, 16-18 Role models, 117, 121 Samuel Merritt University (SMU), 81 Nursing Workforce Diversity grant, 81 Sanctuary city, 41 Sandia National Laboratories, 132 Scholastic Aptitude Test (SAT), 91 School composition, changes in, 175 - 176School personnel, 34 Science, mathematics, engineering, and technology (SMET), 134 Science, technology, engineering, and mathematics (STEM), 2, 54, 100, 119, 123–124, 130, 146, 164, 183 barriers black men face in attaining STEM degrees, 77-79 barriers to black males' success in, 167-174

career pathways, 24-25 case for more intervention studies in STEM education research, 12-19 college to STEM pipelines, 118 - 126contributions, 186 conversation, 164 curriculum, 101-102 disciplines, 2 drivers of school discipline and suspensions, 174-176 early childhood experiences in, 170 - 171early childhood focus on, 170-172 education, 24, 164 fields, 74 historical contributions of black males engaged in, 165-166 identity, 55, 65 lack of early exposure to STEM curriculum. 169-170 learning, 40 professions, 39, 88 strategies to engage minority males in, 176-177 utilizing philanthropy to promote STEM education, 79-81 Science education, 100-101 for black boys, 39-41 Science Genius, 108–110, 185 Self-concept, 56, 65-66 Self-efficacy, 65-66 Self-regulated learning, 18 Self-regulation, 18 Service, 155-156 Short Grit Scale, 3 Smartphones, 139-140 Social action, 125-126 Social Economic Status (SES), 134 Social emotional learning, 18 Social equity, 146-147 Social justice, 125-126 Social science scholars, 56 Social time perspective, 104 Socialization process, 62-63, 67

Sociocultural cognitive theory, 103 Specific trait anxiety, 88 Spirituality, 104 St. Charles Aeronautics Team (SCAT), 132 Standardized tests, 91 Stanton Academy, 27, 29-31, 33 Stanton Engineering Academy, 27 STEMfluences, 55 CoP, 56-57 data analysis, 59 data collection, 58-59 limitations and future research, 69 - 70participant selection, 57-58 positionality, 60 results, 61-65 study design, 57 validity, 59-60 **VSI**, 56 Stereotype threat (ST), 18 Storytelling, 184 Students from underrepresented communities (SURC), 12 Suspensions, 174-176

t-tests, 3–4 Talent centered education leadership (TCEL), 157, 160, 186 item response differences by gender and race, 148-152 method, 147-148 qualitative results, 152-160 results, 148-160 "Talented Tenth" of race, 74 Teacher education, 39 Test anxiety, 88, 90, 185 Test bias, 90-91, 185 Testing, significance of, 91–93 Testing effect. See Retrieval Themes, 59 Traditionally White institutions (TWIs), 94-95 Transformative teaching and engagement, 103 Translational research, 14

framework of National Institute of Health, 14, 19 TRS-80, 132

United Negro College Fund (UNCF), 118 US National Academy's National Research Council, 13

Validity, 59–60 Verve, 104 Viable social identity (VSI), 56

W.E.B. Du Bois's Talented Tenth framework, 74, 76, 185 Weekly Adrenaline Rush of Mastery experience (WARM experience), 19 Wells Fargo, 130 White males, 54

Zero-tolerance policies, 175