

FLORIDA COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS



2008 REPORT

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Letter from the Attorney General



STATE OF FLORIDA

BILL McCOLLUM
ATTORNEY GENERAL

Congratulations to the Council on the Social Status of Black Men and Boys for completing its annual report. The Council is charged with studying and proposing measures to alleviate and correct the conditions negatively affecting black men and boys in Florida. Created by Senator Frederica Wilson with the help of former Representative Frank Peterman and led this year by Chairman Christopher Norwood, the Council spent countless hours traveling around Florida hearing from concerned citizens about the many issues facing black men and boys in the state. The tremendous public participation underscores the importance of the Council's work and the recommendations contained in this report.

With the Council's third year of existence already underway, I hope this year the Council will implement new and innovative measures addressing the issues negatively affecting black men and boys with a particular focus on criminal justice and prevention programs. Additionally, I am looking forward to the Council's continued research and recommendations supporting gang prevention incentives.

The Council's findings and recommendations are important to the entire Florida community. We are all impacted when any segment of the population struggles with health issues, lacks educational and employment opportunities, or suffers disproportionately from crime and other socioeconomic ills. I urge all Floridians to read this year's report and work with your legislators, educators and community leaders to resolve the issues brought to light by the Council.

I commend the Council for its work and pledge to do all that I can as Attorney General to help implement the Council's recommendations.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill McCollum".

Bill McCollum

Letter from the Chair

Christopher Norwood, J.D.



The Florida Council on the Social Status on Black Men & Boys has fulfilled its statutory charge in 2008. We have compiled our second report and respectfully submit it to the Citizens of our Great State of Florida through its elected officers: the Governor, the Attorney General, Speaker of the House and the President of the Senate. This report represents hundreds of hours of research, study and testimony. The Council has held meetings in Miami Gardens, Tampa, Orlando, Panama City and Tallahassee. We have sought input throughout our Great State from notable leaders in the community and from every day fathers and sons.

I want to thank our Attorney General, Bill McCollum, for his continued support and guidance, as well as, the dedicated staff of the Attorney General's Office for their strength and diligence. I also want to thank the 19 members of the Council on the Social Status of Black Men & Boys for their time and dedication in making this year's report a success. Without a doubt we must acknowledge the work of Dr. Donna Elam, the 2008 Annual Report Coordinator, her Graduate Research Assistants and the David C. Anchin Center at the University of South Florida. They provided invaluable research assistance on a volunteer basis. This is remarkable and speaks volumes to their commitment to public service.

The Crisis of African American Males in Florida is imminent; we cannot dispute the alarming rates of avoidable health diseases, high incarceration rates, low educational performance, rates of child abuse and neglect, low economic opportunities and many other negative outcomes. It is depressing at best. Growing up in a Black neighborhood as a male is a challenge especially if you are in the inner city or in rural poverty. I know the challenges and pitfalls, having lost both my parents by the age of 13 and cared for by extended family and friends in the heart of Newark, New Jersey, I can bear witness. I was able to have some level of success by the constant attention of my church, Mt. Calvary Missionary Baptist Church, Alice Ancrum, my cousin, and the warm and incredible love of Barbara Peterson, my best friend's mother that ultimately took me in.

As we all know, the inability of African American males in the State of Florida to progress will not be achieved through any well-meaning research study. The value of our success will be judged in the implementation of this report (and previous one) by the machinations of government, business, non-governmental organizations and individual communities. Of course personal responsibility is central to African American success, but clearly we know that Blacks in Florida have a history of discrimination that predates the establishment of our own statehood. This history creates a backdrop where success must be earned from a far too distant starting point.

In March of 2008, the Florida Legislature became one of six states to formally apologize for slavery. Both chambers of the Florida Legislature adopted a historic resolution expressing "profound regret for the shameful chapter in this state's history." The resolution notes that Florida sanctioned and enforced "African slavery in one of its most brutal and dehumanizing forms" from 1822 -- a year after Florida became a U.S. territory -- until the end of the American Civil War in 1865. Florida became a U.S. state in 1845. It joined other slave-holding states in the American South in seceding from the Union in 1861, triggering a civil war that ended slavery and preserved the Southern states as part of the United States.

Florida has grown leaps and bounds from that history. However, our progress remains stifled by its legacy. We have seen African Americans achieve a multitude of success. We are now entering a time in our nation where an African American has achieved the highest public office in the land. Far too many African American males are left behind even while the Black middle class grows. We cannot solely focus on the few that have achieved and claimed victory. We must focus on those who remain in failing schools and violent communities. We must focus also on the individuals who have minimal faith in public policies, as many do not address their realities. While our report addresses these problems, it also recognizes past successes and identifies future opportunities. You will find in this report detailed analysis of programs that have proved successful. The Council adheres to the belief that solutions build bridges. Thus our focus is not solely on the problems but the possibilities.

We have posed serious questions to several departments within state government. For instance, after hearing complaints from the public regarding the sale/release of juvenile records to public/private companies, we asked the Florida Department of Law Enforcement for the reasoning behind the procedure (see copy of letter and response in appendix). We continuously challenge ourselves and government to address tough questions affecting African American males. We have utilized our authority to request information wisely, so much so that we have found crucial information was not collected in the past. This has allowed us to fulfill our research obligations and more importantly transform the state's methods of collecting data.

The Council also advocated for and created a direct support organization to fund programs that work throughout the state. This was a monumental accomplishment and I want to personally thank Former Chair and Council Member Levi William, Former Speaker Marco Rubio, Council Member Senator Wilson and Council Member Representative Thurston. Within the same legislation we extended the life of our Council and created a mechanism for local councils to be established which is crucial for community participation. We have had enormous successes in the past year that are detailed within the Legislative Review section of the Report. In addition, the State of Louisiana has created a similar Council using our success in structure and implementation as a model. The fact that other states look to Florida for insight regarding crisis of Black males is proof positive that we stand as a beacon of change and Florida has turned a corner.

I am enormously proud of the report's findings and recommendations. We provide a clear guide for legislative, executive and community advocacy. This report is concise in its focus and its appendices provide additional information which validates our findings and conclusions.

As a volunteer there has been no greater way for me to serve my state and community. The personal sacrifices: long hours, travel, time away from work and friends has been well worth it. I am personally gratified to have had this opportunity to serve.

In closing, I dedicate this report to the Peterson Family for their love over the years, and to my nephew Matthew Norwood for his indomitable strength. Finally, to Elina for her love and support throughout this year, you will never know how much you have inspired me and how much of you is in this report. I love you all dearly.

Christopher Norwood

Council Background

Inspired by efforts in other states, Senator Frederica Wilson, with the support of Secretary Frank Peterman, led the charge to create the Florida Council on the Social Status of Black Men and Boys. The Council is charged with studying the conditions affecting Black men and boys, including, but not limited to, homicide rates, arrest and incarceration rates, poverty, violence, drug abuse, death rates, disparate annual income levels, health issues, and school performance. The Council's goal is to propose measures to alleviate and correct the underlying causes of these conditions. The measures may consist of changes to the law or systematic changes that can be implemented without legislative action.

The Council is administratively housed in the Office of the Attorney General and has 19 members from the legislature, governmental agencies, public and private organizations and private citizens. Established in section 16.615, Florida Statutes, the Council is required to submit an annual report to the Governor, the President of the Senate, Speaker of the House of Representatives and Chairpersons of the Standing Committees of Jurisdiction in each chamber.

The Council held its inaugural meeting February 27, 2007. The appointed members or their designees discussed issues and elected officers. The Council elected Levi Williams as Chair and Christopher Norwood as Vice Chair. Attorney General Bill McCollum presided over the meeting and articulated his desire for effective recommendations to be presented for the gubernatorial and legislative consideration. Currently, former Vice-Chair Christopher Norwood serves as Chair and Dr. Anthony McCoy serves as Vice-Chair.

Besides regular teleconferences, the Council convened the following meetings throughout the state.

- February 22, 2008: Gulf Coast Community College, Panama City, FL
- June 19, 2008: National Conference on Preventing Crime in the Black Community, Tampa, FL
- August 8, 2008: City of Miami Gardens, Miami Gardens, FL
- November 20, 2008: Florida MatchMaker Conference and Trade Show, Kissimmee, FL

16.615 Council on the Social Status of Black Men and Boys

1. The Council on the Social Status of Black Men and Boys is established within the Department of Legal Affairs and shall consist of 19 members appointed as follows:
 - (a) Two members of the Senate who are not members of the same political party, appointed by the President of the Senate with the advice of the Minority Leader of the Senate.
 - (b) Two members of the House of Representatives who are not members of the same political party, appointed by the Speaker of the House of Representatives with the advice of the Minority Leader of the House of Representatives.
 - (c) The Secretary of Children and Family Services or his/her designee.
 - (d) The Director of the Mental Health Program Office within the Department of Children and Family Services or his/her designee.
 - (e) The State Surgeon General or his/her designee.
 - (f) The Commissioner of Education or his/her designee.
 - (g) The Secretary of Corrections or his/her designee.
 - (h) The Attorney General or his/her designee.
 - (i) The Secretary of Management Services or his/her designee.
 - (j) The director of the Agency for Workforce Innovation or his or her designee.
 - (k) A businessperson who is an African American, as defined in s. [760.80](#) (2)(a) appointed by the Governor.
 - (l) Two persons appointed by the President of the Senate who are not members of the Legislature or employed by state government, including a clinical psychologist.
 - (m) Two persons appointed by the Speaker of the House of Representatives who are not members of the Legislature or employed by state government. One of the appointees must be an Africana Studies professional.
 - (n) The Deputy Secretary for Medicaid in the Agency for Health Care Administration.
 - (o) The Secretary of Juvenile Justice or his/her designee.

2. Each member of the Council shall be appointed to a 4-year term; however, for the purpose of providing staggered terms, of the initial appointments, 9 members shall be appointed to 2-

year terms and 10 members shall be appointed to 4-year terms. A member of the Council may be removed at any time by the members appointing authority who shall fill the vacancy.

3. At the first meeting of the Council each year:

- (a) The members shall elect a Chair and a Vice Chair.
- (b) A vacancy in the office of chair or vice chair shall be filled by vote of the remaining members.

4. The Council shall:

- (i) Make a systematic study of the conditions affecting Black men and boys, including, but not limited to; homicide rates, arrest and incarceration rates, poverty, violence, drug abuse, death rates, disparate annual income levels, school performance in all grade levels including postsecondary levels and health issues.
- (b) Propose measures to alleviate and correct the underlying causes of the conditions described in paragraph
 - (a) These measures may consist of changes to the law or systematic changes that can be implemented without legislative action.
- (c) May study other topics suggested by the Legislature or as directed by the Chair of the Council.
- (d) Receive suggestions or comments pertinent to the applicable issues from members of the Legislature, governmental agencies, public and private organizations and private citizens.
- (e) Monitor outcomes of the direct-support organization created pursuant to s. [16.616](#).
- (f) Develop a strategic program and funding initiative to establish local Councils on the Social Status of Black Men and Boys.

5. The Council may:

- (a) Access data held by any state departments or agencies, which data is otherwise a public record.
- (b) Make requests directly to the Joint Legislative Auditing Committee for assistance with research and monitoring of outcomes by the Office of Program Policy Analysis and Government Accountability.
- (c) Request, through Council members who are also Legislators, research assistance from the Office of Economic and Demographic Research within the Florida Legislature.

- (d) Request information and assistance from the state or any political subdivision, municipal corporation, public officer, or governmental department thereof.
 - (e) Apply for and accept funds, grants, gifts and services from the state, Federal Government or any of its agencies, or any other public or private source for the purpose of defraying clerical and administrative costs as may be necessary for carrying out its duties under this section.
 - (f) Work directly with, or request information and assistance on issues pertaining to education from, Florida's Historically Black Colleges and Universities.
6. The Office of the Attorney General shall provide staff and administrative support to the Council.
 7. The Council shall meet quarterly and at other times at the call of the chair or as determined by a majority of Council Members and approved by the Attorney General.
 8. Eleven of the Members of the Council constitute a quorum, and an affirmative vote of a majority of the members present is required for final action.
 9. The Council shall:
 - (a) Issue its first annual report by December 15, 2007, and by December 15 each following year, stating the findings, conclusions and recommendations of the Council.
 - (b) The Council shall submit the report to the Governor, the President of the Senate, the Speaker of the House of Representatives and the Chairpersons of the Standing Committees of Jurisdiction in each chamber.
 - (c) The initial report must include the findings of an investigation into factors causing Black-on-Black crime from the perspective of public health related to mental health, other health issues, cultural disconnection and cultural identity trauma.
 10. Members of the Council shall serve without compensation. Members are entitled to reimbursement for per diem and travel expenses as provided in s. [112.061](#). State officers and employees shall be reimbursed from the budget of the agency through which they serve. Other members may be reimbursed by the Department of Legal Affairs.
 11. The Council and any Subcommittees it forms are subject to the provisions of chapter 119, related to public records, and the provisions of chapter 286, related to public meetings.

12. Each Member of the Council who is not otherwise required to file a financial disclosure statement pursuant to s. 8, Art. II of the State Constitution or s. [112.3144](#), must file a disclosure of financial interests pursuant to s. [112.3145](#).

History.--s. 1, ch. 2006-123; s. 2, ch. 2008-6; s. 1, ch. 2008-130.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Executive Summary

Past efforts of the Council on the Social Status of Black Men and Boys, as charged by the Florida Legislature, have been to investigate the factors causing the crisis of Black-on-Black crime. Violence and crime in a community are not the norm of any community; but rather symptomatic of deeper systemic issues of inequities in society at-large. For its second annual report, the Council examined some of the factors perceived to cause the ongoing crisis that impact the conditions of the social status of Black males in the nation, and particularly in the State of Florida. This report is designed to address the statutory charge and provide a foundation upon which the Council and the Florida stakeholders can not only continue to research and collect data but can use to take immediate action for the implementation of the recommendations for change discussed in this report.

Research, if it is undertaken at all, should assist in driving informed decisions for comprehensive reform. The focus should be on purely macro-level, structural, economic responses that address inequality once and for all. Each section of this report attends to the overarching need for deliberate steps to be vigorously pursued across economics, education, foster care and family issues, health and criminal justice.

First, economic growth goes hand-in-hand with comprehensive reform that provides access and opportunities to all groups of people without the shadow of discrimination. Researchers have found a close relationship between personal assets and business assets with the level of personal wealth being the primary factor of business success.

As the quest for economic growth is furthered by African Americans, access to financial literacy, home-ownership, start-up capital, entrepreneurship and community commercial infrastructure are all important for healthy and financially sustainable communities. These are the strategies necessary to break down the barriers of historical and structural discrimination.

Not surprisingly, concerns about startling inequities in educational achievement and graduation rates among Black males, as well as their causes and their consequences, continue to characterize nearly every major policy discussion about the economic, social and political status of Black males in Florida and throughout the nation. It is virtually impossible to ignore the substantial collateral consequences of underachievement in education among Black males including: higher rates of unemployment and underemployment, higher rates of adult incarceration and juvenile detention, less access to health care resources, higher infant mortality rates and higher homicide rates, to name a few. The long term consequences are negative, enormous, mal-distributed and pervasive; constituting almost a peculiar form of ethnic suffering (Jones, 1989). The consequences are also unfortunately quite costly and predictable.

For young Black males without a high school diploma, there are about as many in prison as there are employed and it is estimated that more than 50 percent have a prison record, compared to one in 10 White males. According to Coley and Barton (2006:4), “the dire employment prospects of Black male dropouts affect the likelihood for success in marriage, child rearing, and ensuring that the next generation helps to close the achievement gap.”

Efforts to raise achievement among low achieving, low-income students and students of color date back to the mid 1960s when the Elementary and Secondary Education Act first provided funds to schools educating large percentages of students from low income families. The policies broadened to include students with disabilities and students whose first language was not English. However, it was not until 2002, when the Elementary and Secondary Education Act (ESEA) was reauthorized, that accountability for results was added to this equation. This new accountability system in the law known as No Child Left Behind (NCLB) requires states, districts and schools to publicly report disaggregated academic achievement data. For the first time, the public has access to data that shows the progress groups are making toward meeting the

academic content standards set by the states in which they live. With the advent of the standards-based movement over the last decade, education policy has undergone a major transformation. This transformation reflects a policy shift from holding only some students to high standards to holding all students to high standards and holding school systems and school leaders accountable for the progress all students make toward academic proficiency. Simultaneously, with the standards-based movement came cultural competency. Cultural competence efforts were developed parallel to the standards-based reform instead of an integral part of it. This makes the case for the vital relationship needed between standards-based and culturally competent reforms. Cultural competence in the school setting is a process based on a clearly defined set of core values and principles that support policies, practices, behaviors, attitudes and structures that enable educators to work effectively across the cultures their students represent. The system must develop the capacity not only to value diversity, but to manage the dynamics of diversity. A second element of cultural competence is to acquire and institutionalize cultural knowledge and adapt to diversity in the contexts of the communities being served (Elam, Robinson & McCloud, 2007).

The somewhat predictable economic, social and political repercussions are demonstrated in recent findings from the Justice Policy Institute (2007) comparing state-level education data with crime rates and incarceration rates. This analysis provides a mechanism for highlighting the relative financial costs associated with incarceration and ostensibly supports the education-crime connection. Major findings include: 1. states that have focused more on education tend to have lower violent crime rates and lower incarceration rates; 2. a 5 percent increase in male high school graduation rates would produce an annual savings of almost \$5 billion in crime-related expenses; 3. states with higher levels of educational attainment also had crime rates lower than the national average; 4. states with higher college enrollment rates experience lower violent crime rates than states with lower college enrollment rates; 5. states that made bigger investments in higher education saw better public safety outcomes; and 6. the risk of incarceration, higher violent crimes, and lower educational attainment are concentrated among communities of color who are more likely to suffer from barriers to educational opportunities.

It is generally held that low levels of educational attainment are highly correlated with higher levels of criminal and delinquent behavior among both youth and adults (Justice Policy Institute, 2007; Wang et al., 2005; Lochner & Moretti, 2004). Given the aforementioned stark reality, attempts to reduce crime rates by improving the educational opportunities and successful outcomes of “at-risk” Black youth and incarcerated Black youth and adults, has been one of the primary strategies employed by national, state and local officials concerned with delinquency prevention and recidivism reduction. Drawing upon theoretical reasoning suggests that education reduces crime by raising earnings and making individuals less impatient or more risk averse.

Discussed throughout this report, it is evident that many significant historical and current societal factors have contributed to lower levels of well-being among Black men and boys (Center for American Values). For example, discrimination has often deprived young Black men of quality education, health care, safe neighborhoods and job opportunities. However, one factor that is sometimes overlooked and appears to have an especially important impact on the well-being of young Black men and boys is family structure.

The U.S. Department of Health and Human Services states that in recent years more evidence has become available that fatherhood programs, if successfully implemented, may be effective and can positively impact the lives of fathers, their partners and children. Paternal participation in family programming has the ability to impact the well-being and functioning of fathers as individuals as well as their families.

A common theme among varied fatherhood initiatives and interventions is that men need to develop the capacity to care for themselves in order to become more effective and responsible fathers (Levine & Pittinsky, 1997). There is extensive evidence that children do better when raised by both biological parents in a high quality marital relationship (McLanahan & Sandefur, 1994). The interest in and need for promoting healthy relationships is clear, and the co-parenting relationship represents a critical component for the development of relationship skills. According to the 2000 Census, approximately one in 12 children in the USA live in households headed by grandparents or other relatives.

According to the February 2008 Government Accountability Report, youth disconnected to employment are more likely to engage in crime, become incarcerated, and rely on public support. This especially holds true for foster youth. Nationally, there has been a growing recognition and concern that these challenges are even more pronounced for young people who transition out of the foster care system when they reach their teen years. Former foster youth are more likely to be involved in the criminal justice system, less likely to attend post-secondary schools, earn less and receive food stamps compared to other youth and young adults in their age group (December 2005 Office of Government Accountability Office Report). For children and youth in the foster care system, life's ordinary challenges frequently become extraordinary. Research shows that employment is an area of difficulty for many of the teens who have "age out" of foster care.

With the current economic crisis resulting in tax revenue shortfalls, combined with the rapidly increasing cost of providing health care, some companies, especially small businesses across the nation are forced to drop coverage or shift the burden of increased costs to employees. The result is that more and more people are prevented from receiving needed medical services. This current economic crisis and the unsolved health care disparities may act as a catalyst for a redefining of the concept of well-being. In fact, complex changes in society may for the first time in American history herald the beginning of a lower life expectancy for children than it was for their parents, as a direct result of being locked out of the health care delivery system. While the country as a whole seems to be facing increasing difficulty accessing health care due to the economic crisis, this report will focus on health disparities that exist among Black men and boys.

Over the past two decades, life expectancy and health status have improved for most Americans; however these improvements have not been shared by all (Prevention Institute). This is particularly true among Black males and boys who appear to have poorer health outcomes than other groups. In part, lower health outcomes can be attributed to a complex set of factors, among them is poor access to health care delivery systems across the state (Institute of Medicine, March 2002). Continuing health disparities force ethnic minorities to have reduced life expectancies and to live with treatable illnesses.

According to (Giles; Liburd), health disparities trail the following course: Our society does not treat all people equally and such dichotomous treatment has dire consequences for men of color of all ages. The authors point out that three factors– racism, poverty and treatment disparity– may affect health outcomes.

This report includes innovative and thoughtful findings from the Council’s six committees: Improving Economic Outcomes, Improving Educational Outcomes, Improving Foster Care and Families, Improving Health Outcomes, Criminal Justice and Legislative Review. The Council worked diligently for the second year to release the recommendations located throughout this report. As the committees addressed such varied topics, the best way to summarize all the findings was through the “Top 15 Recommendations” for 2008 listed below.

Top 15 Council Recommendations

Improving Economic Outcomes

1. The state needs to continue to prevent and address each barrier faced by the formerly incarcerated with programs, policies or assistance to all who are at risk of falling back into the justice system. If government is the largest employer in many communities of color, government should be leading the way to employ ex-felons and be an example for private businesses.
2. Several of Florida’s existing training and advancement programs reveal inequities, with Black men either not equally participating or completing the programs. Research and program evaluations need to be conducted so that policies can be changed or so that initiatives can be added to the programs to bridge the gaps in access for black men and youth. Specifically, the Florida policy change from affirmative action in higher education to the “Top 20” affirmative action alternative needs to be assessed to be certain it is attaining the expected goals.
3. The Bright Futures Scholarship Program is the state’s premier college support project, and it too reveals disparities with few Black male youth participating. Research is needed to identify the causes and to make recommendation for policy changes or programs to increase minority

male performance on standardized tests if that is the reason for the inequalities. Improve on inter and intra agency partnerships and coordination of efforts to promote enhanced transition opportunities for former inmates, especially those impacted due to race, ethnicity and/or socioeconomic statistics

Improving Educational Outcomes

4. Propose Legislation to develop a statewide Comprehensive Student Incident Data Form or a statewide Zero Tolerance Incident Report Form Require training of all principals, teachers and SRO officers on school disciplinary procedures, cultural competence and conflict reduction.

5. Support the establishment of a university based Educational Research & Policy Institute with faculty whose interests and work supports the efforts of the Council. One goal would be to establish as a goal a measure of accountability for educational institutions within the State of Florida that all Black Male students in high school and college are routinely graduating on par with rising national graduation rates. Set policies and goals that measure Black male students' on-time graduation and college readiness (Sen, 2006).

6. Establish, monitor and achieve recruitment and hiring goals of Black male and female teachers. Require schools to create supportive, culturally competent, professional environments for Black teachers (Sen, 2006).

Improving Foster Care and Families

7. Support legislation to promote and facilitate Fatherhood Initiatives.

8. Support legislation to provide a \$2 per day cost-of-living increase for State's Relative Care Giver Program.

9. Support legislation to promote and facilitate access to Higher Education Institutions and Vocational Training for foster care youth and young adults aging and/or aged-out of foster care.

Improving Health Outcomes

10. Develop and implement a statewide education and outreach program designed to address the risks associated with a lack of information about the way treatable diseases result in poor quality of life and unacceptably high mortality rates. The information should highlight the importance of early detection, exercise and good nutrition.

11. We suggest one method of dispensing relevant health information to Blacks, before there are health issues, is to re-introduce mandatory Health Science courses in school, starting with kindergarten and delivered across the 20 educational system in developmentally appropriate formats ending with graduation. Health course syllabi can be designed to increase in complexity throughout the educational process with the outcome that students learn important information about the working of the human body, the benefit of exercise, the importance of good nutrition, how communicable diseases like HIV are spread and how the health care system works. Investment in early education can have the potential to reduce the total cost associated with treatment of infected individuals by giving the young valuable health information before poor habits are developed. Furthermore, investment in prevention through education has the potential to reduce the total number of new cases resulting in significant reduction in the total cost of health care.

12. The state could invest in nurses being assigned to all schools, revise the school nurse job description from the current limited role to an expanded role that includes education of children and parents, coordinate referrals to health care providers and some early screening, much can be done to change health disparity and poor health outcomes. An example is that the school nurse could assist with helping eligible uninsured and underinsured children enroll in Medicare, Medicaid, Healthy Kids and KidCare state program systems.

Criminal Justice

13. Develop local criminal justice/community strengthening task forces to advocate for and implement holistic diversionary programs and public health problem solving courts on both juvenile and adult levels of the criminal justice system;

14. Develop and implement specialized, individualized counseling and mentoring focused on motivating criminal gang members in state or county correctional systems to gain educational, vocational or job training, social skills and lifestyle interests and habits that will turn offenders away from gang membership/participation and toward becoming productive members of society when released.

15. Correctional facilities should create “*Family Zones*” which are identified as a secure environment where the participating fathers, after their familial counseling sessions, can interact with their child/children to provide the support and interaction that the child/children need for their own positive growth and development. The “*Family Zones*”, while secure, will be brightly painted and appointed to be as comparable to a home environment as possible with limited institutional reminders or distractions. This area can be utilized by a number of different family units at the same time to encourage and foster peer learning and modeling.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Improving Economic Outcomes

Areas of Focus:

- 1. Job Opportunities for Individuals with Criminal Histories.*
- 2. Promotion of Economic Opportunities with Public Dollars and Outreach Initiatives.*
- 3. Identity Access to Capital for Black Men and Boys Pertaining to Financial Literacy and Capacity in Florida.*
- 4. Training and Advancement Opportunities for Black Men and Boys.*

Quick Facts:

- According to the United States Census Bureau, in 2007 the total population of the United States was 301,621,157 million of which 40.7 million were African-Americans.*
- Florida is the second largest state with a population of 3,009,773 Blacks, trailing the State of New York with a Black population of 3,520,002. Texas is third with 3million Blacks.*
- Florida has the second highest Black population per square mile, with 20 percent of the black population being foreign born. (This is due to the huge influx of Haitians, Jamaicans, Dominicans, and other Caribbean-Americans of African descent.)*

The State of Florida is home to the fourth largest economy in the United States. Florida's tremendous economic growth during the past several decades was largely a function of an explosion in population growth. From 1990 through 2007, Florida experienced a 41 percent increase in population; however that economic and population boom is over. In 2005, the state ranked second in State Gross Domestic Product, that ranking dropped to 42th by 2007. Additionally, the state's unemployment rate has continually increased since late 2006 and is projected to peak at 8.1 percent in the late summer of 2009. Florida's economic conditions are shared with the nation as it was officially announced in December 2008 that the U.S. had been in a recession since December 2007. Legislatively, poor economic conditions portend a creative but contentious process in crafting provisions to restore a productive and sustainable economy. Leadership will be charged with developing comprehensive policies to ensure a friendly business environment. (Harris, 2009)

Economic outcomes go hand-in-hand with comprehensive reform that intentionally provides access and opportunities for all groups of people without the shadow of discrimination. To assure that the benefits of growth are widely shared; a new lens is needed to prevent the inequities of the past which impacted specific groups from attaining a strong economic base, a share in accumulating wealth, and the pursuit to the American Dream.

It is not the intent of this report to comprehensively address economic outcomes in the African American community, but rather to create an awareness of some of the barriers that prevent economic growth and sustainability. The four goals addressed in this section of the report were identified by the Economic Outcomes Sub-Committee:

- 1. Job Opportunities for Individuals with Criminal Histories.*
- 2. Promotion of Economic Opportunities with Public Dollars and Outreach Initiatives.*
- 3. Identity Access to Capital for Black Men and Boys Pertaining to Financial Literacy and Capacity in Florida.*
- 4. Training and Advancement Opportunities for Black Men and Boys.*

A history of criminal activities, or even the suspicion of prior criminal activity, is a monumental barrier for employment for thousands of Floridians.

1. Job Opportunities for Individuals with Criminal Histories

Even the briefest of applications for employment typically contain a few universal common fields: name, contact information, recent job history, references and some version of this defining yes-or-no question: "Have you ever been arrested or convicted of a crime?"

A history of criminal activities, or even the suspicion of prior criminal activity, is a monumental barrier for employment for thousands of Floridians, creating a challenge for workforce development and a serious economic issue that affects businesses, families, communities, states and our country.

Although a criminal history is a barrier to employment to all affected individuals, the problem is disproportionately distributed across the diverse demographics of Florida and other states. Black men enter the criminal justice system in vastly disproportionate numbers compared to women or men from any other race, despite the fact that as a whole, crime rates are fairly equal among different races (U.S. Department of Justice, 2008).

Justice system analysts assert that race-based inequities in national, state and local criminal justice system entities are historic legacies of slavery and racism in our country, and that biases exist at every level of the system. Cultural biases and inequities leave Black men and youth with employment barriers and related economic disadvantages unique to their race and gender, and those with criminal histories have even larger obstacles to overcome in today's job market.

Differing Treatment in the Criminal Justice System Hurts Job Opportunities for Black Men and Youth

Despite the many checks and balances in our criminal justice system, Black men are disproportionately represented at every step in the process. This also adversely affects job opportunities, so the cumulative effect is a profound gap in employment outcomes for Black men in our country and state as compared to other demographic groups.

Arrests

Law enforcement agencies have a great deal of discretion when officers respond to a crime report. Arrests can be made without full proof of perpetration. Studies show that the public can be biased and perceive Black men as more dangerous and more likely to be culpable; law enforcement is more likely to be called and arrests made of Black male suspects than any other demographic. This is where large inequities begin, because the cumulative effect of disparities at each level in the system creates an aggregate of bias (American Sociological Association, 2007).

Additionally, some crimes are economically motivated, and the Black community is more at risk for the socio-economic impact of poverty than any other demographic. Even if the arrests are not prosecuted, an arrest history is a workforce issue in and of itself. In Florida, employers have the right to ask about and consider arrests that did not lead to conviction when considering employment. In recognition that arrest histories may not be a

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fair indicator of criminal behavior, this practice is not legal in California, New York, Connecticut and Michigan, and some other states (National Hire Network, 2008).

Prosecution

Following arrests, prosecutions are more frequent against Black men compared to Hispanics, Whites, and people of other races are more likely to receive alternatives outcomes such as community service or diversion programs. [4] Black men affected by poverty and a lack of family resources are also more likely to be represented by public defenders than by more experienced private defense attorneys, which may affect outcomes. Further, addressing racial biases in juries remains a societal problem.

Sentencing

There is a fair amount of literature supporting biases in criminalization and disparate sentences. Analysts overwhelmingly assert that the current disparity of people of color with criminal histories is a direct result of drug enforcement policies implemented in the 1980's and 1990's. Black people are 10 times more likely to be imprisoned for drug offenses than White people in the United States, according to a study conducted by the Justice Policy Institute. The study found Blacks and Whites use illegal drugs at approximately the same rates, yet both arrest and sentencing tends to be stricter for Blacks (Justice Policy Institute, 2007).

Disparity is the result of systemic racial biases created with the implementation of mandatory minimum sentencing laws and policies. The political and judicial "war on drugs"

resulted in the passage of strict mandatory minimum sentences, including first time offenders, and stronger penalties for the sale of crack cocaine; which is more commonly found in Black communities, than for powder cocaine or methamphetamines, that are more commonly found in White communities.

The Justice Policy Institute noted that federal mandatory minimum sentencing rules impact people of color from less economically prosperous communities. The same jail term is given out for possessing five grams of crack as 500 grams of cocaine which are disproportionately used and sold in white communities. As a result, more people of color are serving time in federal prisons than their general population numbers would indicate. Blacks account for 13 percent of the general population in federal prisons, yet in 2003 they comprised 27 percent of those receiving federal mandatory drug sentences (Human Rights Watch, 2000).

Florida prison counts are similarly affected by drug crimes. According to the Florida Department of Corrections, drug crimes account for 26 percent of the incarcerated men.

Time spent behind bars and time and resources devoted to managing other aspects of the system certainly create profound workforce costs for individuals who have been arrested for crimes, as well as for their families, communities, businesses and society as a whole. The workforce barrier is not only that they possess a criminal record, but also that their personal development typically is delayed. Some individuals interrupt their professional development and job histories. A first time offense can cause a person to lose months or years of skill and experience acquisition and results in interrupted job histories. A first time offense can also cause a person to lose months

Even a first time offense can cause a person to lose months or years of skill and experience acquisition.

Florida is one of the strictest states regarding the restoration of civil rights following release from incarceration, with felons needing to request that their rights be restored, whereas some states automatically restore rights to some releases.

or years of opportunities to learn and use vocational skills, and spending time with lawyers, judges, prison guards and probation officers. They may only have access to manual labor jobs or duties while incarcerated or performing community service work, if they have access to work programs at all. This also impedes the strengthening of economic stature and the procurement of self-sufficiency among their families.

In sum, Black men are grossly overrepresented in the criminal justice system, seemingly exist as an indispensable component within, and many enter the system difficult to employ, leaving with even greater barriers.

Barriers to Employment for People with Criminal Records

Legal Barriers to Full Employment

A resume that includes a criminal history creates barriers for job seekers. Florida law specifically bars the convicted from some employment opportunities as well as a clean slate, and/or FBI background checks are required for many others.

One of the more serious issues for people in the criminal justice system is that upon conviction some civil rights are lost; they must apply and wait for restoration. Florida is one of the strictest states regarding the restoration of civil rights following release from incarceration. Felons in Florida need to reestablish their rights, whereas some states automatically restore rights following some releases (Florida Research and Economics Database, 2008). The right to vote is a primary concern among felons seeking the restoration of rights. The restoration of rights is also a workforce issue.

Many employment-related licenses cannot be issued to people until their civil rights are restored; this affects employment or entrepreneurial options. Without these certificates, an ex-offender is not eligible for employment in a civil service job classified as a "public office" job, and may not be licensed as a real estate broker, pharmacist, or notary public clerk. A Certificate of Relief from Disabilities can be applied for immediately after a conviction of a misdemeanor or one felony, while a Certificate of Good Conduct is granted three to five years after completing a sentence. [9]

Another common barrier to employment is the restriction of mobility the result of legal orders associated with arrest investigations, bail, community sentences or probation. Orders or requirements may restrict individuals to remain in a certain county or state, to abide by a curfew, to avoid certain areas of town because of injunctions or other restrictions; or cause constraints on time or location that can affect a person's ability to attain a job, retain employment, or complete a full-time schedule. The loss of a driver's license is common with drug-related offenses. The sheer amount of time required for attending appointments, hearings, community service shifts, on-demand drug testing and other requirements of the criminal justice system further affect the individual's ability to contribute to the workforce and remain self-sufficient. Even if an employer is willing to employ a person with criminal justice system requirements, absences can contribute to a downward spiral of work performance and retention issues.

The United States military is a mainstay workforce solution for many who cannot afford civilian training or may otherwise need assistance. All branches of the military have different recruiting standards, but each has regulations regarding felonies. The military maintains a standard of high morality for recruits; this is the basis for not allowing most felonies. If the felony occurred as a juvenile, the applicant has a better chance of being accepted, but if the felony occurred as an adult, the applicant may have a difficult time being accepted into a branch of the military (Kruzel, 2008).

Similar restrictions apply to college campuses, designed in order to keep campuses safe from repeat drug trafficking or violent offenders.

Social Barriers to Full Employment

While background checks and criminal justice restrictions create profound barriers to employment for individuals with associated histories, social barriers related to those histories can be just as daunting. Social barriers are found in the workforce, in society and also from within each person as well.

Employers are cautious when contemplating hiring, retaining, or promoting a worker with a criminal record. They have a responsibility to create a safe workforce that protects and promotes their capital investments. They are also concerned with the well-being and morale of their existing workforce.

The public reports a fear that criminals will repeat their crimes or commit other crimes, or have connections with other criminals, so giving a released prison inmate a position is a risk many employers do not want to take. Employers may also have the perception that people with criminal histories have additional social or interpersonal problems, including communication problems, literacy or intelligence issues, drug abuse patterns, mental health instability or motivation problems.

Some of these stigmas are self-generating; for example, reacting to shunning following incarceration can lead

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All branches of the military have different recruiting standards, but each has regulations regarding felonies.

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to communication problems, and the loss of family support or jobs can exacerbate depression. The challenges of dealing with systemic biases also create a heavy burden on affected individuals.

The fact that Black citizens are disproportionately imprisoned creates its own social cost. A young boy growing up in a Black community may internalize these disparities and feel targeted for incarceration or feel that the world perpetually sees him as a potential criminal, not as a scholar or a hard-worker. This could create an inability to see himself as college-bound or as entering a traditional workforce environment. If a boy's father or community member is incarcerated or if the family is financially unstable, he may feel pressure to enter the workforce early to support himself as opposed to investing time in advanced education or training.

Early involvement in the criminal justice system as a juvenile further creates fear in the Black male that he has been labeled a criminal and will not be hireable. Overall, the psychological impact of entering the criminal justice system as a perpetrator at any age, especially for racial groups that are disproportionately affected, can create a downward spiral of diminishing motivation and self-esteem, disbelief in one's own job readiness and a resume that begins to log more time occupied with answering the requirements of the justice system than building work skills and experience (Office of Juvenile Justice and Delinquency Prevention, 2008).

Another substantial cost of the criminal justice system's role on the Black community is that it can create a distrust of

institutions and processes. The number of barriers to employment following release can be monumental—especially without workforce assistance. This can push people with criminal histories into under-the-table work arrangements, dependence on family members, or recidivism.

Black Males in Prison 2003 – 2007 (Florida Department of Corrections, 2008)

| Year | 2003 | 2004 | 2005 | 2006 | 2007 |
|-------------------------------------|--------|--------|--------|--------|---------|
| Black Males in Prison System | 38,412 | 40,259 | 40,984 | 42,174 | 44,109* |

*15 percent increase over 2003

The labor market statistics for Black men compared to White men in Florida are reflective of this loss of productivity and the future challenges faced by incarcerated men.

| Year | Black Male Population | Unemployment Rate |
|------|-----------------------|-------------------|
| 2003 | 833,000 | 9.00 percent |
| 2004 | 869,000 | 8.10 percent |
| 2005 | 872,000 | 7.10 percent |
| 2006 | 905,000 | 6.10 percent |
| 2007 | 930,000 | 7.20 percent |

| Year | White Male Population | Unemployment Rate |
|------|-----------------------|-------------------|
| 2003 | 5,273,000 | 4.20 percent |
| 2004 | 5,399,000 | 4.00 percent |
| 2005 | 5,597,000 | 2.70 percent |
| 2006 | 5,716,000 | 2.70 percent |
| 2007 | 5,818,000 | 3.80 percent |

(Source: State of Florida Agency for Workforce Innovation, 2008)

An unprepared released offender will have difficulty finding employment and adequate housing, and may view a return to criminal behavior as a viable option.

Unfortunately, limited resources for services while incarcerated can lead to the release of an unprepared transitioning offender. An unprepared released offender will have difficulty finding employment and adequate housing and may view a return to criminal behavior as a viable option. Repeated criminal conduct not only affects a community's public safety but also adds to rising costs at the local level. Important transitional services necessary for returning offenders may not be provided due to federal budget cuts, state and local government budgetary constraints, and lack of state programs. Studies show that approximately two-thirds of ex-offenders are rearrested within three years of leaving prison and create burdensome costs to the communities. This year the Department of Corrections estimates that 35,000 inmates will be released in Florida. Most of them will be of employable age.

Addressing the Gaps: Policies, Programs and Initiatives

The massive impact of the criminal justice system on Black men and youth means that in order to address either workforce development or the life challenges that accompany a criminal history, it is imperative to counteract the employment barriers separately and collectively. Examining this issue shows that the barriers to the social goals of reducing poverty, increasing employability, reducing crime and recidivism, promoting family unification, encouraging self-sufficiency, ensuring supportive (financially and other wise) fathers for all

children and developing communities through a strong workforce can become deeply interrelated. This is especially true when those challenges are further complicated by race and gender-based inequities. Additionally, according to the U.S. Census Bureau, Florida ranks highest in the nation for uninsured Black men.

The U.S. Department of Justice recommends that law enforcement agencies and juvenile justice agencies address biases at every level of the criminal justice system by using tools to analyze minority contacts and outcomes (Bureau of Statistics, 2008). Analysis and redress of policies could lead to long-term gains in equity in overall treatment of Black men and boys.

Regardless of the causes, the workforce problem is massive. Like other states and the nation as a whole, the State of Florida has made great strides to develop holistic and collaborative responses to the problem of ensuring job opportunities to people transitioning from prison or jail. The corrections system, the probation and parole systems and workforce development agencies have dedicated resources to training, case management and human resource development to promote workforce reentry for the incarcerated upon their release.

It is imperative to counteract employment barriers separately and collectively because they are deeply interrelated. This is especially true when challenges are further complicated by race and gender-based inequities.

Despite great strides in developing holistic and collaborative responses, increased evaluation of workforce and criminal justice programs that focus on job readiness, self sufficiency, and reduced recidivism are still needed in Florida.

One problem with assessing the success of workforce outcomes for individuals in the criminal justice system is that the focus has been on the goal of reducing recidivism, which has been the primary concern of criminal transition programs in the last decade. Programs have been viewed as successful if they reduce recidivism regardless of whether that individual met sustainable, appropriate workforce and self-sufficiency goals in order to contribute to the workforce, their communities or families. However, 42 percent of convicted Black men in Florida's prisons last year entered with no prior arrests (Florida Department of Corrections, 2006-2007).

While lack of workforce readiness has been identified as a risk-factor for recidivism and therefore has been the focus of many programs addressing repeat offending, workforce development has suffered from a lack of evaluation as a separate issue for all formerly incarcerated Black men, regardless of whether they are at risk to offend again or not. Florida could seek to increase evaluation of workforce and criminal justice programs that change the focus of the lens toward seeing on-the-job readiness and self sufficiency as primary goals and reduced recidivism as a secondary benefit. With that focus, the state could more readily see if those programs were providing Black men and youth with the same economic and job opportunity benefits as they do other demographic populations.

Prison Rehabilitative Industries and Diversified Enterprises (PRIDE) is a Florida-based private program initiated by Florida's legislature in Chapter 946 F.S. that works with the Florida Department of Correction to provide services to inmates in twenty Florida prisons. This program offers training in over 300 occupations, is registered by the Florida Department of Education as a Ready to Work Assessment Center, and also offers a comprehensive Transition Program to support recently released inmates re-establish themselves as productive, self-supportive, community members (PRIDE Enterprises, 2008).

Florida's comprehensive workforce development system continues where prison-based programs stop. The Agency for Workforce Innovation's (AWI) Office of Workforce Services is responsible for providing One-Stop Program support services, workforce program information, guidance and technical assistance to the Regional Workforce Boards, as well as providing Labor Market Statistics information to the state. Additionally, AWI serves as the administrative entity to Workforce Florida, Inc. (WFI) under a performance-based contract. The Office of Workforce Services is responsible for managing this contract, which includes specific deliverables and performance requirements in the statewide administration and coordination of workforce services.

Prison Rehabilitative Industries and Diversified Enterprises (PRIDE) is a Florida-based private program that works with the Florida Department of Correction to provide services to inmates in twenty Florida prisons.

One-Stop Career Center's staff is trained to assist with addressing the special barriers specific to workers with criminal justice system records. They are knowledgeable about local job markets, including employers more likely to consider hiring workers with a history of arrests or convictions.

Twenty-four regional workforce One-Stop Career Centers provide employers and workers with training, referrals, resume writing and interview coaching, job search resources, networking opportunities, access to the Internet, transportation assistance, special programs or classes and personal case management. One-Stop staff members are trained to assist with addressing the special barriers specific to workers with criminal justice system records, and they are knowledgeable about local job markets including employers more likely to consider hiring workers with a history of arrests or convictions. Regional Workforce Boards identify and develop the capacities of employers to open their jobs to those with background screening challenges or current criminal justice system requirements.

One important program in increasing job opportunities for Black men who have criminal records is the Federal Bonding Program (The Federal Bonding Program, 2008). One-Stop Career Centers help workers become less-risky to hire if their backgrounds make them unlikely to be offered the trust of potential employers. This federal program reduces the liability of employing workers with criminal justice system marks on their record by granting a business insurance policy to the employing company against loss of property or money because of that employee's dishonesty. Any at-risk job applicant is eligible for bonding services, including: ex-offenders, recovering substance abusers, welfare recipients and other persons having poor financial credit, economically disadvantaged youth and adults who lack a work history, individuals dishonorably

discharged from the military and others. Their bonding application is processed when they have a job offer that requires this assurance.

The bonding program has been extremely successful because it specifically targets a very fundamental barrier to employment based on employer attitudes with a direct solution. Only about 12 percent of employers are willing to hire persons with a record without a bonding program; 51 percent are willing to hire when a bond is secured. The program reports a 99 percent success rate for about 42,000 job placements. In all, the program expands access to job openings making available a greater range of occupations for placement. [19]

Creating awareness and trust in the community of former offenders is a challenge so that individuals can access the programs that work. One innovative collaborative project provides a great model of intervention that could be followed in other counties. The Orange County Division of Child Support Enforcement of the Florida Department of Revenue has created the LINOS program without additional funding that sends a program educator to the area prison and jails each week. The goal is to help counteract several of the barriers to self-sufficiency by providing information about child support payments, obtaining jobs and related resources. The program educator helps dissolve myths and builds relationships with the inmates, inviting them to use state agencies as supports. The program educators help men apply for bonding certificates and help them define their value to the workforce. The Child Support Division works closely with the Workforce Board in Orange County to transition workers into jobs and to obtain bonding for them.

12 percent of employers are willing to hire persons with a record *without* a bonding program, versus 51 percent who are willing to hire with a secured bond.

LINOS, an initiative collaborative project in Orange County, sends a program educator to the area prison and jails each week with *no* additional funding.

The costs to our state, our loss of workforce productivity, and the costs to individuals are significant, and affect Black men and boys more so than any other demographic group.

They also work with the Department of Corrections. According to the program coordinator, David Gillen of the Florida Department of Revenue, the LINOS program would like to extend its reach because outreach to the incarcerated is an effective way of assisting the population most at risk of defaulting on payments, and they would like to serve as the model for other successful programs and to extend their reach, because the first years' results are very encouraging (Gillen, 2008).

Summary

Black men and youth enter the criminal justice system at disproportionate rates than do other demographic groups, and this creates a profound workforce problem. In general, the challenges they face are the nexus of many pervasive social problems, including racial bias, poverty, lack of job readiness and development, lack of family self-sufficiency and community development challenges.

The costs to our state, our loss of workforce productivity, and the costs to individuals are significant. The consequences affect Black men and boys more so than any other demographic group. The state must be compelled to further understand the problem's interrelationship with other social problems, address layers of bias that may be exacerbating the problem, and seek ways of creating successful outcomes to replace the current losses for individuals, families, and the community at large.

Recommendations:

I. Job Opportunities for Individuals with Criminal Histories

- The state needs to continue to prevent and address each barrier faced by the formerly incarcerated with programs, policies or assistance to all who are at risk of falling into the justice system, and especially to the men who are more vulnerable because of their race.
- Improve on inter and intra-agency partnerships and coordination of efforts to promote enhanced transition opportunities for former inmates, especially those impacted due to race, ethnicity and/or socioeconomic status.
- Research criminal justice histories as a workforce issue with costs to the state, not merely as a recidivism issue.
- Evaluate programs that have supported transitional services for former inmates and that have been successful with Black men and boys to determine what has been successful and why.
- Determine best practices in outreach efforts to those in the criminal justice system.
- Education programs to foster better relationships between former inmates, their communities, and local businesses.

II. Promote economic opportunities with public and outreach initiatives

A. Identify financial Programs and initiatives that work and those with opportunities

The African American community's quest for economic progress has been influenced by national economic trends as well as unfavorable discriminatory conditions. The Economics Subcommittee has identified a sampling of projects and programs designed to promote economic opportunities:

1. United Way of the Big Bend's B.E.S.T Project

Helps hard-working individuals and families become financially stable and take the next steps to long term independence. Key components of the B.E.S.T. Project are:

a. Volunteer Income Tax Assistance (VITA) Program

The Volunteer Income Tax Assistance program offers tax preparation by IRS certified volunteers at sites throughout the community. The fast free services helps Big Bend residents avoid predatory income tax preparers and costly refund anticipation loans.

b. The Money Smart Free Financial Education

The curriculum provides individuals and families with practical money-management skills that help the use their income wisely, manage their debt, increase their access to needed resources, and help to create positive relationships with financial institutions such as Capital City Bank.

c. The Money Smart Free Financial Education

Matches the participants with a BEST coach for one year to help with the basics of household budgeting and saving and to answer any questions they have in a one-on-one setting.

B. Addressing the Gaps: Going from “As Is” and Transitioning “To Be”

1. Strategies to overcome the Gap:

a. Partnerships – Federal, state, and nonprofit partnerships for business development and financial assistance services. This includes state and local support of Minority Business Development Centers, Small Business Development Centers, and Women Business Centers

b. Regional Focus – Targeting business development services to certain neighborhoods or regions. This includes support of minority business programs, small business programs, and other supplier diversity tools to enhance opportunities for black businesses in Florida.

c. Organizational Support – State and local groups who have the resources to promote financial literacy and other programs to support black businesses. This includes the NAACP, Urban League, and various minority Chambers of Commerce.

- d. Targeted Financing – Various state and local development organizations whose mission is to provide loans, investment services, and other financial support to black businesses. This includes promotion of the Black Business Investment Board, community-development financial institutions, and state/municipal business loan funds.
- e. Many organizations, programs, and initiatives that are underutilized can serve as initial steps to access untapped resources. Some of those agencies are: the U.S. Department of Commerce Minority Business Development Agency, U.S. Small Business Administration, State of Florida’s Loan Mobilization Program, and Florida First Capital Finance Corporation

C. Trending Implications for Florida

- 1. Analysis of economic impact if no change in programming or initiatives.
If there are no alterations to the current state of financial literacy in the Black community, then there will be continuous gaps in literacy and awareness in the Black community.
- 2. Analysis of potential improved status if changes in programming or initiatives are implemented.
By enhancements in raising awareness of financial literacy and partnering with community-based organizations, the knowledge of various programs and initiatives will continuously increase.
- 3. Recommendations for policy or programming issues to address
 - a. Encourage and increase awareness of financial literacy and financial support programs that expand access to capital through non-traditional and low cost loans.
 - b. Increase partnerships with federal, state, and nonprofit partnerships for business development and financial assistance services.

III. Identify access to capital for Black Men and Boys pertaining to Financial Literacy and Capacity in Florida

Researchers have found a close relationship between personal assets and business assets with the level of personal wealth being the primary factor of business success. Start-up capital is the most important factor contributing to the success or failure of black-owned businesses. Other critical factors include opportunities to attain pre-business work experience by working in a family operated business and overall education level.

A. Barriers to Opportunities for Black Men and Boys

1. Powerful networks leading to access to resources
2. Language
3. Discrimination
4. Lack of role models
5. Self-esteem

B. The Blacks vs. Whites Perspective

Blacks and Whites have sharply different perceptions about the persistence of racial discrimination in U.S. society. Two-thirds of Blacks say Blacks often or almost always face discrimination when applying for a job, renting an apartment or buying a house. By contrast, large majorities of Whites believe Blacks rarely face bias in these situations. Majorities of both races, however, believe that Blacks who do not get ahead have mainly themselves, not discrimination, to blame. In addition, there has been a Black middle class in America since before emancipation from slavery.

However, in those times, it only consisted of very fair skinned Blacks who were more accepted in the White communities and were allowed to work better jobs. Although they were more accepted they were still segregated from Whites and were also isolated and even scorned by the rest of the Black community. They developed their own institutions, businesses and places of worship. Some Black colleges even asked for photos with applications to keep from enrolling

too many dark-skinned students. For this reason darker skinned African Americans have always felt the pitch of racism because it existed heavily within their own community.

IV. Training and Advancement Opportunities for Black Men and Boys

Training and education are essential resources to prepare workers for the challenges of the contemporary workplace. Socio-economic self-sufficiency, family stability, community development and the state's workforce strength all depend on adequately trained workers who are committed to the life-long learning that is required to maintain pace with rapidly evolving, technologically-dependent job opportunities.

In order to be certain that Florida's workforce potential is fully developed, it is useful to look at barriers and inequities that could be keeping the state or parts of the state from growth. In particular, it's important to examine the training, education and advancement opportunities that affect Black men and boys, because they have been a historically underserved group which has resulted in employment and self-sufficiency struggles. Since opportunities for training are the cornerstone for career and economic success, it is not possible to remedy many entrenched problems until equity in training opportunities for all is achieved.

A. Institutional and Social Barriers to Advancement

Many of the barriers to advancement seem insurmountable because they are deeply rooted and tangled in our culture's history of racism and social inequities. Despite the inequities, progress has been and continues to be made to mitigate or remove these barriers to training that leads to employment and advancement. The most effective tactics have relied on affirmative action programs and similar policy initiatives designed to put chinks in the concrete ceiling that many black men experience when seeking advancement.

Federal affirmative laws enacted in 1961 and the Civil Rights Act enacted in 1964 sought to create real access to education and employment for all. Where permitted under Constitutional law, states have refined and interpreted the implementation components of affirmative action. Florida reformed the higher education institutions' affirmative action policy in 2003, through the

"One Florida" plan, which ended educational affirmative action in favor of assurances that the top students from each Florida high school could be admitted to higher education programs.

Even with federal legislation removing the most substantial institutional barriers, fair access to opportunities for career training for Black men and boys is substantially challenging because from step one – remaining in high school – Black males are higher than average drop-out rates in Florida and in the nation. Simply helping Black youths remain in school or attain a General Equivalency Degree (GED) is a notable education goal for local school boards and workforce development centers, so it is little wonder that higher education and training outcomes for Black youth and men are well below the rates for other demographic groups.

After a high school diploma is attained, seeking admission to training and mentoring programs can be daunting for lower-income or historically oppressed populations because they may lack the family support or family knowledge of how to access applications, assistance or financial aid. The cost of higher education or training is often prohibitive, because even if scholarships, free training or financial aid are provided, a lower income student must be able to pay the opportunity cost of few hours to work at his job so that he can attend the school or training program. It may not be possible to leverage short term wage losses in order to achieve long term gain for people struggling to support themselves and their families.

Aside from need-based aid, there are major institutional barriers to equity in receiving other financial scholarships, primarily because my scholarship programs require high standardized test scores. For example, in 1997, the Florida Legislature created the Florida Bright Futures Scholarship Program. This Florida lottery-funded scholarship rewards students for their academic achievements during high school by providing funding for them that is equal to full tuition at state-operated colleges and universities. In order to qualify for a Bright Futures scholarship, students must have a 3.5 grade point average in high school and score 1270 on the combined mathematics and reading sections of the SAT college entrance examination. This requirement is a barrier for most Black students in Florida. The average combined SAT score of Black students in Florida is 861 points. This is 200 points below the average score for Whites and 400 points below the qualification level for Bright Futures scholarships.

Even for those who obtain access to program support, there are many risk factors that can affect completion of training programs, including economic concerns, lack of housing, lack of transportation or lack of ability to afford technological tools. If programs are designed for the traditionally White majority of students, the program design may in fact contribute to drop-out rates. According to the most recent Department of Education statistics, the nationwide college graduation rate for Black male students stands at an appallingly low rate of 35 percent, and the completion rate for Black female students is 46 percent. This figure is 20 percentage points below the 62 percent rate for White students. Even historically Black institutions responding to a recent survey on completion reported that two-thirds or more of all Black students entering their colleges did not ultimately earn a diploma.

There are many reasons for these variances. According to the *Journal of Blacks in Higher Education*:

High dropout rates appear to be primarily caused by inferior K-12 preparation and an absence of a family college tradition, conditions that apply to a very large percentage of today's college-bound African Americans. But equally important considerations are family wealth and the availability of financial aid. According to a study by Nellie Mae, the largest nonprofit provider of federal and private education loan funds in this country, 69 percent of African Americans who enrolled in college but did not finish said that they left college because of high student loan debt as opposed to 43 percent of white students who cited the same reason.

It is apparent that the entrenched social problems that affect Black youth are diverse and intertwined, including education inequities, the downward spiral of poverty, the challenge of rising to opportunities without generational experience to offer support, criminal justice system involvement for gang violence or drug violations and institutionalized racism in social and educational systems. All of these factors affect access and success in completing training opportunities. Further, these factors can create internalized oppression where young men can feel

hopeless about their futures, lack faith in their ability to achieve higher training goals, and resign themselves to a life with declining traditional opportunities.

All of these institutional and social barriers affect more than Black men's enrollment in colleges and universities. Training programs of all types are similarly surrounded by these same barriers to success, though often to a lesser degree than the more expensive college degree programs. Career advancement is linked to the acquisition of continuing training and education, so the culminating layers of barriers ultimately can create a deepening gap in lifelong earnings, promotions and career opportunities for Black men regardless of their professional aspirations.

B. Current Status of Black Men and Education and Training Opportunities

An analysis of Florida's demographic data in higher education and vocational training programs reveals discouraging disparities between Black men and youth and their counterparts from other races. Only a small percentage of the students in Florida's State University System are Black men.

Enrollment of Black Men in Florida University System, 2007

| Program | Black Male | Percent | Total Enrollment |
|----------------|-------------------|------------------|-------------------------|
| Baccalaureate | 12,734 | 5 percent | 232,824 |
| Graduate | 1,649 | 3 percent | 55,175 |
| Unclassified | 542 | 4 percent | 13,136 |
| TOTAL | 14,925 | 5 percent | 301,135 |

Source: Florida Board of Governors
 < http://www.flbog.org/resources/iud/enrollment_search.php

Completion rates are very telling about the support that is required for students to remain and succeed in programs. Of the few Black men who have entered programs, the majority of Black men lag far behind Black women and all students of other race in graduating.

Graduation Rates of First Time State University System Students

| | 2000 | 2001 |
|--|--------------|--------------|
| All Students | 62.3 percent | 61.9 percent |
| Black Male | 42.7 percent | 38.8 percent |
| Black Female | 58.7 percent | 56.4 percent |
| Number of Black Males in Cohort | 3,485 | 3,424 |

Completion rate data also shows that of those Black men who complete degrees, many might be expected to take longer than four years to complete a bachelor's level degree. This is important information to concern when creating programs to bridge the gaps between the outcomes of Black males and others.

Completion Time to Complete Bachelor's Program for First Time State University Students

| Years | Asian/ Pacific Islander | Black | Hispanic | White | Grand Total |
|-------------------|-------------------------------|---------------|---------------|---------------|---------------|
| Less than 4 years | 47.9 percent | 32.4 percent | 46.3 percent | 48.8 percent | 46.4 percent |
| 4-5 | 34.2 percent | 40.9 percent | 31.8 percent | 36.6 percent | 36.2 percent |
| 5-6 | 11.8 percent | 16.5 percent | 12.1 percent | 9.7 percent | 11.0 percent |
| More than 6 | 6.1 percent | 10.1 percent | 9.8 percent | 5.0 percent | 6.4 percent |
| Grand Total | 100.0 percent | 100.0 percent | 100.0 percent | 100.0 percent | 100.0 percent |

Enrollment disparities are also found in every level of career development training program in the state.

| 2005-06 Community College Headcount | 2005-06 Enrollment | Black Males | Percent of total |
|---|---------------------------|--------------------|-------------------------|
| Bachelors Degree Program Enrollments | 2,457 | 76 | 3 percent |
| Bachelors Degree Program Completers | 398 | 4 | 1 percent |
| AA Degree Credit Enrollment | 242,368 | 13,543 | 5.6 percent |
| AA Degree Credit Completers | 33,398 | 1,342 | 4 percent |
| Workforce Education AS Degree Credit Enrollment | 77,256 | 4,519 | 5.8 percent |
| Workforce Education AS Degree Credit Completers | 11,596 | 413 | 3.6 percent |
| Adult Vocational Certificate Program Enrollment | 27,036 | 2,975 | 11 percent |
| Adult Vocational Certificate Program Completers | 12,450 | 1,256 | 10 percent |
| Postsecondary Vocational Certificate Program Completers | 8,462 | 434 | 5 percent |
| Advanced Technical Certificate Program Completers | 66,033 | 3,446 | 5 percent |

| Community College 2006-07 Headcount | 2006-07 | Black males | Percent of total |
|--|----------------|--------------------|-------------------------|
| Degree seeking enrollment full-time & part-time | 219,574 | 19,904 | 9 percent |
| Community College Employee Headcount full-time & part-time | 43,379 | 2,601 | 6 percent |

Florida's comprehensive workforce development system, which is administered by the Agency for Workforce Innovation and implemented locally by Regional Workforce Boards and One Stop Career Centers, offer a wide spectrum of core and intensive services to help Black men and youths surmount the barriers to training and advancement, but the disparities in formal training noted above are still profound. The services work at many levels to provide training, resources, counseling, referrals and funding for outside training providers with the goal of

improving the quality of the workforce, enhancing the productivity and competitiveness of Florida and increasing self-sufficiency.

Recommendation of What Works: Bridging the Opportunity Gap

Workforce training programs have led training and education institutions in working to address some of the institutional and socio-economic barriers facing Black youth. For example, the federal Job Corps program, which is a public-private collaboration administered by the U.S. Department of Labor, is a successful example of a program designed to dissolve training barriers. Job Corps is the nation's largest and most comprehensive residential education and job training program for economically disadvantaged at-risk youth, ages 16 through 24. Since 1964, the Job Corps program has provided more than 1.7 million disadvantaged young people with the integrated academic, vocational, and social skills training they need to gain independence.

Training programs help to prepare young people for quality, long-term jobs or to further their education. Florida has four Job Corp centers, in Jacksonville, Gainesville, Homestead and Miami. Their ability to provide free housing and an integrated program that doesn't rely on family or community support has been cited as some of their success factors.

The Journal of Blacks in Higher Education postulates that the poor enrollment and completion rates for black students in college programs is attributed to many complex reasons. If these risk factors are addressed in program design or in assistance programs, Black men should gain some traction in closing the opportunity. Journal researchers have found that schools which have been more successful at raising completion rates for Black men have the following success factors:

1. Addressing racial tensions at school is critical. They report that the small number of black students on campus as a result of the abolishment of race-sensitive admissions has made many African Americans feel unwelcome.

2. Implementing orientation, retention and mentoring programs to help black students acclimate to programs that are primarily designed for the white culture. Strong black student organizations also help students feel the support of a community.
3. Ensuring that there is diversity and a strong cohort of black students creates the growth of a stable student body. Black students who attend school programs may have problems adjusting to college life in an overwhelmingly white environment.
4. Proactively resourcing financial aid staff to assist in the additional needs of families with first-generation college-bound students and student from impoverished families, neighborhoods and schools.

Summary

Florida's workforce training and higher education programs have quite a substantial bridge to construct in order to create greater equities in career and school outcomes. The problems are deeply entrenched, with the outcomes of a lack of access to training circling around to increase the barriers to attaining access in the future. The downward spiral of low incomes and diminishing opportunities enhances the generational distress of poverty and poor educational outcomes.

States do possess models for improvement and descriptors for decreasing the risk of non-completion, so those are promising strengths for contemporary program designers and policy makers to consider so that we can fully achieve the goal of equal access for all.

Training and Advancement Opportunities for Black Men and Boys

Recommendations

The profound inequalities in education program completion and the absence of evidence that black men have equal access to training opportunities is a profound concern, because the advancement that follows training is the cornerstone to many socio-economic programs. Florida needs to attend to several pressing concerns.

Research

Several of Florida's existing training and advancement programs reveal inequities, with Black men not equally participating or completing the programs. Research and program evaluation needs to be conducted so that policies can be changed or so that initiatives can be added to the programs to bridge the gaps in access for Black men and youth.

Specifically, the Florida policy change from affirmative action in higher education to the "Top 20" affirmative action alternative needs to be assessed to be certain it is attaining the expected goals.

The Bright Futures Scholarship Program is the state's premier college support project, and it too reveals disparities with few Black male youth participating. Research is needed to identify the causes and to make recommendation for policy changes or programs to increase minority male performance on standardized tests if that is the reason for the inequalities.

Overall, program evaluation is needed to discern why the apparent inequalities persist across the board in training and advancement programs, and targeted programming needs to be implemented to address the cultural approaches, outreach strategies, supportive measures and/or transitional help that Black men and youth need to be successful in education and training programs.

Program Focus

The high school dropout rates indicate that a focus needs to be placed on raising the graduation rates of young black men and strengthening resources for outreach to opportunities to alternatives to high school graduation for black men who have dropped out. The Annie E. Casey Foundation's recommendations for remedies include making sure the state has strong early learning and school readiness programs, after-school programs, and programs that promote family involvement in education.

Since the majority of programs have been unsuccessful in creating education and training equity, it is worthwhile to expand the few that are effective, and look to adopt programs that have proven effective in creating access or retention for training for black youth in other states.

The existing disparities in formal secondary and post-secondary education mean that the workforce system bears the brunt of the need for training and education. Workforce programs are especially effective with this demographic and thus need to be identified and implemented so that we are ensuring a cycle of success for Black men and youth that can lead to future advancements.

Collaboration must be a program focus, because the issues of access as well as completion of education and training are interrelated with the cross-section of social problems. Training and education disparities should be seen as a problem in and of itself, as an indicator of other problems and as a solution to persistent economic inequalities. Agencies and programs of all types should formally join efforts to make gains for Black men and youth in need of education and training for advancement.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Improving Educational Outcomes

Areas of Focus:

- *Closing the Achievement Gap*
- *Disciplinary outcomes*
- *Career Academies*

Quick Facts:

- *Increasing numbers of African-American males who are high school drop-outs are rapidly flowing into Florida's juvenile detention and adult correctional facilities at annual rates that are alarming to public officials and concerned citizens alike.*
- *Despite the myriad of programs and initiatives that have been developed to reverse the dismal trends of low academic achievement and increased reliance on both punitive and alternative methods of social control, the deficits, defects and disadvantages of being born Black and male in America persist and appear to be trans-generational.*
- *While all segments of the Florida population are potentially impacted by the enormity of different negative conditions affecting Black men and boys, the African-American community is particularly distressed by higher rates of arrest and incarceration, homicide, poverty, and infant mortality and other health problems affecting African-American males. In addition, low levels of educational attainment, disparate wealth and annual income levels, lack of homeownership, Black-on-Black crime, violence, and drug abuse are also negative conditions that weigh heavily on the daily lives of many members of Florida's African-American population.*

How do we formulate policies and practices that effectively bridge the persistent educational inequities in graduation rates and achievement gaps between Black males and other demographic groups?

Unfortunately, the aforementioned excerpts taken from the 2007 Improving Educational Outcomes Among African-American Males Subcommittee Report, continue to highlight the pervasive and persistent dilemmas facing the citizens of the state of Florida, the Florida Legislature, and each of the various governmental agencies charged with providing social services including but not limited to, the Departments of Education, Health, Juvenile Justice, Corrections, and Children and Family Services.

While all federal, state and local governmental agencies are collectively charged with providing equality of access and equality of opportunity to social services and related benefits that improve the overall quality of life for families and communities, they have not successfully identified the specific causal variables which help to explain and correct the stark disparities in educational achievement between Black males and other demographic groups. The central question is - *How do we formulate policies and practices within the state of Florida that effectively bridge the persistent educational inequities in graduation rates and achievement gaps between Black males and other demographic groups, and thereby significantly reduce the contemporary concomitant collateral damage to all families and communities throughout the state and nation?*

Not surprisingly, concerns about startling inequities in educational achievement and graduation rates among Black males, their causes and their consequences, continue to characterize nearly every major policy discussion about the economic, social, and political status of Black males in Florida

and throughout the nation. Why? Because it is virtually impossible to ignore the substantial collateral consequences of underachievement in education among Black males including: higher rates of unemployment and underemployment; significantly reduced wealth accumulation; higher rates of adult incarceration and juvenile detention; less access to adequate health care resources; higher infant mortality rates; and higher homicide rates to name a few. The long-term consequences are negative, enormous, mal-distributed, and pervasive constituting almost a peculiar form of trans-generational ethnic suffering (Jones, 1989). The consequences are also unfortunately quite costly and predictable.

The negative, enormous, and mal-distributive impact of underachievement among Black males are illustrated in the recent Educational Testing Service research of Coley and Barton (Coley and Barton, 2006) who suggest, “the incarceration of young Black males, particularly high school dropouts has reached levels that jeopardize the achievement of broader social justice goals.” Coley and Barton (Coley and Barton, 2006) cite the national incarceration rate of 13 percent for 25 to 29 year old Black males in 2004, which was more than six times that of Whites (2 percent).

For young Black males without a high school diploma, there are about as many in prison as there are employed and it is estimated that more than 50 percent have a prison record, compared to one in ten White males. According to Coley and Barton (Coley and Barton, 2006), “the dire employment prospects of Black male dropouts

“The dire employment prospects of Black male dropouts affect the likelihood for success in marriage, child rearing, and ensuring that the next generation helps to close the achievement gap.”

affect the likelihood for success in marriage, child rearing, and ensuring that the next generation helps to close the achievement gap”.

The somewhat predictable economic, social, and political repercussions are clearly demonstrated in recent findings from the Justice Policy Institute (Justice Policy Institute, 2007) comparing state-level education data with crime and incarceration rates. This analysis provides a mechanism for highlighting the relative financial costs associated with incarceration and ostensibly supports the education-crime connection. Major findings include: 1) states that have focused more on education tend to have lower violent crime rates and lower incarceration rates; 2) a five percent increase in male high school graduation rates would produce an annual savings of almost five billion dollars in crime-related expenses; 3) states with higher levels of educational attainment also had crime rates lower than the national average; 4) states with higher college enrollment rates experience lower violent crime rates than states with lower college enrollment rates; 5) states that made bigger investments in higher education saw better public safety outcomes; and 6) the risk of incarceration, higher violent crimes, and lower educational attainment are concentrated among communities of color, who are more likely to suffer from barriers to educational opportunities.

A cursory review of relevant scholarly findings illustrates that the educational inequities are mal-distributed and quite pervasive throughout the nation. A recent analysis by the Schott Foundation for Public Education (2008:2) entitled, *Given Half a Chance: The Schott 50 State Report on Public Education*, suggests that “states and most districts with large Black enrollments educate their White, non-Hispanic children, but do not similarly educate the majority of their Black male students.” A whopping 40 percent of the Black male public school population in the United States or 1.6 million students are enrolled in the ten states with the lowest graduation rates (Schott, 2008).

Taken together, the startling inequities in educational achievement and graduation rates among Black males, and their persistent, negative, and peculiar consequences are rather disheartening, leading some to believe that the majority of Black males have been simply deemed unsalvageable by many policies and procedures governing public school systems across

America. While many argue that public school systems are valued as the bedrock of formal education in America, their collective troubles at successfully educating Black males highlight an ongoing challenge to create a “world-class public school system that will successfully support and maintain the values of a fair and equitable democratic society” Schott Report (Schott, 2008). Unquestionable is the need for change. Debatable are the precise policies and procedures for correction.

Improving Educational Outcomes and Reducing Crime among Black Males: A National Perspective with Local Implications

Across the nation states large and small, school districts increasingly recognize the growing crises affecting the life chances of the more than five million Black boys in the United States. Particularly alarming is the fact that the vast majority of schools nationwide are struggling, only graduating a dismal 42 percent of Black males who enter the 9th grade (Sen, 2006). Recent data (2006-2007) from the Florida Department of Education reveals that 53.4 percent of Black males graduate from high school within four years. Black males are clearly graduating at rates far below the dismally low 68 percent national high school graduation rates for all students who enter the ninth grade and graduate with a regular diploma in 12th grade (Orsfield, et.al 2004). According to the Schott Report, fewer than one third of Florida’s Black male students graduated on schedule.

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..... low levels of educational attainment are highly correlated with higher levels of criminal and delinquent behavior among both youth and adults.

The pipeline is often filled with failing, frustrated, hopeless, and angry Black males, continues to reach across America disrupting communities, devastating families, and destroying trans-generational ambitions.

Successful schooling significantly reduces criminal activity.

Why should Floridians care? It is generally held that low levels of educational attainment are correlated with higher levels of criminal and delinquent behavior among both youth and adults (Justice Policy Institute, 2007; Wang et al., 2005; Lochner & Moretti, 2004). Sen (2006) notes that discrimination in school disciplinary procedures and special education, among other things, has created the kind of dramatically disproportionate statistics that help build the school-to-prison pipeline. Unfortunately this ignominious pipeline, often filled with failing, frustrated, hopeless, and angry, Black males, continues to stretch across America's landscape disrupting communities, devastating families, and destroying individual dreams and trans-generational ambitions.

Given the aforementioned stark reality, attempts to reduce crime rates by improving the educational opportunities and successful outcomes of "at-risk" Black youth and incarcerated Black youths and adults, has been one of the primary strategies employed by national, state, and local officials concerned with delinquency prevention and recidivism reduction. Mandates such as the federal government's No Child Left Behind Act of 2001 is a primary example of a specific education policy initiative enacted to bring about a series of sweeping reforms of both public and juvenile justice schools to hopefully facilitate delinquency prevention and increased educational attainment (Wang, et al., 2005). Implicit within this Act is a belief that there is a relationship between educational attainment and delinquency.

According to Lochner & Moretti (2004) while there are a number of reasons to believe that there is a *causal* link

between education and crime, and despite the enormous policy implications, there is little known about the relationship between schooling and criminal behavior and the existing empirical research is inconclusive. However, theoretical reasoning suggests that education reduces crime by raising earnings and making individuals less impatient or more risk averse, (Lochner & Moretti, 2004). Census data on incarceration, UCR reports, and self-report data on crime and incarceration from the National Longitudinal Survey of Youth to demonstrates that successful schooling significantly reduces criminal activity.

Origins and Goals:

Subcommittee on Improving Educational Outcomes among Black Males

In response to the persistent and seemingly intractable problems impacting the lives of Black males throughout the State of Florida, the Council on the Social Status of Black Men and Boys was created by the Florida Legislature in 2007 and charged with conducting a systematic study of the negative economic, social, and political conditions affecting Black men and boys, and proposing measures to alleviate and correct the underlying causes of the negative conditions. It has been well established that educational attainment, most notably graduation from high school, serves as a critically important benchmark in the process of successfully transitioning into adulthood (Justice Policy Institute, 2007). Thus, the Subcommittee on Improving Educational Outcomes among Black Males was created as a subcommittee of the Council.

One of the critical areas of concern identified by the Council is the alarming gap between the educational achievement among Black males and other demographic groups.

The long-term goals of the Educational Subcommittee are as follows:

- 1) Define educational success and identify the population of Black students with supporting data
- 2) Disaggregate all data along race, gender, ethnicity/nationality, socio-economic (Title-1 Free and Reduced Lunch recipients), location, and age/grade level
- 3) Perform a systematic study of academic performance at all levels
- 4) Develop and implement a procedure to secure input on associated issues from the legislature, governmental agencies, public and private organizations and private citizens
- 5) Identify the role education plays in cultural identity trauma and cultural impact including, but not limited to, family, education and community involvement
- 6) Identify barriers to entry to higher education with supporting data
- 7) Identify those elements that prevent completion of kindergarten to twelfth grade education with a diploma with supporting data
- 8) Identify elements associated with those Black men and boys who have been educationally successful with supporting data
- 9) Issue findings, conclusions and recommendations for Council consideration
- 10) Consider any other charges that the Council and/or the Subcommittee may identify

Given the complexity of the aforementioned long term goals, the intermediate goals of the Subcommittee on Improving Educational Outcomes among Black Males during the 2008 year were to:

- 1) Assess the concerns of community stakeholders by participating in a series of community forums throughout major cities in the State of Florida, including Panama City, Tampa, Miami, and Orlando. Identify community stakeholders with expertise to serve on the subcommittee and provide research assistance. Identify future Council and subcommittee priorities and objectives in collaboration with community stakeholders.
- 2) Re-assess the research evidence of Black male school achievement using data provided by the Florida Department of Education, and other sources, and identify at least three correlates of academic success as specific target areas. Identify intervention programs with proven records of success working with Black Males. Provide a preliminary report of findings and recommendations to the Council for consideration and approval.

- 3) Identify prominent academic researchers and professional experts willing to provide expert testimony and information to the Subcommittee and Council on relevant educational issues, and develop effective relationships with national, state, and local institutions and organizations working on educational issues throughout the State.

As mentioned above, one of the primary objectives of the Subcommittee on Improving Educational Outcomes among Black Males during the 2008 year was to examine several correlates of academic success for Black males as specific focal areas. The correlates examined were:

- *Closing the achievement gap data*
- *Disciplinary outcome data*
- *Career Academies*

The following section includes subcommittee findings and recommendations.

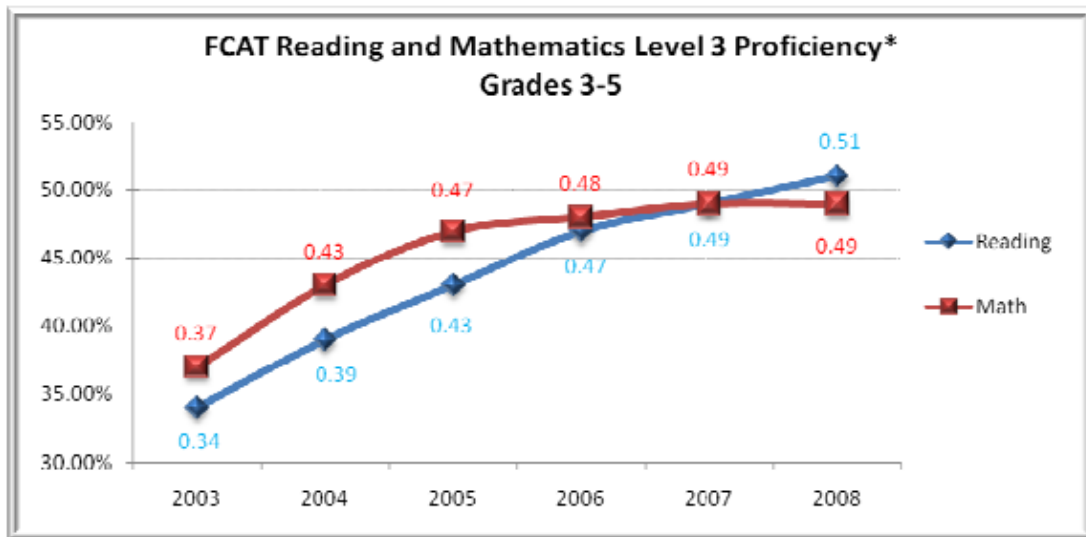
Black Male Educational Achievement

One of the critical areas of concern identified by the Council is the alarming gap between the educational achievement among Black males and other demographic groups throughout the State of Florida. As noted earlier in this report, the education pipeline is often filled with frustrated and angry young Black males. It is important to also note that a review of the disaggregated data for Florida shows that the State is beginning to make progress. The 2008 *AP Report to the Nation* notes that Florida leads the nation in the numbers of African American students taking and receiving qualifying scores on Advanced Placement (AP) exams.

The 2007 *National Assessment of Education Progress* report (NAEP) notes that Florida continues to make incremental steps in a positive direction with proficiency in reading and math among Black male students as evidenced in the charts that follow. However, caution must be employed when assessing this upward trend because the latest administration of the Florida Comprehensive Assessment Test (FCAT) reveals that in 2008 approximately only 50 percent of Black males in grades 3-5 are showing an achievement level at or above the minimum proficiency level in either reading or math. Almost 60 percent of Black males in middle school grades 6-8 performed below grade level in math and reading. Even more disturbing, 80 percent

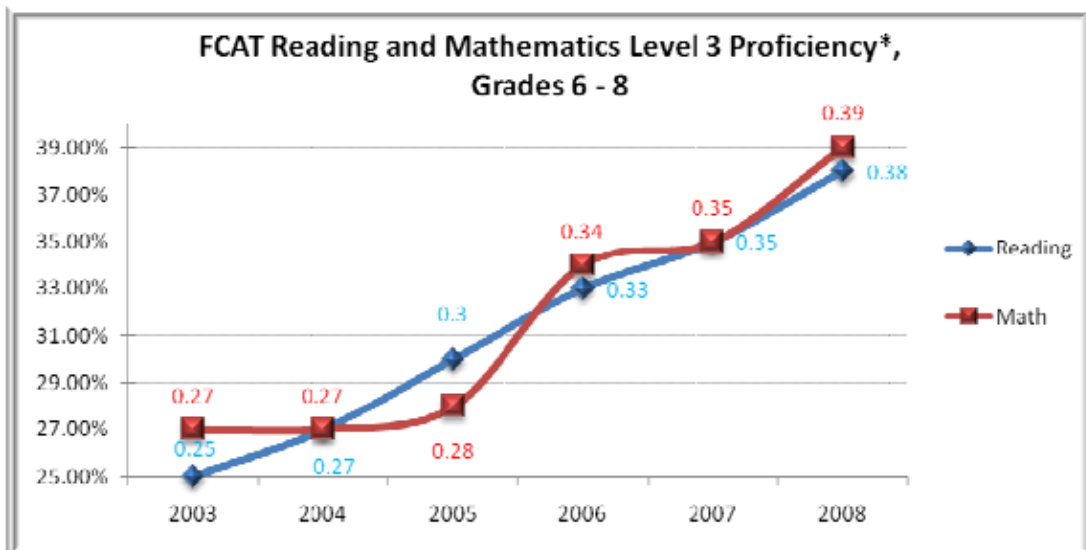
of Black males in high school grades 9-10 performed below grade level in reading, while 55 percent performed below grade level in math. Arguably, as demonstrated in the Committee on Improving Economic Outcomes Sub-committee Report and other reports, a minimum proficiency level may not adequately prepare students for success in college or the increasingly demanding occupations in the workforce which requires astute critical thinking skills and considerable technical proficiency.

Percentage of African American Males Scoring At Level 3 and Above



*Level 3 proficiency is defined as the minimum achievement required to be considered at grade level

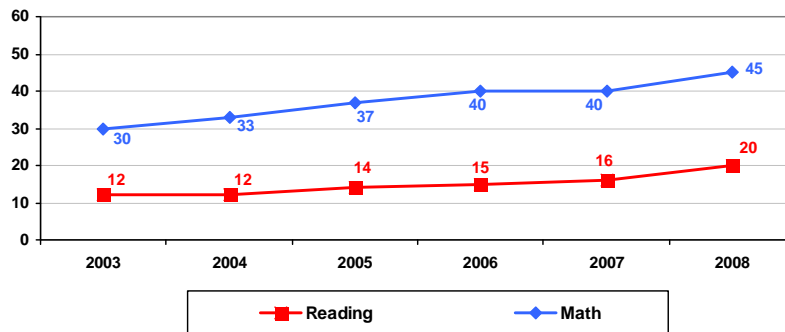
Percentage of African American Males Scoring At Level 3 and Above



*Level 3 proficiency is defined as the minimum achievement required to be considered at grade level

High School Performance

FCAT Reading and Mathematics, Grades 9 - 10
Percentage of African American Males Scoring At Level 3 and Above



*Data represent percent of subgroup
Source: Florida Department of Education, PK-20 Education Data Warehouse

The 2007 Subcommittee on Improving Educational Outcomes findings revealed that Black males are significantly more likely to be retained than White males, more likely to drop out, and are less likely to graduate when compared to White males. Non-promotion rates among all Black male students in 2005-2006 accounted for 34 percent of all K-12 non-promotions. Non-promotion rates among all Black males in high school were almost twice as high (10.2 percent) compared to White males (5.2 percent). Black males were more likely to drop out of high school than White males, 5.1 percent and 2.9 percent respectively, and the four-year graduation rates for Black males was also significantly lower than that of White males, 51.8 percent and 77.3 percent.

More recent data reveals similar patterns of persistent disparity. Black males continue to be significantly more likely to drop out and are considerably less likely to graduate when compared to White males.

Florida High School Dropout Rates (2003-2007)

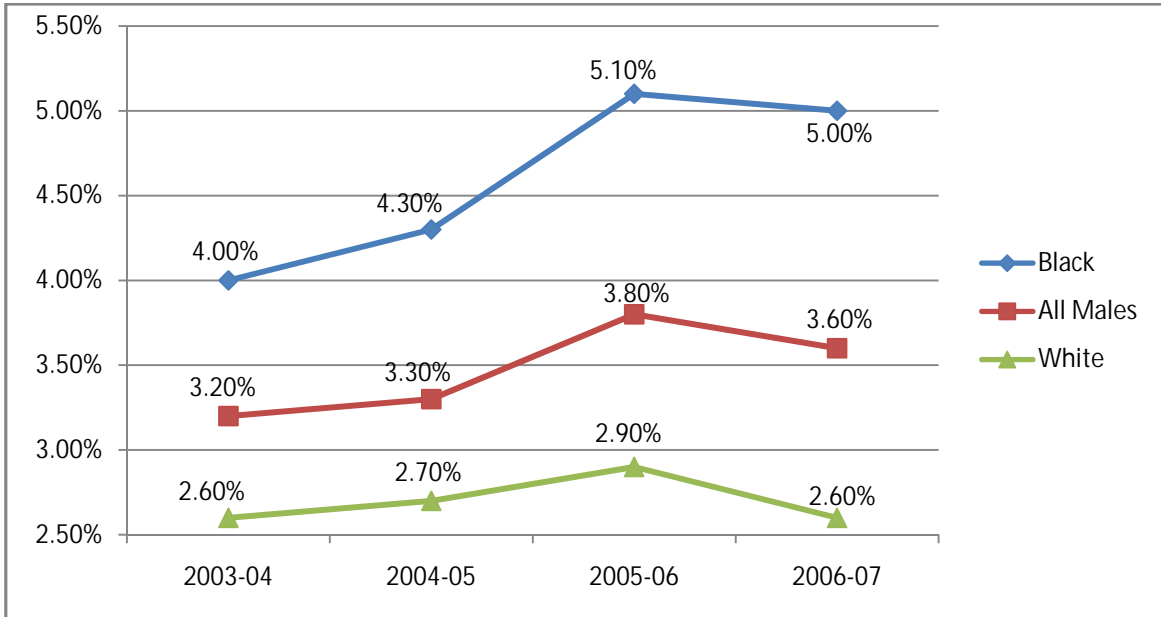
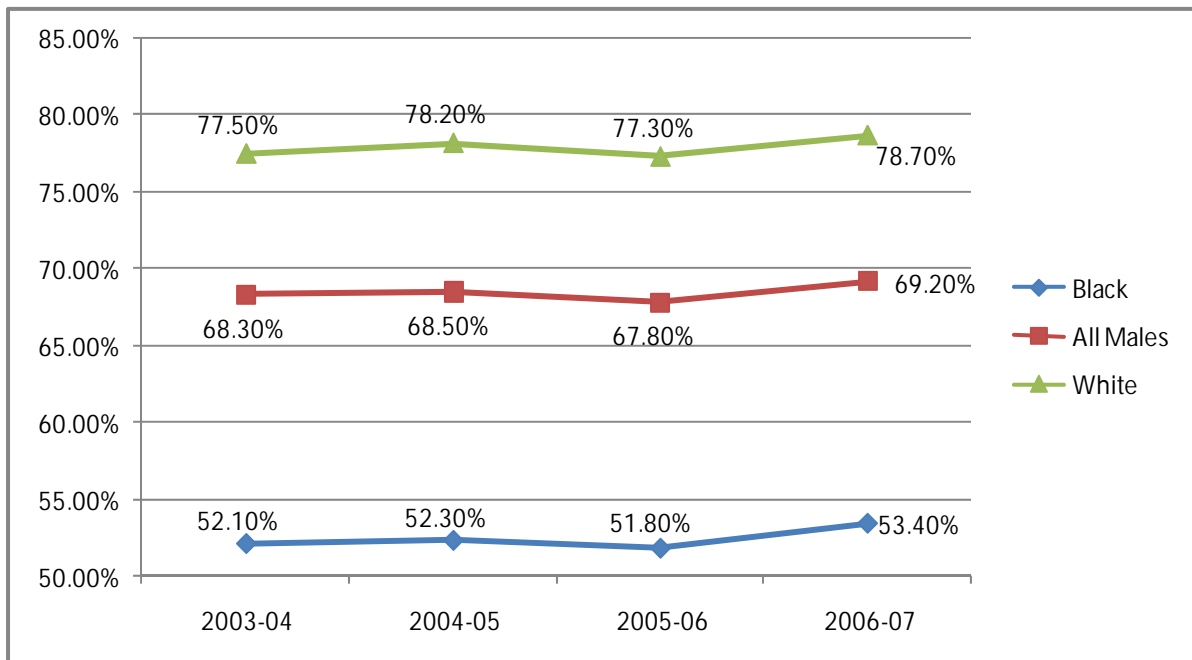


Figure 1

Florida High School Graduation Rates (2003-2007)



Source: Florida Department of Education, Education Information and Accountability Services.

Disciplinary Outcomes

Safety, security, fairness, and discipline are unquestionably critical elements for the successful operation of all educational facilities throughout the state of Florida. Students, parents, educators, administrators, school resource officers, and legislators all agree that maintaining safe and orderly school environments are essential components for providing optimal learning, developmental and career opportunities for all of our students. However, perceptions of biased disciplinary enforcement actions against ethnic and racial minorities within public school settings can quickly erode the public trust and confidence in the fairness of the educational system.

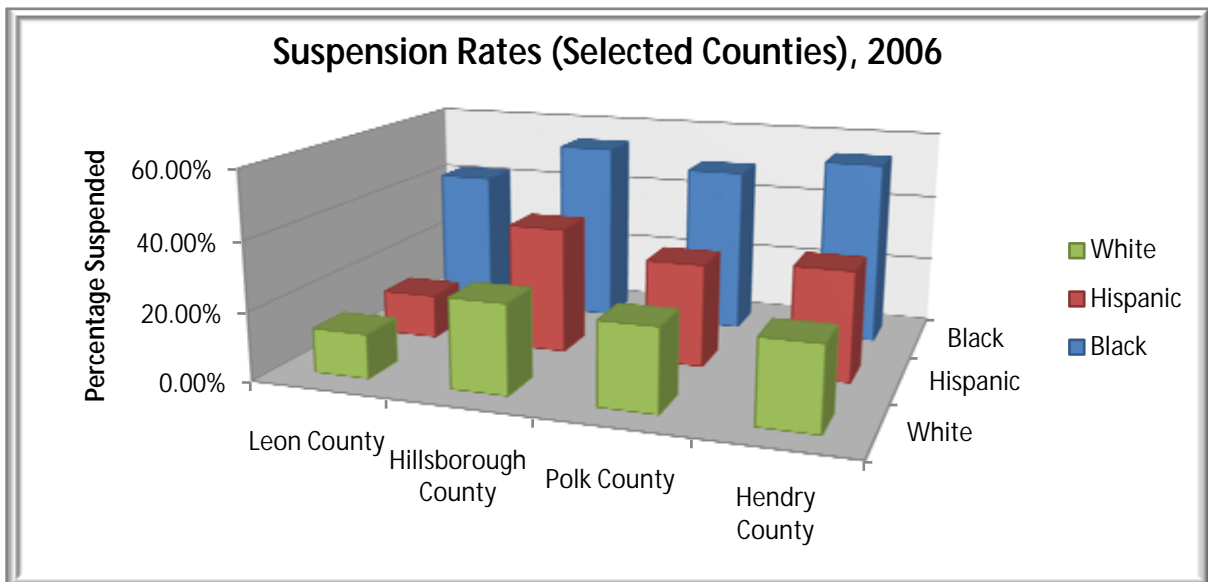
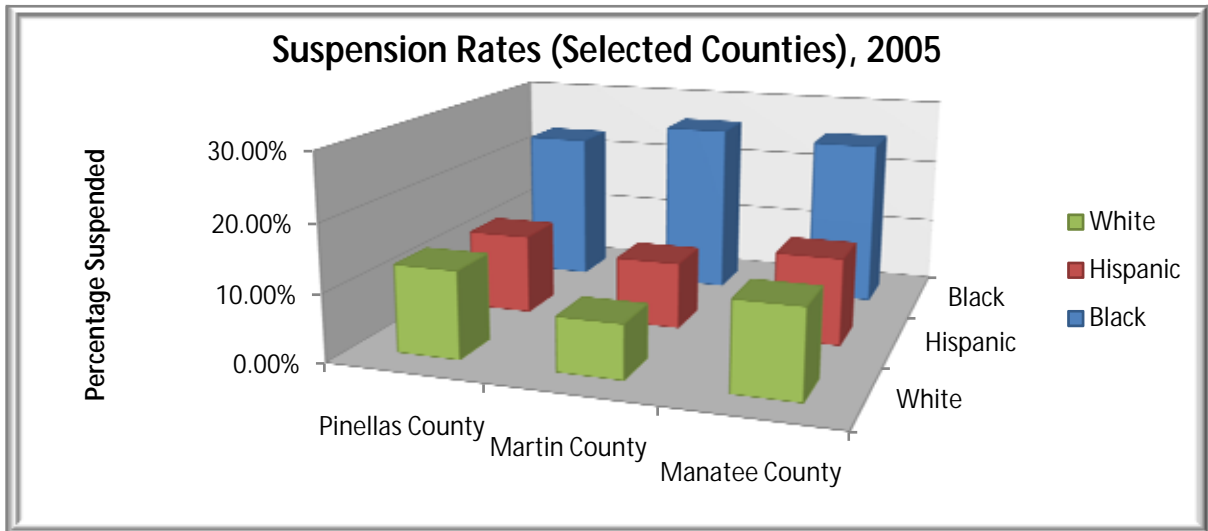
Citizen concern over perceived discriminatory implementation of disciplinary policies and procedures against ethnic and racial minorities in general and Black males in particular, have become one of the most recurring themes throughout the statewide deliberations of the Council among Black Males.

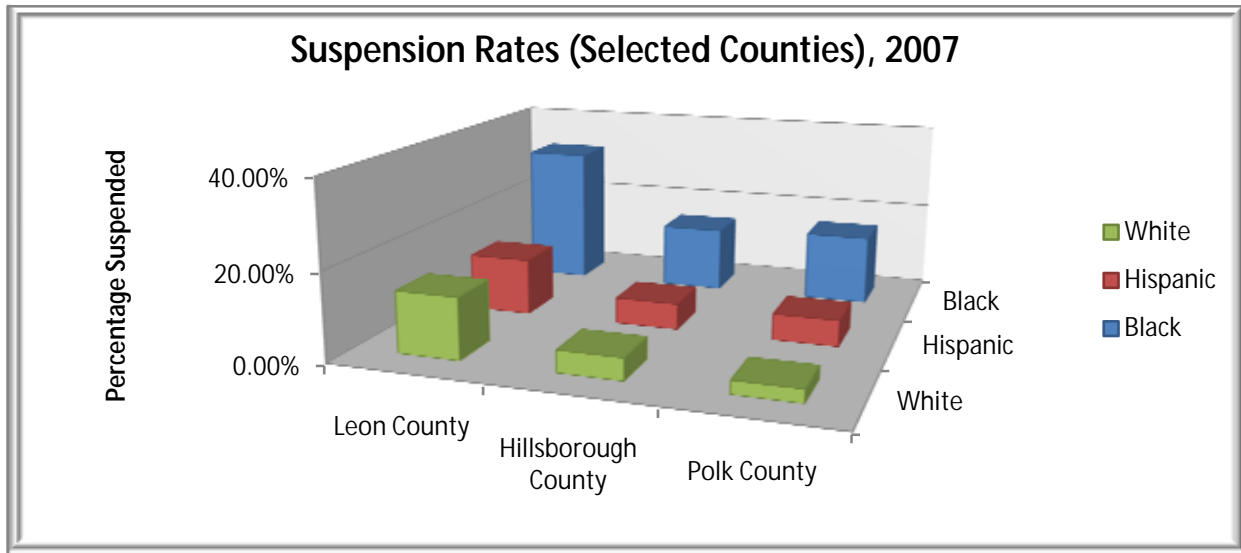
Numerous public testimonials by citizens, school administrators, mentors, teachers, and frustrated parents, lament the dramatically disproportionate impact of zero-tolerance for school related crime policies on the educational and career opportunities of Black male students in particular. The fairness of discretionary decision-making authorities charged with implementing these policies, including school resource officers, deans of students, principals, teachers, and

The fairness of discretionary decision-making authorities charged with implementing these policies, including school resource officers, deans of students, principals, teachers, and the like, were repeatedly called into question.

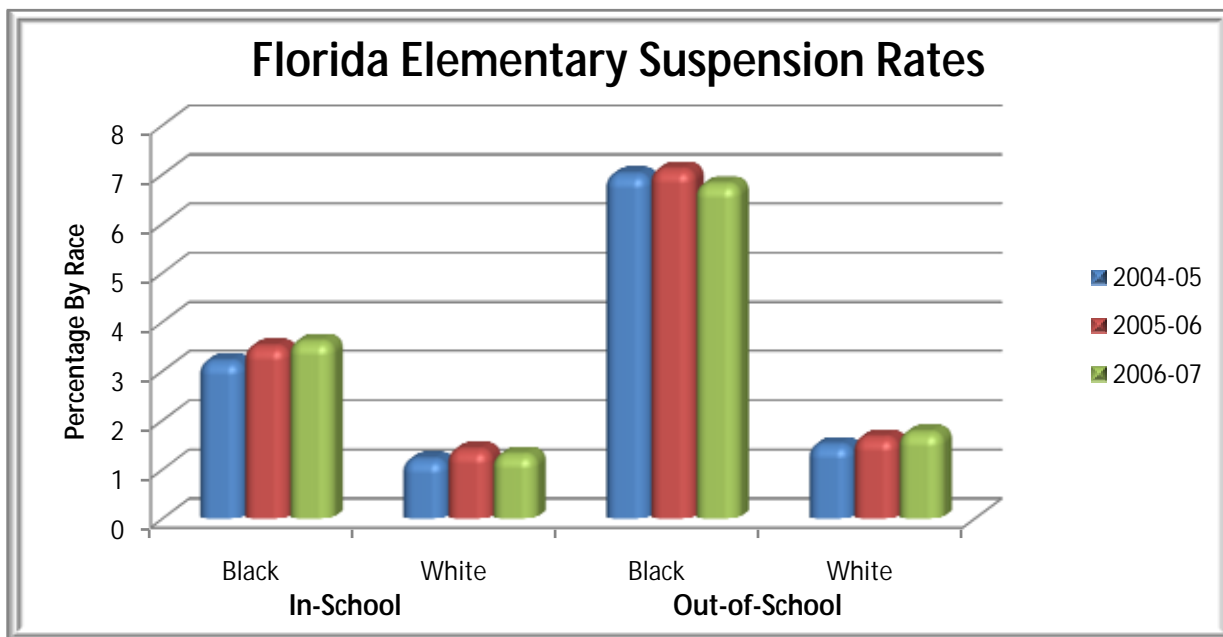
the like, were repeatedly called into question by concerned citizens.

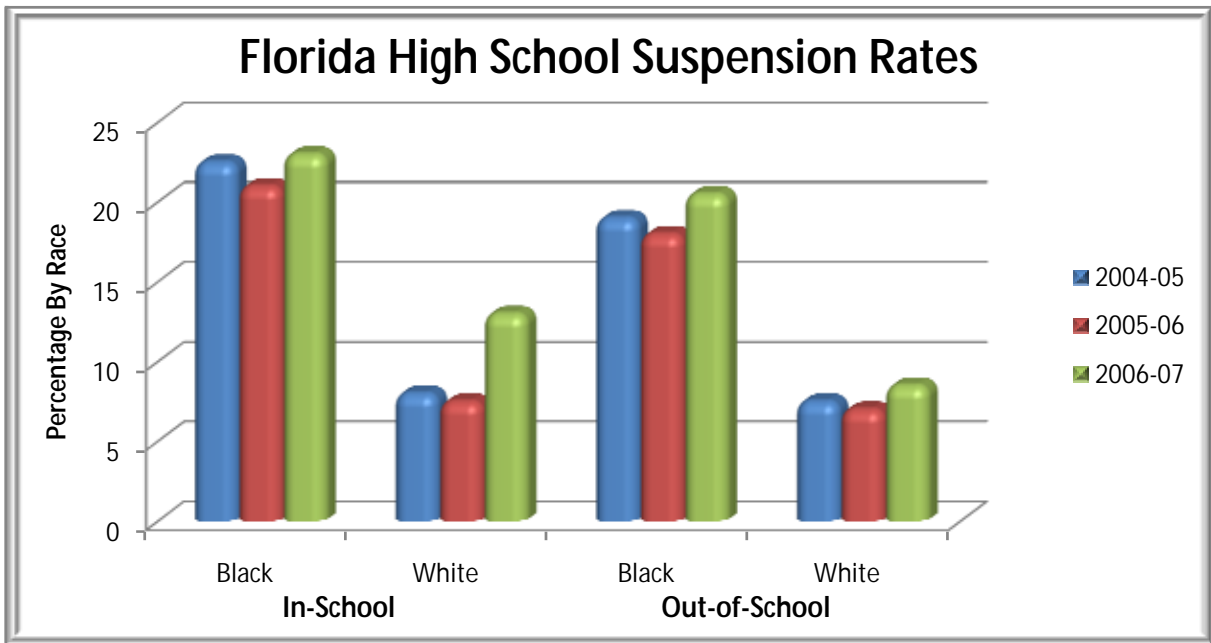
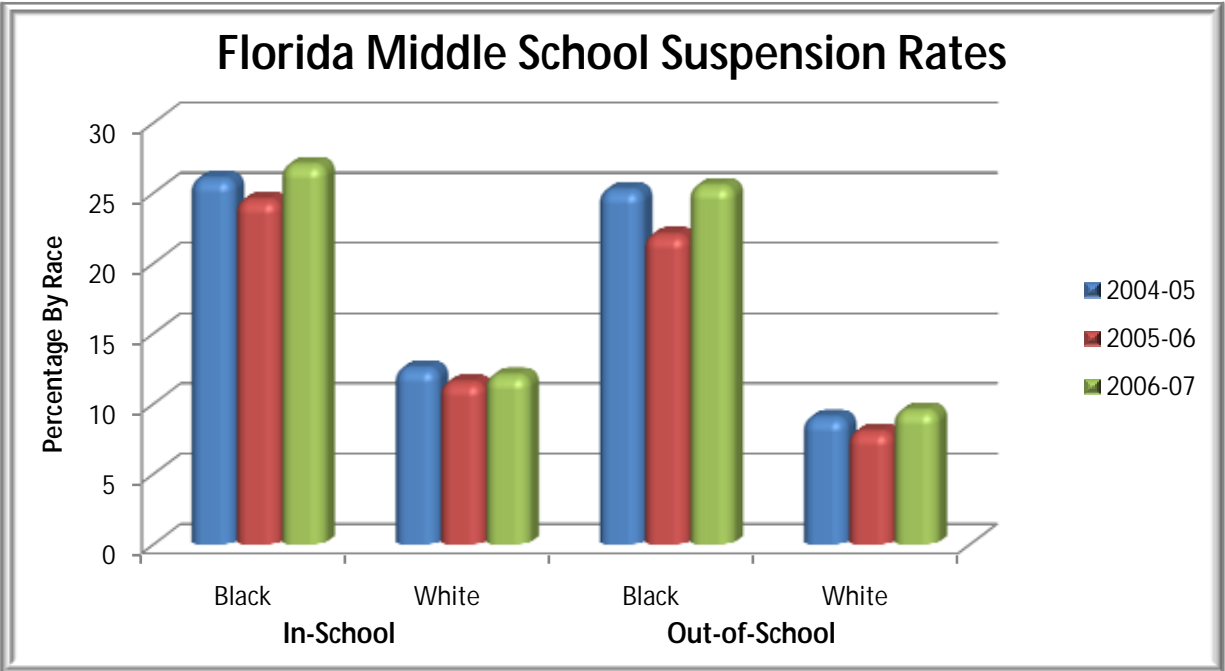
To further assess the legitimacy of concerns raised, the Educational Outcomes reviewed disciplinary outcome data provided by the Department of Education’s Office of Safe Schools that was collected during ten onsite compliance visits to selected school districts over the last three years (2005-2007). These data reveal that the overall rate of suspension for Black students is significantly higher than for White students. Suspension rates for White students vary across districts from 3-26 percent, and are consistently lower than the suspension rates for Black students which vary from 15 to 54 percent.





Suspension rate data for primary and secondary schools throughout the state of Florida reveal a similarly disturbing pattern of racial disparity. Florida Department of Education's School Safety Environmental Reporting (SESIR) data reveals that Black students enrolled in primary and secondary public school educational settings throughout the state are significantly more likely to receive both in-school and out-of-school suspensions than Whites.





While the general disciplinary outcome data on Black students alone is disturbing, it does not provide a clear picture of the potential impact of disciplinary policies on Black males specifically. Comparative disciplinary outcome data on Black males, Black females, White males, White females, Hispanic males and females, etc. are crucial for assessing the differential impact of zero tolerance and other disciplinary policies and procedures on various racial and

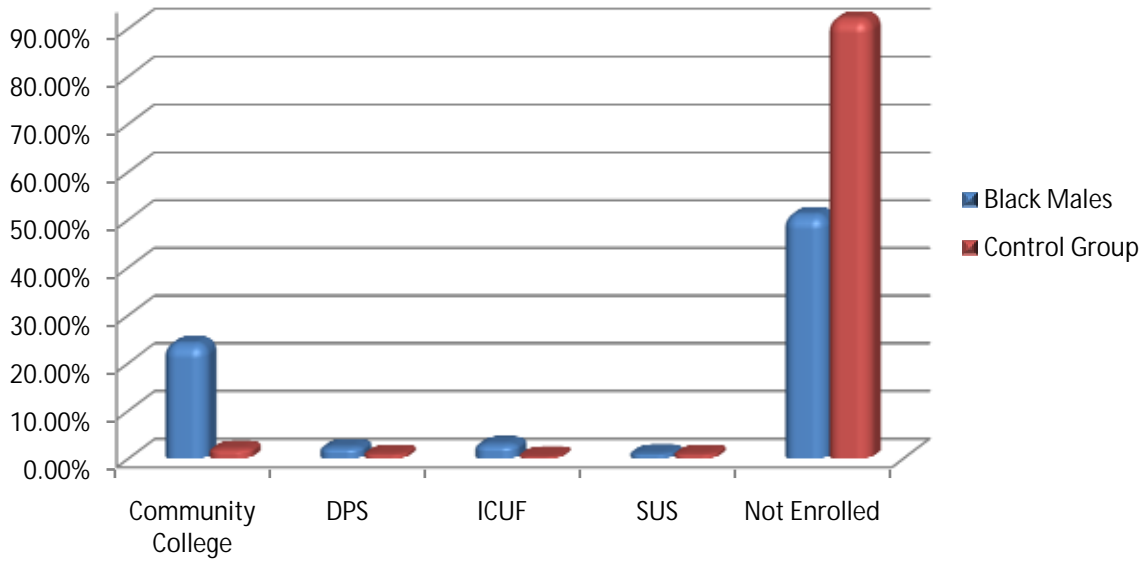
ethnic subgroups. Disciplinary outcome data are also important because research demonstrates a strong correlation between suspension rates, retention rates/non-promotion, dropout rates and graduation rates. Members of both Education Subcommittee and Council agreed that there is an obvious need for a formalized statewide comprehensive student incident form and tracking system within the state of Florida to better assess the differential impact of suspension rates on black males and other minorities. Such a form would require all public, charter schools, and universities to collect comprehensive student disciplinary data, including individual administrator/teacher/SRO referral information, juvenile justice referral data, suspension information and grade distributions (along with rationale and outcomes) for all K-12 teachers and staff. Data must be capable of being disaggregated by individual student identification numbers, race, gender, violation, and punishment. Conduct systematic surveys of impacted family and community members.

A Note on Career Academies - HB 7078

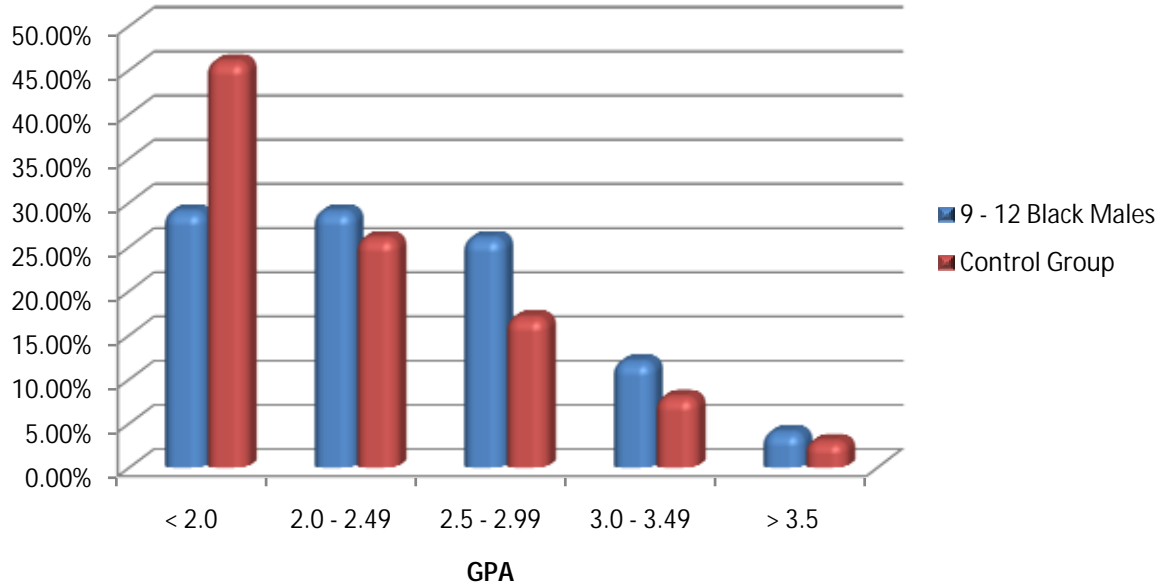
- Integrated academic and career curricula
- Focus on career preparation-rigorous academics and industry certification
- Support revised graduation requirements by providing creative applied majors
- Promote acceleration mechanisms such as dual enrollment, accelerated credit, or occupational completion points
- Support the State's economy by meeting industry needs in high-demand occupations.

Career academies are considered a positive alternative for many high school students seeking both practical educational and vocational experience. Unfortunately, sufficient outcome evaluation data are unavailable to assess the effectiveness of career academies on Black male achievement. Preliminary data are provided from the Florida Department of Education below.

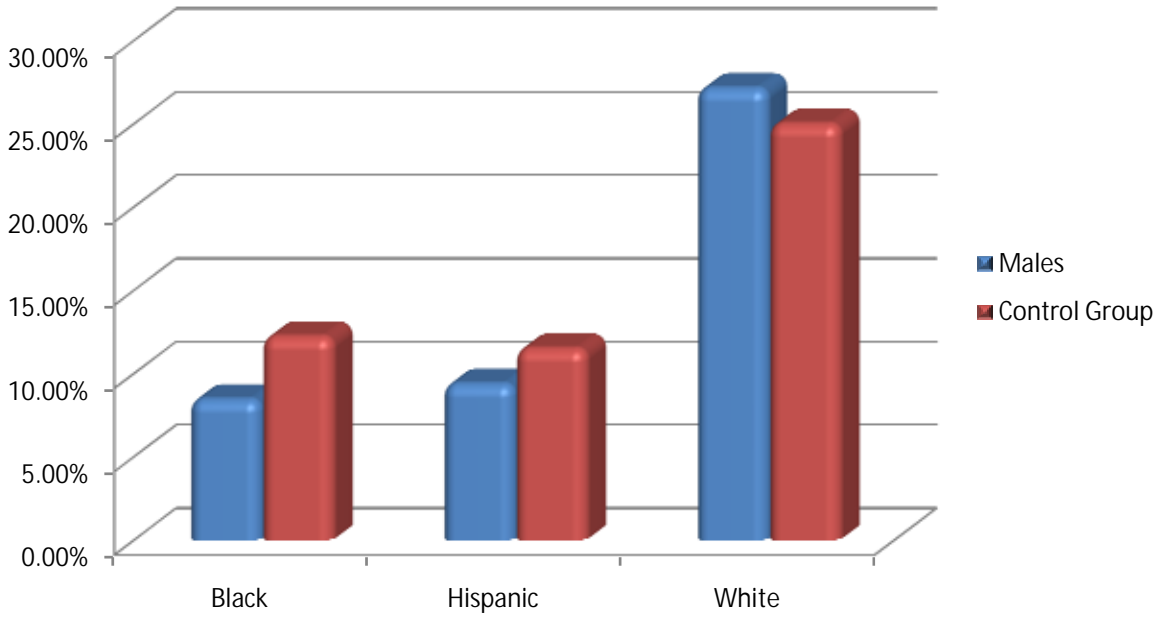
Career Academy 2006-07 Black Male Graduates Enrolled in Postsecondary Institutions



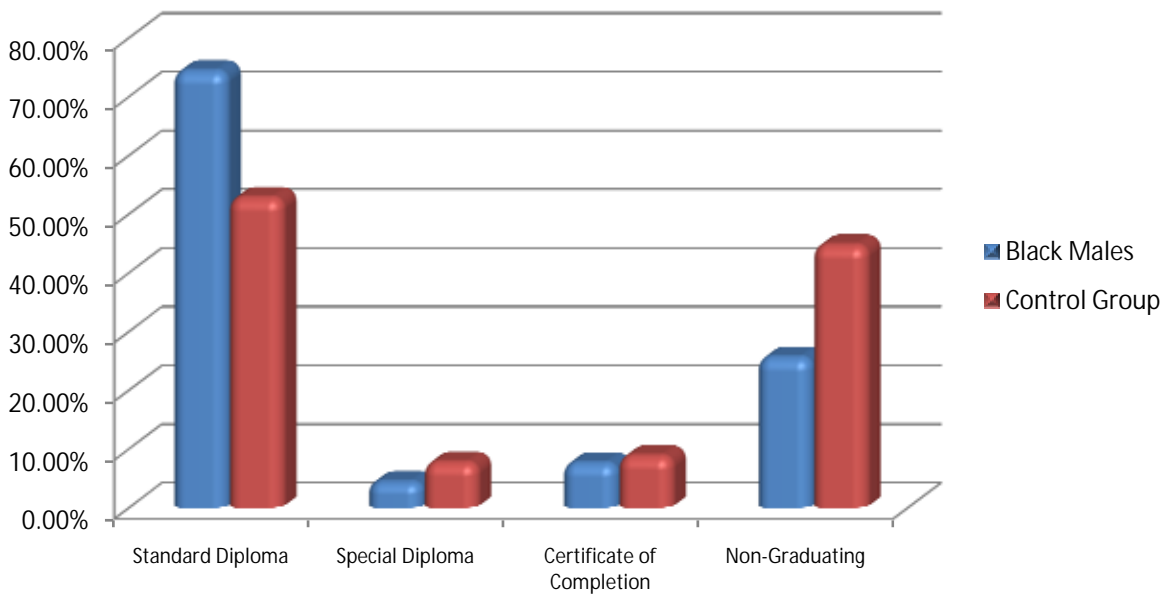
GPA Frequency Percentage for Black Males, Grades 9 - 12 in Career Academies, 2006-07



Male Enrollment in Career Academies



Career Academy Graduation Percentage, 2006-07



Florida Celebrates Diversity and a Commitment to Student Achievement during Teacher Recruitment Seminars

Florida's 67 school districts serve some 2.7 million students—of whom 53 percent are classified as belonging to a minority population. Within the state's most southern districts—Broward, Palm Beach, Miami-Dade, and Monroe—the minority population reaches 76 percent. Accordingly, Florida's commitment and responsibility to the achievement of all students and the diversity of its teaching faculty landscape and culture must be central themes in the state's efforts to attract dedicated, multi-cultural, and qualified teachers to fill an anticipated 18,000 vacancies for the 2008-09 academic year.

According to the Deputy Chancellor for Educator Quality at the Florida Department of Education (FLDOE), "If a language is spoken anywhere in the world today, it's likely to be spoken somewhere in Florida". The diverse ethnic and racial threads of Florida's cultural texture trace back to Native Americans, the 16th Century settlements of Spanish Conquistadores in Pensacola and St. Augustine and the subsequent invasions by the French and the English. In more modern times, the state's location and deep-water ports spurred industrialization and the influx of skilled workers from around the globe. Their legacy is readily apparent, not only in language, but also in the various customs, cuisine, and artistic expression that enrich metropolitan and rural communities alike.

One of the responsibilities of this office is to host an annual statewide job fair, dubbed The Great Florida Teach-In. This year's Teach-In will be held at The Lakeland Center in Lakeland, Florida on June 26. Some 3,000 educators are expected to register for the event at which a majority of the school districts will conduct interviews and fill vacancies for the upcoming school year.

Another significant recruitment activity initiated two years ago is the series of informational seminars conducted in six northern and mid-western states. The selected states are those in which the supply of teachers exceeds demand and this year included Illinois, Indiana, Michigan, New York, Ohio, and Pennsylvania.

As the DOE Chief points out, “Within each of these states are major cities and slower paced communities”. Florida has a similar mixture of rural and urban areas. The more densely populated regions tend to follow the coastline, but only a few miles inland you will find the agricultural areas and wide open spaces.

“During our seminars, we present the range of possibilities that are available to enable candidates to identify and concentrate on the areas best suited to their individual lifestyles,” she said.

Additionally, the seminars highlight other reasons why the Deputy Chancellor notes, “We are committed to academic excellence and have earned a reputation for leading the nation in education innovation. We recognize and reward high performing teachers, and we provide incoming teachers with the mentoring and support they need to be successful.”

The major responsibilities of the Bureau of Educator Recruitment, Development, and Retention revolve around recruiting teachers to supplement those who are educated through traditional and alternative programs within Florida.

Florida was also recognized as one of only twelve states that used data to track the link between teachers' IDs to data on their students' performance, and one of only four states that can match student records among the elementary, secondary and postsecondary levels.

Florida's emphasis on recruiting, developing, and retaining effective educators is also having a significant national impact. In the 2008 Quality Counts, a respected national report published annually by *Education Week* that compares state education systems, Florida jumped seventeen places, from 31st to 14th, in its ranking among all states. The main reason for this advancement was the hard work of our teachers who propelled Florida to a fourth place ranking in the Teaching Profession section of the report. This section was expanded this year to look more broadly at states' roles in attracting, developing, deploying, and retaining the best education workforce possible. Florida was also recognized as one of only twelve states that used data to track the link between teachers' IDs to data on their students' performance, and one of only four states that can match student records among the elementary, secondary and postsecondary levels.

"This report recognizes that student success in the future rests not just on the quality of our K-12 education system but with many partners working together to prepare students for the future, from preschool through college, in and out of the classroom," said State Board of Education Chairman T. Willard Fair. "Let this inspire us to remain unyielding and provide a catalyst to urge further educational progress."

All of the aforementioned recruitment and retention innovations and more will be needed to reverse the dismal trends highlighted throughout this report. Commitments to notions of "general diversity" cannot be used to disguise or otherwise ignore ongoing and obvious disparities between the

achievement of Black males and other demographic groups in Florida. To this end the Council must work diligently with educational officials throughout Florida to identify effective and efficient means of recruiting and retaining both Black male teachers specifically, and culturally competent teachers in general. “Cultural competence in the school setting is a process based on a clearly defined set of core values and principles that support policies, practices, behaviors, attitudes, and structures that enable educators to work effectively across the cultures their students represent” (Elam, Robinson & McCloud, 2007).

Observations and Recommendations

Given that the primary second year goals of the Subcommittee on Improving Educational Outcomes were to:

- 1) Re-assess the research evidence of Black male school achievement
- 2) Identify correlates of academic success as specific target areas
- 3) Assess the concerns of community stakeholders by participating in a series of community forums. A major focus of the future work of the subcommittee will be to determine whether and to what degree of efficiency state agencies implement the following recommendations:

❖ **Propose Legislation to develop a Statewide Comprehensive Student Incident Data Form or a Statewide Zero Tolerance Incident Report Form**

Require all public, charter schools, and universities to collect comprehensive student disciplinary data, including individual administrator/teacher/SRO referral information, juvenile justice referral data, suspension information, and grade distributions (along with rationale and outcomes) for all K-12 teachers and staff. Data must be capable of being disaggregated by individual student identification numbers, race, gender, violation, and punishment. Conduct systematic surveys of impacted family and community members. *Rationale: The accountability required by the NCLB does not adequately reach down to the level of the student, administrators, faculty, staff, and other support personnel within the school environment.*

- ❖ **Support the establishment of a university based Educational Research & Policy Institute with faculty whose interests and work supports the efforts of the Council.**

Commission a study of statewide and individual district progress on successfully educating and graduating Black males ready for college in order to create a sense of urgency. Require annual updates on study indicators (Sen, 2006).

- ❖ **Require training and support for all principals, teachers, and SRO officers on school disciplinary procedures, cultural competency and conflict reduction.**

- ❖ **Establish, monitor and achieve hiring goals of Black male and female teachers. Require schools to create supportive professional environments for Black teachers (Sen, 2006).**

- ❖ **Continue developing and supporting peer mentoring and other special intervention programs such as the Beyond the Athlete, 5000 Role Models of Excellence and the Young Black Male Discovery Project programs for Black males in all elementary, middle and high schools.**

- ❖ **All schools report achievement patterns, graduation rates, drop out rates disaggregated by race/ethnicity, gender and school zip code. The resulting data should be analyzed to look for the overrepresentation of Black males in Special Education programs, under-representation of Black males in Gifted /Talented programs, and discriminatory implementation of discipline policies (Sen, 2006).**

- ❖ **Establish as a goal/measure of accountability for educational institutions within the state of Florida, that all Black Males students in high school and**

college are routinely graduating on par with rising national graduation rates. Set policies and goals that measure Black male student on-time graduation and college readiness (Sen 2006).

- ❖ **Require quarterly home visits and weekly phone calls of a constructive nature from teachers and principals to parents of students who are earning less than C average or are clearly underperforming even if their grades are on average a C or better (Sen 2006).**

- ❖ **Provide special voluntary orientation programs for parents of Black males entering high school and first generation students entering community colleges and universities.**

The harsh practical realities of the state's burgeoning fiscal crisis loom large as Florida school districts continue to cut programs, staff and services. In light of this, additional costs associated with any of the aforementioned recommendations will be heavily and rightfully scrutinized. The somber reality however is that Florida must invest more now or pay a lot more later when it comes to the future of Black males who are underperforming academically. The very supports recently put in place to assist in better preparing all students such as math and reading coaches, smaller classes, expanded opportunities for students to prepare for standardized tests during the summer and other such academic supports have gone the way of budget cuts. It is therefore incumbent upon the members of the Commission to commit to continuing to monitor educational policies, programs and differential outcomes to ensure that the State of Florida does not turn back the clock on the small achievements that have been made. The successes are there to be sure, but nowhere near the numbers to have a positive cumulative and significant impact on improving the lives and futures of Florida's Black men and boys.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Improving Foster Care and Family Issues

Areas of Focus:

- *Fatherhood Initiatives*
- *Relative/Kinship Care Support*
- *Employment Initiatives for Young Adults Aging/Aged-Out of Foster Care*

Quick Facts:

- *According to the U.S. Census Bureau, nearly two in three (65 percent) Black children live in father-absent homes, whereas nearly four in 10 (36 percent) Hispanic children, and nearly three in 10 (27 percent) White children live in father-absent homes.*
- *According to the U.S. Census Bureau, approximately one in 12 children in the USA live in households headed by grandparents or other relatives.*
- *According to the February 2008 Government Accountability Report, youth disconnected to employment are more likely to engage in crime, become incarcerated, and rely on public support. According to the December 2005 Office of Government Accountability Office Report, former foster youth are more likely to be involved in the criminal justice system, less likely to attend post-secondary schools, earn less, and more likely to receive food stamps compared to other youth and young adults in their age group.*

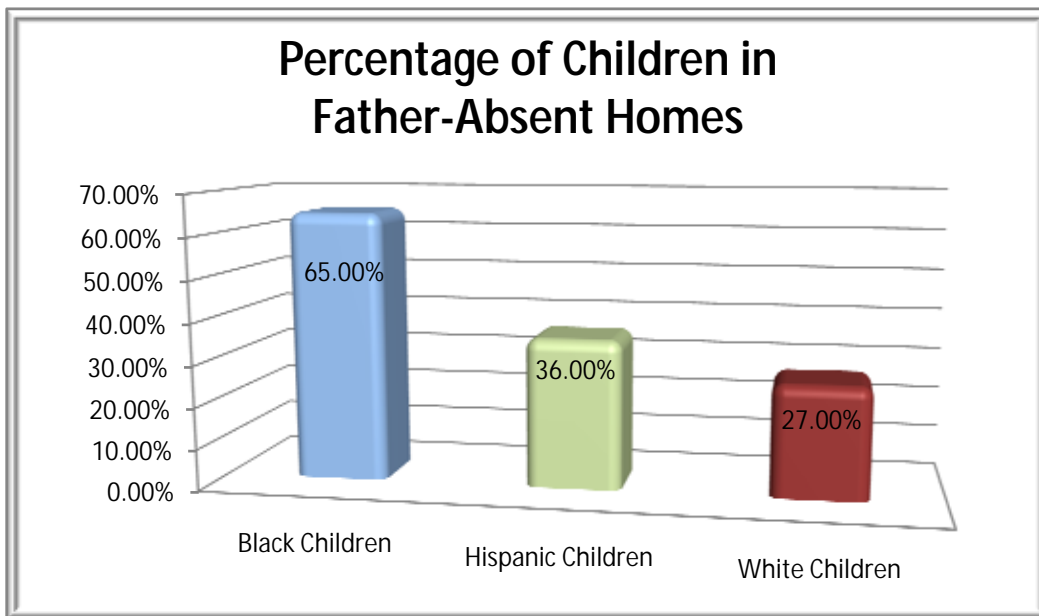
Improving Foster Care & Family Issues Sub-Committee

Family Structure

According to the Center for American Values, many significant historical and current societal factors have contributed to lower levels of well-being among Black men and boys. For example, discrimination has often deprived young Black men of quality education, health care, safe neighborhoods, and job opportunities. However, one factor that is sometimes overlooked and appears to have an especially important impact on the well-being of young Black men and boys is family structure. This sub-committee addresses two specific areas associated with family structure: Fatherhood Initiatives and Kinship Care Support with the intent to provide awareness, support, and possible solutions to this vital area of concern.

The Value of Fatherhood Initiatives

According to the U.S. Census Bureau, nearly two in three (65 percent) Black children live in father-absent homes, whereas nearly four in 10 (36 percent) Hispanic children, and nearly three in 10 (27 percent) White children live in father-absent homes (see chart below). It should be noted that the Census Bureau does not currently publish any comparable data for Florida only.



Source: U.S. Census Bureau

In recent years more evidence has become available that show fatherhood programs, if successfully implemented, may be effective and can positively impact the lives of fathers, their partners, and children.

Studies show that children in father-absent homes are five times more likely to be poor (U.S. Census Bureau, Children's Living Arrangements and Characteristics: March 2002, P200-547, Table C8. Washington D.C.: GPO, 2003), twice as likely to drop out of school, (U.S. Department of Health and Human Services. National Center for Health Statistics. Survey on Child Health. Washington, D.C.: GPO, 1993), and have significantly higher odds of incarceration than those in mother-father families. Youth who never had a father in the household experienced the highest odds (Harper, Cynthia C. and Sara S. McLanahan. "Father Absence and Youth Incarceration." Journal of Research on Adolescence 14 (September 2004: 369-397).

Several key points are made by the Center for American Values which states that fathers play a crucial role in teaching and showing their sons how to be good men, fathers, and husbands. In particular, when Black fathers are present, they are able to provide a real life example of Black manhood that can counter many of the negative messages about Black men that are present in the media. When fathers are absent, boys are more likely to seek out inappropriate role models and father figures, including their peers and street gangs, leaving them vulnerable to delinquent behaviors.

The U.S. Department of Health and Human Services states that in recent years more evidence has become available that fatherhood programs, if successfully implemented, may be effective and can positively impact the lives of fathers, their partners, and children. Although

fatherhood programs may vary in terms of the specific outcomes that programs are designed to affect, the ultimate goal of almost all fatherhood programs is to improve the well-being of children (The Fatherhood Initiative, 2005).

Men served through fatherhood programs are diverse, ranging from non-custodial fathers who seek access and custodial rights to their children, to married and/or divorced fathers who would like to become more involved with their children (Mincy & Pouncy, 2004). If fathers are to positively impact their children's lives, it is critical for them to adopt constructive behaviors. Thus, in order to help fathers raise healthy children and remain engaged in their children's lives, it may be critical to make investments in program interventions that focus on improving the functioning and well-being of fathers. Paternal participation in family programming has the ability to impact the well-being and functioning of fathers as individuals as well as their families.

A common theme among varied fatherhood initiatives and interventions is that men need to develop the capacity to care for themselves in order to become more effective and responsible fathers (Levine & Pittinsky, 1997). Therefore, Fatherhood Initiatives content should include but not be limited to the following:

Work Skills, Self-Sufficiency, and Employment

Interventions to improve work skills among fathers have been the focus of a number of federal initiatives (see U.S. Department of Health and Human Services, 2006). These programs have worked to increase non-custodial fathers' employment, child support compliance, and involvement with their children by helping to ensure that fathers become a primary and positive source of both economic and social support for their offspring. Men who are jobless confront a serious challenge in fulfilling the role of "provider". Among low-income fathers, those who hold jobs or report having worked in the past 12 months have been found more likely to be involved with their infants than those who do not work (Gavin, Black, Minor, Abel, Papas, & Bentley, 2002). Other research suggests that, while some non-custodial parents do not make child support payments because they are unwilling to do so, the majority of low-income non-custodial parents do not meet their child support obligations because they do not earn enough to pay what is ordered and often have irregular work schedules (National Women's Law Center, 2004;

Fathers' education and employment are associated with higher levels of involvement and improve the odds of continued paternal involvement as children grow older.

Sorenson & Lerman, 1998). An inability to find jobs and maintain consistent employment often harms men's potential to be involved parents which often results in conflicted and marginal relationships with their partners and their families (Roy, 2004). Fathers' education and employment are associated with higher levels of involvement and improve the odds of continued paternal involvement as children grow older (Coley & Chase-Lansdale, 1999).

Healthy Relationships and Co-Parenting

Making existing relationships healthier is a critical goal for several ongoing fatherhood interventions because such programs have the potential to reduce marital conflict, domestic violence and enhance relationship quality, all of which would lead to improvements in outcomes for children, couples, and families. There is extensive evidence that children do better when raised by both biological parents in a high quality marital relationship (McLanahan & Sandefur, 1994). The interest in and need for promoting healthy relationships is clear, and the co-parenting relationship represents a critical component for the development of relationship skills. The quality of the couple relationship influences a father's ability to parent effectively. Parents experiencing difficulties in their adult couple relationship are also less likely to co-parent effectively (Talbot & McHale, 2004). Research demonstrates that unharmonious and antagonistic co-parenting relationships consistently relate to poorer outcomes for children (Belsky et al., 1995; Belsky & Fearon, 2004; Camara & Resnick, 1988). Fatherhood programs that are able to successfully promote and strengthen

Overall, fatherhood interventions that focus on improving responsible father behavior can be beneficial not only to fathers' well-being, but also to that of their families and children.

co-parenting relationships have the potential to produce substantial benefits for adults, and more importantly children.

Judicial Rights and Responsibilities

Child custody and support issues can cause unwanted difficulties and challenges for all parties involved. Therefore, understanding new and updated family law legislation can serve as an important educational tool in promoting effective co-parenting relationships. For example, effective October 1, 2008 Senate Bill 2532 enacts a new law that will do away with the “tender years doctrine”, a judicial presumption that operates in divorce cases that when all other factors are equal, custody of a young child is given to the mother. This new law clarifies that there is no presumption made for or against either parent when a parenting plan is created or modified, or that for purposes of creating or modifying a parenting plan, the best interests of the child shall always be the primary consideration. This is an effort by the courts to make sure that both parents play a larger or more equal role in a child’s life.

Responsible Fatherhood

Reducing drug and alcohol use as well as reducing involvement with the criminal justice system continues to be at the forefront of several fatherhood interventions. Some research indicates that when fathers recover from substance abuse, children exhibit significant improvements in psychosocial functioning (Kelley & Fals-Stewart, 2002). Incarceration affects fathers’ ability to form and maintain

social bonds with their children (Edin et al., 2001). While prisons remove men from families, the effects of incarceration continue well after release from prison (Hamilton, 2005). For fathers with a history of incarceration, the inability to find employment and have healthy relationships with partners also damages the relationships that men have with their children because they are unable to make a time and material contribution (Nurse, 2000). Overall, fatherhood interventions that focus on improving responsible father behavior can be beneficial not only to fathers' well-being, but also to that of their families and children.

Program Model in Jacksonville Florida

The "Real Dad Real Man" mission is to bring into conversation the father/father figure role in each child's life and address the mind-set of women. This mission assesses the needs of the father figure and through collaborative partnerships provides male support services, referrals, and training on male responsibility issues. It publicly recognizes and acknowledges responsible father figures for their positive efforts and contributions in ensuring a healthy birth outcome and a successful childhood.

The Value of Relative / Kinship Care Support

According to the 2000 Census, approximately one in 12 children in the USA live in households headed by grandparents or other relatives. Relative/kinship care statistics in Florida indicated that there are more than 258,982 children living in grandparent-headed households (7.1 percent of all children in the state) and an additional 86,152 plus children living in households headed by other relatives, 2.4 percent of all children in the state (Florida Kinship Center).

Relative/kinship care statistics in Florida indicated that approximately 7 percent of all children in the State of Florida where living in grandparent-headed households and an additional 2.4 percent were living in households headed by other relatives.

Several key points are made by the Center for Law and Social Policy regarding the benefits to placing children with relatives rather than with unrelated foster parents:

- Children in kinship care have been found to experience fewer placement changes than children placed with non-kin foster parents, therefore experiencing greater stability.
- Children in kinship care report more positive perceptions of their placements and have fewer behavioral problems.
- Fewer children in kinship care report having changed schools (63 percent) than do children in non-relative foster care (80 percent) or those in group care (93 percent).
- Children who reunite with their birth parent(s) after kinship care are less likely to re-enter foster care than those who had been in non-relative foster placements or in group care facilities.

A common challenge faced by many kinship caregivers is that of financial hardship. A 2003 Urban Institute study indicates over one-half of all kinship caregivers are over the age of 50 or greater, less educated, unemployed and are out of the labor force. Many of these caregivers live in poverty and/or on a fixed income. In 2006, licensed foster caregivers were provided a compensation increase, however no increase was provided to assist kinship caregivers. With today's tough economic times and inflation, kinship care givers trying to help a child relative in need are now in need of help. A pressing advocacy issue for many kinship care providers and programs is economic assistance. To help ease the financial strain and added

responsibilities placed on relative caregivers, Kinship Care Supports are advocating for a minimal cost-of-living increase of \$2 per day for the state's Relative Caregiver Program with the purpose to ensure that kinship caregivers can continue to provide a nurturing and safe environment for relative children in need of their care.

State Program Model

The State of Florida is among the few states in the nation that has a Relative Care Giver Program. This program provides financial assistance and Medicaid to kinship children who have been adjudicated dependent through the Florida Dependency Court System. Currently, the State's Relative Caregiver Program provides monthly financial assistance in the amount of \$242 for a child 0-5 years of age, \$249 for a child 6-12 years of age, and \$298 for a child 13-17 years of age. Kinship children who receive financial assistance through the Relative Caregiver Program may also be eligible to receive fee tuition to attend any Florida university, college or community college.

Program Model in Pinellas County

Kinship Services Network of Pinellas is intended to provide support to relative caregivers by helping families access necessary services, expanding family support systems, and ultimately reducing stress to promote family stability. Monthly support groups are available to help relative caregivers with similar experiences make new connections with other caregivers and increase their social network.

Foster Care: Support Services for Youth Aging/Aged-Out

As the result of problems or challenges that are taking place within the birth family, the state's License Foster Care System provides children in need with a temporary family or group home other than their own. At the end of fiscal year 2007, Florida had 13,349 children in the State's License Foster Care System; 43 percent were Black youth, 23 percent were Black males. Unfortunately, in a significant number of situations, foster care becomes long-term and therefore youth age out of the State's Foster Care System as young adults. During fiscal year 2006-2007, 1,173 youth aged out of licensed care. Of those, 267 were black males (FSFN Data Mart).

Under federal and state law, all adolescent foster youth are entitled to a wide range of services to prepare them for transition in to adulthood. The Department of Children and Families' Independent Living Services oversees a statewide effort to ensure that older children in foster care and young adults who were formerly in foster care obtain the necessary education and skills needed to become self-sufficient adults. The Road-to-Independence scholarship efforts are made to ensure that youth who are aging out of the system consider postsecondary education as an option for a pathway to success and adult independence. A postsecondary degree and/or vocational training can open the door for employment opportunities and reduce the number of young people who are homeless and unemployed.

As of May 2008, there were 1,663 former foster youth between the ages of 18-23 who received Road-to-Independence financial support to assist with financial needs while continuing their education. However, work experience and employment opportunities continue to be an obstacle for foster youth and young adults.

According to the 2008 Government Accountability Report, youth disconnected to employment are more likely to engage in crime, become incarcerated, and rely on public support.

The Value of Employment Initiatives for Young Adults Aging/Aged-Out of Foster Care

According to the February 2008 Government Accountability Report, youth disconnected from employment are more likely to engage in crime, become incarcerated, and rely on public support. This especially holds true for foster youth. Nationally, there has been a growing recognition and concern that these challenges are even more pronounced for young people who transition out of the foster care system when they reach their teen years.

According to the Office of Government Accountability Report (December 2005) former foster youth are more likely to be involved in the criminal justice system, less likely to attend post-secondary schools, earn less, and receive food stamps compared to other youth and young adults in their age group. For children and youth in the foster care system, life's ordinary challenges frequently become extraordinary. Research shows that employment is an area of difficulty for many of the teens who have "aged out" of foster care.

A 1991 study found that only 49 percent of youth discharged from foster care were employed, compared to 65 percent of other youth ages 16 to 24 (Freundlich & Barbell, 2001). Another study found that two to four years after they left the system, only 38 percent of former foster youth had remained employed and only 48 percent had held a full-time job. Of those who had held a full-time job, the median weekly salary was only \$205 (Wertheimer, 2002). Earnings at this level make independent living very difficult. Understanding today's job market is tougher than ever before and many of these young adults are ready to be independent, but their greatest concern is how to sustain that independence without work experience, employability skills, or opportunities. Therefore, to assist youth transitioning into adulthood and adult self-sufficiency, employment initiatives serve as a valuable component in improving the quality of life and well-being of all young adults aging out of foster care.

State Program Model

Operation Full-Employment is a Department of Children and Families Initiative that provides former foster youth with employment opportunities in a professional environment and valuable employment experience to help the youth develop and maintain a consistent work ethic. The Department and their community based care partners have employed more than 150 former foster youth.

Pilot Project in Hillsborough and Pinellas County

WorkReady! Employability Skills Project teaches workplace skills in a hands-on environment to youth of foster care. The Department of Children and Families collaborates with local Community Based Care providers, BizTech Learning Centers, Tampa Bay Workforce Alliance, and WorkNet Pinellas to provide 6-week cohort work-readiness training and paid on-the-job skills training. Graduates are then referred to the Department of Children and Families and other local employment partners for employment opportunities.

Sub-Committee Recommendations

- Support legislation to promote and facilitate Fatherhood Initiatives.
- Support legislation to provide a \$2 per day cost-of-living increase for State's Relative Care Giver Program.
- Support legislation to promote and facilitate Employment Initiatives for youth and young adults aging and/or aged-out of foster care.
- Support legislation to promote and facilitate access to Higher Education Institutions and Vocational Training for foster care youth and young adults aging and/or aged-out of foster care.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Improving Health Status

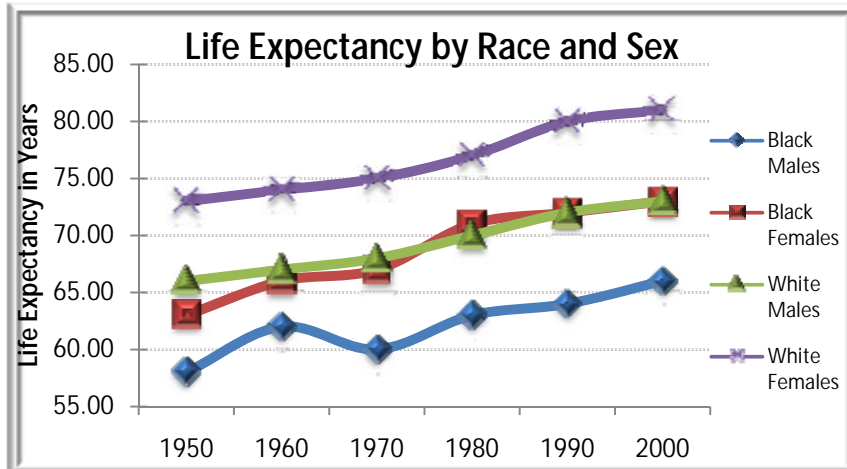
Areas of Focus:

1. *Lack of Access in:*
 - *Health Care*
 - *Education*
2. *Cultural Competencies in Health Care*

Quick Facts:

- *HIV is the third leading cause of death among Blacks (HIV/AIDS Policy Fact Sheet, 2006). New HIV cases among Blacks have continued to increase from 25 percent in 1985 to 49 percent in 2004. In real numbers, Blacks account for 18,121 (49 percent) of the estimated 37,331 of new HIV/AIDS cases diagnosed in the United States.*
- *It is estimated that in 2007 there were 152,900 new cases of cancer that resulted in 62,780 deaths of Black men related to cancer.*
- *Black men tend to live in poor communities. They are more likely, for economic reasons, to avoid the health care system and therefore have their cancer discovered too late for effective treatment.*

According to the Institute of Medicine the health status of Blacks continues to fall behind other ethnic groups and the general population, despite a national annual expenditure of approximately one trillion dollars.



With the current economic crisis resulting in tax revenue shortfalls, combined with the rapidly increasing cost of providing health care, some companies, especially small businesses across the nation are forced to drop coverage or shift the burden of increased costs to employees. The result is that more and more people are prevented from receiving needed medical services.

This current economic crisis and the unsolved health care disparities may act as a catalyst for a redefining of the concept of well-being. In fact, complex changes in society may for the first time in American history herald the beginning of a lower life expectancy for children than it was for their parents, as a direct result of being locked out of the health care delivery system. While the country as a whole seems to be facing increasing difficulty accessing health care due to the economic crisis, this section will focus on health disparities that exist among Black men and boys.

According to the Institute of Medicine, the health status of African Americans continues to fall behind other ethnic groups and the general population.

**...Minority people
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Black Communities

Over the past two decades, life expectancy and health status have improved for most Americans; however these improvements have not been shared by all (Prevention Institute). This is particularly true among Black males and boys who appear to have poorer health outcomes than other groups. In part, lower health outcomes can be attributed to a complex set of factors, among them is poor access to health care delivery systems across the state (Institute of Medicine, March 2002). Continuing health disparities force ethnic minorities to have reduced life expectancies and to live with treatable illnesses.

According to Giles & Liburd, health disparities follow the following course: Our society does not treat all people equally and such dichotomous treatment has dire consequences for men of color of all ages. The authors point out that three factors: 1) racism, 2) poverty and 3) treatment disparity may affect health outcomes. For example ethnic membership frequently predisposes where people live and therefore proximity to treatment facilities (racism). The affects of economic opportunities (poverty) create economic barriers to adequate health care and treatment disparity frequently reduces quality medical service resulting in poor outcomes. Giles and Liburd assert that minority people tend to live in toxic environments with high unemployment rates, easy access to drugs and weapons, poorly maintained and /or poorly managed transportation systems, and are targeted by marketing strategies for unhealthy foods. Such environments tend to shape behavior that can result in formation of poor eating habits, lack of exercise,

reliance on drugs, alcohol, and tobacco, with the end result of increased health disparity leading to impairment and violence. When this is combined with access issues in the medical service delivery systems, the worst health outcomes can be predicted for men of color.

Research on Good Health

The Institute of Medicine (IOM) report that improved medical care is not the only determinant of good health. Recent studies suggest health benefits leading to expanded life expectancy can be attributed to good genes, improved nutrition, exercise, education opportunities leading to prevention, good dental hygiene and better mental health care (Wilkinson; 1:14).

Ethnic minorities may vary from the majority population in health seeking behavior. The causes of variability in health seeking behavior related to ethnic membership are not well understood at this time. Black men may avoid or delay seeking health care even when such services are available because of issues related to cultural belief systems, poverty, and racism.

The Institute of Medicine (IOM, 2004) in a recent article pointed out, that even well controlled studies taken from patients charts seems to support that, “Minorities are less likely than whites to receive needed services, including clinically necessary procedures even when they have the prerequisite health care coverage” (p.2). Therefore, until the causes of health disparity are addressed in a systemic way to overcome the negative effects of racism, poverty, and access issues, minority communities that are largely economically deprived will continue to fall far behind that of the general population. Because of research that associates

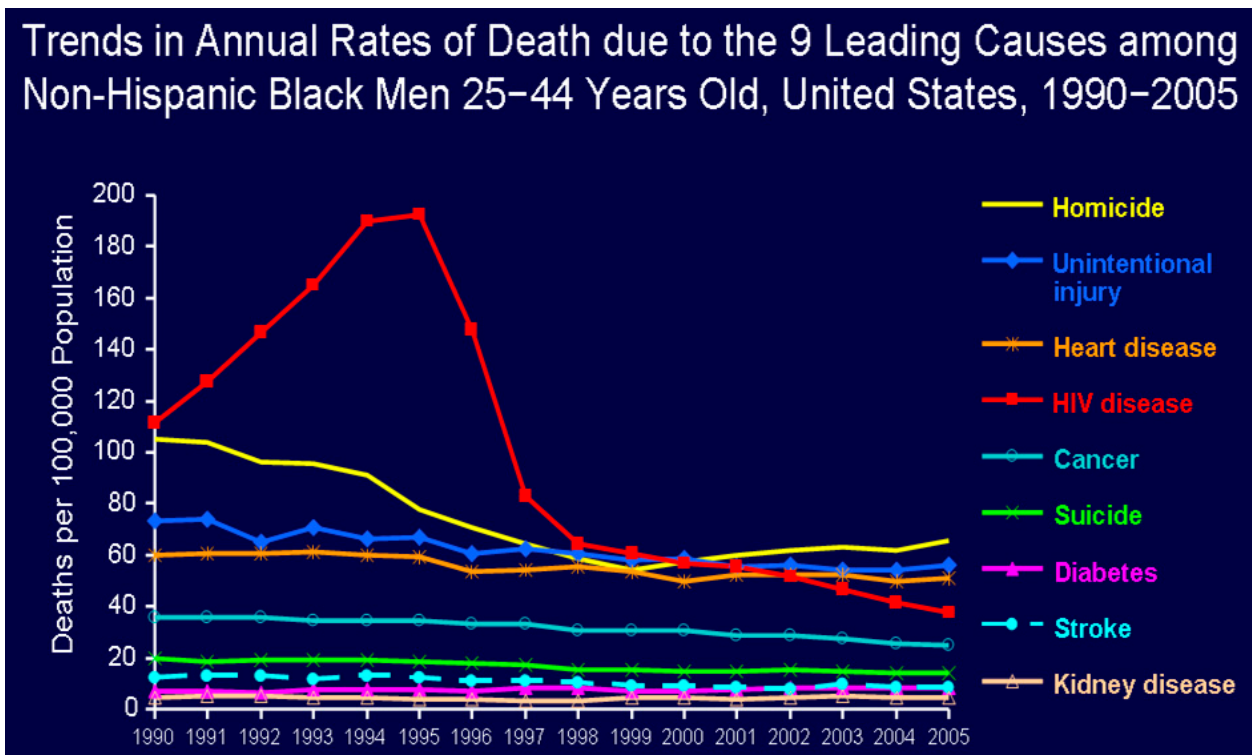
Minorities are less likely than whites to receive needed services, including clinically necessary procedures even when they have the prerequisite health care coverage.

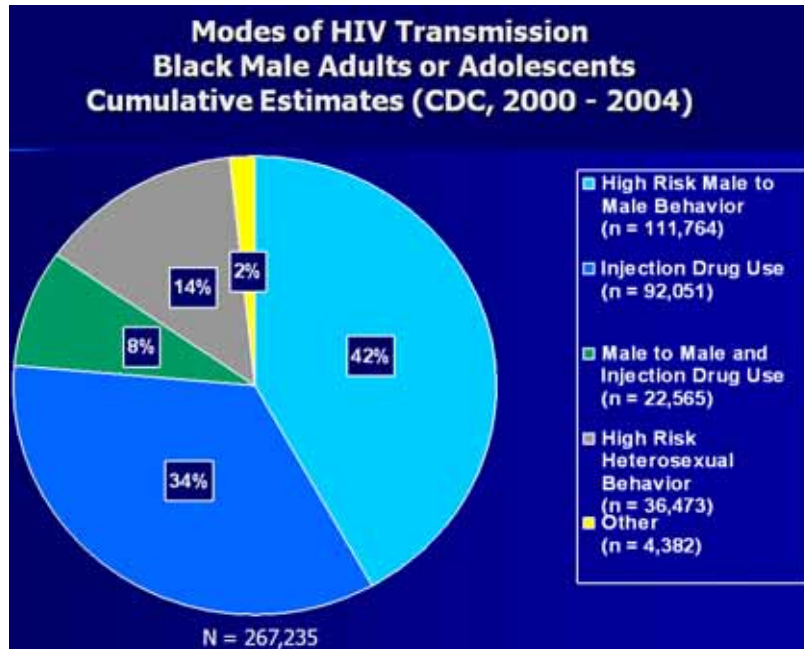
The Center for Disease Control and Prevention (CDCP) report that while African Americans makes up only (13 percent) of the US population, they accounted for (50 percent) of HIV/AIDS cases diagnosed in 2005.

health outcome disparities with lack of culturally competent health care providers; this subcommittee supports efforts by the Florida Department of Health to train its providers, directors and administrators in cultural competency.

Disparity in HIV Diseases

According to the Center for the Study of Cultural Diversity in Healthcare, it is generally accepted that Black men lag behind white men in major health categories. White males have an estimated life expectancy of 75.7 years compared to Black males 69.8 years. The contributing factors that explain this difference in life expectancy can be found by examining mortality rates for treatable diseases that afflict Black males.



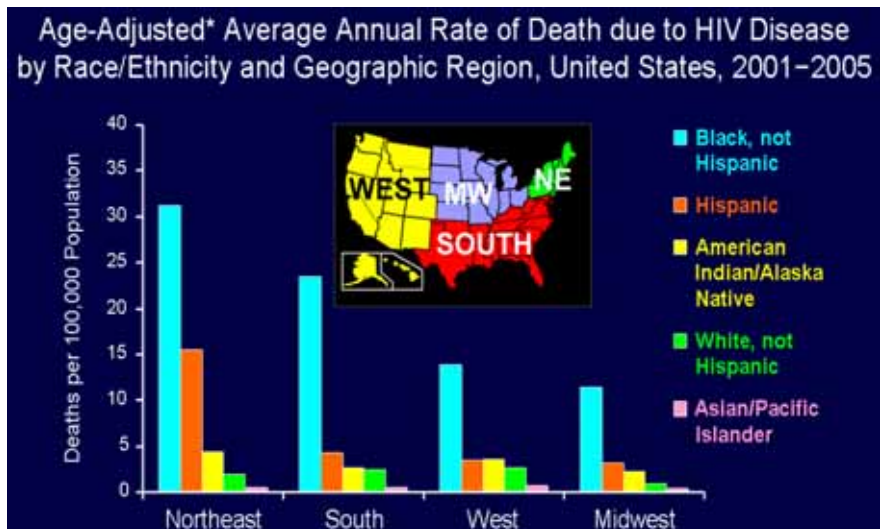


The Center for Disease Control and Prevention (CDC) report that while Blacks make up only (13 percent) of the US population, they accounted for (50 percent) of HIV/AIDS cases diagnosed in 2005. Tragically, Black males account for (30 percent) of adolescents and adults living with HIV/AIDS in the United States. Black females account for (17 percent) of total cases. In 2004 it was estimated that there were 99.4 cases per 100,000 AIDS for Black men and 12.3 cases per 100,000 for white men.

HIV is the third leading cause of death among Blacks (HIV/AIDS Policy Fact Sheet, 2006). New HIV cases among Blacks have continued to increase from 25 percent in 1985 to 49 percent in 2004. In real numbers, Blacks account for 18,121 (49 percent) of the estimated 37,331 of new HIV/AIDS cases diagnosed in the United States.

HIV is the third leading cause of death among African Americans.

In addition, in 2005 Black men had the highest rates of sexually transmitted diseases (STDs).



The primary reason attributed to this alarming rate of HIV/AIDS is unprotected sex with an infected partner then passing the virus to other unsuspecting partners. Sexual practices such as serial sex with multiple partners and bisexuality account for a majority of new HIV infections. Drug use with unclean needles, the sharing of needles, and other high risk behaviors are associated with the spread of the disease among Black men. Black males who are unaware of their serostatus are also a significant risk factor. In a study, the CDC found that 67 percent of men who participated in the Behavioral Surveillance System were unaware that they were infected with the disease.

In addition, in 2005 Black men had the highest rates of sexually transmitted diseases (STDs). Black men were 18 times more likely to have gonorrhea than white men and five times more likely to have syphilis. Other risks factors include the concealment of one's sexual preference resulting in behavior leading to spreading of the disease to unsuspecting partners. Some studies have found a correlation between poverty and higher HIV infection.

Cancer: A Scourge

In the last 20 years there have been great strides made in the identification, diagnosis and treatment of cancer. The result is improved outlook for victims of this dreaded disease. While death rates for all races has benefited from recent development in treating cancer, Black men continue to experience negative outcomes. Cancer Facts and Figures for Blacks 2007- 2008 report that the cancer death rate is 35 percent higher for Black men than it is for White males. It is estimated that in 2007 there were 152,900 new cases of cancer that resulted in 62,780 deaths of Black men related to cancer. According to this report Black men have the highest mortality rate and shortest survival rate of any other group. While the cause of this difference in mortality rate in Black men when compared to other ethnic and racial groups is poorly understood, there is some insight into possible root causes.

Black men tend to live in poor communities and constitute a poor class. As such they are more likely, for economic reasons, to avoid the health care system and therefore have their cancer discovered too late for effective treatment. When they do access the health care system, for complex reasons previously discussed in this report, they are more likely to receive substandard care, again resulting in poor outcome.

Prostate Cancer

Prostate Cancer is ranked as the second leading cause of cancer death among Black men. While mortality rates have declined in recent years for Black men, these rates have not declined as quickly as for White men. In 2007, there were approximately 30,870 new cases of prostate cancer leading to about 4,240 deaths among Black men. Research did not reveal a

The death rate from cancer is 35 percent higher for Black men than it is for white males.

African American men are more likely, for economic reasons, to avoid the health care system and therefore have their cancer discovered too late for effective treatment.

The prevalence rate of hypertension for African American men 20 years or older was estimated to be approximately (28.2 percent) compared to (17.6 percent) for White males.

African Americans are disproportionately affected with diabetes and are two times more likely to have type-2 diabetes when compared to Whites.

relationship between prostate cancer risk, body mass, physical activity and environmental factors. There was an association discovered between prostate cancer risk and type of diet and genetic factors. This association and potential risk may be controlled with education. Furthermore, the National Cancer Institute (NCI) asserts that Black men have always had significantly lower survival rates than White men, a finding often associated with later detection resulting in higher mortality than other ethnic groups. This final risk factor can certainly be reduced with education that can lead to earlier detection.

Lung Cancer

Lung cancer is another leading cause of death among Black men. Some research suggests that the high rate of death from lung cancer among Black men may be related to differences in smoking patterns. Black men tend to smoke mentholated cigarettes that are likely more dangerous than regular cigarettes and are less likely to seek medical care when symptoms emerge.

Hypertension

The prevalence rate of hypertension for Black men 20 years or older was estimated to be approximately 28.2 percent compared to 17.6 percent for White males. The age-adjusted mortality rate for Black men, a result of hypertension, was 49.7 per 100,000 and 14.9 percent for white males in the same age group.

Diabetes

Blacks are disproportionately affected with diabetes and are two times more likely to have type-2 diabetes when compared to Whites. It is estimated that 11.4 percent of Blacks in the United

States aged 20 and above have diabetes. Blacks seem to have consistently higher rates of diabetes than other racial and ethnic groups resulting in serious health problems that can seriously impact all organ systems.

Obesity

Obesity has become an epidemic in the United States and Blacks have the highest rate of obesity at nearly 40 percent (National Health and Nutrition Survey or NHANES). Health organization has noted and any cursory review of children in any school will show how severe the obesity problem has become. *The Florida Agriculture* reports that obesity has doubled among children and tripled among adolescents (The Florida Agriculture; November 9, 2005).

Obesity has long been known to be highly associated with coronary disease, high blood pressure, diabetes and strokes. Nearly 300,000 people in the United States die each year from obesity- related medical problems. While many Floridians overlook or minimize this problem, it is nevertheless a rather serious health problem causing high mortality rates. There appears to be cultural factors associated with the rate of obesity among Blacks (Bennett; Beard; Cunningham and Myers-Kuykindall 2004).

A possible solution to reducing unacceptable obesity rates is the Governors Physical Fitness Challenge Program to address the need for exercise.

Obesity has become an epidemic in the United States and African Americans have the highest rate of obesity at nearly 40 percent.

The lack of parity with other health complications and social taboos that are associated with mental health problems are effective barriers that keep too many African American men from seeking mental health treatment.

Nutrition

Poor nutrition remains one of the major causes of health problems in the Black community. Poor nutrition in part has its origin in history and culture. There needs to be education about how to purchase and prepare healthy foods.

Mental Health

Poor mental health remains a significant unmet challenge among Black men. The lack of parity with other health complications and social taboos that are associated with mental health problems are effective barriers that keep too many Black men from seeking mental health treatment. Having a mental health problem is frequently seen as being morally weak, constitutionally inferior and with lack of intelligence. Those who have insurance would rather live with the illness than experience the humiliation and taboos many associate with seeking treatment.

Depression, a potentially life- threatening treatable mental health illness, is a mood disorder that affects approximately 12 percent of the US population or about 17.6 million Americans each year. Depression is frequently associated with destroyed family relationships, problematic alcohol consumption, and drug abuse. Untreated depression can result in lost employment and even death. The economic cost of depression, in the United States, is estimated to be about \$30-\$44 billion dollars a year. As many as two thirds of Americans who suffer with depression do not recognize the symptoms of the disease and as a result do not seek treatment.

Recommendations

Develop and implement a statewide education and outreach program designed to address the risks associated with a lack of information about the way treatable diseases result in poor quality of life and unacceptably high mortality rates. The information should highlight the importance of early detection, exercise, and good nutrition.

1. Health Science Courses

We suggest one method of dispensing relevant health information to Blacks, before there are health issues, is to re-introduce mandatory Health Science courses in school, starting with kindergarten and delivered across the educational system in developmentally appropriate formats ending with graduation. Health course syllabi can be designed to increase in complexity throughout the educational process with the outcome that students learn important information about the working of the human body, the benefit of exercise, the importance of good nutrition, how communicable diseases like HIV are spread and how the health care system works. Investment in early education can have the potential to reduce the total cost associated with treatment of infected individuals by giving the young valuable health information before poor habits are developed. Furthermore, investment in prevention through education has the potential to reduce the total number of new cases resulting in significant reduction in the total cost of health care.

2. Expanded Role for School Nurse

The state could invest in nurses being assigned to all schools, revise the school nurse job description from the current limited role to an expanded role that includes education of children and parents, coordinate referrals to health care providers, and some early screening, much can be done to change health disparity and poor health outcomes.

An example is that the school nurse could assist with helping eligible uninsured and underinsured children enroll in Medicare, Medicaid, Healthy Kids and KidCare state program systems.

3. Breaking Down Barriers to Access

The State of Florida needs universal health coverage for the uninsured of all races that includes medical and dental insurance for children and underemployed men and women. Universal insurance coverage would allow for greater use of primary care physicians and less dependence on the more expensive entry points such as emergency rooms.

Uninsured or underinsured infected Blacks and children make use of emergency room services, the most expensive medical access point, for minor health problems as well as serious diseases. This practice contributes to the spiraling out of control cost of health care services and unfairly raises the cost of health insurance for those who can pay. If adequate health coverage was available at significantly less expensive entry points, such as primary care physicians would be utilized. Universal health coverage would permit Black men and children access to health care institutions where they can receive medical services routinely at low cost before health problems become chronic and costly.

4. Nutrition Improvement Incentives

We propose a way to attract vendors that dispense food more appropriate to good health. Tax reduction or tax waivers could be provided to vendors in Black communities that dispense healthy foods making them more financially attractive to both vendor and consumer.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Criminal Justice

Areas of Focus:

1. *Fatherhood Initiatives for Incarcerated Males*
2. *Mental Health*
 - *Drug Courts*
3. *Gangs*

Quick Facts:

- *History shows that the recidivism rate of prisoners within three years is 65.6 percent (Florida Department of Corrections Recidivism Report, July 2003).*
- *An estimated 1.5 million children have at least one parent in prison (Martin, 2001), and in 94 percent of these cases that parent is the father (Hairston, 1995; Martin, 2001).*
- *The Pew report notes that in 2007, expenditures throughout the nation rose 315 percent for inmate healthcare (more than \$44 billion collectively) forcing states to choose prison funding over education and other essential funding needs required to promote and enhance the growth and quality of life of all Americans.*
- *Law enforcement reported increases in gang-related activity over the past six to 12 months, and approximately 1,500 criminal gangs with over 65,000 members were identified by survey respondents. The number of crimes committed by gang members continues to expand, as well. This represents an increase of 61 percent in crimes committed by gang members in Florida over the past three years.*

CRIMINAL JUSTICE AND GANG COMMITTEE (CJGC)

Introduction

The members of the Criminal Justice and Gang Committee (CJGC) committed a lot of time in deciding upon the issues to present in the Council's 2008 Annual Report. Considering the myriad of issues surrounding the topics of criminal justice and gangs, the CJGC decided to take a holistic approach for the 2008 Annual Report and present the issues herein with an emphasis on recommendations. The recommendations presented are anticipated to mitigate and reverse the negative impacts that each issue identified has had on the communities identified.

Fatherhood Initiatives within Prisons

Because 95 percent of all State prisoners will be released at some point in their lives (U.S. Department of Justice), this preparation for release is vital. Over 31,000 male offenders were released in fiscal year 2006-2007 from Florida prisons. History shows that the recidivism rate of prisoners within three years is 65.6 percent (Florida Department of Corrections Recidivism Report, July 2003). However, there is evidence that shows prisoners who are connected to their children and family are far more likely to embrace freedom and have a crime-free future.

History shows that the recidivism rate of prisoners within three years is 65.6 percent. However, there is evidence that shows prisoners who are connected to their children and family are far more likely to embrace freedom and have a crime-free future.

An estimated 1.5 million children have at least one parent in prison (Martin, 2001), and in 94 percent of these cases that parent is the father (Hairston, 1995; Martin, 2001).

National Program Model

InsideOut Dad™ helps prisoners prepare for reentry into society as they learn more about themselves as men and as fathers. InsideOut Dad is National Fatherhood Initiative's incarcerated fathers program. Correctional facilities' staff, parole officers, and volunteer leaders are trained in the curriculum and then train inmates to lead the small groups.

Inmates are taught communication skills and fathering techniques to foster a positive father-child relationship both while the father is in prison and upon his release. One unique attribute of the program is that it is peer-led. In other words, inmates who have gone through the program lead other inmates as mentors in the process of learning to re-connect with their children.

Because a majority of prisoners were raised in fatherless homes, this program is vital to stopping the cycle of intergenerational crime. Preliminary evaluations have found that fathers who are re-connected to their children while they are in prison are less likely to be re-incarcerated after their release. InsideOut Dad™ bridges the gap between the inmate father and his children. Through the program, inmate dads deal with their pasts in order to discover their futures and the possibility that they can parent differently from their own, often absent, fathers.

Black Father: LOCKED UP, NOT LOCKED OUT

Dr. Willie Myles, the CEO and founder of Friends of Children, consulted in the development of this proposed program. Through this section of the report, we hope to put a face to that person behind the bars. He is a son, a brother, an uncle, a friend, but most of all he is a father.

In more recent years the number of people, particularly Black men, experiencing incarceration is quickly rising to the point of becoming a normal vent among some populations (Western, Pattillo, & Weiman, 2004). The effects of incarceration are felt most strongly within the family of the incarcerated individual—especially when a parent is incarcerated. An estimated 1.5 million children have at least one parent in prison (Martin, 2001), and in 94 percent of these cases that parent is the father (Hairston, 1995; Martin, 2001).

As a civilized society, the desire of a child to know one's father as the man he really is and not the man on the "rap sheet" is something we can all understand. A relationship with each of our parents is a critical element to our self-identity. Thus, we are recommending a pilot program in Florida that targets the most critically over-represented areas of black male incarceration such as Hillsborough County, Duval County, Broward County and Miami-Dade County.

The vast majority of these incarcerated fathers (approximately 93 percent) will eventually be released. Each year approximately 600,000 men are released from prison, and many will attempt to reconnect with spouses, former spouses, partners, and children (Petersilia, 2003). However, after the father has been released, efforts to maintain or reestablish connections with families and remain active in family life are often unsuccessful. In addition, most released fathers can expect to face the problems of reconnection repeatedly since 67.5 percent of former incarcerated fathers are rearrested within three years (Langan & Levin, 2002). The data also reveals the impact of absent fathers on their children.

The pilot should run for at least four years so that data can be assessed for consideration of statewide implementation. The following are some recommendations for consideration in development and implementation of the proposed project.

Eligibility

- a. Available to Black incarcerated fathers serving three years or less.
- b. Must have children between the ages of 0-18 years old.
- c. Must voluntarily and successfully participate in intensive psychological counseling based on assessed needs, for a specified period before acceptance into the program. These fathers will also be considered for fathering workshops, using culturally appropriate parent training curriculums; conflict resolution; anger management; domestic violence; education/GED planning and achievement; job skills and preparation for the employment.
- d. Must have good behavior during the term of consideration.
- e. Mother and/or child/children must participate in scheduled counseling.

Program Goals

- a. Increase positive behaviors of incarcerated fathers.
- b. Create greater opportunities for each incarcerated father to become better fathers to their child/children.
- c. Create stronger connectivity for the incarcerated father to his child/children and/or partner facilitating a more effective and positive re-entry into his family unit once released.
- d. Help to reduce the time being served by the father through the promotion of good behavior.
- e. Strengthen the familial bonds and desires for the development/maintenance of a family unit.
- f. Mitigate the negative impact on a child or children with incarcerated father(s).
- g. Mitigate the likelihood of the incarcerated father re-offending upon release.
- h. Increasing self confidence and worth.
- i. Reduce recidivism.

- j. Reduce state and municipal costs for prosecution and incarceration.
- k. Reduce risk to society and the associated loss of lives, safety, property and orderly function.
- l. Increase outcomes for successful completion of probation without reoffending.
- m. Creating an opportunity for incarcerated fathers to be fathers by setting specific legislative criteria for the abatement of custody actions to strip fathers of their parental rights while they are participating in this program.

Program Highlights

The following program concept requires many elements to come together in order for it to be successful. However, the most critical element is the psychological barriers to growth and development as a derivative of the incarcerating facility itself.

In order to relieve these barriers, the correctional facility will create “**Family Zones**” which are identified as a secure environment where the participating fathers, proceeding their familial counseling sessions, can interact with their child/children to provide the support and interaction that the child/children need for their own positive growth and development. The “**Family Zones**”, while secure, will be brightly painted and appointed to be as comparable to a home environment as possible with limited institutional reminders or distractions. This area can be utilized by a number of different family units at the same time to encourage and foster peer learning and modeling.

To aid in the natural facilitation and use of this area by each father and his child/children, it can be equipped participatory elements or tools such as board games, TV, video games, foosball, ping pong, ice cream and/or popcorn machines, a meal area, or just for the fathers to sit and talk with their children. This area will be void of the sterile correctional setting, be inviting and calming, and create an oasis of interactive opportunity void of the reminder of the incarcerated father’s reality. It is our hope that this environment will also further encourage the continued participation of the child/children and participating mothers.

Role of the Lead Agency

The coordination of services required to facilitate this proposed program and tracking of cohort will be logistically demanding and will require the availability of multiple discipline resources and expertise. Thus, we recommend that the State or appropriate governmental agency institute a process for the selection of a lead agency.

It is anticipated that the stakeholders in this program will have very specific and well defined roles for the lead agency to comply with and against which it shall be measured. However, the following are just some of the most immediate roles of service by a lead agency in creating successful outcomes one life at a time.

- The lead agency will communicate and coordinate with the mother(s) of the incarcerated father's child/children for voluntary participation and cooperation in effecting this program.
- The lead agency may coordinate with local agencies within the community which the incarcerated father shall return for education (community colleges), job opportunities (Workforce One), community support (religious institutions), housing (HUD) and/or any other likely service providers to insure the incarcerated father's successful re-entry into the community.
- The lead agency will be given the autonomy/authority to contract with local providers to deliver program components in a coordinated and clinical fashion with defined outcomes and clearly articulated tools to measure success.
- The lead agency will be responsible for collecting all cohort data from inception and reporting same to DOC and/or DJJ for further analysis of program design, integrity, and management with emphasis on quality control.

Mental Health Courts Are Making a Difference

In the State of Florida, we are fortunate to have the expertise and contribution of one of the Nations' foremost experts on Mental Health Courts, Judge Ginger Lerner-Wren. Judge Lerner-Wren is a County Court Judge for the 17th Judicial Circuit for Broward County, Florida.

She served as a former Commissioner to the President's New Freedom Commission on Mental Health and served as Chair of the Criminal Justice Sub-committee for the Commission.

Judge Lerner-Wren presents the following analysis and proposed recommendations, by and through, the Florida Council on the Social Status of Black Men & Boys in hopes that together we can make a difference in the lives of the thousands of Black men and boys who face a judge every day.

Defining the Problem

According to its recent report issued by the Pew Center on the States, "One in 100: Behind Bars in America 2008," the Pew Center reported a grave and threatening milestone which impacts every State in the nation. "For the first time in American history, more than one in every 100 adults is now confined in jail or prison." The numbers for those under correctional probation and supervision is equally as disturbing. If the trends for all demographics are negative, the numbers affecting black men is more than troubling. The Pew study reports that while one in 30 white males, between the ages of 20 and 34 is behind bars, for black males in that age group the figure is a staggering one in nine.

While little discussion is often paid to this data in terms of finding solutions, this horrific trend is largely due to a complex mix of failed legislative policy governing mandatory sentencing guidelines, an even more complex web of social and public health policy shortfalls, together with long standing issues of discrimination and economic disparity.

While the causes behind the high rate of incarceration could be discussed and debated at great length, the overall consequences of this dynamic are wreaking havoc on our communities and society, as a whole. According to the Pew Report, in addition to the continuing social and community erosion of black families and black youth, the steady increase in costs to provide health care and other vital services to maintain inmates is taking a perilous and costly toll.

For example, in its report, Pew notes that in 2007, expenditures throughout the nation rose 315 percent for inmate healthcare (more than \$44 billion collectively) forcing states to

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choose prison funding over education and other essential funding needs required to promote and enhance the growth and quality of life of all Americans.

A New Era of Criminal Justice

In the early 1980's, the scholarly legal reform theory of "Therapeutic Jurisprudence" was developed by Professor Bruce Winick (University of Miami School of Law) and Professor David Wexler (University of Arizona School of Law). Over the last several decades this psycho-social approach to jurisprudence has grown at an extraordinary rate. It has captured the imagination of judges, lawyers, correctional/probation officers, and other criminal justice/legal actors, who believe that the law should have a positive or therapeutic affect on the court participant. The view being, when the individual believes he/she is treated fairly and participates meaningfully in the process, the community and society will ultimately benefit.

The Therapeutic Jurisprudent movement has lead to extremely positive outcomes in the areas of the Drug Courts and Mental Health Courts, Juvenile Dependency Courts and other models where the human conditions and human problems can be analyzed, evaluated and attended to. These often interactive and dynamic legal processes are overseen by empathic and charismatic judges, who understand the interdisciplinary nature and resiliency of the human condition. Conditions which often get played out in a criminal construct, yet, in reality represent a highly complex bundle of problems that stem

largely from social, psychological and economic deficits and/or disparities in our society.

These problem solving court models have been implemented to respond to many serious social trends. Examples include the criminalization of persons with substance abuse addiction (i.e. drug courts) and the criminalization of persons with mental illness (i.e. mental health courts). These models have been extraordinarily effective in reducing disparities in the criminal justice system, while also promoting public safety, public health, reducing recidivism and saving lives.

History of the Drug Court

In 1989, the Dade County Circuit Court developed an intensive, community-based treatment, rehabilitation, and supervision program for felony drug defendants. The Drug Court was created in an attempt to address the excessive strain on the Criminal Justice System which was believed to be a result of an increased number of drug related offenses as well as rapidly increasing recidivism rates. Less than 20 years later, there are more than 2,140 drug courts in operation with another 284 being planned or developed (Office of National Drug Control Policy).

Drug court was created under the premise that by diverting non-violent, substance abusing offenders from prison and jail into treatment, recidivism and drug related crimes would decrease. By increasing direct supervision of offenders, coordinating public resources, and expediting case processing, drug court can help break the cycle of criminal behavior, alcohol and drug use, and incarceration. A decade of research indicates that drug court reduces crime by lowering re-arrest and conviction rates, improving substance abuse treatment outcomes, and reuniting families, and also produces measurable cost benefits (ONDCP).

At the present time, Drug Courts are operating or being planned in 50 States, the District of Columbia, Northern Mariana Islands, Puerto Rico, Guam, two Federal Districts, and more than 70 tribal locations.

History of Drug Court in Florida

Florida started the drug court movement by creating the first treatment-based drug court in the nation in 1989. The drug court concept was developed in Dade County (Miami, Florida) stemming from a federal mandate to reduce the inmate population or suffer the loss of federal funding. The Supreme Court of Florida recognized the severity of the situation and requested the problem be researched. It was determined that a large majority of criminal inmates had been incarcerated as a result of drug related charges and were caught in a revolving door between the criminal justice system and the streets.

This cycle was a direct result of the underlying problem of drug addiction. It was decided that the delivery of treatment services needed to be in conjunction with the criminal justice system. It was also established that there needed to be strong judicial leadership and partnerships between the criminal justice system and the treatment services. This marked the start of the Drug Court movement within the state of Florida.

Model Program

On June 1, 2000, the Ninth Judicial Circuit's Adult Delinquency Drug Court (Orlando, FL) was officially recognized and honored on June 1, 2000 as a "Mentor Court" by the U.S. Department of Justice, Office of Justice Programs, Drug Courts Program Office (DCPO) and the National Association of Drug Court Professionals (NADCP) at their 6th Annual Training Conference in San Francisco. Mentor Courts are successful Drug Court programs that serve as models for other courts throughout the United States (Ninth Judicial Circuit Court of Florida).

The Ninth Judicial Circuit Court (NJCC), Adult Division, operates a Dependency Drug Court. It has been determined that a contributing factor in 100 percent of dependency cases is alcohol and drug use by one or both of the children's parents (NJCC). Dependency drug courts serve as one approach to addressing the problems through monitoring progress and compliance, with the goal being the reunification of the family. Eligibility is determined by the judge and, if applicable, the parent is referred to the program. In the Dependency Drug Court, the judge seeks to develop rehabilitative rapport with the participant (parent) through their interactions at court appearances (NJCC).

The Ninth Judicial Circuit Court's Adult Drug Court provides: early identification and placement of eligible participants in the drug court program; identification of risk factors; access to a continuum of alcohol, drug and related treatment and rehabilitation services; monitoring of abstinence by frequent alcohol and other drug testing; a coordinated strategy to govern drug court responses to participants' compliance; ongoing judicial interaction with each participant; monitoring and evaluation to measure the program goal achievement and effectiveness; continuing interdisciplinary education to promote effective planning, implementation and operations; and forging partnerships amongst drug courts, public agencies and community based organizations in order to generate local support and enhance drug court program effectiveness (Ninth Judicial Circuit Court of Florida).

In January 1997, the National Association of Drug Court Professionals and the U.S. Department of Justice's Office of Justice Programs published *Defining Drug Courts: The Key Components*, which described the basic elements that define drug courts and offers performance benchmarks to guide implementation. The ten key components are:

1. Integration of substance abuse treatment with justice system case processing.
2. Use of a non-adversarial approach, in which prosecution and defense promote public safety while protecting the right of the accused to due process.
3. Early identification and prompt placement of eligible participants.
4. Access to a continuum of treatment, rehabilitation, and related services.
5. Frequent testing for alcohol and illicit drugs.
6. A coordinated strategy among the judge, prosecution, defense, and treatment providers to govern offender compliance.
7. Ongoing judicial interaction with each participant.
8. Monitoring and evaluation to measure achievement of program goals and gauge effectiveness.
9. Continuing interdisciplinary education to promote effective planning, implementation, and operation.
10. Partnerships with public agencies and community-based organizations to generate local support and enhance drug court effectiveness.

Recommendations

Drug courts provide the most comprehensive and effective control of substance abusers' criminality and drug usage while under the court's supervision. They provide closer, more comprehensive supervision and much more effective drug testing and monitoring than other forms of community supervision. The process employed by drug courts represents the strongest opportunity for long-term reduction in addiction and related chronic criminal activity, while offering significant savings in justice and societal costs.

Former Director of the Office of National Drug Control Policy, Barry McCaffrey, stated that "The establishment of drug courts, coupled with their judicial leadership, constitutes one of the most monumental changes in social justice in this country since World War II." They could also be the most monumental change in the justice system as they transition from their current "alternative" status into mainstream judicial processing.

Drug courts grew from grassroots programs developed locally without standardization or minimum requirements. Due to the demonstrated success of drug courts, it is time for the Supreme Court of Florida to take a more prominent leadership role in their future. Florida invented drug courts; accordingly, it should continue to lead the way in institutionalizing effective processing of substance abusers in the justice system. As a result, the Task Force on Treatment-Based Drug Courts recommended the following:

A. The Supreme Court of Florida should formally recognize these points:

1. The importance of drug courts in effective judicial processing of cases involving substance abusers, and identifying drug courts as a core structure of justice system processing;
2. The need for continued education and training for drug court team members (judges, prosecutors, public defenders, law enforcement officers, treatment professionals, and corrections officers) and other justice system personnel about substance abuse, mental health, and the process known as drug court;

3. The importance of a statewide evaluation to capture data on recidivism, retention, and cost effectiveness of drug courts;
4. The need to create a stable revenue stream for drug court case management;
5. A review process by appropriate rules committees to address issues arising from drug courts and their transition into mainstream judicial processing;
6. The importance of local drug court advisory committees, drug court coordinators, and local administrative orders within each circuit to promote the sustainability, growth, and institutionalization of drug courts; and
7. The need to insure staff support in a centralized location for the development of education and training, data collection, and coordination of services for the statewide drug court system.

B. The Task Force on Treatment-Based Drug Courts should be reconstituted to work on these tasks:

1. Developing a data reporting system for the Supreme Court, the legislature, and the governor's office;
2. Creating a training curriculum for judges on substance abuse and drug courts;
3. Setting minimum standards for dependency and delinquency drug courts;
4. Making recommendations for a state-wide policy concerning the extent to which drug courts can continue to provide a meaningful solution to substance abusers within the justice system;
5. Addressing legal, procedural, and policy issues concerning drug courts;
6. Educating government leaders on the need to adequately fund treatment services for use by drug courts;
7. Establishing guidelines for confidentiality and ethics pertaining to drug courts; and
8. Expanding the mission of the Task Force to other forms of problem solving courts through the following actions:
 - a. exploring the relationship of domestic violence to underlying substance abuse and addiction;
 - b. reviewing treatment protocols as they relate to Florida's corrections system to see that benefits accrue by enhanced linkage to drug courts;
 - c. promoting DUI and misdemeanor drug courts;
 - d. recommending advancements to drug testing procedures to improve cost effectiveness;

and

e. collaborating with Unified Family Courts through the Supreme Court Committee on Families and Children in the Court to ensure substance abuse issues are addressed within these case types.

Broward's Mental Health Court

Faced with an overrepresentation of persons in the Broward County jail suffering from serious mental illness, a local and ad hoc criminal justice task force was formed to reach consensus on how to address the problem. In 1997, Broward launched the first Mental Health Court in the nation, dedicated to the safe diversion of persons with mental illness arrested on low level non-violent misdemeanors.

The court, dedicated to the reduction and elimination of the disparities in the criminal justice system for this population was largely designed as a human rights and legal response to the tragic trend of the criminalization of the mentally ill. Its goals and objectives are to divert individuals in need of hospitalization and mental health treatment into more humane community based mental health treatment facilities.

In 1999, Congress used the Broward County model to pass the Crimes Reduction Act to fund the development of mental health courts and diversionary programs throughout the country. Using a collaborative model of alliances and partnerships with community based treatment providers and other related service and housing providers, the Broward Mental Health court to date has diverted more than 7,000 persons with mental health illness and substance abuse disorders out of the Broward County jail system. The court stands as a national and international best practice.

Finding Solutions

Regarding the social status of Black men and boys, as innovator and presiding judge of the Broward County Mental Health Court, I strongly recommend adapting this kind of innovative psycho-social and economic approach to reduce and eliminate the great disparity in our jail and prison systems in Florida for this population. For the record, according to the Pew Report, the

data regarding Black women has dramatically climbed, thus supporting all efforts of the Florida Council to include women in their social justice efforts.

There are a whole set of complex social and economic drivers at the root of the explosive incarceration rate for Black men and boys. Poverty, educational and vocational shortfall, untreated mental illness, and drug abuse and trauma have contributed to exploding rates of incarceration. Public safety and public health must be addressed in order to find solutions which will create stronger and safer communities.

Recommendations of Judge Lerner-Wren

1. Declare a “State of Emergency” as to the unacceptable rates of incarceration of Black men and youth within the State of Florida;
2. Develop and implement a multi-strategic, integrated plan for transformative action throughout the State of Florida and across the lifespan of black families and communities;
3. Develop a statewide message campaign to parents, educators and community that our children of all races, cultural and ethnicity must be protected from engaging in and or becoming a victim to youth violence;
4. Form local task forces to bring together community stakeholders with criminal justice leaders which would lend support to community structures in low and middle income areas where the risk for violence, drug abuse and incarceration are the highest;
5. Develop local criminal justice/community strengthening task forces to advocate for and implement holistic diversionary programs and public health problem solving courts on both juvenile and adult levels of the criminal justice system;
6. Build alliances across constituencies for growth of social change agenda for targeted populations;
7. Develop a psycho-social agenda across systems including home, school, criminal justice and community;
8. Develop data collection to measure and evaluate outcomes with targeted and specific goals and objectives:

Goals and objectives include

- Prevention of entry into the juvenile justice system;
- Safe diversion (with court oversight) into the community with a comprehensive plan in place. The plan would be based upon the individual needs of the offender in a holistic and integrated model using a strength based/therapeutic approach. Major areas of focus include: education/vocational/leadership/mental health/substance abuse/primary health/housing/faith based involvement, etc.
- All individuals should be assessed effectively for risk with clear eligibility requirements as to public safety. All programming should strive to be culturally competent and relevant to the individual and their family.
- Individual accountability and compliance would be expected for those participating in the court process or programmatic scheme.
- An unwavering message of vision and hope must be communicated through this process that social reform can be accomplished safely, with public safety always the priority; and with the protection of individual substantive legal rights paramount to the social transformative mission.

It Takes a Village... To Stop Gangs

The Committee expressed deep concerns regarding the ever increasing rampage of gangs have and their impact on the lives of youths in Florida and the social costs. This has been a growing problem which must be addressed.

Criminal gangs steal and destroy property, sell drugs to our children and commit acts of violence and brutality that threaten the safety and security of our citizens. The number of gangs and gang members has been growing steadily in Florida for years. For far too long, efforts to address gang problems in Florida have been left to local law enforcement and community leaders with minimal federal and state support and no statewide strategy. In the summer of 2007, at the request of the Attorney General, the heads of affected state agencies and law enforcement associations gathered to address the issue and formulate a statewide strategy to combat gangs.

Fortunately, Attorney General Bill McCollum, has led the charge in identifying this problem and presenting recommendations to stem the tide of this blight on the lives of Floridians and return our children to the community for a brighter future. The Committee has adopted and incorporated herein the “Florida Gang Reduction Strategy 2008-2012” which was the product of many state and local agencies coming together to address the problem.

The thought that went into the “Florida Gang Reduction Strategy 2008-2012” was definitive and thorough. Below are the basic constructs utilized in the development of the data used to derive the objectives and recommendations in addressing this matter.

“The mission of the Florida Gang Reduction Strategy is to increase the safety of the citizens of Florida by empowering Florida’s youth to reject criminal gangs as a viable option and by substantially reducing gang-related crime and violence in Florida.”

The goals to accomplish this mission are:

1. Stop the growth of criminal gangs in Florida
2. Reduce the number of gangs and gang members
3. Render gangs ineffectual

To meet these goals and accomplish the mission the strategy is built on three pillars:

1. Prevention/Intervention
2. Law Enforcement
3. Rehabilitation and Re-entry

The Growth of Youth Gangs

As stated in a 2001 report from the Office of Juvenile Justice and Delinquency Prevention, “youth gang problems in the United States grew dramatically between the 1970’s and the 1990’s, with the prevalence of gangs reaching unprecedented levels.” Between 1970 and 1995, the number of cities reporting gang problems had increased seven fold. Moreover, the number of counties reporting gang problems in 1995 was ten times the number of counties reporting gang problems in 1970.

Nationwide, the last quarter of the 20th century saw a significant and growing domestic crime problem fed by gang activity. Florida, in particular, saw a disproportionate increase in the number of youth gang members. The number of Florida counties reporting gang problems rose 23 percent between 1970 and 1995. This upsurge vaulted Florida to a ranking of 4th in the nation reporting youth gang problems. Within a quarter of a century, youth gangs had become a significant part of the gang threat to the public safety in Florida.

Top 10 Factors Identified as contributing to Violent Crime

| Factors Contributing to Violent Crime | percent of Agencies Identifying this as a Problem |
|---|--|
| Gangs | 77 percent |
| Juvenile/Youth Crime | 74 percent |
| Impulsive Violence/"Disrespect" Issues | 66 percent |
| Economy/Poverty/Unemployment | 63 percent |
| Release of Offenders from Correctional Institutions Back Into the Community | 63 percent |
| Cocaine | 61 percent |
| Poor Parenting | 58 percent |
| Increased Availability of Guns | 56 percent |
| Methamphetamines | 38 percent |
| Insufficient Prison/Jail Space | 38 percent |

(Source: Police Executive Research Forum 2007 National Survey, Violent Crime in America: The Tale of Two Cities)

Criminal Gangs in Florida

Most gang activity in Florida appears to be centered in the Central, West and South Florida regions. Over the past three years, Florida has seen a significant increase in crimes committed by gang members in smaller sized cities like Panama City, Marianna, Greensboro, Quincy, and Tallahassee.

An assessment prepared by the Florida Department of Law Enforcement (FDLE) in November 1991 indicated that there were more than 10,000 documented gang members and associates and over 159 identified gangs in Florida. Since the 1991 assessment, the number of gangs and gang members in Florida is continuing to grow. In October 2007, FDLE completed a statewide survey of law enforcement agencies, corrections and juvenile justice facilities and prosecutors in an effort to develop a thorough understanding of the scope of the criminal gang problem in Florida.

Law enforcement reported increases in gang-related activity over the past 6 to 12 months, and approximately 1,500 criminal gangs with over 65,000 members were identified by survey respondents. The number of crimes committed by gang members continues to expand as well. The number of felony convictions for gang members rose from 2,759 in FY 04-05 to 4,447 in FY 06-07. This represents an increase of 61 percent in crimes committed by gang members in Florida over the past three years. This increasing gang presence is not just a Florida phenomenon, but a nationwide problem. According to the National Alliance of Gang Investigators Association there are at least 21,500 gangs and more than 731,000 active gang members in the United States (excluding prison gangs and motorcycle gangs). According to the Department of Corrections' officials, an analysis of inmate population indicates that all 67 Florida counties have gang member representation in the prison system.

The following are some of the objectives and recommendations that the Committee agreed would better enable the state and local agencies to address the complex issues

The number of crimes committed by gang members continues to expand, as well. This represents an increase of 61 percent in crimes committed by gang members in Florida over the past three years.

surrounding the reduction in gang activity and integrating the youth affected back in to the community for a brighter future.

Rehabilitation and Re-entry Objectives

Objective 1: Expand opportunities for criminal gang members in state or county correctional systems to participate in prison industry programs, educational programs, faith and character-based programs, drug treatment/rehabilitation programs and all other programs designed to rehabilitate offenders or assist offenders in preparing for re-entry into society upon completion of their sentences.

Objective 2: Develop and implement specialized, individualized counseling and mentoring focused on motivating criminal gang members in state or county correctional systems to gain educational, vocational or job training, social skills, and lifestyle interests and habits that will turn offenders away from gang membership/participation and toward becoming productive members of society when released.

Objective 3: Provide job placement for criminal gang members in state or county correctional systems upon release and provide a counselor/mentor for each such released offender to give guidance, assist with acquiring and keeping a job, educational advancement, and building positive relationships outside of gangs for a period of five years after release.

Objective 4: Require all identified criminal gang members in state or county correctional systems, upon release, to register with an identified state office and keep their address, contact information and job status current for ten years after release and require such released offender to report in person for counseling to a counselor/mentor at least quarterly for the first five years after release.

Objective 5: Train and qualify the necessary number of counselors/mentors/teachers to accomplish the individualized goals of gang member rehabilitation and re-entry from state or county correctional systems.

Recommendations

- Develop a comprehensive collation of data from various law enforcement sources into a usable form.
- Formulate a method whereby the data collected by these various agencies can be pooled.
- Develop a statewide repository of resources with respect to prevention/intervention programs for at-risk youth or community/non-profit programs targeted at youth likely to be recruited into gangs.
- Create and maintain a group or body with a centralized office in the state to collect and collate data from all sources as well as coordinate and direct where appropriate federal, state and local actions for all three pillars of the strategy and measure success.
- Create a Coordinating Council on Gang Reduction Strategies to be chaired by the Attorney General and comprised of the heads of critical law enforcement and criminal justice agencies.
- Create local and regional gang prevention/intervention coalitions.

Other Recommendations

The committee considered a myriad of recommendations for this report. It focused on creating positive outcomes.

1. In order to make an impact, we must recruit more professionals from the Black community to reach the millions of Black men and boys in need. We encourage state, municipal, and all non-profit entities to adopt professional leadership programs such as the National Urban Fellows. National Urban Fellows is a unique leadership development program focused on people of color committed to government and non-profit careers. It is a 14-month scholarship program, which includes a Master in Public Administration from Baruch College in New York City combined with a nine month mentorship with a significant leader in a government or non-profit organization. Qualified individuals must have an undergraduate degree and 5-7 years of work experience. It is a special opportunity for a black professional male with high potential, determination, and

aspirations to impact social justice and equity as a public service leader. Website: www.nuf.org

2. We encourage the legislature to require a “Minority Impact Analysis” on all bills promulgated for consideration. While this Council can review selected bills for discussion and action, there are many that slip through the cracks and are sometimes passed into law without being vetted for potential adverse and/or positive impacts on the minority community. This type of oversight can result in a case where the adverse impact is not realized until the damage has been done.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Committee on Legislative Review

Areas of Focus:

Issue of Access

- *Insurance and Education*

Quick Facts:

- *According to the United States Census Bureau, in 2007 the total population of the United States was 301,621,157 million of which 40.7 million were African-Americans.*
- *Florida is the second largest state with a population of 3,009,773 Blacks, trailing the State of New York with a Black population of 3,520,002. Texas is third with 3 million Blacks.*
- *Florida has the second highest Black population per square mile, with 20 percent of the Black population being foreign born. (This is due to the huge influx of Haitians, Jamaicans, Dominicans, and other Caribbean-Americans of African descent.)*

The Florida Council on the Social Status of Black Men and Boys was charged with studying adverse conditions affecting Black men and boys, and proposing measures to alleviate and correct underlying causes of those conditions. The Legislative Review Committee of the council was tasked with identifying and advocating for legislation and policy/rule change to implement the council's recommendations.

The committee duties were twofold: (1) a review of the implementation and new recommendations of the Legislative Review Committee contained in the 2007 report, and (2) an analysis of the implementation of the top fifteen recommendations of the council also contained in the 2007 report.

Foremost on the agenda was the continued existence of the council itself, with the primary legislative request to create permanent commission, along with at least one council in each county to serve as a network for education. With the passage of HB 1395, the council's most significant recommendations began to take shape particularly with the council's standing established as a permanent council.

This legislation also empowered the council with additional tools to address the mission, including:

- Access to data held by state agencies which are public records;
- Authority to make requests directly to the Joint Legislative Auditing Committee for assistance with research and monitoring from OPPAGA;
- Authority to request assistance from the Legislature's Office of Economic and Demographic Research;
- Authority to request information and assistance from any state agency, political subdivision, municipal corporation, etc.;
- Authority to hire an Executive Director.

The council was further directed to develop a strategic program and funding initiative to establish local Councils on the Social Status of Black Men and Boys.

Broward College Council on the Social Status of Black Men and Boys

In response to the recommendations of the Council on the Social Status of Black Men and Boys, Broward College created one of the first community-college based councils to be formed in the state. The inaugural meeting of the Broward Community College Council on the Social Status of Black Men and Boys was held on June 4, 2008 under the direction of Broward College President J. David Armstrong, Jr.

In concert with the council's report, Broward College will focus on expanding mentoring programs, support services, and financial aid. Its overall objective will be to find ways to reach young Black men with a message of hope and opportunity. The college's first steps will include an internal look at what is in place while at the same time concentrating its efforts where the greatest impact can be made.

Consistent with the strategic goal referenced in HB 1395, "Mapping the Future for Success of Black Men and Boys" was the college's adopted theme. Broward College has identified 115 Black men on its staff and 3,200 new or continuing self-identified Black male students. Of the 565 new students, 120 require two or more remedial classes before they can go on to college-level work. There are several college-wide programs already in place to help underprepared and at-risk students, but nothing specifically for Black males. The goals of the mentorship initiative were expressed as: to improve retention, provide information, to create a sense of empowerment, offer access and support, to develop character, to establish a feeling of connectedness, and to achieve academic success.

On October 13, the Broward College Council on the Social Status of Black Men and Boys launched its mentor program on A. Samuels South Campus, and on the following days on the college's Central and North campuses. The purpose of the local college council is to help students succeed. The response from students was unanimously positive and enthusiastic.

These events were attended by hundreds of students, dozens of mentors and top college administrators.

Outgoing chair of the statewide council and Broward College trustee, Levi Williams, also attended the inaugural event and commented “What we’re doing here will be the template for the rest of the state.” More programs and services are being planned. The college is pursuing several grants to fund strategic initiatives of the local council.

Direct Support Organizations for strategic program and funding initiatives

Extremely significant for the council was the creation of a Direct-Support Organization (DSO) within the Department of Legal Affairs. The department would be required to provide for approval of articles of incorporation, submission of an annual budget, certification for contract compliance and reversion of funds under specified circumstances. The DSO is to consist of 13 members appointed to staggered four-year terms: four appointments each, by the Speaker and President; three by the Attorney General; two by the Council.

Working in conjunction with the Council, the DSO is charged with developing a strategic program and funding initiative to implement:

- the 5000 Role Models of Excellence in Broward, Palm Beach, Duval, Orange, and Hillsborough Counties
- the Reading 4 Success Program by the 100 Black Men of Florida in Broward, Miami-Dade, Palm Beach, Duval, Orange, Pinellas, and Hillsborough Counties
- the One Church, One Child program statewide
- Mapping the Future for Black Males program within community colleges identified by the Council

In addition to the above, the Direct Support Organization working with the council is to develop a public awareness and marketing campaign showcasing programs funded by the DSO based on the Project One Campaign developed by Mad 4 Marketing. It may also create a strategic program and funding initiative to implement a health-screening program using mobile

screening services; hold a statewide black policy summit in conjunction with a Florida university; and create a compendium of intervention programs in each county in order to determine how to maximize existing resources to address unmet needs.

The strategic program and funding initiatives for each of the above is to report to the Legislature by February 15, 2009.

The goals, which focus primarily on education, include the following key points:

- Expanding the 5,000 Role Models of Excellence program
- Expanding the 100 Black Men Reading for Success Literacy Program in predominantly underserved, Black communities throughout the state
- Exposing young Black men to a structured college preparatory environment
- Promoting foster and adoptive parenting via Black churches
- Launching multimedia ad campaigns that portray positive images of Black men

The Council's Top 15 Recommendations of 2007

The focal point for the Council's discussions and deliberations were the data and input received by its committees. Committees were created by the Council to research and report on issues challenging young Black males improving: economic outcomes, educational outcomes, foster care and families, health outcomes and legislative review. The Council's Top 15 Recommendations (2007), summarizing the status and next steps are below:

Economic Outcomes

The question which surfaced was, "How do we continue to increase outreach to and involvement of minority owned businesses, to improve economic development opportunities for the Black community?" The committee's first task was to engage in dialogue and discussion with the Office of Supplier Diversity and the Florida Small Business Development Network, to increase participation and networking with black-owned businesses.

The Office of Supplier Diversity agreed on a number of initiatives that would build capacity, enhance visibility, and increase participation by and spending with black-owned businesses. In addition, the Florida Small Business Development Network will continue to

assess business capacity, strengths, and weaknesses of Black business participants. While implementation of these recommendations will be ongoing, the committee will continue to review reports and updates relating to each of these activities.

Educational Outcomes

Presented with startling statistics regarding low academic performance and dismal graduation rates of Black males, the focus of the committee became a statewide review of the district-level policies, procedures, and outcomes of school discipline that are obstacles to success. To conduct this assessment, the committee recommends:

- That all public and charter schools collect student disciplinary data, including teacher/SRO referral rates, suspension rates and grade distributions by race, gender, violation, and punishment; the creation of a reporting tool to track incidents and compare punishments, and require training of all principals, teachers and SRO officers on school disciplinary procedures.
- The council should identify intervention programs with proven records of success working with Black males, such as Role Models of Excellence; propose legislation to develop a statewide comprehensive student incident data form or a statewide zero tolerance incident report form, and require comprehensive annual evaluation.
- The council should request a legislative mandate for the annual evaluation of the impact of zero tolerance policies and referral practices on all students, disaggregated by race, gender, educational level, etc.

Foster Care and Families

"Foster care and adoption are serious issues with life-threatening implications for children. With black children being the most at risk and largest number in the system, this issue is a priority for the council. This committee's focus was the continuation of Life Skills Training as a service provision of the Systems of Care Provider contract. The committee also witnessed through its advocacy DCF implementing a service agreement contract with One Church One Child as a pilot

project. This \$150,000 project is based in Duval and Hillsborough counties, and is focused on recruitment of families for black children in foster care who are awaiting adoption."

The committee's next steps include encouraging collaborations and partnerships with community based organizations to assist in service delivery and an annual review of services.

Health Outcomes

The state should invest in a public education campaign and services to promote the benefits of early screening for health care, and it should include the use of mass media, dissemination of information in public and private schools as well as non-traditional systems such as mobile medical units.

The council also made these five recommendations for Legislative Review Action

- Appropriate \$250,000 for the council for fiscal year 2008-2009, to allow for the hiring of an Executive Director;
- Eliminate the council's sunset date so it is a permanent commission;
- Establish one local Council on the Social Status of Black Men and Boys in each of Florida's 67 counties, to serve as a network for communication, education and action; and
- Re-establish the Governor's Ex-Offender Task Force (Governor Bush's original task force originated in January 2007).

These were agreed to by the Legislature in HB 1395, with an appropriation of \$50,000 and legislation regarding the direct support organization.

Next steps for the Legislative Review Committee include:

- A funding request of \$250,000 to support the workload efforts of the council.
- The monitoring legislation that may have an effect on issues affecting Black men and boys.

Next Steps: Challenges and Opportunities

Finances have reached a critical point in Florida. The Council is aware of the state's financial crisis and the fact that Florida has never had to deal with a revenue shortfall of this magnitude. The council also recognizes that the 2007 annual report has affected all areas of the community findings, and recommendations have affected all segments of the community.

If funding is invested in preventative measures, it will allow the state to reap the benefits and rewards generated by individuals, who through education reform and opportunities will be equipped with the tools to be contributors to our economy. It makes economic sense, for all Floridians, to fund efforts to improve the lives of Black men and boys.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS 2007 Top 15 Recommendations & Status

| RECOMMENDATION | RESPONSIBLE ENTITY | ACTION TAKEN | STATUS | NEXT STEP |
|---|---|---|--|---|
| Economic Outcomes | | | | |
| 1. Analyze the participation rates of Black-owned firms. | State of Florida's Office of Supplier Diversity | Encouraged office to post participation and spending with black-owned businesses. | State of Florida's Office of Supplier Diversity publishes an Annual Report that highlights this data. | Request an updated annual report that highlights this information. |
| 2. Develop an assessment tool to identify business capacities, strengths and/or weaknesses. | Florida Small Business Development Network | Encourage network to assess business capacities, strengths and weaknesses. | On-going | Request a status report of Florida's businesses capacity, strengths, and weaknesses. |
| 3. Encourage and support opportunities for joint-ventures between and among Black-owned businesses. | State of Florida's Office of Supplier Diversity | Encouraged office to create and increase joint ventures and strategic alliances among black-owned businesses. | State of Florida's Office of Supplier Diversity utilizes the Mentor Protégé Program as an avenue to create partnerships and strategic alliances. | Request update on partnerships, strategic alliances, and the State of Florida's Mentor Protégé Program. |

| RECOMMENDATION | RESPONSIBLE ENTITY | ACTION TAKEN | STATUS | NEXT STEP |
|--|---|---|----------|--|
| <p>Educational Outcomes</p> <p>4. Review the impact of statewide and district level policies, procedures and outcomes of school disciplinary procedures on Black Males throughout Florida and provide an annual report.</p> | Florida Department of Education (DOE), Florida Department of Juvenile Justice (DJJ) | Encouraged leadership of respective agencies to identify or assign appropriate personnel to perform data analysis and/or reports. | On-going | Propose Legislation to develop a Statewide Comprehensive Student Incident Data Form or a Statewide Zero Tolerance Incident Report Form and require comprehensive annual evaluation. |
| 5. Develop a formalized inter-agency agreement to annually evaluate, amend and/or rescind K-12 zero tolerance policies and other practices which may result in the referral of Black youth to the DJJ for misdemeanor offenses. | DOE, DJJ and the Florida Association of District School Superintendents (FADSS) | Encouraged leadership of respective agencies to identify or assign appropriate personnel to data analysis and/ or reports. | Pending | Request legislative mandate for the annual evaluation of the impact of zero tolerance policies and referral practices on all students, disaggregated by race, gender, educational level. |
| 6. Provide annual technical assistance and evaluation support to help identify programs with proven records of success working with Black Males, such as Role Models of Excellence. | DOE | Encouraged leadership of respective agencies to identify and evaluate all state-funded programs working with black males | Pending | Make annual request for list of programs. |
| 7. Cultural Competence for Teachers | Education Commissioner and DOE | Research & Development of equity and culturally competent Initiatives for Administrators/Teachers | Pending | Planning & Implementation |

| RECOMMENDATION | RESPONSIBLE ENTITY | ACTION TAKEN | STATUS | NEXT STEP |
|--|-----------------------------------|--|----------|---|
| <p>Foster Care and Family Issues</p> <p>8. Require school districts to implement Kinship Care Support Programs.</p> <p>9. Community based care (CBC) agencies serving foster youth should offer weekly independent Living skills (IL) classes to all current and former foster youth age 13 to 23, as well as transportation for the youth to enable them to attend the classes.</p> <p>10. Promote adoption through "One Church, One Child" (OCOC).</p> | | | | |
| | Education Commissioner | | Pending | |
| | Community Based Care Providers | Continued Life Skills Training as a service provision of the Systems of Care Service Provider contract. | On-going | Encourage collaborations and partnerships with community based organizations to assist in service delivery. |
| | Department of Children & Families | Implemented a service agreement contract with One Church One Child as a pilot project. The \$150,000 project is based in Duval and Hillsborough Counties, and is focused on recruitment of families for Black children in foster care who are awaiting adoption. | On-going | Annual review of services. |

| RECOMMENDATION | RESPONSIBLE ENTITY | ACTION TAKEN | STATUS | NEXT STEP |
|---|---|---|---|---------------------------------|
| Health Outcomes | | | | |
| <p>11. The state should invest in a public education campaign to promote the benefits of early screening for health care as well as advancing the benefits of good nutrition and reduction of obesity in children.</p> <p>Legislative Review</p> <p>12. Appropriate \$250,000 for the Council for fiscal year 2008-09, including the hiring of an Executive Director (FTE with full benefits).</p> <p>13. Eliminate the Council's sunset date by passing Senate Bill 546. The Council should also be made a permanent commission.</p> <p>14. Establish at least one local Council on the Social Status of Black Men and Boys in each of Florida's sixty-seven counties, to serve as a network for communication, education and action.</p> <p>15. Support the study and recommendations of the Department of Juvenile Justice's Blueprint Commission.</p> | | | | |
| | Department of Public Health | The Department of Public Health to find funds and identify resources for this endeavor. | Continued discussions to be continued | Needs work. |
| | Legislature | Representative Thurston and Senator Wilson lobbied for increased funding. | Received \$50,000 and ability to raise money independently. | Lobby for full funding in 2009. |
| | Legislature | Representative Thurston and Senator Wilson lobbied for increased funding. | Approved and Adopted | Not Applicable |
| | Legislature | Representative Thurston and Senator Wilson lobbied for increased funding. | Approved and Adopted | Not Applicable |
| Legislature | Representative Thurston and Senator Wilson lobbied for increased funding. | Created under Secretary of Corrections. | Not Applicable | |



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Council Member Biographies



Mr. Christopher Norwood
Chair

Mr. Christopher Norwood was appointed to the Council in 2007 by former Florida House Speaker Marco Rubio. He has served on the Municipal Council of the City of Newark, the Public Policy Advocacy for Human Service Agencies, New Jersey and coordinated the City of Hampton, Virginia job referral service for teenagers. Mr. Norwood is a graduate of Hampton University and earned Master's Degrees from Cornell University's Institute for Public Affairs and St. Thomas University.



Anthony McCoy, Ph.D.
Vice Chair
Statewide Forensic Treatment Coordinator
Department of Children and Families

Dr. Anthony McCoy was appointed to the Council in 2007 by Director Kate Lyon of the Mental Health Program Office within the Department of Children and Family Services. He was reappointed in 2009. He currently serves as the Statewide Forensic Treatment Coordinator for the Department of Children and Families. Dr. McCoy earned a Doctorate from the University of Alabama.



Mr. Torey L. Alston
Executive Director
Office of Supplier Diversity
Department of Management Services

Mr. Torey Alston was appointed to the Council in 2007 by Florida Secretary of Management Services Linda South. He is the Executive Director for the Office of Supplier Diversity with the Department of Management Services. He served previously in the Communications Department of the Executive Office of the Governor and as a gubernatorial fellow. Mr. Alston is a graduate of Florida Agricultural and Mechanical University and has a Master's Degree in Business Administration.



Brittany Birken, Ph.D.
Director
Office of Early Learning
Agency for Workforce Innovation

Dr. Brittany Birken was appointed to the Council in 2008 by Florida Agency for Workforce Innovation Director Monesia Brown. She is the Director of the Office of Early Learning with the Agency for Workforce Innovation. Dr. Birken received her Doctorate from Florida State University.



Billy R. Close, Ph.D.
Associate Professor
Florida State University
College of Criminology and Criminal Justice

Dr. Billy R. Close was appointed to the Council in 2007 by former Florida House Speaker Marco Rubio. He is an associate professor in the College of Criminology & Criminal Justice at Florida State University. Prior to his faculty role at FSU, he served as the acting Director of the FSU Black Studies Program; Co-Principal Investigator and Director for the Brotherhood Pride Academy for Young Black Males and Research; President of Paradigm Consultants and Associates, Inc.; and as a Consultant to the Racial and Ethnic Bias Study Commission for the Florida Supreme Court. In addition, he is the founder of Beyond the Athlete, Inc. a 501 (c) (3) non-profit organization. Dr. Close is a graduate of Lincoln High School in Tallahassee, Florida and received his Master's and Doctorate degrees from Florida State University.



Emile Commedore, M.D., J.D.
Director
Office of Minority Health
Department of Health

Dr. Emile Commedore was appointed in 2008 to the Council by Florida State Surgeon General Ana M. Viamonte Ros. He is the Director of the Office of Minority Health at the Florida Department of Health. Prior to this, he was a Medical Consultant for the Florida Agency of Health Care Administration, and a lawyer. He also has had a private medical practice in Obstetrics and Gynecology. Dr. Commedore earned a Doctorate of Medicine from Louisiana State University and a Juris Doctorate from Stetson University.



Mr. William James
President and CEO
C&C International Computers and Consultants, Inc.

Mr. Bill James was appointed in 2007 to the Council by Governor Charlie Crist. He is the founder and Chief Executive Officer of C&C International Computers and Consultants, Inc. Mr. James is a graduate of North Texas State University.



Ms. Lillian Lima
Special Projects Coordinator
Department of Children and Families

Ms. Lillian Lima was appointed to the Council in 2007 by former Department of Children and Families Secretary Robert Butterworth and was reappointed in 2009 by Secretary George H. Sheldon. She is DCF's Special Projects Coordinator of Youth Development Initiatives for Youth Aging out of Foster Care. She has served as the Education Special Projects Coordinator of Educational and Mentoring Initiatives in the Office of the Attorney General and also served in the United States Coast Guard. Ms. Lima is a graduate of the University of South Florida and earned a Master's Degree from Troy State University.



Mr. David Pridgen
Deputy Secretary for Institutions
Department of Corrections

Mr. David Pridgen was appointed to the Council in 2007 by former Florida Secretary of Corrections James R. McDonough. He is the Deputy Assistant Secretary of Corrections. Prior to his current role, he served as a Warden for Columbia and Putnam Correctional Institution. Mr. Pridgen is a graduate of Florida Agricultural and Mechanical University.



Eddy M. Regnier, Ph.D.
Clinical and Forensic Psychologist
Assessment and Psychotherapy Services

Dr. Eddy Regnier was appointed to the Council in 2007 by former Florida Senate President Ken Pruitt. He is an associate professor of the Sarasota School of Professional Psychology and Behavioral Sciences for Argosy University at Sarasota. Prior to his faculty role, he was in private practice at Assessment and Psychotherapy Services where he worked as a Clinical and Forensic Psychologist. In addition, he serves on various community boards. Dr. Regnier is a graduate of the University of Massachusetts and received a Master Degree and a Doctorate from Boston University.



**The Honorable Julio Robaina
State Representative, District 117**

The Honorable Julio Robaina was appointed to the Council in 2007 by former Florida House Speaker Marco Rubio. He is the State Representative for District 117 and the Chair of the Criminal & Civil Justice Policy Council. He served as Mayor of the City of South Miami and as a City Commissioner. Representative Robaina is a graduate of Miami-Dade Community College.



**Rev. Albert Simpson, Jr., Ph.D.
Philemon Missionary Baptist Church**

Reverend Albert Simpson, Jr., was appointed to the Council in 2007 by former Florida Senate President Ken Pruitt. Dr. Simpson is the pastor of Philemon Missionary Baptist Church and an advisor to Florida State Senator Stephen R. Wise. Additionally, he is the founder of The Share, Care, and Dare Development Program, Inc., and the Philemon Evangelistic Outreach Ministries Bible Institute. Dr. Simpson is a graduate of Revelation Message Bible College and earned a Master's Degree from Jacksonville Theological Seminary and a Doctorate from Suffield University.



**Dr. Shairi Turner
Chief Medical Director
Office of Health Services
Department of Juvenile Justice**

Dr. Shairi Turner was appointed to the Council in 2007 by former Secretary of Juvenile Justice Walter McNeil. Dr. Turner is the Chief Medical Director for the Florida Department of Juvenile Justice. Prior to, she was in private practice. Dr. Turner received a Master's Degree in Public Health from Harvard University. She is a graduate of Stanford University and earned a Doctorate of Medicine from Case Western University School of Medicine. She left her private practice to join the Department.



**Representative Perry E. Thurston, Jr.
Florida State Representative, District 93**

The Honorable Perry E. Thurston, Jr. was appointed to the Council in 2007 by former Florida House Speaker Marco Rubio. He is a State Representative for District 93. Prior to serving in the Legislature, he had a private law practice. He has served as Co-Counsel for the Broward County NAACP, and as a member of the Board of Directors of the Sistrunk Historical Festival. In addition he is a member of the Department of Juvenile Justice Board of Directors, and the Broward County Criminal Justice Defense Lawyers Association. Mr. Thurston is a graduate of Morehouse College and earned a Juris Doctorate from the University of Miami.



Ms. Iris Wilson
Deputy Chancellor
Division of Public Schools
Florida Department of Education

Ms. Iris Wilson was appointed in 2008 to the Council by Florida Commissioner of Education Eric J. Smith. She is the Deputy Chancellor for Student Achievement for the Division of Public Schools at the Florida Department of Education. Ms. Wilson was an elementary school teacher at Kate Sullivan Elementary, an assistant principal at Killlearn Lakes Elementary, and principal at Kate Sullivan Elementary School. In addition, she served as the Assistant Superintendent of School Management and Curriculum Services for Leon County Schools. Ms. Wilson is a graduate of Florida State University and received her Master’s and Educational Specialist degrees from Florida State University.



Mr. Levi Williams
Fertig and Grammling Law Firm

Mr. Levi Williams was appointed to the Council in 2007 by Florida Attorney General Bill McCollum. He is a partner with Fertig and Grammling Law Firm. Mr. Williams is a graduate of the University of Illinois and received his Juris Doctorate from the University of Florida.



The Honorable Frederica Wilson
State Senator, District 33

The Honorable Frederica Wilson was appointed to the Council in 2007 by former Florida Senate President Ken Pruitt. She is a State Senator for District 33 and has served in the prestigious position of Senate Democratic Leader Pro Tempore, the second highest position within the Democratic Caucus. Prior to the Legislature, she was a Miami-Dade County School Board member, and Principal of Skyway Elementary for 12 years. She is the founder of the 5000 Role Models of Excellence Project, which provides role models for at-risk boys attending Miami-Dade public schools. Senator Wilson is a graduate of Fisk University; she earned a Master’s Degree from the University of Miami and an Honorary Doctorate from Florida Memorial College.



The Honorable Stephen R. Wise
State Senator, District 5

The Honorable Stephen R. Wise was appointed in 2007 to the Council by former Florida Senate President Ken Pruitt. He serves as a State Senator for District 5 and as the Chair of the Education Pre-K -12 Appropriations Committee. Prior to the Legislature, he was a consultant and a retired educator. Senator Wise graduated from Florida Southern College and earned a Master’s Degree from Middle Tennessee State University and a Doctorate from the University of Alabama.



COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS

Appendices

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Appendix A: Florida Department of Law Enforcement Response to Legislative



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FLORIDA COUNCIL ON THE SOCIAL STATUS OF BLACK MEN & BOYS

October 9, 2008

Gerald A. Bailey
Commissioner
Florida Department of Law Enforcement
P.O. Box 1489
Tallahassee, Florida 32302-1489

Dear Commissioner Bailey:

I wish to acknowledge the contribution of the Florida Department of Law Enforcement Bureau of Criminal Justice Information for submitting the following documents as it related to the Sealing and Expunging of Juvenile Records: Summary of Sealed and Expunged Records in Criminal History File; Comparison of Criminal History Records with and without Sealed or Expunged Arrests; and Sealed or Expunged Juvenile Records in Criminal History. The Legislative Review subcommittee will review all completed information and will communicate with you regarding the progress of their research.

Pursuant to F.S. 16.615; the Legislative Review Subcommittee is requesting information about FDLE's procedure in the sale and in the release of juvenile records to public and private entities. In addition, we would like to know what the criteria for this request are and who is given the authority to fulfill this request.

The obtainment of this information is crucial for the subcommittee's research endeavors and for its contribution to the 2008 Annual Report which will be submitted to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the chairpersons of the standing committees of jurisdiction of each chamber by December 15, 2008.

Regarding the request for statistical data, we would appreciate a response to Ms. Fredrica Doctor, in the Bureau of Criminal Justice Programs, Office of the Attorney General (850-414-3300), by October 15, 2008. Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Norwood".

Christopher Norwood, Chair
Council on the Social Status of Black Men and Boys

C: Emile C. Commedore, J.D., M.D., Chair
Legislative Review Subcommittee
Jean Itzin, Bureau Chief
Bureau of Crime Information
Representative Perry Thurston, Jr.

Appendix B: FDLE Research Request



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FLORIDA COUNCIL ON THE SOCIAL STATUS OF BLACK MEN & BOYS

August 20, 2008

Ms. Jean Itzin
Bureau Chief
Bureau of Crime Information
Florida Department of Law Enforcement
P.O. Box 1489
Tallahassee, Florida 32302-1489

Dear Ms. Itzin:

It was my pleasure speaking with you this morning. I look forward to the opportunity of working with you and FDLE Bureau of Crime Information to further the Council's legislative review subcommittee's research endeavors.

Pursuant to CS/CS HB 1395, Section 1, Section 16.615, Florida Statutes; the Legislative Review Subcommittee is requesting information about the sealing and expunging of juveniles' records. Requested data and reports should be disaggregated by gender, race, types (automatic, court orders, etc.), and each county within the state of Florida.

The obtainment of this information is crucial for the subcommittee's research endeavors and for its contribution to the 2008 Annual Report which will be submitted to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the chairpersons of the standing committees of jurisdiction of each chamber by December 15, 2008.

Regarding the request for statistical data, I would appreciate a response by September 3, 2008. If you have any questions or require additional information, please feel free to contact me at 850.414.3300. Thank you in advance for your consideration.

Sincerely,

Fredrica Doctor
Research and Training Specialist

Cc: Emile Commedore, M.D., J.D.
Legislative Review Subcommittee, Chair
Christopher Norwood, Chair
Council on the Social Status of Black Men and Boys

Appendix C: FDLE Acknowledgement Letter



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FLORIDA COUNCIL ON THE SOCIAL STATUS OF BLACK MEN & BOYS

October 15, 2008

Ms. Donna Uzzell
Director
Criminal Justice Information Services
Florida Department of Law Enforcement
P.O. Box 1489
Tallahassee, Florida 32302-1489

Dear Ms. Uzzell:

I wish to acknowledge receipt of the following research document prepared by the Criminal Justice Information Services within the Florida Department of Law Enforcement: FDLE's response to the selling and the releasing of juveniles' records to public and private entities. The Legislative Review subcommittee will review submitted information and will communicate with you regarding the progress of their research.

I wish to thank you and your staff for your expeditious response and diligence regarding the subcommittee's research endeavors.

Sincerely,

A handwritten signature in black ink, appearing to read "Christopher Norwood".

Christopher Norwood, Chair
Council on the Social Status of Black Men and Boys

cc: Gerald A. Bailey, Commissioner
Emile C. Commedore, M.D., J.D.
Legislative Review Subcommittee, Chair
The Honorable Perry Thurston, Jr.
State Representative, District 93
Ms. Jean Itzin, Bureau Chief
Ms. Martha Wright, Bureau Chief

Appendix D: Legislative Information

In 1994, the Florida Legislature enacted section 948.08(6) of Florida Statutes to provide dismissal of charges for purchase and possession of a controlled substance upon successful completion of a drug court program for offenders with no prior felony convictions. This provided a statewide sentencing scheme for these offenses, an incentive to encourage offenders to opt into a drug court, where they would be held accountable for their actions through intensive monitoring by the court.

In 2001, the Supreme Court Task Force on Treatment-Based Drug Courts proposed legislation that was adopted and enacted as section 397.334 of Florida Statutes which acknowledges the need for, and significant impact of, drug courts in handling substance abuse offenders. This statute required each judicial circuit to establish a treatment-based drug court program, and it requires the programs to adhere to the 10 key components of a drug court, recognized by the U.S. Department of Justice and adopted by the steering committee in 1999.

The components are listed below:

- Drug courts integrate alcohol and other drug treatment services within justice system case processing;
- Prosecution and defense counsel use a non-adversarial approach which enables them to promote public safety while protecting a participant's due process rights;
- Eligible participants are identified early and promptly placed in the drug court program;
- Drug courts provide access to a continuum of drug and alcohol related treatments and rehabilitation services;
- Abstinence is monitored by frequent, random drug and alcohol testing;
- A coordinated strategy governs drug court response to a participant's compliance;
- Ongoing judicial interaction with each drug court participant is essential;
- Monitoring and evaluation measure the achievement of program goals and gauge effectiveness;
- Continuing interdisciplinary education promotes effective drug court planning, implementation, and operations; and

- Forging partnerships among drug courts, public agencies, and community based organizations generates local support and enhances drug court program effectiveness.

Additionally, the legislation expanded eligible offenses to include obtaining a prescription by fraud, solicitation to purchase, and tampering with evidence for adult pretrial intervention programs. Eligible offenses were also expanded for juvenile delinquency pretrial intervention programs, and a mechanism for transferring cases between jurisdictions was created, pursuant to section 910.035 of the Florida Statutes.

House Bill 113A, which relates to implementation of Article V, Revision 7 of the Florida Constitution, passed in 2003. It removed the mandate for each judicial circuit to establish a treatment-based drug court program, pursuant to section 397.334 of the Florida Statute, effective July 1, 2004. In addition, this bill eliminated the pronouncement of legislative intent for establishing treatment-based drug courts.

In 2002 and 2003, the Supreme Court Task Force on Treatment-Based Drug Courts proposed additional substantive legislation to further expand eligibility to nonviolent third degree felonies, infuse the process into dependency law, and continue the institutionalization of drug courts¹. This legislation failed to pass through both chambers of the legislature. This same legislation was proposed during the 2004 legislative session as Senate Bill 316, sponsored by Senator Evelyn Lynn and its companion, House Bill 281, sponsored by Representative Sandy Adams. The Senate bill passed, but the House bill died in Appropriations.

¹ In 2003, the Florida Association of Drug Court Professionals (FADCP) drafted additional legislation to secure a dedicated funding stream for drug courts by assessing a \$6.00 fee on all criminal dispositions. The legislation did not pass.

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Appendix F: Council Opportunities

The Council on the Social Status of Black Men and Boys participated in the 22nd Annual Preventing Crime in the Black Community Conference in Tampa, Florida in June 2008.

Billy R. Close, Ph.D., Chair of the Improving Educational Outcomes Committee presented *Beyond Black Crimmythology and Beyond the Athlete: Quitting Is Not an Option* at the 23rd Annual Preventing Crime in the Black Community Conference in Tampa, Florida in June 2008.

Governor Charlie Crist appointed Walter A. McNeil to serve as Secretary of the Department of Corrections January 15, 2008.

Former Representative Frank Peterman was appointed by Governor Charlie Crist to serve as Secretary of the Department of Juvenile Justice.

Former Chairman Levi Williams was profiled in the South Florida Caribbean News for his accomplishments in the South Florida community and with the Council on the Social Status of Black Men and Boys.

Chair Chris Norwood established a collaborative relationship with David C. Anchin Center in the College of Education at the University of South Florida for the coordination of the Council Report.

Chair Chris Norwood established a collaborative relationship with Chair Donna Elam and the Florida Commission on Human Relations to further the shared missions of the two agencies to improve the quality of civil rights and human relations for Florida residents through coordination of the Council's report.

Chair Chris Norwood and Chair Donna Elam assisted the newly appointed Chair Calvin Mackey with the establishment of the Louisiana Attorney General's Council on the Social Status of Black Men and Boys legislation and model.

Appendix G: Summary of Sealed and Expunged Records in Criminal History File

Report prepared for Council on the Social Status of Black Men and Boys

August 27, 2008

EXPUNGED means expunged by court order; no information available to the public; only the fact that a record has been expunged (not the contents of the record) is available to the government agencies listed in the statute. A subject is allowed only one court-ordered seal or expunge. (See 943.0585)

SEALED means sealed by court order; no information available to the public but the contents of the record are available to the government agencies listed in the statute. A subject is allowed only one court-ordered seal or expunge. (See 943.059)

JUVENILE PURGE means the juvenile part of a criminal history record is automatically expunged when the subject reaches the age of 24. If the subject was classified as a serious or habitual juvenile offender or committed to a juvenile correctional facility or juvenile prison under chapter 985, the record is expunged when the subject reaches age 26. If the subject is charged with or convicted of a forcible felony after reaching age 18 but before the expunction occurs, or is adjudicated (and treated) as an adult for a forcible felony at any time before the expunction occurs, the automatic expunction will not occur. A juvenile purge may be followed by a court ordered seal or expunge if the subject meets the criteria. (See 943.0515)

JUVENILE EXPUNGE means expunged after the completion of a juvenile diversion program; this option is available to juveniles arrested for non-violent misdemeanors. The contents of a record expunged under this section remain available to criminal justice agencies for criminal justice purposes, and are sealed (as defined at 943.059) at the local agency level. A juvenile expunge may be followed by a court ordered seal or expunge if the subject meets the criteria. (See 943.0582)

TWO OR MORE ACTIONS means that the subject has more than one of these conditions in his or her record (e.g., Juvenile expunge and court-ordered seal).

Other Data Notes: Race and Sex are recorded in the criminal history file as reported on arrest fingerprint cards. When Race is shown as Unknown, either the card was submitted with Unknown in the Race field or the field was left blank when submitted. The criminal history file allows only one Race and one Sex to be recorded for each subject.

Summary of Sealed and Expunged Records in Criminal History File

| | Male | | | | | Total Male | Female | | | | | Total Female | Total |
|---|---------------|----------------|------------|-------------|--------------|----------------|---------------|---------------|--------------|---------------|----------------|----------------|----------------|
| | Black Male | White Male | Asian Male | Indian Male | Unknown Male | | Black Female | White Female | Asian Female | Indian Female | Unknown Female | | |
| ALL INDIVIDUALS STATEWIDE (Adult and Juvenile) | | | | | | | | | | | | | |
| EXPUNGED | 3,134 | 18,293 | 85 | 11 | 23 | 21,546 | 3,192 | 10,017 | 56 | 8 | 11 | 13,284 | 34,830 |
| SEALED | 8,456 | 61,110 | 129 | 38 | 77 | 69,810 | 6,422 | 22,579 | 68 | 9 | 43 | 29,121 | 98,931 |
| JUVENILE EXPUNGE | 427 | 1,740 | 12 | 0 | 16 | 2,195 | 271 | 1,170 | 15 | 0 | 10 | 1,466 | 3,661 |
| JUVENILE PURGE | 27,268 | 72,724 | 383 | 43 | 159 | 100,577 | 19,243 | 36,872 | 186 | 30 | 59 | 56,390 | 156,967 |
| TWO OR MORE ACTIONS | 63 | 373 | 3 | 0 | 0 | 439 | 74 | 243 | 0 | 0 | 0 | 317 | 756 |
| Total | 39,348 | 154,240 | 612 | 92 | 275 | 194,567 | 29,202 | 70,881 | 325 | 47 | 123 | 100,578 | 295,145 |
| JUVENILES STATEWIDE | | | | | | | | | | | | | |
| EXPUNGED | 106 | 600 | 5 | 0 | 1 | 712 | 60 | 267 | 2 | 0 | 1 | 330 | 1,042 |
| SEALED | 30 | 221 | 1 | 0 | 1 | 253 | 25 | 62 | 0 | 0 | 0 | 87 | 340 |
| JUVENILE EXPUNGE | 427 | 1,740 | 12 | 0 | 16 | 2,195 | 271 | 1,170 | 15 | 0 | 10 | 1,466 | 3,661 |
| JUVENILE PURGE | 27,268 | 72,724 | 383 | 43 | 159 | 100,577 | 19,243 | 36,872 | 186 | 30 | 59 | 56,390 | 156,967 |
| TWO OR MORE ACTIONS | 63 | 373 | 3 | 0 | 0 | 439 | 74 | 243 | 0 | 0 | 0 | 317 | 756 |
| Total | 27,894 | 75,658 | 404 | 43 | 177 | 104,176 | 19,673 | 38,614 | 203 | 30 | 70 | 58,590 | 162,766 |

Comparison of Criminal History Records with and without Sealed or Expunged Arrests

| | Male | | | | | | Female | | | | | | Total |
|--|----------------|------------------|--------------|--------------|---------------|------------------|----------------|----------------|--------------|---------------|----------------|------------------|------------------|
| | Black Male | White Male | Asian Male | Indian Male | Unknown Male | Total Male | Black Female | White Female | Asian Female | Indian Female | Unknown Female | Total Female | |
| All individuals (Adults and Juveniles) with Arrest Record regardless of sealed/expunge status | 919,527 | 3,221,240 | 6,635 | 2,287 | 11,388 | 4,161,077 | 392,550 | 991,316 | 2,795 | 892 | 2,332 | 1,389,885 | 5,550,962 |
| % All Individuals without Seal/Expunge | 95.7 | 95.2 | 90.8 | 96.0 | 97.6 | 95.3 | 92.6 | 92.8 | 88.4 | 94.7 | 94.7 | 92.8 | 94.7 |
| % All Individuals with Seal/Expunge | 4.3 | 4.8 | 9.2 | 4.0 | 2.4 | 4.7 | 7.4 | 7.2 | 11.6 | 5.3 | 5.3 | 7.2 | 5.3 |
| Juveniles with Arrest Record regardless of sealed/expunge status | 140,888 | 244,976 | 1,224 | 256 | 1,822 | 389,166 | 67,458 | 105,761 | 540 | 126 | 824 | 174,709 | 563,875 |
| % Juveniles without Seal/Expunge | 80.2 | 69.1 | 67.0 | 83.2 | 90.3 | 73.2 | 70.8 | 63.5 | 62.4 | 76.2 | 91.5 | 66.5 | 71.1 |
| % Juveniles with Seal/Expunge | 19.8 | 30.9 | 33.0 | 16.8 | 9.7 | 26.8 | 29.2 | 36.5 | 37.6 | 23.8 | 8.5 | 33.5 | 28.9 |

Sealed or Expunged Juvenile Records in Criminal History by Race, Sex and County.

| | Male | | | | | | Female | | | | | | Total |
|---------------------|------------|------------|------------|-------------|--------------|------------|--------------|--------------|--------------|---------------|----------------|--------------|-------|
| | Black Male | White Male | Asian Male | Indian Male | Unknown Male | Total Male | Black Female | White Female | Asian Female | Indian Female | Unknown Female | Total Female | |
| 01-ALACHUA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 1 | 0 | 0 | 3 | 1 | 5 | 0 | 0 | 0 | 6 | 9 |
| SEALED | 0 | 2 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 2 | 4 |
| JUVENILE EXPUNGE | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 6 | 1 | 0 | 0 | 7 | 9 |
| JUVENILE PURGE | 469 | 703 | 5 | 0 | 3 | 1,180 | 409 | 487 | 2 | 0 | 0 | 898 | 2,078 |
| TWO OR MORE ACTIONS | 0 | 4 | 0 | 0 | 0 | 4 | 1 | 4 | 0 | 0 | 0 | 5 | 9 |
| Total | 469 | 713 | 6 | 0 | 3 | 1,191 | 413 | 502 | 3 | 0 | 0 | 918 | 2,109 |
| 02-BAKER | | | | | | | | | | | | | |
| JUVENILE PURGE | 39 | 95 | 0 | 0 | 0 | 134 | 20 | 31 | 0 | 0 | 0 | 51 | 185 |
| Total | 39 | 95 | 0 | 0 | 0 | 134 | 20 | 31 | 0 | 0 | 0 | 51 | 185 |
| 03-BAY | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE EXPUNGE | 9 | 64 | 1 | 0 | 0 | 74 | 10 | 43 | 1 | 0 | 0 | 54 | 128 |
| JUVENILE PURGE | 222 | 1,267 | 27 | 1 | 1 | 1,518 | 146 | 600 | 16 | 0 | 0 | 762 | 2,280 |
| TWO OR MORE ACTIONS | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 6 |
| Total | 231 | 1,336 | 28 | 1 | 1 | 1,597 | 156 | 646 | 17 | 0 | 0 | 819 | 2,416 |
| 04-BRADFORD | | | | | | | | | | | | | |
| JUVENILE PURGE | 19 | 99 | 0 | 0 | 0 | 118 | 12 | 44 | 0 | 0 | 0 | 56 | 174 |
| Total | 19 | 99 | 0 | 0 | 0 | 118 | 12 | 44 | 0 | 0 | 0 | 56 | 174 |
| 05-BREVARD | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|---------------------|-------|-------|----|----|----|--------|-------|-------|----|---|---|-------|--------|
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 2 | 5 |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 318 | 1,841 | 11 | 0 | 4 | 2,174 | 221 | 810 | 4 | 0 | 3 | 1,038 | 3,212 |
| TWO OR MORE ACTIONS | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 3 | 6 |
| Total | 318 | 1,848 | 11 | 0 | 4 | 2,181 | 221 | 816 | 4 | 0 | 3 | 1,044 | 3,225 |
| 06-BROWARD | | | | | | | | | | | | | |
| EXPUNGED | 6 | 22 | 0 | 0 | 1 | 29 | 4 | 14 | 0 | 0 | 1 | 19 | 48 |
| SEALED | 4 | 21 | 0 | 0 | 0 | 25 | 1 | 4 | 0 | 0 | 0 | 5 | 30 |
| JUVENILE EXPUNGE | 21 | 49 | 0 | 0 | 1 | 71 | 8 | 33 | 0 | 0 | 2 | 43 | 114 |
| JUVENILE PURGE | 4,157 | 5,946 | 22 | 11 | 11 | 10,147 | 2,402 | 2,932 | 14 | 5 | 6 | 5,359 | 15,506 |
| TWO OR MORE ACTIONS | 6 | 26 | 0 | 0 | 0 | 32 | 6 | 8 | 0 | 0 | 0 | 14 | 46 |
| Total | 4,194 | 6,064 | 22 | 11 | 13 | 10,304 | 2,421 | 2,991 | 14 | 5 | 9 | 5,440 | 15,744 |
| 07-CALHOUN | | | | | | | | | | | | | |
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| JUVENILE PURGE | 30 | 81 | 0 | 0 | 1 | 112 | 18 | 31 | 0 | 0 | 0 | 49 | 161 |
| TWO OR MORE ACTIONS | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| Total | 32 | 82 | 0 | 0 | 1 | 115 | 18 | 33 | 0 | 0 | 0 | 51 | 166 |
| 08-CHARLOTTE | | | | | | | | | | | | | |
| EXPUNGED | 2 | 8 | 0 | 0 | 0 | 10 | 0 | 5 | 0 | 0 | 0 | 5 | 15 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| JUVENILE EXPUNGE | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE PURGE | 92 | 793 | 0 | 0 | 0 | 885 | 50 | 424 | 1 | 0 | 0 | 475 | 1,360 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| Total | 94 | 805 | 0 | 0 | 0 | 899 | 50 | 433 | 1 | 0 | 0 | 484 | 1,383 |
| 09-CITRUS | | | | | | | | | | | | | |
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| SEALED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 23 | 666 | 3 | 0 | 1 | 693 | 16 | 313 | 0 | 0 | 0 | 329 | 1,022 |
| TWO OR MORE ACTIONS | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 1 | 6 |
| Total | 23 | 675 | 3 | 0 | 1 | 702 | 16 | 315 | 0 | 0 | 0 | 331 | 1,033 |
| 10-CLAY | | | | | | | | | | | | | |
| EXPUNGED | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE EXPUNGE | 0 | 6 | 0 | 0 | 0 | 6 | 2 | 0 | 0 | 0 | 0 | 2 | 8 |
| JUVENILE PURGE | 76 | 383 | 3 | 1 | 6 | 469 | 24 | 106 | 0 | 0 | 1 | 131 | 600 |
| TWO OR MORE ACTIONS | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 78 | 391 | 3 | 1 | 6 | 479 | 26 | 107 | 0 | 0 | 1 | 134 | 613 |
| 11-COLLIER | | | | | | | | | | | | | |
| EXPUNGED | 0 | 30 | 0 | 0 | 0 | 30 | 0 | 12 | 1 | 0 | 0 | 13 | 43 |
| SEALED | 0 | 21 | 0 | 0 | 0 | 21 | 0 | 7 | 0 | 0 | 0 | 7 | 28 |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 150 | 1,328 | 0 | 0 | 1 | 1,479 | 117 | 743 | 0 | 1 | 0 | 861 | 2,340 |
| TWO OR MORE ACTIONS | 0 | 8 | 0 | 0 | 0 | 8 | 0 | 8 | 0 | 0 | 0 | 8 | 16 |

| | | | | | | | | | | | | | |
|---------------------|-------|-------|----|---|----|--------|-------|-------|----|---|---|-------|--------|
| Total | 150 | 1,387 | 0 | 0 | 1 | 1,538 | 117 | 771 | 1 | 1 | 0 | 890 | 2,428 |
| 12-COLUMBIA | | | | | | | | | | | | | |
| EXPUNGED | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 105 | 388 | 1 | 1 | 2 | 497 | 76 | 193 | 0 | 0 | 0 | 269 | 766 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 106 | 391 | 1 | 1 | 2 | 501 | 76 | 193 | 0 | 0 | 0 | 269 | 770 |
| 13-DADE | | | | | | | | | | | | | |
| EXPUNGED | 51 | 174 | 0 | 0 | 0 | 225 | 29 | 65 | 0 | 0 | 0 | 94 | 319 |
| SEALED | 12 | 30 | 0 | 0 | 0 | 42 | 5 | 7 | 0 | 0 | 0 | 12 | 54 |
| JUVENILE EXPUNGE | 308 | 1,150 | 1 | 0 | 5 | 1,464 | 198 | 591 | 0 | 0 | 2 | 791 | 2,255 |
| JUVENILE PURGE | 4,264 | 7,198 | 9 | 5 | 17 | 11,493 | 2,895 | 3,578 | 11 | 2 | 6 | 6,492 | 17,985 |
| TWO OR MORE ACTIONS | 29 | 134 | 0 | 0 | 0 | 163 | 43 | 99 | 0 | 0 | 0 | 142 | 305 |
| Total | 4,664 | 8,686 | 10 | 5 | 22 | 13,387 | 3,170 | 4,340 | 11 | 2 | 8 | 7,531 | 20,918 |
| 14-DESOTO | | | | | | | | | | | | | |
| JUVENILE PURGE | 44 | 174 | 0 | 0 | 0 | 218 | 34 | 77 | 0 | 0 | 0 | 111 | 329 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 44 | 175 | 0 | 0 | 0 | 219 | 34 | 77 | 0 | 0 | 0 | 111 | 330 |
| 15-DIXIE | | | | | | | | | | | | | |
| JUVENILE PURGE | 6 | 66 | 0 | 0 | 0 | 72 | 3 | 31 | 0 | 0 | 0 | 34 | 106 |
| Total | 6 | 66 | 0 | 0 | 0 | 72 | 3 | 31 | 0 | 0 | 0 | 34 | 106 |
| 16-DUVAL | | | | | | | | | | | | | |
| EXPUNGED | 8 | 20 | 1 | 0 | 0 | 29 | 2 | 17 | 0 | 0 | 0 | 19 | 48 |
| SEALED | 1 | 6 | 1 | 0 | 0 | 8 | 2 | 3 | 0 | 0 | 0 | 5 | 13 |
| JUVENILE EXPUNGE | 16 | 36 | 8 | 0 | 0 | 60 | 10 | 95 | 7 | 0 | 0 | 112 | 172 |
| JUVENILE PURGE | 2,976 | 4,200 | 45 | 1 | 13 | 7,235 | 2,160 | 2,391 | 18 | 1 | 5 | 4,575 | 11,810 |
| TWO OR MORE ACTIONS | 3 | 13 | 0 | 0 | 0 | 16 | 2 | 5 | 0 | 0 | 0 | 7 | 23 |
| Total | 3,004 | 4,275 | 55 | 1 | 13 | 7,348 | 2,176 | 2,511 | 25 | 1 | 5 | 4,718 | 12,066 |
| 17-ESCAMBIA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 6 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 0 | 0 | 1 | 7 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 0 | 0 | 3 | 6 |
| JUVENILE EXPUNGE | 10 | 25 | 0 | 0 | 1 | 36 | 4 | 36 | 2 | 0 | 1 | 43 | 79 |
| JUVENILE PURGE | 880 | 1,427 | 42 | 0 | 1 | 2,350 | 609 | 756 | 16 | 0 | 1 | 1,382 | 3,732 |
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 3 | 5 |
| Total | 890 | 1,463 | 42 | 0 | 2 | 2,397 | 615 | 797 | 18 | 0 | 2 | 1,432 | 3,829 |
| 18-FLAGLER | | | | | | | | | | | | | |
| JUVENILE EXPUNGE | 1 | 4 | 0 | 0 | 0 | 5 | 0 | 2 | 0 | 0 | 0 | 2 | 7 |
| JUVENILE PURGE | 53 | 268 | 1 | 0 | 0 | 322 | 25 | 108 | 0 | 0 | 0 | 133 | 455 |
| TWO OR MORE ACTIONS | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 55 | 273 | 1 | 0 | 0 | 329 | 25 | 110 | 0 | 0 | 0 | 135 | 464 |
| 19-FRANKLIN | | | | | | | | | | | | | |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 11 | 69 | 0 | 0 | 1 | 81 | 7 | 33 | 0 | 0 | 0 | 40 | 121 |
| Total | 11 | 70 | 0 | 0 | 1 | 82 | 7 | 33 | 0 | 0 | 0 | 40 | 122 |
| 20-GADSDEN | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|------------------------|-------|-------|----|---|---|-------|-------|-------|----|---|---|-------|--------|
| JUVENILE PURGE | 169 | 48 | 0 | 0 | 1 | 218 | 83 | 14 | 0 | 0 | 0 | 97 | 315 |
| Total | 169 | 48 | 0 | 0 | 1 | 218 | 83 | 14 | 0 | 0 | 0 | 97 | 315 |
| 21-GILCHRIST | | | | | | | | | | | | | |
| JUVENILE PURGE | 2 | 47 | 0 | 0 | 0 | 49 | 2 | 19 | 0 | 0 | 0 | 21 | 70 |
| Total | 2 | 47 | 0 | 0 | 0 | 49 | 2 | 19 | 0 | 0 | 0 | 21 | 70 |
| 22-GLADES | | | | | | | | | | | | | |
| JUVENILE PURGE | 6 | 36 | 0 | 0 | 0 | 42 | 1 | 13 | 0 | 0 | 0 | 14 | 56 |
| Total | 6 | 36 | 0 | 0 | 0 | 42 | 1 | 13 | 0 | 0 | 0 | 14 | 56 |
| 23-GULF | | | | | | | | | | | | | |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 15 | 70 | 0 | 0 | 0 | 85 | 6 | 32 | 0 | 0 | 0 | 38 | 123 |
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 15 | 74 | 0 | 0 | 0 | 89 | 6 | 32 | 0 | 0 | 0 | 38 | 127 |
| 24-HAMILTON | | | | | | | | | | | | | |
| EXPUNGED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 49 | 79 | 0 | 0 | 1 | 129 | 17 | 19 | 0 | 0 | 0 | 36 | 165 |
| Total | 49 | 79 | 0 | 0 | 1 | 129 | 17 | 20 | 0 | 0 | 0 | 37 | 166 |
| 25-HARDEE | | | | | | | | | | | | | |
| JUVENILE PURGE | 16 | 201 | 1 | 0 | 0 | 218 | 17 | 67 | 0 | 0 | 0 | 84 | 302 |
| Total | 16 | 201 | 1 | 0 | 0 | 218 | 17 | 67 | 0 | 0 | 0 | 84 | 302 |
| 26-HENDRY | | | | | | | | | | | | | |
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 65 | 314 | 0 | 0 | 0 | 379 | 36 | 105 | 0 | 0 | 0 | 141 | 520 |
| Total | 65 | 315 | 0 | 0 | 0 | 380 | 36 | 105 | 0 | 0 | 0 | 141 | 521 |
| 27-HERNANDO | | | | | | | | | | | | | |
| EXPUNGED | 1 | 10 | 0 | 0 | 0 | 11 | 0 | 7 | 0 | 0 | 0 | 7 | 18 |
| SEALED | 1 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| JUVENILE EXPUNGE | 0 | 6 | 0 | 0 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 2 | 8 |
| JUVENILE PURGE | 47 | 640 | 0 | 0 | 0 | 687 | 38 | 270 | 1 | 0 | 0 | 309 | 996 |
| TWO OR MORE ACTIONS | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Total | 49 | 663 | 0 | 0 | 0 | 712 | 38 | 279 | 1 | 0 | 0 | 318 | 1,030 |
| 28-HIGHLANDS | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE PURGE | 90 | 471 | 0 | 0 | 0 | 561 | 81 | 214 | 1 | 1 | 0 | 297 | 858 |
| Total | 90 | 473 | 0 | 0 | 0 | 563 | 81 | 214 | 1 | 1 | 0 | 297 | 860 |
| 29-HILLSBOROUGH | | | | | | | | | | | | | |
| EXPUNGED | 13 | 91 | 2 | 0 | 0 | 106 | 13 | 33 | 0 | 0 | 0 | 46 | 152 |
| SEALED | 1 | 13 | 0 | 0 | 0 | 14 | 3 | 5 | 0 | 0 | 0 | 8 | 22 |
| JUVENILE EXPUNGE | 5 | 55 | 0 | 0 | 1 | 61 | 4 | 70 | 1 | 0 | 0 | 75 | 136 |
| JUVENILE PURGE | 2,042 | 5,469 | 32 | 2 | 7 | 7,552 | 1,719 | 3,442 | 18 | 2 | 2 | 5,183 | 12,735 |
| TWO OR MORE ACTIONS | 4 | 18 | 0 | 0 | 0 | 22 | 4 | 20 | 0 | 0 | 0 | 24 | 46 |
| Total | 2,065 | 5,646 | 34 | 2 | 8 | 7,755 | 1,743 | 3,570 | 19 | 2 | 2 | 5,336 | 13,091 |
| 30-HOLMES | | | | | | | | | | | | | |
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

| | | | | | | | | | | | | | |
|------------------------|-----|-------|----|---|---|-------|-----|-----|---|---|---|-------|-------|
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE EXPUNGE | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| JUVENILE PURGE | 5 | 130 | 0 | 0 | 0 | 135 | 0 | 31 | 0 | 0 | 0 | 31 | 166 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 5 | 135 | 0 | 0 | 0 | 140 | 0 | 32 | 0 | 0 | 0 | 32 | 172 |
| 31-INDIAN RIVER | | | | | | | | | | | | | |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 3 | 4 |
| JUVENILE EXPUNGE | 1 | 12 | 0 | 0 | 0 | 13 | 2 | 10 | 0 | 0 | 2 | 14 | 27 |
| JUVENILE PURGE | 165 | 725 | 1 | 0 | 0 | 891 | 128 | 365 | 0 | 0 | 0 | 493 | 1,384 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 166 | 739 | 1 | 0 | 0 | 906 | 130 | 378 | 0 | 0 | 2 | 510 | 1,416 |
| 32-JACKSON | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE PURGE | 78 | 190 | 1 | 0 | 0 | 269 | 43 | 72 | 0 | 0 | 0 | 115 | 384 |
| Total | 78 | 192 | 1 | 0 | 0 | 271 | 43 | 72 | 0 | 0 | 0 | 115 | 386 |
| 33-JEFFERSON | | | | | | | | | | | | | |
| JUVENILE PURGE | 56 | 47 | 0 | 0 | 0 | 103 | 29 | 15 | 0 | 0 | 0 | 44 | 147 |
| Total | 56 | 47 | 0 | 0 | 0 | 103 | 29 | 15 | 0 | 0 | 0 | 44 | 147 |
| 34-LAFAYETTE | | | | | | | | | | | | | |
| JUVENILE PURGE | 7 | 12 | 0 | 0 | 0 | 19 | 4 | 3 | 0 | 0 | 0 | 7 | 26 |
| Total | 7 | 12 | 0 | 0 | 0 | 19 | 4 | 3 | 0 | 0 | 0 | 7 | 26 |
| 35-LAKE | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 3 | 5 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 4 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 275 | 1,044 | 0 | 0 | 9 | 1,328 | 188 | 448 | 0 | 0 | 7 | 643 | 1,971 |
| TWO OR MORE ACTIONS | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 5 | 5 |
| Total | 275 | 1,050 | 0 | 0 | 9 | 1,334 | 191 | 454 | 0 | 0 | 7 | 652 | 1,986 |
| 36-LEE | | | | | | | | | | | | | |
| EXPUNGED | 2 | 7 | 0 | 0 | 0 | 9 | 1 | 3 | 0 | 0 | 0 | 4 | 13 |
| SEALED | 1 | 5 | 0 | 0 | 0 | 6 | 0 | 2 | 0 | 0 | 0 | 2 | 8 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| JUVENILE PURGE | 346 | 1,859 | 5 | 0 | 4 | 2,214 | 304 | 808 | 0 | 0 | 3 | 1,115 | 3,329 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 3 | 4 |
| Total | 349 | 1,873 | 5 | 0 | 4 | 2,231 | 305 | 818 | 0 | 0 | 3 | 1,126 | 3,357 |
| 37-LEON | | | | | | | | | | | | | |
| EXPUNGED | 2 | 4 | 0 | 0 | 0 | 6 | 2 | 6 | 0 | 0 | 0 | 8 | 14 |
| SEALED | 2 | 11 | 0 | 0 | 0 | 13 | 1 | 4 | 0 | 0 | 0 | 5 | 18 |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 877 | 1,310 | 16 | 0 | 1 | 2,204 | 745 | 747 | 3 | 1 | 0 | 1,496 | 3,700 |
| TWO OR MORE ACTIONS | 9 | 12 | 1 | 0 | 0 | 22 | 5 | 10 | 0 | 0 | 0 | 15 | 37 |
| Total | 890 | 1,337 | 17 | 0 | 1 | 2,245 | 754 | 767 | 3 | 1 | 0 | 1,525 | 3,770 |
| 38-LEVY | | | | | | | | | | | | | |
| JUVENILE PURGE | 42 | 107 | 0 | 1 | 1 | 151 | 11 | 44 | 0 | 0 | 0 | 55 | 206 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

| | | | | | | | | | | | | | |
|---------------------|-----|-------|----|---|----|-------|-----|-----|----|---|---|-------|-------|
| Total | 42 | 108 | 0 | 1 | 1 | 152 | 11 | 44 | 0 | 0 | 0 | 55 | 207 |
| 39-LIBERTY | | | | | | | | | | | | | |
| JUVENILE PURGE | 2 | 21 | 0 | 0 | 1 | 24 | 0 | 3 | 0 | 0 | 0 | 3 | 27 |
| Total | 2 | 21 | 0 | 0 | 1 | 24 | 0 | 3 | 0 | 0 | 0 | 3 | 27 |
| 40-MADISON | | | | | | | | | | | | | |
| EXPUNGED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 98 | 82 | 0 | 0 | 0 | 180 | 31 | 32 | 0 | 0 | 0 | 63 | 243 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 98 | 83 | 0 | 0 | 0 | 181 | 31 | 33 | 0 | 0 | 0 | 64 | 245 |
| 41-MANATEE | | | | | | | | | | | | | |
| EXPUNGED | 3 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| SEALED | 1 | 8 | 0 | 0 | 0 | 9 | 0 | 3 | 0 | 0 | 0 | 3 | 12 |
| JUVENILE EXPUNGE | 2 | 12 | 0 | 0 | 0 | 14 | 2 | 14 | 0 | 0 | 0 | 16 | 30 |
| JUVENILE PURGE | 338 | 1,510 | 1 | 0 | 4 | 1,853 | 322 | 912 | 1 | 0 | 3 | 1,238 | 3,091 |
| TWO OR MORE ACTIONS | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 3 | 0 | 0 | 0 | 3 | 10 |
| Total | 344 | 1,538 | 1 | 0 | 4 | 1,887 | 324 | 932 | 1 | 0 | 3 | 1,260 | 3,147 |
| 42-MARION | | | | | | | | | | | | | |
| EXPUNGED | 2 | 15 | 0 | 0 | 0 | 17 | 0 | 5 | 0 | 0 | 0 | 5 | 22 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 3 | 6 |
| JUVENILE EXPUNGE | 23 | 80 | 1 | 0 | 6 | 110 | 13 | 91 | 0 | 0 | 3 | 107 | 217 |
| JUVENILE PURGE | 422 | 1,702 | 2 | 0 | 13 | 2,139 | 312 | 860 | 1 | 0 | 2 | 1,175 | 3,314 |
| TWO OR MORE ACTIONS | 1 | 11 | 0 | 0 | 0 | 12 | 0 | 9 | 0 | 0 | 0 | 9 | 21 |
| Total | 448 | 1,811 | 3 | 0 | 19 | 2,281 | 327 | 966 | 1 | 0 | 5 | 1,299 | 3,580 |
| 43-MARTIN | | | | | | | | | | | | | |
| EXPUNGED | 1 | 9 | 0 | 0 | 0 | 10 | 0 | 3 | 0 | 0 | 0 | 3 | 13 |
| JUVENILE EXPUNGE | 2 | 6 | 0 | 0 | 0 | 8 | 0 | 11 | 0 | 0 | 0 | 11 | 19 |
| JUVENILE PURGE | 118 | 682 | 0 | 0 | 1 | 801 | 93 | 314 | 0 | 0 | 0 | 407 | 1,208 |
| TWO OR MORE ACTIONS | 1 | 3 | 0 | 0 | 0 | 4 | 0 | 2 | 0 | 0 | 0 | 2 | 6 |
| Total | 122 | 700 | 0 | 0 | 1 | 823 | 93 | 330 | 0 | 0 | 0 | 423 | 1,246 |
| 44-MONROE | | | | | | | | | | | | | |
| EXPUNGED | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| JUVENILE PURGE | 61 | 512 | 0 | 0 | 2 | 575 | 21 | 184 | 0 | 0 | 1 | 206 | 781 |
| TWO OR MORE ACTIONS | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 2 | 5 |
| Total | 61 | 522 | 0 | 0 | 2 | 585 | 21 | 188 | 0 | 0 | 1 | 210 | 795 |
| 45-NASSAU | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 4 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| JUVENILE PURGE | 69 | 348 | 0 | 0 | 0 | 417 | 36 | 120 | 0 | 0 | 1 | 157 | 574 |
| Total | 69 | 351 | 0 | 0 | 0 | 420 | 36 | 123 | 0 | 0 | 1 | 160 | 580 |
| 46-OKALOOSA | | | | | | | | | | | | | |
| EXPUNGED | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 4 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| JUVENILE PURGE | 191 | 852 | 15 | 1 | 3 | 1,062 | 102 | 439 | 13 | 1 | 0 | 555 | 1,617 |

| | | | | | | | | | | | | | |
|----------------------|-------|-------|----|---|----|-------|-------|-------|----|----|---|-------|--------|
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Total | 192 | 856 | 15 | 1 | 3 | 1,067 | 102 | 442 | 13 | 1 | 0 | 558 | 1,625 |
| 47-OKEECHOBEE | | | | | | | | | | | | | |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 26 | 307 | 0 | 0 | 0 | 333 | 23 | 162 | 0 | 2 | 0 | 187 | 520 |
| Total | 26 | 307 | 0 | 0 | 0 | 333 | 23 | 163 | 0 | 2 | 0 | 188 | 521 |
| 48-ORANGE | | | | | | | | | | | | | |
| EXPUNGED | 2 | 23 | 1 | 0 | 0 | 26 | 0 | 11 | 0 | 0 | 0 | 11 | 37 |
| SEALED | 3 | 9 | 0 | 0 | 1 | 13 | 0 | 3 | 0 | 0 | 0 | 3 | 16 |
| JUVENILE EXPUNGE | 3 | 38 | 1 | 0 | 0 | 42 | 2 | 20 | 1 | 0 | 0 | 23 | 65 |
| JUVENILE PURGE | 2,333 | 5,159 | 62 | 6 | 25 | 7,585 | 1,758 | 3,084 | 33 | 10 | 6 | 4,891 | 12,476 |
| TWO OR MORE ACTIONS | 3 | 14 | 2 | 0 | 0 | 19 | 2 | 11 | 0 | 0 | 0 | 13 | 32 |
| Total | 2,344 | 5,243 | 66 | 6 | 26 | 7,685 | 1,762 | 3,129 | 34 | 10 | 6 | 4,941 | 12,626 |
| 49-OSCEOLA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 2 | 5 |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 136 | 880 | 4 | 2 | 2 | 1,024 | 65 | 315 | 1 | 1 | 0 | 382 | 1,406 |
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| Total | 136 | 885 | 4 | 2 | 3 | 1,030 | 65 | 318 | 1 | 1 | 0 | 385 | 1,415 |
| 50-PALM BEACH | | | | | | | | | | | | | |
| EXPUNGED | 4 | 20 | 0 | 0 | 0 | 24 | 1 | 9 | 0 | 0 | 0 | 10 | 34 |
| SEALED | 1 | 10 | 0 | 0 | 0 | 11 | 1 | 1 | 0 | 0 | 0 | 2 | 13 |
| JUVENILE EXPUNGE | 0 | 6 | 0 | 0 | 1 | 7 | 1 | 1 | 0 | 0 | 0 | 2 | 9 |
| JUVENILE PURGE | 1,021 | 2,605 | 12 | 1 | 3 | 3,642 | 785 | 1,319 | 5 | 1 | 2 | 2,112 | 5,754 |
| TWO OR MORE ACTIONS | 1 | 18 | 0 | 0 | 0 | 19 | 3 | 3 | 0 | 0 | 0 | 6 | 25 |
| Total | 1,027 | 2,659 | 12 | 1 | 4 | 3,703 | 791 | 1,333 | 5 | 1 | 2 | 2,132 | 5,835 |
| 51-PASCO | | | | | | | | | | | | | |
| EXPUNGED | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 2 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| JUVENILE PURGE | 62 | 1,410 | 2 | 0 | 0 | 1,474 | 51 | 595 | 5 | 0 | 2 | 653 | 2,127 |
| TWO OR MORE ACTIONS | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 4 |
| Total | 62 | 1,416 | 2 | 0 | 0 | 1,480 | 52 | 597 | 5 | 0 | 2 | 656 | 2,136 |
| 52-PINELLAS | | | | | | | | | | | | | |
| EXPUNGED | 3 | 38 | 0 | 0 | 0 | 41 | 1 | 18 | 0 | 0 | 0 | 19 | 60 |
| SEALED | 2 | 31 | 0 | 0 | 0 | 33 | 4 | 6 | 0 | 0 | 0 | 10 | 43 |
| JUVENILE EXPUNGE | 1 | 2 | 0 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 1 | 4 |
| JUVENILE PURGE | 1,244 | 4,727 | 34 | 1 | 3 | 6,009 | 859 | 2,435 | 12 | 0 | 2 | 3,308 | 9,317 |
| TWO OR MORE ACTIONS | 1 | 34 | 0 | 0 | 0 | 35 | 3 | 12 | 0 | 0 | 0 | 15 | 50 |
| Total | 1,251 | 4,832 | 34 | 1 | 3 | 6,121 | 867 | 2,472 | 12 | 0 | 2 | 3,353 | 9,474 |
| 53-POLK | | | | | | | | | | | | | |
| EXPUNGED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 4 |
| JUVENILE EXPUNGE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 787 | 2,428 | 2 | 2 | 8 | 3,227 | 652 | 1,266 | 2 | 2 | 3 | 1,925 | 5,152 |
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 0 | 0 | 3 | 5 |

| | | | | | | | | | | | | | |
|----------------------|-----|-------|----|---|---|-------|-----|-------|---|---|---|-------|-------|
| Total | 787 | 2,434 | 2 | 2 | 8 | 3,233 | 653 | 1,271 | 2 | 2 | 3 | 1,931 | 5,164 |
| 54-PUTNAM | | | | | | | | | | | | | |
| JUVENILE PURGE | 137 | 352 | 0 | 0 | 0 | 489 | 94 | 134 | 0 | 0 | 0 | 228 | 717 |
| Total | 137 | 352 | 0 | 0 | 0 | 489 | 94 | 134 | 0 | 0 | 0 | 228 | 717 |
| 55-ST. JOHNS | | | | | | | | | | | | | |
| EXPUNGED | 0 | 10 | 0 | 0 | 0 | 10 | 0 | 1 | 0 | 0 | 0 | 1 | 11 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| JUVENILE PURGE | 105 | 550 | 0 | 0 | 0 | 655 | 68 | 197 | 0 | 0 | 1 | 266 | 921 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Total | 105 | 563 | 0 | 0 | 0 | 668 | 68 | 200 | 0 | 0 | 1 | 269 | 937 |
| 56-ST. LUCIE | | | | | | | | | | | | | |
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 2 | 3 | 0 | 0 | 0 | 5 | 8 |
| JUVENILE EXPUNGE | 3 | 9 | 0 | 0 | 0 | 12 | 2 | 7 | 0 | 0 | 0 | 9 | 21 |
| JUVENILE PURGE | 349 | 879 | 0 | 0 | 0 | 1,228 | 244 | 390 | 0 | 0 | 0 | 634 | 1,862 |
| TWO OR MORE ACTIONS | 0 | 2 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 3 |
| Total | 352 | 895 | 0 | 0 | 0 | 1,247 | 249 | 401 | 0 | 0 | 0 | 650 | 1,897 |
| 57-SANTA ROSA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 11 | 0 | 0 | 0 | 11 | 0 | 4 | 0 | 0 | 0 | 4 | 15 |
| SEALED | 0 | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| JUVENILE EXPUNGE | 1 | 12 | 0 | 0 | 0 | 13 | 1 | 5 | 0 | 0 | 0 | 6 | 19 |
| JUVENILE PURGE | 52 | 820 | 4 | 0 | 1 | 877 | 26 | 317 | 1 | 0 | 0 | 344 | 1,221 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 2 | 3 |
| Total | 53 | 847 | 4 | 0 | 1 | 905 | 27 | 328 | 1 | 0 | 0 | 356 | 1,261 |
| 58-SARASOTA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 13 | 0 | 0 | 0 | 13 | 1 | 2 | 0 | 0 | 0 | 3 | 16 |
| SEALED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| JUVENILE PURGE | 220 | 1,448 | 0 | 0 | 2 | 1,670 | 146 | 535 | 0 | 0 | 1 | 682 | 2,352 |
| TWO OR MORE ACTIONS | 0 | 7 | 0 | 0 | 0 | 7 | 0 | 2 | 0 | 0 | 0 | 2 | 9 |
| Total | 220 | 1,470 | 0 | 0 | 2 | 1,692 | 147 | 540 | 0 | 0 | 1 | 688 | 2,380 |
| 59-SEMINOLE | | | | | | | | | | | | | |
| EXPUNGED | 3 | 36 | 0 | 0 | 0 | 39 | 1 | 27 | 1 | 0 | 0 | 29 | 68 |
| SEALED | 1 | 9 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| JUVENILE EXPUNGE | 18 | 146 | 0 | 0 | 0 | 164 | 11 | 118 | 2 | 0 | 0 | 131 | 295 |
| JUVENILE PURGE | 440 | 2,163 | 18 | 2 | 3 | 2,626 | 338 | 1,204 | 5 | 0 | 0 | 1,547 | 4,173 |
| TWO OR MORE ACTIONS | 1 | 14 | 0 | 0 | 0 | 15 | 1 | 16 | 0 | 0 | 0 | 17 | 32 |
| Total | 463 | 2,368 | 18 | 2 | 3 | 2,854 | 351 | 1,365 | 8 | 0 | 0 | 1,724 | 4,578 |
| 60-SUMTER | | | | | | | | | | | | | |
| EXPUNGED | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 1 | 0 | 0 | 0 | 2 | 5 |
| JUVENILE EXPUNGE | 2 | 4 | 0 | 0 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 1 | 7 |
| JUVENILE PURGE | 70 | 154 | 0 | 0 | 0 | 224 | 29 | 85 | 0 | 0 | 0 | 114 | 338 |
| TWO OR MORE ACTIONS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| Total | 72 | 161 | 0 | 0 | 0 | 233 | 30 | 88 | 0 | 0 | 0 | 118 | 351 |
| 61-SUWANNEE | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|----------------------|-----|-------|---|---|---|-------|-----|-------|---|---|---|-------|-------|
| EXPUNGED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| SEALED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE PURGE | 37 | 184 | 0 | 0 | 0 | 221 | 16 | 58 | 0 | 0 | 0 | 74 | 295 |
| TWO OR MORE ACTIONS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| Total | 37 | 186 | 0 | 0 | 0 | 223 | 16 | 60 | 0 | 0 | 0 | 76 | 299 |
| 62-TAYLOR | | | | | | | | | | | | | |
| JUVENILE PURGE | 37 | 101 | 0 | 0 | 0 | 138 | 12 | 37 | 0 | 0 | 0 | 49 | 187 |
| Total | 37 | 101 | 0 | 0 | 0 | 138 | 12 | 37 | 0 | 0 | 0 | 49 | 187 |
| 63-UNION | | | | | | | | | | | | | |
| JUVENILE PURGE | 3 | 25 | 0 | 0 | 0 | 28 | 7 | 14 | 0 | 0 | 0 | 21 | 49 |
| Total | 3 | 25 | 0 | 0 | 0 | 28 | 7 | 14 | 0 | 0 | 0 | 21 | 49 |
| 64-VOLUSIA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 8 | 0 | 0 | 0 | 8 | 0 | 2 | 0 | 0 | 0 | 2 | 10 |
| SEALED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE EXPUNGE | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| JUVENILE PURGE | 550 | 2,463 | 2 | 4 | 1 | 3,020 | 419 | 1,220 | 2 | 0 | 0 | 1,641 | 4,661 |
| TWO OR MORE ACTIONS | 0 | 3 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 1 | 4 |
| Total | 550 | 2,477 | 2 | 4 | 1 | 3,034 | 420 | 1,223 | 2 | 0 | 0 | 1,645 | 4,679 |
| 65-WAKULLA | | | | | | | | | | | | | |
| EXPUNGED | 0 | 4 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| SEALED | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| JUVENILE PURGE | 24 | 148 | 0 | 0 | 1 | 173 | 6 | 71 | 0 | 0 | 0 | 77 | 250 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 24 | 154 | 0 | 0 | 1 | 179 | 6 | 71 | 0 | 0 | 0 | 77 | 256 |
| 66-WALTON | | | | | | | | | | | | | |
| EXPUNGED | 0 | 5 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| SEALED | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| JUVENILE PURGE | 32 | 316 | 0 | 0 | 0 | 348 | 22 | 115 | 0 | 0 | 1 | 138 | 486 |
| TWO OR MORE ACTIONS | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 32 | 324 | 0 | 0 | 0 | 356 | 22 | 115 | 0 | 0 | 1 | 138 | 494 |
| 67-WASHINGTON | | | | | | | | | | | | | |
| EXPUNGED | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| JUVENILE EXPUNGE | 1 | 3 | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 1 | 5 |
| JUVENILE PURGE | 18 | 105 | 0 | 1 | 0 | 124 | 10 | 39 | 0 | 0 | 0 | 49 | 173 |
| Total | 19 | 108 | 0 | 1 | 0 | 128 | 10 | 41 | 0 | 0 | 0 | 51 | 179 |

FDLE maintains Florida's Computerized Criminal History (CCH) files, which contain arrest information, submitted by Florida law enforcement agencies via fingerprint cards or Livescan, as well as judicial and custody information submitted by the Clerks of Court and the Department of Corrections, respectively. Note that CCH data are continually updated and arrest/judicial records are subject to change as additional information is received and entered. Caution should be used in comparing individual categories as these may be affected by events for which records have not yet been added to the database. These data come from the FSAC's CRIS, which is a repository of criminal history files maintained for analysis purposes. The numbers reported here reflect the most recent extract from the CCH database on August 15, 2008.

SOURCE: Florida Statistical Analysis Center: FDLE. (2008). Computer Criminal History Database [Computer program]:ICRIS DATABASE. Tallahassee, FL:

Appendix H: Guest Speakers and Acknowledgements

Speakers at the Council's February, June, and August Meetings:

February 22, 2008 site meeting hosted by Gulf Coast Community College, Panama City, FL

Dr. Jim Kerley (President of Gulf Coast Community College)
Mr. Jonathan Wilson, Sr. (Panama City Commissioner)
Mr. George Smith (Calloway City Commissioner)
Mr. James E. McCalister, Sr. (Superintendent of Bay District Schools)
Reverend Woodrow Wilson (Ministerial Alliance)
Mr. Robert Clark (NAACP Criminal and Justice Chair - Bay County Chapter)
Dr. Carrie Baker (Gulf Coast Community College)

June 19, 2008 site meeting hosted by Preventing Crime in the Black Community National Conference, Tampa, FL

Judge Ginger Lerner –Wren
Mr. Thomas Liberti (Department of Health)
Mr. Isell Denson (Office of the Mayor)
Major Gerald Honeywell (Tampa Police Department)
Lieutenant Carl Davis (Hillsborough County Sheriff Department)
Dr. Douglas Holt (Hillsborough Health Department)
Diane M. Zambito (Connected by 25)
Corene Collins (Florida Kinship Center)
Kathleen Harris (National Institute of Educational Options, Nova Southeastern University)
Watson Haynes (St. Petersburg College)
Derrick Brown (TRIO Programs)
Gay Lancaster (Juvenile Welfare Board of Pinellas County)
Dr. Adeola Fayemi (Florida Department of Education)

August 8, 2008 site meeting hosted by the City of Miami Gardens

The Honorable Shirley Gibson (Mayor of Miami Gardens)
Fredric Toney (Miami Dade College, North Campus)
Kionne McGhee (Miami-Dade Office of the State Attorney)
Guy A. Wheeler (Guy A. Wheeler Group of Broward County)
Modesto E. Abety (The Children's Trust & Health Connect)
Jacqui Colyer (Our Kids of Miami-Dade & Monroe, Inc.)
Alison Austin (Belafonte Tacolcy Center)
Karl Brown (Miami-Dade General Magistrate)
Morris Copeland (Miami-Dade Juvenile Services Division)
Carols Martinez (Miami-Dade Public Defender Office)
George E. Ellis, Jr. (Miami's Rivers of Life, Inc. & Miami-Dade Juvenile Justice Board)
Roderick Beasley (South Florida Workforce)
John Dixon (Metro-Miami Action Plan Trust)
David Williams (Informed Families)
Kareem J. Coney (Florida Memorial University)
Ophelia Sanders (Career Pathways and Ready to Work)

Jerry Crocilla (Atlantic High School)
Lieutenant Nizam Ishmael (Miami-Dade Police Department)

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College of Education
University of South Florida**

Dr. Donna Elam, Chair, Florida Commission on Human Relations, and
Associate Director for Program Development and External Affairs of the David C. Anchin
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&

Dr. Bruce Jones, Director of the David C. Anchin Center, Endowed Professor of Education, and
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| | |
|------------------|-------------------|
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Dr. Adeola Fayemi
Dr. Iris Wilson
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Commissioner Gerald Bailey
Jean Itzin
Donna Uzzell

Florida Department of Juvenile Justice
Mark Greenwald
Florida Department of Children and Families
Florida Department of Health
Kelly Scavella (Intern to Mr. Torey Alston)

**Appendix I: Information about the David C. Anchin Center –
University of South Florida**



*“A Statement of faith in the educators of today.
A Commitment of excellence to the schools of
tomorrow.”*

The David C. Anchin Center at the University of South Florida in Tampa was established through the philanthropy of the family of David C. Anchin, the founder. The mission of the Anchin Center is educational reform; through a series of hands-on programs, the Center works with teachers and administrators toward “reinventing” the schools of the future.

| | |
|---|---|
| | |
| <p align="center">Bruce Anthony Jones, Ph.D.</p> | <p align="center">Donna Elam, Ed. D.</p> |
| <p>Director of the David C. Anchin Center and Endowed Professor of Education. Dr. Jones is also the Associate Dean for Research in the College of Education at the University of South Florida.</p> | <p>Associate Director of Program Development and External Affairs at the David C. Anchin Center and the Chair for the Florida Commission on Human Relations. She is a nationally recognized authority in diversity and culturally competent leadership training and policy development for governmental, business, community, and educational agencies.</p> |

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COUNCIL ON THE SOCIAL STATUS OF BLACK MEN AND BOYS



Florida Council on the Social Status of Black Men and Boys

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