

# The State of Our Children

A PRELIMINARY REPORT

*The State of African American Children in Multnomah and Washington Counties*



by Heidi Watson



Monica Filippone



SARA



The Center for  
Community Research



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**Written by:**

**Karry Gillespie**

**Director**

**Center for Community Research**



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## PRESIDENT'S MESSAGE

Masai Warriors in Africa have a greeting that Americans ought to embrace "Eserian Nakera", they always say when passing one another. It means, "And how are the children?", their traditional response is: "All the children are well".

*Hugh Price  
President  
National Urban League*

Our Children = Our Destiny is more than a phrase or slogan; it is a belief, an investment, a focus and a direction. We of the Urban League of Portland are asking the question, "How are the African American children in our community?" Instead of answering the question with rhetoric, a decision was made to do research, research from a community focus. The research though is for individuals, communities and decision makers to take action.

We often say that children are a priority, but we as adults have to do some self-examination and ask and answer honestly whether our priorities, policies and budgets reflect our language, or "does our talk match our walk" about children. Children do not vote or make public policy, however their lives are shaped by decisions of adults whether the issue is education, economic conditions, social conditions and or racial issues.

This first research project of the Center for Community Research is dedicated to African American children and all children of the rainbow in Multnomah and Washington Counties. These children, if given the nurturing, love, caring, education, and opportunity they deserve, will grow and develop into contributing, and vital members of our community.

Special thanks to all of the people who shared their stories. A big thank you to the people who took the vision, shaped it and moved it to action and implementation -- Karry Gillespie, Director of the Center for Community Research, David Brody, my Assistant for Policy, Research and Special Projects, Ethan Seltzer, Director of the Institute of Metropolitan Studies at Portland State University, Judith Ramaley, President of Portland State University for her vision and support and lastly, a thank you to the Collins Foundation for funding support for the project and for supporting our community.

To all the mothers, fathers, grandparents, caregivers and guardians who are raising the next generation -- we thank you.

*Lawrence J. Dark  
President and Chief Executive Officer  
Urban League of Portland*



## OREGON AFRICAN AMERICAN HISTORY

Presently, the earliest documented evidence of a Black presence in Oregon identifies Markus Lopus, a member of the crew of American explorer Robert Gray in 1788, as the first African-American to reach Oregon. He was killed in an encounter with the native population at that time in the Tillamook area.

The best known early Black participant in the overland exploration of Oregon was York, a slave of William Clark of the Lewis and Clark expedition that explored the Louisiana and Oregon territories between 1804-06.

It was in the Mountain Man Fur Trading Era (1820-1840) that the first significant numbers of African-Americans became involved in Oregon history. The records of the fur trading generation are full of the exploits and adventures of Black mountain men and explorers who chose to come west and test their possibilities against the demands of frontier survival.

As American settlers flooded into Oregon on the great wagon trains of the 1840's, they brought with them the elements of the race-based controversies that led the country in that generation to a climatic civil war. Blacks, as individuals and as political issues, played significant roles in defining early Oregon life.

The most consistent element of race relations in Oregon during this period was the attempt by American pioneers to legally prohibit Black immigration and residence. First in 1844, again in 1849 and finally in the original state constitution of 1857, Oregonians adopted Black Exclusions provisions that made it unlawful for Blacks to live in Oregon, work there, hold real estate, or vote.

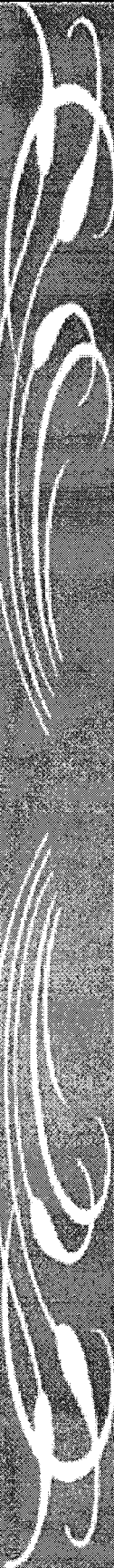
Oregon was also strongly anti-slavery. This opposition to that institution was, however, a reflection of a desire to exclude Blacks of any kind from the area rather than a statement of humanitarian sympathy. Oregon became a state in 1859, on the eve of the Civil War.

During the 1920's Oregon had the distinction of being home to the largest Klu Klux Klan movement west of the Mississippi River. The Klan was politically powerful enough to elect a governor and dominate the social and civil life of many communities.

The turning point in the modern Black experience in Oregon was World War II. Portland became the center of a large wartime shipbuilding industry. Thousands of Black workers were recruited and imported to the area to work in the Kaiser shipyards. From 1940 to 1943 Portland's Black population multiplied by 10, from approximately 2,000 to over 20,000.

Following the war the new resources of population size, economic power and political influence transformed race relations.

A critical occurrence contributing to the course of these events was a natural disaster. During the war most of the new Black population had been housed at a newly constructed



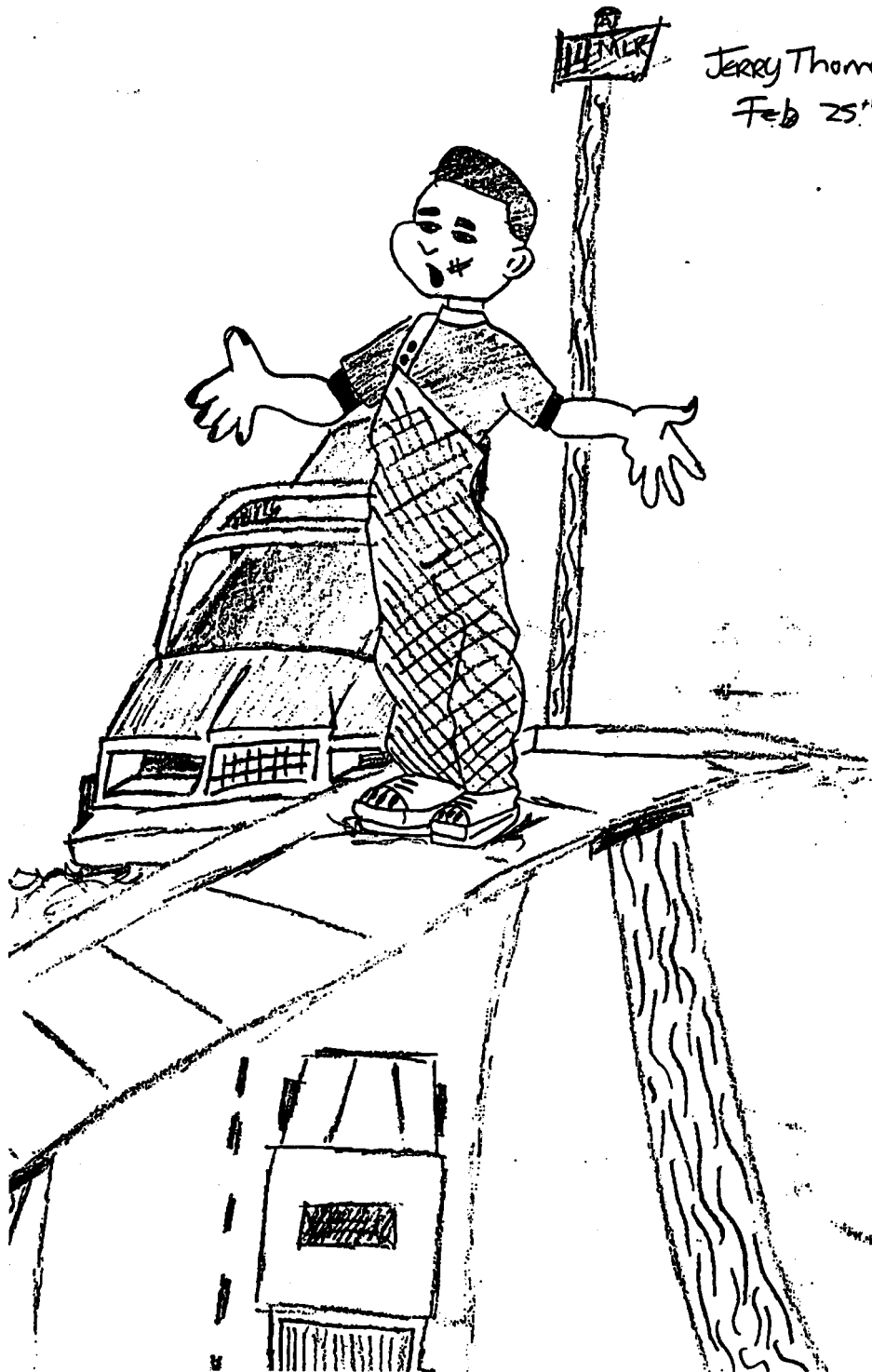
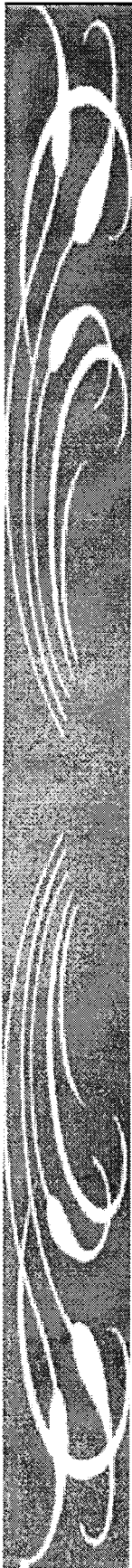
and an independently incorporated temporary federal housing project called Vanport. In 1948 the Columbia River flooded and floated Vanport away. Although few lives were lost the impact on race relations was dramatic. The survivors had to be incorporated into the mainstream of Portland and correspondingly Oregon's regular life. In many ways the story of modern race relations in Oregon is the story of that continuing adjustment.

During the seventies and eighties Black individuals became involved in key positions in Oregon life. Some Blacks rose to serve in the state legislature, many local governments, and held positions of power and influence in industry and education. Many other blacks enjoyed no comparable improvement in their economic, social or political standing.

The most important racial development of this generation witnessed the growth of a new radical racist threat in the form of Neo-Nazis, Skinheads and Klu Klux Klan organizations that identified Oregon and the Pacific Northwest as the site of the future White Homeland in America.

As the 21st century dawns, this eerie conjunction of modern racial patterns in the image of pioneer era private and public racial behavior is a cause of great concern in the Black community.

*Dr. Darrell Millner  
Portland State University*



Jerry Thompson  
Feb 25<sup>th</sup> 97





# The State of Our Children

A PRELIMINARY REPORT

THESE CHILDREN MUST EVER BE CHERISHED, FOR THEY ARE NOT ONLY THE HOPE AND THE PROMISE OF MY PEOPLE: WITH THEM STANDS THE DESTINY OF DEMOCRACY IN AMERICA

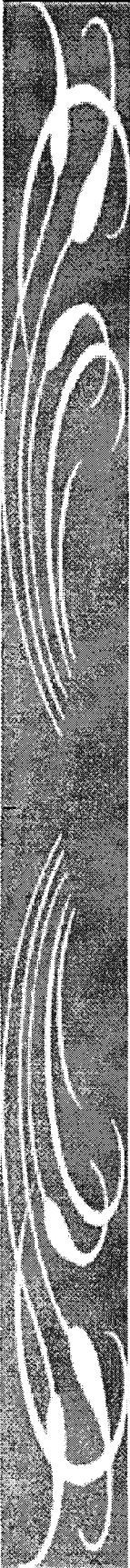
PAUL ROBESON, *HERE I STAND*, 1958

## GENERAL INTRODUCTION

Gina is a tall slender girl of fourteen. She was born in San Diego, California but her family moved north when she was ten years old. She has two younger brothers who live with their mother and father in Raleigh Hills, an upscale neighborhood in Southwest Portland. Gina's father works for Pacific Power and Light in Downtown Portland where he is in middle management. Gina's mother works part time when the children are in school, as a legal assistant. The family owns their home and Gina is looking forward to the day when she goes away to college. In her dreams she imagines college life at Temple University and the bright future that lies ahead of her.

Theo is a large boy for his fourteen years. He stands taller than his mother and weighs almost the same. He was born in North Portland and lives within a few blocks of his birth home. He lives with his mother who has raised him alone since he was a baby. His mother works on a packaging line in a small manufacturing business in Beaverton. Her job pays better than many entry-level positions, but take-home pay is barely enough to pay the rent on the one-bedroom apartment, and buy the groceries and clothing that a growing boy needs. Theo's mother has to leave for work early in the morning and comes home well after the end of the school day. Theo is responsible for getting to school on time and being home when his mother returns from work. These days Theo finds it is becoming easier to skip school and spend the school day with his new friends on the street. Theo has little idea of what lies ahead for him, his future is dim, and he seldom thinks about where he will be in five years.

These are both true pictures of our children. While the future may be bright for one and dimmer for the other, they both face their lives as African American children growing up in the Portland area. The purpose of this study is to paint a picture of the life of our



children in Multnomah and Washington counties. The goal is to achieve a better understanding of what it is like to be an African American child growing up in Portland and its environs.

Why more studies? It seems redundant to do more research on African American America. Is studying the situation a way of avoiding making changes to the system? Our answer is no. While there is much research on the general state of the Portland metropolitan area, and much written about the state of African Americans in the United States, there has been little research focusing on African American children in the Portland area. In an era of benchmarks and outcomes in which quantifiable goals and results drive critical funding for youth service, current and accurate data of specific populations becomes more vital than ever before. A primary purpose of this research is to establish a baseline from which we can measure activities and progress.

### THIS RESEARCH HAS FOUR MAIN GOALS:

- 1. Assist the Urban League of Portland in providing African American children in the Portland area with needed services. The study will serve as a planning tool for the Urban League's youth-serving programs, including the Portland Street Academy, the North/Northeast Youth and Family Center, and the E. Shelton Hill Achievers Corps (ESHAC) initiative.*
- 2. Provide other community-based organizations who serve African American children in the Portland area with up-to-date information on their clientele.*
- 3. Provide baseline measurements for future progress.*
- 4. Provide policy makers with information that will help with program decisions.*

This preliminary report is a template for the final report. The parameters of the study are set forth in this preliminary report with a cursory discussion of the general state of African American children in the United States and the Pacific Northwest. The final report will be produced through a capstone course at Portland State University being conducted during the Winter and Spring terms of 1997. The final report will be presented to the Urban League of Portland and interested parties in June of 1997.



## PARAMETERS OF THE STUDY

### Who Are The Children?

The Urban League in collaboration with the Center for Community Research consciously set the parameters for the study. They based these decisions on the needs and requests of the Urban League. In the report the term 'children' refers to those whose ages range from zero to twenty-one. This parameter will determine some of the data that we will gather. Because schools, juvenile justice, social programs, and census statistics focus on different age groupings, it will be necessary for each area to be defined within those age parameters.

In our society children are looked upon as part of a family unit. As part of the family unit it is difficult to understand these children's lives without also considering issues that affect the lives of the adults who surround them. Throughout the study research will often focus on the African American adult community. For instance, when we study housing issues, we must look at housing impacts on the adult population. While these issues are directly related to adults, they clearly impact children in the families.

The Urban League is interested in having a well-rounded picture of African American children in the area. Because of this, the study focuses on Multnomah and Washington counties. Although the majority of African American people live in Multnomah county, the Urban League is finding that they are increasingly receiving calls and referrals from individuals who live in outlying areas, and particularly from Washington County. We are centering on both counties so that we might discover what life is like for the African American child in the more suburban areas as well as the inner-city environs. This will help the Urban League to better direct future services to an increasingly diverse constituency.

### Areas Of The Research

The study is broken into four major components. The four areas are:

**SOCIAL CONDITIONS**  
**EDUCATION**  
**ECONOMIC CONDITIONS**  
**CRIMINAL JUSTICE...**

Each of these areas has a multitude of sub-areas. The final report will examine the four major areas of interest along with many of the sub-areas.



## African Americans in Oregon

There are 51,250 black people in Oregon, which represents 1.7% of the state's total population.<sup>1</sup> The majority of African Americans in Oregon live in Multnomah county (seventy-five percent<sup>2</sup>), and eighty percent live in Washington and Multnomah counties combined. Oregon's total population is growing and our African American population is similarly increasing. The African American population is growing most notably in the urban areas, increasing the population of African Americans in Multnomah and Washington counties. Because so many of the African Americans who live in Oregon reside in Multnomah and Washington counties, statewide data on African Americans is most notably influenced by the African American population in those counties. At times state data will be the only source of information that will be available. But because the vast majority of Oregon's African American population lives in Multnomah and Washington counties, these statewide statistics reflect the population of the two counties.

Social conditions, education, economic conditions, and criminal justice are interrelated areas that affect African American children in the Portland area. While there is plenty of discouraging news about the world of the African American child, there is also good news that we will highlight. Our goal is to look at both the positive and negative forces affecting African American children. We hope to celebrate our successes and focus on the strengths of the community. It is through these strengths that we can join together to discover new ways of solving the problems that we are facing. By working together we can make a better world for our children, and it is through our children that we can create a better world.



**OUR CHILDREN = OUR DESTINY**





# SOCIAL CONDITIONS

WHEN A CHILD HAS NO SENSE OF HOW HE SHOULD FIT INTO  
THE SOCIETY AROUND HIM, HE IS CULTURALLY DEPRIVED

RALPH ELLISON, "WHAT THESE CHILDREN ARE LIKE",  
*GOING TO THE TERRITORY*, 1986

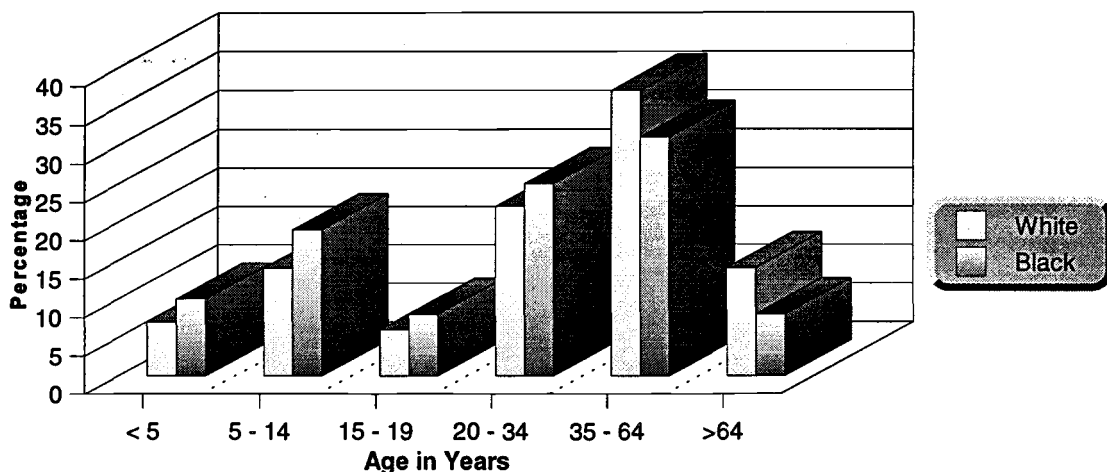
The area of social conditions is a complex and difficult area to define. Social conditions are intricately woven into the fabric of our everyday lives so tightly that it is often impossible for us to see how they influence us. Because of this complexity and embeddedness, social conditions cross the boundaries between every defined area of this study. For example, the study of poverty can easily fit in all four areas. It affects education, has influence on criminal justice, and certainly is part of the economic conditions in any society. Therefore, poverty will have some place in the discussion in every area. However, social conditions and economic conditions will hold the majority of information about the impact of poverty on the state of our children. In order to produce as clear a picture as possible, we have set arbitrary boundaries so that we can more fully understand the African American child of today. Social conditions will be broken into four areas: demographics, family conditions, poverty and health.

## Demographics:

Although the African American population in the United States is still younger on average than the white population, African Americans, as a group, are growing older. Figure One shows the differences in age between the of African Americans and white populations. In 1994 the median age for African Americans was 28 compared with 24.8 years in 1980, while the white median age was 33.9 years in 1990 and 30.8 in 1980. The aging of the baby-boom (1946 to 1964) and relatively stable fertility rates have led to the aging of both populations.<sup>3</sup> The narrowing disparity in the age of the African American and white populations indicates changes in health and life chances in the African American community. Health issues and fertility rates both impact children. The final report will look at these demographic changes, and consider the impacts that these changes are having on the African American children of the Portland area.

Figure One

## 1994 Distribution of Blacks and Whites by Age



### Today's Family:

The traditional family is changing in America. The concern with families and their structure is related to the economic viability of the family. When there are two parents who are both working financial problems are less likely to permeate the family. Financial problems affect the children in the family as well as the adults. When children are raised in a single parent family the only parent *must* work, leaving care for the child in the hands of others in the community, either other family members or child care. For older children, family structure is important when thinking about parental control and attention.

### Family Structure:

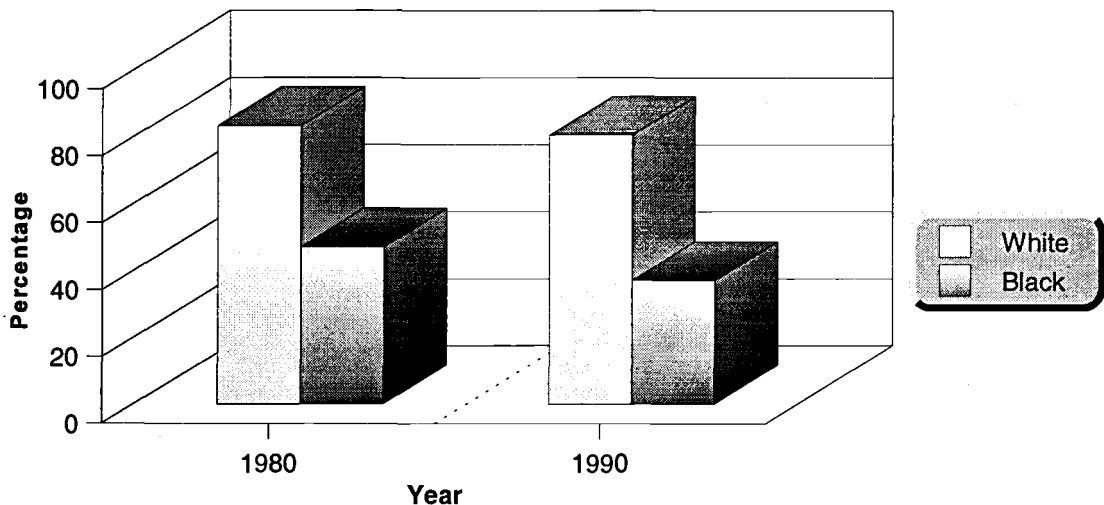
Since 1940 a minority of Americans have lived in a "traditional" family with a working father and a stay-at-home mother. The African American child has always been under-represented in this family structure, but the percentage of children under eighteen years old who live in the traditional family situation is in major decline. For example, in 1940, 45.1 percent of the white children in America lived in this type of traditional family setting, while only 27.6 percent of the African American children lived in such families. Both African American and white families have changed. In 1990, 20.1 percent of the white children in America lived in the traditional family setting, while only 4.9 percent of African American children lived in such families.<sup>4</sup>

National census data also looks at children and the family structure without consideration of parental employment. Figure Two shows the percentage of children who live in two-parent families comparing white and black populations between 1980 and 1990. Both groups are decreasing with the white population changing from 83.2% in 1980 to 80.4% in 1990 while the black population changed from 46.9% to 37% in the respective years.

It is important to look at the family structure and particularly at the numbers of children living in single-parent families, because in households where two parents are present, it is possible to build a stronger financial base. The percentage of families who live below the national poverty level is a reflection of the family structure.

*Figure Two*

### Percent of Children Who Live in Two Parent Families

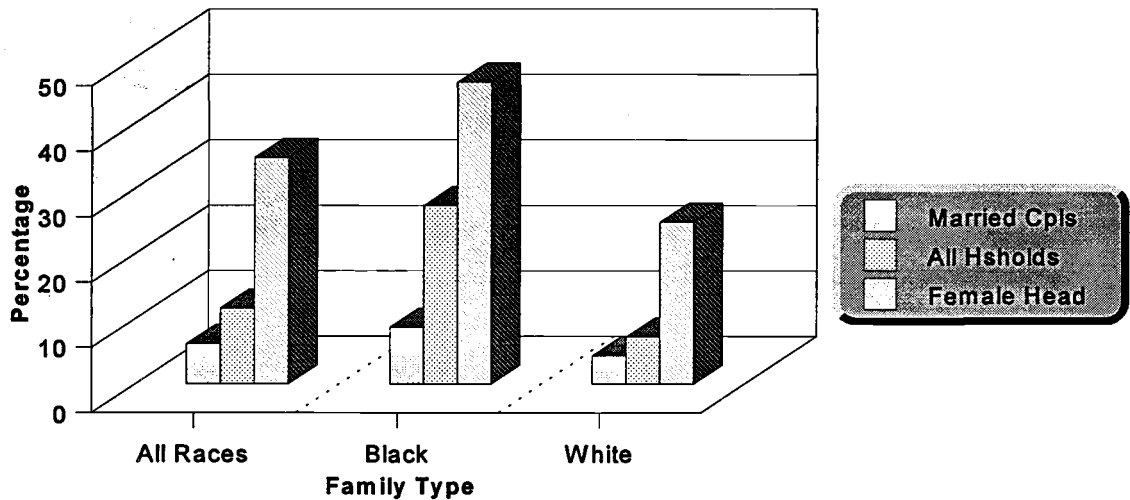


Children who are raised in one-parent families often are children who live in poverty. Additionally, among children who live with only their mothers, we frequently find more severe financial difficulties. As Figure Three shows, children of all races who live in families that are female-headed households have the highest levels of poverty. For the African American child this is particularly true. In 1994, 46.1% of black families with female head of household were living below the national poverty level.

- African American children are almost four times more likely than white children to be living with their mothers only.<sup>5</sup>

Figure Three

## 1994 Percent Families Below Poverty Level




- The lowest levels of poverty occur in families where the father and mother both work full-time, and the highest level of poverty is found in families where the mother works part-time and the father is absent. For example, in white families where the mother works full-time and the father is absent, the poverty rate is 7.2 percent, while in the black family where the mother works full-time and the father is absent the poverty rate is 17.2 percent; this is more than twice as high as the white family.<sup>6</sup>

Family structure is an important part of social conditions when we study African American children. The final report will look at family structure as one of the main areas of the study. Understanding the family structure in which African American children live is important because of the impact it has on the emotional and economic well-being of the child.

### Marriage:

Marital status of individuals in the United States has been changing dramatically in the past few decades for both the African American and white populations. In 1970 almost half of the African American population were married, while more than a third had never been married. These numbers had reversed themselves by 1994. There are many reasons for these trends, but they do affect the shape of the family and the proportion of families with females as the head of household. By 1994 the percentage of African American households





headed by single women had jumped to approximately a third of all African American families. Changes in marriage and family structure create important changes in the living arrangements of our children. “By 1994, a majority of black children lived in single-parent households. Despite the growth of single-parent households among the white population, black children were three times more likely than white children to live in a single-parent home.”<sup>7</sup> The gap is narrowing between the African American and white single-parent family population. Between 1970 and 1994 the percentage of black female-headed households has remained approximately the same, while the proportion of white female-headed households has increased.

### **Grandparents as Parents:**

Another change that has affected the family is the number of grandparents who are parenting children. There are some programs that address this phenomenon (such as the Parenting Grandparent program at the Urban League), but not much research has been done on this new family structure. The final report will discuss what services are available for grandparents who are raising their grandchildren today.

### **Foster Care:**

The State office for Services to Children and Families (formerly known as Children’s Services Division, CSD) is the Oregon child welfare agency that attempts to help children at risk for or victims of abuse and neglect. The final report will look at children who are victims of abuse and neglect, those who are at risk in possible domestic violence situations, and families where children are in foster care on a long-term or short-term basis.

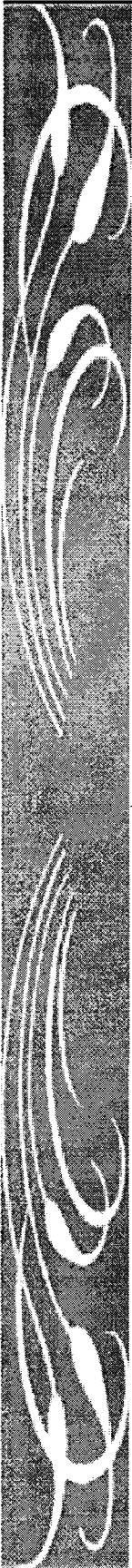
- “Approximately 7,000 children in Oregon enter foster care each year and 4,600 children are in care on a given day.”<sup>8</sup>

### **Poverty:**

POVERTY, IGNORANCE, AND DEGRADATION ARE THE COMBINED EVILS  
[WHICH] CONSTITUTE THE SOCIAL DISEASE OF THE FREE COLORED  
PEOPLE OF THE UNITED STATES.

FREDERICK DOUGLASS, *LETTER TO HARRIET  
BEECHER STOWE*, 8 MARCH 1853

Poverty is not evenly distributed across the urban landscape. African Americans in poverty are most heavily concentrated in Northeast and North Portland where 86 percent of



the poor blacks live.<sup>9</sup> The final report will look at poverty in Multnomah and Washington counties, and the related problems associated with children born and raised in poverty.

- In 1990, more than 21,000 children were living in poverty in Multnomah County; this is more than 14% of all of the children in the county.<sup>10</sup>
- Nationally, poverty rates are higher for black and Hispanic children than for non-Hispanic white children regardless of their family structure.<sup>11</sup>
- “Persons in female-headed families are the most likely demographic group to be chronically poor...”<sup>12</sup>

### **Welfare:**

In 1996 welfare reform legislation changed the federal programs that assist families in poverty. With these reforms programs such as Aid to Families with Dependent Children (AFDC), food stamps, and supplemental security income (SSI) and child care underwent significant modifications. AFDC, Emergency Assistance and JOBS programs were eliminated and replaced with a program called Temporary Assistance for Needy Families (TANF) which will provide block grants to states to help meet the needs of families in poverty.<sup>13</sup> Services to children in these programs are changing with these reforms. It is estimated that when these reforms are “fully phased in” the combined programs would reduce assistance to low-income families by \$16 billion per year when compared to the previous welfare laws.<sup>14</sup> The final report will look at the number of African American children currently being served by these programs and attempt to discover some of the potential impact of these reforms.

### **Homelessness:**


Homelessness is an invasive problem in our society, and increasingly affects families and children. Homelessness in the African American community often takes different shapes than is seen in the other groups. The final document will look at the shape of homelessness in the African American community and how it is affecting children.

### **Health:**

“OF ALL FORMS OF INEQUALITY, INJUSTICE IN HEALTH IS THE MOST SHOCKING AND INHUMANE.”

MARTIN LUTHER KING, JR.

Health is such a large social area that it could be considered as a completely separate category. We have chosen to confine health within the social conditions category as a way



to simplify, but not denigrate its importance. Health issues permeate every area of our lives from birth to death.. When babies are born prematurely, drug and alcohol addictions plague youngsters, or lives are cut short due to cancer or AIDS, the whole society is affected. This study will look closely at the health issues that are affecting the African American child in the Portland area.

### **Pregnancy & Births:**

Although the fertility rate of African American women continues to be higher than that of white women, the gap between them appears to be narrowing. "In 1970, the fertility rate of African American teens was ten times that of their white counterparts. By 1990 the gap had narrowed, with black teen fertility rates four times those of whites."<sup>15</sup>

From 1981 to 1989 the number of births for most groups in Oregon has decreased. However the number of births to African American mothers during those years has increased 3.5 percent.<sup>16</sup> In 1990 African American girls made up 57.9% of the pregnancies to girls between the ages of ten and seventeen, and they were 63% more likely to give birth than white adolescents.<sup>17</sup> Teen mothers face daunting problems. They are more likely to drop out of school, give birth to low-weight babies, and receive inadequate prenatal care. Because teenage mothers are more likely to face poverty (nearly half of all families on welfare are headed by teens<sup>18</sup>), it is important that the final report look at the issues surrounding teenage pregnancy, service availability, and resources within the community.

### **Prenatal Care and Infant Mortality:**

Prenatal health care is vital to the well-being of the child. Insufficient prenatal care is directly related to low income and can result in low birth weight, illness, premature births, and even in some cases death. The result of too little prenatal care has long-term impacts on the community. The final report will look at infant mortality rates and discuss reasons for elevation of those numbers in the African American community. Programs that serve pregnant women and pre- and post-natal care services will be discussed.

- "In 1980, 57 of every 1,000 women giving birth in Oregon received inadequate prenatal care. In 1988 the number grew to 83 of every 1,000—a 47 percent rate of increase."<sup>19</sup>

### **Child Health Care:**

#### *Immunizations*

Immunizations are particularly important for children of all ages. Oregon Health Division keeps records on child immunization and other health statistics. These records will help tell the story of how well we are keeping up with child immunizations in Multnomah and Washington Counties. These are good indicators of the health of African American children in the area.



### *Lead Poisoning*

One of the most insidious threats to children resides in the homes and apartments where many of them live. Children with large amounts of lead in their blood become more susceptible to neurological damage, anemia, and kidney problems. Approximately 30,000 children in Multnomah county are at risk of being poisoned, yet only twenty-five percent have actually been tested.<sup>20</sup> From 1993 to 1995 the Oregon Health Division found unsafe levels of lead in 342 children. More than half of these children were African American or Latino children in North and Northeast Portland.<sup>21</sup> The final report will look at this deadly and silent invader and the attempts being made in the community to address the need for more testing and parental awareness.

### *Drugs and Alcohol*

"WE HAVE A GENERATION ENSLAVING ITSELF TO DRUGS, YOUNG MEN AND WOMEN DOING TO OUR RACE WHAT SLAVERY COULDN'T"

LUCILLE CLIFTON, IN "LETTER TO FRED,"  
*ESSENCE* NOVEMBER 1989

Drugs, alcohol, and nicotine are three major problems in the African American community in Oregon. Nationally Oregon ranks first in African American drug death rates (2.1 times higher than the rest of the nation).<sup>22</sup> Alcoholism deaths were also among the highest in the nation. Lung cancer and other problems associated with smoking also plague the African American community. These fatal behavioral health problems concern our children, not only because they relate to the children's behavioral patterns, but also because they affect the adults who care for the children. Health issues from before birth to adulthood relate directly to the children and to their parents and care givers.

### **Oregon Health Plan and the Uninsured:**

One of the health areas that African Americans can look toward as a positive is health insurance coverage. In 1992, 85 percent of African Americans in Multnomah County had health insurance. It is the ethnic group most likely to have health insurance in Multnomah county (including whites).<sup>23</sup> Health care is expensive, and those who are unable to afford or have difficulty obtaining health insurance have particular difficulties. Low-paying jobs often do not provide health care for their employees. Also, part-time employees seldom are given insurance benefits. Because the majority of the poor either work full time at low paying jobs or hold one or several part-time jobs, they are often those who do not have health care coverage. With the advent of the Oregon Health Care plan some of the problems associated with the lack of health insurance coverage have been addressed. The final report will address the problems associated with lack of health care insurance and some of the positive and negative effects associated with the Oregon Health Care Plan.

# EDUCATION

FOR COLORED PEOPLE TO ACQUIRE LEARNING IN THIS COUNTRY  
MAKES TYRANTS QUAKE AND TREMBLE IN THEIR SANDY FOUNDATION.

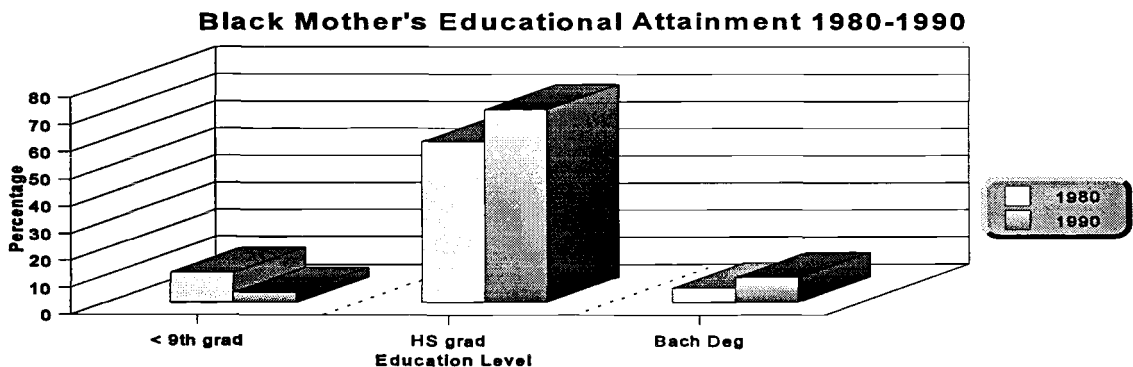
DAVID WALKER, *APPEAL TO THE  
COLOURED CITIZENS OF  
THE WORLD, 1829*

- The American education system is in crisis. Yet the gap between African American and white education levels is narrowing. In 1980 the percentage of blacks 25 years old and over who had received a high school diploma or higher was 51.2 percent, and by 1990 that rate had risen to 65.5 percent.
- “There was a substantial narrowing of the educational attainment gap among most racial and ethnic groups in the county [Multnomah] between 1980 and 1990.”<sup>24</sup>

These quotations indicate education is one area that is looking up for African American children in the nation and locally. Yet, these statistics belie the fact that education for all children in the United States is in critical condition, and problems in education continue to be greater for African American children.

One positive sign is that the education attainment level in the United States is rising. The education level of the mother is often looked at as a predictor of the child’s potential level of educational achievement. As Figure Four shows there is a continuing increase in the education level of black mothers. Fewer black mothers are reporting educational levels less than ninth grade (the rates dropped from 11.1% in 1980 to 3.7% in 1990). More black mothers are high school graduates (59.1% in 1980 to 71% in 1990), and those with bachelor degrees are also increasing (from 5.3% in 1980 to 9.1% in 1990).

*Figure Four*





Although these facts are encouraging, there are other problems that permeate our schools that we dare not overlook. Dropout rates are still disproportionately high for our African American children. Testing scores are difficult to measure and evaluate, but they are one way of evaluating student progress over time, and comparing progress of African American students with students from other groups. Our goal in discussing education in the final report is to give a rich description of the educational picture in Multnomah and Washington counties.

A major problem in completing the task of describing the education availability for African American children in the Portland area is the complexity of the education system itself. Multnomah county has nine separate and distinct school districts within its boundaries, and Washington county, likewise, has seven school districts. There are also Education School Districts that are overlapping entities that service these individual school districts. Although we will not be able to give a complete breakdown of every education district in the two counties, we will try to give as clear a picture as possible of the difficulties and successes that are facing the African American child in the area.

The final report will concentrate on areas of interest that cover education from pre-school through college. Some of these areas are:

- Dropout issues
- Test scores
- Graduation attainment
- Alternative education programs
- Special education programs
- Private and parochial schools
- Preschool programs
- Higher education

The 1990 property tax Measure 5 and the 1996 property tax Measure 47 have influenced the way education is financed in Oregon since the majority of school funding is procured through property taxes. The final report will illustrate the impacts these recent property tax limitation initiatives have had on education of African American children in Oregon.

Poverty issues, as we have previously discussed, permeate every part of this study. When discussing schools, it will be important to look at the problems with poverty and education. It is, for example, impossible for children to learn if they have not eaten a decent meal or had a bed to sleep in so that their bodies are prepared to let their minds work. School meal programs are a response to this dilemma. One way to observe the problems of poverty with African American children will be to look at the school meal programs and the number of children who are eligible to receive these subsidies.

EDUCATION IS A PRECONDITION TO SURVIVAL IN AMERICA TODAY.  
MARIAN WRIGHT EDELMAN, C. 1988

### **Dropout Issues:**


Dropout rates are difficult to compare because different jurisdictions define the term "dropout" differently. Some national statistics indicate that the gap between white and African American dropout rates are diminishing, while local numbers indicate that there is still a significant difference between the numbers of African American students and the number of white students who leave school before graduation. A study by Multnomah county shows that the dropout rate has risen dramatically from 6.6 percent in 1990-1991 school year to 9.1 percent in 1994-1995 year.<sup>25</sup> Lulu Stroud-Johnson gave a deposition at a recent Portland school board meeting. She talked about Grant High School where over 40 percent of the 1993 senior class of African American male students did not graduate.<sup>26</sup> There appear to be several factors associated with school dropout issues. These factors range from individual and family factors, to school and community factors.<sup>27</sup> The final report will attempt separate the conflicting stories of dropouts so that we can discover where African Americans are making progress and where there has been an inability to improve these rates.

### **Test Scores:**

There are several kinds of standardized tests that are given to children in the public school system in Oregon. Portland Achievement Level Tests (PALT) are mathematics and reading tests that are given to students in third through eighth grade each spring in the Portland Public School District (PPS). Other tests are given statewide at specific points in the each child's education. . The goal of all of these tests is to trace the child's progress. Standard Achievement Tests (SAT) are given to students who are preparing for entry into higher education institutions. These tests are important because they are voluntary and mandatory only if a child is preparing to enter college. While there are many issues surrounding testing, the final report will attempt to address some of the problems that these tests present to the African American child. Additionally, we will examine the results of these tests in an attempt to define if they truly reflect how our children are progressing in grade, middle, and high schools. We will also look at the scores for SATs and the numbers of African American children who take these tests.

### **Special Education Programs:**

Special education programs include diverse services that attempt to work with children who have learning deficits by "physical, mental or emotional learning handicaps."<sup>28</sup> This report will also include programs such as the Talented and Gifted (TAG) programs



focused on supplying children who exhibit exceptional abilities with special learning activities. The final report will look at the number of African American students involved in these programs and how these children are benefiting from these programs.

- In the Portland Public School system 2,786 elementary students (or 10.3%) were enrolled in special education classes in the 1994-1995 school year.
- In the 1994-1995 school year Portland Public Schools provided 1,673 (6.2%) students from elementary school with TAG classes.

### **Alternative Education Programs:**

EDUCATION IS THE JEWEL CASTING BRILLIANCE INTO THE FUTURE.  
MARI EVANS, "MY FATHER'S PASSAGE," IN  
*BLACK WOMEN WRITERS, 1984*

There is a myriad of different alternative education programs in the Portland area. Some of these are private programs while others are part of the local school districts. The majority of these alternative programs are in Multnomah County.

### **Graduation Attainment:**

Rates of graduation from high school are indicators of students' success. The final report will look at both the period from middle school to high school, and the transition out of high school in order to follow the progression of African American students through the public school systems in both counties.


### **Private and Parochial Schools:**

Private and parochial schools are an alternative to public school education. While African American students are often under-represented in private school systems, this is not always the case. Some parochial private schools serve predominantly African American clientele and are located in neighborhoods that have large African American populations. The final report will look at the private and parochial schools in Multnomah and Washington counties and the over and under representation of African American students.

### **Pre-School Programs:**

Pre-school programs attempt not only to care for young children while their parents are working, but more specifically to help prepare them for the elementary education





experience. Some of these programs work specifically with children from low-income families. Some of these programs are located in areas that serve large populations of African Americans. Head Start is a program that addresses many of the needs of the young children in the African American community. The final report will look at the various attempts to prepare young children for elementary education and the programs that are available to African American families in the community.

EDUCATION IS THE KEY TO UNLOCK THE GOLDEN DOOR OF  
FREEDOM.

GEORGE WASHINGTON CARVER, C. 1912

### **Higher Education:**

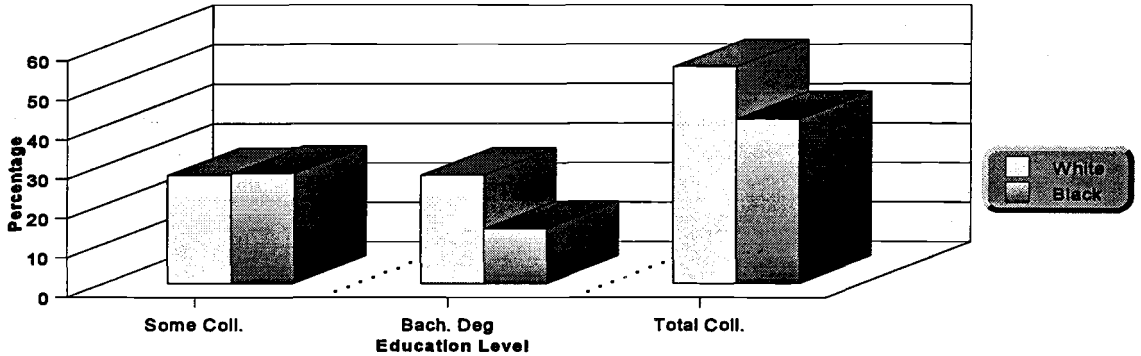
The final report will not only look at pre-school programs, elementary, middle and high schools, but also at the role of higher education in the African American community. We will look at the number of children who graduate from high school and continue with their education. Although these numbers are difficult to find, it is possible to get a general idea of the number of children who intend to go on to higher education.

There are many students who do not leave high school and immediately go on to a four year institution of higher learning, but rather choose to either work for a couple of years before continuing their education, or go part-time at local community colleges. Some of these students plan to transfer to a four-year institution to complete their education, while others plan to obtain an associate degree or a technical degree in some profession. These programs are abundant in the metropolitan area, and are ways for some children to get the training they need to get into jobs that will help them get better paying jobs. The final report will look at some of these programs and the availability of to students in the Portland area.

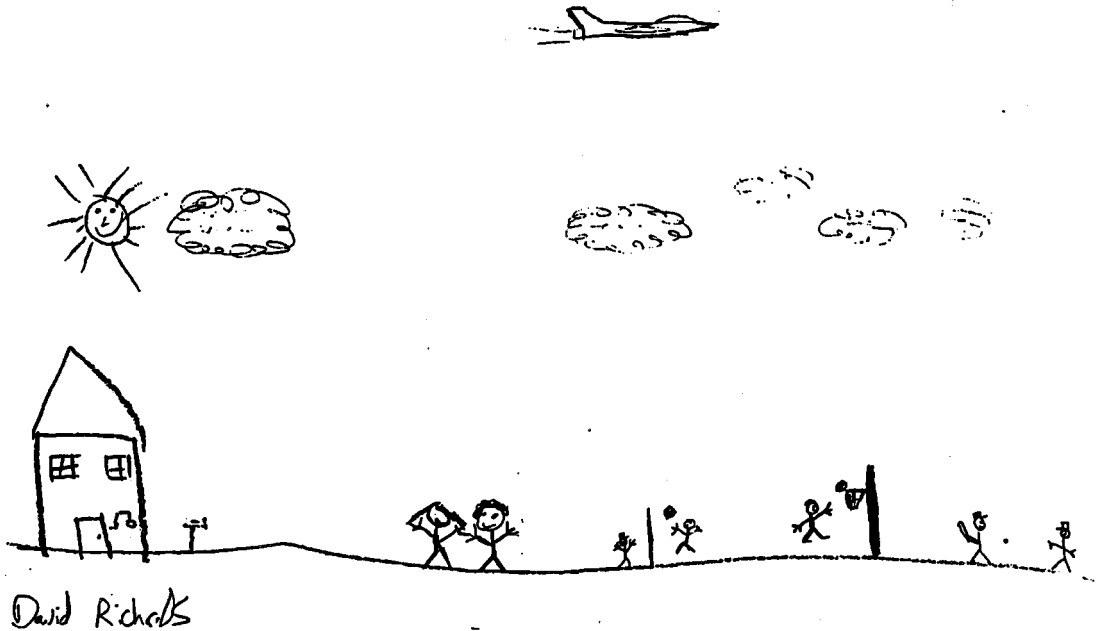
Census data indicates educational attainment of the population of the nation for those who are twenty-five years old or older. As the Figure Five shows, according to the March 1994 census white and blacks appear to have similar college attendance rates, but have different levels of graduation rates. The final report will look at the reasons that the two groups differ in graduation rates. What are the reasons that fewer African American children are having less success at graduating from college? What are the resources for African American students once they are going to the university and attempting to get a higher education degree?

Figure Five

National Education Levels For Persons 25 Years & Older



Success at the college level is charted by graduation rates. While this is certainly not the only way of observing the worth of higher education, it is a definable number that can be compared with other students. Higher education intrinsically carries other rewards. The final report will attempt to discover the effects of higher education on African American children and their communities.



# ECONOMIC CONDITIONS

AT THE BOTTOM OF EDUCATION, AT THE BOTTOM OF POLITICS, EVEN AT THE BOTTOM OF RELIGION, THERE MUST BE ECONOMIC INDEPENDENCE.

BOOKER T. WASHINGTON, c. 1903

Economic conditions are central to our understanding of all conditions that surround African American children. Because economics are represented in every part of our lives, it is difficult to confine the economic conditions section of this report to specific subjects. Poverty is particularly important when talking about economic conditions. Although poverty levels are a major focus of the social conditions of the final document, employment, housing and other economic issues rotate around issues of poverty. The final report will focus on two main areas of economic conditions: employment and housing.

- Nearly half the African American children in the United States live in poverty. 43.8 percent of black children under the age of eighteen fall below the poverty level, while the percentage of white children of the same age who fall below the poverty level is 12.5 percent.<sup>29</sup>

Another important fact about economic conditions and their impact on African American children is that the economic condition of parents is directly related to the impact on children. So when we are talking about unemployment and the number of teenagers who are unemployed, we also need to discuss adult unemployment because children are directly affected by parents' employment and unemployment rates. Similarly when discussing housing, we are looking at the conditions that relate to the adults who are raising the children as well as the direct relationship of housing on the children.

## Employment and Jobs

TO DEPRIVE A PERSON OF WORK IS TO NEGATE A PORTION OF HIS/HER HUMANITY.

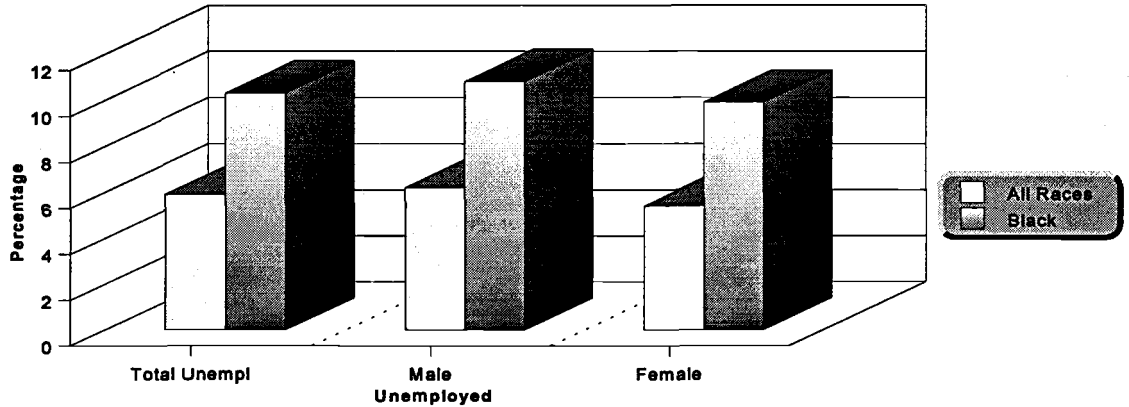
JOHN CONYERS, "THE POLITICS OF UNEMPLOYMENT,"  
*FREEDOMWAYS*, FALL 1975.

### Employment/Unemployment:

There are many aspects of employment and types of employment that we must look at to fully understand how the workings of the labor force affect our children. Figure Six shows the percentage of unemployment in 1994 for all races and for blacks, also breaking these figures down by gender. These figures represent all people sixteen years and older in

the population, and therefore reflect the adult population more than the teen population. It is important to understand the differences in gender in the work force and how those differences affect our children.


**Figure Six**  
**Percent of the Unemployed Civilian Labor Force**  
**Age 16 and Older**



- Between 1980 and 1992, the unemployment rates for blacks were at least twice the unemployment rates for whites, for all sex and age groups.
- In the total civilian labor force (sixteen years and older) the unemployment rate is 5.9% for whites while among black people the unemployment rate is almost double at 10.3%..<sup>30</sup>
- The percentage of white women in the labor force has increased over the decade between 1980 and 1990 from 51% to 58%, while the percentage of black women in the labor force continues to be higher than white women and changed from 56% to 60% over the decade.

### **Wage Levels and Kinds of Jobs:**

The changes in the U.S. economy have been tremendous in the past few decades. The decline of the manufacturing sector and the rise in the service sector has made large impacts on the corresponding employment and unemployment trends. Even though the unemployment rate is one of the ways we use to understand economic conditions in the country, it does not give us the whole picture. Labor force participation is more complex



than simply relating the number of people who are employed and the number of people who are unemployed. Employment levels in different sectors have an overall impact on the well-being of the child. Parental employment not only affects children financially, but also gives them visions of what kind of employment opportunities will be open to them. Children form a sense of entitlement at a very young age. When they see their parents in high-paying powerful positions they envision themselves as being able to hold similar positions when they grow up.

- 26.8% of white males are in managerial or professional jobs, while only 14.1% of black males held such jobs in 1992.<sup>31</sup>
- On a per capita basis, more than twice as many black men than white men worked in service industries in 1992.

The wage level of jobs is very important when studying employment in the African American community, and part of the wage level is impacted by the type of jobs available. Occupational distribution is a reflection of the types of jobs that people are able to obtain.

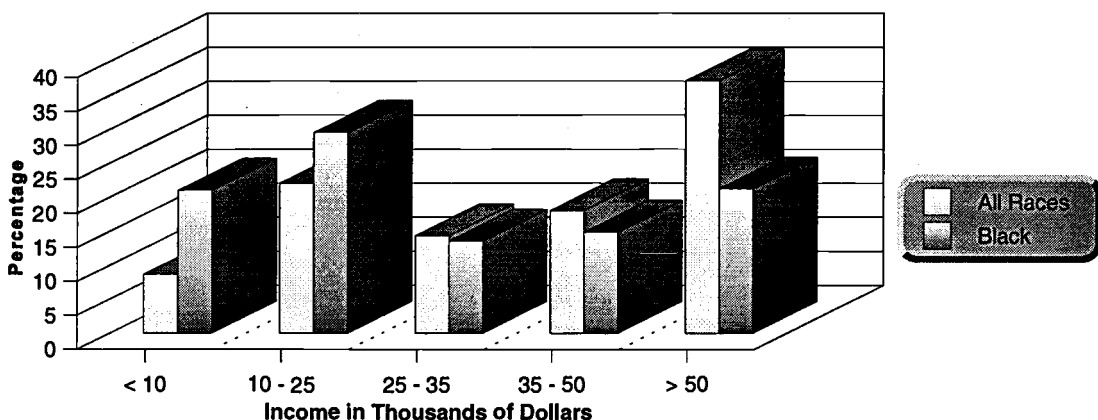
Underemployment is a common problem in the African American community. Although a worker may bring home approximately the same amount of pay when they hold down two part-time jobs as they would if they held one full-time job, working several jobs low-paying jobs at one time causes many problems. For example, a part-time employee frequently does not receive benefits like health insurance, vacation pay, sick leave. It also takes more time to hold two part-time jobs because travel time to and from work is doubled. These factors of unemployment affect children in families where parents must work several part-time jobs to make ends meet. Thus, underemployment versus unemployment will be one part of the final report.

Recently a new law was passed in Oregon that will raise the minimum wage level over the next three years to \$6.50. The final report will look at the present minimum wage level and the effects of the minimum wage on teen workers and adult employees.

### **Family Incomes:**

Figure Seven shows the national figures for 1994 income of families comparing all races to blacks. As can be seen, blacks are over-represented in the low income levels and under-represented at the higher income levels. Family income becomes important when we are looking at the impact of family financial situations on children. In this report we will discuss the median wage of employees in Washington and Multnomah counties and the proportion of people with family wage jobs.

*Figure Seven*  
**1994 Family Incomes**



**Employer-Supplied Benefits:**


Health care, sick leave, vacation and holiday pay are just some of the benefit packages that are available in some jobs. When we discuss income, wealth, and costs of living, these benefits are often not taken into consideration, and yet those who hold entry level, minimum wage, or part-time jobs are often left without these benefits. When they become ill, or their children are ill, employees only have the option of losing wages or continuing to work in their unhealthy state. Summertime is often a more difficult time of year when older children are out of school, day care expenses rise accordingly, and parents who have low-earning jobs have these extra expenses to handle. These benefits will be considered when discussing jobs and wages in the final report.

**Ancillary Costs of Employment:**

There are many costs that must be considered before a person can obtain a job. Day care and transportation are two of the major ancillary costs of employment. The costs of buying appropriate clothing that allows someone to work in the office, and the expense of obtaining the required training for any kind of technical work also affects a person's ability to get and keep a job, especially one that pays above minimum wage.

*Day Care*

If you have children you must make decisions about caring for the children while you are at work. The costs of day care directly affect the amount of income the family has. While this is a very complicated issue, the presence or absence of low-cost day care facilities



is paramount for people to be able to get off welfare and back to work. Extended families often are able to lift some of the burdens of child care, enabling parents to obtain jobs while still having their children cared for in a safe environment. The costs of child care may not always be financial; sometimes there is little choice but to leave a child alone for extended periods while parents work. These so called 'latch-key' children and parents pay the price beyond finances. By not having the strong extended family support, the ability to pay for day care, or the financial security to allow one parent to stay with the child, both parent and child suffer. Although each circumstance is different, the final report will attempt to look at programs available and ways that parents are able to care for their children during work hours.

### *Transportation*

The changing economy has moved many jobs from the inner city to the suburbs in recent years. This transfer of jobs, especially entry level positions in the service industries, leave people who live in areas of town that have affordable housing with the added cost of transportation to these jobs. People who live close to or under the poverty level are also those who are forced to use public transportation because of their inability to afford private automobiles. The disproportionate costs of transportation is an area that the final report will discuss.

### **Housing:**

THE ACHE FOR HOME LIVES IN ALL OF US, THE SAFE PLACE WHERE  
WE CAN GO AS WE ARE AND NOT BE QUESTIONED.

MAYA ANGELOU, *ALL GOD'S CHILDREN  
NEED TRAVELING SHOES*, 1986

Housing is such an important section of the final report that it could be given an independent area of its own. However, in order to narrow the field and give a more compact and still complete picture of the state of African American children in the Portland area, we have incorporated the housing issue under economic conditions.

Housing is a complex area. The final report will cover many areas of interest but while some areas will be in-depth, others will only be mentioned with references to the way we might look more deeply into these areas at another time. We will cover four areas:

- ✓ Demographics
- ✓ Rental vs. Ownership
- ✓ Public Housing
- ✓ Neighborhood Issues



## **Demographics:**

The area of demographics covers facts that are generally gathered by the decennial census which looks at housing types and conditions throughout the nation. The final report will study housing stock in Washington and Multnomah counties, the condition of the housing, the number of people per household and number of people per room. These numbers will only help enlighten us about the types and condition of housing in the two counties as a basis for discussing the more central issues of housing that directly affect the African American child and that child's housing needs.

## **Rental versus Ownership:**

The issue of parents owning or renting their home is one of the most pivotal issues when discussing housing issues for the black child. It has become increasingly difficult in recent years for a person to own a home.

- Oregon's owner-occupancy rates fell between 1980 and 1990 from 65.1% in 1980 to 63.1% in 1990. Renter-occupancy rose by 18% over that same time span.<sup>32</sup>

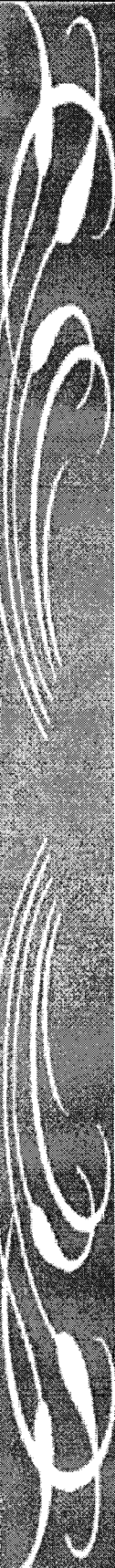
### *Rental Housing:*

Rental costs have soared and are a reflection of vacancy rates and the availability of rental properties throughout the region. This is directly reflected in the number of rental units that are available in the area. The final report will look at the costs of rental property, comparing the two counties. Rental issues also focus around low-cost rental properties that are available. The final report will compare the availability of low-cost rental properties in Multnomah and Washington counties. Their availability is interconnected to the availability of jobs and these connections will be discussed in the final report. Additional issues surrounding rental properties are the presence of absentee landlords and programs that are available for rental assistance. These two issues will also be discussed in the final report. The goal is to give an overall picture of the state of rental housing that is available in the Portland area.

### *Home Ownership:*

Part of the American dream is independent home ownership. This dream has increasingly become more difficult to achieve. There are multiple reasons for this phenomenon. The final report will look at the percentage of people who are able to obtain home ownership, the barriers that exist to initial home ownership, and the positive aspects of home ownership over renting. The conditions of housing units in the two counties and the





availability of low cost housing units are also areas of interest when discussing home ownership.

### **Public Housing:**

Public housing access and location are issues that are part of any housing study. It is important to look at the comparison of public housing in Multnomah and Washington counties. Again, the issues of location of jobs and housing are important aspects of this study. If the low-income jobs are increasingly being moved to the suburbs and there is little or no low-cost or public housing in those areas, it makes it even more difficult for the people who need the jobs to access them. Although Columbia Villa is one of the best known public housing facilities in the Portland area, it is not the only example of public housing. The final report will attempt to give a picture of what public housing looks like in both of the counties.

### **Neighborhood Issues:**

Finally, we will study neighborhood issues around housing in the final report. Issues surrounding neighborhoods in North and Northeast Portland, where the majority of African Americans live in Oregon, are important to address. For instance, what are the effects of recent gentrification to the neighborhoods? Often when a neighborhood is gentrified the area gains new investments and things start looking up with new and revitalized housing, new businesses and old alike achieving new life. One of the negative effects of these changes is that the resulting higher costs of housing force the low-income occupants from their housing. Property taxes often skyrocket, making it difficult for those on fixed incomes to remain in their houses, and causing rental prices to explode. Are these effects taking place in North/Northeast Portland? Is the community taking steps to avoid the displacement of low-cost housing in the area?

Another neighborhood issue concerns the ability of low-income African Americans to procure financing for a home. Housing discrimination in different parts of the city and suburbs continues to have negative impacts on the overall development of the African American child..

The final report will look at neighborhood issues that impact the housing of African Americans throughout Washington and Multnomah counties. The challenge of the economic conditions section is the balance between overly simplistic and overly complex pictures of the reality of income and housing issues. Both areas are rich with data, and replete with complex issues. The final report will attempt to deal with all of these issues.



# CRIMINAL JUSTICE

IF YOU DON'T KNOW WHERE YOU WANT TO GO, ANY PATH WILL TAKE YOU THERE.

-AFRICAN PROVERB<sup>33</sup>

Crime and the criminal justice system affect our lives every day. We become aware of the impacts of crime, both fictional and factual, because of improvements in technology and increased media attention. Each day we see and read stories about children who are the victims or perpetrators of crime. The responses to those crimes from our systems of government continue to be problematic. And our children continue to die.

- Every day in the United States an average of 13 children are killed by firearms<sup>34</sup>

We have chosen to compile and examine information about criminal justice so we can take our questions about the functions of justice today, and ask how it impacts our local African American communities, and specifically how it impacts our African American children. In the final report we will look at four areas that affect African American children and the criminal justice system. These areas are: law enforcement, the juvenile justice system, gangs and drug use.


- African American children in Oregon under the age of fifteen were three times more likely to be murdered than white children.<sup>35</sup>

## Law Enforcement:

"LAW AND ORDER MEAN SOMETHING DEEPER THAN THE PREVENTION OF VIOLENCE AND THE CONTROL OF CRIME. THEY MEAN THAT EVERY CITIZEN IN EVERY NEIGHBORHOOD IS SAFE AND SECURE."

TOM BRADLEY, *THE IMPOSSIBLE DREAM*, 1986

One of the major problems when discussing the criminal justice system is the multi-jurisdictional issue. Within Multnomah and Washington counties we have many law enforcement entities that all attempt to address crime. National, state, regional and local institutions each have contact with our youth when dealing with crime. Statistics are gathered quite differently, depending on the group that is collecting the data. The final report will gather information from the different jurisdictions, and attempt to present an understandable overview of the different systems and how they affect African American



children. The final report will look at crime statistics from the different police organizations throughout the two-county area. Additionally, it will discuss the police programs in the two counties and the way that the community views these groups as perceived help or perceived threat. We will discuss programs such as community-policing efforts and the presence of police facilities within the neighborhood.

### **Juvenile Justice System:**

JUST LIKE YOU CAN BUY GRADES OF SILK. YOU CAN BUY GRADES OF JUSTICE.

RAY CHARLES, *BROTHER RAY*, 1978

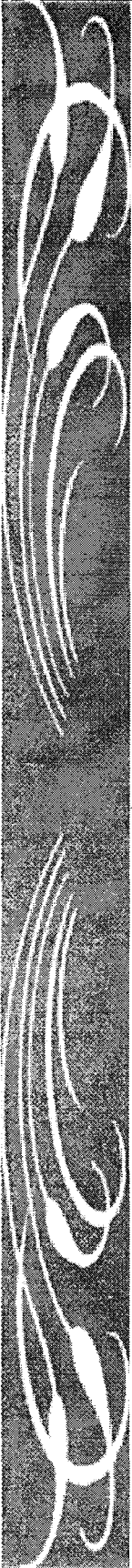
Multnomah Juvenile Justice facilities service not only Multnomah county juveniles but serve as multi-county facilities for youth from throughout the state. The system for dealing with youth who have come in contact with the juvenile justice system is complex, but one that attempts to meet the needs of the many types of problems faced by the youth of our community.

- African American juveniles were confined in corrections at a rate 9 percent higher than the percentage they represent within the state.<sup>36</sup>
- African American youth are seen for delinquency cases at nearly 7 percent higher rate than other cases.<sup>37</sup>

The final report will look at the juvenile justice system from the point of arrest to the point of conviction or release. We will discuss demographics such as male and female arrest and incarceration rates, and the different type of programs that are available for each group. In addition, we will look at the rates of arrest and types of incarceration when controlling for age. We will attempt to discover changes that are taking place with respect to recidivism rates and age of first contact. We will discuss the over-representation of African American children in the juvenile justice system, and the multiple reasons for this phenomenon. Additionally we will look at the different kinds of programs available to children who have found themselves in the juvenile justice system. Where these programs are serving our youth we will report the successes and where there are places where programs are not available for our children we will also indicate the kinds of help that need to be provided.

### **Gangs:**

Gang activity continues to be a problem in the Portland metropolitan region. This is a problem that affects all races and every individual in our society. Regardless of whether we or our children are personally involved in gang activity, we are affected. When our



children no longer feel safe on the street of their neighborhoods, we must take some kind of action.

- September, 1996 Oregonian reported that there have been seven gang homicides in Portland this year so far "making it likely that this will be the worst year for gang homicides in three years."<sup>38</sup>

"WE HAVE TO STAY IN THE YARD NOW SO WE WON'T GET SHOT."  
NICHOLAS, 11 YEAR-OLD NORTHEAST PORTLAND RESIDENT<sup>39</sup>

The function of law enforcement, the justice system and correction facilities in the United States is to reduce the occurrence of violent crimes and minimize the consequences. The pervading question for policy makers and community members is "Are conditions getting better, worse, or the same?" Our communities are taking action both governmentally and locally. Programs such as Save Our Youth, Youth Gangs Outreach Program, and the Campfire Gang Peace program work with children who are or have been in gangs, and in preventative programs that attempt to reach potential gang members. The final report will look at the gang problem in Multnomah and Washington counties. The goal is to highlight the problems and the positive steps being taken to prevent those problems associated with gangs

### **Drug Use:**

CRIME OFTEN GROWS OUT OF A SENSE OF FUTILITY AND HOPELESSNESS.

MARTIN LUTHER KING, JR. *WHERE DO WE GO FROM HERE?* 1968

Drug use of all kinds is problematic in our society. The African American community is particularly affected by this problem as shown in the death rates in Oregon.

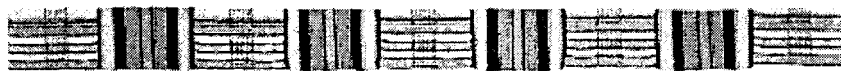
- Oregon African Americans have highest rates for deaths due to drug use in the United States.<sup>40</sup>
- Deaths due to alcoholism in Oregon are 2.2 times higher than African American deaths due to alcoholism in the rest of the United States.<sup>41</sup>

"Both state and county data show [drug] arrests are at all time high levels. In addition, state levels have more than doubled since 1993 and tripled since 1991."<sup>42</sup> Is this a function of increased law enforcement or the increase of drug use? Are our children becoming more involved with drugs or are the children who are involved with drugs being arrested more

frequently? These questions are not easy to answer. Although the picture looks grim, positive steps are being taken at the community level to reach out to children at risk and to help those children that have become involved with drugs. The final report will focus on the problems associated with the illegal use of drugs, and highlight some of the local initiatives that are reaching out to our children in an effort to help them either stay away from drugs or bring them back from drug involvement.

## CONCLUSION

The final report will give an overall picture of what it is like to be an African American child in the Portland area today. This report will present general information about services and programs that are available for our children. Although we will not be able to give an in-depth evaluation of them, we will attempt to celebrate programs that meet the needs of our African American children. We will also discuss areas where services need to be improved, and indicate the void where services are missing. The final report will act as a baseline for future efforts in serving our children. It will be an action plan for the Urban League and other community-based organizations that provide services to African American children. The goal of this report is to help the whole community offer equally bright futures for children like Gina and Theo. For it is only through giving our children equal opportunity to succeed that we can create a better future for us all.



**OUR CHILDREN**  **OUR DESTINY**





## End Notes

<sup>1</sup> Experimental Race Estimates For Oregon: July 1, 1993, Center for Population Research and Census School of Urban and Public Affairs, Portland State University, Howard Wineberg, June 1996.

<sup>2</sup> Ibid. pg. 6.

<sup>3</sup> The Black Population in the United States: March 1991, U. S. Department of Commerce Economics and Statistics Administration, Bureau of the Census P20-464, pg. 3.

<sup>4</sup> Ibid. pg. 2.

<sup>5</sup> Ibid. pg. 4.

<sup>6</sup> "We the American...Children" U.S. Department of Commerce Economics and Statistics Administration, Bureau of the Census, September 1993, pg. 16.

<sup>7</sup> African Americans Today: A Demographic Profile, Joint Center for Political and Economic Studies, Washington, DC, 1996, pg. 19.

<sup>8</sup> Cohort Two: A Study of Families and Children Entering Foster Care 1991-93, Child Welfare Partnership Portland State University, The State Office for Services to Children and Families, pg. 1.

<sup>9</sup> Ibid. pg. 16

<sup>10</sup> Poverty in Multnomah County: A Descriptive Report, Multnomah County Department of Community and Family Services, Office for Community Action and Development, July 8, 1996, pg. 18.

<sup>11</sup> "We the American...Children" U.S. Department of Commerce Economics and statistics Administration Bureau of the Census, September 1993 pg. 16

<sup>12</sup> Poverty in Multnomah County: A Descriptive Report, Multnomah County Department of Community and Family Services, Office for Community Action and Development, July 8, 1996, pg. 22.

<sup>13</sup> "A Comparison of Selected Key Provisions of the Welfare Reform Reconciliation Act of 1996 With Current Law," Urban Institute, 1996 pg. 1.

<sup>14</sup> "Potential Effects of Congressional Welfare Reform Legislation on Family Incomes," The Urban Institute, Nov. 1, 1996. Pg. 6.

<sup>15</sup> Poverty in Multnomah County: A Descriptive Report, Multnomah County Department of Community and Family Services, Office for Community Action and Development, July 8, 1996, pg. 20.

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