

THE JACKSON **AFRICAN-AMERICAN MALE SUMMIT**

# Executive Report



Increasing successes among young African-American males

*“Identifying barriers, providing solutions.”*

Summer 2008

JACKSON  
COMMUNITY  
COLLEGE

*AFRICAN-AMERICAN MALE SUMMIT  
EXECUTIVE REPORT*

Office of Multicultural Relations

# Table of Contents

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|   |     |
|---|-----|
| Summit Executive Report Outline .....                         | 1   |
| Summit Goal & Objectives .....                                | 3   |
| Summit Organizer, Summit Presenters & Summit Moderators ..... | 7   |
| View of Summit Agenda .....                                   | 11  |
| Executive Summary .....                                       | 15  |
| A Case for the Summit .....                                   | 19  |
| Highlights & Overview .....                                   | 47  |
| Full Report Outline .....                                     | 55  |
| Full Report - <b>Education</b> .....                          | 57  |
| Full Report - <b>Family's Role</b> .....                      | 73  |
| Full Report - <b>Penal System</b> .....                       | 85  |
| Photographs .....   | 97  |
| Bibliography & Recommended Resources .....                    | 105 |

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# Executive Report Outline

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This report of the African-American Male Summit is in six segments:

1. **Summit Goal & Objectives**
  2. **List of Organizer, Presenters, Moderators**
  3. **Agenda**
  4. **Executive Summary**
  5. **A Case for the Summit**
  6. **Highlights and Overview**
  7. **Full Report**
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## Summit Goal & Objectives

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## **Summit Goal & Objectives**

### **Overall Goal**

- Improve the general conditions of young African American males (AAM)\* in our community - by: collectively evaluating/identifying conditions, identifying corrective measures, and providing individuals, families, schools, law enforcement & the penal system, and the legislative branch with the summit findings and recommendations.

### **Objectives**

- Bring our community together to collectively consider conditions facing young AAM today.
- Identify barriers that impede the success of young AAM – the summit will focus on three basic areas:
  - a. Education (K-16)
  - b. Family's Role
  - c. Penal System
- Offer insight and identify corrective measures that individuals & institutions can make to increase successes among young AAM. These are the targeted groups that will receive specific insight and recommendations:
  - a. Young African-American males themselves
  - b. Their Families
  - c. The School System
  - d. The Community
  - e. The Churches
  - f. The Penal System
  - g. The Legislative Branch

*\*Throughout this document the abbreviation for African-American males will be "AAM."*



## Summit Organizer, Summit Presenters & Summit Moderators

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**Summit Organizer/General Moderator:**

Mr. Lee Hampton – Jackson Community College / Director Multicultural Relations

**Summit Group Presenters:**

Education – Mr. Lee Hampton – Jackson Community College

Family's Role – Mr. John Willis – Director of Martin Luther King Center

Penal System – Attorney George Lyons & Prosecutor Everett Perry – Jackson Co.

**Summit Moderators:**

Mrs. Mary Belknap – Jackson Community College/ Professor

Mrs. Janice Fairley – NAACP / Former President of Jackson Branch / Minister

Mrs. Pam Fitzgerald – Jackson High School / Principal

Dr. Dave Hamilton – Spring Arbor University / Professor

Mrs. Gail Mahoney – Jackson County Commissioner

Mrs. Nancy Miller – Jackson Legacy Scholarship Program/Director

Dr. Betty Overton-Atkins – Spring Arbor University / Vice President

Mr. Will Riley – Michigan Department of Correction / Deputy Prison Warden

Mrs. A'Lynne Robinson – Jackson Public Schools / Director of Public Relations

Mr. Frank Weathers – City of Jackson / Community Relations

Mr. Ted Miller – Jackson Community College / Professor

Miss. Teresa Hawkins – Jackson Juvenile Court / Director

Mrs. Marsha Kreucher – Community Action Agency / Executive Director



## View of Summit Agenda

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*A view of the  
Summit Agenda*

**THE JACKSON AFRICAN-AMERICAN MALE SUMMIT**

May 2<sup>nd</sup> 2008 7:45am -11:30am Jackson Community College

**Agenda**

Call to Order..... **Mr. Lee Hampton**  
African-American Male Summit Organizer / General Moderator

Opening Prayer.....**Mr. Dale Linton**  
Spring Arbor University / Professor

Ground Rules / Summit Objective..... **Mr. Lee Hampton**  
JCC / Dir. Multicultural Relations

Welcome..... **Dr. Dan Phelan**  
President Jackson Community College

State Commitment .....**State Senator Mark Schauer**  
State of Michigan

Federal Commitment ..... **U.S. Congressman Tim Walberg**  
United States Congress

**Dialogue Sessions**

African-American Males *and*  
**Educational Success & Attainment**.....**Mr. Lee Hampton**  
JCC / Dir. Multicultural Relations

African-American Males *and*  
**Family's Role** ..... **Mr. John Willis**  
City of Jackson / Dir. MLK Center

African-American Males *and*  
**Penal System**.....**Attorney George Lyons**  
Assistant Prosecutor Everett Perry

Closing Remarks / Next Steps ..... **Mr. Lee Hampton**  
African-American Male Summit Organizer / General Moderator



## Executive Summary

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## Executive Summary

On May 2<sup>nd</sup> 2008, the “**Jackson African-American Male Summit**” was held at and hosted by Jackson Community College. The total number of summit attendees exceeded 160. The attendees varied in professional background; here are a few in particular: students (high school & college), teachers, elementary, middle and high school principals, college faculty, administrators and board members, judges, law-enforcement officials, prison wardens, city and county commissioners, state and federal elected officials, mentors, clergy, business leaders, community leaders, and concerned mothers, fathers, and grandparents.

The summit focused on increasing successes and considering barriers regarding young African American males in three primary areas – **Education (K – 16)**, **Family’s Role** and **Penal System**. National and local data show that young African American males (in general) are facing increasingly difficult times in these particular areas in our society today. Although some African American males are overcoming barriers and achieving success, studies are showing that finishing high school is becoming the exception, prison is becoming more the routine, and the vast majority is being raised without an engaged father’s role. Other studies are showing that only a small percentage of African American males are pursuing higher education with only a few of these persisting on to graduation. In an article in the New York Times, **Dr. Ronald Mincy**--a professor at Columbia University says, “*There is something very different happening with young black men, and it’s something we can no longer ignore.*”<sup>2</sup> With these facts and condition weighing heavy on our heart, our desire was to bring the leaders (and other interested parties) of our community together to have in-depth dialogue concerning these challenging conditions that young African American males are currently facing and to offer recommendations for corrective measures and solutions.

The summit was organized by **Mr. Lee Hampton**, Director of Multicultural Relations at Jackson Community College. The summit began with a welcome and a show of support from: Jackson Community College President and CEO **Dr. Dan Phelan**, State of Michigan **Senator Mark Schauer**, and United States **Congressman Tim Walberg**.

There were four presenters (the third session had co-presenters) and thirteen moderators for the summit. Each presenter presented for twenty minutes and then they gave a charge to the entire summit to have an in-depth group dialogue following the outlined points they were given concerning each subject. Each group was charged to identify barriers and provide solutions and recommendations. At the close of each of the three sessions, the group moderators gave an overview of their group’s findings.

cont....

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<sup>2</sup> Erik Eckholm, “Plight Deepens for Black Men, Studies Warn,” New York Times [Baltimore] 20 Mar. 2006

## Executive Summary (continued)

The Summit's direct core objective was to help increase the successes of local young African American males and to offer those who are working with them further possible insight on how to achieve greater effectiveness. The summit was video recorded, covered by local media, and this written report of the summit findings was compiled.

The summit lasted three and half hours. There was an hour dedicated to focusing on each of the three summit topics. The summit attendees were divided into groups of 12/15 (directed by the group moderator) and each group (after being given specific points of considerations) discussed the challenges concerning each area (Education, Family's Role, and Penal System) and then provided detailed solutions and recommendations.

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The following are excerpts from a **Jackson Citizen Patriot** newspaper article reporting on the summit:

### Excerpt 1:

**Elton Scott**, a former prison warden (retired), said he has participated in thousands of meetings and conferences during his career, but Friday's summit was the most productive he's attended. *"We got people thinking,"* he said.<sup>2</sup>

### Excerpt 2:

**Nigel Johnson Jr.**, a Jackson High School Junior, talked about success among black males with the definition of love. *"So many parents think they buy you a pair of shoes, that's love,"* said Johnson, who is black. *"But when have you come into my room and asked about my homework? Love has to be shown or given, not just bought."* Participants gave him a standing ovation – some wiping tears from their eyes – and later pointed to Johnson as an example of why they need to continue to fight for change together. It was obvious from the makeup of the room that this isn't just a problem in the black community. As many acknowledged, it's everyone's problem. And participants said they are taking it upon themselves to fix it from the ground up.<sup>3</sup>

### Excerpt 3:

*"I had no idea there was this broad of support for such a narrow focus,"* said **Lee Hampton**, JCC Director of Multicultural Relations, who organized the event. *"We feel that it was an overwhelming success."*<sup>4</sup>

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<sup>2</sup> Claire Cummings, "Black's Plight Topic of Summit," Jackson Citizen Patriot 3 May 2008

<sup>3</sup> Claire Cummings, "Black's Plight Topic of Summit," Jackson Citizen Patriot 3 May 2008

<sup>4</sup> Claire Cummings, "Black's Plight Topic of Summit," Jackson Citizen Patriot 3 May 2008

## A Case for the Summit

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### **National Articles Depicting the Current Plight of African-American Males In America Today**

The articles presented will cover the following four areas:

1. Education
2. Family
3. Penal System
4. General Conditions Facing African-American Males



## Articles Concerning Current Educational Conditions Facing African-American Males

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Article Titles:

1. Michigan Last In Black Graduation Rates
  2. Number Of Black Men In College Dwindle
  3. The Missing Black Men
-



## ~ National News Article ~

**Michigan Last In Black Graduation Rates** - 50-State Report On High School Graduation Rates Released

July 27, 2008

*The Schott Foundation for Public Education & The Associated Press (contributor)*

DETROIT -- Michigan is the worst in the nation when it comes to graduating black male students from high school, and Detroit Public Schools has the second-lowest rate for big-city school districts, according to a national report.

Michigan graduates 33 percent of black males compared with 74 percent of white males, according to a report issued Friday by the Schott Foundation for Public Education. Detroit Public Schools graduates 20 percent of black males and 17 percent of white males, according to the report "Given Half a Chance: The Schott 50 State Report on Public Education and Black Males."

The 10 lowest performing states according to the study are:

| Lowest Performing States | Graduation Rates 2005/06 Cohort |            |
|--------------------------|---------------------------------|------------|
|                          | Black Male                      | White Male |
| 50. Michigan             | 33%                             | 74%        |
| 49. Wisconsin            | 36%                             | 87%        |
| 48. South Carolina       | 38%                             | 60%        |
| 47. Louisiana            | 38%                             | 60%        |
| 46. Florida              | 38%                             | 60%        |
| 45. New York             | 39%                             | 75%        |
| 44. Nevada               | 40%                             | 55%        |
| 43. Illinois             | 40%                             | 82%        |
| 42. Georgia              | 40%                             | 58%        |
| 41. Wyoming              | 41%                             | 72%        |

"The low numbers of black, Latino and Native-American males who graduate from high school is a major concern," state Superintendent of Public Instruction Mike Flanagan told The Detroit News for a Saturday story. "It's obvious that the way we've been trying to educate these students is not working, and we have to look at other ways to reach them."

He said Gov. Jennifer Granholm's small high school initiative will help build greater relevance and relationships with schools and students. "We have confidence this, combined with a more challenging curriculum required by our new graduation requirements, will help make a difference," Flanagan said. The foundation's study, released during a national conference of minority journalism organizations in Chicago, used 2005-06 data from the U. S. Department of Education's National Center for Education Statistics and Office for Civil Rights, which was the most recent available. It also used data from state departments of education and local school districts.

The numbers were no surprise to Detroit school officials, who are working to reinvent some of the worst-performing high schools in the district. "The numbers would not shock anyone who has looked at our school-by-school data reports ... that show that the student success rate at most of our comprehensive high schools to be unacceptably low," district spokesman Steve Wasko told the Detroit Free Press for a Saturday story.

Detroit's low numbers have more to do with an inequality of resources rather than race, said John H. Jackson, president and CEO of the Cambridge, Mass.-based Schott Foundation for Public Education. "Where there are groups of segregated black males in schools where they are less likely to have....

**~ National News Article ~****Number Of Black Men In College Dwindle** - Only 35% graduated within six years from college

January 14, 2004

*BET.com - Black Entertainment Television*

By: *Bill Alexander*

The Amazing Vanishing black male is playing at a college campus near you. There is an ever-widening gap between black male college enrollees and their female and white counterparts, says the D.C.-based American Council on Education (ACE).

Twenty years ago, according to ACE's "Annual Status Report on Minorities in Higher Education," 30 percent of African American male high school graduates (ages 18 to 24) were enrolled in college, compared with 28 percent of same-age black females and 41 percent of white males. Now, some 37 percent of black men are enrolled, compared with 42 percent of African American women and 44.5 percent of white males. (So while there are more black males enrolling in college today than 20 years ago, other groups have outstripped them in enrolling and, even more importantly, in retention rates. The graduation rate of black men is lower than that of any group. Only 35 percent of black males enrollees graduated within six years from N.C.A.A. Division I colleges in 1996, compared with 59 percent of white males, 46 percent of Hispanic men, 41 percent of American Indian males and 45 percent of the black women who entered the same year.

Surveys and reports are hinting that the country's educational apparatus is stacked against the black male. According to the Manhattan Institute's Education Research Office, fewer than one in five students of color have graduated from high school, have a set of college-prep courses on their high school transcripts and "demonstrate basic literacy" – the necessities for being "college ready." Another glaring problem, says Arlethia Perry-Johnson, chairwoman of Georgia's African American Male Initiative (AAMI), is that black males are disproportionately labeled as discipline and behavioral problems and fast-tracked out of high schools through expulsions and suspensions. As if that's not enough, says ACE's William Harvey, there's a virtual drying up of federal aid-to-education grant money coupled with jacked-up tuitions, which make it necessary for low-income students to assume an average \$20,000 debt to finish a four-year curriculum.

"For those in the lower economic category, the availability of financial aid determines who gets to go to college and who doesn't," observes Harvey. Harvey points out that, over the years, federal funding has undergone a "complete reversal," from "a 70 –percent to 30 percent grant-to-loan ratio 20 years ago" to the exact opposite today. "An 18-year-old male will be more inclined to say, 'I want money in my pocket now' and attempt to get a job," adds Harvey. "But many take on the debt, become part-time students, work 20-plus hours a week and become five-year students at a four-year college." The inequity of that educational apparatus is especially clear when you look at the black males who persevere – those who go on to finish high school, earn a bachelor's degree and even finish grad school. A recently released Census report shows that, whether they have a high school diploma or a master's degree, black men will earn roughly 25 percent less than Whites. AAMI was created by the University System of Georgia to find ways to increase college enrollment and graduation rates among black men....

~ National News Article ~

## **The Missing Black Men**

December 5, 2005

Insidehighered.com

By: *Scott Jaschik*

Since the 1960s, colleges have been working to increase black enrollments, which have lagged behind those of other groups. For the last decade, many colleges have started to worry about the falling proportions of male students at every level of higher education.

Put those two trends together and it's not shocking that black male enrollments are shockingly low at many colleges and universities, even those with good track records at attracting a diverse student body. While some demographers have noted this situation for years, many colleges have shied away from dealing with the issue head on, fearing that doing so could reinforce stereotypes, offend women, or draw conservative criticism.

This fall, however, the City University of New York — the largest public urban university in the United States — started the Black Male Initiative. Based on a year-long study by a panel of college presidents, deans and leading social scientists and other academics — and assisted by a series of focus groups with black male students and black men who aren't students — the system has developed perhaps the most ambitious program to date to attract more black men to higher education, and to help them succeed.

More than \$2 million will be awarded soon for a variety of efforts: counseling programs for black men; the creation of new centers to help black men deal with academic, financial and personal issues; recruitment programs in top high schools and in prisons; and efforts to help faculty members — male and female, of all racial backgrounds — better reach black students. "The more we looked at the numbers, the more chilling they were, so we thought that it was time to ask: What can a university do?" says Selma Botman, executive vice chancellor for academic affairs at CUNY. The numbers are chilling indeed. Last year, 31 percent of CUNY's 188,000 undergraduates were black. Of those black undergraduates, women outnumbered men 2 to 1 (a ratio that is quite common at colleges nationwide). The gender gap appears to be the greatest at CUNY colleges that have the largest proportion of black enrollments. Medgar Evers College, for example, is 92 percent black. Only 23 percent of those black students are men. At York College, which is 62 percent black, only 29 percent of black students are men. One theme of CUNY officials working on the Black Male Initiative is the interrelationship between the issues facing the university system and those facing the New York City schools and economy. Here too, the challenge is obvious. At the high school level, for instance, only 31 percent of black males graduate after four years. And of the black male labor market (defined as those 16 to 64), only 55 percent are employed. What to do?

One model that is generating a lot of talk at CUNY is the creation of special programs to focus on black men, such as the Male Development and Empowerment Center at Medgar Evers. Despite the enormous gender gap at the college, black enrollment and retention have been edging upward the past few years, something many link to the creation of the center. Peter A. Holomon, director of the center, says that the key to its success has been basing programs on interviews with students — "asking the brothers why they or others are coming or not coming to school or staying in school." ....



## Articles Concerning Family Conditions Facing African-American Males:

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Article Titles:

1. O Father, Where Art Thou?
  2. Dealing With Dead Beat Parents
  3. Why Our Black Families Are Failing
-



~ National News Article ~

## O Father, Where Art Thou?

May 10, 2008

*Newsweek*

By: *Joshua Alston*

The engaged black father is an elusive character in popular culture. The percentage of black children living in fatherless homes—roughly 50 percent—has perpetuated orthodoxy that black men are irresponsible and indifferent to fatherhood. Authors such as Coates are in a position to change that. In addition to “Struggle,” last year saw the release of two photo-essay books, Carol Ross’s “Pop” and Rachel Vassel’s “Daughters of Men,” which aimed to show black men celebrating their love for their children.

According to a Pew Research study conducted last year, more than two thirds of blacks say that today’s fathers are doing a worse job than fathers did 20 or 30 years ago. Of the whites polled for the study, only 44 percent said the same. It is this fear of the rapid extinction of black fathers that provides Bill Cosby, the vanilla comedian turned culture warrior, his *raison d’être*: correcting the ills of the black community with up-by-the-bootstraps straight talk. Cosby has spent years traveling the country, exhorting packed crowds of black men to be better fathers, fathers not unlike Cliff Huxtable, the upper-class patriarch he played on his ‘80s sitcom.

But images of the Huxtable archetype can be psychologically deleterious. As uplifting a story as is, say, “The Pursuit of Happyness”—the memoir of single father Chris Gardner (and, later, a Will Smith movie)—its primary focus is on Gardner’s struggle to provide his son financial security. This reinforces the notion that a man’s value as a father only goes as far as his ability to earn money. “What’s important to black men in a society that has a fair amount of racism is a notion of manhood,” says Mark Anthony Neal, an associate professor of black popular culture at Duke University. “Manhood is all they have, and what that usually means in our culture is the ability to provide for your family financially.”

A 2007 study noted that a black father’s ability to financially contribute is one of the biggest determinants of whether he stays in the home. “There’s a host of evidence noting that men who cannot fulfill the breadwinner role often experience distress and interruptions in positive engagement in family life,” says Boston University professor Rebekah Levine Coley, who worked on the study. Low-income, low-skilled men are culturally expected not to care about being good fathers, and those who do care feel like failures when they cannot meet a definition of successful fatherhood in which being the breadwinner is the sole metric. This conundrum gives rise to the absentee father, the lion who would rather be proud than lead his pride....

*\*To continue reading article, visit <[www.amren.com/mtnews/archives/2008/05/o\\_father\\_where.php](http://www.amren.com/mtnews/archives/2008/05/o_father_where.php)>*

~ National News Article ~

## **Dealing With Dead Beat Parents**

*Helium Inc. 2002-2008 (web article)*

By: *Tyran Saffold*

According to a statement from a 1999 Morehouse convention, 80 percent of all African-American children will spend part of their childhood living apart from their fathers. Along with that, 70 percent of African-American children are born to unmarried mothers and 40 percent of all children regardless of race, live in homes without fathers.

The influx of so many fatherless homes has done much to create an unbalance between them, and those men who actually take care of their children. Those black men, as rare as a *rara avis*, are quickly becoming extinct and unheard of due to the number of black men, or men in general, who do not take care of their children.

Thirty-five years ago, Sen. Daniel Patrick Moynihan of New York called black fatherlessness "the fundamental weakness of the Negro community." Where are our Black fathers? Some blame this missing black male on cultural breakdowns and moral failures; A repeated action of previous fathers who were not present in their child's life, trickling down from generation to generation, until now, when 70 percent of all black males live in fatherless homes.

Others believe that this problem in the African American community is much more complex. Maybe, yet another psychological layover from slavery in which the Father, being constantly ripped from his family and sold away, created a mentality of "my father wasn't here, so why should I have to be"? The mental effects from slavery last much longer than the physical, as actions perpetuated by those circumstances are prevalent by Black men and women in today's society.

"Some men just don't know how to be Fathers" stated Milwaukee citizen Andrea Burkes. "They grew up without their father, and their father's grew up without their fathers, so they really don't know what to do." She added, "In cases like that, men who haven't had the privilege of being Fathered by a physical Man need to reach out to God and ask him for guidance because that is the only way to off-set the unbalance."

Along with those reasons for the missing black male in today's family, the age that women, and in most cases girls, conceive and who they conceive with have much to do with the latter existence of the father in that child's life.

According to the National Campaign to Prevent Teen Pregnancy, thirty-four percent of young women become pregnant at least once before they reach the age of twenty, eight in ten of those pregnancies are unintended and eighty-one percent are to unmarried teens....

*\*To continue reading article, visit <[www.helium.com/items/800065-dealing-with-dead-beat-parents](http://www.helium.com/items/800065-dealing-with-dead-beat-parents)>*

## ~ National News Article ~

**Why Our Black Families Are Failing**

July 25, 2005

*Washington Post*

By: *William Raspberry*

"There is a crisis of unprecedented magnitude in the black community, one that goes to the very heart of its survival. The black family is failing." Quibble if you will about the "unprecedented magnitude" -- slavery wasn't exactly a high point of African American well-being. But there's no quarreling with the essence of the alarm sounded here last week by a gathering of Pentecostal clergy and the Seymour Institute for Advanced Christian Studies. What is happening to the black family in America is the sociological equivalent of global warming: easier to document than to reverse, inconsistent in its near-term effect -- and disastrous in the long run. Father absence is the bane of the black community, predisposing its children (boys especially, but increasingly girls as well) to school failure, criminal behavior and economic hardship, and to an intergenerational repetition of the grim cycle. The culprit, the ministers (led by the Rev. Eugene Rivers III of Boston, president of the Seymour Institute) agreed, is the decline of marriage.

Kenneth B. Johnson, a Seymour senior fellow who has worked in youth programs, says he often sees teenagers "who've never seen a wedding." The concern is not new. As Rivers noted at last week's National Press Club news conference, the late Daniel Patrick Moynihan sounded the alarm 40 years ago, only to be "condemned and pilloried as misinformed, malevolent and even racist." What is new is the understanding of how deep and wide is the reach of declining marriage -- and the still-forming determination to do something about it. When Moynihan issued his controversial study, roughly a quarter of black babies were born out of wedlock; moreover, it was largely a low-income phenomenon. The proportion now tops two-thirds, with little prospect of significant decline, and has moved up the socioeconomic scale. There have been two main explanations. At the low-income end, the disproportionate incarceration, unemployment and early death of black men make them unavailable for marriage. At the upper-income level, it is the fact that black women are far likelier than black men to complete high school, attend college and earn the professional credentials that would render them "eligible" for marriage. Both explanations are true. But black men aren't born incarcerated, crime-prone dropouts. What principally renders them vulnerable to such a plight is the absence of fathers and their stabilizing influence. Fatherless boys (as a general rule) become ineligible to be husbands -- though no less likely to become fathers -- and their children fall into the patterns that render them ineligible to be husbands.

The absence of fathers means, as well, that girls lack both a pattern against which to measure the boys who pursue them and an example of sacrificial love between a man and a woman. As the ministers were at pains to say last week, it isn't the incompetence of mothers that is at issue but the absence of half of the adult support needed for families to be most effective. Interestingly, they blamed the black church for abetting the decline of the black family -- by moderating virtually out of existence its once stern sanctions against extramarital sex and childbirth and by accepting the present trends as more or less inevitable. They didn't say -- but might have -- that black America's almost reflexive search for outside explanations for our internal problems delayed the introspective examination that might have slowed the trend....



## Articles Concerning the Penal System & African-American Males

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Article Titles:

1. Prisons Commit Greater Crimes Than Inmates
2. Prison Rates Among Blacks Reach a Peak, Report Finds
3. "High Incarceration Rates for Black Men Impact Minority Communities & Health Problems Mount"



~ National News Article ~

## **Prison Rates Among Blacks Reach a Peak, Report Finds**

April 7, 2003

The New York Times

By: Fox Butterfield

An estimated 12 percent of African-American men ages 20 to 34 are in jail or prison, according to a report released yesterday by the Justice Department.

The proportion of young black men who are incarcerated has been rising in recent years, and this is the highest rate ever measured, said Allen J. Beck, the chief prison demographer for the Bureau of Justice Statistics, the statistical arm of the Justice Department.

By comparison, 1.6 percent of white men in the same age group are incarcerated.

The report found that the number of people in United States jails and prisons exceeded 2 million for the first time last year, rising to 2,019,234.

That represented an increase of 0.3 percent in the number of people behind bars, in keeping with a slowdown in the prison boom since the late 1990's, Mr. Beck said. But the number of inmates is still four times what it was before the enormous increase in the prison population began in the mid-1970's.

The small growth in the overall prison population last year included larger changes in some states, the report found.

California, which has the largest state prison system, with 160,315 inmates, had a 2.2 percent decrease in its number of prisoners in 2002.

Texas, which has the second-largest state prison system, with 158,131 inmates, had a drop of 3.9 percent, the report said.

New York, with the fourth-largest state prison system, had a decline of 2.9 percent.

In California, much of the decline stemmed from a ballot referendum two years ago that mandated treatment rather than prison time for nonviolent drug crimes. The drop in Texas was the result of efforts by state prison officials to save money by finding alternatives to imprisoning parole violators, Mr. Beck said.

In New York the decline was the result of the drop in crime, he said.

The report found that last year, for the first time, the size of the federal prison system surpassed that of any state's, with 161,681 inmates.

Some of this growth in the federal prison system was accounted for by the Federal Bureau of Prisons' takeover of prisons operated by the government of the District of Columbia. But it also is part of the expansion of the federal prison system in recent years as Congress has increased the number of federal offenses, including many drug crimes and gun possession cases....

*\*To continue reading article, visit <<http://query.nytimes.com/gst/fullpage.html?res=9D01E7DE1338F934A35757C0A9659C8B63>>*

~ National News Article ~

## **"High Incarceration Rates for Black Men Impact Minority Communities and Health Problems Mount"**

*African American News*

By: *Dr. Henrie M. Treadwell*

Each year, when 650,000 ex-prisoners return to communities all across the United States, many suffer from deteriorating health conditions and must confront a hostile environment where their rehabilitation will be difficult to achieve. What's more, the families and communities they are rejoining may have changed significantly during their absence -- creating a totally new dynamic for these ex-prisoners to overcome at a time when their circumstances already make them vulnerable. When America embarked on its aggressive campaign to "get tough on crime" by swelling the nation's prison ranks, it's now clear that not enough emphasis was put on creating healthy prison environments or considering the impact that incarcerating so many people would have on the families and communities that they left behind. Needless to say, with America's criminal justice system primed to incarcerate African American men, in particular, the impact of the mandatory sentencing and strict drug laws is being felt heavily in black communities from coast to coast.

Of the 2.1 million people incarcerated in jails and prisons in 2005, 548,300 were black males between the ages of 20 and 39. Put another way, 4.7 percent of all black males in the United States were incarcerated, compared to 0.7 of the white males. The original war on crime back into the late 1960s centered on providing social programs to address poverty, which was widely seen as an incubator for crime. Many programs were developed that emphasized rehabilitating offenders. Twenty years later, however, the new mandate to the criminal justice system was "do something about drugs," and that translated into the biggest increase ever in the nation's prison population. Instead of training people for jobs, government money was spent on building more prisons.

Arrests for drug violations skyrocketed from 661,000 in 1983 to 1,126,300 in 1993. From 1980 to 1993, the percentage of white inmates rose 163%, while the percentage of black inmates increased by 217%. And by the end of 1993, half of all federal and state prisoners were African Americans. Perhaps the biggest victims of this policy were children -- the sons and daughters of the prisoners. By 1999, there were 721,500 parents in federal and state prisons, and they were parents to 1.5 million children. The social impact of so many children with parents in prison is devastating, especially in low-income communities. It fosters an environment where children don't have role models and may fall into the same bad habits of their parents. We also must consider the psychological impact. While the father is incarcerated, children and families not only lose the financial and emotional support of the missing parent, but must deal with the stigma of having a family member in prison.

Moreover, the community receives another jolt -- when the prisoner comes home. Prisons have become a nest for many infectious and chronic diseases ranging from HIV/AIDS to hepatitis to tuberculosis. In fact, the rate of confirmed AIDS cases in prisons runs five times higher than the general population. Inmates are ineligible for Medicaid when they are incarcerated, so their healthcare services are limited....

*\*To continue reading article, visit <[www.dogonvillage.com/african\\_american\\_news/Articles/00000695.html](http://www.dogonvillage.com/african_american_news/Articles/00000695.html)>*

~ National News Article ~

## **Prisons Commit Greater Crimes Than Inmates**

March 31, 2008

*Yale Daily News*

By: *Claire Gordon*, Guest Columnist

One in 100 American adults is behind bars. That's 2.3 million people total. America imprisons more of its citizens than any other country in the world. China runs a close second, but of course, China has four times as many people as the U.S and is also a Communist dictatorship. America's incarceration rate is higher than every country in Europe combined. In fact, the prison population in the U.S. is equivalent to five Luxembourgs.

American prisons offer a grim portrait of our country's underclass. 1 in 36 Hispanic adults are currently incarcerated, as is one in nine black men aged 20 to 34. One in three black men will be imprisoned in his lifetime. Although illegal drug use is equally prevalent among white and black males, a black man is five times more likely to be arrested. A higher percentage of the black population is currently imprisoned in America than in South Africa at the height of apartheid. When one percent of your population is housed, clothed, fed and supervised by the state, there's going to be an inevitably hefty price tag. It costs an average of \$23,876 to imprison someone for a year in the United States. In Rhode Island it costs \$45,000, the same as a year's worth of tuition, room and board at Brown University. Our own state of Connecticut spends as much money on its prisons as it does on higher education. In twenty years, average state spending on corrections has nearly quintupled to \$49 billion. Although crime rates are dropping, this number continues to climb.

And it isn't paying off. America has the highest homicide rate out of all industrialized nations. In the world ranking, Iraq is only three places ahead. The idea that the prison system makes us safer is based on two principles. The first is that the threat of incarceration deters crime in the first place. The second is that criminals are isolated from society and rehabilitated, so that on release they won't offend again. But the current prison system has failed to fulfill either of these postulates. Since the 80s, crimes rates have fallen as incarceration rates have climbed. It is not the threat of arrest that has affected crime rates, but rather the economy, the rate of unemployment and drug use. In the 1990s, the states with the least rapidly rising incarceration rates actually experienced the most dramatic drops in crime.

Prisons also typically fail to rehabilitate. In fact, they actively do the opposite. Inmates are exploited for cheap labor and endure overcrowding, brutality and poor services. They don't cure criminal minds, but perpetuate violence. The United States increasingly builds its prisons as giant Supermax facilities — concrete and steel and stark efficiency. Inmates are often kept in solitary confinement for 23 hours a day and, thanks to new technology, have almost no interpersonal interactions. Advocates have long criticized these units as responsible for mental degeneration and derangement. The United Nations has denounced them as inhumane. A recent spat of lawsuits have claimed that Supermaxes violate the 8th Amendment ban on cruel and unusual punishment. Although American prisons are financially and ethically grievous, the incarceration rate continues to skyrocket with hardly a peep from politicians....

*\*To continue reading article, visit <[www.yaledailynews.com/articles/view/24133](http://www.yaledailynews.com/articles/view/24133)>*



## Articles Concerning General Conditions African-American Males Are Facing In Society Today:

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Article Titles:

1. CNN Series: Black in America: Black Men
  2. Status of Black Males in America
  3. Plight Deepens for Black Men, Studies Warn
  4. Remediating the Black Male "Crisis"
  5. Ebony: Black Men Must Fight Back Against Obstacles
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~ National News Article ~

## **CNN Series: Black in America: Black Men**

July 27, 2008

*CNN*

The final installment of the CNN Black in America series aired Thursday night focusing the stories on the lives of Black Men. I found myself as a Black Woman relating more to the segment on Black Men than the previous feature on Black Women and Family. Perhaps it is because some of the slices of life for Black Men hit home with me and once again had me reliving the lost lives of male members in my own family that have opted for a life of drugs, crime and ultimately prison. As an owner of a company that specializes in research, the numbers were alarming; however, not a surprise to me. Here is a review of the stats presented:

Black Men

- 1 in 3 will have a prison record in their lifetime
- 6 times more likely to go to jail than a White Male
- 1 Million Black Men currently in prison
- More than half of Black Males will not finish High School
- 60% of High School drop-outs will end up in prison
- 60% of all Black children are growing up without Black Fathers
- Black men only hold 3% of management jobs in America

*Source: CNN: Black in American: Black Men*

The documentary provided another voice to the problems; however, my preference would be for conversations to shift to a discussion and action plan around viable solutions that each of us that care can help to make a difference. This is a generation of Black Men that we are losing to the streets and we must find viable alternatives to address the issues. It is not enough to lay blame on "bad choices" and hold our Black Brothers responsible with views expressed by actor and commentator Joseph Phillips. The numbers and the issues are too big and we must find some solutions. The documentary focused on the impact of Fatherless homes on the decision process and choices offering a view that these issues may be more prevalent in Fatherless homes. My personal experience within my own family leads me to believe that the "lure of get rich quick," rising employment rates, and lack of jobs coupled with severe education disparities and media representation make it a problem that has also found it's way into middle class Black families, both with and without Fathers in the home.

How do we help protect our young Black Men from becoming one of the statistics described on Thursday's documentary? The CNN website list a group of organizations that we can join to try to make a difference. Perhaps it is not fair to expect one four hour documentary to offer problems and solutions in the same offering; however, I would like to spend less time in the future on reviewing the problems and more time on a plan that includes substantial solutions to reverse the realities that are facing Black men in our community. If the programs that have aired within the last week provide a wake up call and help to revitalize the efforts to solve the major issues such as: HIV among Black Women; Raising children without Fathers; the escalating rate of Black men in jail;....

~ National News Article ~

## **Status of Black Males in America**

May 3, 2006

*SOAAP Briefing Paper on Black Males - 2006 National Conference*

*BGCAs Historical Interest in Well-Being of Black Males*

The deplorable conditions facing African American males are neither a new issue nor one unnoticed by Boys & Girls Clubs of America. In March 1926, the Boys Club Federations Executive Secretary, C. J. Atkinson, stood before the Board of the Directors and presented a recommendation to hire William T. Coleman as Field Secretary, Colored Work to expand the number of Clubs serving black males. During the prior four years, the Board of Directors had approved a series of smaller recommendations to initiate Club services to black boys and open opportunities for black professionals. Atkinson had watched millions of African Americans migrate into northern, urban cities; he saw them crowded into poverty stricken enclaves or ghettos. With poor schools and limited services to these communities, he watched the illiteracy rates stagnate and delinquency rates rise. As Atkinson stood before the Board, he challenged the Board to act in the interest of colored boys because their condition so epitomized the Federations definition of underprivileged and warranted the attention of the organization. . Over last eighty years, a coordinated effort of community-based organizations could have improved outcomes for young black males; however, recent publications demonstrate just the opposite.

The late 1980s and early 1990s brought a plethora of books, journal articles and community action directed toward the horrendous status of black adult and youth males. National studies exhibited black males being overrepresented in the number of AIDS cases and HIV infections; one-fourth of all black males between 15 and 24 years old were involved in some facet of the criminal justice system. During the 1980s the influx of crack cocaine into inner city communities facilitated violence and homicide rates increasing to epidemic proportions for black males. Princeton scholar, Cornell West, posited that resulting violence stemmed from a nihilism or lovelessness, hopelessness and helplessness among inner city black youth. More controversial studies have cited cultural factors or behaviors that led to these deplorable conditions among black males. Finally, major cities and states including New Orleans, Louisiana, Minneapolis, Minnesota, Prince George County, Maryland and the State of Ohio published studies or commissioned task forces to investigate the status of black males in their communities. Academically, all of these studies demonstrated the following:

- ☐ black male youth scored lower than whites and black females on standardized tests;
- ☐ black males were more like to be suspended, expelled or received corporal punishment than whites or black females
- ☐ black males were more likely to be placed in special education classes and less likely to be placed in gifted classes than whites or black females
- ☐ black males were less likely to graduate high school than whites or black females.

These studies, among other sociological research, caused many researchers to conclude that black males were an endangered species....

~ National News Article ~

## **Plight Deepens for Black Men, Studies Warn**

March 20, 2006,

*New York Times*

By: Erik Eckholm

BALTIMORE — Black men in the United States face a far more dire situation than is portrayed by common employment and education statistics, a flurry of new scholarly studies warn, and it has worsened in recent years even as an economic boom and a welfare overhaul have brought gains to black women and other groups.

Focusing more closely than ever on the life patterns of young black men, the new studies, by experts at Columbia, Princeton, Harvard and other institutions, show that the huge pool of poorly educated black men are becoming ever more disconnected from the mainstream society, and to a far greater degree than comparable white or Hispanic men.

Especially in the country's inner cities, the studies show, finishing high school is the exception, legal work is scarcer than ever and prison is almost routine, with incarceration rates climbing for blacks even as urban crime rates have declined.

Although the problems afflicting poor black men have been known for decades, the new data paint a more extensive and sobering picture of the challenges they face.

"There's something very different happening with young black men, and it's something we can no longer ignore," said Ronald B. Mincy, professor of social work at Columbia University and editor of "Black Males Left Behind" (Urban Institute Press, 2006).

These were among the recent findings:

- ☐ The share of young black men without jobs has climbed relentlessly, with only a slight pause during the economic peak of the late 1990's. In 2000, 65 percent of black male high school dropouts in their 20's were jobless — that is, unable to find work, not seeking it or incarcerated. By 2004, the share had grown to 72 percent, compared with 34 percent of white and 19 percent of Hispanic dropouts. Even when high school graduates were included, half of black men in their 20's were jobless in 2004, up from 46 percent in 2000.
- ☐ Incarceration rates climbed in the 1990's and reached historic highs in the past few years. In 1995, 16 percent of black men in their 20's who did not attend college were in jail or prison; by 2004, 21 percent were incarcerated. By their mid-30's, 6 in 10 black men who had dropped out of school had spent time in prison.
- ☐ In the inner cities, more than half of all black men do not finish high school.

None of the litany of problems that young black men face was news to a group of men from the airless neighborhoods of Baltimore who recently described their experiences....

*\*To continue reading article, visit <[www.nytimes.com/2006/03/20/national/20blackmen.html](http://www.nytimes.com/2006/03/20/national/20blackmen.html)>*

**~ National News Article ~****Remedying the Black Male "Crisis":** *with high dropout, unemployment and incarceration rates, more than 50 organizations convene to develop action plans to address a disturbing trend*

May 1, 2008 – Diverse Issues in Higher Education

*BNET*

By: *David Pluviose*

PHILADELPHIA - Numerous organizations intent on reversing alarming disparities in school dropout and incarceration rates among Black males gathered in Philadelphia recently for a Call to Action Summit. The event was sponsored by the Presidents' Round Table of African-American CEOs, a group of Black community college presidents. Summit participants were tasked with developing concrete action plans to remedy what many call a Black male "crisis." "The Presidents' Round Table thought it was critical that we bring individuals together to make certain that we recognize and understand the critical need for us to move," said Dr. Charles K Taylor, convener of the Round Table and president of Thomas Nelson Community College in Hampton, Va. "I don't want to be here five years from now and continue to talk about the crisis.... We have all the statistics, we have all the research, now is the time to stop talking and start doing" he added. Dr. Andrew Jones, Round Table secretary and Dallas County Community College District vice chancellor for educational affairs, added context to the discussion in his remarks before the assembled crowd, which included community college presidents from across the nation. "In most of our major dries in this country, less than 50 percent of African-American males graduate from high school. In some cases, 80 percent of the state prison population is African-American males," Jones said. "We know that it's not the kind of thing to lay the foundation for healthy economies, a healthy society and a safe society. We're here today to help us galvanize our efforts and make sure this never again becomes typical," he added.

During the summit, participants were divided into six groups tasked with developing recommendations on how to address various key components of the Round Table's African American Male Initiative. The groups developed action plans on establishing a central clearinghouse of best practices among Black male initiatives nationwide, identifying funding resources, enhancing data collection and collaboration, launching effective marketing campaigns, and influencing public policy to respond more effectively to the numerous challenges facing Black males. In his address, Philadelphia Mayor Michael Nutter (D) reported that more than 50 percent of Black males in Philadelphia high schools drop out, and nearly 60 percent of Hispanic males drop out.

Nutter said high dropout rates only help feed Philadelphia's violent crime rate, ranked highest among the 10 largest cities in the United States. Critical to stemming crime is boosting access to education, Nutter added, outlining his reasons for proposing a \$4 million community college funding increase. "Not by the dollar amount, but by the percentage, community colleges will receive the largest percentage increase of any department or agency that the city funds because I do actually believe in putting our money where our mouths are," he said....

*\*To continue reading article, visit <[http://findarticles.com/p/articles/mi\\_m0WMMX/is\\_6\\_25/ai\\_n25490925/](http://findarticles.com/p/articles/mi_m0WMMX/is_6_25/ai_n25490925/)>*

~ National News Article ~

## **Ebony: Black Men Must Fight Back Against Obstacles**

Feb, 2007

*BNET*

By: *Greg Mathis*

In recent years, the media, social scientists and other segments of society have had a field day portraying Black men as the "wretched of the earth." The usual statistics used to drive their point home is unemployment rate, our fatherless homes and our incarceration rate. Oddly enough, most of the brilliant analysts fail to correlate the unemployment rate with crime and incarceration and the fatherless homes, not to mention failed substandard education systems.

Let me suggest, however, that all Black men are not the deadbeat thugs that many in our society like to project them to be. Despite centuries of oppression, rejection and denial of opportunity, we have made much progress in our journey for justice and equality. Just 40 years ago when nearly 70 percent of Blacks lived in poverty and there were less than 1,000 Black elected officials, strong Black men led a Civil Rights Movement that changed government policies which had permitted Black economic exclusion and political disenfranchisement. As a result, we now have less than 25 percent of our people living in poverty (a 180-degree turn) and there are now more than 10,000 Black elected officials. I believe our people can continue to make progress if we organize a movement to obtain justice and equal opportunity for Black men.

It's a certainty that many of the problems Black men face today are self-inflicted and emanate from self-destructive lifestyles, but we can't take all the blame for our condition. Black men were not born more criminal-minded or less capable than our White counterparts. During slavery, one of the most effective means of controlling slaves was to keep the head of the family from being a strong father and leader. Today, no longer enslaved, Black people in general and Black men in particular are still treated as a source of economic exploitation. Although Black women are sometimes victims of dual discrimination (color and gender), Black men are targeted as a result of society's fear of Black manhood. Much of society's fear of Black men is rooted in the negative stereotypes that suggest Black men are violent, angry and sexual aggressors. Consequently, White men, who dominate hiring and economic dynamics, prefer to deal with our women whom they perceive as less threatening, thereby leaving Black men economically and socially emasculated.

After being stripped of his ability to care for his family and demonstrate real man hood, many of our Brothers simply give up and escape to a subculture of crime and self-destruction. Some suggest that the condition of our men is a conspiracy or trap set up to exploit and destroy our community. Others suggest it is simply the failure of the Brothers, who instead of fighting against the forces that obstruct them, choose to opt out or "punk out" and run to the corner. Whatever the cause of our condition, the solution is the same. We must resist the self-destructive lifestyles that hurt our families and communities. We must fight back against injustice, discrimination and economic deprivation.

Effective solutions to the condition of Black men must include a commitment by those of us who have succeeded to give back and help those left behind. We must become mentors to Black males....

*\*To continue reading article, visit <[http://findarticles.com/p/articles/mi\\_m1077/is\\_4\\_62/ai\\_n27115668](http://findarticles.com/p/articles/mi_m1077/is_4_62/ai_n27115668)>*



## Highlights & Overview

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The Summit's Highlights and Overview covers the following three areas:

1. Education
2. Family's Role
3. Penal System

*\*Some points are not in complete sentences in order to preserve the initial thought.*

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## *Highlights & Overview of Education Report*

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*The overview provides a general look at frequently mentioned barriers and solutions/corrective measures.*

### *Barriers that impede African-American males success in education*

- Lack of parental engagement in the educational process.
- Lack of discipline and pre-training at home, too much of the school day is spent on training the children from a behavioral perspective because of a lack of pre-training at home.
- Lack of parental supervision and involvement in the schooling process including after-school and monitoring homework.
- Unstable households, moving three or four times during the school year, unstable financially, unstable emotionally (lack of consistent parental relationships; boyfriend/girlfriend and high divorce rate taking a toll.
- Lack of reading to the children early and often.
- Lack of parent and teacher collaborating.
- Poverty, a lack of resources.
- Low expectations from school, family, community.
- Fear of being unaccepted by their peers if they do well.
- Drugs, the use of drugs, the availability of drugs and the percentage of AAM that are using drugs and exposed to drugs and selling drugs during the K-12 education experience.
- You are perceived as acting white if your aim is high academic achievement.
- Lack of diversity among teachers, administrators and staff.

### *Solutions/Corrective Measures*

- Students in K-12 must encourage their parents to stay involved; students must encourage more parent and teacher collaboration.
  - Select friends; be selective in choosing friends, select positive friends.
  - Students need to become critically engaged with their school, K-12 and in college.
  - Students need to be leaders and not followers; don't be concerned about how they will be viewed for being smart.
  - Students need to set realistic career goals and begin working on them.
  - Parents need to possess consistency in scheduling homework time, a specific time for homework each day.
  - Increase support from home; parents visit schools, ask about homework every day.
  - Schools must facilitate parental involvement, not just in Head Start, but continued.
  - Schools can look to hire more African American men, teachers, staff, etc.
  - Colleges need to increase their support systems on campus.
  - Colleges need to support and promote the successes through college, show more positive examples, or market more positives examples of AAM that have been successful.
  - Churches need to encourage parental involvement in the educational process
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- Churches need to increase their culture competence regarding the importance of higher education.
- Churches need to showcase educational achievements K-12 & college.
- Legislative branch needs to be more in tune with the changing of the educational climate, K-12, the need of more resources especially in the inner city and poverty ridden districts.
- Increase funding for community colleges, basically taking it to the level of which community colleges are tuition free the same as K-12 is tuition free.

### ***Highlights & Overview of Family's Role Report***

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*The overview provides a general look at frequently mentioned barriers and solutions/corrective measures.*

#### *Barriers that impede young African-American males who are endeavoring to make the successful journey from childhood to adulthood*

- Inappropriate definition of love in the family. Example, buying things for the child instead of actually caring, supporting, disciplining, etc.
  - Missing father.
  - Lack of moral training. Example, children allowed to curse, fight and when they do wrong, they are not held accountable.
  - Lack of communication skills between family members.
  - Many parents fear being a parent and are not knowledgeable concerning their roles.
  - Many are taught to value material things more than educational things and more than positive relationships.
  - Many single parents are exhausted and do not have the wherewithal to positively develop their child.
  - Break down of the family structure.
  - Not seeing models of success, models that look successful. They are not seeing enough people going to work and accomplishing positive things, educationally and professionally. But what many are seeing under the guise of success is really negative, such as illegal activity, drug dealers accumulating fancy cars and nice clothes; so they end up with a distorted model of true success.
  - Living around high negative influences—such as: low income projects with high percentage of single-parented homes, general impoverished conditions and high volume of crime and illegal activity.
  - Many, at an early age, develop a negative perception of the system. They see a police officer pull over a buddy and treat them unfairly. So then, they develop an anti-system perspective. So when then go to school, they look at asking for help as working with “the system.” They look at being a part of the academic team as being a part of “the
-

system.” So some develop an anti-system perspective and they start off with law enforcement but end up going to school officials, judges, elected officials; and that is hard to overcome.

- Not knowing how to use social capital. In other words, if you have a successful uncle, use him and figure out how he was successful. Many don’t understand that in the European community, success is more prevalent because family members help other family members achieve success.
- Welfare supports teen pregnancy generation after generation which develops a welfare dependent mentality. Babies raising babies, young girls having children.

### *Solutions/Corrective Measures*

- Mentors. Develop; locate mentors within your family and community.
- Boy Scouts—join the Boy Scouts; leaders are males who desire to take time out with the youth.
- The mother reading and getting an understanding of the father’s role and begin to implement, taking up more of the slack—attending ballgames, etc.
- Seek out more mentors through coaches, Big Brother/Big Sister, etc.
- Locating agencies that can help you find mentors.
- Family must make the commitment to move beyond the walls of public institution and public support such as welfare.
- Use the family resources wisely; don’t spend \$100 on tennis shoes when there are no books in the home; don’t spend \$100 on video games when a computer is needed to write papers.
- Family should visit the next institution to become familiar with what the child will need. If the child is in elementary school, take one day and visit the middle school to see what goes on and how you can best support it, beforehand. So be proactive. If the child is in high school, visit a college and understand what college is about and the process before actually attending.
- Families must develop a positive relationship with the police, how they feel about the law will be passed down to their children. If they have a negative perception of the law, their children will also have that perception and that is not good.
- Families need to promote and focus academics ahead of sports.
- Families must commit to turning negative situations into positive; don’t make them crutches or excuses. If they are born into poverty, make the commitment to transition out of that instead of saying, “this is what I inherited.”
- Schools must help by promoting family involvement into the school.
- European American teachers can take a real interest in the child by developing a better understand of the African American community and culture, etc. When they see that true concern and care, they are more apt to be receptive to the teacher which will enhance education success. Many have mistrust of European Americans due to historic and inherent conditions in America. So when the white or European American teacher gets involved beyond just academics, or by asking about how things are going at home, it will enhance their effectiveness as a teacher.

- Community develops job opportunities for those who are willing to mentor, such as \$10 p/hr.-10 hrs./p/wk.
- Police Officers can be friendlier towards families and introducing themselves when they see them on the streets.
- Mayor and city officials can actively support efforts inside community of color, inner city, etc.
- Community can hold family fairs in which they invite all agencies in the community down to a common location and show the community different resources that are available.
- Churches can make the commitment to help families without mandating membership; so help families even though they are not members of your particular congregation.
- Churches could focus on conditioning the children to be effective parents and addressing unmet areas and evaluating what areas are lacking, teach them to constructively deal with what is lacking.
- Legislators should cut taxes for those with lower incomes so they will have more money at their disposal.
- Legislators should move to a part-time legislative body, instead of full-time, costing a lot of money; and the money could be utilized to help families.
- Legislators should be active at bridging the gap between themselves or pieces of legislation and the reality of the constituents. Legislators could inquire of the families, how they could better serve the families and not just assume they know.

### ***Highlights and Overview of Penal System Report***

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*The overview provides a general look at frequently mentioned barriers and solutions/corrective measures.*

#### *Direct and indirect causes of young African-American males high involvement in the penal system*

- Lack of personal accountability among the young AAM.
  - Penal System doesn't treat white and black males the same, inconsistency in treatment
  - Penal System is set up to monitor African American neighborhoods at a higher rate; therefore they are more apt to arrest African American males at a higher rate. The same number of crimes may be committed in two different neighborhoods, but one is monitored at such higher level, that theirs is being reported and charged at a higher rate.
  - Lack of values among many young AAM.
  - Poverty
  - Influence by media, TV, young male endeavoring to fulfill the roles they see on TV, but those roles do not show the consequences—only the acts.
  - Many of their fathers in the generation before have been involved in the penal system; therefore, they become involved.
  - The lack of diversity in law enforcement. They view law enforcement as the enemy.
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### *Solutions/Corrective Measures*

- Stay in school, don't drop out. Direct relation between truancy and incarceration.
- Be careful of the people with whom they associate.
- Change their perception of incarceration; view it as a deplorable thing instead of something that is normal.
- Parents must consistently supervise their child; have an account of where they are at all times.
- Discipline. Teach them that an undisciplined life has consequences. When you don't discipline your children, you are teaching them that they can get away with things.
- Fathers can commit to leading by example.
- Families can make sure that the children are not watching negative things on TV that encourages deviant behavior or that glorifies deviant behavior, such as thug life, hard rock and roll, drug usage, etc.
- Families can actively pursue positive relationships with law enforcement, taking their children to meet them and teaching them that they are not the enemy.
- Penal system should increase second chance opportunities.
- Penal system should consider overhauling the jury selection system making sure that they are indeed a jury of their peers.
- The community must help to encourage African Americans to participate in the jury system when they do receive letters.
- Penal system needs to work at changing its image; it is viewed by many African Americans as modern day slavery in which 75 to 80% are men of color.
- Develop community neighborhood associations, create pride, create open dialogue, create trust and create accountability.
- Develop a community board for police officers and police station and a community board for the sheriff department that involves diversity to hold them accountable for their lack of diversity in their workforce and also to give them insight on how to better serve the community.
- Community needs to own up that the problem does exist, the young African American males are in a crisis and then promote that there is a crisis and that will, in turn, promote more resources and more time being allocated towards solving the crisis.
- Church must encourage their congregants to utilize or to fill out the jury selection form and teach them how to answer questions, so they are not eliminated.
- Penal System should initiate an investigative report of where the courts are lacking and allocate resources to make the necessary improvements.
- Legislators should consider redoing sentencing guidelines that are unfair and aimed at punishing the poor and African Americans, such as the inconsistency among the cocaine and crack charges.
- Legislators should focus on reforming education programs, skill development is key, not just obtaining or getting prepared for college, but you may learn a skill that will position you to receive a job.
- Legislation needs to re-examine the competency of the penal system and focus on the rehabilitation instead of the punishment.



## Full Report Outline

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The Summit's Full Report covers the following three areas:

1. Education
  2. Family's Role
  3. Penal System
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## Full Report - Education

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*\*Within this report, some points are not complete sentences or thoughts in order to preserve the initial intent.*

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## FULL REPORT

***Educational Findings****Identified barriers that impede African-American males success in education*

*\*Some barriers/measures are repeated: either because they were mentioned multiple times or their wording differs slightly throughout the report.*

*\*\*The barriers/measures are numbered for sake of order, not to indicate priority throughout the report.*

1. Lack of parental engagement in education process
2. Sex, drugs in school, sexual activity, sexual relationships and drug availability in school by peers is a distraction and impedes success.
3. Lack of pre-training at home, too much of the school day is spent on training the children from a behavioral perspective because of a lack of pre-training at home.
4. Lack of parental supervision and involvement in the schooling process. Don't just drop them off or send them to the bus and pick them up, but become engaged. There is a lack of supervision, checking homework, checking the notes that come home from school, checking the child's progress, monitoring it and becoming involved to make sure they keep up.
5. Unstable households, moving three or four times during the school year, unstable financially, unstable households.
6. Lack of reading to the young children.
7. Parental involvement, lack of parental involvement.
8. Lack of parents reading to the students, especially at a young age.
9. Lack of outside motivation in regards to the parents, grandparents, older friends of the family need to motivate the youth to become more involved in the educational process to become successful.
10. A lack of self-motivation. The youth really aren't motivated to achieve high academically. Some are even more motivated to achieve high athletically.
11. Lack of parenting and that is across the scope, involved in the school, also involved in their after school life. They are really not involved with who they are hanging out with and where they are going at night as well as in school and homework.
12. Lack of parental skills. Parents need to develop parenting skills and learn how to become effectively engaged in their child's educational process. The skills aren't there, so not only are they not involved, they don't possess the skills; they don't even know what to do if they would so desire to get involved.
13. Lack of parent and teacher collaborating. The schools need to collaborate more with the parents, put forth more initiative which forces the parents' involvement.
14. Lack of reading books at home.
15. Lack of materials at home to read. There are very few libraries in homes these days.
16. Lack of support from teachers and parents. Sometimes extra support is needed, classrooms are too big, teachers are overwhelmed, parents divorced and working 40 hours per week are overwhelmed, and students have lack of support from teachers and parents.

17. Unorganized time, unstructured time, students time is not structured, video games, at the park, over to friend's house, but their time needs to be structured. There is a lack of structure in the student's time in life outside of school.
  18. A lack of family structure - Children often home alone; Mother has rotating boyfriends with whom the son becomes emotionally attached to, then the relationship ends; Father in and out of jail/prison
  19. Poverty, a lack of resources.
  20. Poor housing may be not enough lighting, heating, cooling—poor housing.
  21. The parents had bad relationship and experience in school; therefore they are disengaged and they really don't motivate the children. The parents may have dropped out.
  22. Absentee father, lack of father in the home, lack of father being in the home with them on a daily basis.
  23. Overwhelmed single moms unable to support at desired levels.
  24. Single-parented homes.
  25. Negative role models on television, and in the community in which they are growing up in—negative role models.
  26. Lack of male minority educators, those who could also serve as role models, but there is a lack of them and that is impeding success.
  27. Lack of role models, lack of positive role models.
  28. Negative influence of pop culture, sports media, MTV, ESPN are setting their values, so their values to become famous and becoming a professional ball player, and that is what they are focusing on instead of educational success.
  29. Lack of positive role models.
  30. Lack of male role models.
  31. Lack of male minority role models.
  32. Lack of role models.
  33. Not visible effective role models, so some may be there but they're not visible and not engaged.
  34. Not enough African American staff at the schools.
  35. Needs someone to care and someone who has high expectations for them. So there is a lack of those individuals who care for them and hold them accountable and have high expectations for them.
  36. Few mentors, lack of mentors.
  37. Limited teaching or no teaching in the home prior to kindergarten, reading, teaching ABC's. They should come to kindergarten knowing some things but are lacking, so they will play catch-up for the rest of their educational process.
  38. Educational process is too formal and is not meet particular needs, educational process is too formal and does not address or bend and is not flexible enough according to the need.
  39. Lack of diversity in teachers.
  40. Reading programs have been cut back, not enough resources available for reading programs.
  41. Lack of understanding by school administrators and teachers in their inability to relate to the African American students.
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42. Lack of textbooks with positive images regarding successful accomplishments and contributions of AAM that they have made to society, so they have a lack of exposure to those from their background that have accomplished and the main, critical contributions; so therefore it limits their personal expectations because they don't see success.
43. Lack of knowledge of successful black people in history.
44. Teachers are not prepared to teach urban students.
45. Educational system is not equal, too many inadequate resources, especially in the inner cities and poor districts.
46. Not seeing the bigger picture. A lot of young AAM don't look at the big picture and see that education is the foundation on which you will build your life.
47. AAM learn differently, some learn different and in different ways that the "normal" school districts are teaching. They may need more engagement, they may need more team oriented learning—where you would break up into threes and work on a project together. They may need more innovation than the teaching styles and also the material.
48. No family tradition of educational success or lack of family tradition in educational success; neither mom nor dad graduated or mom or dad was not successful.
49. Lack of personal connection with the teachers, they need to know that the teachers care.
50. Every child needs to be valued; every child needs to know that they are valued.
51. Lack of learning environment at home.
52. Improved expectations of AAM students are needed; teachers need to increase their expectations; parents need to increase their expectations; administrators need to increase their expectations and hold accountable.
53. Low expectations from school, family, community.
54. Positive skills not identified; their strong points are not identified or cultivated.
55. Lack of understanding of young AAM.
56. Teachers' biases and tracking.
57. Undiagnosed behavioral health issues.
58. Stereotyping AAM quite often face a particular stereotype and therefore they are treated differently.
59. Not aware of statistics that tie educational success to prison and other poor outcomes. The AAM need to be made aware that there is a connection between poor performances academically and later on being incarcerated. The AAM need to be made aware that there is a connection there and if headed down that path, it may be a path they don't want to travel.
60. Schools identify the gifts that students have but are unaware of how to best reach them and best develop them. The schools may notice that the student is a gifted rapper but they don't have the understanding to cultivate that skill because that skill is not a part of the curriculum. But if they understood how to cultivate that skill, they may turn it to poetry, turn it to literature or perhaps advance the curriculum to include a class to embrace a type of rapping used to teach them the English language as a class they could take after taking the fundamentals of English. A class that deals with rap music or hip hop music cleaned up but yet is something the students are motivated about, but schools lack the understanding of how to develop and cultivate particular skill sets young African Americans have, so those skills lay dormant & aren't cultivated and school is boring and they become disinterested, their gifts are not welcomed.

61. More effort needs to be put towards stopping stereotypes; examples include income status, preppy look, and thug look.
  62. Low reading proficiency levels among young AAM are the cause or barrier of their educational success; low reading proficiency levels.
  63. Lack of personal investment by the student.
  64. Conformity—some AAM try to conform to their peers around them to avoid being labeled as smart or nerdy, so they conform and under produce academically.
  65. Lack of fitting in if can't afford popular clothing—if the student cannot afford popular clothing, it hurts the psychic and morale and school becomes a difficult place to be, they will be laughed at, etc.
  66. Lack of confidence.
  67. Poverty
  68. Lack of preparation prior to K
  69. Lack of food and nutrition, such as breakfast.
  70. Non level playing field devaluing education. So you have some AAM, because of historical conditions such as segregation and Jim Crow laws, education was not even assessable on certain levels in the black community to just a few decades ago. So you have one group of children who have decades and decades and decades of educational attainment and success even in higher education where the other one is coming from decades and decades and decades of challenging educational successes. So the playing field is not level. So you have some AAM who have broken the cycle and some haven't, but a majority of European or all of European Americans have at least had access to all levels of education from a cultural perspective. Now they may have had to find financing, but at least they had access. They weren't barred out because of their race or color where African Americans have been for decades, to the playing field is not yet level.
  71. Disadvantaged from the start, life issues, disproportionately high numbers of AAM come from broken homes, poverty, communities with high crime.
  72. By the time pre-K arrives, the student is already behind, lack of pre-K preparation.
  73. Early mislabeling—many AAM are mislabeled. Their activeness or their athleticism or their aggressiveness is viewed as behavioral and learning problems.
  74. Bullying from other—not cool to be smart; so when they perform well, they are bullied.
  75. Lack of expectations
  76. Doing well academically is perceived as acting white.
  77. Lack of personal values in regards to valuing education.
  78. Unaware of the importance of possessing a strong GPA.
  79. Fear of being unaccepted by their peers if they do well.
  80. You are perceived as acting white if you try to succeed.
  81. Your typical expectations.
  82. Peer pressure to look a certain way and to perform athletically, but not to perform academically.
  83. Lack of confidence, low self-esteem.
  84. Negative advice, stereotyping, not okay to be who I am. In other words, pressure from peers to under perform.
  85. Lack of information on how the individual can help himself.
  86. Negative peer pressure.
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87. Fear of success.
88. Peer pressure.
89. Media images of successful minority athletes and entertainers, but not successful CEO's & professionals.
90. Media, TV, music and the pop culture all have a negative effect.
91. Fear of being called a sellout.
92. Work ethic, low (for many) - being raised on welfare produces a lethargy.
93. The path of success is viewed by many AAM as becoming a professional athlete—that hinders their motivation to succeed academically.
94. Not every student will make it to the NBA. They don't realize that the chance to become a pro-athlete is extremely low.
95. There is an idea that the only path in college is through athletics.
96. Drugs, the use of drugs, the availability of drugs and the percentage of African American males that are using drugs and exposed to drugs and selling drugs in K-12.
97. Sex, drugs in school, sexual activity, sexual relationships and drug availability in school by peers is a distraction and impedes success.
98. Out of school, school suspensions, too many out of school suspensions for trivial matters - being home alone results in further mischief.

#### *Identified causes of low college enrollment rates of African-American males*

1. Misplaced values and priorities. Students don't see the value in higher education.
2. Lack of parental knowledge concerning the educational process.
3. Lack of parental understanding of the current critical importance of higher education. Twenty years ago, it was not a necessity; but under the current educational landscape, higher education is now a necessity, a must. Parents don't pass on the sense of urgency. It should no longer be, "are you going," but "where are you going?"
4. Poverty, can't afford it.
5. Lack of information concerning the access to financial funding available
6. Lack of financial resources.
7. Families and students need guidance to access the resources.
8. Parents, lack of parental understanding of the critical importance of their involvement in the process, some parents stop being involved after the 12<sup>th</sup> grade, but parents don't understand their critical involvement and support that is needed beyond the 12<sup>th</sup> grade.
9. Lack of math proficiency.
10. Lack of effort to make education diverse or appealing to a diverse student body.
11. Historical perceptions that college is not needed to be successful.
12. No family history of college, lack of family history of going to college.
13. Lack of promotion or encouragement to students who have potential; lack of parental encouragement and lack of school encouragement to students who have potential. Students need more encouragement to go to college.
14. A need of a change of thinking patterns, students don't view college as a necessity or obtainable.

15. Lack of information about college, the access enrollment process and available funding in the black community. They have to leave their communities to find available information, thus they are uncomfortable.
  16. Lack of early planning. Their needs to be a plan in place early in life early so when it comes time for them to graduate they are prepared.
  17. Lack of previous successes in school, the foundation is not there.
  18. Because of lack of prior success, education is viewed as something to be avoided.
  19. Lack of skills to make the necessary transition from high school to college. Lack of educational foundation.
  20. Lack of encouragement from teachers. Teachers are teaching to pass the MEAP and to get them through their class, but aren't actively encouraging them to continue beyond high school
  21. Lack of motivation, personal motivation, parental motivation and school motivation of encouraging students to go to college.
  22. Laziness and procrastination on the part of the students, some are capable and some even plan, but they are lazy and they procrastinate in getting the process started and it comes and goes.
  23. Low self-esteem, they have been told they are not college material and they believe it.
  24. Lack of available information regarding the details of first steps to follow.
  25. Lack of understanding of the process of going to college.
  26. Lack of understanding of how to use the resources that are available.
  27. Lack of self-motivation.
  28. Perception that college is for white people. There is a perception that college is for white people and manual labor and non skilled labor is for minorities.
  29. Many of their friends rarely talk about going to college - its not a priority.
  30. Lack of college tradition in the families.
  31. Being told that you can't and you're not college material and they begin to believe it.
  32. Lack of communication of the information to go to college
  33. Repeatedly told, verbally and through actions in the K-12 process, that AAM aren't expected to go to college. So being told verbally and nonverbally that AAM are not expected to go to college.
  34. Lack of knowledge of their potential.
  35. College process is too complicated for first time AAM, i.e., the financial aid process, enrollment process, etc.
  36. Either no or low expectations regarding them going to college.
  37. Intimidated by the FAFSA, intimidated by the financial aid application which is a gateway to college.
  38. Lack of incentive, some view the difficulty in the current economy for college graduates to find work as a lack of incentive; why go?
  39. One of the causes for low college enrollment rates among AAM is a fear of being viewed as leaving the community, leaving their culture when they obtain a college degree. Many in their community and culture don't have them; so when they leave to get them, they fear that they will be viewed as leaving their community.
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*Identified causes of low persistent and graduation rates among African-American males who do enroll in college*

1. Poverty...federal & state financial aid is too low. It pays for tuition but many live in low poverty and there are many other needs after they enroll - like, housing, food, books transportation, computer notebooks writing utensils, etc... So many eventually run out of money and have to return home.
2. Lack of teachers that reflect their backgrounds in higher education; lack of staff that reflects their backgrounds on campus.
3. Lack of diversity in higher education in general; curriculums not diverse, staff not diverse, administration & professors not diverse. This is perceived as a non-inclusive and non-welcoming environment.
4. Limited history of African American studies, the only critical contributions of African Americans have made is through slavery which is a demeaning and demoralizing process or entity to many AAM, so there is need to diversify the curriculum, to show more significant and positive contributions.
5. Lack of connection with the teachers and the school - many professors seem distant.
6. Lack of understanding of the importance of finishing their degree.
7. Lack of delayed gratification, some start, get a job, quit college because they are making money; not willing to wait and get a better, higher paying job
8. Lack of motivation to complete; it takes one degree of motivation to start and most or many only possess that motivation, but there takes another degree of motivation to complete.
9. Not feeling comfortable, lack of feeling confident in speaking out in class, speaking up to ask questions. Some feel they will be viewed as being stupid, so they remain silent.
10. Unwilling to ask for help when needed.
11. Lack of connection between those who can help them and the individual themselves, not much diversity among those who are to help the students, i.e., teachers, tutors, etc.
12. Lack of personal commitment to finish.
13. Lack of social opportunities - there needs to be more diverse opportunities made available at the college, such as more engaging opportunities for students of color, diversified meals in the dining cafeteria, more promotion of African-American events.
14. Lack of understanding of resources that are available out of class.
15. Lack of coping skills, their schedule is increased (more study time is required); time management is an issue, etc., lack of coping with the transition to college.
16. The beginning pace is too fast, maybe there should be two paces. One course covers the same content, but has two different paces, such as English 100 and English 100A. English 100 meets twice a week and English 100A meets three times a week or maybe add additional time in the semester process or implement some other creative way to slow down the pace.
17. Lack of assistance in nonacademic areas, such as traveling to class, counseling and instruction when dealing with home issues.
18. Lack of activities for black students.
19. Lack of encouragement from faculty - Many students of color thrive off personal relationships. Impersonal and distant faculty is portrayed as non-welcoming.

20. Lack of intervention for students on the verge of being in trouble.
21. Time management - Many African-American students work and some have children. Balancing acts are difficult and they need instruction on how to make it work.
22. Lack of acceptance by their peers on campus. In many classes they are the only African American student in the class and many college activities and study times are done as a group, so lack of peer support.
23. Lack of parental support during the college age or time frame. Many parents didn't go to college, so they don't know how to support.
24. Falling behind academically due to procrastination and the difficulty of catching up.
25. Negative peer pressure; many in their community aren't going to college, many friends aren't going to college, so they will spend time together in order to maintain the friendship, but they should be getting rest or should be studying; so negative peer pressure.

### **Solutions/Corrective Measures**

#### *Identified ways in which young African-American males can help themselves in the area of educational achievement*

1. Students in K-12 must encourage their parents to stay involved; students can encourage parental involvement.
  2. Students must understand and value education.
  3. Focus on reading skills, comprehension and writing.
  4. Students need to be leaders and not followers; don't be concerned about how they will be viewed for being smart.
  5. Develop positive peer culture, select positive friends.
  6. Find a mentor.
  7. Be a mentor; students in 10<sup>th</sup> grade students can mentor elementary students, and elementary students can mentor younger students.
  8. Students must model themselves after successful people.
  9. Students must look for mentors themselves
  10. Learn to read, read widely, read frequently; make reading fun.
  11. Seek help early.
  12. Seek help when they are doing okay, not just when doing badly or about to fail.
  13. Develop relationships with teachers.
  14. Students need to become critically engaged with their school, K-12 and in college.
  15. Students must seek out mentors; students can seek out positive mentors.
  16. Students must possess a personal desire to overcome stereotypes.
  17. Students must set realistic career goals and begin working on them.
  18. Select friends; be selective in choosing friends, select positive friends.
  19. Students must focus on understanding the concepts of math at an early age.
  20. Students must set personal goals.
  21. Students need to understand the importance of laying a good foundation educationally.
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22. Students must understand the critical importance of higher education in the 21<sup>st</sup> century.
23. Students must understand the importance of being prepared, so develop an understanding of the best ways to prepare, ask counselors, ask teachers.
24. Students must possess an internal motivation.
25. Students must learn how to use resources properly, tutoring, computers, labs, etc. Students need seek out and learn to use resources before the need arises.
26. Students need to possess a self-awareness of their capabilities and a willingness to strengthen their weakest links.
27. Students need to be farsighted—look at the big picture, not shortsighted—delayed gratification—the joy of skipping school today. Farsighted—acquire more education; shortsighted—just go and get a job.
28. Students must start early on dedicating themselves to success, achieving educational success.
29. Believe in self, students need to possess an internal believe in self.
30. Students need to change their expectations, possess high personal expectations.
31. Students need to change their values and value education more than they value entertainment.
32. Students need to monitor the way they spend their time; more time studying and reading and less time watching TV and playing video games, listening to i-pods.
33. Students must seek help early.
34. Students need to identify areas in which they are skilled. They must also seek areas that they are interested in and that will help; in other words, seek good advising and pursue fields that play on their strengths.

*Identified ways that families can better support educational achievement and attainment among young African-American males*

1. Parents must instill educational values.
2. Families should take time to build character, not just academically, but time disciplining at an early age.
3. Parents must become critically involved in planning for college.
4. Parents should take their student to visit a college at an early age.
5. Parents need to possess consistency in scheduling homework time, a specific time for homework each day.
6. Increase support from home; parents visit schools, ask about homework every day.
7. Parents must help students plan for success.
8. Parents need to allocate more of their money to acquire resources for educational successes in the home, i.e., books, computer, instead of high-priced tennis shoes and video games.
9. Monitor amount of TV exposure, and what they are being exposed to.
10. Parents and families need to break financial barriers; in other words, scale down life style so you have more time instead of working extra hours.
11. Parents need to be educated more on how to help students; parents lack education.
12. Parents can secure mentors that are culturally similar and mixed mentoring.

13. Parent must make the commitment early on that their children are going to college and begin to prepare accordingly.
14. Parents must place greater emphasis on literacy from birth, i.e., read to your children early and often.
15. Parents need to take advantage of Head Start and pre-school opportunities in the community.
16. Parents must take the initiative to seek outside support when finances are limited; there are support systems that aren't being utilized.
17. Parents must increase their knowledge of how to utilize outside support.
18. Parents must increase academic expectations; don't accept C's, don't accept the student underachieving.
19. Parents must increase their accountability, holding students accountable; don't go to the school defending them when they have a behavior or academic problem, charging the school, but take personal accountability themselves and place the accountability also on the students.
20. Parents must redirect values to educational focus; don't focus on being the nicest dressed student in school but the most prepared. Many students may go to school with \$100 shoes on, but don't have pencils and pens in their backpacks.
21. Parents must take time out to support the student's educational involvements.
22. Parents must develop and maintain personal relationships with the students and encourage the students to educational success.
23. Parents should form support groups with other parents to share resources.
24. Parents should recognize academic achievement, in other words, as you recognize how well your child does in football or basketball, so too is the critical importance of recognizing how well your child does academically and put greater emphasis on it.
25. Families and parents must make the commitment to break the cycle of not reading to children; they may have experienced their parent reading to them or really been involved in their educational process. Their parents may have been more involved in providing; in the African American community, the provision was a critical issue because of the other challenges they face. They need to break the cycle and not only provide but become engaged, form a group of other parents to combine resources if they don't have resources.
26. Reward academic accomplishments, make them visible, and post them throughout the home.
27. Make the commitment to increase parental supervision in all areas of life, especially with whom their children spend time.

*Identified ways the community can better serve the young African-American males including school systems, colleges, so on and so forth.*

1. Schools should increase time helping with building character among the students.
  2. The community can help by offering parenting skills classes, city government, etc.
  3. Schools must take the initiative to build better relationships with parents.
  4. Schools must facilitate parental involvement, not just in Head Start, but continued.
  5. Schools must work to build positive relationship between schools and parents.
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6. Schools must implement graduating coaches so students have graduating coaches. These coaches will work with the students to make sure they are graduating, making sure they have what it takes to graduate, develop personal relationships with them.
7. Schools should develop peer mentoring, stronger students mentoring the weaker students.
8. Community can increase the network or the number of mentors.
9. Schools can support peer mentors, support peer mentoring.
10. Schools should look to hire more African American men, teachers, staff, etc.
11. Colleges should look to hire more AAM on campus in a variety of roles.
12. Community should look to increase the availability of mentors, promote mentoring.
13. Community professionals need to commit to giving back to the youth, spending time with them, etc.
14. Community needs to support mentoring at the higher levels.
15. Schools need to make the commitment to diversify curriculum, staff, etc.
16. Teachers need to increase their belief in students.
17. Teachers need to make a greater commitment to the personal interest in students.
18. Colleges must make the commitment to diversity important.
19. Schools need to make the commitment to diversity important.
20. Schools need to promote, in K-12, higher education as a necessity and not just focusing on educating the students, but promoting the necessity of higher education.
21. Colleges must value every student where they come from and show that value by incorporating things that are catered to their interest; more diversity in college programming.
22. Community...everyone needs to understand the importance of promoting education, not just schools, parents, neighbors, police officers, judges...but everyone.
23. School need to increase the tracking of their student's ability to read at an early age and aggressively support those in the 4<sup>th</sup> grade who cannot read.
24. School should support peer-to-peer groups.
25. Schools need to develop better ways of reaching the youth – innovative curriculum/teaching styles.
26. Schools should commit to stopping all stereotyping and bullying.
27. Schools need to reduce the percentage of students that are being suspended; develop alternative means of disciplining.
28. Colleges must develop better methods of engaging AAM in the campus life.
29. Colleges should increase their support systems on campus.
30. Colleges need to make the support systems that they do have in place, make it more aware and more a part of the formal education process in conjunction with faculty, not just a resource off to the side, but make it a part of the formal education process, i.e., when they fall behind, the faculty will contact the support systems and the support systems will contact the students; faculty encourages students to access support systems. These entities need to work closer together.
31. Community needs to support programs, those that are doing well or that have achieved and education, need to support programs. Community needs to give back.
32. Community needs to increase the availability of reading programs.
33. Community needs to support and praise academics and sports on an equal level.

34. Schools need to support and praise academics and sports on an equal level.
35. Colleges need to support and promote the successes through college, show more positive examples, or market more positive examples of AAM that have been successful.
36. Colleges need to show more diversity through their marketing.
37. Colleges need to develop more financial resources that are made available to students that are struggling to be able to purchase books, perhaps eat lunch, etc.

*Identified ways in which the local church can increase their support of African-American males*

1. Churches can support by making efforts to increase Sunday school attendance.
2. Churches need to work together to address the crises that AAM are facing.
3. Churches need to work together in promoting abstinence in regards to the percentage of AAM having children out of wedlock.
4. Churches need to promote moral spirituality and not church attendance.
5. Churches need to increase their culture competence regarding the importance of higher education.
6. Churches need to showcase educational achievements K-12.
7. Churches need to partner with the schools.
8. Churches need to make resources available for education success, such as computer laboratories.
9. Churches need to encourage parental involvement in the educational process
10. Churches need to teach parents how to become involved in the educational process on more intimate levels.
11. Churches need to initiate mentoring, peer mentoring, stronger student with weaker students, older students with younger students, etc.

*Identified ways the legislative branch can better serve African-American males*

1. Legislative branch needs to be more in tune with the changing of the educational climate, K-12, the need of more resources especially in the inner city and poverty ridden districts.
  2. Increase funding for community colleges, basically taking it to the level at which community colleges would be tuition free the same as K-12 is tuition free. The associate degree is equivalent to what a high school diploma was 30 years ago in order to keep up with academic inflation a higher level of educational attainment needs to be made available for all students. The legislation needs to be made aware of that and increase the funding levels of the community colleges to make it where it is basically tuition free.
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3. Legislators need to increase federal funding to include housing for students who come from impoverished backgrounds, increase the funding levels that the FAFSA makes available.
4. Legislators need to work with K-12 to make sure resources are up to date.
5. Legislators need to redirect more funding from prison to education. Education is viewed by community leaders as a preventative measure.
6. Legislators need to be made available to the students to show the commitment of the state level, meet more regularly with students.

*Identified positive variables that academically successful African-American males share:*

1. They are self-motivated.
2. They had parents who read to them at an early age frequently; parents are critically involved.
3. They had parents with high expectations of them.
4. They had mentors especially with fathers were missing.
5. They are self-starters.
6. They are committed to proving stereotypes are wrong.
7. They were engaged in school through extracurricular activities and stayed engaged.
8. They surround themselves with friends who are successful.
9. They stayed away from drugs, premarital sexual activity.
10. They acquired a knowledge and understanding of prior African American successes and positive contributions; therefore, it increased their morale and personal expectations.
11. They developed math and reading proficiencies at an early age.
12. They have parents who monitored their time playing video games, sports, etc.
13. They come from strong church families.
14. They attend church regularly.
15. They said "no" to drugs.
16. They had fathers who had daily contact with them.
17. They had access to financial means or knew how to obtain financial means.
18. They went to college by preparing at an early age.
19. They sought extra help to strengthen areas of academic deficiencies.
20. They participated in organized sports.

*Positive variables of African-American males who are successful in college*

1. When they faced difficulty academically in college, they sought help early.
2. They persisted in college by being engaged in campus life.
3. They persisted in college live on campus in an educational atmosphere.
4. They persisted in college by having personal goals and achieve their goals.
5. They persisted in college have financial support from families or scholarships.
6. They are successful in college because they had strong mentors.

7. They have high values and limit the amount of negativity that they expose themselves to.
8. They were successful in college because they were not afraid to succeed.
9. They were committed to breaking the cycle when the parents were not able to achieve success (parents may have been drop outs).



## Full Report - Family's Role

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*\*Within this report, some points are not complete sentences or thoughts in order to preserve the initial intent.*

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## FULL REPORT

***Family's Role Findings***

*Identified barriers that impede young African-American males who are endeavoring to make the successful journey from childhood to adulthood*

*\*Some barriers/measures are repeated: either because they were mentioned multiple times or their wording differs slightly throughout the report.*

*\*\*The barriers/measures are numbered for sake of order, not to indicate priority*

1. Lack of financial resources—poverty.
2. Lack of resources in general.
3. Lack of employment opportunities (labor force is shifting to skilled labor).
4. Lack of dependable transportation (to get to interviews, work, grocery store, etc.).
5. Lack of knowledge concerning how to use available resources that the community may have.
6. Lack of resources, especially for those in between being rich and poor.
7. Lack of support in getting and helping family transition from to poverty to working class. There is support for those who are in poverty. It is for them to get by and not to transition from poverty to middle class.
8. Lack of geographically close grocery store to the inner city.
9. Misdiagnosis of medical behaviors.
10. Many are labeled at an early age and begin to act accordingly.
11. Many have early negative exposure to the courts.
12. Low or no expectations.
13. Lack of fathers in the home due to incarceration.
14. Fear of success.
15. Many are in single-parented homes.
16. Lack of reading materials in the home, positive reading material.
17. Lack of respect for parents and authority figures.
18. Lack of love. Many don't receive genuine love and support.
19. Parents lack ability to read so they can't read to the children.
20. Lack of quality time being spent together as a family.
21. Inappropriate definition of love in the family. Example, buying things for the child instead of actually caring, supporting, disciplining, etc.
22. Lack of overall family support.
23. Missing father.
24. Generational attitudes that don't recognize that inappropriate behaviors are wrong.
25. Lack of moral training. Example, children allowed to curse, fight and when they do wrong, they are not held accountable.
26. Lack of problem-solving from the bottom up.
27. Lack of communication skills between family members.
28. Many parents fear being a parent and are not knowledgeable concerning their roles.

29. Many parents don't motivate or promote their children to be successful.
30. Unprepared parents.
31. Lack of possessing a foundation for success.
32. Lack of support systems.
33. Lack of quality time.
34. Many are taught to value material things more than educational things and more than positive relationships.
35. Lack of educational foundation.
36. Many single parents are exhausted and do not have the wherewithal to positively develop their child.
37. Lack of proper nutrition.
38. Break down of the family structure.
39. Lack of value system.
40. Food—bad food is eaten.
41. Spiritual quality is not encouraged.
42. Hopes, dreams and goals are not set.
43. Communication is not given.
44. Work ethic is not taught.
45. Right from wrong is not consistently taught.
46. Church is primarily avoided.
47. This generation lacks a value system.
48. Not seeing models of success, models that look successful. They are not seeing people going to work and accomplishing things, educationally and professionally. But what they are seeing as success is really negative, such as illegal activity, drug dealers accumulating fancy cars and nice clothes; so they end up with a distorted model of true success.

#### *Identified challenging family structures that serve as a barrier to young African-American males*

1. Disengaged father. Father may live with them, but because of his workload, he doesn't have the time to engage with family.
  2. Living around a high crime area.
  3. Living around high negative influences.
  4. Many, at an early age, develop a negative perception of the system. They see a police officer pull over a buddy and treat them unfairly. So then, they develop an anti-system perspective. So when they go to school, they look at asking for help as working with "the system." They look at being a part of the academic team as being a part of "the system." So some develop an anti-system perspective and they start off with law enforcement but end up going to school officials, judges, elected officials; and that is hard to overcome.
  5. Early teenage pregnancies, generation after generation. Parents got pregnant, unmarried and young. The next generation ends up doing the same thing.
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6. Not knowing how to use social capital. In other words, if you have a successful uncle, use him and figure out how he was successful. Many don't understand in the European community, success is more prevalent because family members help other family members achieve success.
7. Welfare supports teen pregnancy generation after generation which develops a welfare dependent mentality. Babies raising babies, young girls having children.
8. Lack of community help in raising the child.
9. Lack of society taking part.
10. Successful people are not getting involved.
11. Society perpetuating a welfare dependent mentality.
12. Lack of solutions being identified by the black community themselves.
13. Neighborhoods raising children; high presence of bad influence in those neighborhoods. In other words, the village is still raising the child, but the village is broken down. The village used to consist of working mom and dad, next door, next door and next door. Now it's teenage girl raising three children with a drug dealer coming over at night; next door to that a working mom gone all the time with children raising themselves; next door to that an older couple who don't want to get involved because of high crime. So the youth are out there and the only ones they see are in the broken down village.
14. Culture change; family rules breaking down.
15. Very few family rules in family neighborhoods anymore.
16. Neighborhood negative, no communal guidance.
17. Lack of Sunday school attendance.
18. Lack of Christian role models.
19. Lack of parental expectations.
20. Lack of counselors, mentors.
21. Lack of understanding of the family structure in the schools.
22. Lack of resources such as computers, transportation, etc.
23. Generational gaps, older-younger not communicating, older not supporting the younger to the optimal levels.
24. Lack of parents holding children accountable for their behaviors. Don't blame the school; put the responsibility on the child.
25. Unknowledgeable parents are not monitoring or engaging in the child's life, don't know their friends, how they are spending their time, too much TV—Hollywood and video games are having a huge impact on shaping the child's morals, outlooks and acceptable behavior and perceptions of acceptable behavior.
26. Lack of space in the home to study quietly, to read quietly.

### Solutions/Corrective Measures

#### *Identified ways to overcome the barrier of missing fathers for young African-American males*

1. Mentors. Develop; locate mentors within your family and community.
2. Successful role models—solicit them to be role models.

3. Boy Scouts—join the Boy Scouts; leaders are easily males who can take time out with the youth.
4. Join church, utilizing the pastor and positive males in the church as role models.
5. Use successful family members, uncles, grandfathers, etc.
6. Develop personal relationships with teachers at school.
7. The mother reading and getting an understanding of the father's role and begin to implement, taking up more of the slack—attending ball games, etc.
8. Mother must allow critical father involvement - just because she is not married to the father or she has a bad relationship with the father, she should not cut the father off from having a relationship with the child.
9. More male mentors are needed.
10. Seek out more mentors through coaches, Big Brother/Big Sister, etc.
11. Mentoring mention numerous times.
12. Locating agencies that can help you find mentors.

*Identified ways in which the family can better support young African-American males to make the successful journey from childhood to adulthood*

1. Family must make the commitment to move beyond the walls of public institutions and public support such as welfare.
  2. Develop a self-dependent mentality.
  3. Increase child's exposure to different cultural experiences.
  4. Use the family resources wisely; don't spend \$100 on tennis shoes when there are no books in the home; don't spend \$100 on video games when a computer is needed to write papers.
  5. Visiting the next institution to become familiar with what the child will need. If the child is in elementary school, take one day and visit the middle school to see what goes on and how you can best support it, beforehand. Be proactive. If the child is in high school, visit a college and understand what college is about and the process of admittance before actually attending.
  6. Family can develop a positive relationship with the police, how they feel about the law will be passed down to their children. If they have a negative perception of the law, their children will also have that perception and that is not good.
  7. Family needs to promote and focus on academics ahead of sports.
  8. Family must commit to turning negative situations into positive; don't make them crutches or excuses. If they are born into poverty, let that serve as a motivator to make the commitment to transition out of that instead of saying, "this is what I inherited."
  9. Stop peer pressure at home and in neighborhoods.
  10. Family must teach work ethic early in life.
  11. Family must place children in appropriate roles and not forces them into adult roles. In other words, let the child be a child and don't force them to get a job when they are very, very young. Don't force them to be home alone for several hours, cooking for themselves and raising other little children.
  12. Family can provide a separate place for studying.
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13. Family must look at the appropriate role of sports. Sports have a positive impact when the appropriate role is given to the children; not ahead of academics, but sports can teach teamwork and work ethic.
14. Family listens to the children; take time to listen to the children. Too often parents talk and don't listen. Learn to listen without interrogating.
15. Family committed to develop a positive self-esteem. Find the children's strengths and commit to encouraging them and complimenting them.
16. Family provides consistent discipline.
17. Family seeks education opportunities for all in the family beyond just the school, trips to the library, reading in the evening, trips to the aquarium, zoo, etc.
18. Parents can make the commitment to increase their parenting skills by reading books on parenting, my being mentored by other parents, things that they did wrong and right, etc.
19. Family commits to become a part of a parental group i.e., as church or with other community groups where parents get together and help each other problem solve and learn to be more effective parents.
20. Family remains consistent with discipline for poor behavior.
21. Family teaches respect and responsibility to the child.
22. Family increases communication levels and skills.
23. Family recognizes the need for extra support of the child and fulfills it.
24. Parent commits to making the child's life more important than their own.
25. Family understands parents' role; children and parents aren't buddies like peer to peer. Make sure the roles are identified and clearly understood and respect is given to each child and parent.
26. Family commits to teaching the child what true love is, respect, compassion and responsibility.
27. Family stays involved in the child's activities.
28. Improve social contacts.
29. Family sets boundaries for the child, such as, time to be in the house in the evening, what they can and cannot watch on TV, music they can and can't listen to. Children need boundaries and they need them to be enforced and loved and taught why the boundaries exist.
30. Family child supervision needed. Children need to be supervised.
31. Family should encourage values, strong values, such as learning to share. Don't tear each other down, but build each other up; take responsibility for your own actions and enforce discipline and teach consequences for actions.
32. Family keeps track of school success and promotes positive success, such as good grades, good attendance, etc.
33. Family learns and develops and implements problem solving skills. Don't yell so much as to teach.
34. Family needs to guide and discover the child's abilities and develop them.
35. Family spends time with the children. Don't spend time in the streets.
36. Family needs how to develop and utilize the extended family, especially when father is missing.
37. Family needs to look at family mentors, work with family members that are successful.

38. Parents need to model behavior and values that they desire to see in their child. Parents need to commit to model those things.
39. Family needs to identify positive role models for the child and to encourage following after them.
40. Family needs to lose entitlement mentality and teaches the children to earn what they shall get.
41. Family needs to harness their family values and goals to promote educational success and good behavior and good citizenship, obey laws, etc.

*Identified ways in which the community can better support young African-American males to make a successful journey from childhood to adulthood*

1. Schools can help by promoting family involvement into the school.
2. Schools can help by working with families to help them fill out financial aid.
3. European American teachers can take a real interest in the child by getting involved in their life outside of school by attending a recital, etc. When they see that true concern and care, they are more apt to be receptive to the teacher which will enhance education success. Many have mistrust of European Americans due to inherent conditions in American. So when the white or European American teacher gets involved beyond just school, or by asking about how things are going at home, it will enhance their effectiveness as a teacher.
4. Community increase access to food stamps, free transportation to and from schools/colleges.
5. Schools could have more coaches get involved academically. Make academics a critical part of the coaching process, study halls and not just as a gatekeeper saying that if a grade has not been reached, the student doesn't get in; instead of practicing for four hours, practice for three and study for one.
6. Community professional companies can invest in the youth by offering and supporting their initiatives.
7. Community encourages community leader to become counselors and to get involved through other areas.
8. Community can develop younger coaches that are successful, maybe right out of high school or in high school, to teach younger children, maybe give them a job opportunity to coach and mentor.
9. Community develops job opportunities for those who can mentor, such as \$10 p/hr.-10 hrs./p/wk.
10. Community can increase understanding of available resource that the family may utilize.
11. Community can offer tutoring at community centers.
12. Schools can invest in stronger counseling programs.
13. Schools can make available & increase after school tutoring programs.
14. Community needs to offer opportunities to educate parents on utilizing resources available in the community.
15. Community can provide single parents a summit giving them understanding and knowledge of available tools and opportunities for engaging, supporting and modeling in positive ways for their children.

16. Build self-esteem in the families by programs, workshops, promoting self-respect and accountability throughout the community.
17. Billboards promoting families.
18. Community mentoring fostering parent positives, encouraging two-parent involvement, focusing on lifelong skills and not in the moment.
19. Teach work ethic as a community.
20. High school mentoring, job shadowing as a community.
21. Recognizing positive contributions of families as role models rather than just individuals. In other words, you can look at it as family role models, like the Hucstables, etc., and everyone is doing their part.
22. Clean up neighborhoods; beautify streets, landscape, etc.
23. Police Officers can be friendlier towards families and introducing themselves when they see them on the streets.
24. Mayor and city officials can actively support efforts inside community of color, inner city, etc.
25. Community can hold family fairs in which they invite all agencies in the community down to a common location and show the community different resources that are available.

*Identified ways that the church can better support young African-American males make a successful journey from childhood to adulthood*

1. Churches can make the commitment to help families without mandating membership; so help families even though they are not members of your particular congregation.
2. Churches can recognize accomplishments of students as well as social accomplishments, Boy Scouts, and positive things that young people have done.
3. People use churches after they get in trouble. The need to be proactive instead of reactive, using the churches before they get in trouble.
4. Churches could focus on conditioning the children to be effective parents and addressing unmet areas and evaluating what areas are lacking, teach them to constructively deal with what is lacking.
5. Churches can help to define what a true man is. A man is a male who assumes responsibilities.
6. Churches can continue to help develop the value system in all areas of life, not just spiritually, but educationally, economically, teaching classes on economics, budgeting, etc.
7. Churches could focus on developing strong and robust youth departments.
8. Church could focus on teaching this formula: God + education + job = success, a total success of the whole man.
9. Church could focus on being more welcoming to diverse populations, ethnic diversity.
10. Churches could focus on teaching abstinence on a large scale.
11. Churches need to make the commitment to learn where the resources are in the community and to teach their member where those resources are.
12. Churches need to become a resource to pass on knowledge of other available resources in the community.

13. Churches need to be involved in all phases of the community, not just the spiritual phases.
14. Churches need to really promote family values and teach young people how to be mothers and teach young men how to become fathers, not assuming that these are taking place in the home.
15. Churches must teach that education is critically important.
16. Churches must teach the parents how to be parents, not assuming that they know just because they have children.
17. Churches need to encourage families to spend quality time together outside of the church circles.
18. Churches need to teach parenting skills.
19. Churches need to enhance and encouraging reading by allowing the children to read publicly in services.

*Identified ways the legislative branch can better support families to help young African-American males to be successful*

1. Increase the access to low income housing.
2. Cut taxes for those with lower incomes so they will have more money at their disposal.
3. Move to a more part-time legislative body, instead of full-time, costing a lot of money; and the money could be utilized to help families.
4. Be active at bridging the gap between legislators or pieces of legislation and the reality of the constituents. Legislators could inquire of the families, how they could better serve the families and not just assume they know.
5. Reduce judicial involvement in removing parental rights.
6. Eliminate policy variables that encourage family separation, like in poor housing the father cannot live there.
7. Increase funding to mentoring initiatives.
8. Increase support or increases tax incentives to encourage mothers to stay at home instead of working. Research has shown that children suffer when their primary caregiver is working full time.
9. Encourage ways of father's involvement and not in just child support, but give him particular incentives to be involved.
10. Make and enforce laws or create laws that would better support slum housing.
11. Look at cutting taxes for the lower class altogether, those making under a certain amount of money so they would have more to use for their families.

*Identified some positive variables that are present among families that support young African-American males to make the successful journey from childhood to adulthood*

1. Father and mother are engaged and actively involved in the children's life.
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2. Parents monitor places where the children go and the friends with whom they spend time.
3. In the home environment TV, video games and musical entertainment are limited and monitored.
4. Parents respect the law and teach the children to do the same.
5. Quality time is regularly spent between the parents and children doing things the children enjoy.
6. Parents are drug free and talk with their children regarding the ill effects of drugs.
7. Parents visit the children's school at least twice a year and regularly support school events.
8. In the home, nutritious meals are regularly served (consumption of junk food and fast food are severely limited) and proper rest is a priority; the children are not allowed to stay up to 3:00AM.
9. Parents are employed; children's basic necessities are met and parents (especially fathers) demonstrate proper work ethic by daily going to work. This the children observe.
10. Parents attend church regularly with the children and promote the important part that faith and morality play in a successful life.
11. Parents introduce children to law enforcement early in life and during positive times. This will reduce their fear of law enforcement.
12. Children respect parents and are taught to respect all adults and authority figures.
13. Children are held accountable for their actions, misbehavior is corrected and good behavior is celebrated.
14. Children are motivated to do well in school by their parents and high academic expectations are held.
15. Parents actively read to their children and help them with their homework on a regular basis.
16. Educational trips are taken (zoo, museums, aquariums, etc.).
17. Parents value education and the children are expected to go to college and this is articulated to the children early and often through their K-12 experience.
18. Love is actively demonstrated in the home through: words of affirmation (encouragement), spending quality time together, and acts of service (helping and supporting each other).
19. Children are taught family history and are taught to honor family's name, and honor family's legacy.
20. Problem solving skills are taught and a high level of communication is present; thus, parents and children have an active relationship with each other.
21. Parents make an active effort to make sure those books are in the home either in a family library or a collection of books is readily available.
22. Parents actively seek to involve their children in positive youth groups, such as Boy Scouts, Girl Scouts, 4-H, Vacation Bible School, little league, athletic teams and children are taught to volunteer their services to their community.
23. Parents have a high regard for community and actively invests in their community by attending community events, volunteering for community initiatives, and sponsoring a variety of activities throughout the community – this the children observe, thus, are influenced to do the same.

24. Parents monitor the family's strengths and weaknesses. Where there are weaknesses, i.e., missing father, poverty or living in the high crime areas, those weaknesses are addressed by actively pursuing a mentor when the father is missing; severely monitoring the children's activity if they are in a high crime area and learning what resources are available in the community and taking advantage of community resources when the children are being raised in poverty (such as, lunch programs, free coats and other items that are available through Salvation Army and Goodwill and winter coat drives, etc.).

## Full Report - Penal System

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*\*Within this report, some points are not complete sentences or thoughts in order to preserve the initial intent.*

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## FULL REPORT

***Penal System Findings***

*Identified possible causes of young African-American males high involvement in the penal system*

*\*Some barriers/measures are repeated: either because they were mentioned multiple times or their wording differs slightly throughout the report.*

*\*\*The barriers/measures are numbered for sake of order, not to indicate priority throughout the report.*

1. Lack of personal accountability among the young AAM.
2. Disadvantaged upbringing: missing fathers, high crime neighborhoods, poverty, poor role models, etc.
3. Penal System doesn't treat white and black males the same, inconsistency in treatment
4. Penal System is set up to monitor African American neighborhoods at a higher rate; therefore they are more apt to arrest AAM at a higher rate. The same number of crimes may be committed in two different neighborhoods, but one is monitored at such higher level, that theirs is being reported and charged at a higher rate.
5. Inequality in socioeconomics...there is a direct connection with economics and crime. Many AAM grew up in impoverished neighborhoods.
6. Lack of equal justice...once a stop is made, some are given breaks and others are not. Usually AAM are least likely to be given a break.
7. Racism
8. Lack of values among many young AAM.
9. Poverty
10. Influence by media, TV, young male endeavoring to fulfill the roles they see on TV, but those roles do not show the consequences—only the acts.
11. Lack of understanding of the lifelong consequences; many don't understand.
12. Lack of fear; many do not fear or are not concerned about being caught by the police.
13. Lack of knowledge of the law; many young AAM are not aware of the law.
14. Misplaced values...many have misplaced values.
15. View incarceration as normal procedures; they don't fear going to prison; they view as a normal process of life.
16. Some view doing time as the right to passage; once they go to prison, they are esteemed in their community.
17. Misguided.
18. Many young AAM handle conflict through anger, fighting and in violent ways.
19. Lack of understanding of their history and heritage; therefore, there is disrespect among themselves.
20. Lack of structure in their lives.
21. Lack of parental support.
22. Lack of parental supervision.
23. Missing fathers

24. Bad examples from parents; parents involved in the penal system in a negative way and so children are led down the wrong path.
  25. The high use of drugs.
  26. The high availability of drugs to sell.
  27. The influence of drug dealers that they see on a daily basis prospering which, in turn, encourages them to follow their negative lead.
  28. Many successful African Americans move out of the community; the schools do not have many; the police force do not have many; so therefore, they have very, very few positive role models and so they view that as a role that they should follow.
  29. Police Officers stereotyping.
  30. Police Officers with a lack of true concern or compassion towards them.
  31. Bad experiences that they have had or their families have had with police officers.
  32. Police Officers lack of developing relationships with the African American community.
  33. There is a general fear of the black male in schools, streets, courts, etc., so that leads to suspicion.
  34. Lack of education, i.e., drop outs or underachievers.
  35. Discrimination—police officers discriminating, sheriff discriminating, profiling, etc.
  36. Negative role models.
  37. Zero tolerance for AAM...they mess up, they are going to get arrested.
  38. Bad legislation...laws targeting the AAM population, i.e., stiffer punishment for crack than cocaine.
  39. AAM are demonized by many.
  40. Many have low expectation of them from a moral and behavioral perspective; and at an early age, they begin to act on that.
  41. The educational process in North America is not conducive to the AAM; they don't feel welcomed many times; they are not viewed positively many times; they don't see many that look like them there; so school becomes a hostile environment. Therefore, the gateway to success in North America is through education and through our educational system, that gateway becomes blocked. While that gateway is blocked, there is an entire underworld that they fit in wonderfully; they can be themselves and they can be appreciated.
  42. When AAM commit small crimes, they are targeted thereafter and it is a matter of time before they accumulate a record.
  43. Negative peer pressure...one person does it, maybe gets away with something and encourages others to do it.
  44. Many of their fathers in the generation before have been involved in the penal system; therefore, they become involved.
  45. The lack of diversity in law enforcement. They view law enforcement as the enemy.
  46. The mentality of the penal system to view them as guilty, many innocent AAM are charged because the system views them as guilty the moment they step into the court room or the system.
  47. Lack of diversity in the jury system, many of them are convicted of crimes that they never committed because of a lack of diversity in the jury selection.
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48. Many AAM are irresponsible at an early age and at an early age, the penalty is sit in the corner, name on the board, etc., but that same behavior is manifested later on and the sitting in the corner and name on the board is misdemeanor, felonies, prison, etc.
49. Poverty
50. Lack of positive role models
51. Economy, very few jobs, so they resort to a life of crime out of necessity, they feel.

## Solutions/Corrective Measures

*Identified ways the young African-American males can help themselves to avoid pitfalls of becoming involved in the penal system (preventative measures)*

1. Surround themselves with positive friends.
2. Stay in school, don't drop out. Direct relation between truancy and incarceration.
3. Be careful of the people with whom they associate.
4. Limit negative TV watching.
5. Learn how to expunge their record so that misdemeanors or felonies don't prevent them from getting a job later.
6. Set short term and long term goals.
7. Change their perception of incarceration; view it as a deplorable thing instead of something that is normal.
8. Education themselves of their rights, so that they are not taken advantage of by police officers with ill intent.
9. Make good choices in behavior at an early age, that way they will develop character.
10. Actively pursue role models.
11. Take personal accountability of their actions.
12. Become involved in positive groups, such as teams, churches, lodges, etc.
13. Develop positive relationships with the community officials and the police, visit the police station, visit fire departments, visit sheriff department.
14. Change their perception in thinking that prison is a normal part of life.
15. Get a job, keep a job.
16. Say no to drugs.
17. Say no to crime and things that are of a negative nature. AAM that get involved in crime or criminal behavior, it will continue.
18. Change their views of education and view education as very, very important and necessary, good grades as necessary, going to college as a goal.
19. Set long term goals, and then set action steps to achieve those goals. Such as, "I want to be a lawyer, so I will begin to read widely and regularly now."

*Identified ways the families can better support to help to reduce young African-American males involvement in the penal system*

1. Parents must serve as emotional support when the children are emotionally down.

2. Parents must supervise the child; have an account of where they are at all times.
3. Discipline. Teach them that an undisciplined life has consequences. When you don't discipline your children, you are teaching them that they can get away with things.
4. Adults need to be consistent in setting and enforcing boundaries.
5. Families must do a better job of telling the children of the consequences of prison.
6. Fathers must commit to leading by example.
7. Families must commit to spending time with the children doing things they like to do.
8. Families must make sure that the children are not watching negative things on TV that encourages deviant behavior or that glorifies deviant behavior, such as thug life, hard rock and roll, drug usage, etc.
9. Families must promote education.
10. Families must actively pursue positive relationships with law enforcement, taking their children to meet them and teaching them that they are not the enemy.
11. Families can give their children household chores at an early age to help them with accountability and work ethic.
12. Families can take their children to Sunday school and live the Christian life before them.
13. Families must let the children know that rap stars are not role models.
14. Families must utilize public programs that are available to help raise children when fathers are missing, such as Big Brothers/Big Sisters and other initiatives.
15. Families must regularly visit the child's school to make sure attendance is well and that they don't have tendencies to drop out.
16. Families must let the children know that they are loved and appreciated, not just by buying them things, but by verbally letting them know and also by taking quality time out with them.

*Identified ways the local community can better support to help reduce young African-American males involvement in the penal system*

1. Make sure that juries are diverse, increase efforts to make sure that the juries are diverse.
2. Community can collaborate with corporate, penal, schools, agencies, legal systems and churches to address rehabilitation.
3. The community must help to encourage African Americans to participate in the jury system when they do receive letters.
4. Community could promote programs that are in place but are not utilized, such as Full Circle and Big Brothers/Big Sisters, etc.
5. Community could promote Justice Watch, an existing program.
6. Schools could show the direct connection that truancy has with prison so the students are not ignorant of the fact that there is a great chance that students will end up in prison if they drop out.
7. Community could do more to promote the local economy, jobs, hiring local people.
8. Community could develop substitutes for families that aren't present; programs that promote family substitutes, increase community psychiatric services, offer more services to families that are in need, promote mentoring, promote and emphasize communi-

- ty corrections, promote job corps for juveniles, promote job shadowing, field trips to work.
9. Community can help to educate young AAM regarding their rights so that they are not taken advantage of by dishonest law enforcement.
  10. Community could utilize the "Scared Straight" tactics at showing the students exactly what prison is, talking to those who have been in prison.
  11. Community could educate youth of the long term consequences of their actions.
  12. Community could develop the "it takes a village" mentality and support others.
  13. Schools could look at the tell-tale signs of students that become involved or are headed toward the penal system and make efforts to change that course. Focus beyond academics to include social involvement as well.
  14. Develop community neighborhood associations, create pride, create open dialogue, create trust and create accountability.
  15. Develop a community board for police officers and police station and a community board for the sheriff department that involves diversity to hold them accountable for their lack of diversity in their workforce and also to give them insight on how to better serve the community.
  16. Community needs to own up that the problem does exist, the young AAM are in a crisis and then promote that there is a crisis and that will, in turn, promote more resources and more time being allocated towards solving the crisis.
  17. Develop and promote communal resources.
  18. Eliminate stereotyping.
  19. Increase mentors.
  20. Community needs to make every effort to increase diversity in law enforcement. There is a critical, critical need. When you have an overwhelming majority, i.e., 95% of law enforcement--Caucasian and 90% of those in prison-African American, that's why many feel there is a direct correlation with this current condition and what we previously had as a nation called slavery.
  21. Develop opportunities for young people to have internships and to take young AAM in the community and develop them as future law enforcement officials, paying for their education.
  22. Community could have prisoners visit schools, churches, community events to warn the children.

### Identify ways the Penal System can better support to help reduce young African-American males involvement in the penal system

1. Penal system must make sure that there is fair and equal treatment is being given to AAM just as others within the system.
2. Penal system should consider using young people in addressing issues, like peer courts, etc.
3. Penal System should re-examine rehabilitation treatment and corrective measures vs. disciplining them. Disciplining them is not fixing the problem, but be more creative in sentencing.
4. Change institutional racism built into the sentencing process through mandatory sentencing for certain crimes.

5. Penal system should focus on alternative consequences to just jail.
  6. Penal system should focus on racial injustices and sentencing.
  7. Penal system should stop charging youths as adults.
  8. Penal system should increase the involvement of parents, holding them accountable for some of the children's behavior.
  9. Penal system, police and law enforcement must enhance their efforts to diversify their forces.
  10. Penal system should stop charging youth as adults.
  11. Increase diversity among judges; make active efforts to encourage more minorities to consider law school.
  12. Penal system needs to increase law enforcement's involvement and presence in the community, especially in the community of color.
  13. Juvenile court needs to increase the family's involvement and participation.
  14. Penal system needs greater oversight; someone holding them accountable.
  15. Penal system should actively investigate how they can better serve the AAM community in helping to correct instead of just disciplining, especially the young.
  16. Penal system lack diversity in jury selection, law enforcement, judges, lawyers, etc.
  17. Penal system should consider alternative sentencing that includes education.
  18. Explore innovative sentencing....a Minnesota judge sentenced a young man to college; instead of 4 years in prison, he sentenced him to 4 years in college. He said that it was cheaper and more productive. It costs the State about \$35,000 a year to house an inmate; community college costs about \$3,000.
  19. Penal system must increase second chance opportunities.
  20. Penal system should consider overhauling the jury selection system making sure that they are indeed a jury of their peers.
  21. Penal system must be honest and fair.
  22. Penal system should eliminate the difficulty of getting a felony expunged; make it a viable option.
  23. Penal system needs to work at changing its image; it is viewed by many African Americans as modern day slavery in which 75 to 80% are men of color.
  24. Penal system should incorporate into judge's school diversity sensitivity training.
  25. Penal system needs to investigate why there is a disproportionately high rate of African Americans charged with felonies.
  26. Law enforcement needs to increase training in diversity
  27. Penal system could promote African Americans to leadership positions within the system.
  28. Judges could work more closely with African American leaders and churches
  29. Law enforcement could work closer with African American leaders and churches seeking their input and insight.
  30. Penal System should initiate an investigative report of where the courts are lacking and allocate resources to make the necessary improvements.
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*Identified ways the local church can better support to reduce young African-American males involvement in the penal system*

1. Encourage more church attendance
2. The church must encourage their congregants to utilize or to fill out the jury selection form and teach them how to answer questions, so they are not eliminated.
3. Teach parents to hold the children accountable at a young age.
4. Develop rehabilitation efforts for inside the prison as well as outside.
5. Teach the youth to value education. The more education you get, the less likely you are to go to prison.
6. Promote family values. There is direct correlation between the family values being decreased and incarceration being increased.
7. Church leaders could develop relationships with law enforcement officials and hold them accountable for inconsistencies and encourage, support and be a resource to them in regards to giving guidance on how to become more effective in supporting young AAM.
8. Churches could encourage Sunday school attendance from all their members to make sure that their young AAM are in Sunday school attendance and follow up when they are not.
9. Churches could continue to teach the severity of actions and causes and effects.
10. Churches can conduct dialogue sessions with its members, especially the young AAM and have the successful one mentor the younger ones.
11. Churches should promote mentoring.

*Identified ways the legislative branch can better serve to reduce young African-American males involvement in the penal system*

1. Legislators should consider redoing sentencing guidelines that are unfair and aimed at punishing the poor and African Americans, such as the inconsistency among the cocaine and crack charges.
2. Legislators should focus on reforming education programs, skill development is key, not just obtaining or getting prepared for college, but you may learn a skill that will position you to receive a job.
3. Legislation needs to re-examine the competency of the penal system and focus on the rehabilitation instead of the punishment.
4. Investigate the disproportionate rate of AAM charged with felonies when they are picked up.
5. Consider changing the law...once they paid their debt, let them start fresh so they can at least attain a decent job; so they can start out fresh unless it is sexual.
6. Reconsider rehabilitation efforts.
7. School should be mandatory through the 12<sup>th</sup> grade, not giving the children the option of dropping out once they turn 16 years of age; eliminate that option.
8. Governors should allocate more resources to inner cities to promote families or to make up for missing fathers or should consider offering free community college to all youths whose fathers or mothers are imprisoned.

9. Consider reducing excessive drug sentencing guidelines.
10. Put more money into rehabilitation efforts instead of prisons.
11. Consider doing a research project on why the drastic increase in number of prisons in the last 30 years and who are filling the prisons. In the early 60's there were 8 prisons in Michigan, in 2000 there were 52 prisons in Michigan; why the drastic increase?
12. Allocate more money to help those that are being released from prison to reduce the recidivism rate.
13. Improve the quality of public defenders.
14. Remove mandatory sentencing; leave it to the judge's discretion as he is working with the facts regarding the case.
15. Work closer with the churches to help alleviate this problem.

*Identified corrective measures in regard to better rehabilitation of young African-American males who have gotten involved in the penal system*

1. Change the laws so that they start out with a clean record; so if they committed burglary and did 7 years, they don't come out as a burglar.
2. Work closer with the churches with rehabilitative efforts.
3. Make sure that while they are in prison, they have every effort to continue their education. The more education that one receives, the less likely they are to go to prison or to go back to prison.
4. Better job of informing those coming out of prison about the available resources at their disposal.
5. Make every effort to get them jobs, offer incentives; the companies that hire felons (goes under legislation, too).
6. Promote church attendance of those involved in the prison system.
7. Prisoners released need not involve themselves with the crowd they were with before going to prison.
8. Promote changes in environment.

*Identified positive variables that successful (those who avoid negative involvement in the penal system) young African-American males share*

1. They have strong family support systems.
  2. They have strong moral values and high expectations of themselves.
  3. Parents have high personal expectations of them.
  4. Parents have held them accountable and taught laws about reaping and sowing or consequences.
  5. Many of them had long term goals.
  6. Many are involved in extracurricular activities in school, at church and in the community, etc.
  7. Many of them have jobs.
  8. They are leaders, not followers.
  9. They watch minimal TV.
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10. The musical selections are monitored and did not listen to negative music.
11. Many of them made the commitment to abstinence.
12. Many were not involved in drugs.
13. Parents supervised their activities.
14. They had positive role models.
15. They helped mentor younger students.
16. They attended Sunday school and attended church regularly.
17. Many were genuinely born again Christians.
18. Many made the commitment to break stereotypes and not reinforcing them.
19. Many had a village around them.
20. Many learned to read at an early age.
21. Many of the students had parents that were educated or parents that promoted education.
22. Many had grandparents active in their lives.
23. Most have learned from their mistakes; they have bumped their head, but learned from their mistakes.
24. Some learned from mistakes of others; saw others negatively impacted by the penal system and made the commitment not to follow their lead.
25. Many were aware of the negative effect of the penal system and made the commitment not to get involved.



# Photographs

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Photographs of the African-American Male Summit

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## Summit Photos



*JCC President, Dr. Daniel Phelan addresses the Summit attendees*



*Lee Hampton, Multicultural Director at JCC welcomes the group*



*Rev. James Hines addressing group*



*JCC Trustee Sheila Patterson taking notes*



*King Center Director John Willis presenting*



*JCC Professor Ted Miller taking notes*

## *Summit Photos*



*JPS A'Lynne Robinson taking notes*



*Intense group discussion*



*Legacy Director Nancy Miller moderating*



*Many community members attended the Summit*



*Mrs. Teresa Delph, (foreground) Jackson HRC*



*Commissioner Gail Mahoney talking with Trustee Sheila Patterson & Attorney Everett Perry*

## ***Summit Photos***



*Mrs. Weathers (of Senator Mark Schauer's Office) talking with Attorney George Lyons*



*Mr. Michael Eatman  
Spring Arbor University*



*Spring Arbor University students*



*Group discussion*



*Summit attendees networking*



*Retired teachers  
Shirley Pitts & Pat Anderson embracing*

## ***Summit Photos***



*V.P. Spring Arbor University  
Dr. Betty Overton-Atkins*



*U.S. Congressman Tim Walberg*



*Breakfast buffet*



*Group discussion*



*JCC professor John Singer & Lee Hampton*



*Mentor Awareness Director Thomas Burke  
& Mr. Tracy Armstrong (Starr Commonwealth)*

## ***Summit Photos***



***Group discussion***



***Retired JCC professor Rod Riggs  
& JPS Superintendent, Dan Evans***



***Frank Weathers (City of Jackson),  
JCC student James Jenkins  
& Assistant Fire Chief Eric Copeland***



***JCC President Dan Phelan &  
Summit organizer Lee Hampton***

## ***Summit Photos***



*A Group of  
Summit Moderators & Community Leaders*

## Bibliography & Recommended Resources

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