

2015

Indiana Commission on the Social Status of Black Males

Summary Report for 2015 Conference



Table of Contents

Letter from the Chairman 2

Summary of Key Challenges Presented in Report 3

Report Highlights 4

2015 Conference Reflective Questions..... 5

Commission Priority Area: Education 6

Commission Priority Area: Employment:..... 10

Commission Priority Area: Social Factors 14

Commission Priority Area: Criminal Justice 15

Commission Priority Area: Health..... 16

Bibliography 19

Letter from the Chairman

The challenges that Black males face in Indiana are numerous and supported by a tremendous amount of data. Unfortunately, looking at too much data can often cause paralysis through analysis. It is important to study the issues that face Black males; however, our state needs and demands action! We commissioned this summary report, not to serve as an academic exercise, rather to help identifying a few leading indicators so that we can begin to collectively work towards improving the quality of life of Black males and their families in Indiana.

In this conference report, we have structured our findings based on available knowledge, not just data or information, and aligned this knowledge with the Indiana Commission on the Social Status of Black Males' five major priority areas (education, employment, social factors, criminal justice and health). The 2015 Conference Report focuses on the interrelatedness of each priority area and how they specifically drive outcomes of Black males in Indiana. We have also tried to present data in a way that provides some important national and state level context related to Black males.

The information presented in the report should help you engage in robust discussion throughout your day at the conference and upon returning to your respective communities to continue individually leading and taking collective action. This report should also serve as a quick reference guide to leading research on such topics as (1) the importance of education and its effects on labor force participation, (2) the effects that chronic unemployment of Black males have on traditional family structures and our community, (3) how Black male education attainment rates are connected to participating in the criminal justice system and (4) what are some leading health factors that are surpassingly connected to Black male life expectancy.

The Commission challenges everyone to reflect on key questions provided at the beginning of this report and actively engage in identifying solutions that have the greatest potential for impact. We seek to foster a spirit of problem solving and wisdom sharing. Our goal is that this conference will be for the Commission to either serve as an impetus towards action or a time for recommitting to making a difference. To help empower each and every one of you, we have provided key links, citations, and references to very important and groundbreaking research that will help equip you to become an informed advocate for social change and the betterment of Black males in the state of Indiana. This report is not designed to be an exhaustive examination of the social status of Black males in Indiana; rather a survey of key research and information that should encourage healthy discourse and dialog with key stakeholders from all walks of life.

The Commission thanks you for your participation in our 2015 conference and for advocating for the improvement of the quality of life of Black males in Indiana. I look forward to engaging in dialog, discourse and developing action agendas so that we can use the Commission to inform and educate policy makers on the issues that face Black males. Therefore, please, do not hesitate to share what is working, what is missing, and what is needed during the conference and when you return to your respective communities.

In humble service,

Eddie D. Melton, Chairman
Indiana Commission on the Social Status of Black Males

Summary of Key Challenges Presented in Report

Outcome: Too many Indiana Black males do not succeed in school

Impact: Low employment rates, high unemployment rates, high incarceration rates, low marriage rates, high poverty rates for subsequent Black generations

Contributing Factors: Not ready for school, not reading proficient by third grade, summer learning loss, disproportionate suspension and expulsion

Outcome: Too few Black males participate in the labor force in Indiana

Impact: Low marriage rates, higher family disruptions rates, increase crime rates, Black families living in less safe communities

Contributing Factors: Low education attainment rates, higher rates of incarceration

Outcome: Too few dual income Black families in Indiana

Impact: Higher levels of children being raised in poverty or low-income families, Black children are more likely not to be prepared for school, Black children are less likely to succeed in school, Black children are less likely to graduate from high school and enroll in postsecondary opportunities, Black children are more likely to interact with the juvenile and criminal justice system

Contributing Factors: Low education success and attainment rates, high unemployment rates, low labor force participation rates

Outcome: Too many Black males interacting with juvenile and criminal justice systems

Impact: Low labor force participation rates, higher family disruption rates, increased likelihood of being incarcerated or prolonged involved in criminal justice system

Contributing Factors: Low education rates, high rates of family disruptions

Outcome: Too many Black males prematurely die

Impact: TRAMENDOUS

Contributing Factors: Black on Black Homicides, engaging in high risk behaviors, obesity

Report Highlights

- Children who start school behind will remain behind, severely risking chances of graduating from high school and earning a postsecondary credential. In 2020, the vast majority of jobs will require some kind of postsecondary credential. However, Black males face some of the greatest challenges to earning a high school diploma and completing postsecondary opportunities. Conversely, Black males are more likely not to be in the labor force than to earn a postsecondary credential.
- Too few Black children, particularly males, are not reading on grade level by third grade. Studies show that low rates of reading proficiency among third graders increase a student's chances of dropping out of high school. For Black males, not graduating from high school is directly related to higher rates of incarceration.
- Education attainment is without question connected to the overall employment rate of Black males. Low education attainment rates among Black males, not only reduces labor rate participation, but also reduces the chances of a Black male to develop and maintain core family structures and two-parent homes.
- Chronic unemployment and lower income rates among Black male has been linked to family disruptions (separations, divorce and out-of-wedlock births). Increasingly, in the U.S., two wage earning individuals are needed to be considered self-sufficient (200% of the Federal Poverty Rate). Family disruptions, often caused by the inability to gain educational skills and work opportunities, are shown to be linked to increased crime rates, regardless of race. Since chronic unemployment disproportionately effects Black population, the consequence is higher rates of family disruptions within the Black community and higher rates of victimization and offender rates.
- The leading cause of death for young Black males is homicides. Premature death at the hands of another individual is plaguing Black males and has a significant impact on life expectancy of Black males, the critical indicator of health and wellness.
- However, the single most important variable that is related to quality of life for Black males is related to EDUCATION. What we have begun to do in this report is to present the data in a way that the 2015 Indiana Commission on the Social Status of Black Male conference attendees can begin to see the interconnectedness between the five major priority areas of the Commission: Education, Employment, Social Factors, Criminal Justice, and Health. There is ample evidence, and we have shared some of the leading research in this Conference Summary document with you today, that suggest increasing education will result in a positive increases in all other priority areas, including:
 - Increase employment rates and decrease unemployment rates
 - Increase annual personal income and reduce family disruption rates
 - Decrease incarceration rates and interaction with criminal justice system
 - Reduce risky behaviors that contribute to higher mortality rates and lower life expectancy rates

2015 Conference Reflective Questions

- What information did you find most surprising in this report and why?
- What area(s) do you recommend focusing on that has the greatest potential for achieving a measurable short-term return on investment yet will result in the greatest long-term impact in our communities?
- Do you know of any real-life examples where Black male trends DO NOT follow the trends presented in this report? If so, in your opinion, what are the contributing factors that help to reverse national and state trends?
- In your opinion, what recommendations would you provide to improve the Social Status of Black Males in Indiana?
- What is one thing that you can do today to improve conditions for Black males? What is one thing that you can collaborate with one other person to help improve the conditions of Black males in your community?

2015 Indiana Commission on Social Status of Black Males 2015 Conference Report

School Readiness, Early Literacy and Attendance is Key to Improving Educational Outcomes of Black Males

Commission Priority Area: Education

It is widely known throughout the medical field that 90% of brain development occurs before starting kindergarten (Early Childhood Education Degrees, 2015).¹ However, education advocates are increasingly learning that many academic challenges experienced in schools, particularly in the primary grades, directly stem from what is done, or not done, in early childhood. Researchers have found that there is a more than 30 million word gap between what is heard by infant children in higher income homes (45 million words) compared to what is heard by infants in lower income homes (13 million words). **This 30 million word gap is strongly predictive of school performance and vocabulary development in third grade** (Hart & Risley, Spring 2003).² This new research has profound implications on Black youth in Indiana considering many are living in poverty or low-income households. In Indiana, nearly half (45%) (Kids Count Data Center, 2013)³ of all Black children live in poverty⁴ and 72% (Poverty, 2013) of all Black children can be considered low income compared to just 16% of White children living in poverty and 38% of White children who can be considered low-income.⁵

Nearly half (45%) of all Indiana Black children live in poverty, 72% of Black children are considered low-income

Children that Start School Behind are Likely to Remain Behind

According to research published by the Annie E Case Foundation, up to 88% of children who start school behind their peers are not likely to close the achievement gap prior to high school (Hernandez, 2012)⁶. **Nationally, approximately one-third of all children start school behind and are not ready for kindergarten** (Cooper, Charlton, Valentine, & Muhlenbruck, 2000). Less than half of all poor children are ready for school compared to 75% of children that are ready for school from higher income families (Center on Children and Family at Brookings, March 2012). **Therefore, in part, the achievement gap between higher-income and lower-income students can be explained by not being ready for school, or what is known as the “readiness gap.”**

¹ Additional information available at Early Childhood Education Degrees website: <http://www.early-childhood-education-degrees.com/milestones/>

² Research available at: <https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

³ A project of the Annie E. Casey Foundation, KIDS COUNT is the premier source for data on child and family well-being in the United States. State-by-state data can be accessed at: <http://datacenter.kidscount.org/>

⁴ Poverty is the set minimum amount of gross income that a family needs for food, clothing, transportation, shelter and other necessities. Poverty definitions and rates can be found at: <http://aspe.hhs.gov/2015-poverty-guidelines>

⁵ To learn more about the National Center for Children in Poverty, please visit: <http://www.nccp.org/>

⁶ Report available at: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>

Reading by Third Grade is Critical to Future Academic Success

Reading on grade level by third grade is one of the most critical education benchmarks that predict future success. Up until third grade, children are learning to read; after third grade, children are reading to learn (Fiester, 2010).⁷ Relatedly, there is strong evidence that links third grade reading proficiency to on-time high school completion rates (Hernandez, 2012). “Results of a longitudinal study of nearly 4,000 students find that those who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers (Hernandez, 2012).” According to the National Assessment of Education Progress (NAEP), the largest nationally representative assessment of K-12 academic skills, approximately 83% of Indiana Black fourth graders score below reading proficiency compared to 58% of White fourth graders (Kids County Data Center, 2013).

Approximately 83% of Indiana Black fourth graders score below reading proficiently

In Indiana, the IREAD-3 Test was introduced in 2012 to assess third grade reading proficiency and to help to focus state-wide efforts on ensuring all students are proficient readers by the time they reach fourth grade. Below are the latest IREAD-3 pass rates for White and Black students:

Indiana IREAD-3 Pass Rates:

Note: The purpose of the *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is to measure foundational reading standards through grade three. Based on the Indiana Academic Standards, *IREAD-3* is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010), which "requires the evaluation of reading skills for students who are in grade three beginning in the Spring of 2012 to ensure that all students can read proficiently before moving on to grade four."

2013 Indiana Reading Evaluation And Determination Assessment*			
	Black	White	White-Black Difference
Allen	55%	87%	32%
Clark	63%	84%	21%
Delaware	69%	85%	16%
Lake	67%	89%	22%
LaPorte	72%	93%	21%
Madison	68%	84%	16%
Marion	61%	83%	22%
Monroe	79%	86%	7%
St Joseph	62%	87%	25%
Vanderburgh	60%	86%	26%

*Source: Indiana Department of Education

⁷ Report available at: http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf#page=4

Additional research from the national testing group, ACT, Inc., further attests to the fact that if students start behind, their chances of catching up are minimum. Specifically, for students who are identified as “far behind” on 4th and 8th grade ACT testing instruments, have a less than one-third chance of being college and career ready by the time they reach twelfth grade (Dougherty & Fleming, November 2012).

Summer Learning Loss Widens Achievement Gaps

According to the National Summer Learning Association, **two-thirds of the “achievement gap” between high-resource and low-resource students can be attributed to the cumulative effect of summer learning loss between grades K – 9th grades** (Cooper H. , 2014).⁸ Therefore, not only are many of our poor children starting behind, particularly Black males, but research indicates that the achievement gap between higher income and lower income students widens as a result of the effects of poverty, summer learning loss, and the inability of traditional school curriculum and environments to implement effective and comprehensive strategies to adequately address the effects both the readiness and achievement gaps.

Blacks are Disproportionately Suspended and Expelled from Indiana Schools

According to the U.S. Department of Education, Indiana had the second worst percentage of Black male students who experienced out-of-school suspensions (tied with Missouri); only Wisconsin had a higher percentage (School Discipline, 2014).⁹ According to the Equity Project at Indiana University,¹⁰ **the use of exclusionary discipline¹¹ continues to increase in America, particularly for Black students** (Losen & Skiba, 2010). According to the U.S. Department of Education, Office of Civil Rights, suspension and expulsion rates for Black males (27%) is more than three times the rate of White males (8%). As a result, Black males disproportionately represent a greater percentage of all suspensions in Indiana (School Discipline, 2014). While Black students accounted for approximately 23% of the total student population in 2013, (Indiana Department of Education, 2013), Black students accounted for nearly 43% of all out-of-school suspensions with Black males representing approximately 60% of all Black suspension and expulsions (Your Life Matters: A Report to the Mayor, 2014).

According to the Center for Evaluation & Education Policy (CEEP) at Indiana University, attendance is also an effective predictor of future academic success. Absenteeism, including suspension and expulsion, adversely affects high school graduation rates. In their investigation of absentee rates of the 2010 high school student cohort, **CEEP found that approximately 88% of Indiana students who missed five or fewer days graduated from high school on time.** This number was drastically different for students, who were considered chronically absent, or missing more than 18 (10%) or more days. Of the students who were considered chronically absent, only 24% graduated from an Indiana high school on time (Spradlin, Cierniak, Shi, & Chen, 2012).¹²

Only 24% of chronically absent Indiana students graduated from high school

Exclusionary discipline, which contributes to absenteeism, appears to be associated with increased risk of juvenile justice involvement. Controlling for 83 demographic and school-level variables, Fabelo et al.

⁸Research brief available at: http://www.summerlearning.org/?page=research_brief

⁹ Full report available at: <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

¹⁰ To learn more about the Equity Project at Indiana University, please visit: <http://www.indiana.edu/~equity/>

¹¹ Exclusionary discipline refers to out-of-school discipline, or suspension and expulsion practices within schools.

¹²Report available at: http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/07/EPB_Attendance_072312.pdf

(2011) reported that **suspension and expulsion for a discretionary school violation nearly tripled a student’s likelihood of juvenile justice contact within the subsequent year** (Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2014).¹³

Many Black Males do not Meet Minimum Requirements for High School Graduation

Many Black male students do not pass the required End of Course Assessments (ECAs)¹⁴ needed to earn an Indiana diploma without waivers. In most cases, less than 50% of Black males pass the Algebra I and English 10 assessment while less than 25% pass the Biology assessment (Indiana Department of Education ECA Pass Rate Data, 2015). In some counties, the percentage of Black males passing either exam is far less than white students passing either exam (See Data Below).

	Algebra I ECA		Biology I ECA		English 10 ECA	
	Male		Male		Male	
	Black	White	Black	White	Black	White
Allen	31%	73%	13%	54%	42%	85%
Clark	29%	62%	14%	38%	44%	81%
Delaware	47%	76%	18%	45%	49%	82%
Lake	44%	75%	13%	48%	52%	84%
LaPorte	39%	68%	14%	43%	39%	81%
Madison	49%	66%	13%	47%	48%	79%
Marion	47%	64%	18%	52%	51%	82%
Monroe	39%	72%	25%	58%	46%	83%
St Joseph	31%	66%	17%	56%	42%	82%
Vanderburgh	54%	80%	15%	51%	38%	79%

*Source: Indiana Department of Education

Indiana ranks as one of the 10 worst states in terms of Black male four-year high school graduation rates with an estimated rate of 51%.

Many Black Males Leave High School Before Earning a High School Diploma

According to The Schott Foundation for Public Education’s¹⁵ national dropout report, the U.S. Black male high school graduation rate for the school year 2012-2013 is estimated to be 21 percentage points below white male graduation rates, 59% versus nearly 80% respectively (Black Lives Matter, 2015)¹⁶. According to The

¹³ Research available at: <http://www.indiana.edu/~equity/docs/ParsingDisciplinaryDisproportionality.pdf>

¹⁴ End of Course assessments, or exams, are given in math, English and biology to all Indiana high school students as a condition of earning a high school diploma. Some students that do not pass one or more ECAs are given a “waiver” to earn their Indiana high school diploma.

¹⁵ For the past ten years, The Schott Foundation has produced biannual dropout reports by states. To access its latest report visit: <http://blackboysreport.org/>

¹⁶ Full report available at: <http://blackboysreport.org/>

Schott Foundation report, **Indiana had one of the largest variances between Black and White male high school graduation rates with an estimated disparity of 21 percentage points** (Black Lives Matter, 2015).

Far Too Many Black Males in Indiana are Marginalized from the Labor Force and From Developing Core Family Structures as a Result of Low Education Attainment Rates and High Involvement Rates in the Criminal Justice System

Commission Priority Area: Employment:

Indiana Black Male Unemployment Rate is Double the White Male Rate

According to the Bureau of Labor Statistics, the national seasonally adjusted unemployment rate in August 2015 was 5.1, significantly lower than the 6.1 unemployment rate¹⁷ in August 2014 (Bureau of Labor Statistics, August 2015).¹⁸ While the national unemployment rate has decreased over the previous year, more Americans are also leaving the workforce altogether. The total number of Americans not in the workforce increased by 2% from over 92,000 to just over 94,000 citizens leaving the workforce altogether (Bureau of Labor Statistics, August 2015).

Consistently, Black male unemployment rate is more than twice the unemployment rate for White males. Unemployment rates for Black males have decreased at a faster rate than White males over the last year, however the Black male unemployment rate for August 2015 was 9.2% compared to 4.1% for White males. Nationally, White males workforce participation rate is approximately 72% compared to 62% for Black males (Bureau of Labor Statistics, August 2015).

An estimated 44% of all Black males in Indiana are unemployed or are not currently participating in the workforce

Too Many Black Males in Indiana are not in the Labor Force

Indiana's seasonally adjusted unemployment rate¹⁹ as of July 2015 was 4.7%, ranking our state 19th (tied with Delaware and Massachusetts) lowest unemployment rate in the country (Bureau of Labor Statistics, August 2015). However, using American Community Survey data, it is estimated that the Black male unemployment rate is approximately 12%²⁰ with nearly 32%²¹ of all Black males not participating in Indiana's labor force altogether, compared to White male unemployment rate of 6% and 8% of White males not participating in the labor force (American Community Survey, 2013).

¹⁷ People are classified as unemployed if they do not have a job, have actively looked for work in the prior 4 weeks, and are currently available for work

¹⁸ <http://www.bls.gov/news.release/pdf/empsit.pdf>

¹⁹ Note: The unemployment rate is the percentage of persons in the civilian labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks

²⁰ American Community Survey Data Note: Approximately 24,461 (12%) unemployed Black males of a total 203,912 Black males 16 years and older in Indiana equal 12%

²¹ American Community Survey Data Note: There are approximately 65,274 (or 32%) of all Indiana Black males (203,912) 16 years and older in the state, are not in the labor force.

Approximately 15% of all Black males in Indiana have earned a Bachelor's degree or higher, compared to 23% of all males in Indiana

Postsecondary Education Increases Employment Rates

Today, the employment to population ratio, or employment rate,²² for U.S. citizens with a Bachelor's degree or higher is 27 percentage points and 15 percentage points greater than those residents who dropped out of high school or completed a high school diploma respectfully. However, in Indiana, only 15% of all Black males have earned a Bachelor's degree or higher, compared to 23% of all males in Indiana (BlackDemographics.com, 2012).²³ **Since the start of the recession in 2007, employment rates have only increased for college educated citizens.**²⁴ U.S. citizens with some college saw no employment rate gains, while those who earned a high school diploma or dropped out of high school saw 9% and 14% decreases respectively in employment rates (New York Times, 2013).²⁵ Similarly, according to the National Center for Educational Statistics (NCES), there is a significant difference in unemployment rates between those with a Bachelor's degree and those without one (National Center for Education Statistics , 2015)²⁶.

U.S. workers with a Bachelor's degree are three times less likely to be unemployed than those who have yet to complete high school, and twice less likely than high school graduates

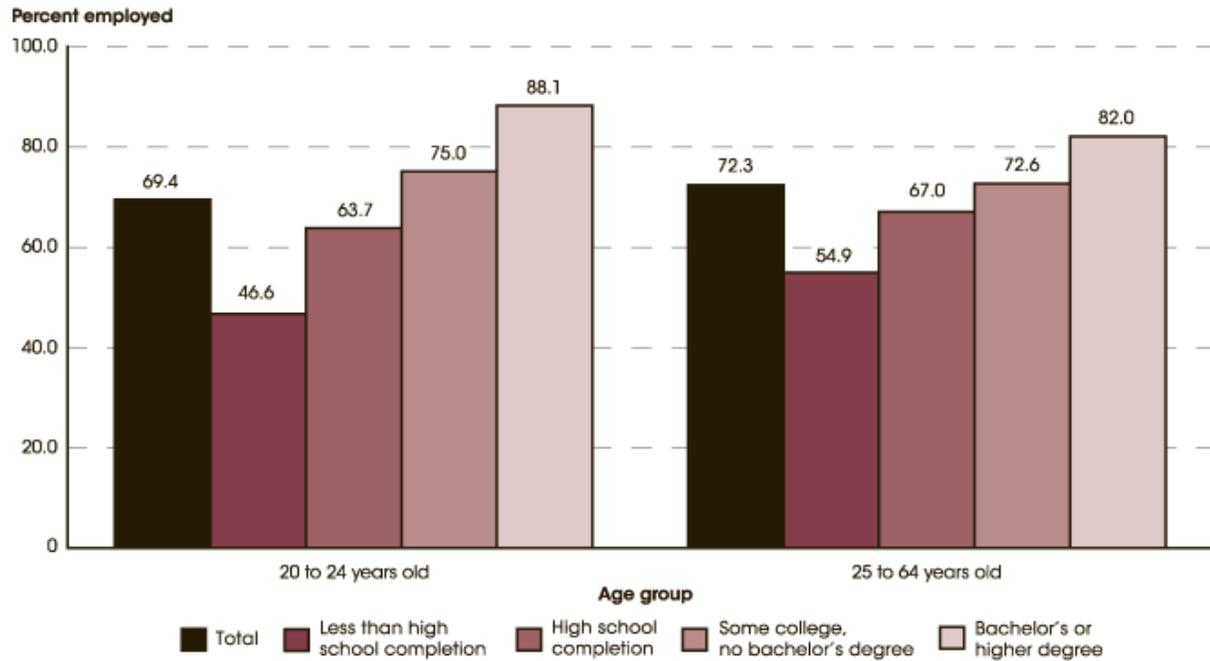
²² The *employment to population* ratio, or employment rate, is the number of persons in that age group who are employed as a percentage of the total civilian population in that age group.

²³ BlackDemogrphics.Com compiles key statistics by state using Census data and estimates from the American Community Survey.

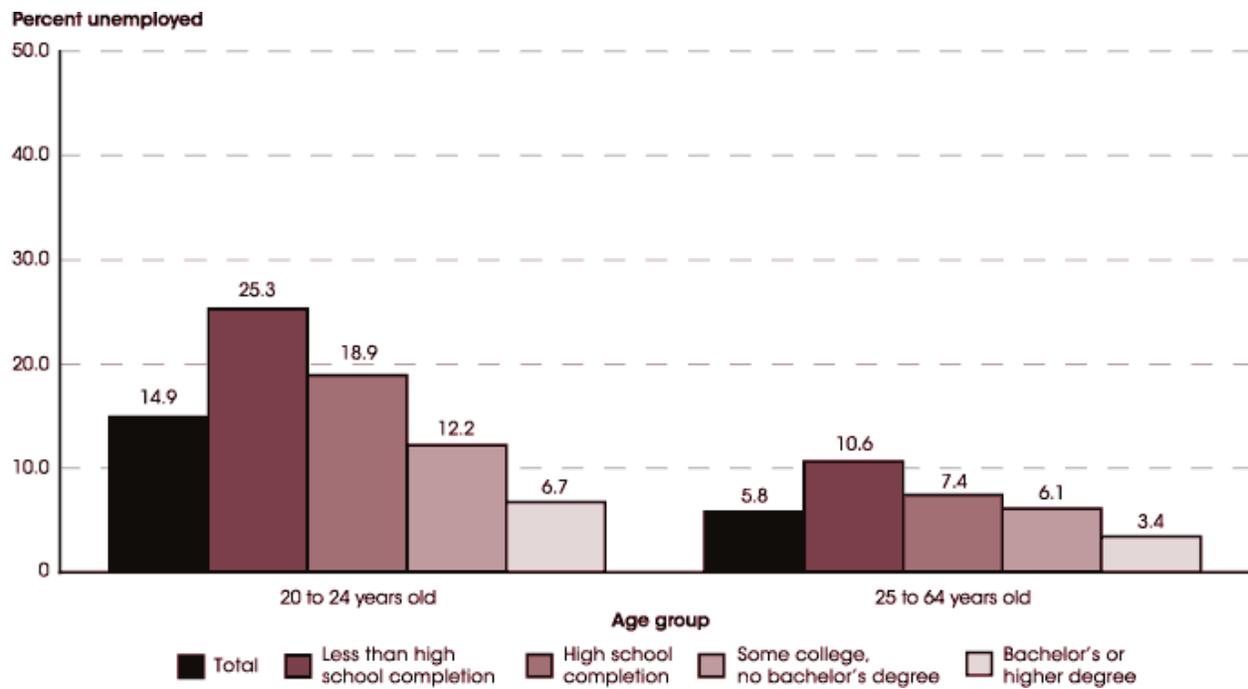
²⁴ Earning a two-year or four-year credential

²⁵ http://www.nytimes.com/interactive/2013/05/03/business/Education-and-Employment.html?_r=0

²⁶ http://nces.ed.gov/programs/coe/indicator_cbc.asp



*Source: National Center for Educational Statistics



*Source: National Center for Educational Statistics

Less than 20% of Black males in Indiana will earn a Bachelor's degree twelve years after starting 9th grade if current trends persist

Increasingly More Jobs Will Require a Postsecondary Credential

According to the Center on Education and the Workforce at Georgetown University, 65% of all U.S. jobs will require some type of postsecondary credential²⁷ by 2020 (Carnevale, Smith, & Strohl, 2014). However, Black males are far from being prepared for the future demands of our economy. Calculating the estimated percentage of Black males who earn a Bachelor's degree will serve as a good reference point when examining future workplace readiness and preparedness.²⁸ As reported by the Indiana Commission for Higher Education, the on-time postsecondary completion rate for all Black students are nearly three-times lower (11%) compared to White students (31%) (Indiana College Completion Report, 2015). Over 70% of White students in Indiana complete postsecondary degrees **eight years** after enrollment compared to less than half (44%) of all Black students (Indiana College Completion Report, 2015).

Black Male Postsecondary Completion Rates are Too Low to Meet Labor Market Demands

We can conservatively estimate the college-going, persistence, and completion rates for Black males by using either Indiana Department of Education graduation rate for Black males (80%) and the Schott Foundation's reported high school graduation rate for Black males (51%)²⁹ and the Indiana Commission for Higher Education's college-going rate (62%)³⁰ and eight year completion rate (44%)³¹ for all Black students. A rough estimate of the percentage of Indiana Black males in 9th grade who will eventually earn a postsecondary credential eight years following high school graduation, ranges from between 14% to approximately 22% if the current trends continue. The Black male Bachelor degree attainment rate that has been calculated here could be too high if you consider that Black males will complete postsecondary opportunities at a lower rate than all Black students. Regardless, the current rate of Black male postsecondary completion rates is far below the necessary rate needed to be gainfully employed in the economy of tomorrow.

Note: Assuming that the Schott Foundation reported 2013 four-year Black Male high school graduation rate was accurate (51%), and we multiply that percentage by the reported Indiana Commission on Education 62% college going rate for all Black students and 44% eight year postsecondary completion rate for full-time all Black Students enrolled in a four-year college in 2006, we would conclude that less than 14% of all Black male 9th graders would complete a Bachelor's degree 12 years after starting high school. If we were to estimate the number of 9th grade Black males earning a postsecondary credential using the most current Indiana Department of Education's 80% high school graduation rate for all Blacks in Indiana, this number would only be 22%.

²⁷ A high quality postsecondary credential includes, two-year and four-year degrees as well as certifications, apprenticeship and other on-the-job training.

²⁸ The majority of "college graduates" in Indiana earn a Bachelor's degree

²⁹ 2015 Schott Foundation for Education's Black Lives Matter Report

³⁰ 2013 Indiana Commission for Higher Education's College Readiness Report

³¹ Refers to full-time students who students who started at a four-year college in 2006

Commission Priority Area: Social Factors

Communities Connected to the Workforce Experience Less Family Disruptions and Less Crime

In 1987, Harvard Sociologist and Criminologist Robert Sampson found that the chief determinate of family disruption³² is low per capita income and unemployment rates among both Black and White males (1987). Across America, chronic joblessness and economic marginalization has profoundly weakened core family structures and decreased levels of community engagement and informal social controls within economically deprived communities. **In general, the inability of males to obtain meaningful work decreases the likelihood of many communities benefiting from the social value of two-parent core family structures** (Sampson & Wilson, 1995). The presence of two-parent households in our communities has been shown to significantly decrease poverty rates, juvenile delinquency and adult crime (robberies and homicides) regardless of community demographics (Sampson R. , 1987).

Nearly half (48%) of all Black households in Indiana are headed by single females with an annual median income of less than \$22,000.

One Income Families are More Likely to Be Considered Poor

According to Sampson's research, as a result of low employment rates of Black males, Black families are more likely to be headed by a divorced, separated, or an individual who has never been married. Consequently, with a lower rate of two-income earning households, the median annual household income of Black families in Indiana is approximately \$35,000, or 40% less than all median annual household income in Indiana (BlackDemographics.com, 2012). **However, only 42% of Black families are reported as married-occupied compared to nearly 75% of all Indiana households.** Nearly 50% of all Black households are reported being headed by females with a median annual income of \$22,000. This is in stark contrast to the \$61,000 annual median income of married Black families, just 12% less than median household income for all married families in Indiana (BlackDemographics.com, 2012).

Children in Single Parent Homes are more Likely to Be Poor

According to the U.S. Census Bureau, Black children (55%) are more than two and a half times more likely to live with one parent than White children (21%) (Vespa, Lewis, & Kreider, 2012). **According to Indiana Black Expo's most recent State of Our Black Youth report, 80% of all Black births are to single mothers** (2012). According to the Anne E. Casey Foundation, in Indiana, over 70% of all Black families with children are headed by single parents compared to 28% of White families or 35% of all families (Kids County Data Center, 2013). Additionally, approximately 45% of all Black children under age 18 years of age are in poverty compared to just 22% of all children in Indiana (Kids Count Data Center, 2013).

Nearly 70% of all Black males are either separated (3%), divorced (12%) or have never been married (52%).

³² The term family disruption refers to parental separations, divorce and out-of-wedlock births.

Research Indicates that Violent Crime is Correlated to Family Disruption and Family Disruption is Strongly Correlated with Specific Community and Economic Factors.

Sampson's research also found that crime rates (robbery and homicides³³) across Black and White communities were largely identical when controlling for family disruption (Sampson R. , 1987) . Sampson's research indicates that family disruption is a "consequence, not a cause of," economic and social marginalization, which helps to explain variations in crime rates experienced by different communities (Sampson R. , 1987). As a result, according to Sampson's research, when holding constant the variables of family disruption and income, violence is similar across communities.

Commission Priority Area: Criminal Justice

Over 67% of all state inmates lack a high school diploma at the time of incarceration

The Alliance for Excellent Education's *Impact of Education on Crime Reduction and Earnings* report finds that about **56% of all federal inmates, 67% of state inmates, and 69% of all local jail inmates across the country, never graduated from high school** (2013). A 2009 Northeastern University study reports that on any given day, one in every 10 male high school dropouts are currently in jail or in some type of residential detention facility, compared to just one in 35 male high school graduates (Sum, Khatiwada, & McLaughin, 2009). Alliance for Excellent Education research has found that **lower educational attainment is directly associated with increased arrest and incarceration rates**, particularly in the case of males. Additionally, the Alliance estimates that if we invest in increasing the male graduation rate by just 5%, then the nation would experience an annual crime savings of approximately \$18.5 billion (Saving Futures, 2013).

National Study finds that young Black males are more likely to be imprisoned than to be working

Increased Education Attainment Reduces Interacting with Criminal Justice System

For Black male high school dropouts, nearly one in four (25%) are incarcerated or institutionalized, as compared to just one in 14 young, White, Asian or Hispanic male dropouts (Sum, Khatiwada, & McLaughin, 2009). Even more troubling, according to the Pew Charitable Trust's Collateral Costs report, is that **Black men between the ages of 20 and 34 who dropout of high school are more likely to be currently behind bars (37%) than to be currently employed (26%)** (Western & Pettit, 2010). However, the National Bureau of Economic Research, in a working paper entitled *The Effects of Education on Crime*, found that increased education attainment (specifically graduating from high school) significantly reduces the probability of incarceration (Lochner & Morretti, 2001).

The vast majority of previously incarcerated individuals will be either re-arrested or return to prison

³³ Robert Sampson chose to analyze robbery and homicide rates due to the certainty of arrest of the identified perpetrator(s).

The overwhelming majority of all inmates exiting prison will interact with the criminal justice system and be re-incarcerated at some point in time after being released.

According to a recent Congressional Research Service report on recidivism, **95% of the U.S. prison population will be released at some point in time and return to the community.** Unfortunately, nearly three-quarters of all prisoners released will be rearrested within five years of release, and approximately 6 in ten will be reconvicted (James, 2015)

A 5-year longitudinal follow-up study of Indiana offenders found that employment status, level of education and age of offender to be the most predictive factors of recidivism, regardless of type of offense (Nally, Lockwood, Ho, & Knutson, 2012). Indiana inmates already face tremendous barriers to re-entry due to being convicted of a crime and serving time in prison (not in labor force); however, those inmates with low education attainment are more likely not to be employed upon release and therefore are significantly more likely to return to prison.

Blacks are disproportionately represented in juvenile detention facilities. According to the U.S. Department of Justice, in the United States, approximately 70,000 juvenile criminal offenders live in residential detention facilities, and about 68% are racial minorities (Office of Juvenile Justice and Delinquency, 2014)

Blacks represent a disproportionate rate of IDOC inmates. In Indiana, the estimated total Black population rate is 9%; however, total Indiana Black juveniles in residential detention facilities and adult inmate populations were 35% and 36% respectively (IDOC Annual Report, 2013). American Community Survey estimates that adult Black males represent just 4% of total Indiana population (2013). There is ample evidence and research that supports the fact that our criminal justice system is disproportionately fueled by over representation of Blacks, particularly Black males, many of whom lack high school diplomas and are likely to remain involved with the criminal justice system for life. **This is a tremendous loss of opportunity for our state not to benefit from higher rates of workforce productivity and citizen engagement among Black male residents.**

Commission Priority Area: Health

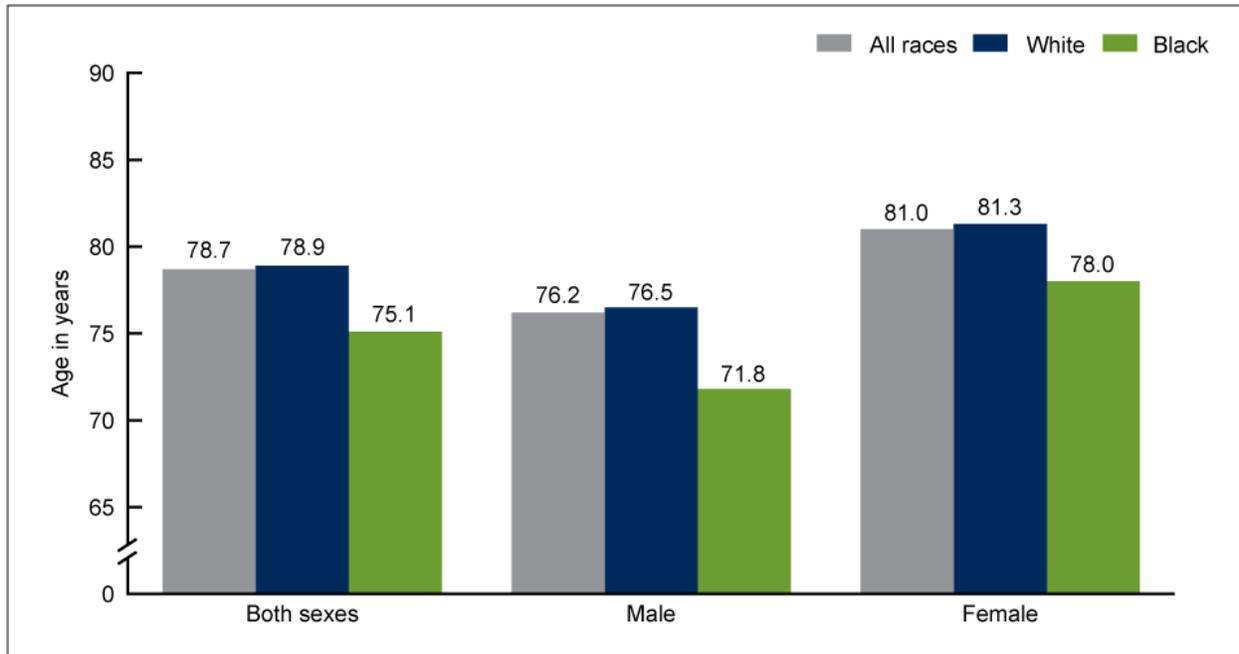
Extraordinary High Levels of Homicides and Engaging in Risky Behaviors Disproportionately Leads to Premature Death Among Black Males in Indiana

Black Males have the Lowest Life Expectancy Rate in U.S.

The life expectancy rate is one of the most critical indicators of health and well-being. **According to the CDC, in 2010, the overall life expectancy for Black populations was 3.6 years lower than that of the total U.S. populations** (Kochanek, Arias, & Anderson, 2013). Black males reported life expectancy rate (71.8) was 4.4 years of lower than all other males (76.2). The leading contributors, in part, to the life

expectancy disparities can be attributed to higher rates of heart disease, homicide, stroke, and cancer among Black male populations.

Figure 2. Life expectancy at birth, by race and sex: United States, 2010



SOURCE: CDC/NCHS, National Vital Statistics System, Mortality.

In 2013, nearly half (49%) of all Black males ages 15 – 24 and a third (33%) of all African American males ages 25 – 34 deaths were a result of homicide.

According to the Center for Disease Control (CDC), the leading cause of death among Black males ages 15 and 34 is homicide (Leading Cause of Death by Age Group, Black Males-United States, 2011). The second leading cause of death for Black males between ages 10-14 and 35-39 years of age is homicide. Therefore, the leading cause and second leading cause of death for Black males ages 10 to 39 is homicide.³⁴ According to the FBI Supplemental Homicide Report (SHR) data, in 2011 the homicide rate among Black victims in the United States was 17.51 per 100,000. In the same year, the overall national homicide rate was just 4.44 per 100,000. For whites, the national homicide rate was only 2.64 per 100,000 (Langley, 2014). **Black males are significantly more likely to be a victim of a homicide than any other population in the U.S., which contributes to overall lower life expectancy.** Since 2000, the third leading cause of death for all Black males in Indiana, regardless of age, is homicide.

High Risk Behaviors Contribute to Lower Life Expectancy Among Black Males

The leading cause of death in America is heart disease. Blacks in 2009 had the largest death rates from **heart disease and stroke** compared with other racial and ethnic populations; these disparities in deaths were also found across age groups younger than 85. (Center for Disease Control and Prevention, 2013)

³⁴ http://www.cdc.gov/nchs/data/dvs/LCWK1_2013.pdf

([Source](#)).³⁵ Consistently, the three leading causes of death among Black males in the U.S. and Indiana are heart disease, cancer, and homicide. Disparities in these three categories alone account for over 50% of the difference in life expectancy between Black and White males. The three leading risk factors of developing heart disease is high blood pressure, high cholesterol and smoking, all factors that can be mitigated by living a healthy lifestyle and controlling one's weight.

Blacks have the highest rate of obesity than any other group in the nation and Black males are more likely to be obese than White males. Obesity contributes to many other health conditions that are related to decrease in life expectancy of Black males, including high blood pressure, high cholesterol, diabetes and even higher rates of stress. According to the CDC, by living a healthy lifestyle, Black males can help maintain normal blood pressure, cholesterol, and sugar levels which will help lower the risk for heart disease and heart attack (2011).

³⁵Full Center for Disease Control and Prevention report on Black or African American Populations can be found at: <http://www.cdc.gov/minorityhealth/populations/REMP/black.html>

Bibliography

- American Community Survey. (2013).* Washington, D.C.: U.S. Census Bureau.
- Black Lives Matter. (2015).* Cambridge: The Schott Foundation for Public Education.
- BlackDemographics.com. (2012). *Indiana African American Population.* Retrieved September 24, 2015, from BlackDemographics.com:
<https://docs.google.com/viewerng/viewer?url=http://blackdemographics.com/wp-content/uploads/2014/03/Indiana-Black-Population-Profile-2012.pdf>
- Bureau of Labor Statistics. (August 2015). *The Employment Situation.* Washington, D.C.: U.S. Department of Labor.
- Carnevale, A. P., Smith, N., & Strohl, J. (2014). *Recovery: Job Growth and Education Requirements Through 2020.* Washington, D.C.: Center on Education and the Workforce at Georgetown University.
- Center for Disease Control. (2011). *Leading Cause of Death by Age Group, Black Males-United States.* Retrieved September 24, 2015, from <http://www.cdc.gov/men/lcod/2011/LCODBBlackmales2011.pdf>
- Center for Disease Control and Prevention. (2013). *Black or African American Populations.* Retrieved September 24, 2015, from <http://www.cdc.gov/minorityhealth/populations/REMP/black.html>
- Center on Children and Family at Brookings. (March 2012). *Starting School at a Disadvantage: The School Readiness of Poor Children.* Washington, D.C.: The Brookings Institution.
- Cooper, H. (2014). *More Than a Hunch: Kids Lose Learning Skills Over the Summer Months.* Retrieved September 24, 2015, from National Summer Learning Association :
http://www.summerlearning.org/?page=research_brief
- Cooper, H., Charlton, K., Valentine, J., & Muhlenbruck, L. (2000). Make the most of summer school. A meta-analytic and narrative review. *Monographs of the Society for Research in Child Development, 65 (1, Serial No 260), 1-118.*
- Dougherty, C., & Fleming, S. (November 2012). *Getting Students on Track To College and Career Readiness: How Many Catch Up from Far Behind.* Iowa City: ACT, Inc.
- Early Childhood Education Degrees, The Milestones of Your Little Rocket Scientist's Development.* (2015). Retrieved September 24, 2015, from <http://www.early-childhood-education-degrees.com/milestones/>
- Fiestler, L. (2010). *Early Warning! Why Reading by the End of Third Grade Matters.* Baltimore: Annie E. Casey Foundation.
- Hart, B., & Risley, T. R. (Spring 2003). The Early Catastrophe, The 30 Million Word Gap by Age 3. *American Educator, 4-9.*
- Hernandez, D. J. (2012). *Double Jeopardy, How Third-Grade Reading Scores and Poverty Influence High School Graduation.* Baltimore: Annie E. Casey Foundation.

- IDOC Annual Report.* (2013). Retrieved September 24, 2015, from Indiana Department of Corrections:
<http://www.in.gov/idoc/2350.htm>
- Indiana College Completion Report.* (2015). Indianapolis : Indiana Commission for Higher Education.
- Indiana Department of Education. (2013). Indiana Out of School Suspensions. Indianapolis, Indiana: Indiana Department of Education.
- Indiana Department of Education ECA Pass Rate Data. (2015). *End of Course Assessment Pass Rate Data.* Indianapolis: Indiana Department of Education.
- James, N. (2015). *Offender Reentry: Correctional Statistics, Reintegration into the Community, and Recidivism.* Retrieved September 24, 2015, from Congressional Research Services:
<https://fas.org/sgp/crs/misc/RL34287.pdf>
- Kids Count Data Center.* (2013). Retrieved September 24, 2015, from Children in Poverty by Race and Ethnicity: <http://datacenter.kidscount.org/data/tables/44-children-in-poverty-by-race-and-ethnicity?loct=2#detailed/2/2-52/false/869,36,868,867,133/10,11,9,12,1,185,13/324,323>
- Kids County Data Center.* (2013). Retrieved September 24, 2015, from Fourth Graders Who Scored Below Proficient Reading Levels by Race: <http://datacenter.kidscount.org/data/tables/5126-fourth-graders-who-scored-below-proficient-reading-level-by-race?loc=1&loct=2%20-%20detailed/2/2-52/false/36,867,38,18,16/107,9,12,168,10,185/11557>
- Kochanek, K. D., Arias, E., & Anderson, R. N. (2013). *How Did Cause of Death Contribute to Racial Differences in Life Expectancy in the United States in 2010?* Retrieved September 24, 2015, from Center for Disease Control and Prevention: <http://www.cdc.gov/nchs/data/databriefs/db125.htm>
- Lochner, L., & Morretti, E. (2001). *The Effects of Education on Crime: Evidence from Prison Inmates, Arrests, ad Self-reports.* Retrieved September 24, 2015, from NBER Working Paper No 8605:
<http://www.nber.org/papers/w8605>
- Losen, D. J., & Skiba, R. (2010). *The Equity Project at Indiana University.* Retrieved September 24, 2015, from Suspended Education: Urban Middle Schools in Crisis:
http://www.indiana.edu/~equity/docs/Losen_Skiba_Suspended_Education.pdf
- Nally, J., Lockwood, S., Ho, T., & Knutson, K. (2012). *The Post-Release Employment and Recidivism Among Different Types of Offenders with A Different Level of Education: A 5-year Follow-Up Study in Indiana.* Retrieved September 24, 2015, from Justice Policy Journal 9(1):
http://www.cjcj.org/uploads/cjcj/documents/The_Post-Release.pdf
- National Center for Education Statistics .* (2015, May). Retrieved September 24, 2015, from Institute of Education Sciences: http://nces.ed.gov/programs/coe/indicator_cbc.asp
- New York Times.* (2013, May 3). Retrieved September 24, 2015, from Education and Employment:
http://www.nytimes.com/interactive/2013/05/03/business/Education-and-Employment.html?_r=2&
- Office of Juvenile Justice and Delinquency.* (2014). Retrieved September 24, 2015, from U.S. Department of Justice: Juvenile Offenders and Victims: National Report Series:
<http://www.ojjdp.gov/pubs/246826.pdf>

- Poverty, N. C. (2013). *National Center for Children in Poverty*. Retrieved September 24, 2015, from Columbia University: <http://www.nccp.org/tools/demographics/>
- Sampson, R. (1987). Urban Black Violence: The Effects of Male Joblessness and Family Disruption. *American Journal of Sociology* 93 (2), 348-382.
- Sampson, R., & Wilson, W. J. (1995). Toward a Theory of Race, Crime, and Urban Inequality. In J. Hagan, & R. Peterson.
- Saving Futures, Saving Dollars: Impact of Education on Crime Reduction and Earnings*. (2013). Washington, D.C.: Alliance for Education.
- School Discipline*. (2014, March). Retrieved September 24, 2015, from U.S. Department of Education, Office of Civil Rights: <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf>
- Skiba, R. J., Chung, C.-G., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014, June 24). *Parsing Disciplinary Disproportionality*. Retrieved September 24, 2015, from American Educational Research Journal: <http://www.indiana.edu/~equity/docs/ParsingDisciplinaryDisproportionality.pdf>
- Spradlin, T., Cierniak, K., Shi, D., & Chen, M. (2012, Summer). *Center for Evaluation and Education Policy at Indiana University*. Retrieved September 24, 2015, from Attendance and Chronic Absenteeism in Indian: http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/07/EPB_Attendance_072312.pdf
- State of Our Black Youth*. (2012). Indianapolis: Indiana Black Expo.
- Sum, A., Khatiwada, I., & McLaughlin, J. (2009). *The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost of Taxpayers*. Retrieved September 24, 2015, from Center for Labor Market Studies: http://www.northeastern.edu/clms/wp-content/uploads/The_Consequences_of_Dropping_Out_of_High_School.pdf
- Vespa, J., Lewis, J. M., & Kreider, R. M. (2012). *America's Families and Living Arrangements*. Washington, D.C.: U.S. Census Bureau.
- Western, B., & Pettit, B. (2010). *Collateral Costs: Incarceration's Effect on Economic Mobility*. Retrieved September 24, 2015, from The Pew Charitable Trust: http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2010/CollateralCosts1pdf.pdf
- Your Life Matters: A Report to the Mayor*. (2014). Retrieved from City of Indianapolis: <http://www.indy.gov/eGov/Mayor/Documents/2014/2014%20Your%20Life%20Matters%20Taskforce%20Report.pdf>

About the Author:

Roderick Wheeler was recently named Community Outreach Manager for Indianapolis at IU Health. Prior to joining IU Health, Roderick served ten years at Central Indiana Community Foundation (CICF), most recently serving as Director of Community Impact. Roderick has Bachelor's in Sociology and African American Studies, a Master's in Public Affairs and a Master's in Business Administration. Roderick recently authored a similar community report entitled The Importance of Community, a summary of crime prevention strategies for the City of Indianapolis. Roderick is a native Hoosier and a Veteran of Foreign Wars having served in the U.S. Army and being deployed in support of Operation Enduring/Iraqi Freedom.

© 2015 Indiana Commission on Social Status of Black Males
100 North Senate Avenue
Indiana Government Center North, Room N103
Indianapolis, IN 46204