Since President Obama announced the American Graduation Initiative (AGI) in 2009 at Macomb Community College, community colleges have received unprecedented national attention and have been a centerpiece of state and federal college completion policies. The expectations for community colleges to “produce” more graduates and increase institutional performance have never been higher. However, community colleges are situated at the bottom of a stratified system of higher education, whereby structural factors (e.g., inequitable resource allocation, inadequate student services, biased state and federal policies) work against reducing deeply entrenched inequities in community college student experiences and outcomes. Recent community college innovations and reform efforts are unlikely to address these structural factors, and they often decenter or ignore educational inequity. As a result, new policies may be effective for some students, but they are unlikely to reduce existing economic and racial inequities in student outcomes. This talk will review the empirical evidence on community college innovation and reform efforts to assess their overall effectiveness and assess the extent to which they are likely to reduce or reproduce existing inequities in college access and success.