

Native Education State Profiles

Connecticut



Report Summary

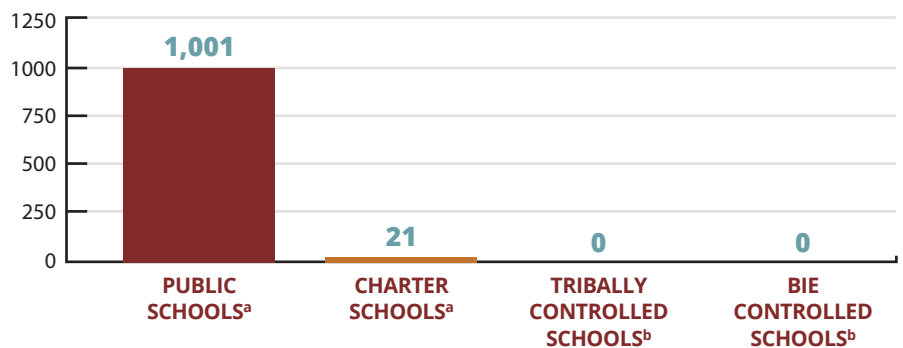
The Every Student Succeeds Act (ESSA) provides tribes and states an important opportunity to advance tribal sovereignty and create positive and inclusive learning environments for Native students. Schools and Native communities must collaborate to ensure students are college, career, and community ready. As the only national organization advocating for improved educational opportunities for Native students, the National Indian Education Association (NIEA) supports and builds partnerships between Native and allied stakeholders that provide opportunities for Native students to thrive in the classroom and beyond. This state profile is available to NIEA membership, tribal leadership, educators, and allies to provide important information and highlight available resources that may be of assistance in advocacy work.

State Leadership

Ned Lamont <i>Governor</i>	The Governor appoints the Connecticut Board of Education with the advice and consent of the Connecticut General Assembly.
Charlene Russell-Tucker <i>Education Commissioner</i>	The Governor appoints the Connecticut Education Commissioner.

District Snapshot

Number of School Districts: 201^a



Where Do Native Students Attend School?^c



PUBLIC
1,213
students

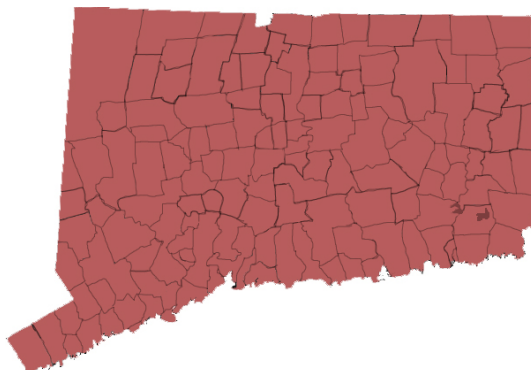


CHARTER
44
students



BIE FUNDED
0
students

Connecticut School Districts



	Student Enrollment ^c	Student Enrollment ^c
Native	1,277	0.3%
Total	509,058	100%

Federally Recognized Tribes

- Mashantucket Pequot Tribal Nation
- Mohegan Tribe of Connecticut



Connecticut Native Education Legislation

1969	1978	1978	1997	2017	2021
Connecticut begins annually surveying students and teachers of "racial minority" descent, including American Indian, Alaska Native, and Native Hawaiian descent.	Connecticut mandates that the State Board of Education make curricula on Native American History available for educators.	The governor declares the last Friday in September as Indian Day to be observed in public schools.	Connecticut requires that the State Board of Education to offer professional development for teachers in Native American History.	The Department of Education approves the Connecticut state plan to implement the Every Student Succeeds Act.	Connecticut adds Native American studies to the social studies curriculum and bans schools with Native mascots from accessing state funds..

Equal Opportunities

National Statistics (%)					
	AI/AN	Black	Hispanic	White	Asian
Attend Rural Schools ^c	24	3	2	9	1
Students with Disabilities ^d	15	15	13	12	7
Children in Poverty ^e	31	32	26	11	11
Full-Time Teachers ^f	0.5	7	9	79	2
High School Graduation Rate ^g	74	80	82	89	93

Connecticut Statistics (%)					
	AI/AN	Black	Hispanic	White	Asian
Attend Rural Schools ^m	*	1	2	6	3
Students with Disabilities ^d	9	24	18	11	7
Children in Poverty ^e	17	24	26	6	10
Full-Time Teachers ^f	<0.5	3	7	89	*
High School Graduation Rate ^g	92	80	80	93	*

Engage

ESSA Working Groups

Find out more about how Connecticut is fulfilling ESSA requirements through its work on accountability, assessment, teacher quality, English learner, and school improvement.

Website: portal.ct.gov/SDE/ESSA/Every-Student-Succeeds-Act

Phone: (860) 713-6543

* Indicates too few respondents for statistical significance.
 **Indicates that the measure includes multiracial AI/ANs

Connecticut Student Profile

Young Children^h

27% of the American Indian & Alaska Native population are under the age of 18.

8% of American Indian & Alaska Natives in Connecticut are under the age of 5.

Higher Education

0 Tribal College serve Native students in Connecticut.ⁱ

22% of American Indians and Alaska Natives** in Connecticut have a Bachelors degree or higher.^j

Connectivity^k

5.6% of American Indians living in Connecticut do not have access to a personal computer.

9.1% of American Indians in Connecticut do not have a broadband Internet subscription.

Percent English Language Arts Proficiency in...^l

	4th Grade Students	8th Grade Students
Connecticut Native	49	50
Connecticut	55	56
Connecticut White	68	69

Sources

a. National Center for Education Statistics (NCES), Common Core of Data (CCD), "Local Education Agency (School District) Universe Survey", 2020-21 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2020-21 v.1a.
 b. BIE 2022, <https://www.bie.edu/schools/directory>.
 c. NCES, CCD, "Public Elementary/Secondary School Universe Survey", 2020-21 v.1a.
 d. US Census Bureau, 2020 American Community Survey (ACS), Tables B14007B, C, D, E, H, and I; US Department of Education, EDData Warehouse: "IDEA Part B Child Count and Educational Environments Collection," 2020-21. From file specifications 002 and 089.
 e. US Census Bureau, 2020 ACS, Tables B17001B, C, D, E, H, and I.
 f. NCES, National Teacher and Principal Survey, "Public School Teacher Data File," 2017-18.
 g. NCES, EDData file 150, Data Group 695, and EDData file 151, Data Group 696, 2013-14 through 2018-19.
 h. US Census Bureau, 2020 ACS, Table B01001C.
 i. NCES, Integrated Postsecondary Education Data System, 2019, Table 312.50.
 j. US Census Bureau, 2015 ACS Selected Population Detailed Tables, Table B15002.
 k. US Census Bureau, 2020 ACS, Table S2802.
 l. Connecticut Department of Education, EdSight, Smarter Balanced Achievement/Participation, https://public-edsight.ct.gov/performance/smarter-balanced-achievement-participation?language=en_US.
 m. U.S. Census Bureau, 2015 ACS, Table B14001; USDA Rural-Urban Continuum Codes, <https://www.ers.usda.gov/data-products/rural-urban-continuum-codes/>.

