

**AFRICAN AMERICAN YOUNG
GIRLS AND WOMEN IN PREK12
SCHOOLS AND BEYOND**

ADVANCES IN RACE AND ETHNICITY IN EDUCATION

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ADVANCES IN RACE AND ETHNICITY IN EDUCATION
VOLUME 8

**AFRICAN AMERICAN
YOUNG GIRLS AND
WOMEN IN PREK12
SCHOOLS AND BEYOND:
INFORMING RESEARCH,
POLICY, AND PRACTICE**

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INVESTOR IN PEOPLE

I have been so fortunate to be loved and supported by so many strong Black women who have come before me. I want to dedicate this edited volume to my beloved mother, Sonya Mayes; sister, Shayla Mayes; maternal granny, Bertha Dunson; paternal grandma, Norlene Mayes; and my maternal aunt, Linda Epps. I am because we are, and I am so grateful for the ways that each of you have poured into my life.

Renae D. Mayes

My work stands on the shoulders of the many Black girls and women who walk beside me and those Black women who have paved the way for me. I would like to dedicate this edited book to my mother, Crystal Giles, who has shaped my path and sparked my love for reading and education from as early as I can remember. I also want to dedicate this book to my late daughter, Madison Evelyn Shavers. Although you were here for only a short time, you inspire me every day.

Marjorie C. Shavers

I dedicate this book to those Black women and young girls who have played a tremendous role in my life development, such as my mother, Edna M. Moore; maternal grandmother, Mable Miller; maternal aunt, Frances Anderson; wife, Stephanie M. Moore; sister, Dr S. Rochelle Sullivan; three daughters, Sienna A. Moore, Savanna M. Moore, and Sannai E. Moore; and mentors, Dr Bevelee A. Watford, Dr Valerie Lee, and Dr Donna Y. Ford.

James L. Moore III

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Recently, she secured a \$200,000 grant from the Eli Lilly Foundation to support the training of culturally responsive practices and partnerships among preservice and inservice school counselors and administrators. Her work has been recognized by Ball State University (i.e., Teachers College Outstanding Research), MENSA Foundation (i.e., Excellence in Research), American Educational Research Association Division E (i.e., Dissertation of the Year), and Muncie Chapter of the NAACP (i.e., Presidents Award). Because of her expertise, she is a highly sought after education consultant and professional development trainer.

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Dr Shavers' research agenda, using Critical Race Theory, Critical Race Feminism, and Black Feminist Thought, combines her personal and professional experiences by studying how educational experiences can affect mental health and overall well-being of Black girls and young women. She has been the PI and Co-PI on more than \$2 million in external funding.

James L. Moore III, PhD, is the Vice Provost for diversity and inclusion and Chief Diversity Officer at the Ohio State University. He is also the Executive Director of the Todd Anthony Bell National Resource Center on the African

American Male and the EHE Distinguished Professor of Urban Education in the College of Education and Human Ecology. Dr Moore is one of the country's leading education scholars on topics related to school counseling, gifted education, urban education, higher education, multicultural education/counseling, and STEM education. Based on his stellar career, he has published over 160 publications, including one authored and five edited books and has secured nearly \$30 million in grants, contracts, and gifts. Further, he has received numerous prestigious awards, honors, and distinctions from prestigious organizations, such as the American Educational Research Association, National Association for Gifted Children, American Counseling Association, National Association for Multicultural Education, American Council on Education, American College Personnel Association, Association of Public and Land-Grant Universities, Institute for School-Based Family Counseling, Ohio School Counselor Association, North Central Association for Counselor Education and Supervision, MENSA International, Education Trust, College Board, and Phi Delta Kappa.

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

He has over 100 publications including 70+ refereed journal articles in the leading academic journals in the field of urban education. He has received over \$7 million in external research funds. To date, Dr Lewis has authored/coauthored/coedited 28 books: *White Teachers/Diverse Classrooms: A Guide for Building Inclusive Schools, Eliminating Racism and Promoting High Expectations* (Stylus, 2006); *The Dilemmas of Being an African American Male in the New Millennium* (Infinity, 2008); *An Educator's Guide to Working with African American Students: Strategies for Promoting Academic Success* (Infinity, 2009); *Transforming Teacher Education: What Went Wrong with Teacher Training and How We Can Fix It* (Stylus, 2010); *White Teachers/Diverse classrooms: Creating Inclusive schools, Building on Students' Diversity and Providing True Educational Equity* [2nd Ed.] (Stylus, 2011); *Yes We Can!: Improving Urban Schools through Innovative Educational Reform* (Information Age, 2011); *African Americans in Urban Schools: Critical Issues and Solutions for Achievement* (Peter Lang, 2012); *Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts* (Information Age, 2012); *Improving Urban Schools: Equity and Access in K-16 STEM Education* (Information Age, 2013); *Black Male Teachers: Diversifying the United States' Teacher Workforce* (Emerald Publishing, 2013); *An Educator's Guide to Working with African American Students: Strategies for Promoting Academic Success* [2nd Edition] (LEC Press, 2013); *African American Male Students in PreK-12 Contexts: Implications for Research, Policy & Practice* (Emerald, 2014); *Teacher Education & Black Communities:*

Implications for Access, Equity and Achievement (Information Age, 2014); *Autoethnography as a Lighthouse: Illuminating Race, Research and the Politics of Schooling* (Information Age, 2015); *Priorities of the Professoriate: Engaging Multiple Forms of Scholarship across Rural and Urban Institutions* (Information Age, 2015); *High School to College Research Studies* (University Press of America, 2015); *Reaching the Mountaintop of the Academy: Personal Narratives, Advice and Strategies from Black Distinguished and Endowed Professors* (Information Age, 2015); *An Educator's Guide to Working with African American Students* [3rd Edition] (LEC Press, 2016); *Black Female Teachers: Diversifying the United States' Teacher Workforce* (Emerald, 2017); *Global Issues and Urban Schools: Strategies to Effectively Teach Students in Urban Educational Environments around the Globe* (Information Age, 2019); *Community College Teacher Preparation for Diverse Geographies* (Information Age, 2019); *The Dilemmas of Being an African American Male in the New Millennium* [2nd Ed.] (LEC Press, 2019); *An Educator's Guide to Working with African American Students: Strategies for Promoting Academic Success* [4th Ed.] (LEC Press, 2019); *Conquering Academia: Transparent Experiences of Diverse Female Doctoral Students* (Information Age, 2019); *Mentoring Strategies for African American Males: Single Mothers Tell their Stories* (LEC Press, 2020); *Reimagining School Discipline for the 21st Century Student: Engaging Students, Practitioners and Community Members* (Information Age, in-press); *Purposeful Teaching and Learning in Diverse Contexts: Implications for Access, Equity and Achievement* (Information Age, in-press) and *Economic, Political and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation* (Information Age, in-press).

James L. Moore III, PhD, is the Vice Provost for Diversity and Inclusion and Chief Diversity Officer at the Ohio State University, while serving as the first Executive Director of the Todd Anthony Bell National Resource Center on the African American Male. He is also the inaugural EHE Distinguished Professor of Urban Education in the College of Education and Human Ecology. From 2015 to 2017, Dr Moore served as a program director for Broadening Participation in Engineering in the Engineering Directorate at the National Science Foundation in Arlington, Virginia, and, from 2011 to 2015, he was an associate provost for Diversity and Inclusion at the Ohio State University, where he managed numerous programs and units.

Dr Moore is internationally recognized for his work on African American males. His research agenda focuses on school counseling, gifted education, urban education, higher education, multicultural education/counseling, and STEM education, and he is often quoted, featured, and mentioned in popular publications, such as the *New York Times*, *New York Magazine*, *St. Louis Post-Dispatch*, *Columbus Dispatch*, *Spartanburg Herald*, *Cincinnati Enquirer*, *Journal of Blacks in Higher Education*, *Chronicle of Higher Education*, and *Diverse: Issues in Higher Education*. From 2018 to 2021, he was cited by *Education Week* as one of the 200

most influential scholars and researchers in the United States, who inform educational policy, practice, and reform.

Dr Moore has developed a national reputation as a thought leader on important educational public policy topics and regularly invited to share his expertise to various K-12 school systems, universities, professional associations, and governmental and nonprofit agencies. On May 9, 2019, Congressman Anthony Gonzalez (R-OH), Congressman Troy Balderson (R-OH), and staff of the US House Representatives Committee on Science, Space, and Technology invited him to testify at the hearing titled, “Broadening Participation in STEM Education,” in the Rayburn House Office Building, Washington, DC.

Dr Moore has coedited and coauthored six books: (1) *African American Students in Urban Schools: Critical Issues and Solutions for Achievement*; (2) *African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice*; (3) *Black Males and Intercollegiate Athletics: An exploration of Problems and Solutions*; (4) *Advancing Educational Outcomes in Science, Technology, Engineering, and Mathematics at Historically Black Colleges and Universities*; (5) *Gifted Children of Color Around the World: Diverse Needs, Exemplary Practices and Directions for the Future*; and (6) *Black Boys Lit: Engaging Gifted and Talented Black Boys Using Multicultural Literature and Ford’s Bloom–Banks Matrix*. He has also published over 160 publications; secured nearly \$30 million in grants, contracts, and gifts; and given over 200 scholarly presentations and lectures throughout the United States and other parts of the world (e.g., Brazil, Bermuda, Bahamas, Jamaica, Canada, England, Spain, China, India, Indonesia, Ireland, and France).

Throughout his career, he has received numerous prestigious awards, honors, and distinctions. Notably, he was selected as an American Educational Research Association Fellow, American Council on Education Fellow, American Counseling Association Fellow, and Big Ten Committee on Institutional Cooperation Academic Leadership Program Fellow. In 2011, he was bestowed a proclamation from the Ohio House [OH]; in 2014, a resolution from the Columbus City Council [OH]; and in 2015, a key to the City of Spartanburg [SC]. Additionally, in 2018, Missy and Bob Weiler of Columbus, Ohio, established in his honor the Dr James L. Moore III Scholars Program to support diverse undergraduate students transferring from Columbus State Community College to the Ohio State University.

ABOUT THE AUTHORS

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Angela Danielle Carter, EdD, received her BA in English from Georgia State University, and later embarked on a 16-year career as a manager in the shopping center industry. She received her MEd in Workforce Development from the University of Arkansas, and an EdD in Adult Education from the University of Georgia to culminate a career change to human resource development and corporate training. Dr Carter is a Assistant Professor at Clemson University in the Master of Human Resource Development program and an International Coaching Federation ACC Certified Executive Leadership Coach. Dr Carter teaches, researches, and presents on issues concerning inclusion and equity, human resource and organization development, leadership, and coaching.

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Dr Hawkins professional career has been dedicated to working with vulnerable, oppressed, and underserved populations and has been a tireless advocate for children and families, particularly those gripped by poverty and social injustice. In addition to her role as professor at EMU and volunteer service as President for the Ypsilanti Community Schools Board of Education, she further contributes to the community through advocacy and volunteerism in various programs and agencies in Washtenaw County.

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Maureen J. Ito, PhD, earned her Bachelor's degree in Psychology from the University of Miami and both her MA and PhD in School Psychology from the Ohio State University. Dr Ito has conducted multiple local and national presentations on cultural considerations in the identification and placement of minority students in special education. Her research interest primarily focuses on family involvement across early childhood and the implications of children's development for those from disadvantaged backgrounds. As a practicing school psychologist, Dr Ito works closely with school personnel in promoting equitable family engagement practices, particularly for diverse families.

David J. Johns is a doctoral student in Sociology and Education Policy at Teachers College, Columbia University. His research explores race, sexual identity, and relationships between teachers and students. Known for his passion, public policy acumen and fierce advocacy for youth, David is an enthusiast about equity, specifically addressing the needs of individuals and communities often neglected and ignored. A recognized thought leader and social justice champion, his career has focused on improving life outcomes and opportunities for Black people. Mr. Johns is currently the executive director of the National Black Justice Coalition (NBJC), a civil rights organization dedicated to the empowerment of Black LGBTQ and same gender loving people. NBJC's mission is to end racism, homophobia, and LGBTQ+ bias and stigma. Under President Barack H. Obama's administration, he was appointed as the first executive director of the White House Initiative on Educational Excellence for African Americans.

Cierra Kaler-Jones, PhD, is the Director of Storytelling at the Communities for Just Schools Fund. Dr Kaler-Jones received her PhD in minority and urban education in the Department of Teaching and Learning, Policy and Leadership at

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Ashley N. Patterson, PhD, is an Assistant Professor at Penn State University, specializing in the study of educational equity through a literacy lens. Through teaching, she seeks to contribute to the development of social justice-minded educators, professionals, and advocates. Her research work focuses on observing and/or measuring patterns of (in)equity in a variety of educational settings and literacy venues to facilitate the transformation of existing spaces and the creation of new spaces within which students can maximally learn and thrive. Across her efforts, Dr Patterson centralizes the coconstruction of meaningful relationships while considering how identity markers and self-understandings impact lived experiences.

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Cynthia M. Sims, PhD, is an Associate Professor and Program Coordinator of the Master of Human Resource Development in the Department of Educational and Organizational Leadership within the College of Education at Clemson University. Her research focuses on the ways gender and diversity influences the enactment of leadership in the workplace. She was recognized with an Emerald Literati Award, Highly Commended 2019 for a research publication. Dr Sims is the founder director and colead of Clemson's gender equity leadership development and mentoring program for faculty an ADVANCE initiative. She has a Bachelor's Degree from Lake Forest College, a Master's from the College of Education at Harvard University, and a doctorate in Organizational Leadership from the University of Maryland Eastern Shore. Prior to her academic career, Dr Sims was employed with a US fortune 100 company, serving as the Director of Staff Operations, Director of Learning and Performance Improvement, and Director of Human Resources.

Desirée Vega, PhD, NCSP, is an Associate Professor in the School Psychology program at the University of Arizona. She previously worked as an Assistant Professor in the School Psychology program at Texas State University. She

completed her doctoral studies at the Ohio State University and her predoctoral internship with the Omaha Public Schools. Dr Vega's research, teaching, and service intersect to focus on advancing the academic outcomes of culturally and linguistically diverse students and preparing future school psychologists and researchers to engage in advocacy and implement culturally responsive practices. Further, her research focuses on three main areas: (1) fostering the academic success of African American and Latinx youth; (2) resilience in higher education among African American, Latinx, and first-generation college students; and (3) preparing culturally competent school psychologists.

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Renae D. Mayes

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James L. Moore III