

CHANGE IN THE LAND OF STEADY HABITS

***IMPLICATIONS FOR PUBLIC
EDUCATION***

Connecticut
Council for
Philanthropy

4.30.2015

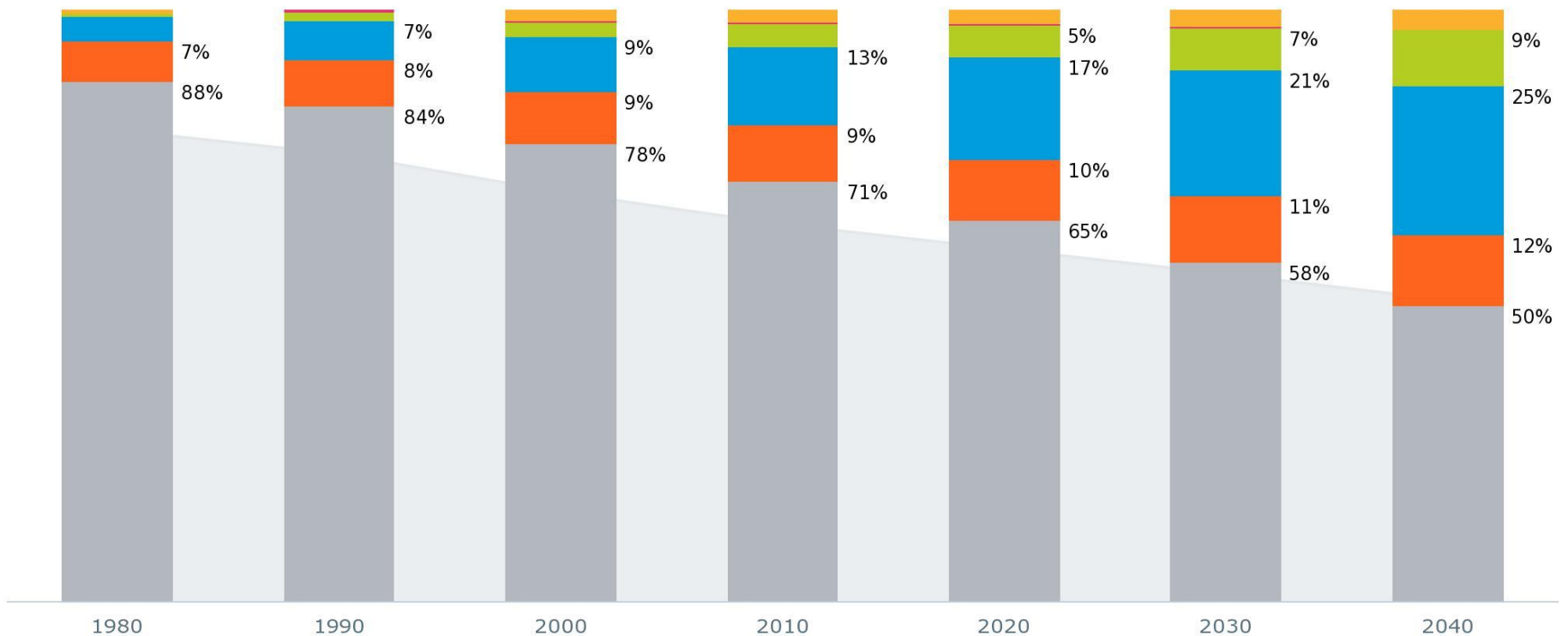
Susan Eaton

OVERVIEW

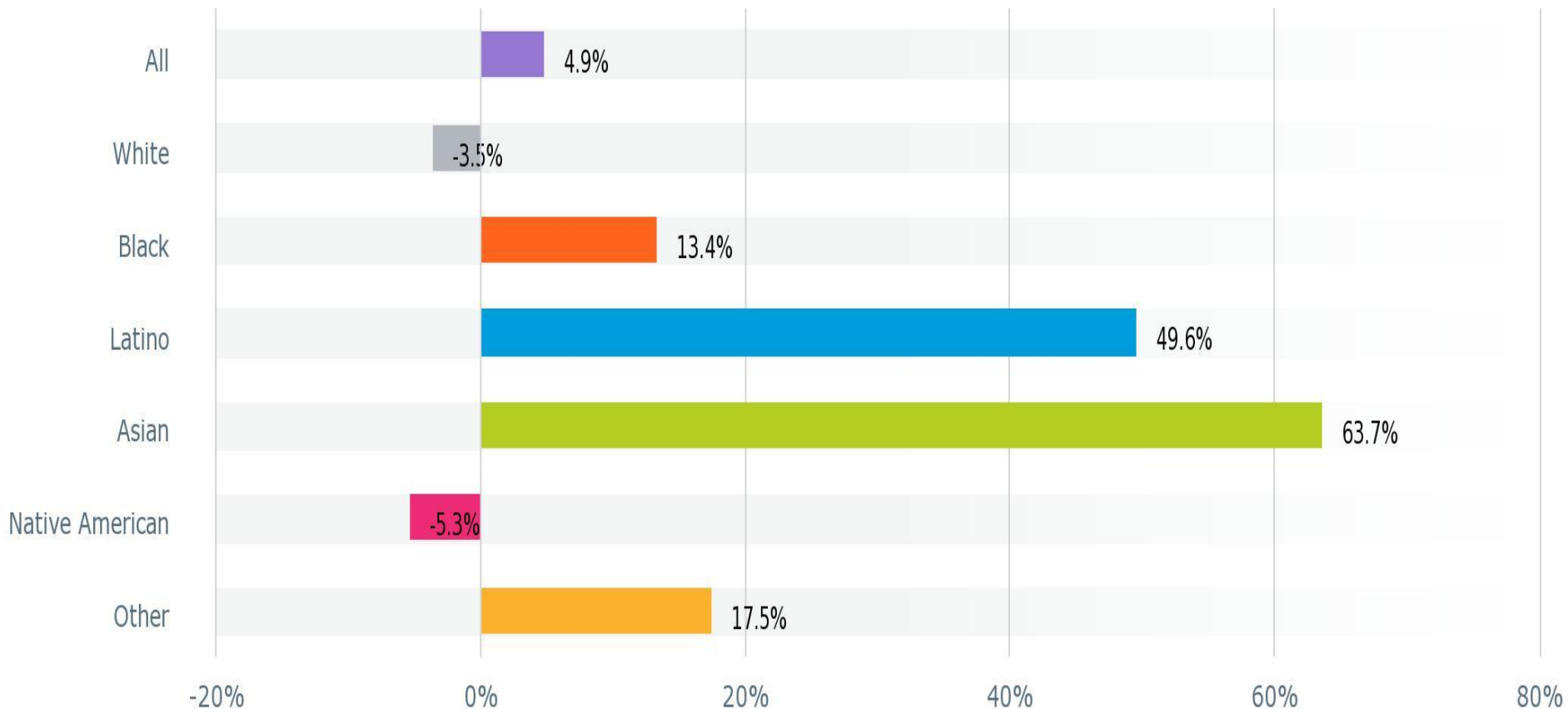
- Changing Demographics
- Implications & Opportunities
- Constructive Responses
- Role of Philanthropy?

GROWING DIVERSITY IN CONNECTICUT

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



GROWTH OF SELECT POPULATIONS CONNECTICUT



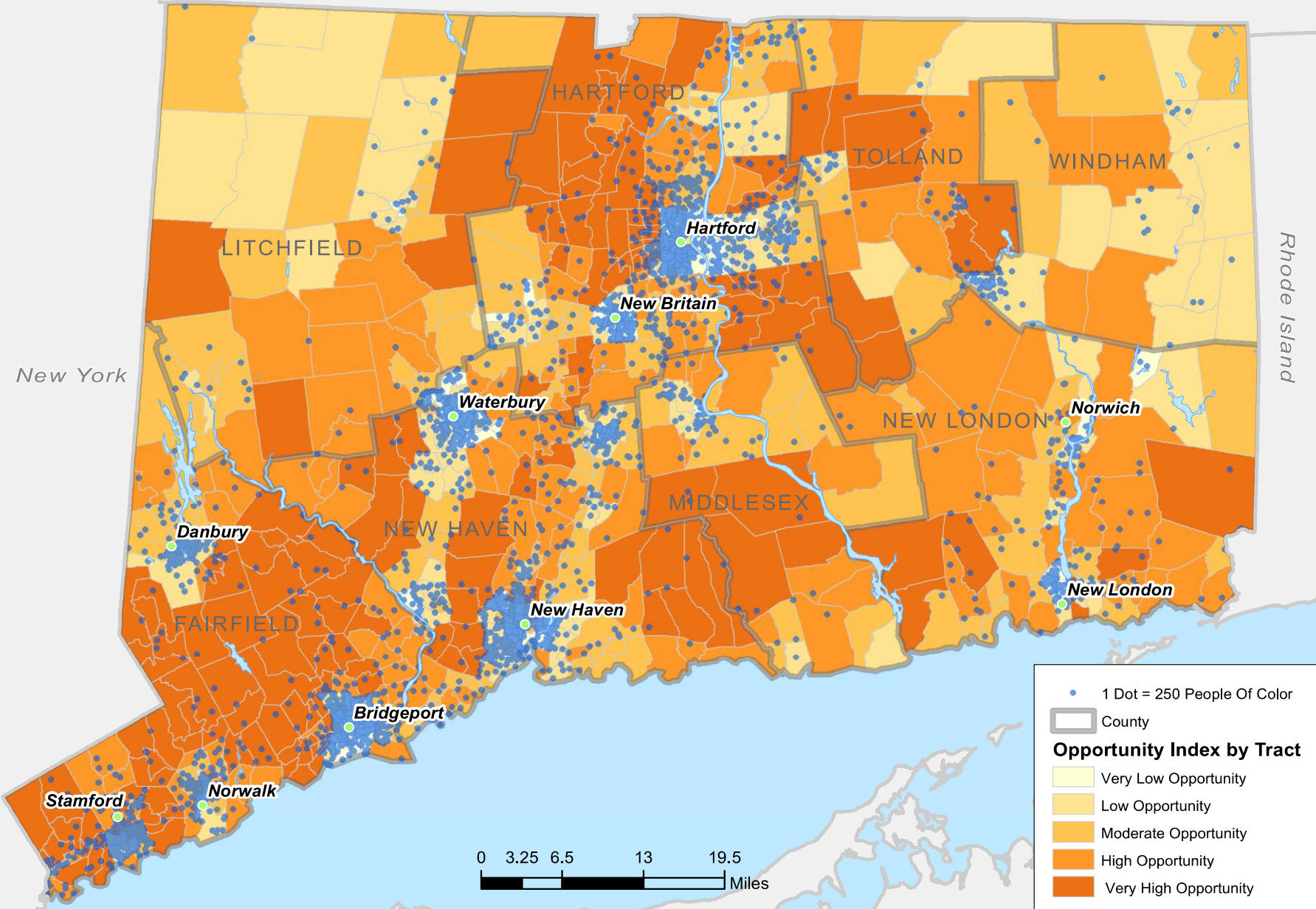
U.S. Census Bureau; Woods & Poole Economics, Inc.

PolicyLink/PERE National Equity Atlas, www.nationalequityatlas.org

Map of Distribution of People of Color and Opportunity in Connecticut



Massachusetts

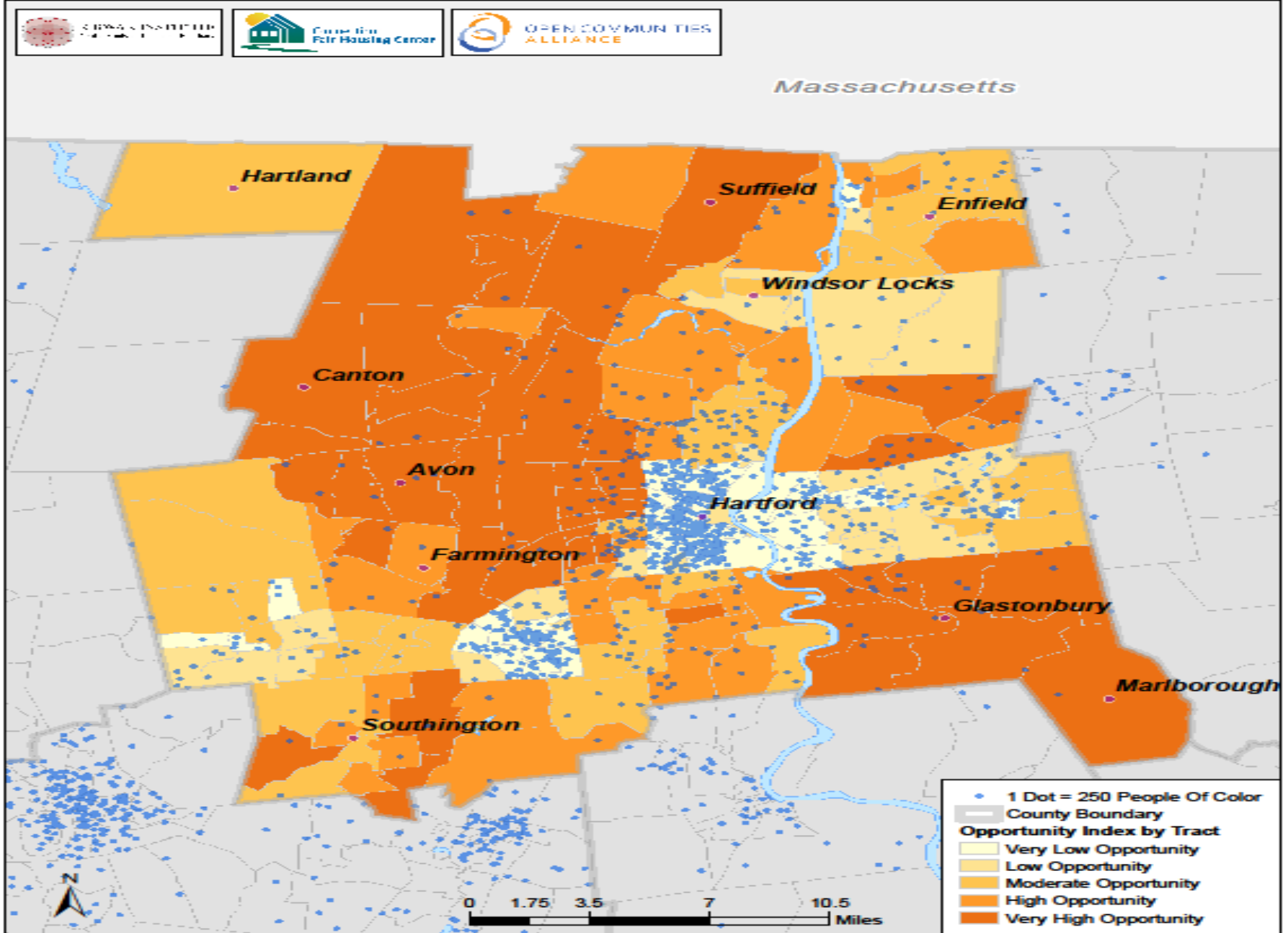


- 1 Dot = 250 People Of Color
- ▭ County
- Opportunity Index by Tract**
- Very Low Opportunity
- Low Opportunity
- Moderate Opportunity
- High Opportunity
- Very High Opportunity

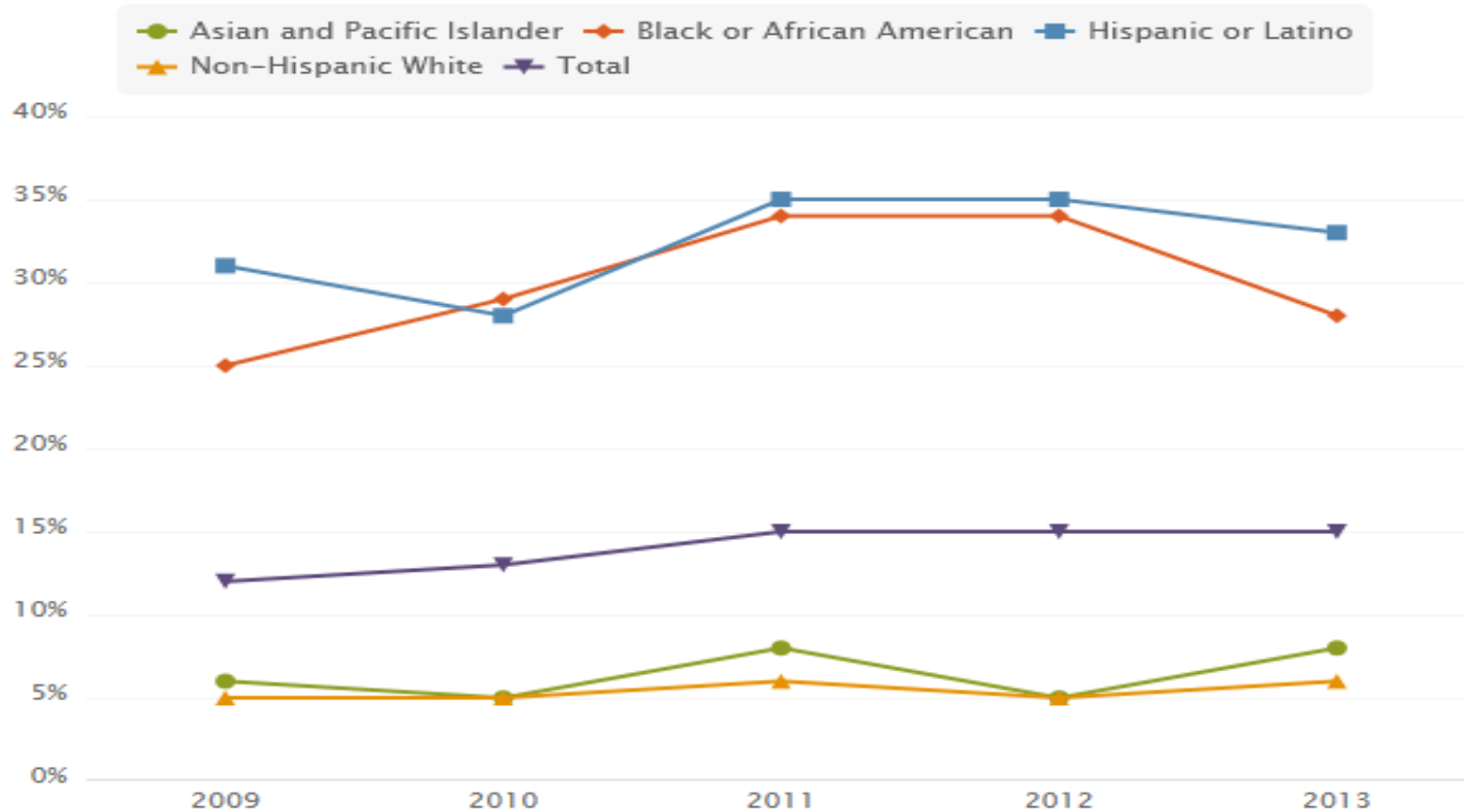
0 3.25 6.5 13 19.5 Miles

Map of Distribution of People of Color and Opportunity in Hartford County

Data Sources: U.S. Census Bureau, MAGIC, CT State Data Center.



CONNECTICUT



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

THE RACIAL GENERATION GAP

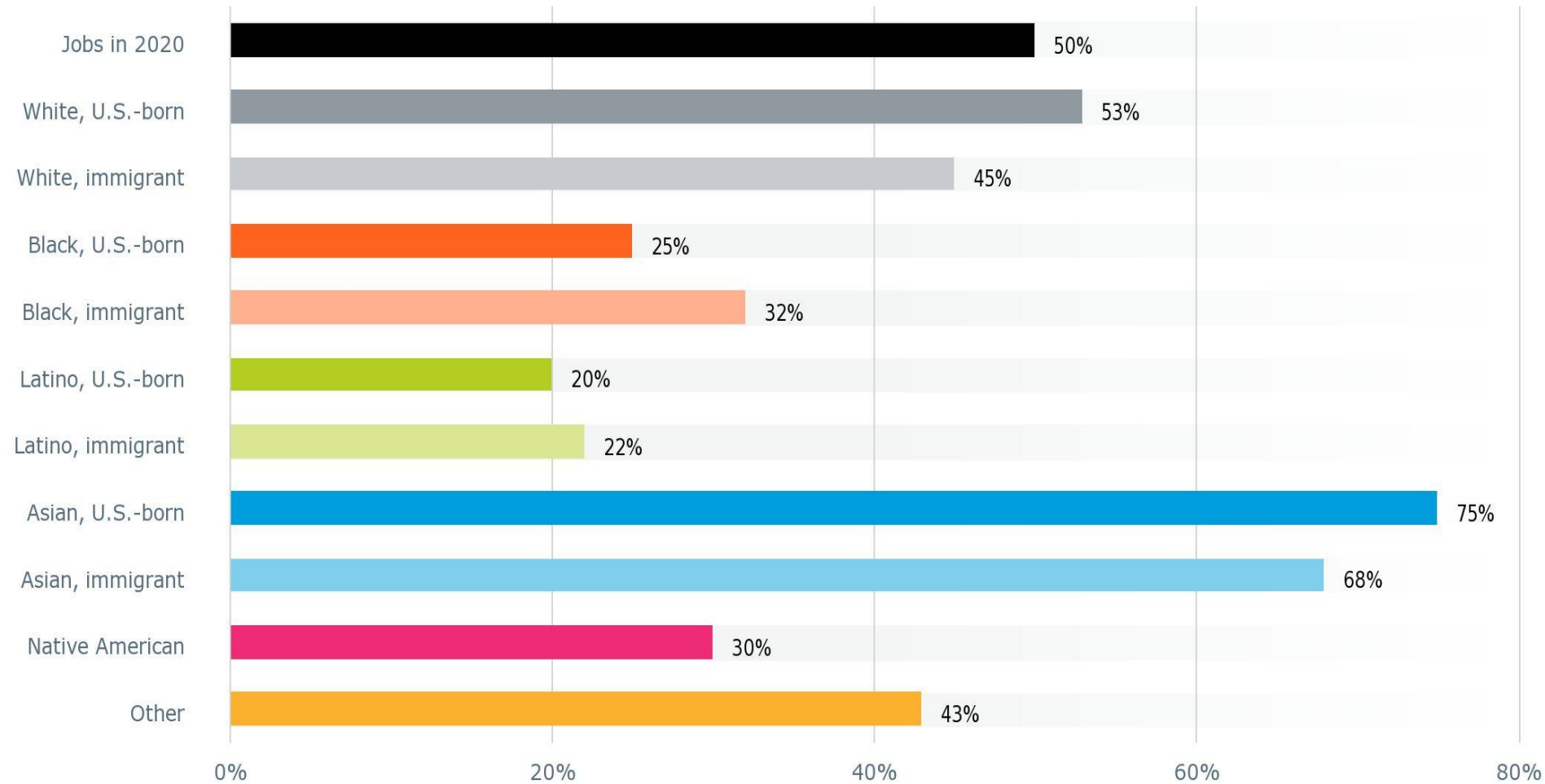
- Percent of youth who are people of color
- Percent of seniors who are people of color



U.S. Census Bureau

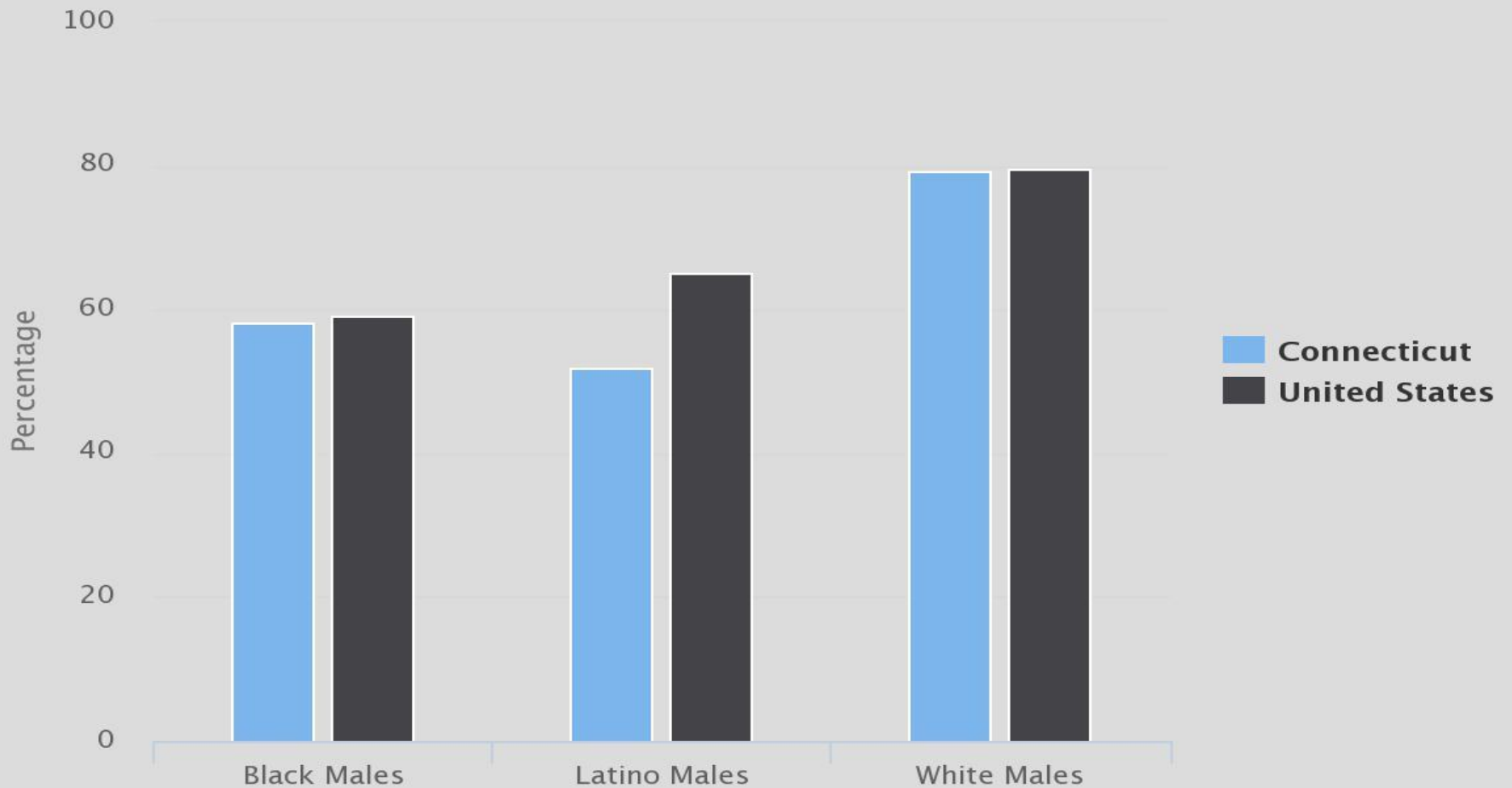
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SHARE OF POPULATION PREPARED FOR JOBS OF THE FUTURE



GRADUATION RATES – MALES CONNECTICUT VS US

2011 - 2012 Graduation Rates Connecticut vs. United States



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, IDCG, 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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