

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.

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.