

State of South Carolina

Commission for Minority Affairs



**African American
Statewide Strategic Plan**

Developed June 2003

Special Thanks

The work of developing this statewide strategic planning document involved many voices and faces from across the State of South Carolina.

The staff of the Commission for Minority Affairs expresses its profound thanks to all of you, for your commitment to the vision of a unified African American community, able to chart its own path to overall prosperity by strategic planning.

Editors

C. Walcott Cokley

Janie A. Davis

Thomas J. Smith

Writers

Dr. Myrtis Young Brightharp

Robin R. Chisolm

Tina Nicole Herbert, Esq.

Emma McGraw Myers

Phyllis A. Overstreet

Kevin Roberson

Dr. Marion Rogers Sillah

J. Stan Thompson

**Statewide Strategic Plan
For
Selective African American Issues**

Vision Statement:

We envision that African Americans in South Carolina will realize optimum quality of life.

Mission Statement:

Our mission is to build infrastructure and create institutions within the African American community, and influence existing systems aimed at overcoming the effects of deprivation, poverty and discrimination.

Value Statement:

Our statement of values represents our guiding principles or the things about which we care most as a community. Our intent is to demonstrate these beliefs in all of our interactions with others. The actions of the African American community is guided by the following values:

Rebuilding Strong Families

We value the African American family as the center of love, learning, and spirituality.

Education

We value educational excellence as fundamental to a productive and rewarding life.

Community/Economic Development

We value existing community assets, and the need for skills and resources to build, maintain, and promote community/economic development.

Jobs – Unemployment/Underemployment

We value the importance of acquiring skills, education, and training to obtain higher paying jobs that will improve per capita income.

Income and Wealth Creation

We value income and wealth as a means to self-sufficiency and empowerment.

Minority Business/Venture Capital

We value investing in our communities through the creation and growth of profitable businesses.

Health Status and Care

We value optimal health for every African American and care that is accessible, affordable, appropriate, and culturally acceptable.

Criminal Justice

We value law and order, and the administration of a just and equitable criminal justice system.

Strategic Issues

Section 1: Rebuilding Strong Families

“The African-American family is neither dead nor dying, nor vanishing. Instead, the family remains a resilient and adaptive institution reflecting the most basic values, hopes, and aspirations of the descendants of African people in America. ”

--Andrew Billingsley PhD, Climbing Jacob's Ladder, 1992

Some scholars argue that the African American family structure is weak and characterized by poverty, dysfunction and general powerlessness. Others firmly believe that the African American family is strong and that its strengths contain the seeds for the survival and rejuvenation of a great people. As author, poet and entertainer Maya Angelou states in the poem, *“And Still I Rise,”* African Americans have endured great injustices, yet they continue to rise. Such is the hope and fate of the African American family.

The family is considered the most important group that a person can belong to not only because it establishes the foundation for one's identity but also it forms the anchor for one's values. In their *Tenth Anniversary Report* (2003), USC's Institute for Families in Society notes that the family is expected to “teach mutual support practices and promote resilience in times of struggles, which help individuals become resourceful members of their own communities by sharing these capacities. In a strong and healthy society, families care for members from “the womb to the tomb” and send forth individuals who weave the fabric of sustainable communities and organizations. They farm, build, barter, teach, nurse, play, worship, explore and provide support and resources that enable families to nurture their members.” In other words, families are biological, social and psychological units.

One common definition of family used in the United States, Canada and other industrialized countries is “a small group of people, related to one another by birth, adoption or marriage, sharing a household, and caring for one another.” The African-American family is described as “a group of people who are biologically and spiritually bonded or connected and whose members' relations to each other and the outside world are governed by a particular set of cultural beliefs, historical experiences and behavioral practices” (Dr. Wade Nobles, Goodard, Cavil & George in *“African American Families: Issues, Insights and Directions”*).

In the African American community, “family” is broadly defined and based on relationships and functions. Relationships by formal and informal marriage (step parents, half-brothers, half-sisters, etc.) and the full range of blood kin (encompassing all cousins—without regard to degree and paternal relatives of children born outside of

wedlock) are acknowledged and accepted. This African-based definition of family extends to a broad range of non-relatives or fictive kin (godparents, friends, neighbors, community parents) who provide very important emotional support and tangible assistance to the children and their parents. In addition, the African American “family” extends beyond the people who live in the same household and includes persons who live in different households, but perform important family support functions. The “extended family” is an integral part of the African American community and reflects the African tradition and well-known proverb, “It takes a village to raise a child”.

A family made up of parents and children is usually referred to as the “traditional” or “nuclear” family. Nuclear comes from the term “nucleus” meaning a central or basic part. The nuclear family generally lives in a single household, tend to be of the same race and religion and are part of a kinship web made up of close relatives and friends who give the nuclear family a sense of special closeness and provide help in time of need. According to the 2000 Census, less than 40 percent of the African-American households have both parents living with them, compared to 80.0 percent of both parents being present in the households in the 1900s. As the data shows, the recent trend of single parent households was not the norm for the African American family.

Nicholas Puiia in his book, Rules for the Traditional Family: Start Your Own Family Tradition (1998) alleges that the “strength” of the family depends greatly on the “strength of the mother” who is charged with long-term planning, structuring of the family’s activities, motivating family life and shaping the lives of her children. Whether this observation is valid or reliable, it emphasizes the societal pressures that are placed on the mother. Research has documented that there is a direct correlation between the education of the mother and the educational attainment of the child. Puiia also asserts that the major role of the father is to provide a shelter, a home, and a place where the family feels secure.

The traditional family life cycle begins with marriage being the first stage; the second cycle is marked by the birth of the first child; the third cycle centers on teaching and raising school-aged children and teenagers; fourth cycle is signified by siblings leaving “the nest” for college, the armed forces, marriage or other reasons, and the family is thus reduced to two people again; and finally, the two person family may experience leisure time activities, grandparenting, retirement, lowered income, ill health and eventually, death. These five cycles are a never-ending succession of overlap for a family and passes from one generation to the next.

The majority of families in the 21st Century fall into a category called “nontraditional” families and differ from the norms and characteristics described by Puiia. Examples of nontraditional families include but are not limited to single-parent families, blended families, unmarried partners (heterosexual and homosexual), grandparents as parents, extended families, racially and culturally mixed families, and families with transracially-adopted children. Like traditional families, nontraditional families share one important quality: the family represents the “single most important influence” in their children’s lives.

With that said, there is no shortage of controversy regarding which family structure works best to translate a child into a well adjusted responsible adult, ready to pass on family values and beliefs to the next generation. For many, the issue is spiritual and moral. For others, it's a matter of choice and circumstances.

Early childcare providers and educators concede, "Parents are a child's first and most important teacher." Capable parents and strong families encourage learning by creating home environments that are warm and nurturing and afford ongoing opportunities for meaningful learning. Parents and family become positive influences on young children through their caring and consistent interactions, bonding with their children through many different experiences, encouraging children's exploratory learning, making provisions for their children's safety, health and security, and fostering inquiry and growth during their children's preschool years. According to the South Carolina Kids Count 2002 data, children are 28.3 percent (1,135,778) of the total state population. Of these children, approximately 40.5 percent (460,567) are non-white children. Therefore, the importance of early childhood education cannot be over emphasized, especially in a state where family poverty continues to be highest among African Americans.

Single, female-headed households of African ancestry seemingly face insurmountable hurdles to child rearing that often include the lack of a support system, time for parenting and the economic stability/income to meet basic needs. A working female earns about a third less of her male counterpart; thus, the children of a single working mother are almost destined to deprivation and poverty. It is no coincidence that black children from single, female-headed households are at risk of truancy, school dropout, delinquency, crime, teen pregnancy, illegitimate births, and experimentation with drugs, tobacco and alcohol. Poor, deprived youngsters tend to become poor, deprived adults and the vicious cycle of poverty is perpetuated into the next generation.

Poverty also contributes to overcrowded and unsafe housing that may lack amenities such as plumbing facilities, air conditioning washing machines and freezers. The lack of privacy results in children's early exposure to overt sexual activity and sexual trauma. Rape and other sexual crimes are often associated with poverty and other socio-economically, depressed conditions. The problem of child maltreatment and abuse in the United States has reached the proportion of a National Emergency. Low-income persons are often trapped in decaying cities and dilapidated, unfit rental units or remote, rural areas. There is a significant gap between homeownership by African Americans and whites. Carl T. Rowan, noted journalist, wrote in his book, Just Between Us Blacks (1974), "Obviously,...we lift a death sentence from a lot of black people when we lift them out of poverty".

The absence of African American men also introduces a myriad of social and economic implications that affect the well being of the family. Dr. Jacquelyne Jackson, an associate professor at Duke University Medical Center, conducted a 20-year study of black men. She concluded that the ratio of black men to black women is declining. One explanation is that black males generally die earlier than black females from heart and

lung diseases, diabetes, chronic alcoholism, auto and industrial actions, homicide, suicide and drug addiction. The leading cause of premature death among black men may be violence. In addition, Dr. Jackson notes that the availability of black males is further reduced by those who are in prison, those killed in war and those who marry whites.

It is commonly held belief that the great number of matriarchal families is due to the fact that most black men are unemployed, poorly educated or staying away because of welfare regulations. Dr. Jackson disputes this stereotype. She points out that there are just “not enough black men available” for the number of black females and that the black matriarchal family is a “product of necessity and reality”.

Alarmed by the number of absent fathers, the Sisters of Charity Foundation of South Carolina has joined with others across the nation to instill a mindset that “Dads do make a difference in their children’s lives” and have dedicated millions of dollars and resources to successfully launch a Fatherhood Engagement Initiative in South Carolina. The Sisters of Charity calls on communities to support fathers and their families as they seek ways to connect more strongly to their children. Under the Administration of SC Governor Jim Hodges, the Department of Social Services implemented a paternity acknowledgement program called “Putting First Things First” which encouraged child-bearing adults to follow four simple steps: (1) get an education; (2) get a job; (3) get married and (4) then, get pregnant.

According to the US Department of Health and Human Services (2002), as of September, 2001 over 556,000 children are in foster care and over 40 percent of these children are of African ancestry. Children are more likely to be removed due to neglect than abuse. This suggests that child removal and class considerations, such as poverty, poor housing, and lack of access to health care, is key to understanding why some children are removed from the home and others are not (Lewit, Terman, & Behrman, 1997).

While substance abuse is identified as a factor in many removals, race is the most consistent factor contributing to the decision to remove children and place them in foster care (Billingsley & Giovannoni, 1972; Brissett-Chapman, 1997; Chand, A. 2000; Everett, Chipungu, & Leashore, 1997). When substance abuse is an authentic factor, the time for sobriety and the availability of effective substance abuse programs is generally longer than the timeline for reunification.

Kinship care is a continuation of the African tradition of caring, supporting and providing cultural continuity for families and has manifested over generations by an enduring tradition of informal adoption of children by extended family members. It provides cultural and historical continuity for children who are unable to live with their parents. Kinship care is a viable component of family preservation, reunification and permanency for African American children. It should be noted that kinship care is not uniformly recognized by many states and efforts to legislate kinship care have resulted in challenges for child welfare practitioners. (*Kinship Care Position Paper*, NABSW, 2002.)

The National Association of Black Social Workers (NABSW) adopted a policy on preserving families of African ancestry in 1972 which was expanded in 1994 (*Preserving African American Families*). The policy statement calls for an end to “unnecessary out of home placements”, the “reunification of children with parents”, the “placing children of African ancestry with relatives or unrelated family members of the same race and culture for adoption”, “addressing the barriers that prevent or discourage persons of African ancestry from adopting”, “promoting culturally relevant agency practices” and emphasizing “transracial adoption of African American children” as a last alternative.

In his book, Climbing Jacob’s Ladder: The Enduring Legacy of African-American Families. (1992), Dr. Billingsley notes that there are four measures of a strong black family:

- 1) the ability to raise its own generation;
- 2) the ability to meet the basic needs of a child (food, clothing, shelter, identity, belonging, etc.);
- 3) the ability to meet the demands placed on it by society; and
- 4) the ability to mediate relations between members and the larger society.

These indicators closely parallel those functions that every healthy family, regardless of race or structure, must provide to its members as outlined by Dr. Arlene Bowers Andrews in Helping Families Survive and Thrive: Call to Action for Citizens Who Want to Help (1996):

- 1) Social support through stable relationships and positive connections among people who care for one another, help each other solve problems and celebrate accomplishments;
- 2) Money or secure, predictable adequate income;
- 3) Housing that has basic utilities of water, electricity or gas and free from physical hazards
- 4) Material resources including food, clothing, books and educational supplies and access to transportation
- 5) Care for dependent family members
- 6) Knowledge and skills about positive family life
- 7) Flexibility in out-of-home obligations, particularly work
- 8) Esteem, cultural identity
- 9) Time to be together
- 10) Safety and protection from harm at home and in the community
- 11) Freedom from alcohol and other drug dependence

Spirituality and religion are key to understanding the strengths of African American families. Not all African Americans engage in formal worship at a local church or belong to a particular denomination; however, the majority acknowledge a strong spiritual allegiance and adherence to a set of faith-based principles that influence and direct their beliefs, attitudes and behavior.

In the Millennium Edition (2000) of the Columbia Urban League publication, *The State of Black South Carolina: An Action Agenda for the Future*, Rev. Joseph A. Darby

eloquently describes in his paper, “The Role of the Historically Black Church in the 21st Century”, the many roles that the historically black church has played and continues to play in shaping of black family values and life. These span the early years of slavery to the present and include being “instruments of education—establishing schools across the American South, source of sustenance and hope, guardian of the faith, preserver and conveyor of the culture and heritage, the keeper and monitor of normative behavior, and the agent for economic action, social well being and positive change”. Since 1988, the Columbia Urban League has published the *State of Black South Carolina* which serves as a blueprint for identifying and addressing public policy and community issues essential for improving the state of African Americans and the overall quality of life for all South Carolinians. The Columbia Urban League, in collaboration with the USC College of Social Work, is also responsible for initiating the National Black Family Summit in 1986. The Summit is an annual conference that provides a forum for the presentation of scholarly papers and workshops on the Black Family at the local, state and national level.

The newly released 2003 report, *Facing Facts: A Study of Issues that Shape our Region*, identifies the five most pressing community issues in the Midlands in hopes of stimulating discussion/action to address them: “Building Strong Families, Individuals and Children” is listed among the top five issues. The strategies suggested in the report include (1) supporting effective parenting; (2) Increasing service coordination to address needs of citizens; (3) Enforcing safety net for children and families; and (4) Reducing family violence. It cites concerns facing the family such as underemployment, violence, low family literacy and unsafe housing—all of which are applicable to every family and clearly not limited to color. These concerns also take on new dimensions and proportions in the African American community due to the disparities of race, law enforcement and the criminal justice system and require culture sensitivities and different intervention strategies that may not be relevant to the majority community.

Approximately 30.0 percent of the total population of South Carolina are African American. This population significantly impacts the financial well being of the State’s economy and the potential opportunities for the State to advance. Thus, failure to establish public policies that support and help build the infrastructure for strong families, inclusive of fathers, mothers, children, and other family caregivers and particularly, African American families, undermines the State’s goal of economic prosperity for all South Carolinians.

Over the past four decades, American families have undergone important demographic changes. The South Carolina Commission for Minority Affairs (CMA), created in 1993 by the General Assembly, publishes a statewide statistical abstract on minority affairs and profiles several factors that impede minority economic growth and development. A few significant trends worth mentioning are as follows: (1) an overall decline in the rate of marriages and later ages at the first marriage; (2) a higher proportion of births to unmarried mothers, (3) increases in female-headed households, and (4) larger percentages of children living in poverty. Below are other statistics that shed light on the status of African American families in South Carolina:

Poverty

- South Carolina ranks 41 among the 50 States in terms of per capita personal income. Most of the state's lower-income residents, a disproportionately large number of whom are African American, have low levels of education." (Miles to Go: South Carolina. Southern Education Foundation. 2002).
- 18.5 percent of related children (less than 18 years) live below poverty. (South Carolina Kids Count 2002 data - as of 6/3/02)
- The US Census Bureau defines "poverty" as a single person living alone with an income of less than \$8,667 in 1999 or a family of four with a 1999 income of less than \$17,029.
- Females earn \$.71 to the males \$1.00 in South Carolina.

High-Risk Pregnancies, Lack of Prenatal Care and Higher Death Rates Before 1st Birthday

- South Carolina ranks 45th among states in child well-being according to the National 2002 Kids County Data Book issued by the Annie E. Casey Foundation (SC Kids Count – sckidscount.org/report02.)
- According to the South Carolina Kids Count 2002 Report: 26.0 percent of South Carolina's mothers get less than adequate prenatal care, leading to health risks for newborns. In 1999, 236 Caucasians and 328 non-Caucasians died before their first birthday. The rate for Caucasians is 6.8 percent per 1,000 births and 16.4 percent per 1,000 births for non-Caucasians.

Births to Teen Mothers

- According to the 2001 South Carolina Kids Count Report, in 1998, 9.9 percent of all babies born to African American and "Other Race" mothers, were born to mothers younger than age 18. Of the babies born to these teens in 1998, 91.1 percent were born to single mothers, including babies whose fathers formally acknowledged paternity but had not married the mothers. (SC Kids Count 2001 – kc/kcs01.html)
- In 1998, 20,891 South Carolina babies were born to single mothers. That was 38.8% of all babies, 22% of White babies and 67.8% of African-American and other babies. (SC Kids Count 2001 – kc/kcs01.html)

Educational Attainment

- Fifty-five percent of the State's students are White, and 42.0 percent are African American. Approximately 46.0 percent of all students are poor or near poor. Approximately 16.0 percent of the state's teachers are African American. (Miles to Go: South Carolina. Southern Education Foundation. 2002).
- Regardless of income, school districts with high percentages of African American students have \$313 fewer state and local dollars to spend on each student than those districts with the lowest levels of African American enrollment. This inequity translates into a gap of about \$8,000 a year for a typical classroom. (Miles to Go: South Carolina. Southern Education Foundation. 2002).

- Rates of participation in advanced placement courses show significant White/Black disparities. (Miles to Go: South Carolina. Southern Education Foundation. 2002).
- According to the South Carolina Kids Count 2002 Report, 33.0 percent of children in South Carolina do not graduate from high school. Girls are most likely to graduate, but a quarter of African American girls fail to graduate while 35.0 percent or more of African American boys do not graduate. (Young Adults in South Carolina: 2000, South Carolina Kids Count).

Child Abuse and Neglect

- In 1999-2000, there were 18,635 investigations into reported cases of abuse and neglect involving children. Through its investigations, the Department of Social Services (DSS) determined that 7,067 of the investigations were indicated for abuse or neglect: 13.7 percent for physical abuse, 6.6 percent for sexual abuse, 0.5 percent for mental injury, 33.1 percent for physical neglect, 6.2 percent for educational neglect, 3.8 percent were for medical neglect, and 36.1 percent for threat of harm for physical/sexual abuse. (SC Kids Count 2001 – kc/kcs01.html)
- In 1999-2000, in the indicated cases of abuse and neglect, DSS determined there were 9,836 children that were victims of abuse or neglect. Of these, 48.7 percent were male, 51.3 percent were female, 52.1 percent were white and 47.9 percent were African American and Other. (SC Kids Count 2001 – kc/kcs01.html)
- In the indicated cases in 1999-2000, 30.3 percent of the children lived in two-parent families, 48.3 percent in single parent families, 15.9 percent with unmarried couples and 5.6 percent in other circumstances. (SC Kids Count 2001 – kc/kcs01.html)
- According to the South Carolina Statistical Data on Child Abuse/Neglect (State FY 1996-1997), Black children make up 2.0 percent more of the indicated reports – and continue to be indicated at a higher rate than those made on white children. (state.sc.us/dss/cps/index)

Out of Home Placements/Foster Care

- In 1997, 7,424 children were served through the Foster Care System. Over 52.0 percent were placed for reasons relating to neglect, 25.2 percent were placed as a result of physical abuse and almost 3.6 percent were placed due to abandonment. Substance abuse, known at the time of placement, had a significant increase from 2.5 percent to 3.4 percent of the children placed. The remaining children were placed due to family instability, hospitalization of parent, disruptive behavior, etc. (The Department of Social Services – state.sc.us/dss/foster/)
- As of June 2000, 4,650 children lived in foster care. The median age at first placement in the state is 7.5 years. (SC Kids Count 2001 – kc/kcs01.html)

African American Children Waiting for Adoption

- A large number of children needing adoption services are older, black or racially mixed, have physical or emotional handicaps or are members of sibling groups.

- Of the 484 children placed for adoption by department staff in FY 1997-1998, nearly all (472) had special needs.
- Approximately 64.0 percent of the children placed for adoption were minority children and 36.0 percent were white children. (The Department of Social Services – state.sc.us/dss/adoption/).

Single Parenthood and Fatherless Families

- In 1989, 50% of children in single-parent families lived in poverty but only 9.3% of children in married-couple families were poor.
- Since 1960, births to single mothers have grown from 12.0 percent of all births to 39.0 percent in 1998. In addition, in 1999, the rate was 22.0 percent for Caucasians and 68.0 percent for non-Caucasians. (South Carolina Kids Count – skidscount.org/census/sk3pov)
- This means that according to the 2000 Census, less than 40% of African American households have both parents living with them.
- In contrast, according to the 1970 Census, 25.2% of African American children resided in single parent households as compared to the 2000 Census, which reported 52.0 percent of African American children residing in single parent households. Perhaps this change can be attributed to a loss of core values, a loss of identity as a community, a loss of community connectedness and a loss of community support systems that were once critical for the success of African American families. (SouthCarolinaKidsCount–sc.kidscount.org/report02singdata)
- According to “Father Absence: A South Carolina Crisis,” the Palmetto Family Council linked father absence to a variety of multigenerational social problems that increase “the price of fatherlessness.” The cost to the community includes: intergenerational poverty, teen pregnancy, crime, psychological problems, homelessness, child health problems, suicide, sexual and physical abuse, drug and alcohol abuse and poor academic performance.
- In addition, noncustodial fathers often face significant barriers that prevent consistent access to their children, including navigating the child support system.
- In South Carolina, over one in three babies is born without an acknowledged father and over half of all children live part of these lives in households without fathers. (Perceptions of Father: Survey of SC Households, Fall, 2000)

Divorce and Separation

In 1998, 42,380 marriage licenses were issued, while 15,083 divorce decrees involving 12,158 children were filed. This compares to only 6,741 children were in families involved in divorce in 1970. (SC Kids Count 2001 – kc/kcs01.html)

Ongoing Health Issues for African American Families

- Health problems continue to plague the African American community.
- In an analysis of data collected by the National Survey of Black Americans (1992), Dr. Andrew Billingsley identified over a dozen health problems among African Americans “that regularly inflict large numbers of African American families,” which include the following: hypertension, arthritis, nervous conditions, kidney problems, hardening of the arteries, ulcers, diabetes, stroke,

cancer, liver problems and sickle cell anemia (Billingsley, Andrew, Climbing Jacobs Ladder: The Enduring Legacy of African-American Families. New York: Simon and Schuster, 1992).

- HIV/AIDS is at an all-time high especially among African-American women.
- Black Americans tend to delay obtaining medical attention at the onset of health problems.

Incarceration

- African Americans youth are over-represented in the criminal justice system.
- The incarceration rate of young African American males is higher than those of white males, e.g., 5% of black men versus 1% of white men in their twenties were institutionalized.
- Black males serve longer sentences than their white counterparts for the same crimes.

The demographic changes of the past four decades should cause every parent, policy maker, educator, and citizen of the State to stop, question, and examine how these changes have occurred and whether these changes have been good for African Americans and the State. It is evident that positive steps must be taken to ensure the continuation of strong African American families, who can meet the socio-economic needs of all within its community. Finding resources and culturally appropriate techniques to address critical issues is beneficial to all South Carolinians. Apathy, indifference and the lack of knowledge on the part of African Americans and all South Carolinians is unacceptable. Likewise, failure by elected officials and state leaders to enact public policies that foster and support strong family units is equally unacceptable. Inaction means that South Carolina will continue to lag behind in family wellness and overall prosperity.

Written by: Emma M. Myers

Rebuilding Strong Families

Goal 1: Educational Excellence for All Family Members:

Barriers Include: Limited Income, Lack of Access to Transportation, Unaware of Resources, Lack of Knowledge; Not Motivated, Despair

Best Practices: Communities In Schools After School Program, SANKOFA Rites of Passage

**Overlap: Education,
Jobs-Unemployment & Underemployment,
Health Status & Care,
Income & Wealth Creation, Criminal Justice,
Community/Economic Development,
Minority Business & Venture Capital**

Time Table for Benchmarking Success

Strategies:	One Year	Two – Five Years	Ten Years
a. Prepare children from birth to 6 years for school readiness.	√	√	
b. Promote adult/family literacy by encouraging secular and biblical readings/study.	√	√	
c. Expose young children to reading/public library.	√	√	
d. Mandate high school completion or the attainment of a GED.		√	
e. Encourage computer literacy and ready access.		√	
f. Support after school programs through businesses, organizations and people getting involved, e.g. civic engagement.	√	√	√
g. Establish expectation of mastery of a technical skill and/or advanced degrees.	√	√	

Goal 2: Safety and Protection for Children, Women, Elderly and Special Needs

Barriers Include: Societal Values, Ignorance, Mistrust, Lack of Skills, Limited Resources, Fear, Culturally – Insensitive Licensing Standards

Best Practices: ROOTS, The Institute on Black Parenting, and the NY Chapter of the National Association of Black Social Workers’ Child Adoption & Counseling and Referral Service, PREVENT Child Abuse

Overlap: Education, Health Status & Care, Criminal Justice

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

- a. Develop and maintain family support initiatives that enhance the capacity of families (including extended families and foster/adoptive families) to be responsible for the nurture and safety of family members throughout life.
- b. Strengthen neighborhoods, both physically & socially, so that people care about, watch and support each others’ families.
- c. Reform the delivery of human services and the foster care system to prevent child/elder maltreatment and other forms of family disintegration. Restructure government services for maltreatment to emphasize prevention, more efficient resource management (i.e., holistic, integrated approaches to helping families with multiple needs) and cultural competence.
- d. Lengthen the timeframe of termination of parental rights to provide sufficient time for treatment and rehabilitation of birth parents experiencing drug addiction, alcohol or incarceration.
- e. Expand the definition of kin/relative in public policies to include the full range of blood relatives.

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Goal 3: Effective Parenting Skills/Support

Barriers Include: Stress, Lack of Support System, Limited Income

Best Practices: SC First Steps to School Readiness, SC Child Care & Development Program, Children’s Garden, Sister of Charity of SC Fatherhood Engagement Initiative

Overlap: Education, Criminal Justice	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Advocate interventions that build on family strengths rather than emphasize family faults.	√	√	
b. Engage parents as children’s first teachers as active participants in service planning and delivery.	√		
c. Instill moral values, character education and spirituality in young children.		√	
d. Promote alcohol, tobacco and drug-free communities.	√	√	
e. Take a stand against domestic and gang violence.		√	√
f. Provide a full-range of quality services that are easily accessible, strength-based and family/child friendly e.g., education, day care, health coverage, legal assistance, housing support, respite care, etc.		√	
g. Support fathers in connecting more strongly with their children.		√	
h. Encourage parental involvement in their children’s school activities.	√	√	√

Goal 4: Economic Stability

Barriers Include: Insufficient Skills/Training, Lack of Education, No Transportation, Unable to Afford Child Care.

Best Practices: City of Columbia Work Incentives Program

**Overlap: Education,
Jobs Unemployment & Underemployment,
Income & Wealth Creation,
Community/Economic Development,
Minority Business & Venture Capital**

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

- a. Stimulate an economic infrastructure within communities that create jobs.
- b. Enable families to have adequate and reliable income to meet basic needs of food, clothing and shelter.
- c. Legislate for increased minimum wage.
- d. Offer more job training programs.
- e. Encourage local commercial establishments and entrepreneurships.

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Goal 5: Healthy Lifestyles

Barriers Include: Poor Eating Habits, Unhealthy Traditions, Lack of Exercise, Misinformation and Lack of Education

Best Practices: Healthy Start

**Overlap: Health Status & Care,
Jobs Unemployment & Underemployment,**

Time Table for Benchmarking Success

Strategies:	One Year	Two – Five Years	Ten Years
a. Promote nutrition and healthy food preparation.	√		
b. Encourage early detection by routine exams, testing and health screenings.		√	
c. Promote wellness and preventive measures.		√	
d. Reduce infant mortality rates.		√	
e. Encourage prenatal care among expectant mothers.	√	√	
f. Increase access to health care with affordable coverage and prescription drugs.	√	√	√
g. Increase access to care for mental health, alcohol and other substance abuse services.		√	√
h. Improve quality of life for seniors.	√		
i. Raise community awareness about HIV/AIDS.	√	√	

Goal 6: Affordable, Decent Housing

Barriers Include: Income Limitations, Racial Disparities, Housing Developers

Best Practices: City of Columbia City Dreams, First Citizen’s Bank Money Smart Program

**Overlap: Jobs Unemployment & Underemployment,
Income & Wealth Creation, Criminal Justice,
Community/Economic Development**

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

- a. Promote affordable homeownership.
- b. Enact laws to eliminate substandard housing and hold absentee landlords accountable for the safety of their rental units.
- c. Create and enforce building standards that foster residents’ pride and stability.
- d. Make safe housing available in urban, rural and diverse neighborhoods.
- e. Install and maintain adequate utility systems
- f. Regulate traffic to promote resident safety.
- g. Offer safe, recreational facilities, parks, nature paths and walking or bike trails.
- h. Support community crime prevention programs and provide law enforcement and fire safety protection.

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Section 2: Education

“Education is your passport to the future, for tomorrow belongs to the people who prepare for it today.”

El-Hajj Malik El-Shabazz (Malcolm X) 1993. Acts of Faith

Educating the population of the State is one of the most important functions of state and local governments. The 2002 State Budget appropriated \$1.9 billion and \$850 million respectively, to deliver public education and higher education in South Carolina. These two budgets combined represented 51.0 percent of the 2002 State Budget. These expenditures do not represent the additional funds coming from federal and local funding sources to help deliver education in the State. Despite the fact that education is severely under funded in this State, the dollars currently invested, highlight the importance of education as a tool to bring about a higher standard of living and prosperity for all of the State’s population.

Education is the principal instrument used in awakening children to cultural values, in preparing them for later training, employment and entrepreneurship, and in helping them to adjust normally to their environment. It is doubtful that a child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the State has undertaken to provide it, is a right, which must be made available to all on equal terms as addressed in *Brown v. Board of Education*, in 1954.

Nearly 50 years since the landmark case, for disproportionate numbers of African-American students in South Carolina, can we say education is available to all on equal terms? As we examine the educational plight of African-American students, it is imperative that we ask the following questions: How are African-American students doing in our State’s education system? Is the system preparing them for optimum opportunities in life? How well are we educating African-Americans in South Carolina in comparison to other states? What is our role as committed stakeholders, i.e., parents, teachers, business leaders, elected officials, neighbors, etc., in serving as catalysts for educational improvements?

According to *Miles to Go, South Carolina Report 2002*, African-Americans and members of other minority groups comprise 32.0 percent of South Carolina’s population and 40.0 percent of its school age population. Of the school age population in 2002, 61.2 percent of African American children tested ready for entry to first grade. Statistics show that by nearly 10 percentage points, White students were more often ready to begin first grade than African-Americans.

As students continue, white students were four times more likely than African American students to be placed in gifted and talented programs. In 2000, on the Palmetto Achievement Challenge Test (PACT), 75.0 percent of White students scored a passing grade on the math section, compared to 43.0 percent of African-American students.

White students were three times more likely to score high on reading than were African-Americans.

Additionally, *South Carolina Kids Count 2002* revealed that overall, more than 30.0 percent of South Carolina students do not graduate from high school. Twenty-five (25.0) percent of both African-American and White females fail to graduate. Roughly 30.0 percent of White males and 35.0 percent of African-American males do not graduate. By the end of young adulthood, 24.0 percent of African-American females and 30.0 percent of African-American males are competing in life without a high school diploma or an equivalent.

From the above percentages, we can all agree that too many South Carolina students are failing to complete their educational requirements. In addition, many that complete the high school requirements fail to take the SAT, indicating no intent to attend an institution of higher learning. As alarming, is the fact that too few who go on to college are adequately prepared (*South Carolina Kids Count 2002*). Significant is the fact that of South Carolina students taking the SAT, 17.0 percent of African-Americans scored above 500 in the verbal section and 15.0 percent in math, as compared with 54.0 percent of whites above 500 in verbal and 54.0 percent in math. Assuming that those with scores under 400 on the verbal section are likely to have a hard time in college, 11.0 percent of Whites and 44.0 percent of African-Americans taking the SAT demonstrate marginal college potential. Similarly in math, 13.0 percent of Whites and 47.0 percent of African-Americans scored below 400. This also demonstrates marginal college potential.

In 1998, 31.0 percent of African American male graduates, 56.0 percent African-American female graduates, 56.0 percent White males graduates, and 72.0 percent White females graduates went on to college. The annual attainment of Bachelors degrees provides one indicator of completion. When calculated as a percentage of an age cohort of all 21 and/or 22 years olds, 9.0 percent of African-American males, 21.0 percent of African-American females, 29.0 percent of white males and 39.0 percent of White females obtained a four year degree.

African-Americans made up 17.94 percent of the teaching workforce in South Carolina in 2002. African-American males held only 2.92 percent of teaching positions while African-American females represented 15.02 percent of the teaching workforce in the State. These statistics, along with many others, represent a real consequence for individual students in South Carolina if they happen to be born to parents who are poor and who are African-American.

As a result of these dismal numbers, South Carolina ranks 41st among the 50 states in per capita income (equally to each individual). Additionally, most of the State's low-income residents are disproportionately African-Americans, who have low levels of education and reside in rural communities. In order to make significant strides towards increasing the overall per capita income of the State, it is paramount that significant progress be made in increasing the numbers of high school graduates, especially among the African-American population. Failure to do so affects the economic prosperity of the entire state.

Equitable funding of school districts across the State has long been a bone of contention and will likely be addressed by the courts in 2003. However, one cannot escape the fact that part of the problem of delivering equitable funding for education might be tied to determining who controls the educational purse strings in South Carolina. No fewer than 50 entities have a role in determining how education will be delivered in the State.

Within the framework of established issues we must address educational priorities, realistic barriers, and potential for collaborative partnerships. Based on needs, we must develop systemic plans to address issues such as equity, student achievement, learning styles of students, teacher quality which includes recruitment and retention, curriculum and instruction, poverty, mental and physical health of families, parental and community involvement, and the role of state agencies.

Finally, within each system there are embedded strengths, weaknesses, threats and opportunities. Also, schools today have increasing demands for resources and funding needs. Schools cannot do the job we expect them to do without collaboration with all stakeholders involved, including parents and the community. Collaboration will help to ensure that young people become qualified workers, wise consumers, and responsible citizens. We all must do our part to make this happen.

Written by: Dr. Myrtis Young Brightharp

Education

Goal 1: To ensure highly qualified teachers who are competent, caring and committed to working in public schools with a high concentration of minority students. Additionally, to increase the number of African-American teachers in South Carolina public schools.

Barriers Include: Schools with an Unsatisfactory Rating and high levels of poverty have a high percentage of teachers working out of field. South Carolina reports 17% of its teachers are African-American.

Best Practices: The Pathways Model Program, South Carolina Center for Teacher Recruitment, SC Critical Needs Certification Program, North Carolina's Fellowship Program & North Carolina's Center for the Advancement of Teaching, and John Hopkins' & Howard University's – Talent Development.

Overlap: Economic Development

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

1. The Commission for Minority Affairs, in a collaborative effort with the State Department of Education and other minority affiliated educational organizations, should form a strategic planning team to address African American student achievement.
2. Create regional educational satellites, with a compensated coordinator and staff, whose objective would be to assist school districts in recruiting and retention efforts, organizing and supporting community education advisory councils, grant seeking and fostering positive partnerships with business, social service agencies and parent and community support groups.
3. Provide additional supplement for highly qualified teachers, to teach in unsatisfactory schools and rural economically distressed counties, for a period of 3 years with accountability measures in place for student achievement.

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Goal 1: - Continued

4. Businesses, corporations and community provide incentives for teachers (reduced housing, store coupons, utility discounts, etc.)

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5. Institutions of Higher Education will place more emphasis on diversity in teacher education programs.

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6. Community organizations formulate an education initiative with budget as part of regular program activities aimed at promoting teaching as a viable career option for African-American youths.

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7. State Department of Education grade schools on efforts to recruit and retain Highly Qualified teachers.

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8. State Department of Education to publish an annual report regarding African-American student achievement, recruitment and retention data for African-American teachers, and teacher data in areas of high concentration of African-American students.

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Goal 2: Increase legislative support for equitable funding for all South Carolina students.

Barriers Include: Students who are in districts with higher concentration of poverty indicate lower achievement. The ability to contribute education dollars to their own communities is limited.

Best Practices: Duke Endowment, Bridgeport Public Education Fund (BPEF), No Child Left Behind Funding 2004, National Black Caucus of State Legislators.

Overlap: Wealth Creation	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
<ol style="list-style-type: none"> 1. County satellites recruit/appoint education lobbyists reporting to Advisory Board and create consistency in reporting to the African-American community. 2. Target supporters of education. 3. Advisory Councils create a grant seeking team with the sole purpose of soliciting education funds. Encourage close monitoring of dollars going directly to schools. 4. Provide a public review of the 2004 No Child Left Behind Budget and it's impact on South Carolina finances, and request a current report of your school district's proposal for allocations and expenditures. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p></p> <p>√</p> <p></p>	

Goal 3: African-American parents are to take an increased active role in their children’s schooling.

Barriers Include: Research indicates African-American parents are not as actively involved in their child’s school as parents of other ethnicities.

Best Practices: James P. Comer’s School Development Program, S.C. School Improvement Councils, Community Learning Centers, South Carolina Chamber – *South Carolina Business Journal*.

Overlap: Family	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Parents will increase attendance and level of involvement in School Councils, PTA or PTO, Open House, parent workshops etc.	√	√	
2. Create and support after-school and Saturday schools in communities.	√	√	
3. African-American parents will increase volunteerism in schools.	√		
4. Churches and community organizations shall create initiatives to ensure community children have basic needs met to enter school at a higher rate of physical, emotional and academic readiness. Offer childcare, pre-school programs, parenting workshops/seminars, adult community literacy programs etc.	√	√	
5. The African-American community shall adopt the extended family concept for support. Establish programs such as Brotherhoods, girls clubs etc.	√		
	√	√	

Goal 4: Businesses and Corporations will play a vital role in the preparation of African-American youth in becoming prepared for the workforce.

Barriers Include: Due to high levels of poverty and lack of accessibility to business opportunities, African-American youth are underexposed to the demands of the workplace.

Best Practices: South Carolina Chamber-Excellence in Education Council

Overlap: Income & Wealth, Family	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Invest dollars in school programs.	√	√	
2. Fund educational scholarships for youth.	√	√	
3. Allow professional release time for employees to mentor and provide in-kind services (seminars, lectures, trainings, etc.) on a regular basis to schools in their service communities.		√	
4. Every business shall adopt a school or program initiative. Schools and districts should make public these partnerships.	√		√
5. Allow employees release time on the company site to further develop their skills through Adult Education courses/trainings.	√	√	
6. Allow parents release time to visit schools for parent conferences.	√		
7. Sponsor youth interns during vacation and summer months.	√	√	
8. Provide mini-grants to teachers who demonstrate excellence in innovative practices.		√	

Goal 5: Increase educational opportunities and achievement levels for African-American boys in South Carolina.

Barriers Include: African-American male youths are the most impoverished (most suffering a history of discrimination), those least likely to graduate from high school, those most likely to be placed in special education programs and the most likely to face incarceration.

Best Practices: South Carolina State Baptist Convention Brotherhood Program, "Call Me Mister Program"

Overlap: Family, Criminal Justice	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Increase representation of African-Americans in the political structure.		√	
2. Increase opportunities for African-American boys to experience quality early childhood education.	√		
3. Increase opportunities for African-American boys to receive counseling and psychological supports within communities and schools.	√	√	
4. Request school districts and schools to incorporate diversity training to enhance the staff development of all employees.	√	√	
5. Require periodic monitoring of suspension and expulsion rates of African-American boys and include equal representation of African Americans on student review boards.	√	√	
6. Establish and encourage male brotherhood groups within communities and schools.	√	√	
7. Provide mentors for African-American males from the business and private sector.	√	√	
	√		

Goal 5: - Continued

8. Review and monitor special education placement procedures for African-American males. Additionally, provide increased opportunities for parents to review special education guidelines as depicted in federal legislation (IDEA).

Goal 6: Higher education institutions (technical colleges, colleges and universities) will increase opportunities for the preparation of young adults to enter the work force by collaborating with local school districts to promote student academic and career success.

Barriers Include: Students lack appropriate skills to be successful in the work environment.

Best Practices: Learning First Alliance, Center for Community Colleges (Maryland, Texas, California & Florida)

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Become an involved partner in district's professional development plan.		√	
2. Become partners and solicit mentoring opportunities beginning with middle school students.	√	√	
3. Provide Saturday and summer programs to increase student readiness to enter higher education.	√	√	
4. Develop and fund intern programs specifically targeted for African-American males.	√	√	
5. Monitor and assess effectiveness of teacher education programs toward addressing diversity in schools. Include opportunities for pre-service experiences.	√	√	
6. Partner with school districts to provide students the opportunity to earn college credits.		√	
7. Establish initiatives to offer scholarships for at risk students of promise pursuing education degrees.	√	√	
8. Develop collaborative efforts between students and low performing districts offering appropriate incentives and support.	√	√	
	√	√	

Goals 6: - Continued

9. Collaborate with the State Department of Education and school districts to develop alternative efforts to address the shortage of highly qualified teachers.

Goal 7: To increase visionary leaders in K-16 educational efforts.

Barriers Include: A significant percentage of districts, schools and institutions of higher education have not had leaders who have maintained a clear visionary focus for improving instruction and achievement.

Best Practices: James P. Comer School Development Program, SC State Department of Education – Principal's Executive Institute, The Learning First Alliance Institute

Overlap: Economic Development, Criminal Justice	Time Table for Benchmarking Success		
Strategies:	One Y	Two – Five Years	Ten Years
1. Publicize improvements in teacher education programs.	√	√	
2. Include parent and community leaders in selection of high-level school administrators.		√	
3. Administrators are to schedule on a regular basis meetings to communicate visions and missions of the district and schools. Schedule meetings in communities representative of student populations.	√	√	
4. Provide a written annual report of efforts to recruit and retain African-American leaders and other staff.	√		
5. Develop and survey community regarding the effectiveness of all high-level administrators and provide a report card of results of such survey to the community.		√	
6. Publicize qualifications, duties and responsibilities of leadership to communities through newspaper, etc.	√	√	

Goal 8: Community, Faith Based, Social Service Agencies, and Individuals will collaborate and coordinate services more effectively with school to support families.

Barriers Include: Lack of communication and collaboration has led to duplication of services and ineffective services for families.

Best Practices: Community Coordinating Councils, The Hartford Engagement & Recovery Support Program, Connecticut Coalition for the Advancement of Prevention, Comer School Development Program, Communities & Schools

Overlap: Family, Economic Development, Criminal Justice	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Form County/Community Coordinating Councils to avoid duplication of services and increase collaborative efforts.		√	
2. Include an education initiative with budget within the framework of regular organization programming.	√	√	√
3. Include efforts to increase parenting education and skills to promote earning power and self-sufficiency.	√	√	
4. Include community leadership training to increase self-sufficiency, unified efforts and perpetual services.	√	√	√

Goal 9: The State Department of Education, other educational institutions and organizations will monitor and publish annual statistics regarding African-American achievement. The publication will indicate efforts and initiatives to improve achievement.

Barriers Include: Statistics regarding initiatives to assist African-American students in South Carolina are not readily accessible to the African-American community.

Best Practices: The South Carolina Center for Teacher Recruitment

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. The South Carolina Center for Teacher Recruitment and African-American Male reports are to be disseminated with a concentrated effort throughout African-American communities.	√	√	
2. Publish and encourage specific initiatives that are demonstrating success in areas where there is a high concentration of minority students.	√	√	
3. Request District Superintendents, Colleges and Universities to report initiatives to improve African-American achievement.	√	√	
4. Request organizations committed to improving education for minorities to report annually initiatives and progress to communities.	√	√	

Section 3: Community/Economic Development

“What we have to do is build our own. That is the key to long-term economic success.”

Darla Moore--October, 2002

The principles of Community Development and Economic Development, in the abstract, both embrace the development and enhancement of available resources.

Community development has come to be known as a grassroots effort to rebuild local neighborhoods and townships from the bottom-up, by the residents who have an economic and personal stake in the viability of the community.

Economic development, on the other hand, exists on numerous levels, individual, community, regional and statewide (as well as national and international). Economic development focuses on increasing productive capacity, be it land by adding water and sewer connectivity, workforce capital by ensuring literacy and lifelong learning, capital improvements through building construction and/or technology connectivity and upgrades. All of these capacity-building tools add value to a community and make it easier to attract business and industry, and the associated jobs.

Economic development, however, is not just about establishing the environment for the creation of jobs. Additionally, it is how a community or region increases the standard of living for all of its residents and is key to community development—how a community provides the institutions and amenities that its citizens’ require. Hence, the relationship between economic development and community development (*Building Blocks of Community Development*—MDC, Inc. Chapel Hill, North Carolina).

In order to understand the current state of economic and community development in the African American community, one must consider what role African Americans have played in determining the overall direction of the State’s economy through the years. Historically, one must consider and understand the history, evolution, and legacies of times gone by and how these events still impact the African American community and the State today.

The following events and time periods should shed some light regarding the plight of the African American: the Civil War (1861-1865); the prominence of African Americans during the Reconstruction Era (1865-1877); the era of Governor “Pitchfork Ben” Tillman and the subsequent disenfranchisement of African Americans (1890-1914); the textile expansion beginning in the 1890’s but subsequently crippled by both the Boll Weevil Infestation and Great Depression of the 1920’s; World War II (1939-1945); the era of Jim Crow (1880’s –1950’s); the Civil Rights Movement (1955-1965); School Desegregation (1954-1978); and Post–Segregation.

An honest assessment of the time periods referenced above can only conclude that African Americans were not in a position to determine their economic destiny or to make decisions about the direction of economic development in the State. Because these all-important decisions have been made outside of the African American community, communities highly populated by African Americans have not benefited from the economic growth and prosperity experienced by highly populated white areas of the State.

The 2000 Census reveals that South Carolina has a population of just over 4 million, with almost 30.0 percent of its population being African American. Seventy-six percent of all residents are high school graduates. While Blacks are gaining in high school graduation rates, they still lag behind the white population.

In the past, lower-educated individuals, both African Americans and Whites, were more likely than not to find employment opportunities. That has changed drastically. Over the past 100 years, South Carolina, like most of the Deep South, relied primarily on the textile and agriculture industries to fuel both the economic and community development engine. Textile mills provided jobs built around a community culture where workers lived in mill-owned houses within walking distance of their jobs; their children attended mill schools and the social life revolved around sports teams organized by mill management.

Similarly, agriculture created its own economic and community culture. The continued impact of 'sharecropping' in small, primarily rural, African-American communities can still be felt. Decisions made by primarily white landowners to maintain the old farming way of life as opposed to embracing diversification in the rural areas, continue to have dire consequences for the undereducated and unskilled, who are disproportionately African American.

Today, only 52.0 percent of young, less-educated black males are employed, compared to 62.0 percent 20 years ago. Demographic and labor market trends alone--such as the decline in manufacturing employment--cannot explain the employment drop among these young men ("*Left Behind in the Labor Market: Recent Employment Trends Among Young Black Men*"— Center for Urban & Metropolitan Policy, The Brookings Institution). What may help to explain this downward spiral is the surge in the number of incarcerated African American males, who found their new employment opportunity in the sale of drugs and ended up in the criminal justice system on a drug related offense. When a community fails to educate and produce employment opportunities, all of the State's citizens pay.

Of South Carolina's 20 predominantly African American counties (African American population 40.0 percent or higher), all are included on the South Carolina Department of Commerce's list of counties that are considered (1) under developed, (2) least developed, or (3) distressed.

Conversely, 16 of the 26 counties where the African American population is less than 40.0 percent are considered developed or moderately developed. The other ten that fall into the under/least-developed or distressed category are mostly rural counties that face their own unique set of development obstacles, i.e., location, no access to interstate highways, etc.

Prospective industries are looking for numerous, specific factors when considering whether to locate or relocate. These include infrastructure - water, sewer, roads, fire service, available workforce - numbers, education and training, and quality of life factors - schools, health care, recreation facilities (South Carolina Department of Commerce—South Carolina Economic Developer's School).

The US Department of Commerce, Economic Development Division, reports that there are about 15,000 entities in the U.S. practicing economic development and competing for new or relocating industries, while there are only, on average, 1500 newly formed or relocating industrial opportunities each year. While the argument can be made that there are usually several entities connected to a single new or relocating development, the odds are still not favorable to successfully recruit a new industry.

The 2002 Capital Investment Report from the state Department of Commerce provides a chart of the SC "Top Publicly Announced Job Creations." Of the twelve, only four were new industries, while the other eight were industry expansions. Only two occurred in majority African American populated areas, namely, Jasper and Orangeburg counties. Both counties are recognized as under-developed counties and experienced an expansion of an existing industry. Typically, 60.0 – 80.0 percent of industrial growth is expansion of existing industries (South Carolina Department of Commerce—South Carolina Economic Developer's School).

With so few industrial opportunities occurring each year, should the State be looking towards growing its own businesses? If so, South Carolina shows some promise in black business development, with over 23,000 black-owned firms with sales and receipts of \$1,408,925.00 for 1997 (latest year available). However, only 3,148 of these firms had paid employees and represented \$1,030,411.00 of the same sales and receipts. 20,068 black-owned businesses with no paid employees garnered total sales and receipts of only \$438,514.00 (The State newspaper, US Census, SC Dept of Commerce).

Community development and economic development fits well within the classic scenario of 'which comes first, the chicken or the egg?' MDC, Inc., a Chapel Hill, North Carolina Think Tank devoted to improving the South, defines it as a cycle—"Good jobs that allow people and communities to earn income and build assets---Generate revenue for public/private investment in necessary infrastructure such as schools and ...social services—That result in a strong workforce, safe, appealing environment, good health and amenities that provide the foundation for—Good jobs, etc."

Community development and economic development efforts are inextricably linked. If communities are not healthy, educated and well stocked with resources, economic

development will pass them by. This has been the case in many South Carolina communities, most notably in those where the population is primarily African-American. Williamsburg County has, for years, had the highest unemployment rate in the state, followed closely by Marion, McCormick and Orangeburg Counties. Industrial development in these communities has been sporadic at best.

If the state fails to address the disparities that exist in economic development, ultimately, we are looking at two South Carolinas - one increasingly white, upper middle class, well-educated and well-off and one increasingly African American, increasingly poor, stuck in low-wage industries (such as the 'service industry') and underdeveloped communities that present them with almost impossible barriers to overcome.

As a state, we will continue to see loss of revenues and continued state declines that lead to ongoing cuts in necessary services and desired amenities. From an individual perspective, we will see fewer homeowners, fewer wealth creators, and fewer new small businesses with the potential to grow into larger industries/employers.

Written by: Phyllis A. Overstreet

Community/Economic Development

Goal 1: Increase African-American Community access to leadership and economic development training; increase the number of African-Americans in community leadership roles.

Barriers Include: Limited African-American access to available community development/leadership training; available training may be too advanced for grassroots leaders.

Best Practices: South Carolina Association of Community Development Corporations Community Economic Development Course.

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Develop a beginner's Community Economic Development course through the SCACDC and other appropriate organizations (Urban League, local Chamber's, Department of Commerce).	√	√	
b. Expand the capacity of local organizations to access the SCACDC's Community Economic Development training.	√	√	
c. Develop a Community Civics 101 course to address local political issues such as zoning issues, public hearings on development, accessing local funds such as CDBG monies and other issues related to local and statewide political awareness.	√	√	
d. Develop a Community & Economic Development Institute for Black Mayors & elected officials.	√	√	
e. Develop infrastructure among the State's historically black colleges & universities for local community and economic development activities and training.	√	√	

Goal 2: Improve African-American's ability to retain family held property/land & diversify its uses to improve individual and family economic standing.

Barriers Include: Lack of understanding of local and state land use policies leads to economic loss; Lack of mandated county land-use plans; Limited diversification of predominantly African-American agricultural communities.

Best Practices: Federation of Southern Cooperatives training and advocacy for Black landowners; Kentucky Agriculture Fund; Iowa Value-Added Agriculture and Product Branding.

Overlap: Economic Development, Criminal Justice

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

a. Encourage development of County Comprehensive plans as mandated by state law in 2000 and actively involve African-Americans in these county processes.

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b. Develop training and awareness of network for Black landowners to prevent land loss with the assistance of organizations such as the Federation of Southern Cooperatives.

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c. Utilize the South Carolina Bar Foundation for Pro Bono work on land/loss & land use issues.

√

√

d. Determine how much land in predominantly African-American counties is owned by African-Americans and develop their vision for its use.

√

e. Diversify agriculture sector and agricultural product development

√

Goal 3: Develop & coordinate systems to provide educational and workforce development training opportunities for African-Americans.

Barriers Include: Unequal public school funding in urban/rural areas and predominantly white/predominantly black area; fragmented Technical College system; lack of linkages between historically black colleges & universities and their communities; limited adult education system.

Best Practices: Benedict College Community Development model, Allendale County Adult Learning Center.

Overlap: Education, Unemployment & Underemployment	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Equalize public school funding.	√	√	
b. Develop a distance-learning network with the Technical College system to expand course availability throughout the State (ex. Court reporting, physical therapy aide).		√	
c. Develop local CDC's capacity to access Workforce Investment Act funds for job training and youth leadership programs.	√	√	
d. Replicate Allendale Adult Learning Center in other predominantly African-American counties.		√	

Goal 4: Improve transportation and other public infrastructure systems in predominantly African-American Counties.

Barriers Include: Limited public transportation infrastructure; limited public (water/sewer) infrastructure; increasing difficulties of smaller communities to access funds for upgrades.

Best Practices: Georgia Wheels to Work Program; Aiken-Edgefield-Saluda County Infrastructure Partnership.

Overlap: Unemployment & Underemployment	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Expand Wheels to Work beyond pilot project startup in Aiken-Allendale-Bamberg-Barnwell-Calhoun-Orangeburg Counties (provides cars at zero interest to low-income families who need reliable transportation for work).		√	
b. Develop local, individual transit providers.		√	
c. Encourage use of Economic Development Authority, U.S. Department of Agriculture and other funding sources to increase/improve public infrastructure.	√	√	
d. Fully match Jobs Access Reverse Commute funding.	√	√	
e. Regionalize public infrastructure systems (Aiken-Edgefield-Saluda County Partnership).			√

Goal 5: Improve African-American entrepreneurship efforts.

Barriers Include: Limited access to Small Business Development education and funding opportunities.

Best Practices: Kid Biz; 1890 Small Business Development assistance.

Overlap: Minority Business Development, Wealth Creation	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Implement entrepreneurship-training beginning in the public school system – grades K-12.		√	
b. Assist local CDC's in more aggressively pursuing available funding for business development (ex. USDA Rural Business Enterprise and Rural Business Opportunity Grants).		√	
c. Expand CDC's or their Equivalent throughout predominantly African-American communities.	√	√	
d. Assist CDC's and other organizations in accessing funds from existing Community Development Financial Institutions (Business Carolina) and other sources (Small Business Administration).	√	√	

Goal 6: Increase African-American input on local economic development needs assessment and planning activities & increase recruitment of African-American owned business & industry.

Barriers Include: Limited access to impacting economic development plans and needs.

Best Practices: Charleston-Berkeley-Dorchester Economic Development Alliance; Dalton, GA-Carpet Industry Cluster; Hosiery Technology Center-NC.

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Increase access to South Carolina Economic Developer's school (more sessions and locations).		√	
b. Encourage development of economic development regional partnerships (Charleston-Berkeley-Dorchester County partnership).		√	
c. Actively encourage industry clusters.			√
d. Develop system for African-American participation in local and state industry recruitment processes.		√	
e. Develop pipeline of trained African-Americans for economic development.		√	
f. Encourage State Department of Commerce to more actively recruit African-American owned business & industry prospects.		√	

Section 4: Jobs – Unemployment and Underemployment

" We must build economic security for workers by preparing citizens to fill the new jobs this economy will create".

*President George W. Bush
May 2003*

The impact of the "New Economy" is revolutionizing the way people work, live and conduct business. In order for workers to keep pace in the "New Economy," they must be technologically literate and willing to commit to lifelong learning. These factors in and of themselves add additional strain to a community still playing catch-up from years of unequal treatment and opportunities.

The two major issues that cause African Americans to be continually unemployed or underemployed is (1) the lack of education and training and (2) the inability to access jobs that will produce self-sufficient and independent individuals. To improve the economic and social conditions of the African American worker in South Carolina, it is essential that sound economic and community development strategies be laid out that will improve the access to education, training and availability of job opportunities.

It is essential that we understand the various definitions that pertain to the labor force. The labor force is defined as people who are either (1) employed or (2) unemployed but still seeking work.

Employment

Employment is a count of all persons who worked full or part time or received pay. Since the focus of this report is on what's not working, we will not spend time focusing on what's not broken. However, it goes without saying that when one has education and training, the odds are more in ones favor of having employment. Anyone who wants to work should have an opportunity to do so, at a job that matches skills and provides a "decent" standard of living.

Unemployment

Unemployment is an economic condition marked by the fact that individuals actively seeking jobs remain unhired. A person is considered unemployed when involuntarily out of work. The government defines the unemployed as people who are jobless, looking for jobs, and available for work (1). Unemployment is expressed as a percentage of the total available work force. The level of unemployment varies with economic conditions and other circumstances.

According to the Urban Institute and Kaiser Commission, March 2000 and 2001, there were 768,000 people unemployed (nonworkers) in South Carolina. The prevalence of this problem can be attributed to the following three factors: 1) lack of literacy in

advance technology and automation, 2) education and training deficiencies, and 3) lack of income while seeking gainful employment.

1) Lack of Literacy in Advance Technology and Automation

More than ever, machines are taking over the jobs of individuals, resulting in a decreased demand for low skilled labor. Without retraining, many of the original workers do not have the technology skills necessary for the new types of occupations. This problem disproportionately affects the African American worker.

2) Education and Training Deficiencies

The educational disparities in the African American community are tremendous in South Carolina. According to the June 2002 *Pathfinders Workforce Report for Eastern South Carolina*, the most common employer complaints throughout the nation relates to the basic educational competencies of the workforce and a shortage of skilled and technical workers (2). These challenges face the African American community as it pertains to job opportunities because of the lack of many of the core elements of education, training and skills. The 2001-2002 S.C. Statistical Abstract indicated that there were 1,147,239 African Americans residing in South Carolina. Of African Americans 25 years and over (564,369), 46.7% (263,646) had less than a high school education. The size of the pool of African Americans with less than a high school education speaks to the difficulty facing African Americans when they seek employment and the problem for employers when they seek employees. Of the 263,646 persons with less than a high school diploma, some 123,006 individuals had less than a 9th grade education, while 140,640 had obtained some level of education above 9th grade but did not receive a diploma, which translates into low skills.

Additionally, data shows that the percentage of White students passing all three parts of the exit exam in high school significantly exceeded that of African American students in 2000. Also, the high school dropout rate for African American male students was 37.5 percent, but 29.4 percent for White male students. White 8th graders were three times more likely to score high on reading than blacks. Also, white 8th graders were eight and one-half times more often ranked as high achievers on science tests than were Black 8th graders. Only 43.0 percent of African American students scored a passing grade on the math section of the PACT in 2000, compared to three-fourths of all White students. These shocking educational trends continue into the college experience. In June 2000, 72.0 percent of the bachelor's degrees in South Carolina colleges went to White students and 20.0 percent went to African Americans. Only 12.0 percent of the master's degrees, 11.0 percent of doctoral degrees and eight percent of professional degrees went to Blacks.

These statistics underscore the seriousness of why education in South Carolina for African Americans must be addressed in a way that gets to the heart of the problem. African Americans will never achieve high standards of living until the issue of educational obtainment at all levels of the educational delivery system is addressed.

As it relates to job training, the S.C. Employment Security Commission's One Stop Shop Centers, in partnership with the Work Force Investment Act (WIA) Councils, provide most of the state sponsored job training services. In addition, the State Board for Technical and Comprehensive Education schools are providing adequate job specific training to assist new and existing businesses acquire skilled workers. However, in order for training programs to be successful for African Americans, the employment agencies must provide a comprehensive range of services that will address transitional job needs (i.e., transportation, childcare, substance abuse treatment, reentry services for persons coming into the workforce after having been in prison), etc. Therefore, the task of building skills to accommodate present and future job demands is too complex for any single institution. It will require partnerships between school, universities, companies, employers and community organizations to build systems for workforce development that are sensitive to changes in labor markets.

In today's competitive marketplace, more and more companies are recruiting workers who are highly skilled, team oriented and technologically prepared. African Americans will only be able to compete if they emerge from their education and training experience having the qualifications employers are seeking.

3) Lack of Income while Seeking Gainful Employment.

Thousands of workers in South Carolina, as in other states, have seen their unemployment insurance benefits run out before they were able to find work. In South Carolina, between September 11, 2001 and January 31, 2002, 19,735 laid-off workers exhausted their unemployment benefits – an increase of 85.0 percent over the same period the prior year. Without some source of income to cover the cost associated with looking for employment, it becomes increasingly difficult to keep looking over time and to seek employment beyond normal travel boundaries.

Underemployment

Underemployment is a situation in which a worker is employed, but not in the desired optimum capacity based upon their level of skill and experience. While not technically unemployed, the underemployed are often competing for available jobs. While profits are increasing in many businesses, the quality of jobs is decreasing (part-time, contract work, lower paying service sector jobs and lower benefits). Also, in South Carolina there were 201,730 persons working part time and wishing to increase their level of employment (Urban Institute, March 2000 and 2001).

Many African American workers in South Carolina are dislocated workers. They have been laid off or have been notified of a lay-off or plant closing. Thereby, many of these workers can easily become a "discouraged worker" which is a worker who no longer seeks employment but is now declared unemployable. Also, there is an unknown number of people who are unemployed but have never made contact with a state or private employment agency (e.g., 1st time employment seekers, farmers, housewives and high

school drop-outs). There is no entity in the State statistically tracking these types of groups.

Due to programs such as the Workforce Investment Act (WIA) at the South Carolina Employment Security Commission, there are many services available to help African Americans get back to work. One of the main programs replicated in the state through (WIA) is the 59 One Stop Career Centers to assist dislocated workers. During 2002, these centers assisted many African Americans statewide to find gainful employment. However, many African Americans do not know about the services provided at the One Stop Career Centers or that they exist within their area.

In addition, the state's Rapid Response Services is also a part of the South Carolina Employment Security Commission which provides immediate aid to workers affected by announcements of plant closings and large layoffs of more than 50 workers. In South Carolina from 1999-2002, there were 35,353 reported layoff and plant closure events (www.sces.org/business/rapidresponse). Services such as job search assistance, job referral, resume assistance, job training, assessment of skills and abilities are some of the services that dislocated workers can receive. However, the Rapid Response Unit does not track this information by ethnicity.

African Americans and the Job Market

Most recently, the African American population has moved to second place behind Hispanics, as the largest minority group in the U.S. workforce. However, in South Carolina, African Americans remain the largest minority group. Of the total minority population in the State, approximately 90.0 percent are African American. What is important about this fact is the young age of the African American population and that the growth of the population is expected to continue as we experience the overall aging of the general population. The African American population and the labor pool coming from this group will be vital to sustain the overall economic prosperity of the State. Therefore, investing in the education and training of the African American population is vital to the success of any future economic development recruitment and expansion in the State.

Seen as a threat to the availability of qualified African American male workers is the continued increase in the numbers of black males incarcerated. In the S.C. Department of Corrections system, 68.0 percent of the inmate population is African American and the average age is 33 years old. However 42.0 percent of the entire incarcerated population is under the age of 29. During 2000-2001, there were 710 African American women admitted and 7,199 African American males admitted. Of the 7,199 African American males that were admitted in 2000-2001, 6,013 were between the ages of 17-39 years of age, with 29.0 percent of this group coming from the 20-24 age range. However, only 503 white women and 3,193 white males were admitted during the same time period in 2000-2001 and of the 3,193 white males admitted, 23.0 percent of this group were between the ages of 20-24. The removal of large numbers of the working age population from the workforce not only cost the taxpayer now (\$17,076 annually/per inmate), but

virtually guarantees that these individuals will be unemployed or underemployed in the future, when workers will be needed to sure up the Social Security System for the exodus of the baby boomer generation.

For numerous reasons, it is imperative that the S.C. Department of Corrections, public agencies, private agencies, businesses, colleges, universities and local communities work together to build stronger partnerships to prevent or resolve the difficulties of individuals not having access to job opportunities once released from the Department of Corrections. If this is not effectively addressed, South Carolina will continue to have large numbers of its working age population locked-up and costing the taxpayer rather than helping to build a strong economic base for the next generation.

Discrimination

Intentional discrimination was “the most obvious evil” that the Civil Rights Act of 1964 was designed to prevent (3). In 1991, Congress confirmed that intentional discrimination exists when “race, color, religion, sex or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice (4).”

In 1999, a study on Intentional Job Discrimination in Metropolitan areas in South Carolina was prepared by Dr. Alfred W. and Ruth G. Blumrosen of Rutgers Law School. This study identified intentional employment discrimination in South Carolina by private sector establishments in metropolitan areas with 50 or more employees who had filed EEO-1 reports. The study was also based on information supplied by employers to the Federal Government by 1,366 establishments in South Carolina.

The study found that intentional job discrimination continues on a major scale. Blacks, Hispanics, Asians, Pacific Islanders, and White Women, who have the knowledge, skills, abilities, and experience to compete, are deprived of that opportunity by intentional discrimination between a quarter and a third of the time they seek such opportunities. In 1999, intentional discrimination affected two million minority and female workers. It exists in every region of the country and in each of nine occupational categories from officials and managers to labor and service jobs (5). The workers affected by this discrimination were measured by the difference between the number actually employed and the number that the apparent discriminator would have employed if it had employed minorities/women at the national average. The top five occupations that African Americans had a higher risk of discrimination in are as follows: Service (40.3%), Sales (39.5%), Laborers (34.9%), Office/Clerical (31.8%) and Technical workers (29.1%).

In South Carolina, 7,883 African American workers were affected by discrimination in 456 establishments. The risk of discrimination existed 30.0 percent or nearly one third of the time an African American worker sought an employment opportunity (6). African American women were affected by intentional job discrimination 34.0 percent of the time among 345 establishments. The 1999 Blumrosen study concluded that since intentional discrimination is still so pervasive, affirmative action programs should continue, in order to eliminate or lessen this problem of intentional discrimination in the work force.

In addition, racism in the workforce is still prevalent for most African Americans and other minorities. However, according to a 1994 publication entitled “Voices of Diversity” that was distributed by the American Management Association, the authors stated that “Racism, both subtle and blatant is the major issue for blacks in the workplace. Racism is revealed in many ways: hostile remarks, the assumption that blacks are employed only because of affirmative action, skepticism about black competence for management roles, exclusion from informal networks, and misinterpretation of a direct communication style (7).”

Therefore, discrimination and racism towards African Americans in the workplace is just as alive today as it was prior to the 1960’s. However, today’s invisible discrimination face is masked more sophisticatedly in the employment systems.

Barriers to Employment for African Americans

Removing barriers between people and jobs in the African American community is necessary in order for employment opportunities to increase. Employment barriers are formal or informal policies or practices that restrict or exclude persons in designated groups from employment opportunities. The following are some forms of employment barriers for African Americans in the workforce:

- 1) Unnecessary job requirements (e.g., a direct focus on experience as opposed to abilities in the statement of qualifications),
- 2) Non-job related or inappropriate screening criteria (e.g., excessive requirements for years of experience or educational credentials which may reduce the number of minorities),
- 3) Applicants who are “overqualified” or whose work experience is not recent or has gaps,
- 4) Physical barriers – this may affect persons with disabilities,
- 5) Unequal access to informal systems – African Americans members may be excluded from access to systems that are important for career advancement (e.g., who are the first to find out about possible vacancies, or are African American employees given interim appointments, assignments or high profile special projects),
- 6) Unequal access to training and development (e.g., restricted from having more job related training that will provide them opportunities to learn new skills for advancing in the organization,
- 7) Non-supportive work culture and environment (e.g., cultural and attitudinal barriers that may be active or passive),

- 8) Transitional employees (using prison experience as a negative in a non-job related situation)
- 9) Child Support Enforcement (e.g., due to the child support laws, an individual may be incarcerated for failure to pay child support therefore causing gaps in their employment history (8).

Many employment barriers have evolved from historical practices or assumptions of convenience. Some barriers may be unintentional, some deliberate and hidden securely within the current employment systems in South Carolina and around the country. In South Carolina, the African American community will need to prioritize which of these specific employment barriers are directly preventing job opportunities and access to African Americans. Secondly, once barriers are prioritized by community leaders then policy review should occur surrounding these specific concerns.

Summary

Despite the harsh realities of the finding of this section, it is very important to remember that African American workers have always been a contributing force in the history and economic prosperity of this country and state. This trend will continue out of necessity at some level, however, it would be in the best interest of all South Carolinians to ensure that its African American population benefit from gainful employment. As you will read in the Section 5 of this plan dealing with “Income and Wealth Creation”, “anything that negatively impacts the financial well-being of blacks has a much more dramatic impact on the South’s economy than on the rest of the nation.” Such is the case in South Carolina where almost one-third of the population is African American. By strategically addressing the above employment issues discussed in this section, South Carolina would make the investment in its future to guarantee long term economic prosperity for all its citizens.

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Written by: Robin Chisolm

Jobs – Unemployment and Underemployment

Goal 1: To improve workforce skills and educational attainment of African-Americans in South Carolina.

Barriers Include: Low Educational Attainment (46.7% of African-Americans have less than a High School education).

Best Practices: B-Best Model (Laurens County), Allendale County Workforce Center, Lake City OneStop Shop, United Way of the Midlands (Literacy Initiative), Sumter County's Workforce Development Industrial Skills Training Program and access to S.C. Employment Commission's 60+ OneStop Shops (e.g., Lake City OneStop Shop Program).

Overlap: This issue overlaps all eight areas	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Design a model for Education & Workforce Development Training.	√	√	√
2. Seek to ensure that African-American students obtain H.S. Diplomas. a. Assess the Need (Analysis) b. Determine Area of Priorities c. Determine Resources d. Develop Awareness Campaign (e.g., Publicity Program, Seminars, Community Forums, etc...) e. Monitor and Evaluate Progress	√	√	√
3. Seek to ensure that African-American Adults obtain GED's. a. Assess the Need (Analysis) b. Determine Areas to Target (e.g., regional or statewide initiative) c. Determine Resources d. Develop Awareness Campaign e. Monitor & Evaluate Progress	√	√	√

Goal 1: - Continued

4. Increase the number of African-Americans entering a Technical School for specialized training in existing and future growth oriented occupations (e.g., Medical Billing/Healthcare or Computer Programs, etc...)

- a. Assess the Need (Analysis)
- b. Evaluate prior admission and graduate statistical data on African-Americans
- c. Reassess current programs at TECH
- d. Advertise program offerings
- e. Monitor and evaluate success

5. Increase the number of African-Americans entering the Technical College Basic Education program, if they are not interested in a GED or Adult Education program.

- a. Assess the Need (Analysis)
- b. Evaluate prior admission and graduate statistical data on African-Americans
- c. Reassess current programs at TECH
- d. Advertise program offerings
- e. Monitor and evaluate success

6. Develop Interpersonal Skills Awareness Program

- a. Develop an Attitude Change and Communication Program
- b. Develop Team Building Program
- c. Develop Self-Esteem & Discipline Program

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Goal 2: To influence legislators to amend the Unemployment Insurance Trust Account policy so as to extend Unemployment Insurance benefits. This will allow more time for recipients to obtain gainful employment and provide economic stability for their families until they locate jobs.

Barriers Include: Limited number of weeks a person can receive unemployment benefits.

Best Practices:

Overlap: Education, Community & Economic Development	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. To extend Unemployment Insurance Benefits <ul style="list-style-type: none"> a. Monitor the progress of the Unemployment Insurance Trust Policy b. To influence the administration of the implementation of the trust policy c. Determine the impact d. Make recommendations for improvement 		√	

Goal 3: Provide access and training to needed services.

Barriers Include: Limited awareness of programs and services available. Also, low participation in program(s).

Best Practices: South Carolina's Rapid Response Program.

Overlap: Education, Community & Economic Development, Income and Wealth Creation

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

1. Identify individuals that are dislocated and identify resources (e.g., type of services that are available)
2. Design a Dislocated Worker Model
3. Develop a communication and coordination vehicle
4. Provide seminars where potential workers are located
5. Monitor and Evaluate the Model (e.g., during year 6-8)
6. Make recommendations for improvements

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Goal 4: Provide inmates with more specific and relevant training that will be required in the job market so they will be employable.

Barriers Include: Limited training resources at the SC Department of Corrections, especially due to recent budget cuts.

Best Practices:

Overlap: Education, Criminal Justice, Rebuilding Strong Families, Community/Economic Development	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Assess future and current occupational demands – determine inmate(s) competency level (e.g., Work Keys)	√	√	
2. Compare occupational demand with the inmates competency skill level	√	√	√
3. Make training a mandatory part of an inmate’s sentencing by the court		√	√
4. Make training mandatory in the correctional facility where the inmate resides (e.g., curriculum requirement/guideline)		√	
5. Seek to obtain legislation (policy) that will ensure that an inmates record can be expunged prior to being released.		√	

Goal 5: To increase the number of African-American businesses in South Carolina.

Barriers Include: Lack of understanding about creating wealth and income attainment.

Best Practices: One Georgia Program, Virginia's Enterprise Initiative, North Carolina Rural Economic Development Center's program.

Overlap: Income and Wealth Creation, Minority Business/Venture Capital, Community & Economic Development	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Identify potential business opportunities	√		
2. Design a Training Model	√		
3. Make training and financial management information accessible to potential/existing entrepreneurs		√	
4. Conduct Seminars relating to financial management (e.g., "Free" credit counseling, savings and investments)		√	
5. Monitor and Evaluate		√	√
6. Make Recommendations		√	√

Goal 6: To increase the number of quality and higher paying jobs for African-Americans.

Barriers Include: Employment Specific Barriers (e.g., Discrimination, Child Support Enforcement, Criminal Record, unequal access to informal systems, physical barriers, etc...)

Best Practices:

Overlap: Education, Criminal Justice, Rebuilding Strong Families, Health, Community & Economic Development	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Assess what the jobs of the future will be	√		
2. Access training needs for the jobs	√		
3. Determine training/education resources that are available		√	
4. Identify training/service providers		√	
5. Identify potential applicants		√	
6. Organize Training (Coordinating Council of Various Providers)		√	
7. Monitor and Evaluate		√	√
8. Make Recommendations		√	√

Goal 7: To provide awareness about employment barriers to African-American community.

Barriers Include: Obstacles in the internal and external community and business environments.

Best Practices:

Overlap: All eight areas of focus	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Identify Barriers	√	√	
2. Identify agencies that can work toward evaluating and eliminating employment barriers	√	√	
3. Recommend appropriate actions	√	√	
4. Coordinate forums to address employment barriers		√	
5. Monitor and Evaluate Effectiveness of Activities		√	√

Section 5: Income and Wealth Creation

“Without wealth, it’s hard to send your kids to college. Without college, it’s hard to get a good job. Without a good job, it’s hard to earn a good income. Without a good income, it’s hard to obtain property. And without property and the capital to leverage it, it’s hard to create wealth to send your kids to college.”

*Franklin D. Raines
Chairman and CEO, Fannie Mae*

Wealth is defined as the difference between assets and liabilities. It is typically measured or reflected in a person’s investments in real estate, savings, investments in stocks, bonds and other financial securities, art, antiques and other collectible items. It also includes business ownership and wealth transfers (inheritances). Liabilities include loans, credit card balances, mortgages, and other debts. Without wealth, families are at risk for financial disruptions that can reduce a household to poverty. Financial assets give future generations advantage in almost every way, including health, safer neighborhoods, and resource-rich schools. Wealth is fundamental to business ownership because new businesses are often financed initially with investments from personal net worth. Finally, without wealth, groups are at a disadvantage for influencing public policy. Political contributions play a role in setting the economic and social agendas at every level of government. Wealth is also a means of social power because of the status associated with wealth. As Melvin Oliver and Thomas Shapiro mention in Black Wealth/White Wealth: New Perspectives on Racial Inequality, “Wealth is a more important indicator of economic status than current income because wealth brings power and independence.”

Although African Americans and other minorities have made great social, political and economic progress during recent years, it appears that the socioeconomic gap between Whites and minorities is about as wide today as it has ever been. The progress minorities have experienced has not kept pace with the progress of their white counterparts. (State of South Carolina Commission for Minority Affairs 3) Blacks trail whites in income, by 69.0 percent in 2000. And the black unemployment rate was more than twice the white rate (8.8 percent vs. 3.7 percent) in the first quarter, 2001, according to the Bureau of Economic Analysis.

The gap between black and white wealth hurts the South more than other areas of the country. According to the 2000 U.S. Census, the South has 55.0 percent of the nation’s black population. About 20.0 percent of the population of the South are African American, compared to almost 13.0 percent for the Northeast, 11.0 percent for the Midwest, and 5.0 percent for the West. Thus, anything that negatively impacts the financial well being of blacks has a much more dramatic impact on the South’s economy than on the rest of the nation. (Doron and Fisher 2)

The lack of financial assets owned by blacks means that the South loses billions of potential dollars in savings that could be invested in southern businesses and

communities. Such lack of capital in family and community networks hampers entrepreneurship, which affects the South's ability to create new businesses and jobs. Because wealth helps determine educational opportunities, an asset-poor population has more difficulty receiving a quality education – the surest path to financial success. Workforce quality issues impact the competitiveness, recruitment and retention of southern businesses, especially in technology fields. (Doron and Fisher 2)

In South Carolina, African Americans own 11.5 percent of the businesses and earn 3.5 percent of the total receipts. This amounted to \$672.5 million of the \$29.2 billion in revenues generated by South Carolina firms. (Cole and Reuben 166) Clearly, there are opportunities for African American firms to generate significantly more revenues. Attention must be given to helping them become more profitable. Increased visibility, better marketing, improved quality of products and services, better support from the banking community and more funds from government contracts are all needed to increase profitability of black-owned firms.

Wachter and Megbolugbe (1992) point out that homeownership is not only considered an integral part of American life, but also may foster upward mobility and greater accumulation of wealth... The greatest single source of wealth for low and middle income Americans is investment in homeownership. However, the homeownership gap between Blacks and Whites is significant enough that organizations such as Fannie Mae and Freddie Mac have developed home purchase initiatives to make homeownership more affordable for African Americans.

According to a study by MacPherson and Sirmans, there is a large and growing gap in the rate of homeownership between Caucasians and African Americans. The home ownership rate among Caucasians rose by 8.0 percentage points between 1979 and 1997, from 74.0 percent to 82.0 percent. The corresponding figure was a 2.0 percentage point drop for African Americans from 62.0 percent to 60.0 percent. In addition, the homeownership rate differential between Caucasians and African Americans varies substantially across South Carolina cities. It is 11.0 percent in the relatively high-income non-metropolitan areas. It is quite large in Augusta (38%) and the Greenville-Spartanburg area (42%). Overall, Caucasians have a homeownership rate over 20.0 percentage points higher than African Americans. (Macpherson and Sirmans 29)

Household income directly affects housing affordability and housing choice. Median family incomes range from \$50,540 in urban Greenville County to \$20,843 in rural Allendale County with 34.0 percent of the state's census tracts considered low-to-moderate-income. With an average household income of just \$8,434 per year, 63.0 percent of public housing residents have incomes at or below 30.0 percent of the median income for their area. A household earning \$15,000 annually can only afford to pay \$375 a month for housing based on the federal standard for affordability, which allows for the use of no more than 30.0 percent of household income for housing expenses (including rent/mortgage and utilities). (Governor's Task Force on Affordable Housing 10)

Another important component of wealth is inheritance. Wealth transfers are the unconsumed material accumulations of previous generations. Of all financial transfers, inheritance is the most significant. Frank Stafford, an economist at the Institute for Social Research at the University of Michigan, states that 70.0 percent of total wealth is passed down from the previous generation, although the effects of the super wealthy skew the results. Wolff found that 24.0 percent of white households inherit money, compared to only 11.0 percent for blacks. The amount of inheritance was vastly different, also. Whites inherited an average of \$115,000 while blacks inherited an average of \$32,000. Another study using Health and Retirement Study (HRS) data on the households of 51-61 year olds in 1992, estimated the prevalence and value of inheritances and other transfers already received by blacks and whites. One in three white households, but only one in ten black households, report receiving inheritances or substantial inter vivos transfers. Moreover, among recipient households, the present value of whites' mean transfers was substantially higher than that of blacks (\$148,578 vs. \$85,598), as was the value of their median transfers (\$58, 839 vs. \$42, 478). (Avery and Rendall 1-4)

The assets of African Americans consist of investments that historically produce zero or low rates of return. For example, vehicle equity is 8.0 percent of total net worth for whites, but represents nearly 17.0 percent of net worth for blacks. Blacks hold far fewer stocks than their white counterparts. The U.S. Census found that blacks have almost one quarter of the amount of stock market investment of whites. The University of Michigan found that 71.0 percent of white households own stock, versus only 17.0 percent for blacks. (8) This fact is especially significant in that over the long term, stocks have the highest rate of return of monetary investments, and stock gains are not taxed until sold. The trend against stock ownership by blacks is true even among high-earning families. (Doron and Fisher 4)

The primary reason for low investment in the stock market by blacks is a lack of investment knowledge according to the National Urban League. There is also a lack of black role models in the investing community. The Equal Employment Opportunity Commission states that only 2.5 percent of all securities sales people are African American. (Doron and Fisher 4)

Money for investing in equity securities is usually accumulated in savings accounts. Yet blacks put less money in savings accounts than whites. Poverty level white households allocate almost eight times as many of their assets to savings as poor blacks. However, at higher incomes, the savings rates are basically the same. (Doron and Fisher 5) This suggests that even among poor whites, the planning horizon is much longer; and, they are willing to sacrifice more now in order to provide for the future. This attitude needs to be cultivated and embraced in the African American Community.

Do blacks spend more than whites? An examination of consumer spending in 1999 found some discrepancy in consumption patterns among blacks and whites, but these were not significant as a group on the whole. Blacks did spend a higher percentage of

their incomes on housing, but this could be attributed to their significantly lower incomes. (Doron and Fisher 5)

Racism and discrimination have significantly limited the ability of the African American community to earn sufficient income and to create wealth. South Carolina's minority population lags far behind Whites in income. Whites earn thousands of dollars more per capita than members of minority groups. Asians' earnings are the closest to Whites, but their per capita income is still \$2,724 less than that of Whites. African Americans have the lowest per capita income in the state. With a 1999 income of \$11,776 per capita, African Americans earned 53% of what Whites earned (\$22,095). (State of South Carolina Commission for Minority Affairs 18)

Interestingly, a significant wage gap exists between minority groups and Whites with equal educational levels. As educational levels increase, so does the gap in income between Whites and minorities. In some cases, minorities with Master's degrees earned less than White males who have only a high school diploma or GED. Additionally, White males with master's degrees earned \$14,323 more than African American males with Master's degrees, and they earned almost twice as much as what other females with Masters degrees earned. Studies which include control factors for the educational level and sex, have repeatedly shown that minorities earn significantly less than Whites, indicating that discrimination is a factor. Consequently, the gap between Whites and minorities cannot be explained by educational attainment alone. (State of SC CMA 19)

African Americans' income is further hurt by the tendency for them to be employed in lower paying, unskilled occupations. The largest percentages of Whites can be found in executive, managerial, professional specialty, and sales positions. However, African Americans can be found in higher percentages in positions as service workers, machine operators, assemblers, and inspectors. More African Americans must get into the management and executive level positions. This would put them in positions to hire and pay minorities on a level more equal to that of Whites. (State of SC CMA 19)

A good education is essential for being prepared to compete for high paying positions. Black students must also be encouraged and supported to pursue careers in math, science, engineering, medicine and other technical areas. However, in addition to education, blacks must change their attitude about savings and investing, and about the use of wealth transfers to future generations.

Saving is a good habit, yet 32% of African Americans don't save at all compared to 23% of all Americans. And, only 34% of African Americans save regularly compared to 39% of all Americans. An individual is able to save by living below their means. However, 24% of African Americans spend more than their income compared to only 14% of all Americans. Living below one's means insures limited debt. Fewer debts allow individuals to save more of their income.

Forty-seven percent of Blacks compared to 39% of Americans are risk-aversed, that is, unwilling to take financial risks. While the percentage of blacks investing in stocks,

bonds, and other financial assets has increased over the last decade, too many choose safe, therefore low returning investments. Again, more knowledge about investing can lead to a greater willingness to take risks, therefore financial planning information must be more readily available to the minority community.

The financial planning horizon of blacks is shorter than that of all Americans. For example, more blacks (35%) than all Americans (20%) have a planning horizon of the “next few months.” And only 25% of blacks vs. 38% of all Americans have a planning horizon of at least 5 years. More job security and higher income levels provide the cushion that is needed to begin focusing on the future rather than the present. According to Abraham Maslow, human beings have five levels of need: physiological, safety, social (love), self-esteem and self-actualization. Maslow stated that lower order needs (physiological, etc.) must be met before we can focus on higher order needs. Consequently, if a man is barely making ends meet, his energy and focus will be directed toward meeting the lower order needs. On the other hand, if he has more than enough to eat, decent shelter and a social network, he will begin to focus on self-esteem and self-actualization needs. Doing so will motivate an individual to save and invest for the future. Such things as purchasing sufficient life insurance, having a will, and estate planning become important to the individual who has his or her basic needs taken care of.

Until issues regarding the black/white wealth gap are addressed, both the South Carolina economy and the economic status of minorities, particularly African Americans, will continue to suffer. The following issues warrant additional research in order to develop a long-term strategy for creating and maintaining wealth in the African American community:

- I. Improving the quality of education and reducing the dropout rate
- II. Developing good savings habits and longer planning horizons among African Americans
- III. Making financial planning information available to more African Americans
- IV. Enforcing discrimination laws in hiring and promoting of employees
- V. Changing values and priorities in the African American community

Strategies to address these and other issues relevant to the socioeconomic status of African Americans will be considered in this section.

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Written by : Dr. Marion Rogers Sillah

Income and Wealth Creation

Goal 1: Raise awareness and change attitudes about the importance of wealth creation.

Barriers Include: Unemployment, low wages and salaries, and poverty.

Best Practices: South Carolina Bankers Association's Personal Economic Program (PEP) and Junior Achievement.

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Prepare public service announcement with a wealth creation theme.	√		
b. Research and collect data on relevant resources, organizations, public agencies and programs on a county-by-county basis.	√		
c. Research and collect data to determine what is being done in other states. Identify programs that can be implemented in South Carolina.	√		
d. Research and compile data on sources of scholarships and financial aid for minority students.	√	√	√
e. Schedule wealth creation seminars and workshops throughout the State.	√	√	√
f. Make information available to schools and families about Junior Achievement and the Personal Economic Program (PEP).	√	√	√
g. Identify and obtain commitments from qualified volunteers and their employers for participation and support of Junior Achievement.	√	√	√
	√	√	

Goal 1: - Continued

- h. Identify and obtain commitments from strategic partners. Meet with partners. Plan strategic alliances and strategies for 2004 and beyond.
- i. Distribute information about stock market game to more schools. Encourage participation in competitions by community groups and other social organizations for adults and children.
- j. Assemble contact information for Program and Organization Directory. Work with the Commission for Minority Affairs to publish the directory.
- k. Assemble a list of books and websites on wealth creation for teachers and parents.

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Goal 2: Increase savings and investments in the African-American Community.

Barriers Include: Excessive debt, unemployment and low wages and salaries.

Best Practices: Black Enterprise's Black Wealth Initiative and American Saver at www.AmericaSaves.org

Overlap: Jobs/Unemployment and Underemployment; Minority Business/Venture Capital	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Prepare and distribute information to low income families throughout South Carolina about establishing and running buying clubs.	√	√	√
b. Prepare and distribute information to churches, community organizations, schools and families about establishing and running investment clubs.	√	√	√
c. Promote savings accounts through a coin machine/coin wrapper giveaway.	√	√	√
d. Publicize and promote Individual Development Accounts in low income communities.	√	√	√
e. Develop proposals for summer camps and school programs that focus on savings, investment and wealth creation.		√	√
f. Continue to identify and provide information on wealth creation to African Americans in South Carolina.		√	√

Goal 3: Increase wealth in the African-American communities and establish an education and training infrastructure that will continuously reinforce and facilitate good saving and investing habits.

Barriers Include: Lack of financial resources to build the infrastructure and a depressed economy.

Best Practices: Low Country Community Development Corporation, Federal Reserve Banks, South Carolina Bankers Association.

Overlap: Building Strong Families, Education, Community/Economic Development, Minority Business/Venture Capital, Unemployment & Underemployment

Time Table for Benchmarking Success

Strategies:	One Year	Two – Five Years	Ten Years
a. Continuously promote and support existing and newly created wealth building programs.		√	√
b. Identify and distribute information on housing and home ownership programs.		√	√
c. Facilitate home ownership workshops on a regular basis.		√	√
d. Lobby state government to incorporate life skill courses in the core curricula of all schools.		√	√
e. Establish an office for free financial and investing advice.			√
f. Establish partnerships with banking institutions throughout the State to promote saving and investing.		√	√
g. Identify local leaders who can promote our values and set the financial and investment agendas for the community.		√	√
h. Seek new ways to get the message to African-Americans that our future and the future of our children depend on our ability to create wealth.			√

Goal 3: - Continued

- i. Collect statistics and track trends of wealth creation over next ten years to measure the effectiveness of our efforts and to make changes where necessary.

- j. Identify a sample of 100-200 families that can be periodically surveyed to track their savings, investments and home ownership rates over the next 10 years. These families will be asked to participate in our wealth creation initiatives that meet their needs.

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Section 6: Minority Business and Venture Capital

“I have no illusions that the task of breaking down barriers that have produced disparities in income and wealth will be simple. It remains an important goal because societies cannot thrive if significant segments perceive their functioning as unjust.”

Alan Greenspan, Federal Reserve Board Chairman

Status of African American Entrepreneurship

Entrepreneurship is recognized as a vital driver to the economy. Trends point to the increased importance of African American entrepreneurship to the economy in the future. There are many economic benefits to South Carolina if entrepreneurship improves among minorities. Yet African Americans in South Carolina, who represent 30.0 percent of the state’s population, are below benchmarks for entrepreneurship when compared to whites and other minorities.

In South Carolina, African Americans have a low level of entrepreneurial involvement as measured by the business participation rate (BPR). The BPR is defined as the number of business owners in a group for every 1,000 persons in that same group. The BPR is a good measure for comparing entrepreneurial status across groups and locations because it adjusts for population size and provides a common base of measurement.¹

Per the latest data compiled by the U.S. Census Bureau, South Carolina had a BPR of 20 for African Americans. The national BPR was 91 for non-minorities, 42 for minorities, and 24 for African Americans. The BPR for African Americans was 24 in North Carolina and 26 in Georgia.² African Americans in South Carolina were not only far below the benchmark for white business participation nationally, they also trailed other minorities and African Americans. South Carolina was tied for 39th among African Americans in other states in entrepreneurial participation.

The average of annual sales among business firms in the U.S. was \$891,000 per white firm, \$195,000 per minority firm, and \$86,000 per black firm. Blacks firms in South Carolina averaged \$62,000 in total sales.³ African Americans in South Carolina ranked 41st out of 49 states in annual sales per firm compared to Georgia’s ranking of 35th and North Carolina’s ranking of 43rd.

Furthermore, South Carolina has no representation among the B.E. 100. The B.E. 100 represents the 100 largest black owned businesses in the U.S. as compiled by Black Enterprise magazine. The largest business on the 2002 B.E. 100 list earned revenue of \$979 million and employed 1,000 people. The smallest ranked business earned total revenue of \$27 million and employed 200 people.⁴ One or two average sized businesses on the B.E. 100 would have an impact on employment in South Carolina.

Economic Benefits

The improvement of entrepreneurship among African Americans is a critical factor in the long term growth and stabilization of the South Carolina economy. According to U.S. demographics, minorities are projected to be the majority of U.S. citizens by the year 2050. Currently African Americans are 30.0 percent of the population of South Carolina. African American business success will become a critical factor in the economic success of South Carolina. There are various issues that show the relationship between minority entrepreneurship and the future health of the economy.

Data shows that new businesses create net job growth more than existing businesses. The growth rate among the U.S. workforce has decreased to 1.5 percent in 2000 from 2.7 percent in the 1970's. Low growth rates among the workforce are projected to continue as the minority population becomes the majority of the work force due to an increase in the minority population.⁵ If the minority workforce is not actively involved in the economy, then the labor shortages will slow economic growth. Slow economic growth will impact all segments of society from state tax revenue to charitable contributions and demands on social services.

Currently, there is a gap between the current economic growth rate and the rate necessary to sustain long term economic growth. Minorities are starting businesses at a faster rate than non-minorities. As a result, minority businesses will have a significant impact on the viability of the economy. Therefore, they must receive adequate capital to fuel growth relative to their increasing rate of business startups.⁶ Their growth will be critical to wealth creation, job creation, and healthy business competition.

Pension and other asset managed funds must invest in minority businesses in order to sustain sufficient rates of return to meet the retirement needs of the baby boomer population. A failure to invest will also impede future economic growth and result in lower investment returns and fewer investment options.

Currently, domestic minority markets and global ethnic markets offer untapped business opportunities for businesses that are prepared to serve them. The investment rate in the minority domestic market is not equal to their rate of growth.⁷ A strong minority business base is more likely to take advantage of market opportunities among their ethnic peers in the United States and abroad. As a result, there will be greater economic growth and diversification into underserved markets that will help to cushion future economic downturns.

If African American businesses do not successfully develop, South Carolina will miss opportunities for long-term prosperity and may lose ground among other states in economic development. South Carolina will also lose the opportunity to develop businesses without the long-term cost of incentives used to attract larger companies. Recent data reveals that African Americans are 50.0 percent more likely to start new businesses than whites.⁸ South Carolina has the opportunity now to prosper from the trends that point to a growing eager base of entrepreneurs.

Success Factors

While there are many variables affecting business success, education and financing are the most often cited issues that have a broad and pervasive impact. A major obstacle among some black businesses is that they lack information about business principles, resources, and opportunities. Even worse some minority businesses are unaware that they lack business fundamentals. Therefore, they never seek resources available to help them.

Evidence strongly suggests that the lack of African American business ownership and entrepreneurial success compared to the mainstream is affected by the education and knowledge base of African Americans. A closer examination of the attitudes and mindset of African American youth regarding entrepreneurship provides significant revelations on the relation between entrepreneurial success and exposure to entrepreneurial concepts. Conventional wisdom dictates that an attitude of preparedness for entrepreneurship is essential to success. That wisdom is supported by researchers on issues of entrepreneurial potential who believe that perceptions regarding entrepreneurship are essential because they prepare the individual for the opportunity of becoming an entrepreneur.⁹ Thus, many African American youth are not prepared for the opportunities that exist due to a lack of exposure.

Role models play a vital role in the entrepreneurial aspirations of youth. Young adults are more likely to start businesses if they have close role models that are business owners. Furthermore, a parent as an entrepreneurial role model is even more likely to increase business ownership aspirations.¹⁰ Findings show that 53.0 percent of black youth did not know anyone who owned a business versus 38.0 percent of white youth who did not have close contact with a business role model.¹¹ Also, black youth were less likely to list a parent as someone they knew that owned a business.¹² Parents are the strongest role models for youth. Thus, African American youth have fewer relevant role models who are business owners.

This lack of early exposure also makes it more likely that entrepreneurship will not be viewed as a career option.¹³ Also, it follows that valuable entrepreneurial skills that are transferable to other aspects of life and other careers may not be learned.¹⁴ Other conclusions reached on studies of youth entrepreneurial attitudes reveal that African American youth do have an interest in starting businesses but their knowledge of business concepts is not as strong as that of white youth.¹⁵

The high growth technology industry is illustrative of the relationship between education and entrepreneurship. African Americans do not have as many prospective technology entrepreneurs. In 1995, the population of 18 -30 year old African Americans was 14.0 percent of the U.S. population. However, they only earned 7.43 percent of the science and engineering bachelor's degrees in 1996 and 9.74 percent of bachelor's degrees in math and computer science. African Americans earned 5.15 percent of bachelor's degrees in engineering technology which is considered separate from science and engineering.¹⁶ Statistics for African Americans earning advanced degrees mirror the comparisons of those earning bachelor's degrees. There is clearly a relationship between education and

the likelihood of business success. An increase in entrepreneurial, technological, and overall education levels among African American's is more likely to benefit South Carolina by an increase in the base of future business owners. Even those who do not become entrepreneurs will possess desirable entrepreneurial traits and a wealth of skills that will be valuable to employers.

Even though commercial banks are the largest source of credit for small businesses, 40.0 percent of minority businesses with sales over \$1million never received a bank loan and the other 60.0 percent were only able to receive SBA guaranteed loans.¹⁷ Studies by the Federal Reserve Bank of Chicago and the Federal Reserve Bank of Boston support evidence that small minority owned businesses have had a more difficult time obtaining credit.¹⁸

There are fewer banks serving the areas where many small African American businesses are located.¹⁹ Consolidation of the banking industry has contributed to the lack of banks available to serve those businesses. There is a great deal of anecdotal evidence to suggest that African American businesses often do not have adequate business plans, accounting, or collateral required to obtain conventional loans. Also, there is a belief that some businesses do not apply for loans due to a lack of understanding of the loan process or for fear of rejection.

There is a dearth of equity capital invested in African American businesses. Data from the Small Business Administration shows that only 1.5 percent of equity capital from the Small Business Investment Company (SBIC) went to African American businesses between October 1997 and August 1998.²⁰ Between 1997 and 2001 there were no venture capital investments in African American companies in South Carolina.

Equity or investment capital is important because it provides more financing options. Also, firms that have access to equity investments have been shown to have a greater chance of success. The average venture capital financed company provides jobs for almost 100 people within five years and experiences high growth rates in revenue.²¹

Many African Americans fear losing control of their businesses if they seek venture capital. However, equity investments can be structured to allow the owners to maintain control of their business. There is also a lack of awareness that venture capital is a viable option for qualified businesses.

Contracting with businesses and the government also presents challenges for minority businesses. Discrimination, a lack of information regarding opportunities, and business size affect African American's ability to generate and maintain contracts. Many corporations are reducing suppliers and utilizing the Internet and other computerized tools to reduce costs.²² Black businesses are challenged to network, form alliances, and to become more Internet savvy to help them compete.

A survey revealed that Black businesses with sales over \$500,000 were less likely to utilize e-commerce. The owners felt they did not have the resources and knowledge base

required to use e-commerce.²³ Some African American business owners feared making technological changes and thought they did not have the time to learn new technology.²⁴ Failure to take advantage of technology represents a significant lost opportunity for minority owned businesses.

Minorities are not as active in the ownership of franchises. The cost of obtaining franchises can be an obstacle for many minorities who have lower levels of wealth and are less likely to obtain loans. Also, there is an information gap regarding the opportunities available in franchising.²⁵

In order for South Carolina to compete economically in the future, African American entrepreneurs must flourish. A concerted effort to improve black businesses will help South Carolina adapt to changing economic conditions and demographics. Development of African American entrepreneurs will create lower cost job growth and wealth creation that is necessary to sustain a quality standard of living. Improvements in entrepreneurial education and financing are the most critical factors as they have the most significant impact on African American business success.

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Written By: Kevin Roberson

Minority Business/Venture Capital

Goal 1: Finance/Venture Capital.

Barriers Include: Some African-American firms do not receive loan capital; There are no African-American firms that receive venture capital.

Best Practices: South Carolina Small Business Development Centers, Small Business Administration, Community Development Corporations.

Overlap: Income & Wealth, Community Development, Education

Time Table for Benchmarking Success

Strategies:

One Year

Two – Five Years

Ten Years

a. Business resources regarding successfully obtaining loans should be collected and disseminated through the South Carolina Small Business Development Centers (SCSBDC) via a series of programs.

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b. South Carolina should develop community venture capital funds or the New Markets Venture Capital Program (NMVC).

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Goal 2: Entrepreneurial Education

Barriers Include: African-Americans do not see entrepreneurship as an option; There is a lack of understanding of entrepreneurial concepts; Many entrepreneurs are not aware of the business resources that exist; There should be an inventory of business resources; There is a need for a continual educational process; Youth are not receiving entrepreneurial education or exposure to entrepreneurship.

Best Practices: S.C. Department of Education, Ewing Marion Kaufmann Foundation, Auntie Karen Foundation, Black Pages USA, Junior Achievement, South Carolina & Minority Business Development Centers, SBA, Business Incubators.

Overlap: Education, Income & Wealth, Employment	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. There should be an intensive ongoing media campaign that addresses entrepreneurship as an option, provides informational resources, and provides exposure to entrepreneurial role models.		√	√
b. There should be an inventory of business resources collected and disseminated by the South Carolina Small Business Development Centers (SCSBDC) via a series of programs.	√	√	
c. There should be a specific entrepreneurial curriculum for students in all schools.		√	√
d. Schools, churches, and other community organizations should promote youth participation in programs geared towards educating youth about entrepreneurship and exposing them to entrepreneurial role models.	√	√	

Goal 3: Business Opportunities

Barriers Include: African-American businesses are not getting sufficient business with large or majority owned corporations; African-American businesses are not getting sufficient business with state government; Many African-American businesses are not aware of procurement opportunities; African-American businesses have limited resources and are not able to compete with larger majority owned businesses when competing for contracts.

Best Practices: State Legislature, Carolina Procurement Institute, Minority & Women Business Council – Greater Columbia Chamber of Commerce.

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. There should be financial incentives and the encouragement of mentorship for corporations to do business with existing African-American businesses.		√	√
b. Authorize and perform disparity study. A disparity study will show quantitative measures of entrepreneurial disparity that affect African-American businesses; Review state procurement procedures and laws to determine what barriers exist.		√	√
c. Establish a comprehensive list of entities that provide procurement assistance to businesses. The list should be available at SBA offices, SBDC's, business incubators, and all offices that may interact with businesses on a regular basis.	√	√	
d. African-American businesses should form alliances with other businesses in order to more effectively compete for contracts.	√	√	

Goal 4: Business Opportunities.

Barriers Include: The procurement literature for state government is often difficult to read and comprehend; There are not a sufficient number of African-American franchise owners; Many African-American firms lack the resources to embrace technology or they do not have a comfort level with technology; Many African-American businesses are not aware of opportunities in new markets.

Best Practices: State Procurement Officials, International Franchise Association, Software Companies, Chambers of Commerce, Black Enterprise Magazine, Inc.

Overlap: Education	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
a. Publish literature in layman's terms that can be easily understood.	√		
b. A partnership should be established with the International Franchise Association, which serves national franchises and promotes franchise ownership.	√	√	
c. There should be a series of ongoing demonstrations that show how technology can be used to make business operations more efficient and cost effective.	√		
d. Businesses should be encouraged to learn about opportunities and new developments through chambers of commerce, industry groups, other business networking groups, and business publications.	√	√	

Section 7: Health Status and Care

"Disparities in the health care delivered to racial and ethnic minorities are real and are associated with worse outcomes in many cases, which are unacceptable. The real challenge lies not in debating whether disparities exist, because the evidence is overwhelming, but in developing and implementing strategies to reduce and eliminate them."

*Alan Nelson, Retired Physician
Former President
American Medical Association*

Discussions about race and racial discrimination is polarizing and unsettling for many people. It is not surprising that frank discussion is uncommon, particularly when it concerns health care. However, this is changing due to two primary forces occurring during the past decade. First is the *Initiative to Eliminate Racial and Ethnic Disparities in Health*, which has focused particular attention to the African American population and other people of color. The Clinton Administration launched this initiative in 1998. Under this initiative, President Clinton and former Health and Human Services Secretary Donna Shalala committed the nation to the elimination of racial and ethnic disparities in six areas: infant mortality, cancer screening and management, cardiovascular disease, diabetes, HIV/AIDS and immunizations. This initiative also enjoys the support of the current administration and HHS Secretary Tommy Thompson.

The second factor that has prompted frank and serious discussion of discrimination in health care is the dramatic increase in immigrant populations in urban and rural settings across the country. This shift has forced communities to address the challenges confronting immigrants and resulted in dialog addressing the need for culturally competent health professions to *reflect* the population.

In South Carolina, even though steady improvement has been seen in health care and overall health status of its citizens, the health of the African American community varies from the *mainstream*. African Americans in South Carolina, "already burdened with deep and persistent history based health disparities has recently been characterized as stagnant or deteriorating" (Byrd and Clayton, 2000, 2002; Collins, Hall and Neuhaus, 1999; National Center for Health Statistics, 1998a; Sullivan, 2000; Williams, 1999). **To put it simply, African Americans in South Carolina live sicker and die younger than the majority population.**

There are many different disparities but among the most striking in South Carolina involve stroke, cancer, HIV/AIDS, diabetes, infant death and heart disease. Health care access might account for some of this obvious disparity but the differences in environmental and occupational exposures are also thought to play a role. Racial and ethnic disparities are, with few exceptions, remarkably consistent across a range of

illnesses and health care services. Although socioeconomic factors such as the lack of health care facilities in minority communities or inability to afford high co-payments play a large role, racial and ethnic disparities in health care persist regardless of income or insurance. More research must be done without regard to fear of alienating a particular group of people. Issues such as behavior and other controversial factors related to incarceration must all be examined as it relates to health status and care.

Minority and poorer communities are more likely to live in areas that are economically depressed with a higher incidence of polluted environments and hazardous occupations. There may also be a disproportionate placement of polluting industries and hazardous waste sites in low income and minority communities. More research must be conducted in these areas to determine their influence on a higher incidence of illness related to environmental factors.

Although it is clear that racial and ethnic disparities exist in South Carolina's health care, the sources of these inequalities are not so well understood. Disproportionate treatment in health care occurs in the context of persistent discrimination in many sectors of the community including mortgage lending, housing, employment, and criminal justice.

Five key problem areas have been identified that impact the existence of disparities and barriers to their improvement. They are funding, education, accountability, public/private partnerships and empowerment. Although empowerment and accountability tend to be less specific problems than those such as funding, they are critical problem areas that permeate throughout any issue when addressing health care and status.

WHERE DOES SOUTH CAROLINA RANK IN HEALTH DISPARITIES? *

Infant Mortality: African American infants in South Carolina are more than twice as likely as white babies to die before their first birthday.

From 1990 to 2000, in South Carolina, the white infant mortality rate ranked below the national average as opposed to black infant deaths, which ranked substantially higher. Data from the year 2000 indicated per 1000 births, the national infant mortality rate was 7/1000 births. In South Carolina the infant mortality rate for white births was 5/1000 whereas for black births the mortality rate was almost 15/1000. (*ETSSD, Bureau of Epidemiology, SC Department of Health and Environmental Control; March 2002*)

Low birth weight rates also correlate to a general disparity between black and white births.

The birth rate for black infants below 2500 grams has increase gradually from 1990 to 2000. In 2000, approximately 14% of total births (black) weighed less than 2500 grams. For that same year, only about 7% of white births had weights of less than 2500 grams. (*ETSSD, Bureau of Epidemiology, SC Department of Health and Environmental Control; March 2002*)

In the Year 2000, African Americans in South Carolina were more than nine times likely to be reported with HIV/AIDS than were whites.

From data maintained from 1986 to 2000, white females were among the lowest incidence of all HIV/AIDS cases in the state. In 1986, white males were the higher percentage of the population with HIV/AIDS. However, since 1986, there has been a steady decline in the percentage of white males and a steady increase in the percentage for black males. This is also the case for black females.

As to reported cases of HIV/AIDS from 1986 to 2000, black males and white males were virtually the same in 1986 with slightly higher reported cases for white males as opposed to black males. However, from that point forward, cases reported for black males rose disproportionately approximating the trend for black females with 1990 peaking for all populations. *(ETSSD, Bureau of Epidemiology, SC Department of Health and Environmental Control; March 2002)*

Diabetes disproportionately impacts minorities. According to the American Diabetes Association, racial and ethnic minorities are more likely to develop, experience complications and die of diabetes.

Average age adjusted mortality rates from 1999-2000 are remarkably telling as various areas of South Carolina are examined. For example, in the Appalachia I region of South Carolina which includes Oconee, Pickens and Anderson counties, the mortality rate for diabetes per 100,000 population was approximately 25 for whites as opposed to 52 per 100,000 for blacks. This disparity continues in all areas of the state with the Low Country of South Carolina exhibiting the largest disparate death rate of 20 whites as opposed to 71 blacks per 100,000 population. *(ETSSD, Bureau of Epidemiology, SC Department of Health and Environmental Control; March 2002)*

Although heart disease is the leading cause of death for all racial and ethnic groups, African Americans are more likely to die from the disease than any other racial group in South Carolina.

When examining disparities among blacks and whites for average age adjusted heart disease mortality rates (1999-2000), black males and black females are far more likely to die from heart disease than their white counterparts. For example, the Pee Dee area of the South Carolina, which includes Florence, Darlington and Lee counties, had the highest mortality rate for heart disease for all populations but the disparity between blacks and whites is quite evident. Approximately 420 white males /100,000 died of heart disease while almost 500 black males/100,000 died in the same period. Black and white females also illustrated a similar disparity. *(ETSSD, Bureau of Epidemiology, SC Department of Health and Environmental Control; March 2002)*

*Many health disparities exist in South Carolina; data collected by **The South Carolina Department of Health and Environmental Control Bureau of Epidemiology** is available which further documents the seriousness of the problems. Data illustrates that disparities are real and continue to exist. To impact the health status and care of African Americans in South Carolina, disparities must be recognized and addressed through specific actions addressed through the five problem areas described below.

PROBLEM AREAS

LACK OF ADEQUATE FUNDING

Funding in health care is a universal problem and constant threat to adequate health care for all citizens regardless of racial status. However, it is a particular concern in the African American population in South Carolina.

Minorities are more likely to be enrolled in more affordable but lower end health plans, so called because they are characterized by fewer resources per patient and stricter limits on covered services. The uninsured in the country and South Carolina continues to grow and reliance on government sponsored health care resources is increasing.

Until adequate funding is identified and available for health care in South Carolina, the health status of African Americans will continue to decline. Inaction in identifying and securing an adequate funding stream will result in increased dependence on the government sponsored health care programs, particularly Medicaid.

Medicaid presently is one of the largest sources of funding for health care in South Carolina and disproportionately covers children and adults of African American descent. To give this some perspective, as of June 2002, there was a total of 489,800 African Americans covered by Medicaid in South Carolina as opposed to 364,493 whites. In other words, African Americans currently represent approximately 30.0 percent of the total state population, yet they represent more than 50.0 percent of the Medicaid recipients, according to the Office of Statistical Services (2000 data).

Medicaid assists low-income people to obtain health care by purchasing the services of credentialed medical professionals. The economic ripple effect of the federal match for Medicaid in South Carolina totals 2.1 billion dollars, a substantial sum for an economy the size of South Carolina (*Medicaid Study conducted by the University of South Carolina Moore School of Business, 2002*). Overall the federal match supports more than 61,000 jobs. This translates into a significant impact on the health as well as economic status of the African American community.

Another significant impact on the health status and care of the African American community in South Carolina is the lack of involvement in the legislative process. This

includes a consolidated message to legislators in the form of lobbying, advocacy of positions and educating lawmakers on specific issues.

The African American community must emphasize an educational process to identify funding streams and strategies to involve local communities to ensure that positions are well known to lawmakers and the community in general.

EDUCATION

"I don't think necessarily you have to be an African-American to provide good care to African-Americans, but if you're not, you need to be really aware of the culture and some of the issues in that culture, and really look at how you feel about dealing with people from that culture."

African-American Nurse

Uncertainty about a patient's condition may contribute to disparities in treatment. If physicians or other health care providers are having trouble making a diagnosis because symptoms are not clear-cut, they are trained to place greater emphasis on prior expectations about the patient based on age, gender, socioeconomic status, race or ethnicity. Both training and education are key components for health care providers from a culturally competent perspective. If minorities have access to the same level of care as whites, they are less likely to enjoy a consistent relationship with a primary care provider, in part because of the lack of doctors in minority communities.

South Carolina is still largely a rural state. Thirty-one of the forty-six counties are considered rural or very rural (with towns of a population of less than 25,000). Issues of health care must consider the impact of policy decisions on rural areas and rural residents. Rural areas have a larger proportion of African American residents and thus, the racial disparities in health and healthcare policy are directly related to improving health in these rural areas. When examining the number of physicians in the State, disparities exist from a reverse perspective. Of the 8,412 physicians licensed to practice in South Carolina in 2002, only 418 are African American. The majority of these are located in non-rural areas of the state.

If educational opportunities are not improved for African Americans in the area of health care as well recruitment into health care fields, health disparities will continue to increase. Rural as opposed to urban areas will become more disproportionate in the type of care available. Educational opportunities not only must increase for the African American population but must also be incorporated with culturally sensitive and specific protocols that are specific to the African American health care needs.

PERCEIVED LACK OF ACCOUNTABILITY WITHIN THE AFRICAN AMERICAN COMMUNITY

The African American Community carries a stigma, whether real or perceived, that it does not take ownership of its problems as it relates to health status and care. This perception permeates throughout the general population that blame should lie within the general population for many reasons previously stated in the introduction of this paper. Regardless of the validity of this perception, the African American community must ensure that it takes ownership of issues around health status and care. The health care field tends to carry a paternalistic view of the world and its patients. To change this, the African American community must be proactive as it addresses disparities and their causes. It can no longer afford to leave research and conclusions made by the general community when the approach is from a predominately white perspective. Normally conclusions are based on “unhealthy lifestyles” or long practiced prejudices that taint research and basis for discussion.

Even though disparities are well known and permeate throughout the African American community, accountability is lacking. Benchmarks must be set when designing systems to impact health care and status from the African American perspective. Until this is done, disparities will continue to exist and little impact can be made.

LACK OF PUBLIC-PRIVATE PARTNERSHIPS

Public-private partnerships can play a powerful role in impacting the health status and care of African Americans in South Carolina. However, public private-partnerships in the African American community are still lacking in sufficient number to have a real impact on health status and care. Drastic increase in health care costs will necessitate that public entities partner with the private sector to address care and status. At present, South Carolina has a variety of examples of public private partnerships to address health care of African Americans but there is an urgent need to not only identify these partnerships and initiatives but also ensure that duplication of effort is not rampant. These partnerships must also strive to speak with one voice and not be “all things to all people”. Engaging the community is critical in eliminating racial and ethnic health disparities. It will enhance the public’s understanding of the relationships between health status and African Americans. A continued commitment from public and private sectors as well as individuals in the communities is vital in eliminating health disparities and blending public and private funds in an efficient manner.

ISSUE OF EMPOWERMENT

The issue of empowerment is one that permeates throughout all problem areas as it relates to health status and care. As individual African Americans must empower themselves to improve their health status, communities must also be empowered to improve the health of African Americans in South Carolina. Solutions that may work for one county may not work for a very rural county such as Allendale with the largest

minority population in the state. Communities can empower themselves by assessing local health resources such as hospitals, physicians and other health care providers and local health departments to ensure that adequate health infrastructures are in place.

Written by: James (Stan) Thompson

Health Status and Care

Goal 1: Provide adequate funding to insure quality service within healthcare system.

Barriers Include: Minorities are more likely to be enrolled in more affordable but lower end health plans offering fewer benefits than the majority population; lack of identification of adequate funding streams that will decrease dependence on government programs such as Medicaid; lack of involvement in the legislative process to ensure adequate funding targeted at improving health disparities; no educational methods for African-Americans to target specific funding streams and strategies in local communities.

Best Practices:

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Develop a consolidated voice to impact the legislative process on issues of health status and care of African-Americans in South Carolina.	√	√	
2. Develop community strategic plans to address local health care needs related to funding streams.		√	√
3. Develop formal statewide strategy to increase private health care delivery for African-Americans and shift reliance from government sponsored health care systems by fostering competition and quality.		√	√
4. Reform healthcare delivery systems to shift emphasis to prevention and provider incentives.		√	√

Goal 2: Education of current and future health care workers regarding culturally competent care.

Barriers Include: Lack of training in the health care workforce from a culturally competent perspective; rural status of South Carolina and issues of health care; impact of policy decisions on rural residents and areas; diversity in health care workforce sorely lacking (out of 8,412 practicing physicians in South Carolina, only 418 are African-American); lack of specific protocols when dealing with African-American health issues; health disparities are not widely known outside of the literature.

Best Practices:

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Formalize cultural competence training for all health care workforces to specifically address African-American health care issues.		√	√
2. Develop recruitment strategies to increase African-American health care providers in the workforce.	√	√	
3. Increase the use of community based channels and media to target health education initiatives.	√	√	
4. Develop a system that will coordinate existing and future resources that are targeted toward the recruitment and retention of African-American health care providers, as well as minority students in health care professions.	√	√	√

Goal 3: Establish a system of accountability and empower persons to take control of their health status.

Barriers Include: Perceptions about "unhealthy lifestyles" or long practice prejudices that taint research and basis for discussion; paternalistic attitude of the health care community toward African-Americans; complacency on the part of the African-American community about disparities and ways to improve them.

Best Practices:

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
1. Develop formal structure to engage African-Americans in South Carolina in goal setting and self-management as it relates to health status and care. 2. Develop system to coordinate community assessments that will encourage "ownership" of local health disparities.		√ √	

Goal 4: Establish a network of public/private partnerships willing to invest time and resources in addressing the status of health care and disparities in the African-American community.

Barriers Include: No handle on the various activities in both public and private entities as well as governmental bodies addressing health disparities in the African American community; lack of collaboration among organizations.

Best Practices:

Overlap:	Time Table for Benchmarking Success		
Strategies:	One Year	Two – Five Years	Ten Years
<ol style="list-style-type: none"> 1. Identify all systems and activities that are both community based and institutionalized that are addressing health disparities in the African-American Community. 2. Develop consolidated system of collaboration between all health care entities to address health disparities in the African American Community. 		<p>√</p> <p>√</p>	

Section 8: Criminal Justice

“Injustice anywhere is a threat to justice everywhere.”

Reverend Martin Luther King

Understanding the present condition of African Americans in the State of South Carolina and their extensive involvement with the criminal justice system is essential to developing any statewide plan addressing the needs of the African American community. Involvement in the criminal justice system has affected various other facets of the lives of African American families – from education to economics to parenting and societal exclusion. Interestingly, many of these same factors precipitate involvement in the criminal justice system – the lack of education, economic frustration, lack of parental guidance, and the lack of social and community involvement. The African American community recognizes the need to address this issue, in particular, because often times the persons affected by the criminal justice system have the least (recognized) ability to make changes.

As nearly a third of the State’s population, the success of African Americans in this State is a major contributing factor to the success of the State as a whole – educationally, economically, and socially. The criminal justice system has a cyclical effect on families’ lives. The goal of this plan is to begin to break this cycle and create a higher quality of life, not only for African Americans, but for all persons in the State of South Carolina. This purpose must be implemented under the concept of shared responsibility – meaning it is the responsibility of everyone – within or outside the criminal justice system – acknowledging that the ultimate benefit will be for the entire state – not just African Americans.

It must be noted that although this plan will address many of the problems in the criminal justice system, the system itself is necessary to maintain justice and peace between individuals within communities throughout our state. However, it is the goal of the African American community to outline suggestions to ensure that the system is administered exercising the same principles of justice and peace for all, and to ensure that African Americans do not continue to be unjustly and disproportionately affected by the criminal justice system in South Carolina. Additionally, it is not the intent of this plan to overlook the reality that African Americans appear to commit more crimes than their white counter-parts. To this end, the African American community wishes to become *proactive* in effectuating a plan that will decrease crimes committed by African Americans as well as *reactive* in addressing systemic practices and conditions that arise once an African American becomes involved in the system.

Before addressing problems within the criminal justice system, there is the underlying, yet gleaming reality that African Americans commit crimes, and possibly more crimes than their white counterparts. As a part of this overall plan, seven other areas were addressed, i.e., Rebuilding Strong Families, Education, Economic/Community Development, Jobs – Unemployment and underemployment, Income and Wealth

Creation, Minority Business/Venture Capital, and Health Care and Status. If the State can effectively implement the strategies and goals outlined in these areas, it will proactively decrease the number of crimes committed by African Americans. As African Americans begin to obtain more income and wealth, their sense of personal responsibility and accountability for their actions, their property, and their affect on others will increase.

In evaluating the criminal justice system, this document highlights three main areas of concern that contribute to African Americans' disproportionate involvement with the system. The areas are as follows: arrest rate, sentencing, and transitional living. Additionally, adults and children have to be analyzed separately as there are different justice systems for each. The South Carolina Department of Corrections and Department of Probation, Pardon and Parole govern adult incarcerations and probationary/parole sentences. Juveniles are governed by the Department of Juvenile Justice and the Juvenile Parole Board. The Juvenile Parole Board is a separate entity from Probation, Pardon and Parole for adults. Detention and arrest policies and practices are different for adults and children, as well as sentencing guidelines, and the methods of rehabilitation.

Arrest rate

In 2000, 5.49% of the State's population was arrested. This percentage reflects both adult and juvenile arrests. The percentage of African Americans arrested in that year was 8.97%; the percentage of whites arrested that same year was only 4.18%. Data over time indicates that African Americans are two times more likely to be arrested for a crime in the state of South Carolina, despite only composing less than a third of the population. It must be noted that an arrest is not necessarily indicative of guilt, but of the arresting officer's belief of guilt.

There are several factors that contribute to the high arrest rate of African Americans. Police discretion is the threshold in the adult correctional system and in most instances in the juvenile system. State law has given police discretion, meaning the power of individual choice or judgment in any given situation, in making arrests. Therefore, because discretion allows for an individual choice, in most instances, police discretion is very subjective. This subjectivity allows an individual's personal biases and stereotypical practices to emanate within the system. One of the direct results of this is racial profiling and over-policing in minority communities. These two practices affect both adults and juveniles. The more law enforcement in a community, the more likely persons committing offenses will be arrested. Likewise, less law enforcement presence equates to fewer arrests, even if crimes are being committed.

Drug use and trafficking in South Carolina have had a significant impact on the rate of arrest in general, and especially with African Americans. Apparently, South Carolina is a convenient distribution center for drugs due to its geographic location and multi-faceted transportation structure. As a result, drug law violations is the top arrest category. African Americans constitute 52.55% of those arrests. African American men, in particular, make up 43.37% of drug law violation arrests in this state. This rate has also

affected women, as they are increasingly becoming guilty by association with men who violate drug laws.

Furthermore, African American men comprised 63.96% of arrests for drug sale and manufacturing arrests. This high percentage of arrests for sale and manufacturing charges is most probably directly related to the economic frustration in African American men. This same factor - economic frustration – can be seen in the arrest rates for African American women. The highest category of arrests for African American women is bad checks – representing 26% of their arrests.

In 2000, SLED reported that 58.14% of persons arrested age 16 and under were African Americans. Alleged crimes in grade schools have contributed to the higher arrest rate of African Americans. Crimes on school property peaked after the zero-tolerance policy went into effect and school resource officers were placed in schools.¹ School resource officers were brought into the schools with the mission of, in addition to providing a safe learning environment, introducing students to law enforcement officers in a more positive setting. It is also their mission to reduce crime associated with schools, such as trespassing, drug offenses, possession of weapons, and assaults.

In a report issued in July of 2002², the State Education Superintendent reported that crimes on school property have decreased in the 2001-2002 school year. Yet, trespassing was up 29% and drug offenses were up 3.4%. Also, simple assaults were down 3% but aggravated assaults were up 20%. Gun violations dropped from 58 to 51. The African American community is concerned that these arrests disproportionately affect African American students. Rather than school being a place for all to learn, it has become the point at which African American males are more likely to have their first encounter with the criminal justice system.

In the 2000-2002 edition of *State of Black South Carolina*, the following factors determined whether a juvenile is detained or not for an offense: cooperation from parents, parental supervision, control of youth, parental attitude, the youth's remorse, structure of the family, seriousness of the crime, and the wishes of the victim.

Other issues that are affecting the arrest rate in South Carolina are alleged gang involvement and psychological and psychiatric problems.

Sentencing

The South Carolina Department of Corrections reports that African Americans comprised 68.0% of the inmate population for the 2000-2001 fiscal year, a percentage that has remained consistent over the past several years. Therefore, in South Carolina, African Americans are five times more likely to be incarcerated than their white counterparts.

¹ Hill, Shelley, "Crimes on School Property Decrease", The State, July 18, 2002.

² Hill, Shelley.

Of the African American men admitted to the SCDOC during the 2000-2001 fiscal year, 29.3% were between the ages of 20 – 24. This age group represents the highest percentage of admissions for the past three years.³ In 2001, the average cost, based on state funds, spent per inmate at SCDOC was \$15, 968.⁴ In-state tuition at the University of South Carolina in the fall of 2001 was \$3,964. The significance ... it's cheaper to educate than to incarcerate.

In August 2002, the Justice Policy Institute (JPI) issued a report based on a study of the number of African American men in prison versus institutions of higher education. The report revealed that in 1980, 143,000 African American men were in jail or prison, and 463,700 in institutions of higher learning. By the year 2000, 791,600 African American men were incarcerated, and 603,032 were enrolled in institutions of higher learning.⁵

Several factors lead to the disproportionate percentage of African American men incarcerated in the state of South Carolina. Three critical roles are involved in sentencing a person who has either plead guilty or been found guilty – the solicitor, the defendant's attorney, and the judge.

Solicitor discretion is probably the most significant factor. Solicitors, under the guidance of the attorney general, prosecutes all criminal cases in the Court of General Sessions in his district, adjudicates criminal cases in Family Court (juveniles), and administers the Pre-Trial Intervention programs (PTI). The solicitor has the discretion of dismissing charges, diverting charges (to diversion or other alternative programs), and lowering charges. Again, their discretion is subjective. There is an elected solicitor for each of the sixteen judicial circuits in South Carolina. Presently, none of them are African American, although there are African American and minority assistant solicitors. Solicitors also control most of the diversion programs in the State, and can decide whether to allow a person to participate or not.

Public defenders represent the majority of criminal defendants in Circuit Court. Public defenders are provided to represent clients who are indigent, as determined by the Office of Indigent Defense. There are 39 county offices serving all 46 counties. Each county has a public defender, and most have assistant public defenders. Currently, there are no African American public defenders, although there are African American and minority assistant public defenders. However, due to high case loads and constant budget cuts, they often do not have enough time to give enough attention to clients. Approximately 80% of the clients represented by public defenders are African Americans. This also reflects another factor – the link between crime and poverty and indigence.

Judicial discretion is another factor that contributes to the disproportionate incarceration of African Americans. While many charges in South Carolina have mandatory sentencing guidelines, the judge has the discretion of what sentence to impose. The

³ Earlier year statistics were 1999-2000 – 27.8%; 1998-1999 – 27.1%. In 1997-1998, 20.6% of African American males admitted were between 25-29 and 20.1% were between 20 –24.

⁴ SCDOC Facts and Figures (www.state.sc.us/scdc/statistics)

⁵ Dyson, Eric Michael, Savoy Magazine, "Penn or the Pen", December 2002/January 2003, p. 51.

judicial system (court system) has several different courts. Minor criminal cases are held in magistrate⁶ and municipal⁷ courts. Decisions from either of these courts are appealed to the Circuit Court. Juvenile offenses, those offenses committed by persons under 17 years old, are handled in Family Court. There are at least two (2) judges for every judicial district, rotating throughout the counties in their districts. Most criminal matters are heard in the Court of General Sessions of Circuit Court. There are forty-six circuit judges who rotate throughout the State. Both Family Court and General Session matters are appealed to the Court of Appeals. The Court of Appeals and the Supreme Court are both appellate courts.

In South Carolina, although African Americans are the most affected by sentencing, there are no African American Supreme Court justices. There is only one African American on the Court of Appeals, which consists of 9 judges. There is also only one African American Family Court judge in the State, of the 52 judges. Finally, there are only 5 African American judges in the Circuit Court of General Jurisdiction, which consists of 46 judges.

When addressing sentencing in South Carolina, mandatory sentencing and the strike laws must be reviewed. Mandatory sentencing means that the punishment for a charge is delineated in the statute. South Carolina, as well as many other states, has enacted a two and three strike law. Under this system, persons who commit two or three crimes within certain categories, labeled serious crimes, most serious crimes, and violent crimes, are subject to a sentence of life without parole. This is significant because African Americans are arrested for 62% of the state's violent crimes, making them more likely to be subjected to the sentence of life without parole. Additionally, laws have been enacted requiring an inmate who is convicted of a serious crime to serve at least 85% of his sentence.

The lack of alternatives is increasingly affecting the Department of Juvenile Justice (DJJ). It is increasingly having to house and treat status offenders, children who are incorrigible, runaway, or are truant. Status offenders are different from criminal offenders, yet, due to the lack of alternatives, are treated the same way. Although, runaways comprise 3% of arrests of persons age 16 and under⁸, in most instances their arrests will involve a commitment to a juvenile evaluation center. This burdens the rehabilitative resources for children who are truly committing criminal acts.

Transitional Living

Once released from the Department of Corrections, another issue arises, transitional living. Depending on their sentences, inmates are either released on probation, parole, or without either. The S.C. Department of Probation, Parole and Pardon is responsible for

⁶ Magistrate courts hear criminal cases for offenses where the fine will not exceed \$500 or imprisonment of 30 days. There are approximately 300 magistrate courts in South Carolina.

⁷ Municipal Courts hear criminal cases for offenses where the fine will not exceed \$200 or imprisonment of 30 days within the particular municipality. There are approximately 200 municipal courts in South Carolina.

⁸ SLED reports that in 2000, 609 persons under the age of 16 were arrested on runaway charges.

community supervision of persons placed on probation or parole, as well as persons on Youthful Offender Release. In fiscal year 1999, it reported that 56.33% of its offenders were African Americans.

Despite whether inmates are released under supervision or not, if adequate transitional services are not in place, it increases their potential for failure and re-entry. In 2000, the S.C. Department of Corrections reported that 67% of persons incarcerated for probation violations were African American; 78% of parole revocations were African Americans. Furthermore, statistics also indicate that in 2001, white inmates were released on probation or parole at a higher rate than black inmates and that inmates were released on probation or parole into non-poverty communities at a higher rate than inmates were released into poverty communities.⁹

In order for any comprehensive plan on criminal justice to be complete, transitional living must be addressed. What is being done to welcome persons back into the community – instead of being afraid of them, stereotyping and stigmatizing them? The State as a whole must explore viable options for persons re-entering society after being incarcerated in order to help them not re-enter the system.

Statistics show that 11,000 inmates were released from the Department of Corrections in 2000. They had the following characteristics:¹⁰

- Thirty-three percent of the males and 17% of the females were 25 years of age or younger; 16% of the males and 6% of the females were 21 or younger;
- Fifty-three percent of males and 64% of females were released without probation or parole supervision after having served their maximum sentences;
- Eighty percent of males and 60% of females have reading scores below 12th grade; about half had reading scores below ninth grade;
- Eighty-two percent of females and 59% of males have children;
- Over half were identified as having substance abuse problems; and
- Over 6% of males and 18% of females were diagnosed as mentally ill.

Finally, and most significantly, the Institute on Poverty and Deprivation in its recently released research series on poverty issues states that inmates face the following challenges, “several of which are critical in perpetuating a cycle of poverty among inmates trying to re-enter society”:

- Because affordable housing is limited, most of the inmates have to live with members of their family initially;
- Availability of temporary housing for those who have no place to live is very limited;

⁹ South Carolina Institute on Poverty and Deprivation, Research Series on Poverty Issues, “Criminal Justice in South Carolina”, April 2002, page 13.

¹⁰ South Carolina Institute on Poverty and Deprivation, Research Series on Poverty Issues, “Criminal Justice in South Carolina”, April 2002, page 14.

- Affordable housing through the Housing Authority is not available for most offenders, even women and children;
- Employers often do not want to hire ex-offenders;
- Inmates often have limited basic job acquisition and maintenance skills (e.g., preparing a resume, interviewing, etc.);
- Ex-offenders, particularly women, often need assistance with childcare while working or looking for employment;
- Reliable transportation to and from a job site is often a problem for ex-offenders;
- Most inmates leave prison without money or access to money from family and friends;
- Ex-offenders need clothing appropriate for job interviews, to wear to work, and for basic needs;
- Ex-offenders often don't meet basic educational requirements for employment because they do not have a high school diploma or a GED;
- Ex-offenders, if indigent, need funds for medication, follow-up medical care, assistance and instructions for appointments with other agencies/organizations; and
- Often, there is a need for provisional food to ex-offenders immediately after release and possibly for a longer term.

See the South Carolina Institute on Poverty and Deprivation, Research Series on Poverty Issues, "Criminal Justice in South Carolina", April 2002, page 14 – 15.

The decrease or elimination of the above-referenced challenges is necessary to prevent probation and parole revocations, as well as recidivism.

Written by: Tina N. Herbert, Esq.

Goal 2: Involve the community in combating social and interpersonal factors that influence criminal behavior.

Barrier: Many grassroots organizations may be overlooked because they are local, community organizations, and not known state-wide.

Overlap: Rebuilding strong families, Education, Income and Wealth Creation, Health Status and Care, Jobs, Education.

Time Table for Benchmarking Success

Strategies:

One Year

Two - Five Years

Ten Years

A. Involve the faith-based community, social organizations (including sororities and fraternities), and colleges and universities.

√

√

B. Identify community organizations that presently address factors;

√

C. Identify what factors are not being addressed by any organizations;

√

√

D. Identify what regions (areas) do not have any organizations addressing particular factors;

√

√

E. Identify and create programs that increase personal responsibility and accountability within the African American community;

√

√

F. Encourage the S.C. Department of Mental Health to explore and examine mental health issues that lead to drug use (i.e. depression).

√

Goal 3: Reduce/Eliminate use/sale of drugs in the African American community.

Barriers: Drug use is a personal choice/habit, and in order to reduce or eliminate use the individual must have the individual desire to change. Peer and societal pressure often outweigh an individual’s desire to change unhealthy habits. Drug sales provide income to not only the persons involved in this illegal activity, but their families as well.

Overlap: Income and Wealth Creation; Jobs; Education; Health Status and Care.	Time Table for Benchmarking Success		
Strategies:	One Year	Two - Five Years	Ten Years
<p><i>Sale of Drugs</i></p> <p>A. Men - Find ways to provide jobs and income so that persons who sell drugs for economic gain have a legal alternative to support themselves and their families.</p> <p>B. Women – Educate women on the crime of “conspiracy,” and the consequences.</p> <p>C. Children and young adults – Attempt to establish self-respect and confidence regardless of income status (i.e. – wanting to have name-brand clothes, shoes, fancy cars – as seen on television and videos.</p> <p><i>Use of Drugs</i></p> <p>D. Research and explore mental health issues (i.e. depression) that often lead to drug use.</p> <p>E. Identify agencies/organizations that can address these issues before individuals result to drug use.</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	

Goal 4: Reduce/eliminate “gang” activity within the African American community.

Barrier: Often gang affiliation is not addressed until individual is involved in criminal activity and hence involved in the criminal justice system.

Best Practices: Gang Out (Columbia, SC); Richland School District One

Overlap: Rebuilding Strong Families; Community Development.	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
A. Identify gang populations (adult and children) throughout the state;	√		
B. Identify factors that lead to gang involvement (adult and children);	√		
C. Identify crimes allegedly committed by gang members;	√	√	
D. Determine if there are underlying factors (or circumstances) evidenced by the crimes committed by gang members;	√	√	
E. Work with schools to identify gang activity and encourage intensive intervention before criminal charges are pursued or arise;	√	√	
F. Educate community (especially parents) on how to recognize potential gang activity or participation;	√	√	
G. Identify constructive outlets that will appeal to persons involved in gang activity.	√		

Goal 5: Educate individuals and families in conflict resolution in order to resolve conflicts amicably, without police involvement.

Barriers: (1) The persons most in need of such programs are usually the ones less likely to be willing to participate. (2) Victim impact panels are already in place, however, persons do not participate in them until they have offended. One problem would be in identifying those persons who would benefit from such programs.

Best Practices: Victim Impact Panels

Overlap: Education	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
<p>A. Regarding Parents and Children</p> <ul style="list-style-type: none"> • Encourage parents to seek help through the Department of Mental Health when they believe child may suffer from mental illness. • Educate parents on proper discipline of children (in an effort to prevent children from retaliating against parents in violent ways). • Encourage positive parental involvement where disputes arise between children. <p>B. Regarding Individuals</p> <ul style="list-style-type: none"> • Encourage amicable resolutions for disputes between individuals, instead of the use of violence (fights, shootings). <p>C. Research and evaluate sources of conflict within economically distressed communities.</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p>

Goal 6: Decrease arrest rate.

Barrier: Numerous factors contribute to the high arrest rate of African Americans.

Overlap:	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
A. Encourage cultural sensitivity of police officers and investigators through training and education;	√		
B. Conduct comprehensive examination into the causes of racial profiling;	√	√	
C. Evaluate the necessity and effectiveness of substations in public housing. (This is a concern, as these areas have been targeted due to high rates of crime, however, such police presence also fosters high arrest rates.);	√		
D. Evaluate zero tolerance policies and the criminalization of school-based conduct;	√		
E. Research and develop data on school based petitions to juvenile courts to critically examine the need for alternatives to criminalization of youth with emotional, behavioral and/or other mental health needs within school systems;	√		
F. Educate African Americans in their Fifth Amendment right against self-incrimination (particularly with children as they are more likely to be manipulated by officers);	√	√	√
G. Educate African Americans regarding their right to council before giving any statements or admissions	√	√	√
H. Promote legislation to allow children the right to have their parents present before giving statements.	√	√	√

Goal 7: Promote fairness in sentencing.

Barriers: Although “cultural sensitivity” is needed, it is hard to measure in quantifiable terms. “Fairness” is based on the individual facts and circumstances – which often times are not the same.

Best Practices: American Bar Association Children’s Law Center; Black Caucus

Overlap: Education	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
A. Promote the teaching of cultural sensitivity among the Bar, particularly with solicitors, defense attorneys, and judges.	√	√	
B. Recruit more African American attorneys to the South Carolina Bar with the goal of having proportionate representation.	√	√	√
C. Provide support systems for African American offenders <i>before they go into court</i> (church, jobs, community services, counseling, mentors).	√	√	√
D. Encourage more funding for the Office of Indigent Defense in order to provide equal access to quality representation.	√	√	
E. Assess the quality of indigent representation throughout the State (determine if there are any disparities).	√	√	
F. Determine significant substantive issues affecting the adult and juvenile defense bar that impact upon resource allocation, funding and other barriers to effective representation.	√		

Goal 8: Develop alternative programs for juveniles, in lieu of incarceration, where deemed appropriate.

Barriers: Funding.

Best Practices: American Bar Association Children’s Law Center.

Overlap: Rebuilding Strong Families; Education.	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
<p>A. Request that the Department of Education and school districts take a more active role and more responsibility in the education of youth and decreasing truancy. (Social workers should visit homes. Social workers should work more closely with parents.)</p>	√		
<p>B. Community placements with intensive structure and treatment should be made available for run-aways and truant juveniles, as status offenders.</p>	√	√	√
<p>C. Increase availability of comprehensive community based mental health, substance abuse, and other treatment options for youth.</p>	√	√	√
<p>D. Critical analysis of mental health and substance abuse programs for youth in the juvenile justice system to ensure intervention and treatment options proven to be effective.</p>	√		
<p>E. Educate judges, solicitors, and defense attorneys on the alternatives to incarceration, once they are put in place.</p>		√	√
<p>F. Create appropriate programs that address “behavior problems.”</p>		√	

Goal 9: Strengthen community strategies for prisoners returning to society.

Barriers: Reduced state budgets. Lack of knowledge/concern within the African American community of the need for transitional services for inmates returning to society.

Best Practices: The Urban Institute

Overlap: Rebuilding Strong Families; Jobs; Education.	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
<p>Help prepare offenders for re-entry into society.</p>			
<p>A. Department of Corrections and Department of Juvenile Justice should provide more educational opportunities for inmates while incarcerated (Note: Department of Corrections just announced cutting 140 staff – many of whom are teachers – to accommodate budget cuts. Did not want to cut officers.)</p>	√	√	
<p>B. Increase vocational rehab. programs and strongly encourage inmates to participate in them (stress the necessity).</p>	√	√	
<p>C. Churches, community organizations, colleges and universities should make contact with offenders before release to help secure jobs and housing upon release.</p>	√	√	√
<p>D. Inmates should be encouraged to take advantage of all programs offered by the Department of Corrections before release.</p>	√	√	√
<p>Provide transitional services for offenders once released.</p>			
<p>A. Encourage community organizations to develop more transitional homes – particularly faith-based community and social organizations.</p>	√		
<p>B. Create a network of agencies/individuals that provide parental support for parents who will have to be responsible for their children upon release.</p>	√	√	

Goal 9: - Continued

C. Conduct a detailed evaluation of the juvenile and adult probation and parole systems to determine their effectiveness (goal: to make probation work as it is designed and prevent the state from eventually having to house probation violators.

√

√

D. Map neighborhood-level incarceration and reentry data.

√

E. Link incarceration and reentry data with other indicators of community well being.

√

√

F. Examine family reunification and parental responsibility for ex-prisoners and their immediate families.

√

√

G. Identify opportunities to strengthen coordination among service providers for ex-prisoners and their families.

√

√

H. Educate and prepare community stakeholders to face the challenges and seize the opportunities that come with reintegrating parolees into the community.

√

√

I. Examine the effect of ex-offenders' residential mobility on their likelihood of staying out of prison and accessing services & identify strategies for connecting ex-prisoners to community resources.

√

√

J. Analyze workforce development opportunities and challenges to ex-prisoners.

√

√

K. Identify the risks and assets of neighborhoods with high concentrations of ex-prisoners and devise strategies for more effective use of those resources and assets to address the needs of ex-prisoners, their families, and their communities.

√

√

Goal 10: Identify key stakeholders in the criminal justice system – individuals/organizations/agencies with long term involvement and perspective on criminal justice issues throughout the state, and those who are instrumental in reform initiatives over the years.

Barriers:

Overlap:	Time Table for Benchmarking Success		
Strategies	One Year	Two - Five Years	Ten Years
<p>A. List known stakeholders.</p> <p>B. Meet with known stakeholders to determine any partners/agencies/organizations/individuals that are instrumental to them.</p> <p>C. Generate a list of individuals who may not be connected to any particular agency or organization, however, have a considerable voice on criminal justice issues.</p> <p>D. Meet with stakeholders to share ideas and concerns regarding the criminal justice system in order to educate each other and form alliances/partnerships.</p>	<p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> <p style="text-align: center;">√</p>	<p style="text-align: center;">√</p>	