



Preparing for Educational Equity

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Interim Dean



COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Driven to Discover®

What Works?

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

- Role of local wisdom
- Local needs and preferences

→ Tailoring

Persistent Inequities

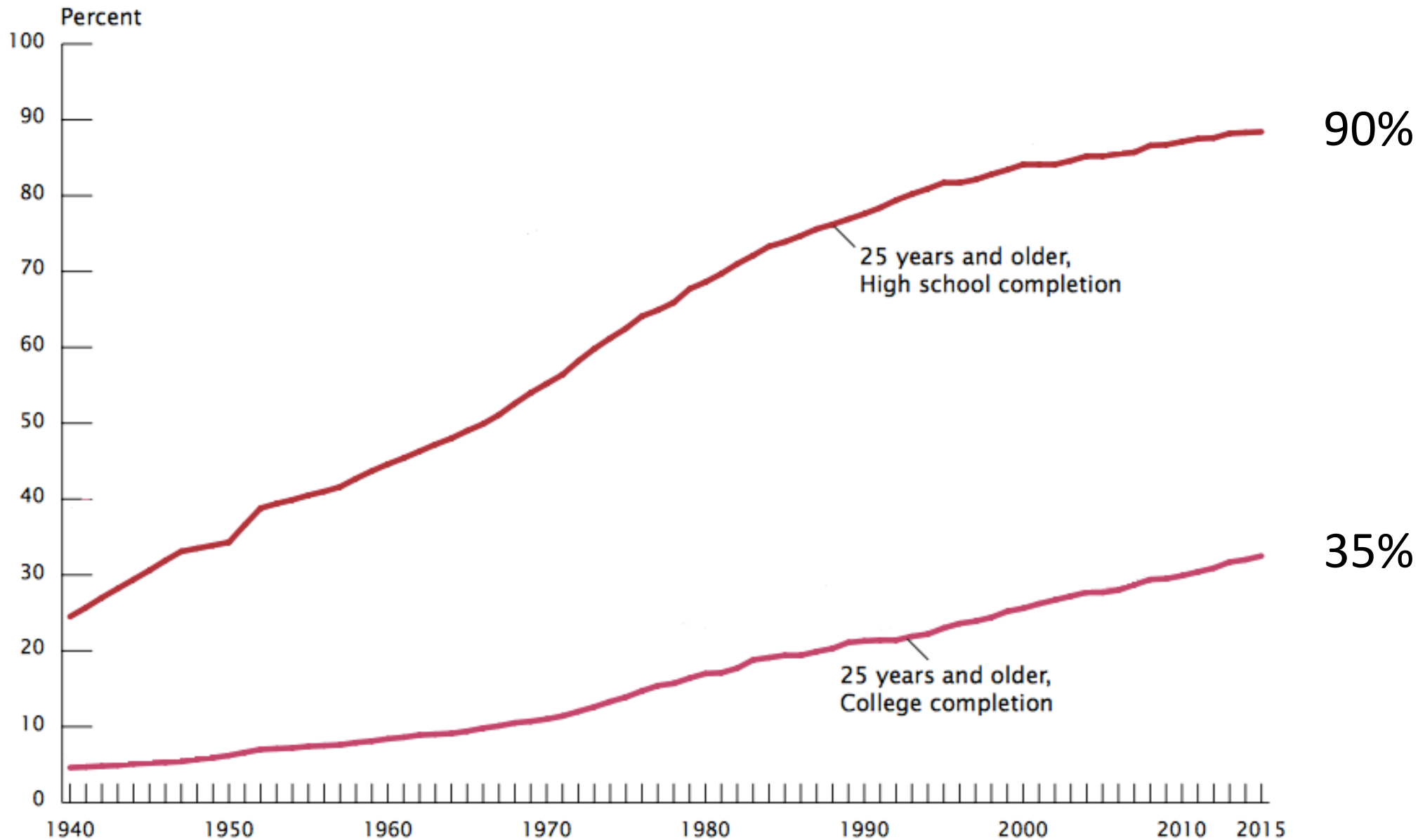
Limited access and opportunities

- 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:

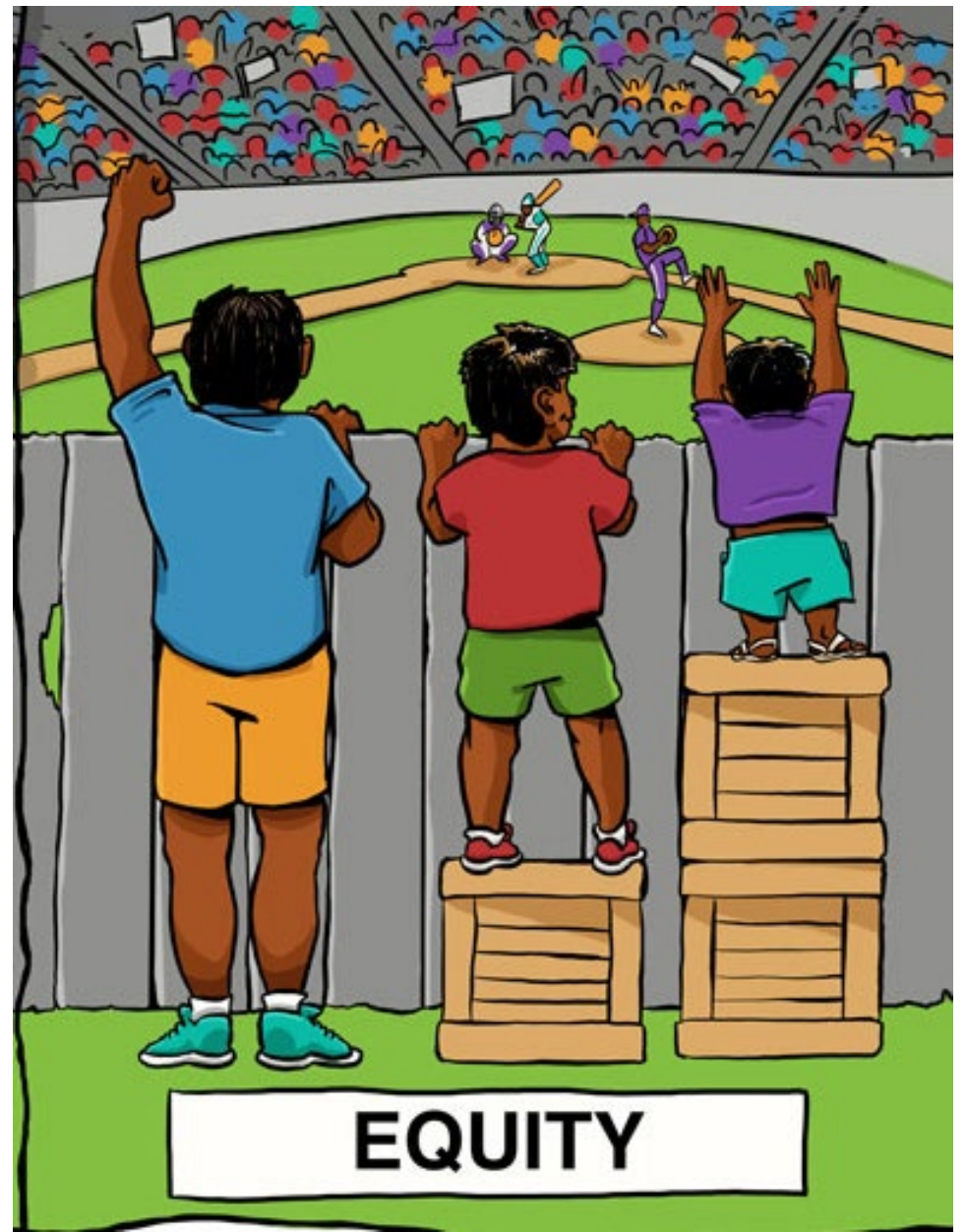
Targeted and tailored strategies to achieve universal outcomes.

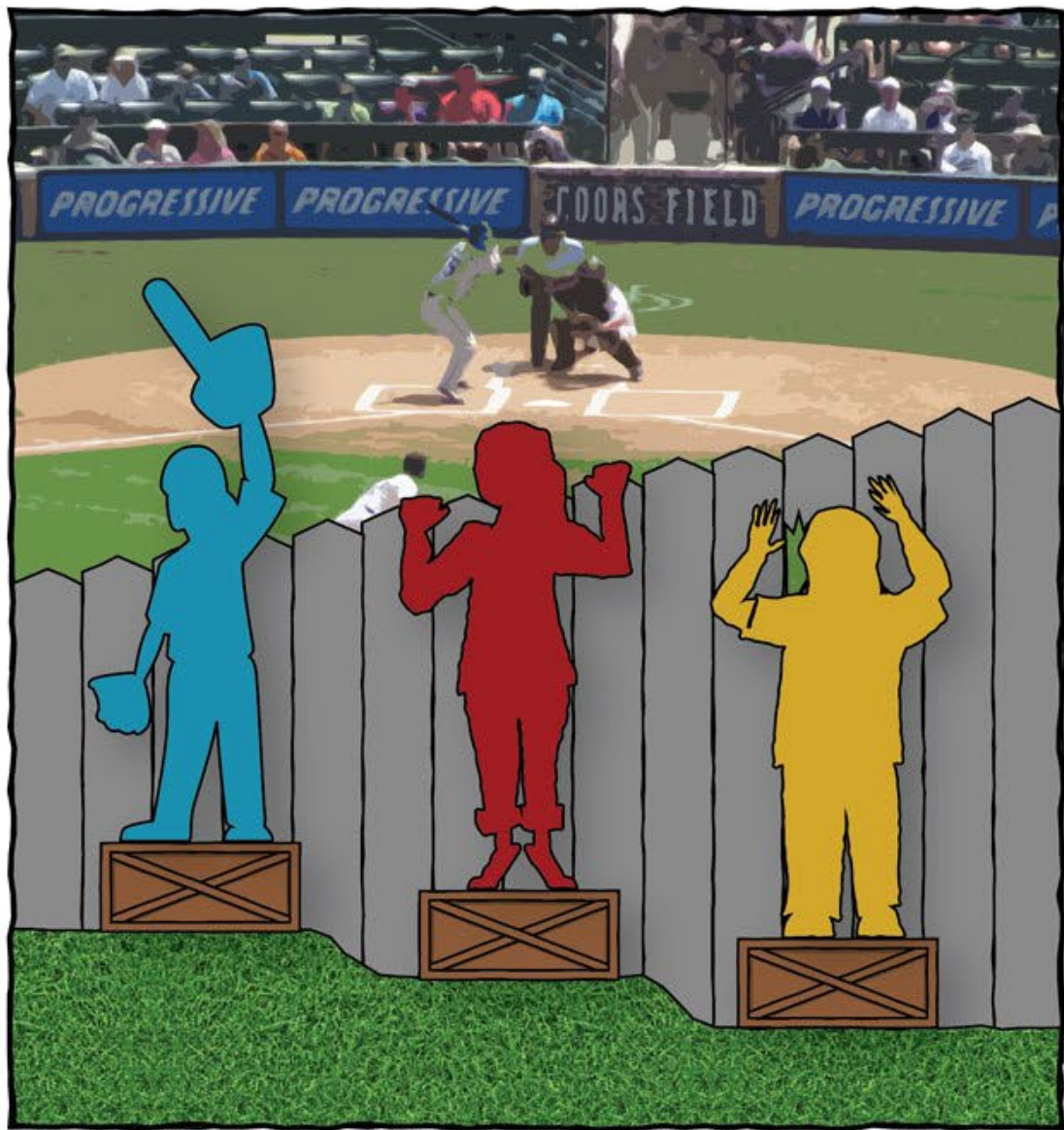
Percentage of the Population 25 Years and Over Who Completed High School or College by Age Group: Selected Years 1940–2015



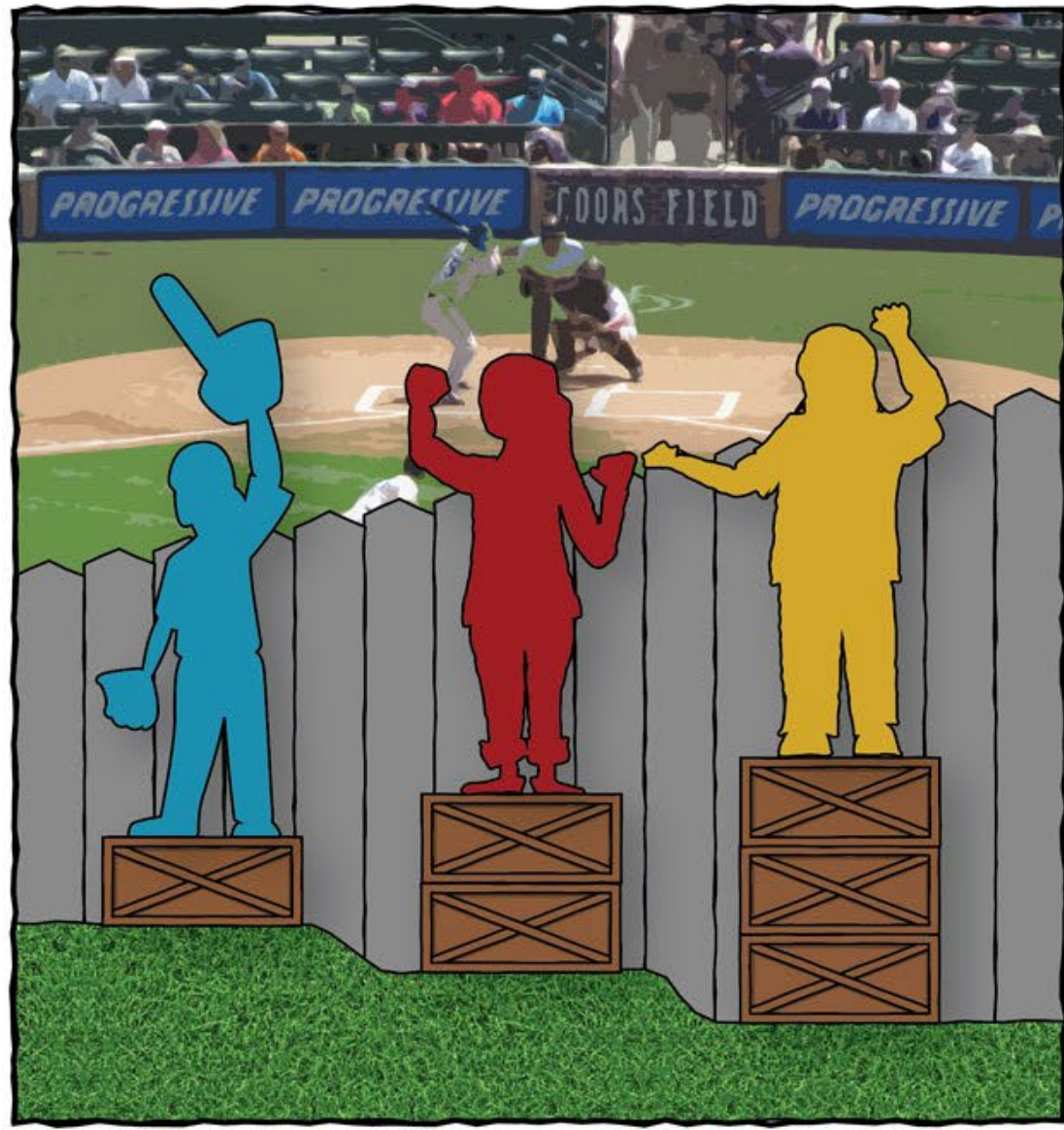
Note: Data for every individual year are not available for years prior to 1964.

Source: U.S. Census Bureau, 1947–2015 Current Population Survey and 1940 Decennial Census.

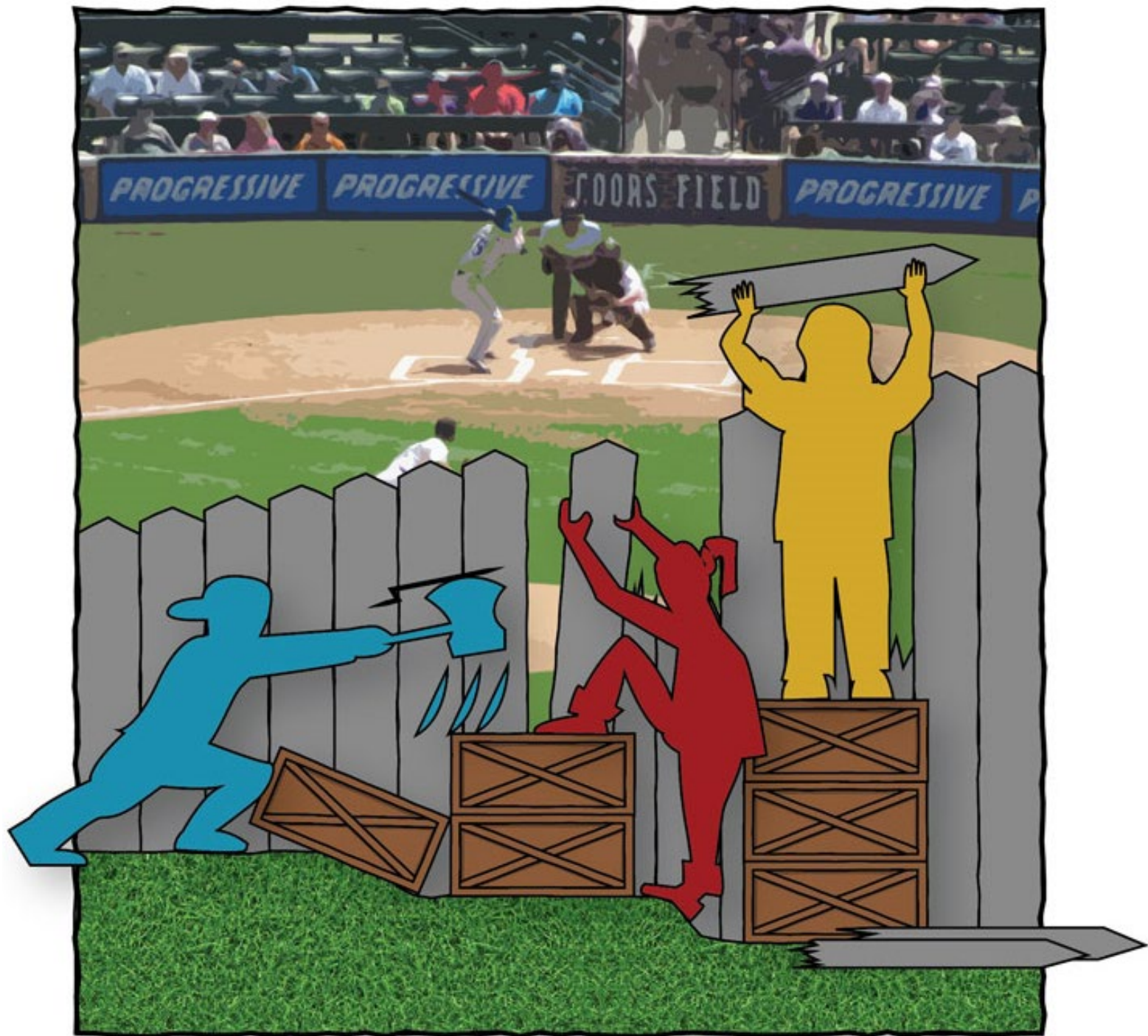




EQUALITY



EQUITY



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

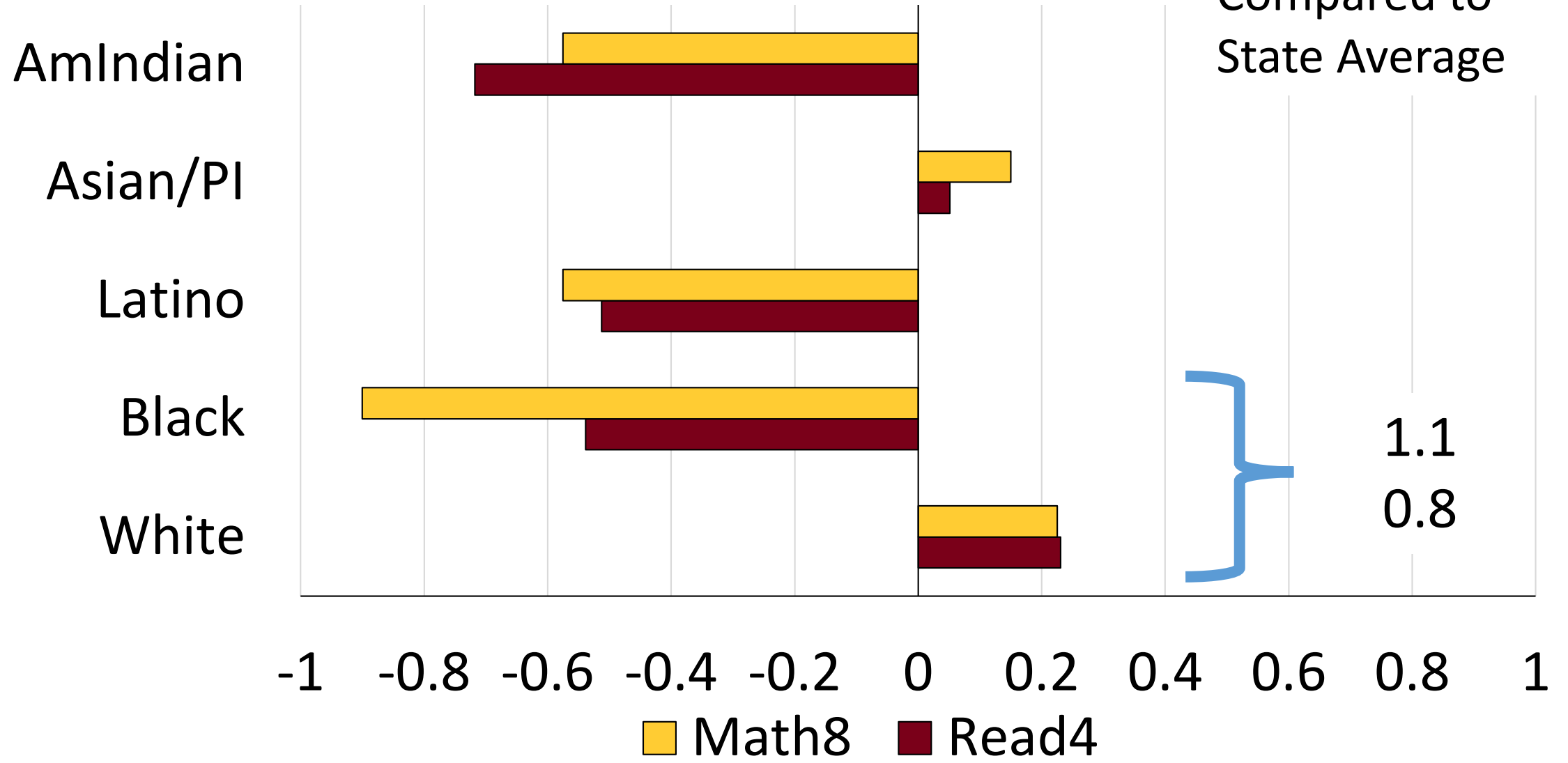
- All 87 MN Counties
- 1,329 schools in 309 school districts
 - 162,034 students (84% of Districts) in 2013
 - 168,733 students (85% of Districts) in 2016
 - 170,128 students (81% of Districts) in 2019
- 57 Charter schools
- Approximately 64% of students in grades 5, 8, 9, 11

Developmental Measures in MSS

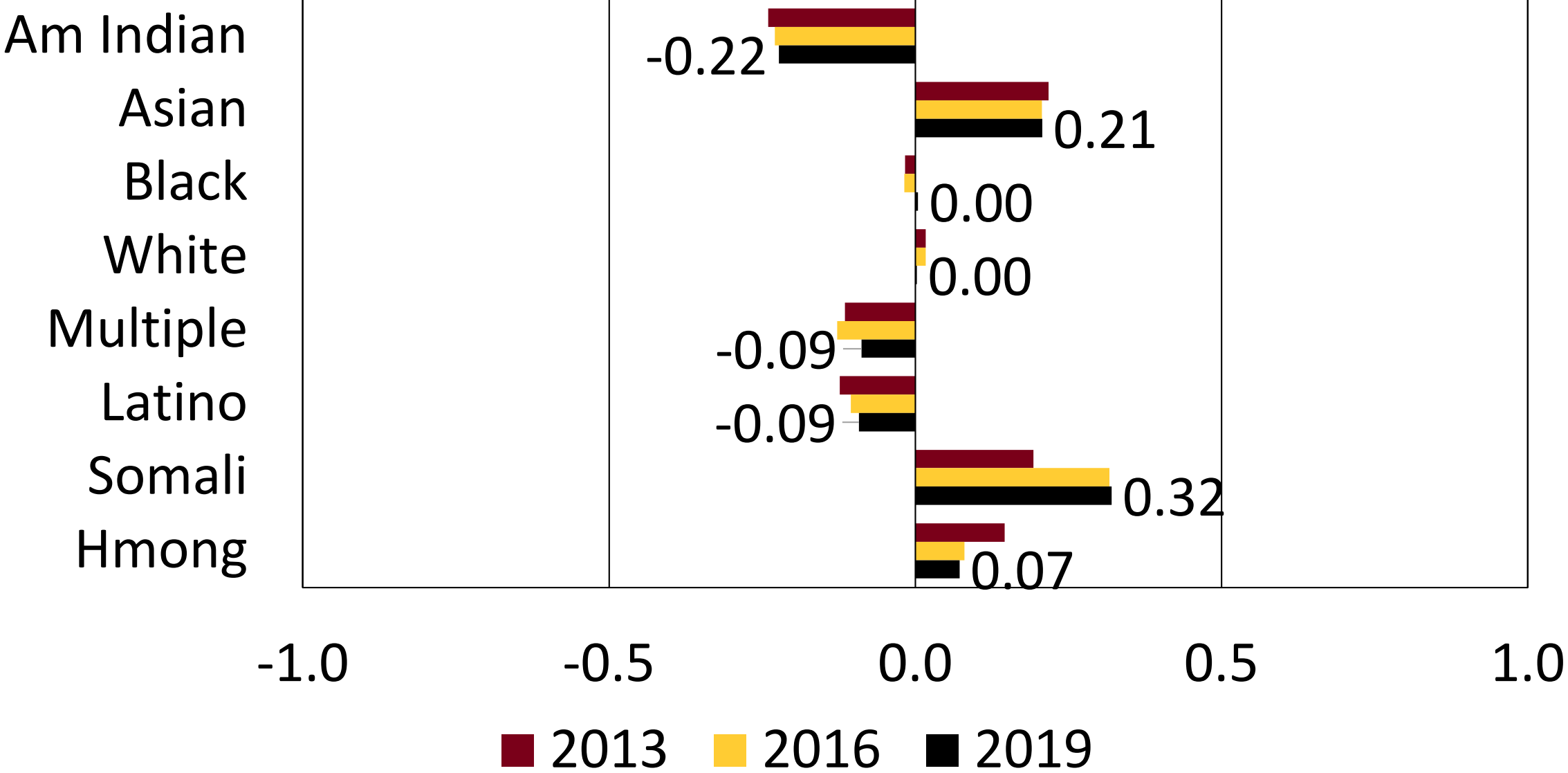
Skills	Supports	Challenges
1. Commitment to Learning	1. Empowerment*	1. Bullied
2. Positive Identity*	2. Family/ Community Support	2. Bullying
3. Social Competence*	3. Teacher/School Support	3. Mental Distress
		4. Family Violence

***DAP**

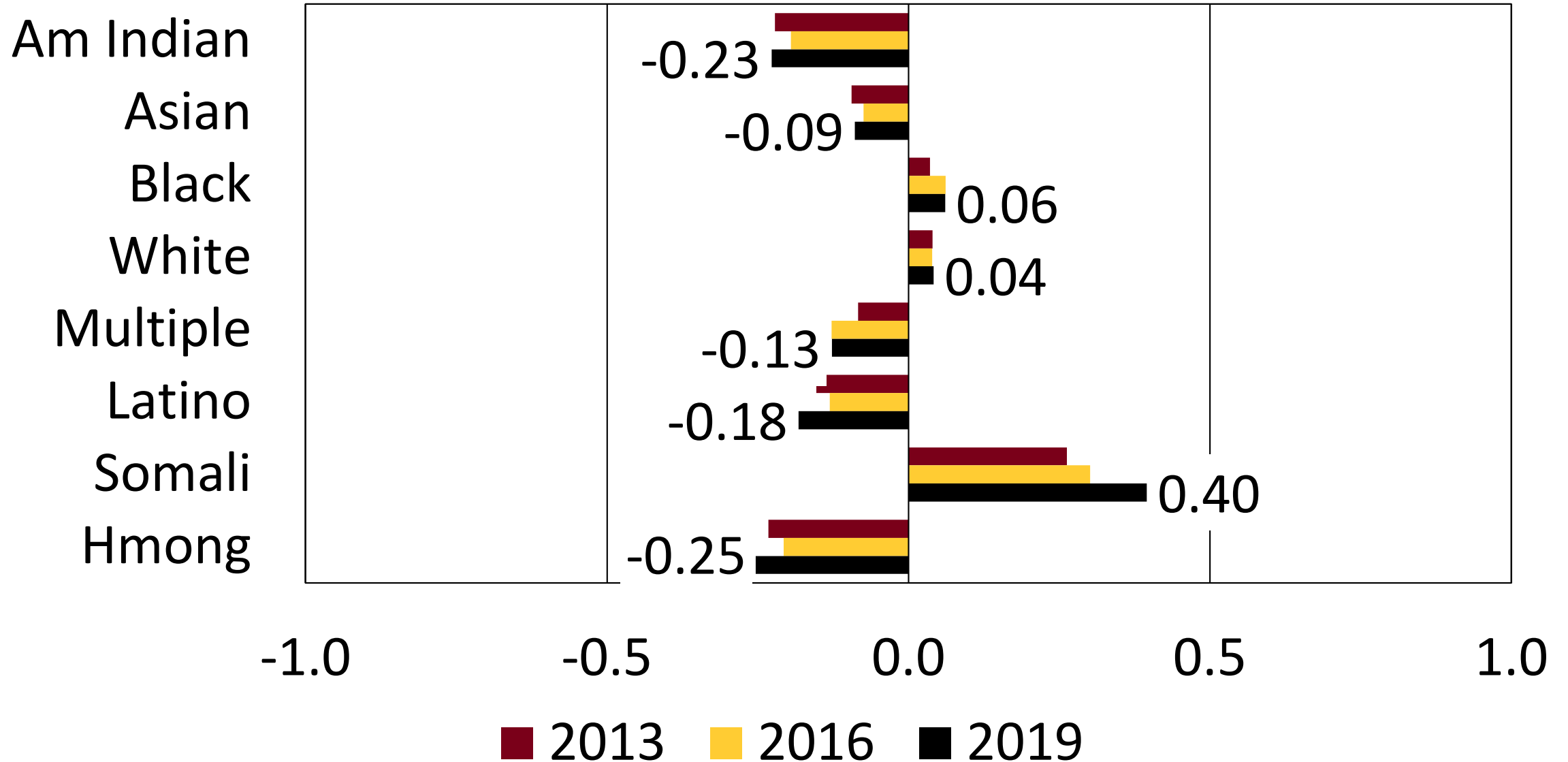
MN 2019 NAEP
Achievement Gaps
Compared to
State Average



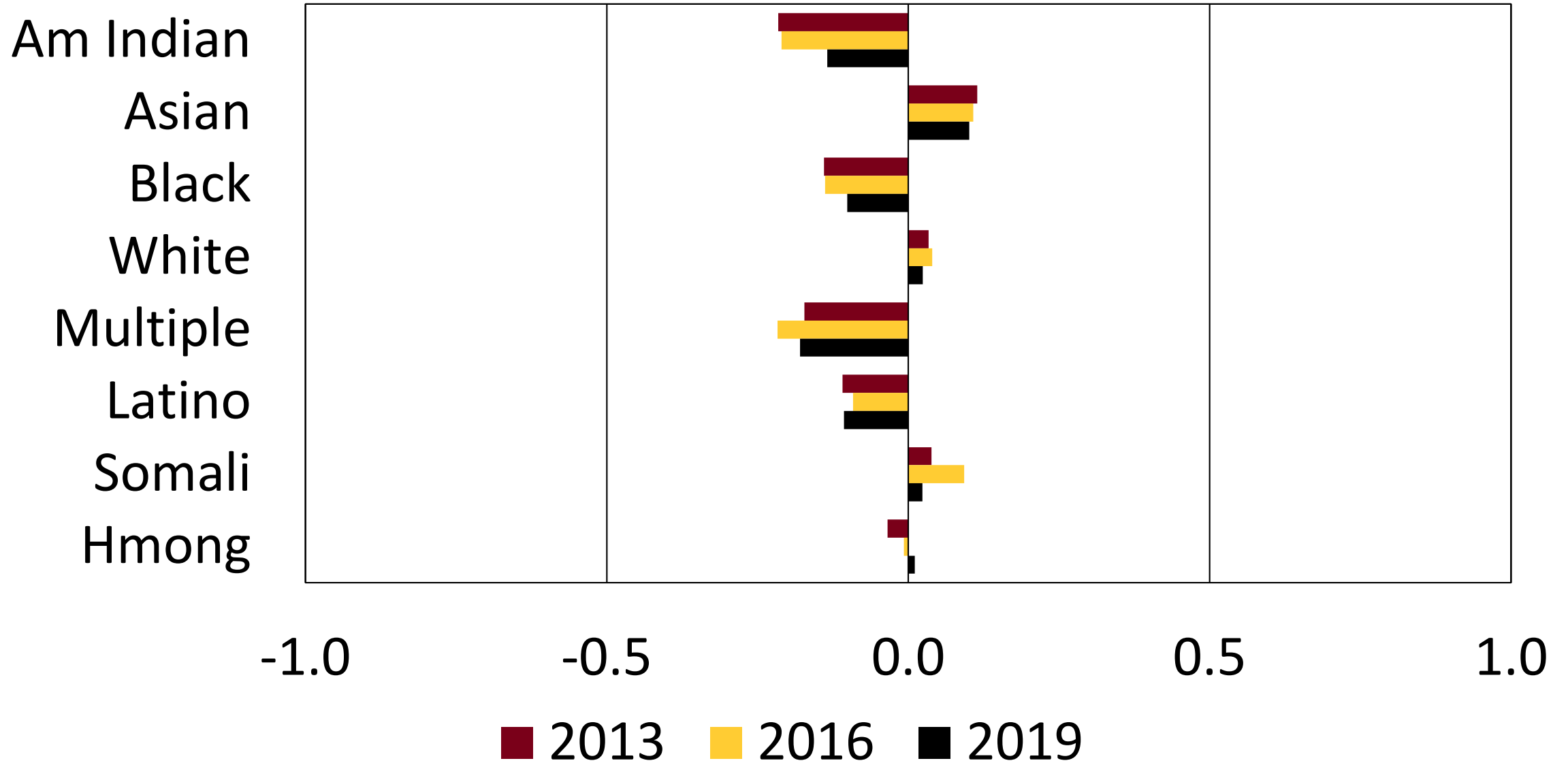
Disparities in Commitment to Learning



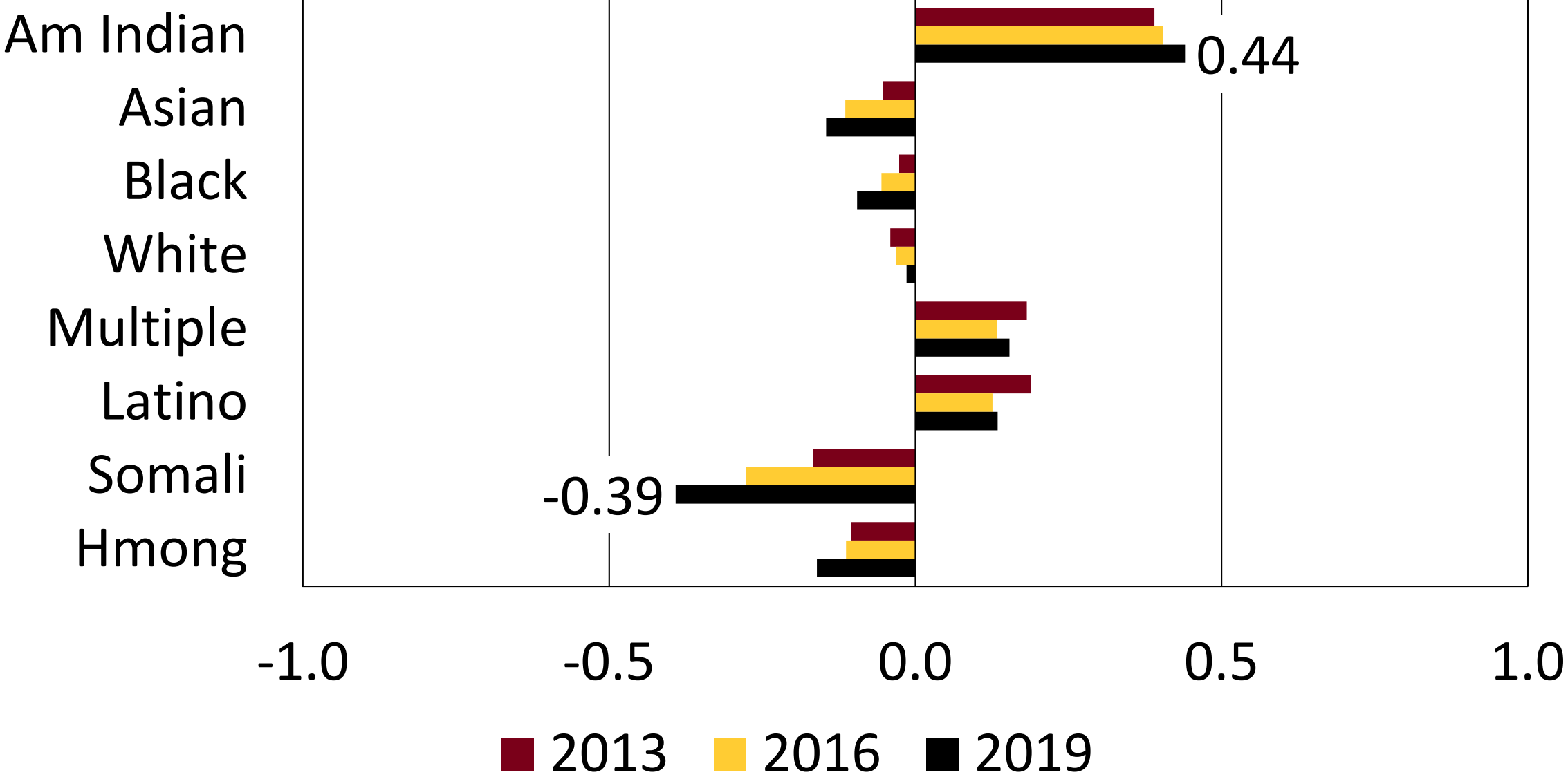
Disparities in Positive Identity



Disparities in Teacher/School Support

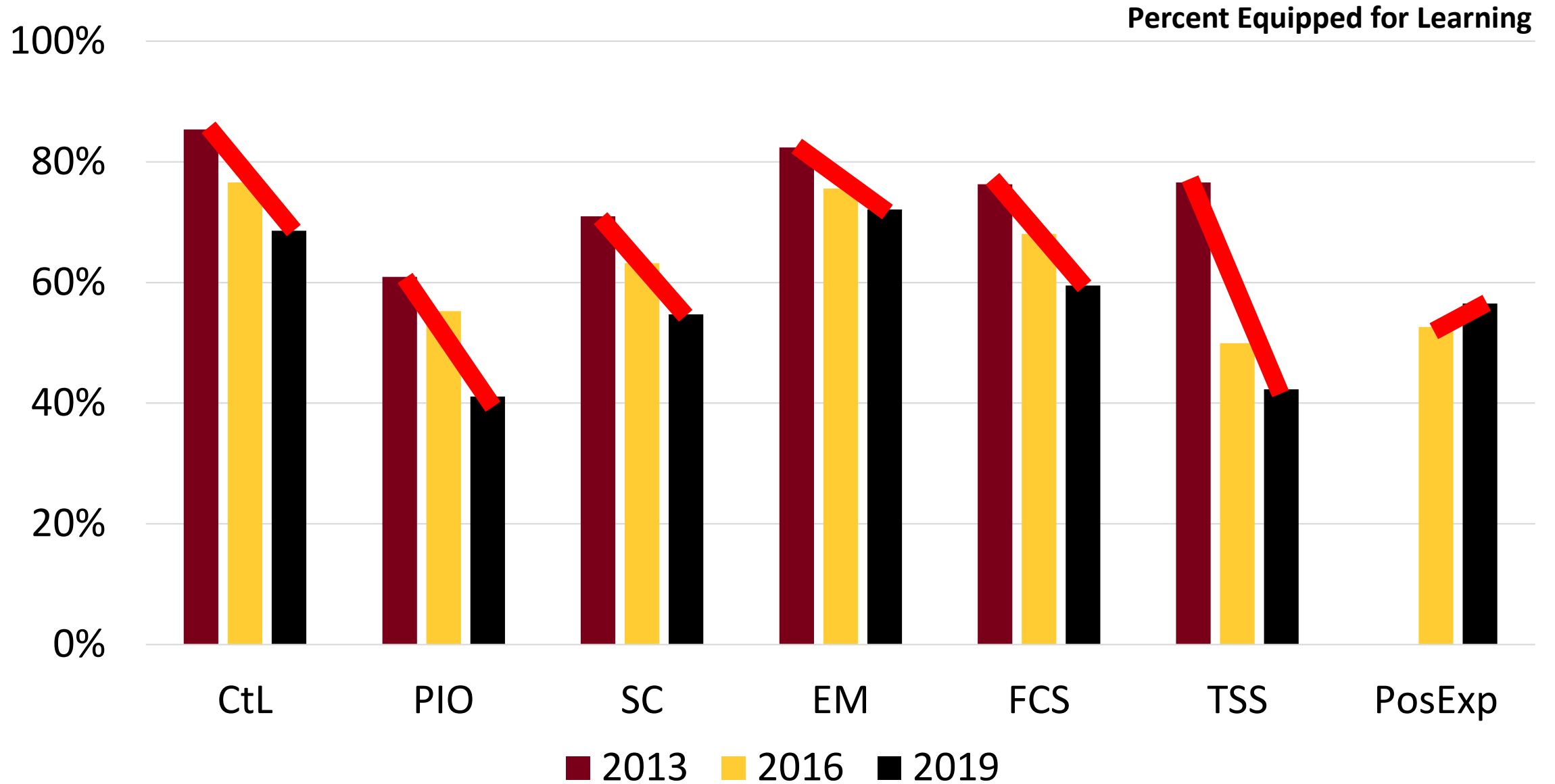


Disparities in Mental Distress

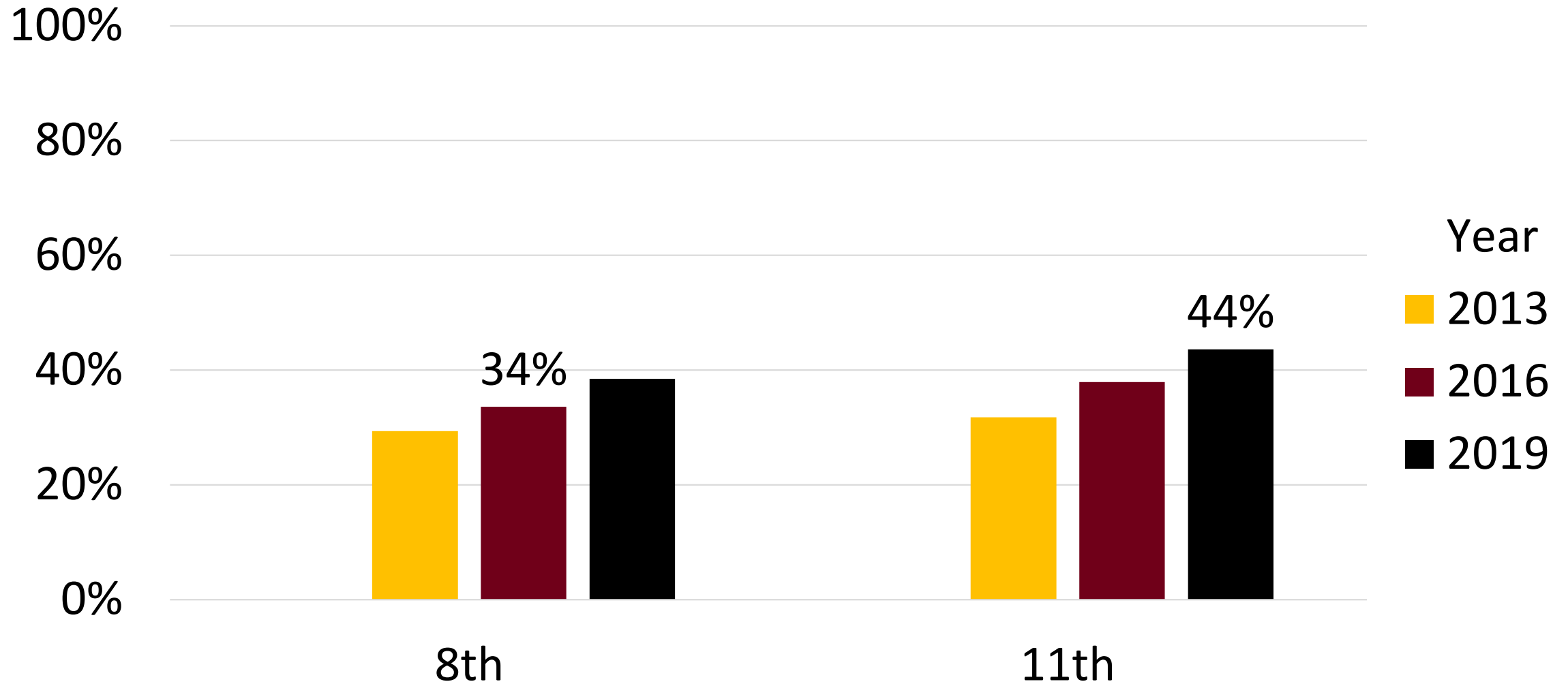


Percent Equipped for Learning by Grade and Over time

5th Grade Cohort of 2013 Over Time

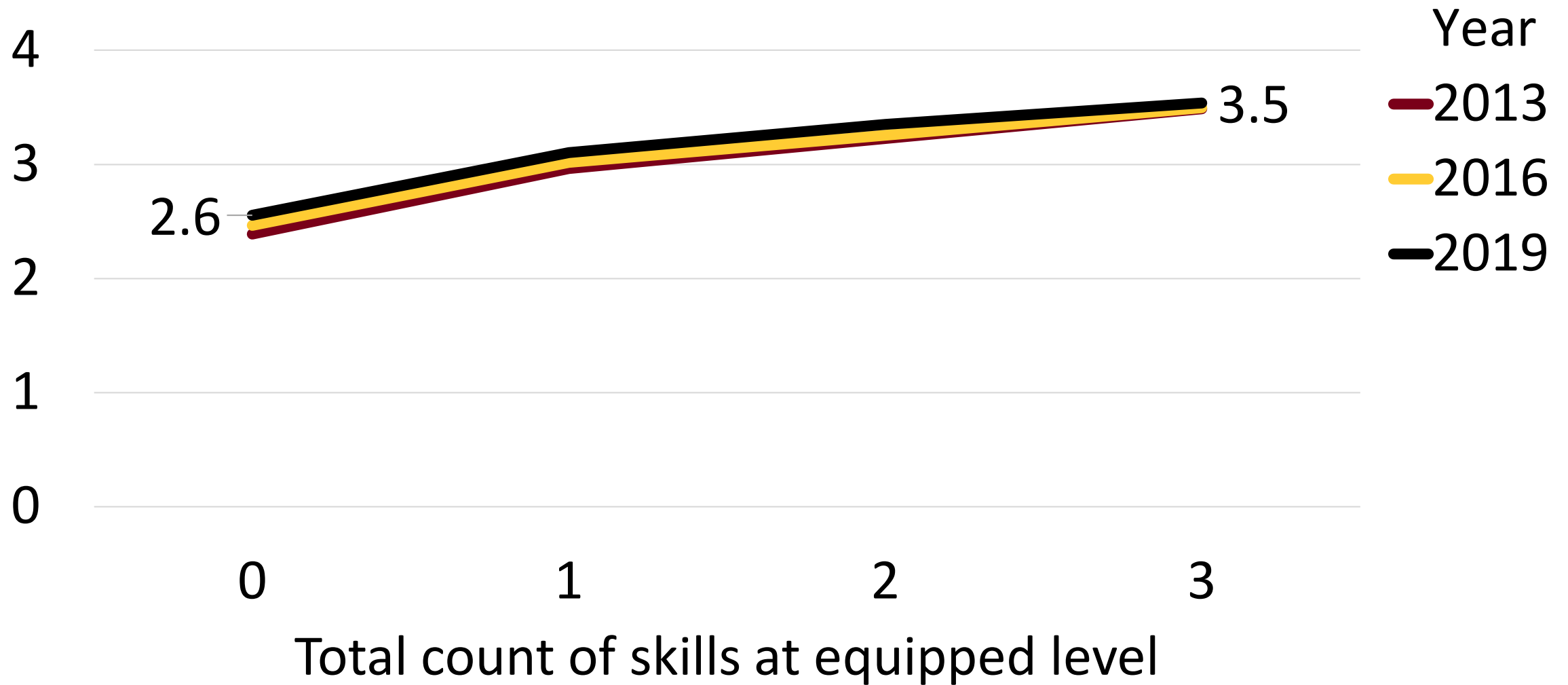


Mental Distress – at least some

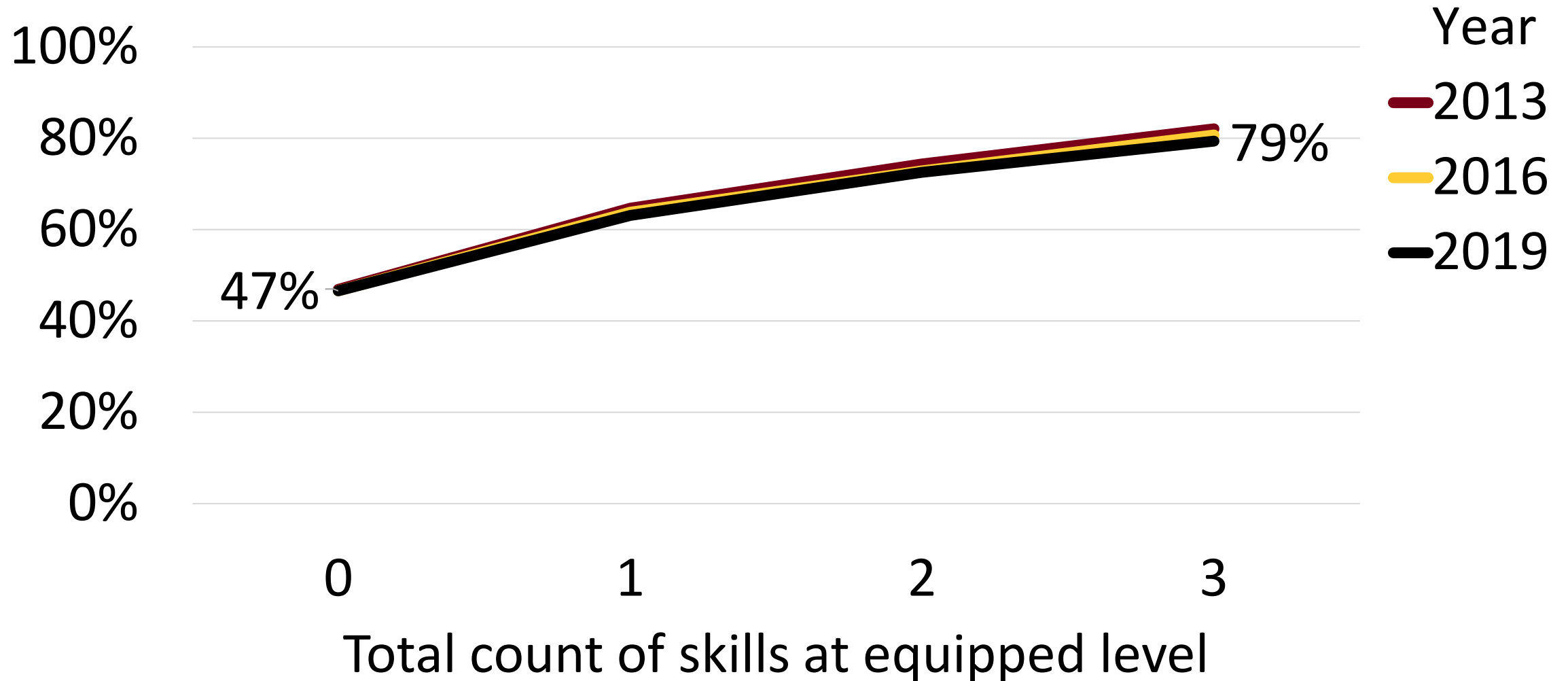


Does it even matter?

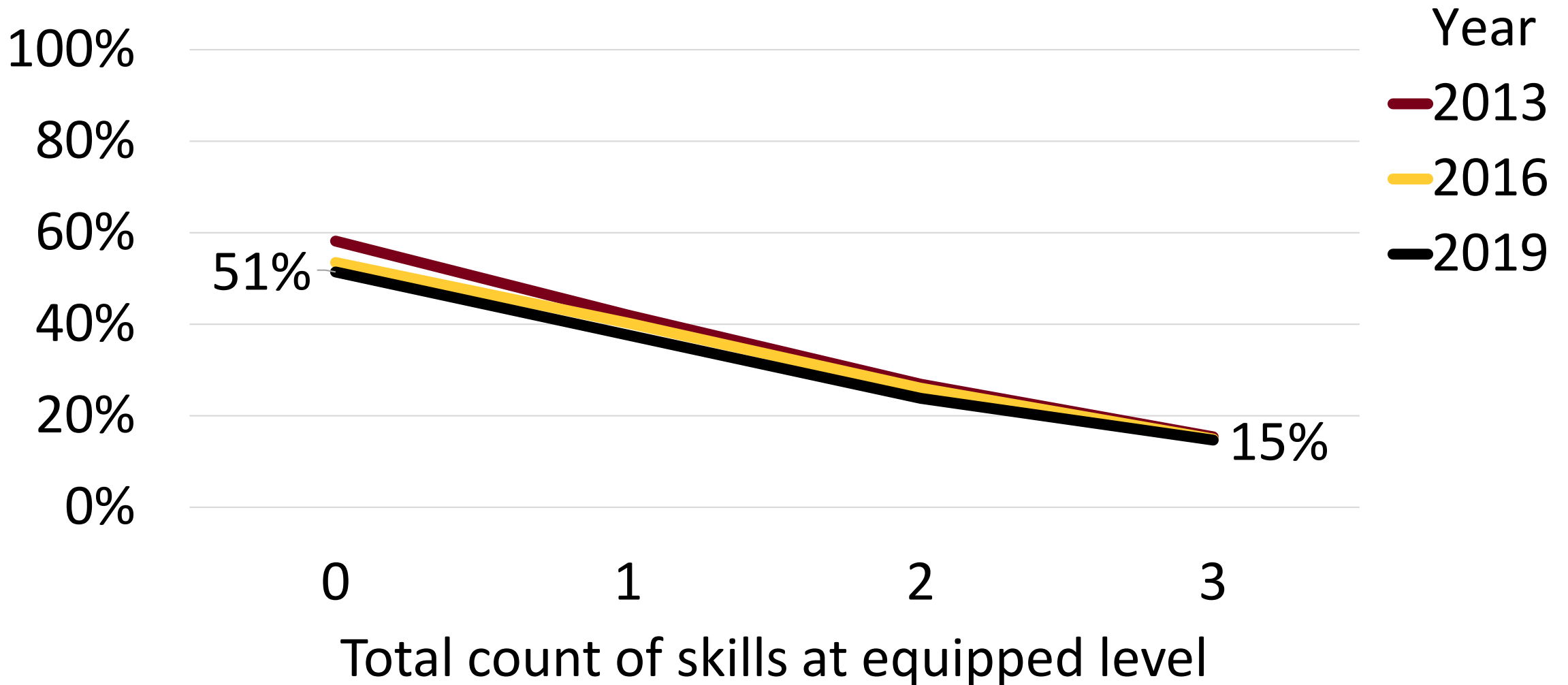
Equipped Skills & Grades Earned in School



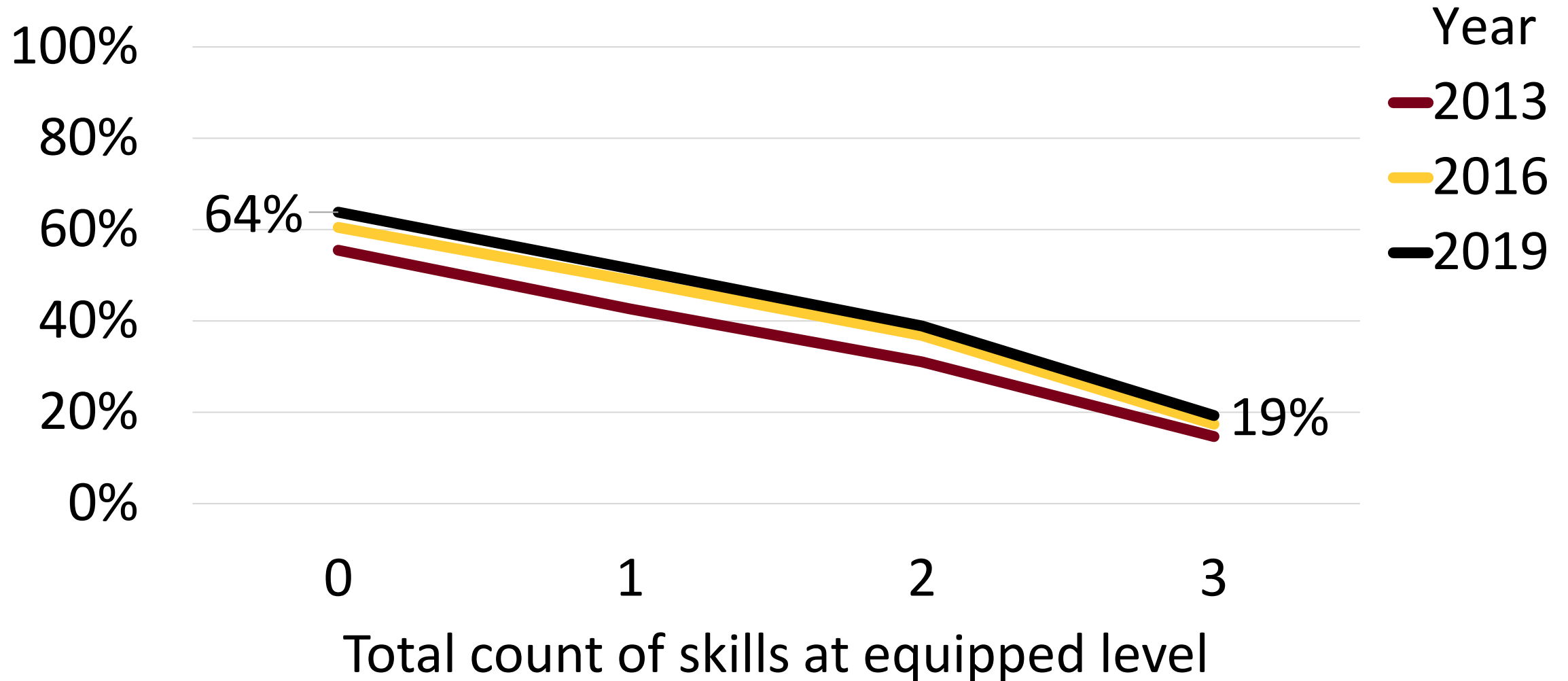
Equipped Skills & 4-Year College Goals



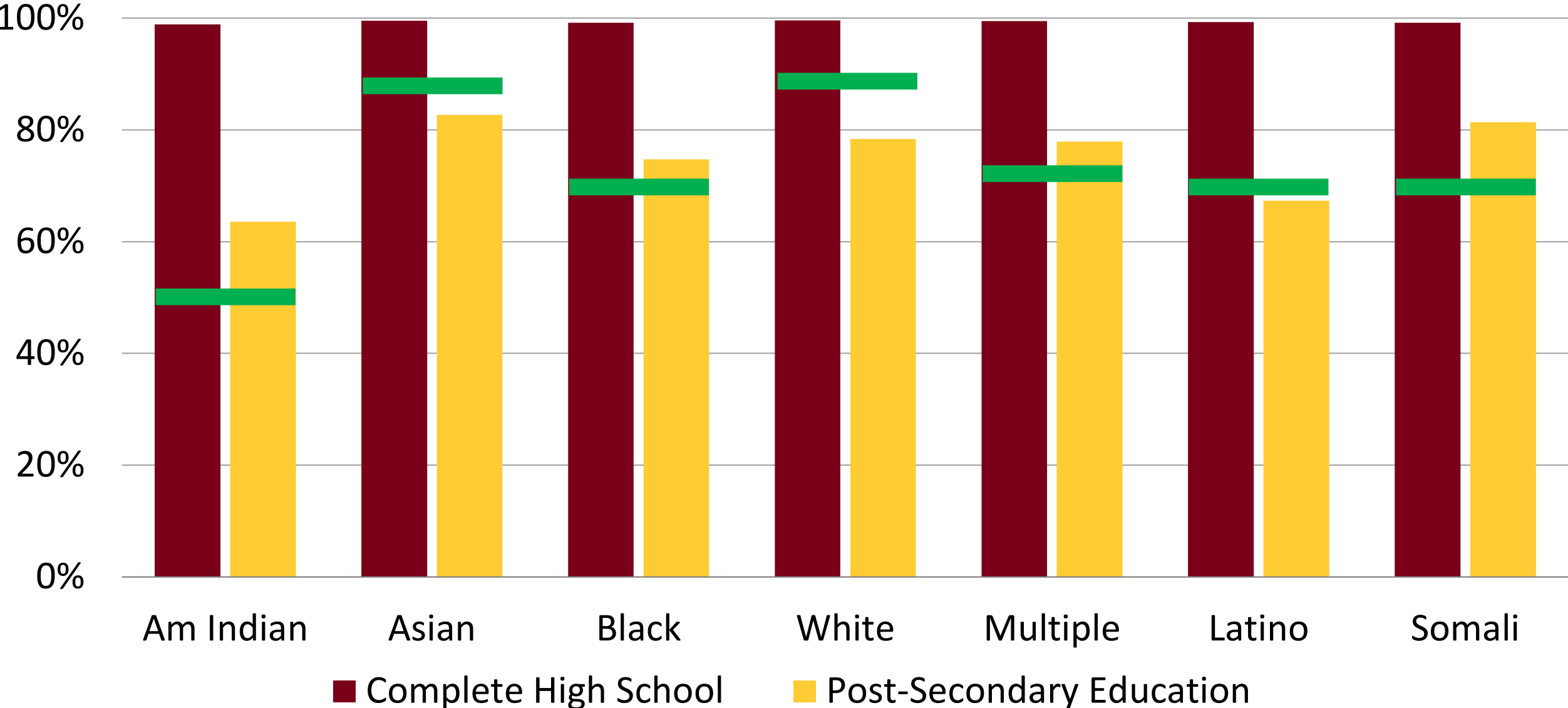
Equipped Skills & Substance Use (last 12 months)



Equipped Skills & Some Mental Distress



Post High School Plans



The University's Role

Educational Equity Resource Center

gap.umn.edu



Educational Equity work at 



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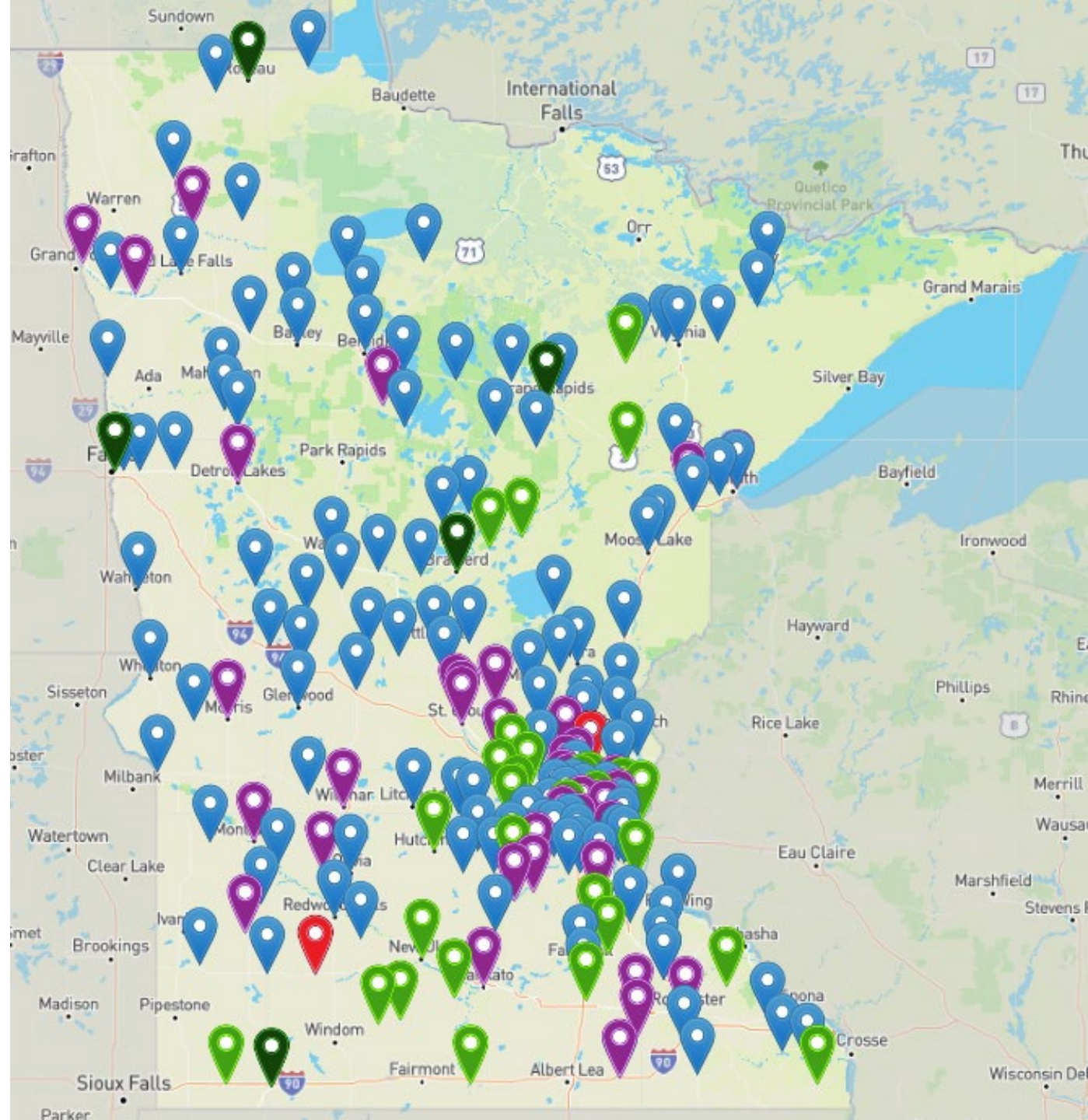
EXPERTS@MINNESOTA

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

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