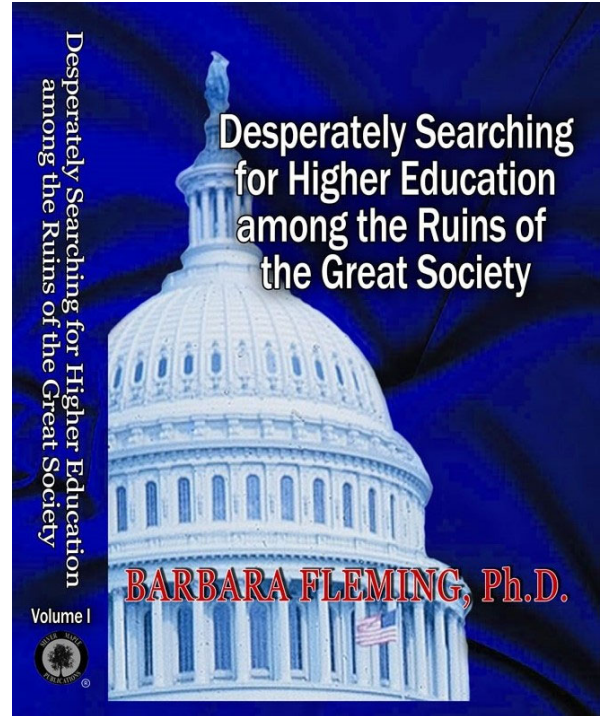


## New Book Release from Barbara Fleming, Ph.D.



# Desperately Searching for Higher Education among the Ruins of the Great Society

New Book Release by Barbara Fleming © 2022

Silver Maple Publications

Available in the Amazon Book Store Today!!

***Why do foreign students who major in STEM fields at U.S. colleges and universities get the best education money can buy while the U.S.'s own African-American students get the worst at all levels of the American education pipeline?***

America is operating two national school systems---one for the rich and one for the poor. Black students' average scores on national standardized achievement tests are even lower than the average scores of students from high poverty schools which Black and other poor and minority students normally attend. Black students are not succeeding in the U.S. education system at any level from elementary to graduate and professional school to the same extent that other racial/ethnic minorities are succeeding, especially in science and mathematics fields (STEM). Moreover, at the postsecondary level, African American Students and their parents assume large debts to finance the student's college education at a far higher rate than whites because of Black families' poverty in the U.S., e.g., the 2019 Black median household income of \$40,000 a year can't possibly maintain a household and simultaneously send children to college.

The failure to properly educate Black children to the level that allows them to succeed in and graduate from U.S. postsecondary institutions in STEM fields at the same rate as other racial/ethnic groups is crucial to the future of the U.S. because the White majority population is declining; and the minority population is growing at a rate where minority adults and children will be the majority of the nation's population in 2045. And, when this happens, the U.S. economy will have become more dependent upon

# New Book Release from Barbara Fleming, Ph.D.

minority groups because minorities will be the source of growth in the workforce which will fuel the U.S. economy into the future.

However, the White youth population under age 15 is also declining as well inasmuch as the number of White children under age 15 has decreased over the 2010-2018 year period by 2.2 million, continuing a trend already observed in the first decade of the century. The U.S. Census Bureau projects White child losses for decades to come, with more young Whites aging past 15 than being born or immigrating to the U.S., i.e., White children under age 15 have already become a minority in their age group.

With respect to national standardized test scores, there is a significant difference between average reading scores achieved by U.S. students on the 2018 PISA (Program for International Student Assessment) Reading Literacy Scale at both the 75<sup>th</sup> (**584 points**) and 90<sup>th</sup> (**643 points**) percentiles (high end of the score distribution) and average reading scores at the 10<sup>th</sup> percentile (**361 points**) (low end of the score distribution). The difference (**282 points**) between the 10<sup>th</sup> percentile (where many African American and other low-income student scores reside) and the 90<sup>th</sup> percentile in the U.S. may be inferred to indicate that the U.S. is operating two school systems: one for affluent, upper middle-class suburbanite families and the other for poor urban and rural families; and this split is pulling the entire elementary and secondary education enterprise of the country down.

According to 2019 NAEP results from the National Center for Education Statistics (NCES) of the U.S. Department of Education, the split academic achievement among U.S. elementary and high school students is also apparent in the reading scores of low-income students inasmuch as the scores of poor children are literally going down while the reading scores of more affluent children are improving or going up over time. Average achievement scale scores on both the 2015 and 2018 PISA administrations indicate that students from more affluent schools where 10% or less of students qualified for Free or Reduced-Price lunch (FRPL) scored over one hundred points higher than the average score for Black students in both mathematics and science and 100 points higher than the average scores in mathematics and science for high-poverty schools which are defined as schools where 75% or more of students qualified for FRPL. Moreover, Black students average scores were even lower than the average scores of students from high poverty schools which Black students normally attend. Clearly Black children are not succeeding in the U.S. education system to the extent that other races and ethnicities that are more affluent are succeeding.

*Desperately Searching for Higher Education among the Ruins of the Great Society* was written as a **Call to Action** for educators and leaders in the African American community in the U.S. for the purpose of informing them and any others who are willing to listen that Black children are not being educated in U.S. public elementary and high schools. The data contained in the report confirms that fact. *Desperately Searching* is filled with excellent data on the performance of Black students in U.S. elementary and secondary schools; and illustrates the fact that Black students have the lowest scores of any racial/ethnic group on standardized achievement tests (NAEP, TIMSS, PISA) administered to all U.S. students, especially in subject areas that prepare students to study STEM fields in college.

The author's intention in writing "*Desperately Searching...*" is to bring the research tools and data needed to address the steep degree of academic deficits being experienced by Black students in U.S. schools to the attention of African American educators and leaders in this country. Barbara's purpose is to stimulate discussion among educators and leaders around the range of issues discussed in the book that might create a level of synergy which has the potential to promote significant positive change for Black children in the U.S. educational system ensuring far better academic achievement for them in the future.

# **New Book Release from Barbara Fleming, Ph.D.**

## **Reading Tips for Volume I Desperately Searching for Higher Education among the Ruins of the Great Society**

For anyone who buys Volume I, the author has suggested the following tips for reading the book. She also says that depending on the reader's interests and inclinations the following chapters are important:

CHAPTER II: HBCUs and STEM

CHAPTER IV: African-American female single heads of household and the U.S. Welfare System (65%-70% of Black children are being raised in single-parent households with moderate to very-low income levels)

CHAPTER VI: African-American family structure, household Income and Child Poverty

CHAPTER VII: 2017 and 2019 (& historical analysis of) NAEP achievement test results by race

CHAPTER VIII: Analysis of 2-years of achievement scores on the TIMSS and PISA international tests

CHAPTER IX: Public Charter Schools in the U.S. (There are 7,000 public charter schools in the U.S.)

CHAPTER X: Re-Segregation in American Public Elementary and Secondary Schools

1. It is important to read the section entitled **Methodology** to see how the book was developed and is organized.
2. The Introduction gives an overview of the book without having to read the entire book and allows the reader to comprehend both the premise of the book and the data tables and analyses that are used to develop the book.
3. The Preface is a shorter version of the introduction but not as comprehensive.
4. This document is not intended to be quick or easy reading. It functions best as a reference or source for information on African American education and African American families, households and children in the U.S. The chapters were developed in an effort to insure they can be read independently as "stand-alone" chapters. So, in service to that end there is occasional repetition of data, Exhibits, and analyses within more than one of the chapters. The purpose of repeating the statistics, data, and exhibits is to diminish the necessity of going back and forth between chapters and in an attempt to make certain that each chapter is capable of standing on its own.
5. The original intent in writing this document was to publish it in one volume. However, after the document was fully developed the author decided that in order to do justice to the topics and issues that are discussed, it made more sense to split and publish the document in two volumes rather than one. The bibliography is combined for both Volume I and Volume II and as such will be included in its entirety in both volumes. The document's table of contents lists the range of topics discussed by Volume and will be separately included for both Volumes I and II.
6. Volume I includes an extended discussion of STEM education by race/ethnicity (including non-resident Alien students) in the U.S. in both traditional public and private colleges and universities in addition to Historically Black colleges and universities.
7. Volume I additionally includes an important analysis of two years of assessments for U.S. primary and secondary school students vis-à-vis their achievement scores by race on the National Assessment of Educational Progress (NAEP), and two international assessments: the TIMSS, and the PISA.

## **New Book Release from Barbara Fleming, Ph.D.**

8. And, most importantly, Volume I contains an extended analysis and discussion of the academic achievement of Black children as it relates to Black child poverty with respect to parental education and income levels, Black family structure, high-poverty segregated schools in impoverished inner-city urban communities, and charter schools in urban areas.

9. Volume II (scheduled to be released May 1, 2022) analyzes postsecondary enrollment and completion by race/ethnic group and gender in addition to an analysis of how much grant and student loan financial support Black college students and their families use to pay the student's cost of attendance (COA) in the face of such high levels of Black family poverty. Because of the impact of high default rates on Historically Black Colleges and Universities (HBCUs), Volume II also discusses the role of Black family poverty on these institutions.

10. Volume II also discusses Black and other minority student loan default rates at both the undergraduate and graduate levels at both majority post-secondary institutions and HBCUs vis-à-vis the impact of both federally-subsidized and privately-subsidized student loans on the completion/drop-out rates of students who carry large loan burdens; and the impact of these loan burdens on their lives after college. Volume II also analyzes financial aid (both grants and loans) by race/ethnicity over time. And, last but not least, Volume II looks at Black enrollment, graduation, loans and defaults at for-profit colleges and universities.