

# MINNESOTA HISPANIC EDUCATION PROGRAM



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**Characteristics of Hispanic Students in Minnesota**  
**A look at Demographics, Graduation, Attrition, Retention and Participation.**

## CURA RESOURCE COLLECTION

Center for Urban and Regional Affairs  
University of Minnesota  
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**Characteristics of Hispanic Students in Minnesota  
Public Schools and Post-Secondary Institutions:  
A look at Demographics, Graduation, Attrition, Retention and Participation.**

A Report Prepared for the Minnesota Hispanic Education Program  
by  
Jane Maland  
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## **What is the Minnesota Hispanic Education Program?**

The Minnesota Hispanic Education Program (MHEP) is a non-profit, community based organization founded in 1982 to promote the continued education of Hispanics, and to improve their social and economic mobility. The mission of MHEP is to encourage and motivate Minnesota Hispanics to pursue educational opportunities and increase their access to post-secondary educational institutions. MHEP is involved in a variety of programs linked to the community, educational institutions and the people they serve. MHEP maintains a scholarship program for Hispanics attending higher education institutions. Over the years they have awarded nearly 800 scholarships to encourage and support Hispanic youth in their educational paths. The program also facilitates the development of educational policy directed toward the Hispanic community. Another important program focus of MHEP is the sponsoring of annual education events that promote and acknowledge the academic success of Hispanics. As the only non-profit, community based organization in the state of Minnesota with a mission statement relevant to Hispanic students and higher education, MHEP remains committed to the educational and socio-economic empowerment of the Hispanic community of Minnesota.

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## Glossary

**Attrition** - Non-continuation in higher education, calculated as the percentage of reported full-time new entering students in one fall term who did not enroll as undergraduates during the fall term of the second year, or subsequent year.

**Baccalaureate Institution** - A four-year degree granting post-secondary institution, which includes private and public colleges and universities..

**Bilingual/Bicultural** - (1) Proficiency in two languages and understanding of the culture associated with each language. (2) Bilingual programs which emphasize aspects of the native culture of the learners.

**Cohort** - An entering group of students who were enrolled in a given fall term as new or transfer students. Has been used in analyses at the University of Minnesota and State University System and the Minnesota Higher Education Coordinating Board..

**Dropout** - Minnesota's Department of Education dropout count includes all students who dropped out of school and are not known to re-enroll in a school during a twelve month period, beginning with the first day of school through the day preceding the first day of the next school year. A dropout is defined as a secondary student in grades 7-12 who: was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state or district approved educational program and did not transfer to another educational program, was temporarily absent due to suspension or school approved illness, or was deceased.

**Education Equity Index** - A measurement of equality of educational attainment measured through the ratio of two populations' proportions having completed a baccalaureate degree or more by ages 25 to 29. In this report, it refers to Hispanics compared to White, non-Hispanics.

**Graduation** - Successful completion of educational requirements as required by MDE and school districts, and specific post-secondary institutions.

**Hispanic** - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race, as defined by the United States Census Bureau.

**New Advanced Standing (NAS)** - Students new to the University of Minnesota who had completed 39 or more college credits at another institution. NAS are considered transfer students.

**New High School Student (NHS)** - Students new to the University of Minnesota who had completed fewer than 39 college credits at another institution. NHS are considered new freshmen.

**Participation Rate** - Calculated as the number of new entering students who attend a post-secondary institution the fall immediately following their year of high school graduation divided by the number of high school graduates during the preceding school year.

**Persistence** - Continuation in higher education, calculated as the percentage of reported full-time new entering students in one fall term who were enrolled as undergraduates during the fall term of the second year, or any subsequent year within the post-secondary education system.

**Post-Secondary Education Institution** - Minnesota's post-high school educational institutions that include the University of Minnesota system, community colleges, technical colleges, private colleges and universities, state universities, private vocational schools, and private professional schools.

**Retention** - Continuation in a specific post-secondary institution, calculated as the percent of reported full-time new entering students in one fall term who were enrolled as undergraduates during the fall term of the second year, or any subsequent year.

**Sub-Baccalaureate Institution** - A post-secondary institution that grants two year degrees or less, such as community colleges, technical colleges, private vocational schools, private professional schools, and the University of Minnesota - Crookston and Waseca Campuses.



## Executive Summary

### Introduction

This report contains information based upon the enrollment of Hispanic students in Minnesota public schools and post-secondary institutions. It examines the distribution and participation of Hispanic students in those educational institutions, as well as, graduation rates, dropout rates, and persistence rates in post-secondary institutions. It is the aim of this document to serve as a tool to assist organizations and institutions working with Hispanics, to ultimately increase the opportunities of Hispanic students in Minnesota schools and the society at large. The following pages present, in summary, major findings, conclusions, and programmatic recommendations based upon the results of this study.

### K-12 Hispanic Student Demographics

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#### Findings

- \* The number of Hispanic students in Minnesota's K-12 public schools increased 81.1 percent between fall 1980 and fall 1990, compared to only a 67 percent increase in the overall statewide Hispanic population in those years.
- \* Between 1990-91 and 1991-92 alone, there was an 11.9 percent increase in the K-12 Hispanic student population.
- \* Hispanic students represent 1.4 percent of the total K-12 enrollment in Minnesota, in the academic year 1991-92.
- \* There are high concentrations of Hispanic students in the seven county metropolitan area and the outstate areas of Kandiyohi, Polk, Clay, Watonwan, Steele and Freeborn counties.
- \* In the 1991-92 school year, there were 5749 Hispanic males enrolled in Minnesota's public schools, compared to 5354 Hispanic females.

#### Conclusions

**Hispanic students are the fastest growing ethnic group in Minnesota's K-12 public schools.** The rate of increase is growing yearly and most rapidly within the younger grades. In addition, there are growing numbers and high concentrations of Hispanic students in rural areas of Minnesota. Minnesota's public schools, teachers, administrators, and their communities, must address the needs of this rapidly growing ethnic group within the state's metropolitan and rural communities.

#### Programmatic Recommendations

- \* Provide awareness building programs on the realities facing and unique needs of Hispanic students for teachers, administrators, and policy-makers, beginning in school districts with high Hispanic concentration.
- \* Establish and support bilingual/bicultural classrooms for students of all ages.
- \* Increase the number of Hispanic teachers, administrators and school personnel.

## K-12 Hispanic Dropout and Graduation Rates

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### Findings

- \* The Hispanic average dropout rate between 1986 and 1991 was 8.6 percent, compared to 3.1 percent for the overall student dropout average.
- \* The percent Hispanic students of all dropouts has increased from 1.9 percent in 1986 to 3.5 percent in 1991.
- \* Hispanic students are more likely to dropout in the 10th and 11th grades, paralleling overall dropout tendencies, BUT at higher rates.
- \* Between 1986 and 1991 Hispanic female dropouts increased from 46.5 to 48.1 percent of Hispanic dropouts.
- \* The Hispanic graduation rate average between 1986 and 1991 is 89.9 percent, slightly higher than the average overall minority graduation rate, yet lower than the white and overall student graduation rates.
- \* The percentage Hispanic graduates of all graduates increased from .6 percent in 1986-87 to 1.1 percent in 1990-91.

### Conclusions

**Dropout rates for Hispanic students are increasing. Hispanic students are nearly three times more likely than overall students to dropout of school. Hispanic graduation rates continue to drop, although the Hispanic graduation rate is slightly higher than the composite minority dropout rate. Without effectively addressing these negative trends, continued increases in dropout and decreases in graduation rates for Hispanics can be expected. More Hispanic students will be dropping out of school, and fewer will be graduating.**

### Programmatic Recommendations

- \* Investigate, identify, and address causes of dropout.
- \* Provide advocacy training for parents of elementary students.
- \* Provide tutorial programs for at risk students in upper elementary and middle level grades.

## Post Secondary Enrollment

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### Findings

\* Participation rates for Hispanic high school graduates who attend post-secondary institutions in Minnesota the fall immediately following graduation have fallen from the 1986 rate of 36.2 percent to the 1991 rate of 34.2 percent.

\* In fall of 1991, there were 2448 Hispanic students enrolled in the Minnesota's post-secondary education institutions, representing only .96 percent of total post-secondary student enrollment, yet the Hispanic percent of the overall statewide population is 1.23 percent.

\* Hispanics are the least represented ethnic group in post-secondary institutions. They are followed by American Indians, Blacks, Asians and Whites, respectively.

### Conclusions

**There is a disproportional under representation of Hispanics enrolled in post-secondary education, compared to Minnesota's overall population distribution.**

Hispanics are less likely to pursue post-secondary education than any other ethnic group in the state. The preparation, encouragement and financial support of Hispanic students are fundamental in increasing the numbers of Hispanic youth that pursue educational programs beyond high school.

### Programmatic Recommendations

\* Develop a tutorial program for 10th and 11th graders to assist in the development of academic skills necessary to pursue post-secondary education.

\* Develop a support system for students in post-secondary education institutions.

\* Increase Hispanic targeted scholarships.

\* Advocate with post-secondary institutions to intensify their recruitment efforts with Hispanic students.

## Post Secondary Enrollment Trends from 1983-1991

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### Findings

- \* The number of Hispanic females enrolled in post-secondary institutions increased 109 percent from 1983 to 1991. In fall of 1983, there were 582 Hispanic females enrolled compared to 1214 in 1991. This represents the greatest enrollment increase of all post-secondary students during this period.
- \* Hispanic males enrolled in post-secondary education increased 51 percent from 1983 with 817 males enrolled, to 1991 with 1232 Hispanic males pursuing post-secondary education.
- \* The overall increase for Hispanics students enrolled in post-secondary education from 1983 to 1991 is 74%, from 1407 to 2448 students. Despite this increase, Hispanic student enrollment in post-secondary education institutions is the lowest of all ethnic groups.

### Conclusions

**Although there are more Hispanic males in K-12 schools, a larger portion of Hispanic females are entering post-secondary education.** The dramatic increase of female Hispanic students in post-secondary institutions represents significant change, yet numbers of female as well as male Hispanic students still represent the lowest number of any ethnic group within the state

### Programmatic Recommendations

- \* Establish and support programs to assist women while attending post-secondary institutions such as; child care, tutorial programs, and provide financial assistance.
- \* Provide career education and post-secondary recruitment for Hispanic males and females.
- \* Conduct an assessment of barriers to Hispanic females and males pursuing post-secondary education.
- \* Provide tutorial programs and academic support for Hispanic students in post-secondary education.

## Post Secondary Persistence and Graduation Rates

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### Findings

\* Persistence to the second year among new entering Hispanic students at sub-baccalaureate institutions in Fall 1990 ranged from 54 percent in the community college system, to 16 percent at private vocational schools. Persistence rates to the second year for Hispanics in baccalaureate institutions in fall 1990 ranged from 75 percent in private colleges to 60 percent in the state university system.

\* Based upon Hispanic graduation rates from 1983-1986, only 15 percent of the Hispanic students entering the University of Minnesota directly from high school, graduate. Hispanic students transferring to the University of Minnesota with previous college credit, graduate at a rate of 43.2 percent.

\*Hispanic students enrolled in the state university system have shown little success in finishing a degree program. Of the Hispanic students first enrolled in 1985, nearly 50 percent dropped out after the first year, another 30 percent the second year and only 12 percent finished a degree program; one-third taking four years, one-third taking five years, and one-third taking six years.

### Conclusions

**For those Hispanics that do enter post-secondary education, the majority of them do not finish.** Low graduation rates for Hispanics in four year institutions are the norm, yet there exist slightly higher graduation rates for transfer students in four year institutions. Persistence rates vary within institutions, yet the most optimistic expectation of persistence to the second year results in the loss of nearly 25% of the Hispanic students. Identifying and addressing the causes of low persistence and graduation rates in post-secondary institutions would increase the successful completion of Hispanic students in post-secondary education.

### Programmatic Recommendations

\* Investigate and identify the causes of low persistence and graduation.

\* Provide programs addressing those causes such as; tutorial programs, bilingual/bicultural services, parent/teacher/student involvement programs, scholarships, daycare, work study, and employment opportunities in career choice areas.

## Existing Hispanic Targeted Education Programs

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### Findings

- \* **Academia del Pueblo** focuses its activities on Hispanic children in grade ones through six, designed to provide academic enrichment and dropout prevention strategies that aim to reduce the rate of grade retention and improve the educational achievement of Hispanic children.
- \* **Parents as Partners**, the parent component of Academia del Pueblo, provides training, assistance and support to Hispanic parents. Both aim to create a three-way partnership among Hispanic families, schools and the community at large.
- \* **Un Primer Paso** targets female Hispanic students in grades 9-12 to reinforce math, science and writing skills, strengthen cultural roots and develop leadership skills within a college environment.
- \* **Minnesota Hispanic Education Program**, works to encourage and motivate Minnesota Hispanics to pursue education opportunities and increase their access to higher education, through scholarships, career and college fairs, and advocacy.

### Conclusions

**At present, there exist only four educational programs created specifically for and by Hispanics.** These programs, each unique to itself, provide Hispanic targeted scholarships, academic enrichment, dropout prevention strategies, cultural identity reinforcement, and leadership building for Hispanic students and their families. Each of these programs has rich experience in working with Hispanics, and serve as important actors in providing the opportunity for positive educational experiences for Hispanic students and their families.

### Programmatic Recommendations

- \* Advocate and jointly fundraise for existing programs.
- \* Coordinate and promote joint program efforts and strategies.
- \* Explore cooperative administrative activities.
- \* Assist in jointly developing new program efforts in education.
- \* Establish a "Joint Education Council".
- \* Evaluate and promote effectiveness of existing programs
- \* Enhance accessibility to existing program efforts, through establishment of a resource center.
- \* Evaluate Hispanic participation in existing minority programs not targeted for Hispanics.

### **Program Development**

Specific program development will be conducted through a participatory process involving identified stakeholders in the education of Hispanics. The process will serve as a catalyst for dialogue addressing Hispanic education within the state of Minnesota. It is also designed to provide the most creative and effective planning efforts addressing the real needs of Hispanic students. Six major stakeholder groups have been identified; non-profits, community-based organizations, policy makers, educational institutions, students, parents/families, and funding organizations. Focus groups will be conducted with a variety of individuals representing the various stakeholders. Utilizing the results of this study, the focus groups will be used to discuss and plan for specific programs to address the education related challenges facing Hispanics in Minnesota.

### **Summary**

Hispanics face major problems in education, employment and political representation (Duany & Pittman, 1990). As a group, Hispanics have less education, hold fewer professional jobs, and earn less money. Nearly one-fourth of all Hispanics live in poverty.

The overall Minnesota Hispanic population increased by 67 percent between 1980 and 1990, YET grew even more rapidly within Minnesota's public schools, at 81 percent for the total K-12 enrollment. **Hispanic students are the fastest growing ethnic group in Minnesota's K-12 public schools.** This rapid population increase is due to immigration from Latin America and other states within the USA, as well as, high Hispanic birthrates. The Hispanic population in Minnesota and the USA will continue to increase.

Hispanics are making every effort to increase their educational and employment opportunities, challenge discrimination and increase their socio-economic status in today's economy. **Education is key to improved socio-economic opportunity for Hispanics.** Through education, Hispanics can increase economic development, improve their share of wealth and power, and better their standard of living. These opportunities for Hispanics and all citizens are vital for the health and productivity of our communities, our state, and the nation.

## Introduction

### About the Study.

Paying attention to the issues faced by Hispanic students, as well as, other students of color is fundamental to the health and productivity of Minnesota. Dropout rates remain considerably higher and graduation rates remain lower for Hispanic and other students of color as compared to those of White, non-Hispanic students. Low and decreasing post-secondary enrollments limit opportunity for the futures of young Hispanic adults. High attrition rates for those Hispanic students that do pursue post-secondary education, contribute to limited socio-economic choice within society at large.

**What is it like for Hispanic students in Minnesota today?** Looking at a group of 100 Hispanic students, 87 of those would live in urban areas, and 13 of them would live in rural areas. By the time those students reach Grade 12, nine (five males and four females) of those students will have dropped out of school, Eighty-two of the remaining 91 students will graduate from high school. From this group of 82, 28 of them will decide to enter post-secondary education the Fall following their senior year. Fifty-four of them will stay at home and/or work or decide to enter post-secondary education at some later point. There will be 16 Hispanic students that will enter baccalaureate institutions, five of them will dropout before their second year. Eventually, four to six years later, two of them will graduate. Twelve of the group of 28 will enter sub-baccalaureate institutions. Before the second year starts, five will dropout. It is not clear how many of the remaining seven will finish their programs.

It is clear that many Hispanic students face major obstacles in their day to day lives. Their homes and families are challenged by limited occupational choice, lack of education, poverty, and misunderstanding from society at large. A 1989 national study conducted by the United States Census Bureau (del Pinal & de Navas, 1989) found that about one-fourth of all Hispanics live below the poverty level. This rate is over 2.5 times greater than non-Hispanic families. Based upon 1988 income, there were 1.1 of the 4.8 million Hispanic families (23.7 percent) living in poverty compared to 9.4 percent of the non-Hispanic families. There are in these families, seven million Hispanic children under the age of 18, living in poverty in 1988 (35 percent, compared to 26 percent of non-Hispanic children). The Hispanic population will continue to grow rapidly, as the median age of the Hispanic population (25.9 years) is nearly seven years lower than the median age of non-Hispanics (33.2 years). It is predicted that by the year 2030 the Latino youth population (10-24 year olds) will grow by 80% to 10 million (Duany & Pittman, 1990).

Despite slight improvements in educational attainment, Hispanics lag behind the non-Hispanic population. For example, 60 percent of young Hispanic adults (25-34 years old) reported they had completed four years of high school or more, compared with 89 percent of their non-Hispanic counterparts. About 11 percent of young Hispanic adults reported that they completed 4 years of college or more, compared with about 26 percent of non-Hispanic young adults. However, a larger proportion of young Hispanics than older Hispanics (35 years and over), have completed four or more years of high school (60 percent and 45 percent, respectively).

More recent information shows that Hispanics were only 38.0 percent as likely as whites to have earned a baccalaureate degree by ages 25 to 29 in 1992 (No Progress for Blacks and Hispanics,



1993). The Education Equity Index for Hispanics in 1990, 1991 and 1992 was below the generally 40+ Index that existed during most of the 1980's, but above lower Index scores from the 1970's. **Overall, Hispanics lost ground in baccalaureate degree attainment in the 1990's compared to whites.**

**Within Minnesota**, the Hispanic population (US Census, 1990) parallels national data. Specifically, 33.6 percent live below the poverty level, with children (0-17 years old) constituting the majority of that group. In exact terms, 69 percent of the 18,000 Hispanics that live below the poverty line are Hispanic children. That is 22.9 percent of the total Minnesota Hispanic population. The per capita income for Hispanics within the state is \$8003. In the area of education, in 1990, 57 percent of Minnesota Hispanics three years and older, were not enrolled in any type of school. Evaluation of educational attainment for Minnesota Hispanics twenty-five years and up shows that, 29 percent have no diploma and less than a 12th grade education. Twenty-seven percent have a high school diploma, 18.5 percent have some college with no degree, 7.8 percent have an associate degree, 10.4 percent have a bachelor's degree, and 6.7 have a graduate degree or professional degree.

Recognizing that,

for a variety of reasons --including family poverty, low-quality schools, and clear patterns of early childbearing and early school leaving -- too many young Latinos currently are not mastering the knowledge and skills they need to compete in the changing labor market. Unless this pattern is changed, it will result in continued poverty for large numbers of Latinos and skilled labor shortages in the United State in the next century. (Duany & Pittman, 1990).

It is within this context that the Minnesota Hispanic Education Program moved to investigate the specific educational realities faced by the growing Hispanic population in Minnesota.

#### **The Purpose of this Study.**

The purpose of this report is to examine the educational realities faced by Hispanic students in Minnesota schools. Specifically this report will look at the demographics of Hispanic students in public schools, K-12 and post-secondary institutions. In addition, graduation rates, drop-out rates and persistence in educational institutions will be evaluated when such information is available. This information will serve to build a solid framework for better understanding Hispanic students in Minnesota educational institutions. It is the aim of this document to serve as a tool to assist organizations and institutions working with Hispanics, to ultimately increase the opportunities of Hispanic students in Minnesota schools and society at large.

#### **Methods Used in this Study.**

Much of the information used in this study was obtained from the Minnesota Department of Education, The Minnesota Higher Education Coordinating Board, The University of Minnesota, and the State University System. These institutions keep computerized information of student statistics. The Minnesota Department of Education receives detailed student information provided by each school by school district. MHECB receives fall quarter enrollment information from Minnesota's post-secondary institutions. This information is stored in the Coordinating Board's Student Enrollment Record Data Base, established in 1983. The data base contains a unit record for each student, but does not include Technical College Extension students. The University of Minnesota and the State

University System have centralized student data bases, using information from Fall quarter enrollments at registration time. Both centralized systems are currently tracking retention, years to graduation, and attrition rates for students within their systems.

The information obtained from these organizations and institutions was gathered and analyzed, focusing particularly on Hispanic students and their relationship to other minorities, whites and as a part of the total student population. To get a better sense of changes over time, student statistics from the academic years of 1986-87 through 1990-91 were used, when information was available. When more current yearly information and/or more longitudinal yearly information was available, both were utilized.

### **Limitations of the Study.**

This study presents a quantitative representation of Hispanic students in the state of Minnesota. The numbers represented are based upon the gathering of student statistics from a wide variety of sources. The gathering of this information lends itself to slight discrepancies in number and definition. MDE information is based upon site count at K-12 Minnesota Schools. Schools are left with the discretion of gathering racial and ethnic information. Reporting forms state that a student may be entered into a group of which they "appear to belong, identify with, or is regarded in the community as belonging to." Site counts have been criticized because many teachers and administrators do not clearly understand the ethnic definition of "Hispanic". This leads to much misrepresentation and under representation of the Hispanic student population.

In post-secondary institutions, most student data is based upon 10th day enrollment during Fall quarter only. This does not permit an analysis of what happens with student populations during the Winter, Spring and Summer sessions. In addition, representatives from post-secondary educational institutions have commented that the numbers reported from racial/ethnic groups appear to be lower than the actual case, because of reporting methods based upon voluntary information obtained during registration.

Due to the influx of migrant Hispanic workers and undocumented workers, it is difficult for K-12 school administrators to accurately report student dropouts. At times the student could actually have dropped out of school, but also could have transferred to another school. Inaccurate reporting may lead to undercount of Hispanic dropouts.

It is not within the scope of this study to assess educational achievement of Hispanic students in K-12 and post-secondary institutions. However, having access to that information is important in further understanding Hispanic students in the state.

Considerations of limitations are necessary in research endeavors. However, the information provided in this report provides a responsible representation of Hispanic students within the state of Minnesota.

### **Recommendations for Further Study**

\* The quantitative nature of this study paints a framework of the educational realities of Hispanic students within the state. To complement this framework, qualitative information obtained through

in-depth interviews of students, parents, administrators, community members, and members of the Hispanic community, would serve to provide the detail for a deeper understanding of the Hispanic student experience in K-12 schools and post-secondary institutions.

- \* Due to high concentrations of the Hispanic population in rural areas, a study comparing differences between metro area Hispanics and outstate Hispanics would be important in better understanding and effectively addressing issues faced by students in those distinct environments.
- \* A study examining migrant students, families and their experience with educational institutions, in both outstate and metro areas, is essential to better understand and track migrant students.
- \* Assessing the participation of Hispanic students in minority programs and those specifically aimed at Hispanics, would help to better understand the use of, barriers to, and success of programs aimed at increasing educational opportunities for Hispanics.
- \* A study examining the academic abilities, potentials and aspirations of Hispanic students is necessary to address the needs, barriers and successes of Hispanic youth in Minnesota's educational institutions.

## Who are the Hispanics in Minnesota?

**The Hispanic Population in Minnesota.** According to the 1990 Census, there are currently 53,884 Hispanics in Minnesota.<sup>1</sup> This is 1.23 percent of the total Minnesota population of 4,375,099. This signifies a 67% increase in the Minnesota Hispanic population since 1980, compared to the overall national increase of 54%. Hispanics are the third fastest growing minority group in the state, preceded by Asians (first) and Blacks (second). (See Appendix A.) Nationally, the Hispanic population is the second fastest growing minority group, preceded only by Asians.

Within Minnesota, approximately 46,970 (87.17 percent) of the Hispanic population live in urban areas, compared to 6914 (12.83 percent) living in rural areas. The most heavily populated counties are shown in Table 1, Approximately, two-thirds of the Hispanic population is concentrated in the seven county metro area, with the five most populated counties being located in this area. The sixth heaviest populated county is Kandiyohi, located outstate. Willmar is the third most Hispanic populated city within the state. The cities with the largest number of Hispanic residents are St. Paul and Minneapolis, numbers one and two respectively.

It is important to recognize the portion of the Hispanic population that is undocumented and newly legalized. Estimates of their numbers range from 3000 - 10,000 (Falcon & Rode, 1992). This population increases the official Hispanic population estimates for Minnesota, as many of these Hispanics were not counted for the Census.

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<sup>1</sup>The Spanish Speaking Affairs council in its report, The 1990 Census Count, projected a number of 69,680 Hispanics in Minnesota, 16,000 more that counted in the 1990 Census.

Examination of the concentration of Hispanic population in the top 10 counties and cities, reveals that the counties with the highest percentage Hispanic population are Polk, Kandiyohi and Freeborn counties. These three counties are located in greater Minnesota. Metro area counties, Ramsey and Hennepin, are numbers four and six respectively. The Minnesota city with the highest percentage Hispanic population is Willmar, at 6.87 percent. Following this are; Albert Lea (2), West St. Paul (3), St. Paul (4), Moorhead (5) and Minneapolis (6).

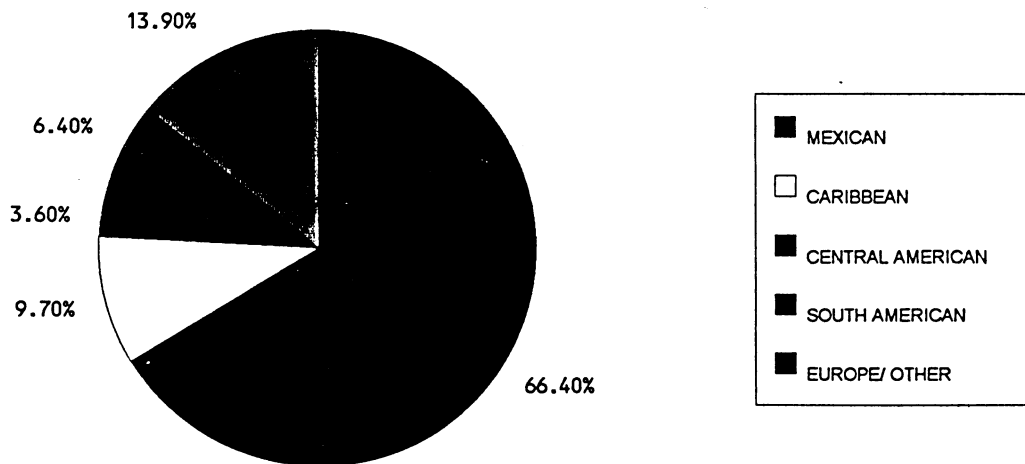
**Table 1**  
**Minnesota Hispanic Population - Top Ten County and City Ranking by Total Number and Hispanic Concentration (%)**

<b>County</b>	<b>Hispanic Total</b>	<b>Population Total</b>	<b>% Hispanic</b>	<b>Concentration Ranking</b>
Hennepin	13978	1,032,431	1.35	6
Ramsey	13890	485,765	2.86	4
Dakota	4025	275,227	1.46	7
Anoka	2269	243,641	.93	9
Washington	1895	145,896	1.3	8
Kandiyohi	1363	38,761	3.52	2
Clay	1179	50,422	2.34	5
Polk	1146	32,498	3.53	1
Freeborn	1076	33,060	3.25	3
St. Louis	952	198,213	.48	10
<b>City</b>	<b>Hispanic Total</b>	<b>Population Total</b>	<b>% Hispanic</b>	<b>Concentration Ranking</b>
St. Paul	11476	272,235	4.2	4
Minneapolis	7900	368,383	2.14	6
Willmar	1205	17,531	6.87	1
West St. Paul	878	19248	4.56	3
Albert Lea	897	18310	4.9	2
Moorhead	890	32295	2.76	5
Rochester	822	70745	1.16	7
Brooklyn Park	650	56381	1.15	8
Burnsville	529	51288	1.03	9
Plymouth	518	50889	1.02	10

Source: 1990 United States Census

There is great diversity within the Hispanic community. The broad definition of Hispanic, was first detailed in the 1970 census. Results show that the largest Hispanic group in the state are Hispanics of Mexican origin, at 66.4 percent (33,000). Other large populations of Hispanics include Spanish (8.4 percent), Puerto Rican (6.8 percent), Colombian (2.9 percent), and Cuban (2.6 percent). The following pie chart demonstrates the Hispanic population distribution. (Tai, 1992)

**Figure 1**  
**Pie Chart Distribution of Hispanic Population in Minnesota**

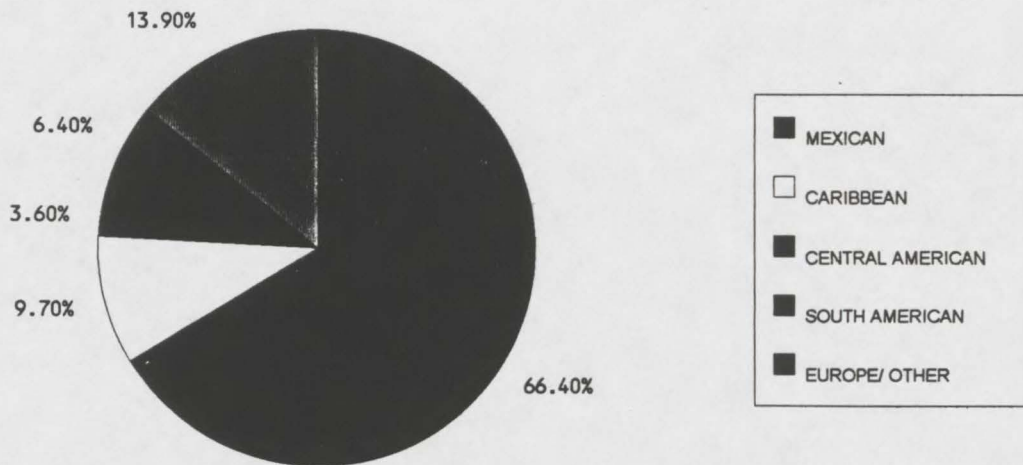


Source: US Census Bureau, based on a sample of households. Percentages shown may not total precisely.

With over 20 nationalities of Hispanic origin, this diversity implies important cultural, social and economic differences among the Hispanic students within the state of Minnesota. National information shows differences exist between Mexican, Puerto Rican, Cuban, and Central and South American Hispanics (del Pinal & de Navas, 1990). For example, Mexican Hispanics were the Hispanic group least likely to have completed four or more years of high school (50 percent between the ages of 25 to 34), as compared to all other Hispanic groups, which had at least a 70 percent completion rate for those young adults of the same age.

There is great diversity within the Hispanic community. The broad definition of Hispanic, was first detailed in the 1970 census. Results show that the largest Hispanic group in the state are Hispanics of Mexican origin, at 66.4 percent (33,000). Other large populations of Hispanics include Spanish (8.4 percent), Puerto Rican (6.8 percent), Colombian (2.9 percent), and Cuban (2.6 percent). The following pie chart demonstrates the Hispanic population distribution. (Tai, 1992)

**Figure 1**  
**Pie Chart Distribution of Hispanic Population in Minnesota**



Source: US Census Bureau, based on a sample of households. Percentages shown may not total precisely.

With over 20 nationalities of Hispanic origin, this diversity implies important cultural, social and economic differences among the Hispanic students within the state of Minnesota. National information shows differences exist between Mexican, Puerto Rican, Cuban, and Central and South American Hispanics (del Pinal & de Navas, 1990). For example, Mexican Hispanics were the Hispanic group least likely to have completed four or more years of high school (50 percent between the ages of 25 to 34), as compared to all other Hispanic groups, which had at least a 70 percent completion rate for those young adults of the same age.

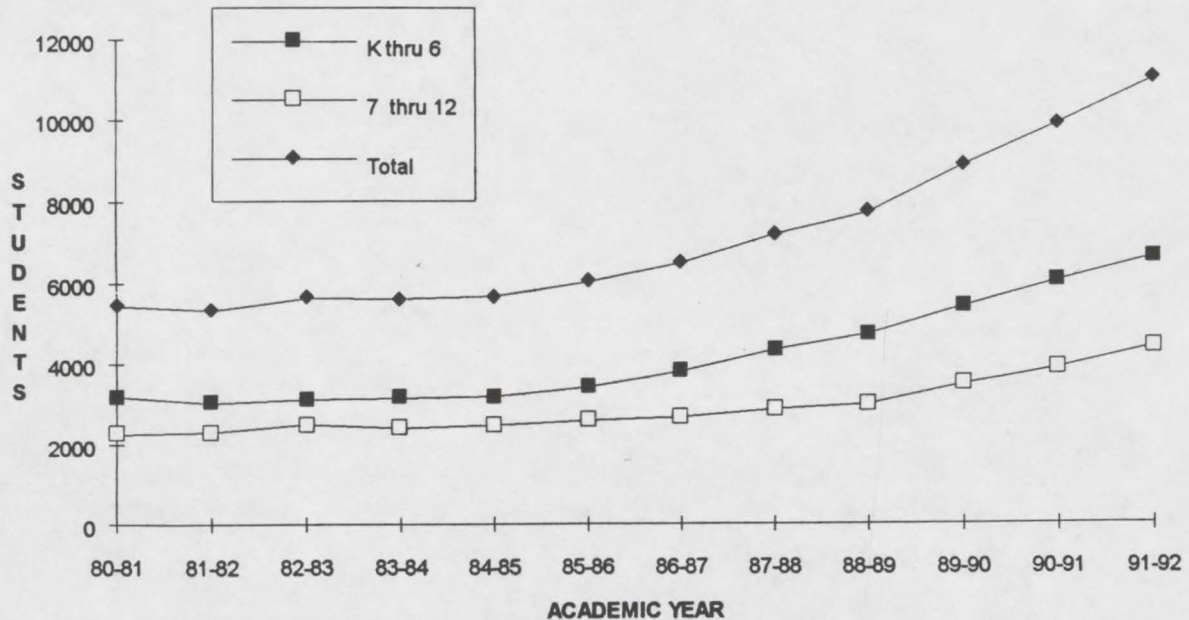


## Who are the Hispanic Students in Minnesota Schools: K-12?

### Hispanic Student Demographics and Concentrations.

In 1991-92, there were 11,103 Hispanics enrolled in Minnesota's Public Schools. This number represents 1.4% of the total K-12 enrollment. Figure 2 demonstrates the change in Hispanic student population from 1980-81 through 1991-92. In those years, students in grades K-6 (6623 in 1991-92), increased by 107.81 percent. Students in grades 7-12 (4393 in 1991-92) increased by 94.21 percent. Hispanic student increases continue to climb annually. In only one academic year (1990/91 - 1991/92) there was an 11.1 percent K-12 Hispanic student increase in Minnesota public schools. Noticeable increases are apparent from 1985-86 to the present. (See Appendix B.)

**Figure 2**  
**K-12 Hispanic Enrollment in Minnesota Schools**  
**80-81 to 91-92**



Source: MDE

US Census data from 1990 showed a 67 percent increase in the statewide general Hispanic population from 1980. In that time period, the Hispanic K-12 student population increased by 81 percent. Faster percentage increases are also occurring within the younger grades. In that period, there was a 115.5 percent increase of first graders, and only a 54.5 percent increase of grade 12 Hispanic students. **Minnesota educators and educational institutions must pay attention to this rapid increase of Hispanic students within the state.**



In 1991-92, there were 5749 Hispanic males and 5354 Hispanic females enrolled in school. In relation to other ethnic groups in K-12 Minnesota public schools, Hispanic students are the fewest in number. However, **Hispanic students are increasing at the fastest rate of all ethnic groups.** Between 1986-87 and 1991-92, the increase of ethnic groups was as follows (Table 2).

**Table 2**  
**Ethnic Group Population Changes in Minnesota Public Schools - K-12**  
**1986-87 to 1991-92**

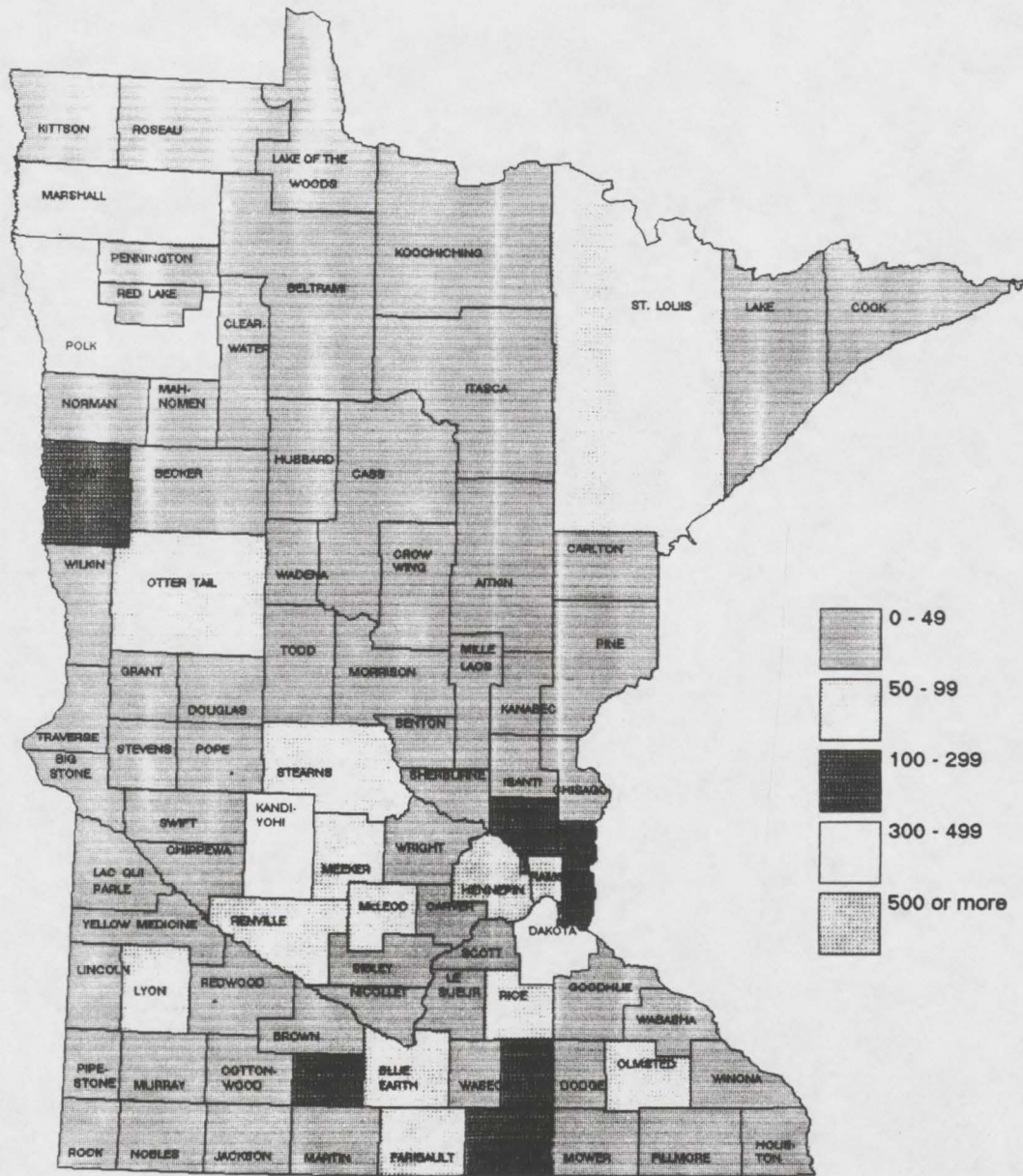
Ethnic Group	1986-87	1991-92	% Change
Hispanic	6,531	11,103	70
Asian	17,021	25,161	47.8
Black, non-Hispanic	20,040	27,912	39.3
American Indian	11,660	13,756	18.0
White, non-Hispanic	656,606	694,385	5.6

Source: MDE

The following maps demonstrate the distribution of Hispanic students around the state. Figure 3 is based upon K-6 Hispanic student enrollment totals in the 1991-92 school year, while Figure 4 shows enrollment of those Hispanic students in grades 7-12 in that academic year. Figure 4 demonstrates that grade 7-12 enrollments are concentrated largely in the seven county metropolitan area with pockets of enrollment in Polk, Clay, Kandiyohi, and Freeborn counties. Figure 3 shows enrollment in grades K-6 being more widely distributed throughout the state. The seven-county area remains an area of concentration, with Hennepin and Ramsey counties surpassing the 500 or more category. Polk, Kandiyohi, Clay, Watonwan, Steele, and Freeborn counties are outstate areas with pockets of Hispanic student concentration in grades K-6.

Figure 3

### Distribution of Hispanic Enroll. in grades K-6, 1991-92



DATANET PLUS MAPPING

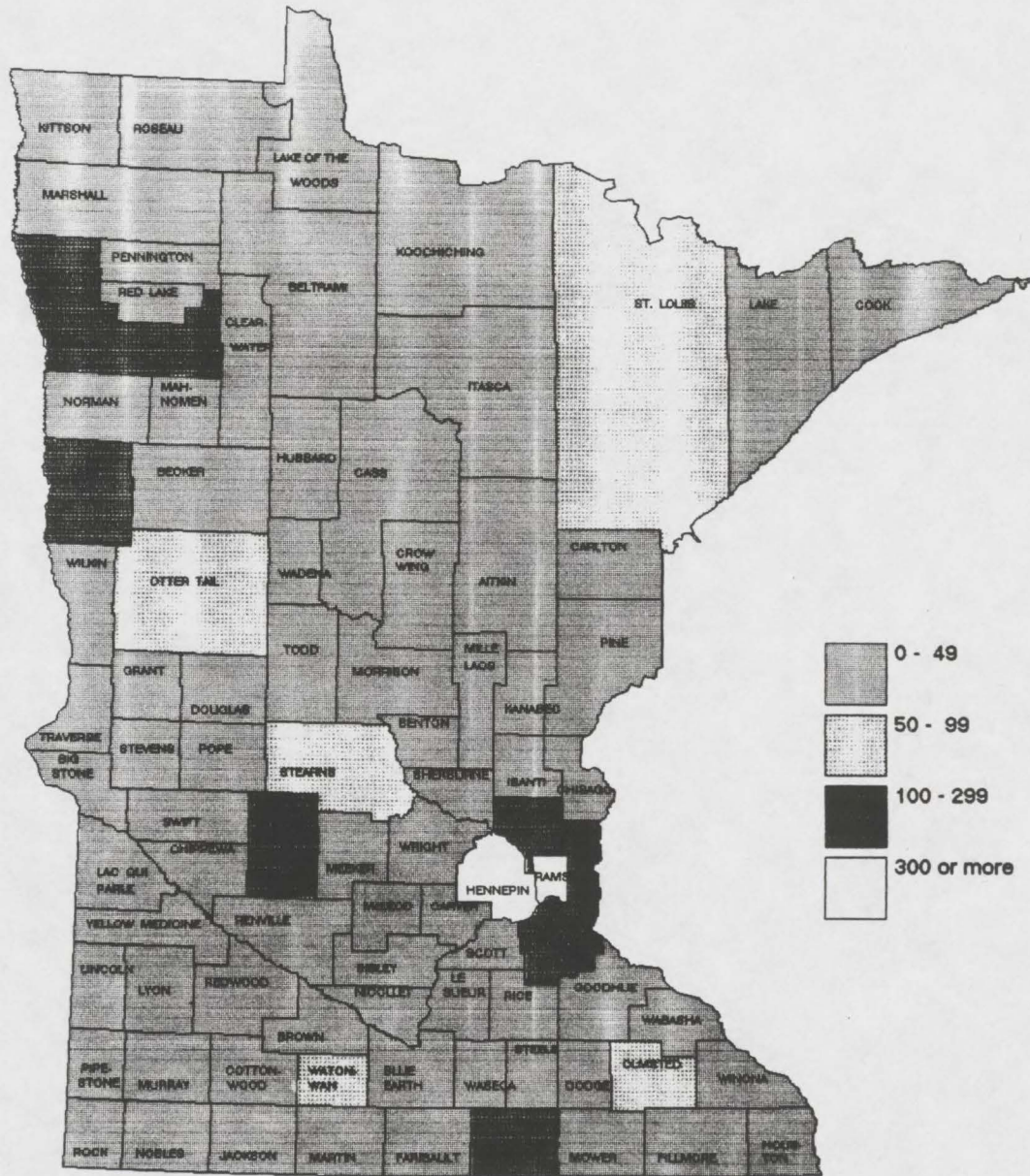
**MDE**  
MINNESOTA DEPARTMENT OF  
EDUCATION

Capitol Square Bldg., 550 Cedar St. St. Paul, Mn



Figure 4

Distribution of Hispanic Enroll.  
in grades 7-12, 1991-92



DATANET PLUS MAPPING

**MDE**  
MINNESOTA DEPARTMENT OF  
EDUCATION

Capitol Square Bldg., 550 Cedar St. St. Paul, Mn

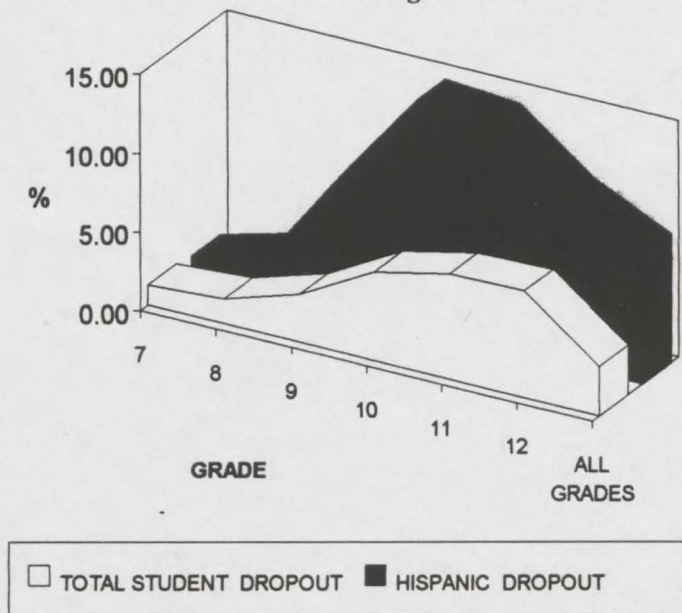


### Hispanic Dropout Rates.

Minnesota Department of Education officials are concerned about a growing trend in statewide dropout. According to the MDE, the trend reflects the state's changing population and the growing need for schools and communities to address more effectively the needs of a wide diversity of students (MDE, 1992). This trend is significant among Hispanic students, and other students of color. Hispanic dropout rates continue at higher rates than the overall population, but remain consistent with overall minority dropout rates.<sup>2</sup> The five year average for minorities is 8.69, compared to the Hispanic five year average of 8.7. Minnesota Department of Education calculates yearly dropout for grades 7-12. Minnesota's dropout counts includes all students who dropped out of school and are not know to re-enroll in a school during a twelve month period. This time period begins with the first day of school through the day preceding the first day of the next school year. Dropout data is reported to the state by each school (see glossary for detailed definition).

Figure 5 shows the average dropout rates (1986-91) for Hispanics students and total student dropout for grades 7 through 12. This includes an average for the 7-12 population. Examinations of the grade dropout rates show a general trend of high dropout in the 10 and 11 grade years. In 1988-89, 16.02 percent of the Hispanic students in grade 11 dropped out of school. (See Appendix C, Table 1 for accompanying numeric detail.)

**Figure 5. Hispanic Student Dropout by Grade  
Average from 1986-1991**



Source: MDE

<sup>2</sup> Socially and economically disadvantaged students have shown similar rates of high dropout. The National Education Longitudinal Study of 1988 (NELF:1988) showed that, adjusted for social-economic status (SES) and gender, minority dropout rates appear to be the same as those of white students. There was no difference in dropout rates in lower socio-economic groups. (Examining Risk Factors, 1983). However, even after adjusting for SES and gender, minority students still had more limited math and reading skills.

Table 3 shows Hispanic dropout rates from 1986-87 through 1990-91, with all minority dropouts and total dropouts. Overall dropout rates for Hispanics have been increasing (with the exception of 1990-91 when it dropped), along with the minority dropout rate and the overall statewide dropout rate. Hispanic dropout was the highest in academic year 1989-90 with a rate of 9.93. Over the five year period the Hispanic student dropout averages at 8.61 percent, whereas the total student dropout is 3.11 percent. **Hispanic students are nearly three times more likely to dropout of school than other students overall.** The Hispanic percentage of total dropouts has nearly doubled from 1986-87 (1.9) to 1990-91 (3.5). Increases in dropout are nearly paralleling the Hispanic student population increases.

**Table 3**  
**Dropout Rates for Hispanic,**  
**Minority, and Total Student Population:**  
**1986-87 through 1990-91**

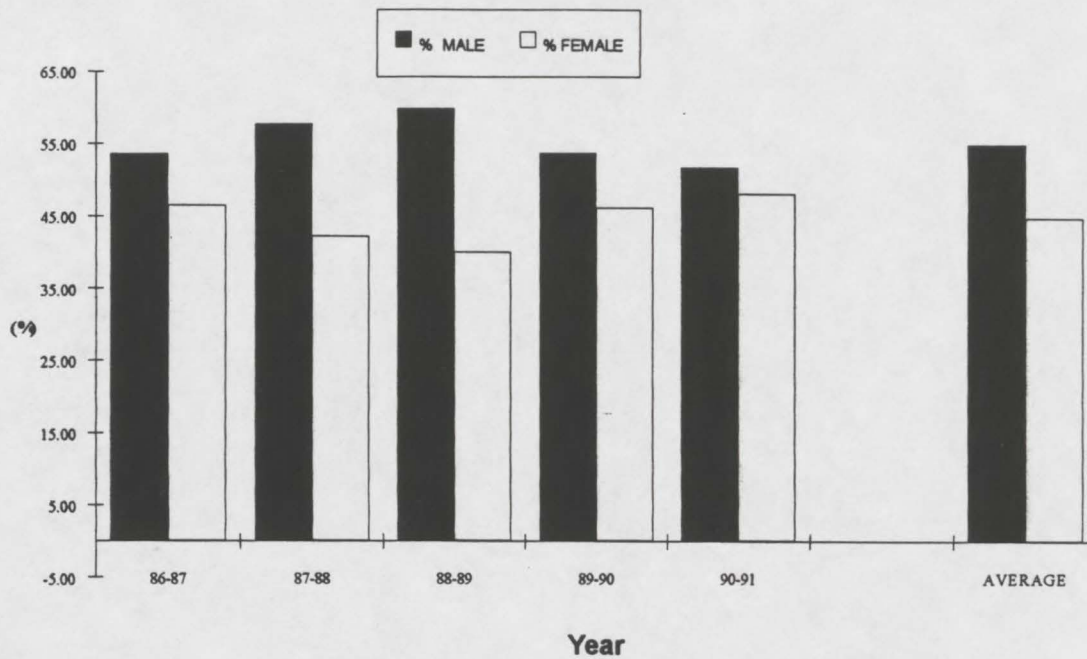
<b>Academic Year</b>	<b>Hispanic Dropout Rate</b>	<b>Minority Dropout Rate</b>	<b>Total Student Dropout Rate</b>
1986-87	6.85	18.21	2.81
1987-88	8.13	20.48	3.00
1988-89	8.93	22.44	3.16
1989-90	9.93	24.37	3.41
1990-91	9.25	23.17	3.15
Average	8.61	21.73	3.11

Source: MDE

Dropout totals for Hispanic students only, show that there has been an increase in female student dropouts, and a slight decrease in male Hispanic student dropout. Figure 6 illustrates these changes over a five year period. (See Appendix C, Table 2 for exact figures.)

Appendix C, Table 3 lists county-wide student dropout information between 1986-87 and 1990-91.

**Figure 6**  
**Hispanic Dropouts by Gender**  
**Fall 1986-1991 and Average**



Source: MDE

### Graduation Rates.

There has been an annual increase in the number of Hispanic graduates, as well as the percentage of Hispanic graduates of the overall graduates. Minnesota high school graduates are reported by schools to the Department of Education, as students certifying completion of a prescribed program of study. As shown in Table 4, the percentage Hispanic graduates of all graduates has nearly doubled in five years, from 0.62 percent to 1.12 percent. This appears to be accompanying Hispanic enrollment increases.

**Table 4**  
**Hispanic Graduates**  
**1986-87 through 1990-91**

Year	Grade 12 Hispanic Graduates	% Hispanic Grads of Total Graduates
1986-87	333	0.62
1987-88	423	0.75
1988-89	481	0.91
1989-90	514	1.05
1990-91	520	1.12
Average	454	0.89

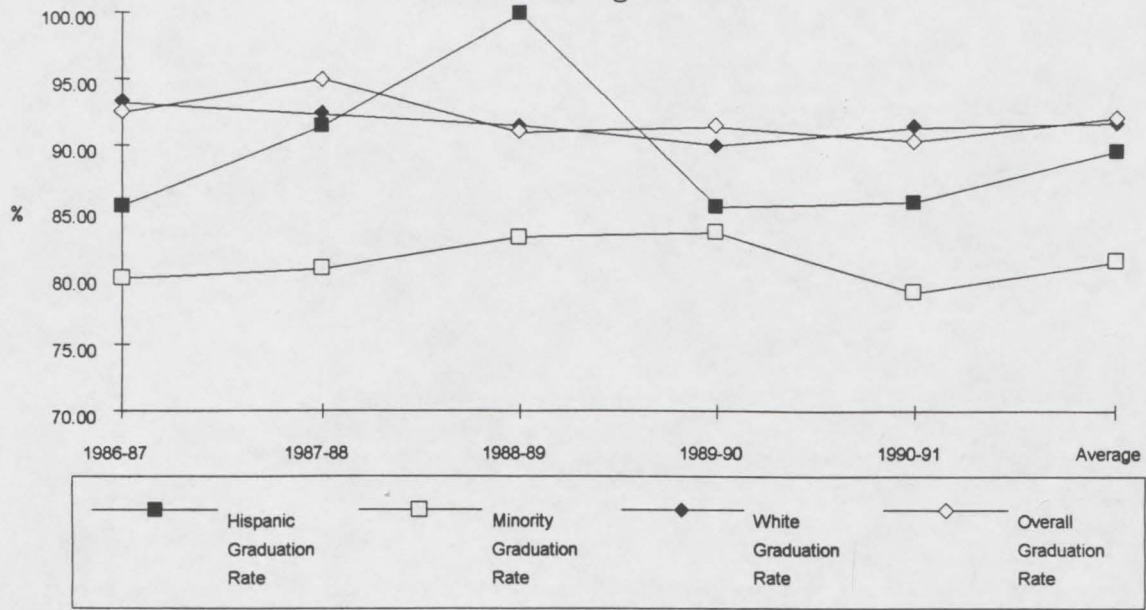
Source: MDE

The Hispanic graduation rate has fluctuated over the five year period, but has decreased from a peak of 100%<sup>3</sup> in 1988-89, to the current rate of 85 percent in 1990-91 (see Figure 7). There has also been a general downward trend in the overall graduation rate falling from 92.41 in academic year 1986-87 to 90.46 percent in 1990-91. (See Appendix D, Table 1 for comparison to minority, white and total student graduation rates.)

<sup>3</sup> The graduation rate of 100 percent in 1988-89 is questioned by MHEP, cases of dropout are known to exist in those years.



**Figure 7**  
**Hispanic, Minority, White and Total Graduation Rates:**  
**1986-87 through 1990-91**



Source: MDE



### Hispanic Post Graduation Plans.

From 1986 through 1991, the percentage of Hispanic graduating seniors deciding to enter into post-secondary education the fall immediately following graduation reached 40%, only once, in 1987. Since 1987, that rate has dipped to 28.5 percent in 1989 and settled at 34.2 percent in 1991. Averaging over the five year period, the Hispanic participation rate of 34.2 percent, can be compared with the minority participation rate of 38.80, and the white student participation rate of 45 percent (Table 5).

**Table 5**  
**Participation Rates of Hispanic, Minority and White**  
**Graduating Seniors in Post-Secondary Institutions**  
**for Fall Immediately Following Graduation:**  
**1986-1991**

YEAR	HISPANIC PARTICIPATION RATE	MINORITY PARTICIPATION RATE	WHITE PARTICIPATION RATE
1986	36.20	40.10	46.90
1987	40.50	39.60	48.60
1988	38.30	40.70	48.80
1989	28.50	33.70	42.80
1990	30.20	36.20	43.00
1991	34.20	38.80	45.00
<b>AVERAGE</b>	34.65	38.18	45.85

Source: MDE

## Who are the Hispanics in Post-Secondary Education?

In the fall of 1991, there were 16,562 minority students enrolled in Minnesota post-secondary institutions. This represents slightly more than 6 percent of the total enrollment of 270,953 students. The number of white students was 232,352, or 86 percent; 5,965 students, or 2 percent were non-resident aliens; and 16,074, or 6 percent, of the students did not report their ethnic background. Hispanic students constituted the least represented ethnic in post-secondary systems throughout the state, as shown below:

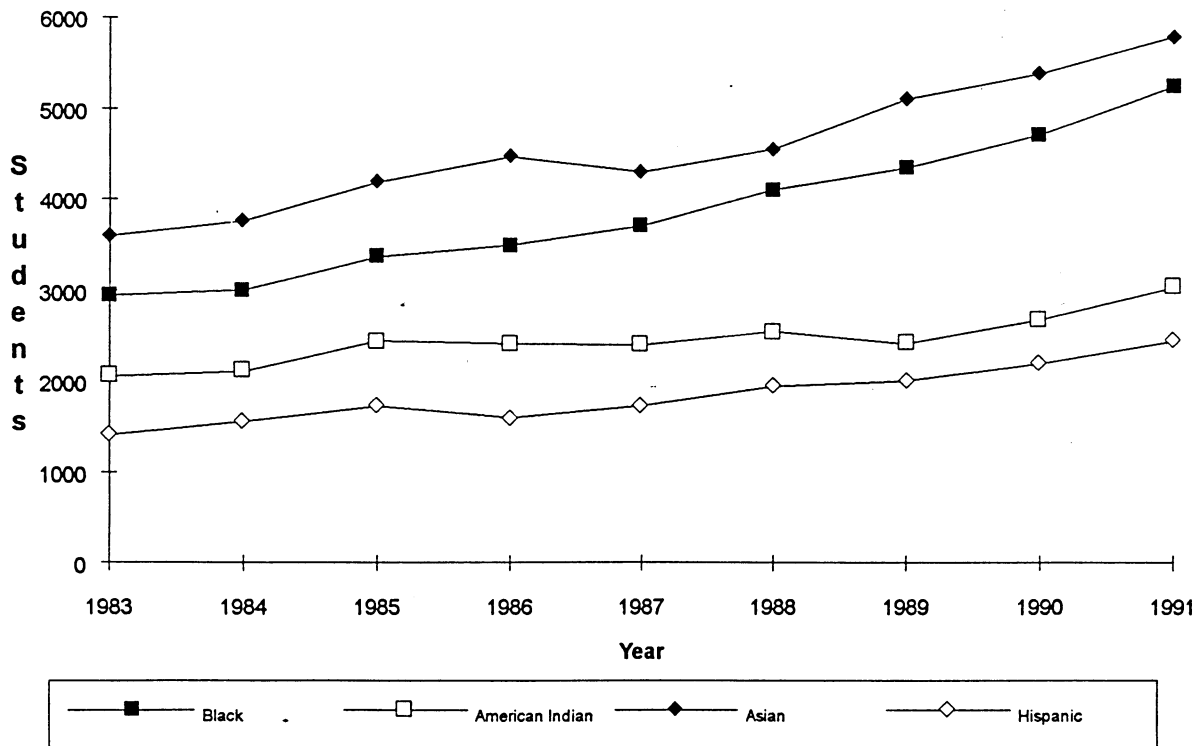
**Table 6**  
**Minority Student Distribution in**  
**Post-secondary Institutions:**  
**Fall Headcount 1991**

<b>Ethnic Minority Group</b>	<b>Total Students</b>	<b>% of State Total</b>
Hispanic	2,448	1
American Indian	3,043	1
Black	5,266	2
Asian	5,805	2

Source: MHECB

Figure 8 shows the trend in Hispanic enrollment in from 1983 to 1991, and compares this Hispanic enrollment to other students of color. Hispanics are the least represented minority group of color in post-secondary institutions. However, the enrollment of Hispanics increased by 74 percent, as second only to the enrollment of blacks that increased at the rate of 79 percent. (See Appendix E, Table 1 for details.)

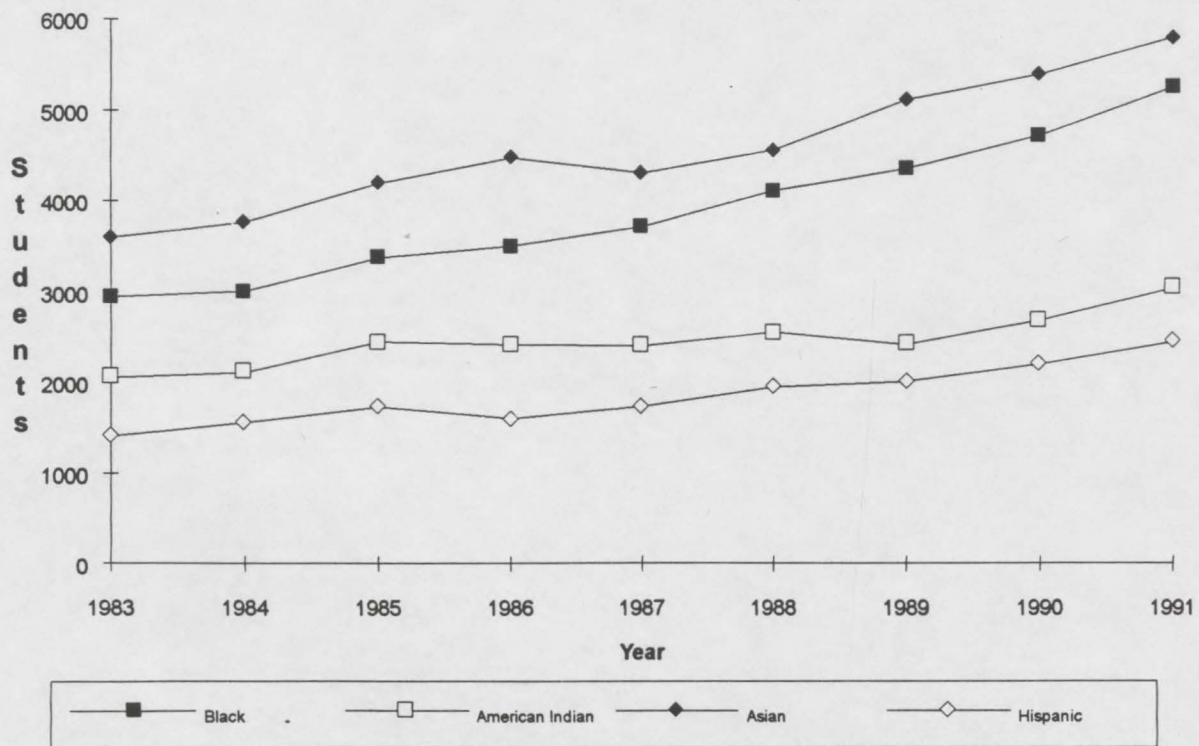
**Figure 8**  
**Minority Headcount Enrollment**  
**in Minnesota's Post-secondary Institutions**  
**Fall 1983 through Fall 1991**



Source: MDE

Figure 8 shows the trend in Hispanic enrollment in from 1983 to 1991, and compares this Hispanic enrollment to other students of color. Hispanics are the least represented minority group of color in post-secondary institutions. However, the enrollment of Hispanics increased by 74 percent, as second only to the enrollment of blacks that increased at the rate of 79 percent. (See Appendix E, Table 1 for details.)

**Figure 8**  
**Minority Headcount Enrollment**  
**in Minnesota's Post-secondary Institutions**  
**Fall 1983 through Fall 1991**



Source: MDE

A comparison of the distribution of minority students and Hispanic students among the post-secondary institutions shows that percentages are relatively similar between the two groups (Table 7). There are fewer Hispanics enrolled at the University of Minnesota and community colleges, than the minority average. There are slightly more Hispanics enrolled at technical colleges, private colleges, and private professional schools, than the minority average. Percentages for Hispanics and the minority average are the same in private vocational schools.

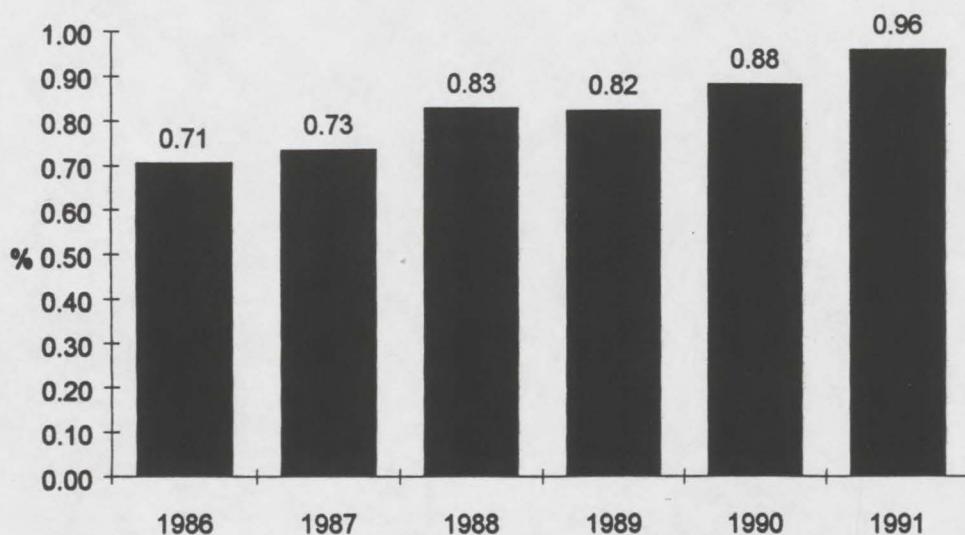
**Table 7**  
**Distribution of Hispanic and Minority Students**  
**in Post-secondary Institutions**  
**By Totals and Percentages:**  
**Fall Headcount 1991**

Post-secondary Institution	Total Number Minority Students	% of Total Minority	Total Number Hispanic Students	% of Hispanic Total
U of MN	4045	25	567	23
Technical Colleges	3419	21	539	22
Community Colleges	3119	19	347	14
Private colleges/ Universities	2966	18	511	21
State Universities	2,094	13	350	14
Private Vocational Schools	719	4	89	4
Private Professional Schools	200	1	45	2

Source: MHECB

Figure 9 shows the percentage Hispanic enrollment of total student enrollment from fall 1986 through fall 1991 (See Appendix E, Table 2 for numeric detail). There has been a slight increase in Hispanic student enrollment over the five year period. **However, the percentage of the Hispanic population enrolled in post-secondary institutions (.96 percent in 1991) is not comparable to the Hispanic percentage of the general statewide population (1.23 % of the population in 1990).**

**Figure 9**  
**% Hispanic Enrollment in Post-Secondary Institutions**  
**1986 - 1991**



Source: MHECB

The three institutions accounting for the largest portion of Hispanic students in 1991 were:

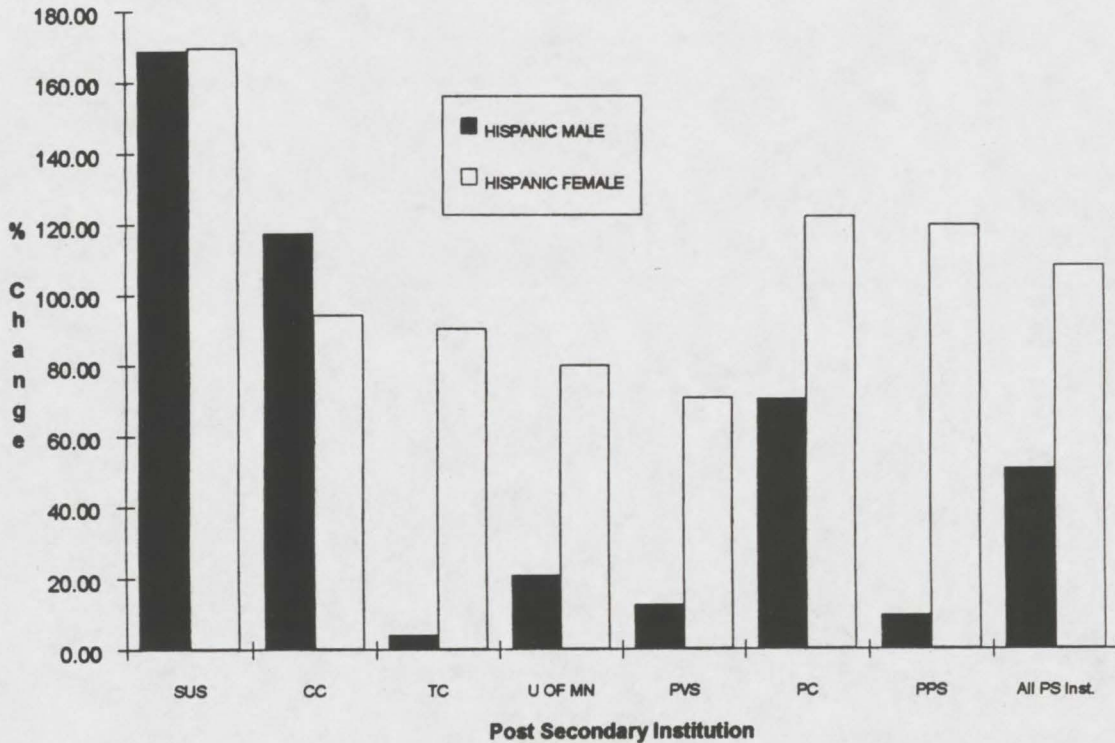
- University of Minnesota- Twin Cities, 486 students, or 20 percent;
- St. Paul Technical College, 121 students, or 5 percent, and;
- Mankato State University, 90 students or 4 percent.



**Gender.**

Figure 10 demonstrates enrollment increases for Hispanic females grew more rapidly than increases for Hispanic males. In all post-secondary institutions, Hispanic female enrollment increased by 107 percent, as compared to a 50.8 percent increase for Hispanic males. In 1983 there were 582 Hispanic women enrolled, increasing to 1214 in 1991. Hispanic males increased 51 percent, from 817 to 1232. The greatest increase for both Hispanic men and women, was in the State University System, where increases were 168.80 and 169.7 percents, respectively. (See also Appendix E, Table 3.)

**Figure 10**  
**Fall Enrollment for Post-Secondary Institutions**  
**By Gender**  
**% Change From Fall 1983 to Fall 1991**



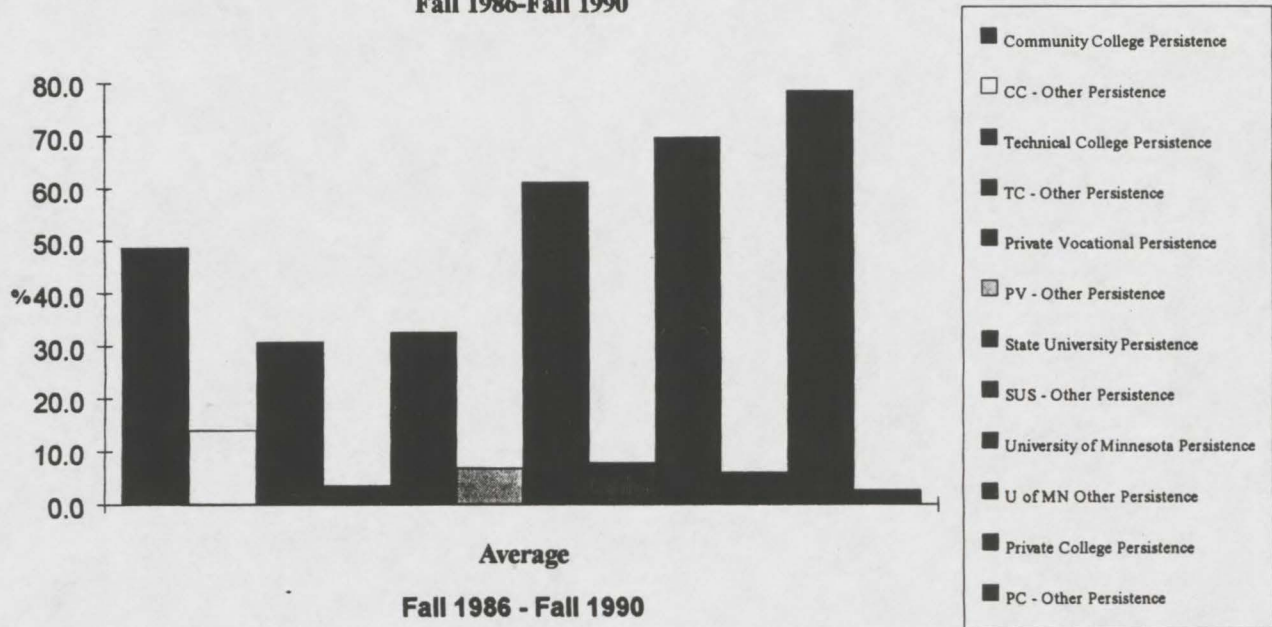
Source: MHECB

**Persistence, Attrition, Retention.**

The following figure details persistence between the first and second year for Hispanic students in Minnesota post-secondary institutions, between 1986 and 1990. Persistence rates vary between the institutions. Examination of institutions offering baccalaureate programs, shows higher persistence rates in the private colleges, followed by the University of Minnesota and the State University System. Sub-baccalaureate institutions, show lower rates of persistence. However, because of the length of some of the programs (one year or less), students are not expected to persist from one year to the next. There is, however, between 60 - 70 percent persistence to the second year of Hispanic students in community colleges, which are generally two year programs.

**Figure 11**  
**Average Persistence to the Second Year of Hispanic**  
**Full-Time New Entering Students**  
**Fall 1986 to Fall 1990**

**Average Persistence to the Second Year of Hispanic Full-Time New Entering Students:**  
**Fall 1986-Fall 1990**



Source: MHECB

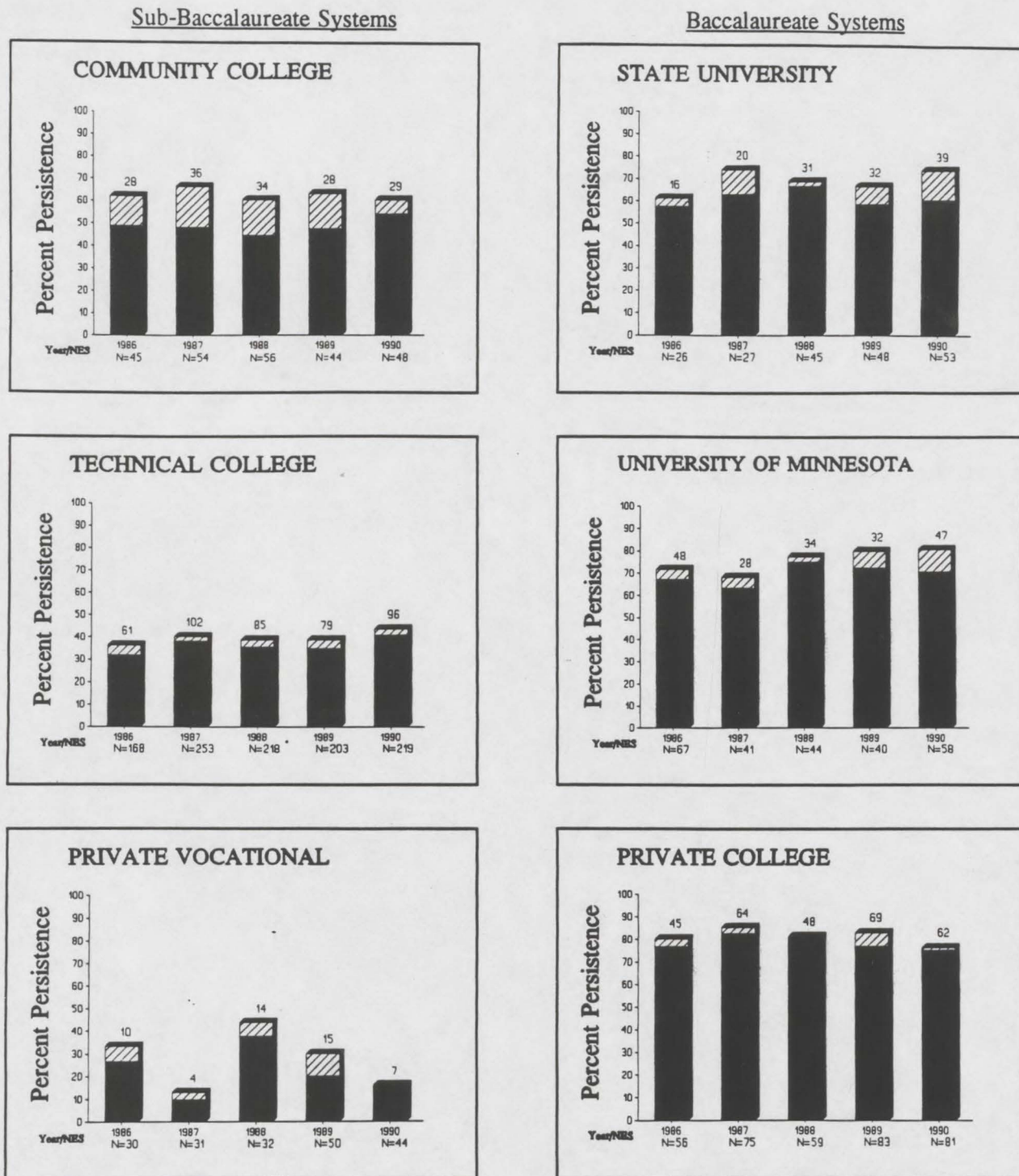


The following pages detail Hispanic and white, non-Hispanic student persistence to the second year from Fall 1986 to Fall 1990. (See Appendix F, Table 1 for detailed statistical information.) Persistence rates among new entering Hispanic students at sub-baccalaureate institutions in Fall 1990 ranged from 54 percent at the Community College System to 16 percent at private vocational schools. (See Figure 12). In comparison, white, non-Hispanic student persistence to the second year, ranged from 56 percent at the Community College System to 27 percent at private vocational schools. (See Figure 13). Persistence rates to the second year for Hispanics in baccalaureate institutions in fall 1990 ranged from 75 percent at private colleges to 60 percent at the State University system. White, non-Hispanic student persistence to the second year ranged from 82 percent at private colleges to 72 percent at the State University System. Note that persistence within a system indicates that students continued enrollment within a specific post-secondary institutional system, for example, they continued enrollment at the University of Minnesota. Persistence to other systems indicates that they started in one post-secondary institution and continued enrollment but within another post-secondary institution, such as, first enrolling in a community college and then enrolling in the second year at the University of Minnesota.

Figure 12

FIGURE PERSISTENCE TO THE SECOND YEAR OF HISPANIC FULL-TIME NEW ENTERING STUDENTS, FALL 1986 TO FALL 1990

■ Persistence Within System    ▨ Persistence to Other Systems



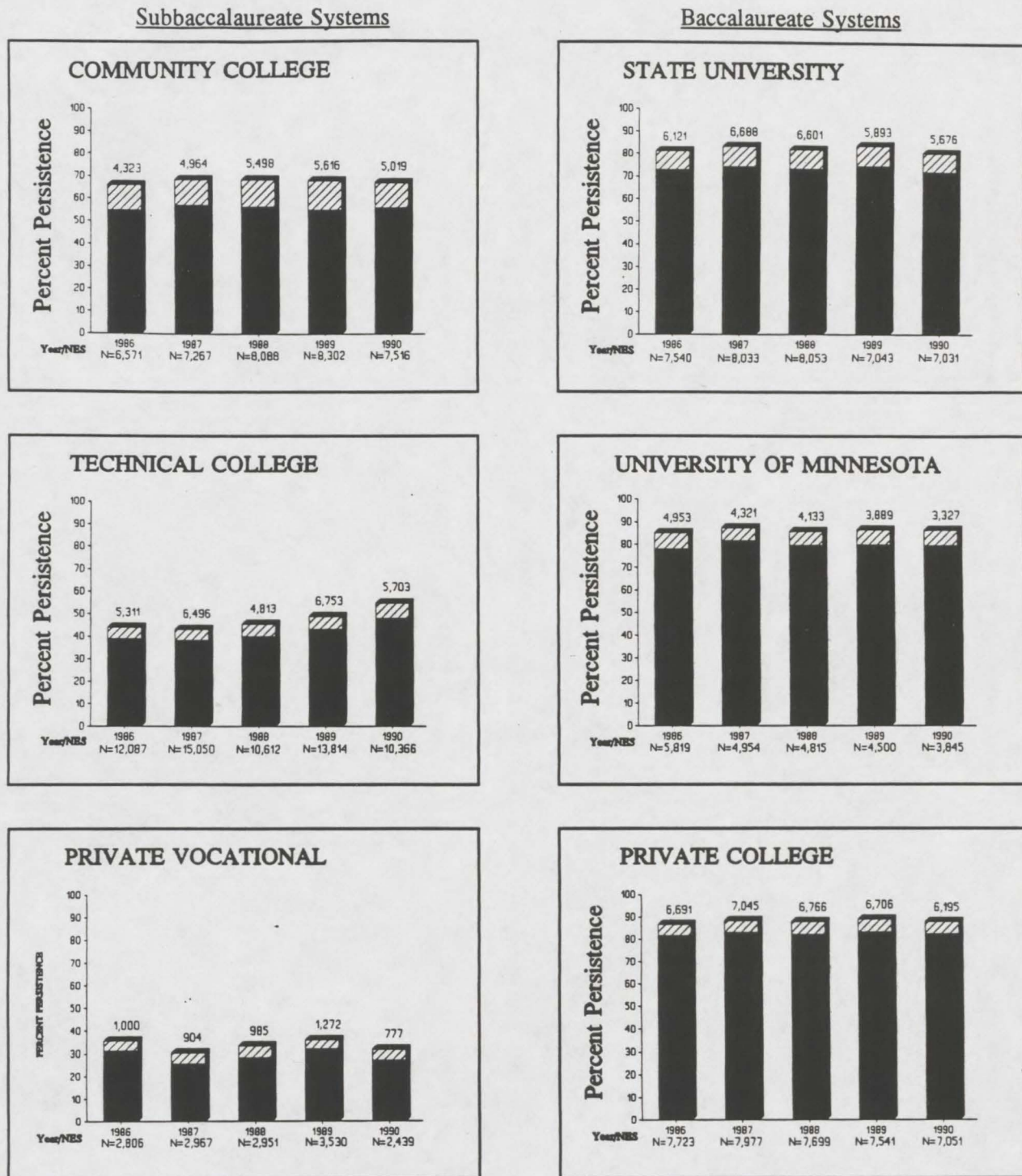
Source: Minnesota Higher Education Coordinating Board

NOTE: Many programs at sub-baccalaureate institutions are one year or less in length. Students in those programs are not expected to persist to a second year. Data for the University of Minnesota include the two-year campuses at Crookston and Waseca.

Figure 13

FIGURE PERSISTENCE TO THE SECOND YEAR OF WHITE, NON-HISPANIC FULL-TIME NEW ENTERING STUDENTS, FALL 1986 TO FALL 1990

■ Persistence Within System    ▨ Persistence to Other Systems



Source: Minnesota Higher Education Coordinating Board

NOTE: Many programs at sub-baccalaureate institutions are one year or less in length. Students in those programs are not expected to persist to a second year. Data for the University of Minnesota include the two-year campuses at Crookston and Waseca.

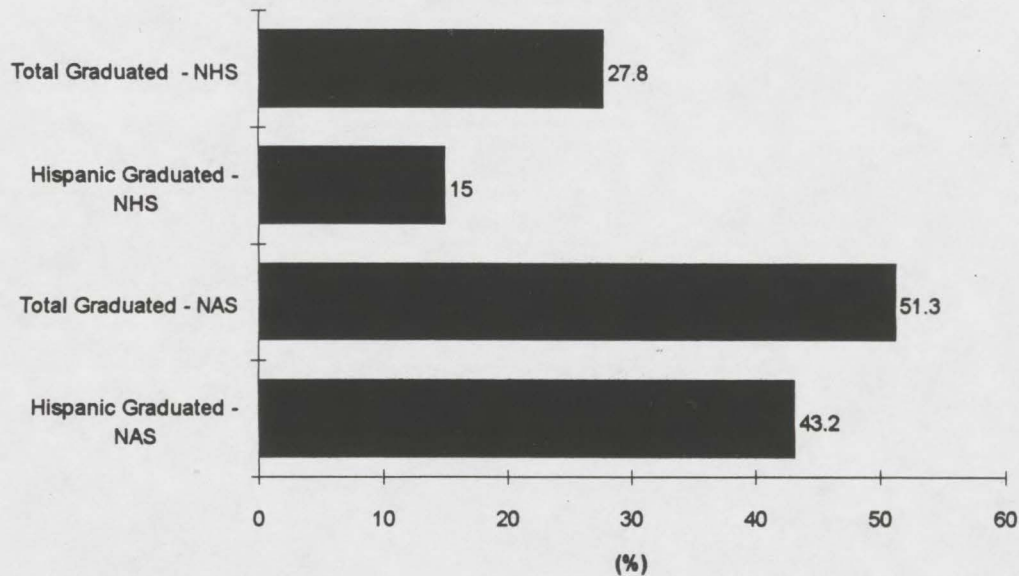


### Graduation Rates.<sup>4</sup>

#### University of Minnesota

The following graph shows average graduation rates for the years 1983 - 1986 for University of Minnesota-Twin Cities Campus Hispanic students compared to all students, after four years of schooling<sup>5</sup>. There is a smaller percentage of freshmen, or New High School (NHS), Hispanic graduates (15.0 percent) completing their degree in four years as compared to graduates overall (27.8 percent). Fewer Hispanic transfer students, or New Advanced Standing (NAS), graduated (43.2 percent) than Total NAS Graduates (51.3).

**Figure 14**  
**Four Year Graduation Rates for Hispanics**  
**And Total Students: University of Minnesota-TC Campus**  
**Average (1983-1986)**



Source: University of Minnesota

<sup>4</sup> The graduation rates for post-secondary institutions in this report will focus on the University of Minnesota and the State University System, as these two institutions have established cohort analysis for their overall respective networks. The SUS has only one cohort of data available. The University of Minnesota has been tracking student cohorts since 1983 and information is stored in the Student Flow Data Base. For more information see, 1991 Student Retention Report Summary and Guide, authored by Ronald P. Matross and Stephen L. Desjardins of Data and Reporting Services, Office of the Vice-President for Student Affairs, University of Minnesota. December 20, 1991

<sup>5</sup> Percentage still enrolled in the fifth fall after first enrolling in the University of Minnesota.

Table 8 details Hispanic graduation and retention rates for four years, and compares it to the overall student graduation and retention rates. Averages in Figure 15 were obtained from the information provided below. **Hispanics in all but one circumstance (1986 - NAS), have consistently lower graduation rates in four years than students overall. Retention rates remain higher for Hispanics in all but two cases (1984 - NAS and 1983 - NHS). NAS students are more than twice as likely to graduate in four years than NHS students.**

**Table 8**  
**Four Year NAS and NHS Graduation and Retention Rates**  
**for Hispanics and Total Students:**  
**1983 - 1986**

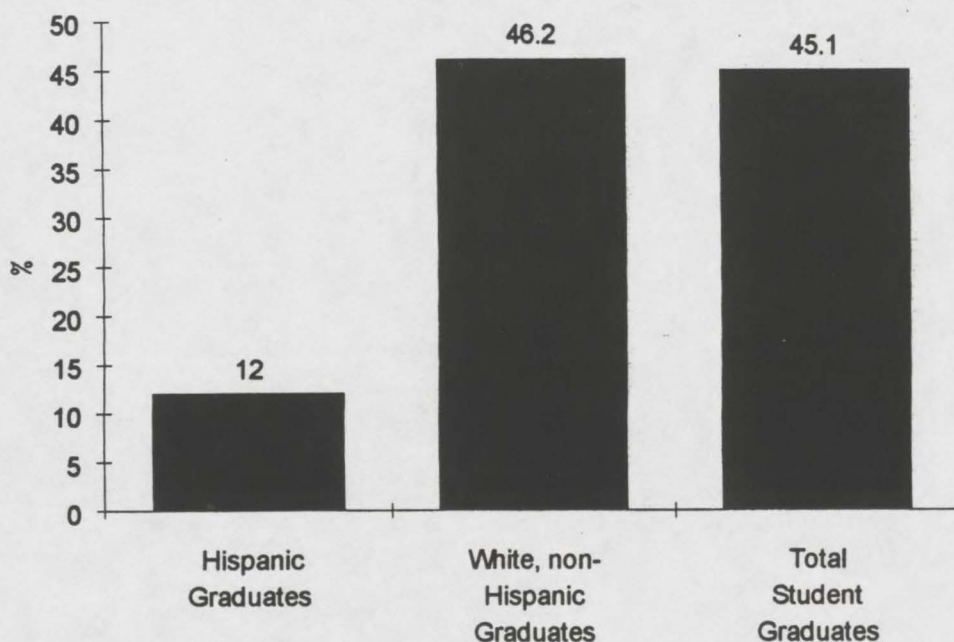
	Hispanic Graduated - NAS	Hispanic Retained - NAS	Total Graduated - NAS	Total Retained - NAS	Hispanic Graduated - NHS	Hispanic Retained - NHS	Total Graduated - NHS	Total Retained - NHS
1983	43.8	12.5	51.7	3.9	12.3	15.8	27.3	17.0
1984	46.7	0.0	50.7	4.2	10.5	22.8	27.2	16.2
1985	27.3	4.5	51.2	4.1	14.1	28.1	28.3	16.1
1986	55.0	10.0	51.5	4.4	23.1	17.3	28.3	17.0

Source: University of Minnesota

### State University System

Mankato State University, part of the State University System, is the second most Hispanic populated post-secondary institution. Graduation rates for the State University System, based upon the first and only available cohort analysis of entering students in 1985, shows that 88 percent (22 students) of the Hispanic students enrolling in the SUS in 1985 (25 students total), did not finish a degree. In other words, 12 percent (3 students, all female) completed a bachelors degree. One of the students finished in four years, one in five years and one in six years. The Hispanic graduation rate is much lower than the white, non-Hispanic graduation rate and the total student graduation rate (see Figure 15).

**Figure 15**  
**Hispanics, White non-Hispanics and Total Student**  
**Graduation Rates: State University System**  
**1985 Cohort Analysis**



Source: State University System



## Hispanic Student Existing Programs and Recommendations

### Existing Programs:

A myriad of programs and scholarships are available for minority students within the state of Minnesota.<sup>6</sup> A variety of schools, private colleges and universities, state universities, and non-profit organizations operate and support these programs and scholarships. Most if not all of these programs aim to enhance academic achievement, provide internship opportunities and work experiences programs, provide counseling and advising services, and support minority student in efforts to provide greater opportunity for students of color and their families. Most of the programs listed in the source book, were aimed at high school and college age students, while a few addressed elementary age students and/or parents. The majority of the programs operate in the Metropolitan area, or large urban centers outstate. All higher education scholarships (not including, MHEP) offer financial support to people of color in general. Many of these programs and scholarships for people of color work with the Minnesota Minority Education Partnership, Inc., a nonprofit organization that joins individuals, institutions, business, foundations and public figures to increase the success of Minnesota students of color in Minnesota schools, colleges and universities.

**Of these existing programs, only four are created for and by Hispanics.** They are: Academia del Pueblo, Parents as Partners, Un Primer Paso, and the Minnesota Hispanic Education Program. Academia del Pueblo focuses its activities on Hispanic children in grade ones through six, designed as an academic enrichment and drop-out prevention strategy that aims to reduce the rate of grade retention and improve the educational achievement of Hispanic children. Its parent component, Parents as Partners, provides training, assistance and support to Hispanic parents. Both aim to create a three-way partnership among Hispanic families, schools and the community at large. Un Primer Paso, targets female Hispanic students in grades 9-12, to reinforce math, science and writing skills, strengthen cultural roots and develop leadership in a college environment. Finally, Minnesota Hispanic Education Program works to encourage and motivate Minnesota Hispanics to pursue education opportunities and increase their access to higher education. (See page ii for further detail.) One important activity of MHEP is the Hispanic Higher Education Scholarship Program. It is the only scholarship program targeted directly for Hispanic students. Again, much of the work of these programs centers in the Metropolitan area. **There was a noticeable lack of programs for Hispanics in outstate centers of Hispanic population concentration.**

With such great emphasis on diversity and minority education, it becomes important to ask, how effective are general minority programs and scholarships for the Hispanic student population? Do Hispanic students identify with minority programs and scholarships, not specifically aimed at Hispanics? Do they identify with programs and scholarships aimed specifically at Hispanics? What levels and form of participation exist for Hispanic students and what barriers to participation exist?

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<sup>6</sup> Minnesota Minority Education Partnership publishes an annual Summer Enrichment Guide, as well as other sourcebooks related to minority education.

What are their successes? The large influx of minority programs and dollars to support those programs would suggest that they do not reach Hispanics, as fewer Hispanics pursue post-secondary educational careers, and more Hispanics are dropping out of both high school and post-secondary institutions.

Many Hispanics do not identify with people of color minority programs. For example, what meaning does "The Martin Luther King Center" have for Hispanic Students. Often times, support services in such minority centers face language barriers and find it difficult to assist Hispanic students. Grouping all people of color into one group of minorities, does not promote cultural identity building nor does it promote communication across lines.

Within the American ideal of democracy and equality, it is important to recognize that some groups in our society have been and are disadvantaged. Before there can be true democracy, it is necessary to address the existing inequities of those groups while also changing systemic inequities. While working toward a global vision of equality, Hispanics (and other disadvantaged groups) have some "catching up" to do. Educational efforts targeted specifically at Hispanic students are the first step in that process.

#### **Recommendations:**

A recent report by the Hispanic Learner Task Force (1992) detailed an action plan for state policy and local school districts to address the educational needs of Hispanic students. According to the report, three major educational issues need to be addressed: curriculum development, high dropout rates, and maintaining cultural identity. The task force examined these issues by focusing in eight critical areas of education. They include: communication, early childhood and family education, cultural sensitivity and school climate, parent involvement, curriculum, instruction, assessment, staffing, staff development, and community and adult education. The report recognizes that it is important for children to feel truly valued and that they can achieve academic success. This includes valuing of their culture and language and the appreciation of their individual talents, essential ingredients for heightened self-esteem. "In order to accomplish this for Hispanic learners in Minnesota, it is necessary that adequate financial, human and time resources are provided to address their unique educational needs. Overall, strengthened financial and philosophical commitments are needed at both the state and local level" (Hispanic Learner Task Force, 1992, p. 24).

The Hispanic Learner Task Force Report provides critical suggestions for policy changes addressing Hispanic students in Minnesota. Recommendations provided in this report parallel and contribute to addressing the challenges facing Hispanic learners.

**The specific program development of the following recommendations will be conducted through a participatory process involving identified stakeholders in the education of Hispanics.** The process will serve as a catalyst for dialogue addressing Hispanic education within the state of Minnesota. It is also designed to provide the most creative and effective planning efforts addressing the real needs of Hispanic students. Six major stakeholder groups have been identified; non-profits, community-based organizations, policy makers, educational institutions, students, parents/families, and funding organizations. Focus groups will be conducted with a variety of individuals representing the various stakeholders. Utilizing the results of this study, the focus groups will be used to discuss

and plan for specific programs to address the education related challenges facing Hispanics in Minnesota. With this process key to program development, the following recommendations are presented.

There is a need to address the dramatic growth of Hispanic students in Minnesota's K-12 public schools. Suggested activities include:

- \* Provide awareness building programs on the realities facing and unique needs of Hispanic students for teachers, administrators, and policy-makers, beginning in school districts with high Hispanic concentration. The purpose of such programs would be to facilitate understanding of the great variations of Hispanic identity and realities that exist in Minnesota. Many school staff have acknowledged their lack of background, training and experience in working with Hispanics and have expressed a desire for information and training (Hispanic Learner Task Force, 1992).
- \* Establish and support bilingual/bicultural classrooms for students of all ages.
- \* Increase the number of Hispanic teachers, administrators and school personnel.

High and increasing dropout rates for Hispanic students are reason for great concern. Targeting schools and grades with high dropout rates is vital. **Programs encouraging and supporting educational achievement beginning in the elementary grades, and focusing on 8th and 9th graders and their families, with the aim of deterring dropout in the 10th and 11th grade school years could slow Hispanic dropout rates.** Specific recommendations include:

- \* Investigate, identify and address causes of dropout.
- \* Provide advocacy training for parents of elementary students.
- \* Provide tutorial programs for at-risk students in upper elementary and middle level grades.

Recommendations to encourage and empower Hispanic students to continue on to post-secondary education include:

- \* Develop a tutorial program for 10th and 11th graders to assist in the development of academic skills necessary to pursue post-secondary education.
- \* Develop a support system for students in post-secondary education institutions.
- \* Increase Hispanic targeted scholarships for post-secondary education.
- \* Advocate with post-secondary institutions to intensify their recruitment efforts with Hispanic students.

Post-secondary enrollments for Hispanic students have increased, yet they still remain the least represented ethnic group in Minnesota's post secondary institutions. In order to increase Hispanic student enrollment, the following activities are suggested:

- \* Establish and support programs to assist women while attending post-secondary institutions; such as; child care, tutorial programs, increase availability of financial assistance.
- \* Provide career education and post-secondary recruitment for Hispanic males and females.
- \* Conduct an assessment of barriers to Hispanic females and males pursuing post-secondary education.
- \* Provide tutorial programs and academic support for Hispanic students in post-secondary education.

Low persistence and low graduation rates for Hispanics in post-secondary education are the norm. In order to address these circumstances two recommendations are made.

- \* Investigate and identify the causes of low persistence and graduation.
- \* Provide programs addressing those causes such as: tutorial programs, bilingual/bicultural services, parent/teacher/student involvement programs, scholarships, daycare, work study, and employment opportunities.

At present, there are four existing educational related programs created for and by Hispanics. Each of these programs has rich experience in working with Hispanics and serve as important actors in providing the opportunity for positive educational experiences for Hispanic students and their families. Recommendations to build upon and work with existing Hispanic targeted programs include:

- \* Advocate and jointly fundraise for existing programs.
- \* Coordinate and promote joint program efforts and strategies.
- \* Explore cooperative administrative activities.
- \* Assist in jointly developing new program efforts in education.
- \* Establish a "Joint Education Council".
- \* Evaluate and promote effectiveness of existing programs
- \* Enhance accessibility to existing program efforts, through establishment of a resource center.
- \* Evaluate Hispanic participation in existing minority programs not targeted for Hispanics.

## Conclusions

**Hispanic students are the fastest growing ethnic group in Minnesota's K-12 public schools, yet the least represented ethnic group in post-secondary institutions.** This dramatic increase in K-12 student numbers coupled with the tragic deficit in post-secondary institutions demands attention from school administrators, teachers, students, social service personnel, the state, and the Hispanic community, its families and their children. High levels of high school dropout and post-secondary attrition must be addressed from a collective perspective, in order to prevent waste of human potential. The barriers to high school and post-secondary graduation must be identified, with the aim of empowering students to continue through to graduation.

**There is a disproportional representation of Hispanics in post-secondary education, compared to the general population distribution.** Hispanics are less likely to pursue post-secondary education, thereby limiting socio-economic opportunities. Hispanics are more likely to be poor than non-Hispanic families. These disabling facts become even more critical due to the rapid increase among Hispanics within the state of Minnesota.

In addition, there seems to exist among teachers, school administrators, students and the community at large, considerable misunderstanding about what it means to be Hispanic. This is in part due to the broad, yet culturally diverse, label of "Hispanic". Educational efforts focusing on the Hispanic reality is important in order to better address challenges faced by the Hispanic population in the state of Minnesota.

Hispanics living outside the metro area face unique issues. Metro area Hispanics face other challenges. Being Hispanic is the common denominator for both groups. However, with large concentrations of Hispanics located in outstate Minnesota, programs and policies must expand their localized Metro-area tendencies, and reach Hispanic populations living in greater Minnesota.

With large influxes of money and programs addressing minority challenges, there seems to have been little success in addressing those of Hispanic students and their families. Increased dropout and attrition, decreasing graduation rates in high schools, and low rates of successful completion of post-secondary programs all demonstrate a demand for attention to the realities faced by Hispanics in Minnesota's educational institutions.

Hispanics face major problems in education, employment and political representation (Duany & Pittman, 1990). As a group, Hispanics have less education, hold fewer professional jobs, and earn less money. Nearly one-fourth of all Hispanics live in poverty.

Hispanics are making every effort to increase their educational and employment opportunities, challenge discrimination and increase their socio-economic status in today's economy. **Education is key to improved socio-economic opportunity for Hispanics.** Through education, Hispanics can increase economic development, improve their share of wealth and power, and better their standard of living. These opportunities for Hispanics and all citizens are vital for the health and productivity of our communities, our state, and the nation.

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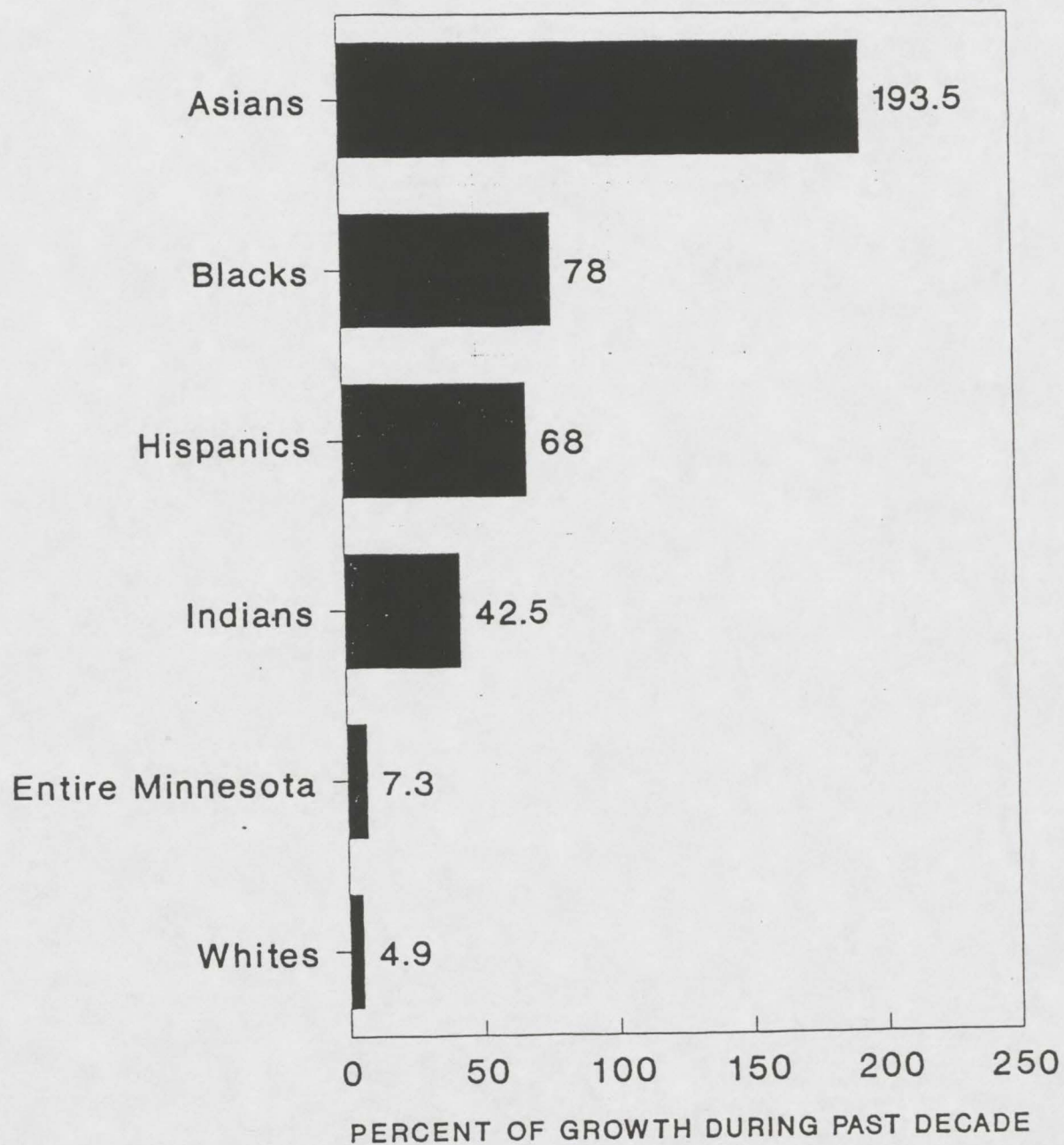


## **Appendix A. Minnesota Minority Population**

# HOW MINNESOTA CHANGED

## 1990 Census Growth Rates

Note: 'Other Races' declined 13.2.



**Appendix B. Hispanic Enrollment  
in Minnesota Public Schools**

**Appendix B**  
**Hispanic Enrollment in Minnesota Public Schools**  
**(1980-81 to 1991-92)**

YEAR Grade	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	% Change 80-81 90-91	% Chang 80-81 to 91-92	% Change 90-91 91-92
	K	458	437	499	486	501	559	598	651	691	799	898	999	96.07	118.12
1	426	416	460	506	495	550	656	695	698	807	931	1027	118.54	141.08	10.31
2	449	393	443	451	500	525	565	660	698	791	835	973	85.97	116.70	16.53
3	463	425	385	422	437	504	524	609	716	788	865	905	86.83	95.46	4.62
4	517	432	450	393	425	436	525	595	647	798	842	947	62.86	83.17	12.47
5	466	467	444	443	406	425	467	599	642	716	843	898	80.90	92.70	6.52
6	408	446	436	448	426	414	459	509	623	704	814	874	99.51	114.22	7.37
7	398	402	524	426	437	471	466	513	549	710	787	858	97.74	115.58	9.02
8	382	409	431	455	441	486	446	474	516	595	745	816	95.03	113.61	9.53
9	386	357	380	369	434	458	504	477	488	570	616	763	59.59	97.67	23.86
10	350	360	368	370	396	408	442	496	494	534	632	682	80.57	94.86	7.91
11	354	360	357	365	359	359	419	433	462	472	493	630	39.27	77.97	27.79
12	392	414	441	415	415	407	394	462	481	602	606	644	54.59	64.29	6.27
K thru 6	3187	3016	3117	3149	3190	3413	3794	4318	4715	5403	6028	6623	89.14	107.81	9.87
7 thru 12	2262	2302	2501	2400	2482	2589	2671	2855	2990	3483	3879	4393	71.49	94.21	13.25
Total	5449	5318	5618	5596	5672	6002	6465	7173	7705	8886	9907	11016	81.81	102.17	11.19

Source: MDE

## Appendix C. Dropout

**Appendix C**  
**Table 1**  
**Average Dropout Rates**  
**1986-87 to 1990-91**

GRADES	86-87	87-88	88-89	89-90	90-91	HISPANIC DROPOUT AVERAGE BY GRADE
7	0.64	1.17	1.09	1.83	0.94	1.13
8	1.12	2.53	2.52	3.87	1.72	2.35
9	7.34	8.81	7.99	11.05	8.05	8.65
10	11.76	13.91	14.98	18.73	13.01	14.48
11	10.98	14.55	16.02	15.04	13.83	14.08
12	9.9	8.66	12.68	11.96	9.27	10.49
YEARLY AVERAGE	6.81	8.13	8.93	9.82	7.13	8.16

Source: MDE



Appendix C  
Table 2  
Hispanic Dropout  
By Gender

YEAR	% MALE	% FEMALE
86-87	53.55	46.45
87-88	57.76	42.24
88-89	59.93	40.07
89-90	53.76	46.24
90-91	51.81	48.19
AVERAGE	55.08	44.92

Source: MDE

Appendix C, Table 3  
Hispanic Dropouts by County

Year	County	Dropouts - M	Dropouts - F	DO-7-M	DO-7-F	DO-8-M	DO-8-F	DO-9 -	DO-9-F	DO-10-M	DO-10-F	DO-11-M	DO-11 -	DO-12-	DO - 12 -	Hispanic Total Dropout	Total Dropout	Total Enrollme	Hispanic % of Total Dropout	Minority Dropout	Hispanic Minority Dropout	Total % Dropout
1990-91	Anoka	6	6								1	2	5	4		12	418	21893	2.87	7.18	39.98	1.91
1990-91	Beltrami		1										1			1	152	3157	0.68	44.74	1.47	4.81
1990-91	Blue Earth		3						2		1					3	98	4063	3.06	6.12	50.02	2.41
1990-91	Brown	1										1				1	18	1854	5.56	5.56	99.92	0.97
1990-91	Carver		2										2			2	119	3470	1.68	5.88	28.58	3.43
1990-91	Chippewa		1						1							1	22	1085	4.55	50.00	9.09	2.03
1990-91	Chisago	1										1				1	166	2655	0.60	3.01	20.01	6.25
1990-91	Clay	7	3					2	3	4				1		10	34	3581	29.41	38.24	78.91	0.95
1990-91	Cottonwood		1						1							1	17	1113	5.88	17.65	33.33	1.53
1990-91	Dakota	6	3					1			3	1		4		9	533	21963	1.69	9.94	18.99	2.43
1990-91	Douglas	1												1		1	72	2449	1.39	6.94	20.01	2.94
1990-91	Faribault	2								1		1				2	13	1424	15.38	15.38	100.03	0.91
1990-91	Freeborn	7	8					1		3	3	3	4		1	15	88	2423	17.05	17.05	99.97	3.83
1990-91	Hennepin	33	27	3	1			6	1	10	8	6	9	8	8	60	2928	55438	2.05	37.77	5.43	5.28
1990-91	Isanti	1						1								1	187	2323	0.53	1.60	33.42	8.05
1990-91	Itasca		2												2	2	122	3800	1.64	19.67	8.33	3.21
1990-91	Kandiyohi	18	14	1	1	3		1	1	11	11	2	1			32	142	2996	22.54	26.76	84.21	4.74
1990-91	Lac Qui Parle		1						1							1	4	1100	25.00	50.00	50.00	0.36
1990-91	LeSueur		1								1					1	28	1870	3.57	3.57	100.04	1.50
1990-91	McLeod	2	2					1			1			1	1	4	39	2650	10.26	15.38	68.69	1.47
1990-91	Martin	1	2						1				1	1		3	26	1913	11.54	7.81	147.74	1.36
1990-91	Meeker	1	4						1		1	1	1		1	5	64	2546	7.81	7.81	100.03	2.51
1990-91	Mower	1	2			1			1	1						3	118	2612	2.54	10.17	25.00	4.52
1990-91	Nobles	11	3							2	1	4	2	5		14	50	1584	28.00	48.00	58.33	3.16
1990-91	Otter Tail	4	9			1			3	2	3	1	3			13	135	4008	9.63	14.07	68.44	3.37
1990-91	Pennington	4	6						1		5	2		2		10	48	1238	21.74	21.74	100.00	3.72
1990-91	Pine		2							1		1				2	61	1903	3.28	9.84	33.32	3.21
1990-91	Polk	3	11						1		4	2	2	1	4	14	64	2800	21.88	25.00	87.50	2.29
1990-91	Ramsey	58	46	1	2	4	2	18	11	18	10	12	10	9	11	104	1564	29022	6.65	38.94	17.08	5.39
1990-91	Renville	1								1						1	5	1347	20.00	20.00	100.00	0.37
1990-91	Rice	1	2								2	1				3	181	3583	1.68	4.35	42.84	4.52
1990-91	St. Louis	1						1								1	431	15478	0.23	14.15	1.84	2.78
1990-91	Scott	1						1								1	38	4324	2.63	2.63	100.06	0.88
1990-91	Sibley		4						2		2					4	9	1091	44.44	44.44	100.01	0.82
1990-91	Steams	1								1						1	143	10718	0.70	5.59	12.51	1.33
1990-91	Steele	2	3					1		1	2				1	5	48	2732	10.42	18.67	62.49	1.76
1990-91	Washington	6						2				2		2		6	474	12301	1.27	6.12	20.88	3.85
1990-91	Watonwan	4	4					2		1	2		2	1		8	13	950	61.54	61.54	100.00	1.37
1990-91	Winona	1										1				1	112	2984	0.89	0.89	100.32	3.75
	Totals	186	173	5	4	9	2	38	31	54	62	43	44	40	29	359	6762	244415	4.10	19.03	21.53	2.81
1989-90	Anoka	3	5						1			2	2	1	2	8	524	21992	1.53	6.68	22.88	2.38
1989-90	Blue Earth	1	3				1		1		1	1				4	102	3964	3.92	8.82	44.48	2.57
1989-90	Brown		1						1							1	24	1853	4.17	4.17	99.92	1.30
1989-90	Carver	1	2										2			3	144	3208	2.08	4.17	49.96	4.49
1989-90	Chippewa	1								1						1	24	1207	4.17	8.33	50.02	1.99
1989-90	Clearwater	1										1				1	29	865	3.45	51.72	6.87	3.35
1989-90	Cottonwood		1						1							1	15	1094	6.87	6.87	99.95	1.37
1989-90	Crow Wing		1						1		1	2	2	1	2	1	175	3771	0.57	1.14	50.13	4.84
1989-90	Dakota	8	6					2	2	3	3	1		2	1	14	571	21390	2.45	8.78	27.99	2.67
1989-90	Faribault	3						3								3	14	1368	21.43	21.43	99.99	1.02
1989-90	Fillmore		1										1			1	18	1660	6.25	6.25	100.00	0.98
1989-90	Freeborn	15	10							3	6	6	3	6	1	25	108	2487	23.15	25.93	89.27	4.34
1989-90	Goodhue	1								1						1	88	3416	1.14	5.68	20.01	2.58
1989-90	Hennepin	19	21				1	2	1	5	4	7	5	5	10	40	3270	55018	1.22	39.20	3.12	5.94
1989-90	Isanti	1	1							1					1	2	165	2103	1.21	1.82	68.60	7.85

1989-90 Kandlyohl	29	22	4	1	5	3	4	4	14	10	1	3	1	1	51	184	2895	27.72	29.35	94.44	6.36
1989-90 McLeod	1	4					1	1		2		1			5	46	2669	10.87	10.87	100.00	1.72
1989-90 Martin		2								1		1			2	43	1876	4.65	6.98	66.64	2.29
1989-90 Mille Lacs		1												1	1	54	2340	1.85	7.41	24.99	2.31
1989-90 Mower	2	3					2	1				1		1	5	205	2574	2.44	3.90	62.54	7.96
1989-90 Nobles	1								1						1	44	1616	2.27	9.09	25.00	2.72
1989-90 Olmsted	1	1							1						2	161	7517	1.24	8.07	15.39	2.14
1989-90 Otter Tail		1										1			1	55	3777	1.82	1.82	99.90	1.46
1989-90 Ramsey	68	55	4	2	7	6	18	7	18	16	9	14	12	10	123	1902	28584	6.47	40.54	15.95	6.65
1989-90 Rice	3								1		2				3	181	3340	1.66	3.87	42.83	5.42
1989-90 Roseau	1	2											1	2	3	7	1291	42.86	14.92	287.25	0.54
1989-90 St. Louis	1	2											1	2	3	452	15935	0.66	14.30	4.64	2.84
1989-90 Steele	8	7					1	2	3	2		1	4	2	15	68	2643	22.06	23.53	93.75	2.57
1989-90 Swift	3						3								3	16	1089	18.75	18.75	100.00	1.47
1989-90 Washington	5	2					2		1		1	1	1	1	7	330	11877	2.12	5.15	41.19	2.78
1989-90 Watonwan	5	6		2	1	1	3	3	1						11	25	950	44.00	44.00	100.00	2.63
Totals	182	160	8	5	13	12	41	26	55	46	33	39	35	37	342	8042	216367	3.78	14.30	26.45	3.20

1988-89 Anoka	2	2							1	2	1				4	577	22206	0.69	4.16	16.66	2.60
1988-89 Blue Earth	1										1				1	124	3898	0.81	1.61	50.09	3.18
1988-89 Chippewa		1		1											1	13	1037	7.69	15.38	50.02	1.25
1988-89 Chisago		2								1				1	2	112	2562	1.79	1.79	99.76	4.37
1988-89 Clay	5	3						1	4	1	1	1			8	39	3549	20.51	28.21	72.71	1.10
1988-89 Clearwater	2							1			1				2	23	856	8.70	60.87	14.29	2.69
1988-89 Cottonwood	1							1							1	10	1151	10.00	10.00	100.00	0.87
1988-89 Dakota	5	2		1				1				1	2	1	7	601	21057	1.16	5.16	22.57	2.85
1988-89 Douglas	1												1		1	44	2329	2.27	6.82	33.32	1.89
1988-89 Faribault	4			1			1				2				4	17	1395	23.53	23.53	100.00	1.22
1988-89 Freeborn	12	12					2	4	1	1	6	3	3	4	24	111	2427	21.62	22.52	96.01	4.57
1988-89 Hennepin	31	21	1		1		4	4	10	1	7	8	8	8	52	3243	56544	1.60	39.01	4.11	5.74
1988-89 Kandlyohl	17	9	2	1	2	2	1		9	5	1		2	1	26	114	2975	22.81	25.44	89.65	3.83
1988-89 Lyon County	2						2								2	25	2162	8.00	12.00	66.67	1.16
1988-89 McLeod		1						1							1	37	2687	2.70	5.41	49.96	1.38
1988-89 Meeker	1	1									1	1			2	41	2440	4.88	4.88	99.96	1.68
1988-89 Mille Lacs		2										2		2	2	69	2313	2.90	10.14	28.59	2.98
1988-89 Nobles		1								1					1	20	1688	5.00	15.00	33.33	1.18
1988-89 Olmsted	3	1							2			1	1		4	144	7685	2.78	9.03	30.78	1.87
1988-89 Otter Tail	1										1				1	24	3784	4.17	4.17	99.92	0.63
1988-89 Polk	6	5	1						1	1	2	1	2	3	11	37	2720	29.73	40.54	73.33	1.36
1988-89 Ramsey	55	34			1		8	10	13	9	20	8	13	7	89	1617	28874	5.50	33.70	16.33	5.60
1988-89 Rice County	1								1						1	173	3295	0.58	4.62	12.51	5.25
1988-89 St. Louis	2	1									2			1	3	373	15438	0.80	13.14	6.12	2.42
1988-89 Sherburne	1								1						1	125	3527	0.80	4.00	20.00	3.54
1988-89 Steele	2	4						1	2	2		1			6	46	2608	13.04	15.22	85.70	1.78
1988-89 Washington	1												1		1	282	12048	0.35	1.42	24.97	2.34
1988-89 Watonwan	3	5			2	4			1	1					8	22	936	36.36	36.36	100.01	2.35
1988-89 Winona	1										1				1	129	2969	0.78	2.33	33.27	4.34
Total	160	107	4	2	8	6	18	21	49	25	47	27	33	28	267	8192	217160	3.26	15.74	20.71	2.62

1987-88 Anoka	2												2		2	592	22633	0.34	3.04	11.11	2.62
1987-88 Blue Earth	1	2					1	1		1					3	105	3791	2.88	5.71	50.04	2.77
1987-88 Chisago	1						1								1	85	2597	1.18	3.53	33.33	3.27
1987-88 Clay	6	2			1		2		3	1		1			8	65	3551	12.31	21.54	57.14	1.83
1987-88 Clearwater		1												1	1	19	887	5.26	42.11	12.50	2.14
1987-88 Dakota	8	3			1		1	1	3	1	2	1	1		11	697	21460	1.58	8.32	18.97	3.24
1987-88 Faribault	3		1								2				3	16	1438	18.75	18.75	100.00	1.11
1987-88 Freeborn	13	10						2	4	2	7	3	2	3	23	125	2545	18.40	20.80	88.48	4.91
1987-88 Hennepin	26	20			1		4	2	10	8	6	6	5	4	46	2938	59168	1.57	35.77	4.38	4.97
1987-88 Kandlyohl	5	6			1	1	2		1	4	1	1			11	70	2978	15.71	24.29	64.69	2.35
1987-88 Lake	1								1						1	13	1004	7.69	7.69	100.03	1.29
1987-88 Meeker	2					2									2	43	2454	4.65	4.65	100.03	1.75
1987-88 Norman	1								1						1	1	757	100.00	100.00	100.00	0.13

1987-88 Otter Tail		2								2					2	77	3922	2.60	5.19	50.05	1.98
1987-88 Polk	2	2					1			1	2				4	37	2781	10.81	21.62	50.00	1.33
1987-88 Ramsey	42	42		1	2	12	8	8	13	15	8	6	11	84	1551	29559	5.42	30.24	17.91	5.25	
1987-88 Renville	3					1			2					3	9	1346	33.33	33.33	100.01	0.67	
1987-88 St. Louis	1													1	465	15714	0.22	12.90	1.67	2.98	
1987-88 Steele	4	5		2		1	1		1		2	2		9	53	2617	16.98	16.98	100.01	2.03	
1987-88 Washington	7	1	1					1			1		2	1	8	399	12009	2.01	4.78	42.12	3.32
1987-88 Watonwan	6		2			1	1				1			6	23	954	26.09	34.78	75.01	2.41	
1987-88 Winona	2									2				2	63	2994	3.17	4.78	66.69	2.10	
Total	136	96	4	2	6	6	27	15	36	33	41	22	20	20	232	7446	197179	3.12	13.22	23.56	2.47
1986-87 Anoka	1	1								1				2	646	23144	0.31	2.79	11.10	2.79	
1986-87 Becker	1												1	1	43	2274	2.33	13.95	16.67	1.89	
1986-87 Clay		1											1	1	27	3619	3.70	7.41	49.98	0.75	
1986-87 Dakota	4	3							1	1	2		1	2	7	674	21359	1.04	3.56	29.17	3.18
1986-87 Fillmore		1								1				1	28	1770	3.85	3.85	99.90	1.47	
1986-87 Freeborn	8	2							3	1	3	1	2	10	63	2752	15.87	15.87	100.02	2.29	
1986-87 Hennepin	19	19					5	2	5	6	4	7	5	4	38	3012	62115	1.26	32.37	3.90	4.85
1986-87 Isanti	1						1							1	52	2141	1.92	1.92	100.16	2.43	
1986-87 Kandiyohi	5	4		1	1		2	1	2					2	9	52	2975	17.31	19.23	90.00	1.75
1986-87 Meeker	1			1											1	31	2437	3.23	3.23	99.87	1.27
1986-87 Mower		1						1						1	112	2758	0.89	0.89	100.32	4.06	
1986-87 Norman		1										1		1	5	771	20.00	40.00	50.00	0.65	
1986-87 Olmsted		1												1	1	160	8131	0.63	8.75	7.14	1.97
1986-87 Polk	4	5				1	1			3	1	1	2	9	50	2857	18.00	22.00	81.82	1.75	
1986-87 Ramsey	45	44	1			2	12	10	9	16	16	10	7	6	89	1494	30481	5.96	28.51	20.89	4.90
1986-87 St. Louis	1												1	1	441	16388	0.23	8.62	2.63	2.69	
1986-87 Scott	1												1	1	90	4697	1.11	3.33	33.37	1.92	
1986-87 Sherburne	1						1							1	84	3493	1.19	3.57	33.35	2.40	
1986-87 Sibley	1												1	1	11	1134	9.09	9.09	100.01	0.97	
1986-87 Steele	1	2		1			1			1				3	35	2765	8.57	11.43	74.99	1.27	
1986-87 Washington	2								1				1	2	314	12115	0.64	2.87	22.19	2.59	
1986-87 Winona	1								1					1	83	3033	1.20	3.61	33.37	2.74	
Total	97	85	1	2	2	3	23	14	22	30	26	20	23	18	182	7505	213209	5.38	11.22	52.77	2.30

## **Appendix D. Graduation and Post-Graduation**

**Appendix D**  
**Table 1**  
**Hispanic, Minority, White and Total**  
**Graduation Rate**

Year	Hispanic Graduation Rate	Minority Graduation Rate	White Graduation Rate	Overall Graduation Rate
1986-87	84.52	79.92	93.20	92.48
1987-88	91.56	80.70	92.50	91.94
1988-89	100.00	83.12	91.61	91.03
1989-90	85.38	83.36	92.07	91.44
1990-91	85.81	78.95	91.47	90.46
Average	89.45	81.21	91.77	91.43



Appendix D

Table 2

Participation Rates for New Entering Students for  
Fall Following Graduation

	HISPANIC			TOTAL MINORITY			WHITE		
	HS GRAD	NES	PART. RATE	HS GRAD	NES	PART. RATE	HS GRAD	NES	PART. RATE
1986	334	121	36.20	2170	871	40.10	49419	23197	46.90
1987	333	135	40.50	2500	990	39.60	51033	24797	48.60
1988	423	162	38.30	2830	1153	40.70	51815	24242	48.80
1989	485	138	28.50	3123	1052	33.70	49999	21411	42.80
1990	514	155	30.20	3242	1174	36.20	45845	19705	43.00
1991	520	178	34.20	3244	1260	38.80	43186	19442	45.00

Source: MDE

## Appendix E. Post-Secondary Enrollment

Appendix E

Table 1

Total Headcount Enrollment in Post-Secondary Institutions  
Fall 1983 - Fall 1991

Year	Black	American			Hispanic	White	Non-Resident
		Indian	Asian	Alien			
1983	2942	2051	3593	1407	199308	4340	
1984	3008	2112	3764	1557	197804	4285	
1985	3359	2444	4181	1721	206370	4398	
1986	3489	2404	4466	1592	208370	4594	
1987	3704	2403	4300	1725	217805	4924	
1988	4111	2555	4565	1949	217735	4687	
1989	4362	2425	5118	2011	224731	5973	
1990	4734	2692	5402	2204	229568	5593	
1991	5266	3043	5805	2448	232352	5965	

Source: MDE

**Appendix E**  
**Table 2**  
**Hispanic Post-Secondary Enrollment**  
**1986-91**

INSTITUTION	1986	1987	1988	1989	1990	1991 Average	
STATE UNIVERSITIES	158	165	229	289	305	350	249
COMMUNITY COLLEGES	139	194	219	237	270	347	234
TECHNICAL COLLEGES	459	446	505	456	494	539	483
UNIVERSITY OF MINNESOTA	456	479	536	528	572	567	523
PRIVATE VOCATIONAL	75	84	101	100	81	89	88
PRIVATE COLLEGES	273	325	331	367	442	511	375
PRIVATE PROFESSIONAL	32	32	28	34	40	45	35
TOTAL HISPANIC ENROLLMENT	1592	1725	1949	2011	2204	2448	1988
TOTAL STUDENT ENROLLMENT	225275	234861	235602	244620	250193	254879	240905
% HISPANIC ENROLLMENT	0.71	0.73	0.83	0.82	0.88	0.96	0.83

Source: MHECB