Preparing for Educational Equity

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What Works?

• For whom?
• Under what conditions?
• In what contexts?

• Role of local wisdom
• Local needs and preferences

→ Tailoring
Persistent Inequities

Limited access and opportunities
  • High quality educators and facilities
  • High achieving peers
  • High quality health care
  • Safe and stable housing
  • Consistent readily available transportation
  • Secure employment and living wages
Targeted Universalism:
Targeted and tailored strategies to achieve universal outcomes.
Percentage of the Population 25 Years and Over Who Completed High School or College by Age Group: Selected Years 1940–2015

Note: Data for every individual year are not available for years prior to 1964.
Positive Development

• Youth have an inherent capacity for positive development
• That is enabled and enhanced through multiple meaningful relationships, contexts, and environments
• Where community is a critical delivery system
• And youth are major actors in their own development
A Role for Social & Emotional Learning

• Learning is a social activity
• Cognitive development and identity development co-occur:
  ✓ They are intertwined
  ✓ We cannot be successful with one if we ignore the other
• The evidence regarding the importance of SEL is substantial, acknowledge by
  ✓ National Research Council
  ✓ National Academy of Medicine
Minnesota Student Survey

• All 87 MN Counties
• 1,329 schools in 309 school districts
  • 162,034 students (84% of Districts) in 2013
  • 168,733 students (85% of Districts) in 2016
  • 170,128 students (81% of Districts) in 2019
• 57 Charter schools
• Approximately 64% of students in grades 5, 8, 9, 11
# Developmental Measures in MSS

<table>
<thead>
<tr>
<th>Skills</th>
<th>Supports</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>2. Positive Identity*</td>
<td>2. Family/ Community Support</td>
<td>2. Bullying</td>
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*DAP*
Disparities in Commitment to Learning

- Am Indian: -0.22
- Asian: 0.21
- Black: 0.00
- White: 0.00
- Multiple: 0.32
- Latino: 0.07
- Somali: 0.32
- Hmong: 0.07

Years: 2013, 2016, 2019
Disparities in Positive Identity

2013 2016 2019

Am Indian
Asian
Black
White
Multiple
Latino
Somali
Hmong
Disparities in Teacher/School Support

Am Indian
Asian
Black
White
Multiple
Latino
Somali
Hmong

2013
2016
2019
Disparities in Mental Distress

Am Indian
Asian
Black
White
Multiple
Latino
Somali
Hmong

2013 2016 2019
Percent Equipped for Learning by Grade and Over time
Mental Distress – at least some

Year
2013
2016
2019

8th
34%

11th
44%
Does it even matter?
Equipped Skills & Grades Earned in School

Year      | 2013 | 2016 | 2019
----------|------|------|------
2013      | 2.6  | 2.6  | 2.6  
2016      |      | 2.7  | 2.8  
2019      |      |      | 3.5  

Total count of skills at equipped level
Equipped Skills & 4-Year College Goals

Year
- 2013
- 2016
- 2019

Total count of skills at equipped level

Percentage of skills equipped:
- 2013: 47%
- 2016: ...
- 2019: 79%

Graph showing the increase in equipped skills over years.
Equipped Skills & Some Mental Distress

Year
2013
2016
2019

Total count of skills at equipped level

0 1 2 3

64% 19%

0% 100%
Post High School Plans

- Complete High School
- Post-Secondary Education

Bar chart showing the percentage of different ethnic groups who plan to complete high school and pursue post-secondary education.
The University’s Role

Educational Equity Resource Center

gap.umn.edu
Educational Equity work at Experts@Minnesota is found at experts.umn.edu

Experts@Minnesota is found at experts.umn.edu

Over 140 faculty and staff addressing educational equity across colleges on the TC Campus.
Resources for Educators & Communities

Art & Design
College Readiness
Early Childhood & Youth Development
Language/Literacy
Leaders & Educators
Social Studies
STEM/Agriculture & Environment
Educational Equity will take more than programs and policies