The Interconnection of Black Lives and Black Minds

by Luke Wood and Frank Harris III
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Our Laboratory

The **Community College Equity Assessment Laboratory (CCEAL)** is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color. CCEAL houses the **Black Minds Project (BMP)**, and the **National Consortium on College Men of Color (NCCMC)**.

CCEAL was developed to advance three objectives:

- **Research** - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- **Training** - to provide training that improves practices and research relevant to students of color in community colleges; and
- **Assessment** - to use assessment and evaluation to facilitate capacity-building within community colleges.
NCCMC – CA Member Institutions

American River College (Sacramento, CA)
Chaffey College (Rancho Cucamonga, CA)
Chabot College (Hayward, CA)
College of the Redwood (Eureka, CA)
Copper Mountain College (Joshua Tree, CA)
Cosumnes River College (Sacramento, CA)
Cuyamaca College (El Cajon, CA)
Cypress College (Cypress, CA)
East Los Angeles College (Monterey Park, CA)
El Camino College (Torrance, CA)
Fresno City College (Fresno, CA)
Glendale Community College (Glendale, CA)
Grossmont College (El Cajon, CA)
Hartnell College (Salinas, CA)
Imperial Valley College (Imperial, CA)
Las Positas College (Livermore, CA)
Long Beach City College (Long Beach, CA)
LA Pierce College (Woodland Hills, CA)
LA Trade Technical College (Los Angeles, CA)
Los Medanos College (Pittsburg, CA)
Mendocino College (Ukiah, CA)
Merced College (Merced, CA)
MiraCosta College (Oceanside, CA)
Napa Valley College (Napa, CA)
Norco College (Norco, CA)
Palomar College (San Marcos, CA)
Reedley College (Reedley, CA)
Rio Hondo College (Whittier, CA)
Riverside City College (Riverside, CA)
San Diego City College (San Diego, CA)
San Diego Mesa College (San Diego, CA)
San Diego Miramar College (San Diego, CA)
San Jose City College (San Jose, CA)
Santiago Canyon College (Orange, CA)
Sierra College (Rocklin, CA)
Shasta College (Redding, CA)
Solano Community College (Fairfield, CA)
Southwestern College (Chula Vista, CA)
Taft College (Taft, CA)
UC Davis Health (Sacramento, CA)
University of San Diego (San Diego, CA)
West Los Angeles College (Culver City, CA)
National Consortium on College Men of Color

- Designing Early Alert Systems to Support Men of Color”
- “Racial/Gender Microaggressions and Men of Color”
- “Supporting Male Student-Athletes of Color”
- “The Influence of Masculine Identities on Success for Men of Color”
- “Supporting African American Men Pursuing STEM Degrees”
- “Gaining Institutional Buy-in for Men of Color Efforts”
- “Mentoring Programs for Men of Color in Community Colleges”
- “The Role of the Community College Trustee”
- “Counseling and Advising Strategies for Men of Color”
- “Teaching and Learning Strategies for Classroom Faculty”
- “Insights from Men of Color who Successfully Transferred”
- “Assessing Initiatives Serving Men of Color in Community Colleges”
Black Minds Project

- Black Minds Matter Public Course
- **Get Out!** Project (Suspensions, Expulsions)
- #NoMoreDumpingGround
- Progressive Black Masculinities Project

- Achieving Black Male Excellence in Community College Athletics
- Microaggressions and the School Play
Reading Proficiency, NAEP (2015)

Percentages at each achievement level for reading, grade 4 by race/ethnicity used to report trends, school-reported [SDRACE] for gender [GENDER], year and jurisdiction: 2015
2015, National public
Math Proficiency, NAEP (2015)

Percentages at each achievement level for mathematics, grade 4 by race/ethnicity using 2011 guidelines, school-reported [SRACE10] for gender [GENDER], year and jurisdiction: 2015
2015, National public
Exclusionary Discipline Among Males of Color in Education

- **White Males** who were suspended: 5%
- **Black Males** who were suspended: 15%
- **Latino Males** who were suspended: 7%

More likely to be expelled than White males:
- **Black Males**: 3x
- **Latino Males**: 1.4x

Schott Foundation (2015)
Suspension Rates for Statewide Population and Black Males, 2016-17

<table>
<thead>
<tr>
<th></th>
<th>Statewide Population</th>
<th>Black Males</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-School</td>
<td>3.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-School</td>
<td>11.5%</td>
<td>2%</td>
</tr>
<tr>
<td>Suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Defiance Only</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td></td>
<td>Overall Suspension</td>
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</tr>
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</table>

Wood, Harris III & Howard - CCEAL & UCLA BMI
## Black male suspensions statewide, by county

### Table 10

*Highest Unduplicated Suspension Rates for Black Males by County, 2016-2017*

<table>
<thead>
<tr>
<th>In Rank Order</th>
<th>Highest Total Suspensions</th>
<th>Urban Classification</th>
<th>Total Suspensions (Unduplicated)</th>
<th>Suspension Rate</th>
<th>Total BM Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Glenn County</td>
<td>Non-core</td>
<td>5,333</td>
<td>42.9%</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Amador County</td>
<td>Non-core</td>
<td>3,171</td>
<td>38.5%</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Colusa County</td>
<td>Non-core</td>
<td>2,980</td>
<td>37.5%</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>Del Norte County</td>
<td>Micropolitan</td>
<td>1,872</td>
<td>22.2%</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>Tehama County</td>
<td>Micropolitan</td>
<td>1,557</td>
<td>20.8%</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>San Joaquin County</td>
<td>Medium metro</td>
<td>1,523</td>
<td>20.2%</td>
<td>6,811</td>
</tr>
<tr>
<td>7</td>
<td>Sacramento County</td>
<td>Large central metro</td>
<td>1,374</td>
<td>19.5%</td>
<td>16,299</td>
</tr>
<tr>
<td>8</td>
<td>Madera County</td>
<td>Medium metro</td>
<td>1,278</td>
<td>19.3%</td>
<td>300</td>
</tr>
<tr>
<td>9</td>
<td>Merced County</td>
<td>Small metro</td>
<td>1,091</td>
<td>19.2%</td>
<td>953</td>
</tr>
<tr>
<td>10</td>
<td>Fresno County</td>
<td>Medium metro</td>
<td>974</td>
<td>19.1%</td>
<td>2,720</td>
</tr>
</tbody>
</table>

### Table 9

*Counties with the Highest Total Suspensions (Unduplicated) for Black Males*

<table>
<thead>
<tr>
<th>In Rank Order</th>
<th>Highest Total Suspensions</th>
<th>Urban Classification</th>
<th>Total Suspensions (Unduplicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Los Angeles County</td>
<td>Large central metro</td>
<td>5,333</td>
</tr>
<tr>
<td>2</td>
<td>Sacramento County</td>
<td>Large central metro</td>
<td>3,171</td>
</tr>
<tr>
<td>3</td>
<td>San Bernardino County</td>
<td>Large fringe metro</td>
<td>2,980</td>
</tr>
<tr>
<td>4</td>
<td>Riverside County</td>
<td>Large central metro</td>
<td>1,872</td>
</tr>
<tr>
<td>5</td>
<td>Contra Costa County</td>
<td>Large fringe metro</td>
<td>1,557</td>
</tr>
<tr>
<td>6</td>
<td>Alameda County</td>
<td>Large central metro</td>
<td>1,523</td>
</tr>
<tr>
<td>7</td>
<td>San Joaquin County</td>
<td>Medium metro</td>
<td>1,374</td>
</tr>
<tr>
<td>8</td>
<td>San Diego County</td>
<td>Large central metro</td>
<td>1,278</td>
</tr>
<tr>
<td>9</td>
<td>Fresno County</td>
<td>Medium metro</td>
<td>1,091</td>
</tr>
<tr>
<td>10</td>
<td>Solano County</td>
<td>Medium metro</td>
<td>974</td>
</tr>
</tbody>
</table>

Kings 16.8% 659

Wood, Harris III & Howard - CCEAL & UCLA BMI
### Table 13

**Districts with the Highest Total Suspensions (Unduplicated) of Black Males, 2016-2017**

<table>
<thead>
<tr>
<th>District</th>
<th>Cumulative Enrollment</th>
<th>Total Suspensions</th>
<th>Total (Unduplicated) Suspensions</th>
<th>Suspension Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento City Unified</td>
<td>4,286</td>
<td>1,859</td>
<td>887</td>
<td>20.70%</td>
</tr>
<tr>
<td>Los Angeles Unified</td>
<td>29,275</td>
<td>1,107</td>
<td>849</td>
<td>2.90%</td>
</tr>
<tr>
<td>Elk Grove Unified</td>
<td>4,527</td>
<td>1,476</td>
<td>745</td>
<td>16.50%</td>
</tr>
<tr>
<td>Fresno Unified</td>
<td>3,639</td>
<td>1,650</td>
<td>729</td>
<td>20.00%</td>
</tr>
<tr>
<td>Oakland Unified</td>
<td>6,921</td>
<td>1,174</td>
<td>711</td>
<td>10.30%</td>
</tr>
<tr>
<td>San Diego Unified</td>
<td>6,431</td>
<td>1,178</td>
<td>653</td>
<td>10.20%</td>
</tr>
<tr>
<td>Long Beach Unified</td>
<td>5,642</td>
<td>981</td>
<td>619</td>
<td>11.00%</td>
</tr>
<tr>
<td>San Bernardino City Unified</td>
<td>3,786</td>
<td>1,225</td>
<td>597</td>
<td>15.80%</td>
</tr>
<tr>
<td>Antelope Valley Union High</td>
<td>2,530</td>
<td>1,249</td>
<td>595</td>
<td>23.50%</td>
</tr>
<tr>
<td>Stockton Unified</td>
<td>2,606</td>
<td>1,512</td>
<td>584</td>
<td>22.40%</td>
</tr>
<tr>
<td>Twin Rivers Unified</td>
<td>2,745</td>
<td>1,224</td>
<td>553</td>
<td>20.10%</td>
</tr>
<tr>
<td>Lancaster Elementary</td>
<td>2,670</td>
<td>1,141</td>
<td>539</td>
<td>20.20%</td>
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<tr>
<td>Vallejo City Unified</td>
<td>2,282</td>
<td>1,055</td>
<td>518</td>
<td>22.70%</td>
</tr>
<tr>
<td>West Contra Costa Unified</td>
<td>2,944</td>
<td>975</td>
<td>497</td>
<td>16.90%</td>
</tr>
<tr>
<td>Antioch Unified</td>
<td>2,478</td>
<td>1,336</td>
<td>487</td>
<td>19.70%</td>
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<tr>
<td>Moreno Valley Unified</td>
<td>2,843</td>
<td>943</td>
<td>452</td>
<td>15.90%</td>
</tr>
<tr>
<td>Palmdale Elementary</td>
<td>2,077</td>
<td>933</td>
<td>433</td>
<td>20.80%</td>
</tr>
<tr>
<td>San Juan Unified</td>
<td>2,233</td>
<td>1,054</td>
<td>430</td>
<td>19.30%</td>
</tr>
<tr>
<td>L.A. County Office of Education</td>
<td>1,694</td>
<td>1,061</td>
<td>396</td>
<td>23.40%</td>
</tr>
<tr>
<td>Fairfield-Suisun Unified</td>
<td>1,927</td>
<td>702</td>
<td>334</td>
<td>17.30%</td>
</tr>
</tbody>
</table>

*Tulare Joint Union 20.6% (107)*

*Hanford Joint Union 27.4% (106)*
Students who are exposed to suspensions and expulsions... have been found to be at greater risk of **dropping out.** (Lee, Cornell, Gregory & Fan, 2011; Raffaele Mendez, 2003)

are significantly **less likely to attend** a college or university (Terriquez, Chlala, & Sacha, 2013)

experience **limited** future economic and career **mobility.** (Belfield, 2014)

experience increased involvement with the **criminal justice system.** (Darensbourg et al., 2010; Fenning & Rose, 2007; Skiba et al., 2014)
High School Graduation Rates

BLACK MALES
- Graduate: 52%
- Did Not Graduate: 48%

LATINO MALES
- Graduate: 58%
- Did Not Graduate: 42%

WHITE MALES
- Graduate: 78%
- Did Not Graduate: 22%

Schott Foundation (2012)
Inspiration for BMM

Black Minds Matter – A Focus on Black Boys and Men in Education by Dr. Luke Wood
Linking Black Lives and Black Minds

Sacramento Black Lives Matter Begins Eight Days Of Protest After Deaths Of Stephon Clark, Brandon Smith

Sacramento-Area School Districts Suspend Black Male Students At Highest Rate In the State
Why Link Black Lives and Black Minds?

• A response to “persistent and seemingly unchanging data.”

• “spirit of engaging in actions that help to reclaim humanity and dignity.”

• “Brazen indifference” “direct violence” “scrutiny” and “criminalization” against Black boys and men have “become normalized.”

• Under zero-tolerance policies, school discipline has been passed from educators to school resource officers and police.

(Howard, 2016, p. 102).
Criminalizing students in learning spaces (Howard, 2016, p. 103)
Why Link Black Lives and Black Minds?

“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.”
– Asa Hilliard

“Love your neighbor as yourself and love their children as your children. Teach them with love, discipline them with love, build personal relationships with love, as if they were your own”.

BLACKMINDS MATTER
Why Link Black Lives and Black Minds?

Policing
- Use of Deadly Force
- Excessive Use of Force
- Maintenance Order Policing
- Racial Profiling

Education
- Exclusionary Discipline
- Zero Tolerance
- School to Prison Pipeline
- Placement in Special Ed
- In-School Tracking

Supremacy
- Racism
- Dehumanization

Undervaluing
- Criminalizing
# Policing and Schooling in Black

<table>
<thead>
<tr>
<th>Domain</th>
<th>Concept</th>
<th>Policing Black Men</th>
<th>Educating Black Men</th>
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<tbody>
<tr>
<td>Assumed Aberrance</td>
<td>Beasts of Prey</td>
<td>“Super-Predators”</td>
<td>“Threats”</td>
</tr>
<tr>
<td></td>
<td>Battle Zone Mentality</td>
<td>“Warrior Mindset”</td>
<td>“Substitute Effect”</td>
</tr>
<tr>
<td></td>
<td>Hyper-Criminalization</td>
<td>Overexposed to Criminal (In)Justice System</td>
<td>Overexposed to Exclusionary Discipline</td>
</tr>
<tr>
<td></td>
<td>Disregard of Youthfulness</td>
<td>Treated As Adults</td>
<td>“Denial of Innocence”</td>
</tr>
<tr>
<td>Aggressive</td>
<td>Excessive Engagement</td>
<td>“Excessive Use of Force”</td>
<td>“Violent Handling”</td>
</tr>
<tr>
<td></td>
<td>Mandatory Punishments</td>
<td>“Mandatory Minimum Sentencing”</td>
<td>“Mandatory Minimum Suspensions and Expulsions”</td>
</tr>
<tr>
<td></td>
<td>More Stringent Punishments</td>
<td>“Lengthier Terms”</td>
<td>&quot;Lengthier Exclusions”</td>
</tr>
<tr>
<td>Racial Profiling</td>
<td>Community Targeting</td>
<td>“Hot Spot Policing”</td>
<td>High Presence of SRO, Private Security, and Police</td>
</tr>
<tr>
<td></td>
<td>Individual Targeting</td>
<td>“Stop and Frisk”</td>
<td>“Singling Out”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Driving While Black”</td>
<td>“Schooling While Black”</td>
</tr>
</tbody>
</table>
Hyper-Criminalization

Overexposure to Criminal (In)Justice System

“While one in 30 men between the ages of 20 and 34 is behind bars, for black males in that age group the figure is one in nine. Gender adds another dimension to the picture. Men still are roughly 10 times more likely to be in jail or prison” (Pew, 2008, p. 3)

According to The Sentencing Project (2013), “one of every three black American males born today can expect to go to prison in his lifetime...compared to one of every seventeen white males” (p. 1).
Hyper-Criminalization

Overexposure to Criminal (In)Justice System

<table>
<thead>
<tr>
<th>All ages</th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>All</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
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</thead>
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<tr>
<td>18+</td>
<td>102</td>
<td>194</td>
<td>29</td>
<td>64</td>
<td>54</td>
<td>106</td>
<td>15</td>
<td>36</td>
<td>580</td>
<td>859</td>
<td>203</td>
<td>436</td>
</tr>
<tr>
<td>18-19</td>
<td>101</td>
<td>191</td>
<td>36</td>
<td>85</td>
<td>57</td>
<td>107</td>
<td>19</td>
<td>47</td>
<td>833</td>
<td>1235</td>
<td>382</td>
<td>571</td>
</tr>
<tr>
<td>20-24</td>
<td>53</td>
<td>103</td>
<td>17</td>
<td>41</td>
<td>30</td>
<td>60</td>
<td>9</td>
<td>24</td>
<td>345</td>
<td>453</td>
<td>157</td>
<td>289</td>
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<tr>
<td>25-29</td>
<td>53</td>
<td>104</td>
<td>17</td>
<td>43</td>
<td>30</td>
<td>59</td>
<td>9</td>
<td>26</td>
<td>333</td>
<td>443</td>
<td>140</td>
<td>328</td>
</tr>
<tr>
<td>30-34</td>
<td>54</td>
<td>92</td>
<td>17</td>
<td>47</td>
<td>30</td>
<td>53</td>
<td>9</td>
<td>27</td>
<td>270</td>
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<td>61</td>
<td>10</td>
<td>32</td>
<td>265</td>
<td>355</td>
<td>100</td>
<td>297</td>
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<td>40-44</td>
<td>76</td>
<td>124</td>
<td>24</td>
<td>66</td>
<td>43</td>
<td>71</td>
<td>13</td>
<td>38</td>
<td>352</td>
<td>500</td>
<td>125</td>
<td>358</td>
</tr>
<tr>
<td>45-54</td>
<td>153</td>
<td>266</td>
<td>45</td>
<td>101</td>
<td>83</td>
<td>148</td>
<td>23</td>
<td>55</td>
<td>893</td>
<td>1333</td>
<td>307</td>
<td>709</td>
</tr>
<tr>
<td>55+</td>
<td>837</td>
<td>1249</td>
<td>264</td>
<td>383</td>
<td>391</td>
<td>588</td>
<td>115</td>
<td>184</td>
<td>8333</td>
<td>11111</td>
<td>3571</td>
<td>3846</td>
</tr>
</tbody>
</table>

Pew, 2008
Hyper-Criminalization

Preschool Suspension, by Race

- Enrollment: 43% Black, 18% White
- Out of School Suspension: 28% Black, 42% White
- Multiple Out of School Suspensions: 26% Black, 48% White

Overexposure to Exclusionary Discipline

U.S. Office of Civil Rights, 2014
Hyper-Criminalization

K-12 Suspensions and Expulsions, by Race

Overexposure to Exclusionary Discipline

<table>
<thead>
<tr>
<th>Category</th>
<th>White</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>51%</td>
<td>16%</td>
</tr>
<tr>
<td>In School Suspension</td>
<td>40%</td>
<td>32%</td>
</tr>
<tr>
<td>Out of School Suspension</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td>Multiple Out of School Suspensions</td>
<td>31%</td>
<td>42%</td>
</tr>
<tr>
<td>Expulsion</td>
<td>36%</td>
<td>34%</td>
</tr>
</tbody>
</table>
“In statements released Tuesday, the two Cleveland police officers involved in the shooting death of 12-year-old Tamir Rice said that they believed the boy was much older than he was and that Tamir reached for the toy weapon tucked in his waistband before one of the officers opened fire.” (Lowery, 2015)
Disregard of Youthfulness

Treated As Adults

“George Zimmerman admitted at his 2012 bail hearing that he misjudged Trayvon Martin’s age when he killed him. “I thought he was a little bit younger than I am,” he said, meaning just under 28. But Trayvon was only 17.” (Bernstein, 2017)
Disregard of Youthfulness

Treated as Adults

• “Sixty police officers from a large urban police department”

• “Presented with 12 scenarios depicting male targets of a given race (White, Black, or Latino, based on condition) as criminal suspects” (p. 533).

(Goff, Jackson, Di Leon, Culotta & DiTomasso, 2014)
The paradox of Black boys’ experiences in school and society is that mainstream perceptions of them vacillate between making them babies and making them men…Their childhood evaporates before they are eight or nine-years-old when teachers and other school officials begin to think of them as ‘men’…the once ‘cute’ boys become problematic ‘men.’ (p. 10).

(Ladson-Billings, 2011)
Disregard of Youthfulness

Denial of Innocence

- Black children are viewed as dehumanized
- Therefore, not afforded protections of childhood
  - To make mistakes
  - To be viewed as innocent
  - To be provided with protection
  - To be nurtured
- 123 students from large public university

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Ratings of Innocence for Children

<table>
<thead>
<tr>
<th>Age range</th>
<th>White</th>
<th>Black</th>
<th>Race unspecified</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–4</td>
<td>6.19 (.56)</td>
<td>6.15 (.45)</td>
<td>6.05 (.42)</td>
</tr>
<tr>
<td>5–9</td>
<td>5.31 (.63)</td>
<td>5.38 (.60)</td>
<td>5.30 (.57)</td>
</tr>
<tr>
<td>10–13</td>
<td>4.50 (.68)**</td>
<td>3.31 (.59)</td>
<td>4.39 (.61)***</td>
</tr>
<tr>
<td>14–17</td>
<td>3.33 (.71)*</td>
<td>2.99 (.71)</td>
<td>3.42 (.61)**</td>
</tr>
<tr>
<td>18–21</td>
<td>2.91 (.83)**</td>
<td>2.33 (.81)</td>
<td>2.74 (.83)*</td>
</tr>
<tr>
<td>22–25</td>
<td>2.77 (.85)***</td>
<td>2.03 (.86)</td>
<td>2.61 (.91)**</td>
</tr>
<tr>
<td>Aggregated</td>
<td>3.97 (.56)***</td>
<td>3.57 (.54)</td>
<td>4.08 (.52)***</td>
</tr>
</tbody>
</table>

*Note.* Age is in years. Data in parentheses are standard deviations.

* p < .05 (Significantly different from ratings of Black children. There are no differences between White and children whose race was not specified.)

** p < .01.  *** p < .001.

(Goff, Jackson, Di Leon, e Culotta & DiTomasso, 2014)
Community Targeting

Hot Spot Policing

- Practice used by majority of police departments, usually in urban settings
- “focusing limited resources on a small number of high-activity crime areas”
- Logic – reduce crimes in hot spots, reduce total city crime
- “There is no set standard for identifying and defining crime hot spots”

(National Institute of Justice, n.d.)

(U.S. Department of Justice, 2005)
Community Targeting

Hot Spot Policing

*Police organizations that measure performance by the numbers (e.g., arrests, gun seizures, drugs, money) and that deploy large numbers of police officers to minority communities to combat ‘hot spots’ of crime, could be accused of ‘racially profiling communities’ (rather than individuals) and contributing to disproportionate minority mistreatment, arrests, and confinement”*

*(Sanchez & Rosenbaum, 2011, p. 174).*
Community Targeting

High Police Presence in Schools

- Increase in School Resource Officers, Private Security, and Police Officers in schools
  - Higher presence in schools with students of color
  - Slightly higher presence in low-income schools

Black Minds Matter - Replay

REGISTER A SITE AT:

GUEST SPEAKERS

- Tyrone Howard, UCLA
- Patrisse Cullors, Black Lives Matter
- Ryan Smith, Education Trust-West
- S. Lee Merrit, Merrit Law Group
- Ilyasah Shabazz, Daughter of Malcolm X
- Pedro Noguera, UCLA
- Jawanza Kunjufu, African American Images
- Donna Ford, Vanderbilt University

#blackmindsmatter

"The biggest obstacle facing Black boys is perception"  
- Vanessa McCullers
D-Three Effect
Distrust
Assumptions of Criminality

Disdain
Pathologizing Culture

Disregard
Ascriptions of Intelligence
Black boys are over-criminalized in society translating into school experiences in which they are:

- Assumed to be troublemakers and liars
- Hyper-surveilled and monitored for potential wrongdoing
- Misidentified when no wrongdoing has occurred
- Singled-Out for Punishment among peers
- Subject to Reverse Causality

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)
Black boys are pathologized for their cultures, communication styles, and the communities that they come from: "Being “talked-down” to be teachers, Restricted access to bathrooms, Presumed to be from fatherless homes, Parents assumed to be un-engaged, even when they are highly engaged, Portrayed as having unstructured home environments, Assumed to be low income, and therefore, of lesser worth."

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)
Black boys are assumed to be academically inferior. This creates a circumstance where educators:

- Are slower to acknowledge and praise them for academic successes
- Display a sense of surprise when intelligence is displayed
- Second-guess their excellence as cheating or cutting corners
- Give them less attention and support during class time
- Forced to prove intelligence when others are not expected to do so

(Howard, 2013; Noguera, 2003; Wood, Essien & Blevins, 2018; Wright & Ford, 2016)
Addressing D-Three

*Extolling to Brilliance, Dignity, and Morality of Black Minds*
Recommendations for “Affirming” Men of Color

Hold Anti-Deficit Perspectives – Viewing students/males of color through an asset based lens.

• Recognize that students and families want the best
• Hold high expectations for performance
• Convey mutual respect (‘down to earth’)
• Consciously reject Fear, Disdain and Disregard
Recommendations for “Affirming” Men of Color

Mirror Artifacts – “exposing students to racially salient images that highlight their contributions to society” (Bracken & Wood)

- “Mirror Effect”
- Implications for classroom design, campus design, lecture presentations etc.
- Reduction of stereotype threat and state anxiety, elevation of self-efficacy
Recommendations for “Affirming” Men of Color

Conveying High Expectations – “where the student knows that you believe in their ability to succeed” (Wood, Harris III, & White, 2015).

- Challenge with support
- Structure success early on (proactive affirmation)
- Rigor should never be sacrificed
- Proactive checking in when mark is missed
Recommendations for “Affirming” Men of Color

Critique Privately, Praise Publicly – “provide critiques of their performance and actions in private sessions” (Wood & Harris III, 2017, p. 78)

• Praise publicly (promotes self-confidence)
• Applicable to performance and conduct
• Students will seek to maintain pride and control
• Pull student aside, speak with them after class, speaking softly at eye-level
• Others should be unaware of the nature of the conversation
Recommendations for “Affirming” Men of Color

Know their name – Educators must learn students names and refer to them by name when addressing them.

- Know the name they prefer to be called – refer to them by name
- “A powerful way of conveying that their presence and personhood is important” (Wood & Harris, 2017 p. 39).
Recommendations for “Affirming” Men of Color

Know their name – Educators must learn students names and refer to them by name when addressing them.

“educators constantly challenge students to learn information that they may struggle with. Teachers speak with an argot of academic lingo specific to their discipline, communicate new concepts and theories, and constantly require students to push themselves in their learning and development. Any educator who downplays the importance of saying a student’s name correctly does so from a standpoint of privilege that their students rarely have” (Harvell, 2016).
Recommendations for “Affirming” Men of Color

Intrusive relationships – proactively engage relationships with students. (Wood, Harris III & White, 2015)

• Learn about students with interest
• Prioritize out-of-class interactions
• Avoid the “approach me first” or “prove yourself first stance”
• Check in frequently with students are on the verge of dropping out
• Engage regular check-ins
• Be attentive to warning signs of disassociation or departure (waiting until too late)
Recommendations for “Affirming” Men of Color

Authentic Care- A shared-vested interest

• Connect with students as individuals (with interest)
• Be fully present during conversations
• Arrive a few minutes early; leave a few minutes late
• Be willing to engage students outside of class
Recommendations for “Affirming” Men of Color

Full presence – maintaining attentional focus on students/males of color when engaged in one-on-one interactions with them.

- Being an educator is time-consuming (multi-tasking)
- Black boys and men feel either hyper-surveilled or ‘invisible’
  - “students who often feel invisible and unimportant” – they need to be ‘seen’ and valued (Wood & Harris III, 2017, p. 41).

- Being fully present for a shorter time is more important than being partially present for a longer time
Recommendations for “Affirming” Men of Color

Appropriate Disclosing – disclosing involves revealing personal information about oneself to build rapport with another (Wood & Harris III, 2017, p. 42)

- Students see what appears to be a ‘finished’ product
- Often do not realize the struggles that educators have overcome
  - “Teachers noted that being vulnerable in front of them, allowed for students to feel more comfortable being vulnerable with them as well. This was seen as a critical pathway for fostering authentic conversations as well as trust” (p. 43).

- Appropriate disclosing can bridge divide between educators and students (e.g., trust, respect, authentic care) and serve as a source for inspiration
- Avoid statements of equivalency
Recommendations for “Affirming” Men of Color

Connect with people, not services (Wood, Harris III, & White 2015)

• Connecting with key people and services is a form of help-seeking.
• Course announcements, lists in syllabi, verbal directives, referral slips are often not enough.

• Facilitate direct connections with colleagues whom you trust (walk) (call) (follow-ups).
  • Transferring rapport
  • Network of people who will treat them with respect
  • Reduces instances of help-seeking
  • Reflects on their future trust in you
Recommendations for “Affirming” Men of Color

Summative symbols – symbols that demonstrate care and connection

- Symbols that demonstrate care and a sense of personal investment.
- Something material in nature that can be retained (monetary value can be minimal).
- Often serves as inspiration for success (e.g., goal motivation, work ethic, resilience, retention).
- Three examples:
  - A dollar bill, a chef’s coat, and a book
Recommendations for “Affirming” Men of Color

Summative symbols – symbols that demonstrate care and connection

“She saw that I couldn’t get the textbook, so she gave me [hers]. I was just like, man this is amazing, for her to do that for me, it just showed she really cares. And I tried to give it back to her at the end of the semester, like “thank you.” And she wouldn’t take it, she said “keep the book”. She said “it you want, then you can pay it forward” but I needed the book so much, it was helping me how to write, teaching me how to cite, and grammar that I kept the book as a reference. And, I still have it...I keep it in my room where I study, I see it every day, and I keep it there to use it, but always because it motivates me, it reminds me of when I almost quit and how she helped me when she didn’t have too”.
Recommendations for “Affirming” Men of Color

Summative symbols – symbols that demonstrate care and connection

“Where do I see myself 10 years from now? Honestly, I mean I can’t really tell what the future holds, you know. But, I want to see myself in somebody’s restaurant cooking some great dishes for people to eat. You know, people telling me, “yeah, you cook real good.” Me wearing my chef coat—that’s what I really want to do. I just want to ear my chef coat. I mean, honestly, I mean the only thing I really just hope for right now is just getting to wear my chef coat. I have a chef coat at home sitting [in] my closest, sitting there collecting dust. My high school teacher gave it to me...I have this little jaket in my closet, and I just really want to wear that ‘cause once I wear that, once I have that on and I’m in someone’s kitchen and I have that on, then I can actually tell myself I made it’”
Recommendations for “Affirming” Men of Color

Validating Messages – “communicating high expectations about students’ abilities and aptitudes” (Wood & Harris III, 2017, p. 46)

- “You can succeed”, “excellent work”, “proud of you”
- Train the janitor
- Validate effort and ability

[W]e can praise wisely, not praising intelligence or talent. That has failed. Don’t do that anymore. But praising the process that kids engage in: their effort, their strategies, their focus, their perseverance, their improvement. This process praise creates kids who are hardy and resilient.

– Carol Dweck

- Task specific and tangible (e.g., “you did really well on...”)
- Expectation of ‘push-back’
Black Minds Matter

The Interconnection of Black Lives and Black Minds

by Luke Wood and Frank Harris III