



The many ways of equity in education and beyond

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Educational Psychology

My Background

- 3rd & 5th Generation Minnesotan
- Recipient of Extension Services
- Psychometrician
- Campbell Leadership Chair in CEHD



1999



2017



What Works?

- For whom?
 - Under what conditions?
 - In what contexts?
-
- Role of local wisdom
 - Local needs and preferences
- Tailoring

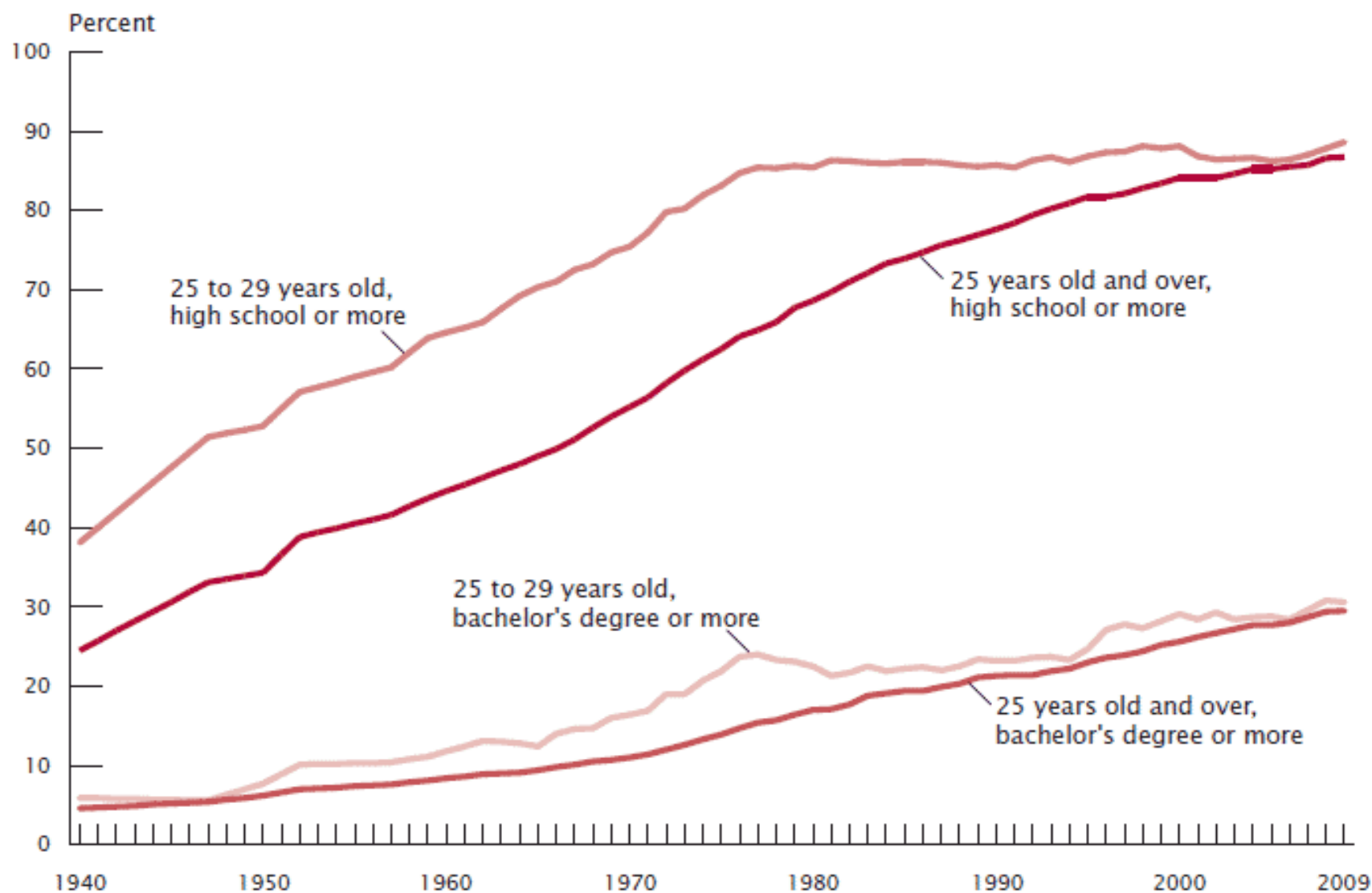
Persistent Inequities

Limited access and opportunities

- High quality educators and facilities
- High achieving peers
- High quality health care
- Safe housing
- Consistent readily available transportation
- Secure employment and living wages

Figure 1.

Percentage of the Population 25 Years and Over Who Have Completed High School or College: Selected Years 1940-2009



Source: U.S. Census Bureau, Current Population Survey and decennial censuses.

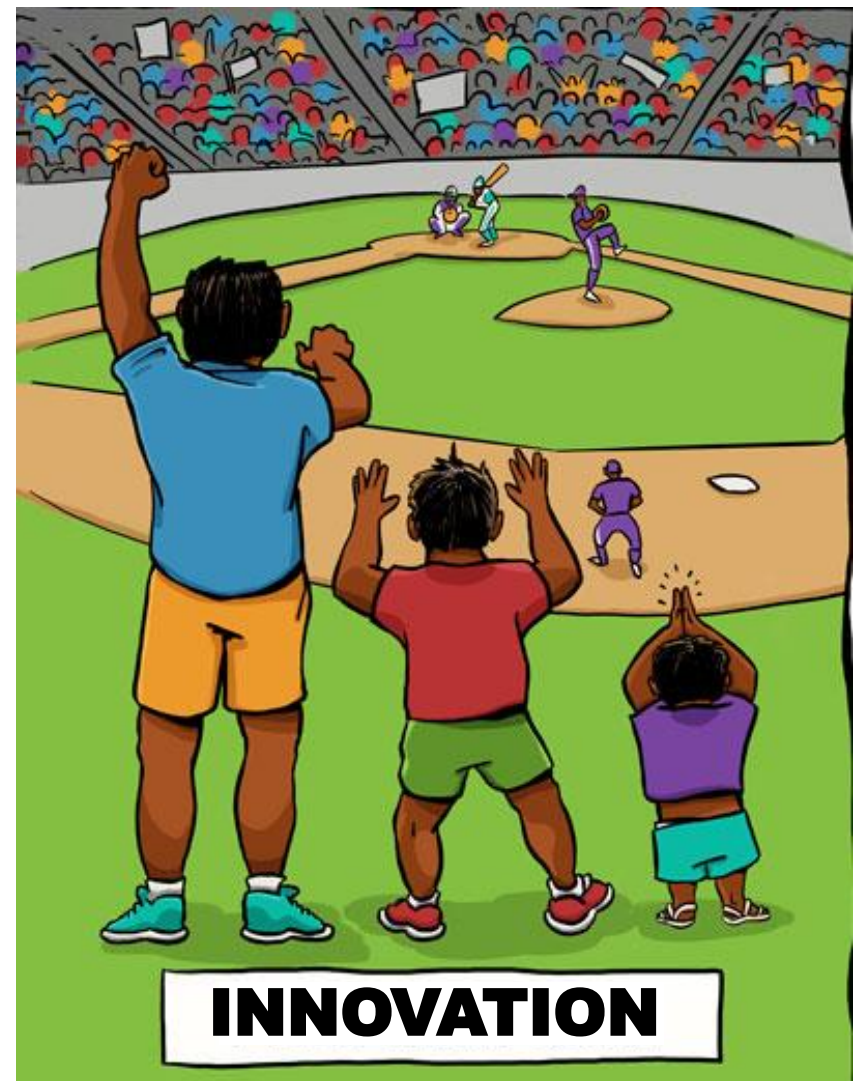
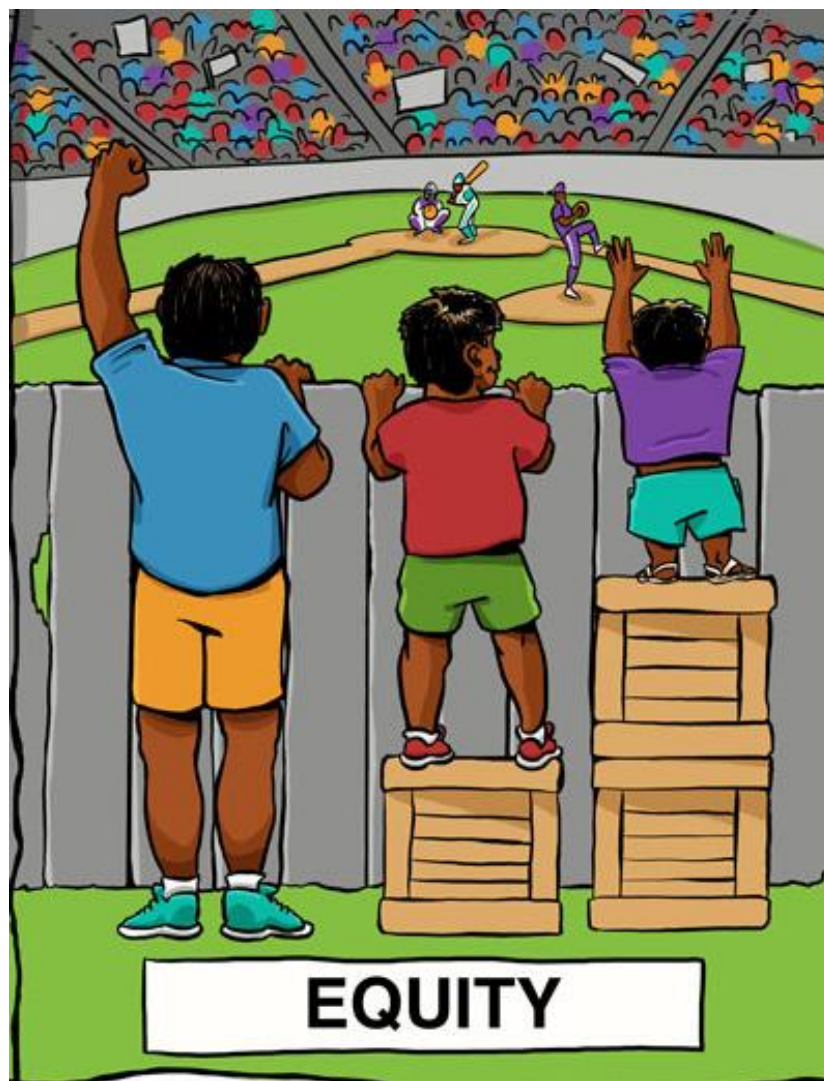
Educational Equity

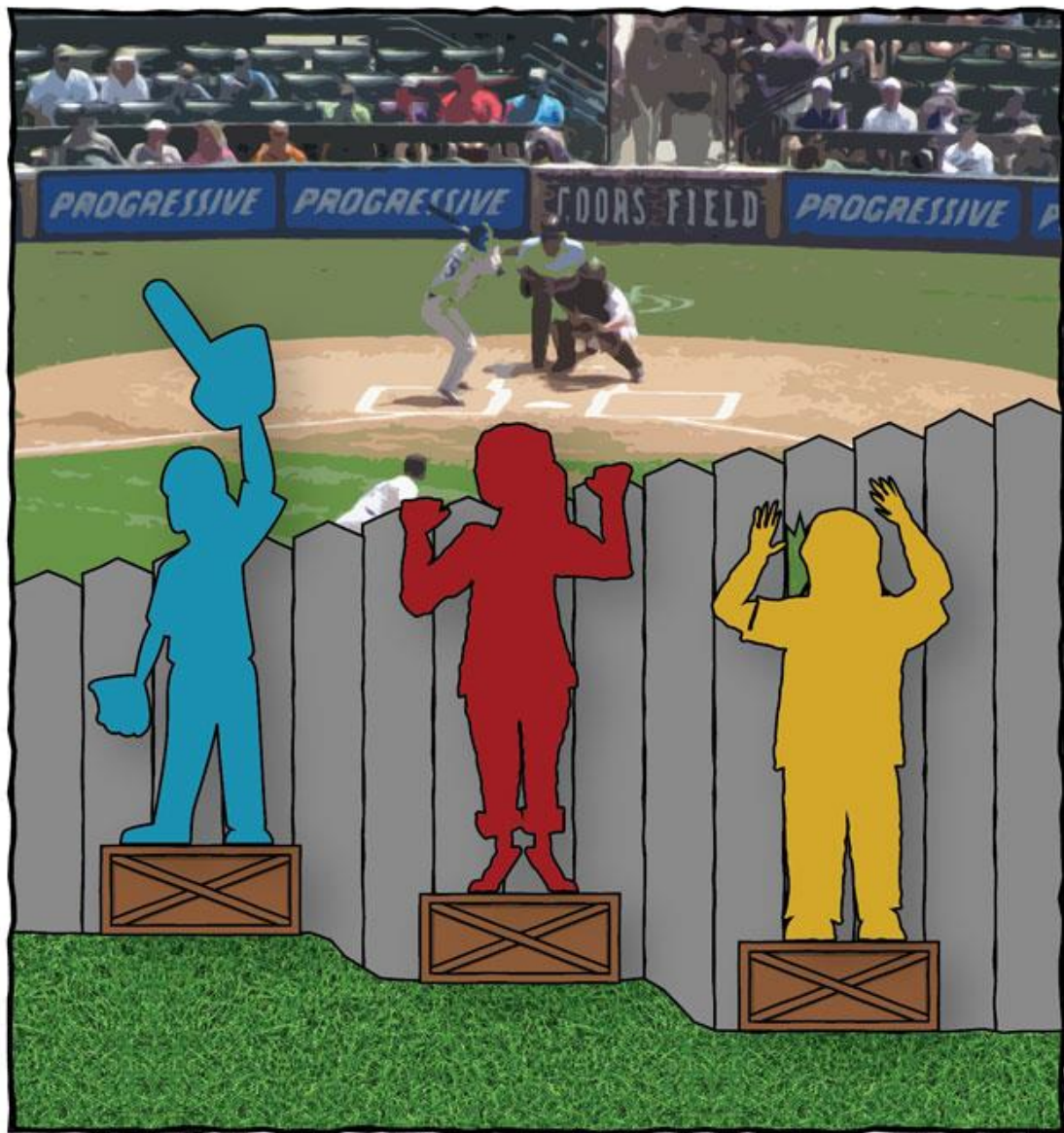
A lens by many names...

- Meeting local needs
- Tailoring
- Acknowledging and employing local wisdom
- Understanding preferences
- Valuing differences
- Building assets
- Excellence for all

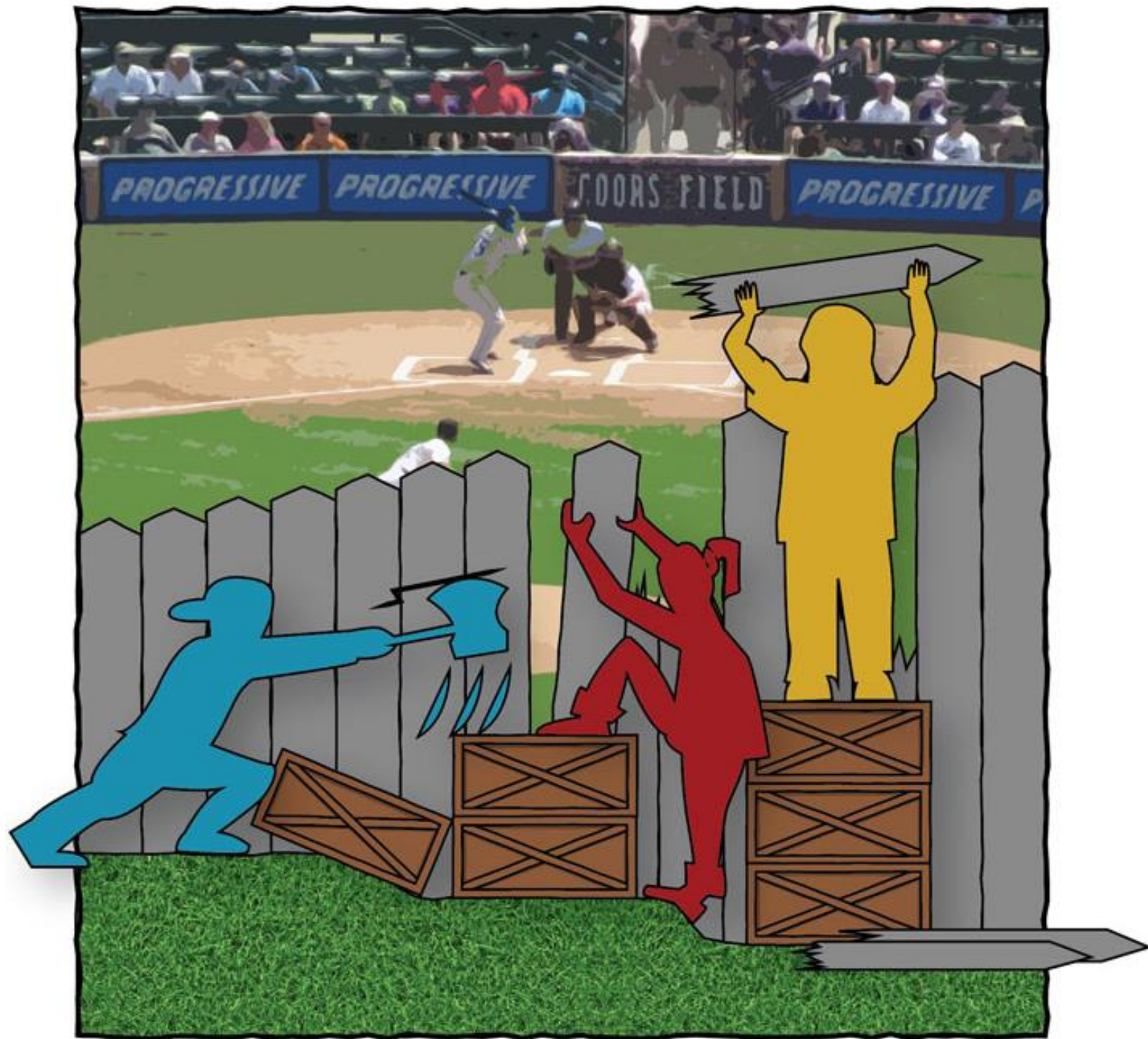
Targeted Universalism:

Targeted and tailored strategies to achieve universal outcomes.





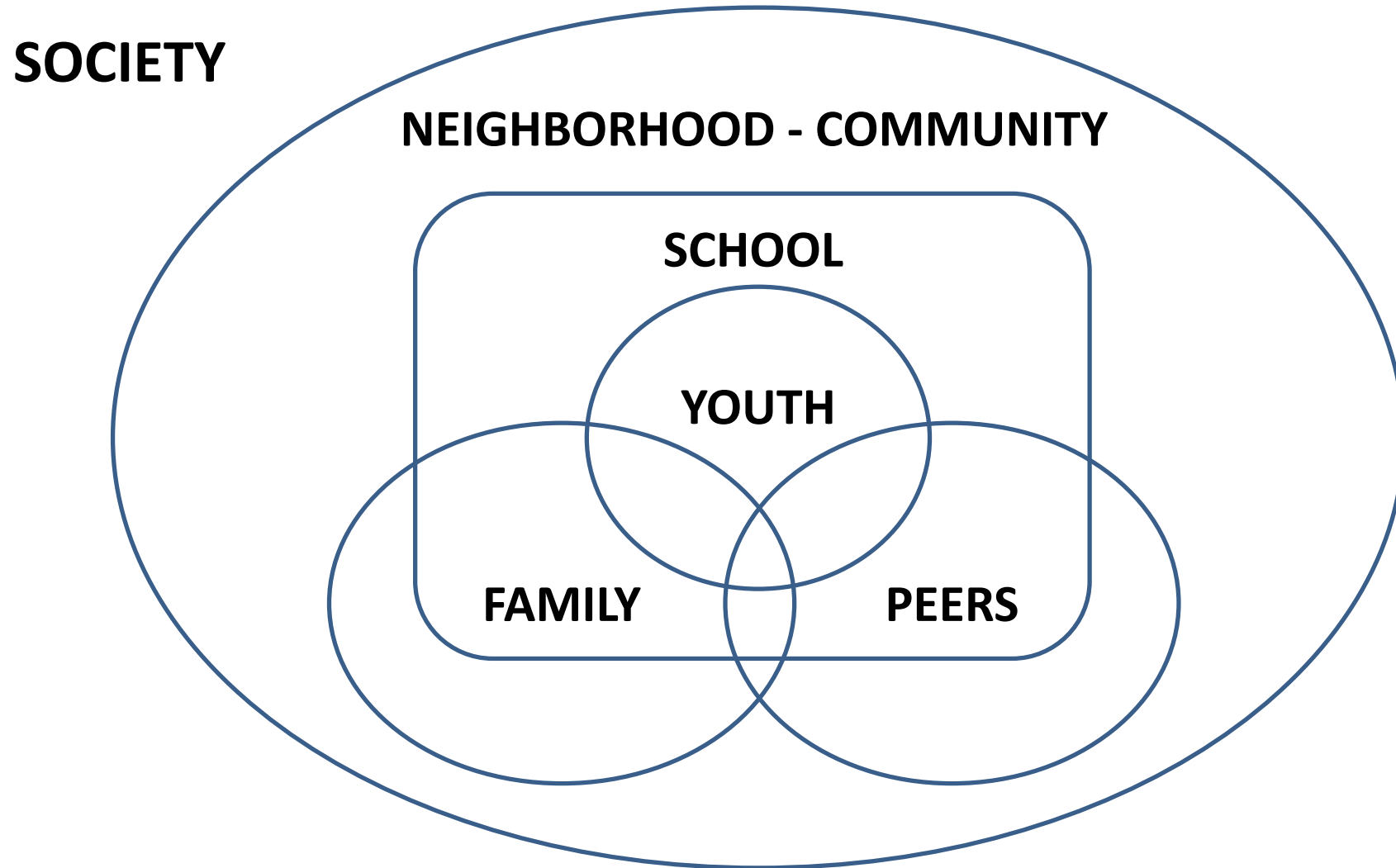
EQUALITY



Acknowledging the many Ecologies of Youth & Families

- Across families, schools, and communities, youth play many roles.
- Youth & their families identify with multiple communities.
- This means there are multiple avenues to meet youth and families where they are – to tailor our approaches to meet their needs and acknowledge unique and local preferences.

Ecologies of Youth & Families



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

Developmental Measures in 2013/2016 MSS

Developmental Skills	Developmental Supports	Developmental 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**

Academic Disparities

- The achievement gap
 - Achievement gaps
 - Opportunity gaps
 - Education debt
 - Access gaps
 - Resource gaps

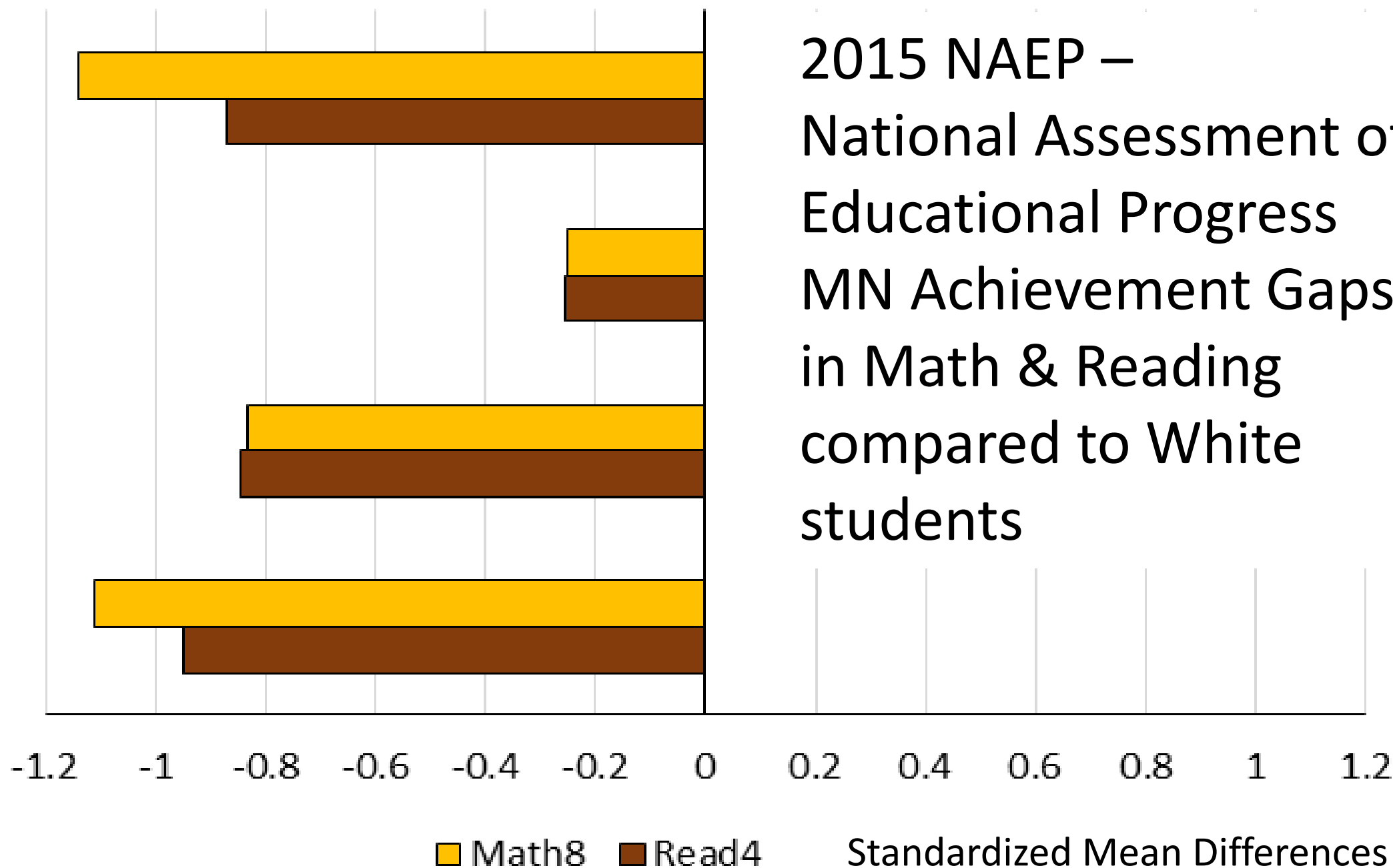
AmIndian

Asian/PI

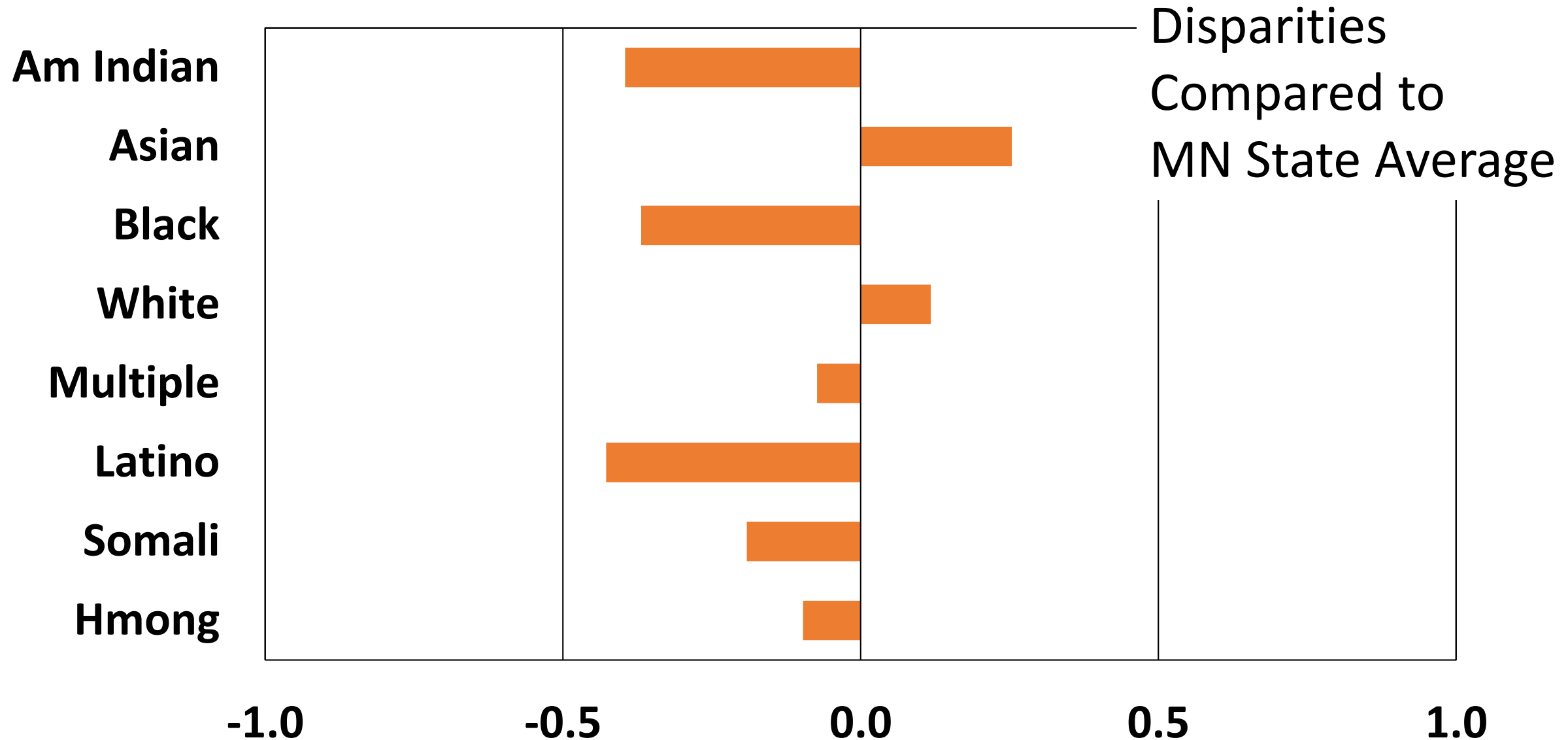
Latino

Black

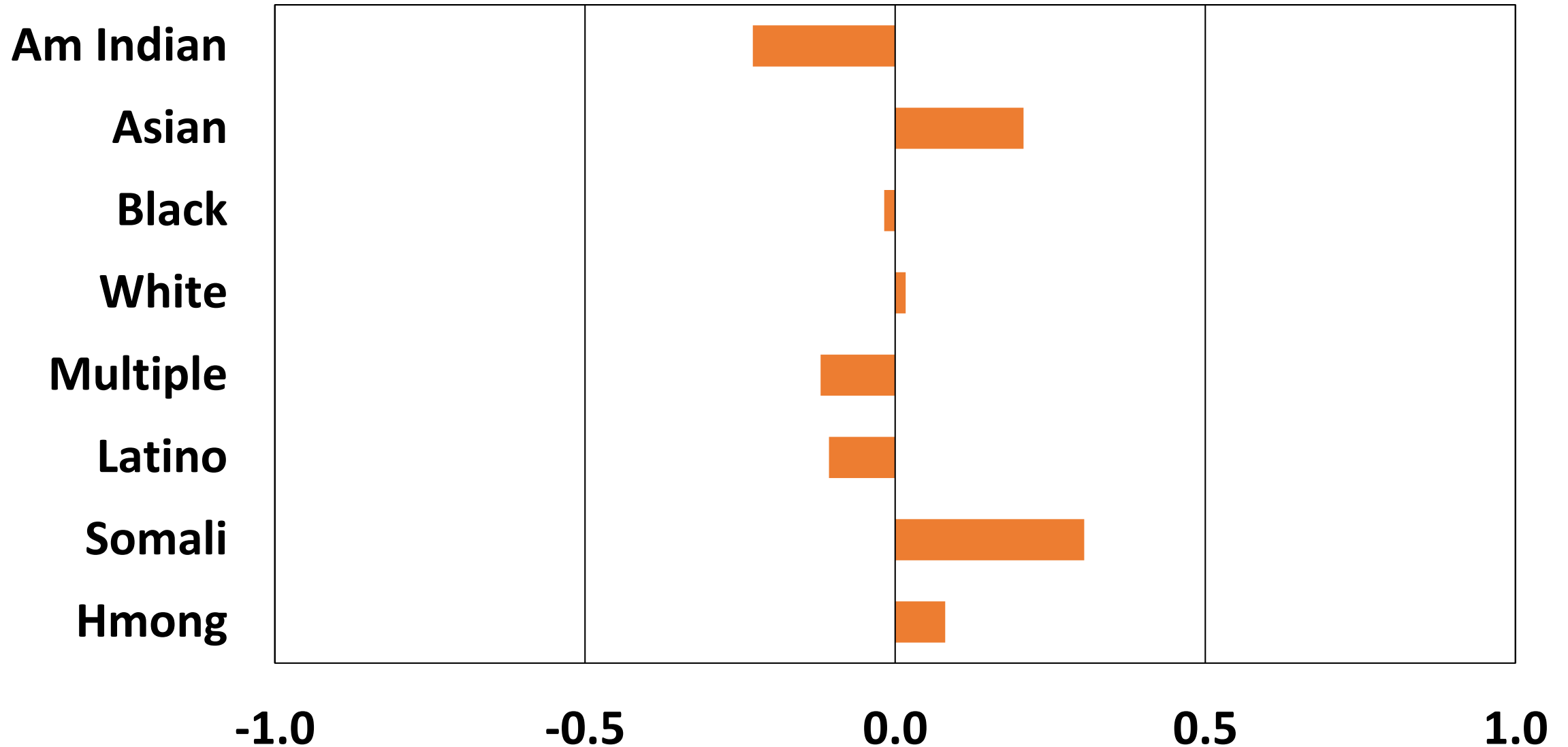
2015 NAEP –
National Assessment of
Educational Progress
MN Achievement Gaps
in Math & Reading
compared to White
students



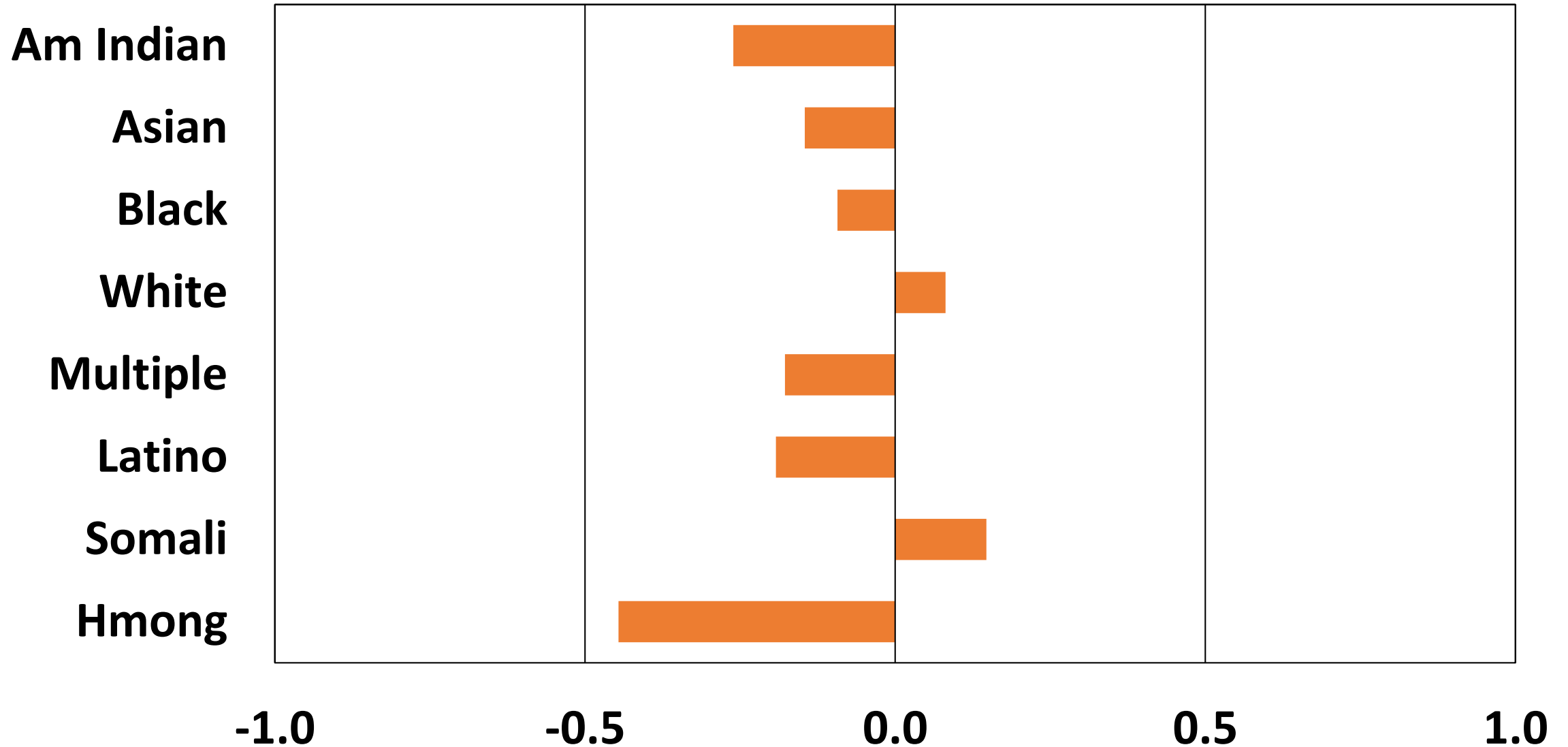
2016 MSS: Self-Reported Grades



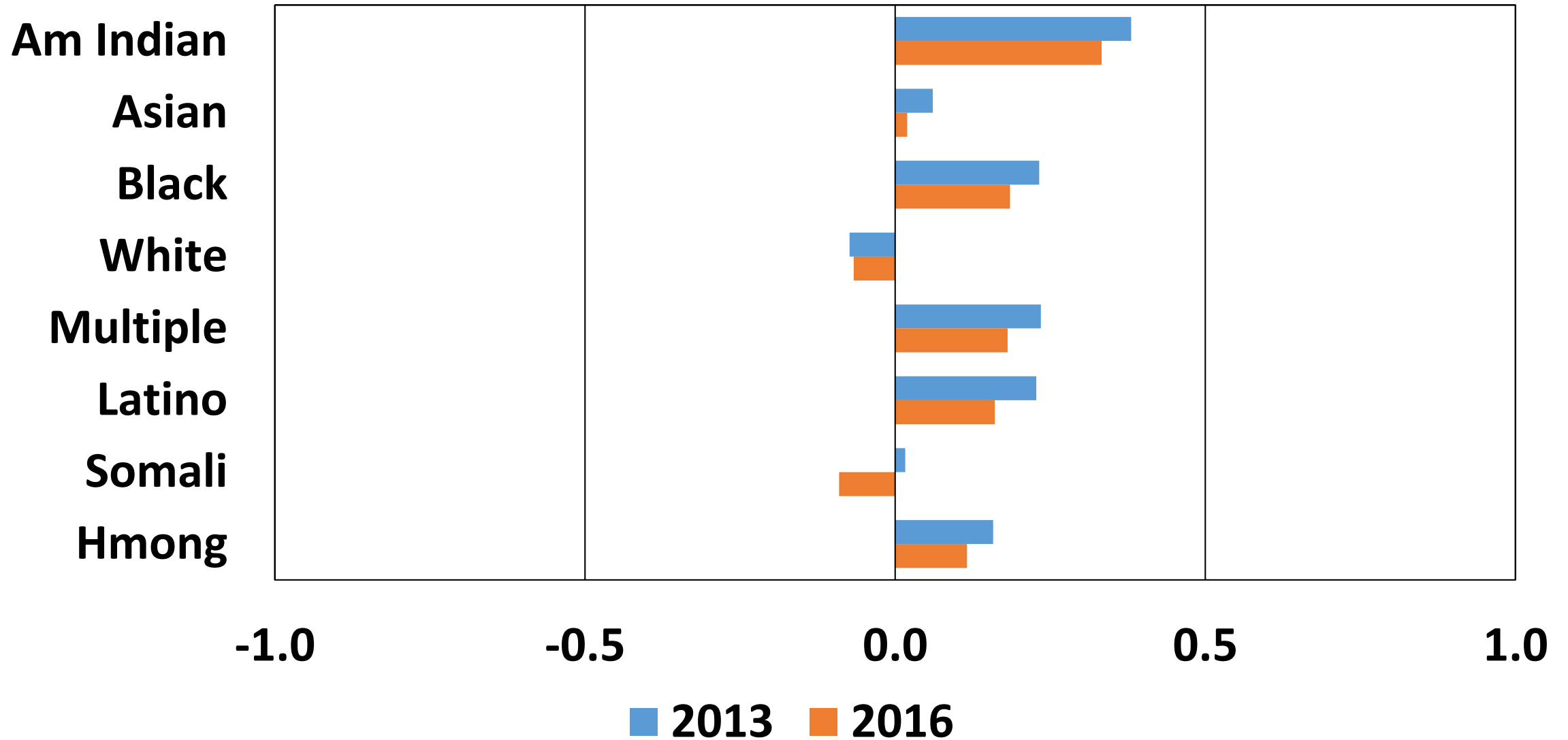
2016 MSS: Commitment to Learning



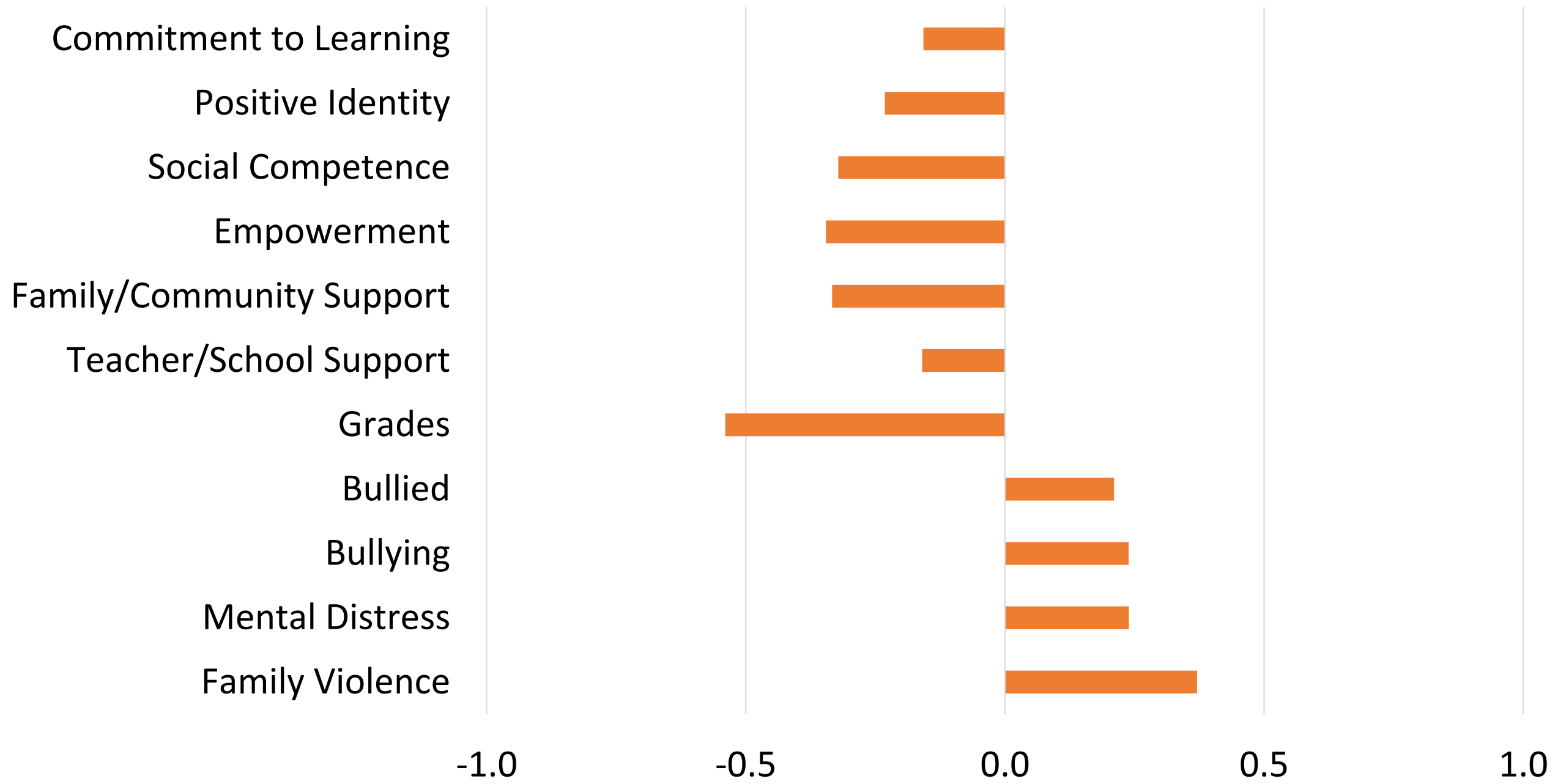
2016 MSS: Family/Community Support



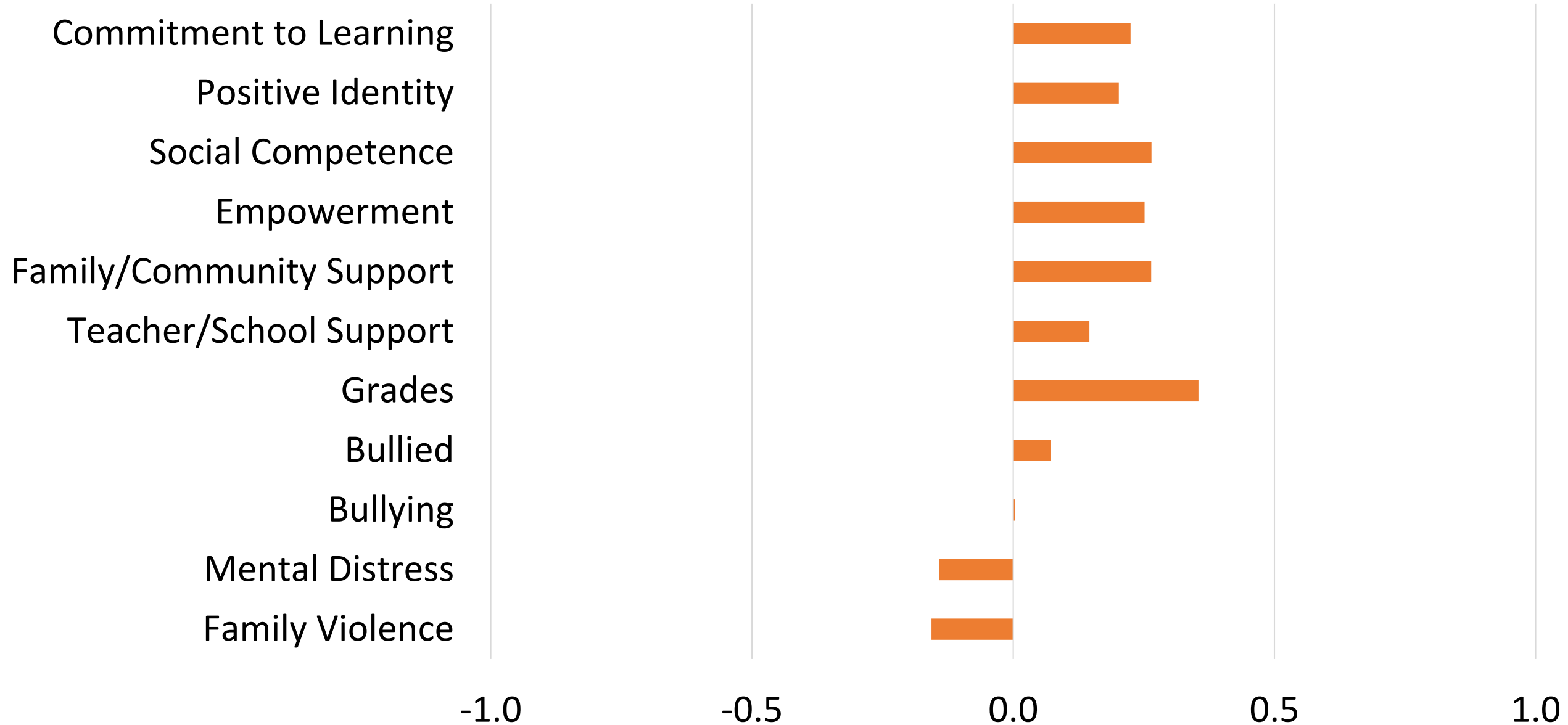
2016 MSS: Family Violence



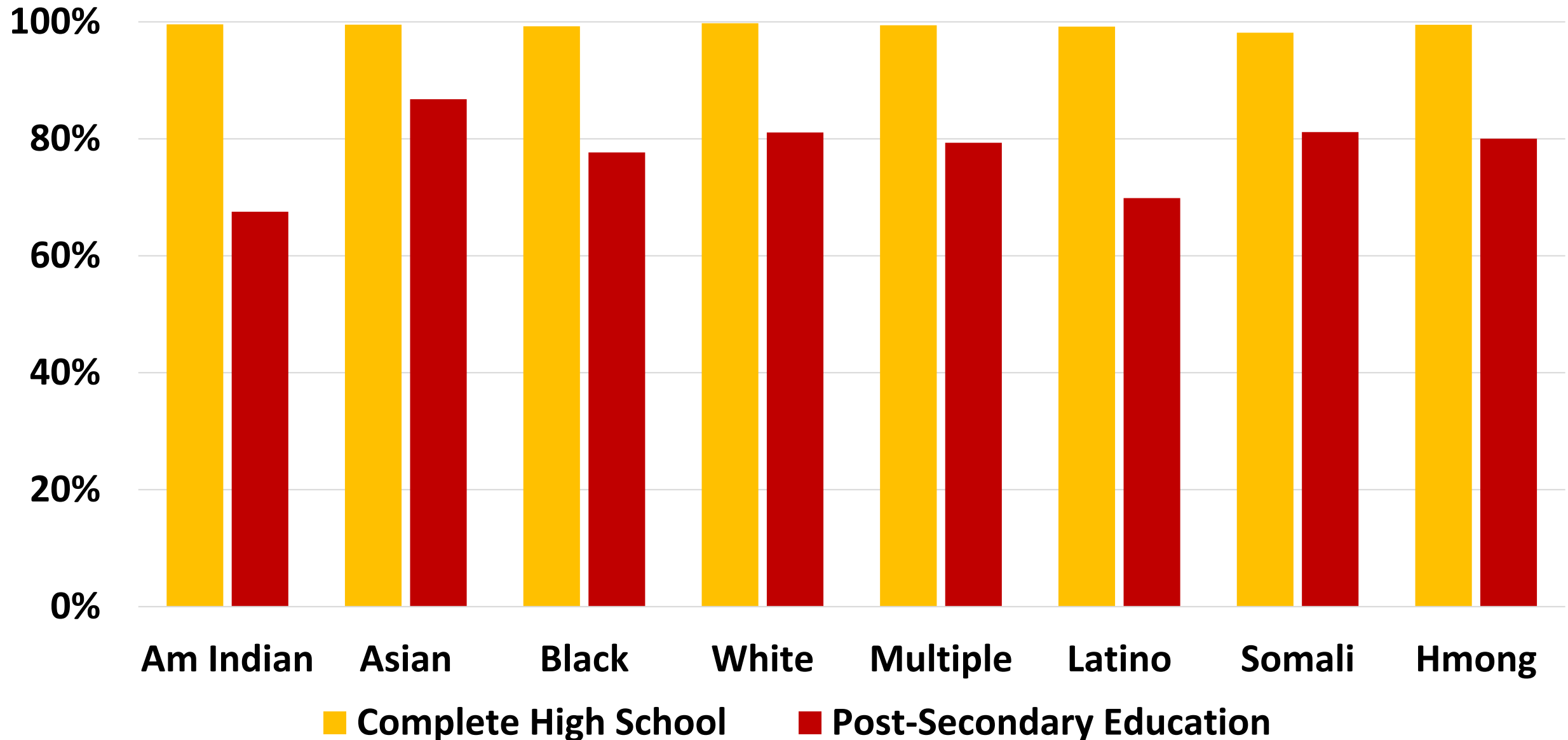
2016 MSS: Students Receiving FRPL (29%)



2016 MSS: Participates in at least one Community-Based Afterschool Activity (39%)



2016 MSS: Post High School Plans



The University's Role

Educational Equity Resource Center

gap.umn.edu



Research on Educational Equity

The College of Education and Human Development's Vision 2020 blog shares stories of research and researchers working to improve educational equity.



Educational Equity work at



Experts@Minnesota is found at experts.umn.edu

Over 140 faculty and staff addressing educational equity across colleges on the TC Campus.

Faculty and staff doing similar work across campuses.

Resources for Educators & Communities

Art & Design
College Readiness
**Early Childhood &
Youth Development**
Language/Literacy
Leaders & Educators
Social Studies
**STEM/Agriculture &
Environment**





Educational EQUITY in ACTION

A statewide convening at
the University of Minnesota

UNIVERSITY OF MINNESOTA

June 20-21
Westbank
Campus
Mpls

2017 Educational Equity in Action Convening

Working Across Schools and Communities to Enhance Social Emotional Learning

- University of Minnesota faculty, school, community, and youth leaders will present the latest research and programs that are making a difference across the state.
- We'll explore the impact of chronic trauma on youth and include a special focus on American Indian students.
- In a plenary session, Dr. Michael Rodriguez will present Minnesota Student Survey results to help us understand some of the developmental skills, supports, and challenges of Minnesota youth across the various communities with which they identify.



Dr. Martin Brokenleg is co-author of the book *Reclaiming Youth at Risk: Our Hope for the Future* (Solution Tree Press) and co-developer of the Circle of Courage model and provides training worldwide for individuals who work with youth at risk.



Dr. Muhammad Khalifa has helped schools, districts, and departments of education address inequities in schools. Having worked as a public school teacher and administrator in Detroit, his research examines how urban school leaders enact culturally responsive leadership practices.



#EdEquityMN

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Driven to DiscoverSM

