CHANGE IN THE LAND OF STEADY HABITS

IMPLICATIONS FOR PUBLIC EDUCATION
OVERVIEW

- Changing Demographics
- Implications & Opportunities
- Constructive Responses
- Role of Philanthropy?
GROWING DIVERSITY IN CONNECTICUT

- White
- Black
- Latino
- Asian
- Native American
- Other
- U.S. percent white

1980: 7% White, 7% Black, 9% Latino, 9% Asian, 9% Native American, 88% Other, 84% U.S. percent white

1990: 7% White, 8% Black, 9% Latino, 9% Asian, 9% Native American, 84% Other, 84% U.S. percent white

2000: 9% White, 9% Black, 9% Latino, 9% Asian, 9% Native American, 78% Other, 78% U.S. percent white

2010: 13% White, 17% Black, 10% Latino, 10% Asian, 10% Native American, 71% Other, 71% U.S. percent white

2020: 5% White, 21% Black, 10% Latino, 10% Asian, 10% Native American, 65% Other, 65% U.S. percent white

2030: 7% White, 21% Black, 11% Latino, 11% Asian, 11% Native American, 58% Other, 58% U.S. percent white

2040: 9% White, 25% Black, 12% Latino, 12% Asian, 12% Native American, 50% Other, 50% U.S. percent white

Sources:
- U.S. Census Bureau
- Woods & Poole Economics, Inc.
Include new report from Open Communities Alliance.

CHILDREN IN POVERTY BY RACE AND ETHNICITY: 5 SELECTED (PERCENT)

National KIDS COUNT
KIDS COUNT Data Center, datacenter.kidscount.org
A project of the Annie E. Casey Foundation
And movement to suburbs too.

THE RACIAL GENERATION GAP

- Percent of youth who are people of color
- Percent of seniors who are people of color

U.S. Census Bureau
GRADUATION RATES – MALES
CONNECTICUT VS US

2011 - 2012 Graduation Rates Connecticut vs. United States

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Black Males</th>
<th>Latino Males</th>
<th>White Males</th>
</tr>
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<tr>
<td>United States</td>
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WHY SHOULD WE CARE ABOUT...
WHAT SHOULD WE DO ABOUT...

- Growing Diversity?
- Racial & Economic Segregation?
- Segregation from Opportunity?
- Increase in Poverty?
- The Racial Generation Gap?
- Job Preparation?
WHAT DO PEOPLE DO?

- Mostly? Nothing.
- Contain/Control, Exit
- Superficial “Diversity Week”
- Racial, economic, cultural and linguistic diversity as a catalyst for transformational, positive change
DEMOGRAPHIC CHANGE AS A CATALYST FOR TRANSFORMATION – SOME EXAMPLES

- Sheff – Connecticut (Hartford) is the only place in NE making clear progress toward integrated schools. State grants for interdistrict cooperation. Hooker Environmental Science (Teaching Tolerance) & Breakthrough Magnet (MSA)

- Drawing on Diversity as an Asset for Learning. (Sheff Schools, IDC, Multicultural Magnet School)

- Increasing access to high level curriculum – Detracking - (GHAA)

- Attention to bias and the way it infects practice/policy – Moving away from harsh school discipline policies. Curriculum and practice that contributes to a sense of belonging that increases engagement.

- Community-based learning that bridges generational gaps

- Two Way – Seal of Biliteracy– Clear benefits for retention of native language and learning a second language.

- Partnerships. Two Generation Efforts.

- Dialogue. Getting people talking to each other, developing relationships. Getting to “we.” Identifying common problems and challenges.
RESOURCES

- Two Generational Policy Work Group (Connecticut)
- The Sheff Movement (Hartford)
- The Seal of Biliteracy (National)
- Research on the Effect of Implicit Bias Upon Education (The Science of Equality from the Perception Institute) (Research)
- “On The Same Track” – Book about Detracking by Carol Corbett Burris (Research/Case Studies)
- Interdistrict Cooperative Grants (Connecticut)
- Two-way Bilingual Programs (Utah)
- Everyday Democracy (National but based in CT)
- Welcoming America (National with Affiliate in CT)
- Interactive Community Map (Connecticut)
- Unequal Schools Report – CT Voices for Children
- Is School Funding Fair Report
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