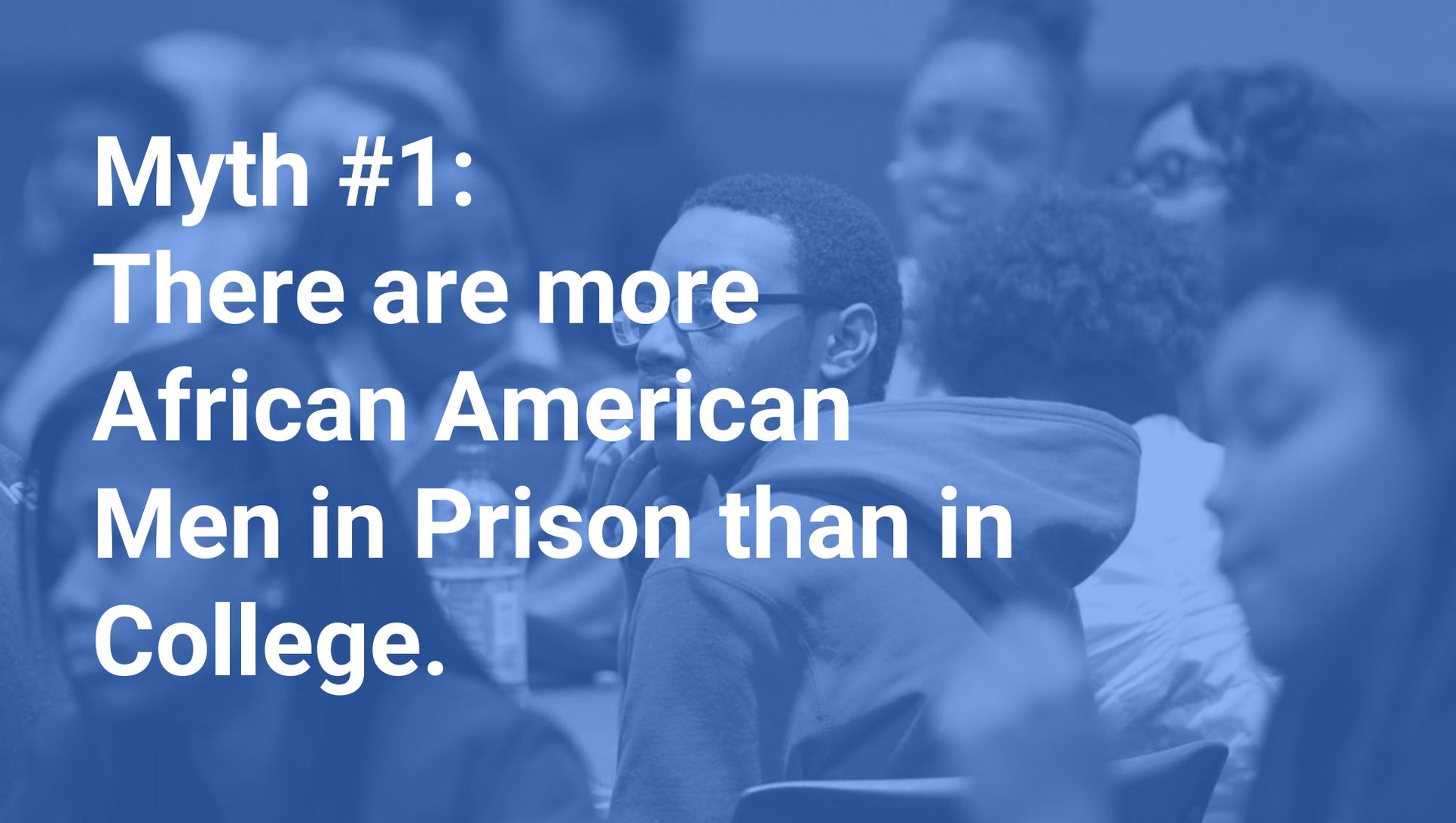


Debunking Myths for Men of Color

Solutions for Positive Change





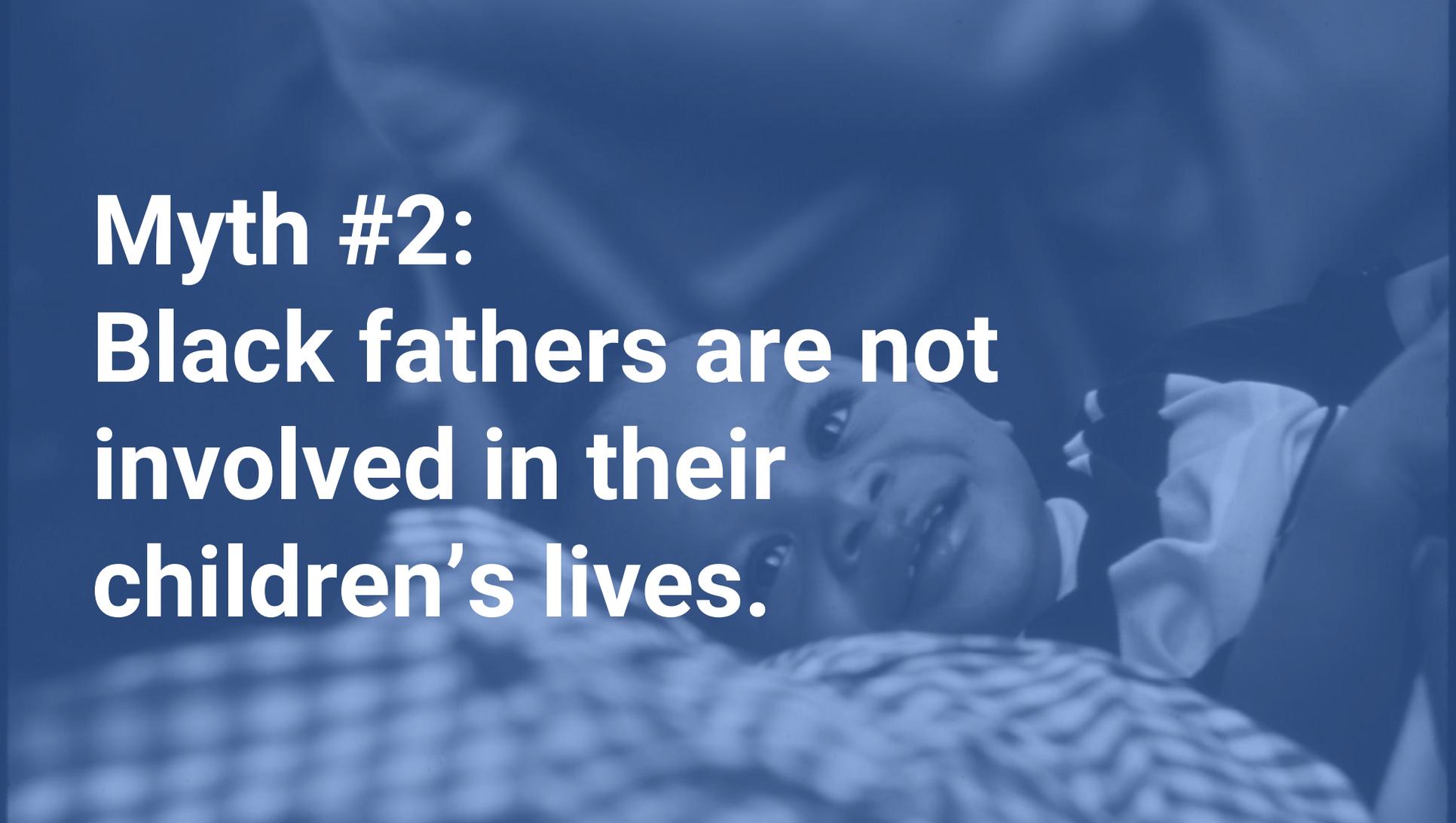
**Myth #1:
There are more
African American
Men in Prison than in
College.**

FALSE!

In 2010, there were
1.3 million Black men
in college and
844,600 in prison/jail.

	Total Black Men in Prison/Jail*	Black Men Enrolled in Postsecondary Education
2000	829,200	717,491
2001	842,000	712,724
2002	851,600	964,056
2003	857,300	1,003,742
2004	826,700	1,014,474
2005	837,700	1,070,591
2006	831,100	1,081,647
2007	858,600	1,107,892
2008	870,800	1,072,536
2009	864,100	1,175,319
2010	844,600	1,341,354

*Source: BJS, National Prisoner Statistics Program, Federal Justice Statistics Program, National Corrections Reporting Program, Survey of Inmates in State and Local Correctional Facilities, and National Inmate Survey 2010.
*Source: Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System, Enrollment Survey 2000-10.

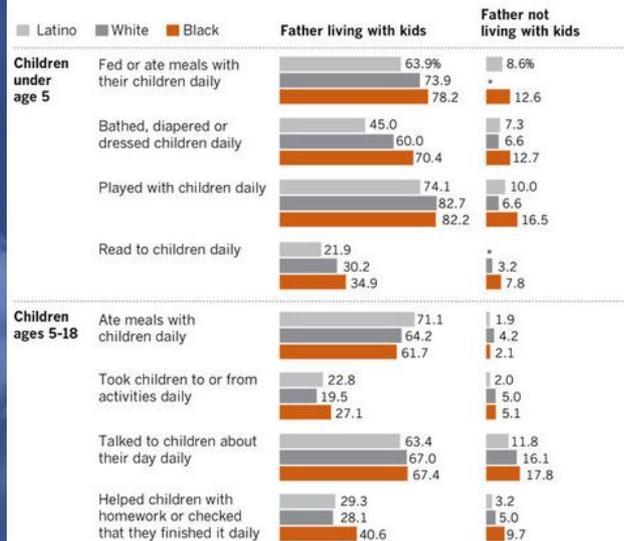


**Myth #2:
Black fathers are not
involved in their
children's lives.**

FALSE!
Black fathers are
just as involved
as other fathers.

Being an involved dad

By most measures, black fathers are just as involved with their children as other dads in similar living situations — or more so — according to a new report by the National Center for Health Statistics.



NOTE: Many differences between white, black or Latino fathers were not statistically significant due to margins of error. Fathers who live with some children and live apart from others were asked separately about each set of children and their different answers were counted in the two different categories.

*Figure does not meet standards of reliability or precision.

Source: National Center for Health Statistics

LORENA INIGUEZ ELEBEE Los Angeles Times

MORE

- Black men are “at the point of extinction”, “point of species” and “endangered species”
- 50% of Black men are dropping out of school
- 1/3rd of Black males are going to jail.

FALSE

Biases Have Real Consequences

- General antagonism toward black males;
- Exaggerated views of, expectations of, and tolerance for race-based socio-economic disparities;
- Exaggerated views related to criminality and violence;
- Lack of identification with or sympathy for black males;
- Reduced attention to structural and other big-picture factors;
- Public support for punitive approaches to problems.

From [Media Representations and Impact on the Lives of Black Men and Boys](#). See also, [White Kids Get Medicated When They Misbehave, Black Kids Get Suspended — or Arrested](#) and [Black boys are seen as less “childlike” than their White peers](#)

Examining our own Unconscious Biases

- All of us have preferences or biases. Sometimes people say, “I may be biased, but I think _____ is better than _____.” Can you remember a time when you made such a statement? It may have been in reference to a particular type of food, car, or clothing. It is natural and consistent with human behavior to have such preferences or biases.
- Research also demonstrates that we have hidden biases. They are not conscious or intentional but they can influence our beliefs, attitudes, expectations, and behaviors.
- This test provides a unique opportunity to self-examine one’s own hidden biases. Though this may be uncomfortable, the intent is to enhance self-awareness and self-knowledge that can lead to a culture of acceptance. This is a completely confidential activity. You will **not** be asked to share the results.
- <http://www.tolerance.org/Hidden-bias>

The paragraphs above were taken from a lesson that can be found at

http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/expectations/docs/Tests_for_Hidden_Bias_rev.pdf

BLACK MINDS
MATTER



Black Minds Matter Closing Session
Monday December 11, 2017 at 4:30pm Pacific Time

Advancing Black Male Policy, Support, and Research

Join us at: <https://SDSU.zoom.us/j/408879558>

ODW SPEAKERS



Ivory Toldson
Howard University



Vanessa McCullors
Moms of Black Boys United

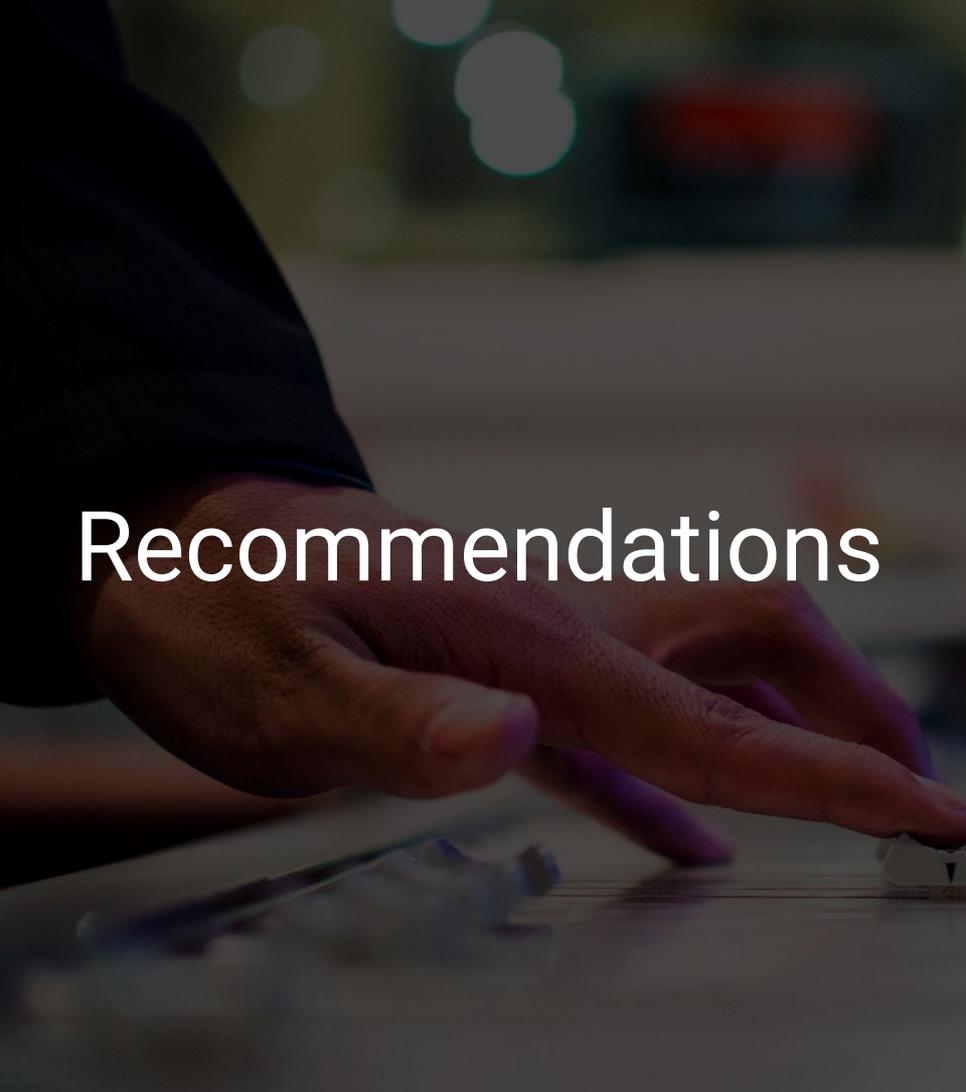


Robert Simmons
Campaign for Black Male Achievement



Terlando F. L. Jackson
University of Wisconsin, Madison

<https://youtu.be/Pp51moa8PGM> (watch starting from 28:55 to 38:00)

A close-up photograph of a person's hands writing on a document with a pen. The background is blurred, showing some bokeh light effects. The image is partially obscured by a blue overlay on the right side.

Recommendations

1. Positive Parenting
2. Academic Socialization
3. Recognizing & Addressing unconscious biases

Recommendations for Thought

How could we support this recommendation on our campus?

Pick one or two of your group's ideas for supporting the recommendations and go farther by answering the following:

- What would this recommendation actually look like on our campus?
- What resources would we need to implement this recommendation?
- What would the timeline look like for implementation?
- What are the advantages for implementing this strategy on our campus?

Take 15 minutes to brainstorm ideas and how the ideas might manifest at LPC. Be prepared to share out.

Recommendations for Thought: Breakout Group Results

Recognizing & Addressing Unconscious Biases

How could we support this recommendation on our campus?

Pick one or two of your group's ideas for supporting the recommendations and go further by answering the following:

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Become conscious of A

Heike's identity game -
- shows bias about world such as "convict"
- experiential activities.

aspects of bias we don't know about

- CORA training

Assumptions that students are tired of

- intrusive intervention -
- changeability - growth mindset

[Letters or notes from students]
What do you want us to know?

Heike's Spanish test - shows idea of privilege

Experiential activities

Not be culturally egocentric

- replicating our own knowledge/

Include multicultural perspectives culture education

Positive Parenting

Classroom:

- highlight positive things/successes/skills on assignments/in progress reports
- interview adults in your life assignments
- identify negative biases about yourself (assignments/courses)

Campus-wide:

- Inspiring guest speakers ↓
- invite parents to graduation, scholarships, awards event (celebration of steps along the way), sporting events.
- life coach / college success / guided pathways coaching

Recommendations for Thought: Breakout Group Results

Wildcard -- ??????????????

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Be prepared to share out.

Encouraging Participation

FLG - Inquiring
↳ share out

Safe space - actual place on campus → student involvement

Belonging

Classrooms: practice taking risks together
Safe space to fail and to succeed together
↳ how to do this ONLINE?

Discuss what students think of as appropriate student "behavior" → debunking + encouraging participation
↳ allows instructors to learn too

Academic Socialization

How could we support this recommendation on our campus?

Pick one or two of your group's ideas for supporting the recommendations and go farther by answering the following:

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Be prepared to share out.

Acu Soc: Socializing outside of school, but ret'd to school
Learning how to behave in classroom settings.

↳ ~~Laughs~~
↳ Exercises 1st Day - Class norms
Asked what they wanted for norms —
What ^{and} look like?
How'd it work?
Revisit —
We have an idea how we want class to be —
behave/work done?
more fluidity

Counseling Courses
— Real talk w/ student
College Study Skills
What it means to be a student
"Road to Room"
Learning Comp. Embedded
— Study Skills

Arrangement of the Rooms —

An aerial photograph of New York City at dusk. The sky is a mix of dark blue and purple, with some clouds. The city is illuminated by its lights, and the Empire State Building is prominently featured in the center, lit up with red and green lights. The word "Evaluations" is overlaid in large white text on the left side of the image.

Evaluations