

2011 CONNECTICUT CIVIC HEALTH INDEX



WHAT CONNECTICUT CAN BE:
CIVIC RENEWAL FOR ALL





ABOUT THE PARTNERS

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At the National Conference on Citizenship (NCoC), we believe everyone has the power to make a difference in how their community and country thrive.

We are a dynamic, non-partisan nonprofit working at the forefront of our nation's civic life. We continuously explore what shapes today's citizenry, define the evolving role of the individual in our democracy, and uncover ways to motivate greater participation. Through our events, research and reports, NCoC expands our nation's contemporary understanding of what it means to be a citizen. We seek new ideas and approaches for creating greater civic health and vitality throughout the United States.

SECRETARY OF THE STATE OF CONNECTICUT

Secretary of the State of Connecticut Denise Merrill serves as the state's chief elections official and business registrar. As a former state legislator and Majority Leader in the State House of Representatives, Secretary Merrill helped pass bills supporting civics education, campaign finance and ethics reform, early childhood education, and requirements for technology in the Connecticut public school system. Today, she and her staff continue the work to expand democratic participation, protect every citizen's rights and privileges, and ensure that every vote is counted accurately.

EVERYDAY DEMOCRACY

Everyday Democracy was established in 1989 by The Paul J. Aicher Foundation, a national, nonpartisan, nonprofit organization dedicated to advancing deliberative democracy and improving the quality of public life in the United States. To achieve this, Everyday Democracy helps neighborhoods, towns and cities develop their own capacity to bring together people of all backgrounds and views to talk, solve problems, bring about measurable change, and create communities that work for everyone. We emphasize the connection between racial equity and issues such as poverty and economic development; education reform; early childhood development; police-community relations; and youth and neighborhood concerns. Since our founding, we have worked with more than 600 communities across the United States on a variety of public issues.

We partner with state, regional and national groups to expand the reach and impact of the tools, stories and lessons that come from community-driven change efforts. Since our aim is a democracy that includes and values everyone's voice, we help communities connect with others who are finding ways to involve people in public life. At the national level, we help bring together all parts of the democracy reform movement, for stronger collective impact.

About The Authors

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This report is the result of a collaboration between Everyday Democracy, a national civic organization located in East Hartford, Connecticut; the Honorable Denise Merrill, the Secretary of the State of Connecticut; and the National Conference on Citizenship. It also reflects the insights of a dedicated advisory group drawn from Connecticut’s civic and community organizations, state agencies, media outlets, and universities.

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INTRODUCTION

Connecticut has played an important role in forging our nation's democratic institutions and traditions. Known as "the Constitution State," Connecticut was the first of the colonies to adopt a constitution—*The Fundamental Orders of 1639*—establishing a representative government. Parts of that document served as the foundation for the Constitution of the United States.

Connecticut claims some other civic "firsts": America's first formal school of law, Litchfield Law School in 1784; the first publicly funded library, Scoville Memorial Library in Salisbury in 1803; the first public art museum, the Wadsworth Atheneum in 1842; the first doctorate, awarded in philosophy at Yale University, in 1861; and the first public planning commission, in Hartford in 1907.¹

Connecticut has been home to inventors and discoveries of all kinds, ranging from the cotton gin to submarines to color television to Frisbees to anesthesia and open heart surgery.² Some of our nation's greatest writers—among them, Mark Twain (after 1871) and Harriet Beecher Stowe, a native of the state and an abolitionist—made their homes in Connecticut.

Efforts to foster racial justice began early in our state's history. In 1784, Connecticut passed a law that allowed for the gradual emancipation of young slaves. And in 1833, teacher-turned-abolitionist Prudence Crandall—our state's official heroine—founded the first academy for African American girls in New England.

Connecticut has 169 towns and municipalities with their own governance structures and practices. In 1960, many towns embraced "home rule" and the elimination of county government and the local independence this brought. However, for some towns this has created challenges, including smaller revenues. In terms of civic health, home rule can spur civic participation at the local level. At the same time, it can be a barrier to addressing and resolving issues that extend beyond municipal boundaries.

Today, Connecticut is a state of stark contrasts. Home to some of the wealthiest communities in the nation, Connecticut has the highest per capita income; it is also home to some of our country's poorest communities. That is why some people talk about "two Connecticut."

Twenty years ago, average per capita income in Connecticut's ten wealthiest towns was 3.1 times that in the state's ten poorest towns. By 1998, the ratio had increased to 3.9—\$87,714 versus \$22,241.³ In 2009, the ratio remains the same, with average per capita income in Connecticut's ten wealthiest towns amounting to 3.9 times the average in the state's ten poorest cities—\$82,555 versus \$21,030.⁴

A number of quality-of-life indicators underscore the state's widening gaps between rich and poor. Overall, our public school students regularly score among the top five states on the National Assessment of Education Progress (NAEP) tests in math and reading. Yet, Connecticut's low-income students perform poorly when compared with their more affluent peers *and* with low-income students in other states. Within the state, this gap is the largest of any state in the nation.⁵ This pattern of inequality persists in other comparisons measuring health care, housing, safety, infant mortality rates, and incarceration rates.⁶

These gaps align with both geographic and racial and ethnic demographics. Connecticut as a whole has the third lowest poverty rate in the nation (6.7%), but poverty rates in Bridgeport, Hartford, New Haven and Waterbury are at least twice as high as the state average.⁷ While 30.3% of Connecticut's K-12 students are eligible for free or reduced-price meals, more than 90% are eligible in Bridgeport and Hartford, 73.4% in New Haven and 74.7% in Waterbury.⁸ The correlation between race and social, political and economic disparities is inescapable: 77.6% of people in Connecticut identify themselves as "White not Hispanic"; by contrast, Hartford is only 15.8% White (down from around 30% in 2000).⁹



3.9

Average per capita income in Connecticut's ten wealthiest towns in 2009 was 3.9 times that in the state's ten poorest cities.

Disparities have worsened during the recent national recession. The negative impacts on low-income areas—most of them in the inner cities—are greater. Home sales are at an 11-year low, and building permits for new housing are down 20%. Unemployment rates in Connecticut have held steady for the past six months at 9.1% (same as the national average), but, according to the Connecticut Department of Labor, unemployment in Hartford nears 17%; in Bridgeport and Waterbury, it is around 14%.¹⁰

Much of the discussion about how to address these challenges has centered on what government or individuals can do. With pressures on resources at all levels, Connecticut and its communities need to explore new approaches to solving public problems.

We can start by gaining a better understanding of Connecticut’s “civic health.” High levels of civic participation—such as volunteering, voting and collaboration among all kinds of people—are essential to creating and maintaining a strong, vibrant state. When there are welcoming opportunities for all kinds of people to participate, we have a stronger capacity to tackle the problems we face—in neighborhoods, towns, cities and regions. Robust civic health is essential for a strong economy, safe neighborhoods, vital communities, successful schools, workforce development, and eliminating inequities. We need to understand how we are doing on a range of indicators, so that we can better strengthen civic opportunities for all and achieve our full potential as a state.

KEY TERMS AND INDICATORS

The indicators defined below measure important elements of civic health in Connecticut, but no single statistic tells the entire story; the indicators should be examined together to create a complete picture of Connecticut’s civic health.

Civic health is determined by how well diverse groups of citizens work together, and with government, to solve public problems and strengthen their communities. (The term “citizen(s)” is used throughout this report in broad, non-legal terms.)

Civic engagement refers to people’s overall level of participation in community life and local affairs. To measure civic engagement, we look at the percentage of people who do things such as volunteer, give to charity, belong to groups or organizations and work with neighbors to fix community problems.

To gauge **political participation**, we examine patterns of voting and political activities such as meeting with elected officials, expressing an opinion to public officials, talking with friends and family about politics, and attending public meetings.

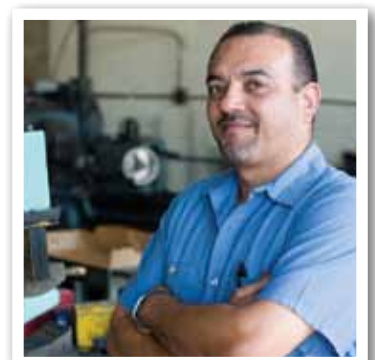
Social connectedness refers to the voluntary relationships and networks people have with each other and the level of trust that arises from those connections. We measure social connectedness by looking at how often families eat dinner together, communicate with friends via the Internet, visit with neighbors, and exchange favors with neighbors. When people are highly “connected,” according to these measures, they are usually better able to come together, talk and solve local problems. Social connectedness is an integral part of what political scientist Robert Putnam has called “bonding” and “bridging” social capital, forms of social connectedness within and across groups.¹¹

Access to information plays an important role in civic engagement. Citizens need to be informed and to understand current affairs. To measure this, we look at 2008 data on how frequently people get news and information from sources including newspapers, radio, television and the Internet.

Equity is essential to civic health. Our civic health is deficient if some groups of people are inhibited or prevented from engaging in civic life. To identify barriers, we break down data demographically, considering age, gender, ethnicity and race, education levels, income levels, and geography. In Connecticut, where there are great disparities between rich and poor, and between people of different education levels and different races, it is important to include these measurements in our analysis.

17%

is the unemployment rate in Hartford, according to the Connecticut Department of Labor.



EXECUTIVE SUMMARY

The first of its kind in Connecticut, this report documents the state's civic health. It looks at key indicators of civic life in Connecticut: how Connecticut residents engage in civic organizations and group activities, how attentive they are to community problem solving and politics and how connected they are to family, friends and neighbors.

The data show that, in general, people who live in Connecticut are well educated, interested in news and current events, and talk with each other about critical issues affecting their communities, state and nation. They are also generous, fairly active as voters, dedicated to volunteerism, and active in a number of school, neighborhood, community, civic and religious organizations and institutions.

Yet the data also reveal some problem areas and wide gaps in civic participation. A strong correlation exists between active civic engagement and income, college-level education, and race and ethnicity. For too many people in the state, barriers to—and fewer opportunities for—engagement are often tied to socio-economic inequities.



58.4%

of Connecticut's residents donate to charities. The state ranks 6th in the nation.

Key findings

1. We are encouraged that Connecticut performs better than the national average on many important indicators of civic health, including:

- Volunteering
- Voter turnout and registration
- Charitable giving
- Discussing politics
- Internet connectedness
- Belonging to organizations and groups

2. But Connecticut's national ranking is low in these categories:

- Working with neighbors to address community problems
- Exchanging favors with neighbors
- Social connectedness with family

3. In some key areas of civic engagement, Connecticut's numbers are on the rise or remain stable:

- Voter turnout for presidential elections
- Volunteerism
- Charitable giving

A Snapshot of Connecticut's Civic Health Indicators

Indicator	CT Percentage (2010)	Ranking	National Average
Volunteering	31.1%	15th	26.3%
Voter turnout-2010	49.3%	17th	45.5%
Voter turnout-2008	67.2%	20th	63.6%
Voter registration-2010	66.6%	21st	65.1%
Working with neighbors	7.3%	37th	8.1%
Exchanging favors with neighbors	14.6%	32nd	15.2%
Talking about politics with friends and family	28.3%	17th	26.0%
Social connectedness through the Internet	59.9%	12th	54.3%
Donating to charities	58.4%	6th	50.0%
Eating dinner with family	87.4%	35th	88.1%
Belonging to groups	36.9%	18th	33.3%
Taking a leadership role in the community	10.8%	21st	9.1%

These rankings tell only part of the story. The gaps between our “two Connecticuts” are obvious when we examine civic indicators. The data also point to some promising pathways for participation (e.g., local engagement), as well as strategies (e.g., education) for action. Some telling facts include:

- *By nearly all indicators, levels of participation correlate with wealth, education levels, and race and ethnicity. In many cases, these gaps are extreme. In Connecticut, wealthier, more educated, white people are significantly more likely to register to vote, volunteer, contact public officials, play a leadership role in communities, join organizations and associations, and more.*
- *Only 6.5% of people with incomes of under \$35,000 are likely to visit or contact a public official; that number nearly triples to 18.2% for people earning more than \$85,000. College experience plays an even greater role. Of those adults age 25 or older who have never attended college, only 6.6% visit or contact a public official, compared with 20.9% of people with some college education.*
- *Women tend to participate more than men in school, neighborhood or community associations (18.1% compared with 10.7%), while men participate more in service or civic associations (9.7% compared with 7.7%) and in sports or recreational associations (15.1% compared with 11.5%). Women also volunteer more than men (35.1% and 26.8%, respectively). Also, a slightly higher percentage of women are registered voters (63.6%) and vote (46.5%) than men (60.1% registered and 45.3% voting). More women than men serve as officers and committee members (12% compared with 9.4%). On the other hand, women are underrepresented on state-level boards and commissions.*
- *African Americans and Asian Americans are more likely to be engaged in school, neighborhood or community associations than Latinos¹² and slightly more likely than Whites. African Americans and Latinos are more likely to engage with religious institutions than Whites and Asian Americans.*

We hope this report will help forge a new vision of a more robust civic infrastructure. With strong public will and leadership, Connecticut has the assets to address the weaknesses described here. Even in areas in which Connecticut compares relatively favorably with other states, improvement is essential if we are to create a state that works for all its people and lives up to its great potential. The conclusions we have reached can provide a foundation for local, regional and statewide dialogue and action to build upon our strengths, address weaknesses and reverse negative trends.

When French political theorist and historian Alexis de Tocqueville traveled across America, he noted the wealth of relationships formed among all kinds of people through memberships in various organizations. These relationships created vital social connections in a young democracy where people were struggling with issues of justice, equality and freedom. Informed by what he saw, de Tocqueville wrote: “The health of a democratic society may be measured by the quality of functions performed by private citizens.” As this report illuminates, it is important to examine the factors that affect people’s participation, to better ensure that everyone has access to ways to become involved and heard. De Tocqueville’s words can also inspire us here: “The greatness of America lies not in being more enlightened than any other nation, but rather in her ability to repair her faults.” These words remind us of our responsibility as citizens working together to strive toward “a more perfect union” and a democracy that lives up to all of its great ideals and values. They are, indeed, our call to action.

31.1%

of Connecticut’s residents volunteer. The state ranks 15th in the nation.



CIVIC HEALTH FINDINGS

Social Connectedness

In this section, we present data on how Connecticut residents connect with one another through social activities. Data and experience tell us that, when people are more connected personally, they are more likely to come together for civic or political reasons. Social connectedness is essential to strengthening relationships, building trust and promoting collaboration. This is what social scientists refer to as “bridging” and “bonding social capital.” Of particular concern is how social connectedness is impacted when neighborhoods are divided along lines of race and class. The table below compares national indicators with Connecticut data.

Indicators of Social Connectedness	CT Data (2010)	National Ranking (2010)	National Data (2010)	Trend (pooled CT data for 2008-2010)	Trend (pooled National data for 2008-2010)
Talk frequently with neighbors	42.9%	25th	42.3%	43.3%	44.6%
Exchange favors with neighbors frequently	14.6%	32nd	15.2%	16.8%	15.8%
Frequently eat dinner with a household member	87.4%	35th	88.1%	89.4%	88.7%
Connect often with family and friends on the Internet or via email	59.9%	12th	54.3%	59.6%	53.8%



14.6%

of Connecticut’s residents exchange favors with neighbors frequently. The state ranks 32nd in the nation.

When we break these statistics down demographically, they reveal some interesting facts:

- People in the lowest income bracket—less than \$35,000 per year—are more likely to exchange favors with their neighbors (16.7%) than are people in the middle bracket (12.2%) or people earning more than \$85,000 (15.1%).
- Income level correlates with Internet use; the more affluent the individual, the more likely s/he communicates with family and friends via the Internet.
- Women tend to talk and exchange favors with neighbors (44.2% and 15.3%, respectively) at a higher percentage than men (41.5% and 13.9%, respectively).
- In every category measuring social connectedness, people who attended some college were more likely to be socially connected.
- Despite living farther apart from their neighbors, rural residents talk to each other at a significantly higher rate than their urban and suburban counterparts: 55.2% compared with 43.3%. They also exchange favors with their neighbors at a higher rate: 18.2% compared with 14.9% and 14.0% for suburban and urban dwellers, respectively.
- Comparisons by race and ethnicity are mixed:

Indicators Related to Race/Ethnicity	Whites	African Americans	Asian Americans	Latinos	Total
Eat dinner with household members	87.2%	86.8%	86.6%	89.4%	87.4%
Connect with family and friends via Internet	62.1%	48.8%	69.0%	47.6%	59.9%
Talk with neighbors	43.8%	43.8%	43.9%	34.4%	42.9%
Exchange favors with neighbors	15.4%	14.7%	17.4%	7.5%	14.6%

Civic Engagement

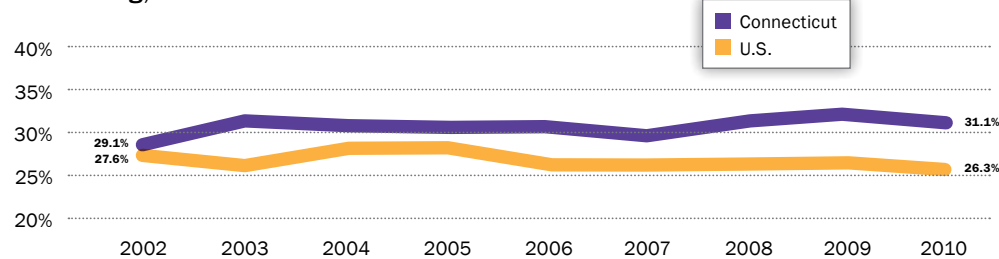
In this section, we examine civic engagement in Connecticut. We look at trends, as well as comparisons with other states, by examining various types of civic activities. Specifically, we examine the extent to which people in our state:

- Volunteer, work with neighbors to solve local problems, and serve on and lead committees (“community leadership”).
- Donate money or goods.
- Join groups.

VOLUNTEERING AND WORKING WITH NEIGHBORS

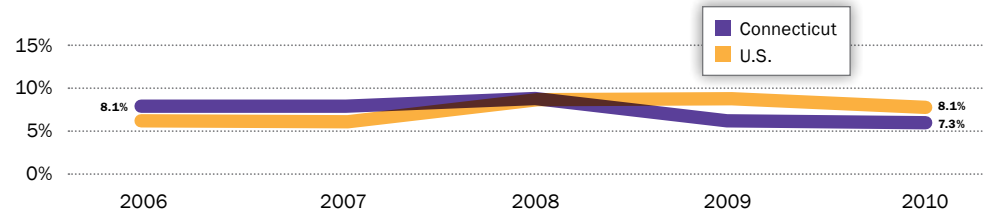
An estimated 860,000 Connecticut residents volunteered in 2010, ranking 15th in the nation. Historically, overall volunteer rates in Connecticut are higher than the national average.

Volunteering, 2002-2010



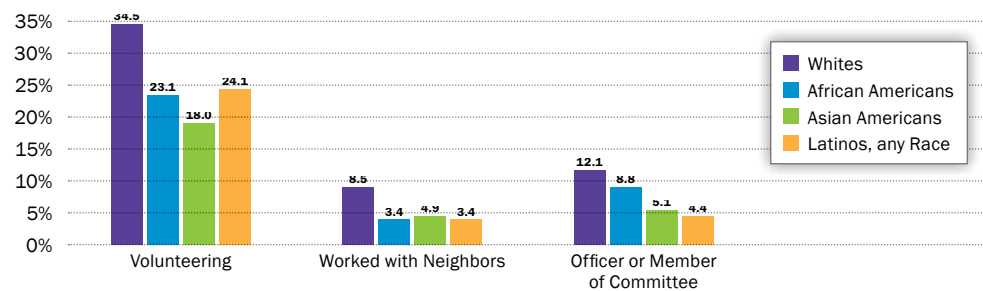
Working with neighbors in addressing community problems is another important indicator of civic health. Like other forms of volunteerism, local engagement has dropped since 2009, ranking Connecticut 37th in the nation.

Working with Neighbors, 2006-2010



In Connecticut, who volunteers and in what ways? We analyzed volunteerism by race/ethnicity, household income, geography (urban, suburban and rural) and education level. More women volunteer than men. And when the numbers are broken down by race, Whites are more likely to volunteer than Latinos, African Americans and Asian Americans.

CT Volunteering, Neighborhood Engagement and Community Leadership by Race and Ethnicity, 2010



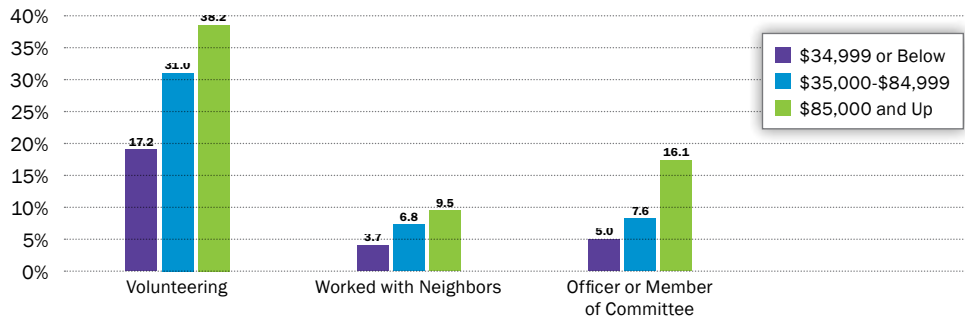
7.3%

of Connecticut's residents work with neighbors to solve community problems. The state ranks 37th in the nation.



Income is a predictor of volunteerism. People who earn more than \$85,000 a year are more than twice as likely to volunteer, work to solve local problems and serve on or lead committees (community leadership) than those who earn less than \$35,000.

CT Volunteering, Neighborhood Engagement and Community Leadership by Household Income, 2010

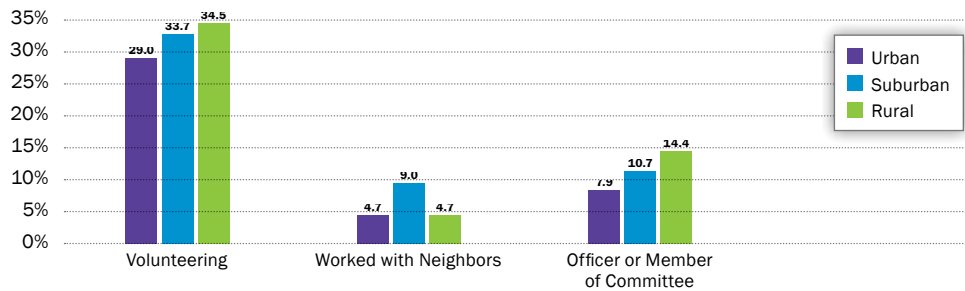


31%

of Connecticut's middle-income residents volunteered in 2010.

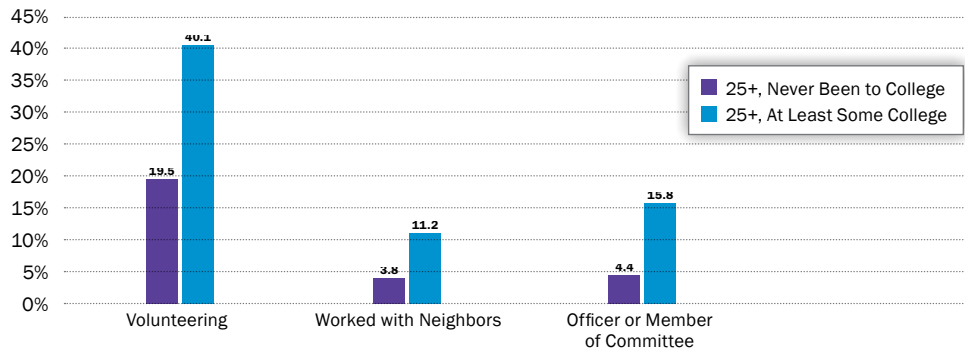
The gaps in neighbor collaboration and volunteering narrow when you consider urban, suburban and rural location. In general, a greater percentage of people in rural communities volunteer and take a leadership role, but people in suburban communities are most likely to work with their neighbors.

CT Volunteering, Neighborhood Engagement and Community Leadership by Geography, 2010



What is striking—and underscores the need for educational solutions—is that people with some college experience are more than twice as likely to volunteer, and nearly three times as likely to work locally to solve neighborhood problems and assume a leadership role.

CT Volunteering, Neighborhood Engagement and Community Leadership by College Experience, Ages 25 and Older, 2010



CHARITABLE GIVING

According to the U.S. Census survey data, 58.4% of Connecticut residents donated money, assets or property with a combined value of more than \$25 to charitable or religious organizations in 2010, ranking Connecticut as 6th in the nation. According to other data, Connecticut ranks 29th in the nation in average amount of contribution to charity and in average contribution by those with incomes higher than \$200,000.¹³ The state ranks 35th in terms of percentage of adjusted gross income given to charity and 27th overall in per capita giving.¹⁴ In Connecticut, wealthy, educated, White suburbanites are the most likely to donate money.

Although we are a fairly generous state, we can do better. In 2010, Connecticut ranked 1st in personal income per capita in the nation and among the states with the highest percentage (6.65%) of millionaire households.¹⁵ Even so, the recession has affected charitable giving by Americans, including the donors who live in Connecticut. Between 2007 and 2009, the total amount of charitable giving by wealthy donors in the United States decreased by 35%, while the number of donors remained relatively stable over that period.¹⁶

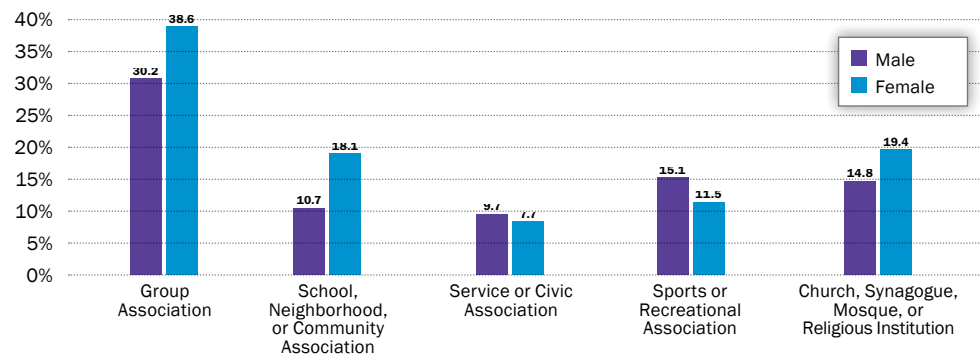
Gender, ethnicity and race, and geographic location affected donating to charity. A higher percentage of women (61.7%) donated, compared with men (54.8%). In terms of race and ethnicity, 64.2% of Whites, compared with 58.9% of Asian Americans, 57.1% of African Americans and 56.9% of Latinos, donated to charity. Poverty and other factors may account for this gap between Whites and other groups. Not surprisingly, 63.5% of suburbanites donated to charity, compared with 58.3% and 51.7% of rural and urban residents, respectively.

GROUP PARTICIPATION

Connecticut residents join a range of civic, community, school, sports and religious organizations and groups. The 2010 survey data show that Connecticut ranked 18th in the nation with 36.9% of its residents (compared with 33.3% nationally) belonging to or participating in an organization in their community.

Participation in organizations or groups happens at different levels and through different civic pathways, depending on gender, geographic area, race and ethnicity, college experience, and income.

CT Group Participation by Gender, 2010



Trend: Giving to Charity

(Donations valued at more than \$25)

2008 (ranking in parentheses)

62.1% (2nd)

49.7%

2009 (ranking in parentheses)

64.0% (2nd)

50.7%

2010 (ranking in parentheses)

58.4% (6th)

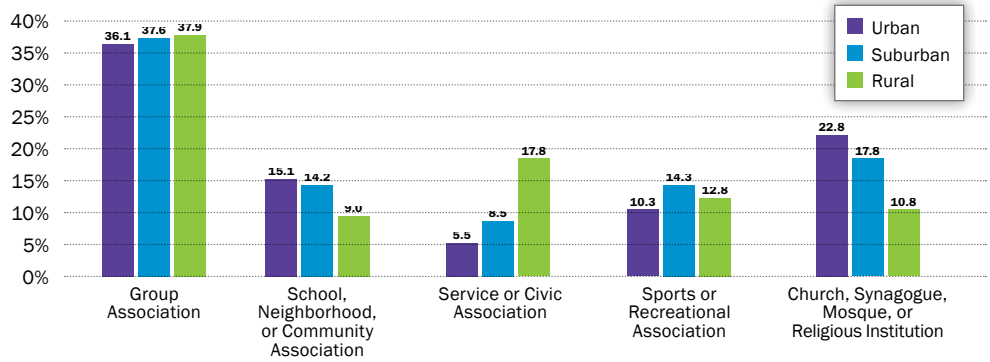
50.0%

Connecticut
U.S. Average

We also consider the state's *capacity* for civic engagement by looking at how people engage in group activities that often serve as a foundation for civic work.

Connecticut residents in rural, suburban and urban communities participate in an organization or group at high and fairly similar levels. Yet, geography suggests some intriguing differences in how people engage. People in urban communities tend to be more active in schools and religious organizations; suburban residents prefer sports and recreational activities. In rural areas, people join more group and civic associations than their urban and suburban counterparts.

CT Group Participation by Geography, 2010



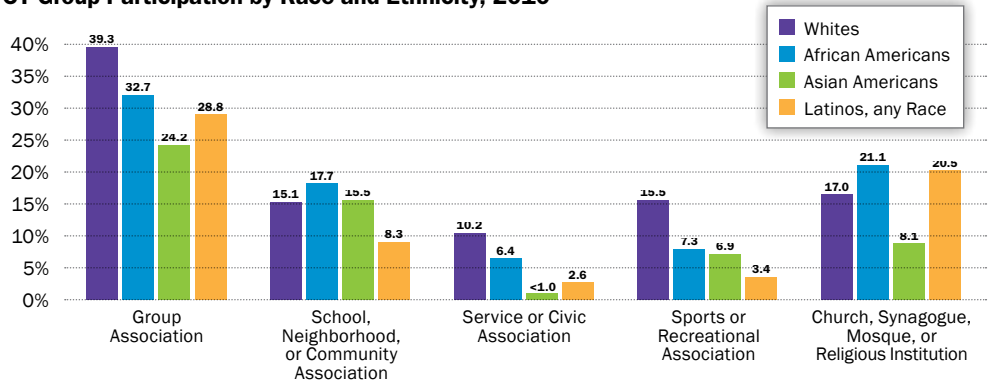
Race also matters. In Connecticut, overall group participation by Whites is greater than that of Latinos, African Americans and Asian Americans; however, African Americans are more involved in schools and religious institutions. These two institutions can provide a pathway for increasing levels of engagement.

Comparing group membership and the level of involvement of Latinos with that of Asian Americans highlights an aspect of civic life where we can focus efforts to make progress.

21.1%

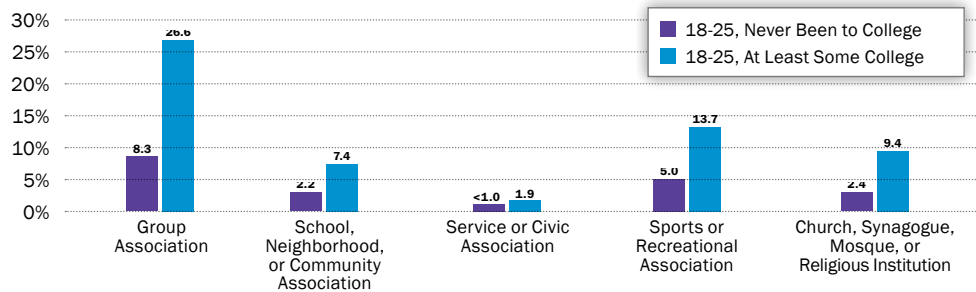
of Connecticut's African American residents are involved with a church or other religious group.

CT Group Participation by Race and Ethnicity, 2010



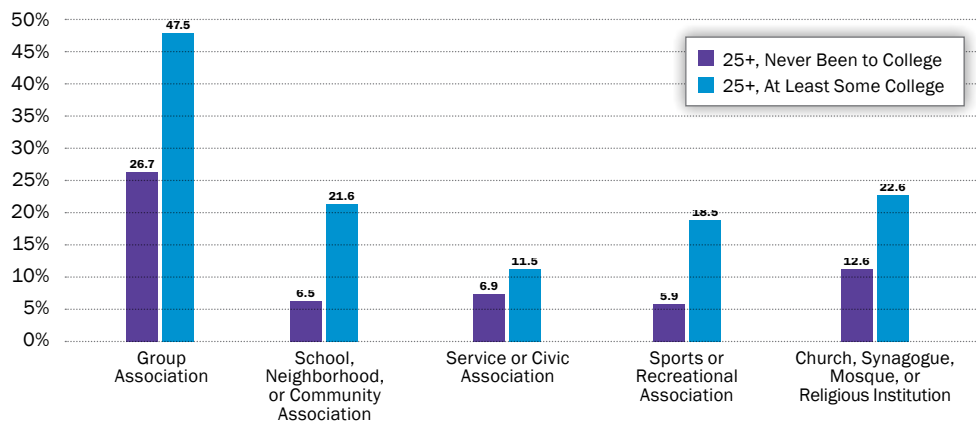
Connecticut is home to nearly 50 colleges and universities—a significant number in such a small state. We looked at the difference between young people who have some college experience and young people who have never been to college: In every category, young people who are not in school are less engaged than students, by a ratio of three to one.

CT Group Participation by College Experience, Ages 18-25, 2010



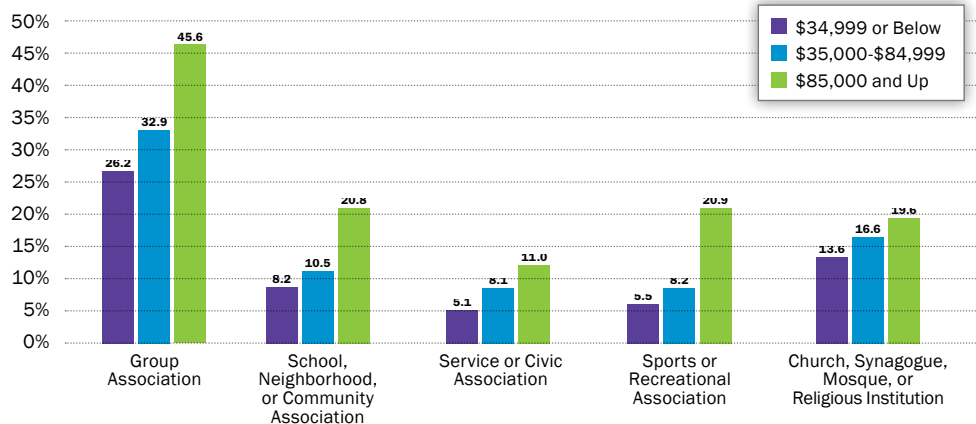
Education is a key factor. People over 25 with some college experience are two and three times (depending on the activity) more likely to participate in groups.

CT Group Participation by College Experience, Ages 25 and Older, 2010



Income levels matter when it comes to predicting group participation. In every category—group association, school association, sports or recreation, or religious participation—engagement correlates with income.

CT Group Participation by Household Income, 2010



8.3%

of Connecticut's residents with no college experience, between ages 18-25, participate in groups in their communities.

26.6%

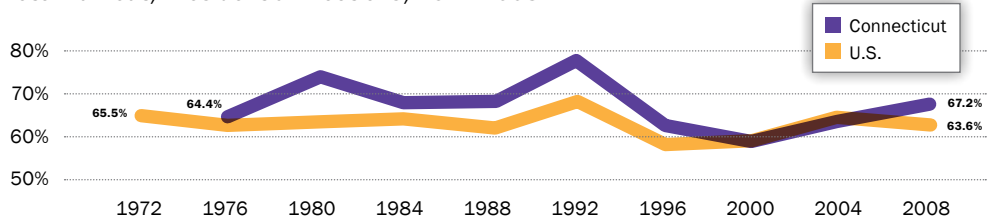
of Connecticut's residents with some college experience, between ages 18-25, participate in groups in their communities.



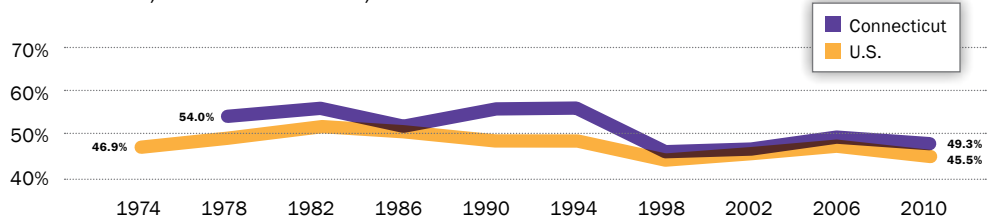
Political Participation

Most often, when we think of political participation, we think of voting. According to the 2010 U.S. Census survey data, two-thirds of Connecticut's eligible electors were registered to vote, compared with 65% nationally, ranking Connecticut 21st in the nation. Connecticut is ranked 17th in the nation for voter turnout. Over the past three presidential elections, voting rates have increased from 59.5% in 2000 to 67.2% in 2008. Connecticut's voter turnout rate in the 2008 presidential election was 67.2%, ranking it 20th among the 50 states, higher than the 63.6% national voter turnout.*

Voter Turnout, Presidential Elections, 1972-2008



Voter Turnout, Midterm Elections, 1974-2010

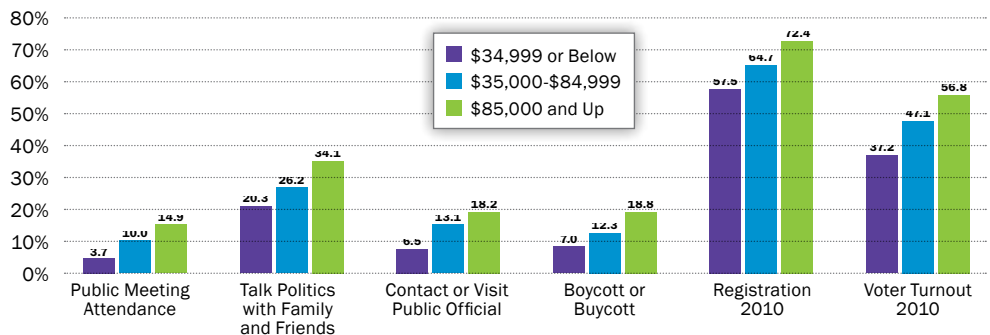


Connecticut ranked 17th in voter turnout in the 2010 midterm elections. The graph above shows the long-term trend. However, data from the Connecticut Office of the Secretary of the State reveal a slight but steady decline in voting in municipal elections, from 37.8% in 2005 to 36.4% in 2009.

One particularly interesting way of looking at voting patterns in our state is by age. For example, senior citizens are two to three times as likely to vote as the youngest Connecticut voters, ages 18-29.

Voting, however, is only one way to engage in the political process. Non-electoral political participation encompasses such activities as contacting and meeting with elected officials, attending meetings on public issues and supporting a party or candidate for public office. Only 13.7% of Connecticut residents reach out to public officials, only 10.8% attend public meetings and only

CT Political Engagement by Household Income, 2010



*According to CPS estimates, while approximately five million additional people voted in 2008 than did in 2004, the number of eligible citizens also increased by about five million. This resulted in very little change in voter turnout between 2004 and 2008, with 2008 decreasing by just a few tenths of a percentage point.

48th

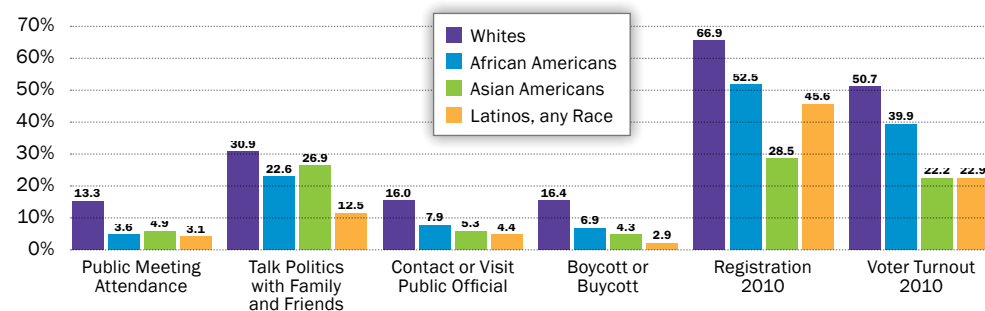
is Connecticut's ranking nationally, as reported in Rock the Vote's "Voting System Scorecard," an examination of voter registration, voting and civic education released in June 2011. This low ranking means that too many young people in Connecticut face major barriers to the most basic form of political participation: voting.¹⁷

14.3% supported a party or candidate. (This is not surprising, considering that about 42% of all Connecticut voters are not registered with a political party.¹⁸) About 28% of people in Connecticut talk about politics with friends and family at least a few times a week; this is significantly lower than the 42.3% who did so in 2008-09 during an historic presidential election season. Nationally, “talking about politics” declined significantly, and Connecticut’s numbers reflect those decreases.

Connecticut residents exhibit different levels of political engagement depending on income levels, race and ethnicity, geographic location and educational levels by age. Wealthy people are much more likely to attend public meetings, talk politics with family and friends, contact or visit local officials, and boycott or buycott. (A “buycott” is an active campaign to buy the products or services that are subject to a boycott.) They are also much more likely to register and vote.

The differences in the levels of political participation based on race and ethnicity are revealing, and no matter what dimension you consider, Whites are more politically engaged than their Latino, African American and Asian American counterparts.

CT Political Engagement by Race and Ethnicity, 2010

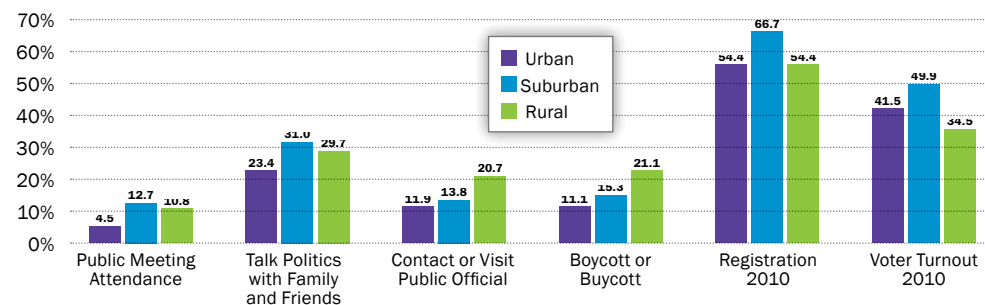


50.7%

of Connecticut’s white citizens voted in 2010.



CT Political Engagement by Geography, 2010

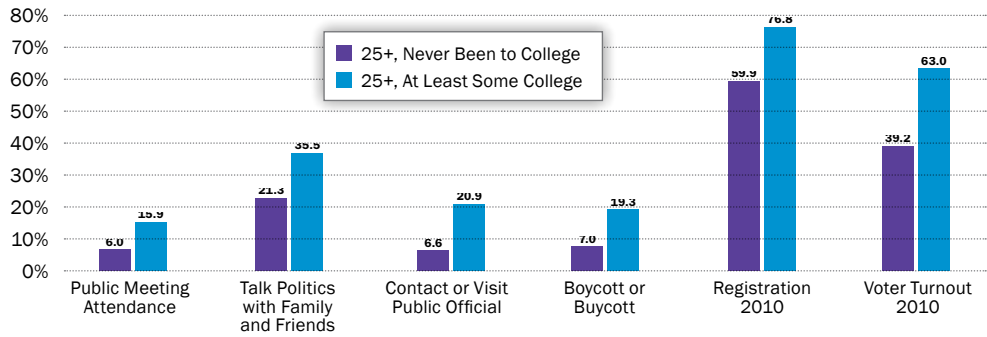


Data on political participation by geographic location reveal interesting contrasts. Since racial and ethnic disparities in our state are so highly correlated with disparities between geographic regions, these contrasts are important to note and to factor into action planning.¹⁹

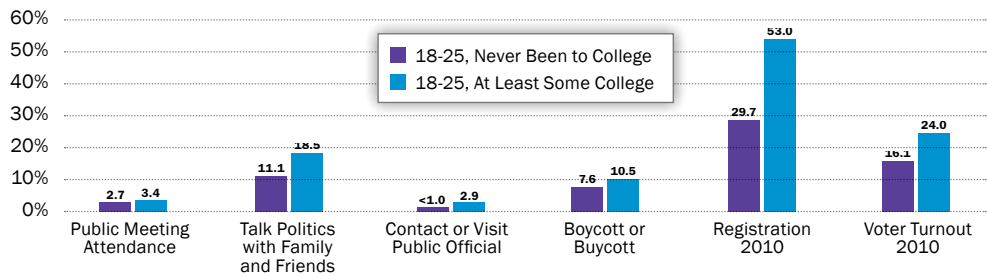
Education also matters, and across the board, Connecticut residents with at least some college experience are more likely to involve themselves in political activities than those who never went to college.

Perhaps the differences in political engagement based on educational attainment can be explained by how Millennials (ages 18-25) spend their time. Young people with some college experience are more likely to vote, register to vote, talk politics and protest. It is interesting to note that the statistics reflect the narrowest gaps in the categories related to attending public meetings and boycotting or buycotting.

CT Political Engagement by College Experience, Ages 25 and Older, 2010



CT Political Engagement by College Experience, Ages 18-25, 2010



23.8%

represents the difference in voter turnout in 2010 between people ages 25 and older who never attended college, and those with some college experience.

Another way citizens can participate in policy- and decision-making is to serve on municipal and state boards and commissions, as appointees or elected members. More than 2,000 Connecticut citizens serve on state boards and commissions that were established by the state Legislature. Most of these state panels have regulatory, licensing, quasi-judicial and policy-making authority over a wide range of areas, services, programs and activities that impact the daily lives of state residents. Appointed by the governor, lieutenant governor and top legislative leaders, individuals serving on these boards and commissions bring their expertise to the service of their fellow citizens.

However, Connecticut exhibits disparities in the level of participation of women, Latinos and African Americans on these panels. Only 38.5% of those serving were women. The disparities are more pronounced among minority groups: Only 2.8% of those serving were Latinos (who constitute almost 13.4% of the state's population) and 8.1% were African Americans (who constitute just over 10% of the population).²⁰ And many Latinos and African Americans serving on these panels are concentrated in the two state legislative commissions that advise the Legislature on issues and concerns relevant to those two communities. Since these panels are important pathways to civic participation in policy and other decision-making areas, the lack of higher levels of engagement by these groups is of significant concern, and the barriers to their participation should be examined.

Thousands of Connecticut residents also serve on appointive and elected municipal boards and commissions such as boards of education, planning and zoning commissions, ethics boards, and wetlands and environment boards in the state's 169 towns. In most cases, volunteers perform local government functions—ranging from oversight, to policy development, to licensing and permit approval, to budget planning and allocation, and to implementation of state mandates. Unfortunately, no data are available on how many individuals devote their time to this type of public service.

Finally, civics education is essential for building citizenship and the know-how to become politically engaged. In 2000, through the efforts of current Secretary of the State and former state legislator, the Honorable Denise Merrill, Connecticut passed a new civics education mandate requiring high school students to complete at least one half-credit of civics and American government education before graduation. The law also suggests ways to integrate civics into social studies and U.S. history courses. This mandate took effect with students who graduated in 2004; however,

there has been no testing to assess the effectiveness of civics teaching in our high schools. The state's social studies curriculum for elementary and middle school includes elements of United States history, civics and government, as well as sections on what it means to be an engaged citizen. But there is no information about how well this curriculum is being implemented in the public schools.

More resources for civics education are being developed each year to meet the needs of teachers and students. The State Department of Education, Connecticut Network (CT-N) and nonprofit organizations, such as Civics First and the League of Women Voters, have developed materials and resources, including the State Civics Toolbox and a variety of civics programs and curricula for schools. In addition, the Connecticut Bar Association's Task Force on Civics Education will examine ways to improve elementary school children's knowledge of the role and structure of government.

Access to information and current events

Informed citizens are essential to our civic health. They are more likely to participate in—and contribute to—public life. “More informed Americans enjoy keeping up with the news, believe they have a personal stake in what goes on in Washington, and are significantly more likely to register to vote than people who know less...”²¹ That's why availability of—and access to—media and technology are essential parts of the state's civic infrastructure.

Connecticut residents have great access to information on current national and world events, as well as local issues. They are connected to the rest of the country and the world thanks to a strong Internet and broadband infrastructure. In 2010, Connecticut ranked 4th in the nation with 86.5% of Connecticut residents living in households with Internet access.²² The state boasts a significant number and variety of newspapers with state and local distribution and has easy access to the *New York Times*, the *Wall Street Journal* and the *Boston Globe*. Connecticut's proximity to two of the largest media markets in the country—New York City and Boston—provides its residents with fast, up-to-date news and information through major television and radio networks.

A diverse state, Connecticut has radio and television stations that target different ethnic and racial audiences including Latinos and African Americans. There are at least four major Spanish-language newspapers, five commercial Spanish-language radio stations and two Spanish-language affiliate television stations. There are also a couple of newspapers in Italian and Portuguese. Most of these devote significant news and editorial space to informing their audiences about important public and political issues—local, state and national—especially those that affect their communities.

According to 2008 U.S. Census Current Population Survey data, Connecticut residents seem to be taking advantage of the news sources at their disposal: 54.7% of Connecticut residents read newspapers every day, and 18.9% a few times a week; only 16.2% of our residents do not read newspapers. Data also show that 71.7% watched the news on television every day, and 15.0% a few times a week, while 8.1% did not watch TV news at all. By contrast, about 26.0% accessed news from non-traditional media sources such as blogs, using the Internet at least occasionally. In other words, nearly three-quarters of Connecticut residents did not rely on non-traditional news media sources.

Does connecting to news about public issues and politics translate into sharing information and engaging in discussion of the issues? Talking about politics and the major issues of the day is an important factor in formulating opinions about issues, candidates and solutions. A significant number of Connecticut residents talked about politics: 28.3% of them (compared with 26.0% nationally) discussed politics frequently, while 33.3% (compared with 36.6% nationally) did not discuss politics at all. In comparison with other states, Connecticut ranks 17th.

In envisioning a Connecticut that enjoys robust civic health, we must utilize our state's information resources and infrastructure to reach those who are less engaged, especially youth and minorities. These valuable resources can help foster a culture of civic engagement.

54.7%

of Connecticut's residents read a newspaper every day.



UNDERSTANDING THE PAST AND PRESENT SO THAT WE CAN CREATE A BETTER FUTURE

Why is understanding the civic health of Connecticut important as we look toward the future? Civic health is measured by relationships with neighbors, participation in community problem solving, participation in political activities at all levels, and relationships across neighborhoods and towns. All are strong predictors of social well-being and economic health. Connecticut's relatively low ranking on many indicators reflects the gaps in our civic health. As other studies have shown,²³ these participation gaps are not the result of different rates of caring about making a difference. Instead, they reflect the "opportunity gaps" that can be attributed to differences in income and education. All too frequently, these gaps in opportunity are linked to race and ethnicity, and they affect people very early in life.²⁴



50%

Between 2000 and 2010, Connecticut's Latino population has increased by 50% and is now 13.4% of the state's total population.

12.8%

of the state's population is foreign-born.

It is instructive to view these gaps through the lens of two decades of demographic changes in Connecticut. As a result of the 2000 U.S. Census, which showed slow population growth compared with other states, Connecticut lost a seat in Congress (from six to five) through the congressional reapportionment process. Yet both the 2000 and 2010 U.S. Census showed that population growth of the state's Latino community far outpaced that of Whites and most other demographic groups. According to the 2010 U.S. Census, the state's Latino population (now 13.4% of the overall population) grew by almost 50% compared with a decrease of 0.3% for the White population, and outpaced other groups except Asian Americans (1.8% of the population). Had it not been for the growing number of Latinos, Connecticut might have lost another congressional seat.

A 2009 report by NBC Connecticut put it this way: "When you think about Connecticut in ten years, quite possibly the biggest change will be 'who' is living here. Latinos make up the largest and fastest growing ethnic minority group in our state. The Latino population is growing twelve times faster than the general population. This population shift will have a tremendous impact on everything from education and jobs to housing and health care. Some would say our future literally depends on it."²⁵

U.S. Census data show that Latinos live mostly in the major cities in our state, are a younger population and have limited access to good schools.²⁶ According to our report, they are less civically engaged than others in some key areas. If this trend continues, it would have major implications for the future of Connecticut's civic health.

Lastly, according to the U.S. Census data for 2005-2009, about 12.8% of the state's population is foreign-born,²⁷ and, according to some estimates, as many as 24% arrived within the last decade. This trend may also have implications for our state's civic health.

In light of these demographic changes, taking action to close gaps in opportunity will be critical to the future of our state.

CONCLUSION AND A CALL TO ACTION

There are elements of a strong foundation for civic health in Connecticut but, as this report shows, we have some important work to do.

Some problems—if left alone—will deepen the economic and social divides in our state. There are large gaps in the levels and types of civic engagement between those with higher income and education and those with less, between our younger and older citizens, among people of different racial and ethnic backgrounds, and between men and women.

We—the Office of the Secretary of the State, Everyday Democracy, and members of the Civic Health Advisory Group—have committed ourselves to this project because we believe that our great state can create a strong “civic infrastructure,” and that doing so is important to the future of Connecticut. This strong civic infrastructure would exist at community, regional and state levels. It would provide:

- *Opportunities for children of all backgrounds and income levels to see and be a part of community problem solving.*
- *Hands-on civics education for all children, in every school district, taught in ways that show how civics connects to daily life.*
- *Interesting ways for all young adults to take part in civic and political life.*
- *Opportunities for baby boomers and older adults to find pathways to service that will benefit people of all generations.*
- *Welcoming and culturally relevant ways for recent immigrants to take part in civic and political life.*
- *Creative ways to encourage and sustain engagement among people who tend to be less involved.*
- *Opportunities for residents to work with each other and with public officials to make a difference on local-level public problems.*
- *Opportunities for residents to work with each other—across town lines, and with local and state public officials—to make a difference on regional public problems.*
- *Creative uses of promising practices in engagement—face-to-face, online and media of all kinds, including social media.*
- *Ways to help people connect with family, neighbors and friends (“bonding social capital”) and for people to work across differences, divisions and geography (“bridging social capital”).*
- *A culture of participation that strives to create “one Connecticut” that works for all of us.*
- *Ways to tell community, regional and state-level stories about making a difference together.*

We believe it is possible—and critical—to create welcoming opportunities for participation, so that everyday people from all walks of life can have a voice and be part of public solutions.



Photo: Robert Gregson, Connecticut Commission on Culture and Tourism.



CONNECTICUT CIVIC HEALTH ADVISORY GROUP'S RECOMMENDATIONS

To begin this process of civic assessment and action, Everyday Democracy and Secretary of the State Denise Merrill invited more than 40 individuals from throughout the state—representing community, volunteer and civic organizations; institutions of higher education; religious groups; business groups; philanthropic institutions; the media and government agencies—to serve on the Connecticut Civic Health Project Advisory Group. They met in June, July and August 2011 to review the 2010 U.S. Census data provided by the National Conference on Citizenship (NCoC) and The Center for Information & Research on Civic Learning and Engagement (CIRCLE) on Connecticut's civic health, to identify issues, challenges and barriers to civic engagement in Connecticut, and to offer recommendations and strategies for removing those barriers. The group also provided feedback on this report.

We hope that the advisory group recommendations listed below will serve as the basis for ongoing conversations at the local level and throughout the state. They will also guide the development of an action plan to identify key strategies and steps to strengthen the civic infrastructure and civic health of our state. Current advisory group members will be joined by others to serve on action teams which will implement the plan. The advisory group will continue to meet through 2011 and the greater part of 2012 to assess outcomes resulting from this action plan.

People from all sectors and age groups can take part in this vital work—as individuals, as families, as members of a neighborhood group or faith community, as part of a nonprofit, business or government agency. What follows are some recommendations that we invite you to talk about—and take action on—with your family members, neighbors, friends and colleagues around the state. These lists are not comprehensive, and we invite you to add your own ideas.

What each person can do:

- Reach out to neighbors and other Connecticut residents across lines of geography, age, gender, race and ethnicity and education levels. Get involved in intergenerational activities.
- Volunteer for a community project addressing an issue that affects you and those you care about.
- Talk with your children, other family members and friends about how to make a difference.
- Get in touch with local and state public officials to let them know your concerns on particular issues. Send them a letter or an email. Or, better yet, visit them. Bring a friend.
- Take part in community and regional events.
- Take a young person to a public meeting, a volunteer activity or to the voting booth. Afterwards, talk about the experience.
- Vote. Offer to take others to the polls. Volunteer to work in a polling place.
- If you see a need in your community, bring friends and neighbors together to figure out how to address it.
- Organize a neighborhood party.

What civic organizations and community-based groups can do:

These groups may include historical societies, arts and cultural centers, libraries, social service organizations, faith-based organizations and other nonprofit organizations.

- Organize community conversations that bring diverse groups of people together to address common problems. Include everyone and issue personal invitations. Involve a wide range of community groups in the project.
- Integrate civic participation into your programming in ways that can enliven your mission and impact.
- Work collaboratively—and with schools and local universities—to create equitable opportunities for civic engagement and for civic careers.
- Act as a hub for collecting stories that feature people making a difference. Help people build the confidence and knowledge to speak up on critical issues.
- Examine membership criteria, dues policies and governance to make sure your organization is welcoming to all kinds of people—women, minorities, youth. Engage them in meaningful projects. Study the promising practices of other organizations.
- Work with senior citizens' groups and local and state agencies to create opportunities for seniors to share their experience, skills and talents.

What public officials at local, regional and statewide levels can do:

- Work with community groups to help convene community conversations on public problems. Make a clear commitment to listen and respond to what all kinds of people are saying.
- Provide opportunities for all kinds of people to take part in policymaking by redesigning processes for public hearings and town meetings. Establish clear procedures for convening public dialogues and using online, social media.
- Help underrepresented groups—Latinos, African Americans, Asian Americans and women—gain the experience they need to sit on state boards and commissions.
- Conduct orientations for groups in your district to provide information about serving on local and state boards and commissions.
- Promote the Citizens Election Program (CEP) so that more women and minority candidates can run for public office.
- Foster greater voter participation: ease absentee ballot restrictions; allow 17-year-olds to pre-register to vote; reconsider Election Day registration for Connecticut.
- Convene neighborhood, regional and statewide “leadership congresses” or “summits” to engage more constituents.

- Go beyond mainstream media to reach all kinds of people.
- Identify and remove barriers that might inhibit citizen participation, such as lack of transportation, childcare or language proficiency.

What the media can do:

- Work with local civic groups in a statewide media campaign that highlights the impact ordinary citizens are making in their communities and across town lines.
- Use social media to engage all kinds of people in civic programs.
- Develop a campaign to tell stories about people—especially young people—making a difference when they get engaged in civic life. Feature celebrities and everyday people.
- State media groups can offer orientations to prepare people to serve on state and local boards and commissions.
- Local media groups, especially in minority communities, can partner with community leaders, organizations and institutions to promote greater civic participation.

What researchers can do:

- Create a database or online “map” of civic participation projects in Connecticut that shows people where they can get involved. Include information about how to add new projects to the list. Analyze the map to identify barriers to civic participation that people in different groups face.
- Evaluate civics education in Connecticut.
- Collect data on various types of political engagement that are undocumented, such as serving on municipal commissions.

What funders can do:

- Fund projects that aim to close gaps in civic participation by using strategies that work well for children and families in communities that lack resources, for young people in those communities and for recent immigrants.
- Integrate civic engagement practices—community dialogues and neighborhood councils—into funding criteria to encourage and support broader community participation and “stake-holding.”

What the early childhood community, schools and school systems can do (pre-K through 12):

- Provide leadership training and civics education for parents, grandparents and guardians. Reach out to those who may not feel empowered to get engaged. Draw from or expand programs that work.
- Teach civics through service learning and public engagement projects. Partner with service providers in your community to give young people “real life” experience in all forms of civic participation.
- Support training for all teachers of civics. Civic learning should be experiential, relevant to everyday life, and fun!
- Treat civics like an essential life and job skill—because it is! Weave it into the curriculum and make it accessible to all children, especially those attending inner-city schools.
- Make community service a graduation requirement for all Connecticut high school students; integrate it with classroom learning.
- Work with area nonprofits to train young people to facilitate public conversations; provide opportunities for those conversations, during the school day and/or after school.
- Work with nonprofit organizations that conduct programs to increase students’ awareness of—and engagement in—civic life.
- Offer continuing education in civics, public participation, facilitation, and service.

What higher education can do:

- Increase access and completion rates for low-income and first-generation students, especially students of color. Create pathways from community colleges to all public and private four-year institutions in the state.
- Teach all students civic theory and practice, the history of American democracy and the U.S. Constitution.
- Give students experiential opportunities in public engagement and problem solving. Support service learning that is connected to systemic social, political and economic change.
- Serve as sites for community and state-wide conversations and problem solving on public issues and local challenges.
- Offer continuing and adult education in civic skills, leadership, organizing and public engagement.
- Offer professional development in civic theory and practice to teachers and public administrators. Show teachers how to weave civics education and skills into the courses they already teach.
- Support research and scholarship that aids the state.
- Create opportunities for reciprocal learning and mentoring, so that students and local citizens learn together.
- Focus on community colleges as key institutions for training people in all forms of civic engagement, especially those that link to jobs skills.

What private businesses can do:

- Create in-house programs for employee civic engagement. Work with local nonprofits to find ways for all employees—including lower-wage workers—to volunteer. Encourage employees to offer their skills pro bono.
- Donate a percentage of profits to address public problems. Create an office of corporate giving and social responsibility. Offer challenge grants.
- Organize collective employee donations of money, goods and services.

What we can do working together:

- Find ways to reduce opportunity gaps associated with geography, class, gender, and race and ethnicity.
- Create innovative and collaborative civic opportunities in neighborhoods, schools and workplaces.
- Compile a directory of promising practices in Connecticut and other states.
- Create a civic challenge project, with a cash award, for a group of citizens working together to create change in their community or region.
- Provide a range of civic engagement opportunities—from volunteering, to giving, to participating in an organization, to supporting local, community-based organizations. These can be one-time, short-term, or more structured, long-term opportunities.

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ABOUT THIS REPORT AND TECHNICAL NOTES

The 2011 *Connecticut Civic Health Index Report* is linked to a national initiative of the National Conference on Citizenship (NCoC), a congressionally chartered organization that began publishing a civic health report on the United States in 2006. In 2008, NCoC began partnering with local institutions to produce state-level reports. Working with the Corporation for National and Community Service, the U.S. Census Bureau and The Center for Information & Research on Civic Learning and Engagement (CIRCLE), NCoC created a set of civic health indicators. The NCoC index is designed to assess ways that everyday citizens take part in civic life—through political activity, service, charitable giving, social connectedness and access to information and current events.

Connecticut is pleased to join 16 other states and five major cities in analyzing the assets that connect us to each other and enable us to work together to achieve our collective goals. Throughout this report, we provide comparative data that show how Connecticut ranks among all 50 states and Washington, D.C. We also highlight indicators of the state's "civic health" and we look at who participates—civically, politically and socially. This information will help us develop strategies for addressing deficits in civic participation.

Unless specifically noted, findings presented above are based on analysis of the Census Current Population Survey (CPS) data, conducted by CIRCLE. Any and all errors are our own. Volunteering estimates are from CPS September Volunteering Supplement, 2002 - 2010, voting and registration data come from the CPS November Voting/Registration Supplement, 1972-2010, and all other civic engagement indicators, such as discussion of political information and connection to neighbors, come from the 2010 CPS Civic Engagement Supplement.

Estimates for the volunteering indicators (e.g., volunteering, working with neighbors, making donations) are based on U.S. residents ages 16 and older. Estimates for civic engagement and social connection indicators (e.g., exchanging favor with neighbor, discussing politics) are based on U.S. residents ages 18 and older. Voting and registration statistics are based on U.S. citizens who are 18 and older (eligible voters). Any time we examined the relationship between educational attainment and engagement, estimates are based only on adults ages 25 and older, assuming that younger people may still be completing their education, unless otherwise stated.

Because we draw from multiple sources of data with varying sample sizes, we are not able to compute one margin of error for the state across all indicators. In Connecticut, the margins of error for major indicators varied from +/- 1.0% to 2.4%, depending on the sample size and other parameters associated with a specific indicator. Any analysis that breaks down the sample into smaller groups (e.g., gender, education) will have smaller samples and therefore the margin of error will increase. It is also important to emphasize that our margin of error estimates are approximate, as CPS sampling is highly complex and accurate estimation of error rates involves many parameters that are not publicly available.

Other data from the 2010 U.S. Census, Connecticut Department of Labor, the Connecticut Data Center and various reports published by other state agencies, research groups and nonprofit policy advocacy groups were also used for the report.

ACKNOWLEDGEMENTS

Everyday Democracy wishes to thank our state partner, the Honorable Denise Merrill, Secretary of the State of Connecticut, for her vision, leadership and support of this project. We want to thank her staff—James Spallone, Shannon Wegele, Av Harris, Illona Havrilla and Lourdes Montalvo—for their outstanding work. We want to thank Amy Malick, Director of Communication for Everyday Democracy, for her helpful comments. Special thanks to Kei Kawashima-Ginsberg, Lead Researcher at CIRCLE, who provided the data analysis for the report. We also want to thank the William Caspar Graustein Memorial Fund for providing part of the funding for this report. And, finally, we thank the staff at the National Conference on Citizenship, our national partner, for their guidance and support.

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- 27 U.S. Bureau of the Census, *American Community Survey, 2005-2009 Estimates*

CIVIC HEALTH INDEX

State and Local Partnerships

America's Civic Health Index has been produced nationally since 2006 to measure the level of civic engagement and health of our democracy. As the *Civic Health Index* is increasingly a part of the dialogue around which policymakers, communities, and the media talk about civic life, the index is increasing in its scope and specificity.

Together with its local partners, NCoC continues to lead and inspire a public dialogue about the future of citizenship in America. NCoC has worked in partnerships in communities across the country.

STATES

Alabama

University of Alabama*
David Mathews Center*
Auburn University*

Arizona

Center for the Future of Arizona

California

California Forward
Common Sense California
Center for Civic Education
Center for Individual and
Institutional Renewal*

Connecticut

Everyday Democracy*
Secretary of the State of Connecticut*

Florida

Florida Joint Center for Citizenship
Bob Graham Center for Public Service
Lou Frey Institute of Politics
and Government
John S. and James L. Knight Foundation

Illinois

Citizen Advocacy Center
McCormick Foundation

Indiana

Center on Congress at Indiana University*
Hoosier State Press Association
Foundation*
Indiana Bar Foundation*
Indiana Supreme Court*
Indiana University Northwest*

Kentucky

Western Kentucky University*

Maryland

Mannakee Circle Group
Center for Civic Education
Common Cause-Maryland
Maryland Civic Literacy Commission

Massachusetts

Harvard Institute on Politics*

Minnesota

Center for Democracy and Citizenship

Missouri

Missouri State University

New Hampshire

Carsey Institute

New York

Siena Research Institute
New Yorkers Volunteer*

North Carolina

North Carolina Civic Education Consortium
Center for Civic Education
NC Center for Voter Education
Democracy NC
NC Campus Compact
Western Carolina University Department
of Public Policy

Ohio

Miami University Hamilton

Oklahoma

University of Central Oklahoma
Oklahoma Campus Compact

Pennsylvania

National Constitution Center

Texas

University of Texas at San Antonio

Virginia

Center for the Constitution at James
Madison's Montpelier
Colonial Williamsburg Foundation

CITIES

Chicago

McCormick Foundation

Miami

Florida Joint Center for Citizenship
John S. and James L. Knight Foundation
Miami Foundation*

Seattle

Seattle City Club
Boeing Company
Seattle Foundation

Twin Cities

Center for Democracy and Citizenship
Citizens League*
John S. and James L. Knight Foundation

Justin Bibb

Special Assistant for Education and Economic Development for the County Executive, Cuyahoga County, Ohio

Harry Boyte

Director, Center for Democracy and Citizenship

John Bridgeland

CEO, Civic Enterprises
Chairman, Board of Advisors, National Conference on Citizenship
Former Assistant to the President of the United States & Director, Domestic Policy Council & USA Freedom Corps

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Kristen Cambell

Chief Program Officer,
National Conference on Citizenship

Doug Dobson

Executive Director,
Florida Joint Center for Citizenship

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President and CEO,
National Constitution Center

Maya Enista Smith

CEO, Mobilize.org

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Former Deputy Mayor of New York City
Daniel Paul Professor of Government, Kennedy School of Government at Harvard University
Director, Innovations in American Government
Former Mayor of Indianapolis

Robert Grimm, Jr.

Professor of the Practice of Philanthropy and Nonprofit Management, University of Maryland

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Founder, Saguaro Seminar
Author of Bowling Alone: The Collapse and Revival of American Community

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David B. Smith

Executive Director, National Conference on Citizenship
Founder, Mobilize.org

Heather Smith

Executive Director, Rock the Vote

Max Stier

Executive Director,
Partnership for Public Service

Michael Weiser

Chairman,
National Conference on Citizenship

Jonathan Zaff

Vice President for Research,
America's Promise Alliance



National Conference on Citizenship
Chartered by Congress