

Moving Minority Students into Jobs and
Careers: A Case for Equity, Societal
Accountability & Economic Stability

BY

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**CAREER DEVELOPMENT IN THE
21ST CENTURY 3.0 CONFERENCE**

- Analytics and data are critical to you and your students being able to see inside the black box that is higher education".... Trustees need to learn " how to use data as a flashlight, not a hammer."
- Diana Oblinger, President and CEO of EDUCAUSE.
- Creating a Culture of EvidenceTrustee, Quarterly Winter 2013.

Data, Metrics, and Analytics

- “...many low-income individuals cannot afford [training programs], fail to complete training, or do not obtain a marketable credential.”
- Employers assert that they are unable to readily secure people with the necessary occupational skills to meet their business needs.
- Model Program for Long-term Career Advancement of Low Income Adults
- OVAE Connection, Issue 161, August 1, 2013

From Classroom to Economic Woe and Instability

- “The ability of a workforce to make the best of new technologies may be a country’s best competitive advantage ... To change it, governments need to start at the school gate”
- (The Economist, January 11, 1992 p. 19)

SCANS Report for America 2000

READING AND MATHEMATICS 2008-2009
PARTICIPATION RATES BY GRADE AND SUBGROUP

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
	Reading						
	99.6%	99.6%	99.8%	99.7%	99.6%	99.7%	99.0%
	99.3	99.1	99.7	99.3	99.0	99.1	97.1
	99.4	100.0	99.0	99.6	99.5	99.0	97.5
	99.2	99.1	98.6	99.1	98.8	99.6	98.6
	98.9	99.3	99.3	99.6	99.4	99.1	97.9
	99.7	99.7	99.8	99.8	99.7	99.8	99.1
	99.5	99.5	99.7	99.7	99.5	99.6	99.0
	99.7	99.7	99.2	99.8	99.6	99.7	99.0
ern	99.3	99.4	99.4	99.4	99.1	99.4	98.1
erner	98.7	98.7	98.3	98.3	98.3	98.2	98.3
at	100.0	99.2	99.1	100.0	96.0	99.1	96.6
tatus	99.2	99.5	99.4	99.6	99.4	99.3	98.4
	Mathematics						
	99.5%	99.7%	99.7%	99.7%	99.6%	99.5%	98.9%
	99.1	99.0	99.1	99.1	99.0	98.4	97.4
	98.3	100.0	99.5	99.6	99.5	98.0	97.5
	99.2	99.6	99.6	99.5	99.3	99.4	98.5
	99.1	99.5	99.5	99.4	99.7	99.2	97.8
	99.6	99.8	99.7	99.7	99.7	99.6	99.1
	99.5	99.7	99.7	99.6	99.4	99.4	99.0
	99.6	99.8	99.1	99.3	99.7	99.6	98.9
rne	99.0	99.4	99.1	99.4	99.1	96.8	98.3
erner	99.0	99.2	99.5	98.7	99.5	98.3	98.7
at	100.0	99.2	100.0	100.0	99.2	100.0	97.7
tatus	99.3	99.5	99.2	99.4	99.5	98.9	98.4

of
 Ad of Education, AYP file.
 is (Adequate Yearly Progress (AYP) Report.
 enjs determined by the presence of an individualized education program (IEP).
 otient is considered a migrant if he or she has moved in the past 36 months from

Ethnicity	FY08/09	FY09/10	FY10/11	FY11/12
American Indian/Alaska Native	59.6	77.3	77.8	80.3
Asian	76.1	77.5	76.5	73.3
Black or African American	50.8	49.2	48.5	55.1
Hispanic/Latino	55.9	57.9	59.9	64.0
White	79.2	80.0	80.6	83.0
	Biennium Period 2005-2007 to 2010-2012 (Pages 157-159)			

Trend Result 09-12 Reading



Mathematics

Ethnicity	FY08/09	FY09/10	FY10/11	FY11/12
American Indian/Alaska Native	61.0	64.5	64.1	64.8
Asian	77.6	80.2	79.0	79.1
Black or African American	44.8	43.8	41.5	48.4
Hispanic/Latino	55.0	58.8	57.0	60.6
White	80.2	80.4	80.7	82.9
	Biennium Period 2005-2007 to 2010-2012 (Pages 157-159)			

Trend Result 09-12 Mathematics

Percentage of Occupational Groups by Race/Ethnicity (Total Population)

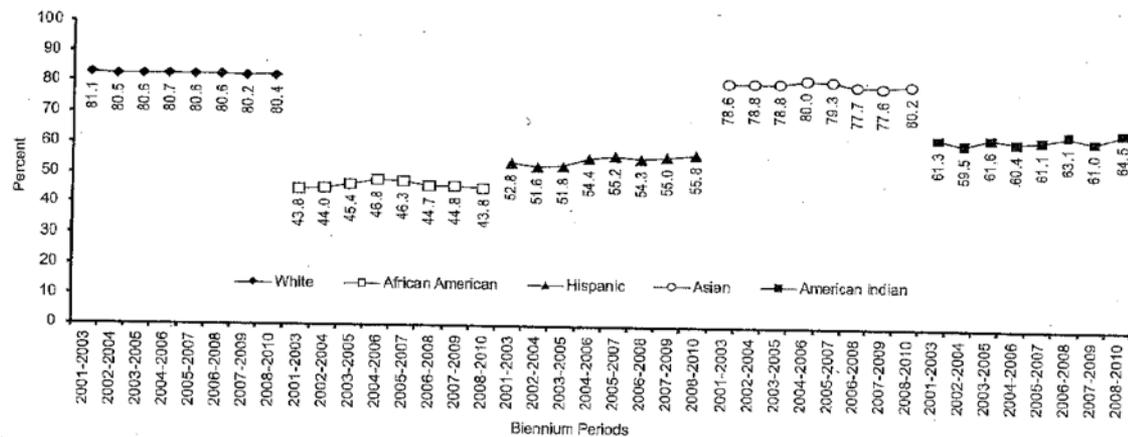
Career Type	Hispanic	White	Black/ African American	American/ Indian Alaskan Native	Asian	Hawaiian/ Pacific Islanders
Management/ Business and Financial Workers	2.7	78.3	7.2	0.4	4.9	0.1
Science/ Engr. & Computer Prof.	1.8	72.2	5.8	0.3	14.7	0.1
Health Care Practitioners	3.5	75.7	7.8	0.3	9.9	0.1
Other Professional Workers	2.7	76.3	9.2	0.4	4.9	0.1
Technicians	5.2	71.0	11.2	0.5	7.3	0.1

Average English/Mathematics scale score sorted by race/ethnicity used to report trends in grade 12 public schools

	Mathematics	Reading
All Students	156.22	290.62
White	157.68	291.75
Black	137.67	273.02
Hispanics	133.90	278.26
National Public	152.30	287.06
75 th Percentile	176	314
25 th Percentile	138	270

NAEP State Comparisons, Grade 12 Public Schools, 2009

**PERCENT OF IOWA ELEVENTH GRADE STUDENTS PROFICIENT ON ITED MATHEMATICS TEST BY RACE/
ETHNICITY BIENNium PERIODS 2001-2003 TO 2008-2010**



Source: Iowa Testing Programs, The University of Iowa.

Notes: Percentages for each biennium period represent average percentages of proficient students for the two school years represented, e.g., 2001-2003 represents the average for the 2001-2002 and the 2002-2003 school years. A student designated as proficient can, at a minimum, do the following:

Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Table 2. Percentage of students assessed in NAEP reading who reported that they read for fun on their own time almost every day, by age group and selected race/ethnicity categories: Various years, 1984–2012 Age group and race/ethnicity

	1992	1994	1996	1999	1984 2004	1988 2008	1990 2012	
Age 9								
White	53 48*	54 53	54	57	57	54	52	53
Black	55* 43	58 47	54	55	59*	53	57	51
Hispanic	51 46*	47 52	51	51	59	52	56	57
Age 13								
White	35* 28	37* 30	38*	36	37*	32	29	31
Black	34* 23	37* 23	31	36	17	31	33	26
Hispanic	32* 19	‡ 18	21	‡	18	29	19	26
Age 17								
White	31* 22	28* 22	35*	29*	33*	24	25	25
Black	31* 19	35* 17	20	15	16	21	22	14
Hispanic	26* 15	‡ 15	‡	‡	13	20	‡	17

National Assessment of Education Progress

4S1 **

FY 08/09 FY 09/10 FY 10/11 FY 11/12

Total	88.7	87.21	88.8	88.3
Male	87.4	85.33	86.92	86.1
Female	90.1	89.17	90.7	90.7
American Indian/Alaska Native	67.7	69.3	73.33	79.2
Asian	88.4	89.15	89.82	88.5
Black or African American	71	68.55	72.02	73.2
Hispanic/Latino	69.3	71.58	76.5	75.2
Native Hawaiian or Other Pacific Islanders	0	0	0	81.6
White	90.8	89.18	90.5	90.2
Two or More Races	0	0	86.53	82

** Graduating Class of 2011, 4-year Cohort Graduation Rates (P. 167)

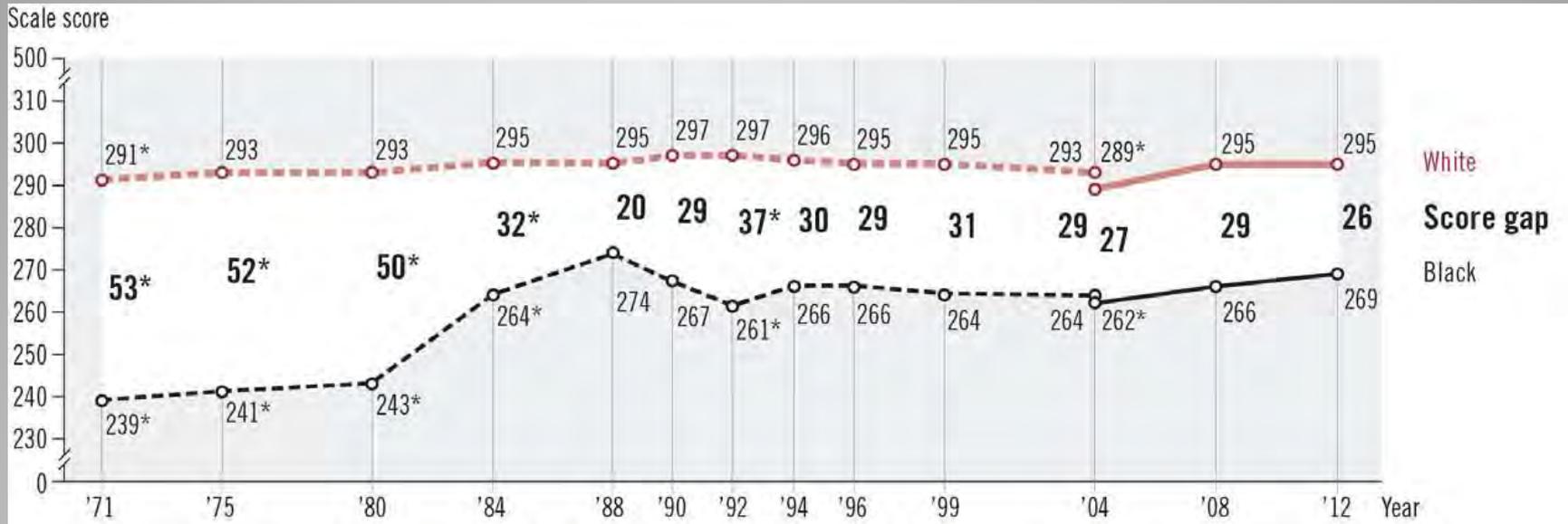
Graduation

Trend in NAEP reading average



Trend in NAEP reading average scores and score gaps for White





Black 17-year-old students (Reading)

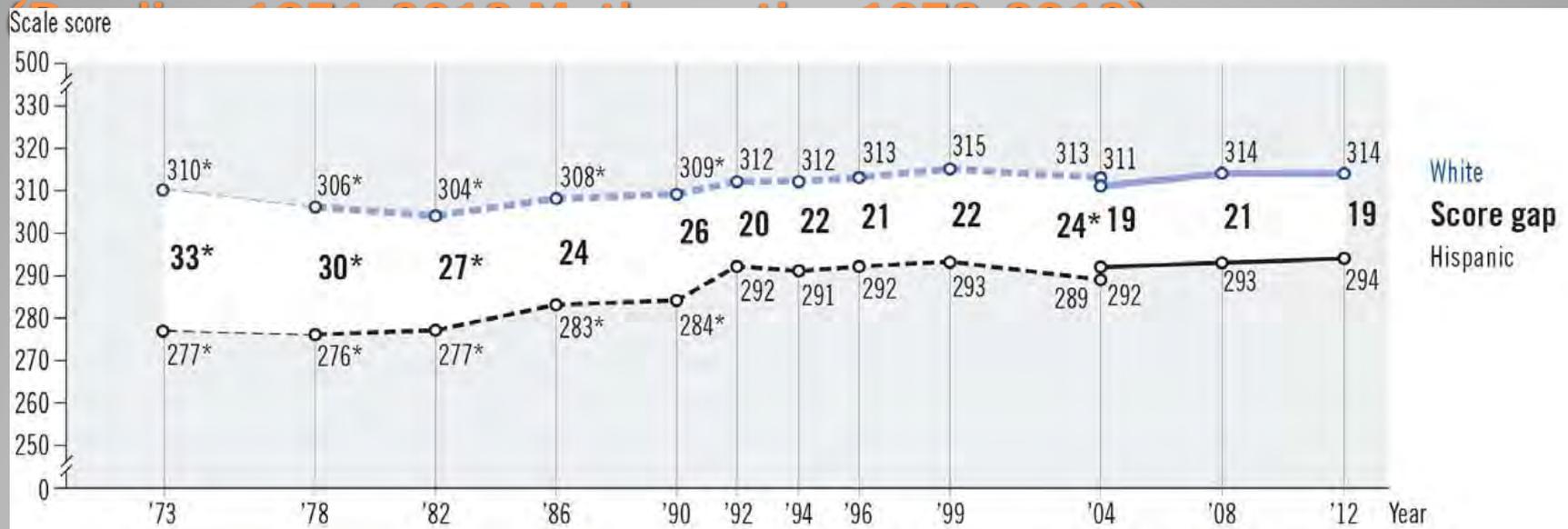
Trend in NAEP mathematics average scores and score gaps for White and Black 17-year-old students



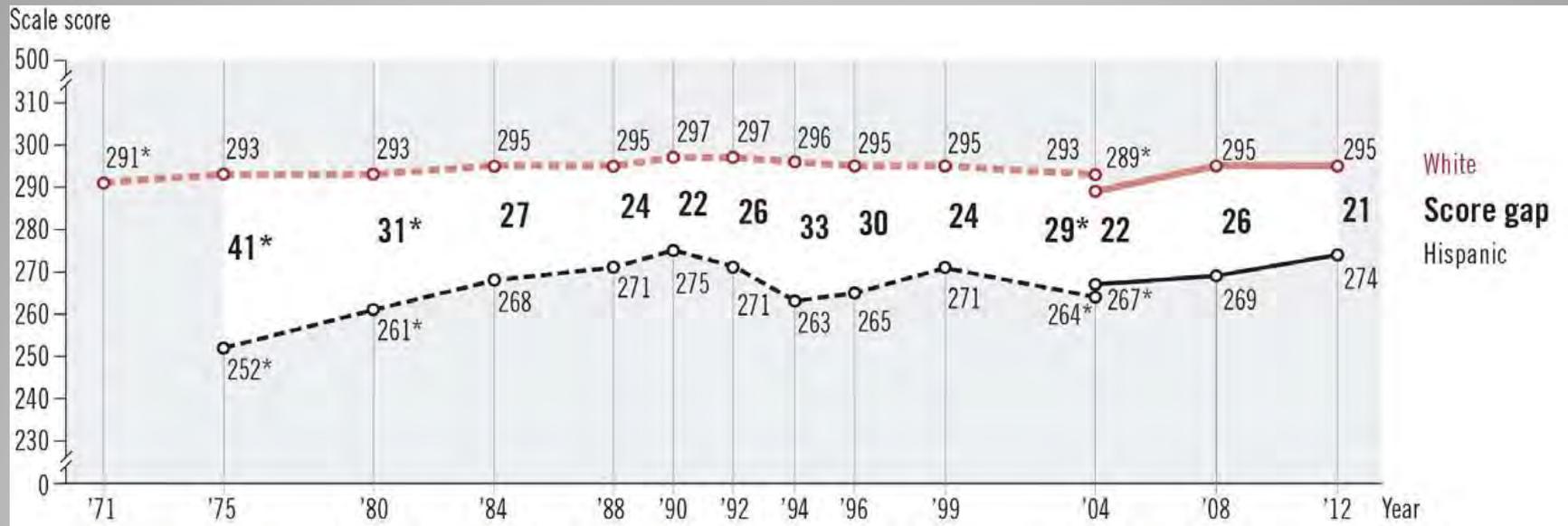
- Extrapolated data¹
- Original assessment format
- Revised assessment format

Trend in NAEP mathematics average scores and score gaps for White and Hispanic 17-year-old students

NAEP 2012, Trends in Academic Progress



- Extrapolated data¹
- Original assessment format
- Revised assessment format



Hispanic 17-year-old students (Reading)

- The 2011 Progress in International Reading Literacy (PIRLS) and Trends in International Mathematics and Science Study (TIMSS)
- The education systems with higher average mathematics scores were Singapore, Korea, Hong Kong-China, Chinese Taipei, Japan, Northern Ireland, North Carolina (along with Florida, the only two states to obtain their own mathematics results), and Flemish Belgium

PIRLS & TIMSS

- Law ---- July 1, 2013

CENTERPIECE:

- Teacher Leadership Structure to raise student achievement
- Raise Minimum Salaries for Teachers
- Expand Online Learning Options
- Create Pilot Projects to Explore Competency-Based Education

Iowa's Historic Education Reform Bill

- No Child Left Behind
- Race to the Top
- Common Core Standard
- Value Choices

Federal Education Reform Effort



- Quality Early Education Accessible to Every Child
- Tame the Spiraling cost of College
- Redesign the Country's High Schools
- New College Scorecard –to show “where you can get the most bang for your educational buck.”

http://www.ed.gov/blog/wp-content/uploads/2013/02/POTUS_SOTU.png

President State of the Union
February 13, 2013

- White and Asian/Pacific Islander students scored higher than Black, Hispanic, and American Indian/Alaska Native students in both 2006 and 2012

Top Stories in NAEP Economics 2012

Size of Family	48 Contiguous States & DC 100%	125%
2	\$15,510	\$19,380
3	\$19,530	\$24,412
4	\$23,550	\$29,437
5	\$27,570	\$34,462
6	\$31,590	\$39,487
7	\$35,610	\$44,512
8	\$39,630	\$49,537
For each additional Person add	\$4,020	\$5,025

Except for Alaska and Hawaii, US health and Human Services (NHS)
January 24, 2013

<http://www.usimmigrationjourney.com>

- After the passage of the act, the wage gap for minority groups narrowed, both in absolute difference with white wages and as a percentage of white wages, until the mid-1970s; at this time, progress for many racial minorities slowed, stopped, or reversed. ^[4]

Racial wage gap in the United States

- Education is one of the most influential determinants of wage

Racial wage gap

- As of 2009, the median weekly wage for African American and Hispanic workers was about 65 percent and 61 percent that of White workers, respectively

Wage Variance

- White and Asian Americans, who have the highest median incomes,^[9] are concentrated more in professional, executive, and managerial occupations than blacks, Hispanics, or American Indians

Wage Variance and Job

- <http://nces.ed.gov/nationsreportcard/naepdata/>

- Today, Secretary of Education Arne Duncan and OVAE Assistant Secretary Brenda Dann-Messier are in Iowa, at Des Moines Area Community College

Blue Print Unveiled

- This blueprint is based on four core principles:
- ALIGNMENT
- COLLABORATION
- ACCOUNTABILITY
- INNOVATION

CORE PRINCIPLES

• **EQUITY** The quality of being fair or impartial;

- Fairness;
- impartiality;
- Even-handedness;
- Unreasonableness;
- Injustice, etc.
 - Dictionary.com