

edTrust

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Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education

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The Education Trust

Questions to Guide Our Discussion

1. Why do you think its hard to talk about race?
2. What responses do you hear when talking about race and education policy? How do you think the people in your community, colleagues, or partners would react to conversations about race?

Common Responses

1. Why do you think its hard to talk about race?
 - Don't know what to say
 - Don't want to say the wrong thing
 - Don't want to be called out
2. What responses do you hear when talking about race and education policy?
 - Hesitation
 - Colorblindness
 - Pointing out deficits

Equity Report Card: Black Americans in Illinois

Degree attainment

Degree attainment is the percentage of Black adults, ages 25-64, who have a college degree in Illinois. Attainment gap is defined as the difference in attainment between Black and White adults. Attainment growth is the change in attainment from 2000 to 2016.

Degree Attainment

30.7%

Rank: 18 of 41

Attainment Gap (pct. pt.)

19.7

Rank: 35 of 41

Attainment Growth (pct. pt.)

7.9

Rank: 18 of 41

Enrollment representation

Enrollment representation (rep) indicates how well the percentage of Black undergraduates reflects the racial/ethnic composition of the population in Illinois.

Community & Tech Colleges

D+

4-Year Institutions

C-

Selective Institution Gap

C

Degree earner representation

Degree earner representation (rep) indicates how well the percentage of degrees awarded to Black undergraduates reflects the racial/ethnic composition of the population in Illinois.

Associate Degree Rep

D-

Bachelor's Degree Rep

F

Bachelor's Degree Gap

C

Equity Report Card: Latinx Americans in Illinois

Degree attainment

Degree attainment is the percentage of Latino adults, ages 25-64, who have a college degree in Illinois. Attainment gap is defined as the difference in attainment between Latino and White adults. Attainment growth is the change in attainment from 2000 to 2016.

Degree Attainment

20.4%

Rank: 26 of 44

Attainment Gap (pct. pt.)

30.0

Rank: 39 of 44

Attainment Growth (pct. pt.)

7.3

Rank: 5 of 44

Enrollment representation

Enrollment representation (rep) indicates how well the percentage of Latino undergraduates reflects the racial/ethnic composition of the population in Illinois.

Community & Tech Colleges

A-

4-Year Institutions

C-

Selective Institution Gap

A

Degree earner representation

Degree earner representation (rep) indicates how well the percentage of degrees awarded to Latino undergraduates reflects the racial/ethnic composition of the population in Illinois.

Associate Degree Rep

D

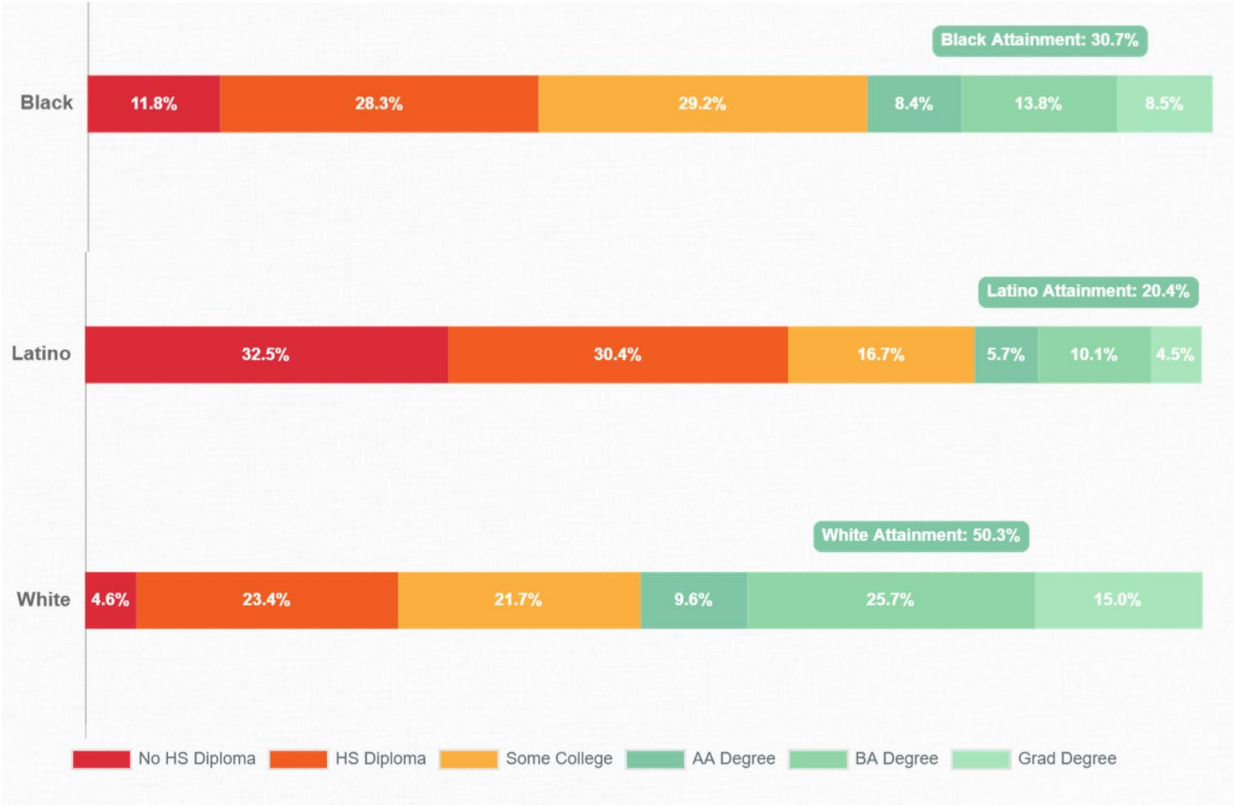
Bachelor's Degree Rep

F

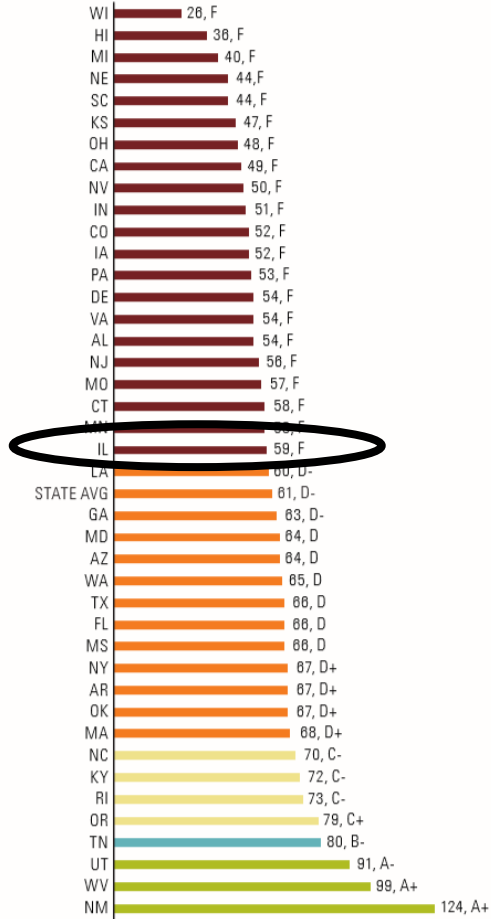
Bachelor's Degree Gap

C

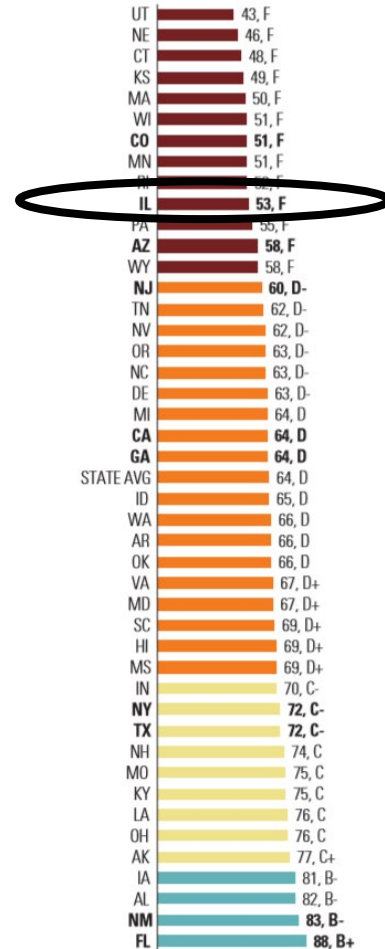
Equity Report Card: Attainment in Illinois



Share of Bachelor's Degrees Earned by Black Students Relative to the Share of Black Residents
(ages 18 to 49 with a high school diploma and no bachelor's degree)



Share of Bachelor's Degrees Earned by Latino Students Relative to the Share of Latino Residents



Questions on Equity

- What are some possible explanations for these attainment gaps?
- What are some possible solutions?
 - What's the role of state policy? How could it help or hinder college access for Black and Latino students?

Deficit Vs. Equity Mindedness



Key Data Points

HARD TRUTHS:

WHY ONLY RACE-CONSCIOUS POLICIES
CAN FIX RACISM IN HIGHER EDUCATION



- Ed Trust's analysis of Black degree attainment revealed that attainment for younger Black adults (ages 25-34) bucks the trend of progression over time and has gotten worse.
- In states that have bans on affirmative action, each one saw declines in their enrollment of Black students at selective public colleges.

TABLE 2

Twelve-Year Default Rates and Average Adjusted Gross Income (AGI)
by Race/Ethnicity for Dependent Full-Time, First-Time Students at Four-Year Institutions

Family Income	Black Default Rates	White Default Rates	Black AGI	White AGI
<i>Low</i>	48%	23%	\$14,250	\$15,761
<i>Lower middle</i>	40%	15%	\$41,920	\$41,940
<i>Upper middle</i>	36%	9%	\$69,228	\$70,449
<i>High</i>	34%	5%	\$129,291	\$132,348
Overall	42%	11%	\$38,168	\$71,367

Note: Family Income: Low < \$32,000, Low middle ≥ \$32,000 & < \$60,000, High middle ≥ \$60,000 & < \$92,000, High ≥ \$92,000

Source: Ed Trust analysis of U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).



that keep Black students from accessing and succeeding in college.

Equity Minded Prompts for State Policy

- Assess policy intents and inclusiveness:
 - What does the policy aim to do?
 - Does the policy indicate who is to benefit? Who is left out?
- Equity in Language:
 - Are biased or stereotypical assumptions made about students within the policy?
- Equity in Data Collection
 - Are data collected and reported by racial group?

(Center for Urban Education, 2017)

3 Arguments For Race-Conscious Policies

1. Higher Education has used racist policies to exclude students, therefore race-conscious policies are necessary to achieve racial justice
2. Racial inequalities remain and in some cases have worsened because race-conscious policies were cut short, limiting their effectiveness.
3. Policies that use substitutions for race such as income, do not close the gaps in opportunity and outcomes for students of color

What Does Race Conscious Policy Look Like?

1. Remove/oppose state bans on affirmative action
2. States should adopt statewide race-conscious higher ed attainment goals
3. States should invest in the colleges that serve students of color