11-8-2019

Breaking Barriers: Self-Advocacy Essentials for Underserved Gifted Learners

Deb Douglas  
*International Association for Gifted Children*

Joy Davis  
*Creating Positive Futures*

Dina Brulles  
*Paradise Valley USD*

Marcia Gentry  
*Purdue University*

Tamra Stambaugh  
*Vanderbilt University*

*See next page for additional authors*

Follow this and additional works at: [https://digitalcommons.imsa.edu/pres_pr](https://digitalcommons.imsa.edu/pres_pr)

**Recommended Citation**  
Douglas, Deb; Davis, Joy; Brulles, Dina; Gentry, Marcia; Stambaugh, Tamra; and Coleman, Adrienne, "Breaking Barriers: Self-Advocacy Essentials for Underserved Gifted Learners" (2019). *Publications & Research*. 45.  
[https://digitalcommons.imsa.edu/pres_pr/45](https://digitalcommons.imsa.edu/pres_pr/45)

This Conference Paper/Presentation is brought to you for free and open access by the President's Office at DigitalCommons@IMSA. It has been accepted for inclusion in Publications & Research by an authorized administrator of DigitalCommons@IMSA. For more information, please contact [jean@imsa.edu](mailto:jean@imsa.edu).
The STEM Equity Movement
Diversifying the STEM Education to Career Pathway!!!

Adrienne Coleman, Ed. D.
Director of Equity and Inclusion
acoledman@imsa.edu

http://works.bepress.com/adrienne Coleman
an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy (National Center on Gifted and Talented, 2013).
Implicit Bias in STEM

Our modern understanding of science and knowledge originates from the European Enlightenment.

Nonwhites and women have historically been viewed as emotional, irrational, childlike, and not possessing scientific capabilities.

Beyond the structures that hinder minority gains in the sciences, interpersonal biases continue to be a factor for those who work in the STEM fields.

Research continues to demonstrate how academic and workplace settings are often spaces in which feminine and ethnic identities are not valued or recognized.

The historical and institutional meaning of what it means to be a scientist (a white male identity) continues to underprivileged diverse populations.
METHODOLOGY

Diversifying STEM to Education Pathway, N = 415

Through qualitative research methodologies, students engaged in STEM, their parents, STEM educators, STEM professionals, and Community Organizations that implement STEM programming were asked to provide their perspectives and share their stories related to the intersection between race and STEM.

• The Motivation of Black and Latino Students to Engage in STEM, n = 281
  • 106 high school students, 86 middle school students, 27 STEM educators, 51 parents and 11 college students.

• Diversifying STEM Think Tank, n = 134 from 64 organizations
  • To understand from the perspectives of STEM professionals, Educators, and Diversity / Inclusion Officers strategies to diversify and strengthen the STEM education to career pipeline.

Critical Race Theory

Attempts to understand American education and reform, acknowledging the unique perspective and voice of people of color as victims of oppression in racial matters and valuing their story telling as a legitimate way to convey knowledge (Khalifa, Dunbar, & Douglas, 2013).
Factors that Motivate Black and Latino Students to Engage in STEM Education (Nₜ = 281, Nᵣ = 655)

- Obligation to Black/Latino Community/Break Negative Stigma - Be different
- Future Success/STEM is a Prominent, Progressive Field
- Learning: Discovery of Knowledge and real-life applicability
- STEM Passion/Enjoyment
- Solve Problems/To Advance Humanity
- Family/Teacher Influence
- Challenge/Competitive Nature of STEM

nᵣ = Total # of Participants, nᵣ = Total # of Responses
Since subjects can respond more than once to the question, the values for nᵣ and nᵣ are often not equal.
Middle School Student: I think the gap exists because humanity is tearing us apart. Something that would motivate me to engage in STEM is us blacks and Latinos working together to make the world a better and more positive place and for us not to think we can’t follow our dreams.

High School Student: In terms of me being interested in STEM as a Latina, I think it feels good to know that I’m kind of paving the way for someone else, I’m kind of going in there without knowing what to do and I have you guys to help me and it’s kind of like the blind leading the blind. But I mean I know I’ll get through it and that way I can help the next generation.

Parent: His intrinsic motivators are most likely his love to solve critical problems quickly. In elementary school, his nickname was calculator because he could solve problems faster than someone could insert into a calculator. In addition, he wants to represent Latino doctors in STEM because when he was seven years old, he asked me in the hospital, "Where the Latino doctors are at?" I remember replying that they are Latino doctors but they are very few of them. You can become one when you grow up. After that, he made it his goal to want to become a doctor for his want to represent the Latino Race.

Faculty: I know a student; he probably is a 3.7 or 3.5 GPA and is interested in math and science. His motivation is basically society always saying that African American males are not capable. He feels like they are not put to the test, if there is a white student that is in the same class as them that they are not expected to do as well as, and so he feels that he’s motivated by hearing that you’re not able and he says that I am able and that I am going to succeed. I think that goes for a lot of our youth. I think if they keep hearing, sometimes the more you hear that you can’t do something, you know that you can do something. That’s the motivation for a lot of our black
DIVERSIFYING STEM EDUCATION TO CAREER PATHWAY

The Systemic Problem
Racial Inequity in STEM Education and Careers

STEM Motivation
Factors that generate interest in and motivate Black and Latino students to engage in STEM education, majors and careers

Bridging the Racial STEM Divide
Policy-driven mandates to form stakeholder collaboration and funding

D-STEM EQUITY MODEL

Diversified STEM Education to Career Pathway

Racial Equity in STEM Education and Careers

Increase in motivation of Black and Latino students to engage in STEM education

Racially-based collaborative stakeholder approach to STEM programming (PreK-16) mandated by policy that addresses problems collectively and is driven by STEM motivation factors, with an emphasis on developing culturally-responsive teachers

Vision Gap
Opportunity Gap
Cultural Perception Gap
STEM Education Gap
Generational Gap
Economic Gap
Identification Gap
Professional to Educator Gap

Early STEM Exposure
Culturally Responsive STEM Curriculum
Conversations on Race
Personalized Assessment and Evaluation
STEM Leadership Development

Collaborative STEM Initiative
STEM Education Community Organizations STEM Industry

Culturally Responsive Pedagogy
Teacher Certification and Professional Learning Curriculum

© 2018 Dr. Adrienne Coleman and Illinois Mathematics and Science Academy All rights reserved.
References


