FINAL

Closing the Achievement Gap:
Providing Free, High Quality Test Preparation Courses to
High Need Students

We are still researching this proposal including getting more detailed demographic information about SAT test takers. Here is a framework so far..

Summary

SAT scores are an important component of college admission and historically minority and low income students have not scored as well as their white and more affluent classmates for many reasons including not having access to high-quality test preparation activities that are common in many communities. There is a federal role to help solve this problem by providing funds to increase access to college entrance exam preparation. Under the model we are proposing, partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer college test preparation as well as other related services.

Background/Rationale

Because every child deserves an equal chance at academic success and because, for the moment, standardized testing as a part of college admissions will remain a fixture on the educational landscape, each student regardless of financial standing should have equal training and preparation for college entrance exams. Quality test preparation courses are important to success on college exams but are often beyond the financial reach of most families adding to the disadvantages many financially needy students face when competing with privileged students in college admissions. Free college test preparation courses could help students with college aspirations who have demonstrated through coursework that they are capable of succeeding in college.

While this program should be aimed at low-income students, by default through this criteria it will target minority students.

Data from The College Board 1994 report indicates the following relationship between SAT scores and income:

Over $70,000	1000
$60,000-$70,000	948
$50,000-$60,000	929
$40,000-$50,000	911
$30,000-$40,000	885
$20,000-$30,000	856
$10,000-$20,000	812
under $10,000	766

The College Board report *Reaching the Top: A Report of the National Task Force on Minority High Achievement* found that:

- In 1995, African-Americans, Latino's and Native American's accounted for only 13% of the bachelor's degrees, 11% of professional degrees and 6% of doctoral degrees awarded by U.S. Colleges and Universities despite making up about 30% of the under 18 population.

- This year, Blacks, Hispanics, and Native Americans made up only about one in twenty of the students who had very high scores on the SAT 1, which are scores typical of students admitted to highly selective colleges and universities.

One of the College Board's recommendations for action is for national and community organizations concerned with improving minority education to work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

Recently, the NAACP also highlighted this issue as an emerging problem and called for increasing access to test preparation services for disadvantaged students.

Last year California State Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction.

DPC Proposal

Key Components

The Federal government will offer leadership and resources for communities to create partnerships to increase access to test preparation programs for disadvantaged students.

Partnerships
The program would require the high school to partner with a test preparation program with a proven track record and established curriculum with an option to add least one community based organization. Commercial test preparation companies involved would have to demonstrate an established curriculum and have a proven track record. Programs would have to offer a minimum of 25 hours of instruction over no less than 4 weeks to ensure rigor and quality and discourage one-time preparation activities which research shows are ineffective.

Eligibility
This initiative would offer competitive grants to high schools or LEA's based on the California model. Grants would be given to schools would be those with a low college attendance rate,

high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. Eligible students would receive the free college test prep courses. Students in the top 50% of their class who fall under 200% of the poverty line would be eligible.

Priority
A competitive priority would be given to schools that couple test preparation with other relevant services including counseling, college application and financial aid assistance.

Cost

Cost of course $600 per student
At $50 million grant would serve 80,000 kids at $600 per student
At $25 million we could serve about 40,000 kids at $600 per student
The partnership is required to pay any additional costs of the test above $600

Critiques

Issue

Teacher unions could object that this proposal because unlike the California model which allows grant funds to be used to train the current teaching staff to be college test prep instructors, doesn't provide for this. This proposal would not allow funds to be used to train teachers as instructors in order to ensure that students are receiving the high quality test preparation through established providers.

Response

Providing high quality test preparation is a key to the success of this grant. We want to fund what works and has proven results with research to prove their effectiveness. Training teachers is a bigger risk in terms of quality control.

Issue

The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the AP program would be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students.

Response

The study concluded that because non-white, low-income students had similar rates of test preparation, it is unnecessary to put any money into subsidized test preparation, but rather that funding should be focused on expanding the AP program (which is not surprising considering the Department runs the program). However, the study failed to control the methods of college

preparation and quality of instruction. For example, a student might be getting tutoring for reading and could count this as college test preparation. We do not think that the study is conclusive.

Political Considerations

1. This proposal supports the Administration's position on affirmative action programs that expand opportunities for minorities and support states that are developing innovative ways to reach the goal of equality in education.

2. The NAACP has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

Home Grown Teachers Proposal

This program would provide competitive grants to high-poverty school districts to develop programs to "grow their own" teachers as a means of addressing their shortage of qualified teachers. Programs supported by this grant would begin to cultivate and recruit students as early as middle school and would intensify the recruitment and cultivation efforts as participants move through high school. Upon high school graduation, participants would attend universities to gain expertise and teacher certification in a high-need field. After college, the students would return to high-poverty districts to guaranteed teaching positions. Throughout the program, students would receive exposure and training experiences at summer camps and as teaching assistants. " Home grown" teachers would also receive salaries for work during high school and college, scholarships for tuition, recruitment signing bonuses, and high quality professional development. Finally, even before the first cohort of "home grown" teachers enters the classroom, a program will have been established that helps high-poverty school districts address general community needs, offer summer activities for students, and helps steer students from high-poverty districts toward college and a career.

Program Structure: Competitive grants for the "home grown" teacher program would be made to high-poverty school districts with shortages of qualified teachers. During the first year of the program, $100 million would fund summer training camps, community service activities, and participant salaries for prospective teachers in 100 school districts. When the first cohort of teachers reaches college, in year three, $200 million of federal funding plus a 25% local match will fund college scholarships for a select group of 100 participants per school district, and summer salaries, at the entry level, for 500 participants per school district. When the first cohort graduates from college, six years after the start of the program, $400 million of federal money along with a 25% local match will fund signing bonuses and national certification for an average of 250 new teachers per school district.

The program would have four stages.

Middle School: This stage entails exposing middle school students to the teaching profession. In middle school, "home grown" teachers would serve as teachers' aides or help tutor elementary school students. Middle school students might also participate in activities such as a special student advisory board to the principal, or a school improvement committee. Participants would be offered special opportunities such as field trips to elementary schools to offer them more opportunities to learn the skills needed for teaching.

Students also do this in many other classes

Good Teachers do this anyway

In order to retain student's interest over the summer and build students' connection to their community, districts would sponsor summer camps during which middle school students, under the guidance of older students and teachers, could participate in activities that identify and solve a particular challenge to their community. These camps would not only help build skills needed to be a successful teacher, such as teamwork and problem solving, they would also help to build a bond between the "home grown" teachers and their community.

Throughout this phase, districts would be responsible for creating programs that help them identify promising "home grown" teachers through activities that also serve the current needs of the district. Students would be held accountable for their performance in these activities, with the most promising students progressively receiving additional responsibilities.

High School: As students progress to high school, the program will provide increased incentives and opportunities as well as an intensification of the cultivation and selection process of "home grown" teachers. High school students would compete for positions as teacher assistants and as tutors, earning them course credit and pay. Students would also be offered summer employment to work at the same summer camps that they attended as middle school students.

While students continue to gain experience as teachers, school districts would help them select an appropriate college and study emphasis. This would allow schools to guide students toward high-need subject areas and provide students guidance in selecting a college. At the end of high school, the most promising students would receive college scholarships. At this point, districts will also make arrangements with students to offer summer employment while the student is in college and to offer a position on the faculty once the student completes college.

College: During this stage, "home grown" teachers would be accountable for majoring in a specified subject area, maintaining a minimum grade point average, and earning a teaching certificate. Districts would offer participants guaranteed summer employment, and if possible, part-time jobs in after school programs during the school year. During the summers students would earn entry level salaries as teaching assistants to summer school teachers or as counselors for the district's summer camps. During the summer before graduation participants would work as summer school teachers.

Post-College: After participants successfully complete college they would be guaranteed a job in their own or another high-poverty school district. Districts would be required to develop employment packages that would be used to encourage the "home grown" teachers to accept teaching positions. These packages would include signing bonuses in exchange for a service commitment , pay-for-performance, and increased salaries for increased responsibilities. These increased responsibilities might include gaining national certification or serving as the school's professional development coordinator or lead teacher.

In addition, "home grown" teachers would serve as role models for their students in high-poverty districts. They would coordinate activities such as the summer camp for the next generation of " home grown" teachers.

PREPARER/EXT: Pete Weber/5-4687.

Bruce N. Reed
12/03/99 01:03:49 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc: See the distribution list at the bottom of this message
Subject: Education Budget ideas

Thanks for the very thorough briefing book y'all put together on budget proposals. You put a lot of good stuff together in a hurry.

Here are my thoughts on next steps:

1. After-school:

A. Failing Schools: I asked Ann to figure out how we can pledge to make after-school universal for any kid in a failing school. She's going to get numbers on how many kids are in failing elementary and middle schools, and run cost estimates. We should work out a couple of design issues: I assume we give an absolute priority to programs for failing schools, but what definition should we use for failing school? Ann suggested that we say any elementary or middle school that is failing either by Title I measures or by the state's own accountability system.

B. Faith-based/CBO: I'm all for allowing faith-based groups to compete for the 10% of funds set aside for CBOs, and I'd be open to raising that % to 15 or 20. But I don't think we can just open up all the money to CBOs. OK policy, but hopeless turf battle, and besides, it's somewhat inconsistent with our message that we want after-school to reinforce our standards focus. You should focus your efforts on figuring out how much of a lift it will be to open the door to faith-based groups (consistent with Justice's admonition that they can't be pervasively sectarian, of course). Eric Liu and Cynthia have plenty of battle scars on this issue; you should check with them.

2. Teachers

You've got a $380 million increase to bring Title II up to current levels, which is sensible, but that's a lot of money for an initiative we never really say much about because it's just a block grant whether it's funded at 800m or 1.2b. I'd rather spend that $380m on our new teaching initiatives -- recruitment, performance pay, etc. Is there a way we could make these new initiatives earmarks within Title II, either at the state or federal level?

For example, I don't know the full details of OMB's teacher academies proposal, but perhaps we could earmark 50m or more of the Title II total for every state to try it. Pay for performance is more complicated, because we've envisioned that as a 10-city demo and it might rattle folks to make it a 50-state deal. But if we were sufficiently tight on the rules and limited the amount of money, it would be a more powerful proposal. Or we could make it a federal earmark, which may not make much sense but we might get away with in this limited circumstance. We could do the same with Troops to Teachers.

So a revised Title II proposal might look like this:

Teacher Academies: ~~50m~~ 100 (or whatever) set-aside to states
Troops to Teachers: ~~18m~~ 50 set-aside to feds
Pay for Performance: ~~60m~~ 150 (not 20m) set-aside to feds. You need to spend more $ on this than 20m to be credible. Also, you may want to make these 3-year grants, since gains in

performance won't be immediate.

2001 Performance Bonus for Qualified Teachers: 60m (5%) set-aside to feds to give to states that meet certain goals for certification and teaching-out-of-field by the beginning of the 2001-02 school year.

Increase in combined Eisenhower/Goals number: ~~170m~~ 30 (to bring that total to 1 billion).

TOTAL for TITLE II: $1.2 billion

Can you explore whether this construction would work? (And flesh out some of the details, like how the 5% set-aside for performance might work.)

3. Performance/Report Cards

Your proposal is very detailed on report cards, but we need to flesh out the other components. I envision an incentives pot for 2001 that includes:

* the 5% set-aside for teacher quality (60m). The $ would be appropriated in fall 2000, but awarded to states based on the qualifications of their teachers at the beginning of the 01-02 school year. 2 measures: % qualified by state stds; and % teaching in-field.

* $ for high-quality report cards (50m). The way you describe -- funds to carry out the new ESEA rqmt.

* $ for adopting 2 other accountability measures (50m): (1) a high school exit exam (which serves as a proxy for social promotion, and is harder for Repubs to oppose; and (2) a statewide failing schools program that identifies and intervenes in failing schools.

This regime would stay in place for FY2001 and FY2002, to be replaced in 2003 by actual student performance measures based on NAEP or comparable state stds. The size of the bonus fund would grow from 110m in FY2001 to 150m in 02, 200m in 03, 250m in 04, and 300m in 05, for a 5-year total of $1 billion.

4. Schools for the Future

This needs better definition in order to survive the budget process. It might be better cast as a high school reform initiative. That's what we talked about in ESEA, that's what the Secy wants, and it will reinforce what we're pushing on HS exit exams.

Can you also look at the pay-for-performance element of our HS reform proposal in ESEA, which gave teachers the prospect of a $3000 bonus?

5. Distance Learning

I really like this idea. It needs a better name, like schoolsofthefuture.com or something. (If you're interested in going into business, the domain name "www.aponline.com" appears to be unclaimed, but most variations of school.com and .org are taken.)

But you need to make sure that what's new here (AP, course content, etc.) is getting enough money. Big increases in teacher training and the tech literacy challenge are all well and good, but if we're going to make a lot out of our new proposal, it shouldn't just be some underfunded pilot. Also, it's important to be able to say this will be universal, or at least universal for kids trapped in poor schools. I'm not sure just posting an AP course on the Web makes it universal -- you need to be able to get online, and you may need access to a warm body (or at least an 800 number) to help you through it.

Also, is there a way to make college test prep part of this proposal? It's not imperative, but it seems like that idea would be on a stronger footing in the digital divide context than as a stand-alone affirmative action idea.

Will Mike may have some thing

Federal Leadership in Title II

6. School Leadership

This, too, seems like a well-designed orphan in need of a champion. We might be able to get it as a little stand-alone program, because Barbara's open to it, the Dept's open to it, and it's not much money. But you should make sure it's consistent with what we proposed in ESEA, so it has a chance of being authorized.

[As a general matter, can you make sure we've looked at every sensible authorization in the House-passed Title I bill?]

7. Small schools

I don't know if our money should go for building new schools. That's what we have a school construction tax proposal for. I want to fund this at $200m, it's a good issue, but we need more clarity on what the $ COULD be used for. Also, is there some link to charters here?

Sorry for all the questions. We need to sort out these issues by COB Monday. I'm happy to meet if necessary. Thanks!

Message Copied To:

John B. Buxton/OPD/EOP@EOP
Bethany Little/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
Eric P. Liu/OPD/EOP@EOP

Phone: 410-602-1370
Fax: 410-358-1607

NAACP, Youth and College Division

Fax

To:	Kendra Brooks	**From:**	Jeffrey Johnson
Fax:	202-456-5581	**Date:**	November 30, 1999
Phone:	202-456-5228	**Pages:**	1+cover
Re:	NAACP Resolution	**CC:**	

☐ **Urgent** x **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

•**Comments:** Kendra,

I just looked at my schedule and I have to be in DC on the evening of the 7th. I can therefore meet you in DC if that will work for you. Please give me a call and let me know what works best for you. It just would be easier for me to get into DC as early as possible to avoid traffic. Thanks.

-Jeffrey Johnson

SAT AND COLLEGE ADMISSIONS

WHEREAS, the Scholastic Assessment Test (SAT) and the American College Test (ACT) tests are utilized as a predictor of success in Colleges and Universities; and

WHEREAS, major emphasis is placed on the SAT and ACT scores by Colleges and Universities in order to determine admission; and

WHEREAS, the SAT is an often unreliable indicator of College Graduation rates and assessment of course placement; and

WHEREAS, African-American, other minorities, and women generally score lower on the SAT test; and

WHEREAS, the findings of several research studies demonstrate that SAT preparation courses can significantly increase test scores;

NOW THERFORE BE IT RESOLVED, that the NAACP work through its Education Department, Youth Councils and College Chapters to insist that College and University Admissions Offices de-emphasize the SAT as the primary factor in the Admissions process.

BE IT FURTHER RESOLVED, that the NAACP call upon the Testing Industry to develop an Admissions Test with direct correlation to high school curriculum.

BE IT ALSO RESOLVED, that the Testing Industry initiate a national study on the correlation between SAT scores, college matriculation, and college graduation; by convening a group of national education and civil rights organizations to initiate dialogue around the results of the study.

BE IT FINALLY RESOLVED, that in the interim of structural changes, the NAACP partner with a SAT coaching and training infrastructure to provide free and reduced cost SAT preparation for students of color, similar to those programs currently subsidized by the state of California, to increase test scores and college admission for as long as this poor indicator of success is administered.

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FAX TRANSMITTAL

Intersegmental Relations Office
California Department of Education
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814

Phone: 916-654-5220
Fax: 916-654-1127

Date: 12/6/99

To: Kendra Brooks

Fax: 202-456-5581

From: Jeanne Ludwig

Pages (including Cover): 3

Subject: Preliminary Data on College Prep Partnership Program funded sites

Notes:

This very preliminary analysis of schools receiving funding under CPPP was done to guide the second year RFA process. It is not a final or definitive analysis.

If each school's program used $200 for serving students, a maximum of 50,000 students could be served under CPPP. We won't know til next summer how close to this we'll get.

California Department of Education
Intersegmental Relations Unit

Preliminary (yet to be cross-verified) analysis of schools funded through the CPPP

This is a preliminary analysis comparing the funded CPPP schools to all schools and all unfunded schools. The task, as I interpreted, was to determine if the funded sites were the "appropriate" sites for CPPP to be funding and refunding. To determine what "appropriate" means, five school characteristics were used to identify similarities and differences among funded sites versus other schools. These characteristics include the following:

- Percent of students receiving free or reduced lunch
- Four-year college going rate
- Percent of graduates completing a-f courses
- Percent of graduates who are Black and Latino
- Area type of school – rural, suburban, and urban

So the first question is "Are these the right characteristics to use in determining the appropriateness of the CPPP schools?" Secondly, "Are there additional characteristics that should be include?"

Before describing the outcomes of the analysis, I will describe the two data sets I used and some of their limitations.

All-schools: Included 1583 school records. The data available for these schools were very uneven. For example, while 1309 schools had percent of free or reduced lunch, 4-yr. College going rate was only available for 893 school and percent of a-f course completion was only available for 904 schools. Percent minority enrollment was available for 1563 schools while area type could only be analyzed for 1458 schools.

Funded schools: The degree of missing data was much smaller for the funded schools. Of the 483 funded schools, one or more of these variables was missing for less than 15 percent of the sites. Conversely, missing data were much more prevalent among the set of unfunded schools.

In the analysis results I will describe below, sites were excluded from the computation of averages for funded schools, unfunded schools, and all schools if the value of the variable being analyzed was 0 or less.

Percent distribution of enrollments in schools across area type:

	Rural	Suburban	Urban	Unknown
All schools	15.4	43.6	31.7	9.3
Funded schools	11.5	40.1	46.8	1.6
Unfunded schools	19.2	47.6	16.1	17.1

Finding: Students enrolled in urban schools are well represented but students in rural schools are not.

The next series of analyses compares funded and all schools on the selection criteria used to score funded schools. Once again, it is important to keep in mind that data were unevenly available for all schools. In reporting averages for funded, unfunded, and all schools, the number of schools with usable data is also reported.

	% free or reduced lunch		4-Yr College going rate		% a-f course completers		% Black & Latino enroll	
Data set	%	N	%	N	%	N	%	N
All schools-1583	35.4	1309	16.8	893	38.6	904	42.5	1563
Funded schools – 483	37.3	433	15.7	414	35.9	406	49.4	471
Unfunded schools – 1100	33.7	840	17.6	471	41.2	476	40.7	1089

Funded schools, on the average, have a larger proportion of students in the "free or reduced lunch" program, smaller 4-Yr college going rates, a somewhat smaller proportion of graduates completing their a-f courses and a somewhat larger proportion of enrollments that are Black and Latino students.

Finding: The characteristics of funded schools on these measures indicate that their funding was appropriate.

MEMORANDUM

DATE: 2/8/00

TO: KENDRA BROOKS
WHITE HOUSE DOMESTIC POLICY

FROM: JEFFREY JOHNSON
NAACP, NATIONAL YOUTH COUNCIL COORDINATOR

RE: NAACP NATIONAL BOARD OF DIRECTORS MEETING

The Board's Education Committee Meeting is scheduled to take place 9-11am on Friday February 18, 2000 at the Marriott Metro Center. The meeting will be held in Solon D and I have included a schedule for the entire Board weekend, which includes the address for the hotel.

It would be extremely helpful for the Education Committee to hear from you how this proposed program was put together, the connection with the President's State of the Union, the ultimate goal of the program, and the ways in which the Association can support the effort. I'm sure that there are some additional pieces of information that you may like to share. I know that the committee will have questions around the current language of the CJ, so please ease their minds upfront about the current language. Let me know if I can provide you with any additional information that would be helpful for you presentation. FYI: I have not, as you have requested shared the CJ with anyone thus far, but would like the committee to have the opportunity to review the document prior to the Board Meeting. Please advise.

Thanks again for your assistance with this issue. I look forward to our continued cooperation on this and other related initiatives.

NAACP ANNUAL MEETING/BOARD/TRUSTEES COMMITTEE MEETINGS
February 17-19,2000

MARRIOTT METRO CENTER
775 12th Street, N.W.
Washington, D.C. 20005
(202) 737-2200

SCHEDULE OF ACTIVITIES

Thursday, February 17,2000

9:00 a.m. – 6:00 p.m.	Chairman's Office Tokyo Room
	President/CEO's Office New York Room
	General Office London Room
	Press Office Washington Room
3:00 p.m. – 6:00 p.m.	Election Supervisory Committee Montreal Room
4:00 p.m. – 6:00 p.m.	Image Awards Committee Paris Room

Friday, February 18,2000

7:30 a.m. – 9:00 a.m.	Budget/Reimbursement & Compensation Committee Salon A
8:00 a.m. – 5:00 p.m.	Election Supervisory Committee Montreal Room
8:00 a.m. – l0:00 a.m.	Political Action/Legislative Salon B
9:00 a.m. – 11:00 a.m.	Health Committee Salon C
9:00 a.m. – 11:00 a.m.	Personnel Committee Potomac Room
9:00 a.m. – 11:00 a.m.	ACT-SO Committee Vintage Room
9:00 a.m. – 11:00 a.m.	EDUCATION COMMITTEE Salon D
10:00 a.m. – noon	Legal Committee Salon B
10:00 a.m. – noon	Convention Planing Committee Paris Room

FRIDAY, FEBRUARY 18, 2000

10:30 a.m. – 12:30 p.m.	Crisis Board Meeting Salon A
12:30 p.m. – 2:00 p.m.	Board/Trustees Luncheon Salons C – D
2:00 p.m. – 2:30 p.m.	Special Board Meeting for Election of SCF Trustees Paris Room
2:30 p.m. – 4:30 p.m.	Labor Committee Salon D
2:30 p.m. – 5:00 p.m.	National Youth Work Committee Salon A
2:30 p.m. – 5:30 p.m.	Committee on Branches/Youth Work Salon B
2:30 p.m. – 4:00 p.m.	Spingarn Committee Vintage Room
2:30 p.m. – 4:00 p.m.	Religious Affairs Potomac Room
3:30 p.m. – 5:30 p.m.	Special Contribution Fund Trustees Meeting Paris Room

FRIDAY, FEBRUARY 18, 2000

4:30 p.m. – 6:00 p.m.	Criminal Justice Committee Vintage Room
6:30 p.m. – 8:00 p.m.	Board/Trustees Dinner Paris Room
8:15 p.m. – 10:00 p.m.	Presentation of James Weldon Johnson's "GOD'S TROMBONES" Grand Ballroom

"The Essence of Joy Choir and LAF Traveling Repertory will present GOD'S TROMBONES." The presentation will feature spiritual songs and Lyric sermons collected by Harlem Renaissance Scholar and NAACP stalwart – James Weldon Johnson.

SATURDAY, February 19, 2000

7:30 a.m. – 9:00 a.m.	National Housing Corporation Board Room
9:00 a.m. – noon	NAACP Annual Meeting Grand Ballroom
1:00 p.m.	Press Conference Paris Room

SATURDAY, FEBRUARY 20, 2000

1:00 p.m. – 2:30 p.m.	Board/Trustees Luncheon Salons C/D
1:30 p.m. – 3:30 p.m.	Women in the NAACP Montreal Room
3:00 p.m. – 7:00 p.m.	Board of Directors Meeting Salons A/B

February 2, 2000

AT&T

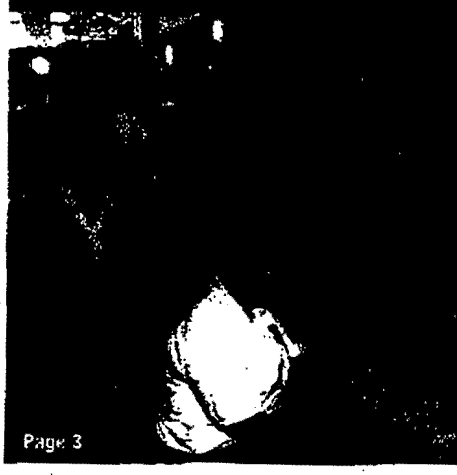
News of AT&T's Community and Business Connections

Winter 1999-2000
Volume 5, Issue 2

Partners

Web Site www.att.com/partners

ACCESSING TECHNOLOGY



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BUSINESS OPPORTUNITIES

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COMMUNITY-BASED INITIATIVES

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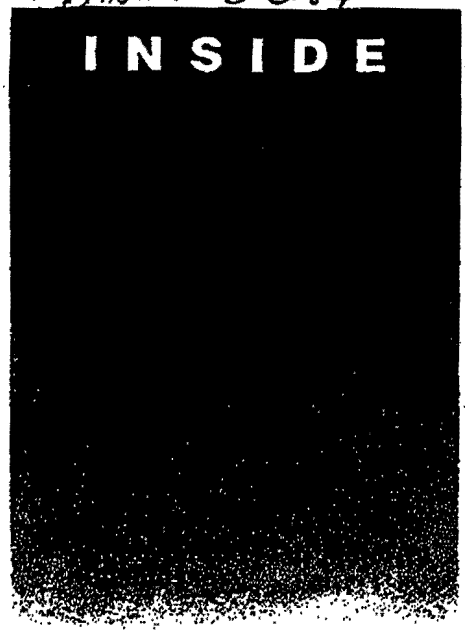
Memo Mon. AT&T: Baltimore City

INSIDE



State Senator Bobbie Halverson, standing, looks on as navigator instructor Claudette Terry, seated center, gives students a demonstration during AT&T's Cyber Navigator Camp Program.

globally competitive, while also impacting minorities, their businesses and their communities.

AT&T Bridges The Gap Through Innovative Programs

National Urban League Helps *CLOSE* the DIGITAL DIVIDE

A RECENT REPORT BY THE COMMERCE DEPARTMENT, "FALLING THROUGH THE NET: DEFINING THE DIGITAL DIVIDE," said that while 37.7 percent of whites have access to the Internet at home or work, only 19.9 percent of African Americans and 16.6 percent of Hispanics have such access.

With a grant from the AT&T Foundation, the National Urban League is working to bridge that gap by making inner city residents more technically

(continued on page 2)

AT&T Bridges The Gap...

(continued from page 1)

savvy. AT&T provided the National Urban League with a $210,000 grant for its Digital Campus program that will strengthen the marketable technology skills of its constituents. Sites of the initial programs are: Atlanta, Houston and Washington, D.C. According to the NUL's Director of Technology, Programs and Policy, B. Keith Fulton: "The National Urban League has been delivering technology-based programs to low-income communities since 1968. The Digital Campus Program is the latest evolution in our commitment to leave no community behind in the 21st century."

Here's how the program works. The grant will finance three digital campus centers. At these facilities, an average of 600 workers will receive technical training each year. The trainees, in turn, will gain entry-level jobs in the information technology and communications sectors.

The program also calls for participants to get Net savvy: the grant will enable adults and youth to receive instruction at Internet-enhanced technology labs and use Web-based training software. P

From left to right, Washington Mayor Anthony Williams, Secretary of Commerce William Daley and Esther Silver-Parker, president of the AT&T Foundation, tour the Greater Washington Urban League's technology resource center during a visit promoting private sector investment.

THE NAACP *Races Toward* The *FUTURE*

FOR THE PAST NINETY YEARS, THE NAACP HAS BEEN IN THE FOREFRONT OF ADVANCING THE LIBERTIES OF AFRICAN AMERICANS. This noted civil rights organization always played a part in the struggle for inclusion of African Americans in the American dream by knocking down the legal barriers in all areas of civil rights, such as housing, employment and education.

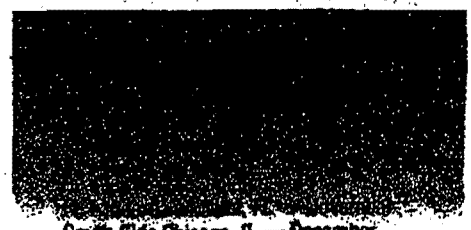
—"As the NAACP celebrates its historic 90th year, it is fitting that they, too, are advancing into the 21st century with plans to establish seven technology centers across the country," says Karen Wilson, Chief Development Officer at the NAACP Corporate Headquarters in Baltimore, MD. The aim of the NAACP in developing the centers is to provide access to computer technology and training in local communities and to build capacity and skills levels in the areas of technology advancement. The launching of this initiative will benefit not only the NAACP volunteers and members, but the families and children in the communities of the pilot sites as well.

AT&T, sharing in these goals, is the lead sponsor of the NAACP/AT&T Technology Centers and is fully funding the $350,000 needed to establish the seven centers of the pilot project. AT&T, through its Learning Network program, is also supplying resources and assistance in developing the customized curriculum being designed specifically for the NAACP/AT&T Technology Centers. AT&T ALLIANCE volunteers, along with other AT&T employees, will provide training and technical assistance in the seven centers that will be located in Baltimore, Miami/Ft. Lauderdale, Dallas, Philadelphia, New York, Seattle and Chicago.

Esther Silver-Parker, President, AT&T Foundation, addresses the NAACP's 90th Annual Convention in New York City, as, center, Kweisi Mfume, President of the NAACP and Julian Bond, right, Chairman of the NAACP, listen attentively.

Wilson adds, "The program will teach computer literacy, as well as give individuals and families access to computers and the Internet. Not only do African American children and families need exposure to computer technology and the Internet, the parents need the training and support to allow them to work with their children on the Internet and support them with the technology. This initiative intends to make technology accessible for those parents and other family members who cannot afford to purchase computers and who have either never been exposed or have had minimal exposure to computer technology." Through the technology centers, the NAACP will also promote Family Technology Nights at NAACP chapter locations.

The NAACP will launch this initiative in January, 2000. They will host a Mini Camp at the National Office January 3-14 for all participating vendors. The Mini Camp will address: SAT Preparation class/testing (16 hours of computerized training), Microsoft Office software overview (with adult interaction), Learning Center introductions (both text/computerized programs — secondary/middle school age children), and NAACP Family Night (surfing the Internet program). P



South Side Chicago, IL — December

Eric/Kendra/
Andy
Let's do an event.
BR

THE WASHINGTON POST COMPANY
1150 Fifteenth Street, N.W., Washington, D.C. 20071

PATRICK BUTLER
Vice President
(202) 334-6685

Bruce
maybe we should do this
JOHN

March 16, 2000

The Honorable John Podesta
Chief of Staff to the President
The White House
Washington, D. C. 20500

Dear John:

Following up on the President's call for SAT test preparation for low-income students, we've been talking with Kendra Brooks of the Domestic Policy Council staff about some ideas for giving substance to the President's initiative.

Knowing that you never have enough to read, I enclose a copy of our memorandum on this subject. We've also been working with people on Capitol Hill to see if adequate funding for such a program can be secured. We look forward to working with you and your colleagues on this most worthwhile issue.

Hope all is well with you. See you in church.

Sincerely,

Pat

KENDRA —
PUT THIS IN MOTION ASAP
AB

→ Call for event ideas

In his 2000 State of the Union address, President Clinton challenged the nation: "Let's also offer these kids from disadvantaged backgrounds the same chance to take the same college test prep courses wealthier students use to boost their scores."

In response to this challenge, Kaplan Learning Services is pleased to offer its assistance in improving equitable access to test preparation for all students regardless of income or background. This outline describes three institution based SAT preparation programs for both teachers and students. Each addresses the academic concepts, strategies, and skills assessed by the SAT and may be used separately or as components of a comprehensive plan to immediately affect student performance and improve scores.

I. First, Kaplan's Strategic Overview -- Professional Development Seminar builds awareness of the test process for the entire faculty.
II. Second, Kaplan's Predictive Pre-test provides the most sophisticated diagnostic tool available for students.
III. Third, Faculty-led PSAT and SAT courses allow teachers to deliver Kaplan's proven SAT and PSAT curriculum directly to their students. Additional information regarding this program is included because an in-depth institution based course such as the Faculty-led SAT course will more closely mirror the opportunities available to more affluent students in a commercial test preparation course.

Kaplan's Background and Experience

With principles Stanley Kaplan outlined in his first classes more than 60 years ago, Kaplan continues to serve the public as a foundation of instruction and knowledge regarding test preparation. Kaplan programs have a record of success with students nationally. An independent auditing firm has found that students in Kaplan's SAT Preparation Program showed an average gain of 120 points on the SAT, while 28% of all Kaplan SAT students achieve an increase of 170 points or better. In recent years, Kaplan has devoted more than $5 million to research in teaching and learning, ensuring that Kaplan courses and materials continue to be the most accurate, up-to-date and effective available.

One of the most effective tools in test preparation is Computer-Assisted Feedback (CAF). We believe that it is the most complete and accurate diagnostic testing tool available. CAF is clear, concise and, most importantly, prescriptive. It focuses on potential improvement – in addition to current scoring – reinforcing Kaplan's positive motivational strategies and encouraging students on to greater success. The CAF includes a detailed breakdown of performance, customized test analysis and personalized strategies for score improvement, all in an easy-to-use format.

Another key component of SAT preparation is our Predictive Pre-test Program which can be delivered to students as a stand-alone program or as part of a comprehensive test preparation program. Individual schools may use the test to identify eligible 11th graders for participation in a test preparation course, or to identify school-wide reform opportunities. Each student receives a Computer Assisted Feedback (CAF) report that identifies his/her individual strengths and weaknesses and recommends, in student-friendly language, specific strategies to remedy those weaknesses.

Institution Based SAT Preparation Programs

Note: The following programs may be combined or run as stand-alone programs.

Strategic Overview – Professional Development Seminar for Teachers:

- 3 hrs of professional development for teachers on SAT strategies
- Comprehensive training manual provides teachers with proven test taking strategies
- Delivered at schools: morning, afternoon, or evening.

Predictive Pre-Test:

- Each student receives ten pages of individual feedback that provides prescriptive strategies for improvement (see enclosed sample)
- Tests scored and returned within 10 days of test date
- Comprehensive proctor's guide for ease of delivery

Faculty-led PSAT/SAT Courses:

- Kaplan can train high school teachers to deliver our full SAT/PSAT course (commercially available at $750 per student), including 6 hours of curriculum training for teachers and all student and faculty materials.
- Flexible implementation models for after-school, summer, or elective courses
- 6 hrs. of professional development to ready teachers in each discipline (math & verbal) to teach test-taking strategies
- 9 hours of testing consisting of 3 diagnostic/prescriptive practice tests, scored and evaluated by Kaplan
- 27 hours of comprehensive classroom instruction materials

Faculty-led PSAT/SAT Course Overview

- **36 Total Hours of Instruction**
  - 9 hours of testing
  - 27 hours of instruction
  - homework assignments are provided
- **Flexible Schedule of Classes**
  - During or after school
  - Evenings or weekends
  - Summer classes
  - Deliverable as elective in 30-60 minute classes
- **Highly Interactive Class Format**
  - Course format fully engages students' interest and energy
  - Instruction methods build each student's sense of success
- **Teacher Training**
  - Teachers delivering the course will receive 6 hours of curriculum training in their subject areas (math or verbal).
  - Training increases staff capacity and raises the knowledge of the testing process.
  - Provides the teacher(s) with course framework for teaching the class and detailed Teacher's Editions of Lessons.
- **Course Delivery**
  - Kaplan will train teachers to staff and deliver as many concurrent or sequentially scheduled courses as are needed by the district.
- **Practice Tests**
  - Three tests: pre-, mid-, and post-course
  - Computerized scoring and analysis of student test results, with detailed analysis of strengths and weaknesses
  - Scoring history is saved and presented with each analysis, for comparison
- **Experienced Support**
  - Kaplan will score every test and will monitor course delivery to insure high-quality delivery.
- **Course Materials**
  - All course materials will be included in the price of the course.
  - All student material, lesson plans, and testing are included in the program.

Student Materials

The Faculty-led PSAT/SAT Course includes the following student materials, which become the property of the student at the time of distribution:

- **User's Guide** – Tells the students what is coming up in the lesson. Spells out all in-course work as well as all homework assignments.
- **Lesson Book**: *Preview/Classroom/Review* – Contains Preview assignments that allow a student to learn foundationally necessary concepts prior to the class/Classroom assignments led by expertly trained BHSD teachers or Kaplan staff/Review assignments that reinforce concepts taught in class.
- **Math/Verbal Workbooks:** – Verbal section provides students with word lists, root lists, and drill exercises to allow students to practice the skills they are learning. Math section provides students with key math concept review and drill exercises to build math comprehension. Also allows students to use the skills they are learning in class
- **Math Flashcards** – Spells out for students the concepts that are tested on the SAT. Allows them to use the cards to drill on concepts they need in an easy to use format.
- **Verbal Flashcards** – These flashcards encourage students to learn words both by memory and thesaurically. Allows them to use flashcards to increase their standardized test overall word retention.
- **CD-ROM** – Allows students to practice SAT questions, review lessons and drills on the computer. Extra bells and whistles in the software measure the time it takes a student to answer questions as well as measuring confidence levels.

Student Software

As detailed above, each student enrolled in a faculty-led course will receive a copy of Kaplan's CD-ROM for the program. The software is used in conjunction with the other classroom and homework materials, and serves as another opportunity for students to experience taking the SAT.

Kaptest.com – On-line SAT Preparation Course

Kaplan's on-line SAT preparation program, launched in December of 1999, provides students with the first comprehensive on-line option for preparing for the SAT. The online course offers interactive exercises as well as Kaplan lectures presented through audio and video streaming.

The on-line course includes the following components:

- Unlimited access to more than 24 hours of multimedia lessons with corresponding SAT lesson book
- Interactive exercises and dynamic animations
- Email help from course experts who respond within 24 hours or less
- Diagnostic tests to assess each student's skills and prescribe customized study plans
- Weekly coaching emails providing study tips and up-to-the-minute test information
- Comprehensive home study kit including: a home study workbook; CD-ROM (with diagnostic test, five full-length tests, answers to every question, extra lessons, study tips); vocabulary and math flashcards and book; and *A Parents' Guide to College Admissions*

It is our belief that one of the biggest benefits for students from an on-line course, as compared with the center-based program, is the convenience and flexibility it provides busy individuals who, due to time or geographic constraints, cannot attend a live course at a center. On-line courses also allow students to work at their own pace and to review the video and audio lessons as many times as necessary. Additionally, the on-line course is priced at approximately one-half the cost of the center-based course.

Since the program is newly launched, data on its effectiveness relative to that of the center-based program is not yet available. However, we anticipate that our students will see score improvements similar to results seen in our center-based SAT preparation courses. The next test date for SAT is April 8, 2000. We will forward the results from our on-line students once they become available.

A sampling of e-mail comments from students is attached to provide an overview of student response to other Kaplan test preparation courses.

Kaplan's College Admissions Course

The College Admissions Course was first launched last fall in select cities and on-line in conjunction with kaptest.com . The brick-and-mortar version of the College Admission Course will be available in all Kaplan's centers throughout the U.S. starting this spring. Kaplan's innovative college admissions course provides students with the knowledge and organization essential to successfully navigate the college admissions process in an increasingly competitive environment.

The course consists of eight multimedia sessions covering every aspect of the admissions process including: strategies and advice for creating and narrowing a target list of schools; completing college applications; ensuring successful college interviews; applying for financial assistance; and securing strong letters of recommendation.

Course features include:

- Unlimited access to more than 20 hours of multimedia lessons (i.e. split screen of video and web-linked slide show)
- Email help from Kaplan admissions experts, who respond within 24 hours or less
- Email review of the Personal Statement essay by a Kaplan Essay Expert
- Free access to Scholastic Registry, an online service that helps colleges find and recruit students
- Supplemental material including: a comprehensive lesson book; a Parent Portfolio Companion Guide to the course; organizational worksheets; a CD-ROM; a college guide; a sample college application and a financial aid book and user's guide.

The curriculum for both Kaplan's online and in-center admissions courses was developed with input from a special admissions advisory panel, made up of college admissions officers, guidance counselors and independent educational consultants. The panel collectively has over 100 years of admissions experience, working with thousands of students and schools including Harvard, Dartmouth, Princeton, Brown, Yale, Columbia, New York University and Oberlin. This panel trains Kaplan's admissions consultants and will advise Kaplan on an ongoing basis.

The Admission Course is currently separate from the SAT preparatory courses. However, it could be easily combined into one program for delivery to high school student in an institution based setting.

March 3, 2000

Ms. Kendra Brooks
Domestic Policy Council
2416 Lancaster Court
Falls Church VA 22043

Mr. J.B. Buxton
Domestic Policy Council
Old Executive Office Building
Room #218
Washington, DC 20500

Dear Kendra and J.B.:

We appreciate the opportunity to share with you various information and materials on test preparation. As requested, I have enclosed brief outlines on the various types of institution based test preparation courses. Kaplan has successfully used these courses throughout the country in capacities similar to what we discussed in our meeting. I also provided various examples of the materials and reports used in the courses. Additionally, there are summaries on Kaplan's On-line Test Preparation Services as well as its newly launched College Admissions Course.

I also included in the packet a recent article from Education Week, which contains a critical discussion of the current issues relating to test preparation within schools. We believe this will be helpful in framing the debate as we move forward.

The only thing that we have not been able to compile, as of today, is comprehensive data on Kaplan's involvement with the Hayden initiative in California schools. Statewide results are not yet available. However, two schools wherein Kaplan provided a faculty-led SAT program received the following results. San Diego High School, San Diego, California had an average score gain of 108 points. While Huntington Park High School in Los Angeles, California saw an average gain of 143 points.

Again, we appreciate the opportunity to provide our experience and background on this issue and look forward to further discussions on institution based test preparation. If you need any additional information, please don't hesitate to contact us.

Sincerely,

Mallory Roberts

cc: Drew Littman
Enclosures

THE PRINCETON REVIEW FOUNDATION

Preliminary Results
From
Colllege Prep Partnership Program
SAT Courses
as of September, 1999

Note: Gains are generally from the first practice test in the SAT course to last practice test. Those gains to the SAT taken after the course are marked with an asterisk (*). Other SAT scores have not yet been made available to The Princeton Review Foundation, which will also attempt to collect PSAT scores of students. These gains are based upon small groups of students, and are likely to be higher than future gains based upon larger sample sizes.

High School	SAT	# Students	Av. Gain	Total Gain
Gunderson	June	11	65	715
Lincoln	June	5	146	730
SJAHS	June	8	104	832
Pittsburg	June	12	126	1512
Emery	June	4	98	392
Bell Gdns AM	October	48	136	6528
Schurr A	October	76	147.8	11233
Oceanside	June	28	155*	4340
El Camino	June	26	134*	3484
Bloomington	October	12	69	828
Schurr B	October	11	159.1	1750.1
Schurr C	October	58	133.7	7754.6
Montebello A	October	26	125.8	3270.8
Montebello B	October	37	152	5624
Montebello C	October	24	118.3	2839.2
Baldwin Pk AM	October	10	138	1380
Baldwin Pk PM	October	22	149.4	3286.8
Bell Gdns Late	October	29	105.8	3068.2
Bell Gardens PM	October	38	126.6	4810.8
	Totals	485		64378.5
			Avg. Gain (all)	132.7

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Mill Valley, CA
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Tel: (415) 389-8117 • Fax: (415) 389-8193
email: jayr@review.com

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(310) 441-0724 FAX

Senate
California Legislature

TOM HAYDEN
SENATOR
TWENTY-THIRD DISTRICT

CHAIR:
NATURAL RESOURCES AND WILDLIFE
SELECT COMMITTEE ON HIGHER EDUCATION
SUBCOMMITTEE ON COASTAL AND OCEAN PROTECTION AND RESTORATION

COMMITTEES:
BUDGET AND FISCAL REVIEW
EDUCATION
ENVIRONMENTAL QUALITY
TRANSPORTATION

Fax Transmittal Sheet

Date: NOVEMBER 30, 1999

To: KINDRA BROOKS

Fax #: (202) 456-5581

From: GUILLERMO MAYER

Fax #: 916-324-4823

RE: SAT PREP COURSES

Number of Pages (including this one): 8

Comments:

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BUDGET AND FISCAL REVIEW
EDUCATION
ENVIRONMENTAL QUALITY
TRANSPORTATION

November 30, 1999

Kindra Brooks
Domestic Policy Council
White House
VIA FACSIMILE: (202) 456-5581

RE: SAT Prep Courses

Dear Ms. Brooks:

Per our conversation yesterday, I am faxing additional information on the College Preparation Partnership Program and its implementation in California.

$10 million dollars were allocated last fiscal year to implement the program. $9 million were allocated to 111 local education agencies and 483 high schools. This years state budget includes a $3.5 million augmentation, bringing the total amount of funds available this year to $4.5 million. 50,000 students are estimated to participate in the program this year alone. Most of courses will be offered this fall and early next spring.

Attached are the following two documents:

1) California Senate floor analysis on SB 1697. This is the final analysis of the bill prior to it being signed into law;

2) Preliminary results of courses offered by the Princeton Review Foundation (as of September, 1999)

Please let me know if you have any questions. I can be reached at (916) 445-1353.

Sincerely,

Guillermo Mayer
Legislative Assitant

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Sincerely,

Guillermo Mayer
Legislative Assitant

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12/08

FY 2001 OMB Passback
Department of Education
(BA in millions)

	FY 2000 Base	Add to FY 2000 Base	Passback ~~FY 2001 OMB Staff Rec.~~
FY 2000 ~~Likely~~ Enacted ~~(Current Conference Level)~~		**35,703.235**	**35,703.235**
Recommended Cuts to FY 2000 Likely Enacted:			
Teaching to High Standards	1,206.000	(703.000)	503.000
School to Work	55.000	(55.000)	0.000
Star Schools	51.000	(51.000)	0.000
Ready to Learn television	16.000	(9.000)	7.000
Telecommunications demonstration for math	8.500	(6.500)	2.000
Capital expenses for private school children	12.000	(12.000)	0.000
Title I Evaluation	8.900	(8.900)	0.000
Ellender fellowships	1.500	(1.500)	0.000
Impact Aid	910.500	(180.500)	730.000
Public Telcom. Info/Training Dissemination	1.500	(1.500)	0.000
Vocational Education Basic State Grants	1,055.650	(172.967)	882.683
Occupational and Employment Information	9.000	(9.000)	0.000
State Grants for Incarcerated Youth Offenders	19.000	(7.000)	12.000
Fund for the Improvement of Postsecondary Education	77.658	(46.458)	31.200
Learning Anytime Anywhere Partnerships	23.940	(8.940)	15.000
Interest Subsidy Grants	12.000	(2.000)	10.000
Community scholarship mobilization	1.000	(1.000)	0.000
Fund for the Improvement of Education	249.525	(121.525)	128.000
Total, Cuts to FY 2000 ~~Likely~~ Enacted	**3,718.673**	**(1,397.790)**	**2,320.883**
Increases to Base Programs:			
Technology Literacy Challenge Fund	425.000	100.000	525.000
After School	453.710	71.290	525.000
Title I Grants to LEAs	7,941.397	200.000	8,141.397
Class Size	1,300.000	200.000	1,500.000
Troops to Teachers	0.000	10.000	10.000
America Reads	260.000	26.000	286.000
Bilingual Education Professional Development (HEAP)	71.500	3.500	75.000
Adult Education Nat'l Activities incl. ESL/Civics (HEAP)	14.000	25.000	39.000
Pell Grants	7,700.000	480.000	8,180.000
Work Study	934.000	77.000	1,011.000
GEAR UP	200.000	40.000	240.000
Subtotal, Base Programs	**19,299.607**	**1,232.790**	**20,532.397**
New ESEA Initiatives			
High School Reform	0.000	125.000	125.000
Early Childhood Professional Development	0.000	20.000	20.000
OPTIONS	0.000	20.000	20.000
Subtotal, New ESEA Initiatives	**0.000**	**165.000**	**165.000**
Other ED Programs	16,403.628	0.000	16,403.628
Total	**35,703.235**	**0.000**	**35,703.235**

Senate Bill No. 1697

CHAPTER 795

An act to add and repeal Chapter 8 (commencing with Section 60830) of Part 33 of the Education Code, relating to the College Preparation Partnership Program, and making an appropriation therefor.

[Approved by Governor September 23, 1998. Filed with Secretary of State September 24, 1998.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1697, Hayden. Preparatory courses for college admissions tests: College Preparation Partnership Program.

Existing law establishes the public school system of the state and vests the State Department of Education, under the executive leadership of the Superintendent of Public Instruction, with various statewide administrative responsibilities with respect to the public schools.

This bill would establish the College Preparation Partnership Program as a grant program under which program matching funds would be directed to school districts through a grant program administered by the State Department of Education. The matching funds, on the basis of $2 of program funds to $1 of funds raised by the schoolsite or school district, would be allocated to public high school sites to contract with providers for the provision of preparation courses for college admissions tests for eligible high school pupils. A schoolsite would be allowed to assess students who participate in the College Preparation Partnership Program a fee not to exceed $5 and would be permitted to use the funds collected for purposes of the matching funds requirement. The content of the preparation courses would be determined by the school district of the schoolsite at which the instruction occurs.

The bill would prescribe procedures for the selection of schoolsites for participation in the program and for the evaluation of the performance of participants in the program. The bill would require the State Department of Education to submit a report to the Legislature about the program on or before January 1, 2004.

The bill would provide for the repeal of the provisions establishing the program as of January 1, 2005.

This bill would appropriate $10,000,000 from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of college preparation and examination programs pursuant to this bill. The bill would deem this appropriation to be "General Fund revenues appropriated for school

NOV 29 '99 15:30 FR NAACP 410 358 1607 TO 12024565581 P.02/05

districts," and be deemed to be included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," for the purposes of making computations required by Section 8 of Article XVI of the California Constitution, for the 1998–99 fiscal year.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 8 (commencing with Section 60830) is added to Part 33 of the Education Code, to read:

CHAPTER 8. COLLEGE PREPARATION PARTNERSHIP PROGRAM

60830. A grant program is hereby established whereby state matching funds shall be directed to school districts through a grant program administered by the State Department of Education. The state matching funds shall be allocated to public high school sites to operate preparation courses for college admissions tests. School districts and county superintendents of schools are authorized to collaborate or form consortia in order to participate in the program established by this chapter.

60830.3. (a) The schoolsites at which college admissions test preparation courses are provided under this chapter shall be identified and funded through a competitive process administered by the State Department of Education. Priority in this competitive process shall be granted to schoolsites with low college attendance rates, high numbers of low-income pupils, and demonstrated school-based efforts to improve the schoolsite's college preparatory curriculum and college attendance rates. Grants may also be awarded to any high school site to provide assistance to low-income pupils at that site with preparation for college admissions examinations.

(b) Funds allocated under this chapter shall be used to supplement, and not supplant, other federal, state, local, or private funds available to assist low-income individuals in paying for preparation courses for college admissions tests.

60830.5. Funds allocated under this chapter shall be earmarked for college admissions test preparation courses that may include financial assistance with test fees for high school pupils who are expected to complete coursework required for admission to California State University or University of California and whose grade point average or other academic achievements indicate that the pupil will have the academic skills needed to complete the coursework.

60830.7. (a) (1) Funds allocated to schoolsites under this chapter shall be used by the schoolsites to provide a program for

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Closing the Achievement Gap:

"If we are to continue to have an essentially free and classless society in this country, we must proceed from the premise that there are no educational privileges… no one channel should have a social standing above the other". –James Bryant Conant, former Harvard president

RATIONALE

Because every child deserves an equal shot at academic success and because, for the moment, standardized college test prep courses are not going to disappear, each student regardless of financial standing should have equal training and preparation for college entrance exams. ~~It is the responsibility of the rest of us to meet their needs.~~ Because college prep courses are beyond the financial reach of most families, many ~~intelligent, but~~ financially needy students are at an extreme disadvantage when it comes to competing with privileged students in college admissions. Free college test preparation courses ~~are needed because~~ could help students with college aspirations who have demonstrated through coursework that they are capable of ~~completing~~ ~~attaining~~ succeeding in college ~~college coursework should have every opportunity to succeed, and because~~ many of whom historically ~~minorities,~~ have not done well on college entrance exams.

Targeting this program to our neediest schools would also serve more minority students

EVIDENCE

Last year Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction. They cannot offer the quality control necessary to ensure that students are receiving preparation from professionals who are fully qualified offer ? instruction.

The College Board released a report Reaching the Top: A report of the National Task Force on Minority High Achievement BOWEN AND BOK REPORT, COLLEGE BOARD REPORT.

THE WAY THIS WOULD WORK

This ~~is a competitive grant program for high schools or districts~~ initiative would offer competitive grants to high schools or LEAs ~~offer~~ based on. ~~The~~ criteria ~~would be~~ similar to the California model. ~~in that Competitive priority~~ Grants would be given to schools with a low college attendance rate, high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. This program would ~~will~~ require the high school to partner with either Kaplan, Princeton Review or the College – ? Board (?) with an option to at least one community based organization. ~~The students that are~~ eligible to receive the free college test prep courses ~~are all~~ Students in the top 25% of their class who ~~and~~ fall under 200% of the poverty line. ~~The proposal would stress the importance of offering~~ A competitive priority would encourage schools to offer a variety of services like college applications, counseling, and financial aid ~~assistance~~ help filling out (Step?) include

COST

The California Preparation Partnership Program is able to serve 50,000 students with a $10 million budget with an expected increase of 4.5% next year. Our program would provide $25 million and serve 350 ~~school sites at $70,000 per site.~~ 100,000

- This year, Blacks, Hispanics, and Native Americans made up only about one in twenty of the students who had very high scores on the SAT 1, which are scores typical of students admitted to highly selective colleges and universities.
- National and community organizations concerned with improving minority education should work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

100

COST

The California Preparation Partnership Program is able to serve 50,000 students with a $10 million budget with an expected increase of 4.5% next year. Our program would provide $25 million and serve 350 school sites and serve 100,000 students.

The NAACP is very has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

Teacher unions could have a problem with this proposal, in that the California model allows grant funds to be used to train the current teaching staff to be college test prep instructors. This proposal would not allow funds to be used to train teachers as instructors in order to ensure that students are receiving the highest quality test preparation.

Potential equipment

The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the AP program would be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students. The reality is that the SAT is used very heavily in the college admissions process and underrepresented groups are not doing well on the exams. The California model, while still early, could prove to be successful in leveling the playing field in college entrance exams and helping to put more minority students in college.

Critique: The study concluded that given non whites, low incom had similar rates of rep of test taking that more $ was unnecessary. AP expansion (not surprising since the Dept. runs AP program). However even the Study failed to control the quality of the allowed informal tutoring to take place of a Kaplan type thing

Response: We don't think its conclusive. We believe the provider needs to be high quality prep would lead to increased admission

Political

externality (public benefit / public harm)

High need, college bound high school students who, historically, have not scored well on the SAT would receive higher scores and gain admission to selective colleges and universities if they would be given the same college test preparation that their more privileged classmates receive. This $25 million program, modeled after California's College Test Prep Program, would allow partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer high need student college test preparation as well as other related services. The NAACP is becoming active on this issue and is reaching out to states for support and are receiving strong, positive response.

FACSIMILE COVER SHEET

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DATE: Nov. 30

NO. OF PAGES: (INCLUDING FAX SHEET) LOTS

TO: Kendra Brooks

FAX #: 456-5581

FROM: Kim Thompson

diverse group of societal actors, ranging from minority parents and communities to officials of higher education institutions.

Dimensions of the Minority High Achievement Problem

A bachelor's degree and usually an advanced degree are now required for entry into most professions in this country. Yet, African Americans, Latinos, and Native Americans remain heavily underrepresented among higher education degree recipients. In 1995, they accounted for only 13% of the bachelor's degrees, 11% of the professional degrees, and 6% of the doctoral degrees awarded by U.S. colleges and universities, despite making up about 30% of the under-18 population.

A similar situation exists in terms of school grades and standardized test scores. Among high school seniors in 1998, Blacks, Hispanics, and Native Americans made up only about one-tenth of the students who scored at the highest level on the federal government's National Assessment of Educational Progress (NAEP) reading, math, and science tests. That year, these groups accounted for only about one in twenty of the students who had very high scores on the SAT I, scores typical of individuals admitted to highly selective colleges and universities.

Moreover, this pattern of heavy underrepresentation of these groups among top students emerges rapidly in the early years of school and changes little thereafter. For example, minority-majority test score gaps on NAEP tests in the fourth grade are very similar to those found on NAEP tests in the twelfth grade.

Educators have long recognized that minority-majority academic achievement gaps are associated in part with the high percentages of African-American, Latino, and Native American students growing up in disadvantaged circumstances. This is an important factor, because students from low-income homes, or from families in which the parents have little formal education, generally do much less well in school than students from advantaged families. This pattern explains why efforts to raise minority achievement levels have focused heavily over the years on urban school districts that serve large numbers of disadvantaged minority youngsters.

But this is only part of the story. At virtually all social class levels, underrepresented minority students are not doing nearly as well in school as their White and Asian American counterparts, particularly as measured by NAEP and other standardized tests. Significantly, much lower percentages of both poor and middle-class minority students are high achievers than is the case for Whites and Asians.

Since most top students in the United States and other industrialized nations are drawn from educationally and economically advantaged families, the much lower than expected performance of middle-class students from underrepresented groups is a very serious matter. It is made even more serious by the fact that the number of middle-class African-American and Latino students is growing—and they are not doing nearly as well as

European Americans or Asian Americans in affluent suburban school systems across the country that have historically had many high achieving White students.

Another significant dimension of the minority high achievement problem is at the college level. Research has documented that African American, Latino, and Native American students earn significantly lower grades at traditionally White colleges and universities than White and Asian students who have similar college admission test scores. Importantly, this pattern has been found among top Black and Hispanic students attending selective institutions. Thus, while increasing the number of top minority students at the elementary and secondary school levels is essential, these gains will be diluted if many students are subsequently unable to continue to achieve at high levels in college.

Sources of Achievement Differences

Efforts to eliminate educational differences among groups must address the enormous challenges facing poor children, their families, and the schools that serve them. This is especially true for efforts to eliminate the shortage of minority high achievers. The Task Force found that one of the greatest poverty-related obstacles is family and school instability. Poor families tend to move frequently in urban areas, and the associated school changes disrupt their children's education.

Because of the high turnover of students in low-income schools, the pace of the curriculum often slows down, which undermines learning even for the students who do not move. Teachers are often less experienced, have fewer credentials, and turn over more rapidly in these schools. With Latinos and African Americans expected to become an increasingly large majority of disadvantaged students in the years ahead, the consequences of poverty on racial and ethnic achievement gaps almost certainly will continue to be substantial.

The Task Force believes that differences in education levels of parents are another significant source of racial and ethnic achievement gaps. Parents who have earned college degrees tend to know much more about how to support their children's educational development than do parents with a high school education or less. Well-educated parents often are able to do many things for their children—such as read extensively to their preschoolers, seek out tutors, or help their children gain access to college preparatory classes—that can be especially helpful in fostering high achievement.

European Americans and Asian Americans still account for most students who have parents with college degrees, and Latinos and African Americans constitute the majority of students who have parents without high school diplomas. Finding ways to reduce the impact of these parental skill gaps may be an essential part of efforts to increase the number of top students from underrepresented groups for years to come.

The Task Force found compelling evidence that racial and ethnic prejudice and discrimination continue to take a toll on the achievement of minority students in several ways. One way is through the lower academic expectations that some teachers may have for African-American, Latino, and Native American students than for White and Asian students. Another way is that some underrepresented students' confidence and performance in demanding academic situations may be eroded by the longstanding negative stereotype that their groups are less academically capable than White students for innate or cultural reasons. An additional concern is that some disadvantaged minority students may lower their academic effort partly out of a belief that success in school is only for White or Asian students.

The Task Force also looked closely at the growing evidence that cultural differences contribute to achievement gaps among groups. Some of these differences are school-related, such as having a curriculum that does not effectively tap students' cultural experiences. Others relate to differences among groups in how families and communities support their children's academic development. For example, using their own resources, the most academically successful groups provide much more extensive supplementary education opportunities than less successful groups, from preschool through high school. Some also are more effective at helping their children learn how to work together to improve their academic performance. This can contribute to stronger peer support for high academic achievement.

Although definitive assessments of the impact of these factors on group achievement gaps are not yet available, the Task Force concluded that collectively these factors are having a major impact on the underrepresentation of minorities among top students.

Strategies for Improving Minority Achievement

The Task Force reviewed strategies that are being pursued in the current period of educational reform to improve minority achievement, including strengthening preschool and parent education programs, raising elementary and secondary school academic standards, and pursuing school-level changes in such areas as curriculum, instruction, teacher professional development, and home-school relations. The Task Force found that most of these efforts are targeting disadvantaged minority students who are at risk of achieving at low levels. For example, this has been a primary focus of efforts to expand early childhood education and parent education programs.

Unsurprisingly, these efforts also tend to be evaluated in terms of how many low-performing students are brought to acceptable achievement levels. Little attention is given to whether these efforts have a capacity to increase the number of high-achieving disadvantaged students. Addressing unmet educational needs of middle- and high-income minority students is largely outside the focus of this work.

Nonetheless, the Task Force found evidence that some elementary school reform strategies, in particular, can help increase the number of disadvantaged students who

perform at well above average achievement levels. These strategies tend to have academically rich curricula and instructional approaches that offer students sufficient opportunities to master key knowledge and skills (such as reading). They also may stress the development of strong home-school relationships. And, they tend to emphasize teacher development and support, in order to ensure that the programs are implemented as intended.

State efforts to raise educational standards hold promise of helping to increase the number of top minority students, because many states are now monitoring achievement patterns at the district and school level by race and ethnicity. But these monitoring systems have not yet begun to focus heavily on minority representation among top students.

Similar to school reform, many efforts to expand after-school and other supplementary education opportunities for minority students are focused on programs for helping low-achieving disadvantaged students. This is increasingly true in large urban school systems in which many disadvantaged minority students are at risk of being retained in grade as education standards are raised. However, the Task Force believes that some of these out-of-school interventions have the potential to help improve the academic performance and productivity of a wide range of minority students.

In higher education, the Task Force also found little institutional attention being given to efforts to increase the number of high-achieving minority students. This is occurring despite growing evidence that many of the most academically promising African-American and Latino students are not performing as well as their European American and Asian American counterparts. Yet, the Task Force also found that several proven and promising programs exist at colleges and universities around the country for promoting high academic performance among minority students. These programs often provide students with an active system of personal support and advising; opportunities to gain in-depth knowledge and skills in areas such as mathematics that are central to success in their majors; opportunities to develop strong academically oriented peer networks; and sufficient financial aid so that students can devote full attention to their studies.

Recognizing that a great deal remains unknown concerning the causes and dynamics of academic underproductivity in some groups of ethnic minority students, the Task Force also recommended that the College Board lead a program of research and development focused on better understanding and facilitating high academic achievement in African-American, Latino, and Native American students. The R&D program should include:

- A competitive program of solicited research investigations guided by a study group responsible for issuing RFPs and reviewing proposals;
- A Consortium of Ethnic Minority Scholars to study the correlates of high, mid-level, and low academic achievement in several groups of African-American, Caribbean American, Latino, and Native American students;

and strengthen supplementary education opportunities available to underrepresented minority students, from preschool through high school. Although many after-school, weekend, and summer programs are currently designed to serve low-achieving disadvantaged youngsters, much of the expansion of supplementary education also should target high-achieving and above-average students from all social classes. The objective should be to provide supplementary education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

The Task Force recommends that minority leaders and parents become stronger advocates for school reform and supplementary education approaches for increasing the number of top minority students. Where feasible, minority parents should become more directly involved in providing or arranging for supplementary education for their children.

Because public investment in the creation of strategies to increase the number of top Black, Hispanic, and Native American students is still very limited, the Task Force recommends that foundations make substantial investments in this area. Corporations also should provide more philanthropic support for such initiatives, as should government agencies in a position to invest in minority education in their fields of interest.

Conclusion

The continued educational underdevelopment of so many segments of the African-American, Latino, and Native-American communities makes a very strong case for expanding their access to good schools and to high-quality colleges and universities, the latter of which have been a primary focus of affirmative action. However, as the Task Force has found, expanded access does not translate directly into higher academic achievement. This is why the Task Force has issued a wide-ranging set of recommendations that, collectively, will provide many more opportunities for academic development for underrepresented minority students through the schools, colleges, and universities they attend, through their homes, and through their communities. This is what the Task Force means by instilling a commitment to a policy of affirmative development across many sectors of society. It is a policy that not only can and should emerge but is already emerging.

Reaching the Top

A Report of the National Task Force on Minority High Achievement

The College Board
1999

Introduction and Summary of Recommendations

What is the most important educational challenge for the United States? Many would say that it is eliminating, once and for all, the still large educational achievement gaps among the nation's racial and ethnic groups.

There is good reason to hold this view because African-American, Latino, and Native American students continue to lag far behind their White and Asian American peers educationally by many measures. For example, these groups are heavily underrepresented among young adults who earn college degrees. As early as the second or third grade, they generally have much lower grades and test scores than Asians and Whites—patterns that persist over the course of their school careers.

It is also widely recognized that these differences in educational outcomes contribute to large disparities in life chances. Viewed solely from the perspective of employment and earnings, educationally underrepresented minorities have much less opportunity to pursue well-paying professional careers and are much more likely to hold low-wage jobs that provide few chances for advancement.

Efforts to improve educational outcomes for African Americans, Latinos, and Native Americans have been growing since the mid-1960s, and a great deal of real progress has been made. Nevertheless, the rapid changes that are taking place in the racial and ethnic composition of the nation bring a new sense of urgency to this work. These groups already make up nearly one-third of the under-18 population and are forecast to make up over two-fifths of this population by 2030. To put it quite simply, America is a diverse society in which educational differences have the potential to become a progressively larger source of inequality and social conflict. Many people now recognize that eliminating

these differences has become a moral and pragmatic imperative.

The National Task Force on Minority High Achievement was convened by College Board to address a relatively neglected aspect of this situation: the reality that too few Black, Hispanic, and Native American students are rea ing the highest levels of educational achievement. The Task Fc also has been asked to address a related issue: the fact that large parities in achievement exist between students from these gro and White and Asian American students at essentially all so economic levels. Until many more underrepresented minority dents from disadvantaged, middle class, and upper-middle class cumstances are very successful educationally, it will be virtu impossible to integrate our society's institutions completely, es cially at leadership levels. Without such progress, the United St also will continue to be unable to draw on the full range of tale in our population during an era when the value of an educated izenry has never been greater.

Educators now have a number of proven and promising strategies for raising minority achievement, particularly in the early years of schooling when large achievement gaps first emerge.

In the following pages, the Task Force offers a brief definition of high educatic achievement and elaborates on why it is important. We describe the scope of the sh age of academically very successful Black, Latino, and Native American students, examine its implications from the perspective of the changing demographics. We tl assess the results of ongoing efforts to improve academic outcomes for minorities and cuss strategies available for addressing the high achievement issue. Our report conclu with a series of recommendations for action aimed at a variety of societal participant

A few words about the prospects for progress. This is simultaneously a difficult time an opportune time to press for a major expansion of efforts to increase the numbe high-achieving students from underrepresented groups. On the negative side, oppone of affirmative action have achieved several victories in the courts and at the ballot l in recent years that have restricted what public colleges and universities and school tricts in a number of states can do to promote the academic development of underrep sented minority students. One immediate consequence is that it has become much m difficult to target those middle and high socioeconomic status (SES) students from und represented minority groups who are not coming close to reaching their academic pot tial. Although it remains possible to target economically disadvantaged students from groups, the educational prospects of many extremely disadvantaged minority youngst continue to be compromised by lack of access to high quality early childhood educatic adequately resourced schools, and good health care. And, it seems unlikely that th soon will be a national political consensus to make the additional public investme required to address disadvantaged students' needs much more effectively.

Yet, despite formidable obstacles, there is much to be positive about. Educators n have a number of proven and promising strategies for raising minority achievement, p

ticularly in the early years of schooling when large achievement gaps first emerge. Improving educational outcomes for minority students has gradually become a higher priority among many educators and educational policymakers. This priority is strongly supported by minority leaders and parents, as well as by many business and foundation leaders. For these reasons, the Task Force believes that the necessary knowledge, resources, and commitment exist in many quarters to produce much more rapid growth in the number of academically very successful minority students. As one Task Force member has said, we believe that "many Americans are prepared to support an expansion of efforts not simply to raise the floor of academic performance for minority students, but also to raise the ceiling."

The Task Force's recommendations for action reflect a deep commitment to the concept of affirmative development *—the notion that our nation has both strong moral and practical interests in taking an extensive array of public and private actions designed to ensure that underrepresented minority groups significantly increase their rate of educational progress.*

Our recommendations for action emphasize three areas. *First, the Task Force is calling for the higher education community to make raising the academic achievement of African-American, Latino, and Native American undergraduate and graduate students, including increasing the number of top students from these groups, a high priority—one that is as high as increasing their enrollment, retention, and graduation rates.* This will require colleges and universities to make much greater use of proven strategies for raising achievement levels and to develop additional approaches for this purpose.

Second, we are calling for elementary and secondary leaders to make increasing the number of underrepresented minority students who achieve at high levels, beginning in the primary grades, a major objective. This will entail selecting or designing school improvement strategies, in part, on the basis of their capacity to increase the number of top minority students.

Third, we are calling for a significant expansion and strengthening of supplementary education opportunities available to underrepresented minority students, from preschool through high school. High-quality after-school, summer, and other supplementary programs should be available for many more underrepresented minority students from across the social class spectrum, and should include students from all achievement levels.

The Task Force's recommendations for action reflect a deep commitment to the concept of *affirmative development*—the notion that our nation has both strong moral and practical interests in taking an extensive array of public and private actions designed to ensure that underrepresented minority groups significantly increase their rate of educational progress. In the years and decades ahead, one important measure of whether or not our society is providing more robust educational opportunities for African Americans, Latinos, and Native Americans will be if there is substantial growth in the number of students from these groups who achieve academically at very high levels.

Two Views of High Achievement and Why It Is Important

This report examines high educational achievement from two different, but lin views. One is high *educational attainment*—earning bachelor's, graduate, or professi degrees. The other is high *academic achievement*—developing superior academic skills subject mastery at each level of education.

It is fairly easy to define and recognize the importance of high educational attainm Credentials play a gate-keeping role for entry into most professions. In many fields, engineering to school teaching, a bachelor's degree is the minimum credential. Adva degrees are required for entry into many desirable professions, such as law and medi In some areas of scientific research, postdoctoral study is increasingly essential.

On the other hand, defining high academic achievement and gauging its import is less clear-cut. However, most people would agree that a student who earns an "A all or most courses in a demanding high school college preparatory program is ind very high academic achiever. Ranking in the top 10 or 25 percent of one's class is ar er common way to describe very high and relatively high academic achievement. people also would regard winning prizes in science or literary competitions as impo demonstrations of academic excellence.

Obviously, a very practical reason for the importance of high academic achievem that it enhances a student's college and graduate school prospects. Top high school uates are more likely than their average or below average counterparts to enroll and uate from college. They also have a better chance of being admitted to selective col In turn, top bachelor's degree recipients have a better chance of getting into sele graduate and professional school programs. With the pullback from affirmative acti several states, very high academic achievement is becoming even more importar underrepresented minority students who are seeking admission to several highly sele public institutions and who want to gain access to the opportunities for advance that this entails.

There is also extensive evidence showing that differences in job performance r and wages among people with similar educational credentials are related in part t ferences in academic achievement and skill levels, as measured by standardize scores, class rank in college, and even high school grades. This, of course, does not that a person's future career is predetermined by grades or test scores. Many other fa such as motivation, perseverance, creativity, an ability to work well with others, co tions, and plain old luck, come into play in powerful ways as well. Yet, it is under that high academic achievement helps people gain access to high quality advanced cation and, subsequently, to top-notch career options. Unsurprisingly, many people excel in their studies later excel in intellectually demanding professions. This is tru only in the United States but also in other democratic societies with advanced econo

High academic achievement is significant for reasons that go far beyond its val

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helping improve the life chances of particular individuals. At the societal level, it is important in terms of the overall productivity and fairness of the country's institutions (the material wealth and moral health of the nation, if you will). When a great many individuals—and entire groups of people—do not have a genuine chance to develop their academic talents fully, our society is much poorer for their lack of educational opportunities. Even more important, this is fundamentally unjust and is potentially an enormous source of social divisiveness, as the growing debate over affirmative action is beginning to show.

When a great many individuals—and entire groups of people—do nc have a genuine chance t develop their academic talents fully, our society much poorer for their lac educational opportunities

More Minority High Achievers—But Not Nearly Enough

To be sure, the number of Blacks, Latinos, and Native Americans who are academically very successful has grown markedly over the past several decades, whether measured by educational attainment or academic achievement. For example, as recently as the mid-1960s, only about 5 percent of the African-American young adult population earned a bachelor's degree, just one-third of the percentage doing so 30 years later. Nevertheless, not only is the representation of African Americans, Latinos, and Native Americans among top students still far below that of Whites and Asian Americans, their collective gains have had difficulty matching the growth of their share of the student-age population.

Educational Attainment

In the mid-1990s, underrepresented minorities received less than 13 percent of all the bachelor's degrees awarded from U.S. colleges and universities, up from about 9 percent in the early 1980s. Their share of professional degrees grew from 7 to 11 percent in the period, while their share of doctoral degrees remained at about 6 percent. At the same time, their share of the under-18 population grew from 24 percent in 1980 to 30 percent in 1995.

The difficulty that underrepresented minorities are experiencing in reaching parity in representation among higher education degree recipients is only partly related to the rapid growth of their share of the population. Another obstacle is that the percentages of White and Asian young adults who are earning bachelor's degrees have been growing rapidly, so underrepresented minorities must register large gains just to keep pace. For instance, the percentage of Whites in their mid-twenties who had earned bachelor's degrees grew from 23 percent in 1980 to 31 percent in 1995, while the percentage of African Americans who did so grew from 11 to 16 percent in the same period. About [illegible] the percentage of Whites in their mid-twenties in 1995 had earned a bachelor's degree as had African Americans, Latinos, and Native Americans.

Over the long term, increasing the percentage of underrepresented minority students who earn bachelor's and advanced degrees depends heavily on increasing the percentage who graduate from high school. During the 1980s and 1990s, African Americans have made a great deal of progress in this area. In 1980, about 77 percent of the Black 25-to-29-year-olds had graduated from high school (or earned a high school equivalency diploma), compared to 87 percent of Whites. But by 1995, the percentage for Blacks had also reached 87 percent, while there had been no change for Whites.

During the same period, Latinos did not fare well overall. Only 57 percent of this cohort of young Latino adults had completed high school in 1995, compared to 59 percent in 1980. Yet, the large increase in immigrants from Mexico and other Latin American countries who have little formal education may be masking some significant progress. For example, Bureau of the Census data show that, in 1990, 78 percent of young Mexican American adults born in the United States had graduated from high school compared to a scant 38 percent of young adult immigrants from Mexico.

Immigration, however, has not been a factor in the low high school graduation rate for Native Americans. Bureau of Census data show that only 63 percent of young Native American adults in 1990 had graduated from high school. In contrast, 95 percent of young native-born Asian American adults had done so, the highest share of any native-born group. Moreover, 88 percent of young adult Asian immigrants had also graduated from high school.

Academic Achievement

Probably the best source of information on long-term academic achievement trends is the federal government's National Assessment of Educational Progress (NAEP) testing program, which has tested national samples of students in several subjects for about 30 years. In this period, underrepresented minorities have made substantial test score gains in some subject areas, notably reading and mathematics. Consequently, in the mid-1990s, the gap in average NAEP math scores between White and Black 17-year-olds was about a third less than it had been in the early 1970s. However, minority gains in the 1990s have generally been more modest than those registered in the 1970s and 1980s. In some instances, ground may actually have been lost relative to Whites.

In any case, in the last half of the 1990s, relatively small percentages of Black, Hispanic, and Native American high school seniors in NAEP test samples have had scores typical of students who are generally well prepared for college. Few in these groups have had scores consistent with being very well prepared academically for the most selective colleges and universities. For example, on the 1998 NAEP reading test, only about one-quarter of the Hispanic and Native American twelfth graders had scores at or above the "Proficient" level and only two or three percent reached the "Advanced" level. In contrast, nearly half of the Whites reached or exceeded the Proficient level and 7 percent reached the Advanced level. (The Proficient level indicates that students "have demonstrated competency over challenging subject matter"; the Advanced level indicates that

students have demonstrated "superior performance.") Similar patterns are found on the 1996 NAEP mathematics and science tests (see Table 1).

Table 1. Percentages of twelfth-grade students within the Proficient and Advanced achievement ranges on the NAEP 1998 reading test, 1996 math test, and 1996 science test

	Proficient			Advanced		
	Reading	Math	Science	Reading	Math	Science
White	40	18	24	7	2	3
Black	17	4	4	1	0	0
Hispanic	24	6	6	2	0	1
Asian	33	26	19	6	7	3
Native American	24	3	10	3	0	0

Source: Bourque, M. L., et al., *1996 Science Performance Standards: Achievement Results for the Nation and the States* (Washington, DC: National Assessment Governing Board, 1997); Donahue, P. L., et al., *NAEP 1998 Reading Report Card for the Nation and the States* (Washington, DC: U.S. Department of Education, 1999); Reece, C. M., et al., *NAEP 1996 Mathematics Report Card for the Nation and the States* (Washington, DC: U.S. Department of Education, 1997).

These scoring patterns mean that African-American, Latino, and Native American twelfth graders collectively constituted only about 1 in 10 of the students who scored at the Advanced level on each of the three tests, even though they made up about one-third of the age group. In fact, they made up only about one-tenth of those who scored at the Proficient level on the NAEP math and science tests. (They had a stronger showing on the reading test, where they made up about one-fifth of the Proficient group.)

NAEP data for twelfth graders are generally consistent with scores on the College Board's SAT® I college admission test. For example, underrepresented minority students accounted for only about 1 in 20 of the students in 1998 who had the very high SAT I scores typical of individuals admitted to highly selective colleges and universities.

The scoring patterns for twelfth graders on NAEP tests are also very similar to the NAEP scoring patterns for students in the fourth and eighth grades—the other grades typically tested by NAEP. These data make it clear that the large achievement gaps that persist among groups emerge very early in the students' school careers. Indeed, national studies have found that underrepresented minorities are not performing nearly as well as White students early in the first grade and that the very large gaps identified by NAEP develop rapidly during the first three years of school.

These data make it clear that the large achievement gaps that persist among groups emerge very early in the students' school careers.

Other traditional measures of academic achievement, such as grades and class rank, also show severe underrepresentation of African Americans, Latinos, and Native Americans among top students. For example, in a national sample of 1992 college-bound

high school seniors, 29 percent of the Asian Americans and 21 percent of the Whites had a B+ average or higher compared to only 10 percent of the Latinos, 5 percent of the Native Americans, and 4 percent of the African Americans.

Similar results have been found consistently in the College Board's Advanced Placement Program® (AP®). Each year, through the AP Program, several hundred thousand secondary students across the country take one or more of about 30 college-level courses at their high schools and sit for AP Exams in these subjects, which are administered by the College Board. Not only are Blacks, Hispanics, and Native Americans heavily underrepresented among students who sit for AP Exams, those who do are much less likely than White and Asian American students to perform well enough on the exams to receive college credit or advanced placement.

Prior Academic Performance As a Predictor of Future Academic Performance

As a general rule, the best predictor of students' future academic performance is their prior academic performance. Getting off to a good start in elementary school puts children on track to be good students in high school. Relatively few low-achieving elementary students become high achievers in high school. Top high school students are much more likely to do well in college, including graduating with honors, than individuals who are low achievers in high school. This pattern is an important reason why the substantial underrepresentation of Blacks, Hispanics, and Native Americans among high-achieving students and their heavy overrepresentation among low achievers, beginning in the primary grades, are such serious problems.

Unfortunately, doing well at the elementary and secondary level does not translate into as much academic success at the college level for underrepresented minorities as it does for Whites and Asians. Many studies over the years have found that the SAT I and other admission test scores of African Americans, Latinos, and Native Americans tend to "overpredict" their grades at historically White colleges and universities. That is, underrepresented minority students have college grade-point averages that are significantly lower than those of Whites and Asians with similar SAT I scores. Recent research indicates that this phenomenon holds true even for top African-American and Latino students who attend selective institutions. Later in this report we will have more to say about this very serious problem, including what can be done to eliminate it.

Socioeconomic Status As a Predictor of Minority Achievement

Socioeconomic status is generally one of the most powerful predictors of students' academic achievement. Students from low-income homes, or who have parents with little formal education, are much more likely to be low achievers and much less likely to be high achievers

than students from high-income families, or who have parents with bachelor's or advanced degrees. In one large national study, only 5 percent of the eighth graders whose parents did not have a high school degree had achievement test scores in the upper quartile, whereas over half of the students who had a least one parent with a graduate degree scored in the top quartile.

For the past 35 years, this pattern, coupled with the very high percentages of African-American, Latino, and Native American children living in poverty, has understandably led many educators and policymakers to give priority to school reform, early childhood education, and other strategies intended to improve educational outcomes for disadvantaged minority youngsters. But this is only part of the education and social class story for minorities. Going back to the 1960s, there is an extensive body of research showing that Black, Hispanic, and Native American students at virtually all socioeconomic levels do not perform nearly as well on standardized tests as their White and Asian counterparts. Significantly, some of the largest of these "within-class" test score gaps are often found at middle and professional class levels, at least when they are measured by the education of students' parents.

As shown in this evidence, the bottom line is that if African Americans, Hispanics, and Native Americans are to reach overall educational parity with Whites or Asians, including among top students, ways must be found to improve academic outcomes for all of their social class segments.

An example of this pattern is found in the twelfth-grade results for the 1994 NAEP reading test. At all parent education levels, African Americans and Latinos had much lower average reading scores than Whites. Moreover, the Black-White gap was much larger for students with a parent who has a college degree than for students with no parent who has a high school diploma. Similar patterns have been found on the SAT I (see Table 2).

Table 2. 1994 average NAEP reading scores for twelfth graders by their racial and ethnic status and the education levels of their parents

	Parent Education Level			
	Less than high school	Graduated from high school	Some education beyond high school	Graduated from college
White	274	283	294	302
Black	258	258	271	272
Hispanic	260	265	279	283
White-Black =	16	25	23	30
White-Hispanic =	14	17	15	19

Note: Differences in scores between groups were calculated before rounding. *Source:* Campbell, J. R., et al., NAEP 1994 Reading Report Card for the Nation and the States: Findings From the National Assessment of Educational Progress and Trial State Assessments (Washington, DC: U.S. Department of Education, 1996).

As shown in this evidence, the bottom line is that if African Americans, Hispanics, and Native Americans are to reach overall educational parity with Whites or Asians, including among top students, ways must be found to improve academic outcomes for all of their social class segments. As will be discussed later in this report, this will require addressing a diverse set of factors that are giving rise to both between- and within-social-class academic achievement differences.

Gender, a Complicating Factor in Minority Achievement Patterns

Many fewer women than men continue to complete bachelor's degrees in mathematics and several heavily quantitative fields, such as engineering and physics. And fewer females than males are performing at the very highest levels in mathematics in high school. But a growing majority of bachelor's degrees are being awarded to women, and they continue overall to earn higher grades than males at all levels of education. Many more boys than girls are classified as needing special education in grade school. Beginning in the first grade, males have long had markedly lower average levels of achievement in reading and writing than females, and many more males than females are among the lowest achievers in both areas.

Some of the male achievement problems are especially acute for underrepresented minorities. For example, while males in general were earning 45 percent of all bachelor's degrees awarded in the United States in the mid-1990s, Black males were earning only 36 percent of all such degrees received by African Americans. African-American and Latino males have particularly low average scores on NAEP reading tests.

In some respects, negative outcomes for males are more pronounced at low socioeconomic levels. (This is true in many industrialized nations, not just the United States.) For example, only two in five students from low-income families who sit for the SAT I are male. Because high percentages of underrepresented minority students are from disadvantaged families, these negative patterns are most acute for minority males. Efforts to increase the number of high achieving minority students need to take gender differences such as these into account.

Changing Composition of the U.S. Population Presents Educational Challenges

Since the late 1960s, high levels of immigration from many nations in Asia and Latin America have been contributing heavily to the rapid changes taking place in the racial and ethnic composition of the U.S. population. Large underlying educational differences among these immigrant streams have been presenting complex challenges to educators and policymakers working to reduce academic gaps among groups in our society. Importantly, a high percentage of adult immigrants from Asia have had college degrees

and relatively few have not completed high school, while the opposite has been true for immigrants from Latin America. This means that immigration has been reinforcing socioeconomic differences among racial and ethnic groups in our society associated with the academic achievement gaps among them. (The limited formal education of many immigrants from Latin American nations reflects the fact that most of these countries are able to provide access to K-12 education to just a fraction of their populations. For example, only about half of the children in Mexico complete the sixth grade.)

As a result of these patterns, the Task Force concluded that our recommendations should take into account how the student-age population may evolve in the first decades of the twenty-first century. We asked the RAND Corporation, a respected research and policy organization, to develop a forecast of the composition of the under-18 population in 2015, disaggregated by race and ethnicity, socioeconomic status, and immigration status, and to compare it with the actual composition of this age group documented in the 1990 census.

Consistent with forecasts by the Bureau of the Census that have looked only at possible racial and ethnic changes, RAND's projections suggest that by 2015 there will be very large increases in the number of Latino and Asian American children and youth, substantial growth in the number of African Americans, and a slight drop in the number of Whites. These projections also indicate that the overall social class composition of each group could strengthen somewhat. For example, each group is projected to have a higher percentage of youngsters with college-educated parents and a lower percentage from low-income families. (Data limitations prevented RAND from developing projections for Native Americans, but 1990 census and other available data suggest that they are likely to have social class patterns in 2015 that are much closer to those of African Americans and Latinos than to those of Whites and Asians.)

Despite these positive changes, Whites and Asians are projected to continue to constitute the overwhelming majority of the children and youth from high socioeconomic status homes in 2015, while Latinos and African Americans are projected to make up the overwhelming majority of low SES students (see Appendix). Notably, Whites and Asians are forecast to make up 83 percent of the children and youth that have parents with a college degree in 2015, down only slightly from 87 percent in 1990. Blacks and Latinos are projected to account for only about 17 percent of these students in 2015.

In contrast, the Latino and African-American share of students who have no parent with a high school diploma is projected to grow from 60 percent in 1990 to 78 percent in 2015. Moreover, the real story here is among Latinos. The projections suggest that the overall Latino share of this disadvantaged student segment could increase from 37 to 59 percent in the period. This would translate into growth from 2.8 million to 4.7 million Latino students who have no parent with a high school diploma. Significantly, in 2015, about four-fifths of this group of Latino students are projected to be from immigrant families—families in which the adults are not only expected to have little formal education, but many are also likely to have limited English proficiency.

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If these demographic projections prove to be reasonably accurate, producing a marked increase in underrepresented minorities' presence among top students over the next 10 to 20 years will almost certainly be both an important objective and a difficult challenge for our society. Improving academic outcomes for disadvantaged minority youngsters also will undoubtedly remain one of the central requirements for maximizing progress in this area.

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Even though these projections indicate that African Americans and Latinos may constitute only about 17 percent of the students from homes with college-educated parents in 2015, they nonetheless suggest that there could be very large increases in the absolute number of Black and Hispanic students in this category in the 1990-2015 period. In these projections, the number of Latinos in the under-18 population with parents with college degrees triples, growing from about 700,000 in 1990 to nearly 2.1 million by 2015. The number of African Americans in this segment is projected to grow from nearly one million to about 1.7 million. Enormous absolute growth is also projected for Black and Hispanic students who have parents with one to three years of college. These projections indicate that nearly half of the African-American student-age population could have parents with at least one year of higher education in 2015, up from about two-fifths in 1990, while the Latino share could grow from about one-third to over two-fifths in the period.

Thus RAND's projections suggest that there may be unprecedented opportunities in the years ahead to increase the number of top underrepresented minority students from middle class families, since these students are not yet doing nearly as well in school, on average, as White and Asian middle class students. The challenge is to find ways to respond more effectively to the needs of these students while continuing to work harder to improve outcomes for the extremely disadvantaged.

Historical Perspective on Work to Raise Minority Achievement

As our report has emphasized, large educational gaps persist along racial and ethnic lines in the United States at the end of the 1990s. Nonetheless, the Task Force believes that it is important to remember not only that these gaps were much larger only a few decades ago, but that our society did not begin to organize itself in a substantial way to eliminate them until the middle 1960s—a mere 35 years ago. That was a time when no nation in the world possessed an extensive body of research-proven strategies for modifying educational systems and practices that could quickly raise the academic achievement of students from extremely disadvantaged or undereducated segments of society

to the levels of the most educationally successful groups.

It also is important to recognize that, despite the current debate over affirmative action, our public institutions have pursued relatively few education policies specifically targeted to minorities. Rather, most minority-oriented work has been pursued through initiatives designed for the disadvantaged in general. Two key examples are Head Start and Title I. Congress created Project Head Start in 1965 to provide nutritional, health, and early childhood education services to disadvantaged preschoolers; social services for their families; and parent involvement opportunities. Title I, which was established by the Elementary and Secondary Education Act of 1965, provides financial assistance to schools across the country with significant concentrations of poor children in order to help them improve educational services for these students.

In a relatively short period of time our society has learned a great deal about how minority educational outcomes can be improved, despite having made only modest investments in educational R&D.

We believe that our society should be investing even more in high quality early childhood education and promising school improvement strategies directed at disadvantaged children, since so many disadvantaged students are still having academic difficulty in school and high percentages of African-American, Latino, and Native American youngsters continue to grow up in poverty. At the same time, these programs are often not ones that easily lead to giving high priority to increasing the number of high achieving minority students. The educational needs of middle and high SES minority student segments are even further removed from the focus of such programs.

Finally, even with an expanded societal commitment to improving educational outcomes for disadvantaged and minority students, very modest amounts of money have actually been invested in educational research and development (and dissemination of best practices) for these and other human development purposes over the years. According to the National Science and Technology Council, all levels of government invested about $500 billion on the nation's children and adolescents under age 21 in 1995, almost two-thirds of which was devoted to K-16 education. Yet, the Council notes that only about $2 billion of this amount was spent on research and development, which is less than four-tenths of a percent. The Council estimates that private foundations added only $75 million more to this total. Moreover, education research does not command priority in this R&D spending. Federal expenditures on educational research in recent years have been only a few hundred million dollars per annum. As one Task Force member put it, "If money talks, we have barely been whispering with our investments in educational research." (Several organizations, including the National Research Council, the National Educational Research Policy and Priorities Board, and the National Academy of Education, however, have recently called for strengthening the nation's educational research efforts.)

Elementary and Secondary School Reform and Minority High Achievement

The United States has been engaged in a wide-ranging school reform movement for over 15 years. Two aspects of this movement are especially important from a minority high achievement standpoint. The first is the effort by state governments and school districts to raise educational standards for all students. The second is the effort by educators and researchers, who are primarily based at colleges and universities, to work with principals, teachers, parents, and others to devise school-level strategies for improving student performance.

Standards- and Assessment-Based School Reform

A central theme of the current period of educational reform is the need to raise academic achievement levels for all students. This emphasis on higher standards partly reflects the reality that, in general, individuals need higher skill levels than in the past to secure well-paying jobs. Many policymakers also are stressing high standards due to a concern that American students are not doing as well, overall, as their counterparts in several other nations, which they believe could have negative consequences for the long-term competitiveness of the U.S. economy. And many believe that improved academic outcomes are needed to help prepare students for citizenship in our increasingly complex democratic society.

Many states staked out a leadership position in the standards arena in the mid-1980s when they required high school students to take more demanding courses, including more college preparatory courses in several disciplines. Within a few years, policymakers in many states raised the ante when they began to develop curriculum content standards. National associations representing educators in specific disciplines, such as mathematics and science, assisted the states by developing new national curriculum standards for their fields.

Over the past decade, many states also have invested heavily in the development of proficiency standards for students to meet in each area of the curriculum and have been making similarly large investments to develop new standardized tests to assess students' progress. In some cases, these tests now carry "high stakes" for students because their scores determine whether or not they are promoted to the next grade or receive a high school diploma. The tests also have consequences for districts and schools because many states monitor how the student populations in each district and school are performing relative to their proficiency standards. In some states, a subpar performance can trigger state assistance to low performing schools. More punitively, in some states low performance can contribute to leadership and other staff changes in schools and even districts. In short, many state policymakers believe that one of the primary ways they can promote higher student achievement is to hold districts and schools accountable for the academic achievement of their students, and testing is at the center of this accountability system.

From a minority high achievement standpoint, there are two very important aspects of the standards-based approach to school reform. First, districts and schools in several states must now report test scores for each major racial and ethnic group. This expanded visibility of group test scores, coupled with the high stakes that some of the tests hold for students, is clearly putting much more pressure on local educators to improve minority outcomes than was the case 10 or 20 years ago. Second, should progress in the closing of minority-majority achievement gaps continue to be slow, the states themselves may come under much more intense pressure to provide more financial and other assistance to schools serving disadvantaged minority students (or to lower the stakes on the tests).

This expanded visibility of group test scores, coupled with the high stakes that some of the tests hold for students, is clearly putting much more pressure on local educators to improve minority outcomes than was the case 10 or 20 years ago

Standards-based-reform strategies have not been pursued long enough to determine how much help they can be for efforts to raise minority achievement levels. Encouragingly, in a few states, such as Texas and North Carolina, both minority and majority students have made marked overall gains on state or national tests, although available evidence indicates that the percentage of minority students achieving at very high levels is still small.

One of the most closely watched state approaches to information gathering for education policy purposes is the Tennesee Value-Added Assessment System (TVAAS). TVAAS provides a means of gauging the impact of districts, schools, and teachers on the academic achievement gains (as measured by test scores) of individual students. Using this approach, comparisons can be made of the gains that students at various achievement levels make when they are in the same classroom, in different classrooms in the same school, and in different schools or districts. Comparisons of the gains that are achieved over a period of years can also be made. TVAAS, for example, allows policymakers to examine whether previously high achieving students who attend several different schools are currently experiencing similar achievement gains. Policymakers and school administrators can also examine whether previously low-achieving and high-achieving students are making equivalent gains in particular schools or classrooms.

School-Level Improvement Strategies

Another major theme of the current period of educational reform is that, in order to raise student achievement, fundamental changes must take place inside the schools in such key areas as curriculum and instruction, teacher professional development, school organization, and home-school relations. Efforts that focus on helping principals and teachers improve their schools have grown rapidly over the past 15 years, though much important work of this kind dates back to the 1960s.

Many of these efforts are "whole-school-reform" initiatives; they are concerned with making changes that will benefit virtually all students in a school. Others are more limited reforms that are expected to benefit only some students. Many of each type of initiative are focused on improving the educational outcomes for disadvantaged students.

There are now several proven or very promising school-level reform approaches for improving academic outcomes for students. For example, in a recent review of evaluations of 24 well-known school reform models, the American Institute for Research (AIR) found strong evidence that three programs can help raise student achievement, as well as evidence that four more programs show real promise of producing gains. A number of other programs in the group also may eventually produce evidence of positive impact, but conclusions cannot be drawn from current evaluation data.

Most proven or promising school-level strategies tested with minorities have targeted disadvantaged students who are at risk of being low achievers. These strategies have typically not been explicitly designed to promote high achievement among disadvantaged minorities, nor have they targeted middle and high SES minority students.

Several points need to be made about the school-level reform knowledge base from a minority high achievement perspective. First, most proven or promising school-level strategies tested with minorities have targeted disadvantaged students who are at risk of being low achievers. These strategies have typically not been explicitly designed to promote high achievement among disadvantaged minorities, nor have they targeted middle and high SES minority students. (They also have generally not explicitly addressed gender-related achievement differences among disadvantaged minority students.)

Nonetheless, in a study commissioned by the Task Force, researchers at Johns Hopkins University found preliminary evidence that well-designed and well-implemented elementary school reform programs can help some disadvantaged minority students attain well above average achievement levels. Two of the reform strategies in the Task Force study were also found to be proven or promising in the AIR study: Success for All, which helps disadvantaged students become competent readers during the primary grades, and the School Development Program, which builds strong relationships between school staff and parents to promote students' academic and social development.

There is growing evidence that reformers should pay much more attention to helping disadvantaged minority students who are currently high achievers to continue to do well. A leading school performance assessment expert has found that, in many urban schools serving disadvantaged populations, students with higher test scores make smaller gains than those with low test scores. Research commissioned by the Task Force produced results consistent with this finding. But well-designed programs can make a difference. The High School Puente program in California, which provides English courses, coun-

seling, and mentoring tailored to the needs of Latino secondary students, is helping keep high achieving Latino students from disadvantaged circumstances on course for college.

School-level reformers have much work to do if they wish to promote a rapid increase in the number of underrepresented minority students who reach very high levels of academic achievement. It is encouraging, however, that some school reform strategies are showing promise of supporting minority high achievement, while the standards-based-reform movement is putting pressure on district and school leaders to reduce minority-majority achievement gaps.

An additional positive factor is the federal government's growing appropriation of funds to support use of proven reform strategies in schools in which a high percentage of the students are disadvantaged. Schools with 50 percent or higher poverty rates can use their funding from the $8 billion dollar Title I program to employ whole-school reform initiatives. Through the Comprehensive School Reform Demonstration Program, another $150 million is being invested in such programs in high poverty schools. However, no federal program targets schools with more moderate poverty rates (such as those in the 25 to 50 percent range) to help them make use of promising reform strategies, even though research suggests that both poor and nonpoor students in many of these schools are not achieving as well as they could.

Over the past decade, two public elementary schools in Baltimore—Barclay and Carter G. Woodson, which mostly serve disadvantaged African-American students—have been using the highly structured curricular and instructional program of the Calvert School. Calvert is a private day school in Baltimore that serves a mostly White, affluent student clientele that has traditionally achieved at very high levels. The results in the two public schools have been excellent. Using a number of standardized tests, student achievement in the two schools is now averaging in the 50 to 70 percentile range in several academic areas, which is 20 to 30 percentiles higher than the schools' students scored prior to adopting the Calvert approach.

Consistent with educational research, one source of this success is the demanding curriculum and associated teaching strategies. Students read a great deal in school, both textbooks and high quality children's literature. They also write daily and have daily mathematics assignments. Students work to a "zero error" standard—errors on assignments are corrected in school the morning after the assignments have been turned in. Monthly review of students' work by the faculty ensures that extra support is provided to students who may be falling behind.

As would be predicted by educational research, another source of success has been the attention given to providing teachers with the training and support needed to ensure that they are actually implementing the curriculum and using the

prescribed instructional strategies. This support is provided through extensive summer training and school-year assistance.

Also consistent with research, the two elementary schools have been struggling to cope with a high student mobility rate. With many new students entering the schools each year, it is often very difficult for the teachers to help newcomers get up to speed. Unsurprisingly, the gap between the newcomers' prior academic experience and the demands of the Calvert curriculum become progressively more difficult to bridge at the higher grades.

Creating Supplementary Education Strategies for Supporting High Minority Achievement

Another important aspect of the current period of education reform is the growing use of supplementary education to promote higher academic performance. By supplementary education, we mean both the informal and formal learning opportunities that children and youth have outside the regular school day and school year in the home, community, school, and many other settings.

The Task Force recognizes that there is a long history of schools, community organizations, churches, for-profit education providers, and other entities offering formal supplementary education services to students from all academic achievement and all socioeconomic levels. For minorities, much of the supplementary education for low achievers has been provided by their schools, via after-school and summer-school programs, by community organizations, and by churches. As part of their outreach efforts to increase minority enrollments on their campuses, colleges and universities have operated many of the formal programs for average and high-achieving minority students.

Supplementary programs in urban schools are one of the fastest growing parts of the supplementary sector. These programs are seen as an essential part of a strategy for helping more low-achieving students meet rising state proficiency standards. The federal government has been supporting some of this growth through its 21st Century Learning Community Centers initiative, which provides money to inner city and rural schools. In contrast, supplementary education offered by schools for average and high-achieving minority students is more limited in scope.

Remarkably little is known about the effectiveness of such programs. Few have undergone rigorous evaluation. One thing we do know, however, is that many high-achieving students from all racial and ethnic groups are beneficiaries of extensive formal and informal supplementary educational opportunities over time, many of which are provided directly or paid for by their parents. We also know that some of the most academically successful groups in our society have created a network of supplementary opportunities for their children that may best be described as a parallel educational system.

Promoting High Minority Achievement in Higher Education

Since the 1960s, minority progress in higher education has been measured primarily by whether or not enrollment, retention, and graduation rates have increased. Doing so has been absolutely essential, as African Americans, Latinos, and Native Americans have continued to lag behind the White majority in all three areas. Much less attention, however, has been given to underrepresented minority students' academic achievement in college, beyond the question of whether their grade-point averages (GPAs) are good enough to graduate. Few historically White colleges and universities have paid close attention to whether a significant number of underrepresented minority students are among their top graduates each year, or whether the minority students who are among the best-prepared members of each freshman class go on to enjoy the same level of academic success as their majority peers.

This lack of attention to academic achievement has been costly. As noted earlier in this report, there is extensive evidence that underrepresented minority students generally do not earn grades at historically White colleges and universities that are as high as White and Asian students with similar entering academic credentials (such as admission test scores). This pattern has been found at both the undergraduate and graduate levels.

On several campuses over the years, this pattern also has been found for academically well-prepared minority students, including individuals from high SES families. In their recent book, *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, William Bowen and Derek Bok provide extensive confirmation of this pattern. In their study, African-American students at 28 selective colleges and universities graduated with significantly lower GPAs, on average, than their White counterparts with similar SAT I scores. Among these African Americans were many students who were well-prepared academically for selective institutions and who were from middle and high SES families. The Hispanic students in the study also had lower GPAs than White students with similar scores.

One very negative consequence of this pattern is that fewer underrepresented minority students are reaching the highest levels of academic performance in college than would otherwise be the case, even as they remain heavily underrepresented in the pool of top college-bound high school seniors. Although this problem has not been the focus of the higher education community, a number of individuals and institutions have developed programs over the years that address it either directly or indirectly. A high percentage of these programs have been designed for students majoring in engineering, science, and mathematics, reflecting the interests of many government agencies and corporations that have often provided financial support for them. For example, the staff of the Professional Development Program of the University at California at Berkeley created a strategy in the 1970s that enables promising underrepresented minority students to perform very well in freshman calculus. The Meyerhoff Scholars Program, founded at the University of

Maryland Baltimore County in the late 1980s, is enabling many academically well-prepared Black students to achieve at very high levels in engineering and science, and to go on to doctoral programs in large numbers. For a generation, Xavier University of Louisiana has enabled many of its undergraduate science majors to do quite well academically and go on to medical school or to graduate school in other health professions.

There is considerable evidence that, when well implemented, several programs are helping underrepresented minority students reach their academic potential in college, with many achieving at high levels.

The Task Force commissioned a study to examine the strategies used in these and several other programs and to review available evidence on their effectiveness. Only a few promising programs were found to have undergone extensive external evaluation. Nevertheless, there is considerable evidence that, when well implemented, several programs are helping underrepresented minority students reach their academic potential in college, with many achieving at high levels.

These programs are getting results for a number of reasons. They are concerned with both the academic and social development and integration of participating students. They stress scholastic excellence and encourage each student to do as well as he or she can. They place an emphasis on helping students succeed in their freshman year because a good start is essential for long-term success. To that end, they ensure that students develop solid mastery in subjects that provide the foundations for doing well in their majors. They help students build strong, academically oriented peer groups, through which students can work together on their studies. Strong student-faculty relationships are built and attention is given to providing good ongoing academic advisory services. (Participating in research on the undergraduate level is a valuable means of building student-faculty relationships as well as helping students prepare for graduate school.) Wherever possible, strong support is provided beyond the freshman year. Providing students with sufficient financial aid to concentrate fully on their studies is also important.

None of these elements is surprising, but the devil, as always, is in the details. The most successful programs have been carefully engineered, and often have been modified, again and again, based on internal assessments of their results.

The Task Force firmly believes that the experience of these programs provides evidence that much can be done to ensure that most minority students have a genuine opportunity to reach their academic potential—and that many become top performers on the undergraduate and graduate levels. For progress to be made on this issue, however, colleges and universities will have to give much more attention to minority achievement issues on their campuses. At a minimum, greater use of existing promising practices will be required. Selective colleges and universities have a special responsibility in this area because a high percentage of the most academically successful minority high school grad-

uates enroll each year in these institutions, as do many promising minority students who transfer from community colleges to four-year institutions.

The Task Force recognizes that the elimination of affirmative action at public colleges and universities in several states may make it more difficult to mount initiatives in this area for some institutions. However, several of the most promising programs for supporting high minority achievement serve multiethnic student populations, including some Whites and Asian Americans.

In the 1970s, the Professional Development Program at the University of California at Berkeley created the calculus workshop as a means of addressing the low achievement of African Americans and Latinos in calculus. Students took the calculus workshop at the same time they took the introductory calculus course required of students planning to major in science, mathematics, engineering, or technological (SMET) fields. The workshop provided students with an opportunity to go into much greater depth in calculus during their freshman year than would otherwise be the case and to fill any gaps in their mathematics preparation. It also helped the students develop strong peer support networks for use in the calculus course.

The immediate benefit of the workshop was that most participating students earned an "A" or a "B" in the freshman calculus course. From a long-term standpoint, it provided students with much stronger foundations in mathematics for use in subsequent quantitatively based courses. It also provided students with some of the skills they needed to pull peer-learning groups together on their own in future courses. The workshop helped underrepresented minority students learn how hard students have to work to do well in mathematics—something that not all of them understood. Because the workshops were racially and ethnically integrated, the success of the underrepresented minority students helped dispel negative stereotypes (among students and faculty members) about the capacity of these students to perform at high levels in mathematics and other academically demanding subjects. Finally, because the workshop was discipline-based, it helped mobilize some members of the mathematics faculty to address minority achievement issues in math.

A generation after the initial development of the workshop model, it represents one of the most important tools that can be used widely by colleges and universities to raise the achievement levels of underrepresented minority students—and to help eliminate the overprediction problem. To date, it is a strategy that has been used primarily in "gateway" courses in SMET fields (calculus, physics, biology, etc.). In the future, it almost certainly should be used widely in gateway courses in the humanities and social sciences.

Recommendations for Action

In only a few decades, our society has developed a number of promising strategies and strong leads for improving educational outcomes for underrepresented minorities. In addition, many people from several sectors of our society, including many educators, government policymakers, foundation officials, and business leaders, in addition to minority leaders and minority parents, now recognize the importance of eliminating minority-majority achievement gaps as quickly as possible. The proliferation of efforts inside and outside schools to raise the achievement of disadvantaged minority students during the current period of educational reform testifies to the growing number of people with this perspective.

Many people from several sectors of our society, including many educators, government policymakers, foundation officials, and business leaders, in addition to minority leaders and minority parents, now recognize the importance of eliminating minority-majority achievement gaps as quickly as possible.

Nevertheless, much too little attention has been given by our society to the limited presence of African Americans, Latinos, and Native Americans among the nation's most academically successful students. As a result, relatively few educational strategies have been demonstrated to help resolve this issue. Meanwhile, the antiaffirmative action movement is making it more difficult to address the high achievement issue in several states.

The socioeconomic composition of underrepresented minorities is presenting us with a mixed picture from a high achievement perspective. The expanding number of students from these groups growing up in middle and high SES families is offering some unprecedented opportunities to address the high achievement issue. At the same time, far too many Black, Hispanic, and Native American youngsters are still growing up in chronically disadvantaged conditions—conditions that put them at great educational risk. Truly high academic achievement is but a distant dream for most of these youngsters.

In these circumstances, Americans have compelling moral, social, and economic obligations and incentives to greatly expand both public and private investments in the educational development of African Americans, Latinos, and Native Americans. These investments should respond to the common and distinctive needs of underrepresented minority students from all socioeconomic levels. One priority of these public and private investments should be nurturing high achievement.

Consistent with the analysis presented in this report, the Task Force's recommendations for increasing the number of high-achieving students from underrepresented groups fall mainly into three categories: 1) Expanding efforts to increase the number of high-achieving African-American, Latino, and Native American students in colleges and universities; 2) building a substantial minority high achievement dimension into the school reform movement; and 3) expanding the use of supplementary education strategies as a means of supporting high academic performance among more minority students.

Our recommendations are directed mainly to the higher education community, the elementary and secondary sector, the preschool sector, the educational policy and research communities, minority leaders and parents, national and community organizations with interests in minority education, the foundation and business sectors, and the media.

Recommendations for Higher Education

1. *Senior officials of colleges and universities should make raising academic achievement levels of underrepresented minorities—including increasing the number of top minority students—a high operational priority, on par with increasing minority enrollment, retention, and graduation rates.* Taking this step will be especially important for many historically White colleges and universities, owing to the consistent research finding that the grade-point averages of African-American, Latino, and Native American students at these institutions are often significantly lower than similarly prepared White and Asian American students.
2. *Senior officials of colleges and universities should create consortia designed to promote much wider use of proven strategies for helping underrepresented minority students achieve at high levels and to take the lead in developing better strategies.* For example, consortia of institutions that are committed to maximizing the use of effective strategies among member institutions should be established. Extensive technical assistance should be provided to ensure that the strategies are well implemented. (Promising approaches include providing students with an active system of personal support and advising; opportunities to gain in-depth skills in areas, such as mathematics and analytical writing, that are central to success in their majors; opportunities to develop strong academically oriented peer networks; and sufficient financial aid to devote full attention to their studies.) State higher education policymakers should lend firm support to these efforts. All institutions should be committed to making use of the most effective strategies available for raising minority achievement. Some institutions should take the lead in providing dissemination services on best practices to the entire higher education community.
3. *Senior college and university officials should track achievement of all students and use this information to guide strategies focused on raising underrepresented minority achievement levels.* In addition to the usual indicators of grades and class rank, indicators of students' standing within individual courses, research experiences, and challenge of the students' curriculum should be considered. This information would help senior officials understand not only how their minority and majority students are developing academically, but also the extent to which subtle differences in opportunity to learn may exist at their institutions. States should establish similar information systems to inform their higher education policymakers concerned with raising minority achievement. These information systems should be as open as possible in order to help educators and researchers develop better practices.

4. *Historically majority-serving colleges and universities should collaborate with historically minority-serving institutions to gain insights into strategies that support the academic success of minority students.* Adapting curriculum and teaching strategies used by some historically minority-serving institutions may be a fruitful approach for a number of historically majority-serving institutions. Reaching out for assistance to institutions in the home countries of immigrant students may also be beneficial.
5. *Four-year institutions should work more closely with community colleges to identify and recruit promising minority students, and then ensure that supports are in place to enable them to reach their academic potential.*
6. *Financial aid packages should be studied to determine what combinations best support high academic achievement, not just graduation rates, for all students, but especially for underrepresented minority students because so many are economically disadvantaged.*
7. *Leaders of colleges and universities should encourage their donors to support initiatives designed to raise academic performance, especially of underrepresented minorities.*

Recommendations for Elementary and Secondary Education

1. *A priority objective of local, state, and federal education leaders and policymakers should be equal representation of African Americans, Latinos, and Native Americans among the most academically successful students, and policies should be evaluated against this goal.* Pursuit of this objective will require monitoring minority representation among top students and factors that shape opportunities to learn, such as access to college preparatory courses in high school. School improvement strategies should be selected in part for their capacity to increase the number of top minority students.
2. *Federal, state, and local educational leaders and policymakers should ensure that reform strategies found to be promising in schools serving economically disadvantaged students are evaluated and considered for implementation in schools serving significant percentages of underrepresented minority students, regardless of their income level.* Determining the extent to which these strategies help increase the number of high achieving minority students in high poverty concentration schools and in schools with other socioeconomic profiles should be given immediate attention by policymakers. Much greater attention also should be given to helping schools make effective use of promising practices.
3. *At the federal level, the Department of Education should make raising the achievement of underrepresented minorities, including increasing the number of top students from these groups, a high priority in educational research and development.* Key objectives should be to identify, to help disseminate, and to help fund the development of school improvement and other educational strategies that can be used effectively in a wide variety of settings to raise the achievement of male and female minority students from all socioeconomic levels.
4. *Leaders of school districts and schools with similar minority student populations should form consortia to address common concerns and strategies for increasing the number of high achieving African-American, Latino, and Native American students.* Examples are urban

districts with large numbers of children from disadvantaged Mexican immigrant families, rural districts and schools serving Native American students who live on or near tribal lands, and urban/suburban districts with mixtures of high and low SES students from several racial and ethnic groups.

5. *Federal policymakers should develop a method for providing schools in which 25 to 50 percent of the students are disadvantaged with resources to help implement promising whole-school reform strategies.* No federal program currently targets these schools for this purpose, despite evidence that many poor and nonpoor students (many of whom are minority) in such schools are underperforming academically. Any federal funds eventually allocated to support school reform in schools with 25 to 50 percent poverty rates should not come from existing programs, such as Title I, that are already serving disadvantaged students.

Recommendations for Supplementary Education

1. *The educational research and policy analysis communities, in partnership with national and local organizations concerned with education, should design, identify, and disseminate supplementary education programs in many communities that would provide a parallel educational system to the schools for many underrepresented minority students, from preschool through high school.* Although most of the current interest in after-school programs is focused on low-achieving disadvantaged students, efforts to expand supplementary education should target minority students from all socioeconomic levels and also be concerned with supporting high achievement. These programs should reflect the specific circumstances, needs, and perspectives of the local communities—especially those of the parents and children—that they serve.
2. *Community organizations should play a leading role in providing a more extensive mix of multiyear supplementary education programs for underrepresented minority students.* Several of these organizations should provide national leadership in this field by ensuring that their programs go through extensive design, testing, and evaluation. This will mean forming partnerships with entities that have expertise in these areas.

Recommendations for Early Childhood and Parent Education

1. *Leaders in the early childhood and parent education program sectors and government policymakers should work to expand access to high quality programs in these areas to underrepresented minority children and parents, regardless of socioeconomic level.* This is important because minority students from all socioeconomic levels are not doing as well academically as their majority peers in the primary grades.
2. *Policymakers and researchers should assess the value of promising early childhood and parent education strategies for underrepresented minority students from all socioeconomic levels.* Although a number of strategies have been proven to have educational benefits for disadvantaged minority children and parents, much less is known about their effectiveness for other minority socioeconomic segments.

Recommendations for Minority Leaders and Parents

1. *Leaders of national and local minority organizations and minority parents should become much more vocal advocates for increasing the number of African-American, Latino, and Native American students who enjoy very high levels of educational success.* In addition to their advocacy for more access to high quality elementary and secondary school curriculum and teaching and for higher enrollment in colleges and universities, they should press for growth in the number of underrepresented minority students who are superior performers in school at all levels of the educational system.
2. *Leaders of respected national minority organizations should build or strengthen their capacity to provide information on successful educational strategies for raising the achievement of Black, Hispanic, and Native American students.* As the number of proven higher education, elementary and secondary education, and supplementary education strategies grows, national and local minority organizations and minority parents will need access to these findings from trusted sources as they pursue advocacy work with policymakers and educators. Minority community organizations and parents also will need this information to provide more effective supplementary education for their children.

Recommendations for Foundations and Government Agencies

1. *Private foundations with a focus on education should make increasing the number of high-achieving African-American, Latino, and Native American students a funding priority.* Because public investments in efforts to increase the number of high-achieving minority students are still limited, foundations have a crucial role to play in this area. Foundations should work collaboratively in cases in which large investments are required, while generally focusing on one or a few key aspects of the minority high-achievement issue in order to get the benefits of specialization. They should encourage individual donors to provide support in this area as well.
2. *Agencies of the federal government, such as the National Science Foundation and the National Institutes of Health, that have resources to invest in education should support efforts to increase the number of top minority students in their fields of interest.* Where feasible, the agencies should work in collaboration with private foundations.
3. *Private foundations, international organizations such as the World Bank, and national governments should explore ways to promote more rapid expansion of elementary and secondary education systems in several nations in Latin America and the Caribbean that currently have the capacity to provide K-12 education to only a fraction of their populations.* The fact that many immigrants to the United States from these countries have very little formal education is a reminder that the overall health of our region of the world is dependent on expanding educational opportunities in many of these nations, in addition to improving minority educational opportunities in our own society.

Recommendations for Business

6. *Business leaders should become strong advocates for increasing the number of top students from underrepresented minority groups because of its importance for producing the next generation of leaders in business and other fields.*
7. *Corporations should work directly to increase the number of academically very successful minority students through their philanthropy and through their summer and cooperative employment programs for undergraduate and graduate students.*

Recommendations for the News Media

1. *The news media should expand coverage of the underrepresentation of minorities among top students. This should be done by minority news media as well as the general news media.*
2. *The media should provide a complete picture of the high-achievement issue, including the extent of the problem, its underlying causes, promising strategies for addressing it, and the real progress being made.*

Pursuing Affirmative Development

In this report, we have emphasized that increasing the number of academically successful African-American, Latino, and Native American students is essential for the development of future generations of leaders in many sectors of our society. We also have emphasized that focusing on the high-achievement issue is a powerful way to bring attention to the reality that many male and female underrepresented minority students from across the socioeconomic spectrum, at all levels of the educational system, continue to encounter formidable obstacles—from poverty to prejudice—to reaching their full academic potential.

The continued educational underdevelopment of so many segments of the African-American, Latino, and Native American communities makes a very strong case for expanding their access to good schools and to high quality colleges and universities, the latter of which has been a primary focus of affirmative action. But expanded access does not necessarily translate directly into higher academic achievement. Thus the Task Force recommends that an extensive array of public and private policies, actions, and investments be pursued, which would collectively provide many more opportunities for academic development for underrepresented minority students through the schools, colleges, and universities that they attend, through their homes, and through their communities. We summarize this as a commitment to *affirmative development*.

Our emphasis on steps that many societal actors and sectors can take to increase the number of high achievers from these groups reflects a belief that a policy of affirmative development can emerge almost informally, yet powerfully, through the pluralistic processes of our society. Indeed, we believe not only that it can and should emerge, but that it is emerging.

Parents' Demographic Characteristics		Parents'	1990 - Census		2015	
Race/Ethnicity		Education	Number	Percentage	Number	Percentage
Asian		<12	255,974	14.7	431,299	9.6
		12	295,552	16.9	639,662	14.2
		13-15	413,696	23.7	1,122,733	25.0
		16+	780,825	44.7	2,304,745	51.2
		Total	1,746,047	100.0	4,498,439	100.0
Black		<12	1,690,926	20.0	1,468,155	12.9
		12	3,222,996	38.1	4,359,151	38.2
		13-15	2,553,670	30.2	3,937,597	34.5
		16+	998,390	11.8	1,655,613	14.5
		Total	8,465,982	100.0	11,420,516	100.0
Hispanic		<12	2,799,562	37.4	4,655,122	29.7
		12	2,211,890	29.6	4,675,979	29.8
		13-15	1,724,693	23.1	4,280,405	27.3
		16+	743,541	9.9	2,080,633	13.3
		Total	7,479,686	100.0	15,692,139	100.0
White		<12	2,759,657	6.4	1,278,323	3.1
		12	12,013,014	28.0	10,056,688	24.1
		13-15	14,493,406	33.8	14,753,569	35.3
		16+	13,667,552	31.8	15,710,753	37.6
		Total	42,933,629	100.0	41,799,334	100.0
Total		<12	7,506,119	12.4	7,832,899	10.7
		12	17,743,452	29.3	19,731,481	26.9
		13-15	19,185,465	31.6	24,094,304	32.8
		16+	16,190,308	26.7	21,751,744	29.6
		Total	60,625,344	100.0	73,410,428	100.0

NOTE: Does not include 18-24 year olds.
Source: 1990 Census, Dynamic Population Model.

Number of Children Age 0-17 by Parents' Education Characteristics

Parents' Demographic Characteristics		Parents'	1990 - Census		2015	
Race/Ethnicity	Nativity	Education	Number	Percentage	Number	Percentage
Asian	Native	<12	10,865	4.8	21,392	2.9
		12	53,473	23.6	153,939	21.1
		13-15	78,768	34.7	275,534	37.7
		16+	83,611	36.9	279,571	38.3
		Total	226,717	100.0	730,435	100.0
	Immigrant	<12	245,109	16.1	409,907	10.9
		12	242,079	15.9	485,724	12.9
		13-15	334,928	22.0	847,199	22.5
		16+	697,214	45.9	2,025,174	53.7
		Total	1,519,330	100.0	3,768,005	100.0
Black	Native	<12	1,485,598	20.2	1,174,662	12.2
		12	2,844,561	38.6	3,757,900	39.2
		13-15	2,224,387	30.2	3,350,539	34.9
		16+	817,190	11.1	1,312,290	13.7
		Total	7,371,736	100.0	9,595,392	100.0
	Immigrant	<12	205,328	18.8	293,494	16.1
		12	378,435	34.6	601,250	32.9
		13-15	329,283	30.1	587,058	32.2
		16+	181,200	16.6	343,322	18.8
		Total	1,094,246	100.0	1,825,124	100.0
Hispanic	Native	<12	579,987	20.7	971,550	18.3
		12	998,072	35.6	1,862,355	35.0
		13-15	880,917	31.4	1,803,568	33.9
		16+	343,236	12.2	683,610	12.8
		Total	2,802,212	100.0	5,321,083	100.0
	Immigrant	<12	2,219,575	47.5	3,683,571	35.5
		12	1,213,818	26.0	2,813,625	27.1
		13-15	843,776	18.0	2,476,837	23.9
		16+	400,305	8.6	1,397,023	13.5
		Total	4,677,474	100.0	10,371,056	100.0
White	Native	<12	2,470,827	6.2	1,150,725	3.0
		12	11,255,393	28.2	9,394,658	24.6
		13-15	13,537,808	33.9	13,562,388	35.5
		16+	12,617,807	31.6	14,042,456	36.8
		Total	39,876,835	100.0	38,150,227	100.0
	Immigrant	<12	288,830	9.4	127,598	3.5
		12	757,621	24.8	662,030	18.1
		13-15	960,598	31.4	1,191,181	32.6
		16+	1,049,745	34.3	1,668,298	45.7
		Total	3,056,794	100.0	3,649,107	100.0
Total	Native	<12	4,547,277	9.0	3,318,329	6.2
		12	15,151,499	30.1	15,168,857	28.2
		13-15	16,716,880	33.2	18,992,029	35.3
		16+	13,861,844	27.6	16,317,927	30.3
		Total	50,277,500	100.0	53,797,136	100.0
	Immigrant	<12	2,958,842	28.6	4,514,570	23.0
		12	2,591,953	25.0	4,562,629	23.3
		13-15	2,468,585	23.9	5,102,275	26.0
		16+	2,328,464	22.5	5,433,817	27.7
		Total	10,347,844	100.0	19,613,291	100.0
Total		<12	7,506,119	12.4	7,832,899	10.7
		12	17,743,452	29.3	19,731,481	26.9
		13-15	19,185,465	31.6	24,094,304	32.8
		16+	16,190,308	26.7	21,751,744	29.6
		Total	60,625,344	100.0	73,410,428	100.0