Approved January 31, 1989
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~a~~.m./p.m. on Wednesday, January 25, 1989 in room 123-S of the Capitol.

All members were present except:

Committee staff present:
Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 12 - Kansas ethnic minority scholarship program; Re Proposal No. 29 (LEPC)

Proponents:
Ms. Clantha McCurdy, Director of Financial aid, Kansas Board of Regents
Ms. Denise Apt, Special Assistant on Education to the Governor
Mr. Celso Ramirez, Acting Director, Kansas Advisory Committee on Hispanic Affairs, a division of the Department of Human Resources
Mr. Mark Tallman, Legislative Director, Associated Students of Kansas
Mr. Carl Charles, Minority Affairs Director, Associated Students of Kansas, Kansas State University
Mr. Robert Jerome Weaver, freshman, Kansas State University
Mr. Craig Grant, Director of Political Action, Kansas-NEA
Mr. Bob Kelly, Executive Director, Kansas Independent College Association

After calling the meeting to order, Chairman Joseph C. Harder called the first conferee, Ms. Clantha McCurdy, Director of Financial Aid, State Board of Regents. Ms. McCurdy explained how the passage of SB 12 could affect the prospects for future economic growth in Kansas. (Attachment 1) Ms. McCurdy, however, suggested that several items in the bill be clarified (see Attachment 1), and she requested early implementation of the program.

Ms. Denise Apt, the Governor's Special Assistant on Education, emphasized that the Governor is extremely interested in passage of SB 12 and stated that he had included $50,000 in his budget for this program, the amount recommended by both the Board of Regents and the Legislative Educational Planning Committee. Ms. Apt gave statistics to show that the number of minority students graduating from Kansas colleges had declined, and she felt this was due, in part, to lack of adequate funds. Senate Bill 12, she felt, is one way to address the problem.

Mr. Celso Ramirez, Acting Director, Kansas Advisory Committee on Hispanic Affairs, praised the Committee for developing the Kansas Minority Scholarhip Program described in SB 12. He expressed some concerns, however, and these are noted in his testimony found in Attachment 2.

Mr. Mark Tallman, Legislative Director, Associated Students of Kansas, pointed out discrepancies when comparing minority population to the number of minority students attending Kansas Regents universities. (Attachment 3) He attributed these discrepancies to several reasons, including college cost, and cited benefits that SB 12 would offer in response to this problem.

Mr. Carl Charles, Minority Affairs Director, Associated Students of Kansas, Kansas State University, said that most students are fearful of applying for a loan and that scholarships are more meaningful. He, too, felt that minority students were dropping out of university due to lack of adequate funds.

Kansas State University freshman Robert Jerome Weaver told of his friends who were forced to leave university due to lack of funds; and he, too, felt SB 12 would alleviate the situation.

Mr. Craig Grant, K-NEA, noted alarming statistics in the dropout rate of minority students attending colleges and universities throughout the country and said his organization endorses SB 12 as one way to address the problem. (Attachment 4)

Mr. Bob Kelly, Executive Director, Kansas Association of Independent Colleges, said money does help in solving the problem, and he cited two colleges, Oberlin of Ohio and Moorhead of Georgia, which had made great strides in addressing a similar problem.

Hearing no further response for testimony, the Chair announced that testimony on SB 12 was concluded.

During Committee discussion, Ms. McCurdy said that approximately thirty-five students would be able to participate in the program if $50,000 was available for the program.

Mr. Stan Koplik, Executive Director, State Board of Regents, estimated that between 125-140 students would be eligible for the program.

The Chair requested that Ms. McCurdy possibly return when further discussion might be held on SB 12, and Ms. McCurdy replied that she could do so.

Senator Parrish moved, and Senator Karr seconded a motion that the Committee introduce a bill which would amend K.S.A. 72-8212 (Attachment 5) as requested by Dr. Bill Curtis, KASB. The motion carried. The Chair said he would request that the bill be referred back to the Committee.

The Chair called the Committee's attention to statistical information relating to graduation and dropout rates of students in Kansas schools which was compiled by the State Department of Education and distributed to the Committee in repsonse to a request made yesterday. (Attachment 6)

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Wednesday, January 25, 1989

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Paul Jossenwell [illegible]	1309 SW Topeka Blvd	KACHA
Bill Hollenbeck	Pittsburg	PSU
Ken Rogg	Paola	S.R.E.
Werner [illegible]	Top.	[illegible]
Stanley Z. Koplik	Topeka	Regents
Kathryn Dysart	Wichita	USD 259
TED D. AYRES	TOPEKA	BOARD REGENTS
RICHARD B. HAYTER	MANHATTAN	KSU
JEROME WEAVER	MANHATTAN	KSU
Charles I. Rankin	Manhattan	KSU
Mark Tallman	Topeka	ASK
Jon Josserand	Lawrence	KU

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Wednesday, January 25, 1989

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Celso L. Ramirez	~~4351 W~~ 1309 S. Topeka	Ks AQ Liaison Hispanic Affairs
Craig Grant	Topeka	K-NEA
Bill Curtis	Topeka	KASB
Kay Coles	Topeka	K-NEA

KANSAS ETHNIC MINORITY SCHOLARSHIP PROGRAM

SENATE BILL NO. 12

Testimony by

Clantha McCurdy

Director of Student Financial Aid
Kansas Board of Regents

January 25, 1989

Education
1/25/89
Attachment 1

SENATE BILL NO. 12

An alarming statistical report was issued last May. One-Third of a Nation, prepared by the Commission on Minority Participation in Education, presented a sober picture of the composition of America's future population and what that means to our educational system and society. By the year 2000, minorities will comprise thirty percent of the typical college age population. In the next twelve years it is estimated that 18 million additional jobs will be created nationally. The majority of entrants in this work force will be minorities.

Prospects for future economic growth are directly related to increasing minority participation at all levels of society, including education and the work force. Minority participation in these areas have recently received considerable attention by education, business and governmental officials. Much of the impetus for this concern has resulted from the distressing fact that despite nearly two decades of progress, the full participation of minority students in our nations schools, colleges and universities has not been achieved. Minorities, especially blacks from lower and middle income groups, remain seriously under-represented in our colleges and universities.

Last spring the Board of Regents endorsed a plan to attract academically talented minority students into higher education institutions in Kansas. This plan was shared with the Legislative Educational Planning Committee. Through their further study, Senate Bill No. 12 establishing the Kansas Ethnic

Minority Scholarship Program resulted. The support for Senate Bill No. 12 should be viewed as a program which is in the best interest of all Kansans.

Kansas has invested in student financial aid with such programs as the Kansas Tuition Grant, the Career Work-Study Program, and the State Scholarship Program. The Kansas Ethnic Minority Scholarship Program should be viewed as an extension of the Scholarship Program and one that will create role models for aspiring minorities.

Enrollment Trends

According to the American Council on Education (ACE), minorities make up 21.3 percent of the general population. However, they account for only 17 percent of the enrollment in higher education. Findings from the fifth ACE report, The Annual Status Report on Minorities in Higher Education (1986), shows that: (1) Minorities constitute about one-fifth of the population of 18 to 24 year olds, but only account for one-sixth of total undergraduate enrollment and only one-tenth of all degrees conferred; (2) blacks, Hispanics and native Americans continue to be under-represented in higher education; (3) only Asian Americans are over-represented when compared to their proportion in the population.

Recent statistics compiled by the Kansas Legislative Research Department shows that minority students comprised 5.9 percent of all students at Regents institutions in 1982. In 1986 this percentage increased to 6.8 but the increase was due to the

growth in number of Asian students. The percentage ratio of other minorities remained unchanged with blacks representing 3.3%, Hispanics 1.3%, Indian 0.6% and 1.6% Asian.

Economic Opportunities

Essentially, two major factors influence minority participation in higher education as identified by the American Council on Education: the effects of high school completion rates for minorities and the economics of financing a college education. Research studies show that minorities, for the most part, complete high school at lower rates than do whites. This is attributed to the high dropout rate among certain minorities (Asians not included). Even so, the number of minorities graduating from high school has increased. However, this increase has not resulted in a steady increase in the numbers enrolling in higher education institutions.

With the changing demographics cited by the <u>One-Third of a Nation</u> report, the prospects for economic growth are directly related to minorities' prospect for success in graduating from high school and completing some form of postsecondary study. To remain economically competitive with other states, Kansas will need to educate a skilled work force. The Kansas Ethnic Minority Scholarship is one mean of achieving that goal. One factor cited by experts in the area of student enrollment, indicates that the problem of financing a college education as a major source effecting the enrollment patterns of minorities in higher education. The Kansas Ethnic Minority Scholarship Program will

help reduce the loan debt of financially needy and academically talented student. The creation of this program will also help Kansas colleges and universities to remain competitive with other states offering lucrative scholarship programs to non-resident minority students in their efforts to increase their minority student enrollment. The Board of Regents is hopeful that you will view this program as one that is imperative to maintain the economic growth of our state. Special efforts must be made to convince minority students that college is an option.

Recommendations

Senate Bill No. 12 closely follows that proposal endorsed by the Board of Regents. A few items should be mentioned for clarity of intent and purpose:

Section 1(f) - We would recommend that the definition of "American Indian or Alaskan Native" comply with the federal definition to eliminate confusion from any person making a claim of being a part of this group.

Section 1(g) - Would suggest that this definition also comply with the federal definition. Any reference to specific countries or islands should be cited as an example eliminating an assumption that the list of countries or islands is exhaustive.

Section 2(b) - Request clarification of the 100 persons who may be designated as Kansas Ethnic Minority Scholars. In our proposal 100 graduating high school students would be selected annually. Senate Bill No. 12 is not clear on this item. If

currently enrolled college students are eligible to apply for this program, it would be our understanding then that these students will be required to meet the eligibility criteria established in Section 1(c), including the 2.5 GPA - line 43.

Section 3(a) - For consistency with other financial aid programs, we recommend that the $1,500 scholarship be awarded for the academic year, payable $750 in the fall and $750 during the spring semester. Eligibility for renewal will be verified at the end of the academic year, rather than on a semester basis. This procedure is exercised for the State Scholarship and Tuition Grant Programs.

Finally, the Board of Regents would request permission to implement this program on an emergency basis, if possible, so that we may be able to offer a worthwhile application period and be able to process awards for the beginning of the academic school year.

Regents Minority Scholarship Program

State funded minority scholarships are a type of governmental action which the courts have described as "state action affirmatively promoting particular races or ethnic groups." Unfortunately, the present state of the law is anything but clear as to the acceptability of this type of program. The U.S. Supreme Court -- and not unexpectedly, other courts -- appears very divided and fragmented on this issue. Because of these divisions, it is our opinion that a state funded minority scholarship program needs to satisfy the requirements of at least a majority of the Supreme Court if it is to have a legitimate chance of being upheld.

A majority of the Court has made it clear that it would accept college admission standards which count race as a positive but not as a deciding factor in admission decisions. Presumably, a scholarship program would be accepted in the same manner.

If a scholarship program is designed solely for the benefit of minority students, we believe it should meet certain higher standards. The high Court appears to have established a test which could be considered to be the standard or test of whether such state action would be acceptable. In addition to requiring a "compelling state interest," this test has two parts:

> First, the governmental body that attempts to impose a race conscious remedy must have the authority to act in response to identified discrimination (this remedy must be narrowly tailored). Second, the governmental body must make findings that demonstrate the existence of illegal discrimination.

There are indications that the governing body of a public higher education system, such as the Board of Regents, is entrusted only with educational functions and therefore is not empowered to implement such a remedy. However, it has been conversely indicated that a federal program enacted by Congress which sets aside 10% of public works funds for minority contractors is permissible. According to Justice Powell, Congress is an appropriate body to make such a determination. The Justice also concluded that Congress had before it an ample record of past discrimination in procurement practices on which it could base its action.

Similarly, it appears that a state legislature would also have the power to enact remedial measures if the body can be provided sufficient evidence of past discrimination from which the results still linger. If a legislature is to enact such legislation lawfully, it needs to have considered evidence of discrimination, of barriers, and perhaps statistics establishing the effects of these disadvantages on minority students.

A minority scholarship program in Kansas may face legal opposition, i.e. a number of the Justices of the U.S. Supreme Court support the adage that the "Constitution is color-blind" and argue in dissent that nothing in the Fourteenth Amendment "singles out some 'persons' for more 'equal' treatment than others." In a similar vein, lower courts have indicated that scholarship programs favoring one gender over another would be struck down if these involved state action.

There certainly appears to be an interest in and a basis for discussing this type of program in Kansas. There also appears to be needs and concerns which should be addressed. We believe that a proposal such as the Regents Minority Scholarship Program addresses some of these needs and concerns in public higher education in Kansas. We further believe that such a program can be lawfully structured by the State Legislature of Kansas.

KANSAS BOARD OF REGENTS
SUITE 609 • CAPITOL TOWER • 400 SW EIGHTH • TOPEKA, KANSAS 66603-3911 • (913) 296-3421

KANSAS MINORITY SCHOLARS PROGRAM

The Kansas Minority Scholars Program is designed to enable and encourage academically talented minority students to further their postsecondary education at Kansas colleges and universities. Funded by the State of Kansas, the program provides renewable awards of $1,500 each academic year to one hundred outstanding graduating high school seniors demonstrating academic promise.

The Kansas Minority Scholars Program grew out of the need for Kansas to respond to the growing concerns over the loss of academically talented undergraduate minority students to colleges and universities in other states, and the relative decline in minority student enrollment at Kansas colleges and universities. Minority students are designated according to the following ethnic groups: American Indian, Asian or Pacific Islander, Black and Hispanic.

AWARD AMOUNT: Each year the Kansas Board of Regents will award one hundred $1,500 academic year scholarships to graduating high school seniors for their first year of college. The minority scholarship is renewable for a maximum of four years (8 semesters) of study providing the student meets established guidelines for renewal.

ELIGIBILITY CRITERIA: Scholarship applicants must be graduating high school seniors who are Kansas residents of minority background with demonstrated high academic achievement and financial need. Indicators of high academic achievement can be proven by meeting any one of the following: (1) Recognition by the National Merit Scholarship Corporation as a finalist, semi-finalist, national achievement finalist or commended scholar; (2) high school grade point average of 3.0 or higher, on a scale where an "A" equals 4.0, in a Regents recommended high school curriculum; (3) ACT composite score of 21 or better; or (4) SAT combined score of 870.

OTHER REQUIREMENTS: (1) Financial need as determined from the ACT Family Financial Statement (FFS), and (2) full-time enrollment in a degree program at a Kansas institution. Final selection of scholars meeting the eligibility criteria will be determined on the basis of financial need. Ethnic background will also be considered to ensure representation of all groups with regard to population percentage and high school graduation rates.

RENEWAL CRITERIA: (1) Maintain satisfactory academic progress towards degree requirements; (2) maintain a cumulative college grade point average of 2.5; (3) continued full-time enrollment at a Kansas college or university; and (4) the student has not previously earned a degree. Eligible institution is defined as any two-year or four-year public or independent Kansas college or university and includes community colleges, Regents institutions, independent colleges or municipal university.

APPLICATION DEADLINE: Interested students must submit the ACT Family Financial Statement and complete the additional minority scholars application available from the Kansas Board of Regents office. Priority date for consideration is April 15 of each year.

KANSAS MINORITY SCHOLARS PROGRAM

BACKGROUND:

Nationally, one of the most distressing trends in higher education in recent years is the relative decline in minority student participation. Reports from various educational statistical centers concur in their findings that despite increases in minority students who graduate from high school or receive equivalency degrees, the total number attending college has remained level or declined on a national basis. This finding appears to be particularly precarious for black and hispanic students.

In the 1960s black student enrollment flourished as institutions implemented numerous recruitment and support service programs to help increase their enrollment. The 1980s, however, appear to be unproductive for blacks and certain other minorities as the progress gained more than a decade ago in educational opportunities appears to be eroding in the 1980s. This is despite considerable progress in increasing access to higher education for minorities. Minorities are still not represented proportionately to their population in higher education. According to the American Council on Education (ACE), minorities make up 21.3 percent of the general population. However, they account for only 17 percent of the enrollment in higher education. Findings from the fifth ACE report, The Annual Status Report on Minorities in Higher Education (1986), shows that: (1) Minorities constitute about one-fifth of the population of 18 to 24 year olds, but only account for one-sixth of total undergraduate enrollment and only one-tenth of all degrees conferred; (2) blacks, hispanics and native Americans continue to be under-represented in higher education; (3) only Asian Americans are over-represented when compared to their proportion in the population.

Essentially, two major factors influence minority participation in higher education as identified by the American Council on Education: the effects of high school completion rates for minorities and the economics of financing a college education. Research studies show that minorities, for the most part, complete high school at lower rates than do whites. This is attributed to the high dropout rate among certain minorities (Asians not included). Even so, the number of minorities graduating from high school has increased. However, this increase has not resulted in a steady increase in the numbers enrolling in higher education institutions.

RATIONALE

Kansas is not exempt from the alarming statistics relating to minority student enrollment in higher education. Despite attempts to lure minority students and professionals into higher education institutions within the state, Kansas has not been able to show a significant gain. At best, some institutions are able to cite their ability to maintain the enrollment levels of minorities, but unable to show a gain over the last two to three year period.

Economics is the reason most often cited for a minority student deciding not to further their education. The financing of a college education is one of two major factors identified as influencing minority participation in higher education. With a decline in federal financial assistance to students and tougher qualification standards, Kansas must join other states in initiating programs to respond to the economic opportunities for minorities in higher education.

It is a fact that Kansas has invested in student assistance programs. The Kansas Tuition Grant, State Scholarship, Vocational Education Scholarship and the Kansas Career Work-Study Program all provide assistance to undergraduate students. Annual reports from the largest two programs, the State Scholarship and Kansas Tuition Grant, reveal that the percentage of these funds awarded to minority students is low and remains relatively unchanged over a five-year period. Only two percent of the State Scholarship funds are awarded to minority students each year, while 14 percent of the Kansas Tuition Grant recipients are identified as minorities.

In essence, these programs have failed to attract and increase the minority student participation at Kansas colleges. Perhaps this is due partly to the stringent qualification requirements, as in the case of the State Scholarship Program, or the enrollment patterns of minorities in Kansas independent institutions. The Kansas Minority Scholars Program is therefore recommended to help attract students of minority ethnic backgrounds to Kansas colleges and universities.

KANSAS MINORITY SCHOLARS PROGRAM

PROJECTED FUNDING

Year	No. of Recipients	$$$ Needed
FY 90	100	$150,000
FY 91	200	300,000
FY 92	300	450,000
FY 93	400	600,000
Total Four-Year Commitment		$1,500,000

The Minority Scholars Program will allow the selection of one-hundred students each year to receive a $1,500 renewable scholarship to continue postsecondary education at Kansas colleges and universities.

In all cases, scholarship selection will consider the ethnic background of each applicant to ensure equal representation proportionate with the percentage in population and high school graduating rates.

Reference Group	Student Count	English	Math	Social Studies	Natural Sciences	Composite
Black/Afro-American						
Kansas	697	14.6	12.3	13.6	16.7	14.4
National	61763	14.4	11.0	12.1	15.7	13.4
Difference		+0.2	+1.3	+1.5	+1.0	+1.0
American Indian/Alaskan Native						
Kansas	126	16.6	14.7	16.1	20.0	17.0
National	7358	14.6	12.5	13.2	17.8	14.6
Difference		+2.0	+2.2	+2.9	+2.2	+2.4
White/Caucasian						
Kansas	15852	19.2	18.1	18.8	22.1	19.7
National	610757	19.1	18.0	18.3	22.2	19.6
Difference		+0.1	+0.1	+0.5	-0.1	+0.1
Mexican-American/Chicano						
Kansas	331	15.9	14.0	15.1	18.2	15.9
National	17443	15.6	13.7	13.9	17.9	15.4
Difference		+0.3	+0.3	+1.2	+0.3	+0.5
Asian American/Pacific Islander						
Kansas	289	17.6	20.5	17.7	21.7	19.5
National	13885	18.2	20.9	17.7	22.0	19.8
Difference		-0.6	-0.4	0.0	-0.3	-0.3
Puerto Rican/Hispanic/Cuban						
Kansas	69	17.7	17.7	16.7	19.9	18.1
National	7564	16.7	15.5	15.5	19.3	16.9
Difference		+1.0	+2.2	+1.2	+0.6	+1.2
Graduates With Core or More*						
Kansas	6314	20.6	21.4	21.1	24.6	22.1
National	368713	19.8	19.9	19.5	23.4	20.8
Difference		+0.8	+1.5	+1.6	+1.2	+1.3
Graduates With Less Than Core*						
Kansas	12010	17.9	15.8	16.9	20.2	17.8
National	408731	17.2	14.8	15.7	19.5	16.9
Difference		+0.7	+1.0	+1.2	+0.7	+0.9

*Recall that "core or more" course work includes 4 or more years of English, 3 or more years of mathematics, 3 or more years of social studies, and 3 or more years of natural sciences.

1986 Minority Enrollment at Institutions of Higher Education

The State of Kansas

	AI*	A	B	H	W	F	T
Allen County CC	0.4%	0.0%	2.0%	1.1%	96.4%	0.1%	1,119
Baker U	0.1	0.1	4.1	0.3	92.8	2.6	776
Barton County CC	0.3	0.6	10.3	3.0	85.8	0.0	3,547
Benedictine C	0.0	0.2	2.7	3.1	92.5	1.4	842
Bethany C	0.1	0.5	3.8	1.8	91.3	2.4	785
Bethel C	0.2	0.3	6.5	0.5	86.3	6.3	634
Butler County CC	1.0	2.4	7.9	2.2	85.5	1.1	3,388
Central Baptist Theol Sem	2.1	0.0	23.4	1.4	71.0	2.1	145
Central C	2.0	0.8	10.9	2.0	83.1	1.2	248
Cloud County CC	0.3	0.2	1.0	0.3	98.1	0.2	1,883
Coffeyville CC	1.5	0.5	8.9	0.8	86.3	2.1	1,725
Colby CC	0.0	0.1	0.9	0.7	98.2	0.1	1,434
Cowley County CC	2.5	0.6	4.0	2.5	90.5	0.0	1,588
Dodge City CC	0.1	0.6	3.5	3.5	92.1	0.2	1,407
Donnelly C	0.2	1.5	64.3	5.8	14.9	13.4	591
Emporia St U	0.3	0.1	2.7	0.8	93.4	2.7	5,343
Fort Hays St U	0.7	0.4	1.3	0.7	95.5	1.4	5,535
Fort Scott CC	0.0	0.0	2.7	0.1	95.7	1.6	1,219
Friends Bible C	0.0	0.0	1.9	3.9	90.3	3.9	103
Friends U	0.5	0.9	3.9	0.7	89.1	5.0	868
Garden City CC	0.2	2.3	3.4	6.9	87.1	0.1	1,648
Haskell Indian JC	100.0	0.0	0.0	0.0	0.0	0.0	799
Hesston C	0.2	1.6	2.3	2.3	89.3	4.2	429
Highland CC	2.1	0.2	4.0	0.7	93.0	0.0	1,419
Hutchison CC	0.8	0.3	4.1	2.0	92.4	0.3	3,454
Independence CC	2.5	0.8	6.4	1.5	88.3	0.5	926
Johnson County CC	0.2	0.9	2.0	1.5	95.2	0.2	8,937
Kansas City Kansas CC	0.4	1.1	19.0	3.9	75.7	0.0	3,566
Kansas Newman C	0.5	1.2	6.0	3.5	86.1	2.6	765
Kansas St U	0.3	1.8	3.0	1.7	89.2	4.2	17,687
Kansas Tech Inst	0.2	0.4	1.2	0.6	97.3	0.4	513
Kansas Wesleyan	0.0	0.5	9.2	3.2	84.0	3.2	633
Labette CC	1.0	0.5	3.5	1.3	93.1	0.6	2,665
Manhattan Christian C	0.0	1.7	4.6	0.0	93.7	0.0	175
Marymount C of Kansas	0.0	1.8	7.2	1.8	89.3	0.0	512
McPherson C	0.2	0.9	5.1	0.9	90.8	2.1	469
Mid-America Nazarene C	0.3	0.5	1.2	0.3	93.8	3.9	1,008
Neosho County CC	1.0	0.9	2.4	0.7	94.6	0.4	1,087
Pittsburg St U	0.7	0.5	1.3	0.3	95.3	1.8	5,497
Pratt CC	0.5	0.0	5.0	1.6	92.6	0.3	1.116
Saint Mary C	0.7	1.6	20.1	4.2	71.9	1.6	867
Saint Mary of the Plains C	0.2	0.0	3.2	4.6	91.8	0.2	625

	AI*	A	B	H	W	F	T
Seward County CC	0.7	1.6	2.7	2.2	92.9	0.0	1,224
Southwestern C	1.0	0.5	12.4	1.1	83.9	1.1	627
Sterling C	0.8	0.6	8.5	3.0	84.5	2.7	528
Tabor C	0.0	0.0	3.9	0.8	81.9	3.4	382
University of Kansas							
Main Campus	0.7	1.3	3.1	1.2	86.7	7.0	25,822
Med Center	0.4	3.5	1.6	1.7	91.7	1.1	2,435
Washburn U							
of Topeka	0.7	0.9	5.2	3.4	89.3	0.5	6,610
Wichita State U	0.9	3.1	5.5	1.9	83.9	4.7	16,248

*AI American Indian
A Asian
B Black
H Hispanic
W White
F Foreign
T Total

Enrollment Since 1978

(in thousands)

	1978	1980	1982	1984	1986
American Indian	78	84	88	84	90
Asian	235	286	351	390	448
Black	1,054	1,107	1,101	1,076	1,081
Hispanic	417	472	519	535	624
White	9,194	9,833	9,997	9,815	9,914
Foreign	253	305	331	335	344

1986 Enrollment by Ethnic and Racial Group

	American Indian	Asian	Black
Public	79,000	372,000	855,000

	Hispanic	White	Foreign
Public	539,000	7,650,000	226,000

	American Indian	Asian	Black
Private	11,000	76,000	226,000

	Hispanic	White	Foreign
Private	84,000	2,264,000	118,000

	American Indian	Asian	Black
Men	40,000	239,000	436,000

	Hispanic	White	Foreign
Men	292,000	4,646,000	232,000

	American Indian	Asian	Black
Women	51,000	209,000	643,000

	Hispanic	White	Foreign
Women	332,000	5,268,000	111,000

	American Indian	Asian	Black
4-year	40,000	262,000	615,000

	Hispanic	White	Foreign
4-year	278,000	6,340,000	291,000

	American Indian	Asian	Black
2-year	51,000	186,000	466,000

	Hispanic	White	Foreign
2-year	345,000	3,575,000	53,000

	American Indian	Asian	Black
Under-graduate	84,000	394,000	995,000

	Hispanic	White	Foreign
Under-graduate	569,000	8,552,000	204,000

	American Indian	Asian	Black
Graduate	5,000	43,000	72,000

	Hispanic	White	Foreign
Graduate	46,000	1,132,000	136,000

	American Indian	Asian	Black
Profes-sional	1,000	11,000	14,000

	Hispanic	White	Foreign
Profes-sional	9,000	230,000	4,000

	American Indian	Asian	Black
Total	90,000	448,000	1,081,000

	Hispanic	White	Foreign
Total	624,000	9,914,000	344,000

1986 Enrollment, Full-Time and Part-Time

	American Indian	Asian	Black
4-year institutions Men, full-time	12,553	104,884	185,407
	Hispanic	White	Foreign
4-year institutions Men, full-time	89,603	2,223,750	160,659
	American Indian	Asian	Black
4-year institutions Men, part-time	5,202	37,068	66,272
	Hispanic	White	Foreign
4-year institutions Men, part-time	43,113	856,688	40,704
	American Indian	Asian	Black
4-year institutions Women, full-time ...	14,499	88,673	247,830
	Hispanic	White	Foreign
4-year institutions Women, full-time ...	91,891	2,140,209	67,649
	American Indian	Asian	Black
4-year institutions Women, part-time	7,258	31,486	115,740
	Hispanic	White	Foreign
4-year institutions Women, part-time	53,884	1,118,946	22,068

	American Indian	Asian	Black
2-year institutions Men, full-time	8,781	38,014	84,894

	Hispanic	White	Foreign
2-year institutions Men, full-time	57,995	613,471	18,824

	American Indian	Asian	Black
2-year institutions Men, part-time	13,008	59,287	99,255

	Hispanic	White	Foreign
2-year institutions Men, part-time	101,342	752,577	12,094

	American Indian	Asian	Black
2-year institutions Women, full-time ...	10,273	29,150	118,213

	Hispanic	White	Foreign
2-year institutions Women, full-time ...	65,847	632,040	11,394

	American Indian	Asian	Black
2-year institutions Women, part-time ...	18,559	59,660	163,388

	Hispanic	White	Foreign
2-year institutions			
Women, part-time ...	119,916	1,376,502	10,378

	American Indian	Asian	Black
All institutions			
Men, full-time	21,334	142,898	270,301

	Hispanic	White	Foreign
All institutions			
Men, full-time	147,598	2,837,221	179,483

	American Indian	Asian	Black
All institutions			
Men, part-time	18,210	96,358	165,527

	Hispanic	White	Foreign
All institutions			
Men, part-time	144,455	1,809,265	52,798

	American Indian	Asian	Black
All institutions			
Women, full-time ...	24,772	117,823	300,043

	Hispanic	White	Foreign
All institutions			
Women, full-time ...	157,738	2,772,249	79,043

	American Indian	Asian	Black
All institutions			
Women, part-time ...	25,817	91,146	279,028

	Hispanic	White	Foreign
All institutions			
Women, part-time ...	173,800	2,495,448	32,446

1986 Enrollment, by Type of Institution

	Total	American Indian	Asian	Black
Public 4-year ...	42.4%	35.4%	42.3%	39.2%

	Hispanic	White	Foreign
Public 4-year ...	33.2%	43.1%	51.5%

	Total	American Indian	Asian	Black
Public 2-year ...	35.3%	52.7%	40.8%	39.8%

	Hispanic	White	Foreign
Public 2-year ...	53.3%	34.1%	14.3%

	Total	American Indian	Asian	Black
Private 4-year ...	20.2%	8.4%	16.2%	17.7%

	Hispanic	White	Foreign
Private 4-year ...	11.5%	20.8%	33.1%

	Total	American Indian	Asian	Black
Private 2-year ...	2.1%	3.5%	0.7%	4.6%

	Hispanic	White	Foreign
Private 2-year ...	2.0%	2.0%	1.1%

	Total	American Indian	Asian	Black
Total	100.0%	100.0%	100.0%	100.0%

	Hispanic	White	Foreign
Total	100.0%	100.0%	100.0%

Note: This table shows, for example, that while 42.4% of all students were enrolled at 4-year public institutions in 1986, only 33.4% of American Indian students attended such institutions.

State-by-State Enrollment by Race In 1986

	Total	American Indian	Asian	Black	Hispanic	White	Foreign
Alabama	216,064	376	1,182	43,360	2,004	165,072	4,070
Alaska	27,482	1,990	577	976	442	22,654	843
Arizona	226,593	7,623	4,276	6,166	20,943	181,555	6,030
Arkansas	79,182	326	540	10,520	323	65,807	1,666
California	1,733,410	20,580	192,837	117,032	194,865	1,146,766	61,330
Colorado	181,866	1,536	4,234	4,568	16,848	149,780	4,900
Connecticut	159,040	406	2,782	7,596	3,752	140,770	3,734
Delaware	33,893	56	417	3,703	362	28,726	629
District of Columbia	77,651	322	2,262	22,886	1,878	41,533	8,770
Florida	477,210	1,222	7,219	44,301	47,434	362,346	14,688
Georgia	195,123	306	2,427	34,303	1,806	150,953	5,328
Hawaii	51,697	162	32,532	938	673	15,370	2,022
Idaho	45,260	374	575	260	713	42,534	604
Illinois	686,895	2,147	24,148	91,800	35,720	519,851	13,229
Indiana	250,178	648	2,868	13,570	3,210	223,687	6,195
Iowa	155,369	390	1,756	3,164	1,198	142,680	6,181
Kansas	143,306	1,679	1,811	6,477	2,428	126,611	4,300
Kentucky	144,548	323	872	8,803	341	132,581	1,628
Louisiana	171,338	473	2,468	39,326	3,210	119,316	6,545
Maine	46,232	333	688	540	188	44,285	198
Maryland	238,880	674	8,779	35,479	3,889	184,471	5,588
Massachusetts	417,513	1,130	10,884	16,787	9,806	361,916	16,990
Michigan	520,423	3,231	7,147	46,891	6,677	444,505	11,972
Minnesota	226,556	1,474	3,682	2,969	1,279	212,297	4,855
Mississippi	101,095	245	427	28,785	631	69,232	1,775
Missouri	246,185	669	3,447	18,499	2,361	216,229	4,980
Montana	34,691	1,879	149	143	187	31,671	662
Nebraska	100,401	680	833	2,744	1,098	93,090	1,956
Nevada	46,796	696	1,251	1,861	1,917	40,428	643
New Hampshire	53,876	148	382	667	465	51,521	693
New Jersey	295,313	860	9,735	27,026	17,292	230,426	9,974
New Mexico	80,270	4,934	970	1,888	20,604	50,343	1,531
New York	1,011,400	4,844	36,478	110,866	67,547	759,029	32,636
North Carolina	322,966	2,458	3,313	57,370	1,957	253,062	4,806
North Dakota	37,311	1,468	171	241	125	34,356	950
Ohio	521,290	1,281	5,713	37,699	4,209	459,929	12,459
Oklahoma	170,840	7,668	2,711	10,546	2,189	141,066	6,660
Oregon	144,798	1,345	5,565	1,836	2,102	128,742	5,208
Pennsylvania	545,923	850	8,658	35,103	5,515	483,822	11,975
Rhode Island	69,569	203	1,164	2,014	1,055	63,825	1,308
South Carolina	134,116	207	978	25,924	965	103,801	2,241
South Dakota	30,935	1,574	92	190	96	28,322	661
Tennessee	197,070	341	1,383	27,508	1,512	162,006	4,320
Texas	776,021	2,599	20,688	66,662	118,333	543,905	23,834
Utah	106,217	1,149	1,773	728	1,731	96,143	4,693
Vermont	32,452	54	241	298	167	31,153	539
Virginia	308,318	645	7,793	41,545	3,278	250,004	5,053

SOCIOECONOMIC CONDITIONS OF MINORITIES IN KANSAS

Characteristic	Total	Blacks	%
Population in 1986	2,438,000	135,065	5.5
Population in 2000	2,450,000	158,000	6.2
Median age, years	31	23	--
School Board Members	2,121	10	0.5
Board of Regents Members	9	1	11.1
Number of School Pupils	390,209	31,263	7.7
Number of School Teachers	--	--	3.0
Number of Principals	--	--	3.2
Number of Superintendents	--	--	0.0

Pupils in Selected Cities	Total % Minority	Black % of Minorities
Junction City	43 %	71%
Kansas City	53%	85%
Topeka	27%	89%
Wichita	30%	62%

Characteristic	Total	Blacks	%
Kansas State Scholars in 1986	1,599	5	0.31
Kansas Medical Scholarships in 1984	521	2	0.38
Life Expectancy, years	75.6	69.7	--
Female	79.3	73.3	--
Male	71.9	66.2	--
Families below the poverty level	6.4%	23.1%	--
Income			
Household mean income	$20,000	$13,775	68.9
Families mean income	$23,000	$15,704	68.3
Per capita income	$ 7,578	$ 4,693	61.9
Unemployment rate	4.9%	13.1%	--
Inmate population	5,586	1,886	33.8

Source: J. U. Gordon, Center for Black Leadership Development and Research. The University of Kansas, 1988.

SOCIOECONOMIC STATUS

	Blacks	Whites
Percent of males in service operator and laborer positions	54	34
Percent of males ages 25-54 with jobs	77	88
Earnings of college educated persons	0.9	1.0
Median cashable wealth	$24,608	$68,891
Personal wealth	$2.11 B	$5.0 T
Percent of Graduate School enrollments	4.6	88.3
Percent of Public School teachers	6.9	89.6
Unemployment rate for high school graduates ages 18-19	40.6	13.8
General unemployment rate	12.0	5.8
Percent of workers with college degrees	15	26
Percent of high school dropouts	23	8

THE STATUS OF BLACK AMERICANS IN KANSAS

Kansas Population Profile

Resident population (1980)	2,363,679
Rank in U.S.	32nd

Distribution:

White	
includes 63,339 Hispanics	2,168,221
Black	126,127
American Indian	15,256
Eskimo	81
Aleutian	36
Japanese	1,585
Chinese	2,425
Filipino	1,662
Korean	2,627
Asian-Indian	2,357
Vietnamese	3,690
Hawaiian	378
Guamanian	264
Samoan	90
Other	38,880
Urban	67 percent
Rural	33 percent
Born in State	63 percent
Foreign-born	2 percent

Education in Kansas

	Blacks	Whites
% of Male High School Graduates	61.6%	74.3%
% of Female High School Graduates	60.2	74.1

Black/White Illiteracy 1959 to 1979
(Percent illiterate of population)

	1959		1969		1979	
	Black	White	Black	White	Black	White
TOTAL 14 yrs. and over	7.5	1.6	3.6	.7	1.6	.4
14-24 years	1.2	.5	.5	.2	.2	.2
25-44 years	5.1	.8	1.3	.4	.5	.2
45-64 years	11.3	1.8	5.5	.7	2.6	.5
65 years and over	25.5	5.1	16.7	2.3	6.8	.8

Education continued

Black/White Highschool Dropouts 14 to 24: 1970-1982 (percent of population)

	1970		1980		1982	
	Black	White	Black	White	Black	White
16-17 years	12.8	7.3	6.9	9.2	6.0	7.6
18-21 years	30.5	14.3	23.0	14.7	23.0	15.2
22-24 years	37.8	16.3	24.0	14.0	20.5	13.7
Ages Totals	22.2	10.8	16.0	11.3	15.5	11.2

Percent of Population Completing 4 Years of College or more------

	Black	White
1960	3.1	8.1
1970	4.4	11.3
1980	7.9	17.8
1982	8.8	18.5

Percent of College Enrollment 1970-1982

	Black & Other	White
1970	8.3	91.7
1975	12.3	87.7
1982	14.3	85.7

Master and Doctoral Degrees Conferred by Selected Fields in 1982

	Black & Others	White
Physical Sciences	8.3	88.8
Mathematics and Computer Siences	9.2	87.5
Engineering	20.8	75.2
Biological Sciences	7.6	89.2
Psychology	8.1	90.2
Social Sciences	12.7	84.2

	Blacks	Whites
Poverty		
Families Below Poverty Level	23.1%	6.4%
Employment		
Percent of Male Unemployment	24.0	12.5
Percent of Female Unemployment	25.5	14.6
Income		
Household Median Income	$10,849	$16,000
Household Mean Income	$13,775	$20,000
Families Median Income	$12,754	$20,000
Families Mean Income	$15,704	$23,000
Per Capita Income	$ 4,693	$ 7,578
Percent of Teenage Pregnancy	23.5	10.8
Percent of Births to Women under Age 20 that were Out of Wedlock (1982)	83	31.9

DOCTORATES EARNED BY BLACKS AND WHITES IN 1986 *

Field	All Ethnic Groups	White	Black	Black as a % Total
Engineering	1,379	1,224	14	1.0
Physical Sciences	3,003	2,714	25	0.8
Life Sciences	4,342	3,958	64	1.5
Social Sciences	4,548	4,080	163	3.6
Humanities	2,728	2,496	70	2.7
Professional & Other	1,289	1,246	63	4.5
Education	5,595	4,820	421	7.5

* Source: Summary Report 1986: Doctorate Recipients from United States Universities. National Academy Press, Washington, D.C. 1987.

DOCTORATE RECIPIENTS
TABLE I

1985 Numbers and Percentage of Black, Chicano/Mexican American, Puerto Rican and American Indian Students Receiving Doctorates by Targeted Academic Areas and by U.S./Permanent Resident Visa

Discipline Area	Total	Total Minority	Black	Chicano/ Mexican American	Puerto Rican	American Indian
Humanities	#2,998	126	75	24	19	8
	% 100%	4%	2.5%	1%	.6%	.3%
Social Sciences	#4,747	291	205	44	25	17
	% 100%	6%	4.3%	1%	.5%	.4%
Sciences	#5,827	145	87	24	18	16
	% 100%	2%	1.5%	.4%	.3%	0%
Engineering	#1,594	46	34	6	5	1
	% 100%	3%	2%	.4%	.3%	0 %
Education	#5,872	672	503	73	57	39
	% 100%	11%	9%	1%	.9%	.6%

1. Source: National Research Council, Summary Report: 1985 Doctorate Recipients from United State Universities, 1986

SELECTED SCHOOL DISTRICTS IN KANSAS

SCHOOL DISTRICT	%	MINORITY	MAJORITY	TOTAL
BONNER SPRINGS	19	400	1700	2100
CHANUTE	3	55	2050	2105
GARDEN CITY	33	1934	3955	5889
HUMBOLDT	14	87	525	612
JUNCTION CITY	43	2996	3932	6928
KANSAS CITY	56	13,066	10,288	23,354
LAWRENCE	17	1315	6488	7803
MAYETTA	18	141	652	793
TOPEKA	24	3644	11,353	14,997
WICHITA	30	13,532	31,597	45,129

Date: March 26, 1988

☐ Chronicle of Higher Ed ☐ Hutchinson News ■ Lawrence Journal World ☐ Salina Journal
☐ Emporia Gazette ☐ Kansas City Star ☐ Manhattan Mercury ☐ Topeka Capital-Journal
☐ Hays Daily News ☐ Kansas City Times ☐ Pittsburg Morning Sun ☐ Wichita Eagle Beacon

Hurdles to higher black enrollment

EDITOR'S NOTE: In this second article in a two-part series, reporter Lisa Gaumnitz examines factors behind a recent decline in black student enrollment at Kansas University and possible steps to reverse the trend.

By LISA GAUMNITZ
J-W Staff Writer

Two steps forward, one step back.

Marshall Jackson, Kansas University's former assistant director of admissions, thinks that's an apt description of KU's record in attracting and retaining minority students.

"I've been here 17 and one half years and I've ridden an emotional roller coaster up and down. . . ," said Jackson, who served as KU's primary minority recruiter during those years and is now assistant director of the placement center.

"Yeah, I'm frustrated — there's so much that could have been done and should have been done on this campus. . . the opportunities were there and we didn't grab hold of them and start to do something as an institution," he said.

CHANCELLOR Gene Budig is committed to equal educational opportunities and "has done a lot" individually toward achieving that end, Jackson said, "but the buck can't stop upstairs."

"It is an (institution-wide) problem and responsibility," he said.

Thus far, the institutional commitment has been weak in terms of setting minority concerns as a priority, Jackson said. He said said KU has been doing a fairly good job of recruiting minority students to campus — given its financial and personnel constraints — but it could do better by expanding its recruiting base and providing better financial packages to top students.

KU's biggest effort to recruit minority students is through the KU Endowment Merit Awards funded by the KU Endowment Association.

IN THAT PROGRAM, Kansas high school students who carry a "B" average in a college preparatory curriculum, or who are National Achievement Semi-Finalists or Commended Scholars, or National Hispanic Scholar Program Semi-finalists, based on their PSAT scores, are eligible for annual renewable awards of $500 to $1,000.

Also, semi-finalists in both programs are eligible for additional $1,300 renewable awards.

Although Jackson called this program "quite successful," he said it must be expanded to surrounding states if KU wants to increase its minority enrollment, because competition for top Kansas minority students — like other top students nationally — is very stiff.

He also noted that moves to stiffen admissions criteria for out-of-state students could hurt minority enrollment.

A majority of KU's minority students are from out-of-state — most of them from Missouri — and tougher enrollment requirements for out-of state students will "cut into the available pool of minority students," Jackson said.

ATTRACTING top minority graduate students has also been a problem.

Robert Sanders, associate dean of research, graduate studies and public service, said, "Our financial packages, in general, are not competitive" with most of the Big Eight, and Big Ten schools, and with other top graduate institutions.

It's expected that the endowment association's "Campaign Kansas" fund drive will provide some help in minority scholarships and fellowships at the undergraduate and graduate levels.

EXPANDING the pool of minority students means KU must also focus attention on those students who are not on the honor rolls, but are still good students and are well-prepared for college, said Judith Ramaley, executive vice chancellor for the Lawrence campus.

"It's easy to reach out to top students," she said. "They're on lists. . . but it's very difficult to identify the next group of students."

KU does have a few programs that serve to bring some of those students to campus, such as the federally-funded "Upward Bound" program.

It provides economically and educationally disadvantaged high school students with year-round tirtoring, and a six-week stay at KU in the summer, in hopes that it will prepare them and motivate them to attend college.

THAT COMMITMENT to the student can't stop once he reaches KU, Jackson said, because it's after classes begin that some students start having problems that may lead to their dropping out of KU.

"I can go out and recruit students every year and get them in here, but if on the other end we lose them, nothing's really changed," he said.

A higher percentage of black students drop out of KU than do students in all other ethnic groups, according to an attrition report by KU's Office of Institutional Research and Planning.

About 32 percent of the black students who entered KU as freshmen in fall 1985 had dropped out of KU by the end of their freshman year, compared with 21 percent for all students, according to the report.

The attrition rate after two semesters for American Indian students was 18 percent, 13 percent for Asians, and 28 percent for Hispanics.

Those rates come back to haunt KU in its recruiting efforts.

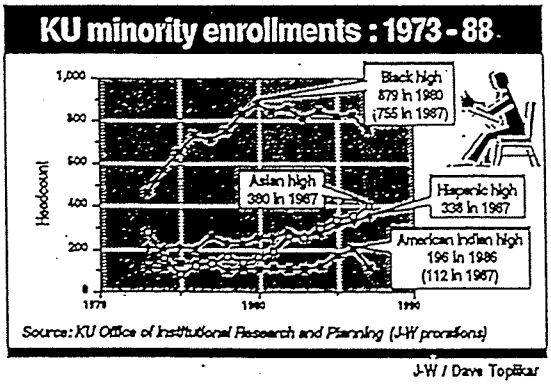
KEITH JANNE, a counselor at Sumner Academy of Arts and Sciences, a Kansas City, Kan., magnet school, said KU's high minority attrition rate discourages some of his top students from attending.

"The problem is that the kids see that a lot of students that do go there don't graduate. . . and that's something we stress for the students to evaluate and look at — what's their success rate," he said.

Sumner's counselors also stress to their students the necessity of choosing a school with a strong support system — something KU and other large state schools don't have, Janne said. "I see a number of smaller and private schools having a much better support system for students, particularly minority students."

KU most improve in helping show students where to go for help for a particular problem, so they don't get sent from office to office in search of an answer, he said.

"The school seems to be large and impersonal," Janne said of KU. "So many of the kids get caught up in the bureaucracy."



Source: KU Office of Institutional Research and Planning (J-W projections)

J-W / Dave Toplikar

LOIS ARIOLI, chairman of the couseling department at Wyandotte High School, a predominantly minority school in Kansas City, Kan., said a strong support system is also necessary in helping some minority students adjust to a predominantly white college community.

"Our kids who go to smaller schools out in Kansas, such as Fort Hays, have a real hard time because there are so few blacks there, and people there aren't used to seeing them," Arioli said.

Her students' troubles at KU seem to stem more from their adjusting to the increased competitiveness, and finding that they are no longer likely to be the top scholars, the football or basketball captains, or student body leaders.

JACKSON AGREED that KU's support systems need to be improved, saying "Right now, ours is a hodge podge — there's nothing that helps students all the way through."

The minority programs need to be better coordinated, and they need more resources and staffing so they can reach more students, he said.

Vernell Spearman, who resigned as KU's director of the office of minority affairs in mid-March to become associate director, said KU should also offer more courses that recognize contributions made by people from non-Western world cultures because "the Western world is not the only source of civilization."

Once such programs are offered, "white students and faculty have to become involved" in them, Spearman said, as they need to become involved in such activities as "Black History Month" if the campus is to have a good climate for everybody.

KU COULD ALSO help improve minority students' college experience by developing a cultural center where they can hold activities, have access to resources about minorities, and just have a place to be together, Spearman said.

Such a center would be open to all students, and would be "an effective way to draw other students to at least being aware of other cultures," she said.

Ramaley said that concerns about the support system, about minority recruitment and retention, and about "what we're doing to establish a climate for minority participation on campus," are issues that will be studied by a recently announced task force for minority concerns.

Ramaley will chair that task force, which Budig established in mid-February following community reaction to the invitation of Ku Klux Klan members to campus for interviews. Ramaley has received faculty, staff and students recommendations for the members, and is now playing "phone tag" with those she wants to have on the task force, she said.

Date: March 25, 1988

☐ Chronicle of Higher Ed ☐ Hutchinson News ■ Lawrence Journal World ☐ Saline Journal
☐ Emporia Gazette ☐ Kansas City Star ☐ Manhattan Mercury ☐ Topeka Capital-Journal
☐ Hays Daily News ☐ Kansas City Times ☐ Pittsburg Morning Sun ☐ Wichita Eagle Beacon

Black enrollment at KU slipping in recent years

EDITOR'S NOTE: In this, the first of two articles, Journal-World reporter Lisa Gaumnitz examines decreasing black enrollment at Kansas University. On Saturday, KU officials and others comment on the situation and offer possible solutions.

By LISA GAUMNITZ
J-W Staff Writer

While this month's campus visit by Ku Klux Klansmen drew dramatic attention to black students' concerns at Kansas University, changes in enrollment patterns in recent years have been quietly eroding the black presence on Mount Oread.

Figures indicate that while the number of black students at KU increased faster than the national average during the 10-year-period ending in 1986, black enrollment has actually been declining during the 1980s.

During the same 10-year-period, KU enrollment of other minorities — Asians, American Indians and Hispanics — edged up.

FIGURES INDICATE that black enrollment increased from 730 students in fall 1976 to 830 in fall 1986, or by 13.7 percent.

During the same 10 year period, black enrollment in the nation's 3,300 colleges and universities grew 4.6 percent, so KU nearly trebled that growth rate, according to figures compiled by the U.S. Department of Education.

But KU's black enrollment actually peaked in 1980 at 879 students, and has been falling since. In fall 1987, 755 black students were enrolled — 75 less than the previous fall — and they made up about 3.2 percent of the total student enrollment.

Hispanic enrollment in fall 1987 was 356 students or 1.4 percent of the student body, and Asian enrollment stood at 359 students, or 1.5 percent.

American Indian enrollment, which fluctuated from year to year between 100 and 200, constituted less than 1 percent of KU's total student population in 1987.

IT'S NOT simple to get an accurate total for minority enrollment at KU. The figures used here have been prorated, and so are estimations. They are obtained by adding the number of students who reported themselves as belonging to a certain ethnic group to a number representing the same proportion to the total student body in the group of students who didn't report their ethnicity.

Sally Bryant, assistant dean of educational services, said this method of calculation is acceptable, but noted that the figures are estimates and as such could be subject to error.

ROBERT SANDERS, vice chancellor for research, graduate studies and public service, said KU's drop reflects a national trend of declining black college enrollments at both the undergraduate and graduate levels that has stirred concerns over the effect on the labor market.

A smaller proportion of blacks who are 18 to 24 years old are choosing to go to a two-year or four-year college, despite overall growth in the minority population, he said.

Prime among the reasons cited for their not going to college — or not pursuing an advanced degree — is ecoonomics, said Sanders, who is also director of graduate minority recruitment.

One factor cited is that federal government cuts to financial aid programs for students and a strengthening of requirements to qualify for such programs have led to a decline in the number and amount of awards given and have forced more students to rely on loans to finance their educations.

BECAUSE MOST of KU's minority students are from outside Kansas — and so often are subject to non-resident tuition charges, which combined with fees have risen by nearly one-fourth from the 1984-85 to 1987-88 academic years — that can mean a hefty debt awaits them upon their graduation.

Increasingly, minority students are deferring their education so they don't have to take out loans or are skipping school entirely, said Vernell Spearman, who resigned as director of KU's office of minority affairs in mid-February and is now an associate director.

Those same economic concerns have played a large role in declining minority enrollments in graduate school, Sanders said.

KU'S GRADUATE minority enrollment dropped from 214 in fall 1980 to 180 by 1987, a decline of 16 percent, according to "Viewpoints," a KU graduate school publication.

Those students who do choose to pursue an advanced degree can build up a staggering debt, Sanders said.

In 1986, nearly 30 percent of the graduate students in U.S. universities had more than $7,000 in debt from loans they took out for their undergraduate years, he said.

Lois Arioli, chair of the guidance department at Wyandotte High School, a predominantly minority high school in Kansas City, Kan., said she's noticed a substantial increase in recent years in the number of Wyandotte graduates going into military service.

FACTS IN BRIEF

College Debts of Recent Graduates Continue To Rise

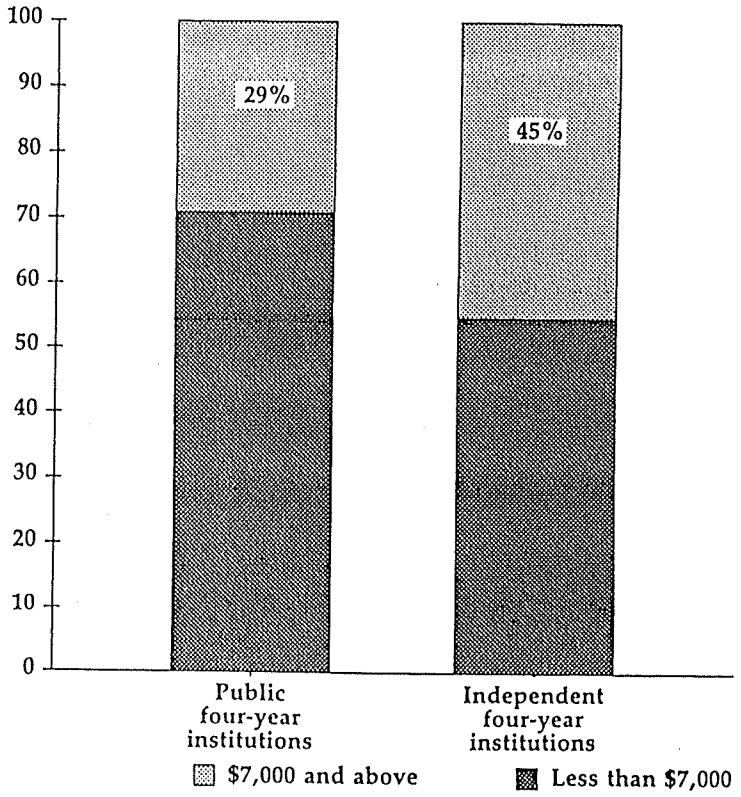
Over 410,000 1983–84 graduates of four-year institutions completed college with education debts. These graduates represent 43 percent of all graduates of four-year institutions..

Among 1984 graduates who borrowed:

- the average college debt was about $5,500, twice the average of 1977 graduates ($2,700);
- one in three owed less than $3,000, 34 percent owed $7,000 or more, and 2 percent owed $15,000 or more;
- 29 percent of the graduates of four-year public institutions owed $7,000 or more, compared to 45 percent of the graduates of independent institutions;
- one-third of those who were employed full-time after graduation were paying 6 percent or more of their earnings toward their education loans;
- one in seven recent graduates in education and in the humanities who borrowed faced a loan burden of 10 percent or more of their pre-tax earnings.

This profile was compiled by Andrew G. Malizio of the American Council of Education's Division of Policy Analysis and Research, (202) 939-9452.

Percentage of 1983–84 Graduates Who Borrowed, By Debt Level



Source: Cathy Henderson, "College Debts of Recent Graduates," December, 1987. For copies, send a check payable to the American Council on Education to: Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, Washington DC 20036 (prepaid; $5 for ACE members, $8 for nonmembers).

February 29, 1988

FACTS IN BRIEF

Strong Relationship Exists Between Family Income and College Attendance

About 11.6 million families in the United States—18 percent of all families—have one or more members who are between the ages of 18 and 24. Of these families, about 35 percent had one or more such members attending college full-time in October 1986.

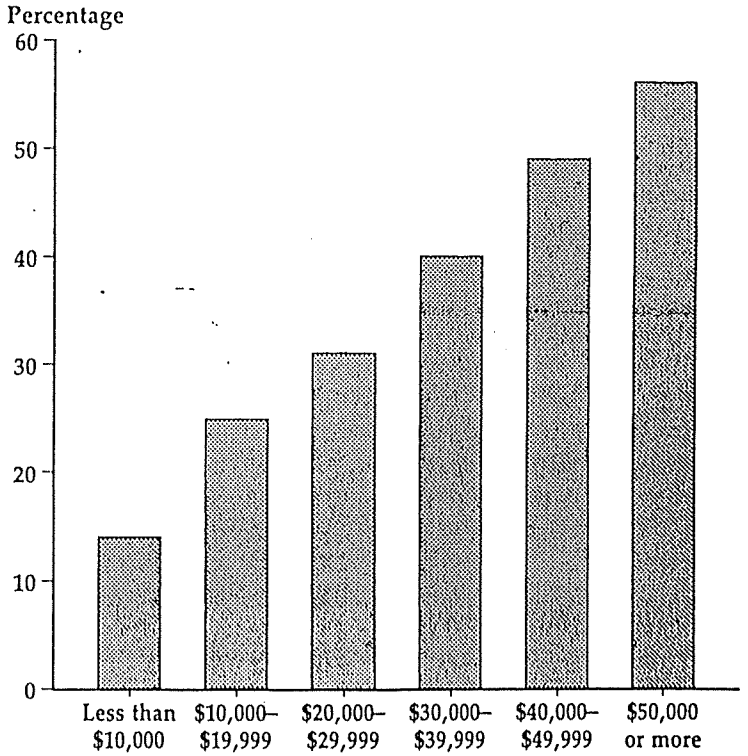
Among families with at least one 18- to 24-year-old, the following percentages are sending a family member in that age group to college full-time:

- 56 percent of families with incomes of $50,000 or more;
- 49 percent of families with incomes of $40,000 to $49,999;
- 40 percent of families with incomes of $30,000 to $39,999;
- 31 percent of families with incomes of $20,000 to $29,999;
- 25 percent of families with incomes of $10,000 to $19,999; and
- 14 percent of families with incomes of under $10,000.

These estimates are for the civilian noninstitutional population and are based on the Current Population Survey. Estimates do not include families in which the only member 18 to 24 years old is the family householder, and families in which the householder is a member of the Armed Forces.

This profile was compiled by Andrew G. Malizio of the American Council on Education's Division of Policy Analysis and Research, (202) 939-9452.

Percentage of Families with One or More Members 18 to 24 Years Old Attending College Full Time, by Income Level



Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, "School Enrollment—Social and Economic Characteristics of Students: October 1986," U.S. Government Printing Office, Washington, DC, forthcoming.

March 28, 1988

OPINION

The Minority Enrollment Effort: Time To Get Serious

By William V. Muse
President, The University of Akron

Improving minority participation has emerged as one of the most significant problems in higher education today. It's time we stop wringing our hands and start producing results.

Blacks remain seriously underrepresented in higher education, and, according to most sources, the problem is getting worse. Despite the fact that more blacks are graduating from high school than ever before, the percentage of 18- to 24-year-old blacks entering college fell from 36 percent to 27 percent between 1976 and 1985, according to a recent American Council on Education report.

Stemming the tide is no easy matter. But it can be done. At The University of Akron (UA), black student enrollment rose by 18 percent this fall—from 1,710 to 2,024 students. UA's freshman class of black students rose 13 percent, from 803 to 910.

The first and hardest step to increasing black enrollment is getting past the excuses:

- "We're already doing the best we can."
- "We can't find qualified candidates."
- "We can't afford lucrative scholarships and other recruiting tools that will make us competitive."

I heard those excuses when I became president of UA in 1984. We seemed to be doing the right things —a well-developed affirmative action plan, minority student recruitment efforts, and good developmental programs for students who did not meet admissions requirements. The university, Ohio's third largest with an enrollment of 27,069, is located in a metropolitan area of 660,000, with a black population of nearly 10 percent.

Yet, UA had only eight full-time black faculty in 1984 and a declining black student population.

Clearly, there is a dearth of black professionals in academe. But instead of lamenting the shortage, we can devote our energies to finding highly competent candidates. At Akron, we noted a lack of blacks among our management ranks. Over the past 18 months, three of four new deans hired are black.

William V. Muse

Despite the odds, we must raise the number of blacks within our faculties and leadership ranks. We must increase the future pool by bringing more blacks into our graduate schools. At Akron, we increased the number of black graduate assistants from 13 a year ago to 58 this fall through an aggressive national recruiting drive led by two black faculty members.

Any sustained improvement will require some investment, and there is no question that financial aid is a major barrier to minority participation. But at least in the early stages, a high-level and perceived institutional commitment seems to outweigh dollars spent.

We must recognize that change is a leadership task. Presidents, and their leadership ranks, must acknowledge in word and deed that improving educational and employment opportunities for blacks is of the highest priority.

We must also build better relations with the black community. The university must become a highly visible and valued part of the community. Churches and families are the vital connections for helping black students and their parents prepare for college, both academically and financially.

Intervention must start early. With a $3 million gift from Firestone, Inc., Akron, for example, will reach out to disadvantaged youth and their parents through our new Strive Toward Excellence Program (STEP). STEP targets sixth graders for year-round enrichment programs throughout their next six years of schooling.

Firestone's gift reflects growing corporate awareness of the dire consequences if blacks do not share in America's educational opportunities. Increasingly, the business community is becoming more involved.

Finally, we must integrate black students into collegiate life. This means developing more effective retention programs, which identify academic problems early enough to be reversed. It means offering black students opportunities for leadership and for social and cultural exchange.

The focus of UA's efforts to retain black freshmen is a peer counseling program. Designed to help black students socially adjust to college life—particularly life on a large, predominantly white urban campus like Akron—the program pairs upperclassmen with incoming freshmen. Peer counselors are friends, rather than tutors, who help students feel comfortable on campus by taking them to athletic and social events and by giving caring support.

We've got a long way to go, but we've found that early gains inspire even greater commitment and desire for improvement.

Knowing what works is not enough. It's the doing that makes all the difference.

(The views expressed in "Opinion" are solely those of the author and do not necessarily represent the position of the American Council on Education.)

the Educational Testing Service, is other things, instituting

U. of Wisconsin Announces Plan to Double Minority Enrollment

MADISON, WIS.

The University of Wisconsin at Madison last week announced a plan aimed at doubling its minority enrollment and adding a total of 200 minority-group members to its faculty and staff over the next five years.

The package of minority recruitment and retention proposals, said Chancellor Donna E. Shalala, "will strengthen education at U.W.-Madison for all students."

The "Madison Plan" includes a number of innovative components, she said, including a financial-aid package that would limit the debt of low-income students, and the development of new cooperative relationships with institutions around the country with substantial minority enrollments.

"This is a bold effort," Ms. Shalala said. "But diversity and pluralism are absolutely essential on this campus; they are necessary parts of a superb education for all our students."

Racist Incidents Reported

Announcement of the plan followed reports of alleged racism on the Madison campus and several racist incidents. In one incident last spring, a fraternity was temporarily suspended after a caricature of a black man with a bone through his nose was placed on the fraternity's front lawn.

Wisconsin established a faculty-student committee last spring to investigate campus racism, and a report by the committee helped lead to the plan announced last week.

The plan urges new or expanded programs in student orientation and counseling and outreach to local schools, and an increase in scholarships for undergraduates and graduate students.

The plan recommends the adoption of an ethnic-studies requirement for all undergraduate students, and of written policies and procedures to handle discriminatory or harassing conduct by students and employees. It also calls for the establishment of a multicultural center on the campus.

The cost of the plan is estimated at $1.6-million in state money the first year, with the funds coming from a reallocation of existing resources. About $4.7-million in state support would be needed to sustain the plan for three years. Additional assistance is being sought from private and federal sources, Ms. Shalala said.

"We are setting specific goals," she said, "and we expect to be held accountable for reaching them. It will not be easy to achieve, but it is vital if we are to lead this university into the 21st century."

Wisconsin has labored with low minority enrollment and retention. Of the 43,369 students currently enrolled at the university, only 3.3 per cent are members of minority groups.

—CHARLES S. FARRELL

Testimony By
Celso L. Ramirez
Acting Executive Director
Kansas Advisory Committee on Hispanic Affairs (KACHA)
Before
The Education Committee
Wednesday, January 25, 1989
1:30 p.m.
Room 123-S
State House Capitol Building

Kansas Ethnic Minority Scholarship Program

Education
1/25/89
Attachment 2

May it please the chairperson and the members of this committee. I am Celso L. Ramirez, Acting Director of KACHA. I am appearing before you to pass on information pertaining to the Kansas Ethnic Minority Scholarship Program.

In beginning my testimony I want to praise the Education Committee for developing the Kansas Minority Scholarship Program. KACHA believes this is a very positive step forward and we offer our assistance.

We offer the following concerns in an effort to make Senate Bill 12 more effective in benefiting minority students.

A. The Committee seems to be choosing the criteria for a Kansas Ethnic Scholar Program from the selective admissions standards. KACHA recognizes the standards chosen by the Committee are designed to attract only the very best minority students. KACHA is concerned about the student who may not qualify under these standards.

I have provided you with recent articles from the Wichita Eagle Beacon. You will see there is a great disparity in the performance of minorities on standarized achievement tests.

If you will look at the chart of the article entitled "Blacks, Hispanics Lag on Test Scores". You see Asians outscore Blacks and Hispanics in both reading and math at every grade level.

A recent study conducted by the Kansas Association of School Boards showed that 98 out of 165 high schools surveyed in Kansas offered all the courses required by the Regents curriculum while 67 did not.

Kansas State Reported Scores - ACT Scores

Ethnicity	Median
Overall	17
Black	15
Hispanic	19
Asian	19
Indian	20.5
Mexican	23

University of Kansas ACT Scores

OVERALL	22.1
OVERALL MINORITY	17.2

B. KACHA also has concerns pertaining to the number of scholarships to be offered. Is the Committee offering 100 scholarships per year in addition to those given the prior year that continue to be eligible? Perhaps somewhere in the language of the bill we need to clarify this very important aspect.

C. With four (4) ethnic groups and fifty-one (51) institutions what are your implementation plans?

Again we thank you for your bold and innovative efforts on the behalf of minorities across the state. We applaud your foresight in realizing the need for retaining minority students of the state of Kansas, realizing the need for minority role models and for successful citizens of Kansas.

THANK YOU.

KANSAS DEPARTMENT OF HUMAN RESOURCES

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Minority gap draws new focus

Schools want to even up scores

By John Jenks
Staff Writer

The Wichita school system has to do a better job teaching minority children, although the children's below-average performance on standardized tests results partly from biases in the tests, top school officials acknowledged Sunday.

Superintendent Stuart Berger, Deputy Superintendent Al Jones and Associate Superintendent Ron Naso took that message to a largely black audience of 250 Sunday night at Tabernacle Baptist Church.

"We're meeting the middle-class kids' (needs), but are missing a lot of others," Jones said.

Top school administrators, who expressed dismay with minority performance on standardized achievement tests after the release of test results recently, vowed to take steps to correct the problem.

SUNDAY NIGHT'S community meeting precedes a more formal meeting Friday between school administrators and minority community leaders to discuss the problems and what should be done about them.

Blacks and Hispanics scored, on average, lower than white students in every grade level, from first to eighth grade, on the Iowa Test of Basic Skills last spring. Nationwide, minority students also trail whites on test scores. In Wichita, Asian students scored better than average in math and average in reading.

The tests measure learning in math and reading. They are not intelligence tests.

Wichita administrators had suspected black and Hispanic students were not doing as well as whites. This month, for the first time, they separated the test results for 35,000 children by race to better identify where educators must work harder.

FACTORS CONTRIBUTING to the low scores include cultural biases in the tests, teachers who do not understand minority students, lower expectations for minority students among some teachers and in some schools, and lower income and educational levels among many minority families, according to educators, parents and community leaders.

To deal with some aspects of the problem, Wichita schools have been beefing up specialized programs such as all-day kindergarten for students who are considered at risk of failing. Plans are under way for a series of spring workshops for administrators and teachers on race relations and on multicultural education.

"We're going to start by aware-

● MINORITIES; 5A, Col. 1

Black students face low expectations

MINORITIES, from 1A

ness," Berger said in an interview. "And we're going to raise expectations. We're going to look at instructional strategy."

The standardized tests are far from accurate measures of student achievement, but they tell the district it is not doing right by many students, Berger said.

In a comparable test for fourth-graders used in recent years, for example, the student must read a 14-sentence paragraph dealing with ways to properly water a lawn, then answer four questions about the passage.

"What the test scores indicate, regardless of how we feel about what they're measuring and that sort of thing, is that whatever is happening, or isn't happening, black students are being left out," said John Gaston, professor of minority studies at Wichita State University.

Jones, the highest-ranking black in the school system, said the tests reflected only the mainstream white culture, did not test intelligence and often did not even test what the student had learned in class.

But they are still important.

"The reality is that those tests currently play a critical role in access to higher education and employability," he said. "That's the reality."

Berger said he agreed that standardized national tests were culturally biased.

"I agree, but so what? What are we going to do about it?" he asked, rhetorically. "Fair or unfair, they are the tests. I'm not going to debate whether standard English is better than non-standard English; we're going to teach them standard English."

Part of the problem is in the larger society, with poverty, limited English, parental attitudes and a shortage of successful role models, agree educators, parents and community leaders. The school system compounds the problem through lowered expectations and teachers who sometimes cannot relate to their minority students, they said.

Minority children from middle-class families who have assimilated to the mainstream white culture probably do just as well as white children on the tests, say Gaston and Rosa Avila, an East High school teacher.

"They know the system," she said.

Some of the same problems hurting low-income black and Hispanics probably also hurt low-income white children.

"People in the south of Wichita have the same problems," Avila said.

Parental attitudes toward formal education also are a big factor in a child's success or failure in school.

"Within our own family structure, sometimes we don't have the support, we don't instill the confidence, we don't follow up like we should with our children," said the Rev. James Beasley, pastor of the New Hope Baptist Church.

Among some Mexican-American families, education is seen as being strictly the job of the school system, Avila said. Practices that give children a leg up and that are common in many middle-class homes, such as having books and magazines in the house and reading to children in English, are not regarded as being part of the schooling process.

Limited knowledge of English also can be a big factor in low test scores and low achievement among Hispanic students, Avila said.

Children coming into the Wichita school system with these obstacles sometimes face another — a system that sometimes starts out expecting them to fail.

"I think our expectations for minority kids are what's killing us," Berger said. "They're unbelievably low."

Because the classroom teacher corps is overwhelmingly white, minority students can have a tough time finding positive role models.

Of the 2,490 classroom teachers in Wichita, 225 are black, 55 are Hispanic and 15 are Asian. Only 12 percent of Wichita classroom teachers are non-white; 30 percent of the students are members of minority groups.

Some teachers also do not know how to deal with black or Hispanic students, Gaston said.

"If you don't know how to relate to those students, those students might start to feel shut out and alienated," said black parent Kim Foster.

Among school board members, administrators, teachers, parents and community leaders, there is a wide consensus that the Wichita school system has to change the way it looks at minority students and their educations.

"The school system is set up for a homogeneous society," said Jon Miller, president of the National Education Association-Wichita. "We need to look at what we can do to move Wichita into a more realistic situation."

PROJECTED IMPACT OF PROPOSED ADMISSION REQUIREMENTS UPON KSU STUDENTS

Prepared By:

Michael L. Lynch
Assistant Vice President
Institutional Advancement

At the Request of
Academic Affairs Committee
Kansas State University Faculty Senate

November 6, 1987

SUMMARY INFORMATION

The projections contained in the attached tables are based upon a random sample of 200 Fall 1987, new entering freshmen. In order to be eligible for the sample, the student must have submitted ACT Scores to KSU and have reported a 1987 high school graduation date. One should note that non-traditional aged students and minority students are largely unrepresented in this sample because they frequently do not report ACT results. Likewise, international students are virtually unrepresented.

One should also note that the information upon which these projections are based is self-reported by the student at the time they register for the ACT. However, responses to the various questions do appear to be consistent which suggests at least an acceptable degree of accuracy.

Given the above, I would note the following points:

1. 4.5% Qualify for admission under Regents' Recommended Curriculum utilizing foreign language requirements and specified courses.

2. 9.0% Qualify for admission under Regents' Recommended Curriculum utilizing specified courses but deleting foreign language requirements.

3. 14.5% Qualify for admission under Regents' Recommended Curriculum where number of units serve as criteria (as opposed to specified courses) and foreign language is included.

4. 35.5% Qualify for admission under Regents' Recommended Curriculum where number of units serve as criteria (as opposed to specified courses) and foreign language is excluded.

5. 49.0% Qualify for admission with ACT Composite Score of 23 or above.

6. 60.0% Qualify for admission with a self-reported high school rank of top quarter. Criteria is top third.

7. 70.0% Qualify under at least one of the criteria where Regents' Recommended Curriculum with specified courses is used.

8. 77.5% Qualify under at least one of the criteria where Regents Recommended Curriculum with specified units is used.

9. Under either Regents' Option, the ACT Composite and Class Rank will serve as the operative criteria unless substantial modifications of current high school curricula and practices are achieved. This will have a particularly strong impact upon our minority student applicants. The Office of Minority Affairs estimates that fewer than 23% of our enrolled minority freshmen submit ACT Composite Scores of 23 and above.

10. The perception that the foreign language requirements is the only limiting area is incorrect, based upon the self-reported information, 43.5% have not completed Oral Communications, 67.0% have not completed economics, and 51.5% have not completed trigonometry.

TABLE 1

Projected Admission Status of Fall 1987 Freshmen
Based Upon ACT Self-Report Information and Regents'
Specified Course Requirements (Sample = 200)

Criteria	Admission Status: Qualified for Admission	Admission Status: Not Qualified for Admission
Regents' Recommended Courses-Including Foreign Language	4.5%	95.5%
Qualification By Specified Courses:		
Literature	(No Data)	(No Data)
Oral Communications	(56.5%)	(43.5%)
Algebra I	(100.0%)	(0.0%)
Algebra II	(85.5%)	(14.5%)
Geometry	(93.5%)	(6.5%)
Trigonometry	(48.5%)	(51.5%)
Economics	(33.0%)	(67.0%)
Other Social Studies	(81.0%)	(19.0%)
Foreign Language	(39.0%)	(61.0%)
Regents' Recommended Courses-Excluding Foreign Language	9.0%	91.0%
ACT Composite 23 or Above	49.0%	51.0%
High School Rank in Top Third (Used Self-Reported Rank in Top Quarter)	60.0%	40.0%
* * * * * * * * * * * * * * * * * * * *		
Students Meeting at Least One of the Above	70.0%	30.0%

TABLE 2

Projected Admission Status of Fall 1987 Freshmen Based Upon ACT Self-Report Information and Regents' Specified Units By Content Area - Specified Courses Not Required (Sample = 200)

Criteria	Admission Status: Qualified for Admission	Admission Status: Not Qualified for Admission
Regents' Recommended Courses-Including Foreign Language	14.5%	85.5%
Qualification By Units:		
English - 4 units	(90.0%)	(10.0%)
Math - 3 units	(87.5%)	(12.5%)
Social Science - 3 units	(55.0%)	(45.0%)
Natural Science - 3 units	(62.5%)	(37.5%)
Foreign Language - 2 units	(39.0%)	(61.0%)
Regents' Recommended Units-Excluding Foreign Language	35.5%	64.5%
ACT Composite 23 or Above	49.0%	51.0%
High School Rank in Top Third (Used Self-Reported Rank in Top Quarter)	60.0%	40.0%
* * * * * * * * * * * * * * * * * * * *		
Students Meeting at Least One of the Above	77.5%	22.5%

University of Kansas, Lawrence
Executive Vice Chancellor's Office
November 18, 1987

Background: At the September 17, 1987 meeting of the Kansas Board of Regents, the staff presented a proposal for establishing selective admissions at the Regents institutions. The proposal offered three options, one covering all three doctoral-granting institutions (option I), one covering KU and K-State (option II) and one covering KU only (option III). The other three Regents institutions would retain an open admissions policy under the staff proposal.

Subsequent to the September meeting, the staff issued two amendments. The first provided that the language requirement of the Regents curriculum could be fulfilled through a cultural/technological literacy requirement of two units. The second change would permit an institution to admit an out-of-state student if he/she satisfied any one of the three proposed criteria (i.e., completion of the Regents curriculum with a 3.0 GPA or better; graduation in the top third of the high school class; or an ACT score of at least 23), rather than demanding that the student meet all three requirements. In various phone conversations, staff provided additional clarifications of intention which have not been provided in written form. In particular, the staff did not intend to include foreign students in the proposed policy; foreign students would continue to be admitted according to criteria established by the institution.

In this report, I will attempt (1) to summarize our study of the impact that the proposed selective admissions policy would have on the Lawrence campus of the University of Kansas and (2) to convey a sense of the questions and concerns that have been expressed by our faculty and students about the adoption of a selective admissions policy. With less than two months to prepare a response, (I cannot provide an official position either in favor of either a selective admissions policy or in favor of the retention of an open admissions policy.) There has not been adequate time for our faculty and students to study the matter and advise me.

IMPACT OF THE POLICY ON THE LAWRENCE CAMPUS

The Office of Institutional Research and Planning conducted a study of the impact of the proposed policy by applying the criteria to a randomly selected sample of the Fall 1987 entering freshman class. The sample consisted of 271 resident students and 139 non-resident students, ten percent of each group. 72.7% of the resident freshmen met one or more of the criteria, 21% failed to meet any of the criteria and 6% had incomplete records and could not be evaluated. For nonresident students, 52.5% met one or more of the criteria, 41.7% failed to meet any of the criteria and 6% had incomplete records.

A separate analysis was done on entering black students. This fall we matriculated 133 new black freshmen and analyzed the records of 54 of them (40.6% of the total). Of the 32 resident students, 59% would have satisfied

one or more of the criteria and 34% would not. The remaining records were incomplete. Of the 22 nonresident students, 50% would have satisfied one or more of the criteria and 50% would not. We did not have enough hispanic freshmen to permit a valid sampling procedure.

From the data we can conclude that there is already a high level of compliance with the proposed admissions criteria, but that there would be a greater impact upon minority students than upon majority students.

Although many of our students who are currently enrolled would not be able to satisfy the proposed requirements, can we predict what impact the proposed requirements would have on our applicants in the future? In the fall of 1987 27% of our students had taken all the components of the Regents recommended curriculum as it now stands, including the completion of the language requirement. Another 34.9% were short in only one field, usually foreign language or natural science. Since 1983, when the curriculum was announced, there has been a steady increase in the proportion of students who have completed all of the required units. It is very likely that the announcement of selective admissions criteria sufficiently far in advance, preferably while the students to whom it will apply are in the eighth grade, would produce a much higher compliance rate.

A recent study conducted by the Kansas Association of School Boards showed that 98 out of 165 high schools surveyed in Kansas offered all the courses required by the Regents curriculum while 67 did not. Of the schools that did not offer all of the necessary courses, the deficiency most often reported was foreign language (39 schools). The only other deficiency was in science (8 schools). Some schools lacked more than one of the categories (17 lacked both science and language, one lacked math and language and two lacked social science and foreign language). Although geographic distribution was not provided in the report dated August 25, 1987, there was an obvious relationship between high school enrollment and ability to offer the full Regents curriculum. All high schools in the sample with 400 students or more offered the curriculum. None of the high schools with an enrollment of 50 students or less offered the full curriculum.

The Lawrence campus draws the bulk of its in-state students from a relatively small number of high schools, most of which are fairly large and therefore able to offer the Regents curriculum. We have, however, been trying to reach students throughout the state, many of whom attend relatively small schools in the middle and western parts of the state. These high schools are less likely to offer the curriculum, even if the language requirement can be fulfilled by a cultural/techological requirement.

It is likely that most of our students would gain admission by satisfying the curricular requirement. Although there is some fluctuation, our average ACT score for entering freshmen has been between 21.1 and 22.1 since 1976. Consistently, men have presented higher scores than women. In 1986, for example, the ACT composite score for men was 22.5 and for women was 20.6 for an overall average of 21.5. Although our overall ACT scores were 21.5 in the fall of 1986 and 22.1 in the fall of 1987, the overall scores for minority students were 17.2. We have not traditionally collected data on class rank and cannot predict what proportion of our students might satisfy that requirement rather than either of the other two.

From these data, we can conclude that there would be very little overall impact on our enrollment if the proposed selective admissions policy were in place, but there could be a change in the mix and type of students admitted. We have some concern about the ratio of men to women, and an even more serious concern about a differential impact on minorities. If the policy were implemented today, we would have 20% fewer resident freshmen and 42% fewer non-resident freshmen. Our assumption is, however, that students would prepare differently for college if they knew that an admissions policy would be in place by 1992, and that, as a result, a higher proportion of our applicants would meet the proposed criteria.

SPECIFIC CONCERNS

The Regents Curriculum

No one questions the importance of being well prepared for college, and there is considerable support for the Regents recommended curriculum, both by faculty and by students. There is already a language requirement for completion of a Bachelor of Arts degree in the College of Liberal Arts and Sciences, and faculty in the College strongly support the foreign language requirement as originally proposed. Recognizing that some high schools do not offer foreign language, many of our faculty support an admission requirement of two units of foreign language that could be completed either in high school or after entry into college. On the basis of these interests, the staff should restore the original foreign language requirement but consider allowing completion of that requirement after entry into college for students who graduate from high schools that do not offer a full foreign language curriculum. A few high schools do not offer the full three years of sciences. Some form of provisional admissions might be offered to students from high schools that do not provide the full Regents curriculum. It seems likely, however, that all Kansas high schools would provide instruction to satisfy the Regents curriculum, if it were to become necessary for admission to the Regents institutions.

Use of Test Scores as Screening Devices for Admission

A second concern is the use of ACT scores for admission. Although many institutions do use test scores, there is a national debate going on about the value of standardized test scores for predicting success in college and preparedness for college. Male-female differences in test scores and the scoring patterns of minority students must be considered and understood. While the Lawrence campus can certainly "live with" this criterion, many of our faculty question its validity, especially at a time when some of the most competitive schools are no longer requiring SAT scores for admission.

Philosophy of Open Admissions- What Problem are We Trying to Solve?

A third concern centers on the philosophy of open admissions. The long-standing tradition of open admissions has encouraged Kansas residents to use their institutions of higher education in larger numbers than almost anywhere else in the nation. As a recent Regents staff report showed, Kansas ranks sixth in the country in the number of students enrolled in higher education

per 1000 residents. Before controlling access to certain of our institutions, we must examine carefully the purposes we are trying to serve. These purposes may very well outweigh the advantages of open admissions, but there has not been sufficient time to explore these matters carefully. Several problems have emerged in conversations about admissions policy that may underlie the thinking of the Board and the legislature: the need to control enrollment growth at some of the Regents institutions; the cost to the state of having so many students in our Regents institutions and in our other postsecondary institutions; the desire to advance the national standing of our research universities; the assumption that high quality is associated with a selective admissions policy; the wish to assure that all of our students are well-prepared for college. All of these issues are important, but admissions policy alone will not address any of them.

Enrollment pressure will not ease if a selective admissions policy is adopted. Students and high schools will adapt to the presence of the policy and more students will take the Regents curriculum. Our faculty have expressed the opinion that the Regents curriculum will certainly help prepare students more effectively for college-level work, but there must be a close partnership between the local school systems and the Regents institutions to assure that the transition to college is handled in the most effective way possible. With respect to national standings, while it is true that the nation's top-ranked institutions all have selective admissions policies, it is also true that each of these institutions has a history of excellent funding, either from public or from private sources or both. In each of these issues, a selective admissions policy represents an important, but not sufficient step.

Remediation

Another problem involves the question of remediation. The Lawrence campus now offers only one remedial course (in math). A study done early in 1987 showed that students who received the remediation offered then (in both math and English) did significantly better in their college work than students with similar levels of preparation who did not take a remedial course. Our data suggest that some students who complete the Regents curriculum with a grade point average of 2.0 may still require additional help before they can successfully complete college-level work in mathematics and English composition. With the limited time available to review this important question, we cannot conclude that remedial courses will be necessary if the new admissions standards are imposed, but we take note of the fact that the majority of institutions that have admissions requirements also offer some precollege courses, although these courses do not provide credit toward graduation. We urge the Board to leave the option of offering remedial courses to the discretion of each campus. The assumption that a great deal of money is being"wasted" by offering these courses to students who should have been prepared in high school simply does not hold up on this campus. To assure equality of access and to help students who need additional work before they can satisfy our requirements for course work at the college level, we must have the option to provide such instruction. It is not sufficient to offer these courses on a full cost basis through Continuing Education: financial constraints could very well prevent the students who need these courses the most (the educationally and financially disadvantaged) from taking them since the fees would not be covered by financial aid.

Fiscal Impact

A final concern involves the current relationship between enrollment and state appropriations for the Regents institutions. There is widespread fear that our enrollment-driven funding will work to our disadvantage if the imposition of a selective admissions policy causes enrollments to drop below the enrollment corridor, even transiently. The adoption of a selective admissions policy must be accompanied by a change in how the state supports its system of public institutions. While selective admissions is one part of a package that could move our institutions toward better national standing and higher educational quality, it must be accompanied both by a greater investment in our institutions through the Margin of Excellence and a change in the funding philosophy adopted by the state. Our institutions are funded primarily on an enrollment-driven formula. All of our institutions provide instruction, but we also conduct research and do public service. There is little budgetary recognition of this.

Faculty Opinion

A poll has been conducted to determine whether the faculty support a selective admissions policy or wish to retain an open admissions policy. The Executive Committee of the Senate sent a questionnaire to 1175 faculty and received 372 responses (21.1%). The results indicated that 214 respondents found the Regents' staff proposal on selective admissions to be acceptable with few or minor reservations, 52 supported the concept of selective admissions but did not agree with the Regents' staff proposal, and 99 supported the retention of current state policies on open admissions. The results of the survey were to be discussed at a University Council meeting on November 12, after the date for submission of this report. A summary of faculty comments is being prepared, and may be available by the time of the November Regents meeting.

Summary

The Lawrence campus could live with the selective admissions policy, as amended, if two additional changes are made. We prefer to retain the foreign language requirement as it was originally proposed, rather than as amended, with the option for a student to complete that requirement at college level if a foreign language is not offered in his or her high school. We also wish to reserve the option of offering remedial instruction if necessary.

If the policy is adopted, we urge that it be applied to all three of the doctoral granting campuses.

The faculty have not had time to take a position on this important matter, and therefore this report should be taken as a statement of our estimation of the impact of the proposed selective admissions policy on our campus, not as an endorsement of the policy. In every discussion that has been held on this subject, both faculty and students urge that sufficient time be taken to consider carefully the effect that the proposed policy would have on the diversity of our student body, on the funding levels for our campuses and on the relationships of the postsecondary institutions in this state to each other.

SELECTIVE ADMISSIONS:
ITS IMPACT ON MINORITIES
AT KANSAS STATE UNIVERSITY

A recent study was conducted by the Office of Minority Affairs to examine the overall effects of the new selective admissions procedures and their possible effects on minority students at Kansas State University. The study was conducted on minority students who were undergraduates in the Spring semester of 1987. The thrusts of this study was to examine the relationship between grade point average (GPA) and the composite ACT score. The students were separated into Kansas residents and non-residents.

There were 671 minority students in this study. The ACT test was taken by 286 (43%) students, while 385 (57%) students had no record of an ACT score. Five minority groups were represented in this study: Blacks, Hispanics, Asian Americans, Native Americans, and Mexican Americans.

The average ACT score for both residents and non-residents is 17.273 (0.344) with a median value of 17. The average GPA for both groups is 2.332 (0.039). The ethnic groups and residence are displayed in Table 1. Of those 286 students who took the ACT, 81 (28.3%) had GPA's below a 2.0 and 205 (71.7%) were above the 2.0 GPA. The ACT scores had 222 (77.6%) below 23 and 64 (22.3%) were in the selection range. It is interesting to note that there were eight individuals who scored above 23 on their ACT but fell below the 2.0 GPA level. Table 2 shows the complete breakdown on ACT scores and GPA with the associated intersections for the critical levels of 2.0 for GPA and 23 for ACT.

There is a significant dependence of GPA on the ACT scores. However, those students that score below 23 (77.6%, 222 of the 286) on the ACT, 67.1% (149 out of 222) do "succeed" -- they achieve a 2.0 or better GPA. About 32.9% (73 of the 222) of these students do not maintain a 2.0 GPA.

Prepared by: Veryl A. Switzer, Assistant Vice President
for Special Services
November 5, 1987

Table 1.

Average ACT score comparison with residency and ethnicity.

	Residents				Non-residents			
Ethnicity	N	Mean	S.E.	Median	N	Mean	S.E.	Median
Overall	251	17.359	0.368	17	35	16.657	0.991	17
Black	119	15,328	0.469	15	26	15.557	1.146	14.5
Hispanic	41	19.098	0.777	19	1	13.000	-	13
Asian	56	18.839	0.791	19	4	20.250	2.955	22
Indian	18	18.056	1.562	20.5	2	22.000	1.000	22
Mexican	17	21.765	1.575	23	2	20.000	4.000	20

GPA comparison by ethnicity and residency.

	Residents				Non-residents			
Ethnicity	N	Mean	S.E.	Median	N	Mean	S.E.	Median
Overall	251	2.339	0.042	2.28	35	2.286	0.104	2.15
Black	119	2.168	0.058	2.10	26	2.114	0.108	2.08
Hispanic	41	2.375	0.101	2.41	1	2.390	-	2.39
Asian	56	2.466	0.094	2.45	4	2.494	0.213	2.55
Indian	18	2.483	0.091	2.51	2	2.797	0.237	2.80
Mexican	17	2.874	0.154	3.06	2	3.541	0.105	3.54

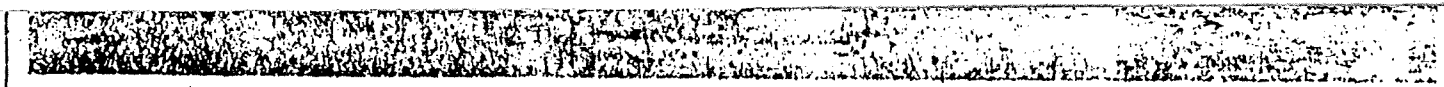
Table 2.

Overall GPA and ACT scores by ethnic group.

Grouping	Overall		Black		Hispanic		Asian		Indian		Mexican	
	N	%	N	%	N	%	N	%	N	%	N	%
GPA												
< 2.0	81	28.3	49	33.8	10	23.8	18	30.0	2	10.0	2	10.5
> 2.0	205	71.7	96	66.2	32	76.2	42	70.0	18	90.0	17	89.5
Totals	286	100.0	145	100.0	42	100.0	60	100.0	20	100.0	19	100.0
ACT												
< 23	222	77.6	129	89.0	30	71.4	42	70.0	13	65.0	8	42.1
> 23	64	22.4	16	11.0	12	28.6	18	30.0	7	35.0	11	57.9
Totals	286	100.0	145	100.0	42	100.0	60	100.0	20	100.0	19	100.0

Intersections between GPA and ACT scores.

Grouping	Overall		Black		Hispanic		Asian		Indian		Mexican	
	N	%	N	%	N	%	N	%	N	%	N	%
GPA > 2.0 &												
ACT > 23	56	19.5	11	7.6	10	23.8	17	28.3	7	35.0	11	57.8
ACT < 23	149	52.0	85	58.6	22	52.3	25	41.7	11	55.0	6	31.6
GPA < 2.0 &												
ACT > 23	8	2.8	5	3.4	2	4.8	1	1.7	0	0.0	0	0.0
ACT < 23	73	25.5	44	30.3	8	19.0	17	28.3	2	10.0	2	10.5
Totals	286	100.0	145	100.0	42	100.0	60	100.0	20	100.0	19	100.0



Brian Corn/Staff Photographer

Practice makes perfect

John Staples rides one of his horses Thursday near his home west of Towanda. Staples and Wynona Mason of Salina have been invited to ride in the Bicentennial Presidential Inaugural Parade a week from today. "I was very surprised when I found out," Staples said. "I told them, 'You don't mean for the president!'" Story, 1D.

Blacks, Hispanics lag on test scores

Poor results dismay Berger

By John Jenks
Staff Writer

Wichita school officials for the first time have broken down the results of standardized test scores by race, showing black and Hispanic youngsters scoring well below average in all categories.

"It's appalling," said Superintendent Stuart Berger. "(I'm) dismayed. I wish I could say surprised. ... Every sense I had showed me there was going to be some real significant differences."

He said the racial comparisons were made so administrators could learn how different groups performed on the Iowa Test of Basic Skills, then determine where educators had to work harder.

"I hope that they would first look at why the scores are so low and different. Hopefully, they would maybe come up with some sort of solution to solve the problem — why they are so low," said Howard Hunt, president of Wichita's chapter of the National Association for the Advancement of Colored People.

Berger said: "I think awareness is the beginning of change. I'm hopeful that most educators will be concerned. I certainly am."

School officials plan to meet this month with some leaders in the minority communities to talk about ways to solve the problem.

The district used the scores of about 35,000 students in grades one through eight. The test is scored in percentiles — a 50th percentile score means half the students around the country scored higher and half scored lower.

Wichita's average test scores ranged from the 49th percentile in first-grade reading to the 70th percentile in second-grade math.

Average scores among black students ranged from the 32nd

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GOP presidential bid of her husband, Kansas Sen. Bob Dole, will run the Labor Department.

Another losing Republican presidential candidate, Rep. Jack Kemp of New York, found a job heading the Department of Housing and Urban Development.

The list of Reagan holdovers and well-known Washington players goes on to include two veteran House members, two former senators and three Cabinet members who will keep the jobs they hold in the Reagan administration. One of the Reagan holdovers is Bush's good friend and adviser, Nicholas Brady, in the Treasury Department.

"This is a very political Cabinet," said Victor Gold, who helped the vice president write "Looking Forward," his autobiography. "I do not use 'political' in a pejorative sense, (but) people who understand government and politics and the relationship between the two.

"New faces? I really think it's irrelevant."

The old faces, says Brookings Institution senior fellow Stephen Hess, mean old ideas.

Of the new Cabinet, he said, "If you rub two of them together you're not apt to get a new idea sparking out of them. So, that's the tradeoff. You've got competence. He has picked people who are knowledgeable and expert at governance. By and large these are people who have have been here before, who are not going to make silly mistakes that you usually expect of a new administration."

Of the 17 people named, Bush has chosen 12 white men, one black man, two Hispanic men and two white women. Four of Bush's choices are from Texas.

Five have held elective office.

'ug woes

smoking Bennett to reconcile his job as drug czar with his "addiction to nicotine," Bennett gruffly — and publicly — promised to kick the habit by the time he takes office.

Rep. Bill McCollum, R-Fla., a leader in the congressional fight last year to toughen anti-drug laws, praised Bennett as "one tough hombre — the kind we need in a job like this. If anyone is capable of taming that (drug) bureaucracy, it's him."

But Sen. Joseph Biden Jr., D-Del., whose Judiciary Committee is expected to take up Bennett's confirmation, expressed concern about the nominee's "total lack of background in law enforcement. ... I hope he will select someone as his deputy with considerable experience" in that area.

Test Results

This is the national percentile ranking of Wichita public school students by race in the Iowa Test of Basic Skills. A score of 50 percent means that half the students nationally scored higher and half scored lower.

Math

Grade	Overall	Whites/ others	Blacks	Asians	Hispanic	Native American
1st	**64**	70	40	64	53	59
2nd	**70**	74	52	78	57	66
3rd	**55**	59	34	59	43	41
4th	**57**	64	40	74	47	43
5th	**61**	66	41	83	44	60
6th	**65**	67	44	81	50	50
7th	**56**	61	32	68	42	56
8th	**57**	62	34	70	44	50

Reading

Grade	Overall	Whites/ others	Blacks	Asians	Hispanic	Native American
1st	**49**	58	37	47	37	49
2nd	**61**	67	40	57	42	57
3rd	**53**	59	35	53	44	50
4th	**56**	58	37	56	45	51
5th	**58**	64	39	64	41	58
6th	**60**	65	42	63	46	54
7th	**56**	60	38	51	48	53
8th	**57**	61	37	54	49	56

Source: Wichita Public Schools

Eagle-Beacon Graphic

Minority leaders, educators to meet

● SCORES, from 1A

percentile in seventh-grade math to the 52nd percentile in second-grade math.

In math, blacks scored between 17 and 24 percentile points lower than the district's average with the biggest gap in the first, seventh and eighth grades. In reading, the range runs from 12 points lower than average in the first grade to 21 points lower in the second. For the rest of the grades, the level fluctuates between 18 and 20.

Average scores among Hispanic students ranged from the 37th percentile in first-grade reading to the 57th percentile in second-grade math.

Hispanics' math scores ranged from 10 to 17 points below average while reading scores ranged from 8 to 19 points below, with the lowest reading scores among the younger students.

Asian students scored far better than other students in math, with average scores ranging from the 59th to the 83rd percentile. Reading scores were more in line with the district average.

White students' scores ranged from 2 to 9 points above average.

Almost all racial groups suffered a big drop in scores between the sixth grade and junior high.

"All I know is that I got the data, and we got a problem," Berger said. "I'm not going to rest until we do something with it."

Intense work with at-risk children in the early years is a good way to prevent these sorts of problems later, Berger said.

The district hadn't broken out statistics by race before because of pressure from the federal government until the late 1970s, said former Deputy Superintendent Dean Stucky. He and Guy Glidden, in charge of testing for the school district, said federal officials thought that publicizing low minority test scores would unfairly label all minority students.

Stucky said the district was "sort of conditioned by the initial position" and never pursued breaking down the results by race.

School officials Thursday also reported expulsion and suspension figures for the district, and blacks accounted for a large percentage of them.

The district is 19 percent black and 6 percent Hispanic, but 60 percent of all expulsion hearings during the first half of the year involved black students and 13 percent involved Hispanics.

The district suspended 963 students during the same time. Thirty-nine percent were black, 6 percent were Hispanic and 52 percent were white.

1973 **ask** 1988

ASSOCIATED STUDENTS OF KANSAS

15 Years In The Student Interest

TO: Senate Committee on Education
FROM: Mark Tallman, Legislative Director
DATE: January 25, 1989

RE: Testimony on SB 12 - Kansas Ethnic Minority Scholarship Program

If there is one common value we share as a people; that is the essence of our government; and that is reflected in the history of this nation and this state, it is equality of opportunity; that all citizens have an equal chance to better themselves and share in the benefits of a free society. This opportunity has been promoted not merely by removing restraints to liberty, but by activist policies of which education is perhaps the most important.

From the first colonists to the settlers of the Kansas plains, schools and colleges have been among the first priorities of each community. Educational opportunity has been promoted by free schools, equalized state support, low cost public colleges and universities, and direct aid to students, from the GI Bill to the current array of grants, loans and jobs. The goal has always been educational opportunity based on merit, rather than wealth and privilege.

In general, these policies have succeeded, creating a vast increase in students completing high school and at least some college, and leading to incalculable benefits from this development of human potential. Today, educational attainment has a strong correlation with personal income: male workers with four years of college earn nearly 40% more than those with four years of high school.

Unfortunately, educational opportunity is not equally shared by all segments of society. This can be measured by a number of statistics:

A. The U.S. Department of Education measured higher education participation of 18-24-year-olds by race/ethnicity between 1970 and 1985. White enrollment rates were considerably higher than those of blacks and hispanics. The gap between blacks and whites narrowed to 4.5 percentage points in 1976, but doubled to 9 points in 1985. The gap between hispanics and whites narrowed to 6.5 points in 1975, but widened to 11.8 points in 1985.

B. A comparable situation exists in Kansas. In 1986, blacks, hispanics, Asian/Pacific Islanders and Native Americans made up 6.8% of students at Kansas Regents universities, while the groups made up 9.7% of the population. More significantly, these groups madeup 12.7% of the 5-14-year-old age cohort in 1980 Census - meaning minorities comprise an ever larger percentage of the traditional college-age population.

Education
1/25/89
Attachment 3

Suite 407 • Capitol Tower • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

C. Although data shows that minority enrollment rose from 5.9% to 6.8% at the state universities between 1982 and 1986, most of the increase came in one group: Asians/Pacific Islanders, which nearly doubled their enrollment, rising from 0.9% to 1.6%.

In summary, minorities remain significantly underrepresented in higher education, and progress to correct this has been stalled or even reversed. This can be attributed to several reasons:

A. College cost. During the 1980's, average college tuition nationally increased more than inflation every year, driving total student costs up far more than family income. At the same time, federal financial aid programs - by far the largest source of student aid - were constrained by the budget deficit. Previously, states encouraged education by low tuition while the federal government provided increased student aid; in the past decade these trends were reversed.

The same is true in Kansas. State university tuition for residents has on the average increased by about 100%, while inflation has risen only 34% and family income only 40%. Total financial aid at the universities increased by only 27% per FTE student (from $1,033 in 1980-81 to $1,307 in 1986-87), while total average student costs rose 61.2% (from $2,711 to $4,370). Federal financial aid as a percent of tuition, fees and residence hall charges fell fom 80.0% to 55.2%.

Given the fact that blacks and hispanics have, on the average, lower incomes than whites, it seems certain that these dramatic increases in costs and real reductions in aid have contributed to lower minority college attendance, which almost all experts agree.

B. Inferior Academic Preparation. Success in college is rendered far more difficult if the student has not completed high school. According to the U.S. Department of Education, since 1984 over 75% of whites ages 18-19 have completed four years of high school each year. Despite some progress, less than 65% of blacks in this age group have completed high school, and although hispanic performance has been more erratic, on average, only 50% have completed high school.

Although recent trends have been encouraging, blacks and hispanics still lag behind whites in reading proficiency and college entrance exam scores.

C. Impact of Past Discrimination. Past segregation in schools and colleges, recent immigration, and discrimination in employment all have contributed to a smaller core of educated, economically secure parents and grandparents in minorty communities than in the white population. This makes progress more difficult. Because minorities have fewer college-educated role models (parents, educators, professional leaders, etc.), fewer minorities attend college to become role models. Because minorities are less able to afford college because of lower income, they are less able to use college to increase their income, and afford to send their children to college. These facts certainly impact the two conditions just described.

We believe this situtation is self-perpetuating cycle that demands direct intervention by the state. Senate Bill 12 is not the total solution to problem, but it has an important role to play. We cite the following expected benefits:

A. The Kansas Ethnic Minority Scholars Program would increase student assistance to minority students, helping alleviate to burden of tuition inflation and financial aid shortfalls.

B. The program is based in part on academic performance, encouraging harder work in high school. It would send a message that athletic "scholarships" are not the only way minorities can attend college.

C. The program would help attract minorities who are good students to Kansas institutions, where they can be role models both in college and hopefully by making their homes in Kansas communities after graduation.

D. The bill will send a message that Kansas cares about minority students and encourages their participation in education, rather than pursuing benign neglect. Hopefully, it will create greater awareness among schools and colleges about the need for greater action on this issue.

In conclusion, I want to stress that the student delegates to ASK's Policy Council voted overwhelmingly to make this program a top priority in the 1989 Legislative session. This is perhaps not surprising in light of the fact that students have historically been in the thick of the civil rights movement in this nation; in the Freedom Rides and Freedom Summer campaigns in the South; and in opposing policies of apartheid in South Africa.

It is also not surprising that some of the most important episodes in the civil rights movement involved educational institutions; including the Brown case, the Little Rock High School battle, and the struggle to desegregate the University of Mississippi. It is because education is such important aspect of our society. Twenty years ago, Americans were warned of the danger of becoming two nations: one white and one black. Today, some warn the dividing line will be based on education, and the danger remains that one nation will be mostly white, and the other disproportionately non-white. This bill represents one way to avoid that dangerous future.

KA S-NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 666 86

Craig Grant Testimony Before The
Senate Education Committee
Wednesday, January 25, 1989

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to speak in favor of SB 12.

We have heard alarming statistics in recent weeks as to the drop in number of minority students attending colleges and universities throughout the country. Neither our nation nor our state cannot afford to let such valuable resources be wasted. If we can offer a scholarship program so students can attend our colleges and universities, we can educate them to their fullest capabilities and reap the benefits in the long run.

Kansas-NEA supports SB 12. We believe that it provides a good investment for the future of our state. Thank you for listening to our concerns.

Education
1/25/89
Attachment 4

Telephone: (913) 232-8271

PROPOSED AMENDMENT TO K.S.A. 72-8212.

Education
1/25/89
Attachment 5

72-8212. Thirty units of instruction requirement, alternative provision; general powers of boards; attendance subdistricts; disposition of unneeded property; acquisition of property. (a) (1) Subject to provision (2) of this subsection, every unified school district shall maintain, offer and teach grades one through 12, with kindergarten being optional, and shall offer and teach at least 30 units of instruction for pupils enrolled in grades nine through 12 in each high school operated by the board of education. The units of instruction, to qualify for the purpose of this section, shall have the prior approval of the state board of education.

(2) Any unified school district which has discontinued any grade or unit of instruction under authority of K.S.A. 72-8233 and amendments thereto, and has entered into an agreement with another unified school district for the provision of such grade or unit of instruction has complied with the grade and unit of instruction requirements of this section.

(b) The board of education shall adopt all necessary rules and regulations for the government and conduct of its schools, consistent with the laws of the state.

(c) The board of education may divide the district into subdistricts for purposes of attendance by pupils.

(d) The board of education shall have the title to and the care and keeping of all school buildings and other school property belonging to the district. The board may open any or all school buildings for community purposes and may adopt rules and regulations governing use of school buildings for those purposes. School buildings and other school properties no longer needed by the school district may be disposed of by the board upon the affirmative recorded vote of not

less than a majority of the members of the board at a regular meeting. ~~If the vote of the members is unanimous,~~ the board may dispose of the property in such manner and upon such terms and conditions as the board deems to be in the best interest of the school district, ~~and such disposition of school buildings and other school properties shall require no other procedure or approval. If the vote of the members of the board to dispose of any school building or any other school property is not unanimous, the board may dispose of the property at a public or private sale.~~ If the property is disposed of at a private sale, the property shall be sold for not less than 3/4 of the appraised value thereof fixed by three disinterested electors of the unified school district who shall be appointed by the county clerk of the home county of the unified school district to appraise the property. Conveyances of school buildings and other school properties shall be executed by the president of the board and attested by the clerk.

(e) The board shall have the power to acquire personal and real property by purchase, gift or the exercise of the power of eminent domain in accordance with K.S.A. 72-8212a.

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Kansas State Department of Educat. 1

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

January 24, 1989

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: Definition of At-Risk Students

During Connie Hubbell's presentation to the Senate Education Committee on 1989 Senate Bill 13, the Committee requested the State Board's definition of "at-risk" pupils. Listed below is that definition for your review.

"At-risk pupil" means any person of school age who is characterized by one or more of the following: (1) Is at risk of or has dropped out of school; (2) has an excessive rate of unexcused absences from school attendance; (3) is a parent; (4) has been adjudicated as a juvenile offender; (5) is two or more credits behind other pupils in the same age group inn the number of graduation credits attained; (6) has been retained one or more grades; or (7) has failed to demonstrate the attainment of minimum competency objectives on one or more of the examinations administered under the minimum competency assessment program.

Education
1/25/89
Attachment 6

Kansas State Department of Educat. 1

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

January 24, 1989

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: Graduation Rate

During the Senate Education Committee today, members requested information on the high school graduation rates by state. Attached you will find this information.

TABLE G-28
HIGH SCHOOL GRADUATION RATE
1986 - 1987

RANK	*STATE*	*RATE*
1	MINNESOTA	91.4
2	CONNECTICUT	89.8
3	NORTH DAKOTA	89.7
4	NEBRASKA	88.1
5	IOWA	87.5
6	MONTANA	87.2
7	WISCONSIN	86.3
8	KANSAS	81.5
9	SOUTH DAKOTA	81.5
10	WYOMING	81.2
11	OHIO	80.4
12	UTAH	80.3
13	IDAHO	79.0
14	PENNSYLVANIA	78.5
15	ARKANSAS	78.0
16	NEW JERSEY	77.6
17	VERMONT	77.6
18	MASSACHUSETTS	76.7
19	MARYLAND	76.6
20	MAINE	76.5
21	ILLINOIS	75.8
22	MISSOURI	75.6
23	WASHINGTON	75.2
24	WEST VIRGINIA	75.2
25	OREGON	74.1
26	VIRGINIA	73.9
27	NEW HAMPSHIRE	73.3
28	COLORADO	73.1
29	NEW MEXICO	72.3
30	INDIANA	71.7
31	OKLAHOMA	71.6
32	HAWAII	70.8
33	DELAWARE	70.7
34	NORTH CAROLINA	70.0
35	KENTUCKY	68.6
36	ALASKA	68.3
37	MICHIGAN	67.8
38	TENNESSEE	67.4
39	ALABAMA	67.3
40	RHODE ISLAND	67.3
41	CALIFORNIA	66.7
42	NEVADA	65.2
43	SOUTH CAROLINA	64.5
44	TEXAS	64.3
45	NEW YORK	64.2
46	MISSISSIPPI	63.3
47	ARIZONA	63.0
48	GEORGIA	62.7
49	LOUISIANA	62.7
50	FLORIDA	62.0
	NAT'L AVG.	71.5

Table 3.--Secondary enrollment1/ in public schools, by State: Fall 1975 to fall 1985

State	Fall 1975	Fall 1981	Fall 1982	Fall 1983	Fall 1984	Fall 1985	Percent change, fall 1975 to fall 1985
1	2	3	4	5	6	7	8
United States	14,304,359	12,832,584	12,495,934	12,354,664	12,377,455	12,459,969	-12.9
Alabama	238,941	224,914	214,085	211,087	198,231	213,099	-10.8
Alaska2/	24,721	27,102	26,202	27,922	29,393	30,134	21.9
Arizona	3/ 143,164	151,924	151,067	152,267	156,827	162,195	13.3
Arkansas	139,245	132,091	128,122	127,145	128,150	129,874	-6.7
California	1,426,670	1,276,368	1,263,668	1,275,493	1,305,148	1,328,849	-6.9
Colorado	185,249	168,131	165,610	165,421	169,211	171,907	-7.2
Connecticut	202,662	157,896	150,473	149,011	144,754	140,823	-30.5
Delaware	43,087	34,785	31,279	30,225	29,806	29,819	-30.8
District of Columbia .	35,864	27,428	26,409	25,546	24,589	24,598	-31.4
Florida	490,091	452,398	445,736	451,436	462,371	4/ 476,033	-2.9
Georgia	339,787	319,552	314,511	312,601	316,478	322,842	-5.0
Hawaii	55,809	53,533	51,822	51,822	52,210	52,605	-5.7
Idaho	63,281	58,977	57,557	57,989	59,143	59,289	-6.3
Illinois	731,313	619,892	593,431	581,791	579,878	579,982	-20.7
Indiana	378,025	334,362	335,995	313,944	310,880	312,045	-17.5
Iowa	203,651	174,998	167,255	164,089	162,176	161,000	-20.9
Kansas	154,391	127,895	124,195	122,833	123,165	124,558	-19.3
Kentucky	216,514	199,569	193,579	192,483	193,310	195,065	-9.9
Louisiana	254,723	238,778	222,616	222,959	222,030	4/ 215,281	-15.5
Maine	78,581	67,524	65,138	63,939	65,361	65,688	-16.4
Maryland	274,415	249,553	237,407	231,775	227,596	225,239	-17.9
Massachusetts	3/ 385,000	326,494	311,994	300,538	293,363	285,273	-25.9
Michigan	654,383	620,951	604,924	603,180	589,168	585,859	-10.5
Minnesota	307,117	253,733	243,520	238,658	237,590	237,183	-22.8
Mississippi	156,173	143,599	141,296	140,235	140,604	141,214	-9.6
Missouri	319,474	265,693	255,784	249,298	248,731	250,910	-21.5
Montana	57,142	47,200	45,466	45,378	45,616	45,951	-19.6
Nebraska	105,224	86,585	82,744	81,057	80,981	81,523	-22.5
Nevada	43,982	48,704	48,465	48,084	46,670	47,878	8.9
New Hampshire	54,202	53,868	52,848	52,727	4/ 53,089	54,062	-0.3
New Jersey	3/ 460,000	411,480	395,912	386,377	382,041	375,697	-18.3
New Mexico	91,468	80,899	78,664	77,887	77,550	90,072	-1.5
New York	1,127,168	982,567	957,342	939,301	933,592	917,948	-18.6
North Carolina	367,459	336,084	328,060	328,553	333,411	336,714	-8.4
North Dakota	47,584	38,129	35,907	34,892	35,076	34,868	-26.7
Ohio	757,200	4/ 621,398	601,603	586,956	585,421	4/ 587,791	-22.4
Oklahoma	186,438	173,993	170,685	170,476	173,026	178,048	-4.5
Oregon	156,110	141,777	139,220	139,988	141,256	142,109	-9.0
Pennsylvania	765,485	652,194	626,613	607,185	599,104	590,663	-22.8
Rhode Island	55,020	51,173	49,895	45,838	44,662	43,484	-21.0
South Carolina	186,298	188,494	184,156	181,537	180,301	182,518	-2.0
South Dakota	51,373	39,770	37,907	36,736	36,590	36,647	-28.7
Tennessee	250,696	244,741	237,425	235,043	235,760	239,236	-4.6
Texas	821,259	837,421	835,846	834,784	851,794	871,026	6.1
Utah	97,256	93,832	95,038	97,416	100,801	104,635	7.6
Vermont	31,422	28,195	27,273	26,964	27,351	27,454	-12.6
Virginia	344,364	298,812	293,097	292,094	298,007	302,953	-12.0
Washington	255,333	237,170	231,700	232,688	238,785	242,816	-4.9
West Virginia	121,075	110,828	108,165	107,997	107,829	108,889	-10.1
Wisconsin	339,070	291,431	280,959	273,868	270,367	266,832	-21.3
Wyoming	29,400	27,699	27,269	27,151	28,212	28,791	-2.1

1/Includes enrollment in grades 9 through 12.
2/Beginning in 1983, data include students enrolled in public schools on Federal bases and other special arrangements.
3/Data estimated by reporting State.
4/Data revised since originally published.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, Fall 1976; and Center for Education Statistics, "Common Core of Data" surveys. (This table was prepared November 1987.)

Table 9.--Public high school graduates, by State: 1974-75 to 1984-85

State	1974-75	1980-81	1981-82	1982-83	1983-84	1984-85	Percent change, 1974-75 to 1984-85
1	2	3	4	5	6	7	8
United States	2,822,638	2,725,285	2,704,758	2,597,744	1/2,494,885	2,414,020	-14.5
Alabama	46,633	44,894	45,409	44,352	42,021	40,002	-14.2
Alaska	4,220	5,343	5,477	5,622	5,457	5,184	22.8
Arizona	25,665	28,416	28,049	26,530	28,332	27,877	8.6
Arkansas	26,836	29,577	29,710	28,447	27,049	26,342	-1.8
California	273,411	242,172	241,343	236,897	232,199	225,448	-17.5
Colorado	34,963	35,897	35,494	34,875	32,954	32,255	-7.7
Connecticut	2/ 42,792	38,369	37,706	36,204	33,679	32,126	-24.9
Delaware	8,235	7,349	7,144	6,924	6,410	5,893	-28.4
District of Columbia .	5,367	4,848	3/ 4,871	4,909	4/ 4,073	4/ 3,940	-26.6
Florida	86,481	88,755	90,736	86,871	85,908	81,140	-6.2
Georgia	59,803	62,963	64,489	63,293	60,718	58,654	-1.9
Hawaii	11,283	11,472	11,563	10,757	10,454	10,092	-10.6
Idaho	12,631	12,679	12,560	12,126	11,732	12,148	-3.8
Illinois	2/ 141,316	136,795	136,534	128,814	122,561	117,027	-17.2
Indiana	74,104	73,381	73,984	70,549	65,710	63,308	-14.6
Iowa	43,005	42,635	41,509	39,569	37,248	36,087	-16.1
Kansas	32,458	29,397	28,298	28,316	26,730	25,983	-19.9
Kentucky	42,368	41,714	42,531	40,478	39,645	37,999	-10.3
Louisiana	47,691	46,199	3/ 39,895	39,539	39,400	3/ 39,742	-16.7
Maine	14,830	15,554	14,764	14,600	13,935	13,924	-6.1
Maryland	55,408	54,050	54,621	52,446	50,684	48,299	-12.8
Massachusetts	2/ 79,000	74,831	73,414	71,219	65,885	63,411	-19.7
Michigan	135,509	124,372	121,030	112,950	(5/)	3/ 105,908	-21.8
Minnesota	66,535	64,166	62,145	59,015	55,376	53,352	-19.8
Mississippi	27,243	28,083	28,023	27,271	26,324	25,315	-7.1
Missouri	62,375	60,359	59,872	56,420	53,388	51,290	-17.8
Montana	12,293	11,634	11,162	10,689	10,224	10,016	-18.5
Nebraska	22,249	21,411	21,027	19,986	18,674	18,036	-18.9
Nevada	7,232	9,069	9,240	8,979	8,726	8,572	18.5
New Hampshire	11,050	11,552	11,669	11,470	11,478	11,052	0.0
New Jersey	2/ 96,000	93,168	93,750	90,048	85,569	81,547	-15.1
New Mexico	18,438	17,915	17,635	16,530	15,914	15,622	-15.3
New York	210,780	198,465	194,605	184,022	174,762	166,752	-20.9
North Carolina	70,094	69,395	71,210	68,783	66,803	67,245	-4.1
North Dakota	10,690	9,924	9,504	8,886	8,569	8,146	-23.8
Ohio	158,179	143,503	139,899	133,524	127,837	122,281	-22.7
Oklahoma	37,809	38,875	38,347	36,799	35,254	34,626	-8.4
Oregon	30,668	28,729	28,780	28,099	27,214	26,870	-12.4
Pennsylvania	163,124	144,645	143,356	137,494	132,412	127,226	-22.0
Rhode Island	11,042	10,719	10,545	10,533	9,652	9,201	-16.7
South Carolina	38,312	38,347	38,647	37,570	36,800	34,500	-9.9
South Dakota	11,725	10,385	9,864	9,206	8,638	8,206	-30.0
Tennessee	49,363	50,648	51,447	46,704	44,711	43,293	-12.3
Texas	159,487	171,665	172,085	168,897	161,580	159,234	-0.2
Utah	19,668	19,886	19,400	19,350	19,606	19,890	1.1
Vermont	6,455	6,424	6,513	6,011	6,002	5,769	-10.6
Virginia	65,570	67,126	67,809	65,571	62,177	60,959	-7.0
Washington	50,990	50,046	50,148	45,809	44,919	45,431	-10.9
West Virginia	24,631	23,580	23,589	23,561	22,613	22,262	-9.6
Wisconsin	70,979	67,743	67,357	64,321	62,189	58,851	-17.1
Wyoming	5,648	6,161	5,999	5,909	5,764	5,687	0.7

1/National total includes estimate for nonresponding State.
2/Data estimated by reporting State.
3/Data revised since originally published.
4/Beginning in 1983-84, graduates from adult programs are excluded.
5/Data not available.

NOTE.--Data include graduates of regular day school programs, but exclude graduates of other programs and persons receiving high school equivalency certificates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary Day Schools, Fall 1976; and Center for Education Statistics, "Common Core of Data" surveys. (This table was prepared November 1987.)

Kansas State Department of Educati

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

January 25, 1989

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: Dropout Rates

Attached you will find information on Kansas dropout rates for the past five years including the low, median, high, and average rates for the state.

KANSAS U.S.D.'s HIGH SCHOOL DROPOUTS

The Kansas definition of dropout is "a pupil who leaves a school for any reason, except death, before graduation or completion of a program of studies and without transferring to another school." Using this definition, unified school districts reported the number of droupouts each of the five years shown.

STATE DATA
(Percentages)

YEAR	LOW	MEDIAN	HIGH	AVERAGE
1986-87	0.0	2.3	10.2	4.1
1985-86	0.0	2.2	13.2	4.0
1984-85	0.0	2.3	10.0	4.0
1983-84	0.0	2.4	12.2	4.3
1982-83	0.0	2.5	11.5	4.2