



FIELD GUIDE

TO EDUCATION
IN CONNECTICUT

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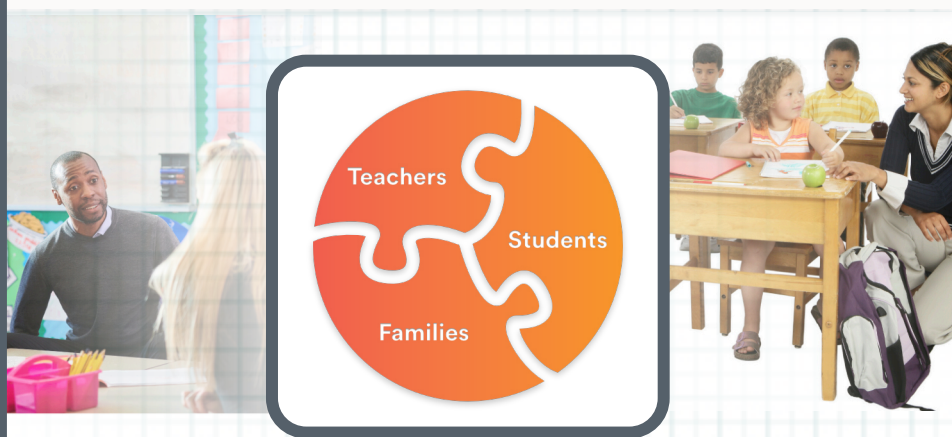
Connecticut government 43

Stamford

ConnCAN: Mission and Vision

Our mission

ConnCAN, the Connecticut Coalition for Achievement Now is leading a movement to improve education outcomes for Connecticut's kids. We bring advocates, policymakers, parents and educators together to give all kids access to the great public schools they deserve.



*When teachers, students and families are working together,
the education system functions better.*

Our vision

Connecticut has the highest-performing, most equitable education system in the nation—a system that provides education leaders with the flexibility needed to pursue excellence and rigorous standards to measure their success, is supportive of many different types of schools and paths to success and empowers families to be in the driver's seat of their child's education.

Students

Connecticut's cumulative student body is changing in some important ways.

In the last 10 years, Connecticut's English Learner population has grown by nearly 13,000 students, while the state's total enrollment has decreased by nearly 51,000 students.



Early education in Connecticut

Early education is critical to building a foundation for success in school and in life.

Children's academic abilities at kindergarten entry are strong predictors of their success as they progress through school.

Connecticut ranks fourth nationally in pre-school enrollment with approximately 3,300 licensed child care programs.¹

Total Licensed Child Care Programs	3,315
Family Child Care Homes	1,909
Child Care Centers	1,384
Group Child Care Homes	22



1 US News & World Report

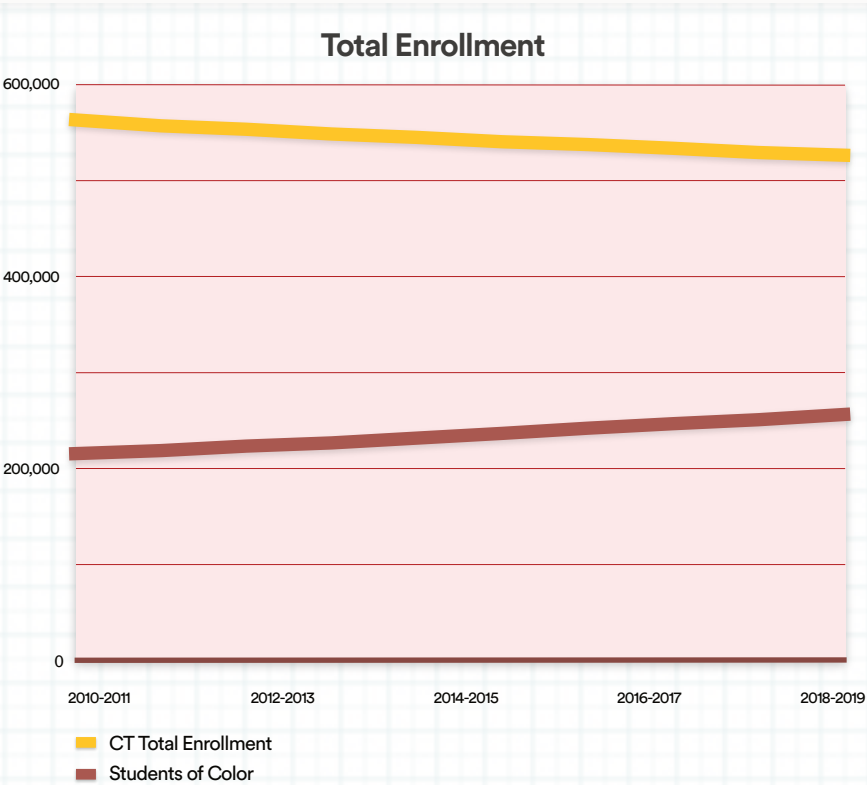
For additional information, go to: <https://www.21childcare.org/>

Read the Office of Early Childhood report: <https://www.ctoec.org/wp-content/uploads/2020/06/Status-of-Child-Care-Report-FY-2019.pdf>

A more diverse student population

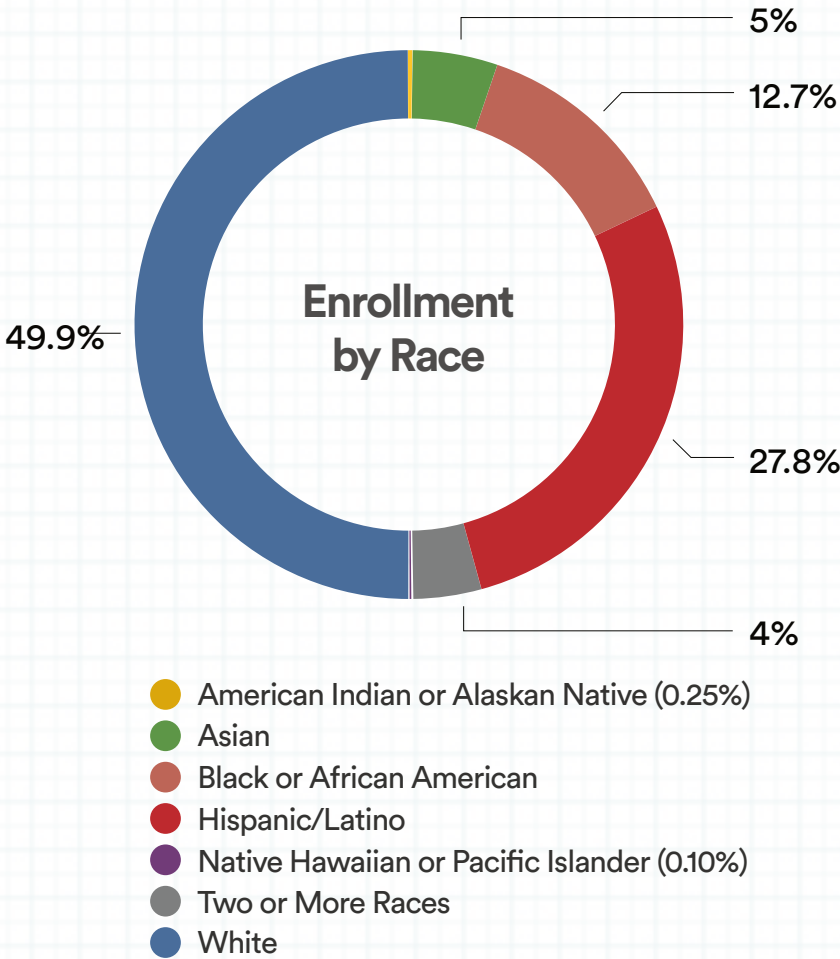
Connecticut's public school enrollment has **declined by 9.2%** over the past decade, a reduction of 36,370 students. In that time, the number of students of color, who now comprise **50.1%** of the student body, has grown by 40,665.

Over the last ten years, the total number of students with disabilities in Connecticut public schools has **increased by 4.3%** and now sits at **16.3%** of Connecticut's total student population.



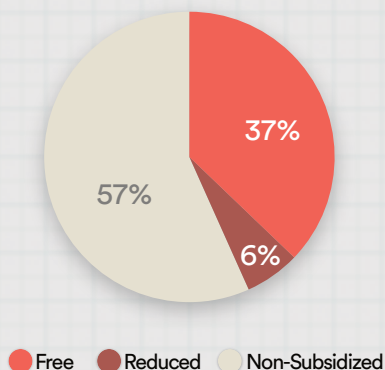
Student demographics

Our student population is changing. As Connecticut's population grows more diverse, so does the population of our schools.

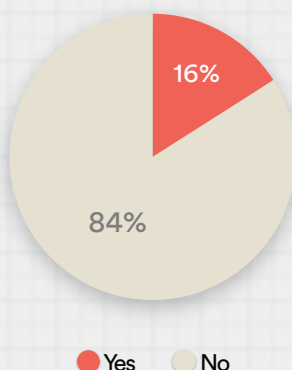


Student enrollment

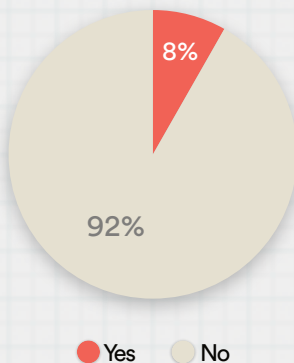
Enrollment by Free / Reduced Lunch Eligibility



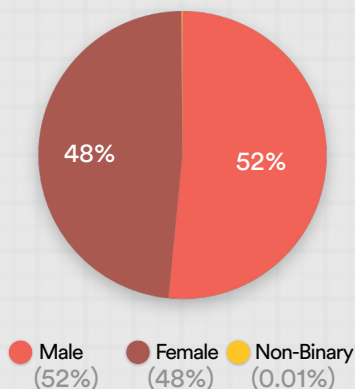
Enrollment by Special Education Status



English Language Learner Status

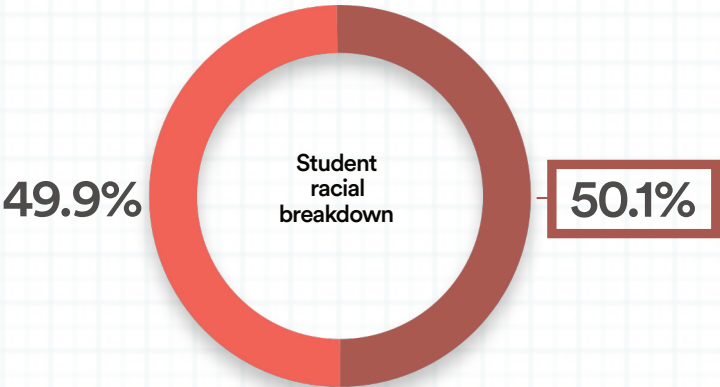


Enrollment by Gender

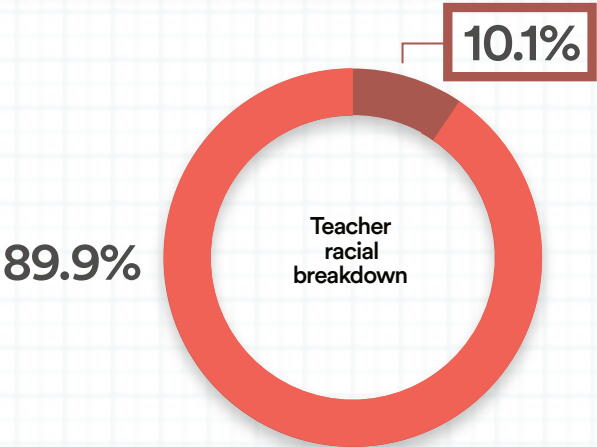


Student / teacher racial imbalance

More than half of Connecticut students are children of color.

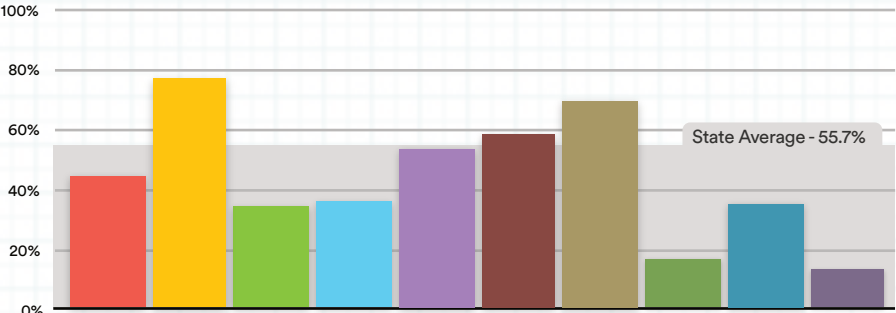


Only 10.1% of Connecticut teachers are people of color.

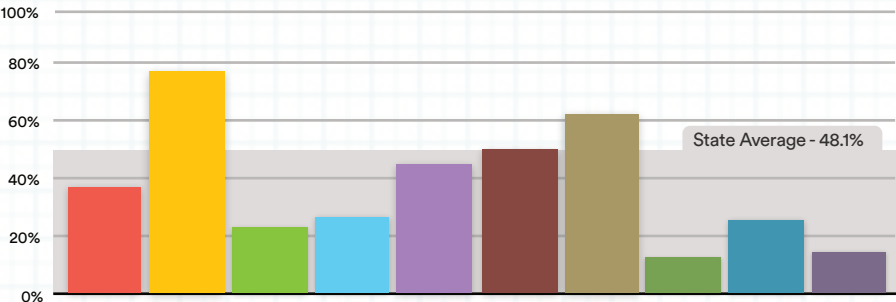


English and math grade level readiness

ELA At or Above Grade Level (All Grades)



Math At or Above Grade Level (All Grades)



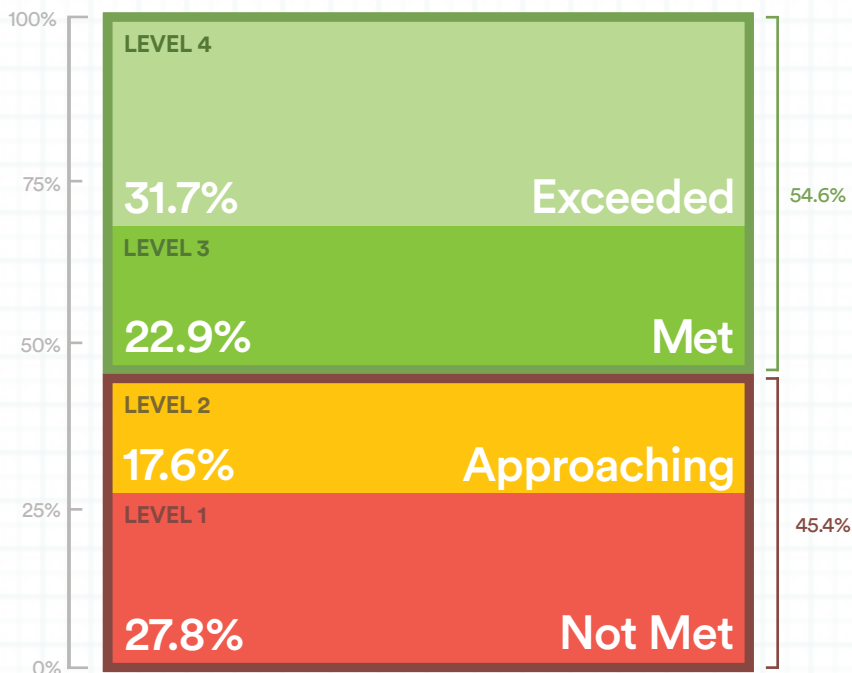
- American Indian or Alaskan Native
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Free and Reduced Lunch Recipients

- Asian
- Hispanic/Latino
- Two or More Races
- Students with Disabilities
- English Language Learners

4th grade reading levels

ELA SBAC Performance

4th grade reading performance, 2018-2019



Nation's Report Card Score

National Average	219
Connecticut	224

As noted by the Kids Count Data Center, 68.4% of white fourth graders in Connecticut read proficiently, compared with only 33.6% of Black fourth graders and 34.7% of Latino fourth graders.

<https://www.aecf.org/m/resourcedoc/aecf-2020kidscountdatabook-2020.pdf>

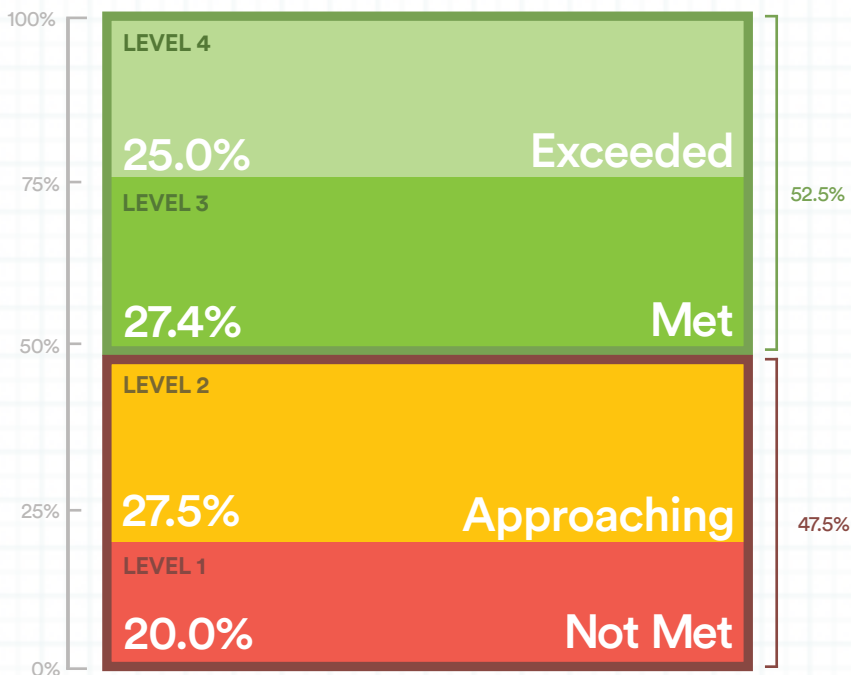
SBAC is the Smarter Balanced Assessment Consortium.

Source: State Department of Education

4th grade math levels

Math SBAC Performance

4th grade math performance, 2018-2019



Nation's Report Card Score

National Average	240
Connecticut	243

As noted by the Kids Count Data Center, 67.2% of white fourth graders in Connecticut are proficient in math, compared with only 27.8% of Black fourth graders and 31.4% of Latino fourth graders.

<https://www.aecf.org/m/resourcedoc/aecf-2020kidscountdatabook-2020.pdf>

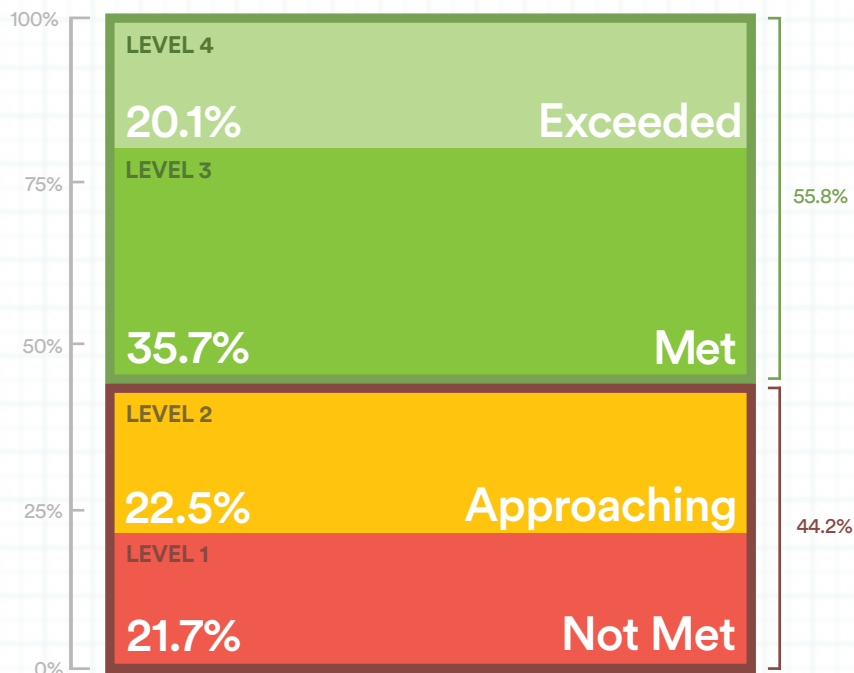
SBAC is the Smarter Balanced Assessment Consortium.

Source: State Department of Education

8th grade reading levels

ELA SBAC Performance

8th grade reading performance, 2018-2019



Nation's Report Card Score

National Average	262
Connecticut	270

As noted by the Kids Count Data Center, 68.8% of white eighth graders in Connecticut read proficiently, compared with only 33.6% of Black eighth graders and 34.4% of Latino eighth graders.

<https://www.aecf.org/m/resourcedoc/aecf-2020kidscountdatabook-2020.pdf>

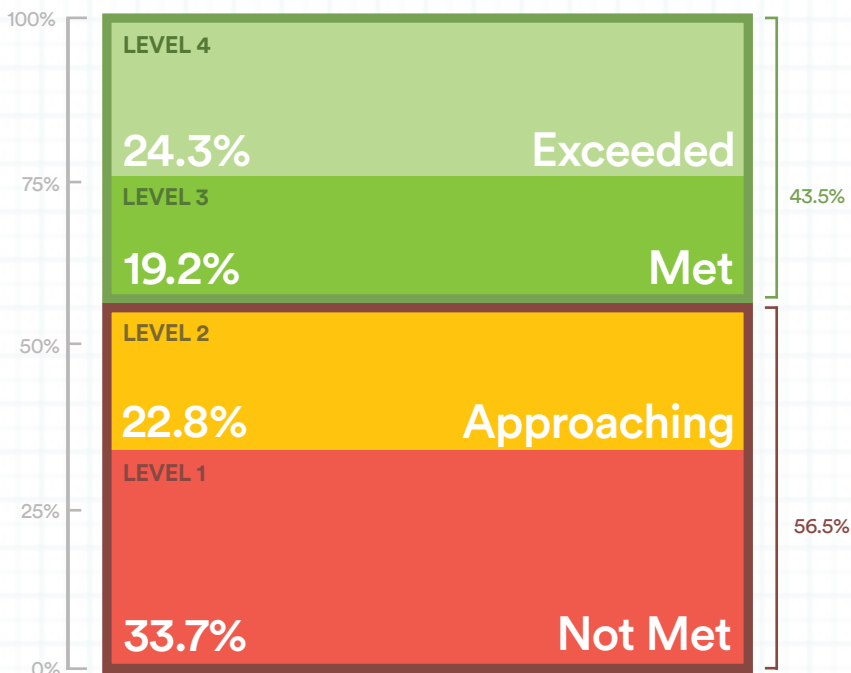
SBAC is the Smarter Balanced Assessment Consortium.

Source: State Department of Education

8th grade math levels

Math SBAC Performance

8th grade reading performance, 2018-2019



Nation's Report Card Score

National Average	281
Connecticut	286

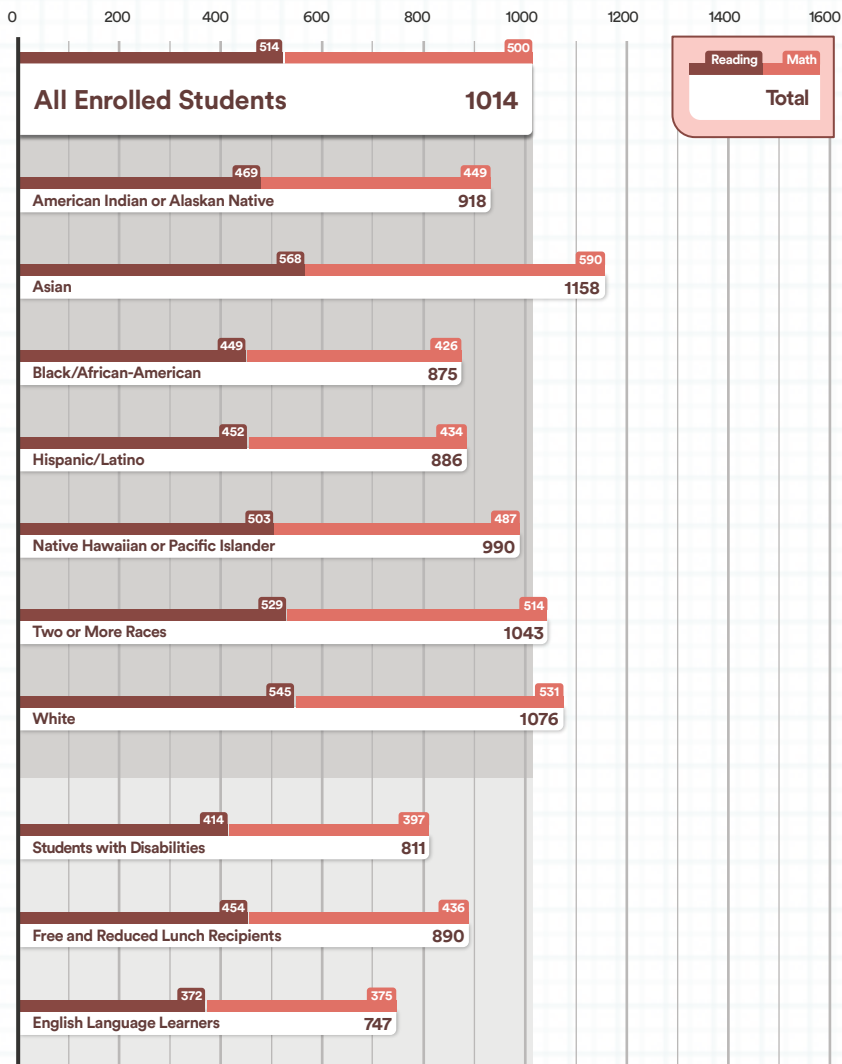
As noted by the Kids Count Data Center, 57.2% of white eighth graders in Connecticut are proficient in math, compared with only 18.6% of Black eighth graders and 20.7% of Latino eighth graders.

<https://www.aecf.org/m/resourcedoc/aecf-2020kidscountdatabook-2020.pdf>

SBAC is the Smarter Balanced Assessment Consortium.

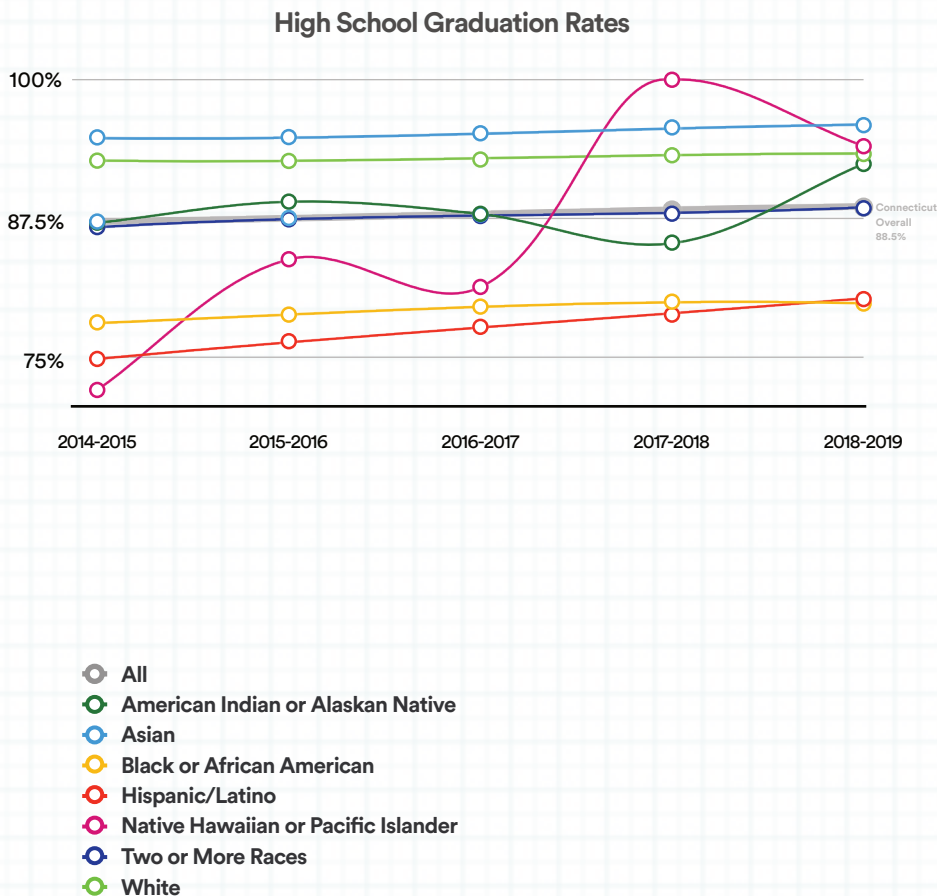
Source: State Department of Education

SAT performance by subgroup



More students are graduating

Graduation rates have steadily risen in Connecticut.



High school graduation rates and gaps

The graduation rate for all students is 88.8%.

Race	Graduation Rate	Gap
American Indian	88.7%	0.1%
Asian	95.5%	6.7%
Black or African American	80.8%	-8.0%
Hispanic/Latino	80.7%	-8.1%
Native Hawaiian or Pacific Islander	85.4%	-3.4%
Two or More Races	90.8%	2.0%
White	93.6%	4.8%

Gender	Graduation Rate	Gap
Female	92.0%	
Male	85.9%	-2.9%

English Language Learner Status	Graduation Rate	Gap
Non-English Language Learners	90.2%	
English Language Learners	69.4%	-19.4%

Free/Reduced Lunch Recipients	Graduation Rate	Gap
Free	79.4%	-9.4%
Reduced	89.9%	1.1%
Non-Subsidized	95.8%	7.0%

Special Education Status	Graduation Rate	Gap
Non-Special Education	93.1%	4.3%
Special Education	68.4%	-20.4%

Schools

Connecticut's schools and districts are changing in some important ways.

 Waterbury

 New Haven

 Bridgeport

 Stamford

District and school report cards

The State Department of Education provides individual report cards for all public schools and districts in Connecticut.

You can learn more about:

- Enrollment
- Per pupil funding
- Staff certifications
- Accountability index
- Student racial demographics
- Student enrollment status
- Absenteeism
- Discipline rates
- Teacher demographics
- Graduation track
- Graduation rates
- Arts access
- Student performance

For more information visit: edsight.ct.gov

Connecticut's school districts

Over 200 school districts educate about 513,000 students across Connecticut.

Three in 10 districts in Connecticut serve fewer than 500 students each, accounting for only 3% in total of the entire public school population.

Total Students Served in CT	Total Districts	Total Students	% of All Students	% of All Districts
10,000 or more	8	126,707	24.7 %	4.0 %
5,000-9,999	18	127,198	24.8 %	9.0 %
3,000-4,999	29	110,489	21.5 %	14.5 %
1,000-2,999	61	112,778	22.0 %	30.5 %
500-999	27	21,187	4.1 %	13.5 %
Fewer than 500	57	14,720	2.9 %	28.5 %
Total	200	513,079	100.0%	100.0%



CT Districts	Total Students	% of All Districts
New Haven	20,051	3.9%
Bridgeport	19,449	3.8%
Waterbury	18,450	3.6%
Hartford	17,733	3.5%
Stamford	16,273	3.2%
Total	91,956	17.9%

Almost 1 in 5 students attend school in 1 of Connecticut's 5 largest districts.

Connecticut's school districts

Nearly one in five students attend school in one of Connecticut's five largest districts.

85.6% are students of color.

CT Districts	Total Students (#)	Students of Color
New Haven	20,051	88.4%
Bridgeport	19,449	89.1%
Waterbury	18,450	85.9%
Hartford	17,733	92.1%
Stamford	16,273	70.6%
Total	95,273	85.6%



Source: State Department of Education (2021)

Connecticut's schools and programs

Connecticut has over 1,500 public schools and nearly 500 public educational programs of varying sizes and types.

Out of every 10 schools, about seven are elementary/middle schools, two are high schools and one school serves a nontraditional grade range.

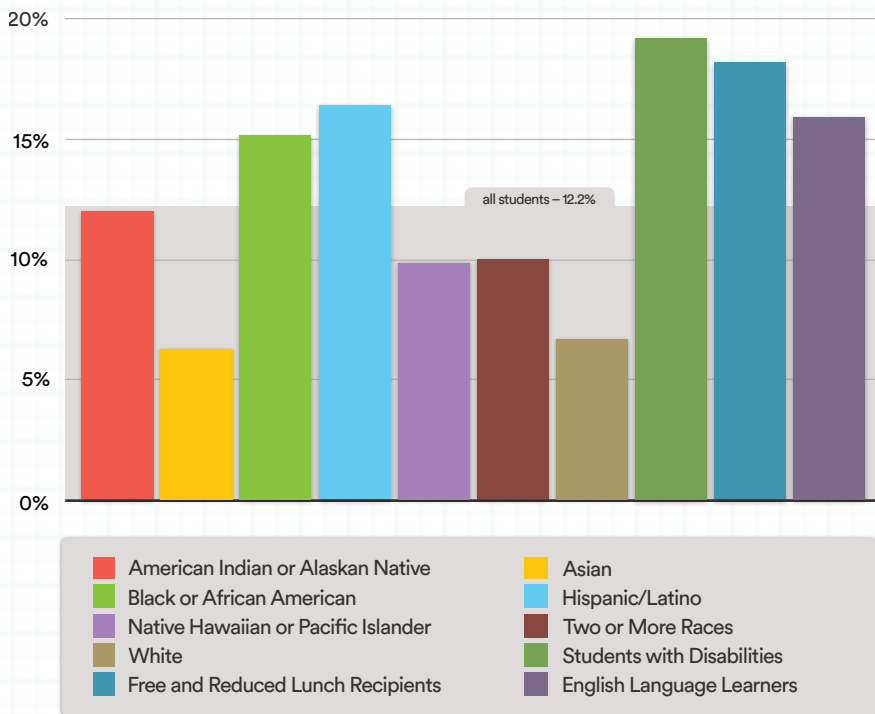
CT Schools	
School Type	Number of Schools
Traditional Public Schools	1,259
Magnet Schools	137
Regional Schools	55
State-Run Schools	14
Public Charter Schools	21
Technical High Schools	18
Endowed and Incorporated Academies	3
Total	1,507

CT Educational Programs	
Program Type	Number of Programs
Special Education	88
Pre-Kindergarten	382
Vocational/Technical	19
Total	489

Chronic absenteeism

Chronic absence is defined as missing 10 percent or more of school for any reason. It is a proven predictor of academic failure and dropout rates.

Chronic Absenteeism Rates (%)

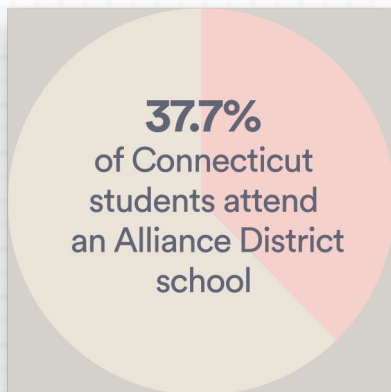
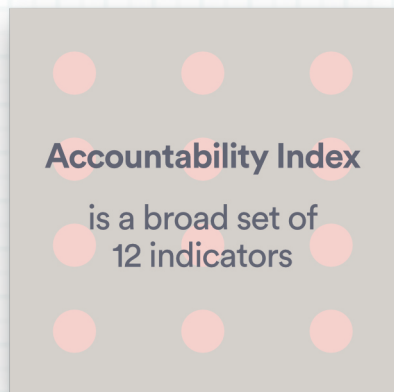


Accountability Index and Alliance Districts

Too many Connecticut schools and districts have persistently underperformed for generations.

Alliance Districts are school districts with among the lowest Accountability Index measures in the state.

In total, 33 Alliance Districts serve over **200,000** students and over **410** schools.



Nation's Report Card – Gaps in Connecticut

Despite ranking in the top ten in 4th and 8th grade English and math, Connecticut still has some of the largest student opportunity gaps in the country.

Gap Between	4 th grade math	4 th grade reading	8 th grade math	8 th grade reading
Low-income / non low-income	5 th worst	2 nd worst	3 rd worst	14 th worst
Black/African American and White	21 st worst	6 th worst	4 th worst	4 th worst
Hispanic/Latino & White	7 th worst	2 nd worst	4 th worst	8 th worst
Overall Performance	8 th best	8 th best	8 th best	4 th best

Discipline rates

Black students in Connecticut are **six times** more likely to be suspended compared to white students.



SUSPENSIONS FORM A STUDENT'S SENSE OF REJECTION, DISTRUST, AND LIMITED POSSIBILITIES.

Hispanic students in Connecticut are **3.6 times** more likely to be suspended compared to white students.



SUSPENSIONS DON'T DETER BAD BEHAVIOR OR AFFECT CLASSROOM SAFETY.

“Suspension predicts greater risk of arrest, conviction, probation, and lower educational attainment.”

- Janet Rosenbaum, epidemiologist at SUNY Downstate Medical Center

Distance learning and disconnected students

On March 15, 2020, Governor Lamont issued an Executive Order closing all public schools in Connecticut.

Overall student attendance in Connecticut dropped **3.9%** on remote learning days.

The percentage of chronically absent students jumped from **12.2%** to **20.7%**; the percentage of English Learners who are chronically absent doubled to **35.1%**.

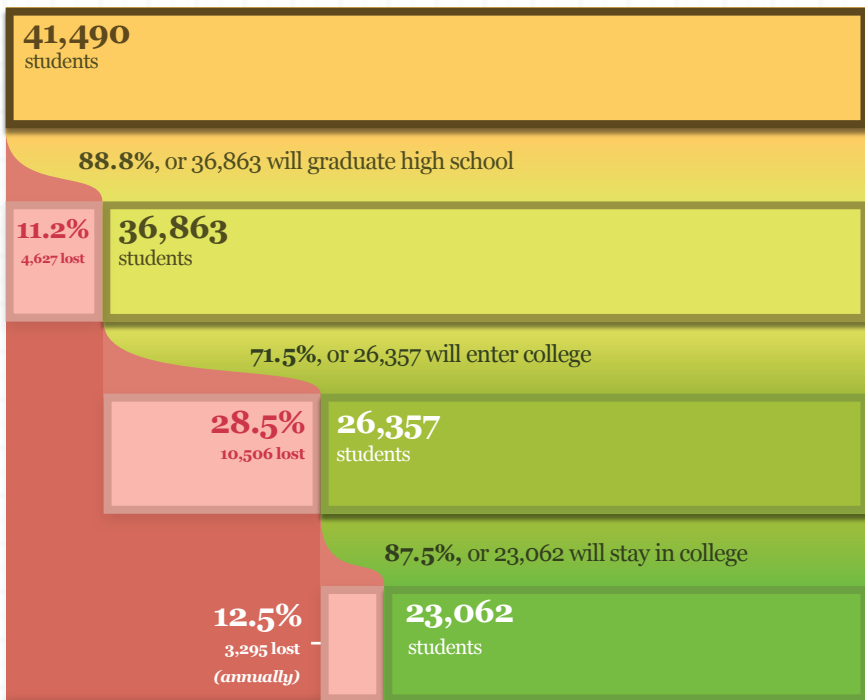


Attendance among homeless students fell the most; from **86.3%** on in-person days to **78.3%** on remote learning days.

Connecticut currently has **2,247** homeless students enrolled predominantly in the state's poorest and lowest performing districts.

The college pipeline

Of about forty-one thousand Connecticut high school seniors...



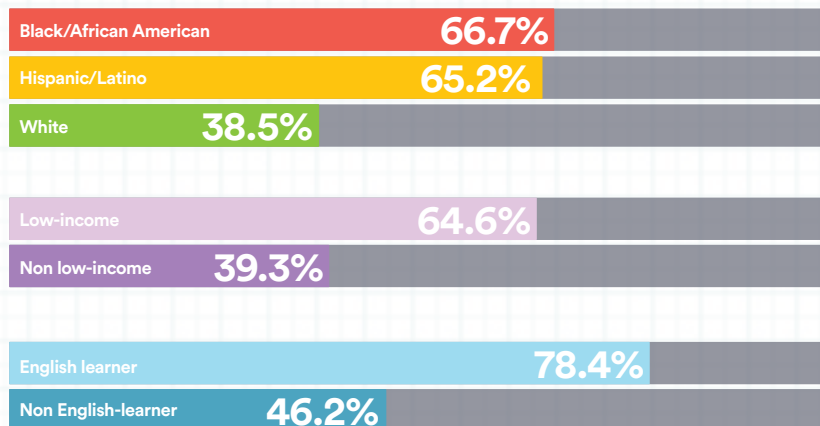
The wage gap between millennials with a bachelor's degree or higher, \$56,000, and those with only a high school diploma, \$31,300, is at its highest point.

College readiness gaps

Far too many high school graduates take remedial courses in college to learn content they should have already learned.

Across the nation, students and their families paid a combined \$1.5 billion for college remedial coursework. This means students, families, and taxpayers are effectively paying for the same education twice: Once in high school and again in college.

CT students in at least 1 college remedial course



Students who need remedial coursework are 74% more likely to drop out of college than students who don't.

Notes: Graph includes only CT high school students who enrolled in CT Public Universities or Community Colleges

Source: State Department of Education

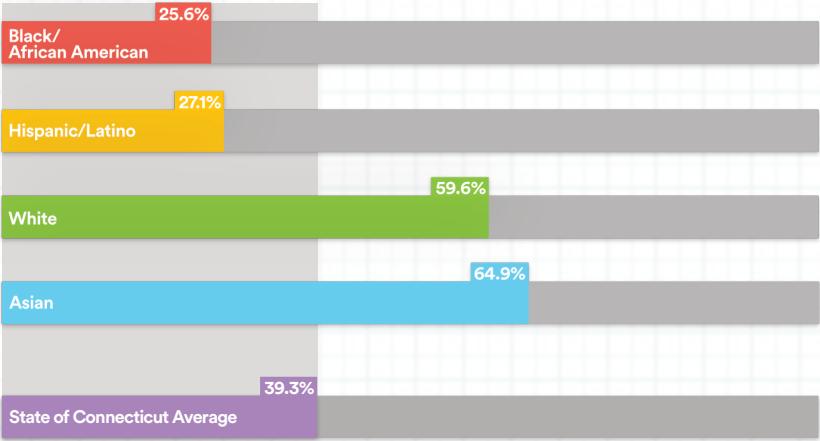
Source: [Education Reform Now](#)

College completion gaps

Too few Connecticut students are prepared for success in college, contributing to a dramatic gap in college completion.

Fewer than half of Connecticut high school graduates earn a post-secondary degree in six years and only one in three earn a degree in four years.

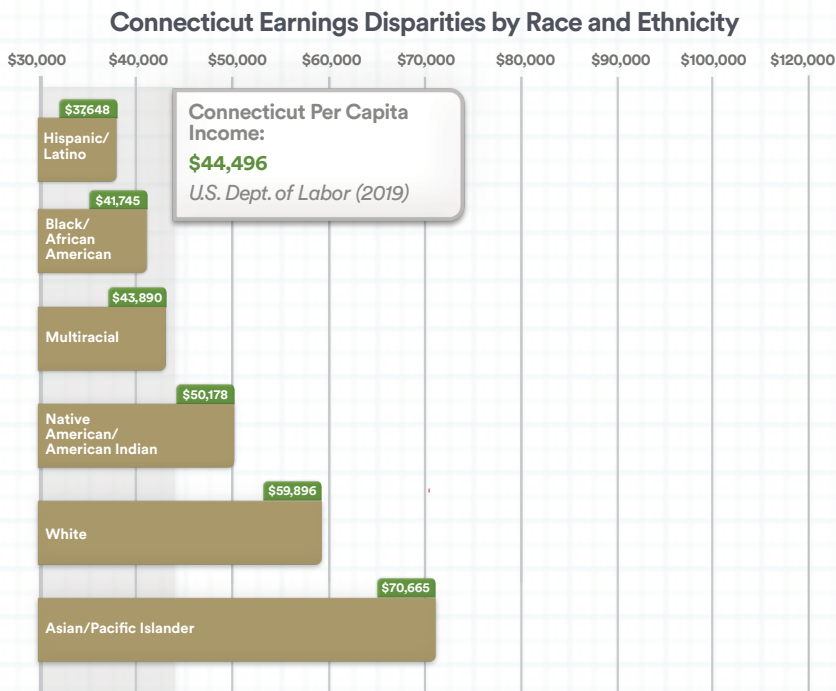
CT High School Graduates Earning a Post-Secondary Degree Within Six Years



Note: Degree means an associate, bachelor's or higher
Sources: State Department of Education and <https://www.census.gov/quickfacts/CT>

Educational gaps now, wage gaps later

Educational opportunity gaps for students often reflect earnings gaps for adults, even among the most highly educated workers.



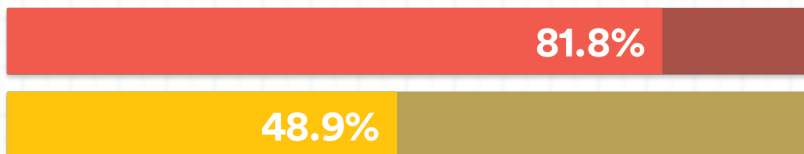
Race plays a pivotal role in time to completion, student loan borrowing and repayment, and employment outcomes for bachelor's degree recipients.

Access to a school of choice

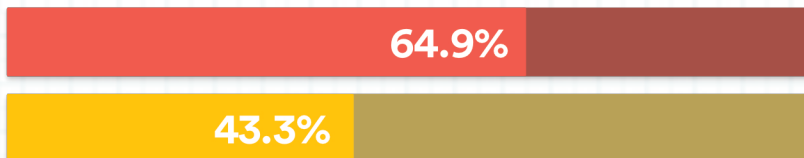
64,845 students are enrolled in **193 schools** of choice in more than 30 different communities across Connecticut – 12.6% of total public school enrollment.

■ Schools of choice
■ CT overall

Students of color



Low-income students



English Learners



Notes: *Schools of choice* include magnet schools (inter- and intradistrict), charter schools, and Technical High School System schools with available enrollment data (i.e., excludes other choice programs such as Open Choice, part-time magnet programs, vocational/technical programs, etc.)
For more information about CT's choice programs, see: <http://bit.ly/ctpublicschoolchoice>.

Source: Connecticut State Department of Education (2020)

Teachers

The landscape for teachers in Connecticut is changing in some important ways.

○ Waterbury

○ New Haven

○ Bridgeport

○ Stamford

Connecticut teacher shortage areas for 2020-21

The following certification endorsements are identified as shortage areas for the 2020-21 academic year:

Certification Endorsement	Grades	Shortage Area
Bilingual Education	PreK - 12	Statewide
Mathematics	4-12	Statewide
Special Education	PreK - 12	Statewide
School Library and Media Specialist	PreK - 12	Alliance Districts
School Psychologist	PreK - 12	Statewide
Science	4-12	Statewide
Speech and Language Pathologist	PreK - 12	Statewide
Technology Education	PreK - 12	Alliance Districts
Teaching English to Speakers of Other Languages	PreK - 12	Statewide
World Languages	7-12	Statewide

For more information:

Source: https://portal.ct.gov/SDE/Talent_Office/Talent-Office-home-page/Shortage-Areas

Source: CSDE (2021)

Educator diversity: in demand

Every child benefits from real connections to their educators. Research shows that students of color perform better on a variety of academic outcomes when taught by teachers of color.

About **50%** of Connecticut's public school students are of color...



% Connecticut students

...yet only about **10%** of our teachers and leaders are people of color.



% Connecticut teachers and leaders

Note: For examples of national research, see: <http://bit.ly/edddiversity>

Source: State Department of Education (May 2021)

Educator diversity: standout districts

Recent efforts to diversify the educator workforce have been successful, but we still have too few teachers and leaders of color.

Today, 27 districts employ 15% or more educators of color:

District	White Teachers	Teachers of Color
Achievement First Bridgeport Academy District	39.5%	60.5%
Great Oaks Charter School District	42.1%	57.9%
Capital Preparatory Harbor School District	47.1%	52.9%
Booker T. Washington Academy District	48.4%	51.6%
Achievement First Hartford Academy District	53.9%	46.1%
Amistad Academy District	56.4%	43.6%
Jumoke Academy District	57.4%	42.6%
Elm City College Preparatory School District	59.4%	40.6%
Highville Charter School District	62.9%	37.1%
New Beginnings Inc Family Academy District	67.5%	32.5%
Hartford School District	73.0%	27.0%
New Haven School District	73.0%	27.0%
Elm City Montessori School District	73.3%	26.7%
Bridgeport School District	73.9%	26.1%
Park City Prep Charter School District	73.9%	26.1%
Bloomfield School District	77.3%	22.7%
The Bridge Academy District	78.3%	21.7%
New London School District	79.0%	21.0%
Stamford Charter School for Excellence District	79.3%	20.7%
Brass City Charter School District	80.7%	19.3%
Norwalk School District	80.8%	19.2%
New Britain School District	81.0%	19.0%
Windsor School District	81.7%	18.3%
Stamford School District	82.9%	17.1%
Windham School District	82.9%	17.1%
Stamford Academy District	83.3%	16.7%
Waterbury School District	84.7%	15.3%

Source: State Department of Education (2021)

Preparing Connecticut teachers

Educator preparation programs that graduate the most candidates do not necessarily produce the most teachers.

Every teacher prep program in Connecticut, other than UConn, experienced a decline in graduates between 2007 and 2015. UConn's program has grown by 21%.

Teacher Preparation Program	Total number of graduates	Percent of all graduates	Percent of all employed
	2014-15	2014-15 (%)	2015-16 (%)
University of Connecticut*	223	12.5	15.7
Southern Connecticut State University	240	13.4	12.7
Central Connecticut State University	241	13.5	12.0
Sacred Heart University	162	9.1	9.2
University of Bridgeport	134	7.5	7.5
Alternate Route to Certification (ARC)*	99	5.5	7.2
University of Saint Joseph*	96	5.4	6.6
Eastern Connecticut State University	125	7.0	5.8
Teach for America (TFA)*	63	3.5	5.3
University of New Haven	97	5.4	5.0
Western Connecticut State University	62	3.5	3.8
Quinnipiac University	81	4.5	3.0
University of Hartford	86	4.8	2.7
Fairfield University	44	2.5	2.5
Charter Oak State College	24	1.3	1.0
Albertus Magnus College	1	0.1	0.1
Connecticut College	9	0.5	0.0
Mitchell College	1	0.1	0.0
Total	1,788	100%	100%

* significantly higher share of employed teachers than graduates

Combined, ARC and TFA have the highest ratio of employed educators to graduates produced statewide.

Notes: Growth includes all programs with data available for all years 2007-2015; ARC and TFA data combined since both are alternative routes to certification; Significant refers to schools with more than 1 percentage point difference; Graduates means the total number of endorsements for Initial Educator and Temporary 90-Day Educator Certificates; Employed refers to candidates with certificates dated between 2007-2016 and also employed in CT public schools during 2015-16.

Source: CSDE (2007-2016) *Most recent data available at this time.*

Connecticut economy

Our state's labor workforce and industry demands are changing.

Waterbury

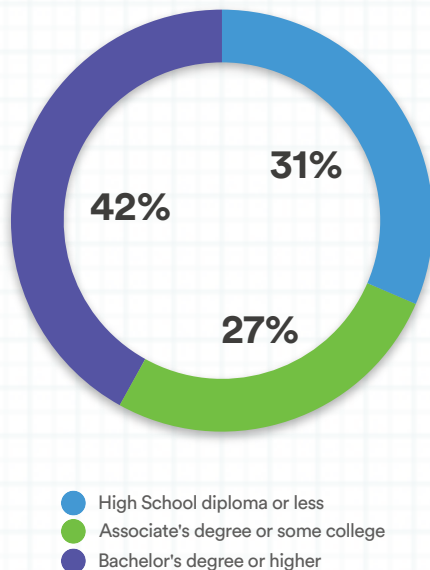
New Haven

Bridgeport

Stamford

The new economy

In Connecticut, 70% of jobs require some college or career training compared to 65% nationally.



42% of all job openings in Connecticut require a bachelor's degree or higher.

The new workforce

The wage gap between young workers with college degrees and their less-educated counterparts is the widest in decades.

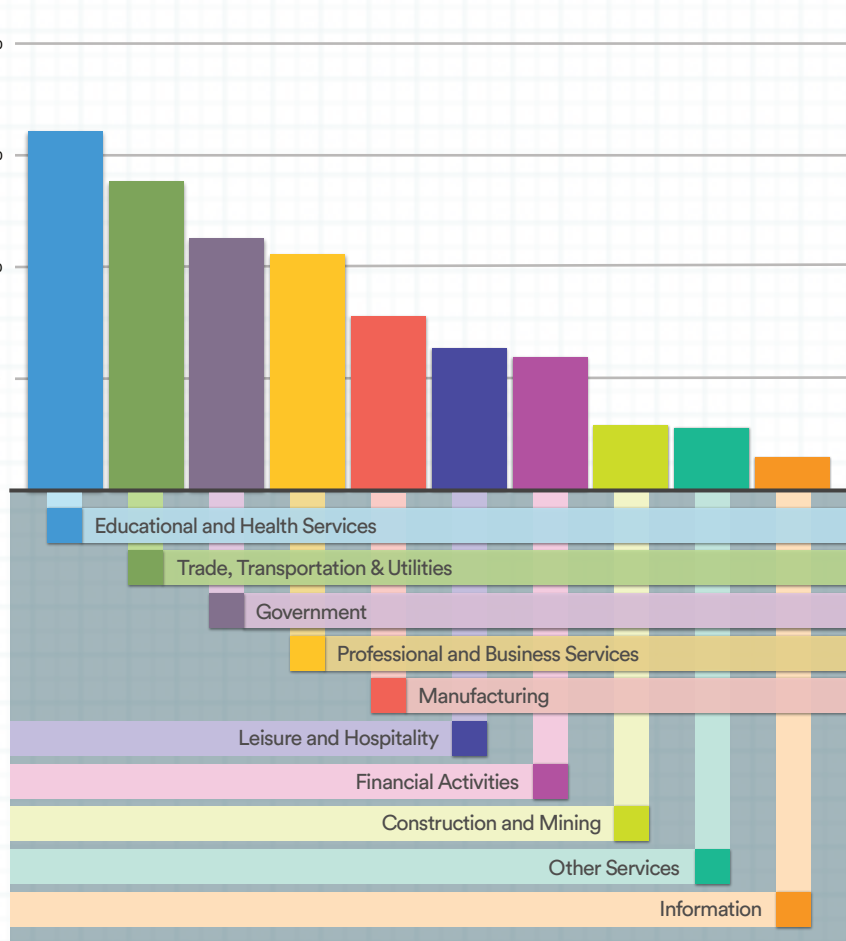


The median salary for college graduates ages 25 to 37 was about \$24,700 more annually than employed young adults with only a high school diploma.

As of 2019, seven out of 10 Americans worked in the service sector.

Industry sector employment

Connecticut's 10 major industry supersectors combine for over 1.5 million jobs.



Source: State Department of Labor (2021)

Rising workforce demands

Today, workers need some post-secondary education to attain the fastest growing occupations in Connecticut.

Rank	Fastest-Growing Occupations in CT	Education Required	Employment Projections (% Change)	Annual Wages
1	Statisticians	Master's degree	+35.0%	\$97k
2	Operations Research Analysts	Bachelor's degree	+29.6%	\$94k
3	Mechanical Drafters	Associate degree	+28.9%	\$63k
4	Nurse Practitioners	Master's degree	+28.6%	\$118k
5	Physician Assistants	Master's degree	+28.4%	\$136k
6	Mechanical Engineering Technicians	Associate degree	+24.0%	\$66k
7	Mechanical Engineers	Bachelor's degree	+23.8%	\$92k
8	Massage Therapists	Post-secondary vocational training	+23.4%	\$41k
9	Physical Therapist Assistants	Associate degree	+22.2%	\$69k
10	Market Research Analysts and Marketing	Bachelor's degree	+21.9%	\$69k

Connecticut government

Our state administration in a nutshell.

○ Hartford

○ Waterbury

○ New Haven

Bridgeport ○

Stamford ○



Connecticut State educational leadership

Governor

Ned Lamont (D)

Connecticut State Board of Education (CSBE)

Approves education policies, academic standards and regulations recommended by CSDE and holds local school districts accountable for compliance.

Connecticut State Department of Education (SDE)

Provides policy guidance and technical assistance, distributes education funding to districts and operates the Technical High School System.

Task Forces and Advisory Councils

For a list visit www.cga.ct.gov/ed

key

 *Elected*

 *Appointed*

 *Hired*

Connecticut State educational leadership

✓ Connecticut General Assembly (CGA)

State legislators serve on Connecticut's 26 joint committees, propose bills and pass legislation.

Democrats = (D) Republicans = (R)



State Senate Leadership

- Lieutenant Governor (Senate President): **Susan Bysiewicz** (D)
- President Pro Tempore: **Martin Looney** (D)
- Majority Leader: **Bob Duff** (D)
- Senate Republican Leader: **Kevin Kelly**
- Senate Republican Leader Pro Tempore: **Paul Formica**

Membership: 36 total – 24 (D) and 12 (R)

State House of Representatives Leadership

- Speaker of the House: **Matt Ritter** (D)
- Majority Leader: **Jason Rojas** (D)
- House Republican Leader: **Vincent Candelora** (R)

Membership: 151 total – 98 (D) and 53 (R)

key

✓ *Elected*

★ *Appointed*

\$ *Hired*

Connecticut State educational leadership

✓ Connecticut General Assembly (CGA) (*continued*)

Education Committee

Oversees matters relating to the State Department of Education and local and regional boards of education.

Led by co-chairs, **Rep. Bobby Sanchez** (D) & **Senator Doug McCrory** (D)

Vice chairs **Rep. Jill Barry** (D) & **Senator Mary Abrams** (D)

Ranking members **Rep. Kathleen McCarty** (R) & **Senator Eric Berthel** (R)

Membership: 38 total – 25 (D) and 13 (R)

Appropriations Committee

Oversees matters related to appropriations and the budgets of state agencies.

Led by two co-chairs, **Rep. Toni Walker** (D) & **Senator Cathy Osten** (D)

Vice chairs **Rep. Lucy Dathan** (D), **Rep. Anthony Nolan** (D)

& **Senator Joan Hartley** (D)

Ranking members **Rep. Mike France** (R) & **Senator Craig Miner** (R)

Membership: 51 total – 35 (D) and 16 (R)

Black & Puerto Rican Caucus

Led by chair, **Rep. Geraldo Reyes**, a total of 35 members representing nearly a million Connecticut residents. More information: cga.ct.gov/blc

key



Elected



Appointed



Hired

ConnCAN's impact on education

Over the last few short years, ConnCAN's impact has been felt in Connecticut and beyond.

By working hand in glove with legislative leaders and on equity-focused task forces, major pieces of legislation passed in the Nutmeg State are now being modeled in states and districts across America:

Public Act No. 15-108 Minority Teacher Recruitment and Retention and Cultural Competency Instruction

Special Act No. 16-10 Pilot Program for Minority Students in High School to Pursue a College Degree in Education

Public Act No. 16-41 Recommendations of the Minority Teacher Recruitment Task Force

Public Act No. 18-34 Minority Teacher Recruitment and Retention

Public Act No. 19-74 Minority Teacher Recruitment and Retention

Public Act No. 19-100 Culturally Responsive Pedagogy & Practice

Take action today!

ConnCAN works to ensure all Connecticut students have access to a high-quality education. We can only achieve our goals with the help of advocates like you! Text the word 'Advocate' to 52886 to get involved and help give every child the great education they need and deserve.



To find more ways to get involved, go to [*conncan.org*](https://conncan.org). You can sign-up for our mailing list to stay updated on issues that impact students. Follow us on social media. You can also send an email to [*info@conncan.org*](mailto:info@conncan.org).

Overall child well-being: Connecticut ranks high

Five of the top 10 states in terms of overall child well-being are in the Northeast, including Connecticut (sixth).

A child's chances of thriving depend not only on individual, family and community characteristics but also on the state in which she or he is born and raised. States vary considerably in their wealth and other resources. Policy choices and investments by state officials and lawmakers also strongly influence children's chances for success.



Connecticut ranks...

- 2nd** → Health
- 3rd** → Education
- 17th** → Family and community
- 24th** → Economic well-being

What can we learn from the data?

The early years of a child's life lay the foundation for lifelong success. Establishing the conditions that promote educational achievement for children is critical, beginning with quality prenatal care and continuing through the early elementary years.

With a strong and healthy beginning, children can more easily stay on track to remain in school and graduate on time, pursue post-secondary education and training and successfully transition to adulthood.

Our country continues to have significant gaps in educational achievement by race and income along all age groups of child development. Closing these gaps will be key to ensuring the nation's future workforce can compete on a global scale.



After Connecticut formed its Achievement Gap Taskforce in 2012, the state was given a roadmap for closing its deep and persistent educational opportunity disparities.

We still have work to do. Nearly a decade later, data shows that while progress has been made in some areas, large swaths of students remain far from where they need to be.

With recent events, the nation's eyes have been opened to how systemic racism and glaring disparities in education and elsewhere permeate through all levels of society and affect every American. Without equal footing, we are setting up our students for failure.

I ask that you join ConnCAN in our efforts to address equity issues and help us continue to advocate for education policies that change the system for the better and allow Connecticut's students to have a bright and successful future.



Subira Gordon
Executive Director



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