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# Racial Equity & Postsecondary Attainment: An Analysis of the States



The Education Trust

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# Session Overview

- About Ed Trust
- Higher education and social mobility
- State ratings on degree attainment among Black and Latino adults
- Racial equity analysis of state attainment goals
- Best practices for centering racial equity in attainment goals

## Through our research and advocacy, The Education Trust supports work that:

**Expands** excellence and equity in education, from preschool through college;

**Increases** college access and completion, particularly for historically underserved students; and

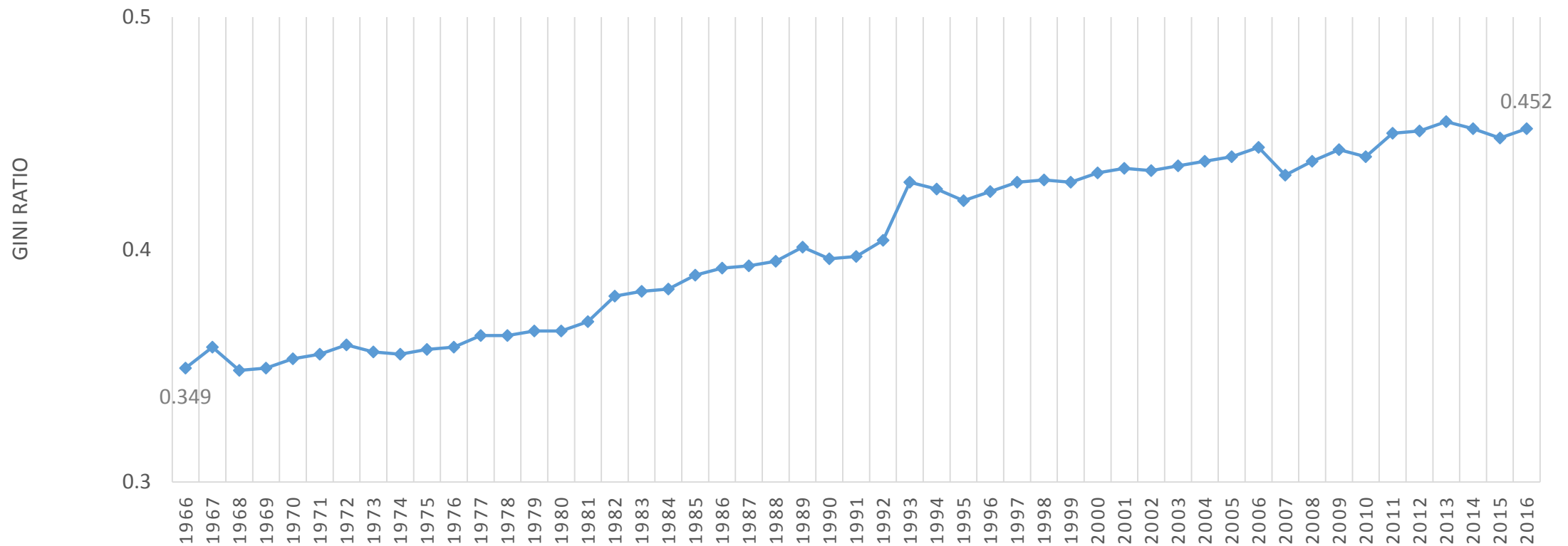
**Builds and engages** diverse communities that care about education equity, and increases political and public will to act on equity issues.

# State Higher Education Equity Work

- Rating states on attainment among Black and Latino adults and examining postsecondary attainment goals
- Evaluating state-wide free college programs – 31 active and proposed programs in 26 states
- Rating states on access, affordability, and completion
- Holding workshops for advocates and stakeholders on postsecondary policy and equity
- Focus States: Tennessee, Illinois, Ohio

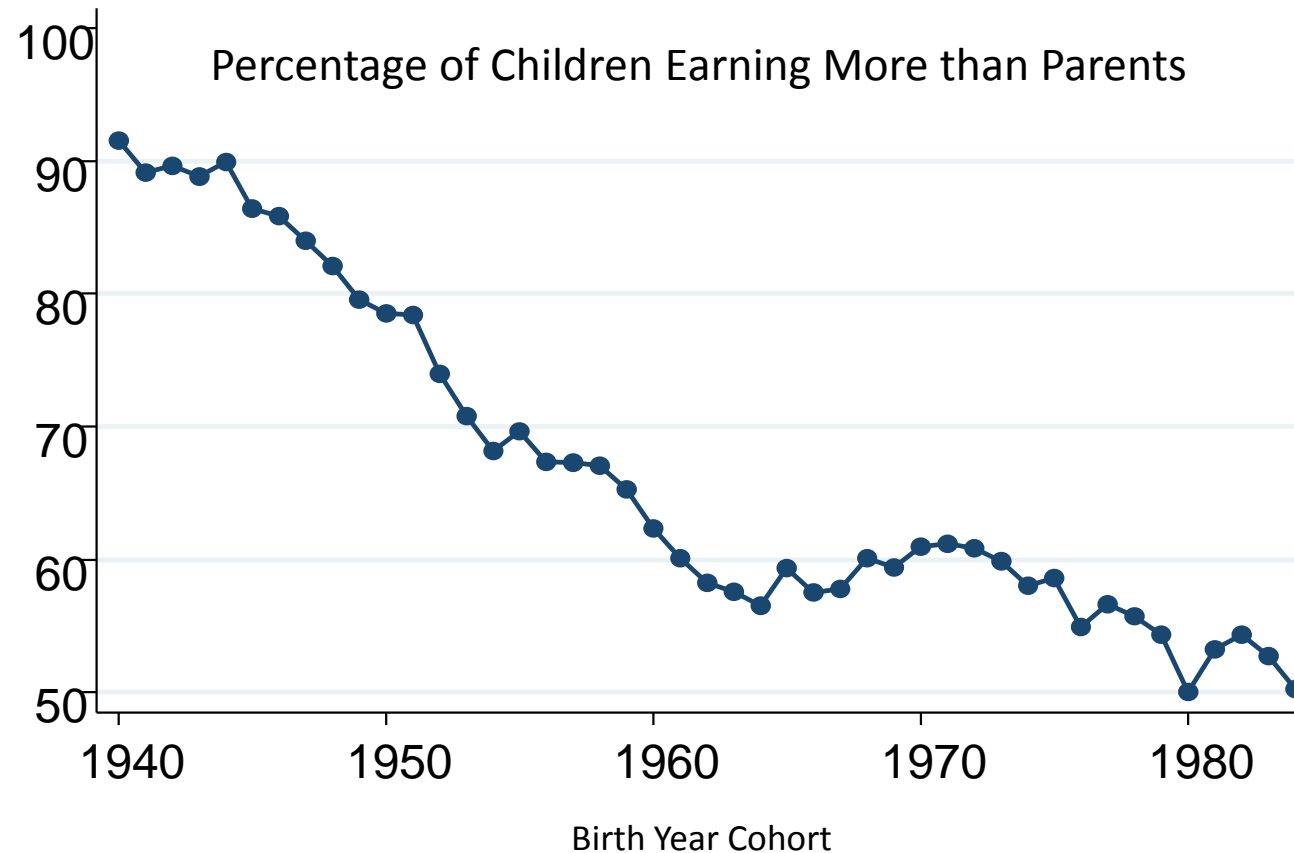
# Higher Education and Social Mobility

# Over the past 50 years, income inequality in the U.S. has risen tremendously



Source: U.S. Census Bureau, Current Population Survey Annual Social and Economic Supplements, Table F4.

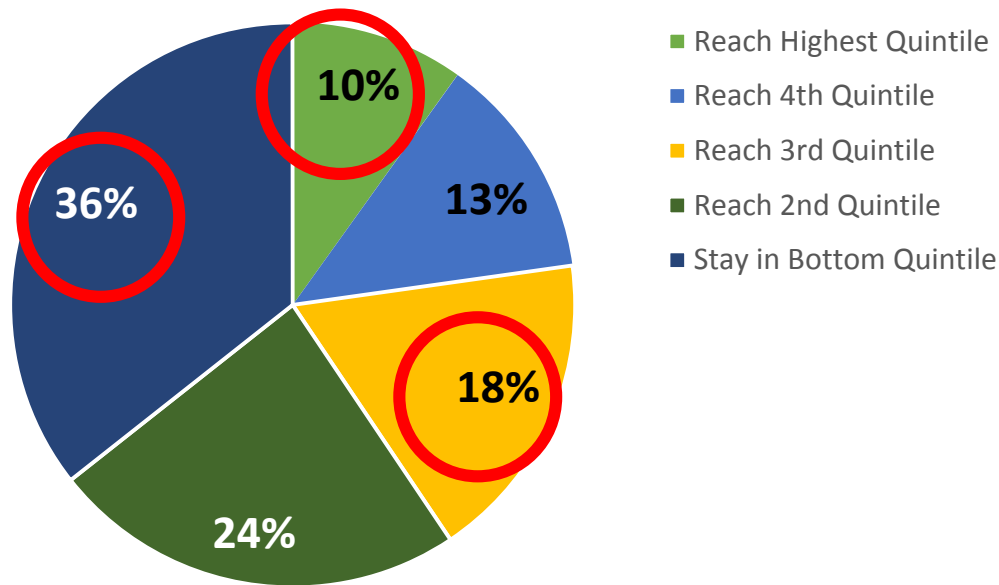
# Children are increasingly more likely to earn less than their parents



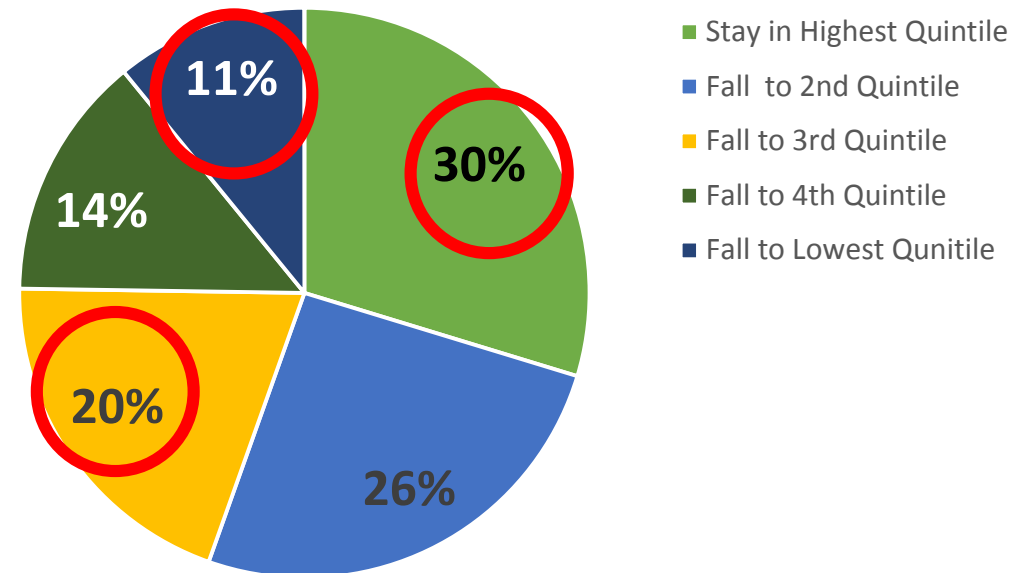
Source: Chetty et al. (2017). The Fading American Dream Trends in Absolute Income Mobility Since 1940

# Family income at birth influences adult income...

Social mobility for Americans born in the bottom quintile



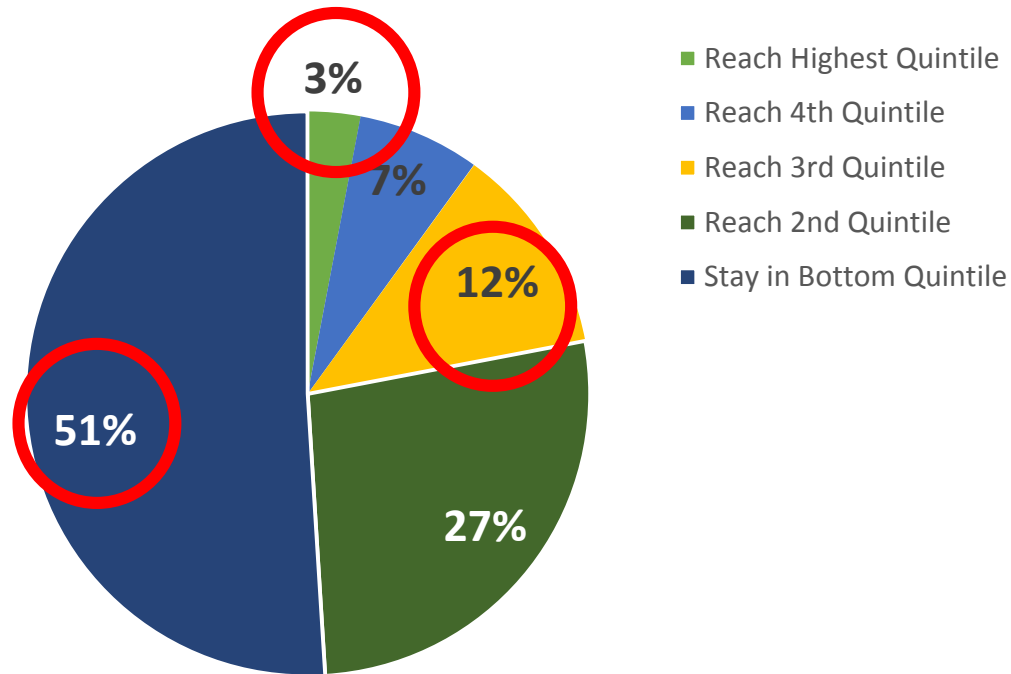
Social mobility for Americans born in the top quintile



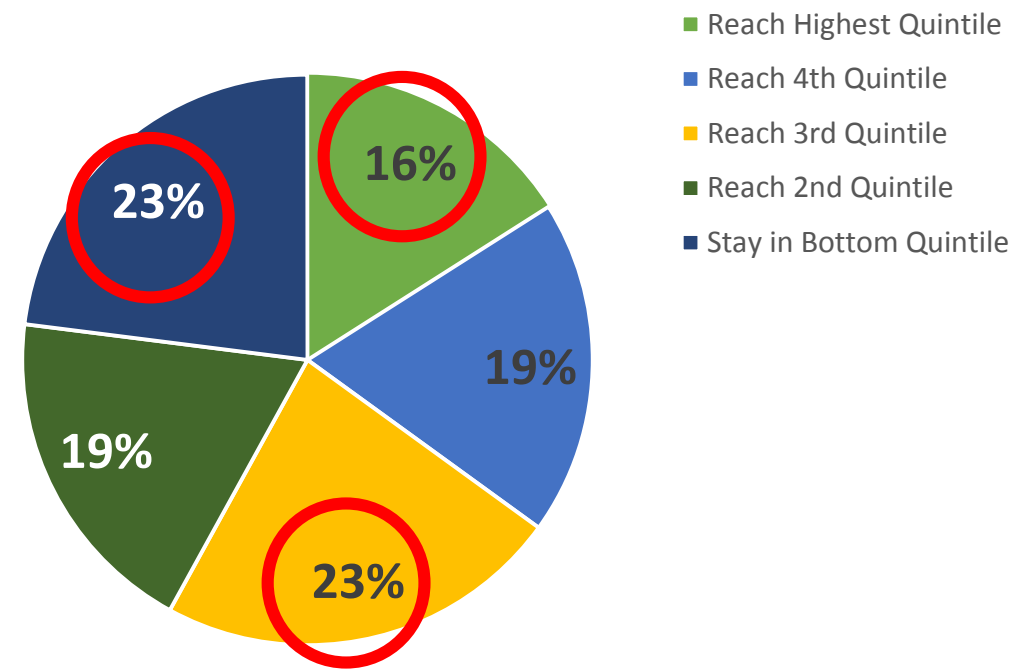


# Social mobility is tightly linked to race

Social mobility for Black Americans born in the bottom quintile

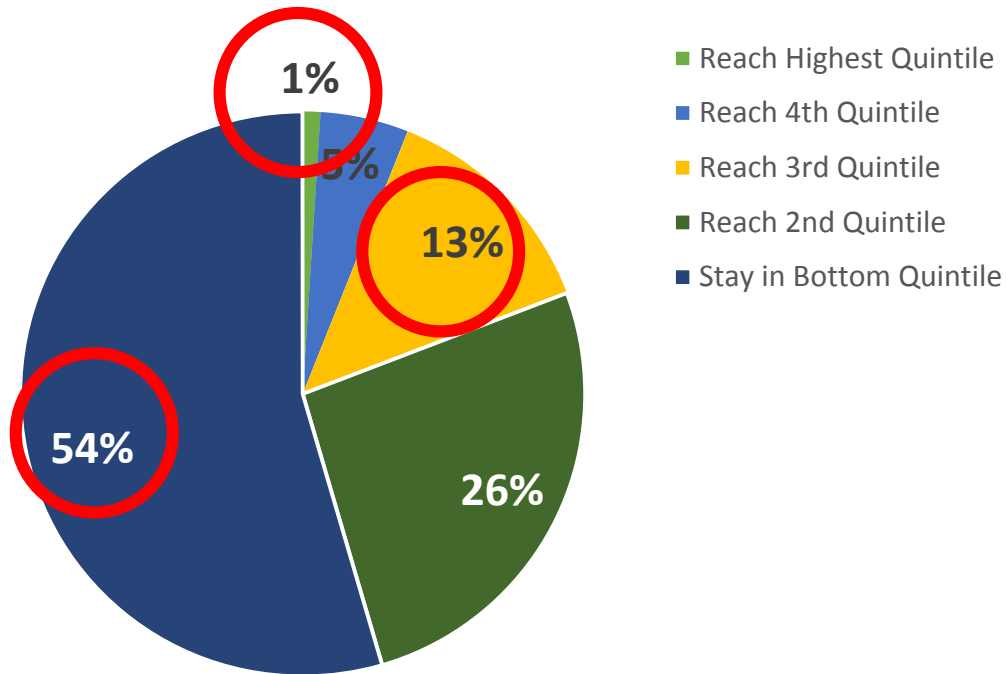


Social mobility for White Americans born in the bottom quintile

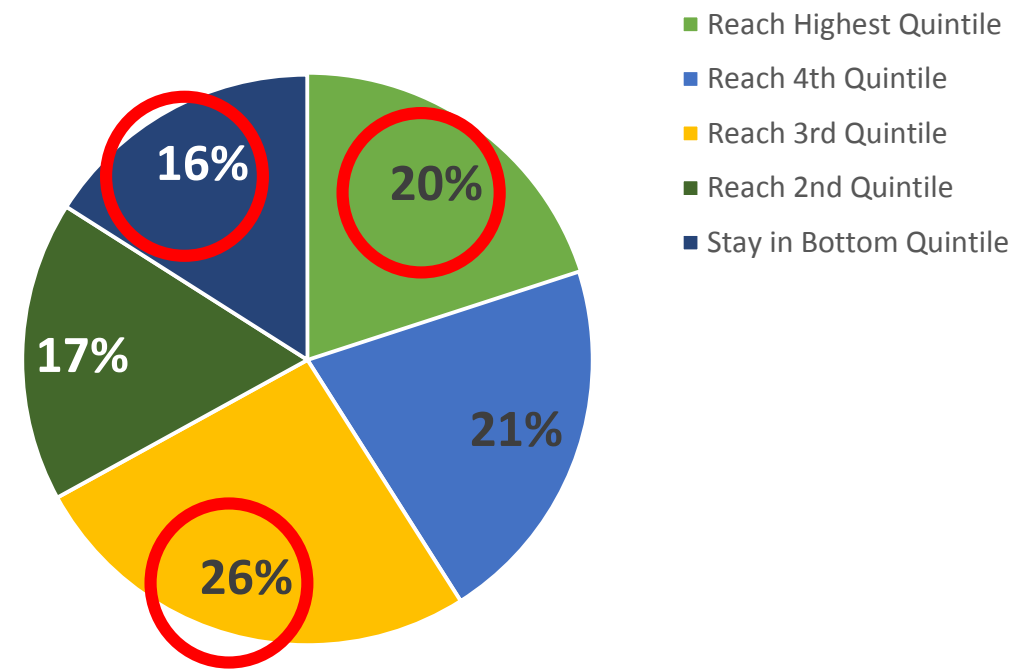


And a college degree greatly increases the chances of upward social mobility for low-income Americans...

Social mobility for non-high school completers born in the bottom quintile



Social mobility for college grads born in the bottom quintile



# What We Know

**Children born to low-income parents have limited opportunities to climb out of poverty**

**Opportunities are even more limited for people of color**

**Education is a *way out of poverty***

## What We Know

**Black and Latino students continue to face extensive barriers to entering and completing college**

**This results in persistent and, in some cases, growing gaps in degree attainment by race**

**Which in turn reinforce economic inequality and lack of mobility for people of color**

# State Ratings on Degree Attainment Among Black and Latino Adults

# What is Degree Attainment?

The share of adults, ages 25 to 64, that have some sort of college degree

Degree attainment is not a college graduation rate

Degree attainment looks at education level at a singular point in time

# Why Focus on Attainment and Racial Equity?

Over 40 states with degree attainment goals

Achieving these goals will be unlikely without closing gaps in degree attainment

From 2000 to 2016

- Number of Latino adults grew 72%
- Number of Black adults grew 25%
- Number of White adults remained flat

47% of jobs will require a postsecondary degree (77 million jobs)

A college degree provides both individual and social benefits

# Research Framework for Degree Attainment Briefs

## Three Metrics

Overall Degree Attainment

Growth in Degree  
Attainment since 2000

Gap in Degree Attainment

## Data Sources

National Data - 2016 American  
Community Survey

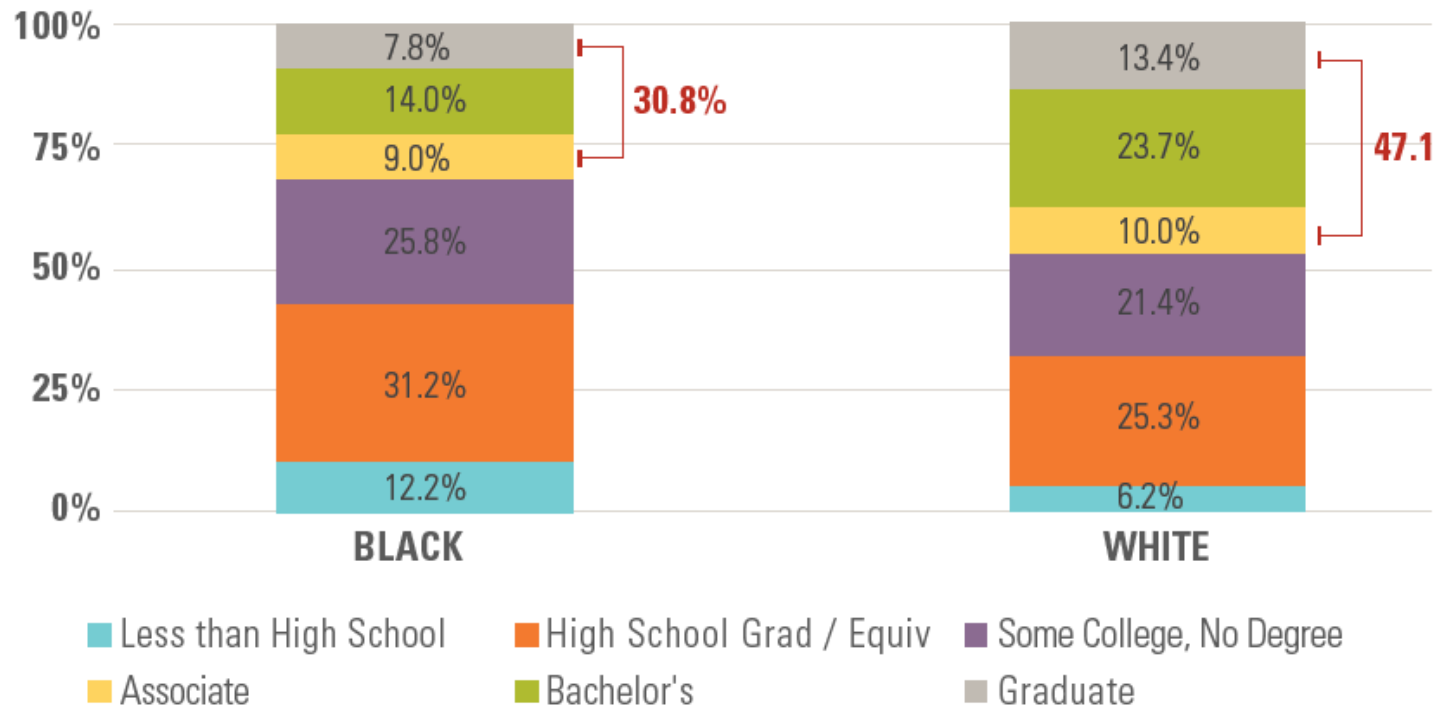
State Data – 3yr Average of 2014-  
2016 American Community Surveys

2000 Decennial Census was used as  
the baseline to measure growth in  
attainment for both national and  
state calculations



# 31% of Black Adults and 47% of White Adults Have a College Degree or Higher

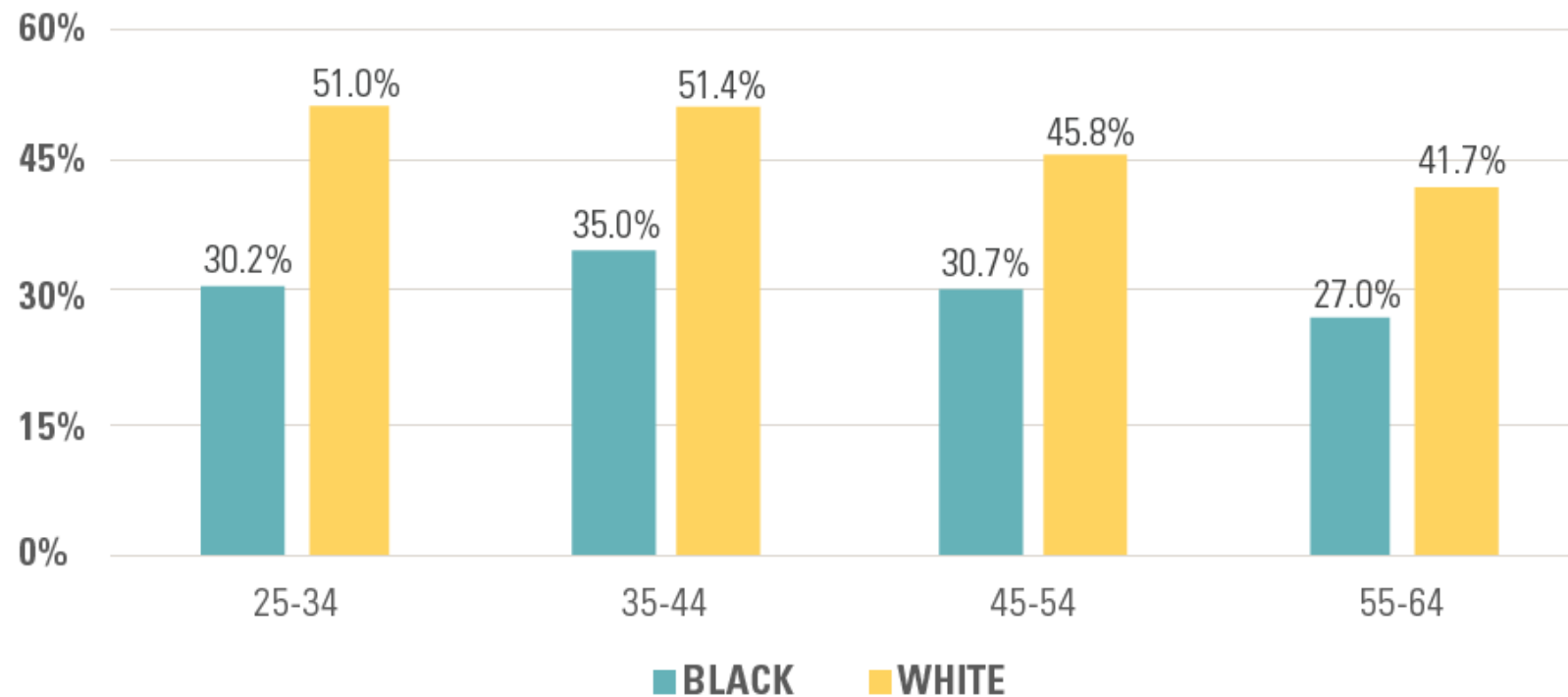
**FIGURE 1** DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

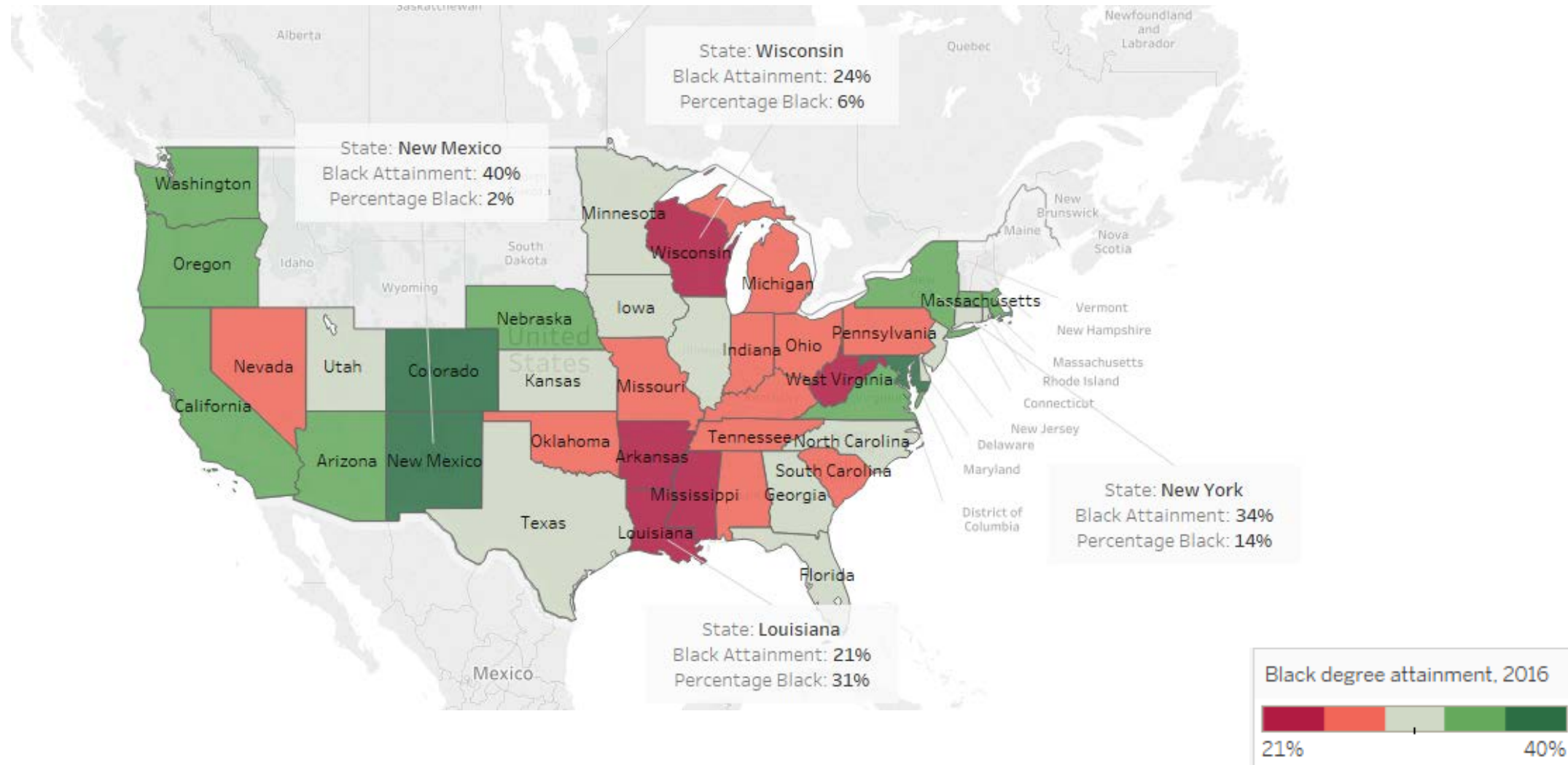
# Attainment Gaps are Largest Among Young Black and White Adults

**FIGURE 3** DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS BY AGE, 2016



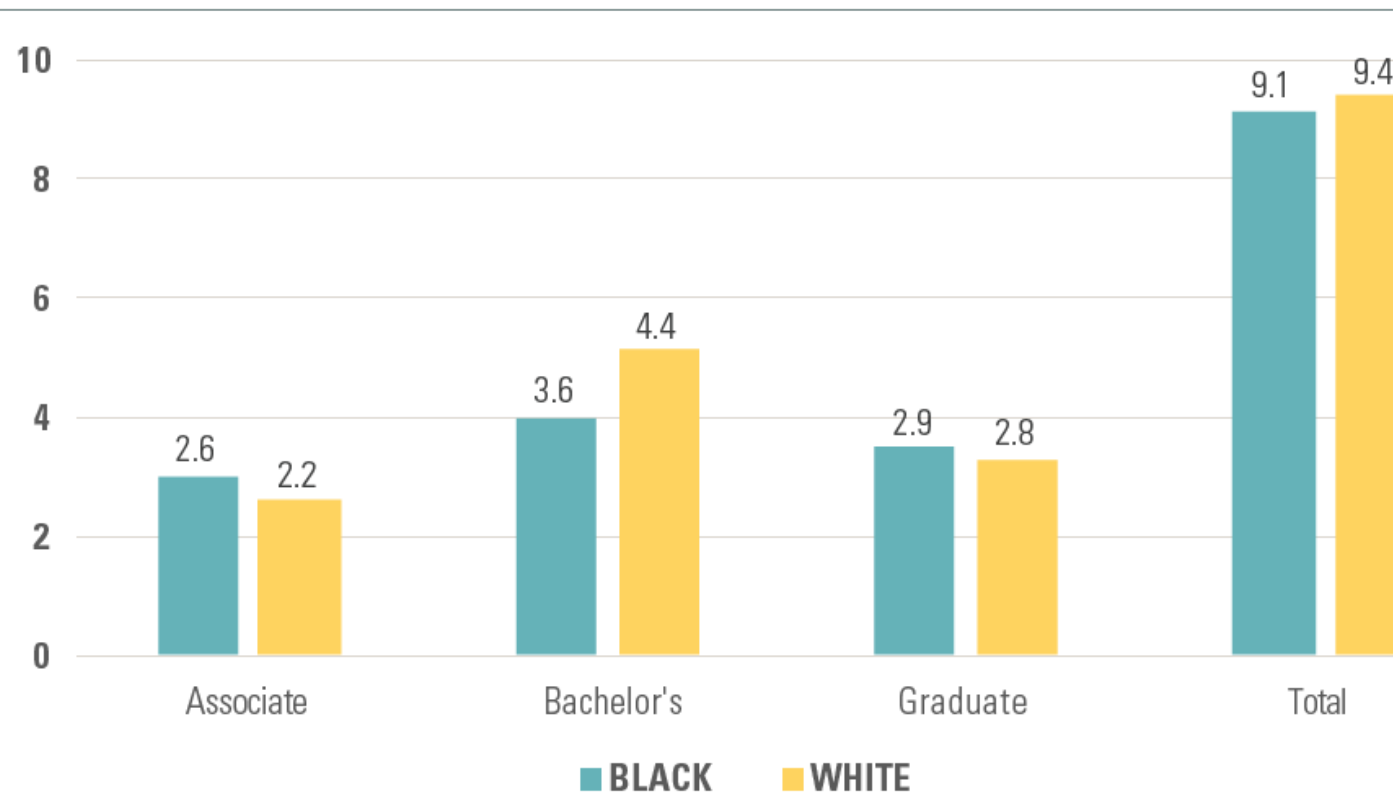
*Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.*

# State Attainment – Black Adults



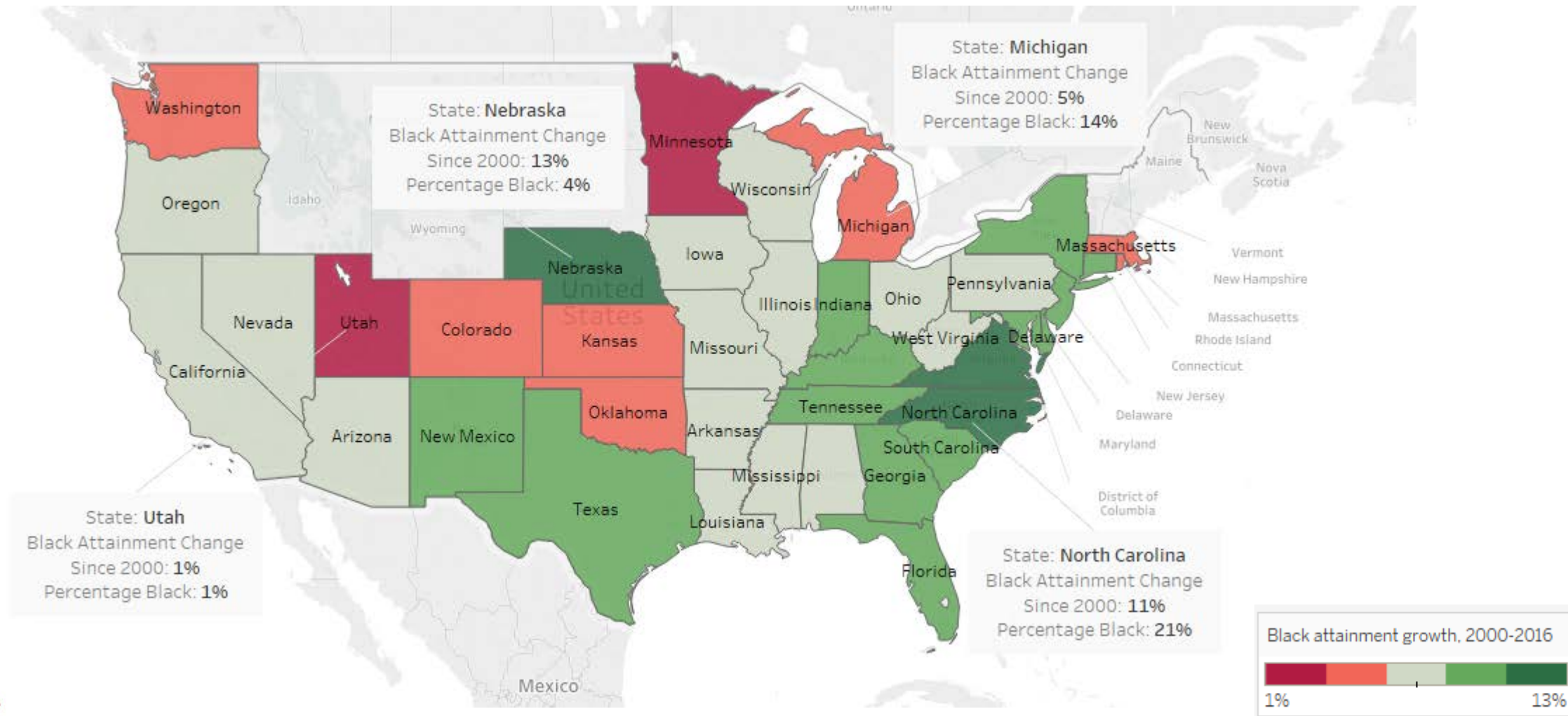
# Gains in Degree Attainment for Black Adults Have Not Closed Gaps

**FIGURE 2** PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR BLACK AND WHITE ADULTS SINCE 2000

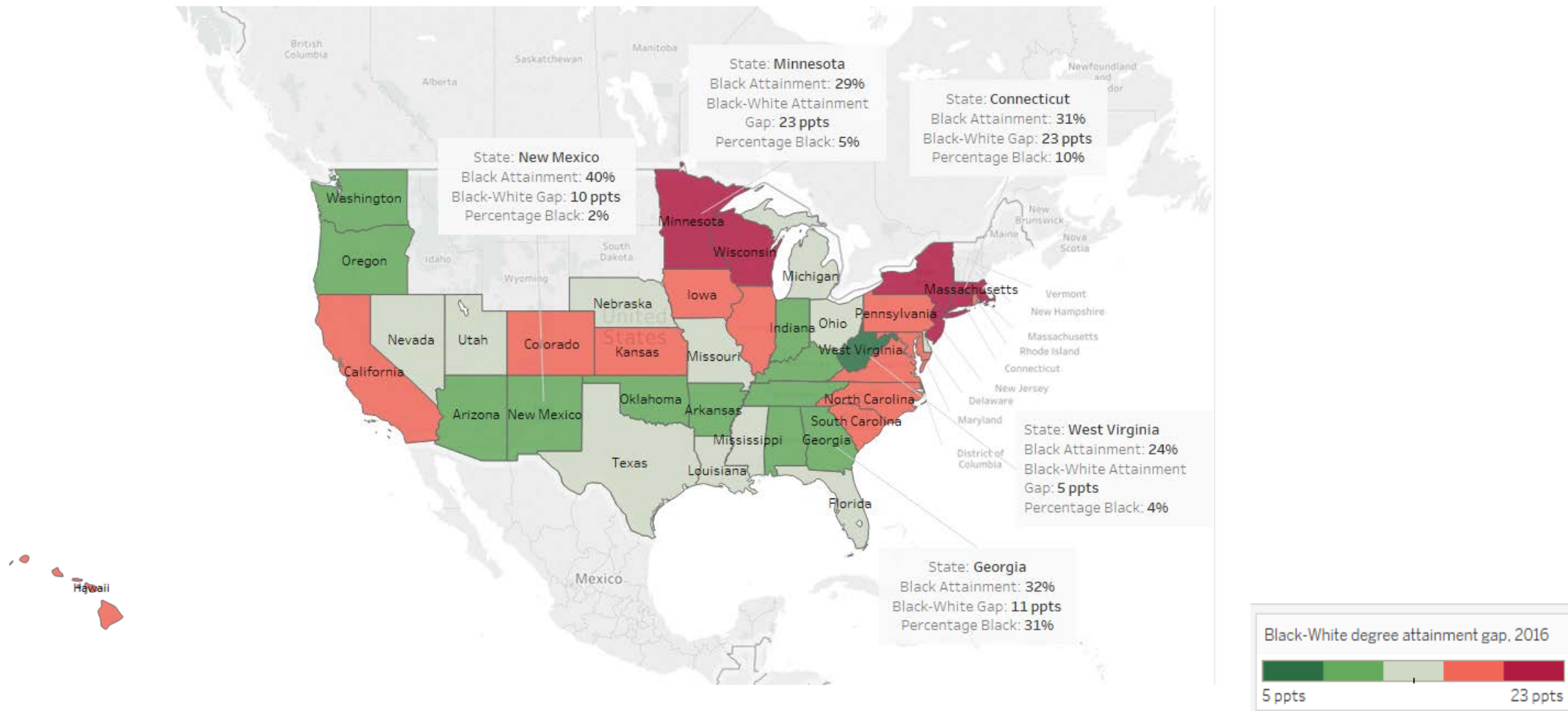


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey and the 2000 Decennial Census.

# State Attainment Growth – Black Adults

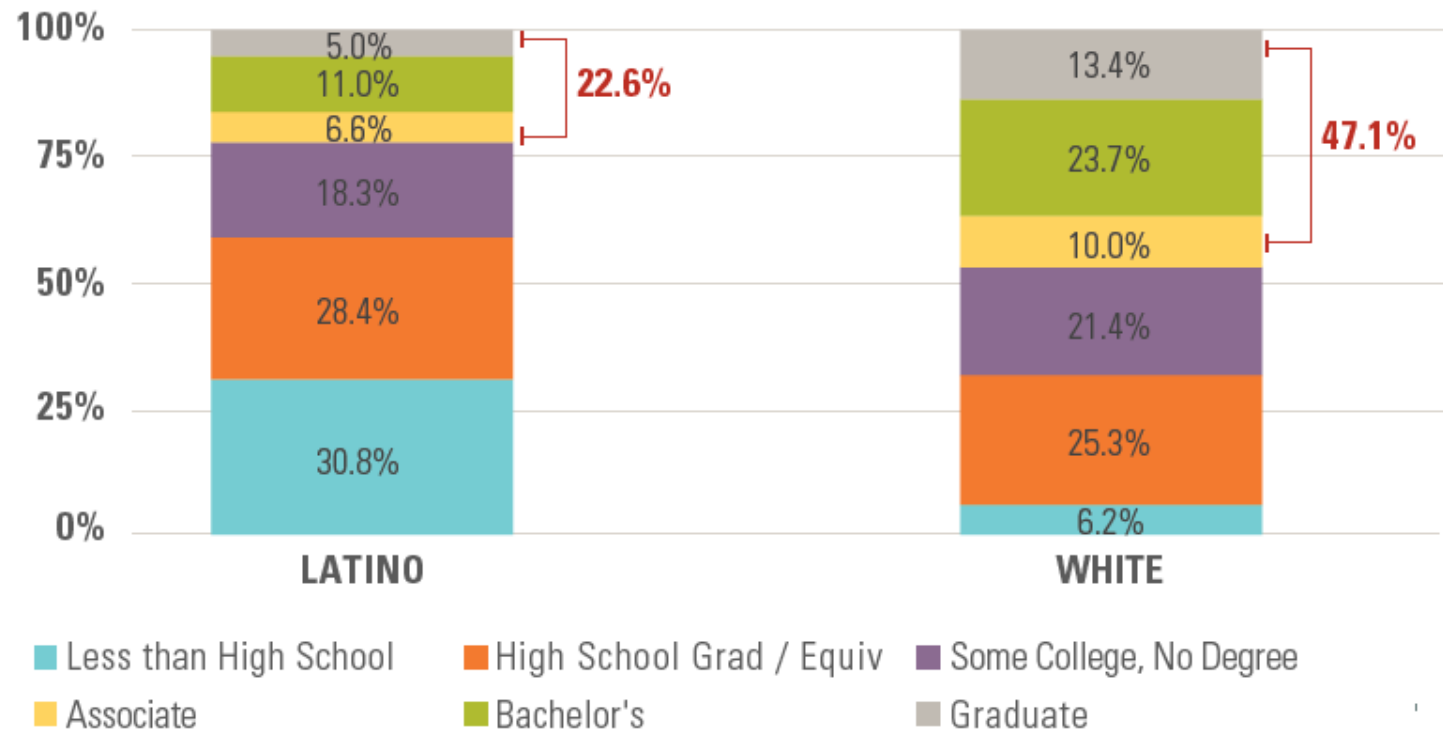


# State Attainment Gaps – Black Adults



# 23% of Latino Adults and 47% of White Adults Have a College Degree or Higher

**FIGURE 1** DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS, 2016

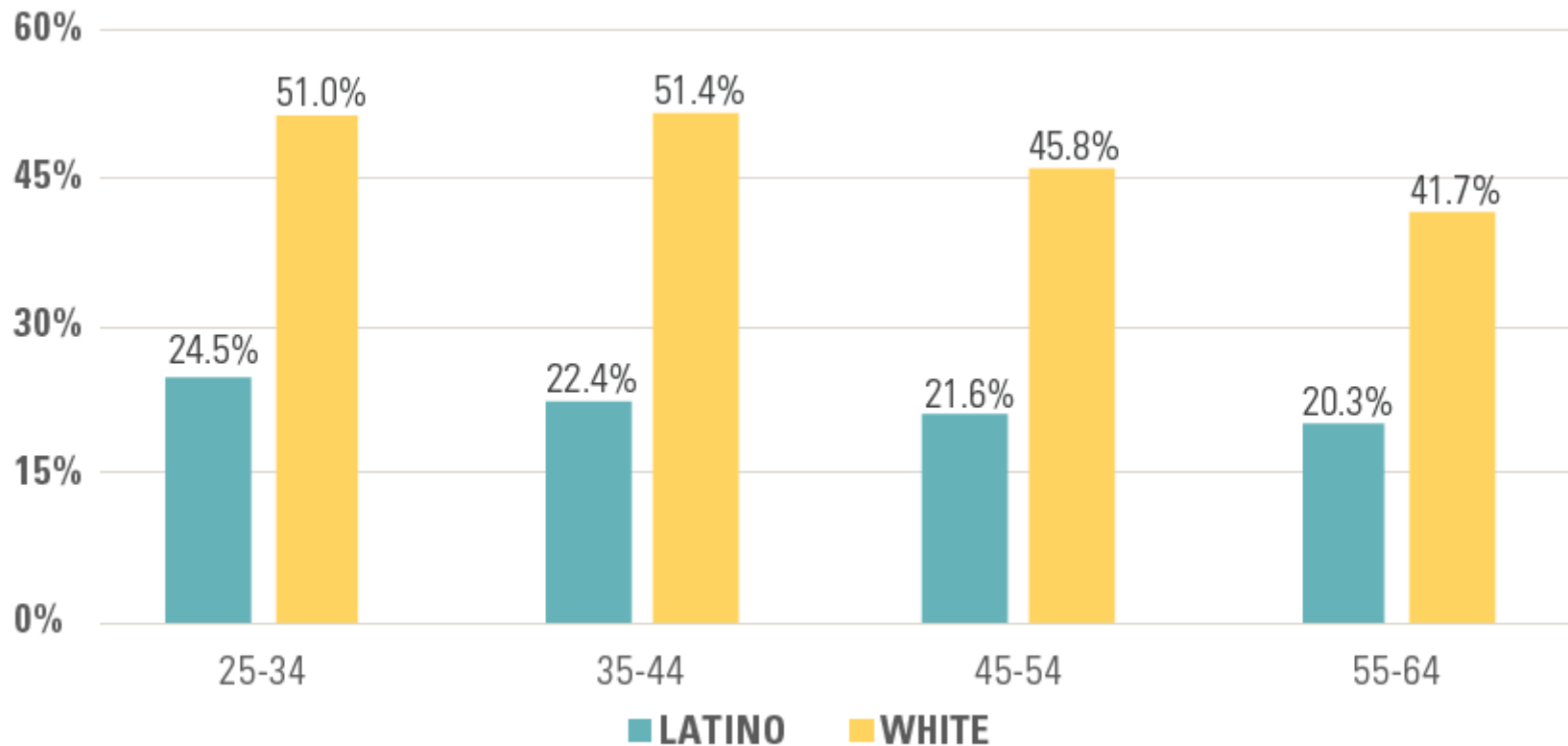


Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.



# Attainment Gaps are Largest Among Young Latino and White Adults

**FIGURE 3** DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS BY AGE, 2016

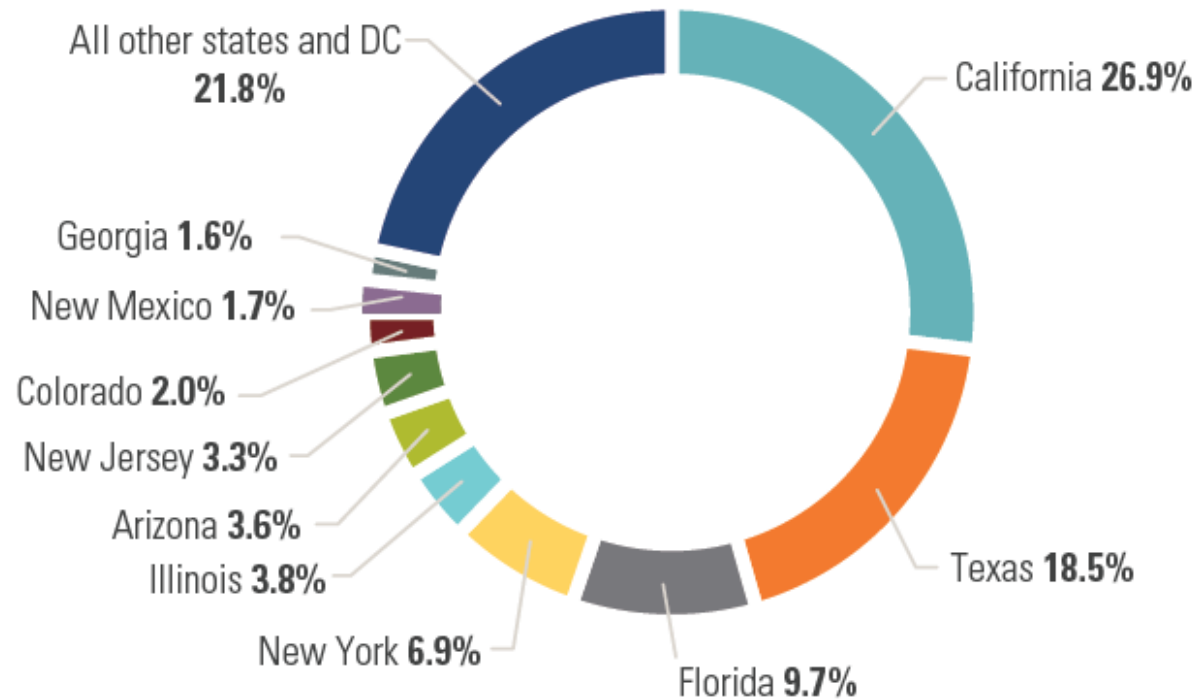


*Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.*



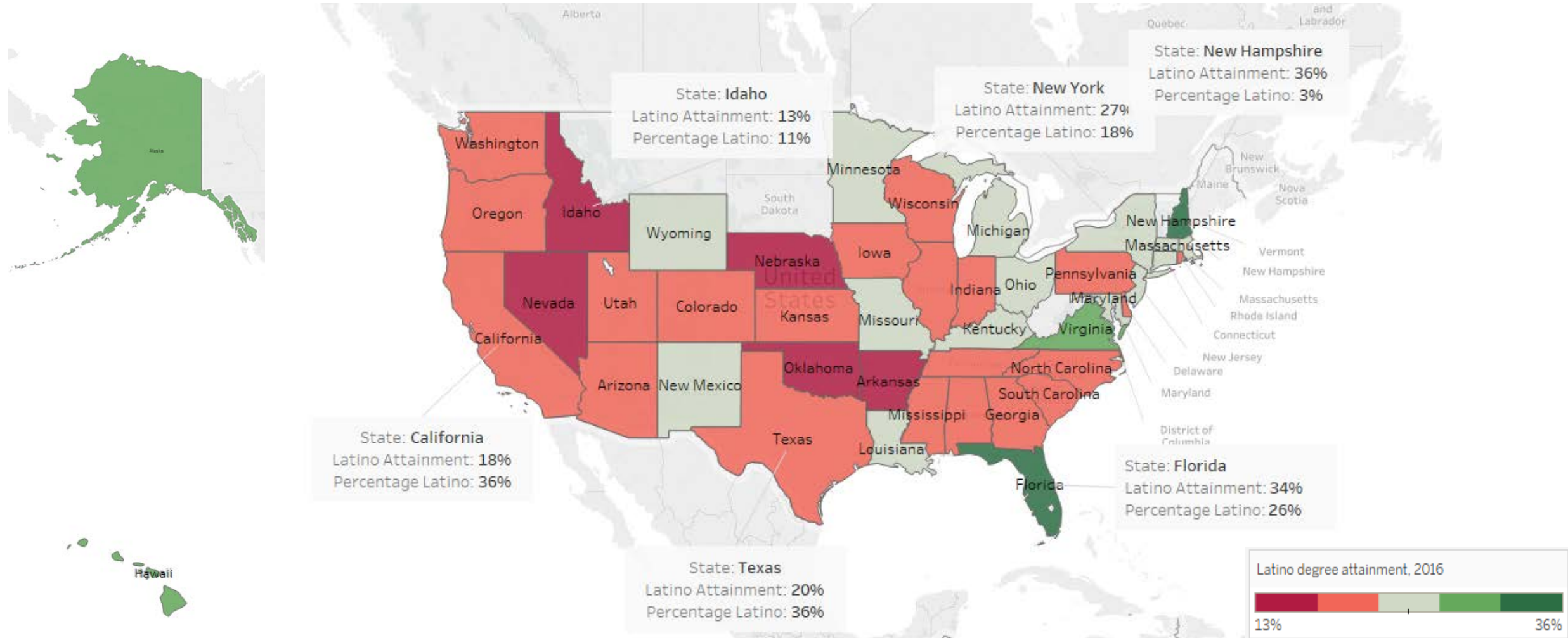
# Attainment in Several States Account for Much of the National Attainment Gap

**FIGURE 4** LATINO ADULT POPULATION BY STATE, 2016



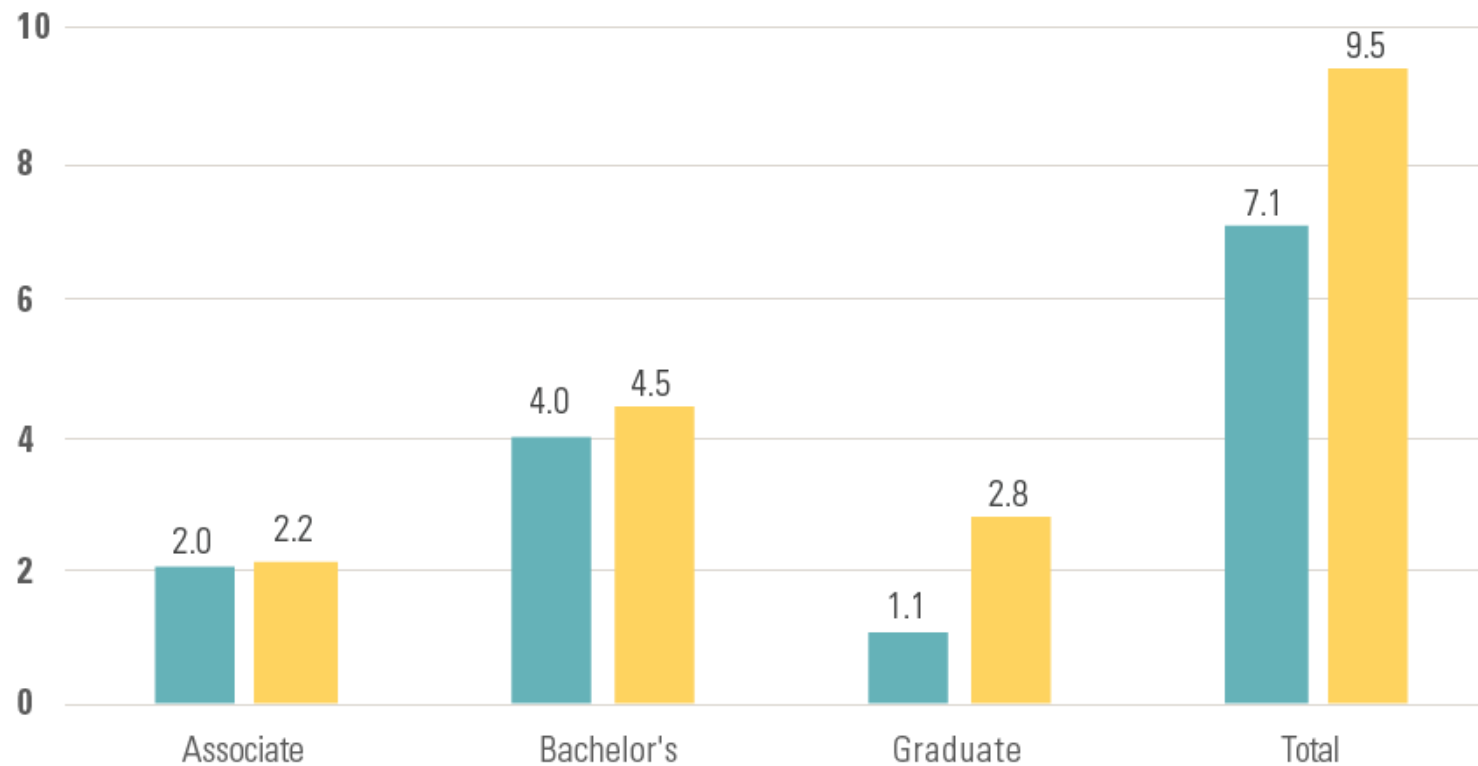
Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

# State Attainment – Latino Adults



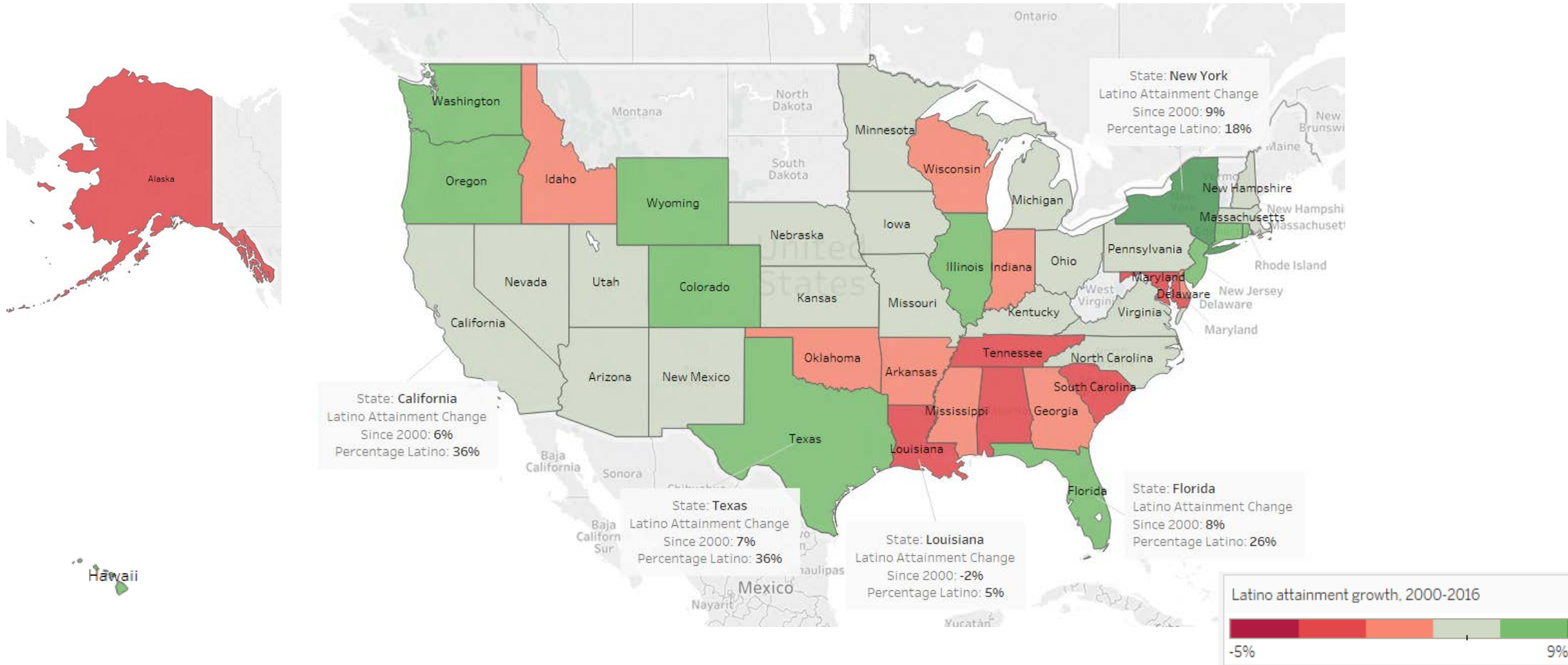
# Gains in Degree Attainment for Latino Adults Have Not Been Enough to Close Persistent Gaps

**FIGURE 2** PERCENTAGE POINT GAINS IN DEGREE ATTAINMENT FOR LATINO AND WHITE ADULTS SINCE 2000

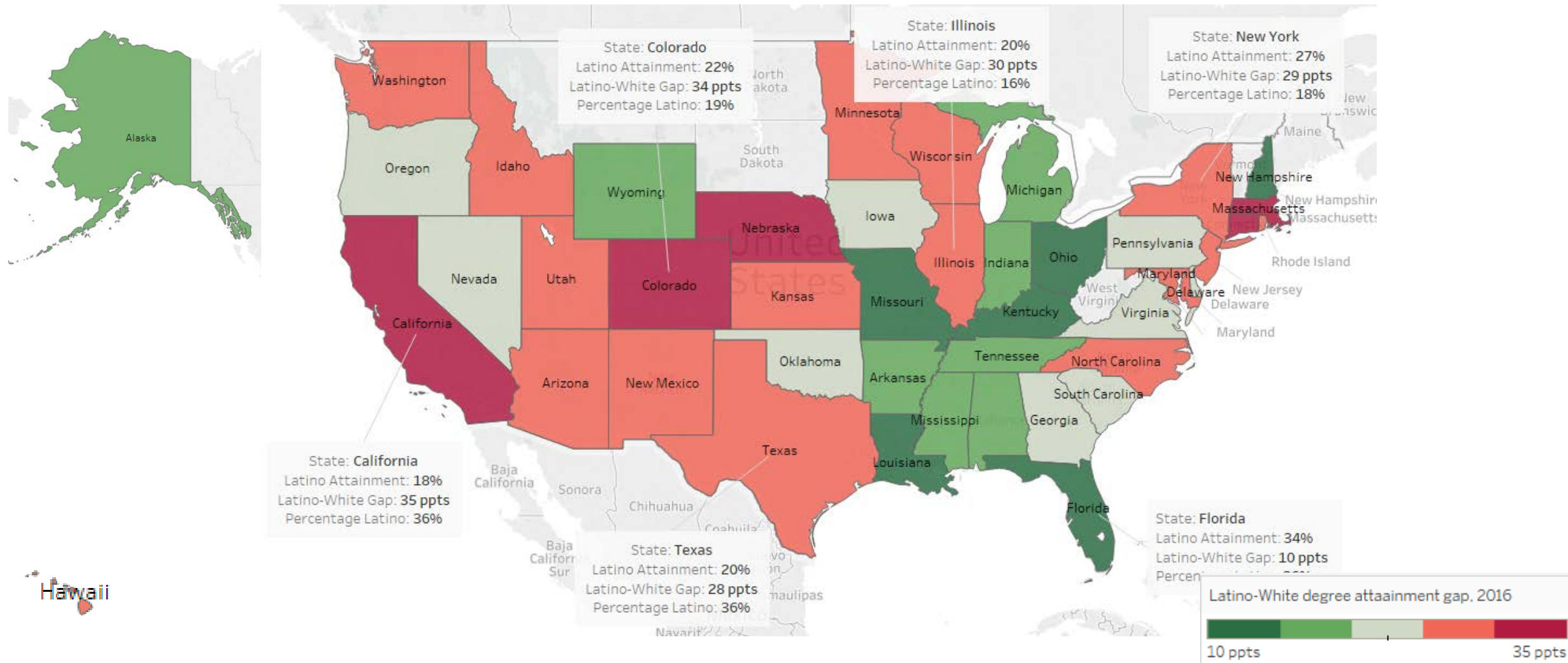


*Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey and the 2000 Decennial Census.*

# State Attainment Growth – Latino Adults



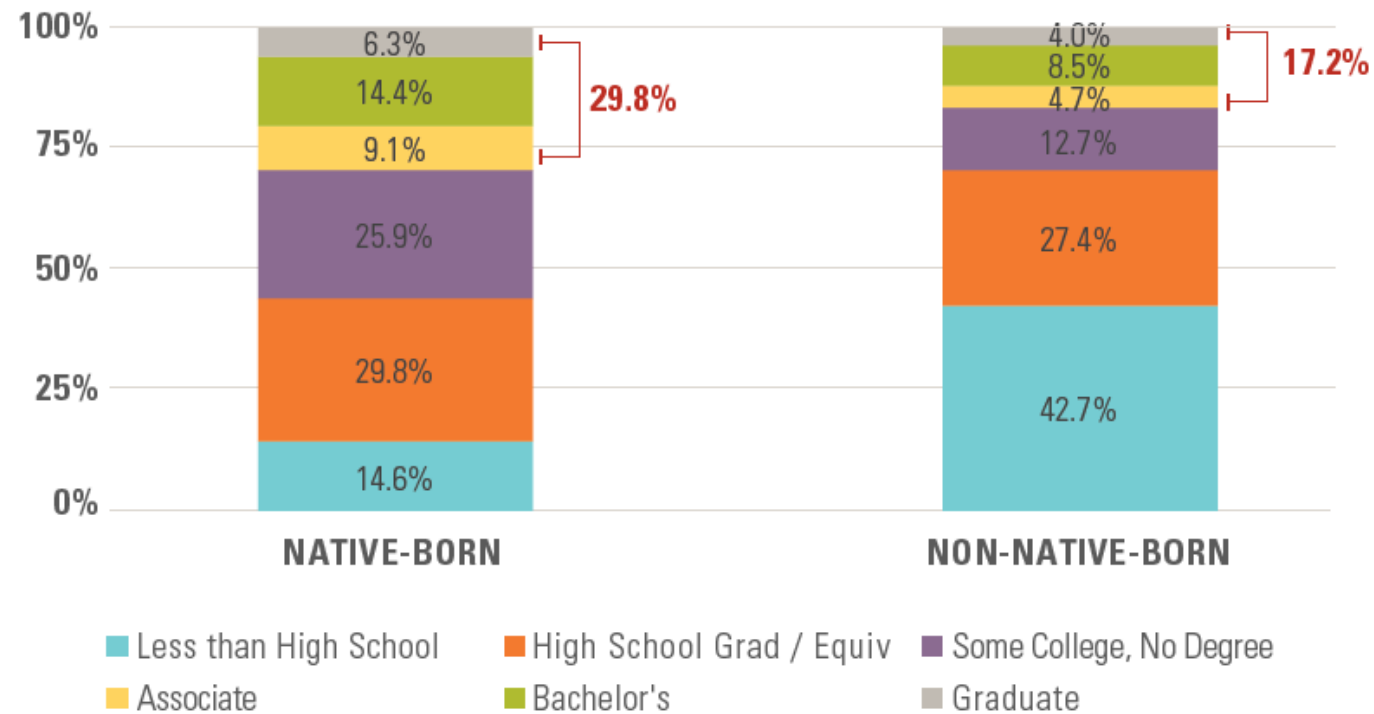
# State Attainment Gaps – Latino Adults





# Immigration Influences Latino Degree Attainment

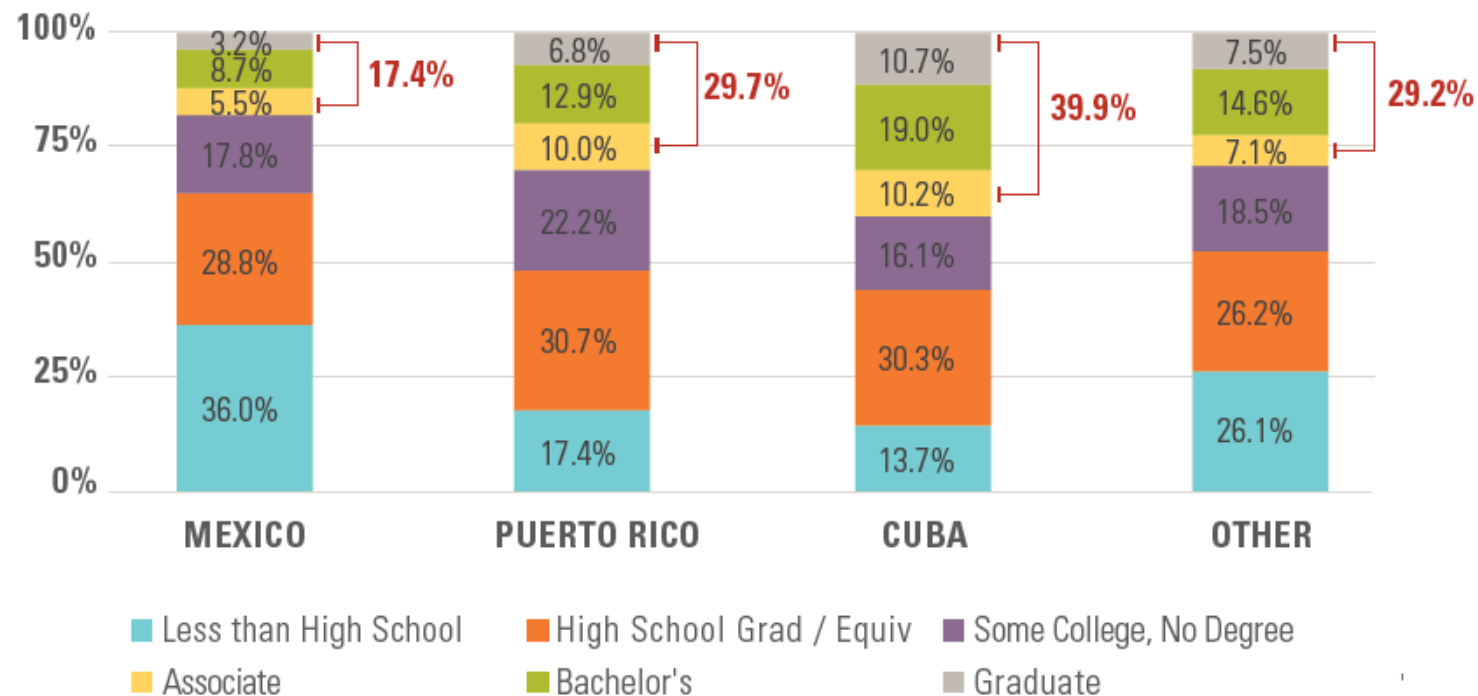
**FIGURE 9** DEGREE ATTAINMENT FOR LATINO ADULTS BY BIRTHPLACE, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

# Latino Degree Attainment Varies by Ethnic Group

**FIGURE 10** DEGREE ATTAINMENT FOR LATINO ADULTS BY ORIGIN, 2016



Source: Ed Trust analysis of the United States Census Bureau's 2016 American Community Survey.

# Racial Equity Analysis of State Attainment Goals



# State Attainment Goals – National Context

Obama – 60% of 25-34  
year olds with  
associate's or above by  
2020

Lumina – 60% of 25-64  
year olds with a high  
quality certificate or  
above by 2025

As of 2016, 41.8% of adults held an associate's or  
higher– 47% of White adults, 31% of Black adults and  
23% of Latino adults



## ETS Projections

US will meet the  
Obama goal in 2041

US will meet the  
Lumina goal in 2056.

Black and Latino populations will not have met either  
goal by 2060 (last year projected)

# Why Goals Matter

## Setting Goals Can:

Inspire

Impact priorities

Encourage strategic decision making

Formalize the good intentions of individual actors

# Race & Attainment Goals – The Opportunity

Gaps persist despite attainment gains

White adults outpaced Black and Latino adults in BA attainment growth since 2000

Some states with the largest percentages of people of color have no goals or have goals that don't address racial equity

In some states, the lack of focus on race in attainment goals correlates with the actual attainment rates of Black and Latino adults

# Income is Not a Proxy for Race

Black students are much less likely to graduate from high school and attend college than white students with the same family income

Black bachelor's degree completers are more likely to default (21%) than white college dropouts (18%)

Black men raised in families in the top 1% of incomes are as likely to be incarcerated as white men raised in families earning \$36,000

51% of Black Americans born in the bottom income quintile stay there, and only 3% reach the top. 23% of poor White Americans stay in the bottom while 16% reach the top quintile.

Systemic  
Racial  
Inequity

# Income is Not a Proxy for Race

Exhibit 5.1: Percentage bachelor's degree attainment of students within six years of postsecondary enrollment, by race and ethnicity and family income quartile: From 2003–04 through 2008–09

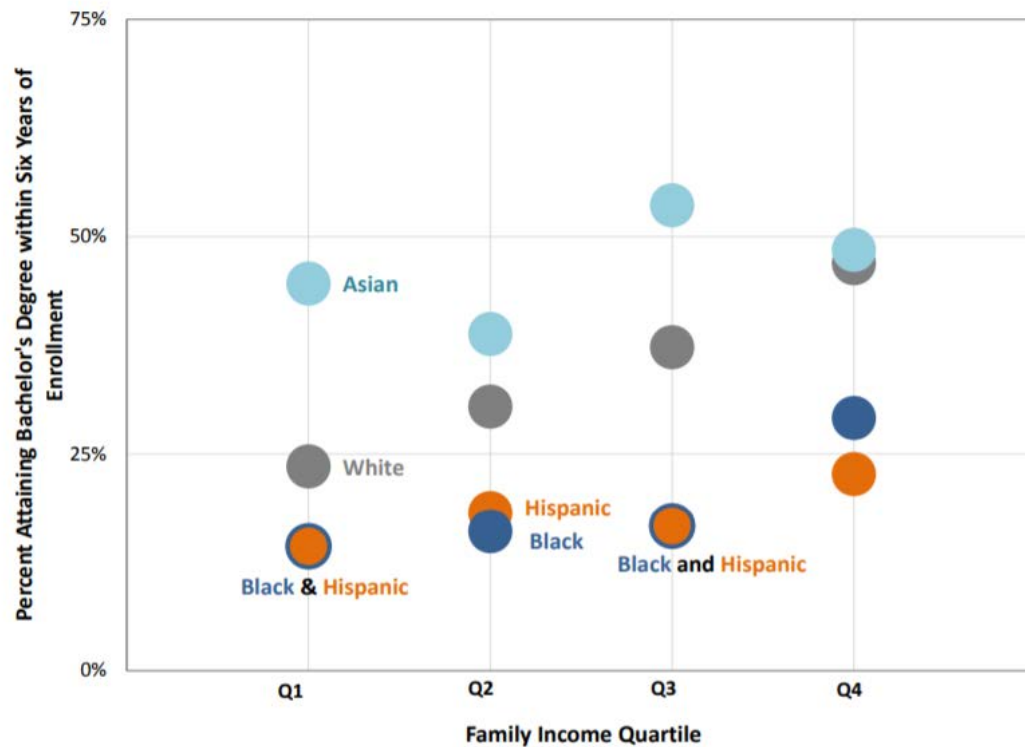
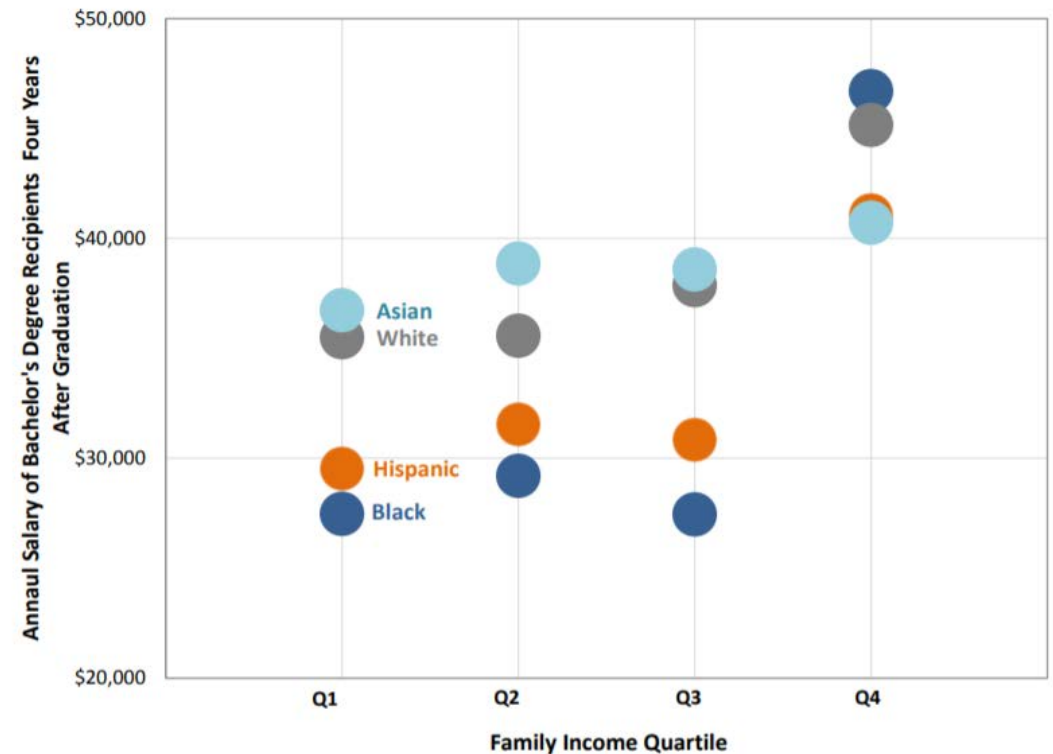
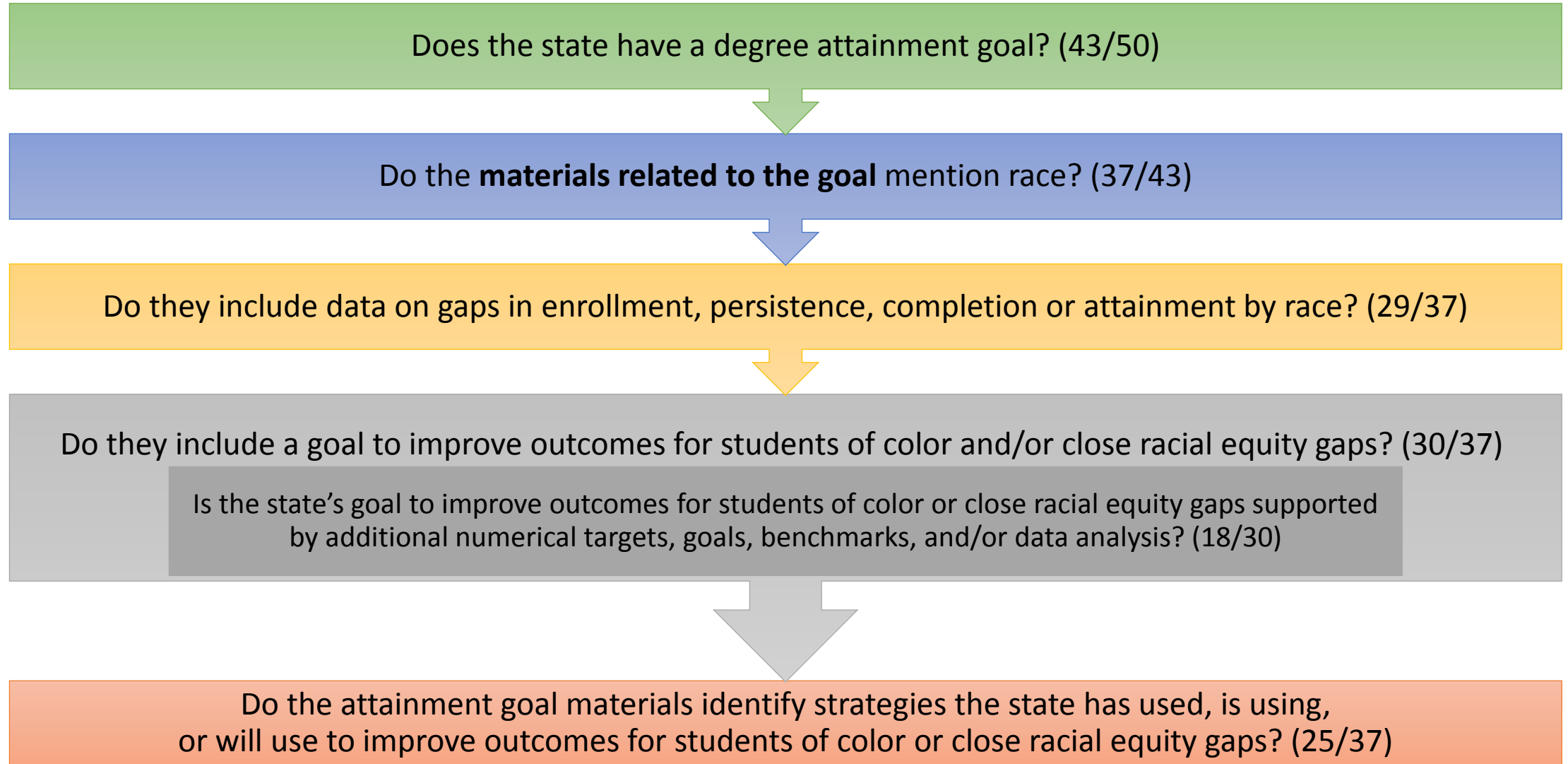


Exhibit 5.2: Total annual salary of bachelor's degree recipients four years after graduation, by race and ethnicity and family income: 2012



# State Attainment Goals – Racial Equity Ratings Framework



*In order to be considered in our analysis, the state's materials related to the attainment goal had to be publicly available online, explicitly tied to the attainment goal, and issued by an entity responsible for developing or pursuing the goal.*

# State Attainment Goals – Best Practices

Set specific, separate attainment goals for racial subgroups

Use current attainment levels of the relevant subgroups as a baseline

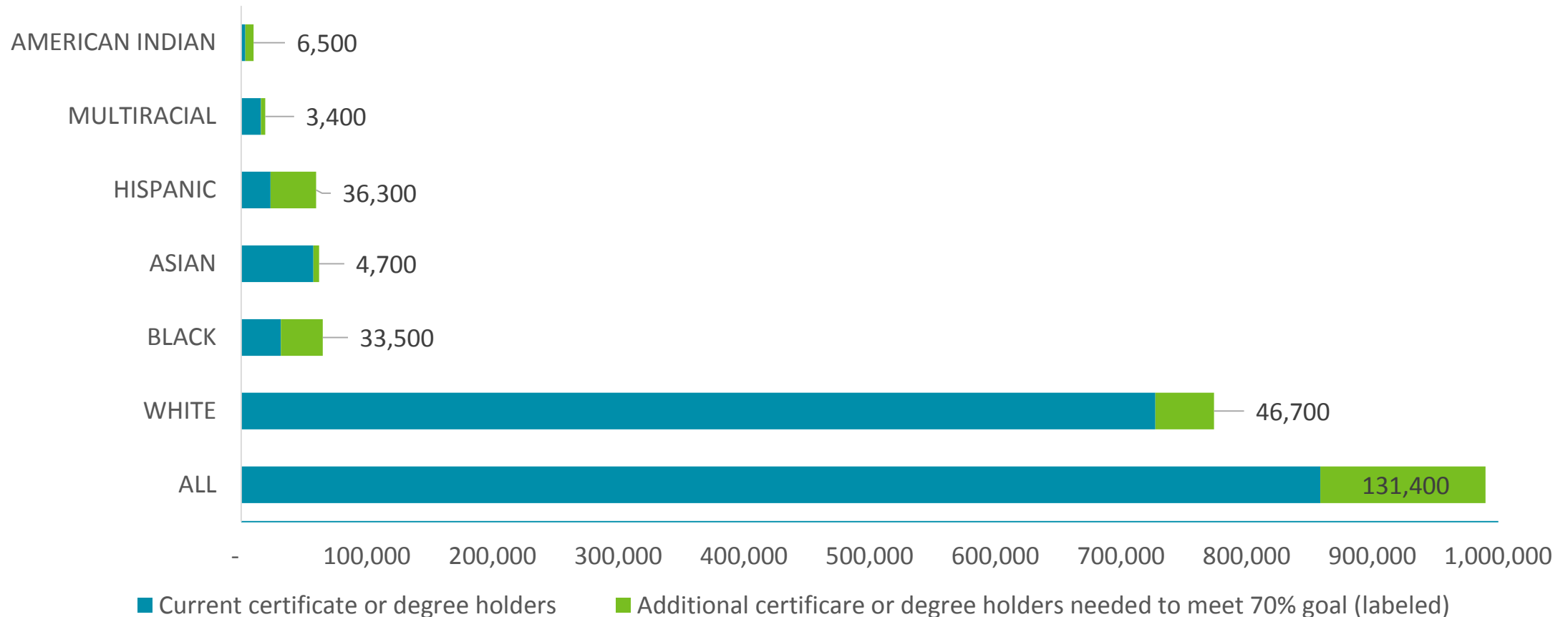
Aim to increase the rates of attainment among underrepresented groups more rapidly than the overall population.

Establish interim benchmarks for subgroups, track progress over time, and hold institutions, educators, and policymakers accountable

Identify and pursue strategies aimed specifically at closing racial attainment gaps

# Minnesota Sets Specific Racial Equity Goals

Increase Needed of Minnesotans Age 25-44 with Postsecondary Certificates or Degrees to Attain 70% Goal by 2025, Basic Race/Ethnicity Groups, 2011-2015



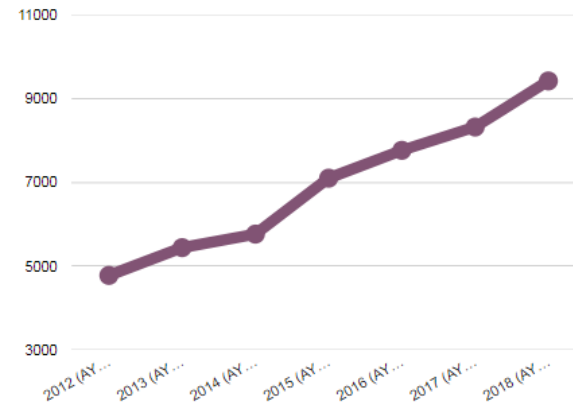


# Texas Sets Interim Benchmarks for Racial Equity Goals

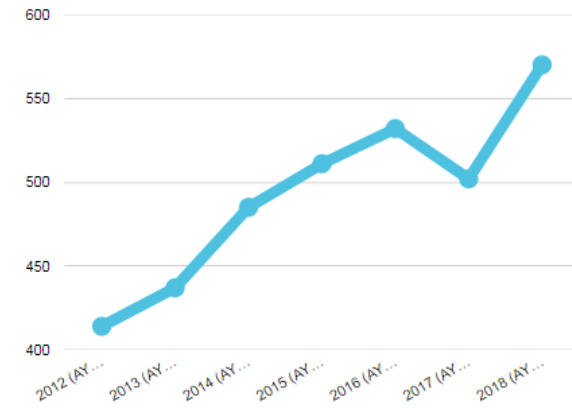
Goal and Interim Benchmarks	2020	2025	2030
Increase the number of students completing a certificate, associate, bachelor's, or master's from an institution of higher education in Texas to at least...	376,000	455,000	550,000
<i>The first four targets are directly related to the completion goal. To reach this goal, Texas will need to maintain the strong degree production increases that it has experienced in recent years. (298,989 as of 2014)</i>			
Targets to Reach the Goal	2020	2025	2030
Increase the number of Hispanic students completing a certificate or degree to at least...	138,000	198,000	285,000
<i>This target and the next one will help increase parity across completers for groups that have traditionally been underrepresented. (Hispanics 89,355 as of 2014; African Americans 37,658 as of 2014)</i>			
Increase the number of African American students completing a certificate or degree to at least...	48,000	59,000	76,000
Increase the number of male students completing a certificate or degree to at least...	168,000	215,000	275,000
<i>The percentage of women enrolled in and graduating from higher education institutions has grown and men are not keeping pace. This target provides a means to monitor progress toward gender parity. (122,744 as of 2014)</i>			

# Colorado Tracks Equity Completions Over Time

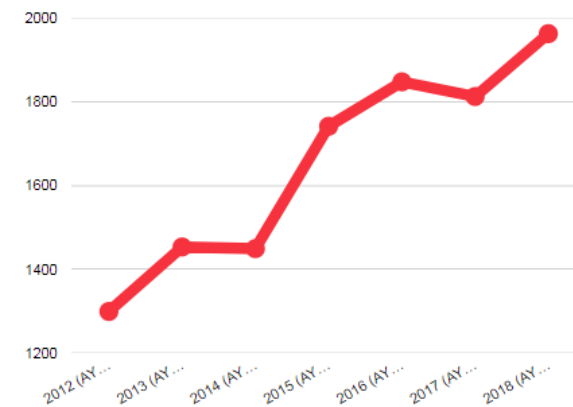
Equity Completions - Hispanic



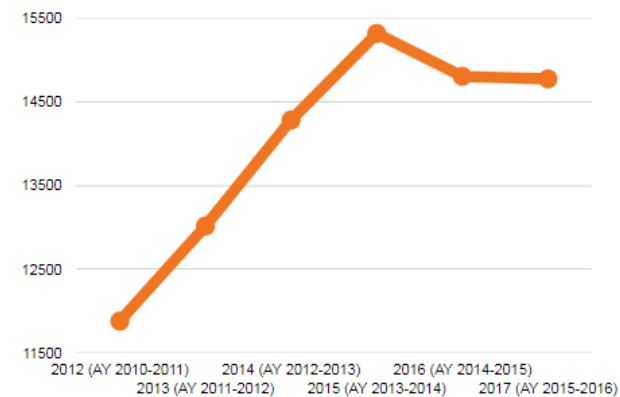
Equity Completions - Native American



Equity Completions - African American

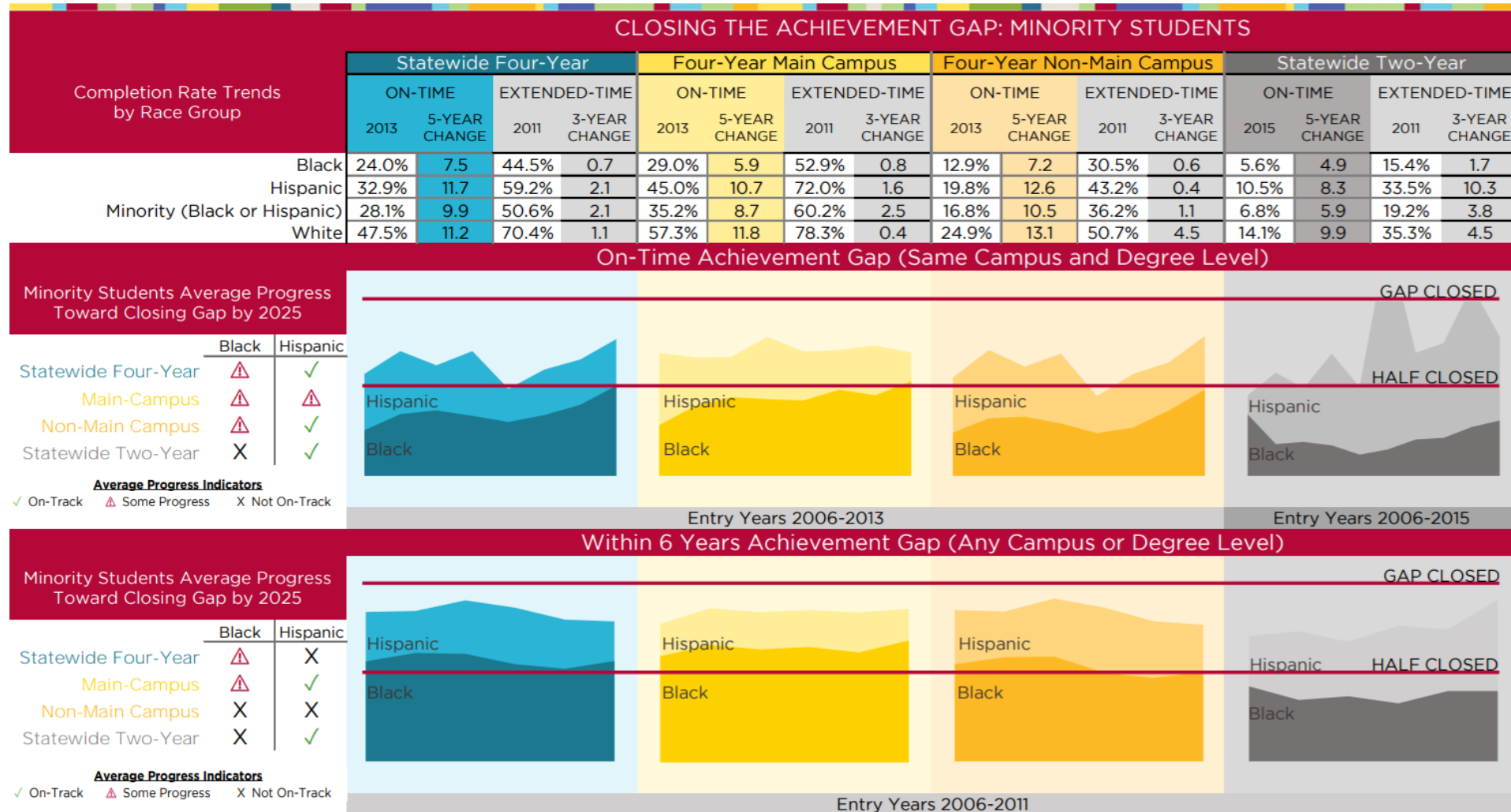


Pell Eligible

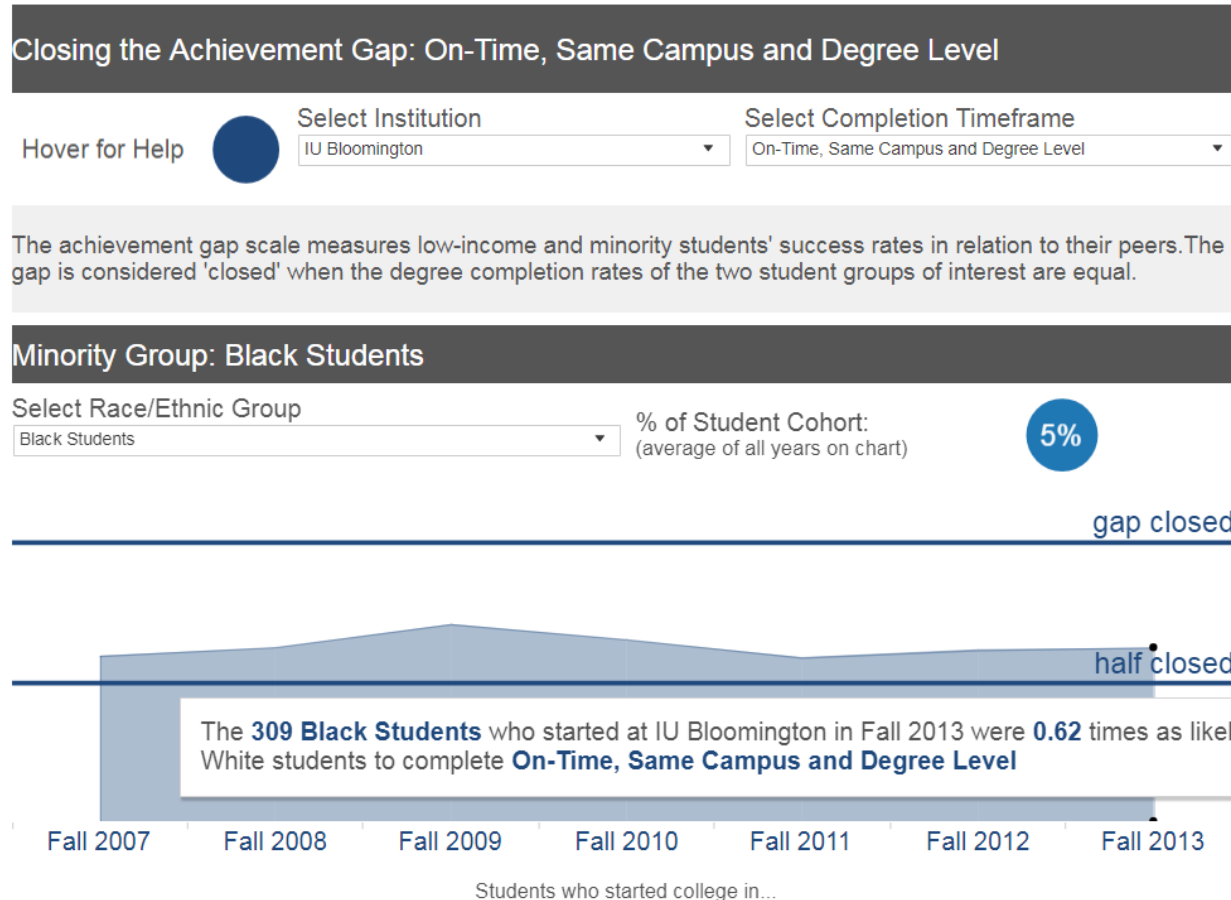


<http://masterplan.highered.colorado.gov/dashboard/>

# Indiana Tracks Completion Gaps Over Time with Progress Indicators and...



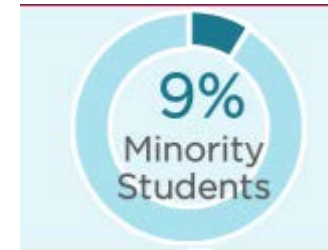
# Provides Campus-Level Completion Gap Data



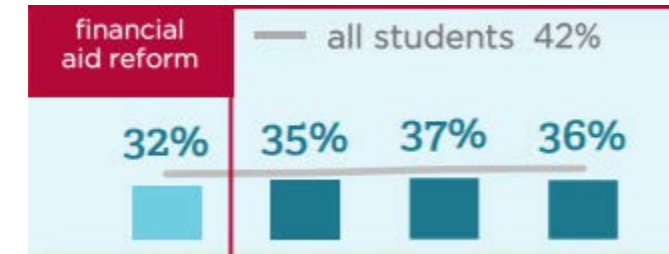
<https://www.in.gov/che/3032.htm>

## INDIANA UNIVERSITY BLOOMINGTON

% of students who are



% Earning 30+ Credits



% Persisting to Second Year



	Complete On Time (same campus & degree level)			Complete Within 6 Years (any campus or degree level)		
	%	1 Yr	5 Yr	%	1 Yr	5 Yr
Minorities (Black or Hispanic)	50.5%	+0.2	+8.4	72.8%	+1.9	+9.6
All Students	66.7%	+2.8	+7.3	83.8%	+1.1	+0.7

# Oregon Provides Enrollment, Affordability, and Outcomes Data by Race for Each Institution

OREGON HIGHER EDUCATION  
UNIVERSITY SNAPSHOT



2016-17  
University of Oregon

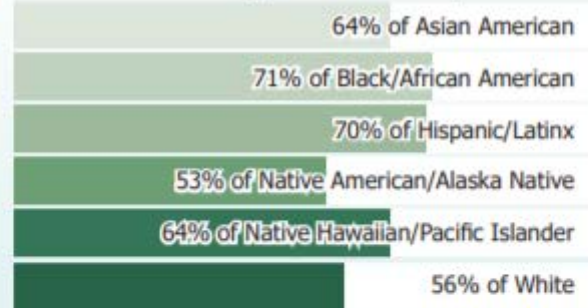
## AFFORDABILITY



**59%**

of students were  
unable to meet  
expenses with  
expected resources:  
family contributions,  
student earnings,  
and grant aid

### Unable to Meet Expenses with Expected Resources



### Average Cost of Attendance (COA)

\$25,815	COA
\$18,799	COA after public student aid
\$15,721	COA after institutional + public aid

### Time to Completion Increases Cost

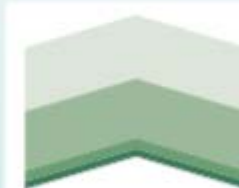


4.2 Years → Bachelor's degree



**69%** : **54%**  
of 1st : of Non-1st  
generation : generation

### COA Components



45% Room/board  
42% Tuition/fees  
8% Personal exp.  
4% Books/supplies  
1% Transportation



# Numerous States Identify Race-Conscious Strategies for Closing Gaps

## Target Students and Faculty of Color

- **KY:** Academic Leadership Development Institute for early career faculty of color
- **MN:** Equity in Education and Job Connection Grants
- **MO:** efforts to recruit and retain diverse faculty
- **OK:** outreach to immigrant students, connection to ESL services
- **TX:** supporting grants for Minority Male Initiatives

## Prioritize Equity in Planning and Policy Development

- **KY:** statewide diversity policy, campus diversity plans w/ targets on select goals and annual progress tracking
- **MN:** OHE Equity Institute
- **NV:** Diversity Summits; Chancellor's Diversity Roundtable; Equity, Diversity, and Inclusion Council
- **OR:** Equity Lens

## Target Institutions Serving Students of Color

- **MD:** Support HBCUs, Foster Collaboration Between HBCUs and PWIs
- **NV:** HSI Task Force

# The How - Strategies for Embedding Equity in State Attainment Goals & Postsecondary Plans

From the USC Center for Urban Education

## Know your state.

- Conduct a rigorous analysis of economic and demographic contexts.

## Create goals.

- Create attainment goals that are clear, ambitious, and reflect equity priorities.

## Build a careful process.

- Start the equity conversation by establishing a deliberate, inclusive process of plan development.

## Craft a strong message.

- Develop a clear “story” about the equity imperative in your state.

## Know what works.

- Identify policy assets and levers that can reinforce equity-focused attainment goals.

## Make the plan a living document.

- Monitor and report publicly on progress and update goals regularly.

# Cautionary Notes on Data Use

- Always remember that algorithms and predictive analytics can reproduce/operationalize implicit bias and reinforce existing inequities, even when they appear to be objective
- Don't let data contribute to deficit framing and 'demography as destiny' narratives
- Don't get held up admiring the problem
- Remember that behind every data point are individual students, interacting with individual teachers, faculty, and administrators
- Solutions aren't always apparent in the data, especially if you're not measuring the underlying cause



# Thank You!

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