Jim Larimore
Chief Officer
ACT Center for Equity in Learning
Combining Wise Data and Equity-Minded Observation

Jim Larimore
ACT Center for Equity in Learning
My Story ... the official, asset based version

Jim Larimore
I lead ACT's efforts to close gaps in opportunity and achievement through the ACT Center for Equity in Learning
ACT • Stanford University
Iowa City, Iowa Area • 500+ 

Applying my strengths as a Connector, Catalyst and Visionary to promote college readiness, college access and college completion while advanc...
The version my friends know ...
The Geography of Upward Mobility in the U.S.
Chances of reaching the Top Fifth if Born into the Bottom Fifth by Metro Area
The gap in equity and achievement is significant …

<table>
<thead>
<tr>
<th>Middle School</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>HS Diploma</th>
<th>1st year College</th>
<th>Associates Degree</th>
<th>Bachelor’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Income Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Family Income: &gt;$100,000</td>
<td>Mean $230,370</td>
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</tr>
<tr>
<td>Parents’ Education:</td>
<td>High School Diploma or less: 18%</td>
<td>Some College: 14%</td>
<td>Associate’s Degree: 9%</td>
<td>Bachelor’s Degree or more: 59%</td>
<td></td>
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</tr>
<tr>
<td>Ethnicity: White: 80%</td>
<td>Black: 6%</td>
<td>Hispanic: 6%</td>
<td>Other: 8%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Family Income: &lt;$40,000</td>
<td>Mean $17,330</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Education: High School Diploma or less:</td>
<td>63%</td>
<td>Some College: 18%</td>
<td>Associate’s Degree: 8%</td>
<td>Bachelor’s Degree or more: 11%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity: White: 54%</td>
<td>Black: 20%</td>
<td>Hispanic: 21%</td>
<td>Other: 5%</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- 608,000 95% Agree to attend college
- 598,000 93.5% Graduate High School
- 539,000 84.2% Enroll in College
- 497,000 41.4% Graduate College
- 527,000 82.4%

- 1,140,000
- 844,000
- 100,000
Students’ Success: College Persistence

Persistence in Major by ACT Score Range and Interest-Major Fit

Individual Benefits
- Persist in college
- Remain in their major
  - Complete college degree in a timely manner
  - Reduce likelihood of unnecessary loan debt

All learners need to focus on good fit to ensure college and career success.
We inherited a system that is perfectly designed to produce the outcome it achieves.

“What if we don’t change at all ... and something magical just happens?”
By focusing on equity issues we can close achievement gaps

Our old systems are inequitable and require new thinking to achieve equity & excellence.

If you judge a fish by its ‘ability’ to climb a tree, it will spend its entire life believing its stupid - Albert Einstein

We can't solve problems by using the same kind of thinking we used when we created them. - Albert Einstein

“Education is the most powerful weapon which you can use to change the world.” - Nelson Mandela
Lessons from Todd Rose’s The Myth of the Average
Today’s college students present different needs and combinations of needs.

And they also bring different experiences, insights and perspectives. These are things we need to understand, and incorporate into new ways of educating and supporting students.

Source: Bill & Melinda Gates Foundation
Focusing on the equity challenges requires a shift in mindset

Perspectives on equity have shifted

Integrating equity into innovation requires

- Seeing each other
- Cultural and intercultural versatility
- Student voice and genuine engagement in creating solutions
- Availability of high quality professional development and learning tools (technology, assessments, frameworks, etc.) that make innovation accessible
- Effective implementation and usage guidance for education practitioners to easily access new approaches and produce positive results
- Data quality and integration that assures privacy is protected
- Delivery of innovations to highest need populations first to ensure they produce improved learning outcomes
Creating equitable opportunities for talent to rise …
Thank you!
When you see a great teacher, you are seeing a work of art.

— Geoffrey Canada —
Goldie Blumenstyk

Senior Writer,
Chronicle of Higher Education
Trends to Watch

- **Data**: disaggregated to measure equity
- **Metrics**: to reflect social mobility
- **OER**: a force for affordability
- **Individualized**: Isn’t the Same as Personalized:
- **The Embedded-For Profit**: Forerunner of the hybridized business models.
Ryan J. Smith
Executive Director
The Education Trust–West
Equity is the New Coconut Water
Ryan J. Smith
@RyanSmithEd
Violence is Black children going to school for 12 years and receiving 6 years' worth of education.

- Julian Bond
Jaime Ramirez-Mendoza
"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
Is equity the new coconut water?
Equity
Equity

Freedom

Equality

Equity
Equity means recognizing the historical and systemic disparities in opportunities and outcomes and providing the resources necessary to address those disparities.
So how are we doing?
Over past 30 years, we’ve made a lot of progress on the access side nationally.
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2012

Note: Percent of high school completers who were enrolled in college the October after completing high school

Source: NCES, The Digest of Education Statistics 2013 (Table 302.20).
College-Going Generally Increasing for All Income Groups

Note: Percent of high school completers who were enrolled in college the October after completing high school.
Graduation rates for Black and Latino students at CSUs and UCs have been increasing.
However...
Since 1980 California has built...

22 Prisons

4 Public Universities
Low-Income Students Today Still Not Reaching the College-going Rate for High-Income Students in 1972...

Percentage of high school graduates immediately enrolling in college, 1972-2012

Note: Data for black, Hispanic, and low-income represent two-year moving average because of small sample sizes.

Source: NCES, The Condition of Education 2010 (Table A-20-1) and The Digest of Education Statistics 2013 (Table 302.30)
Black, Latino, and American Indian Freshmen Complete College at Lower Rates Than Other Students

6-year bachelor’s completion rates for first-time, full-time freshmen, Fall 2006 cohort at 4-year institutions

Overall rate: 59%

Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.
Whites attain bachelor’s degrees at nearly twice the rate of Blacks and almost three times the rate of Latinos.

Bachelor’s Degree Attainment of Young Adults (25-29-year-olds), 2013

Source: U.S. Census Bureau, Educational Attainment in the United States: 2013
What about in California?
Why equity matters: California’s K-12 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

The number of California Black and Latino students who don’t graduate with their cohort each year could fill the Staples Center nearly 3 times.
College Campus Demographics Aren’t Representative of High School Demographics

FIGURE 7. First-Time Non-International Freshman Enrollment at California Public Postsecondary Institutions, 2015, by Institution Type
College Graduation Rates are Lower for Underserved Students of Color

FIGURE 9. Six-Year Completion Rates for UC, CSU, and Community College Students, by Ethnicity
Sources: University of California 2016 Accountability Report, 2017; California State University Analytic Studies, 2017; California Community College Chancellor’s Office (CCCCO) Scorecard, 2017. Six-year graduation rates are for freshmen entering UC and CSU in 2009 and graduating with a Bachelor's degree in 2015. Six-year degree, certificate, or transfer students are for students entering community college in 2009-10. For UC and CSU, the "Asian" category includes Pacific-Islander students; for community colleges, "Asian" excludes Filipino students.
We know that gaps in achievement begin before students get to college.
Many times, college students suffer from being underserved & underprepared by our K-12 education system
How?

By systemic choices and decisions that give them less...
Less access to the A-G courses needed for CSU & UC eligibility

Percentage of English Language Arts and Math Classes Which Were A-G Approved, by School Poverty Quartile

Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest Poverty</th>
<th>Highest Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>2010-11</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>2014-15</td>
<td>70%</td>
<td>64%</td>
</tr>
</tbody>
</table>

ELA

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest Poverty</th>
<th>Highest Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>2010-11</td>
<td>77%</td>
<td>66%</td>
</tr>
<tr>
<td>2014-15</td>
<td>76%</td>
<td>65%</td>
</tr>
</tbody>
</table>
Less access to support staff

Percent of High Schools with at Least One On-site Counselor, by Poverty Quartile

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest Poverty</th>
<th>Highest Poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>67%</td>
<td>44%</td>
</tr>
<tr>
<td>2010-11</td>
<td>70%</td>
<td>24%</td>
</tr>
<tr>
<td>2014-15</td>
<td>75%</td>
<td>60%</td>
</tr>
</tbody>
</table>
And in our institutions of higher education, we see choices that continue to underserve low-income students & students of color.
CSU Average Tuition Has Risen Yet Financial Aid Hasn’t Caught Up

CSU Net Price Variation by Campus Limits Student Access

What We Hear From Students

As far as the transition from high school to college, nobody in my family went to college. All of it is foreign. I couldn’t look to anyone for advice.

The African Student Programs and the residential Pan-African Theme Hall [at this university] made me think, ‘Ok, I’m going to be comfortable here.

Universities need to incorporate a retention program to make sure you stay here. Life can hit you and they shouldn’t babysit us, but they should make sure they’re doing everything in their power to help us have a successful college career.

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?’

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?

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.
So What Can We Do?

A lot of Americans have decided that we can’t do much.
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

And that some students just aren’t “college material”…
Or we can choose differently

...joining colleagues on campuses all over California that serve students from all backgrounds and get very good results.
San Diego Unified
Leverages data & counselors to improve outcomes

California A-G Completion Rates

Latino Students: 37%
Black Students: 34%
Low-Income Students: 37%

San Diego Unified A-G Completion Rates

Latino Students: 51%
Black Students: 52%
Low-Income Students: 52%
San Diego State University

Teams break down & analyze data on:
- Course pathways
- Course bottlenecks
- Access to high-impact practices

To develop data-informed solutions

In 10 years, Latino grad rate went from 31% to 60%
A great university doesn’t lose almost two-thirds of its Latino freshmen along the road toward graduation.

San Diego State President Emeritus
Stephen Weber
Summer bridge programs at UC, CSU, CCC give students a head start on coursework, campus life, and access to key campus resources.

Summer bridge shown to increase completion by 10%.
Recent report shows University of California Santa Barbara is closing gaps, making big gains for Black students.

72% of Black students graduate.

Increase of 9.3% in 10 years.
Bottom Line:
What We Do Matters!
can
be
done.
We need, in every community, a group of angelic troublemakers.

- Bayard Rustin
Thank You!

@RyanSmithEd
#GRADINITIATIVE2025 SYMPOSIUM

October 17-18, 2018

www.calstate.edu/GraduationInitiative