

DOCUMENT RESUME

ED 309 893

RC 017 167

TITLE Oversight Hearing on Hispanic Employment. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session (September 16, 1987).

INSTITUTION Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE 87

NOTE 92p.; Serial No. 100-40. Some pages of fine print may not reproduce clearly.

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PUB TYPE Legal/Legislative/Regulatory Materials (090).

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Access to Education; Affirmative Action; Civil Rights; Civil Rights Legislation; *Equal Education; *Equal Opportunities (Jobs); *Hispanic Americans; *Nondiscriminatory Education; *Racial Discrimination; Second Language Learning

IDENTIFIERS Congress 100th; National Aeronautics and Space Administration; Testimony

ABSTRACT

This document reports the oral and written testimony of five witnesses who discussed the employment status of Hispanics in the American workplace. Testimony centered around the fact that, while the Hispanic population is growing, Hispanic Americans continue to lag in their participation in the U.S. workforce. Witnesses testified to the importance of education and employment programs designed to close this gap. Among the topics mentioned were the Hispanic dropout rate, job training programs, affirmative action, and language education. All the witnesses spoke generally against job discrimination and for equal opportunity for Hispanics in education and the workplace. During the hearing testimony was given by Franklin Chang-Diaz, an astronaut with NASA; Martha Inez Jimenez, a policy analyst with the Mexican American Legal Defense and Educational Fund (MALDEF); Ray Garcia of the Society of Hispanic Professional Engineers; Rita DiMartino, the chair of the board of directors of the National Council of La Raza; Juan Ramirez, an administrator with National Image, Inc., a private agency that finds employment opportunities for Hispanics; and Esteban Torres (California) a member of the U.S. House of Representatives. This document includes charts and text on the hiring and training of Hispanics by the National Aeronautics and Space Administration (NASA). (TES)

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OVERSIGHT HEARING ON HISPANIC EMPLOYMENT

ED309893

HEARING
 BEFORE THE
 SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES
 OF THE
 COMMITTEE ON EDUCATION AND LABOR
 HOUSE OF REPRESENTATIVES
 ONE HUNDREDTH CONGRESS
 FIRST SESSION

HEARING HELD IN WASHINGTON, DC, SEPTEMBER 16, 1987

Serial No. 100-40

Printed for the use of the Committee on Education and Labor



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OVERSIGHT HEARING ON HISPANIC EMPLOYMENT

WEDNESDAY, SEPTEMBER 16, 1987

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES,
COMMITTEE ON EDUCATION AND LABOR,
Washington, DC.

The subcommittee met, pursuant to notice, at 9:38 a.m., in room 2257, Rayburn House Office Building, Hon. Matthew G. Martinez (chairman of the subcommittee) presiding.

Members present: Representatives Martinez, Hayes, Jontz, and Torres.

Staff present: Eric Jensen, staff director; Valerie White, legislative assistant; and Tammy Harris, chief clerk.

Mr. MARTINEZ. I'm going to call this meeting to order.

Our friend and colleague Esteban Torres has got to be at another meeting, so I'm going to make an opening statement and allow him to make his. If any other Members arrive during that time we'll allow them to make any opening statements they might wish to make, and then we'll get on with the witnesses.

Today's Subcommittee on Employment Opportunities meeting is called to hear testimony on the status of Hispanic employment. We meet today during Hispanic Heritage Week to stop, celebrate and give thanks for the efforts Hispanic Americans have made to make this a better country.

As we will see in the witnesses testifying before us today, Hispanic Americans are making vital contributions in the work place, to the credit of their own communities. However, despite the fact that Hispanic Americans will form the largest minority by the year 2000, Hispanic American families are facing a crisis in social and economic deprivation.

Fully 11 percent of Hispanic adults and 25 percent of Hispanic youths are unemployed. Hispanics are occupationally segregated in the lowest-paying jobs, and Hispanic men earn only 71 cents for every dollar earned by white males. Women only earn 54 cents to every dollar earned by white males.

A startling figure also reveals that more than 50 percent of all Hispanic adults are functionally illiterate and lag behind all of the groups in the number of years in school.

Finally, the most depressing statistic of all shows that 72 percent of Hispanic female heads of households live in poverty.

Therefore, as we pause this week to celebrate the achievements of the past and present, we must balance the festivities with a seri-

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ous application of efforts towards ensuring that the Hispanic community is equipped to meet the workplace 2000 challenges.

Forty or 50 years ago all one needed to succeed in earning a living was a strong back and the willingness to work 15 or 16 hours a day. Today that willingness still enables America to compete with the rest of the economic world, but at a less effective rate than in the past.

America is now entering into the era of high-tech and service-oriented work place, with an ill-equipped and undereducated and badly trained Hispanic work force. This entry into the high-tech future bodes ill for Hispanics and all Americans especially other minorities.

While it's true that traditional training and education is not the only avenue of success in life—personal motivation also is a key factor traditional education and training do offer the best means for disadvantaged individuals and groups to compete and participate equally in this society.

In order for Hispanic Americans to become a part of the mainstream work force and to achieve a decent living in America, we in government and the public need to work hard to raise our communities' expectations and to ensure that America, as a total, becomes competitive in world trade.

This hearing will emphasize the importance of Government and individual efforts to bring a culturally distinct group of loyal and hard-working Americans into the mainstream of working America.

While America is rich with cultural diversity, we must also work to blend our cultural differences into a unifying force for America's success in the year 2000 and beyond. An equal opportunity to compete for jobs and to provide a decent standard of living for our families is all that any person in America can hope for, and actually demand.

I look forward to again hearing from the expert witnesses and Hispanic role models. I wish to thank you all for coming here, and now turn to Esteban Torres for a statement.

**STATEMENT OF HON. ESTEBAN TORRES, A REPRESENTATIVE
FROM THE STATE OF CALIFORNIA**

Mr. TORRES. Thank you very much, Mr. Chairman.

As chairman of the Congressional Hispanic Caucus I want to congratulate Chairman Martinez for holding this important hearing on employment in the Hispanic community.

This hearing could not come at a more appropriate time, ladies and gentlemen. We're celebrating this very day the bicentennial signing of the Constitution of the United States. In addition, this week we are celebrating Hispanic Heritage Week. The timing of these events allows us the unique opportunity to view the special relationship shared by the Hispanic community within our Nation.

Hispanic citizens have helped shape the political, the social, the economic, the cultural, and the historical character of America. We're a better country, I believe, because of Hispanic veterans, educators, health professionals, scientists, civic leaders, businessmen, and workers.

Equally important to the celebration taking place this week is another event that took place last week when the Census Bureau released a study that documents the growing changes in the Hispanic community. Now, the census data shows us that the Nation's Hispanic population totaled 13.8 million in 1987; that's a 30-percent increase since 1980.

The study found that Hispanics make up almost 8 percent of the U.S. population. The study also found that Hispanics are younger, poorer, less educated, and growing more rapidly than any other group in this nation.

Now, these figures leave little doubt about the future impact the Hispanic community will have on the country. Perhaps the best place to ensure equal opportunities is in the workplace. As Chairman Martinez has just cited important statistics, everybody wants to work to earn a living; yet, clearly, not everybody gets an equal chance to do so.

For example, the largest barrier to success for Hispanics in the labor market is the low level of educational attainment. Hispanics do not always have equal opportunities for jobs. Furthermore, unemployment, as well as underemployment, are chronic problems in the Hispanic community.

Mr. Chairman, this hearing will give Members of Congress, our witnesses, and others, the opportunity to further document the employment status of Hispanics, and I know that I speak for my colleagues when I say that we're ready to offer legislative solutions. I hope that during this remarkable week we can begin to address this very important issue.

Certainly I thank you for giving me the opportunity to make this opening statement. I apologize that I must leave earlier because I have another hearing such as this to attend, but I thank you, Mr. Chairman, and I wish you well in your hearings and deliberations.

Mr. MARTINEZ. Well, thank you, Mr. Torres, for that fine statement. And thank you for the contributions you've made to the Hispanic community.

[The prepared statement of Hon. Esteban Torres follows:]

OPENING REMARKS OF CONGRESSMAN TORRES BEFORE THE HOUSE SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES, WASHINGTON, DC, SEPTEMBER 16, 1987

I want to thank Chairman Martinez for holding this important hearing on employment in the Hispanic community.

This hearing could not be taking place at a more appropriate time. This week our nation is commemorating the bicentennial signing of the Constitution. In addition, we are celebrating Hispanic Heritage week. The timing of these events allows us the unique opportunity to view the special relationship shared by the Hispanic community and our nation. Hispanic citizens have helped shape the political, economic, cultural and historical character of our nation. We are a better country because of Hispanic veterans, educators, health professionals, civic leaders, businessmen and workers.

Equally important to the celebrations taking this week, last week the Census Bureau released a study that documents growing changes in this Hispanic community. The Census data showed the nation's Hispanic population totaled 13.8 million in 1987, up 30% since 1980. The study found that Hispanics make up almost 8 percent of the U.S. population. The study also found that Hispanics are younger, poorer, less educated and growing more rapidly than other groups.

These figures leave little doubt about the future impact the Hispanic community will have on the country. Perhaps the best place to ensure equal opportunities is the workplace.

Everyone wants to work and earn a living, yet clearly not everyone gets an equal chance. For example, the largest barrier to success for Hispanics in the labor market is the low level of educational attainment. Hispanics do not always have equal opportunities for jobs. Furthermore, unemployment as well as underemployment are chronic problems in the Hispanic community.

This hearing gives Congress the opportunity to further document the employment status of Hispanics. And I know that I speak for my colleagues when I say that we are ready to offer legislative solutions. My hope is that during this remarkable week we can begin this process.

Thank for you for your attention and I look forward to hearing from the witnesses.

Mr. MARTINEZ. Our first witness today is someone that I've read about and I have not had the opportunity to meet, but I know that when I talk to people in the District about this particular individual they speak with great pride in the fact that he is Hispanic and he was our first Hispanic astronaut. I'd like to introduce at this time Franklin Chang-Diaz. Please would you step forward.

Mr. Diaz, welcome. Thank you for coming.

STATEMENT OF FRANKLIN CHANG-DIAZ, ASTRONAUT, NASA

Mr. CHANG-DIAZ. Thank you very much, again, Mr. Chairman.

Mr. Chairman and members of the subcommittee, I am very honored to have been invited to testify before you on the subject of Hispanic employment. This is an area of great importance to me in spite of it not being directly related to my field of expertise. I hope you will understand that.

However, I must say that I consider myself a very fortunate man, indeed. The promise of the American dream is for me a reality today, and I have really nothing but praise and admiration for this great country.

Since immigrating from Costa Rica to the United States, with the exception of very minor ethnic slurs from people who I think are mostly uneducated, I have not encountered any serious and overt discrimination directed at me personally. At least, none that slowed me down or hindered my career goals significantly.

I was fortunate to have grown up in a family where the importance of education and the building of self-confidence were emphasized by word and by example. My childhood hero was my father, and he continues to be so today; and it was my mother who once memorized the entire periodic table, so that she could quiz me for an important chemistry examination, while she did the housework.

Nevertheless, throughout my years in the United States, I have become painfully aware that the Hispanic American population greatly lags in their participation in the Nation's professional work force. I am also aware of the great advances made by our country, through people like you, in the area of equal opportunity and affirmative action. I might venture to say that, in spite of my qualifications, I might not be here today talking to you if it were not for such legislation.

Upon receiving your invitation I requested that the NASA Office of Equal Opportunity brief me on the history and present status of Hispanic employment within NASA. I am happy to report that our agency has made tremendous gains in all areas of Hispanic employment since 1974; most notably in the scientific and engineering

fields where the absence of Hispanics is most pronounced. Yet, we still have a long way to go.

Our agency, among others, will continue to need strong direction from the top echelons of our Government to better utilize the Hispanic human resources available. You can think of this as continuing to build the plumbing that will carry the water from the reservoir where it can be tapped to the city where it can be used. However, to me it is determined that the fundamental problem lies with the reservoir itself: it is running dry.

The early dropout rate of Hispanics from our schools is staggering. At this rate, the National Equal Employment Program will be similar to an engine with no gasoline; or worse yet, an engine with bad gasoline.

We need to attack this problem swiftly at the community and family levels. We need to educate not just children, but also the parents, and we need to do so in English. We need to continue to provide worthy role models in all areas of human endeavor, but especially in the scientific and engineering fields where they are most lacking. We need to support programs like MAES, Mexican-American Engineering Society; MESA, Math, Engineering, and Science Achievement; SHPE, Society of Hispanic Professional Engineers; and the National Hispanic University. These organizations, among others, encourage Hispanics to excel in school in subjects towards which they are traditionally shy, like physics and calculus and trigonometry and chemistry.

Presently 50 percent of our agency's work force consists of scientists and engineers, so you can see why we have a vested interest in the level of that reservoir. Yet, in spite of a tremendous recruiting program that reaches 40 percent of all Hispanic engineering graduates in the country, our technical Hispanic representation within NASA greatly lags that of Hispanics in the population at large. Once again, the reservoir is running dry.

NASA has various programs, described in the accompanying material which I will hand over to you, directed towards encouraging Hispanics and other under-represented minorities to prepare to enter engineering careers, as well as to continue graduate studies and research. I have had the opportunity to work with some of these young people, and I look forward to seeing them in a future space station or space shuttle flight. These programs, even though very successful, can only go so far.

I do not want to leave you with the impression that the need for better preparation is the only reason for the underemployment of Hispanics; however, in my opinion, it is a very significant barrier to achieving an equal status in the United States.

I would like to respectfully recommend to you that all the technically-oriented Government agencies be involved in the process of better preparing Hispanic youth for the technical world of tomorrow from the ground up, and with the Congress and the administration providing the incentive, the direction, and budgetary resources to make it possible, because otherwise, Mr. Chairman, be it due to no gasoline or bad gasoline, the engine stops.

Thank you very much for this opportunity to testify.

Mr. MARTINEZ. Thank you, Mr. Diaz.

First of all, I understand what you said when you said that you didn't personally notice any discrimination. It happens many times with talented, extremely intelligent young Hispanics. People that come in contact with talented Hispanics in their early life, either in tutoring or just in social programs, always seem to sense that talent and somehow it eliminates any real discrimination that these Hispanics might face. It helps that young person ignore discrimination to the point that that person almost lulls himself into a sense of false security that there is no discrimination, that there isn't any job discrimination, and there isn't—especially if you're succeeding. Why would you think that there was? You would think that there wasn't.

The point is that somewhere you said you became painfully aware, of discrimination. I'd like to delve into that a little bit. Many, many Hispanics who have worked so hard to become successful do lull themselves into that false security, and unless their experiences after their success make them painfully aware, they continue to believe that there's no discrimination and that all you have to do in this country is to have some kind of talent and extra intelligence to succeed. The belief is that the ones that don't have it is simply because they either don't care, they're too lazy, or they just don't have it to make it. Society rewards those that are super intelligent and those that are super talented. We must realize that we as a country, operate on the millions of mainstream Americans that don't have that super intelligence or super talent, but just learn by patiently, doggedly learning what they can to make a living for themselves and somehow attain some modicum of success.

That's our country, really—all kinds of people, Americans, caucasians and minorities of any kind. So that individual that can be a role model, that becomes that super intelligent person, unless he's exposed, like you have been, to the fact that there is discrimination how do we get the point across to him. How do we get that across to Government officials who are in charge of making the laws. I'll give you the best example I can. There's been a wholesale effort in the last 6 years to do away with Affirmative Action of any kind because it causes reverse discrimination, which is baloney. If you rectify a wrong you're not creating reverse discrimination, you're rectifying a wrong. You're putting something special in place to cure that wrong that existed for so long. Our country isn't going to be healed from that wound until it's not only bandaged, but it's stitched up and it's made well with medicine, and that medicine is Affirmative Action.

Sometimes, we don't realize the special things you did which you've mentioned it in your testimony. Special things are put in place to give us an opportunity—not an advantage, an opportunity—and there are many, many talented people and intelligent people like yourself that, once they saw that opportunity, they seized it and they went farther than anybody ever really expected them to go.

So, having said all that, give me a reaction to it where you sympathize, where you don't sympathize, where you agree, where you don't agree, just in general.

Mr. CHANG-DIAZ. Let me give you an example of something that happened to me when I had just arrived in the United States and I was going through the process of learning English and getting a high school degree and getting set up to go to college. It was my intention to go to college. I always had planned to do so. It never occurred to me that I was not college material.

However, I spoke very little English at the time, and I had a guidance counsellor who was trying to advise me as to which was the proper way to go beyond high school. I had a conversation with him once regarding my plans after high school, and he started out by pulling a lot of brochures from colleges for me to look over. However, all of the brochures—or just about all of them that he pulled out—were junior colleges. So, implicitly, he had already made an assumption that I wasn't thinking of a 4-year school, of an engineering school. He assumed that I was going to go to a technical school, a 2-year college.

I didn't know what the difference was between a 2-year college and a 4-year college, and so I could easily have taken a wrong turn at the time. It was lucky, on my part, that I had other friends who pointed out to me that there was a big difference between going to a junior college and a 4-year college, and so I was able to rectify that.

But you're right. I think the discrimination is there. It is very subtle, but I have found that as you become more and more educated you see less and less of it because people begin to understand that it doesn't make any sense. It's totally irrational.

Mr. MARTINEZ. If you have a talent you can contribute.

Mr. CHANG-DIAZ. That's right.

Now, I think it's fundamental that a person—a young child—have already a self-assured framework built in to him that will allow him to deal with the society. My father was that kind of a person who was so sure of himself that it just kind of rubbed off on me. I never, ever doubted that I could do what I wanted to do, but I know lots of kids do.

Mr. MARTINEZ. Let me ask you along those same lines, about confidence. A lot of young people have good family homes which tend to encourage the child to take advantage of educational opportunities and encourage and help them when they lag behind I've seen, especially among the Asians, concern about the education their children get, and in many cases—not in all, because there are some that suffer there, too—but in many cases they make sure that the child has nothing else to do but study, and anything else that is a family obligation comes second to that study and him getting a good education.

But there are many families, and especially, I guess, in the lower income brackets where people are just struggling to survive, that the parents really don't have time. And sometimes other reasons, such as—single parent homes, doesn't allow much time. And if you have lack of education yourself you can't encourage them.

There are a lot of things that you could go into. You could probably speak an hour on the things that enter into whether that young child is going to have confidence in himself and be able to make a success of himself. Sometimes, by the grace of God, some-

body outside the family sees something in that particular individual and helps.

But one of the things that you said about the reservoir—and that's what strikes me to make these remarks that I'm making now—is that 50 percent of Hispanic adults are functionally illiterate. With that large a percentage of functionally illiterate, you realize that somewhere along the line that they fell behind and never caught up, then you try and understand why—and it's going to lead me to the next question. When you first came here and you spoke, I assume, only Spanish—

Mr. CHANG-DIAZ. That's right.

Mr. MARTINEZ. And you must have had a bad accent at the time.

Mr. CHANG-DIAZ. That's true.

Mr. MARTINEZ. Did other kids that were not Hispanic-speaking make fun of your accent at times?

Mr. CHANG-DIAZ. Not really. I didn't notice it, maybe they did. I'll tell you how I got set up.

Mr. MARTINEZ. Well, let me rephrase the question, because you may not have noticed it, kids are cruel. Sometimes that cruelty causes a lack of confidence in yourself that you're different. What I'm getting at is: You probably didn't have any bilingual education, but because of your good family, because of your tremendous desire you overcame the fact that you didn't have that bilingual education. But in this country today we're trying to do away with native language instruction.

Now, I know there are kids that will survive and do remarkably well in emerging systems. I know that. And maybe it's the bigger percentage, I don't know. But I do know that a lot of kids, at an early age, will not succeed and they'll fall behind and become part of that 50 percent functionally illiterate that do not have the education to go on and compete in the sciences and math and all the other things that it takes in the new high-tech society to be a success. There has to be, for those kids, native language instruction, regardless of whether you're in an area where there aren't many Hispanic-speaking people, because you can always find somebody.

In one school here they pointed out the need for emerging programs because there are 127 different languages spoken by the student body, and so how could you get a bilingual teacher for each one of them. You don't need to. You get a language instruction teacher, and then you get an interpreter for that language instruction teacher. All they would do is interpret what the teacher's lesson plan is and how that kid can best learn English as quickly as possible.

But that lack of English at an early age—and you mentioned it in your testimony—is what really retards and causes a lot of people to have a lack of confidence. You know, when a person goes in and he's made fun of from somebody else because his accent is bad, or complained to that they can't understand what he's saying—it knocks down his confidence. The funny thing is, I saw on a Donahue show where one of our people in one of the organizations that has been working very hard to benefit Hispanics was talking about English-only and the need for bilingual education, and someone who was of Asian extraction got up and said, "Well, I'm sick and tired of having these people come into my fast food place and order

from me and I don't understand what the hell they're saying. They ought to learn English, you know." It was really unusual because there are a lot of Asian people that have the same problem—people complain about their inability to speak English.

It's the concerted effort, right now, that everybody speak English. Learn English. You need to learn English. How about putting in place the mechanism by which they can learn English. How about putting the dollars it takes in education to make sure that whatever age they come into this country they learn English, other than by their own natural ability and talent—because that's what you did, and you succeeded, but there are a lot of them that can't, and there's a lot of them that are dropouts, and a lot of them that are a part of that 50 percent functionally illiterate that diminishes our reservoir that you talked about for people to succeed in those areas.

Mr. CHANG-DIAZ. Right. The reason that I was able to learn English and succeed was because I was already literate when I came here.

Mr. MARTINEZ. You had a good grammar instruction.

Mr. CHANG-DIAZ. I had good grammar. I understood. I did well in physics. I knew mathematics. So, to me, going to high school was just learning the language. It was not a big deal. But I fully agree with you in the fact that a young kid—a 6-year-old kid who has heard nothing but Spanish all his life because he has never gone to school, when it's time to go to the first grade he gets there and sees a teacher or hears a teacher talking to him in English, and he is bound to get behind, and he will never catch up, and that's why. That's why he ends up in the fringes of society.

So I agree with you 100 percent. We need to educate these children from the very beginning in a manner—in both languages, actually—in a manner so that they can learn the basic concepts of arithmetic and mathematics, physics, and at the same time learn the language, learn English. That is what bilingual education is all about, and I'm all for it.

Mr. MARTINEZ. Mr. Diaz, I've exceeded my time, and, quite frankly, because I'm very impressed with you, and always felt that in my knowledge of you and reading about your accomplishment that you are an outstanding individual. From this morning's impressions you are more than an outstanding individual, you're a good human being.

Mr. CHANG-DIAZ. Thank you.

Mr. MARTINEZ. And you understand the problems Hispanics face in this country, and as you continue to be a role model for them I really hope that your station in life has caused other young people to aspire to that same kind of greatness.

Mr. HAYES?

Mr. HAYES. Thank you, Mr. Chairman. I don't have any question. I just want to make a brief, brief comment and commend the Doctor Diaz for his contribution in appearing here before our subcommittee. You're one in a million.

Mr. CHANG-DIAZ. Thank you very much, sir.

Mr. HAYES. I just wish that a lot of our young people—not only Hispanics, but the problem that blacks face somewhat parallel the problem that you've mentioned here in your statement, particular-

ly as you mentioned the high ratio of dropouts at the high school level. Some of us are trying to come up with legislation that will sort of give a new approach and some new attention to the severity of this problem, particularly from the Federal Government level.

Our educational system and how it relates to our young is the best defense that this great nation of ours could ever have.

I just happened the other day—I returned from Nicaragua—to have an opportunity to stop off at the airport. I got lost in the airport in San Jose, Costa Rica. I didn't know I had to go back through immigration again, but I was quickly put in the right direction. But I'm glad of the kind of cooperation that your country, Costa Rica, has given to this great country of ours in the efforts to make democracy work in Central America. I just wanted to make that kind of comment.

Mr. MARTINEZ. Well thank you, Mr. Hayes.

Mr. Jontz?

Mr. JONTZ. I don't have any questions, either, Mr. Chairman, but I do want to associate myself with your remarks and the remarks of Mr. Hayes and thank the witness for his outstanding testimony. I appreciate the chance to hear your words. Thank you.

Mr. CHANG-DIAZ. Thank you.

Mr. MARTINEZ. I'm officially inviting you, and I'll make sure that there is a ticket at the door for you.

Mr. CHANG-DIAZ. Thank you very much.

Mr. MARTINEZ. I would appreciate you being there, and being there as my guest.

Mr. CHANG-DIAZ. Thank you.

Thank you again, Mr. Diaz.

[The prepared statement of Franklin R. Chang-Diaz follows.]

HOLD FOR RELEASE UNTIL
PRESENTED BY WITNESS
SEPTEMBER 16, 1987

Statement of

Franklin R. Chang-Diaz
Astronaut
National Aeronautics and Space Administration

before the

Subcommittee on Employment Opportunities
Committee on Education and Labor
United States House of Representatives

Mr. Chairman and Members of the Subcommittee:

I am very honored to have been invited to testify before you on the subject of Hispanic employment. This is an area of great importance to me in spite of it not being directly related to my field of expertise.

I must say I consider myself a very fortunate man. The promise of the American dream is for me a reality today and I have nothing but praise and admiration for this great Nation.

Since immigrating from Costa Rica, and with the exception of only a few minor ethnic slurs, I have not encountered any serious or overt discrimination directed at me personally. At least, there were not any that slowed me down or hindered my career goals significantly. I was fortunate to have grown up in a family where the importance of education and the building of self-confidence were emphasized by word and by example. My childhood hero was my father and he continues to be so today; and it was my mother who once memorized the entire periodic table so that she could quiz me for an important chemistry examination while she did the housework.

Nevertheless, throughout my years in the United States, I have become painfully aware that the Hispanic American population greatly lags in their participation in the Nation's professional work force. I am also aware of the great advances made by our country, through people like you, in the area of equal opportunity and affirmative action. I might venture to say that, in spite of my qualifications, I might not be here today talking to you if it were not for such legislation.

Upon receiving your invitation, I requested that the NASA Office of Equal Opportunity brief me on the history and present status of Hispanic employment within NASA. I am happy to report that our Agency has made tremendous gains in all areas of Hispanic employment since 1974; most notably in the scientific and engineering fields where the absence of Hispanics is most pronounced. Yet, we still have a long way to go. Our Agency, among others, will continue to need strong direction from the top echelons of our Government to better utilize the Hispanic human resources available. You can think of this as continuing to build the plumbing that will carry the water from the reservoir where it can be tapped, to the city where it can be used. However, to me the fundamental problem lies with the reservoir itself. It is running dry! The early drop rate of Hispanics from our schools is staggering. At this rate, the National Equal Employment Program will be similar to an engine without gasoline; or worse yet, an engine with bad gasoline.

We need to attack this problem swiftly at the community and family levels. We need to educate not just the children, but also the parents and we need to do so in English. We need to continue to provide worthy role models in all areas of human endeavor but especially in the scientific and engineering fields where they are most lacking. We need to support programs like MESA (Math, Engineering, and Science Achievement); SHPE (Society of Hispanic Professional Engineers), and the National Hispanic University. These organizations, among others, encourage Hispanics to excel in school in subjects toward which they are traditionally shy, like Physics, Calculus, Trigonometry, and Chemistry.

Presently, 50 percent of our Agency's work force consists of scientists and engineers. You can see why we have a vested interest in the level of that reservoir. Yet, in spite of a tremendous recruiting program that reaches 40 percent of all Hispanic engineering graduates in the country, our technical Hispanic representation within NASA greatly lags that of Hispanics in the population at large. Once again, the reservoir is running dry.

NASA has various programs, described in the accompanying material, directed towards encouraging Hispanics and other underrepresented minorities to prepare for and enter engineering careers, as well as to continue graduate studies and research. I have had the opportunity to work with some of these young people and I look forward to seeing them in a future Space Station or Space Shuttle flight. These programs have been very successful and are planned to be continued.

I do not want to leave you with the impression that the need for better preparation is the only reason for the underemployment of

Hispanics. However, in my opinion, it is a very significant barrier to achieving an equal status in the United States. I would like to respectfully recommend to you that all the technically oriented Government agencies be involved in the process of better preparing Hispanic youth for the technical world of tomorrow; from the ground up, and with the Congress and Administration providing the incentive, direction, and budgetary resources to make it possible because otherwise, be it due to no gasoline or bad gasoline, the engine stops.

Thank you very much for this opportunity to testify.

HISTORY AND PRESENT STATUS OF HISPANIC EMPLOYMENT AT NASA

I - EMPLOYMENT

OCCUPATION	FY 1974 (6/30/74)	FY 1987 (6/30/87)	FY 1991 (PROJECTED)	DIFFERENTIATED HISP. WORK FORCE (1980)
	%	%	%	%
S&E	0.9	2.9	3.5	3.30
PROF. ADM.	0.8	2.2	3.5	4.06
TECHNICIANS	1.0	1.6	2.7	5.12
CLERICAL	1.4	3.4	5.3	6.12
WAGE GRADE	2.2	4.8	6.4	8.10
TOTAL	1.1	2.8	3.8	6.44

- o Hispanic representation at NASA has more than doubled between 1974 and 1987. (Chart 1)
- o Most significant representation increase has been in the Scientific and Engineering field, where it has more than tripled. This has been accomplished through very exhaustive recruitment programs in the field where significant Hispanic representation is the lowest. (Charts 1 & 2)
- o Agency Affirmative Action Plan forecasts a growth in Hispanic representation from 2.8% on 6/30/87 to 3.8% at the end of FY 1991. This represents a yearly growth of 0.22%, compared to a yearly growth of 0.14% between 1974 and 6/30/87.
- o NASA's Scientific & Engineering work force is forecasted to surpass the 1980 representation of Hispanics in the professional differentiated work force by 1991.
- o NASA's Hispanic representation in 1991 is expected to improve in all other occupations but it should still lag the corresponding differentiated work force figures.
- o NASA's hiring rates in the Scientific & Engineering as well as Technician categories have exceeded the Hispanic representation on the corresponding differentiated work forces during the 1981-1986 period. (Chart 3)
- o Hispanics in the very extensive NASA Cooperative Education Program have been above their representation in the professional work force since 1979, even though both the hiring rates into the program and the representation of Hispanics have been decaying during the later years. (Chart 4)

2 - GRADE DISTRIBUTION OF HISPANICS

- o NASA has 7 Hispanics in the Career Senior Executive Service, out of a total of 58 in the entire federal work force.
- o There are two Hispanic astronauts in the NASA-Astronaut Corps, composed of 81 astronauts and 15 astronaut candidates.
- o Representation of Hispanics in the white collar managerial/supervisory positions lags their representation in the NASA work force. This situation is more marked for Hispanic females. (Charts 5 and 6)
- o On the non-supervisory white collar work force, Hispanics trail the total work force in grade attainment. This situation, again, is more severe for the Hispanic females. (Charts 5 and 7)
- o The distribution of Professional Administrative (P.A.) Hispanics in the NASA force parallels closer the overall distribution, even though the overall representation of Hispanics in the P.A. occupations is lower than for the S&Es. (Chart 5)
- o Distribution of Hispanics in the wage grade occupations follows closely their representation in the entire class code at NASA, even though they are still somewhat behind. There is only one (1) female Hispanic in the NASA wage grade categories. (Chart 8).

3 - EXTERNAL PROGRAMS

NASA has in effect a variety of outreach programs in addition to the recruitment and Cooperative Education Programs. These programs are aimed at increasing the interest of underrepresented groups in science and engineering. Some of these programs are aimed at pre-college students; other at baccalaureate candidates in the sciences and engineering; still others at graduate level students. While most of the programs include students from all minority groups, there are others that are primarily targeted to Hispanics. NASA is very proud of these programs and feels that they could be used as models for other agencies in many cases. Some of these programs are described in this section.

a) PRE-COLLEGE PROGRAMS

o "EL INGENIERO" (The Engineer)

This program takes twenty 7th and 8th grade students from the MD, DC, VA areas, primarily Hispanics, on a 6-week, 32-hour per week summer program where they are given training in science and math, exposure to engineering careers through lecturers and visits to engineering organizations, classes in self-awareness and visits with role models. Participants are followed and advised through their high school years and advised on college careers, scholarships and internship opportunities. This program is operated by Non-Profit Initiatives, Inc.

o PROJECT SEARCH

Twenty 7th and 8th grade students per year in the Cleveland, Ohio area, primarily Hispanics, are given supplementary math and science instructions, using volunteers from the Lewis Research Center and other institutions. Students also experience visits to engineering-oriented organizations and exposure to role models. In this program, operated by the Cuyahoga Community College, Cleveland, Ohio, students meet twice a week after school hours during the regular school year.

o PACE (Promotion and Awareness of Careers in Engineering Program)

This program, utilizing NASA and Mexican American Engineering Society (MAES) resources, educates junior high school and senior high school students on the requirements, preparation, and studies necessary to successfully pursue an engineering education. The program is conducted mainly by the college student members of MAES who simultaneously act as role models.

o PROJECT SHARP (Senior High School Aeronautical Researchers Program)

This project is carried out at most of the NASA field installations. High caliber students interested in science and engineering, are selected to spend the summer after their tenth and eleventh grades at the NASA installations, working with NASA engineers, carrying out simple engineering duties, and receiving lectures from co-op students and engineers. These students receive a minimum wage stipend. This program is primarily directed at minority students.

b) COLLEGE LEVEL PROGRAMS**o RECRUITMENT AND RETENTION PROGRAM FOR ENGINEERING STUDENTS**

This program has a special emphasis on underrepresented minority group students, primarily Hispanics and American Indians. The program has two components: a Freshman component aimed at increasing the number of high quality students with the interest and potential for pursuing engineering undergraduate degrees in a curriculum which includes cooperative education; and a Continuing Support component aimed at increasing the ability of the participating students to achieve and maintain a 3.0 GPA as undergraduates and increase their awareness and interest in advanced studies and academic careers. The program is operated at the University of New Mexico.

o GRADUATE STUDENT RESEARCHERS PROGRAM, UNDERREPRESENTED MINORITIES EMPHASIS

Under this program, all NASA principal investigators can add \$18,000 to their grants for each minority graduate student that they support in their investigations. This program was started at the beginning of FY 1987, authorized to the extent of \$2 million dollars. At this point, there have been 62 students approved for incorporation into the program, of which 23 are Hispanic.

Chart 1

DASA AGENCYWIDE HISPANIC REPRESENTATION, FYs 1974 TO 1987

DATE	SCIENTISTS AND ENGINEERS (CODES 240, 290, 300)					PROFESSIONAL, ADMINISTRATIVE (CODE 440)					TECHNICIANS (CODE 360)					CLERICAL (CODE 240)					WAGE GRADE (CODE 160)					ALL OCCUPATIONS															
	TOTAL	HISPANICS				TOTAL	HISPANICS				TOTAL	HISPANICS				TOTAL	HISPANICS				TOTAL	HISPANICS				TOTAL	HISPANICS														
	MALE	FEM	EA	EF	EA/EF	MALE	FEM	EA	EF	EA/EF	MALE	FEM	EA	EF	EA/EF	MALE	FEM	EA	EF	EA/EF	MALE	FEM	EA	EF	EA/EF	MALE	FEM	EA	EF	EA/EF											
6-30-74	11770	107	2	0.9	0.0	6.9	1405	20	1	0.0	0.0	0.0	4401	60	1	1.0	0.0	1.0	3432	6	46	0.2	1.3	1.4	1556	34	0	2.2	0.0	2.2	24854	219	50	0.9	0.2	1.1					
9-30-75	11673	329	2	1.1	0.0	1.1	3240	34	5	1.0	0.1	1.1	4154	86	1	1.1	0.0	1.1	3457	6	51	0.2	1.5	1.0	1523	30	0	2.5	0.0	2.5	24311	253	59	1.0	0.2	1.3					
9-30-76	11629	146	5	1.5	0.0	1.5	3505	60	7	1.1	0.2	1.1	3863	82	1	1.1	0.0	1.1	3529	6	57	0.1	1.7	1.0	1529	41	0	2.7	0.0	2.7	23797	221	70	1.1	0.3	1.4					
9-30-77	11564	173	6	1.5	0.1	1.6	3499	47	9	1.2	0.3	1.3	3489	35	1	0.9	0.0	1.0	3154	3	50	0.1	1.7	1.0	1483	43	0	3.1	0.0	2.9	23549	296	74	1.3	0.3	1.6					
9-30-78	11645	182	9	1.6	0.1	1.7	3423	41	0	1.2	0.2	1.4	3402	36	1	1.0	0.0	1.1	3297	3	52	0.1	2.2	2.3	1452	41	0	2.0	0.0	3.0	23161	346	90	1.3	0.4	1.7					
9-30-79	11290	193	12	1.2	0.1	1.0	3423	30	10	1.1	0.3	1.0	3346	33	1	1.0	0.1	1.1	3228	3	85	0.1	2.0	2.1	1376	54	0	3.4	0.0	3.4	22633	317	110	1.4	0.5	1.9					
9-30-80	11210	210	16	1.9	0.1	2.1	3331	39	15	1.1	0.0	1.5	3354	40	5	1.3	0.2	1.0	3282	3	109	0.1	3.3	3.4	1410	61	0	4.5	0.0	4.5	22023	344	145	1.6	0.6	2.1					
9-30-81	10975	222	10	2.0	0.2	2.2	3475	42	17	1.2	0.5	1.7	2940	43	4	1.4	0.1	1.6	3490	3	94	0.1	3.0	3.1	1340	60	0	4.4	0.0	4.0	21804	370	133	1.7	0.6	2.3					
9-30-82	10746	221	22	2.1	0.2	2.3	3462	41	20	1.2	0.6	1.0	2784	31	3	1.1	0.1	1.2	2905	3	87	0.1	3.0	3.1	1341	70	1	5.3	0.1	5.4	21106	348	133	1.7	0.6	2.0					
9-30-83	11095	243	31	2.2	0.3	2.5	3249	45	23	1.3	0.6	1.9	2903	40	0	1.6	0.3	1.9	2756	0	96	0.1	3.2	3.4	1301	67	1	4.9	0.1	5.0	21074	407	159	1.9	0.7	2.6					
9-30-84	10886	242	31	2.2	0.3	2.5	3336	45	19	1.3	0.5	1.0	2818	41	3	1.5	0.1	1.0	2982	2	100	0.1	3.4	3.5	1290	61	1	4.0	0.1	4.0	21015	371	154	1.8	0.7	2.5					
9-30-85	11117	263	39	2.0	0.3	2.7	3409	51	32	1.0	0.9	2.2	2763	45	9	1.6	0.3	2.0	2919	4	105	0.1	3.6	3.7	1274	61	1	4.0	0.1	4.9	21022	424	186	1.9	0.9	2.0					
9-30-86	11152	270	42	2.0	0.0	2.0	3470	47	60	1.3	1.1	2.0	2437	61	3	1.5	0.2	1.7	2959	2	100	0.1	3.5	3.6	1225	59	1	4.0	0.1	4.9	21051	419	180	1.9	0.9	2.0					
9-30-87	11164	290	46	2.5	0.0	2.9	3719	45	39	1.2	1.0	2.0	2710	50	6	1.4	0.2	1.6	2727	0	99	0.0	3.0	3.4	1187	56	1	4.7	0.1	4.0	22031	429	191	1.9	0.9	2.0					
AVE. YEARLY CHANGE																																									
'70-'86	-51.5	15.6	3.3	0.13	0.03	0.16	15.0	1.6	1.3	0.04	0.09	0.11	-41.0	-1.0	0.3	0.04	0.01	0.06	-45.3	-0.3	4.5	0.01	0.19	0.11	-27.4	2.1	0.1	0.27	0.01	0.23	-272.6	116.7	11.5	0.09	0.06	0.16					
'80-'86	-9.7	0.7	1.3	0.00	0.04	0.12	71.0	1.3	4.2	0.03	0.11	0.14	-74.2	-0.2	0.0	0.04	0.09	0.05	-72.2	-0.7	-1.5	0.00	0.03	0.03	-35.5	-0.0	0.2	0.06	0.01	0.07	-171.7	9.7	7.2	0.04	0.04	0.09					
US CLF, 1980																																									
RATIONS, REPR, 10 CLF																																									
JF FY 1970	111	3.90				2.56				4.44				3.90				2.56				4.44				3.90				2.56				4.44							
01 FY 1980	111	21				6				14				21				13				21				6				17											
01 FY 1980	111	13				6				32				20				17				24				33				6				22							
01 JUNE 30, 1987	111	65				16				44				31				61				35				36				9				25							
US DIFF, U.F. 1980																																									
RATIONS, REPR, 10 CLF																																									
JF FY 1974	111	42				1				20				27				2				30				44				0				41							
01 FY 1980	111	90				13				63				60				11				30				5				28				24							
01 JUNE 30, 1987	111	117				35				99				63				80				52				9				12				0				55			

Chart 2

NASA ENGINEERING SCHOOL RECRUITMENT SCHEDULE, FY 1987

NUMBER OF HISPANIC GRADUATES DURING 1984 IN SCHOOLS RECRUITED

SCHOOL	STATE	HBCU	BACHELOR DEGREES, 1984				BACHELOR DEGREES GRANTED TO HISPANICS IN 1984 BY SCHOOLS IN ENGINEERING RECRUIT INTERVIEW SCHEDULES										
			TOTAL	BLACKS		HISPANICS		AEC	LEAC	LEAC	GDFC	NSFC	JSC	ISA			
				NO.	%	NO.	%										
ALL			76931	2022	2.63	2038	2.65										
1 PUERTO-RICO, UNIV. OF	PR		355	0	0.00	355	100.00	355	355	355	355	355	355	355	355	355	355
2 TEXAS A & I UNIV.	TX		122	2	1.64	54	44.26										
3 TEXAS AT EL PASO, UNIV. OF	TX		193	0	0.00	84	43.52	84	84			84					84
4 NEW MEXICO ST. UNIV.	NM		258	0	0.00	54	20.93	54	54			54					54
5 NEW MEXICO, UNIV. OF	NM		292	2	0.69	43	14.73	43				43					43
6 DISTRICT OF COLUMBIA, UNIV. OF	DC	Y	79	46	58.63	10	12.66					10					
7 MIAMI, UNIV. OF	FL		301	13	4.32	37	12.29			37							37
8 MANHATTAN COLL.	NY		369	3	0.86	43	11.65					43					
9 NEW YORK, CITY UNIV. OF	NY		299	72	24.00	34	11.37					34					
10 SOUTHERN METHODIST UNIV.	TX		155	4	2.58	15	9.68						15				
11 CALIFORNIA ST. POLY. UNIV.-POMONA	CA		429	6	1.40	36	8.39	36									
12 SAN JOSE STATE UNIV.	CA		346	11	3.10	29	8.38	29									
13 SOUTH FLORIDA, UNIV. OF	FL		349	9	2.50	26	7.45					26					26
14 TEXAS AT AUSTIN, UNIV. OF	TX		1004	16	1.59	67	6.67					67					67
15 FLORIDA, UNIV. OF	FL		652	14	2.15	42	6.60					42					42
16 STANFORD UNIV.	CA		306	24	7.84	20	6.54	20									
17 NEW JERSEY INST. OF TECH.	NJ		476	22	4.62	31	6.51					31					
18 SANTA CLARA, UNIV. OF	CA		126	0	0.00	8	6.35	8									
19 GEORGE WASHINGTON UNIV.	DC		161	7	4.35	10	6.21					10					
20 STEVENS INST. OF TECH.	NJ		300	5	1.67	18	6.00						18				
21 FARLEIGH DICKINSON UNIV.	NJ		181	10	5.52	10	5.52					10					
22 CALIFORNIA-LOS ANGELES, UNIV. OF	CA		379	6	1.58	20	5.28					20					
23 CENTRAL FLORIDA, UNIV. OF	FL		233	3	2.15	12	5.15										12
24 CALIFORNIA ST. UNIV.-NORTHRIDGE	CA		253	3	1.98	12	4.74	12									
25 PRINCETON UNIV.	NJ		190	9	4.74	9	4.74					9					
26 COLUMBIA UNIV.	NY		303	7	2.31	14	4.62					14					
27 FRAYT INST.	NY		155	32	20.65	7	4.52					7					
28 TULANE UNIV. OF LOUISIANA	LA		207	14	6.76	9	4.35					9					
29 RENSSELAER POLY. INST.	NY		695	24	3.45	30	4.32			30		30					
30 BROOKLYN UNIV.-INST.	NY		457	24	5.25	19	4.16										19
31 CALIFORNIA-DAVIS, UNIV. OF	CA		386	6	1.55	16	4.15	16									
32 CORNELL UNIV.	NY		573	20	3.49	23	4.01					23					
33 CALIFORNIA ST. UNIV.-LONG BEACH	CA		389	12	3.08	15	3.86										
34 ILLINOIS CHIC. CIRC., UNIV. OF	IL		404	8	1.98	15	3.71			15							
35 TENNESSEE TECH. UNIV.	TN		404	10	2.48	15	3.71					15					15
36 RICE UNIV.	TX		192	10	5.21	7	3.65										7
37 CALIFORNIA POLY. ST. UNIV.-S.L.U.	CA		591	4	0.68	21	3.55	21									
38 FLORIDA INST. OF TECH.	FL		185	0	0.00	3	2.70										
39 TOLEDO, UNIV. OF	OH		282	3	1.06	7	2.48			7							
40 PENNSYLVANIA, UNIV. OF	PA		243	10	4.12	6	2.47					6					
41 TEXAS A & M UNIV.	TX		1419	9	0.63	35	2.47					35					35
42 COLORADO, UNIV. OF	CO		423	2	0.47	10	2.36										10
43 CLEVELAND ST. UNIV.	OH		285	4	1.57	6	2.35			6							6
44 COLORADO ST. UNIV.	CO		265	1	0.38	6	2.26										6
45 MEMPHIS ST. UNIV.	TN		137	1	0.73	3	2.19					3					3
46 TENNESSEE AT KNOXVILLE UNIV. OF	TN		552	22	3.99	12	2.17					12					12

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Chart 2 (cont'd)

NASA ENGINEERING BACHELOR RECRUITMENT SCHEDULE, FY 1967

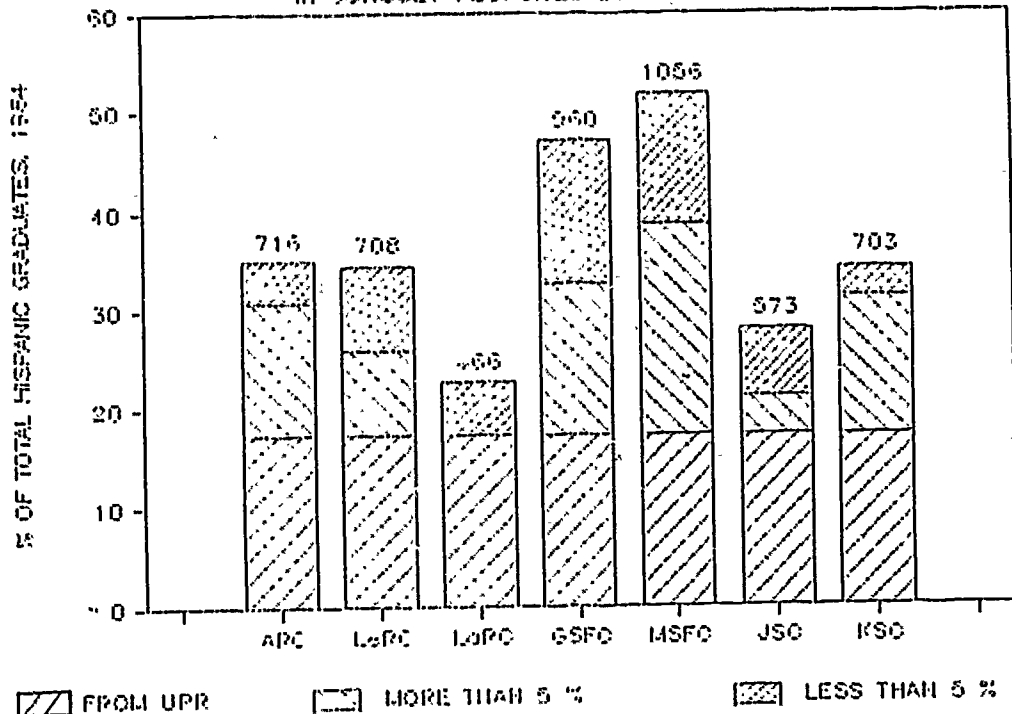
NUMBER OF HISPANIC GRADUATES DURING 1964 IN SCHOOLS RECRUITED

SCHOOL	STATE	HISPC	BACHELOR DEGREES, 1964				BACHELOR DEGREES GRANTED TO HISPANICS IN 1964 BY SCHOOLS IN ENGINEERING FIELDS THROUGH INTERVIEW SCHEDULE							
			TOTAL	MAGS		HISPANICS		ARC	LeAC	LeFC	GSFC	HSFC	JDC	ISC
				NO.	%	NO.	%							
47 HOUSTON, UNIV. OF	TX		326	2	0.61	7	2.15						7	
48 WIDENER UNIV.	PA		96	5	2.00	2	2.00							
49 MASSACHUSETTS INST. OF TECH.	MA		709	49	6.71	16	2.03	16	16	16		16		
50 MARYLAND, UNIV. OF	MD		642	11	1.71	13	2.02							
51 GEORGIA INST. OF TECH.	GA		1315	01	6.16	26	1.98		26	26	26	26	26	
52 CATHOLIC UNIV.	DC		105	6	5.71	2	1.90				2			
53 WAYNE ST. UNIV.	MI		215	16	7.51	4	1.80		4					
54 ILLINOIS INST. OF TECH.	IL		332	15	4.52	6	1.81		6			6		
55 VILLANOVA UNIV.	PA		222	4	1.80	4	1.80							
56 NOTRE DAME, UNIV. OF	IN		174	7	1.87	6	1.60		6					
57 NORTHEASTERN UNIV.	MA		717	17	2.37	11	1.53				11			
58 ROCHESTER, UNIV. OF	NY		205	4	1.95	3	1.46			3				
59 CALIFORNIA-BERKELEY, UNIV. OF	CA		820	12	1.45	12	1.45	12					12	
60 NEW YORK AT BIRNYBROOK, UNIV. OF	NY		210	22	0.95	3	1.43			3				
61 TENNESSEE AT CHATTANOOGA, UNIV. OF	TN		70	2	2.86	1	1.43							
62 LOUISVILLE, UNIV. OF	KY		219	3	2.59	3	1.20							
63 NORTHWESTERN UNIV.	IL		298	16	5.37	4	1.34							
64 MISSISSIPPI, UNIV. OF	MS		154	4	2.60	2	1.50							
65 ILLINOIS, UNIV. OF	IL		1423	12	0.04	10	1.26		10		10	10		
66 OKLAHOMA ST. UNIV.	OK		330	2	0.61	4	1.21							
67 WEST VIRGINIA UNIV.	WV		431	1	0.23	5	1.16			5				
68 SAN FRANCISCO ST. UNIV.	CA		67	4	4.60	1	1.15							
69 LEHIGH UNIV.	PA		540	1	0.19	6	1.11							
70 LOUISIANA ST. UNIV.	LA		446	0	1.79	4	1.10					4	4	
71 SOUTH ALABAMA, UNIV. OF	AL		121	2	1.65	1	0.83							
72 WISCONSIN, UNIV. OF	WI		888	8	0.90	7	0.79				7	7		
73 SOUTH CAROLINA, UNIV. OF	SC		225	15	5.08	0	0.70							
74 MISSOURI-ROLLA, UNIV. OF	MO		1027	22	2.00	8	0.76							
75 DELAWARE, UNIV. OF	DE		248	7	2.81	2	0.75							
76 FURQUE UNIV.	HI		1706	52	3.75	10	0.72	10	10	10	10	10	10	
77 JOHN HOPKINS UNIV.	MD		140	3	2.14	1	0.71							
78 BUCKNELL UNIV.	PA		146	1	0.60	1	0.68							
79 PENN. ST. UNIV.	PA		1519	7	0.46	10	0.66		10					
80 VIRGINIA, UNIV. OF	VA		329	4	1.22	2	0.61							
81 MICHIGAN, UNIV. OF	MI		1162	31	2.67	7	0.60		7			7	7	
82 OLD DOMINION UNIV.	VA		4	6	1.55	1	0.59			1				
83 WORCESTER FOLY. INST.	MA		500	2	0.39	3	0.59				3			
84 KENTUCKY, UNIV. OF	KY		339	2	0.59	2	0.59						2	
85 IOWA, UNIV. OF	IA		102	0	0.00	1	0.55							
86 AUBURN UNIV.	AL		725	9	1.22	4	0.54			4			4	
87 IOWA ST. UNIV.	IA		104	3	0.64	4	0.51							
88 CINCINNATI, UNIV. OF	OH		398	5	1.26	2	0.50							
89 DAYTON, UNIV. OF	OH		213	7	3.29	1	0.47			1				
90 DUNE UNIV.	NC		225	5	2.22	1	0.44							
91 ROSE-HULMAN INST. OF TECH.	IN		260	2	0.77	1	0.30			1				
92 NEW YORK AT BUFFALO, ST. UNIV.	NY		529	3	0.56	2	0.37							
93 VIRGINIA FOLY. & ST. UNIV.	VA		1091	10	1.65	2	0.37			4		4	4	
94 DREXEL UNIV.	PA		560	20	5.00	24	2.6							

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% OF HISPANIC ENGS. GRADUATED IN 1984 IN SCHOOLS RECRUITED BY NASA IN FY 1987



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Chart 3

NASA AGENCYWIDE HISPANIC BIRDS, FYs 1976-1993

DATE	SCIENTISTS AND ENGINEERS (CODES 200, 200, 200)				PROFESSIONAL ADMINISTRATIVE (CODE 200)				TECHNICIANS (CODE 300)				CLERICAL (CODE 500)				BASE GRADE (CODE 100)				ALL OCCUPATIONS				
	TOTAL	HISpanic	%	100(F)	TOTAL	HISpanic	%	100(F)	TOTAL	HISpanic	%	100(F)	TOTAL	HISpanic	%	100(F)	TOTAL	HISpanic	%	100(F)	TOTAL	HISpanic	%	100(F)	
6-30-76	220	5	2.3	0.0	137	0	0.0	0.0	110	4	3.6	0.0	3	15	2.2	2.0	3.0	0.0	2.0	1150	21	1.8	1.0	3.2	
6-30-77	204	17	8.0	0.0	170	5	2.9	1.1	99	3	3.0	0.0	3	16	5.5	4.1	4.0	0.0	4.3	1071	31	2.9	1.0	4.0	
6-30-78	334	29	8.7	0.0	286	4	1.4	0.5	37	7	18.9	0.0	7	0	0.0	0.0	4.0	0.0	4.3	1180	61	5.2	3.5	5.0	
6-30-79	700	75	10.7	0.0	625	4	0.6	2.9	52	1	1.9	0.0	1	15	3.1	3.7	5.0	0.0	5.3	1112	34	3.0	1.7	5.7	
6-30-80	325	25	7.7	0.0	300	3	1.0	0.7	100	6	6.0	0.0	6	21	6.5	4.9	3.0	0.0	4.1	1047	34	3.2	1.7	5.7	
6-30-81	326	10	3.1	0.0	316	5	1.6	1.5	139	5	3.6	1.6	5	23	7.1	6.8	0.0	0.0	5.3	1266	34	2.7	2.6	5.3	
6-30-82	710	41	5.8	0.0	669	5	0.7	0.8	251	11	4.3	1.2	5	56	7.9	4.9	0.0	0.0	7.7	1363	76	5.6	3.5	6.6	
6-30-83	616	19	3.1	0.0	597	2	0.3	1.1	100	4	6.0	0.0	4	12	2.0	4.2	1.0	0.0	2.0	1061	30	2.8	1.6	4.2	
6-30-84	341	0	0.0	0.0	341	4	1.2	0.7	52	3	5.9	0.0	3	10	3.0	3.2	0.0	0.0	3.4	899	21	2.3	2.1	4.6	
6-30-85	625	20	3.2	1.1	605	2	0.3	1.1	416	22	5.4	1.7	3	16	2.6	4.9	0.0	0.0	6.0	1055	51	4.8	1.9	4.9	
6-30-86	320	12	3.8	0.0	308	3	1.0	1.5	30	18	6.0	1.0	2	27	8.4	8.0	0.0	0.0	8.0	1310	35	2.7	2.3	5.3	
6-30-87	200	30	15.0	0.0	170	9	5.3	1.1	4	173	15	3.6	1.1	6	26	5.3	4.0	4.5	0.0	4.5	2237	64	2.8	1.8	4.7
6-30-88	320	10	3.1	0.0	310	1	0.3	1.2	305	11	3.5	1.2	1	15	4.7	4.3	0.0	0.0	4.6	1312	39	2.9	1.7	3.7	
6-30-89	327	20	6.1	0.0	307	7	2.3	0.6	101	9	8.9	0.0	4	8	8.3	3.1	2.3	0.0	3.0	1070	34	3.1	1.1	3.5	
AVE. YEARLY %																									
ACTIVITY																									
*76-86	410	20	4.9	0.2	390	4	1.0	0.0	183	8	4.3	0.6	4	22	5.4	4.2	2.0	0.0	4.3	1337	39	2.9	2.0	4.9	
*91-86	406	17	4.2	0.0	389	4	1.0	1.0	277	17	6.1	0.0	3	19	4.7	4.3	4.0	0.0	4.3	1053	39	3.7	1.9	4.0	
NO. CLS. 1990	1118	3,90	2.54	6.64																					
BASELINE																									
01-74-86	1121	131	11.7	9.1																					
01-81-86	1121	80	7.1	6.6																					
01-3/4 of FY 1987	1121	90	8.0	8.0																					
NO. CLS. B.F. 1990	1121	2,16	1.94	3.50																					
BASELINE																									
01-74-86	1121	236	21.1	19.7																					
01-81-86	1121	150	13.4	15.6																					
01-3/4 of FY 1987	1121	162	14.5	13.2																					

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Chart 4

HISPANIC PARTICIPATION IN NASA'S COOPERATIVE EDUCATION PROGRAMS, FY 1978-1987

COOP TYPE	FY	COOP HINES						COOP REPRESENTATION						COOP CONTRIBUTIONS TO RESEARCH								
		TOTAL		MALE		HISPANIC		TOTAL		MALE		HISPANIC		TOTAL		MALE		HISPANIC				
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
ALL	'78	327	17	5.2	5	0.9	20	6.1	1001	47	5.7	8	0.9	35	4.2	69	3	4.3	0	0.0	3	4.3
	'79	475	38	8.0	4	0.8	42	8.8	931	69	7.4	9	1.0	69	7.4	86	5	5.9	1	1.2	6	7.0
	'80	544	31	5.7	11	2.0	42	7.7	1011	69	6.8	17	1.7	86	8.5	149	4	2.7	6	0.9	4	2.7
	'81	454	24	5.3	6	1.4	30	6.7	1048	59	5.6	16	1.5	75	7.2	189	8	5.0	2	2.2	10	11.2
	'82	550	27	4.9	10	1.8	37	6.7	1109	57	5.2	21	1.9	78	7.1	131	6	4.6	1	0.8	7	5.3
	'83	517	24	4.6	13	2.5	37	7.2	1103	55	4.8	26	2.4	79	7.2	120	12	7.1	4	2.4	16	9.4
	'84	495	21	5.2	11	2.7	32	7.9	1067	50	4.7	27	2.7	75	7.4	109	5	4.6	7	6.9	6	5.5
	'85	574	27	4.7	13	2.3	40	7.0	1111	47	4.2	25	2.3	72	6.5	189	8	4.3	9	4.8	17	9.0
	'86	566	7	1.9	10	2.7	17	4.6	968	35	3.6	19	2.0	54	5.6	198	5	2.5	5	2.5	10	5.1
	6/87	511	14	4.5	3	1.0	15	4.2	965	37	3.8	15	1.6	52	5.4	115	3	2.6	3	2.6	6	5.2
	'88																					
RACC	'78	0	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA
	'79	332	34	10.2	3	0.9	37	11.1	774	58	7.5	8	1.0	66	8.5	65	5	7.7	1	1.5	6	7.2
	'80	567	25	4.0	8	2.2	33	9.0	780	61	7.8	15	1.9	76	9.7	102	4	3.9	0	0.0	4	3.9
	'81	522	21	4.0	4	1.2	25	7.0	821	51	6.2	13	1.6	64	7.8	64	5	7.8	2	3.1	7	10.7
	'82	566	19	3.3	4	1.1	23	6.5	869	47	5.4	11	1.3	58	6.7	84	4	4.8	1	1.2	5	6.0
	'83	534	19	3.7	7	2.7	20	8.4	865	43	5.0	10	1.1	61	7.1	130	12	9.2	2	1.5	14	10.8
	'84	576	18	3.1	8	2.9	26	7.4	821	42	5.1	22	2.7	64	7.8	70	5	5.6	1	1.1	6	6.7
	'85	585	20	3.4	11	3.9	31	8.1	857	30	3.4	21	2.5	79	6.9	137	9	5.8	7	5.1	15	10.9
	'86	529	6	2.6	9	3.9	15	6.6	739	31	4.2	18	2.4	49	6.6	116	3	1.7	2	1.7	4	3.4
	6/87	513	7	4.2	2	0.9	11	5.2	759	29	3.8	14	1.8	43	5.7	76	3	3.9	3	3.9	6	5.3
	'88																					

Chart 5

NASA AGENCYWIDE DISABIED EMPLOYMENT BY GRADE AS OF 12/31/87
WHITE COLLAR OCCUPATIONS

GRADE	TOTAL	SCIENTISTS AND ENGINEERS (CODES 700, 700, 700)						PROFESSIONAL ADMINISTRATIVE (CODE 500)												
		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES								
		NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP							
GS-15	349	3.0	0	2.0	0.0	1.2	7.1	0.0	1.1	163	2.9	3	6.7	0.0	3.6	2.0	0.0	7.0		
GS-13	30	0.1	11	3.0	2.2	3.6	1.1	0.1	1.1	233	0.3	1	0.0	2.6	1.2	0.0	0.0	0.0		
GS-11	1043	9.1	11	1.0	2.0	2.7	2.7	0.0	0.1	6.9	0.7	0	0.0	0.0	0.0	1.7	0.0	1.0		
GS-9	111	1.0	7	6.3	2.7	0.0	1.0	0.9	2.7	12	1.1	0	1.0	2.6	6.0	1.6	0.0	2.0		
GS-7	637	5.0	0	2.0	0.0	2.6	1.0	0.0	1.0	21	0.3	1	0.0	0.0	7.0	2.1	0.0	7.3		
GS-5	1336	13.4	10	0.7	2.7	2.7	1.7	0.1	1.7	36	2.5	7	2.0	0.0	7.0	2.7	1.0	1.7		
GS-3	2720	26.6	10	0.4	32.9	12.0	11.0	2.5	0.7	2.6	497	13.2	11	5.1	20.0	19.0	2.7	1.0	1.7	
GS-1	1352	11.0	32	2.4	18.0	26.3	19.1	3.0	0.9	0.7	1037	27.2	17	10.1	26.7	25.6	26.2	1.7	1.0	7.3
GS-15	953	7.9	15	1.6	19.4	20.3	20.6	6.6	1.5	0.1	530	13.7	0	0.0	0.0	19.3	9.5	0.7	0.7	1.0
GS-13	100	3.9	17	6	5.9	13.0	6.9	3.0	1.3	5.1	361	9.6	0	0.0	33.3	20.7	1.3	3.6	0.7	
GS-11	342	2.6	10	3	6.0	19.9	5.7	6.6	1.7	6.3	167	6.5	1	5	2.2	12.0	7.1	0.6	3.0	3.6
GS-9	5	0	3	0.3	0.0	0.3	20.0	0.0	20.0	20	0.6									
GS-7																				
GS-5																				
GS-3																				
GS-1																				
TOTAL	11350	100.0	229	2.0	100.0	100.0	0	2.5	0.1	2.9	3249	100.0	25	0.2	100.0	100.0	100.0	1.7	1.0	7.2

GRADE	TOTAL	TECHNICIANS (CODE 300)						CLERICAL (CODE 200)						ALL WHITE COLLAR OCCUPATIONS (CODES 200, 300, 500, 700, 900)						
		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		DISABILITIES		
		NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	NO	% OF GROUP	
GS-15	75	0.1	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
GS-13	71	0.0	2	2.8	0.0	0.5	9.5	9.0	9.5	1	1.0									
GS-11	67	2.5																		
GS-9	7	0.1																		
GS-7	27	2.0	2	7.4	0.0	0.5	2.0	0.1	2.0	11	0.3									
GS-5	325	19.3	8	2.5	13.0	16.7	15.7	1.3	0.7	1.1	0	0.0								
GS-3	670	12.1	10	1.5	26.1	0.0	22.7	1.5	0.0	1.5	1	0.1								
GS-1	293	10.0	1	0.3	2.6	0.0	2.3	0.0	0.3	22	0.8									
GS-15	396	11.1	6	1.5	15.0	0.0	13.1	1.1	2.0	0.0	2.0	0	0.0							
GS-13	222	9.1	1	0.4	2.6	0.0	2.1	0.0	0.0	0.0	0.0									
GS-11	106	3.9	1	0.9	1.0	16.7	0.5	0.9	0.9	1.9	0	0.0								
GS-9	60	2.0																		
GS-7	271	6.1	5	1.8	19.5	31.3	12.4	1.0	0.9	2.1	51	50.3	20.3	1.0	0.9	2.1	11.0	79.7	2.0	
GS-5	181	6.1	0	0.0	11.7	31.3	15.9	2.7	1.1	1.0	110	79.7	2.0	0.0	0.0	0.0	0.0	0.0	0.0	
GS-3	63	2.0																		
GS-1	7	0.1																		
TOTAL	2710	100.0	30	1.1	100.0	100.0	0	1.0	0.7	1.0	7927	100.0	0	0.0	100.0	100.0	100.0	0.0	3.6	3.6

Chart 6

COMPARISON OF HISPANICS IN NASA WHITE COLLAR MANAGERS AND SUPERVISORS

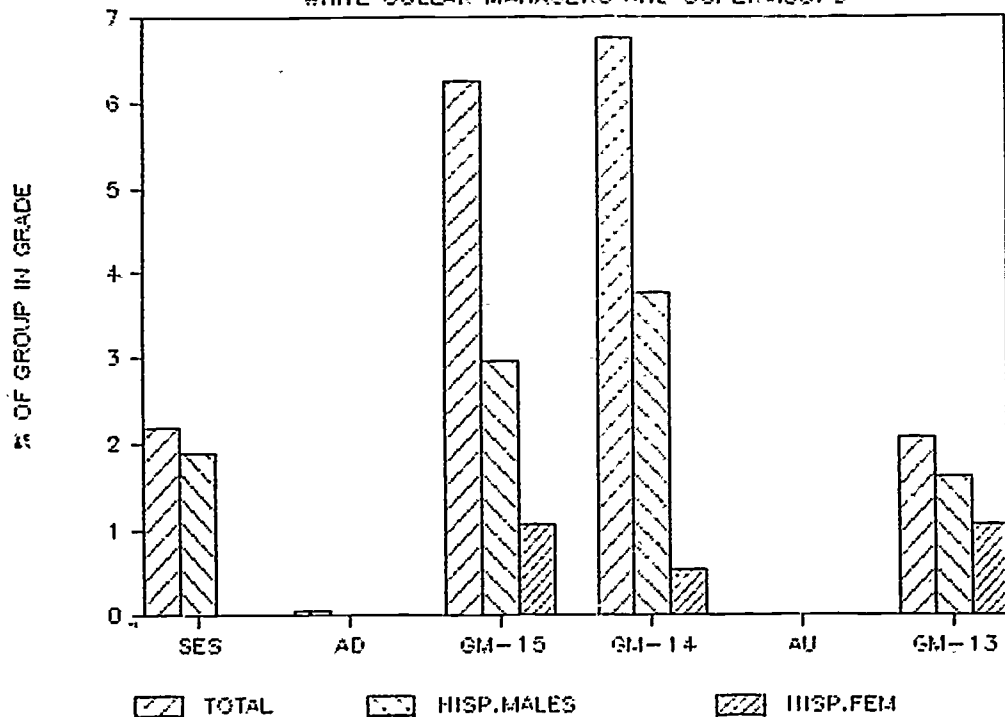


Chart 7

COMPARISON OF HISPANICS IN NASA WHITE COLLAR HIGH-SUPERVISORS

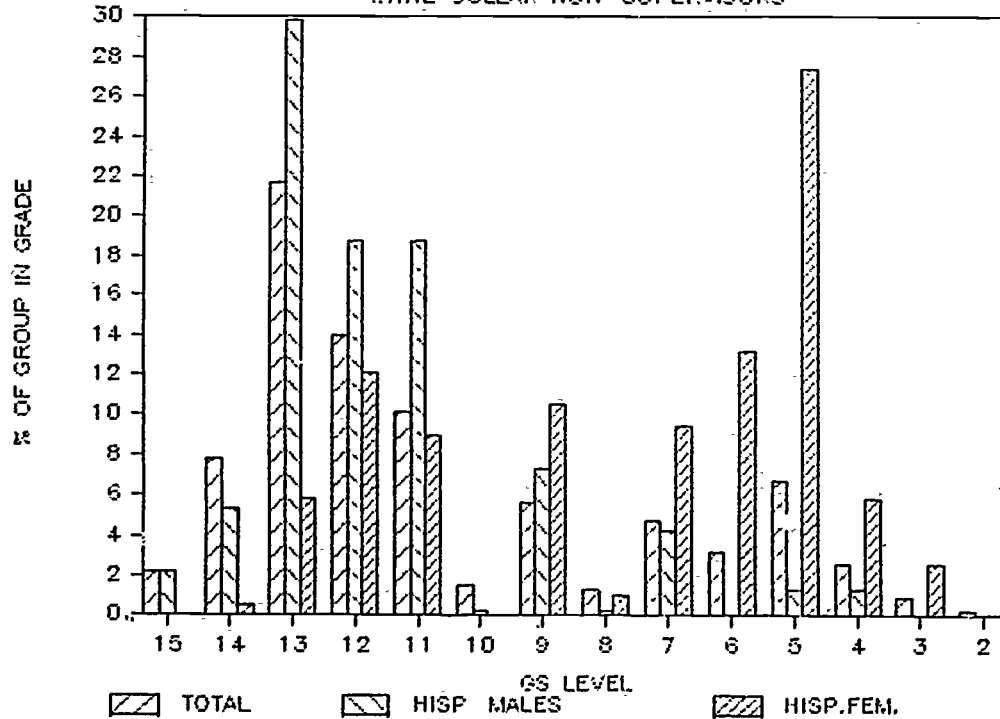


Chart 8

NON-ADJUDICATED, DISCIPLINE AND SUSPENSION BY GRADE AND SEX

NON-SUPERVISORS
(1981-1982)

GRADE		TOTAL		Z OF GROUP		HISPAIC		Z OF TOTAL	
LEVEL	NO	%	NO	%	Z	NO	%	Z	%
KS-9	1	0.1	1	0.0	0.0	0.0	0.0	0.0	0.0
KS-6	1	0.1	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-16	10	0.0	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-15	7	0.6	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-14	15	1.1	1	1.0	0.0	1.0	7.7	0.0	7.7
MS-13	6	0.5	1	1.0	0.0	1.0	16.7	0.0	16.7
MS-12	35	2.9	2	3.6	0.0	3.5	5.7	0.0	5.7
MS-11	24	2.0	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-10	8	0.7	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-9	2	0.2	1	0.0	0.0	0.0	0.0	0.0	0.0
MS-8	1	0.1	1	0.0	0.0	0.0	0.0	0.0	0.0
SUBTOTAL	108	9.1	4	0	7.1	0.0	7.0	5.7	0.0

NON-SUPERVISORS

GRADE		TOTAL		Z OF GROUP		HISPAIC		Z OF TOTAL	
LEVELS	NO	%	NO	%	Z	NO	%	Z	%
AS ADOLESCENT									
-16	1	0.0	1	0.0	0.0	0.0	NA	NA	NA
-15	19	1.6	1	1.8	0.0	1.8	5.2	0.0	5.2
-14	27	6.5	5	8.9	0.0	8.9	0.5	0.0	0.5
-13	216	18.2	1	1.0	0.0	1.0	0.5	0.0	0.5
-12	251	21.1	17	30.4	0.0	29.0	6.0	0.0	6.0
-11	176	16.5	19	33.9	100.0	35.1	9.7	0.5	10.2
-10	152	15.9	1	1.8	0.0	1.8	0.7	0.0	0.7
-9	24	2.0	1	1.0	0.0	1.0	4.2	0.0	4.2
-8	51	4.3	4	7.1	0.0	7.0	7.0	0.0	7.0
-7	26	2.2	2	3.6	0.0	3.5	7.7	0.0	7.7
-6	21	1.0	1	0.0	0.0	0.0	0.0	0.0	0.0
-5	15	1.3	1	0.0	0.0	0.0	0.0	0.0	0.0
-4	9	0.8	1	0.0	0.0	0.0	0.0	0.0	0.0
-3	6	0.5	1	0.0	0.0	0.0	0.0	0.0	0.0
-2	9	0.8	1	0.0	0.0	0.0	0.0	0.0	0.0
-1	8	0.7	1	1.8	0.0	1.8	12.5	0.0	12.5
SUBTOTAL	1081	90.9	52	1	92.9	100.0	95.0	4.0	0.1
TOTAL	1189	100.0	56	1	100.0	100.0	100.0	4.7	0.1

Mr. MARTINEZ. Our next panel consists of: Mario Diaz, National Chairman of GI Forum; Rita DiMartino, Chairperson, Board of Directors, National Council of La Raza; Ray Garcia, President of Strategic Management Services, on behalf of the Society of Hispanic Professional Engineers; Juan Ramirez, on behalf of National Image; Martha Inez Jimenez, policy analyst, MALDEF.

With that we'll begin—although the witness list lists Mr. Diaz first, Mr. Diaz does not seem to be here, and so I'll use my prerogative as Chairman, we'll go ladies first, Mrs. DiMartino.

**STATEMENT OF RITA DIMARTINO, CHAIR, BOARD OF DIRECTORS,
NATIONAL COUNCIL OF LA RAZA, ACCOMPANIED BY MARGARITA
PRIETO, POLICY FELLOW, NATIONAL COUNCIL OF LA RAZA**

Ms. DiMARTINO. Thank you.

Mr. Chairman, members of the subcommittee, my name is Rita DiMartino, and I am accompanied today by Margarita Prieto, policy fellow, National Council of La Raza.

As you know, I am chairperson of the board of directors of the National Council of La Raza, and also managing director of the Caribbean and Central America for AT&T.

Mr. MARTINEZ. Ms. DiMartino, rather than interrupt the panel, one of our colleagues has called for a vote on adjournal, which they do, I guess, in order to find out how many people are here, so I'm going to take another prerogative and recess now for just ten minutes to get over and vote and come right back, and then we'll be able to take the whole panel in its entirety because I doubt that there will be another vote for a while. All right?

Ms. DiMARTINO. Thank you sir.

Mr. MARTINEZ. Thank you.

The House photograph is being taken right after adjournal, so it may be about 15 or 20 minutes, but I'd still rather do that and take the panel in its entirety.

[Recess.]

Mr. MARTINEZ. I want to thank you all for your indulgence and patience waiting for us to return. Of course, it was a little more than just an adjournal call, it was a quorum call, and it was for the purpose of taking a photograph, so it was a little longer delay than I thought. I apologize.

Ms. DiMartino?

Ms. DiMARTINO. Yes.

Mr. Chairman, members of the subcommittee, my name is Rita DiMartino, and I am accompanied today by Margarita Prieto, policy fellow, National Council of La Raza, and she will be sitting in for me should I have to leave.

As you know, I am chairperson of the board of directors of the National Council of La Raza, and also managing director of the Caribbean and Central America for AT&T. I am pleased to be here on behalf of Raul Yzaguirre, president of the National Council of La Raza.

The Council, which is one of the largest national Hispanic organizations, exists to improve life opportunities for Americans of Hispanic descent. It is a private, nonprofit organization which serves as an umbrella for more than 60 affiliates—local Hispanic commu-

nity-based organizations serving 32 states, Puerto Rico, and the District of Columbia—and has a national network of more than 4,000 organizations and individuals.

The Council has a long-standing commitment to improving the education, training, and employment opportunities available to Hispanics.

To understand Hispanic employment status and needs it is important to recognize the implications of Hispanic demographic trends. The advance report on the Hispanic population in the United States, based on the 1987 current population survey, and released last week by the Census Bureau, to which Congressman Torres has alluded to this morning, gives us a clearer picture of trends that many of us have been observing and commenting on for years now. The report has received a good deal of publicity, as it should. The data in this report have profound implications for social, political, and economic change in this country.

The report documents the very rapid growth of the Hispanic population since 1980. It also records the very small improvement in educational attainment, the continuing gap between Hispanic and non-Hispanic earnings, and the growing number and proportions of Hispanic families living in poverty.

The Hispanic population has increased by 30 percent since 1980. That's a growth rate about five times as great as that of the rest of the U.S. population. The report notes that among Hispanic subgroups, the Central and South American population grew fastest, with a 40 percent increase; followed by other Hispanics, 33 percent; Mexicans, 22 percent; Puerto Ricans, 11 percent; and Cubans, 7 percent. Hispanics are still, by far, the youngest population group in the United States. Our median age is 25.1 years, compared to 32.6 years for non-Hispanics.

Hispanics showed some slight gains in educational attainment between 1982 and 1987. The proportion of Hispanics 25 years old and over who have completed 4 years of high school or more increased from 45 percent in 1982 to 51 percent in 1987. However, viewed in context this figure doesn't look very good. A bare majority of Hispanics completing high school is not much to cheer about when we consider that more than three-fourths of non-Hispanics are high school graduates.

The report notes that the Hispanic unemployment rate dropped from 13.4 percent in 1982 to 10.6 percent in 1986. The comparisons between 1982 and 1986 data are somewhat misleading. The nation was in a deep recession in 1982, so the comparisons tend to overstate the improvements. In 1980, Hispanic unemployment rate was 46 percent higher than the rate for non-Hispanics. The unemployment rate for Hispanics remained 58 percent higher than the rate for non-Hispanics in 1986.

Real median income for Hispanic families, adjusted for inflation, did not change significantly between 1981 and 1986. Non-Hispanic families experienced a 10 percent increase in real median income over the same period. In 1986 Hispanic men and women had the lowest median weekly earnings of any major population group. Also in that year the median earnings for Hispanic men were only 61 percent of those of non-Hispanic men.

In 1986 there were 200,000 more Hispanic families living below the poverty line than in 1981. This translates to a total of 1.1 million Hispanic families living in poverty. Nearly half of these families were headed by single women and over three-fifths were headed by householders who had not completed high school.

The situation described in the Census report does not come as a surprise to groups like the Council, which has advocated for 20 years that policymakers recognize and incorporate the needs of this rapidly growing population in their policy decisions. Today, and for the future, the challenges posed by the changes taking place in the composition of the U.S. population are extraordinary. We must meet those challenges or face the prospect of a seriously undereducated, ill-prepared work force in the 21st century.

To begin to address this problem we must look at our Nation's educational system. It is time we recognize that education is an essential investment in our nation's most precious resource, its people. The current level of Federal, State, and local resources devoted to improving education for Hispanics is inadequate, and there is an overwhelming need for systemic public school reform.

Most public schools today are not prepared to effectively serve Hispanic children. Reform efforts must be preventive, not solely remedial. Programs aimed at improving the educational attainment levels of Hispanic children must begin in the earliest elementary grades and in preschool. We need improvements in teacher training, parent and adult education, parent involvement, and special programs for at-risk children.

We must also work closely with community-based programs which can supplement public school offerings. And we cannot continue to raise hurdles to high school graduation and college attendance in the guise of reform without providing the essential coaching to Hispanic children to help them successfully jump those hurdles.

Employment and training programs must also be more responsive to the needs of this growing pool of potentially productive workers, or the nation will find itself with too few skilled workers to fill jobs requiring more advanced skills and educational backgrounds.

Under the Job Training Partnership Act, basic education and long-term training have been overlooked in favor of low-cost programs with strict performance standards. Partly as a consequence of this, dropouts and youth have been underserved.

Though many praise JTPA for its success in achieving job-placement goals at minimal costs, we need to take a closer look at who is really being served by these programs, and at whose expense. JTPA is our primary source of employment services for disadvantaged people, and it critically needs adequate funding and incentives to encourage innovation and risktaking by program administrators. Without these, people who are most in need of services, including Hispanics, will remain neglected and underserved.

Over the past nine months or so, Congress has been involved in a bitter debate over the issue of dislocated worker legislation. The Council has a special interest in the progress of this legislation because of the very high rate of dislocation among Hispanic workers. In fact, Hispanics—and Hispanic women in particular—have the

highest rate of worker dislocation of any major U.S. population group, and are the least likely to be reemployed. Many leave the labor force in discouragement.

If Hispanics are to become successful participants in the labor force, legislators must recognize the magnitude of the problem and respond to these workers' needs. Effective dislocated worker programs are a human resource investment, which will lead to decreased long-term costs for unemployment and public assistance, and increased tax revenues.

We have noted that Hispanic earnings fall well below those of non-Hispanics. This is primarily because Hispanics are concentrated in jobs that are low-skilled, low-paid, and vulnerable to frequent spells of unemployment. But the gap can also be attributed partly to sex and ethnic-based discrimination.

These discrepancies must be eliminated by policies such as equal employment and pay equity. Institutions which exist to address these issues in recent years have failed to a large extent. We need to take a good hard look at our equal employment and affirmative action policies and reaffirm the mandate given to those charged with implementation and enforcement of these policies.

In conclusion, Mr. Chairman, it is in the national economic and political interest to see that the education and labor force status of Hispanics in this country improves. In 1952 there were 17 workers for each Social Security retiree receiving benefits. In 1992, there will be only three workers, and one of these will be a member of a minority group. In the future, Hispanics will also constitute a larger proportion of U.S. voters. Businesses in this country will rely on a larger Hispanic consumer population for continued marketing success.

The new Census report confirms what we've been saying all along: Hispanics will constitute a larger proportion of the future U.S. population and labor force, and we must improve their opportunities for full access to the economic mainstream. A well educated and trained work force and literate citizenry are essential for American stability and competitiveness in the 21st century.

Mr. Chairman, as always, the National Council of La Raza stands ready to work with the chairman of the subcommittee on these issues. We will gladly answer any questions you may have regarding our testimony.

Thank you once again for this opportunity to appear before you today.

Thank you, Mr. Martinez.

Mr. MARTINEZ. Ms. DiMartino, I understand that you do have to leave—you had to leave at 11:00. It's a couple of minutes past, so we're going to allow you to leave. I understand there's a person that's with you that might answer any questions that we have. Aside from that we will leave the record open so that anybody wanting to ask you questions by mail may. We would hope that you will respond to those and the answer will be inserted in the record.

Let me just make one quick comment. One of the things that you said in the last parts of your statement was the need for us to look at the policies. I think we need to look at the policies of this Administration. One of the things you touched on was equal employ-

ment and affirmative action. This Administration, for the last 6 years, has been doing away with it. If it was politically palatable for them to do it, they would have done away with Executive Order 11246, which is the basis for the affirmative action program that's in place now.

More than that, the Justice Department refuses to submit to the requirements of providing for Congress the affirmative action plans that they have in place. This leads to the conclusion that although we've heard in many, many speeches of this administration, the glorious talks before Hispanic groups all over the country about what they're doing for Hispanics, and the basic essential for the improvement of a Hispanic's lot in life is through affirmative action, they are firmly opposed to that.

I know La Raza is very knowledgeable of this. Almost every member of La Raza that I've ever spoken to is fully aware of this. They have been before us and testified at our committee meetings trying to bring to public light the necessity to make this Administration see beyond their tunnel vision and beyond their blinders that this country, if it's going to be a country that's whole, a country that benefits all Americans, that it eliminate that kind of thought process from the Administration. We've failed so far to do that. Hopefully in the future we will be able to.

Thank you for appearing before us.

Ms. DiMARTINO. Mr. Chairman, as you know I am a staunch Republican, but that does not necessarily mean that I agree with all the Administration issues and what they espouse.

Thank you.

Mr. MARTINEZ. I understand that. This is why I tell you, too, because maybe you might have some influence with this Administration which we, apparently, have not had.

Thank you.

Ms. DiMARTINO. Well, as of Monday I will be the newly-elected vice chairperson of the Republican party for New York State, so hopefully we're making some——

Mr. MARTINEZ. Congratulations.

Ms. DiMARTINO [continuing]. Change in the party. Thank you.

Mr. MARTINEZ. Thank you, again.

[The prepared statement of Rita DiMartino follows:]

TESTIMONY ON
HISPANIC EMPLOYMENT

Presented by

Rita DiMertino
Chair, Board of Directors
National Council of La Raza

Before the
Subcommittee on Employment Opportunities
of the
Committee on Education and Labor
U.S. House of Representatives

September 16, 1987

NATIONAL COUNCIL OF LA RAZA
Number 20 F Street, N.W.
Second Floor
Washington, D.C. 20001



I. INTRODUCTION

Mr. Chairman, members of the Subcommittee, my name is Rita DiMartino. I am Chairperson of the Board of Directors of the National Council of La Raza and I am pleased to be here on behalf of Raul Yzaguirre, President of the National Council of La Raza. The Council, which is one of the largest national Hispanic organizations, exists to improve life opportunities for Americans of Hispanic descent. It is a private, nonprofit organization which serves as an umbrella for more than 60 "affiliates" -- local Hispanic community-based organizations serving 32 states, Puerto Rico and the District of Columbia -- and has a national network of more than 4,000 organizations and individuals. The Council has a long-standing commitment to improving the education, training and employment opportunities available to Hispanics.

II. CHARACTERISTICS OF THE HISPANIC POPULATION

To understand Hispanic employment status and needs, it is important to recognize the implications of Hispanic demographic trends. The advance report on "The Hispanic Population in the United States," based on the 1987 Current Population Survey and released last week by the Census Bureau, gives us a clearer picture of trends that many of us have been observing and commenting on for years now. The report has received a good deal of publicity -- as it should. The data in this report have profound implications for social, political, and economic change in this country.

The report documents the very rapid growth of the Hispanic population since 1980. It also records the very small improvement in educational attainment, the continuing gap between Hispanic and non-Hispanic earnings, and the growing number and proportion of Hispanic families living in poverty.

The Hispanic population has increased by 30% since 1980. That's a growth rate about five times as great as that of the rest of the U.S. population. The report notes that among Hispanic subgroups, the Central and South American population grew fastest, with a 40% increase; followed by Other Hispanics, 33%; Mexicans, 22%; Puerto Ricans, 11%; and Cubans, 7%. Hispanics are still by far the youngest population group in the U.S. Our median age is 25.1 years, compared to 32.6 years for non-Hispanics.

Hispanics showed some slight gains in educational attainment between 1982 and 1987. The proportion of Hispanics 25 years old and over who have completed four years of high school or more increased from 45% in 1982 to 51% in 1987. However, viewed in context this figure doesn't look very good. A bare majority of Hispanics completing high school is not much to cheer about, when we consider that more than three-fourths of non-Hispanics are high school graduates.

The report notes that the Hispanic unemployment rate dropped from 13.4% in 1982 to 10.6% in 1986. The comparisons between 1982 and 1986 data are somewhat misleading. The nation was in a deep recession in 1982, so the comparisons tend to overstate the improvements. In 1980, Hispanic unemployment rate was 46% higher than the rate for non-Hispanics. The unemployment rate for Hispanics remained 58% higher than the rate for non-Hispanics in 1986.

Real median income for Hispanic families, adjusted for inflation, did not change significantly between 1981 and 1986. Non-Hispanic families experienced a 10% increase in real median income over the same period. In 1986, Hispanic men and women had the lowest median weekly earnings of any major population group. Also in that year, the median earnings for Hispanic men were only 61% of those of non-Hispanic men. In 1986, there were 200,000 more Hispanic families living below the poverty line than in 1981 -- this translates

to a total of 1.1 million Hispanic families living in poverty. Nearly half of these families were headed by single women and over three-fifths were headed by householders who had not completed high school.

The situation described in the Census report does not come as a surprise to groups like the Council, which has advocated for 20 years that policy makers recognize and incorporate the needs of this rapidly growing population in their policy decisions. Today and for the future, the challenges posed by the changes taking place in the composition of the U.S. population are extraordinary. We must meet these challenges or face the prospect of a seriously under-educated, ill-prepared work force in the 21st century.

III. POLICY IMPLICATIONS

To begin to address this problem, we must look at our nation's educational system. It is time we recognize that education is an essential investment in our nation's most precious resource, its people. The current level of federal, state and local resources devoted to improving education for Hispanics is inadequate, and there is an overwhelming need for systemic public school reform. Most public schools today are not prepared to effectively serve Hispanic children. Reform efforts must be preventive, not solely remedial. Programs aimed at improving the educational attainment levels of Hispanic children must begin in the earliest elementary grades and in pre-school. We need improvements in teacher training, parent and adult education, parent involvement, and special programs for at-risk children. We must also work closely with community-based programs which can supplement public school offerings. And we cannot continue to raise hurdles to high school graduation and college attendance in the guise of "reform" without providing the essential coaching to Hispanic children to help them successfully jump those hurdles.

Employment and training programs must also be more responsive to the needs of this growing pool of potentially productive workers, or the nation will find itself with too few skilled workers to fill jobs requiring more advanced skills and educational backgrounds. Under the Job Training Partnership Act, basic education and long-term training have been overlooked in favor of low-cost programs with strict performance standards. Partly as a consequence of this, dropouts and youth have been underserved. Though many praise JTPA for its success in achieving job placement goals at minimal costs, we need to take a closer look at who is really being served by these programs, and at whose expense. JTPA is our primary source of employment services for disadvantaged people, and it critically needs adequate funding and incentives to encourage innovation and risktaking by program administrators. Without these, people who are most in need of services, including Hispanics, will remain neglected and underserved.

Over the past nine months or so, Congress has been involved in a bitter debate over the issue of dislocated worker legislation. The Council has a special interest in the progress of this legislation because of the very high rate of dislocation among Hispanic workers. In fact, Hispanics -- and Hispanic women in particular -- have the highest rate of worker dislocation of any major U.S. population group and are the least likely to be reemployed. Many leave the labor force in discouragement. If Hispanics are to become successful participants in the labor force, legislators must recognize the magnitude of the problem and respond to these workers' needs. Effective dislocated worker programs are a human resource investment, which will lead to decreased long-term costs for unemployment and public assistance and increased tax revenues.

We have noted that Hispanic earnings fall well below those of non-Hispanics. This is primarily because Hispanics are concentrated in jobs that

are low-skilled, low-paid and vulnerable to frequent spells of unemployment. But the gap can also be attributed partly to sex and ethnic-based discrimination. These discrepancies must be eliminated by policies such as equal employment and pay equity. Institutions which exist to address these issues in recent years have failed to a large extent. We need to take a good, hard look at our equal employment and affirmative action policies and reaffirm the mandate given to those charged with implementation and enforcement of these policies:

IV. CONCLUSION

It is in the national economic and political interest to see that the educational and labor force status of Hispanics in this country improves. In 1952 there were 17 workers for each Social Security retiree receiving benefits. In 1992, there will be only three workers, and one of these will be a member of a minority group. In the future, Hispanics will also constitute a larger proportion of U.S. voters. Businesses in this country will rely on a larger Hispanic consumer population for continued marketing success. The new Census report confirms what we've been saying all along: Hispanics will constitute a large proportion of the future U.S. population and labor force, and we must improve their opportunities for full access to the economic mainstream. A well educated and trained work force and literate citizenry are essential for American stability and competitiveness in the twenty-first century.

As always, the National Council of La Raza stands ready to work with the Chairman of the Subcommittee on these issues. We will gladly answer any questions you may have regarding our testimony. Thank you once again for this opportunity to appear before you today.

Mr. MARTINEZ. Mr. Ramirez?

STATEMENT OF JUAN RAMIREZ, ON BEHALF OF NATIONAL IMAGE, INC.

Mr. RAMIREZ. Thank you, Mr. Chairman.

Mr. Chairman and distinguished members of the Subcommittee on Employment Opportunities, thank you for inviting National Image to testify before the subcommittee.

I am chairman of the Office of Congressional Liaison of National Image. I am here before you today on behalf of National Image, a nonprofit organization interested in the employment and the advancement of Hispanic Americans in the public and the private sector.

Our programs and activities include professional training, analyzing issues of interest to the Hispanic community, conducting annual national conventions, job placement, scholarships, providing training and GED certification programs for high school dropouts.

This history of the Hispanic Employment Program goes back to 1970 when President Nixon announced the sixteen point program established to improve the employability of Hispanics in the Federal service. He gave the then Civil Service Commission responsibility for developing and implementing the program.

The program has undergone several changes—name changes. It became, in 1978, the Hispanic Employment Program. The then Civil Service Commission issued guidance to the agencies through their Federal personnel manual letters, bulletins, etcetera.

The Hispanic Program has also undergone changes since 1980. In 1981 the successor to the Civil Service Commission, the Office of Personnel Management, abolished the positions of regional Hispanic Employment Program managers. In 1982 the position of Director of the Office of Hispanic Employment Program was changed to "Division Chief" under the Office of Affirmative Employment Programs, which was the umbrella organization of veterans, handicapped, and women.

In 1983 the division was abolished.

In the fourth reorganization, 1987, the Office of Affirmative Employment Programs was abolished. In its place the Office of Recruiting and Special Personnel Programs was established, with three divisions—recruiting and intake, veterans selective placement, minority and women's program—and they created a position of Special Assistant for Hispanic programs.

National Image's concern is that while there has been a consistent increase in Hispanics in the Federal service, they still remain the only minority group that is under-represented in the Federal Service.

We have reviewed and made statistical comparisons to determine how and where this is, and in one of our studies we find that the percentage comparison between Hispanic employment in the 10 standard regions and the District of Columbia shows that while Dallas, New York, and Denver employ Hispanics at a rate above the regional civilian labor force level, the remaining seven standard regions and the District of Columbia are under-represented.

This under-representation varies from .2 percent in the Philadelphia region to 7.5 percent in San Francisco.

Incidentally, with 294,200 Federal employees, the San Francisco region is the second largest of the 10 standard regions in the United States. The San Francisco region includes, by the way, California, Arizona, and Nevada, which has about five million Hispanic inhabitants. The San Francisco Federal Employment Region is 8.6, while the civilian labor force for Hispanics is 16.1, so you see a substantial difference there.

Also, in the seventh and eighth annual reports to Congress on the implementation of the Federal Equal Opportunity Recruitment Program designed to recruit under-represented minorities, the U.S. Office of Personnel Management indicates in its fewer employment participation rates that Hispanics have moved from 4.8 percent in 1984 to 5.1 in 1986, an increase of 0.3 percent; while the civilian labor force for those same 3 years moved from 6.3 to 7.7 percent, or an increase of 1.4 percent. This is a disturbing gap that we're concerned with because, obviously, the Federal population is not keeping up with the civilian labor force.

To give us also an idea of how representative Hispanics are in the Federal service we look at the Hispanics in the senior executive service, which is executive for the Federal Government, and we note that in 1986, of 6,029 career service senior executive service individuals, 52—less than 1 percent—were Hispanic.

One might consider how are they doing politically. We note that out of 2,193, 43—or 0.1 percent—are Hispanic, so we're not doing very well in the political appointment area, either.

Our conclusion, as a result of reviewing this data, Mr. Chairman, is that it is perhaps appropriate that the chairman of this subcommittee call on the General Accounting Office to conduct an in-depth analysis of the U.S. Office of Personnel Management's implementation of the Federal Equal Opportunity Program established by public law. The GAO should also attempt to determine how the Federal Government is going to deal with an increasing population and work force in the United States by the year 2000.

We also suggest that the heads of the Office of Personnel Management and the Equal Employment Opportunity Commission be called before this subcommittee to explain what they're doing to eliminate the under-representation of Hispanic men and women in the Federal work force and how they expect to accomplish this fact.

Once again, Mr. Chairman, National Image appreciates the opportunity to appear before this subcommittee to present evidence on the status of Hispanic employment in the Federal work force. Our national president, Manuel Oliveres, looks forward to a continuous relationship in our efforts to improve the employment opportunities of Hispanics in the Federal service.

Thank you very much.

Mr. MARTINEZ. Thank you, Mr. Ramirez.

At this point I'm going to take the rest of the panel and then we'll come back and ask questions.

Ms. Jimenez?

[The prepared statement of Juan Ramirez follows:]

PRESENTATION BEFORE THE
HOUSE EDUCATION AND LABOR SUB-COMMITTEE
ON EMPLOYMENT OPPORTUNITIES

BY

NATIONAL IMAGE, INC.

September 16, 1987

Juan Ramirez, Chairman
Congressional Liaison
National Image, Inc.
Washington, D. C.

NATIONAL IMAGE, INC., PRESENTATION BEFORE THE
HONORABLE MARTIN MARTINEZ OF CALIFORNIA, CHAIRMAN
OF THE SUB-COMMITTEE ON EMPLOYMENT OPPORTUNITIES,
U.S. HOUSE OF REPRESENTATIVES

Good Morning, Mr. Chairman and Distinguished Members of the Sub-Committee on Employment Opportunities! Thank you for inviting National Image, Inc. to testify before the Sub-committee on Employment Opportunities.

I am Juan Ramirez, Chairman of the Office of Congressional Liaison of National Image, Inc., an organization concerned with the recruitment, hiring, training and promotion of Hispanic Americans in the Federal service.

Prior to my retirement on July 1, 1987, with 35 years of accredited Federal service, I was employed by the U.S. Office of Personnel Management where I headed the Federal Government's National Hispanic Employment Program since 1979. Before then, I was employed as a personnel investigator, personnel specialist, appeals examiner, and equal opportunity officer. I am a certified hearing officer and have represented federal employees in hearings involving complaints of discrimination because of race, color, sex and ethnic origin. Since 1969, I have investigated, adjudicated and held hearings on equal employment opportunity complaints.

I am a graduate of Georgetown University where I earned a Bachelor of Science degree and earned a Juris Doctorate from George Washington University. I have been active in community affairs all my life with a special interest in Hispanic affairs. I have been a member of National Image, Inc., the American G.I. Forum, the League of United American Citizens, the Association of Mexican Americans, Inc. and other organizations for many years. Presently, I am Vice-President of the Association of Hispanic Federal Executives.

I accepted my present position with National Image, Inc. because of my deep and sincere interest in the betterment of Hispanic Americans in the United States.

NATIONAL IMAGE, INC.

I appear before you today on behalf of National Image, Inc., a non-profit tax-exempt organization as defined by IRS Code 501(c)(3). It was founded in 1972 to address the concerns of Hispanic Americans in the

Federal Government and employment in the private sector. The mission of National Image, Inc. is to develop and increase employment opportunities, advancement and education for all Hispanic Americans and to assist and encourage employers in recruitment and training.

Image is governed by the National Executive Board whose chief executive officer, the National President, carries out all decisions of the National Board. The Executive Board consists of four elected officers and ten Regional Directors. Image has chapters in more than 100 cities in 40 states, the District of Columbia and Puerto Rico. Image reaches more than ten thousand Hispanic professionals.

Our programs and activities include:

1. Professional training in all aspects of equal employment opportunity, human resources management, affirmative action implementation, career planning and development and workforce effectiveness. Training is designed to meet the needs of business and industry, government and organizations.
2. Educating professionals and the public through analyzing issues of interest to the Hispanic community: Alert System makes analysis available to the general public, state and local governments, businesses and communities.
3. Annual National Convention for members and non-members...include panel discussions and seminars. Exhibits feature the latest in products and services.
4. Jobs and Job Placement: Aviso is an applicant/employer network which assists individuals seeking employment and employers seeking applicants for positions in their organizations.
5. Scholarships...Project Cambio...for Hispanic women pursuing a career change, or women re-entering the workforce.
6. Training and GED certification programs for high school dropouts.

HISTORY OF THE HISPANIC EMPLOYMENT PROGRAM

Briefly, the history of the Hispanic Employment Program is as follows:

President Nixon announced the Sixteen-Point Program on November 5, 1970. In this announcement, he committed the Federal Government to undertake sixteen initiatives to improve the employability of Hispanics by the Federal Government. He gave the U.S. Office of Personnel Management (then called the Civil Service Commission) responsibility for developing and implementing the program. From 1970 until 1972, the Sixteen-Point Program was mostly a paper program. It was not until 1972, when the Civil Service Commission issued a Federal Personnel

Manual Bulletin (713-27), providing guidance on evaluation of the Federal Government's equal employment opportunity program, that the Sixteen-Point Program was acknowledged. That Bulletin provided directions for implementation of the Sixteen-Point Program; however, it was not until January 23, 1973, that the Civil Service Commission issued FPM Letter 713-18, "Implementing the Spanish-Speaking Program," which formally changed the name of the program and provided substantive guidance on its implementation.

The name change from Sixteen-Point Program to Spanish-Speaking Program although implied in FPM Letter 713-18, did not officially occur until April 5, 1974, when the Civil Service Commission issued its FPM Letter 713-23. In this issuance, the Civil Service Commission noted that little progress had been made and stressed the need for the appointment of full-time or part-time Coordinators and asked that more interest be given to the selection and training of Coordinators.

In July 31, 1974, the Civil Service Commission published its: "Spanish Speaking Program - A Guidebook for Coordinators" which provided agencies guidance on program implementation.

In February 28, 1978, the Civil Service Commission issued its FPM Letter 713-41, giving a new title to the program: Hispanic Employment Program.

In 1978, under Reorganization Plan Number One, the responsibility for oversight and implementation of the Federal EEO program was transferred from the Office of Personnel Management (formerly U.S. Civil Service Commission) to the U.S. Equal Employment Opportunity Commission. As part of the process, issuances regulating EEO under the Federal Personnel Manual system were adopted by the Equal Employment Opportunity Commission (EEOC) or were revoked. FPM Letters 713-18, 713-23 and 713-41, regarding the Hispanic Employment Program, were retained and continue in effect under U.S. Office of Personnel Management.

In a 1981 reorganization, the U.S. Office of Personnel Management abolished the positions of Regional Hispanic Employment Program Managers. In 1982, the position of Director of the Office of Hispanic Employment Program was downgraded to that of Division Chief and the division's budgetary and personnel functions were centralized under the Office of Affirmative Employment Programs. The Office of Affirmative Employment Programs was an umbrella organization for the Hispanic Employment Program, the Federal Women's Program, the Veteran's Employment Program and the Selective Placement (Handicapped) Programs.

In February 1983, the Division of Hispanic Employment Program was abolished and its staff was placed in a central pool. The incumbent Chief was offered, and accepted, the position of Special Assistant for the Hispanic Employment Programs. In the fourth reorganization in February, 1987, the Office of Affirmative Employment Programs was abolished. In its place, the Office of Recruiting and Special Personnel Programs was created, with three divisions: the Recruiting and Intake Programs Division, with a staff of 14;

the Veteran's Selective Placement Division, with a staff of six; and the Women and Minority Program Division, with a staff of six. The position of Special Assistant for Hispanic Programs, without staff, was also created.

As of September 10, 1987, the Special Assistant for Hispanic Programs and the Chief of the Veterans and Selective Placement Division had retired, and the Chief of the Women and Minority Programs Division had taken a downgrade and transferred to the U.S. Office of Personnel Management's Denver Regional Office.

Although the Table on page 5 shows a consistent increase in the employment of Hispanics from 1970 to 1986, Hispanics lagged behind when compared to the growing Hispanic population and increasing Hispanic Civilian Labor Force in the United States. Incidentally, to support our concern about the Hispanic Americans, the U.S. Census Bureau recently reported that the Hispanic population in the United States had grown sharply to 18.2 million, about 30 percent higher than estimated in 1980.

THE WASHINGTON POST, September 11, 1987, page A-9 article follows:

U.S. Hispanic Population Up Sharply

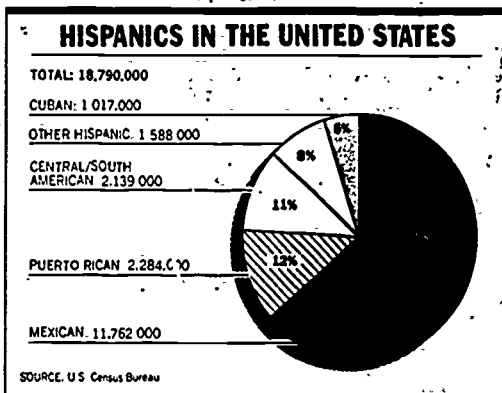
By Spencer Rich
Washington Post Staff Writer

The nation's Hispanic population totaled 18.8 million in 1987, including an estimated 2.5 million to 3.5 million illegal aliens regularly residing in the United States, the Census Bureau reported yesterday.

The population figure is 30 percent higher than the bureau estimated for 1980, partly because survey figures were adjusted to account for illegal aliens living here. The non-Hispanic population grew 6 percent in the same period.

The study found that Hispanics, 7.9 percent of the U.S. population, are younger, poorer, less well-educated and growing more rapidly than other groups.

Those of Cuban origin, in some cases middle-class and professional families who fled the Castro government years ago, tend to be the best educated, oldest and most prosperous among residents of Hispanic origin. Those of Mexican and Puerto Rican origin are the youngest and least prosperous, according to the figures.



"The population growth is coming from two factors," said Louis Descipio of the National Association of Latino Elected Officials, "immigration and the fact that Hispanic family sizes are larger and that more Hispanic families are in the younger, heavy-child-bearing age group."

The census report said the median age of Hispanic residents was 25.1 years in March, when the basic survey from which the data was obtained was taken. For non-Hispanics, the median age was 32.6.

The median income of Hispanic families was lower than that of other Americans—\$19,995 in 1986, compared with \$30,231 for non-Hispanic families.

The study found 24.7 percent of Hispanic families below the government's official poverty line, compared with a non-Hispanic rate of 9.9 percent.

The 1987 figures show that about 51 percent of Hispanic adults have completed high school, lower than the 77.3 percent figure for non-Hispanic adults.

STATISTICAL EMPLOYMENT PATTERN OF HISPANICS IN THE FEDERAL WORKFORCE

<u>Year</u>	<u>Total Federal Employees</u>	<u>Total Hispanic Employees</u>	<u>Percent</u>	<u>Hispanic Women</u>	<u>Percent of Total Workforce</u>
1986***	1,910,102	94,414	5.1	36,291	1.9
1985	2,037,722	102,421	4.9	37,022	1.8
1984	2,023,333	95,580	4.7	33,623	1.7
1983	1,847,486	92,342	4.6	29,094	1.6
1982	2,008,605	89,967	4.5	30,153	1.5
1981**	1,848,063	82,205	4.4	25,775	1.4
1980	2,428,084	100,199	4.1	26,677	1.1
1979*	2,419,047	95,091	3.9	23,956	1.0
1978	2,418,151	84,960	3.5	20,556	.9
1977	2,414,898	83,394	3.5	19,265	.8
1976	2,418,540	81,558	3.4	18,163	.8
1975	2,419,520	79,917	3.3		
1974	2,431,314	79,546	3.3		
1973	2,524,968	78,243	3.1		
1972	2,542,067	77,577	3.1		
1971	2,573,770	75,717	2.9		
1970	2,571,504	74,449	2.9		

* Includes 7,800 employees in Puerto Rico not included before.
Without Puerto Rico: 3.7%

** Source: OPM's Central Personnel Data File (CPDF). This report excludes employment in Guam, Hawaii, the U.S. Postal Service, and agencies not participating in CPDF. These are among others: Library of Congress, Federal Reserve, Tennessee Valley Authority, The White House, CIA, NSA, and most of the Judicial Branch.

*** OPM's Eighth Annual Report to Congress on Implementation of the Federal Equal Opportunity Recruitment Program, January 31, 1987.

To support our contention that Hispanics are underrepresented in the Federal workforce, we turn first to a percentage comparison of Hispanic Federal employment in the 10 standard regions and the District of Columbia versus the Hispanic Civilian Labor Force in each region.

A comparison shows that the regions in Dallas, New York and Denver employ Hispanics at a rate above the regional Civilian Labor Force level.

The underrepresentation in the remaining seven regions and the District of Columbia varies from 0.2 percent in the Philadelphia Region to a whopping 7.5 percent in the San Francisco Region. Incidentally, with 294,200 Federal employees, the San Francisco Region is the second largest of the 10 standard regions in the United States.

The Hispanic population of the three states involved are:

California	4,544,000
Arizona	441,000
Nevada	<u>54,000</u>
	5,039,000

As the Table on page 7 shows, San Francisco has an Hispanic Federal workforce of 8.6 percent out of a total Hispanic Civilian Labor Force of 16.1 percent. Incidentally, due to reorganization, the San Francisco OFM region has been increased to cover the states California, Alaska, Arizona, Hawaii, Idaho, Nevada, Oregon, Washington and the Pacific Ocean area.

REGIONAL FEDERAL WORKFORCE (FW) COMPARISONS December 1, 1986			
TOTAL FEDERAL EMPLOYMENT BY OP: REGIONS & CENTRAL OFFICE (RANK ORDER)		PERCENTAGE COMPARISONS BY REGION FOR HISPANICS	
		² CLFS	¹ FMS
1.	ATLANTA 309,113	3.0	1.6
2.	SAN FRANCISCO 294,200	16.1	8.6
3.	D.C. 291,980	3.3	1.4
4.	PHILADELPHIA 233,233	1.1	0.9
5.	DALLAS 228,406	12.3	17.5
6.	CHICAGO 204,449	2.1	1.4
7.	NEW YORK 128,430	7.1	10.0
8.	DENVER 103,265	5.5	6.4
9.	SEATTLE 92,602	2.5	2.0
10.	ST. LOUIS 86,133	1.7	1.4
11.	BOSTON 73,440	1.8	1.5

Data Sources: 1) CPDF as of 3/86
2) 1980 Census Data Compiled by EEOC

STANDARD REGIONS
RANKED ACCORDING TO HISPANIC
REPRESENTATION IN
CIVILIAN LABOR FORCE 1980

OVER REPRESENTATION	UNDER REPRESENTATION
DA + 5.2	Phil. - 0.2
NY + 2.9	SL - 0.3
DN + 0.9	BN - 0.3
	SE - 0.5
	CH - 0.7
	Atl. - 1.4
	DC - 1.6
	SF - 7.5

We now turn to our second contention. In the Seventh and Eighth Annual Report to Congress on the Implementation of the Federal Equal Opportunity Recruitment Program (Public Law 95-454, Section 310 of the Civil Service Reform Act of 1978), (ATTACHMENTS I and II) the U.S. Office of Personnel Management gives a statistical overview of the employment picture for minorities and women.

Under Table 1, FEORP Employment Participation Rates, we note that instead of gaining, Hispanics in the Federal Government appear to be losing ground when compared to the Civilian labor force from 1984 to 1986. Specifically, the Hispanic employment rate fell from 4.8 percent in 1984 to 5.1 percent in 1986. While the Civilian labor force jumped from 6.3 percent in 1984 to 7.7 percent in 1986. In other words, there is a disturbing growing gap between the Civilian labor force and the Federal workforce.

To what can we attribute this decline? Many things. We have seen how the Federal Hispanic Employment Program has been disassembled piece by piece.

We have seen how creative computing has reduced the Civilian Federal workforce by submitting to Congress civilian personnel data which includes only Executive Branch agencies covered under the Federal Equal Opportunity Recruitment Program. This leaves out the U.S. Postal Service and agencies such as the U.S. Congress, Architect of the Capitol, Botanic Garden,

Library of Congress, most of the Judicial Branch, the White House Office, Federal Reserve System, the Tennessee Valley Authority, the Central Intelligence Agency, the National Security Agency and the FBI.

And, we have seen the flurry of "Hispanic" activity on the eve of each election; yet, when the smoke clears, what we have are -- to use an old cliché -- "broken promises." As can be seen in the Table below, the number of Hispanics in the Career Senior Executive Service and in political appointments is, indeed, small.

HISPANICS IN THE SENIOR EXECUTIVE SERVICE
(CAREER VS. NON-CAREER)

	TOTAL		HISPANIC	
	NO.	NO. %	NO. %	NO. %
CAREER	6029	407 6.8	52 .9	6 .1
OTHER APPOINTMENTS	2193	275	43	16
GRAND TOTAL	8222	682 8.3	95 1.2	22 .3

The percentages of minority group members are computed as a proportion of executives on which a racial or ethnic identification is available.

Source: Office of Personnel Management, EPID. Report No. 40, dated June 30, 1986.

In conclusion, our brief review of the available Federal workforce employment data appears to confirm our concern that the Federal Government has not provided the necessary support programs and activities designed to eliminate under representation of Hispanics in the Federal workforce.

We believe that it is appropriate that the Chairman of the Subcommittee on Employment Opportunities call on the Congress' investigative arm, the General Accounting Office, to conduct an indepth analysis of the U.S. Office of Personnel Management's implementation of the Federal Equal Opportunity Recruitment Program, established by Section 310 of Public Law 95-454, of the Civil Service Reform Act of 1978.

Subsequently, after the Sub-committee has had the opportunity to review the General Accounting Office's Report, we suggest that the Commissioner of the U.S. Equal Employment Opportunity Commission, who is responsible for providing the leadership, coordination and enforcement of

the Federal Equal Employment Opportunity Program, and the Director of the U.S. Office of Personnel Management, who is responsible for the implementation of the Federal Equal Opportunity Recruitment Program, be called before this Sub-committee to explain their apparent failure to eliminate the continuing underrepresentation of Hispanic men and women in the Federal workforce. Congress should then determine whether or not legislation is necessary to provide "teeth" to Federal EEC.

Once again, National Image, Inc. appreciates the opportunity to appear before this Sub-committee to present evidence on the status of Hispanic employment in the Federal workforce. We look forward to a continuous relationship in our efforts to improve the employment opportunities in the Federal service.

Thank you.

REPORT TO CONGRESS
EIGHTH ANNUAL REPORT ON THE IMPLEMENTATION
OF THE
FEDERAL EQUAL OPPORTUNITY RECRUITMENT PROGRAM
JANUARY 31, 1987

U.S. Office of Personnel Management
Career Entry Group
Office of Recruiting and Special
Personnel Programs
Washington, D.C. 20415
Telephone: (202) 632-7082

Table 1: FEEMP Employment Participation Rates

	Federal Work Force Sept. 1985 a/	Civilian Labor Force Sept. 1985 b/	Federal/ Civilian Ratio 1985	Federal Work Force Sept. 1986 a/	Civilian Labor Force Sept. 1986 b/	Federal/ Civilian Ratio 1986
Total Labor Force a/	1,910,102	119,253,284	—	1,912,869	116,620,579	—
Percent b/	100.0	100.0	—	100.0	100.0	—
Men (Total)	41.0	44.6	0.92	40.6	44.3	0.92
White	27.7	35.1	0.79	27.6	35.0	0.79
Black	9.7	5.2	1.87	9.5	5.2	1.85
Hispanic	1.9	3.0	0.63	1.8	2.9	0.62
Asian/Pacific Islander	1.0	1.0	1.00	1.0	0.9	1.11
Native American	0.8	0.3	2.67	0.8	0.3	2.67
Men (Total)	59.0	55.4	1.06	59.4	55.7	1.07
White	46.1	44.0	1.05	46.5	44.5	1.04
Black	7.1	5.1	1.39	7.2	5.2	1.38
Hispanic	3.2	4.7	0.68	3.2	4.5	0.71
Asian/Pacific Islander	1.8	1.1	1.64	1.8	1.1	1.64
Native American	0.8	0.4	2.00	0.8	0.4	2.00
Total Minority	26.3	20.8	1.26	26.0	20.5	1.27
Total Non-Minority	73.7	79.2	0.93	74.0	79.5	0.93

a/ Federal Work Force Data - September 1985 and 1986: Data were obtained from the U.S. Office of Personnel Management's Central Personnel Data File. Data include only Executive Branch agencies covered under FEEMP. The U.S. Postal Service and other agencies not having positions in the General Schedule or prevailing rate wage systems were excluded.

b/ Civilian Labor Force - September 1985 and 1986: Data were derived from annual averages published in the Bureau of Labor Statistics Publication Employment and Earnings and were adjusted to include data on Puerto Rico supplied by the Bureau of Labor Statistics, Commonwealth of Puerto Rico.

* Percents may not add due to small cells and independent rounding.

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REPORT TO CONGRESS
SEVENTH ANNUAL REPORT ON THE IMPLEMENTATION
OF THE
FEDERAL EQUAL OPPORTUNITY RECRUITMENT PROGRAM
JANUARY 31, 1986

U.S. Office of Personnel Management
Workforce Effectiveness and Development Group
Office of Affirmative Employment Programs
Washington, D.C. 20415
Telephone: (202) 632-7082

Table 1: FEORP Employment Participation Rates ^a

	Federal Sept. 1984 a/		Civilian Sept. 1984 b/		Federal Sept. 1985 a/		Civilian Sept. 1985 b/
Total Labor Force a/	1,860,368	100.0	114,803,000		1,912,869	100.0	116,028,579
Percent b/				100.0			100.0
Women (Total)	741,129	39.8	43.8		776,844	40.6	44.3
White	510,188	27.4	34.9		527,752	27.6	35.0
Black	168,211	9.0	5.1		181,240	9.5	5.2
Hispanic	31,091	1.7	2.5		34,046	1.8	2.9
Asian/Pacific Islander	16,892	0.9	0.9		18,887	1.0	0.9
Native American	14,747	0.8	0.3		14,879	0.8	0.3
Men (Total)	1,119,239	60.2	56.2		1,136,025	59.4	55.7
White	882,382	47.4	45.7		888,637	46.5	44.5
Black	132,715	7.1	5.2		137,770	7.2	5.2
Hispanic	57,443	3.1	3.8		60,559	3.2	4.5
Asian/Pacific Islander	31,557	1.7	1.1		33,904	1.8	1.1
Native American	15,142	0.8	0.4		15,155	0.8	0.4
Total Minority	467,790	25.1	19.4		496,480	26.0	20.5
Total Non-Minority	1,392,578	74.9	80.6		1,416,389	74.0	79.5

a/ Federal Workforce Data - September 1984 and 1985: Data were obtained from the U.S. Office of Personnel Management's Central Personnel Data File. Data include only Executive Branch agencies covered under FEORP. The U.S. Postal Service and other agencies not having positions in the General Schedule or prevailing rate wage systems were excluded.

b/ Civilian Labor Force - September 1984 and 1985: Data were derived from annual averages published in the Bureau of Labor Statistics Publication Employment and Earnings and were adjusted to include data on Puerto Rico supplied by the Bureau of Labor Statistics, Commonwealth of Puerto Rico.

c Percentages may not add due to small cells and independent rounding.

**STATEMENT OF MARTHA INEZ JIMENEZ, POLICY ANALYST,
MALDEF**

Ms. JIMENEZ. Thank you, Mr. Chairman. With your permission I would like to present a briefer version of my testimony and submit the full testimony for the record.

Mr. MARTINEZ. Your prepared statement will be inserted immediately following your oral presentation. You are at liberty to summarize.

Ms. JIMENEZ. Mr. Chairman and members of the committee and subcommittee, my name is Martha Inez Jimenez, and I'm a policy analyst for the Mexican American Legal Defense and Educational Fund, MALDEF.

MALDEF's a public interest law firm that defends and advances the civil rights of Hispanics in the areas of employment, education, political access and immigration. We have offices in Los Angeles, San Francisco, San Antonio, Chicago, and Washington, DC. I am based in the Washington, DC office.

Mr. Chairman, we appreciate the opportunity to address this subcommittee on the critically important issue of Hispanic employment.

Comprised of Mexican Americans, Puerto Ricans, Cubans, and others, Hispanics are the fastest-growing minority in this country. Statistics released by the Census Bureau this past week indicate that the Hispanic population has increased 30 percent since 1980, a rate five times that of the remaining population. An estimated 18.8 million Hispanics in this country account for approximately seven percent of the United States labor force. By the year 2000 Hispanics will number more than 10 percent of the total U.S. workers.

Despite the great promise that Hispanics hold for infusing new vitality into an aging work force, discriminatory barriers remain, becoming more formidable, if not more subtle. The labor-intensive industries that sustained our forbearers, regardless of education, training, or English language ability, have given way to highly technological industries and service-oriented jobs that require higher levels of education, literacy, and English language ability.

Minimum wage jobs that provided a liveable wage in the past today will not sustain a family of four above the poverty line.

Mr. Chairman and distinguished members of the subcommittee, as we celebrate the 200th anniversary of our Constitution, with its guarantees of liberty, equality, and justice for all, we must recognize that equality, especially in education, employment, and life opportunities, is still an unattainable goal for many of our Hispanic citizens.

While many of these barriers to equality for Hispanics are well-known to the subcommittee, I will focus my comments on three issues that will impact the future of Hispanic employment: language discrimination, immigration-related discrimination, and affirmative action.

The 1980 Census determined that approximately three and a half million people in this country aged 14 and over were limited English proficient. Of this group, roughly 64 percent speak Spanish in the home.

Increased population growth among Hispanics and the prevalent use of Spanish by limited English proficient individuals have made Hispanics the target of nativist and anti-immigrant sentiment in this country spearheaded by groups such as U.S. English and English First. The English-only movement does not teach English or promote programs that will make English literacy a reality for limited English-speaking adults. Instead, this movement seeks to create legislation that will make language ability a legal barrier to attaining the full enjoyment of rights guaranteed to all citizens by our Constitution.

Similarly, employers continue to impose English-only rules in the work place. Such rules both prevent limited English speaking adults from obtaining employment, even if otherwise qualified, and contribute to an atmosphere of harassment and intimidation in the work place.

Although EEOC guidelines on national origin discrimination prohibit an employer from mandating English-only rules in the work place, except in cases of compelling justification, employers, unaware of these guidelines, continue to impose such rules.

MALDEF has challenged, and will continue to challenge, the unlawful imposition of English-only rules in the work place whenever possible, but greater education and awareness is needed in this area to ensure that such rules do not lead to discrimination and loss of job opportunities.

Surprisingly, bilingual individuals fully fluent in both Spanish and English are being discriminated against, as well. As a result, MALDEF has filed suit against the city of Tucson for discriminating against Hispanic police officers. Although the city police department compensates officers with typing or filing skills for using those skills in connection with any job activity, bilingual Hispanic officers receive the same base pay as their monolingual counterparts, even though the city requires these officers to translate and interpret as part of their job duties. Thus, while typing and filing are compensable skills, the ability to translate and interpret in another language is not.

The English Proficiency Act, H.R. 529, introduced by the honorable chairman of this subcommittee, Mr. Matthew Martinez, and its companion bill in the Senate, S. 629, introduced by Senator Jeff Bingaman, offers some hope of alleviating language-based discrimination by creating real opportunities to teach people English.

By allocating 50 percent of program funds to community-based organizations that have been effective in working with limited English proficient populations, the English Proficiency Act will be a vital tool in combatting one of the greatest obstacles to Hispanic employment, illiteracy.

With the passage of the Immigration Reform and Control Act of 1986—IRCA—Congress declared for the first time in this nation's history that it would be unlawful for an employer to hire individuals who are not legally authorized for employment in the United States. As enacted, IRCA contains anti-discrimination provisions supported by MALDEF that prohibit employment discrimination on the basis of citizenship status or national origin against individuals authorized to work in the United States. American nationals,

citizens, or intending citizens qualify for protection under these provisions.

The best intentions to the contrary, IRCA has, unfortunately, provided an incentive for employers to discriminate against Hispanics for fear of the possibility of Government sanctions. Although IRCA's anti-discrimination provision came into effect the day the law was signed, it has provided these victims no relief.

Today, more than 10 months after enactment, implementing regulations for the anti-discrimination provisions have yet to be finalized. The special counsel charged with the investigation, implementation, and enforcement of this provision has yet to be appointed.

Most distressing of all, the declaration of intent form necessary to qualify for protection under the anti-discrimination provisions of IRCA have only recently been made available for public distribution. The effect of this delay has left the vast majority of people who have been discriminated against without a remedy in the courts.

MALDEF will continue to monitor the anti-discrimination provisions of IRCA, cooperating with the GAO in the preparation of the annual report that must be submitted to Congress on this issue.

In the area of affirmative action: the term "affirmative action" is used in basically two contexts, Executive Order 11246, and Title 7 of the 1964 Civil Rights Act. Executive Order 11246 requires Government contractors and subcontractors to refrain from employment discrimination on the basis of race, color, religion, sex, or national origin, and to take affirmative action to assure that employees and applicants for employment are treated without regard to these factors.

Under Title 7 Federal courts have broad authority to order such forms of affirmative action relief as the judge determines are appropriate. The Supreme Court has time and time again confirmed that voluntary affirmative action plans are an appropriate tool to combat discrimination in the work force.

Despite the great potential of voluntary affirmative action plans to integrate the work force, opponents of affirmative action have characterized such efforts to redress the historical discrimination faced by minorities and women in the work place as requiring rigid quotas. Affirmative action, however, is not a set of rigid requirements arbitrarily imposed upon employers without regard to the employer's history of hiring and treatment of minorities and women.

For Hispanics faced with ever-increasing numbers and ever-diminishing job opportunities, strong affirmative action plans, as well as vigorous monitoring and enforcement of such plans, presents one of the few opportunities that Hispanics have to become an essential and viable part of this nation's work force in the year 2000 and beyond.

Figures for Hispanic income and employment document the urgent need for removing artificial barriers to employment, yet these barriers continue to exist. Today employers in areas with large Hispanic populations do not have representative work forces. In fact, employers are so far behind in the recruitment and hiring of qualified Hispanics in these areas that these employers do not

have work forces representative of the Hispanic population, even as it existed in 1980.

The result of equal employment opportunity is the integration of the American work force, not by giving preference to unqualified minorities and women, but by opening the doors of opportunity historically closed to qualified minorities and women.

MALDEF is committed to opening the doors of equal opportunity for Hispanics, and we urge this subcommittee to continue in its efforts to make the dream of equal employment opportunity a reality.

In closing, Mr. Chairman, I would simply like to thank you and members of this distinguished subcommittee for the opportunity to celebrate Hispanic Heritage Week in the way that MALDEF does best: advocating on behalf of the rights of Hispanics.

Thank you.

Mr. MARTINEZ. Thank you, Ms. Jimenez.

Mr. Garcia?

[The prepared statement of Martha Inez Jimenez follows:]

Mexican American
Legal Defense
and Educational Fund

1430 K Street NW
Suite 700
Washington, D.C. 20005
(202) 628-4074



MALDEF

United States House of Representatives
Committee on Education and Labor
Subcommittee on Employment Opportunities

Testimony of Martha Inez Jimenez, esq.
Policy Analyst
Mexican American Legal Defense and Educational Fund

Hearing on Hispanic Employment
September 16, 1987
Washington, D.C.

National Office
634 South Spring Street
11th Floor
Los Angeles, CA 90014
(213) 629-2512

Regional Offices
343 South Western Street
Suite 910
Chicago, IL 60604
(312) 427-9763

604 Market Street
10th Floor
San Francisco, CA 94105
(415) 543-5598

The Commerce Building LTD
314 East Commerce Street
Suite 200
San Antonio, TX 78205
(512) 224-5476

1430 K Street NW
Suite 700
Washington, D.C. 20005
(202) 628-4074

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STATEMENT ON BEHALF OF
THE MEXICAN AMERICAN LEGAL DEFENSE AND
EDUCATIONAL FUND ("MALDEF")

Mr. Chairman and members of the Committee and Subcommittee, my name is Martha Inez Jimenez and I am a Policy Analyst for the Mexican American Legal Defense and Educational Fund (MALDEF). MALDEF is a public interest law firm that defends and advances the civil rights of Hispanics in the areas of employment education, political access and immigration. We have offices in Los Angeles, San Francisco, San Antonio, Chicago, and Washington D.C. I am based in the Washington D.C. office.

Mr. Chairman, we appreciate this opportunity to address the Subcommittee on an issue of critical concern to the Hispanic community and the future growth, stability, productivity and competitiveness of this great nation: Hispanic employment.

Hispanics, comprised of Mexican Americans, Puerto Ricans, Cubans and others, are the youngest and fastest growing minority in this country. Statistics released by the Census Bureau this past week indicate that the Hispanic population has increased 30% since 1990. This is five times the rate of growth of the remaining population. Today there are an estimated 16.8 million Hispanics in this country making up approximately seven percent of the U.S. labor force. By the year 2000 that number is expected to increase to more than ten percent of the labor force

in the United States.

Despite the great promise that Hispanics hold for pumping new life and vitality into an aging workforce, the barriers that prevent Hispanics from attaining equal employment opportunities have become more formidable if not more subtle. The heavily labor-intensive industries that sustained our forbearers regardless of their education, training or English language ability have given way to highly technological industries and service-oriented jobs that require higher levels of education, literacy, and English-language ability. Minimum wage jobs that in the past maintained families out of poverty, today will not sustain a family of four above the poverty line.

Mr. Chairman and distinguished members of this Subcommittee, even as we celebrate the 200th anniversary of our Constitution embodying the principles of liberty, equality and justice for all, we must recognize that equality, especially in education, employment and life opportunities is still an unattainable goal for many of our Hispanic citizens. While many of these barriers to equality for Hispanics are well known to the Subcommittee such as low levels of educational attainment, segregation, discrimination, overrepresentation in unskilled jobs with no advancement potential, and double-digit unemployment, I would like to focus my comments this morning on three issues which will have a definitive impact on the future of Hispanic employment: Language Discrimination, Immigration-related discrimination and Affirmative Action.

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I. LANGUAGE DISCRIMINATION

According to the Census Bureau, approximately three and a half million people in this country age 14 and over were limited English proficient in 1980. Although these figures are outdated, this assessment of the limited English speaking population indicates that roughly 64% of this group speaks Spanish in the home. The combined effect of increased population growth among Hispanics and Spanish language dominance among limited English proficient people has made Hispanics the target of an increasing wave a nativist and anti immigrant sentiment in this country. The English-Only movement spearheaded by groups such as U.S. English and English First seeks not to teach English or promote programs that will make English literacy a reality for limited English speaking adults, rather, the English-Only movement seeks to legislate language in such a way as to make language ability a legal barrier to the full enjoyment of the rights guaranteed to all citizens by our Constitution.

The concern about language discrimination in the workplace has prompted The Equal Employment Opportunities Commission to create guidelines to address this growing problem. EEOC Guidelines on national-origin discrimination prohibit an employer from requiring employees to speak only English in the workplace unless some compelling justification requires such a rule. Employers unaware of these guidelines continue to impose English-only rules in the workplace. These rules have two effects: 1) It

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prevents limited English speaking adults from obtaining employment; and 2) it contributes to an atmosphere of harassment and intimidation in the workplace. Although MALDEF has challenged and will continue to challenge the unlawful imposition of English-only rules in the workplace whenever possible, greater education, awareness, and sensitivity is needed in this area to insure that such rules do not lead to discrimination and loss of job opportunities.

Up to this point my comments on the issues of language discrimination have focused primarily on discrimination experienced by Hispanics on the basis of their limited English speaking ability. But a new twist to the language discrimination issues is currently being litigated by MALDEF in Tucson, Arizona. The case, Cota v. City of Tucson filed in 1985, charges the police department of the City of Tucson with discrimination against Hispanic police officers by refusing to recognize bilingual language ability as a compensable skill. The City of Tucson police department increases an officer's base pay according to the number of skills he or she possesses. Thus, an officer with typing or filing skills may be compensated for the use of those skills in connection with any job activity. Bilingual Hispanic officers, however, receive the same base pay as their monolingual counterparts even though the city requires these officers to translate and interpret as part of their job duties. Thus, while typing and filing is a compensable skill, the ability to translate and interpret in another language is not.

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A similar problem has arisen concerning Hispanic employment and promotion in the Federal Bureau of Investigation. In this context Hispanic employees with bilingual ability are maintained in low-level jobs long past the point at which they should have been promoted because of the great need and drastic shortage of bilingual personnel at this level.

Declarations stating that English is important will not teach people English, but real opportunities to get off the waiting lists and into classrooms will. That is why MALDEF proudly and wholeheartedly supports the enactment of the English Proficiency Act (H.R. 572) introduced by the Chairman of the Subcommittee Mr. Matthew Martinez, and its companion bill in the Senate S. 629 introduced by the distinguished Senator from New Mexico Jeff Bingaman. The English Proficiency Act whose provisions are now part of the Omnibus Trade and Competitiveness Act passed by the House earlier this year, seeks to address the staggering rate of illiteracy among our nation's limited English speaking adults and out of school youth. While the U.S. Department of Education has set the illiteracy rate among native English-speaking adults and out of school youths at 9%, studies have found that the illiteracy rate among Hispanics in this group is as high as 56%. This excessively high rate of illiteracy among our limited English speaking population not only limits the country's productivity and competitiveness in the global economy, but it wastes lives, talents and resources. By allocating 50% of program funds to community based organizations of demonstrated

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populations, the English Proficiency Act will be a vital tool in combatting one of the greatest obstacles to Hispanic employment: illiteracy.

II. IMMIGRATION-RELATED DISCRIMINATION

With the passage of the Immigration Reform and Control Act of 1986 (IRCA), Congress declared for the first time in this nation's history that it would be unlawful for an employer to hire individuals who are not legally authorized for employment in the United States. Recognizing that employer sanctions would cut to the very heart of the hiring process and serve as an incentive to discriminate against Hispanics and other ethnic and linguistic minorities MALDEF strenuously opposed the employer sanction provision of IRCA. Equally strenuous was MALDEF's unqualified support for an anti-discrimination provision in IRCA to guard against employment discrimination as a result of employers' fear of the enforcement of sanctions. As enacted, the anti-discrimination provisions of IRCA prohibits employment discrimination on the basis of citizenship status or national origin against individuals authorized to work in the United States. Persons qualifying for the protection of the anti-discrimination provisions of the Act must be American nationals, citizens or "intending citizens." Intending citizens include temporary and permanent resident aliens, refugees and asylees who either (1) are presently ineligible for citizenship but have completed a declaration of intention to become a citizen; or (2)

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have applied for naturalization by May 6, 1986 or within six months of becoming eligible and thereafter are naturalized within two years of applying. MALDEF has already successfully argued for an expansion of the statutory coverage to include undocumented aliens eligible for legalization under the Act. League of United Latin American Citizens et. al. vs. Pasadena Independent School District Federal District Court, Houston.

Unlike other sections of IRCA, the anti-discrimination provision came into effect the day the law was signed. Nonetheless, today now more than ten months after its enactment implementing regulations for the anti-discrimination provisions of IRCA have yet to be finalized. The Special Counsel charged with the investigation, implementation and enforcement of this provision has yet to be appointed. Most distressing of all is that the "declaration of intent" form, a necessary prerequisite to qualification for the protection of the anti-discrimination provision of IRCA have only recently been made available for public distribution. The effect of this delay has left the vast majority of people who have been discriminated against on the basis of their national origin or immigrant status since November 6, 1987 without a remedy in the courts.

MALDEF will continue to monitor the anti-discrimination provision of IRCA cooperating with the GAO in the preparation of the annual report the GAO must submit to Congress on this issue.

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III. AFFIRMATIVE ACTION

The term affirmative action is used in basically two contexts - Executive Order 11246 and Title VII of the 1964 Civil Rights Act. Executive Order 11246 requires government contractors and subcontractors to refrain from employment discrimination on the basis of race, color, religion, sex or national origin and to take "affirmative action" to assure that employees and applicants for employment are treated without regard to these factors.

Under Title VII federal courts have broad authority to order such forms of affirmative action relief as the judge determines are appropriate. The Supreme Court has time and time again confirmed that voluntary affirmative action plans are an appropriate tool to combat discrimination in the workforce.

Despite the great potential of voluntary affirmative action plans to intergrate the workforce, opponents of affirmative action have characterized such efforts to redress the historical discrimination faced by minorities and women in the workplace as requiring rigid quotas. Affirmative action however is not a set of rigid requirements arbitrarily imposed upon employers without regard to the employer's history of hiring and treatment of minorities and women. For Hispanics faced with ever increasing numbers and ever diminishing job opportunities, strong affirmative action plans as well as vigorous monitoring and enforcement of such plans presents one of the few opportunities that Hispanics have to become an essential and viable part of

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this nation's workforce in the year 2000 and beyond.

Figures for Hispanic income and employment document the urgent need for removing artificial barriers to employment. Yet these barriers continue to exist. Today employers in areas with large Hispanic populations do not have representative workforces. In fact, employers are so far behind in the recruitment and hiring of qualified Hispanics in these areas that these employers do not have workforces representative of the Hispanic population even as it existed in 1980.

The result of equal employment opportunity is the integration of the American workforce -- not by giving preference to unqualified minorities and women but by opening the doors of opportunity historically closed to qualified minorities and women. NACDEP is committed to opening the doors of equal opportunity for Hispanics and we urge this subcommittee to continue in its efforts to make the dream of equal employment opportunity a reality.

In closing Mr. Chairman I would simply like to thank you and the members of this distinguished Subcommittee for the opportunity to celebrate Hispanic Heritage Week in the way that NACDEP does best, advocating on behalf of the rights of Hispanics. Thank you.

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STATEMENT OF RAY GARCIA, PRINCIPAL, STRATEGIC MANAGEMENT SERVICE, ON BEHALF OF SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS, ACCOMPANIED BY FRANK L. ELIZONDO, RECRUITMENT OFFICER, OFFICE OF PERSONNEL, U.S. NUCLEAR REGULATORY COMMISSION

Mr. GARCIA. Good morning, Mr. Chairman and members of the subcommittee. Thank you for this opportunity.

My name is Ray Garcia. I am the principal of Strategic Management Services, a strategic planning consulting firm in Wayne, PA. I am pleased to testify on behalf of the Society of Hispanic Professional Engineers, known affectionately as SHPE. SHPE is an organization of 6,000 members, 24 chapters across the country, and 75 student chapters in universities and colleges throughout the land.

I am accompanied today by Mr. Frank Elizondo, who is the Washington representative of SHPE, the Society of Hispanic Professional Engineers.

Today I will be testifying about the future. I'll be testifying about the preparation of Americans for the technological work force of the future—the technological work force of the 21st century. On the eve of the bicentennial of our Constitution, it is appropriate to think in terms of "We the People," and "One Nation Under God," rather than in terms that tend to segregate or divide us.

I might say, Mr. Chairman, that having been raised and all my secondary education in Texas, my experiences were a little different in regard to discrimination than those of Franklin Chang-Diaz.

But today we are here to talk about the future.

The new workers of the 21st century started kindergarten just last week. For the majority of Hispanic children who are bright, enthusiastic members of the graduating class of the year 2000 the outlook is really not encouraging.

Two recent studies show us that trends in the Hispanic community are accelerating the nation's movement toward a two-tiered society, a society of haves and have-nots.

I might say, Mr. Chairman, I am summarizing the testimony from my written statement.

Regarding those two studies, as an echoing study by the Society of Hispanic Professional Engineers, the Population Reference Bureau reports that

A two-tiered society could emerge, with Hispanics competing with poorly-educated blacks for low-level service and laborers jobs, and Asians competing with middle and upper-class blacks and whites for the well-paid specialized jobs of America's increasingly high-tech society.

Current trends, almost too convincingly, support the plausibility of this tragic scenario.

How will the new technology impact Hispanics in tomorrow's job market? A recent study by the National Academy of Sciences confirms that rising earnings and increasing employment are closely linked to technological change.

On the negative side, technological change does cause job displacement. But in today's world market, there are to introduce new technologies would likely bring massive employment

The major work force implications are for those who lack strong basic skills, estimated to number from 20 to 30 percent of displaced

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workers, and literally millions of Hispanics who are falling between the cracks in our educational and economic structure. Unless we change current educational policies we surely will be moving toward a two-tiered society and its tragic consequences.

What kind of education will be needed for the job opportunities of the 21st century? A recent study, "High Schools and the Changing Work Place," tells us that the high school education needed for the work place will not differ in its essentials from that needed for college or advanced technical training. All young Americans, regardless of their career goals, must achieve mastery of strong basic skills if they are to prosper in the work force of a technological society.

Turning to the college level, the National Research Council reports that the engineers and scientists of the future just be prepared for regional and cultural differences of customers, competitors, and business partners in the world market. This will include a market of more than 550 million Spanish-speaking people in Latin America and in our own domestic Hispanic market.

The technical work force will need training in the financial, political, and cultural and language demands of the world economy.

In the past, corporations have taken the lead in addressing the issue of grossly inadequate minority representation in science and engineering. In 1973 a few corporate pioneers began working with schools and colleges to prepare minorities for careers in engineering.

As we approach the 1980's, corporate America discovered Hispanics, and Hispanic youth began to join an exciting crusade designed to help prepare minority youth for the new technological society. But a funny thing happened on the way to the Decade of the Hispanic, the secondary schools were not ready, Federal programs—the areas were cut—and a dramatic change took place in corporate cultures. Corporate America came under seige on two fronts—foreign competitors and domestic corporate raiders. As a result, corporate focus and corporate cultures have changed. Corporations are operating lean and mean, or they just don't survive. But the general presumption remains that corporate America can fill the gap created by deep reductions in Government assistance to education and communities. Obviously, this is not possible.

Let me be clear. Business involvement and assistance is more vital than ever, but it will take a new coalition of "We the People," the business community, the schools, and government to create the environment that will prepare our children for the work force of the 21st century.

In the field of technological education Hispanics have achieved small victories. It's well to remember that we are measuring our gains in science and engineering from a very, very low starting base. Through the efforts of professional organizations like SHPE and a dynamic coalition from industry and academia, the number of Hispanic graduating engineers has grown from 1.5 percent of the engineering graduates of 1973 to 2.2 percent of the 1986 graduates. As dismal as these statistics seem, for Hispanics it's a major breakthrough.

Many educational support programs have been created that are working models to build on. Unfortunately, many of these support

programs are struggling, and the pool of academically and financially qualified students is shrinking as remedial programs are eliminated, entrance requirements are tightened, and the cost of a technological education escalates.

In summary, the path is clear. Technological change is a permanent and essential part of our national well-being. We can plan for it and enjoy the benefits, or we can ignore it at our national peril. As we enter the 21st century, the term "disadvantaged minority" should really fade from our vocabulary. Our national policy should ensure that the graduating class of the year 2000 is a class of proud Americans prepared to challenge the era of technological change.

Can this nation do it? Can we make friends with the future? "We the People," "One Nation, under God, with liberty and justice for all." Of course we can do it if we want to, it serves justice in the Nation, and we are free to make it happen. The Society of Hispanic Professional Engineers is prepared to do its share.

Thank you for the opportunity to give you this testimony, Mr. Chairman.

Mr. MARTINEZ. Thank you, Mr. Garcia.

On the last part of your testimony you summarized in too short a fashion, so I'm going to take the liberty to read that, because I think that that last part is a message. It reminds me of the time Kika de la Garza got up at my first Hispanic Heritage Week dinner and said, when he was a young man he entered into school thinking he was an American, filled with anticipation, and as he was taught the pledge of allegiance, "justice for all." And he started to see the real discrimination that existed in his part of the world, in Texas. He started to wonder where was the "justice for all." And as he went on to accomplish other things, like being inducted into the Army to fight in the service, fight for the honor, privilege and the freedom of this country and he still wondered where the justice was.

He said some 20 years later he sees a change, and there is some justice coming about, but not really to the degree that it should.

When you say "We the People" there's no one else. We're it. "One nation, under God," we are God's people, and God doesn't produce disadvantaged people. It's society that produces flawed policies, systems, and programs. I'd like to add "and administrations."—"Indivisible," let this be the start of a true harmonic convergence for all Americans. "With liberty and justice for all." Of course we can do it. It serves justice and the nation—and we are free to make it happen.

Let me tell you that I, in my lifetime, being born at the beginning of the depression, 1929, have seen many changes. I saw the discrimination incurred against those people who were not fortunate enough to have a job during the depression and needed to stand in lines. They were treated like dogs. Today it is welfare people—it is still not understood by many in this country that welfare people are not there because they want to be, but because they have no alternative, no choices. This country has got to start making some policies that give them true choice—gives them the opportunity to succeed, because the opportunity exists here. People say, we can pull ourselves up by our own bootstraps if we have the

desire to, but they don't understand a lot of people start without any boots at all or any straps to pull up.

It's incumbent on this country to listen to the preamble of the Constitution which tells us why that Constitution exists. It's not only to provide for the common defense, it's to promote the general welfare and to ensure domestic tranquility. We can't do that unless we have an educated populace. Even the Greeks, many, many years ago, realized that a democracy won't survive and a free people won't survive unless there is education for that populace to make the decisions that have to be made and the policies that have to be made to ensure the safety of that democracy.

So with that I would like to go to the questioning.

[The prepared statement of Ray J. Garcia follows:]

TECHNOLOGICAL CHANGE AND THE WORKFORCE OF THE TWENTY-FIRST CENTURY

Testimony of: Ray J. Garcia, Principal

Strategic Management Services

(Member: The Society of Hispanic Professional Engineers (SHPE))

Presented to:

The Congressional Subcommittee on Employment Opportunities

September 16, 1987

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Mr. Chairman, members of the Subcommittee on Employment Opportunities, and distinguished guests: I am pleased to testify at the Oversight Hearings on Hispanic Employment concerning the preparation of Americans for the technological workplace of the twenty-first century. Today, on the eve of the bicentennial of our constitution, it is appropriate to think in terms of "We the People.." and "One nation, under God..", rather than in terms that tend to segregate or divide us. So while my testimony will deal largely with Hispanics, I want to make clear that I am talking about red-blooded Americans -- Americans who eat hot-dogs, who are fiercely loyal to this nation, who proudly participate in the labor force, and who dream of a better life for themselves and their children.

EVALUATING THE SITUATION

The new workers of the twenty-first century started kindergarten last week. For the majority of Hispanic children who are bright, enthusiastic members of the graduating class of "2000", the outlook is not encouraging. In February of this year (1987), I chaired a special policy panel appointed by the Society of Hispanic Professional Engineers (SHPE) to formulate new policies SHPE's role in our technological society. The panel reported that "As conditions now exist in the United States, over half of our Hispanic offspring will be incapable of participating in the prosperous technological future of this nation. By educational default, generations of Hispanics will be automatically relegated to the lower tier of an ever widening wage and social structure -- a structure by which the "have's and the have-not's" will be largely established by educational and technical literacy. At present, no national strategy exists in the public or private sector for mitigating such an ominous social condition".

As if echoing this warning, the Population Reference Bureau, in a recent study, concludes that "... a two tiered society could emerge, with Hispanics competing with poorly educated blacks for low-level service and laborers' jobs and Asians competing with middle and upper-class blacks and whites for the well paid, specialized jobs of America's increasingly high-tech society." Current trends, almost too convincingly, support the plausibility of this tragic scenario.

Some social scientists say that Hispanics are emerging as the new underclass, that segment of society -- race, creed and ethnic origin aside -- that traditionally is economically deprived and disproportionately fills Americas prisons. It seems sufficient to say that the combined magnitude

of growing poverty, massive school drop-outs and extraordinary illiteracy is a staggering burden for a young and fast-growing segment of Americans -- for any Americans -- to carry into the twenty-first century.

TECHNOLOGY'S ROLE IN JOB CREATION AND JOB DISPLACEMENT

In a valuable contribution to the understanding of the role of technology in our society, the Committee on Science, Engineering and Public Policy of the National Academy of Sciences recently published "Technology and Employment", a report on how technological change affects employment opportunities, productivity and the quality of work life. The committee confirmed that rising earnings and increasing employment are closely linked to technological change. And there is every reason to believe this pattern will change little in the future. On the negative side, technological change does cause job displacement. Historically, the social and economic effects of job displacement have been softened because technological change tends to be adopted gradually. However, this gradual introduction of new technology may no longer be possible or prudent. In today's international economic environment, the more gradual the adoption of new technologies by U.S. companies the more drastic is likely to be the job displacement and unemployment impact. In a separate study, The Hudson Institute estimates that protective policies could save 830 thousand manufacturing jobs, but sacrifice 10 million service jobs. The Academy of Sciences report finds that technological change will not limit employment opportunities for labor force entrants with strong basic skills. The major workforce implications are for those who lack these skills -- estimated to number from 20 to 30 percent of displaced workers, and literally millions of disadvantaged Americans who are falling through the gaping cracks in our educational and economic structure.

So when we talk about the human tragedy of technological change, we are talking about people who lack strong basic skills. For that unfortunate group, including a disproportionately large number of Hispanics, a dim future seems almost a certainty. The economic future of the nation depends on how rapidly we can adopt new technologies in a competitive world. Unless we change current educational policies, we surely will be moving toward a two-tier society and its tragic consequences. Unless we pace technological change to keep America competitive, we are setting the stage for a nation in economic decline and social upheaval.

EDUCATION FOR TOMORROW'S JOBS

In a far ranging study, "High Schools and the Changing Workplace," The National Academies of Sciences, The National Academy of Engineering and The Institute of Medicine reported on what employers are looking for in the high school graduates of the future. In projecting the job market for an America competing in a world economy, employers were unanimous in describing the kind of employee they will need and be able to employ in the years ahead: "A person who is able and willing to learn throughout a working lifetime." Employers will be looking for high school graduates who are well rounded in fundamental knowledge and who have mastered concepts and skills that create an intellectual framework to which new knowledge can be added. In other words, the high school education needed for the workplace will not differ in its essentials from that needed for college or

advanced technical training. All young Americans, regardless of their career goals, must achieve mastery of the "core competencies" if they are to prosper in the workforce of a technological society.

Looking toward the year 2000 and beyond, we are likely to see a workforce far different than that of today -- a workforce shaped by the United States increasingly becoming an integral part of a truly global economy, and international trade becoming a growing component of our economic activity. To compete, the nation must tap the potential of all Americans, especially Hispanics and other disadvantaged Americans who are grossly under represented in the high-tech workforce.

In a recent study, "Engineering Education and Practice in the United States", the National Research Council reports that the market pressures of competing in a world economy will increase the rate of technological change and force the nation to educate and train its workforce in new ways and with higher and broader standards.

As we approach the twenty-first century, the international competition between the technical workforces of different countries will intensify. The technical workforce of the future must be sensitive to the regional and cultural differences of both competitors and partners in the world market. This will include a market of more than 550 million Spanish-speaking people in Latin America. The technical workforce will need training in the financial, political and cultural/language demands of an international market. The need for these non-technical components of an engineering and scientific education means that the engineers, scientists and technicians of the future will require exposure to a much broader education.

An additional source of demand (both direct and indirect) will come from the federal and state governments. First, there are expanding developments in defense, energy, space and other areas. Secondly, there are growing needs to maintain, rehabilitate and operate the nation's aging infrastructure. Government demand for engineering goods and services will increase significantly in proportion to other areas of the economy. Therefore, the driving forces for a well educated, highly trained workforce will be coming from both the needs of the global marketplace and the needs of government responding to domestic and international pressures.

Despite the apparent turmoil of a dynamic world economy, the workplace of the 21st century should enjoy more stability than the workplace of today. The planning horizons of U.S. corporations will have to increase if we are to compete successfully in a world economy. The instability and harm done to American companies and industries because of the short planning demands of quarter-to-quarter earning improvements -- emanating from corporate raiders, institutional investors and stock holders -- must be replaced by the more rational approach of long-term strategic management and planning at the national level. Consequently, the demand for technology-intensive capital goods will increase and the range of technical disciplines required to meet that demand will certainly be broader than it is today.

Finally, the engineers, scientists and technicians of the future will need a much broader education if the public trust is to be maintained in the process of introducing technological change. The lingering

anti-technology attitude in our society means that engineers and scientists have new social responsibilities added to their traditional technical responsibilities. Many of them will be less involved in the performance of conventional or routine engineering work and more involved in the formulation of ideas, and in making choices. Therefore, an increasingly important element of engineering and scientific education will be to teach students how to approach problems -- how to ask the right questions and know the dimensions of responsive answers -- especially when the details of research and experimentation are not clear with regard to their effect on processes, environmental issues or social consequences.

The challenges of an education for the workforce of the twenty-first century are formidable. How well will disadvantaged Americans now entering the graduating class of 2000 fare in the technological workplace of the twenty-first century?

RECOGNIZING THE NEED

Technological change is not new. Today it just happens faster and with more visible and damaging results for those who lack strong basic skills -- especially technological skills. Through luck, help and determination, a few of us escaped from the poverty of the barrio and urban ghetto by acquiring those precious technological skills.

For some, the acquisition of those skills was made possible through military service, for some by student loans, for some by the hard of loving parents or an exceptional teacher, and for others by the intervention of professional organizations like the Society of Hispanic Professional Engineers (SHPE). These were the traditional escape routes, producing only a handful of science and engineering graduates.

In 1973 a few corporate pioneers began working with schools and colleges to prepare minorities for careers in engineering. The vast majority of the beneficiaries of these early programs were black, but it was a breakthrough for disadvantaged Americans. As we entered the 1980s, corporate America discovered Hispanics. Executives and professionals alike joined an exciting crusade with academia to add Hispanics to the roles of minority youth that would help launch the new technological society. In 1980 and 1981, I was here to testify and celebrate with dozens of corporate and academic executives on the launching of a new era. But a funny thing happened on the way to the "decade of the Hispanic": The secondary schools were not ready, federal programs in key areas were cut, and a dramatic and lasting change took place in corporate cultures.

CHANGE IN CORPORATE CULTURES

The issues concerning the systematic failure in our secondary schools and federal budget cuts in education (and related aid) have been well documented and are well understood, if not yet corrected. The impact of the change in corporate cultures is less obvious. As corporate America began to address the educational plight of minority youth, the vulnerability of U.S. competitiveness in world markets became apparent and the concept of "shareholder value" replaced other measures of corporate performance. Corporate America came under siege on two fronts: Foreign

competitors and domestic corporate raiders. As a result, corporate focus and corporate cultures have changed. Corporations are lean and mean or they don't survive.

Drastically reduced corporate staffs have done their job well. The strategic and cultural corrections made by U.S. corporations since 1982 have helped to extend the record economic expansion and triple the average value of corporate stocks. But in the process, corporate strategies in the area of social responsibility seem to have become outdated or seriously misaligned with the growing needs, expectations and perceptions of disadvantaged Americans.

The perception of some in government and many in the general public was (and to a large extent still is) that corporate America, and "voluntaryism" in general, could and would fill the gap created by deep reductions in government assistance to education and communities. Obviously, this is not possible. We can't ask business to perform miracles in the marketplace and, at the same time, expect business to take responsibility for the education of our children and the welfare of our communities.

Let me be clear. Business involvement and assistance is more vital than ever, but we need new strategies if we are to align the realities of a global economy and a poorly prepared workforce of disadvantaged Americans. Business must remain innovative and competitive -- to create the opportunities and the jobs for our children and our nation. Corporate America will have its hands full creating and absorbing technological change. It will take a new coalition of "We the People", the business community, the schools and government to create the environment that will prepare our children for the workforce of the twenty-first century.

SMALL VICTORIES

SHPE and other national advocacy organizations are taking steps to expand their spheres of influence and effectiveness in response to the educational crisis in the Hispanic community. In the field of technological education we have witnessed small victories, but much, much more remains to be done. It's well to remember that we are measuring our gains from a very low starting base. Through the efforts of professional organizations like SHPE and a dynamic coalition from industry and academia, the number of Hispanic Engineering graduates has grown from 1.5 percent of 1973 graduates to 2.2 percent of 1986 graduates. As dismal as these statistics seem, for Hispanics it is a major breakthrough. In the process, many educational support programs have been created that are working models to build on. Unfortunately, these support programs are struggling and the pool of academically and financially qualified students is shrinking as remedial programs are eliminated, entrance requirements are tightened and costs of a technological education escalate.

SUMMARY

In his controversial book, *the Mayan Factor*, José A. Juelles unravels the technological brilliance of the Mayan civilization and their remarkable calendar. On August 16 of this year, the Mayan calendar showed planet earth moving from the negative to the positive cycle in a galactic beam of

energy. According to Arguelles, we are entering a period of harmonic convergence -- a period when it will be possible to cooperate in pursuit of peace and general well-being. In this sense, it should no longer be acceptable to distance ourselves from the problems of our citizens by referring to them as "disadvantaged minorities". We are talking about disadvantaged Americans, who happen to be predominantly Hispanic, black and Native American.

The path is clear. Technological change is a permanent and essential part of our national well-being. We can plan for it and enjoy the benefits or we can ignore it at our national peril. As we enter the twenty-first century, the term "disadvantaged minority" should fade from our vocabulary. Our national policy should insure that there are no disadvantaged Americans, regardless of racial or ethnic origin. Can this nation do it?

"We the People": There's no one else, we're it.

"One nation, under God":: We are God's people -- and God doesn't produce disadvantaged people. It's societies that produce flawed policies, systems and programs.

"Indivisible":: Let this be the start of the true harmonic convergence for all Americans.

"With liberty and justice for all." Of course we can do it. It serves justice and the nation -- and we are free to make it happen.

The Society of Hispanic Professional Engineers is prepared to do its share.

Thank you.

TECHNOLOGICAL CHANGE AND THE WORKFORCE OF THE TWENTY-FIRST CENTURY

Presentation to the Subcommittee on Employment and Opportunities

By: Ray J. Garcia

September 16, 1987

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Mr. MARTINEZ: I'd like to ask Mr. Ramirez: there is something that struck me in your testimony and charts that is very unusual, and maybe you can explain it to me. In the area where you show the civilian labor force at a certain percentage and the Federal work force at a certain percentage, in several of the areas the Federal workforce employment of migrants is only about half what it was in the civilian labor forces even in San Francisco. Denver has many Federal agencies headquartered there, but even though the population basis is different than it is in some other cities, they are, let's say, not as large a minority population as in southern California and L.A., or even in San Francisco, yet Denver has a higher percentage in the Federal work force than it does in the civilian work force.

So then I started looking at those figures. The one that really got me was why, in a city like San Francisco, where the percentage of Hispanics should be very high—I've not seen a recent census report from that area to indicate the percentage of Hispanic, but just because California is such a high Hispanic population State and I've been to San Francisco, and there is never the lack of Hispanic people around—why the drastic difference there to, let's say an area like Denver, Denver understandably has the large Federal work force, but let's say another city where it's understandable, like maybe in Atlanta there isn't that many Hispanics, and it's only half of what the civilian work force is, but still it's not in ratio. What happens in San Francisco?

Mr. RAMIREZ: I wish I knew, Congressman. I think that my impression is that the population of California—that is the climate, the cost of living, the salaries of professionals—are such that, one, it's a popular place so many people transfer there because they like that area; secondly, you have some very high salaries for professional people, and sometimes the minority group prefer to get into other professional areas because the Federal Government is not the highest paying salaries in that area.

And, of course, judging from my experience with the Federal service, we are constantly fielding questions as to why we didn't have more people in the supervisory, managerial, and executive positions. It seems that Hispanics are in the lower levels, but they cannot rise about the general schedule 13, 14's. Very few Hispanics are at those levels. So I think it's a combination of things: one, salary; two, the choice of the supervisors and managers that do the hiring; and the other area that I mentioned.

Mr. MARTINEZ: I'm wondering if you suggested a GAO study to find out why in Federal Government that Hispanics are not moving upward, mobile, or even being hired. I think that's a good idea, especially in the San Francisco area. In Denver we have a mayor that is Hispanic, so evidently there is a large political Hispanic leadership there. As a result, maybe their determination and pushing for and fighting for measures is indicative of what happens when people demand their rights and have a prominent group to voice that demand. It happens. In San Francisco, it doesn't seem that there might be that large a Hispanic population either forceful enough, or in a position of power, of organizing and controlling votes to make sure that they're always considered. There may not be the same situation in San Francisco as in Denver.

Mr. RAMIREZ. Yes, sir, Mr. Chairman. I neglected to mention one other area is that the service area of the population in the San Francisco Region, which includes the states that I mentioned, also has a large part of the Hispanic population in the service area. The bulk of the Federal population is in the professional area. So there is a problem there, also.

The last thing I want to mention is that in some of the areas like Denver or New Mexico, it seems that people find it easier to complain or to file complaints of discrimination, while in California there does not appear to be that activity. I think EEOC would be in a better position to determine the volume of complaints when you compare the two areas.

Mr. MARTINEZ. That's interesting. That's something that we should look into.

Mr. RAMIREZ. I think it would be—Image, itself, does not have the resources to conduct an in-depth analysis as to the reasoning, I think, that perhaps the General Accounting Office would, and it would make very interesting reading.

Mr. MARTINEZ. Can we have GAO to do an investigation of the San Francisco offices involved with affirmative action? I'm going to make that request, because that intrigues me why an area that obviously has Hispanics and a sufficient number of professional Hispanics doesn't have a more equal situation than there seems to be.

Mr. RAMIREZ. We have difficulty reconciling it also.

Mr. MARTINEZ. Mr. Garcia, we've always had examples of outstanding Hispanics who overcame all the obstacles and the disadvantages and still succeeded. But you look at the statistic that over 50 percent of the Hispanic adults are functionally illiterate and you talk about the year 2000 not looking much brighter unless we start changing policies on local education. You realize that some of what Mr. Chang-Diaz said that sometimes it's home environment that produces the desire for that young Hispanic to take advantage of the educational opportunities and be encouraged to stay in school is true.

How do we teach those families and those young people that there's a real necessity for them to make sure that they receive a proper education. I think it has to do most with the more recent immigrants because each succeeding generation of Hispanics seems to improve their lot in life, and it's kind of the tradition of this country that the first immigrants of any particular ethnic group come in and take the menial jobs and work hard, save their money, send their kids to college, and make sure they get a good education to succeed. Each succeeding generation is better off than the previous generation, although that doesn't always hold true. Sometimes, in some income brackets, the people stay at that bottom end. Among the blacks, for many, many years it was more of the poverty situation continuing—and it still, to a certain extent, creates a situation for them and other minorities, to stay at the bottom of the ladder, not to be able to ascend up.

How do we reach these people and make them understand that the education of the young people is the most paramount thing that we need to do if they're going to be able to compete in the year 2000?

Mr. GARCIA. There are really two ways. The first and the most necessary that we need in our society today is to fire the imagination of the public, particularly the imagination of the Hispanic community. For too long we have been lead to believe, as have the blacks, that we just can't hack it, that we're not part of the mainstream society. To change that attitude we must fire the imagination of Hispanic people, we must fire the imagination of the entire Nation. There is no other quick remedy to the problem. We need leadership that will fire the imagination of the people.

The second is to bring into the schools the kind of teachers that will; in fact, inspire young people. Much like Franklin Chang-Diaz I had the experience of a counselor telling me that because I was Mexican I would never amount to anything, so I should go to a trade school. I went to the trade school because I thought that was all there was for me. But in the 10th grade a math teacher—an Anglo teacher—took me aside and said, "Ray, you have great potential. If you will work with me every day after school for two weeks I will give you the key that will open the door to every dream of your life." I'll never forget that.

You can imagine what it was like going home and telling my mother in Spanish that this woman wanted to give me a key. [Laughter.]

I assured her that Mrs. May was not that kind of woman, and I spent 2 weeks with Mrs. May after school, and she gave me the key that opened the door to every dream of my life. She delivered. That is missing in our schools today. I believe that is the other area in which we must concentrate our efforts.

There are a great many programs that have been started—model programs—and our schools are beginning to awake, but let's face it: things are going to get worse before they get better. It's going to get tougher to get out of high school than it was before as part of the new educational mainstream. Our people aren't going to make it. Hispanics and blacks are going to drop out in greater numbers for some years to come. So we must turn to the teachers.

I guess there's the third place that the schools are greatly involved there, too, and that is with the parents. Hispanic parents have to be brought into the school. Our culture does not let us go in and force our way in and pound on desks, and I believe we have to start pounding on desks, but our school administration must recognize that in our courtesy we also have to be brought in and made part of the mainstream of the school system as parents.

So three things: leadership and inspiration—and that has to come from the national level; teachers and an educational system that is responsive to our young people and to the demands of a technological society that we are now moving into; and parents that feel like they're part of the school system.

Mr. MARTINEZ. I think that's important. So many parents—when I was growing up, were never involved in their PTA's or things. In fact, when I was in elementary school there were no PTA's. When the PTA's did originate, they didn't really go out and try to bring those Hispanic families into the PTA's and make them a part of the school system.

Now in places that they are, you can see the difference. You can see the difference in the students, you can see a difference in the

children, you can see a difference in the teachers, too, a better understanding. So I think that's important. I think you're right in that.

I think, leadership on the national level you're absolutely right about. We need some national leadership that are concerned about the education of our young people. One thing that we need to do is change the administration's philosophy and make them understand that dollars for education are dollars for defense, because there are some that believe that the only reason the Federal Government exists at all is to provide for the common defense, and they don't understand that even common defense means within our boundaries, too, not just from international threat.

Some of the threats from within our country, the drugs and everything else, we don't expend the kind of money we should, and some of the money that we spend on missiles that will sit in the ground forever because they're not contemplated to be used, should be used for education and those other problems, those social problems that we have in this country. When we change that attitude on the administration level, maybe we'll get the national leadership that we need.

But you mentioned the Decade of the Hispanics—I'm still waiting for it to happen. Something happened, you know. I saw a cartoon once that said, "Decade of Hispanics" on a track, and everybody was still in the starting blocks. I think it was really a public relations gimmick by corporations to pacify the Hispanic advocate, and nothing more, because nothing has really happened to the extent that it should have happened.

Even though we point to some political success, as you mentioned, and some educational success, and some success in areas of science, we still haven't gotten parity. Somehow some people are still believing that we're asking for charity. We're not asking for charity. We're asking for parity. Give us a chance. Give us a break and we'll show what we can do. We're a hard-working, dedicated, patriotic people that believe in this country, but somehow this country isn't believing in us. I think that's got to change.

One of the things that I was interested in in your testimony, Ms. Jimenez, is affirmative action. Evidently MALDEF believes in affirmative action very strongly. Let me ask a question, which may be a little unfair, and I'll apologize for that event, but if MALDEF believes in affirmative action so much, don't they believe in affirmative action in broadcasting? Because when there was an opportunity to push and fight for minorities owning minority stations they chose the opposite, and in my estimation sold out to Hallmark. I don't blame them completely because there were some Members of Congress that sold out to Hallmark. One of the individuals wrote a not bad piece that said that for those Hispanic stations to fall into the hands of non-Hispanic ownership would be a slap in the face to the entire Hispanic community, and then reversed and supported wholeheartedly the idea of affirmative action in broadcasting. The Federal Communications Commission took an action that denied not only minorities, but gender, the right to, let's say, some preference in acquiring broadcasting licenses.

I don't know that you're prepared to respond to that, but if you're not I'd like a response in the mail. If you can respond to it I would appreciate it.

Ms. JIMENEZ. I appreciate the question. I'm afraid I can't respond to that right now. I have just begun my tenure with MALDEF as of July, so I'm afraid I'll have to research that and respond to you.

I will tell you this, though, that I personally have been attending FCC hearings and hearings with regard to the minority preference provisions, and MALDEF has been involved in commenting on those particular provisions, and I will be more than happy to review that and send in my answer.

Mr. MARTINEZ. It seems like kind of hypocrisy, then, because they took a position that Hallmark should have those stations, when there were more qualified buyers than Hallmark, and people that offered more money. Even the court ruling in L.A. which gave the jurisdiction for permission to seek the FCC's permission to sell that license to that particular firm flew in the face of the fact that there were three Hispanic groups that had put together offers that exceeded the selling price that Hallmark offered, with their tax certificate and there was another factor in there, I forget what it is now.

So it would have given the dissident owners that had filed suit against the management \$1 million more than what the Hallmark offer was. But the one thing that it didn't have—that offer—was the sweetheart deal that was made for the benefit of the people in control who the dissenting stockholders had sued because of mismanagement. Yet they were allowed to stay in the management of the thing by the sweetheart deal they made with Hallmark, even to the degree of violating the court order by buying into the company because Hallmark offers stock options to management people, even though part of the deal of the court was that none of the principals that were then involved in that license could be principals in the new takeover.

So you research it, and you'll find out some of the hypocrisy that I feel is there when an organization who believes in affirmative action will not stand by that. So few minorities have broadcasting licenses now, if you look at the percentages, and I want you to do that first, you'll see where we are still underrepresented in that area. Fortunately for us there are people in the Congress like Cardiss Collins, one of our black colleagues, who is willing to take the fight for us in a piece of legislation she is preparing, and we're going to all be supporting that so that maybe we can live true to our word and say when we believe in something, we go all the way. We put our money where our mouth is.

Thank you.

Ms. JIMENEZ. Thank you very much.

Mr. MARTINEZ. Let me ask Mr. Hayes if he has any questions.

Mr. HAYES. Well, Mr. Chairman, obviously you heard the bells, and it appears that we're going to have to rush to vote on a rule which deals with part of this issue, at least having to do with the loss of jobs in the textile industry.

I just want to commend this panel for what has been—we have been at least recipients of some excellent testimony from each of

you, but let me sound a word of warning as we leave that—we've got ten minutes yet, so we'll get back—

As you leave, just so you'll understand the kind of problem we have here as a Member of this body, as we reduce the deficit, or make efforts to reduce the deficit, some of the programs have been helpful to that two-tiered society that you talk about, Mr. Garcia. Our effort is to try to retain some of those kind of programs and try to begin to convince our Congresspeople to change our spending priorities, concern themselves with improving our educational system, and yes, concern themselves with the Federal Government and begin to spend money in the direction of coming up with programs that are going to provide jobs for people. We're not doing it now.

I think that you understand—and it's clear to me — we've got certain people who are now leaders in Government, who are prepared to say some of the people in that lower tier are expendables in this society. This is not a partisan issue, this is a human issue, and I think we've got to become more and more active and not competing one with the other and dividing up the scarcity of jobs, but let's find out how we can, as a Federal Government, begin to develop our infrastructure, improve our cities, build more housing for people in the lower-middle income category—and these are the kind of ways that we talk about—teachers are suffering. In my City of Chicago we've got a strike today. One of the main issues there is these salaries that are paid the teachers. It is more financially rewarding now to be a plumber than a teacher, and as we talk about training people to teach people we are going to have to think about and look at the salaries and how we spend our money.

So I just want to say take a look at the "Economic Bill of Rights" H.R. 2870 that's been introduced by Congressman Hawkins, supported by me and the chairman of this subcommittee, Martinez, and others. It contains a provision dealing with jobs, Sec. 3(a)(1)(A) "The Quality of Life Action Act" H.R. 1398, but it will never reach the light of day unless we develop the kind of thing that you talked about, Mr. Garcia—people moving in direction to change the course we're going.

Mr. MARTINEZ. Thank you, Mr. Hayes.

I want to thank the witnesses for appearing before us today. We appreciate your testimony. It's crucial to the purposes we're trying to attain. Thank you.

We're adjourned.

[Whereupon, at 12:04 p.m., the subcommittee was adjourned.]