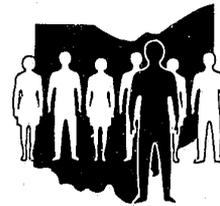


# OHIO'S AFRICAN-AMERICAN MALES: A CALL TO ACTION

Volume One  
Executive Summary



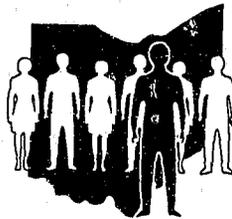
Report of  
The Governor's Commission on  
Socially Disadvantaged Black Males

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# OHIO'S AFRICAN-AMERICAN MALES: A CALL TO ACTION

## Volume One Executive Summary



### Report of The Governor's Commission on Socially Disadvantaged Black Males

Columbus, Ohio: The Ohio Office of Black Affairs  
June 1990

141391

U.S. Department of Justice  
National Institute of Justice

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**Governor's  
Commission On**



**cially Disadvantaged  
Black Males**

April 30, 1990

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The Honorable Richard F. Celeste  
Governor of Ohio  
Ohio State House  
Columbus, OH 43266-0601

Dear Governor Celeste:

It is with great pleasure that I submit to you the Report of the Governor's Commission on Socially Disadvantaged Black Males.

The Commission has worked diligently in the past year to examine the nature and scope of the problems identified in Executive Order 89-9, and to prepare its recommendations on specific measures that can be taken to alleviate the problems facing African-American males in Ohio. Through the work of subcommittees, the public hearing process and efforts of the Commissioners, we feel that we have begun to identify the causes underlying the problems identified, and in addition, have begun to raise the consciousness of the media, business, state government, communities, and, indeed, all concerned individuals, to the crisis facing our young African-American men.

There is much work yet ahead of us if we are to adequately address this situation in Ohio. We hope that the recommendations in this report will provide a beginning step to preserving a vital resource in our state—its young African-American male citizens.

Respectfully submitted,

Senator William F. Bowen, Chair  
Governor's Commission on Socially Disadvantaged  
Black Males

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### Assistance with Public Hearings

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William Avery, Louise Buchanan, Cincinnati-Hamilton County Community Action Agency, Cincinnati Health Department, Dr. Nolan Ellison, Gap Productions, Lynette Heard, Eileen Mochy, Sarah Kisner, Carol Marsalek, Dr. Harold Nestor, Brewster Rhoads, Reverend Doctor Isiah Scipio, Jr., Evelina Smith, Reverend George Stewart, Congressman Louis Stokes

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### Columbus Youth Forum

Adam Troy, Brian Cunningham, Damon Scott, Jerry Reavish, Greg Robinson, Randy Faison, Sharon Goins; School counselors, including: Jackie Bunch, Whetstone; Jackie Tennesley, West; Brenda Manns & Dave Thompson, Walnut Ridge; Dr. Barbara Kelsey, Mifflin; Wendy Hinton, Linden McKinley; Ed Smith, Eastmoor; Gwen Wright & Lloyd Grinston, East

### Videotape Presentations

Ohio University, Dr. Tanya Morah, Dr. Maisha Hazzard

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## NOTES ON EDITORIAL METHOD

The Report of the Governor's Commission on Socially Disadvantaged Black Males, *Ohio's African-American Males: A Call to Action*, is contained in two volumes.

In creating the report, each subcommittee of the Commission (education, health, employment and criminal justice) submitted a full report and their recommendations to the Commission. These reports and the full recommendations are contained in Volume Two. Volume One presents a summary of this information.

All of the recommendations of the Commission are coded to correspond to the initial source of the recommendation. These codes allow the reader to review the summary recommendation in the Executive Summary, and refer to the expanded version of the recommendation in the Recommendation Matrix in Volume One, or the full version of the recommendation contained in Volume Two in each chapter, for further information. The codes for these recommendations are as follows:

- CM = Recommendations of the Full Commission
- ED = Recommendations of the Education Subcommittee
- HL = Recommendations of the Health Subcommittee
- EM = Recommendations of the Employment Subcommittee
- CJ = Recommendations of the Criminal Justice Subcommittee

In addition, an Index of Recommendation Responsibilities (Appendix A in both Volume One and Volume Two) allows specific groups, such as State departments, the General Assembly, local school boards, community-based organizations, etc., to refer directly to those recommendations that require them to take initiative for implementation.

In describing the target population of the Commission's work, the term "African American" has been used in most instances, rather than "black." This term is used in this report to encompass all persons of African descent in America, and is not intended to exclude any minority-specific groups usually included within the black demographic category. Over the past years, the specific words used to describe African Americans have changed. African American, however, has most recently come into common usage and is the preferred terminology of the Commission.

The records, research and background information compiled by the Commission are on file with the Ohio Office of Black Affairs. Anyone who wishes further information can contact that office at (614) 644-8411.



*Governor Richard F. Celeste swearing in members of the Governor's Commission on Socially Disadvantaged Black Males, May 17, 1989.*

## FOREWORD

The Governor's Commission on Socially Disadvantaged Black Males was established because Ohio is committed to assuring that all people have the right to lead healthy and productive lives. Governor Richard F. Celeste and State Senator William F. Bowen, along with other Ohio legislators and concerned citizens, share a keen insight and vision in addressing the problems facing socially disadvantaged African-American males in Ohio. The issue, which ultimately affects all Ohioans, is *how does the State of Ohio serve as a catalyst in resolving the many negative circumstances now affecting African-American males in Ohio?*

Certainly, the way Ohio chooses to deal with the issue of socially disadvantaged African-American males will have a profound and lasting effect on Ohio for years to come. Ohio can choose to be an active participant in restructuring its existing programs, developing new programs, and becoming a catalyst for increased awareness and action on the part of all of its citizens to address the issue. The benefit of this course of action will be the development of an abundant natural resource that can add to the quality of life in this great State. Or, Ohio can continue, along with the rest of the nation, on its present course—lacking coordination and commitment—and, as a result, increase its spending and resources on criminal justice, unemployment, and health problems, all of which are consequences of not addressing this critical issue, and all of which diminish the quality of life for all citizens.

The Governor's Commission on Socially Disadvantaged Black Males consisted of 41 appointed commissioners and 106 volunteer subcommittee members who are dedicated to changing the environment in which African-American males live in Ohio. Each person contributed to the overall effort. Initially, the statistics reviewed were alarming. As the process continued, however, Commission members were able to hear from concerned Ohioans across the State on the programs and methods that are working to address the problems affecting African-American males. Working together over the past year, the Commissioners realized two very important facts:

- 1. The issues affecting African-American males can be resolved.**
- 2. African-American males are an untapped natural resource that can help all Ohioans.**

Ohio's leadership and intelligence in this effort must continue in order for all Ohioans to benefit from a significantly improved quality of life.

## **CHAPTER ONE EXECUTIVE SUMMARY**

### **INTRODUCTION**

*"WHEREAS, all Ohio citizens should have the opportunity to lead healthy and productive lives..."*

*Executive Order 89-9  
The Creation of the Governor's  
Commission on Socially  
Disadvantaged Black Males*

The Governor's Commission on Socially Disadvantaged Black Males was established by Governor Richard F. Celeste on April 7, 1989 in response to a very real and growing crisis facing African-American males in Ohio. Executive Order 89-9, establishing the Commission, lists some of the statistics that compelled the Governor to take action:

- The unemployment statistics for black males between the ages of sixteen and twenty-six have been a persistent problem for more than twenty years. In 1987, 31.5% of black males between the ages of 16-19 were unemployed, compared with 16% of white males of the same age.
- Ohio was recently ranked number one nationally for its suspension in public schools, and blacks (mostly males) make up 37% of suspensions, while only accounting for 15% of Ohio's school children.
- Only 2.7% of the students attending Ohio's 13 four-year colleges and universities are black males.
- Black males for the last two consecutive years experienced a decrease in life span and are at a higher risk than white males for AIDS, hypertension, and alcohol, drug, and tobacco use and misuse.
- Blacks are nearly 10 times as likely to be homicide victims as whites, and approximately 53% of black murder victims are under the age of 30.
- Black males are dramatically over-represented in both the Department of Youth Services and the Department of Rehabilitation and Correction populations.

Historical disenfranchisement, discrimination, inadequate education and skill levels, damaged self-esteem and thwarted aspirations have often undermined the chances of poor African Americans to compete successfully in the labor market. Costs to society increase due to the high unemployment in this segment of the population, resulting in increases in welfare rolls, substance abuse, health problems, crime, and alienation from family and society.

While the Commission has presented 112 recommendations for action in this report, five overall strategies have emerged that are critical to effective action in improving the situation of African-American males in Ohio:

- 1. Increase the responsibility and level of activity of African-American communities in addressing the problems faced by African-American males.**
- 2. Raise the self-esteem and self-pride of young African-American men through programs and activities that instill cultural sensitivity and awareness in both young African-American men and society as a whole.**
- 3. Continue the Commission on Socially Disadvantaged Black Males to maintain focus and momentum towards developing and implementing solutions, and increase the role of the Office of Black Affairs as a statewide coordinating agency for these efforts and a clearing-house/resource center for information.**
- 4. Provide sufficient funding and focus the State's resources effectively to address these problems, make program changes and modifications needed, and position Ohio as a leader on issues affecting African-American males.**

**5. Increase the involvement and awareness of the public and private sector on issues and solutions affecting African-American males.**

**APPROACH**

Governor Richard F. Celeste appointed a year-long, statewide commission devoted to identifying problems and advancing recommendations related directly to Ohio's African-American male population. The Governor's Commission on Socially Disadvantaged Black Males consisted of civic and community leaders, elected officials and leaders in the employment, education, criminal justice, and health communities. The duties of the Commission included:

- Overseeing four distinct subcommittees in the areas of criminal justice, education, employment and health
- Holding public hearings for the purpose of collecting data
- Identifying existing Federal, State and local programs that address problems and solutions relevant to the targeted areas of study
- Developing strategies to improve the social condition of the Black male
- Implementing appropriate new programs and/or demonstration projects
- Reporting to the Governor the activities, findings and recommendations of the Commission

Subcommittees on Education, Health, Employment, and Criminal Justice were formed to focus on specific issues in each of these areas. Public hearings were held in Cleveland, Cincinnati, Toledo, Youngstown, Dayton and Columbus.

Below is a summary of the reports and recommendations of the Commission and each of the subcommittees, presented in greater detail in Volume Two of this report.

**EDUCATION**

The failure of African-American males in the educational system is a major contributor to their involvement in criminal justice, their high unemployment, and their lack of knowledge of good health practices. The Education Subcommittee focused their efforts on examining problems in education from four major perspectives:

1. Dropout rates
2. African-American Male Attitudes Toward Education
3. Academic Achievement
4. Higher Education

In addition, the role of vocational and technical education was examined.

**1. Dropout Rates**

National data reveal that African-American males drop out of school at all levels at an alarming rate. In Ohio, the average dropout rate for African-Americans in urban school districts ranges from 40% to 70%. A recent study by the National College Board showed that Ohio leads the nation in suspensions and expulsions of African-American male students, both of which are major contributors to the African-American male dropout rate.

*Recommendation Summary—Dropout Rates*

- ED-1**     *Eliminate out of school suspension and replace with in-school suspension and Saturday school.*
- ED-2**     *Provide full funding to preschool and Head Start programs.*
- ED-3**     *Eliminate the grouping of students by abilities and replace with individual education plans.*
- ED-4**     *Make academic achievement a top priority for African-American male youth.*

ED-5 *Assess school policies, procedures and programs for their effect on dropout rates.*

## **2. African-American Male Attitudes Towards Education**

Both the attitudes of African-American males towards education, and the attitudes of those in the education system towards African-American males play an integral role in the academic success of these students. It is important that young African-American students believe in their ability to succeed academically, and that teachers and others place high expectations on African-American male students. Research on effective schooling has proven that the high expectations of teachers positively affect the success of their students.

There is a severe shortage of African-American male teachers in Ohio schools—to the point that a student may go through 12 years of schooling without ever having the benefit of an African-American male teacher. The lack of adequate role models both at home (due to the large number of female heads of households) and in schools is a serious roadblock in the development of a young African-American man's self-esteem and success in the future.

It is critical in the formative years of a young man's life to expose him to processes and programs that develop a positive self-image. The lack of culturally sensitive and specific programming in schools is a critical factor in the problems faced by Ohio's African-American male students.

### *Recommendation Summary—African-American Male Attitudes Towards Education*

ED-6 *Develop and use a multicultural curriculum in Ohio schools.*

ED-7 *Recruit, select and retain African-American male teachers, professors and administrators and develop a national outreach initiative to identify and attract African-American male education professionals to Ohio.*

ED-8 *Encourage partnerships among private industry and schools to provide scholarships for African-American males.*

ED-9 *Develop parent training programs regarding accessing the educational system.*

ED-10 *Develop and/or improve collaborative efforts between schools and social service agencies.*

ED-11 *Develop and improve networks with other community components and agencies.*

ED-12 *Include African-American males in defining the problems and developing the solutions.*

ED-13 *Ensure that teachers understand what each student brings to the classroom, including factors outside of school that may affect behavior.*

ED-14 *Require all school personnel to participate in human relations training.*

## **3. Academic Achievement**

Many Ohio schools tend to promote African-American males based on criteria such as age and size, without regard to basic skill mastery. Such promotions do little but widen the performance gap between African-American males and other students.

As discussed earlier, teacher expectations of students play a critical role in academic achievement. Both the research in effective schooling, and the recent "Quality Education for Minorities" project at the Massachusetts Institute of Technology stress eliminating the grouping of students by abilities and developing individual educational plans for each student.

Standardized testing programs have a negative effect on minority students, particularly African-American males, due to the lack of culturally sensitive testing instruments. In addition, many teachers are concerned that the massive testing programs in Ohio reduce time for teaching basic skills.

The multi-tiered diploma system being instituted in Ohio is seen as a negative blow to African-American male students. Students who receive a certificate of attendance rather than a diploma will be seen as less attractive in the labor market and will have little or no chance of obtaining entrance to a college or university.

*Recommendation Summary—Academic Achievement*

- ED-15 *Ensure basic skill mastery by the fourth grade for African-American male students.*
- ED-16 *Move all remedial programs for disadvantaged students (including African-American males) to the end of the school day and the summer.*
- ED-17 *Develop programs that raise self-esteem and self-pride in African-American male students.*
- ED-18 *Develop student advocate teams to work with students and parents on individual education plans.*
- ED-19 *Adopt, on a statewide level, the goals and strategies of the Quality Education for Minorities Project, 1990, prepared by the Massachusetts Institute of Technology.*

**4. Higher Education**

According to 1989 figures from the Board of Regents, only 2.7% of students at Ohio's four-year colleges and universities are African-American males. The number of African-American males dropping out of school are typically concentrated at degree completion points—high school graduation, college entrance, college graduation, entrance into graduate school and graduate school completion. Decreases in the number of African-American males at any of these points negatively affect the number of African-American male graduate and professional students and result in under-representation of minorities in faculty and professional positions.

Educational preparation in elementary and secondary schools is a critical factor in both a student's desire and ability to pursue post-secondary education. Programs such as Head Start have been instrumental in preparing minority youngsters for both elementary and later educational achievement.

*Recommendation Summary—Higher Education*

- ED-20 *Develop policies to positively influence minority student academic preparation and success.*
- ED-21 *Identify and use "non-traditional" indicators of success in making college and university admissions decisions regarding African-American males.*
- ED-22 *Require Ohio colleges and universities to develop and structure "academic support systems" for minority students, particularly African-American males.*
- ED-23 *Require recruitment and retention of African-American males as part of each institution of higher learning's affirmative action policy.*

- ED-24 *Establish grant and incentive programs to encourage African-American males to major in math, science, or engineering.*
- ED-25 *Mandate a curriculum for incarcerated African-American males that will prepare them for jobs that are available to them when they re-enter society.*
- ED-26 *Increase funding to the Ohio Instructional Grant program to provide financial aid to Ohio's socially disadvantaged African-American male students.*
- ED-27 *Raise the instructional subsidy appropriation level for Ohio's two- and four-year colleges.*

## HEALTH

Life expectancy is a broad measure of the health status of a country. In America, the life expectancy has gradually increased but not at the same rate for all citizens. The poor and minorities have always experienced a gap in life expectancy from the majority population, which for blacks had narrowed from 14.6 years in 1900 to 5.6 years in 1984. However, in 1984, for the first time, the life expectancy of blacks began to fall while it continued to rise for whites. Federal health experts attribute the disparity to patterns of behavior.

The differences between African-Americans and whites in most health statistics are bad, but they are even worse when looking at African-American males. African-American males are at greater risks for hypertension, cancer, homicide, drug abuse, sexually transmitted diseases, AIDS, mental illness, and other health problems when compared with the white population. These health problems are caused by poor behavior choices, and as such are preventable. However, the choices are only symptoms of the larger problems faced by African-American males and indicate a pattern of despair.

This despair begins early in the life of an African-American male, who is disadvantaged not just in economic terms, but as a result of being isolated from the larger society due to his race. The consequences of this disadvantage appear later in life, when they often emerge as academic unpreparedness, job unreadiness, violent crime, substance abuse or other attitudes and behaviors that result from poor life choices; and become matters of law enforcement, crime and punishment, or alternately, self-destructive behavior.

The Health Subcommittee focused on four specific areas of health:

1. Healthy Life Styles
2. Violence
3. Substance Abuse
4. Sexuality

In addition, other areas were reviewed and recommendations made regarding these areas, and also areas that cut across specific categories.

### 1. **Healthy Life Styles**

The five leading causes of death among African-Americans are cardiovascular disease, cancer, cerebrovascular disease, injuries (violence) and chronic lung disease. In addition, with the increasing impact of AIDS and adolescent pregnancy on morbidity and mortality, sexuality must be considered a major factor in the death rate of African Americans.

The common risk factors for these causes of death are:

- Diet and nutrition
- Exercise
- Substance use and abuse (alcohol, drug or tobacco)
- Sexual activities
- Stress management

Prevention is the key to improving the health of African-American males. Prevention means education, but also involves improving the ability of African-American males to make good health choices through self-esteem building programs and adequate access to health care.

*Recommendation Summary—Healthy Life Styles*

- HL-1 *Increase the number of culturally specific prevention programs that address common risk factors (stress, diet, exercise, smoking, etc.) that cut across multiple diseases (cancer, hypertension, cardiovascular diseases, etc.).*
- HL-2 *Develop community-based outreach programs addressing prevention, early intervention, treatment and rehabilitation that would assist and promote increased use of health, mental health and human services programs by African-American males.*
- HL-3 *Create, maintain, sponsor, fund, monitor and evaluate community-based, culturally sensitive, effective role model, mentor and rites of passage type programs throughout Ohio for young African-American men.*
- HL-4 *Pass a universal health care bill as proposed in House Bill 425 of the 119th General Assembly.*
- HL-5 *Implement research into generic drugs, specifically the efficacy of such drugs and the impact of their use on African-American males.*

**2. Violence**

Low self-esteem, poor housing, lack of adequate education, racism, alcohol and drug abuse, underemployment and joblessness, and societal attitudes regarding physical force are all high risk factors that lead to and exacerbate violence in African-American communities.

Community and domestic violence are significant factors in increased mortality rates in the African-American male population, and in the increased numbers of African-American males in the criminal justice system. Current research identifies violence in the home as the primary factor in learning violent behavior. Intergenerational violence perpetuates violent life styles and violent behavior in African-American male youth.

Research has shown that some self-improvement programs, public education/awareness campaigns, mental health community-based programs, community participation, parent training, role model programs, and youth motivation programs that are culturally competent and specific to the issues can provide some direction for decreasing violence in African-American communities.

*Recommendation Summary—Violence*

- HL-6 *Provide training in the dynamics of violence (family and domestic) to public service agencies' staff and consumers within a culturally specific framework, including conflict resolution, family preservation and effective alternatives to violence.*
- HL-7 *Provide culturally competent education programs on the dynamics of family violence offered by community-based organizations and community service providers in African-American communities, including training to both institutionalized batterers and batterers in the community.*
- HL-8 *Provide for community-accessible, culturally competent psychotherapeutic treatment and counseling programs for offenders to assist high-risk individuals in coping with anger, racism and rage, and provide funding for such programs to county agencies that provide legal services. Law enforcement agencies and domestic relations courts should provide support for automatic referral to such programs for offenders.*

### 3. *Substance Abuse*

Addiction to alcohol and/or drugs creates serious health risks, contributes to violent behavior, and, if untreated, leads to death. In 1984, African-American males comprised 30% of all drug abuse deaths reported nationwide. Drug abuse affects young African-American children whose parents are on welfare, since drug abuse among welfare recipients is rapidly increasing, often leaving children without adequate support, guidance, and even basic necessities such as food and clothing.

There is little doubt that alcohol and drug prevention programs in the schools are necessary to help stem the tide of these overwhelming substance abuse problems. It is essential, however, that such programs include culturally specific components targeted towards the young African-American male.

The lack of treatment resources available to African-American males was voiced repeatedly during the public hearings. Whether through lack of information, lack of insurance, or lack of funds, many African-American males do not have access to treatment for substance abuse. Even when African-American males gain access to treatment services, there are few services that provide culturally specific programming. Even more critical is the lack of any specific treatment methods designed for African-American males.

#### *Recommendation Summary—Substance Abuse*

- HL-9 *Develop and institute a continuing curriculum of required courses on substance abuse and misuse in all schools, beginning with kindergarten, that includes culturally specific components targeted to African-American males.*
- HL-10 *Establish partnerships and networks among schools, parents, ministers, and public and private sector resources to enable them to jointly participate in programs of education and prevention related to drug use and misuse, especially programs targeted to young African-American males.*
- HL-11 *Target funds to pay for inpatient bed space, and provide funds targeted to provide better coordination of treatment services, i.e., detox, rehabilitation, follow-up, etc., particularly for poor African-American males.*
- HL-12 *Establish the goal of treatment on demand for all substance abusers who are incarcerated under the jurisdiction of the Department of Rehabilitation and Correction or the Department of Youth Services.*
- HL-13 *Develop Afro-centric substance abuse treatment processes for African Americans, and specifically African-American males.*
- HL-14 *Institute an Office of African-American Services (with a focus on African-American males) as part of the Department of Alcohol and Drug Addiction Services.*
- HL-15 *Coordinate culturally appropriate substance abuse treatment services within each county or region through County Mental Health Alcohol and Addiction Programs (317 and/or 648 boards).*
- HL-16 *Evaluate unusual patterns of prescription and distribution to African-American males of controlled substances by physicians, institutions, and other health care providers.*

### 4. *Sexuality*

Although white teens account for the highest number of births to teens, the Children's Defense Fund says a black infant is twice as likely to be born to a teenage parent than a white infant. Nearly one in four black infants in Ohio is born to a teen mother, whereas one in nine white children is born to a teen mother.

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## Ohio's African-American Males: A Call To Action

In Ohio's urban communities, the highest rate of teen pregnancy occurs among low-income families, particularly in the poor African-American communities. The Governor's Task Force on Adolescent Sexuality and Pregnancy Report says that, although three out of every four teen-age births are to white adolescents, proportionately, black teens are seven times more likely to become pregnant than white teens in the age group 14 or younger, almost three times more likely for ages 15-17, and twice as likely for ages 18-19.

The high incidence of teen pregnancy among blacks is attributed to several factors, including early sexual activity. The Council of State Policy & Planning Agencies says teenagers living in segregated urban poverty areas are twice as likely to be sexually active at an earlier age than their black, non-ghetto peers.

The cost of teen pregnancy is very real, both in terms of the increased medical and welfare costs and the fact that teen parents seldom escape the cycle of poverty. In addition, the system seldom supports poor teen fathers becoming involved in the parenting process, leading to increased single parent, female heads of households who are unable to provide strong male role models for their sons.

The pressure young males feel to become sexually active is reflected by statistics on their reported sexual activity. The Center for Population Options said the mean age of first intercourse for black males is a little more than 14, while for white males the age is 17. Nationally, teen pregnancy statistics and the incidence of sexually transmitted diseases (STDs) suggest that adolescents, especially African-American adolescents, may be at increased risk of Human Immunodeficiency Virus (HIV) infection.

In Ohio, blacks comprise roughly 11% of the population, yet account for 22% of the total confirmed cases of Acquired Immune Deficiency Syndrome (AIDS). Drug usage has a severe impact on this problem. The HIV virus is known to be spread by intravenous drug users who share needles. Other drug usage, especially crack/cocaine has been linked with STDs. Data suggests that crack users are more likely to contract an STD than non-crack users. Many crack users trade sex for drugs, and are unlikely to use condoms to prevent disease transmission. STD data in major U.S. cities indicates that the proportion of STD cases is greatest (and rising) within those neighborhoods of cities that are reported to have the greatest number of crack arrests.

### *Recommendation Summary—Sexuality*

**HL-17** *Re-evaluate all health programs for adolescents (especially sexuality-related programs) to ensure that components on male responsibility, teen fathering, etc., are an integral part. Develop and fund teen father programs that are culturally specific and that can be implemented through community networks and organizations.*

**HL-18** *Reassess Medicaid and other public assistance program policies that discourage an African-American father's participation in the parenting process.*

**HL-19** *Evaluate existing sexually transmitted disease (STD) prevention/education programs and develop new programs to ensure appropriate, culturally effective, community-based programming targeted to young African-American males.*

## **5. Improving the Health Status of African-American Males**

While the Health Subcommittee focused on the primary areas discussed above (healthy life styles, violence, substance abuse and sexuality), it also examined issues regarding other specific areas, such as mental health, and made recommendations regarding changes in Ohio's health care system that cut across boundaries of any specific issue. Additional information is available in the Health report in Volume Two, however, the recommendations are summarized below.

### *Recommendation Summary—Improving the Health Status of African-American Males:*

**HL-20** *Develop programming to divert the large numbers of African-American men from involuntary admissions to inpatient care in public and private mental health facilities.*

- HL-21 *Require implementation of the Department of Mental Health 15% minority set-aside requirements for contracts and funding.*
- HL-22 *Recruit and retain African-American males in health and human services professions, including providing financial incentives such as scholarship funding, and require continuing education in culturally sensitive methods of practices for all health professionals.*
- HL-23 *Increase the emphasis on and funding for health research-oriented data collection, analysis and evaluation on the health status of Ohio's African-American males and ensure that all State departments and agencies collect demographic data that clearly delineate race, gender and age.*
- HL-24 *Establish a central repository of all health reports, statistics, services, etc. provided by all State departments and agencies and report such information to the Governor and the general public annually.*
- HL-25 *Create an Ohio African-American male coordinating body by establishing a permanent Commission on Socially Disadvantaged Black Males and expanding the Office of Black Affairs.*

## EMPLOYMENT

Ohio's young black male (ages 16-24) unemployment rate remains two to three times higher than the rate for young white males. This lack of early labor market experience significantly reduces earning prospects later in life. In addition, research has shown that adequate employment is connected with perception of self-worth, domestic violence, personal health, childhood education and other important sociological variables.

The high unemployment rates of young African-American males arise from a complex set of factors involving racism, discrimination, lack of basic skill attainment, physical and mental health deficiencies, and criminal activity. The complexity of the problems compels the need for a systematic, comprehensive approach to develop solutions based on a realistic assessment of causes and remedies.

The Employment Subcommittee looked at two primary areas of concern:

1. Access to employment opportunities
2. Access to work force preparation mechanisms

### 1. *Access to Employment Opportunities*

Active public-private partnerships need to be formed at the State level and encouraged in local communities to provide a climate of openness and willingness to hire young African-American males. The State of Ohio should take the lead and aggressively enforce existing laws, policies, Executive Orders, etc. that target minority populations. The development and nurturing of minority businesses, which traditionally are the largest employers of minority workers, should be a priority.

#### *Recommendation Summary—Access to Employment Opportunities*

- EM-1 *Adhere to and enforce all current State laws, policies, rules, regulations and procedures regarding minorities in connection with employment and contracting. Enact new legislation where needed.*
- EM-2 *Provide training to, require accountability from, and monitor performance of State departments regarding minority employment.*
- EM-3 *Combine the Equal Employment Opportunity Office and the Office of Black Affairs, raise the new office to cabinet level, and give it the responsibility for monitoring and reporting on State compliance with minority hiring and contracting.*

- EM-4 *Increase the visibility and viability of the Ohio Civil Rights Commission.*
- EM-5 *Initiate a statewide marketing campaign on the issues presented in the "Workforce 2000" report targeted to the private sector.*
- EM-6 *Require that at least 50% of State hires, within the 17% State equal employment opportunity hiring goal, be African-American males.*
- EM-7 *Require African-American males to be a separate demographic reporting category to be used by all State programs, boards, schools, agencies, etc. in reporting service, performance and hiring goals.*
- EM-8 *Require all vendors, contractors, etc. seeking to do business with the State to show proof of equitable employment and hiring practices, and penalize those doing business with the State who do not meet minimum requirements.*
- EM-9 *Establish policy and regulations to provide financial and technical assistance to new and existing minority businesses in growth industries.*
- EM-10 *Link minority business development with programs and services created by State departments, agencies, legislation, environmental and social concerns, and neighborhood revitalization.*
- EM-11 *Develop regulations requiring disclosure by financial institutions of demographic information on loan applications and results.*
- EM-12 *Develop special projects and activities that aid in developing entrepreneurial spirit targeted to African-American males.*

## **2. Access to Work Force Preparation**

As reported in "Workforce 2000," a 1987 report by the Hudson Institute for the U.S. Department of Labor, the 1990s represent a time of both great risk and great opportunity for African-American males. Population projections show that fewer new workers will be entering the work force and employers will be desperately seeking new workers—offering jobs and training to populations they have traditionally ignored. However, the types of jobs created will demand much higher skill levels than the jobs that exist today.

To prepare African-American males to take advantage of the changing work force needs, increased funding is needed, not only for job training and basic skills remediation programs, but for child care, male responsibility programs, welfare reform, mentor programs and other possible interventions. The choice of investments is between funding education, training and employment assistance now, or increased spending by welfare, health and criminal justice systems required in the future to deal with worsening unemployment, crime and dependency of African-American males.

### *Recommendation Summary—Access to Work Force Preparation*

- EM-13 *Develop closer linkages among all State agencies responsible for employment, education, health and human services, the private sector, foundations, and the military regarding future labor market preparation. De-emphasize traditional programming to concentrate on tailor-made activities for all minorities, but specifically for African-American males.*
- EM-14 *Target young African-American males as a priority group for service in State-administered job training programs.*
- EM-15 *Ensure that technical assistance programs provided by the Bureau of Employment Services, JTPA division, provide sessions on working with African-American males.*

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Ohio's African-American Males: A Call To Action

- EM-16 *Develop a statewide network of State and local business organizations to encourage support and commitment to initiatives that create employment opportunities for young African-American men.*
- EM-17 *Initiate a series of employer outreach programs to promote the hiring of African-American males.*
- EM-18 *Recruit African-American male-owned firms to participate in the Bureau of Employment Services Job Service Employers Committee.*
- EM-19 *Train and sensitize Bureau of Employment Services staff members to the employment needs of, and barriers faced by African-American males.*
- EM-20 *Increase the number of African-American males in the construction trades.*
- EM-21 *Develop and implement programs designed to increase the self-esteem of African-American males in all State programs that provide educational, job-training, job-placement or rehabilitation services.*
- EM-22 *Require African-American history courses and activities for all students and provide courses in self-esteem to African-American male students.*
- EM-23 *Fund research efforts designed to measure the effectiveness of self-esteem activities and projects and to develop model programs for statewide use.*
- EM-24 *Provide sponsorship through state departments, private businesses and local community organizations for community-based mentoring programs.*
- EM-25 *Establish corporate mentorship programs targeted to African-American males in urban areas.*
- EM-26 *Increase the positive portrayal of Ohio's African-American males in State publications, marketing and promotional information.*
- EM-27 *Establish a media advisory council regarding the positive portrayal of African-American males.*
- EM-28 *Encourage African-American men to accept and take responsibility for creating efforts aimed at the problems facing the African-American male population by building local coalitions to serve as a resource/clearing house for leadership, information and programs.*
- EM-29 *Create an environment in State government that encourages, fosters, promotes, supports and facilitates initiatives that place African-American men in leadership positions to assist in solving problems facing African-American males.*

## CRIMINAL JUSTICE

As of June 1, 1989, African-American male youth represented 43.3% of the male youth institutionalized by the Department of Youth Services (DYS). As of January 1, 1990, African-American males made up 51.1% of the Department of Rehabilitation and Corrections (DRC) prison population. The African-American male population in Ohio is estimated at just over 10%. Clearly, this population is being incarcerated at rates far exceeding its population percentage.

The Criminal Justice Subcommittee addressed three main areas of concern:

1. Juvenile Justice
2. Criminal Justice System Analysis
3. Police/Community Relations and Victimization

### 1. *Juvenile Justice*

The increase in the percentage of African-American males in DYS institutions has risen from 34% in 1985 to 43% in 1989. At the same time, the overall male population of DYS institutions grew 13% (from 1,749 to 1,980). The cost of housing youth at a DYS institution increased from \$21,593 in 1985 to \$28,451 per year in 1989, a 32% increase. In 1989, Ohio spent \$92,019,995 operating juvenile justice correctional agencies—fourth in the nation behind California, Florida, and New York.

Recidivism rates, categorized as re-commitments (a DYS felon released and on aftercare who commits a new offense) and prior discharges (a DYS felon released, who completed aftercare and is discharged, who commits a new offense) are increasing for all DYS youth, but at a faster rate for African-American male youth. Revocations (a DYS felon released to aftercare who violates one or more conditions of aftercare) are decreasing, but at a slower rate for African-American male youth than for the overall DYS population.

Two important features of the Ohio juvenile justice system are:

- High rates of processing youth into the system
- Overwhelming conditions of overcrowding

Overcrowding is believed to be linked to the frequency of death and injury accidents in juvenile justice correctional facilities. Ohio is among the top five states in the nation in the frequency of death and injury incidents, along with California, Tennessee, New York and Oregon. Further, overcrowding often results in inadequate treatment, poor supervision and lack of physical safety.

Research has shown that institutionalization may not be the most effective treatment in the early stages of delinquent behavior (i.e., for first and second time offenders). Despite this, Ohio is seriously behind other states in developing effective sentencing alternatives for juveniles.

There is a need for a reassessment of the juvenile justice system, from court processing through institutionalization to re-entry and reintegration processes.

#### *Recommendation Summary—Juvenile Justice*

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|------|--|
| CJ-1 | <i>Fund further research into the disproportionate representation of African-American youth in the juvenile justice system.</i>  |
| CJ-2 | <i>Develop diversion programs to prevent African-American males from entering the juvenile justice system.</i>   |
| CJ-3 | <i>Mandate juvenile offenders' statutory right to treatment provided in the least restrictive, family-centered, community-based environment available.</i>                                     |
| CJ-4 | <i>Provide effective and productive "alternative" programs to the traditional sentence of "lock-up" for juvenile felons, and require equal minority access to such programs.</i>               |
| CJ-5 | <i>Develop community-based "alternative" programs specifically designed for African-American males that are conceptualized, planned and proportionately staffed by African-American males.</i> |

CJ-6 *Establish societal re-entry/reintegration programs for juvenile offenders and communities.*

CJ-7 *Increase African-American male professional employees representation throughout the juvenile justice system.*

## 2. **Criminal Justice System Analysis**

An analysis of the adult criminal justice system revealed two primary issues of concern:

- The number and proportion of African-American males in the Ohio prison inmate system
- African-American male attitudes toward the criminal justice system

As with the juvenile justice system, African-American males are disproportionately represented in Ohio penal institutions. In addition, while incarcerated, African-American males are more likely to commit serious offenses within prisons than their white counterparts, and such offenses are more likely to be more severe.

At the same time, a review of the work force composition at 15 State prisons showed that, with the exception of the Dayton Correctional Institution, none had significant numbers of African-American males on their professional staffs. This lack of African-American cultural input into determining the severity of institutional offenses may be a significant factor in the large numbers of such offenses reported.

Also important is the lack of incentives for inmates to participate in educational and substance abuse programs. The reported average educational level of Ohio's inmates is 7th grade. Improving this educational level could result in lower recidivism rates and higher success rates for inmates who are released.

The final issue is that substance abuse programs in prisons need to be expanded. DRC estimates that 7 out of 10 inmates have a problem with alcohol or drugs. There are not enough treatment programs available to meet the needs of the prison population.

### *Recommendation Summary—Criminal Justice System Analysis*

CJ-8 *Expand and upgrade public defenders' offices to ensure equity between the prosecutorial function and defense function.*

CJ-9 *Provide a uniform, workable system for pretrial release for persons with bailable offenses.*

CJ-10 *Require selection of juries to be based on both voter registration and drivers license lists.*

CJ-11 *Mandate presentence investigations for all convicted felons.*

CJ-12 *Establish a Sentencing Commission, as recommended by the Governor's Committee on Prison and Jail Crowding, to research and review sentencing patterns in Ohio courts.*

CJ-13 *Provide incentives to inmates for productively participating in educational programs.*

CJ-14 *Increase and expand substance abuse programs in prisons.*

CJ-15 *Require community-based corrections programs to develop programs specifically addressing the needs of African-American males.*

CJ-16 *Establish parole guidelines in the Ohio Administrative Code.*

CJ-17 *Increase funding for development of programs for both communities and inmates for re-entry/reintegration of inmates into the community.*

### 3. *Police/Community Relations and Victimization*

Relations between police and African-American communities are marked by fear and mistrust on both sides. Major factors are under-representation of African-Americans on police forces, mutual lack of knowledge about African-American and white cultures, and a general distrust of a system perceived as victimizing people rather than providing aid.

A study of the racial composition of police forces in Ohio's major cities revealed that African-Americans are not represented on police forces in numbers proportional to their communities in Cincinnati, Cleveland, Columbus, or Dayton, and are, in fact, substantially under-represented. In addition, a review of police training curriculums showed that little attention or emphasis is placed on cultural understanding and sensitivity training regarding African-Americans and African-American communities.

African Americans also under-utilize victim assistance programs, possibly as a consequence of the under-representation of African Americans on police forces. Referrals to victim assistance programs are most frequently given by law enforcement officers. At the same time, rates of victimization are higher for African Americans than for any other population group. In addition, there appears to be a lack of significant numbers of victim assistance programs that provide cultural sensitivity and awareness of the needs of African Americans, particularly African-American males.

#### *Recommendation Summary—Police/Community Relations and Victimization*

- CJ-18 *Develop and implement a police course curriculum on cultural understanding and sensitivity.*
- CJ-19 *Develop and implement a series of workshops to educate social service providers on culturally specific victim services for African Americans.*
- CJ-20 *Revise the Victims of Crime Reparation application to ease eligibility requirements, review application and filing requirements, and provide outreach efforts to African-American communities regarding the Victims of Crime Compensation Program.*
- CJ-21 *Mandate increased promotion of African-American law enforcement officers.*
- CJ-22 *Increase funding to allow law enforcement agencies to increase community programming and establish community boards in African-American communities.*

## RECOMMENDATIONS OF THE COMMISSION

In addition to the recommendations made by the subcommittees, as summarized above and more fully discussed in Volume Two of this report, several recommendations were made by the full Commission regarding the next steps needed to continue efforts towards improving the status of African-American males in Ohio. These recommendations are presented in full below, outlining who should be responsible, what should be done, how it should be funded and implemented, and what barriers need to be overcome.

### **CM-1—Permanent Commission and Expanded Office of Black Affairs**

**WHO:** The Governor and/or the General Assembly

**WHAT:** *Should establish a permanent Commission on Socially Disadvantaged Black Males to work with an expanded Office of Black Affairs, both of which would be responsible for implementing the recommendations of the Commission during the next ten years.*

**WHEN:** Immediately

**HOW:** The current Governor's Commission on Socially Disadvantaged Black Males, through the Office of Black Affairs, should work to implement the recommendations in this report. Funding should be provided through General Revenue funds, Federal funds, private foundation grants and special departmental assessments from various State agencies, including the Departments of Administrative Services, Development, Health, Education, Human Services, Mental Health, Rehabilitation and Correction, Bureau of Employment Services, Industrial Commission, and Board of Regents.

**WHY:** To continue the momentum established by the current Commission relative to issues affecting socially disadvantaged African-American males and to assure the prioritization, implementation, coordination and communication of the recommendations as set forth by the Commission.

The issues affecting Ohio's socially disadvantaged African-American males will require continued monitoring, evaluation and problem resolution until such time that they have been effectively resolved. The Office of Black Affairs is currently established as a program within the State government system that, *if expanded and appropriately funded*, could effectively administer the recommendations of the Commission over a specified period of time. The Office of Black Affairs should become the lead State agency responsible for monitoring, overseeing, implementing, and directing the State's initiatives regarding Ohio's socially disadvantaged African-American males. As a State agency with proper funding, the Office of Black Affairs would be responsible for implementing the recommendations of the Commission statewide, coordinating the activities of an "extended" Commission, conducting research, marketing and media relations, and assuring the effective delivery of State services to the targeted population throughout Ohio.

**BARRIERS:** Appropriate funding and staff support

***CM-2—Establish Costs of Implementing Recommendations***

**WHO:** The Governor  
Office of Black Affairs  
Office of Budget and Management  
Other appropriate State agencies and departments

**WHAT:** *Should, at the direction of the Governor, develop budgets for the implementation of each recommendation in this report.*

**WHEN:** Within the next 6 months

**HOW:** The Governor should direct the Office of Black Affairs, the Office of Budget and Management and other appropriate State agencies to develop budgets for implementation of each recommendation in this report. These budgets should be presented to the Governor, the General Assembly, and the general public as a supplemental report to this report.

**WHY:** It is important to recognize the real and direct cost of implementing the recommendations made in this report. At the same time, however, it is crucial that the State not lose sight of the very real cost savings that can occur, in criminal justice and social service programs, if the problems facing Ohio's African-American males are adequately addressed.

**BARRIERS:** Conflicting State priorities

**CM-3—Regional Meetings**

- WHO:** Office of the Governor  
Governor's Commission on Socially Disadvantaged Black Males  
Office of Black Affairs
- WHAT:** *Should conduct regional public meetings on the findings and recommendations of the Commission.*
- WHEN:** Within the next 6 months
- HOW:** The project should be coordinated and funded through the Office of Black Affairs, with assistance and funding from local corporate sponsors and local governments.
- WHY:** To assure local community residents that their participation in the public hearing process resulted in positive State action and to obtain their feedback on the final report. In addition, these public meetings could be used to implement some of the local initiatives, make important announcements and disseminate information on various State programs.
- BARRIERS:** Lack of coordination and sufficient marketing

**CM-4—Research Institute**

- WHO:** Central State University, in consort with the Board of Regents
- WHAT:** *Should establish a Research Institute on Ohio African-American Males to engage in research activities, assist in the establishment and communication of model programs, and identify and work to implement solutions to the problems of the African-American male in Ohio.*
- WHEN:** Within the next 12 months
- HOW:** No existing statewide program exists. Central State, as subsidized by the Board of Regents, should implement this proposal.
- WHY:** To address the continuing concerns of State government, universities, local officials, and the community for the socially disadvantaged African-American male.
- BARRIERS:** Adequate funding

**CM-5—Reporting**

- WHO:** Office of Black Affairs  
The Ohio African-American Male Research Institute at Central State University (if established)
- WHAT:** *Should provide a semiannual status report on each recommendation of this Commission to the general media, and specifically to African-American newspapers and electronic media.*
- WHEN:** Commencing 6 months after the issuance of the Commission's report
- HOW:** Office of Black Affairs and Research Institute budgets should provide funding for this effort.

**WHY:** For implementation accountability purposes.

**BARRIERS:** Lack of staff and funding

**CM-6—Local Commissions**

**WHO:** Ohio residents  
Community groups and organizations  
Social service agencies

**WHAT:** *Should form local commissions to oversee the issues affecting socially disadvantaged African-American males in their areas.*

**WHEN:** Immediately

**HOW:** Model programs include the Parity 2000 Group in Dayton and the Black Community Forum of Cincinnati, Inc. Funding should be provided through Federal grants, private foundation grants, private sector donations and grants, and grants from State departments, including the Departments of Education, Health, Rehabilitation and Correction, Human Services, Bureau of Employment Services, and Department of Development.

**WHY:** To ensure community support and involvement for resolving the critical problems of socially disadvantaged black males. To work at a local level on these issues.

**BARRIERS:** Adequate funding

**CM-7—Network Organizations**

**WHO:** African-American male civic leaders, business men and elected officials in each Ohio metropolitan area

**WHAT:** *Should form network organizations similar to such groups as Cincinnati's Black Male Coalition and others.*

**WHEN:** Within the next year

**HOW:** The Cincinnati Black Male Coalition, The Columbus Coalition of Concerned Black Males, and other fraternal organizations can serve as model programs. Private funding should support these organizations.

**WHY:** To create a network of successful African-American males who can serve as role models and mentors for young African-American males in their communities, and who can provide programs and services to their communities. To create organizations that will continue the Commission's charge and assist with implementation of recommendations.

**BARRIERS:** Lack of leadership within a community

**CM-8—1990 Census**

**WHO:** Leaders in African-American communities, such as ministers, labor leaders, tenant organization activists, city council members, school principals and teachers, fraternal, masonic, social and civic organizations, State licensing entities, and State agencies that serve the public

**WHAT:** *Should encourage and promote participation in the 1990 census.*

**WHEN:** April 1, 1990 through end of year 1990

**HOW:** The Census Bureau and African-American communities need to work together at a local level.

**WHY:** The census process misses a disproportionate and substantial number of minorities and the poor, and the segment missed most by the census is African-American men. It is estimated that in 1980, 1.4% of the population was not counted. It is estimated that 9% of African-American males were not counted. Since the Census is the basis for the reapportioning of the U.S. House of Representatives, and for allocating at least \$35 billion annually in Federal funds to state and local governments, it is critical that all Ohioans are counted, and particularly those most in need of programs funded with Federal dollars.

**BARRIERS:** Individual lack of understanding of importance of the Census

## CONCLUSION

The problems facing young African-American men in Ohio, and indeed, in our nation, are resulting in a depletion of one of Ohio's vital national resources—the intelligence, talent and humanity of a whole segment of its population— young African-American men. As discussed in this report and in Volume Two, the problems are complex, multi-dimensional, and require a great deal of both human energy and funding to overcome. And yet these problems are not insurmountable. They can be addressed and solved.

Several common themes encountered in the work of the Commission and the subcommittees provide the underpinnings of the recommendations presented by the Governor's Commission on Socially Disadvantaged Black Males:

- **Improving the self-image and self-esteem of young African-American men**
- **Empowering African-American men and African-American communities to take leadership roles in addressing these problems**
- **Keeping the issue of improving young African-American men's status on the State's agenda of critical issues in the future**

Ohio has always been a leader in facing its challenges. Through the initiation of the Commission, it accepted the challenge to examine more fully the problems faced by Ohio's African-American male citizens. The challenge, however, is not completed. The recommendations made in this report can only serve as a beginning step in the work that must be done. The challenge will be to implement these recommendations, and to continue to lift up young African-American men from the bottom of American society by providing them with the support they need to become productive and creative members of this State.

*"Simply put, we have wasted too much time. Wasted time for these men, wasted time for our economy. We are now confronted with the inescapable truth—not preached from the bully pulpits of social reform, but printed out in the hard data of computer reports: that social justice has moved beyond the moral imperative. Today it is the economic linchpin of competitive states and nations....*

*It is up to us to offer these young men both the challenge and the support they need to contribute their talents as productive and creative members of our society."*

*Governor Richard F. Celeste  
At the signing of Executive  
Order 89-9, April 7, 1989*

## CHAPTER TWO

### COMMISSION RECOMMENDATION SUMMARY

| REC. NO. | TITLE   | RESPONSIBILITY  | TASK  |
|----------|---|---|---|
| CM-1     | Permanent Commission and Expanded Office of Black Affairs | The Governor and/or the General Assembly  | Establish a permanent Commission of Socially Disadvantaged Black Males to work with an expanded Office of Black Affairs, both of which would be responsible for implementing the recommendations of the Commission during the next ten years.                       |
| CM-2     | Establish Costs of Implementing Recommendations           | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• Office of Black Affairs</li> <li>• Office of Budget and Management</li> <li>• Other appropriate State agencies and departments</li> </ul>  | Develop, at the direction of the Governor, budgets for the implementation of each recommendation in this report.  |
| CM-3     | Regional Meetings   | <ul style="list-style-type: none"> <li>• Office of the Governor</li> <li>• Governor's Commission on Socially Disadvantaged Black Males</li> <li>• Office of Black Affairs</li> </ul>  | Conduct regional public meetings on the findings and recommendations of the Commission.   |
| CM-4     | Research Institute  | Central State University, in consort with the Board of Regents  | Establish a Research Institute on Ohio African-American Males to engage in research activities, assist in the establishment and communication of model programs, and identify and work to implement solutions to the problems of the African-American male in Ohio. |
| CM-5     | Reporting   | <ul style="list-style-type: none"> <li>• Office of Black Affairs</li> <li>• The Ohio African-American Male Research Institute at Central State University (if established)</li> </ul>   | Provide a semiannual status report on each recommendation of this Commission to the general media, and specifically to African-American newspapers and electronic media.  |
| CM-6     | Local Commissions   | <ul style="list-style-type: none"> <li>• Ohio residents</li> <li>• Community groups and organizations</li> <li>• Social service agencies</li> </ul>   | Form local commissions to oversee the issues affecting socially disadvantaged African-American males in their areas.  |
| CM-7     | Network Organizations                                     | African-American male civic leaders, business men and elected officials in each Ohio metropolitan area  | Form network organizations similar to such groups as Cincinnati's Black Male Coalition and others.  |
| CM-8     | 1990 Census   | Leaders in African-American communities (such as ministers, labor leaders, tenant organization activists, city council members, school principals and teachers, fraternal, masonic, social and civic organizations, State licensing entities, and State agencies that serve the public) | Encourage and promote participation in the 1990 census.   |

## EDUCATION RECOMMENDATION SUMMARY

| REC.<br>NO.                 | TITLE                                    | RESPONSIBILITY   | TASK  |
|-----------------------------|--|--|---|
| <b><i>Dropout Rates</i></b> |  |  |   |
| ED-1                        | Suspension and Expulsion                 | Local boards of education  | Develop programs that eliminate out-of-school suspension and expulsion and provide in-school suspension and Saturday schools, and provide counseling and support services in these settings to meet students' needs.  |
| ED-2                        | Head Start and Pre-school Programs       | State and Federal government   | Provide full funding for preschool and Head Start programs so that all disadvantaged students can participate.  |
| ED-3                        | Individual Education Plans               | <ul style="list-style-type: none"> <li>• The General Assembly</li> <li>• State Board of Education</li> </ul>   | Mandate that the current system of grouping students within the classroom by abilities should be eliminated and replaced with Individual Educational Plans (IEPs) and learning stations.  |
| ED-4                        | Role of Parents and Teachers             | <ul style="list-style-type: none"> <li>• African-American families</li> <li>• Community leaders</li> <li>• Community groups and organizations</li> </ul>         | <p>Ensure that academic achievement is a top priority for African-American males by expanding the role and level of activity of parent/teacher organizations (PTOs) at each local school. The PTOs' expanded activities should include:</p> <ol style="list-style-type: none"> <li>1. Ensuring that grouping students by abilities does not occur</li> <li>2. Ensuring that self-esteem, language and math skills are effectively taught</li> <li>3. Ensuring that college options are accessible and encouraged</li> <li>4. Assisting in identifying African-American teachers for their local school districts</li> <li>5. Providing tutoring and support for African-American males</li> <li>6. Assisting in identifying after-school and summer job opportunities for African-American male students</li> </ol> |
| ED-5                        | School Policies, Procedures and Programs | <ul style="list-style-type: none"> <li>• Superintendents</li> <li>• Principals</li> <li>• Boards of education</li> <li>• African-American communities</li> </ul> | Review school policies, procedures, and programs to determine if any of these issues are contributing to the African-American dropout rate and make appropriate changes. Members of the African-American community should be involved in this review, possibly as an African-American advisory team.  |

Ohio's African-American Males: A Call To Action

| REC. NO.  | TITLE  | RESPONSIBILITY   | TASK  |
|---|--|--|---|
| <b><i>African-American Male Attitudes Towards Education</i></b> |  |  |   |
| ED-6  | Multicultural Curriculum                       | <ul style="list-style-type: none"> <li>• Boards of education</li> <li>• School superintendents</li> </ul>  | Provide a multicultural K-12 curriculum which accurately includes the contributions of African Americans to United States history and culture.  |
| ED-7  | African-American Male Teacher Recruitment      | <ul style="list-style-type: none"> <li>• School superintendents</li> <li>• Boards of education</li> <li>• Board of Regents</li> <li>• Department of Education</li> </ul> | <p>Actively recruit, select and retain African-American male teachers for academic subjects.</p> <p>Develop a coordinated and comprehensive national outreach initiative designed to identify and attract minority teachers, professors and administrators in the large metropolitan school districts, with specific emphasis on attracting African-American males.</p> |
| ED-8  | Scholarship Programs                           | <ul style="list-style-type: none"> <li>• The General Assembly</li> <li>• State Board of Education</li> </ul>   | Encourage partnerships between schools and business/industry to provide scholarships for African-American males.  |
| ED-9  | Parent Training Programs                       | <ul style="list-style-type: none"> <li>• School superintendents</li> <li>• Boards of education</li> </ul>  | Provide parent training programs for families and extended families so that parents and others can more effectively assist their children in Ohio schools.  |
| ED-10   | School and Social Service Agency Collaboration | <ul style="list-style-type: none"> <li>• Boards of education</li> <li>• School superintendents</li> </ul>  | Establish collaborative efforts with agencies that serve youth to provide "whole child" services.   |
| ED-11   | Community Networks                             | School district personnel (such as guidance counselors, nurses, and other special services staff) under the direction of principals and superintendents                  | Develop or improve meaningful networks with other community components and agencies to ensure maximum coordination and avoid duplication of efforts to create needed change.  |
| ED-12   | African-American Male Leadership               | <ul style="list-style-type: none"> <li>• School superintendents</li> <li>• Boards of education</li> </ul>  | Include African-American males in defining the problems and developing the solutions to issues affecting African-American male students, including developing programs that enhance student achievement and development.  |
| ED-13   | Teacher Sensitivity                            | <ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Guidance counselors</li> <li>• School administrators</li> </ul>                                   | Understand as much as possible what each student, especially the African-American male, brings to the classroom each day.   |
| ED-14   | Human Relations Training                       | All school system personnel (including secretarial, custodial and clerical staff, bus drivers, and other support personnel, as well as professional staff)               | Be required to participate in human relations training, to include African-American cultural sensitivity training, at least annually.   |

**Ohio's African-American Males: A Call To Action**

| REC.<br>NO.                        | TITLE                                    | RESPONSIBILITY   | TASK  |
|------------------------------------|--|--|---|
| <b><i>Academic Achievement</i></b> |  |  |   |
| ED-15                              | Basic Skill Mastery                      | <ul style="list-style-type: none"> <li>• Boards of education</li> <li>• School superintendents</li> <li>• Classroom teachers</li> </ul> (with the support of guidance counselors and ongoing parental involvement) | Ensure that all students master the basic skills prior to entering fourth grade and that such mastery is assessed using culturally sensitive testing mechanisms.  |
| ED-16                              | Disadvantaged Student Programs           | <ul style="list-style-type: none"> <li>• School administrators</li> <li>• Special services staff</li> <li>• Compensatory education teachers</li> </ul>   | Move all remedial programs for disadvantaged pupils to the end of the school day and extend them into the summer.   |
| ED-17                              | Self-Esteem Programs                     | <ul style="list-style-type: none"> <li>• Administrators</li> <li>• Teachers</li> <li>• Parents</li> <li>• Community leaders</li> </ul>   | Develop educational programs that raise self-esteem and self-pride of African-American males, and that assure that meaningful jobs will be available if they are successful in school.  |
| ED-18                              | Student Advocate Teams                   | <ul style="list-style-type: none"> <li>• School guidance counselors</li> <li>• Principals</li> <li>• Teachers</li> <li>• Parents</li> </ul>  | Have a working student advocate team (teacher, community mentor, and if possible, counselor, administrator) assigned to work with each student and his parents to develop/implement the student's educational plan.   |
| ED-19                              | Quality Education for Minorities Project | <ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Board of Regents</li> <li>• Bureau of Employment Services</li> <li>• Department of Development</li> </ul>                              | Adopt the goals and strategies outlined in the Quality Education for Minorities Project, 1990, prepared by the Massachusetts Institute of Technology, and specifically tailor these recommendations to address the needs of Ohio's socially disadvantaged African-American males. |
| <b><i>Higher Education</i></b>     |  |  |   |
| ED-20                              | Academic Policies                        | <ul style="list-style-type: none"> <li>• K-12 schools</li> <li>• Institutions of higher education</li> </ul>   | Develop policies to positively influence minority student academic preparation and success in the education continuum.  |
| ED-21                              | Admissions Policies                      | College and university admissions officers   | Identify "non-traditional" measures of success when considering ethnic minorities, especially African Americans, for admission to colleges and universities and use "non-cognitive" variables in the admissions process.  |

Ohio's African-American Males: A Call To Action

| REC. NO. | TITLE   | RESPONSIBILITY   | TASK  |
|----------|---|--|---|
| ED-22    | Academic Support System                             | The General Assembly   | Mandate that each of its four-year colleges and universities develop and structure an "academic support system" for all ethnic minorities, with special emphasis focused on African-American males.   |
| ED-23    | Recruitment and Retention of African-American Males | Board of Regents (through the Research Institute on Ohio African-American Males at Central State, if established)  | <p>Require that efforts to recruit and retain African-American males be a part of all college and university affirmative action programs.</p> <p>Establish a fund for the recruitment and retention of socially disadvantaged African-American males in institutions of higher education (including junior colleges, vocational schools, colleges, universities, etc.).</p> |
| ED-24    | Math, Science and Engineering Grant Program         | <ul style="list-style-type: none"> <li>•The Governor</li> <li>•The General Assembly</li> <li>•Board of Regents</li> <li>•State Board of Education</li> </ul> | Establish an Ohio math and science grant program, an Ohio engineering profession incentive program, and a science teacher incentive program as proposed in H.B. 780 of the 118th General Assembly.  |
| ED-25    | Curriculum for Incarcerated African-American Males  | The General Assembly   | Mandate that incarcerated African-American males who use State and/or Federal funds for higher education enroll in programs that provide preparation for jobs that are available to them when they re-enter society, and that the Department of Rehabilitation and Correction provide such programs.  |
| ED-26    | Financial Aid                                       | The General Assembly   | Increase the Ohio Instructional Grant appropriation by \$30 million.  |
| ED-27    | Cost of Higher Education                            | The General Assembly   | Raise the instructional subsidy appropriation level within the Board of Regents by \$300-\$400 million.   |
| ED-28    | Extend Commission                                   | The Governor   | Extend the work of the Governor's Commission on Socially Disadvantaged Black Males.   |

**HEALTH RECOMMENDATION SUMMARY**

| REC. NO.                          | TITLE  | RESPONSIBILITY  | TASK   |
|-----------------------------------|--|---|--|
| <b><i>Healthy Life Styles</i></b> |  |   |  |
| HL-1                              | Culturally Specific Prevention Programs          | <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Department of Human Services</li> <li>• Commission on Minority Health</li> </ul>   | Increase the number of culturally specific prevention programs that address common risk factors (stress, diet, exercise, smoking, etc.) that cut across multiple diseases (cancer, hypertension, cardiovascular diseases, etc.).   |
| HL-2                              | Prevention Outreach Programs                     | <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Department of Mental Health</li> <li>• Department of Human Services</li> <li>• Department of Alcohol and Drug Addiction Services</li> </ul>                        | Develop community-based outreach programs addressing prevention, early intervention, treatment and rehabilitation that would assist and promote increased use of health, mental health and human services programs by African-American males.  |
| HL-3                              | Role Model, Mentor and Rites of Passage Programs | <ul style="list-style-type: none"> <li>• All State agencies that provide ongoing human/health/social services programs to or for young African-American males</li> <li>• The General Assembly</li> <li>• Office of Black Affairs</li> </ul> | <p>Health/human services/social service State agencies should create, maintain, sponsor, fund, monitor and evaluate community-based, culturally sensitive, effective role model, mentor and rites of passage type programs throughout Ohio for young African-American men. These programs should be implemented at the local level by community-based agencies and, where feasible, should be incorporated into existing programs.</p> <p>The General Assembly should grant ample tax credits as an incentive to private businesses and corporations to sponsor and maintain such youth programs in their locales using their employees.</p> <p>The Office of Black Affairs should support the continued development of the Ohio Rites of Passage Network to create autonomous, independent, community-based programs of this nature, with a decreasing matching dollar program to assist in their creation but allow them to operate financially on their own after three years of State support.</p> <p>The Office of Black Affairs should oversee, evaluate, and report on the operations of the rites of passage programs and serve as a central clearinghouse for information and operation of such youth value development programs.</p> |
| HL-4                              | Universal Health Care                            | The General Assembly  | Pass a universal health care bill as proposed in House Bill 425 of the 119th General Assembly.   |

Ohio's African-American Males: A Call To Action

| REC. NO. | TITLE                  | RESPONSIBILITY   | TASK   |
|----------|------------------------|--|--|
| HL-5     | Generic Drugs Research | <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Pharmacy Board</li> <li>• The Governor</li> </ul> | Implement research into generic drugs, to include an examination of the efficacy of such drugs and the impact of generic drug use on the health of African-American males. |

***Violence***

|      |                            |   |   |
|------|----------------------------|---|---|
| HL-6 | Violence Dynamics Training | <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Department of Human Services</li> <li>• Department of Youth Services</li> <li>• Department of Minority Health</li> <li>• Minority Concerns Committee</li> <li>• Department of Rehabilitation and Correction</li> </ul> | Provide training to staff and consumers of services in the dynamics of violence (family and domestic) within a culturally specific framework, to include conflict resolution, family preservation and effective alternatives to violence. |
|------|----------------------------|---|---|

|      |                    |  |  |
|------|--------------------|--|--|
| HL-7 | Violence Education | <ul style="list-style-type: none"> <li>• Department of Human Services</li> <li>• Department of Mental Health</li> <li>• Department of Rehabilitation and Correction</li> <li>• Attorney General's Office</li> <li>• Department of Health</li> <li>• Battered women's shelters</li> </ul> | <p>Provide culturally competent education programs in African-American communities on the dynamics of family violence offered by community-based organizations and community service providers. Specifically, such programs should:</p> <ol style="list-style-type: none"> <li>1. Increase public awareness to promote domestic harmony by developing prevention programs for battering and rape</li> <li>2. Provide court-mandated counseling for batterers</li> <li>3. Provide law enforcement officers with culturally specific models for batterers and men prone to violent behavior</li> <li>4. Assist community self-help groups for batterers and men prone to violent behavior</li> <li>5. Provide neighborhood-focused and culturally specific programs that address child molestation and endangerment from incest</li> <li>6. Develop positive interventions in African-American families that focus on family preservation</li> </ol> <p>Provide training to both institutionalized batterers and batterers in the community.</p> |
|------|--------------------|--|--|

Ohio's African-American Males: A Call To Action

| REC. NO.                      | TITLE   | RESPONSIBILITY  | TASK  |
|-------------------------------|---|---|---|
| HL-8                          | Psychotherapeutic/Counseling Programs for Offenders | <ul style="list-style-type: none"> <li>• Department of Mental Health</li> <li>• Department of Rehabilitation and Correction</li> <li>• Sheriff's Association</li> <li>• Attorney General's Office</li> <li>• Governor's Office of Criminal Justice Services</li> <li>• State Association of Judges</li> </ul> | <p>The Department of Mental Health should provide for community-accessible, culturally competent psychotherapeutic treatment and counseling for offenders, and should provide funding for such programs to county agencies that provide legal services. Programs should assist high risk individuals in coping with anger, racism and rage.</p> <p>Law enforcement agencies and domestic relations courts should provide support for automatic referral for offenders to such programs.</p> |
| <b><i>Substance Abuse</i></b> |   |   |   |
| HL-9                          | Prevention in Schools                               | Educational systems and parent/-teacher organizations that have input into curriculum development and implementation  | Develop and institute a continuing curriculum of required courses on substance abuse and misuse in all schools, beginning with kindergarten, that includes culturally specific components targeted to African-American males.   |
| HL-10                         | Networking  | <ul style="list-style-type: none"> <li>• Schools</li> <li>• Parents</li> <li>• Ministers</li> <li>• Public and private sector resources</li> </ul>  | Establish partnerships and networks to enable joint participation in programs of education and prevention related to drug use and misuse.   |
| HL-11                         | Inpatient Care Funding                              | Department of Alcohol and Drug Addiction Services, in conjunction with county alcohol and drug addiction boards (317 and/or 648 expanded boards)  | <p>Target funds to pay for inpatient bed space for culturally appropriate treatment of chemical misuse and/or addiction (to legal prescription and nonprescription drugs, alcohol, nicotine and illegal drugs) specifically for poor African-American males.</p> <p>Target funds to provide better coordination of treatment services, i.e., detox, rehabilitation, follow-up, etc., for poor African-American males.</p>   |
| HL-12                         | Treatment on Demand                                 | <ul style="list-style-type: none"> <li>• Department of Alcohol and Drug Addiction Services</li> <li>• Department of Health</li> <li>• Department of Mental Health</li> <li>• Department of Rehabilitation and Correction</li> <li>• Department of Youth Services</li> </ul>                                   | Establish the provision of treatment on demand as a goal for all incarcerated substance abusers under the jurisdiction of the Department of Rehabilitation and Correction or the Department of Youth Services.  |

Ohio's African-American Males: A Call To Action

| REC. NO. | TITLE                                  | RESPONSIBILITY   | TASK   |
|----------|--|--|--|
| HL-13    | Afro-centric Substance Abuse Treatment | <ul style="list-style-type: none"> <li>• Department of Alcohol and Drug Addiction Services</li> <li>• Department of Health</li> <li>• Department of Mental Health</li> </ul>   | Institute research programming to develop Afro-centric treatment processes for substance abuse for African Americans, and, specifically, African-American males.               |
| HL-14    | Office of African-American Services    | Department of Alcohol and Drug Addiction Services  | Institute an Office of African-American Services (with a focus on African-American males) as part of its infrastructure.   |
| HL-15    | County/Region Coordination of Services | County Mental Health Alcohol and Addiction Programs (317 and/or 648 boards)  | Act as coordinating agencies for culturally appropriate substance treatment services within each county or region.   |
| HL-16    | Prescription Drug Misuse               | <ul style="list-style-type: none"> <li>• Medical Board</li> <li>• Pharmacy Board</li> <li>• Department of Alcohol and Drug Addiction Services</li> <li>• Department of Human Services</li> <li>• Department of Mental Health</li> <li>• Other applicable licensing entities</li> </ul> | Evaluate unusual patterns of prescription and distribution of controlled substances by physicians, institutions, and other health care providers to the African-American male. |

***Sexuality***

|       |                                |  |  |
|-------|--------------------------------|--|--|
| HL-17 | Program Evaluation             | Department of Health Adolescent Health Program and Maternal and Child Health   | <p>Re-evaluate all health programs for adolescents (especially sexuality-related programs) to ensure that components on male responsibility, teen fathering, etc. are an integral part of programs provided directly by the Department and indirectly through community-based organizations.</p> <p>Develop and fund teen father programs that are culturally specific and that can be implemented through community networks and organizations in order to provide proper support to African-American teen fathers.</p> |
| HL-18 | Medicaid Policies Reassessment | Department of Human Services   | Reassess Medicaid and other public assistance program policies that discourage an African-American father's participation in the parenting process.  |
| HL-19 | STD Programs                   | <ul style="list-style-type: none"> <li>• Department of Health Sexually Transmitted Diseases Unit</li> <li>• Department of Alcohol and Drug Addiction Services</li> </ul> | Evaluate existing sexually transmitted disease (STD) prevention/education programs to ensure appropriate, effective programming targeted to young Ohio African-American males.   |

Ohio's African-American Males: A Call To Action

| REC.<br>NO.   | TITLE                                | RESPONSIBILITY   | TASK  |
|---|--------------------------------------|--|---|
|   |                                      |  | <p>Provide culturally specific training to all staff of community-based programs and consumers of direct services in the areas of adolescent sexual development, self-esteem, substance misuse and values clarification issues.</p> <p>Develop sexuality education/prevention programs/curricula (including peer-to-peer programs) to be made readily available to community-based agencies/organizations that can be implemented in traditional (schools) and non-traditional (community) settings including, but not limited to churches, community recreation centers and youth correctional facilities.</p> |
| <b><i>Improving the Health Status of African-American Males</i></b> |                                      |  |   |
| HL-20   | Mental Health/Inpatient Diversion    | Department of Mental Health  | Develop programming to divert the large numbers of African-American men from involuntary admissions to inpatient care in public and private mental health facilities.   |
| HL-21   | Mental Health/Minority Set- Asides   | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> </ul>   | Require implementation of the Department of Mental Health 15% minority set-aside requirements for contracts and funding.  |
| HL-22   | African-American Health Professional | <ul style="list-style-type: none"> <li>• Department of Health</li> <li>• Department of Human Services</li> <li>• Department of Mental Health</li> <li>• Department of Alcohol and Drug Addiction Services</li> <li>• Board of Regents</li> </ul> | <p>Make special efforts to recruit and retain African-American males in health and human services professions, including financial incentives such as scholarship funding.</p> <p>Require continuing education in culturally sensitive methods of practices for all health professionals.</p>   |
| HL-23   | Data Collection/Funding              | All State departments and agencies that provide health related programs and services   | <p>Increase the emphasis on and funding of opportunities for health research-oriented data collection, analysis and evaluation on the health status of Ohio's African-American males.</p> <p>Ensure that all State departments and agencies collect demographic data that clearly delineate race, gender and age.</p>   |

Ohio's African-American Males: A Call To Action

| REC.<br>NO. | TITLE   | RESPONSIBILITY  | TASK  |
|-------------|---|---|---|
| HL-24       | Data Collection/<br>Central Repository          | <ul style="list-style-type: none"> <li>• All State departments and agencies that provide health related programs and services</li> <li>• Office of Black Affairs</li> </ul> | Establish a central repository of all health reports, statistics, services, etc. provided by all State departments and agencies involved (whether directly or indirectly) in the collection, analysis and evaluation of all health-related data and research on Ohio's African-American males. Report such information to the Governor and the general public annually.   |
| HL-25       | Ohio African-American Male<br>Coordinating Body | The Governor and/or the General Assembly  | <p>Establish a permanent Commission on Socially Disadvantaged Black males and expand the Office of Black Affairs to serve as the African-American male coordinating body in order to:</p> <ol style="list-style-type: none"> <li>1. Exert leadership, influence, and initiative to significantly improve the condition, life chances, quality of life, environment and opportunities of Ohio's young African-American males</li> <li>2. Ensure the funding, implementation, coordination, monitoring and evaluation of the proposed recommendations from this report</li> </ol> |

**EMPLOYMENT RECOMMENDATION SUMMARY**

| REC. NO.   | TITLE  | RESPONSIBILITY   | TASK  |
|--|--|--|---|
| <b><i>Access to Employment Opportunities</i></b> |  |  |   |
| EM-1   | State Minority Employment and Contracting                                | <ul style="list-style-type: none"> <li>• The General Assembly</li> <li>• State Controlling Board</li> <li>• The Governor</li> <li>• State Board of Education</li> <li>• Board of Regents</li> <li>• All other State boards, affiliate agencies and bodies with the power and authority to enforce</li> </ul> | Aggressively adhere to and enforce all current State laws, policies, rules, regulations and procedures and/or enact new legislation regarding minorities in connection with employment and hiring, and the approval, funding and granting of contracts and/or grants.   |
| EM-2   | State Department Accountability for Minority Hiring and Contracting      | The Governor   | <p>Provide training to sensitize State staff members, in particular cabinet heads, deputy directors and middle management, to the issues regarding minority populations, particularly the African-American male population.</p> <p>Require accountability from department heads by establishing incentives for meeting certain departmental standards and sanctions for failure to achieve those standards.</p> <p>Monitor department performance by requiring reports on minority participation.</p>   |
| EM-3   | Cabinet-Level Office Responsible for Minority Employment and Contracting | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• Ohio Civil Rights Commission</li> </ul>   | <p>Increase the visibility and viability of the Ohio Civil Rights Commission by:</p> <ol style="list-style-type: none"> <li>1. Initiating a pro-active education program for employers regarding discrimination</li> <li>2. Expanding general community awareness of the Ohio Civil Rights Commission and access to employment by utilizing linkages and coordination with local community groups and associations, e.g., Urban Leagues, NAACP, and area chambers of commerce</li> <li>3. Using the local media to aggressively expose instances of employer non-compliance of equal opportunity</li> </ol> |
| EM-4   | Ohio Civil Rights Commission Role  | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> </ul>   | <p>Combine the Equal Employment Opportunity Office and the Office of Black Affairs and raise the new office to cabinet level.</p> <p>Increase the visibility and viability of the new combined office by requiring full equal opportunity monitoring and reporting of all State departments, agencies, boards and affiliated agencies, and creating standards for equal opportunity by which departments are rewarded for compliance and sanctioned for noncompliance.</p>  |

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| REC. NO. | TITLE   | RESPONSIBILITY  | TASK  |
|----------|---|---|---|
| EM-5     | "Workforce 2000" Marketing Campaign                                     | The Governor  | Initiate a marketing campaign aimed at the private sector and centered around the issues presented in the "Work Force 2000 Report" emphasizing an immediate awareness of issues and economic consequences.  |
| EM-6     | State Minority Hiring Goals   | The Governor  | Require that at least 50% of State hires, within the 17% State equal employment opportunity hiring goal, be African-American males.   |
| EM-7     | Data Collection/Reporting Category for African-American Males           | The Governor  | Require the Equal Employment Opportunity Office to create a separate reporting category for African-American males to be used by all State programs, boards, schools, agencies, etc. in reporting required service, performance and hiring goals.   |
| EM-8     | Enforcement of Minority Hiring Requirements for Vendors and Contractors | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> </ul>  | Require that all vendors, contractors, etc. seeking to do business with the State show proof of equitable employment and hiring practices under established minimum requirements and be penalized for not meeting minority hiring requirements.   |
| EM-9     | Minority Business Development   | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> <li>• State Departments, Boards and Commissions</li> </ul> | Establish policy and regulations to provide financial and technical assistance to increase the rate of growth for new and existing minority-owned businesses in the following areas: contractors, subcontractors, franchisees, hi-tech, inventors, etc.   |
| EM-10    | Minority Business Development   | The Governor  | <p>Link the development of minority-owned businesses to:</p> <ol style="list-style-type: none"> <li>1. Growth areas created by programs and services within State departments and agencies, e.g., to the Home Weatherization Project administered through the Department of Development</li> <li>2. State legislation, e.g., asbestos removal, water sprinkler system installation, elderly health care, etc.</li> <li>3. Environmental and other social concerns, e.g., plastics recycling and other solid waste management</li> <li>4. Neighborhood revitalization and neighborhood business district revitalization</li> </ol> |

Ohio's African-American Males: A Call To Action

| REC. NO.                                       | TITLE  | RESPONSIBILITY   | TASK   |
|--|--|--|--|
| EM-11  | Financial Disclosure of Demographic Lending Practices          | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• State licensing and regulatory agencies</li> <li>• Department of Commerce</li> <li>• Department of Insurance</li> <li>• Other applicable departments and agencies</li> </ul>  | Develop regulations that require banks, savings and loans, credit unions, insurance companies, and other financial institutions to disclose demographic information on loan applications and application results.  |
| EM-12  | Minority Entrepreneurship                                      | The Governor   | Encourage, through the Department of Education and the State Job Training Coordinating Council, local school systems and local Job Training Partnership Act programs to develop special projects and activities within their curriculum that aid in developing entrepreneurial spirit and are targeted to minorities, particularly African-American males.   |
| <b><i>Accessing Work Force Preparation</i></b> |  |  |  |
| EM-13  | Training for Future Labor Markets                              | <ul style="list-style-type: none"> <li>• Bureau of Employment Services</li> <li>• Job Training Partnership Act</li> <li>• Board of Regents</li> <li>• Department of Education</li> <li>• Department of Human Services</li> <li>• Department of Development</li> <li>• Private sector, foundations, and the military</li> </ul> | <p>Develop closer linkages with schools regarding future labor market preparation.</p> <p>De-emphasize traditional programming and concentrate more on tailor-made activities, with African-American males as a priority group for such programming.</p>   |
| EM-14  | Priority Targeting of African-American Males for JTPA Services | The Job Training Coordinating Council and local JTPA councils  | <p>Target young African-American males as a priority group for service in State-administered job training programs such as on-the-job training, apprenticeship, employment, education and job creation efforts.</p> <p>Establish minimum service goals for African-American males served in each service delivery area that must be reached by local JTPA councils in order for them to receive consideration for incentive funds.</p> |
| EM-15  | Technical Assistance on Working with African-American Males    | Ohio Bureau of Employment Services, JTPA Division  | Ensure that future technical assistance provides sessions on working with African-American males.  |
| EM-16  | State and Local Business Network                               | <ul style="list-style-type: none"> <li>• Bureau of Employment Services</li> <li>• Chambers of Commerce</li> <li>• Industry and Trade</li> <li>• Labor Organizations</li> </ul>   | Develop a network of State and local business organizations to encourage their support of and commitment to initiatives that create employment opportunities for young African-American men.   |

Ohio's African-American Males: A Call To Action

| REC. NO. | TITLE   | RESPONSIBILITY   | TASK   |
|----------|---|--|--|
| EM-17    | Employer Outreach Programs                                  | Bureau of Employment Services account executives   | Initiate a series of employer outreach programs to promote the hiring of African-American males.   |
| EM-18    | Job Service Employers Committee Recruitment                 | Bureau of Employment Services and Job Service Employers Committees   | Recruit African-American male-owned firms to participate in Job Service Employers Committees.  |
| EM-19    | OBES Staff Training on African-American Males               | Bureau of Employment Services  | Train and sensitize its staff about the employment needs of, and barriers faced by, African-American males in order to assist the exchange of labor market information for African-American males.   |
| EM-20    | Construction Trades   | Bureau of Employment Services and other relevant funding sources   | Increase the number of African-American males in construction trades through programs designed to prepare and promote the successful completion of African-American males in apprenticeship and training programs.   |
| EM-21    | Self-Esteem Programs  | The Governor   | Facilitate, via funding, policy and legislation, the development, implementation and operation of programs designed to increase the positive self-esteem of African-American males in all State programs that provide educational, job-training, job-placement or rehabilitation services. |
| EM-22    | African-American History and Self-Esteem Courses in Schools | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> <li>• State Board of Education</li> <li>• Board of Regents</li> </ul>   | <p>Require all students, as part of their educational requirements, to complete African-American history courses and activities.</p> <p>Provide courses designed to improve self-esteem to African-American males identified as needing such courses.</p>                                  |
| EM-23    | Research on Effectiveness of Self-Esteem Programs           | The Governor   | Provide funds for a research effort designed to measure the short- and long-term effectiveness of self-esteem building activities and projects and to design models for use throughout the State.  |
| EM-24    | Community-Based Mentoring Programs                          | <ul style="list-style-type: none"> <li>• Department of Education</li> <li>• Department of Youth Services</li> <li>• Department of Mental Health</li> <li>• Department of Health</li> <li>• Private businesses</li> <li>• Local community organizations (such as schools and churches)</li> </ul> | Sponsor community-based mentoring programs that promote resilience to negative cultural stereotypes and positive youth development.  |

Ohio's African-American Males: A Call To Action

| REC.<br>NO. | TITLE  | RESPONSIBILITY   | TASK   |
|-------------|--|--|--|
| EM-25       | Corporate Mentorship Programs                              | Chambers of Commerce   | Establish corporate mentorship programs that provide role model programs and one-on-one contact with young African-American males, and that include a financial aid component targeted to the African-American male population of each major metropolitan area.  |
| EM-26       | Media Imagery/Positive Portrayal of African-American Males | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• Board of Regents</li> </ul> | <p>Direct, by policy, procedures, contracts, etc., all State departments, agencies, affiliate agencies, colleges, universities, etc. (and entities directly or indirectly doing business with, or in the interest of, the State, including educational broadcasting networks) to increase the portrayal of African-American male employees in a positive light.</p> <p>Require marketing and promotional materials to contain a more accurate and positive reflection of the State's African-American male composition.</p>  |
| EM-27       | Media Imagery/Media Advisory Council                       | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• Local mayors</li> </ul>     | Establish a media advisory council to work with, educate, train, advise and monitor various local media regarding the positive portrayal of African-American males.  |
| EM-28       | Local African-American Male Coalitions                     | African-American male leadership   | <p>Accept and take responsibility, whenever and however possible, for providing leadership in creating and maintaining efforts aimed at resolving the multitude of issues facing the African-American male population.</p> <p>Begin by forming local coalitions to design and implement responsibility programs and function as a resource cadre/clearinghouse for young black male programs, etc.</p>   |
| EM-29       | African-American Male Leadership in State Government       | The Governor   | <p>Create an environment within State government, via funding, policy and legislation, that encourages, fosters, promotes, supports and facilitates initiatives that place African-American males in leadership positions to assist with solving the problems of African-American males including:</p> <ol style="list-style-type: none"> <li>1. Appointing African-American males equitably on major State advisory boards, council and commissions</li> <li>2. Encouraging private sector businesses to include African-American males on their boards of directors</li> </ol> |

**CRIMINAL JUSTICE RECOMMENDATION SUMMARY**

| REC. NO.                       | TITLE                                      | RESPONSIBILITY   | TASK  |
|--------------------------------|--|--|---|
| <b><i>Juvenile Justice</i></b> |  |  |   |
| CJ-1                           | Research                                   | The Governor   | Direct the Office of Criminal Justice Services to build on the work of the Governor's Commission on Socially Disadvantaged Black Males by conducting further research into the disproportionate number of African-American males held in pretrial detention facilities and committed to Department of Youth Services institutions, and the reasons why.   |
| CJ-2                           | Funding for Prevention Program Development | The General Assembly   | Increase the Department of Youth Services subsidy for discretionary funds by \$5 million over the biennium, with such funds earmarked specifically to develop programs that prevent young African-American males from entering the juvenile justice system.   |
| CJ-3                           | Statutory Right to Treatment               | The General Assembly   | Provide juvenile offenders with a statutorily recognized right to treatment and rehabilitation. The delivery of such treatment or rehabilitation, or the failure to do so, should be monitored by an independent entity. Whenever possible, such treatment should occur in the least restrictive, family-centered, community-based setting suitable and be consistent with the needs of the youth and the welfare of the community. |
| CJ-4                           | Alternative Programs/Funding               | <ul style="list-style-type: none"> <li>• The Governor</li> <li>• The General Assembly</li> </ul> | Enact legislation to provide counties with funding to develop "alternative" programs for juvenile felons in lieu of commitment to the Department of Youth Services. Require, as a prerequisite for receiving such funding, that the counties submit financial plans ensuring equal access for minority youth to the programs and services provided by the funding.  |
| CJ-5                           | Alternative Programs/Funding               | Department of Youth Services   | Provide the financial resources necessary to enhance and develop culturally specific, family-centered, community-based "alternative" programs that are conceptualized, planned and proportionately staffed by African Americans.  |

Ohio's African-American Males: A Call To Action

| REC. NO.                                       | TITLE   | RESPONSIBILITY   | TASK   |
|--|---|--|--|
| CJ-6   | Re-entry/ Reintegration Programs                            | Department of Youth Services   | Establish societal re-entry/reintegration programs that will assist juveniles in returning to their communities, provide job readiness services and/or educational assistance, self-esteem building, behavior management training and career counseling services.  |
| CJ-7   | African-American Male Employment in Criminal Justice System | <ul style="list-style-type: none"> <li>• State and local governments</li> <li>• Appointing authorities and agencies</li> </ul> | Develop and implement plans for inclusion and greater participation of African Americans as judges, referees, prosecutors, public defenders, probation officers, police officers and school liaison officers throughout the juvenile justice system.   |
| <b><i>Criminal Justice System Analysis</i></b> |   |  |  |
| CJ-8   | Expansion of Public Defenders' Offices                      | The General Assembly   | Increase State funding to expand and upgrade public defenders' offices to ensure equity between the prosecutorial function and defense function.   |
| CJ-9   | Pretrial Release  | <ul style="list-style-type: none"> <li>• The General Assembly</li> <li>• The Supreme Court</li> </ul>                          | <p>Provide for a uniform, workable system for affording persons charged with bailable offenses their constitutional rights to pretrial release that will insure appearances as ordered by the courts without imposing undue hardships upon those persons. All trial courts having jurisdiction of criminal causes should provide such pretrial release investigations and services as necessary to effectuate the purposes of the revised bail system. The Supreme Court should, by appropriate rule or order:</p> <ol style="list-style-type: none"> <li>1. Establish and provide for such pretrial investigation and release services</li> <li>2. Prescribe a uniform schedule of amounts of bail for nonviolent offenses</li> </ol> |
| CJ-10  | Use of Drivers' License Lists for Jury Selection            | The General Assembly   | Revise Ohio Revised Code Section 2313.08B to require courts to use both voter registration and drivers' license lists to develop pools for jury selection.   |
| CJ-11  | Presentence Investigations                                  | The General Assembly   | Mandate presentence investigations be prepared for all convicted felons.   |
| CJ-12  | Sentencing Commission                                       | The General Assembly   | Authorize the establishment of a Sentencing Commission, as proposed by the Governor's Committee on Prison and Jail Crowding.   |

**Ohio's African-American Males: A Call To Action**

| REC.<br>NO.   | TITLE   | RESPONSIBILITY   | TASK   |
|---|---|--|--|
| CJ-13   | Education Program Participation Incentives for Inmates                      | Department of Rehabilitation and Correction  | Develop a program to provide incentives for prison inmates to productively participate in approved Adult Basic Education, General Equivalency Degree, or college programs.   |
| CJ-14   | Expand Substance Abuse Programs   | Department of Rehabilitation and Correction  | Increase and expand the number and availability of substance abuse programs in prisons and develop incentives to encourage productive participation in substance abuse programs.   |
| CJ-15   | Community-Based Correction Programs to Meet Needs of African-American Males | Department of Rehabilitation and Correction  | Require all community-based corrections programs (receiving funding from DRC) to develop programs to meet specific needs of African-American males.  |
| CJ-16   | Parole Guidelines   | The General Assembly   | Establish parole guidelines in the Ohio Administrative Code.   |
| CJ-17   | Re-entry/Reintegration Programs for Communities and Employers               | The General Assembly   | Increase the Department of Rehabilitation and Correction by \$2 million over the biennium and increase the funding for the Department of Youth Services by \$1 million over the biennium to fund the development of strategies for sensitizing the community and employers to accept the reintegration of inmates and juvenile offenders into society. |
| <b><i>Police/Community Relations, and Victimization</i></b> |   |  |  |
| CJ-18   | Police Course Curriculum on Cultural Sensitivity                            | <ul style="list-style-type: none"> <li>• Ohio Peace Officer Training Council</li> <li>• Attorney General</li> <li>• Law enforcement agencies</li> </ul>  | Develop and implement a police course curriculum on cultural understanding and sensitivity.  |
| CJ-19   | Victim Service Outreach   | <ul style="list-style-type: none"> <li>• State Victims Services Advisory Board or Governor's Commission on Socially Disadvantaged Black Males</li> <li>• Governor's Office of Criminal Justice Services</li> </ul> | Plan and implement a workshop series to educate social service providers on culturally specific victim services for African Americans.   |

Ohio's African-American Males: A Call To Action

| REC.<br>NO. | TITLE  | RESPONSIBILITY   | TASK  |
|-------------|--|--|---|
| CJ-20       | Victims of Crime Compensation Program                  | <ul style="list-style-type: none"> <li>• Attorney General</li> <li>• Governor's Office of Criminal Justice Services</li> <li>• Governor's Commission on Socially Disadvantaged Black Males</li> <li>• Court of Claims</li> </ul> | <p>Collaborate to draft legislation with the following desired changes:</p> <ol style="list-style-type: none"> <li>1. The Victims of Crime Reparations application policy should be amended to only exclude the following persons from eligibility:               <ul style="list-style-type: none"> <li>• persons convicted of a felony of violence in the last two years</li> <li>• offenders victimized while committing or as a result of committing a crime</li> </ul> </li> <li>2. The application and filing process should be reviewed for simplification.</li> <li>3. An information and education component should be added to educate African-American communities and individuals about the availability of the Victim Compensation Program.</li> </ol> |
| CJ-21       | Promotion of African-American Law Enforcement Officers | General Assembly   | Amend Ohio Revised Code Section 124.90 to include the promotion of law enforcement officers. Necessary steps should be taken to enforce the provisions of the Bowen Amendment.  |
| CJ-22       | Police/Community Programming                           | Local law enforcement agencies   | Increase funding for community programming and establish community relations boards that meet regularly, specifically targeted to African-American communities.   |

# APPENDIX A

## Index of Recommendation Responsibility

|   |  |
|---|--|
| African-American communities, families and individuals                    | CM-6, CM-7, CM-8, ED-4, ED-5, ED-15, ED-17, ED-18, EM-28   |
| Attorney General  | CJ-18, CJ-20, HL-7, HL-8   |
| Board of Regents  | CM-4, ED-7, ED-19, ED-23, ED-24, EM-1, EM-13, EM-22, EM-26, HL-22  |
| Bureau of Employment Services   | ED-19, EM-13, EM-15, EM-16, EM-17, EM-18, EM-19, EM-20   |
| Central State University  | CM-4, CM-5, ED-23  |
| Chambers of Commerce  | EM-16, EM-25   |
| Commission on Minority Health   | HL-1   |
| Community agencies, organizations and groups                              | CM-6, ED-4, HL-7, EM-24  |
| County alcohol and drug addiction boards (317 and/or 648 expanded boards) | HL-11, HL-15   |
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| Department of Alcohol and Drug Addiction Services                         | CM-8, EM-9, HL-2, HL-3, HL-11, HL-12, HL-13, HL-14, HL-16, HL-19, HL-22, HL-23, HL-24  |
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| Department of Youth Services  | CJ-5, CJ-6, EM-24, HL-6, HL-12   |
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| The Governor  | CM-1, CM-2, CM-3, CJ-1, CJ-4, ED-24, ED-28, EM-1, EM-2, EM-3, EM-4, EM-5, EM-6, EM-7, EM-8, EM-9, EM-10, EM-11, EM-12, EM-21, EM-22, EM-23, EM-26, EM-27, EM-29, HL-5, HL-21, HL-25  |
| Governor's Commission on Socially Disadvantaged Black Males               | CM-3, CJ-19, CJ-20   |
| Governor's Office of Criminal Justice Services                            | CJ-19, CJ-20, HL-8   |
| Job Training Partnership Act (State and local organizations)              | EM-13, EM-14   |
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|   |  |
|---|--|
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| School-parents                          | ED-15, ED-17, ED-18, HL-10                         |
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| State Victims Services Advisory Board   | CJ-19  |

# **APPENDIX B**

## **FACT SHEETS**

The following fact sheets were developed from a variety of source materials provided to the Commission for use in the public hearing process and with the media to document the problems facing African-American males. Fact sheets were prepared on each of the areas of the Commission's subcommittees (education, health, employment and criminal justice), and for each of the areas in which public hearings were held (Cleveland, Cincinnati, Toledo, Youngstown, Dayton, and Columbus).



# FACT SHEET

## Ohio

- Ohio demonstrated the highest rate of Black male suspension and expulsion in the nation in 1988.
- Blacks comprise 15% of Ohio school children but represent 37% of the suspensions, which are mostly Black males.
- Only 2.7% of all Ohio college attendees are Black males.
- The poverty rate for Blacks who have attended college is higher than the poverty rate for whites who have dropped out of elementary school.
- Of the Ohio population ages 16-19 not graduating from high school, the unemployment rate for Black males is 52.9% and that for white males is 33.8%.
- For the Ohio male population with some college education, the unemployment rate for Blacks is twice that for whites.
- Black students are over two times as likely to receive corporal punishment as white students.
- Between 1984 and 1989 in public schools, the percentage of Black educational staff has decreased while the Black student population has increased.
- For those who have attended college, the poverty rate for Blacks is 13.4%, while for whites, it is only 2.5%.

## Nationally

- In 1981, 47% of urban Black teens were functionally illiterate.
- One-fifth of all Black males drop out of high school. In many cities, the dropout rate is 50%.
- Black male youth score lower than any other group on standardized tests and are three times more likely to be misplaced in mental retardation or slow learning classes than white male youths.
- Black children are only one-half as likely to be placed in gifted learning classes as white children.
- Only 31% of all Black males who entered college in 1980 graduated by 1986.
- The odds are less than one-half those of a white youth that a Black youth will go to college within one and one-half years after high school.
- While Black students comprise 16% of public school enrollments, only 8% of public school teachers are Black.
- Only 1.2% of elementary school teachers are Black males.
- Between 1976 and 1986, even though overall minority enrollment increased, college enrollment rates of Black males ages 18-24 declined from 35% to 28%.



# FACT SHEET

## Ohio

- Black males are 5 times more likely to die as a result of homicide than white males.
- The reported incidence of gonorrhea among Black males in 1988 was 724% higher than that for white males. In 1987, the reported incidence among Black males was only 476% higher.
- Black males constitute 21% of Ohio AIDS cases yet only 10% of the Ohio male population.
- Hypertension afflicts 28% of the Black population as compared to 17% of the white population.
- Cancer, the second leading cause of death in Ohio in 1984, contributed to the death of 24.6% of nonwhite Ohioans in the same year.
- Since 1960, the percentage of Black teen births has been steadily increasing. In 1985, almost 27% of all these births were to nonwhites, 98% of which are Black. Black females constitute only 12% of the female population ages 16-19 in Ohio.
- While Blacks comprise only 10% of the state's population, they represent 29.6% of the annual admissions to state psychiatric hospitals. For all other ethnic groups, the admission rate is lower than the respective population percentage.
- Blacks receive severe psychiatric diagnoses at a rate which is 5 times higher than the rate for whites or Hispanics.

## Nationally

- One of every 4 Americans with AIDS is Black even though Blacks comprise only 12% of the U.S. population.
- One-half of all women with AIDS are Black even though Black women comprise only 12% of the U.S. female population.
- More than one-half of all children with AIDS are Black, almost all of which were infected during pregnancy. Eighty-nine percent of these children have at least one intravenous drug-using parent.
- Suicide is the third leading cause of death among Black males ages 18-29.
- Black-on-Black homicide is the leading cause of death for Black males ages 15-34.
- Blacks are three times as likely to be in a drug treatment program as whites.
- In 1984, Blacks males comprised 30% of all male drug abuse deaths.
- The incidence of drug-related disease for Black males under 35 is 12 times higher than for any comparable group.
- Black males have 10 times the incidence of heart attacks and prostate cancer as white males.
- Twenty per cent of all Blacks utilize Medicaid as their only source of health insurance.
- Four of every ten Black males lack any form of health insurance.
- From 1950-1985, the life expectancy for white males increased from 63 to 74.6, while for Black males, it increased only from 59 to 65 over the same time period.



# Employment FACT SHEET

## Ohio

- In 1980, the unemployment rate for Black males ages 20-24 was twice that of white males in the same age group.
- In 1988, the unemployment rate for Black youth ages 16-19 was 45.8% compared to the national average of 32.5% for this same population. This rate was almost four times as high as that for white youth at 12.9%.
- Of the Black males ages 16-19 who were in the civilian labor force population in 1980, approximately one-third were unemployed.
- Black males in Ohio maintain a higher unemployment rate than Hispanic, Asian, or Native American males, as well as white males.
- The average Ohio unemployment rate for Black males ages 20-24 is 27%, with the highest metropolitan rate being in Youngstown at 44%.

## Nationally

- In June, 1986, Black Americans constituted 22.8% of the unemployed, 16.3% of the underemployed, and 24% of all discouraged workers (those not actively seeking employment), even though this segment comprises only 11% of the noninstitutionalized civilian population.
- The average real annual earnings of Black high school dropouts ages 20-29 fell by 44% between 1973 and 1987.
- From 1973-1985, the number of Black Americans reporting no earned income rose from 12% to 43%.
- In 1982, over 2 million or 29% of all Black males between the ages of 20 and 64 were either unemployed or were not in the labor force at all.
- Between 1973 and 1986, the real earnings of Black males age 18-29 declined 31%, the percentage of young Black males in the full-time work force fell by 20%, and the number who have dropped out of the labor force doubled from 13% to 25%.
- In 1987, 31.5% of Black males ages 16-19 were unemployed compared to 16% of white males within the same age group.
- From 1973-1987, real earnings of Black males ages 20 to 29 decreased by 27.7%.
- In 1984, 20% of Black males between the ages of 20 and 24 reported no income, compared to 8% in 1973. Of this 20%, 43% of those who reported no income in 1984 were high school dropouts, compared to only 14% in 1973.



# CRIMINAL JUSTICE FACT SHEET

## Ohio

- Blacks comprise 50% of the Ohio Department of Rehabilitation and Correction population, the vast majority of which are males. Black males, however, comprise only 10% of the noninstitutionalized Ohio civilian male population.
- Blacks comprise 36% of the population of the Ohio Department of Youth Services but comprise only 11.5% of the age group 16-19.
- 80% of youths institutionalized at the Ohio Department of Youth Services for drug offenses are Black males.
- In a January 1989 intake sample of the Ohio Department of Rehabilitation and Correction, Black males represented 40% of all new inmates while representing only 10% of the Ohio male population.

## Nationally

- Blacks comprise 48% of the U.S. prison population, yet comprise only 12% of the general population.
- Black males comprise 89% of the Black prison population.
- 54% of the Black males in prison are below 29 years of age.
- Of the Black male population in large metropolitan areas, 51% have been arrested compared to only 14% of white males.
- 18% of all Black males serve time in prison compared to only 3% of white males.
- Of all state prison inmates in 1986, only 5% of Black prisoners had attended college.
- In 1984, while representing only 15% of the U.S. population under age 18, young Black males represented 45%, 54%, 68%, and 39% of the juvenile arrests for murder, manslaughter, forcible rape, and robbery, respectively.
- Black juvenile males are more than four times as likely to be incarcerated for a violent offense than white males juveniles.
- In 1987, Blacks represented 39% of the youth in custody, compared with only 15% in 1985.
- Of all arrests in 1985, Blacks constituted 48% of the murder arrests, 46% of the rape arrests, 62% of robbery arrests, and 40% of aggravated assault arrests.
- One of every three arrests in 1981 were of Blacks. Of these arrests, an estimated 84% were Black males.



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## Education

- Cleveland ranked first in the nation in Black male and white male suspensions in 1986. In the same year, the rate of Black male suspensions was 24% higher than the rate for white males.
- In the Cleveland city school district, Black students comprise 69.9% of the student population, although minorities comprise only 44.2% of the district staff.
- In the 1987-88 school year, one-third of all 9th-grade Black students were below average in reading and over one-third were below average in mathematics.

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## Employment

- The 1980 unemployment rate for Black males ages 16 to 24 (30.3%) was over 2 times the rate for white males of the same age group (14.4%).
- Of the eight metropolitan areas in Ohio, Cleveland maintains the second lowest unemployment rate for Black males ages 20-24, just above Columbus.
- During the 1980 Census, an estimated 30,000 Blacks within the City of Cleveland were not counted.

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## Criminal Justice

- Even though Blacks constitute almost 44% of the Cleveland community, Black police officers constitute only 11.3% of the police force.
- In a study conducted in Cuyahoga County from 1958-1974, the use of firearms in homicides increased from 54% to 80%.

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## Health

- Black males constituted over 55% of Cleveland's homicide victims in 1988.
- In a 1958-1974 Cuyahoga County study, the rate of minority-on-minority homicide increased from 24.6% to 81.8%.
- In the same sixteen-year study, the number of victims killed by male assailants of the same race increased from 62% to 92%.
- In Cuyahoga County during 1984 and 1985, Blacks discharged from state psychiatric hospitals contacted community agencies at a higher rate than whites, yet received significantly fewer hours of service.
- In Cuyahoga County, 1984 actual nonwhite infant deaths were 230% over those anticipated.
- In Cleveland, 1984 actual nonwhite infant deaths were 252% over those anticipated.



# City of Cincinnati

## FACT SHEET

### Employment

- In 1980, the unemployment rate for Black males ages 16 to 24 (27.5%) was almost 3 times as high as the rate for white males of the same age group (10.8%).
- In a 1987-1989 survey of 1,287 Black males, 56% responded as long-term unemployed.
- In Hamilton County, the unemployment rate for minority male youths between the ages of 17 and 19 is 43%.

### Health

- In 1988, the number of Black male homicide victims per 1000 population was 5 times higher than the number of white male homicide victims.
- The rate of Black male suicides per 1000 population was 4.5 times higher than the rate of white male suicides in 1988.
- Of all male alcohol-related deaths in 1988, 55% were Black males even though this population comprises only 33% of the Cincinnati male community.

### Education

- From 1985 to 1986, the rate of Black male suspensions was 50% higher than for white male students.
- In a 1987-1989 survey of 1287 Black males over 16 years of age, 41.1% were high school dropouts. Only 4, or 0.3%, had graduated from college. 37% were identified with a reading level below Grade 7.
- During the 1988-89 school year, minorities comprised 29.3% of the staff employed by the Cincinnati school district, whereas the Black student population was 60.7% of the district enrollees.
- At one local area high school, the dropout rate for Black students from the freshman to the senior year was 58.9%.

### Criminal Justice

- In a 1987 to 1989 survey of 1,287 Black males, 33.6% reported committing a felony.
- Even though the Black population represents 33.8% of the Cincinnati population, Black police officers constitute only 9.1% of the city police force.



## FACT SHEET

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### Education

- Black students, in the 1985-86 school year, were suspended at twice the rate of white students.
- From 1984-1989, the dropout rate of Black students in the Toledo public school system increased by 40%.
- Between 1985 and 1988, only 35% of all Black male graduates sought post-secondary education.
- Of the Black male first grade population, 84% failed math. Of all Black male students in grades 2-6, an average of 50% failed English in each grade.
- Fifty-four percent of Black male students reside in a single female head of household residence.

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### Employment

- The unemployment rate of Black males ages 16-24 is over twice that for white males of the same age group.
- Of the Black male high school graduate population from 1985-1988, 15% remain unemployed in 1988.

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### Criminal Justice

- In a survey of 98 cases heard in the Lucas County Court of Common Pleas in 1988, over 50% of those institutionalized were Black males.
- Toledo is the only Ohio city with a Black police officer percentage (18.3%) higher than its Black population (17.4%).
- In 1988, 45% of all Toledo arrests were Blacks (80% of which were males) even though Blacks comprise only 17.4% of the population.

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### Health

- In Lucas County, 20% of males diagnosed with AIDS are Black.
- A survey conducted by the Northwest Regional Council on Alcoholism revealed that 44% of Blacks believe drug abuse is a major problem in the community.
- In 1984, nonwhite infant deaths were 30% higher than expected in Lucas County. In Toledo, they were 40% higher than expected.



# Cities of Youngstown, Akron, and Canton FACT SHEET

## Employment

- In 1980, Youngstown's unemployment rate for Black males ages 16 to 24 represents the highest of the eight Ohio metropolitan areas at 44.9%. This rate is over 100% higher than the rate of white males of the same age group.
- Akron's unemployment rate for Black males ages 16 to 24 (30.4%) was 122% higher than the rate for white males of the same age group (13.7%) in 1980.
- The Canton unemployment rate for Black males ages 16 to 24 in 1980 (31.9%) was 75% higher than the rate for white males of the same ages (18.2%).
- Youngstown-Warren, Akron, and Canton rank 1st, 3rd, and 4th respectively in Ohio's eight metropolitan area unemployment rates for Black males ages 20 to 24.

## Health

- Of the 22,792 cancer-related deaths in this tricounty area between 1979 and 1987, 6% of these deaths were of nonwhite males, the vast majority of which are Black.
- Of the reported male AIDS cases in Mahoning County, 15% of these individuals are Black.
- Of all the teenage births in Summit County in 1985, 43.4% were to Black females.
- In Mahoning County, over 60% of all teenage births were to Black females in 1985.

## Education

- In Youngstown, 63.7% of the student population is comprised of minorities (92.7% of which are Black), yet the staff minority percentage is only 14.8% for the most recent school year.
- In Akron, the minority student population is 40.4% (95.8% of which are Black), whereas the minority staff comprises only 13.6% of district personnel.
- In Canton, only 8.8% of the school district staff are minorities, even though the student minority population is 29.8% of district enrollees. In the 1987-88 school year, Black students comprised 98% of the minority student population.

## Criminal Justice

- Both Canton and Youngstown fall below the state average by 2.3% and 4.0%, respectively, for the number of police officers with a four-year college degree.
- Of 1,486 criminal cases processed in Youngstown 1989, 54% involved Black males. Of those incarcerated, 55% were Black males.



# City of Dayton

# FACT SHEET

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## Employment

- The 1980 unemployment rate for Black males ages 16-24 (33.5%) was nearly 100% higher than the rate for white males of the same agegroup (17.1%).
- Of the eight metropolitan areas, Dayton ranks fourth in the unemployment rate of Black males ages 20-24, behind Youngstown, Toledo, and Canton.
- Dayton ranks third behind Youngstown and Toledo in the metropolitan area unemployment rate for Black males ages 16-19.

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## Criminal Justice

- Black police officers constitute only 12.3% of the Dayton police force even though Blacks comprise 36.9% of the community population.
- In 1989, 70% of all juvenile arrests (under 18) were of Blacks, over 80% of which were Black males. Black juveniles comprised:
  - 100% of all murder arrests
  - 42% of all burglary arrests
  - 87% of all motor vehicle theft arrests
  - 64% of all minor assaults
  - 97% of all drug abuse violations (includes sale, manufacturing, and possession)
  - 90% of all buying or receiving stolen property arrests
- In 1989, 59% of all adult arrests were of Blacks, over 80% of which were Black males. Blacks constituted:
  - 71.4% of all murder arrests
  - 66% of all burglary arrests
  - 82% of all drug abuse arrests
  - 70% of all aggravated assaults

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## Health

- Almost 50% of all teen-age births in Montgomery County on which public dollars were spent in 1985 were to Black females. (Black females comprise only 37% of the Dayton metropolitan female population.)
- From 1979-1987, there were 982 minority deaths related to cancer in Montgomery County.
- Over 20% of Montgomery County AIDS cases are Black males.

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## Education

- Black students comprise 62% of the Dayton city school district enrollees, yet minorities comprise only 42.5% of the district staff.
- Of the grade 7-12 student population, 992 students dropped out in the 1987-88 school year, the majority of which are Black.



# City of Columbus

## FACT SHEET

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### Education

- During the 1985-86 school year, the rate of Black male suspensions was 44.2% higher than the rate of white male suspensions.
- The Columbus school district ranked 5th nationally in the number of Black male suspensions in 1986, just below Toledo which was ranked fourth.
- Even though Black students comprised 46.2% of all 1988 district enrollees, minorities constituted only 21.4% of the 1989 district staff.

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### Employment

- The unemployment rate of Black males ages 16 to 24 in 1980 (19.2%) was over 100% higher than the rate for white males of the same age group (9.5%).
- The median income of a Black family in Franklin County is 30% lower than the county median.
- In 1980, over 25% of the Black population in Franklin County was below the poverty level.
- According to the 1980 census, Columbus maintains the lowest unemployment rate of Black males ages 16 to 24 of all Ohio's eight metropolitan areas.

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### Criminal Justice

- Black police officers represent only 11.1% of the Columbus police force, even though Blacks constitute 37% of the community population.
- In Franklin County during 1989, 46% of all delinquency cases (assaults, disorderly conduct) heard in juvenile court involved Black youth.
- Of all permanent commitments to the Department of Youth Services from Franklin County juvenile court in 1989, 63% were of Black youth.

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### Health

- Of all publicly funded births to teens in Franklin County, 45% were to Black females. (Black females constitute only 28% of the Columbus metropolitan female population.)
- 14.6% of Franklin County male AIDS cases are Black.
- Of all county out of wedlock births to teens, those to Black females were 4 times greater than those to white females between 1980 and 1984.
- The 1985 infant mortality rate was 2 times as high for Blacks as for whites in Franklin County.