

1122 ECONOMIC OPPORTUNITY ACT AMENDMENTS OF 1967

grades and poverty. The comments of College Admissions officers and registrations reveal:

a. most poverty youngsters who are admitted to college have records of high academic achievement in high school, and

b. that such youngsters continue this achievement once they are admitted to college.

However, these are merely "impressions," registered by a sample of College Admissions officers and registrations. They fall short of hard data and conclusive evidence. Similarly, the Office of Education has no such data.

A survey of research abstracts in the Encyclopedia of Educational Research failed to provide any substantial data on the college grades of poor students.

That such data are not now available does not mean that it could not be developed, but such development would require a carefully developed research design, financing, and time.

Chairman PERKINS. Mr. Gibbons.

Mr. GIBBONS. Dr. Frost, what grade level do you think is the best grade level to pick up the so-called Upward Bound students?

Dr. FROST. Our experience, sir, as you know, is brief but our judgment is that about the 10th grade is the best age level to pick Upward Bound students. We have found with one or two groups, particularly American Indian youngsters, that you probably have to start earlier than that.

They have staggering dropout rates that begin very early in high school.

Mr. GIBBONS. Actually you feel for most students you need them for at least 2 or 3 years in order to give them additional education and additional motivation, is that right?

Dr. FROST. That is right.

Mr. GIBBONS. As I understand the characteristic that you are looking for in an Upward Bound student, first of all this student is from an economically disadvantaged family and secondly he is from some background, while we know all poor people are not unsuccessful, he is from an unsuccessful family as well as a poor family. Is that right?

Dr. FROST. That is right. The description of the target is a student who has potential for success in college but whose present level of achievement and motivation would seem to preclude his going.

Mr. GIBBONS. These are students who would have been making low academic marks and probably would have scored pretty low on the SAT and SCAT tests, or things of that sort. Is that right?

Dr. FROST. No doubt about it.

Mr. GIBBONS. They would generally be overlooked in the hustle and bustle to get the children off to college, isn't that right?

Dr. FROST. That is true.

Mr. GIBBONS. The ingredient you seek to add is I think something that Mr. Quie touched on here. I know in my own area the high schools are large, they are rather impersonal, the schoolteachers really have little opportunity to get to know the family background, the economic background of the student because they see so many students every day, they are teaching perhaps a student for maybe 5 days a week, 1 hour a day, in a class of 30 to sometimes 80 in my own area, and they really don't know the students as well as they perhaps do in a smaller area like Mr. Quie's high schools are.

What you are seeking to add, as I understand it, is a personal touch through your community agencies, through your outreach work. You are trying to tie together not only economic poverty, the social poverty from an unsuccessful family, but you are trying to get the