#Data4thePeople: In Pursuit of Equity & Justice

October 2019

Ryan J. Smith
Chief External Officer

@RyanSmithED

www.partnershipla.org
Everyone who supports students should have the right data in the right format at the right time to make decisions so that students excel. For this vision to become a reality, data must be transformed from a tool of compliance to one that empowers people and fuels continuous improvement. – Data Quality Campaign
Violence is Black children going to school for 12 years and receiving 6 years' worth of education.

- Julian Bond
My Story
Protesters in UCLA Sit-In Call for End to Ban on Affirmative Action
"Beyond affording me social mobility and fulfilling mi familia's dream of a college degree, education has afforded me the privilege of having influence over my destiny; so that systems of power don't make my experience, but that as a bilingual, first generation, low income, proud Latino male, I am able to make my experience in American society."

Jaime Ramirez Mendoza
Kashmiere Young
“Education is the most powerful tool I know. Education has given me the ability to stand up for myself and for others as well as make the change I want to see”

Kashmiere Young
Is equity the new coconut water?
Equity
Equity means recognizing the historical and systemic disparities in opportunities and outcomes and providing the resources and actions necessary to address those disparities.
Is equity the new coconut water?
America:
Two Powerful Stories
1: Land of Opportunity

Work hard, and you can become anything you want to be.
2: Generational Advancement

Through hard work, each generation of parents can assure a better life — and better education — for their children.
Yes, America is often intolerant...

And we know the “Dream” is a work in progress.
We were:

• The first to provide universal high school;
• The first to build public universities;
• The first to build community colleges;
• The first to broaden access to college, through GI Bill, Pell Grants, ...
Percent of U.S. adults with a high school diploma

- 1920: 21%
- 1940: 38%
- 1960: 61%
- 1980: 85%
- 2000: 88%
- 2012: 90%
Percent of U.S. adults with a B.A. or more

2012

33%
Progress was painfully slow, especially for people of color. But year by year, decade by decade...
Percent of U.S. adults with a high school diploma, by race

2012

White: 95%
Black: 89%
Latino: 75%
Percent of U.S. adults with a B.A. or more, by race

2012

White: 40%
Black: 23%
Latino: 15%
Then, beginning in the eighties, inequality started growing again.
In the first 3 years of recovery after the recent economic recession, 91% of all wealth gains went to the wealthiest 1%.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.

Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.
The U.S. now has one of lowest rates of intergenerational mobility

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

Cumulative Risk of Imprisonment by Age 34 for Young Black Men:

Source: Bruce Western and Becky Pettit, Incarceration & Social Inequality, Daedalus, Summer 2010
Since 1980 California has built...

22 Prisons

4 Public Universities
And some gaps we can’t even see clearly...

Lumping all Asian American students into one group masks huge disparities
Disaggregated national data shows big differences in Asian American educational attainment

Source: AAPI Data
At macro level, better and more equal education is not the only answer.

But at the individual level, it really is.
So How Are We Doing?

Source: The Education Trust – West, Black Minds Matter, 2015
Why equity matters: California’s Students

3 out of 5 Students are Low-Income

1 out of 5 Students are English Learners

3 out of 5 Students are Black or Latino
Good News
High school graduation rates are rising in California for all students.
We see a number of positive signs for Black and Latino students in California this year...

- Black and Latino student high school graduation has improved
- University of California admissions for AA and Latino students increased
The number of Latino students completing Associate’s and Bachelor’s degrees in California has increased eightfold over the past three decades.
Bottom Line:

When we really focus on something, we make progress!
We Have Work To Do
Less than 1/3 of CA’s black and Latino students complete all A-G college prep courses

2017 Graduates completing the A-G course sequence

Source: The Education Trust – West, Black Minds Matter, 2015
The number of California Black and Latino students who don’t graduate with their cohort each year could fill the Staples Center more than 3 times.
California’s progress is too slow...

Latino students won’t all meet math standards until **2080**

Black students won’t all meet math standards until **2096**

Latino students won’t all meet English language arts standards until **2241**

Black and Latino students are the least likely to graduate from California colleges and universities

6-year graduation rates for CSU, UC & 6-year degree, certificate, or transfer rates for Community Colleges

Source: The Education Trust – West, Black Minds Matter, 2015
We know that gaps in achievement begin *before* children start school.
But, our education system *widens* those gaps (instead of narrowing them).
How?

By giving the students who arrive less prepared less in school, too.
These “lesses” are a result of choices that we as youth supporters make.
Choices about things like what to expect from certain students versus others...
Students in high-poverty schools receive As for work that would earn Cs in affluent schools.

Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade.

The results are devastating.

Kids who start school a little behind, leave school a lot behind.
Chances of Staying at the Bottom If You’re Born at the Bottom

Without a 4-Year Degree

45%

Child Poverty in the U.S. 2013

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>13.4%</td>
</tr>
<tr>
<td>Black</td>
<td>36.9%</td>
</tr>
<tr>
<td>Latino</td>
<td>30.4%</td>
</tr>
<tr>
<td>ALL</td>
<td>19.9%</td>
</tr>
</tbody>
</table>

Source: US Census Bureau
Let’s be clear, these things do matter.
And let’s also be clear: tolerating high child poverty rates is a policy choice.

Though we remain the richest nation on earth...
U.S. Ranks Second to Last in Child Poverty among OECD nations

Source: Unicef, 2013
These numbers are not good news for our country—or for the lives of young people...
And when we listen to our students...

We hear about perseverance and dedication...
We hear about setting their sights high and rising to the occasion...
My counselors would look at me and say,

‘You should probably take this type of [lower level] math.’

I said, ‘Well, I’m taking AP Calculus courses in the summer. I want to do this.’

They said, ‘Are you sure?’
“Sometimes school systems aren’t built for who we are.”
“I really want to be given challenges; I know how hard [Advanced Placement] classes are, and that’s only fair—you have to be dedicated. I know I need those classes because I really want to be a math teacher”
“I’m glad for all those red marks on my papers early on, because I’m so proud to see the improvement today.”
“I have a personal relationship with all of my teachers. When I don’t do well, they’ll get on me and ask, ‘What happened?’ ”
Everything now, we must assume, is in our hands; we have no right to assume otherwise.

-James Baldwin

Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world.

-Dolores Huerta
So What Can We Do?

A lot of Americans have decided that we can’t do much.
What We Hear Many People Say:

- They’re poor
- Their parents don’t care
- They come to schools without breakfast
- Not enough books
- Not enough parent support
We can choose to go along with what has become *conventional wisdom* in education —

that, until we fix poverty, there’s not much we can do...
Or we can *choose differently*

...joining colleagues in districts, on campuses, and in community organizations all over California that serve students from very low-income backgrounds and get very good results.
Bottom Line:

What We Do Matters!
San Diego State University: Nearly DOUBLED Grad Rates Through Analyzing Data

“A great university doesn’t lose almost two-thirds of its Latino freshmen along the road toward graduation”

- Emeritus President Stephen Weber
done.
We need, in every community, a group of angelic troublemakers.

- Bayard Rustin