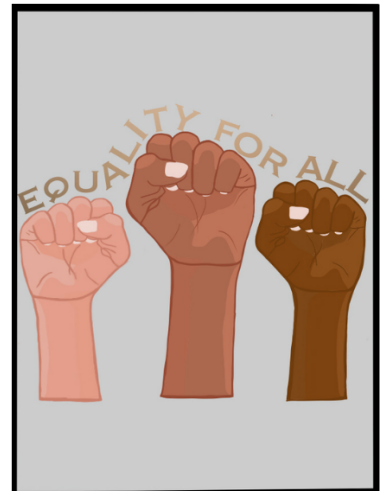


# REPORT AND RECOMMENDATIONS FROM THE GLASTONBURY RACIAL JUSTICE AND EQUITY COMMISSION

PRESENTED TO THE GLASTONBURY TOWN COUNCIL ON FEBRUARY 8, 2022



Artwork by: **Left:** Brady Parent, Jakshi Nandam, Pragnya Jois, Julia Salazar. **Center:** Rhea Burke, Sophie C. Serrano, Maansi Kedlaya. **Right:** Isabel Rua, Lily Seagull, M.M., Nupur Sondhi.

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## INTRODUCTION

On July 28th of 2020, the Town of Glastonbury’s Town Council unanimously passed a [Resolution on the Town of Glastonbury’s response to the public health crisis of racism](#). The Racial Justice and Equity Commission (RJEC), proposed in that resolution and formalized by Glastonbury’s Town Council in January of 2021, was charged with:

- Conducting a community survey on racism and the experiences of Glastonbury residents
- Holding public hearings to gather feedback from the community on issues of racism and equity
- Collecting data on residents’ experiences in the areas of Policing, Education, Housing and Recreation (the “Big 4”)
- Making recommendations to Town Council for possible action to promote racial equity in all aspects of community life in Glastonbury

## TIMELINE

The RJEC undertook a number of initiatives to meet the charge of the resolution:

- Disseminated a [community survey](#)<sup>1</sup>, created in partnership with Great Blue Research, to the community in the summer of 2021, ultimately yielding 859 complete responses that provided quantitative data to support understandings and to inform next steps
- Co-hosted an [online forum](#) “Glastonbury Community Voices: Why Affordable Housing Options are So Important” in partnership with Truth in Action with Love and Kindness (TALK), the Housing Authority of Glastonbury, and Open Communities Alliance on June 1st, 2021, a Zoom event open to the public where Glastonbury residents spoke about their own experiences in affordable housing
- Organized an [art contest](#) from May-July 2021 and recognized 11 local artists for their submissions, which ranged from sculpture to collage to digital artworks, representing a number of perspectives and experiences on racial justice and equity in Glastonbury
- Hosted an in-person [community conversation](#) in September of 2021, attended by approximately 35 people, to present initial findings from the community survey and to gather additional community input
- Great Blue Research conducted in-depth interviews with leaders from the Big 4 areas of focus: Dr. Alan Bookman, Superintendent of Schools; Chief Marshall Porter, Chief of Glastonbury Police Department; Lisa Zerio, Director of Parks and Recreation; Neil Griffin, Director of Glastonbury Housing Authority
- Held, in December 2021, in collaboration with the National Conference for Community and Justice (NCCJ), five [focus groups](#)<sup>2</sup>, both in person and virtual, for members of Glastonbury’s community who are Black, Indigenous, and People of Color (BIPOC), providing qualitative data to support understandings and next steps

## KEY FINDINGS

Based on the data collected from the community survey, the focus groups, the Big 4 Interviews and the community conversation (all of which are included in this report’s appendices) a number of key findings emerged. The most prevalent were:

1. Many community members feel that racism is prevalent to at least some degree in Glastonbury, and have either witnessed or been the target of racial bias, discrimination or racism in Glastonbury
2. There are few readily identifiable resources for support for community members who are witness to, or targets of, racial bias, discrimination or racism in Glastonbury
3. Individuals (residents), institutions (town government, schools, etc.), and local businesses all have a role to play in supporting a diverse, welcoming atmosphere in Glastonbury

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<sup>1</sup> Data collected through the promoted community survey had a 3.3% margin of error and a 95% confidence level, based on the distribution and number of respondents.

<sup>2</sup> The focus groups included 18 community members from various racial groups, representing Black, Asian, Latino/a/x, Middle Eastern, bi-racial and multi-racial participants.

4. There is a perceived lack of representation of the BIPOC community in town government, policing and school faculty and staff

## COMMENDATIONS

Based on the data collected, RJEC offers the following recognition for ongoing work to be continued:

1. To Glastonbury Public Schools for their commitment to hiring candidates from diverse backgrounds while finding the highest quality candidates available
2. To Glastonbury Public Schools for their creation of the Director of Equity, Diversity and Inclusion role within Glastonbury Public Schools
3. To Glastonbury Parks and Recreation for a revenue-neutral “Special Revenue Fund,” instrumental to adapting to the needs of the town and the diverse demographic populations being served throughout the Parks & Recreation program and service offerings
4. To the Glastonbury Police Department (GPD), as The Institute for Municipal and Regional Policy at Connecticut Central State University analyzes Glastonbury Police Department traffic stop data every year and always finds no indication of racial profiling by officers
5. To the Glastonbury Police Department, as full transparency is a primary goal of the GPD. Key Department policies and data are available as part of public record, including online access
6. To the Glastonbury Housing Authority, as 98% of all available Affordable Housing units in town are currently occupied
7. To the Town of Glastonbury, for the creation of the Affordable Housing Steering Committee (AHSC), making reports and recommendations to the town for the expansion of affordable housing opportunities

## RECOMMENDATIONS

1. Re-establish the Racial Justice and Equity Commission (RJEC) as a permanent entity with a new charge, and request Town Manager appoint a staff liaison to RJEC, in support of its community-building mission: “to foster a community that consistently strives to be equitable, just and welcoming; to broaden understanding of racism and its far-reaching consequences; and to support a present and future Glastonbury that is safe and inclusive for all”
2. Ask RJEC to prioritize the following in pursuit of its mission, with support from the Town Manager and town staff as well as community partners: a) hold community conversations, workshops, and other community-building activities open to all community members, b) improve avenues of support for community members who experience racial bias, discrimination and racism, c) recognize diverse cultural traditions, festivals and holidays through events, displays and other outreach methods, d) continue to assess town policies and procedures and identify areas for improvement, and e) provide an update on progress and opportunities to the Town Council at least once a year
3. Expand communication of community and local government events/meetings and Parks and Recreation programming to all community members, including residents of Welles Village and families of Open Choice students with the goal of increasing community engagement

4. Seek opportunities to improve recreational facilities in all areas of town, including those in the Welles Village neighborhood, with the intention of providing equal recreational opportunities in all areas of Glastonbury
5. Support the work of the Affordable Housing Steering Committee to increase affordable housing inventory in Glastonbury by providing more diversified housing options: multi-family/multi-generational housing, single family homes, in varied locations throughout town
6. Work with the Town Plan and Zoning Commission to conduct a review of zoning regulations with Affordable Housing Steering Committee to encourage greater flexibility to allow greater affordable housing options
7. Implement a Police Open House for Glastonbury residents, with informational sessions sponsored by the Glastonbury Police Department (GPD) to learn about the values and practices of the GPD, and increase communication between the community and GPD
8. Request the Board of Education (BOE) continue support of the Equity, Diversity, and Inclusion Council and its mission “to serve the GPS community to gain understanding, build awareness, communicate information, and orchestrate change to promote equity, diversity and inclusion across the district”. Encourage the BOE to provide greater communication to inform the community about the work of this Council and allow for applications by school community members to participate
9. Request the BOE consider an action plan for Open Choice parents to offer feedback regarding their children’s educational and social experiences in Glastonbury schools
10. Encourage the BOE to introduce cultural learning opportunities for staff, students, and families that are reflective of the diverse composition of the school community
11. Review town commission/committee appointment process, potentially opening appointments to the community at large, rather than through political parties, to support individuals of diverse backgrounds to serve in elected and appointed positions

Respectfully submitted by the members of the Glastonbury Racial Justice and Equity Commission<sup>3</sup>:

1. Deborah Carroll (co-chair)
2. Lillian Tanski (co-chair)
3. Amo-Mensah Amofa
4. Alina Bricklin-Goldstein
5. Tracy-Ann Johnson
6. Barret Katuna
7. Sue Oppenheimer
8. David Peniston
9. Jennifer Wang

To download this report and find more information on the RJEC, visit the RJEC website at: [www.glastonburyrjec.wordpress.com](http://www.glastonburyrjec.wordpress.com).

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<sup>3</sup> We wish to also acknowledge the contributions of Xabian Alarcon, who served on the Commission in the first half of 2021.

## APPENDIX 1: RESOLUTION ON THE TOWN OF GLASTONBURY'S RESPONSE TO THE PUBLIC HEALTH CRISIS OF RACISM

### **Glastonbury Town Council, July 28, 2020**

WHEREAS, racism is a social construct with no biological basis that unfairly advantages specific individuals and groups while unfairly disadvantaging other individuals and groups, and racism creates poverty, restricts opportunity and saps the strength of communities through the waste of human resources,

WHEREAS, racism has been a problem throughout American history, is cyclical, and can worsen without efforts to eliminate it,

WHEREAS, America's history of racism created persistent discrimination in American systems, leading to continued disparate outcomes in many areas of life, including housing, education, employment, transportation, public safety, socioeconomic status, criminal justice and public health,

WHEREAS, the public health divide between America's white majority and many racial minorities has been highlighted and exacerbated in Connecticut and the United States by the COVID-19 pandemic, leading to higher risk and mortality for Black and Hispanic communities throughout the United States,

WHEREAS, segregation is a driving force of systemic racism, and economic segregation in Connecticut correlates highly with racial segregation,

WHEREAS, the future prosperity, sustainability and wellbeing of the Town of Glastonbury depends upon Glastonbury creating and maintaining an equitable and welcoming community for all residents and visitors regardless of race,

WHEREAS, the Town of Glastonbury has shown an interest in anti-racism and equitable access to opportunity through long term support of community programs such as the Glastonbury ABC House and the MLK initiative, and through support of the Glastonbury Public Schools' participation in Connecticut's Open Choice program for public school students,

WHEREAS, The Glastonbury Town Council recognizes the opportunity at this time to reiterate and continue Glastonbury's efforts to be as welcoming and equitable a town as possible for all Glastonbury residents and visitors,

NOW, THEREFORE, BE IT RESOLVED BY THE TOWN OF GLASTONBURY THAT

- The Glastonbury Town Council shall appoint a Commission on Racial Justice and Equity, composed of nine members. This commission shall include members of the Town Council from each political party and members appointed by the Town Council from the Glastonbury public. The Town Manager shall provide support and report information to the Commission as needed. The purpose of this commission will be to conduct a wide ranging public survey on racism and the experiences of Glastonbury residents, hold public hearings to hear from the community on issues of racism and equity, and make recommendations to the Town Council for possible action to promote racial equity in all aspects of public and community life in Glastonbury. The Glastonbury Commission on Racial Justice and Equity shall hold hearings and collect data on minority residents' experiences of Policing, Education, Recreation, and Housing in Glastonbury, as well as other concerns brought forward by Glastonbury residents or Commission members. The Commission shall then provide written reports of their findings to the Glastonbury Town Council, as well as recommendations for action as

necessary. The Commission shall submit initial findings and recommendations to the Town Council after no less than three months and no more than one year after the Commission is formed.

- The Glastonbury Town Council affirms a Right to Belong for residents and visitors in our public, open, and recreational spaces and facilities regardless of race or socioeconomic status. The Town Manager shall prepare a report to the Council on Town ordinances and protocols governing the use of town-owned public, open and recreational spaces and facilities, and identify for the Council any ordinances or protocols that the Town Council should review in light of the affirmation of a Right to Belong. Following the Town Manager’s report, the Glastonbury Town Council will conduct a review of signage and policies governing use of town-owned public, open and recreational spaces to ensure equitable access while maintaining necessary safety protocol. The Town of Glastonbury will install new signage at public open and recreational spaces to reinforce that all are welcome to share in these community resources regardless of race or socioeconomic status. Additionally, the Town of Glastonbury will use public communications channels to communicate this to the town and the broader community within Hartford County.
- The Town Manager, with the support of the Glastonbury Chief of Police, shall report to the Town Council regarding what measures the Glastonbury Police Department takes to ensure fair and equitable treatment of all residents and visitors by the Glastonbury Police Department. This will include information on hiring, training, community policing and local partnerships, and data currently available on crime rates and traffic stops. This report will provide necessary information for the Town Council and the Commission on Racial Justice and Equity as they begin their charge.
- The Town of Glastonbury shall continue to identify opportunities to enhance diversity and ensure open and equitable principles across our leadership, staffing and contracting.

## APPENDIX 2: MISSION STATEMENT OF THE GLASTONBURY RACIAL JUSTICE AND EQUITY COMMISSION

The mission of the Commission on Racial Justice and Equity (RJEC) is to foster a community that consistently strives to be equitable, just and welcoming; to broaden understanding of racism and its far-reaching consequences; and to support a present and future Glastonbury that is safe and inclusive for all.

## APPENDIX 3: COMMUNITY SURVEY: QUESTIONS

*This appendix begins on the next page.*

**Town of Glastonbury, CT  
Racial Justice and Equity Commission (“RJEC”)  
2021 Survey (5/7/2021 – FINAL FOR APPROVAL)**

You are receiving this survey from GreatBlue Research on behalf of the Town of Glastonbury’s Racial Justice and Equity Commission (RJEC). We are conducting a survey among community members who live in, attend school in and/or work in Glastonbury, CT to gauge their perceptions of racial issues, discrimination and diversity within the town. The overall goal of this survey is to guide town policies and community initiatives to make Glastonbury a more welcoming, inclusive and equitable community for all. You must be 18 years of age or older to complete this survey. At a later date, our hope is to coordinate with the town to also offer this survey for high school students. Thank you in advance for your candid feedback!

**LANGUAGE & TERMINOLOGY**

1. In general, how comfortable are you speaking about topics related to race and racism?
  1. Very comfortable
  2. Somewhat comfortable
  3. Somewhat uncomfortable
  4. Very uncomfortable
  5. Don’t know / unsure
  
2. How comfortable are you speaking about topics related to diversity, racial equity or equality?
  1. Very comfortable
  2. Somewhat comfortable
  3. Somewhat uncomfortable
  4. Very uncomfortable
  5. Don’t know / unsure

How strongly do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don’t know / unsure
3. “If the conversation on race is comfortable, you aren’t digging deep enough into the topic.”	01	02	03	04	05
4. “Talking openly / honestly about race is risky to my job or reputation.”	01	02	03	04	05
5. “The presence of racism negatively affects the entire community.”	01	02	03	04	05

6. What does “Race” mean to you?

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7. What does “Racial Equity” mean to you?

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## **ACTIONS & REACTIONS**

8. How would you describe the prevalence of racism or discrimination in Glastonbury?

1. Extremely prevalent
2. Prevalent
3. Not very prevalent
4. Not prevalent at all
5. Don't know / unsure

9. What does racism or discrimination in Glastonbury sound like or look like to you?

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Have you personally experienced or witnessed (feeling uncomfortable yourself or for others) any form of the following in Glastonbury?

	Yes	No	Don't know / unsure
10. Racial bias (defined as personal and sometimes unreasoned judgment made on an individual's race)	01	02	03
11. Racism (defined as belief in superiority of a particular race over other races)	01	02	03
12. Discrimination (defined as treating a person or particular group of people differently, especially in a worse way, from the way in which you treat other people, because of their skin color, sex, sexuality, etc.)	01	02	03
13. Racial insensitivity (defined as behavior that is ignorant of the disadvantages suffered by minority groups, but does not have the intention of being discriminatory).	01	02	03

14. How were these situations handled? Did you or someone else address the situation (say anything or do anything)? **(Only ask if any Q10-Q13 = 1)**

1. I addressed the situation
2. Someone else addressed the situation
3. Both myself and someone else addressed the situation
4. No one addressed the situation
5. Don't know / unsure
6. Other: \_\_\_\_\_

15. Please indicate your agreement or disagreement with the following statement: "If and when I experience or witness an instance of racial bias, racism, discrimination, or racial insensitivity, I know how to intervene or address the situation." Do you...

1. Strongly agree
2. Somewhat agree
3. Somewhat disagree
4. Strongly disagree
5. Don't know / unsure

16. Was there an outlet/entity/place that you/others felt could be contacted for support/help? If so, please describe.

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17. If you experience racism, did/do you have a fear of sharing your experiences with any of the following groups? (Select all that apply)

1. Personal Contacts
2. Professional Contacts
3. Neighbors
4. Local Government
5. Schools
6. Police Station/Law enforcement
7. Other: \_\_\_\_\_
8. Don't know/refused/NA

## **THE TOWN OF GLASTONBURY**

18. Based on what you've heard, seen or read, what percentage of Glastonbury residents do you believe to be black, Indigenous and people of color, also known as BIPOC?

1. \_\_\_\_\_%
2. Don't know / unsure
3. Prefer not to say

How **equitable and welcoming** would you describe each of the following when thinking about diversity in Glastonbury? Please rate each on a scale of one to five where one (1) is “very equitable and welcoming” and five (5) is “not at all equitable and welcoming.” (“Equitable” refers to treating all persons fairly and justly)

	<b>1 - Very equitable and welcoming</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 – Not at all equitable and welcoming</b>	<b>Don't know / unsure</b>
19. Residents	01	02	03	04	05	06
20. Businesses	01	02	03	04	05	06
21. Local / Town Government / Town Staff	01	02	03	04	05	06
22. Education – Administration	01	02	03	04	05	06
23. Education - Teachers	01	02	03	04	05	06
24. Education - Students	01	02	03	04	05	06
25. Public safety - Police department	01	02	03	04	05	06
26. Public safety - Fire department	01	02	03	04	05	06
27. Public safety - EMS department	01	02	03	04	05	06
28. Parks & Recreation Activities	01	02	03	04	05	06
29. Housing – Planning and zoning department	01	02	03	04	05	06
30. Housing – Landlords and realtors	01	02	03	04	05	06

31. Do you feel a need to know and/or follow “unwritten codes of conduct/ways of acting” in town to minimize attention and/or prevent negative situations? (Ex. Schools, grocery stores / stores in general, libraries, in online discussion forums, etc.) If so, please describe the unwritten codes of conduct or ways of acting.

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How would you describe the level of racial diversity for each of the following in Glastonbury?

	<b>Very diverse</b>	<b>Somewhat diverse</b>	<b>Not very diverse</b>	<b>Not diverse at all</b>	<b>Don't know / unsure</b>
32. Schools	01	02	03	04	05
33. Neighborhoods	01	02	03	04	05
34. Business Community	01	02	03	04	05
35. Local / Town Government	01	02	03	04	05
36. Police Department	01	02	03	04	05

How important do you feel an equitable and welcoming community is to each of the following entities?

	Very important	Somewhat important	Not very important	Not important at all	Don't know / unsure
37. Residents	01	02	03	04	05
38. Businesses	01	02	03	04	05
39. Local / Town Government	01	02	03	04	05
40. Education	01	02	03	04	05
41. Public safety	01	02	03	04	05
42. Parks & Recreation Activities	01	02	03	04	05
43. Housing	01	02	03	04	05

44. Based on your experience, what are some examples of how the community of Glastonbury supports diversity and inclusion, and welcomes members of diverse backgrounds?

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45. Do you think Glastonbury is a welcoming place to live for someone from one of the following racial identities? **(Select all that apply)**

1. White/ Caucasian
2. Black/ African American
3. Asian or Asian American
4. Native American Indian/ Alaska Native
5. Native Hawaiian/ Pacific Islander
6. Biracial or Multiracial
7. Other: \_\_\_\_\_
8. Prefer not to answer

46. In your words, how could the Glastonbury community better support inclusivity and provide a welcoming feeling for all in town?

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47. In your opinion, will individuals (residents), institutions (town government, schools, etc.) or local businesses ultimately have the greatest impact on supporting diversity in Glastonbury and welcoming all members of our community? (Select all that apply)

1. Individuals
2. Institutions
3. Local businesses
4. None
5. Don't know / unsure

## **DEMOGRAPHICS & UPBRINGING**

48. Are you currently a resident of Glastonbury?

1. Yes
2. No
3. Prefer not to answer

49. Do you visit Glastonbury for work, shopping, or recreation? (Select all that apply)

1. Work
2. Shopping
3. Recreation
4. Prefer not to answer

50. Did you grow up in Glastonbury?

1. Yes
2. No
3. Prefer not to answer

51. Did you attend public schools in Glastonbury?

1. Yes
2. No
3. Prefer not to answer

52. If not, what type of K-12 schools did you attend? (Select all that apply)

1. Public school in another town
2. Private school in another town
3. Charter school in another town
4. Vocational school in another town
5. Home schooled
6. Prefer not to answer

53. Describe the racial/ethnic composition of the K-12 schools you attended?

1. Diverse, with a range of races and ethnicities
2. Not diverse, predominantly White / Caucasian
3. Not diverse, predominantly Black / African American
4. Not diverse, predominantly Asian
5. Not diverse, predominantly Hispanic / Latino
6. Other (please specify): \_\_\_\_\_
7. Don't know / unsure

54. For how many years have you lived in Glastonbury?

1. Less than 1 year
2. 1-3 years
3. 4-9 years
4. 10-24 years
5. 25 years or more

6. N/A – do not live in Glastonbury
7. Prefer not to answer

55. If you work outside of the home, is your place of employment physically located in Glastonbury?

1. Yes
2. No
3. Prefer not to answer
4. Am retired
5. Not applicable

56. How old are you?

1. 18-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65-74
7. 75 or older
8. Prefer not to answer

57. Which of the following best reflects your pre-tax household income level in 2020?

1. Less than \$50,000
2. \$50,000 - \$99,999
3. \$100,000 - \$149,999
4. \$150,000 - \$199,999
5. \$200,000 - \$249,999
6. \$250,000 - \$499,999
7. \$500,000 or more
8. Prefer not to answer

58. What is your highest grade of school completed?

1. High school graduate or GED
2. Some technical school
3. Technical school graduate
4. Some college
5. College graduate
6. Post-graduate or professional degree
7. Prefer not to answer

59. Are you a first-generation college graduate?

1. Yes
2. No
3. Prefer not to answer

60. Are you of Hispanic/ Latino origin?

1. Yes
2. No
3. Prefer not to answer

61. Do you identify as: **(Select all that apply)**

1. White/ Caucasian
2. Black/ African American
3. Asian or Asian American
4. Native American Indian/ Alaska Native
5. Native Hawaiian/ Pacific Islander
6. Biracial or Multiracial
7. Other: \_\_\_\_\_
8. Prefer not to answer

62. Are there any members of your household that identify as a different race / ethnicity?

1. Yes
2. No
3. Prefer not to answer

63. Is English your first language?

1. Yes **(Go to Q 65)**
2. No **(Continue)**
3. Prefer not to answer **(Go to Q 65)**

64. What is the primary language spoken in your household?

1. English
2. Spanish
3. Chinese
4. French / French Creole
5. Portuguese
6. Haitian
7. Vietnamese
8. Russian
9. Italian
10. Arabic
11. Greek
12. Hindi
13. German
14. Polish
15. Korean
16. Telegu
17. Gujarati
18. Tamil
19. Other (please specify): \_\_\_\_\_
20. Prefer not to answer

65. Were you, your parents or grandparents born outside the U.S.? (Select all that apply)

1. I was born outside the U.S.
2. At least one of my parents was born outside the U.S.
3. At least one of my grandparents was born outside the U.S.
4. All were born in the U.S.
5. Prefer not to answer

66. Which of the following faiths do you practice, if any?

1. Christianity
2. Judaism
3. Islam
4. Buddhism
5. Hinduism
6. Other (please specify): \_\_\_\_\_
7. None of the above
8. Prefer not to answer

67. Which of the following best describes your gender identity?

1. Woman
2. Gender Variant
3. Man
4. Non-Binary
5. Transgender Person
6. Trans woman
7. Trans man
8. Non-conforming
9. Other (please specify): \_\_\_\_\_
10. Prefer not to answer

68. Do you have any other thoughts on racial justice and equity that you would like to share?

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**Thank you for completing this survey – we appreciate your feedback! To get involved with RJEC, you can email < [RJEC@glastonbury-ct.gov](mailto:RJEC@glastonbury-ct.gov) > or follow their social media accounts.**



## APPENDIX 4: COMMUNITY SURVEY: REPORT BY GREATBLUE RESEARCH

*This appendix begins on the next page.*

# Town of Glastonbury Racial Justice Equity Commission (RJEC)

## 2021 Racism and Diversity Study



Report of Findings

25 August 2021  
Confidential & Proprietary

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# Harnessing the power of data to help clients achieve organizational goals.

**Data** to support strategic decisions to improve on products and services. Since 1979, our experience with study and instrument design, data collection, analysis, and formal presentation assists our clients in identifying the “why” and “what’s next.”

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**Solutions** that are customized to provide a personalized approach of understanding organizational, employee, and customer needs allowing for more informed decisions.



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# Project Overview

- GreatBlue Research was commissioned by the Town of Glastonbury, CT Racial Justice Equity Commission (hereinafter “RJEC”) to conduct market research to understand perceptions of racial issues, discrimination and diversity within the town.
- The primary goals for this research study were to assess comfort with discussing topics pertaining to race, understand prior experience with racism or discrimination in Glastonbury and actions taken to address these situations, as well as the importance of maintaining an equitable and welcoming community and ways to better achieve this.
- In order to service these research goals, GreatBlue employed a digital survey methodology to capture the opinions of those who live in, work in, or visit Glastonbury on a regular basis.
- The outcome of this research will enable the RJEC to a) more clearly understand the perception of racism or discrimination within the community, b) uncover experiences with racism and discrimination in Glastonbury, and c) discern ways to better address instances of racism or discrimination within the community.



## Areas of Investigation

The Town of Glastonbury Racism and Diversity Study leveraged a quantitative research methodology to address the following areas of investigation:

- Comfort when speaking of race, racism, diversity and racial equity or equality
- Perceptions of race and racial equity
- Perceptions of racism or discrimination in Glastonbury
- Prior experience with racism or discrimination in Glastonbury and handling of the situation
- Perceptions of and the importance of community entities being equitable and welcoming
- Level of perceived diversity within community entities
- Perceptions of Glastonbury being welcoming to various racial identities
- Impact of individuals, institutions and local businesses in supporting diversity in Glastonbury and welcoming all members of the community
- Demographic profiles of respondents

# Research Methodology Snapshot

Due to budget constraints that prevented conducting a true Nth name random sample by phone, GreatBlue and the RJEC agreed to embark on a promoted survey methodology in order to collect a statistically reliable sample size among as many residents and those who either work or visit the Town of Glastonbury as possible. In addition to hosting the survey on the Town of Glastonbury website, the RJEC distributed the survey through various community groups and locations in and around the Town.

Methodology	No. of Completes	No. of Questions	Incentive	Sample
Digital	859	68*	None	Promoted
Target	Quality Assurance	Margin of Error	Confidence Level	Research Dates
Residents of and those who work in or visit the Town of Glastonbury	Dual-level**	3.3%	95%	June 4 - August 1, 2021

\* This represents the total possible number of questions; not all respondents will answer all questions based on skip patterns and other instrument bias.

\*\* Supervisory personnel, in addition to computer-aided interviewing platform, ensure the integrity of the data is accurate.



# Survey Distribution Methods

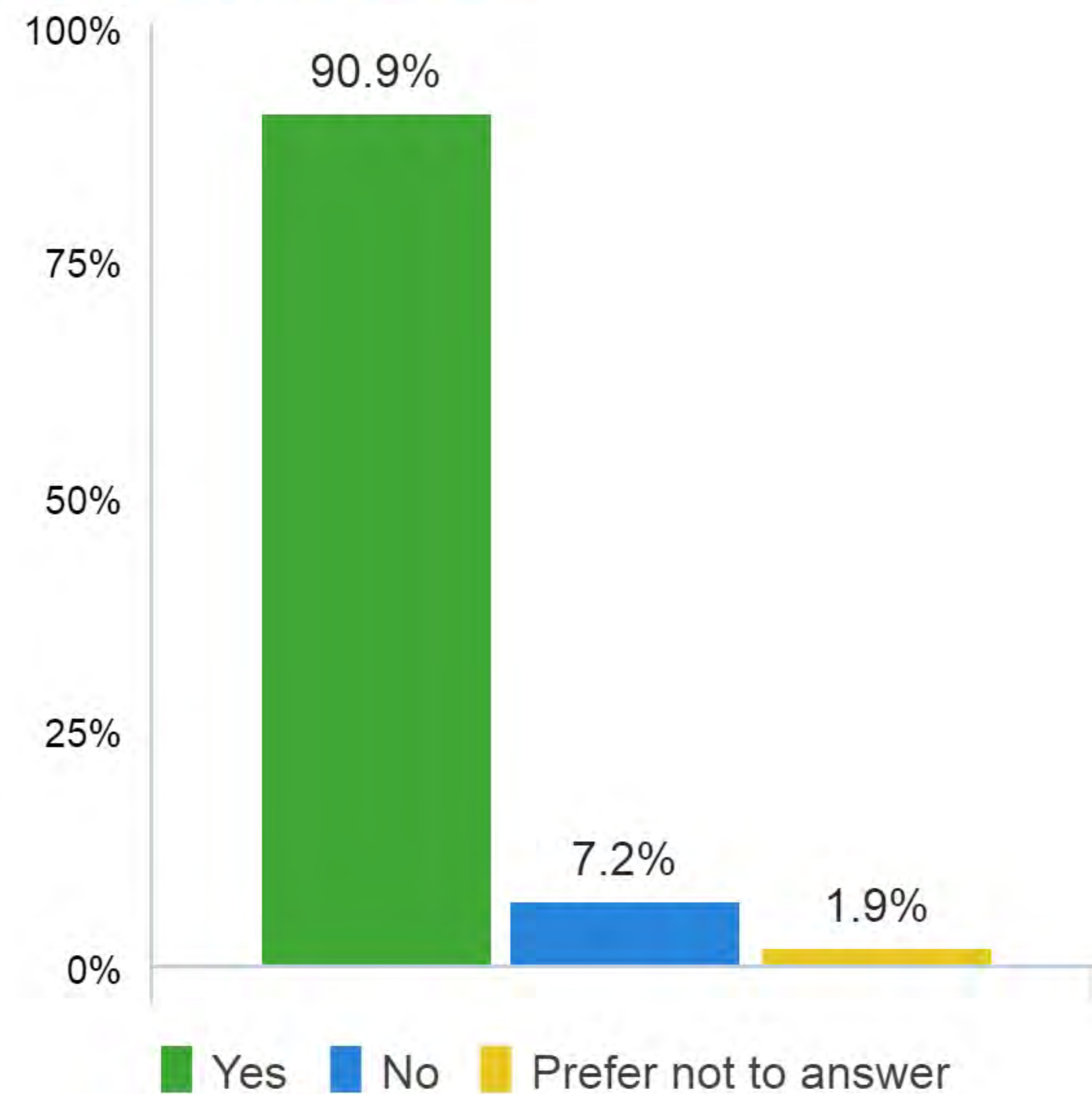
**The survey was distributed to the following groups and organizations:**

- Glastonbury Facebook groups
- TALK (Truth in Action with Love and Kindness) - survey was shared via their list
- Glastonbury MLK Initiative - survey was shared via their list
- Congregational Church in South Glastonbury - survey was shared via their newsletter
- Hartford Region Open Choice Program (Director)
- Paper surveys distributed to senior citizens via Riverfront Community Center
- Open Communities Alliance
- Glastonbury Board of Education
- RJEC member personal outreach (colleagues, friends, neighbors, clubs, etc.)

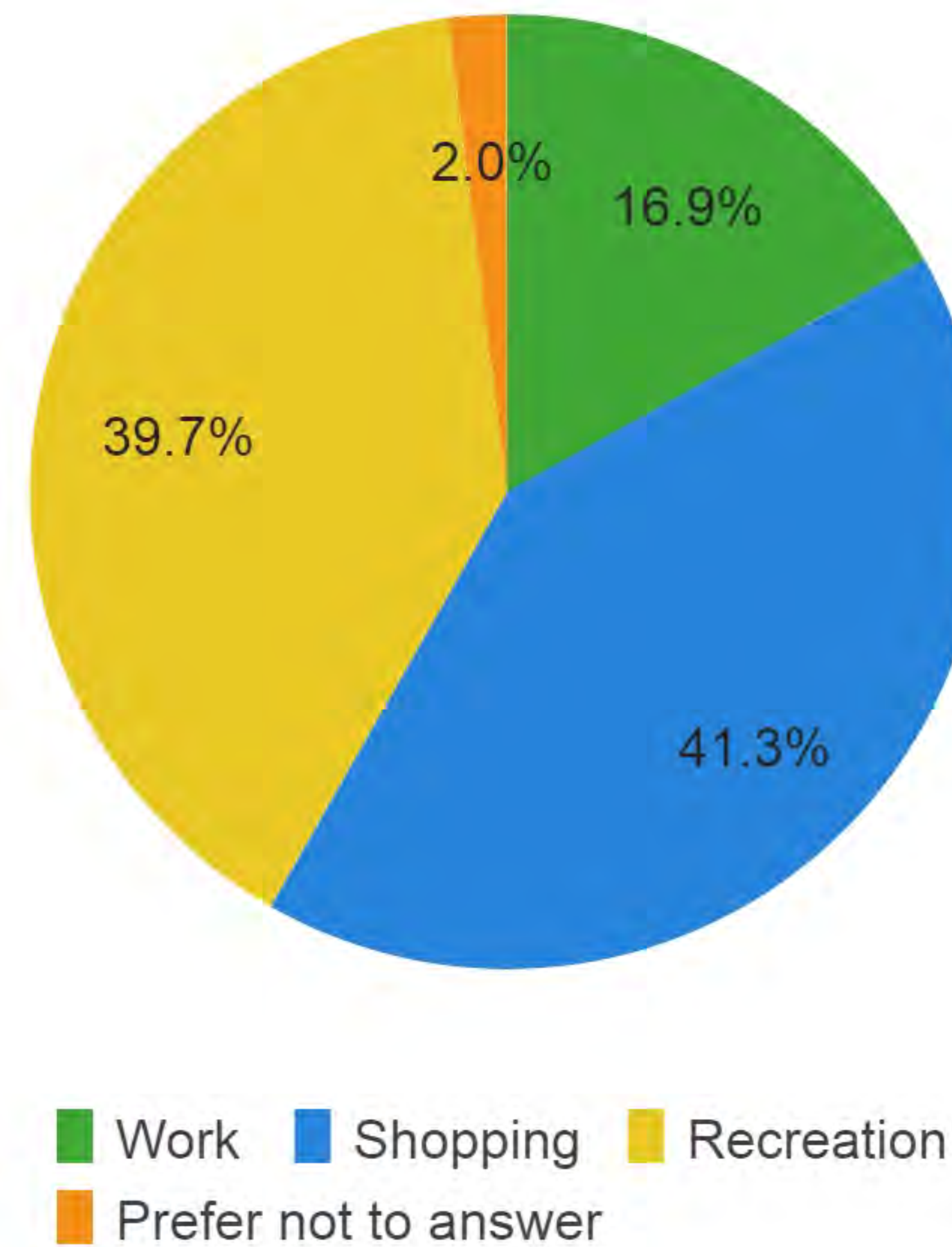
# Respondent Snapshot

This slide quantifies select data points to provide context for this research study. The data is not meant to be proportional to population contribution, rather to provide an empirical view into the demographic profile of the participants.

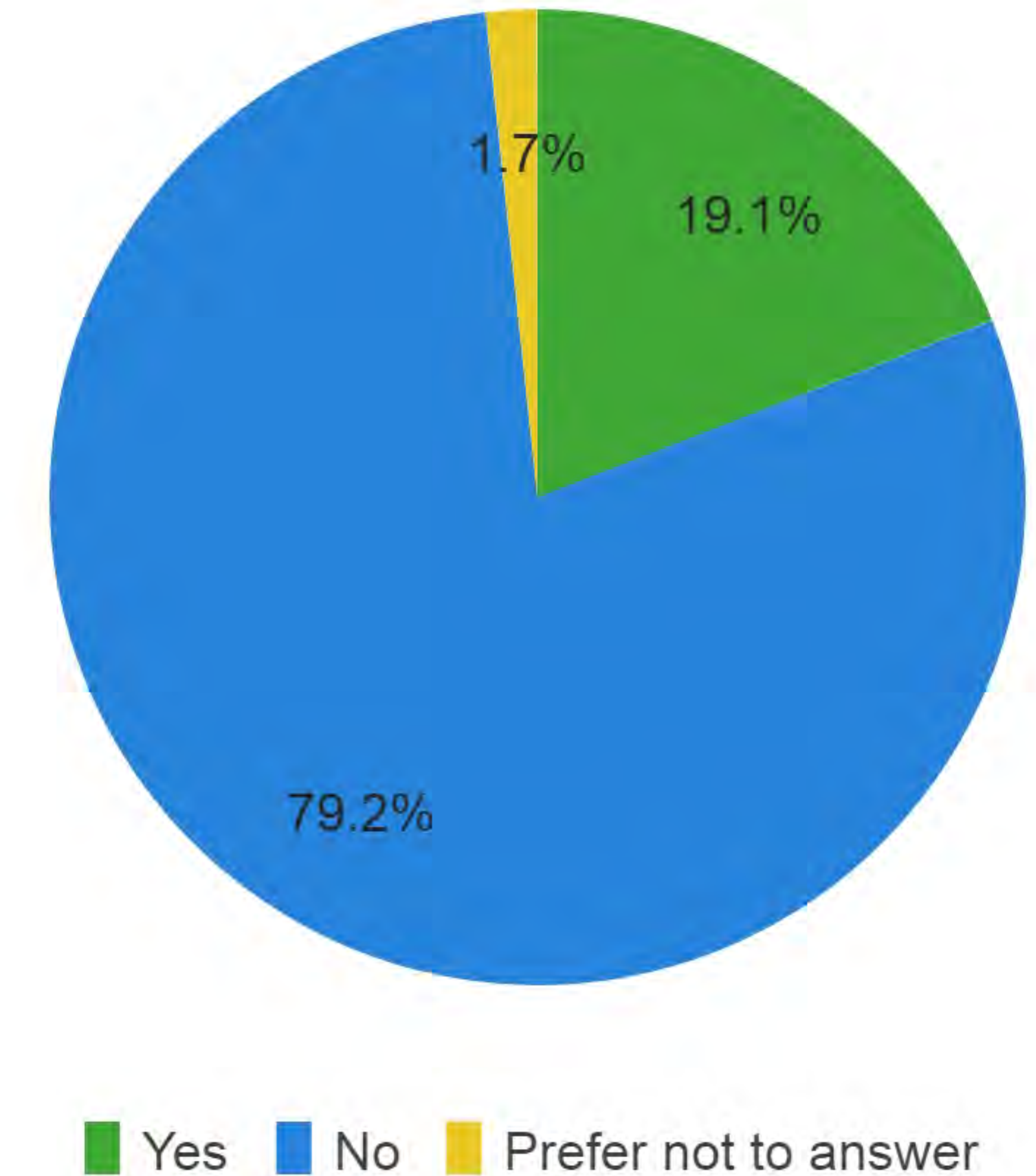
### Current Resident



### Purpose of Visiting Glastonbury



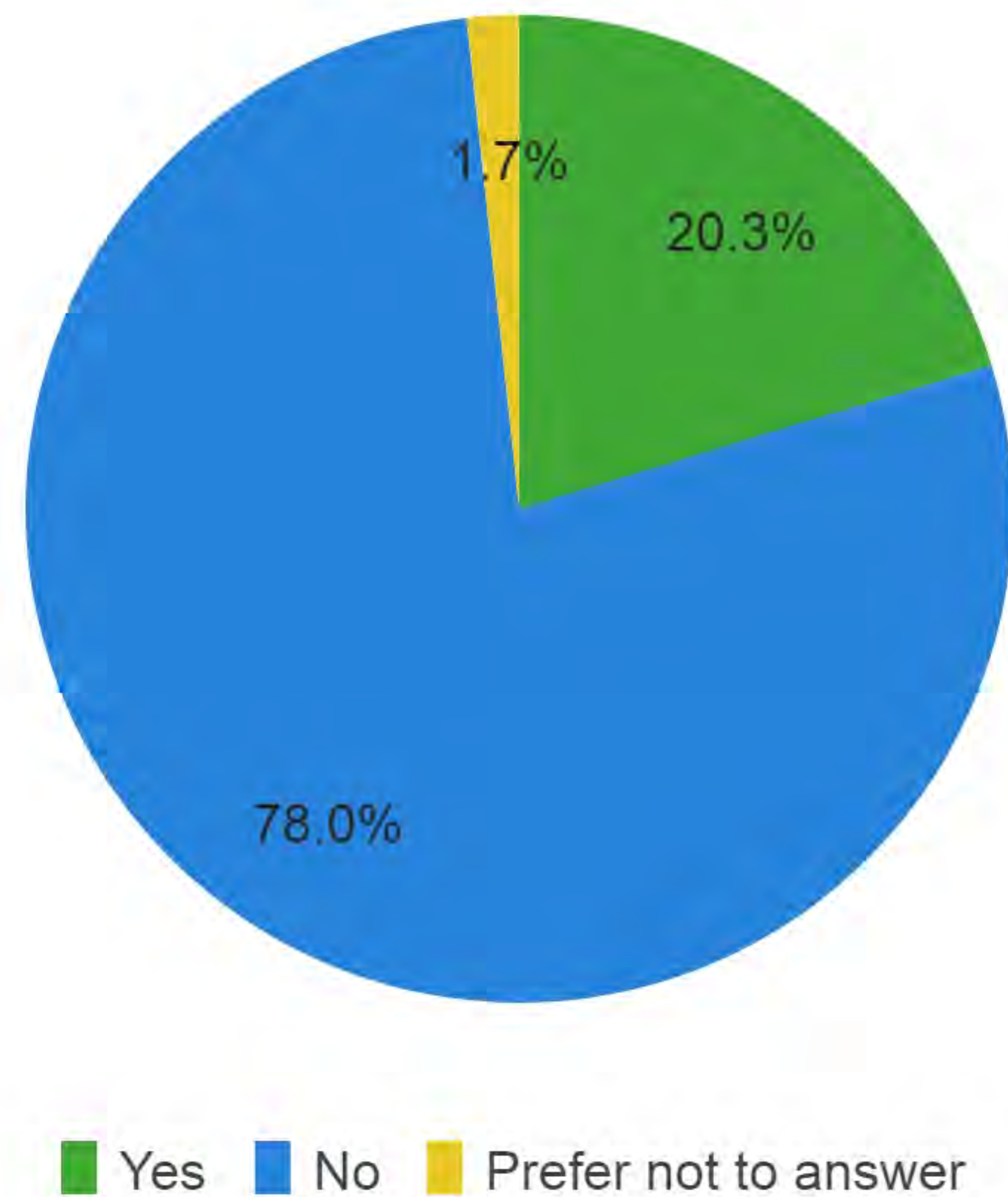
### Grew up in Glastonbury



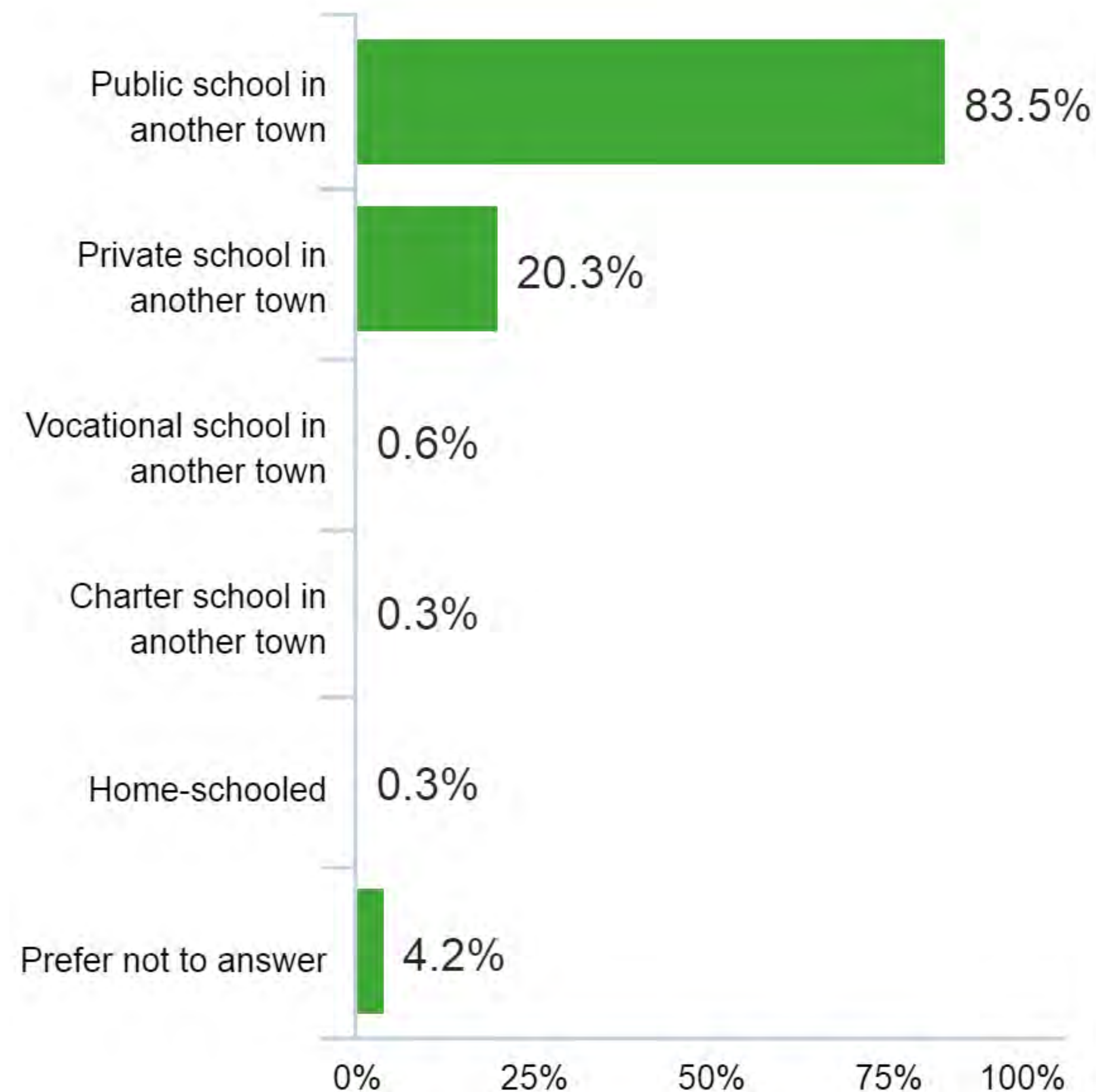
# Respondent Snapshot

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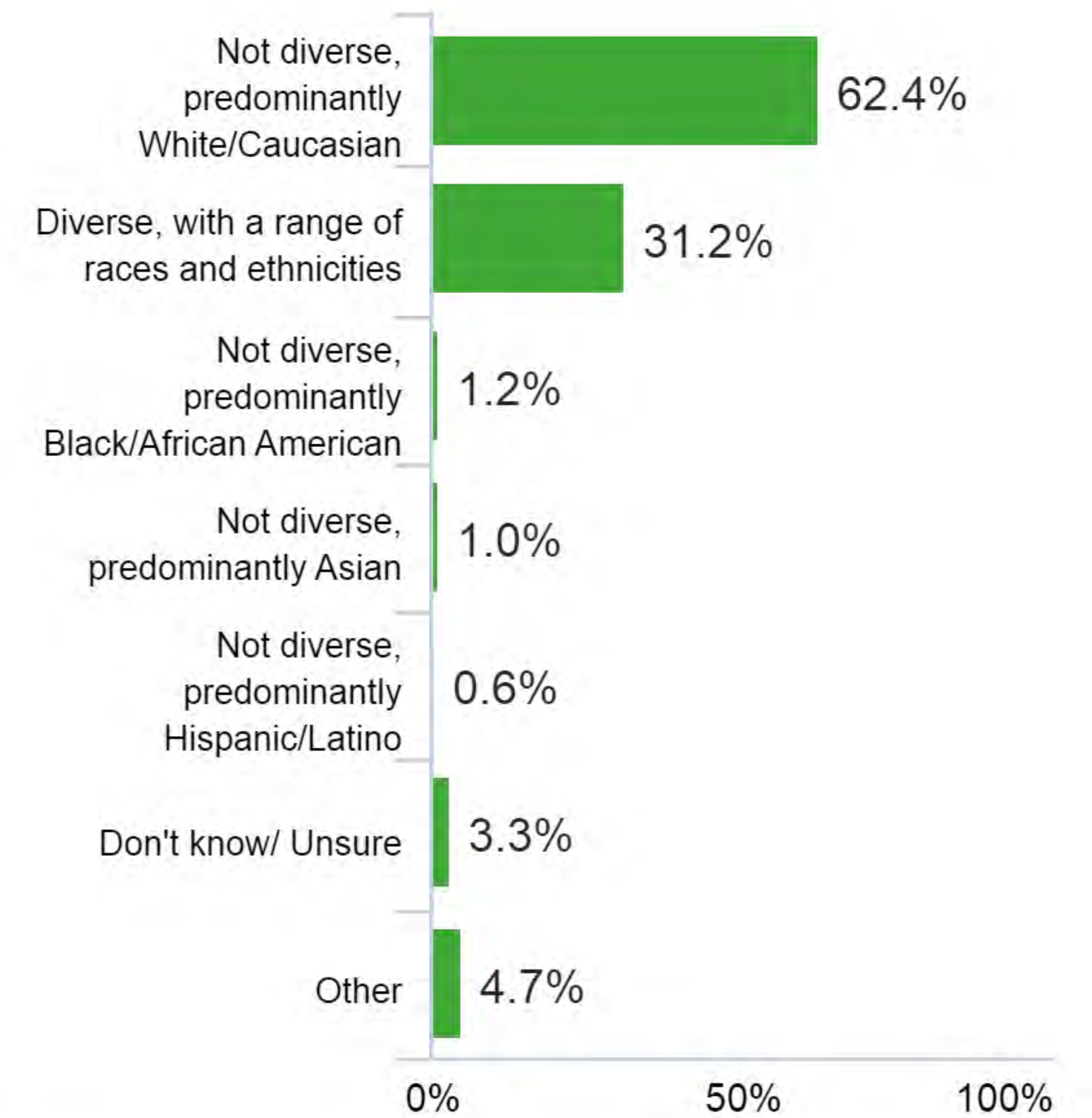
## Attend Public Schools in Glastonbury



## Type of K-12 Schools Attended



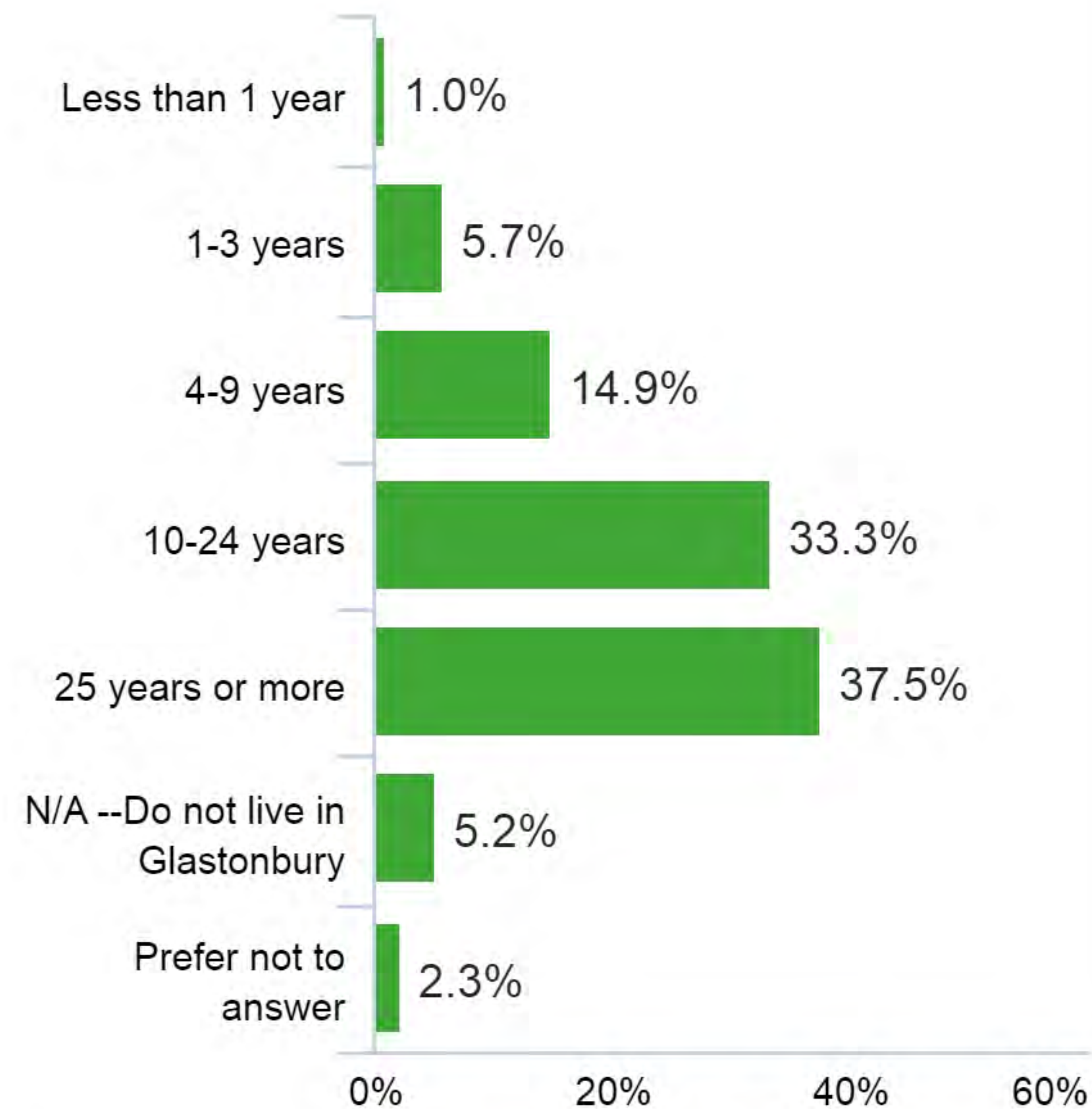
## Racial / Ethnic Composition of Schools Attended



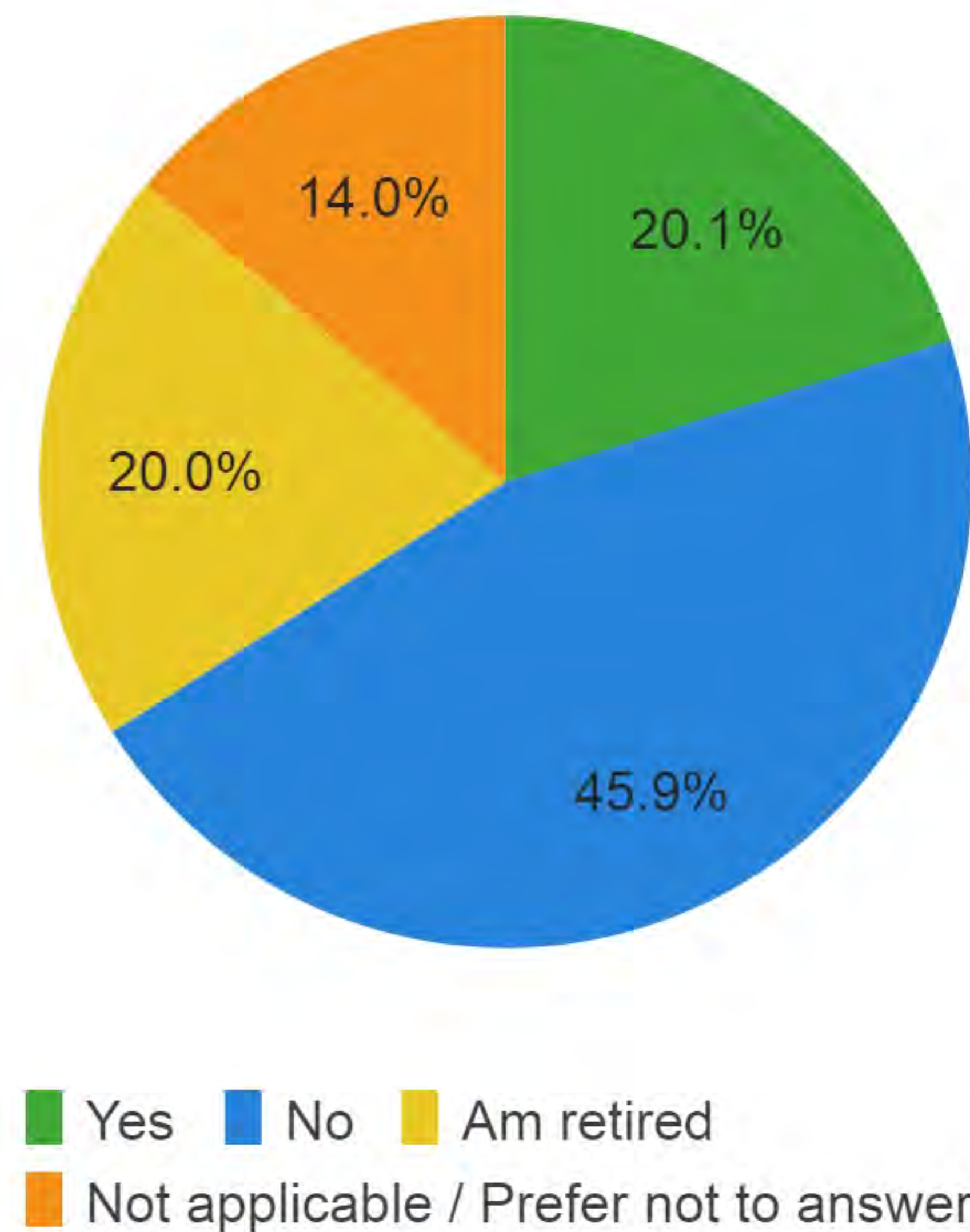
# Respondent Snapshot

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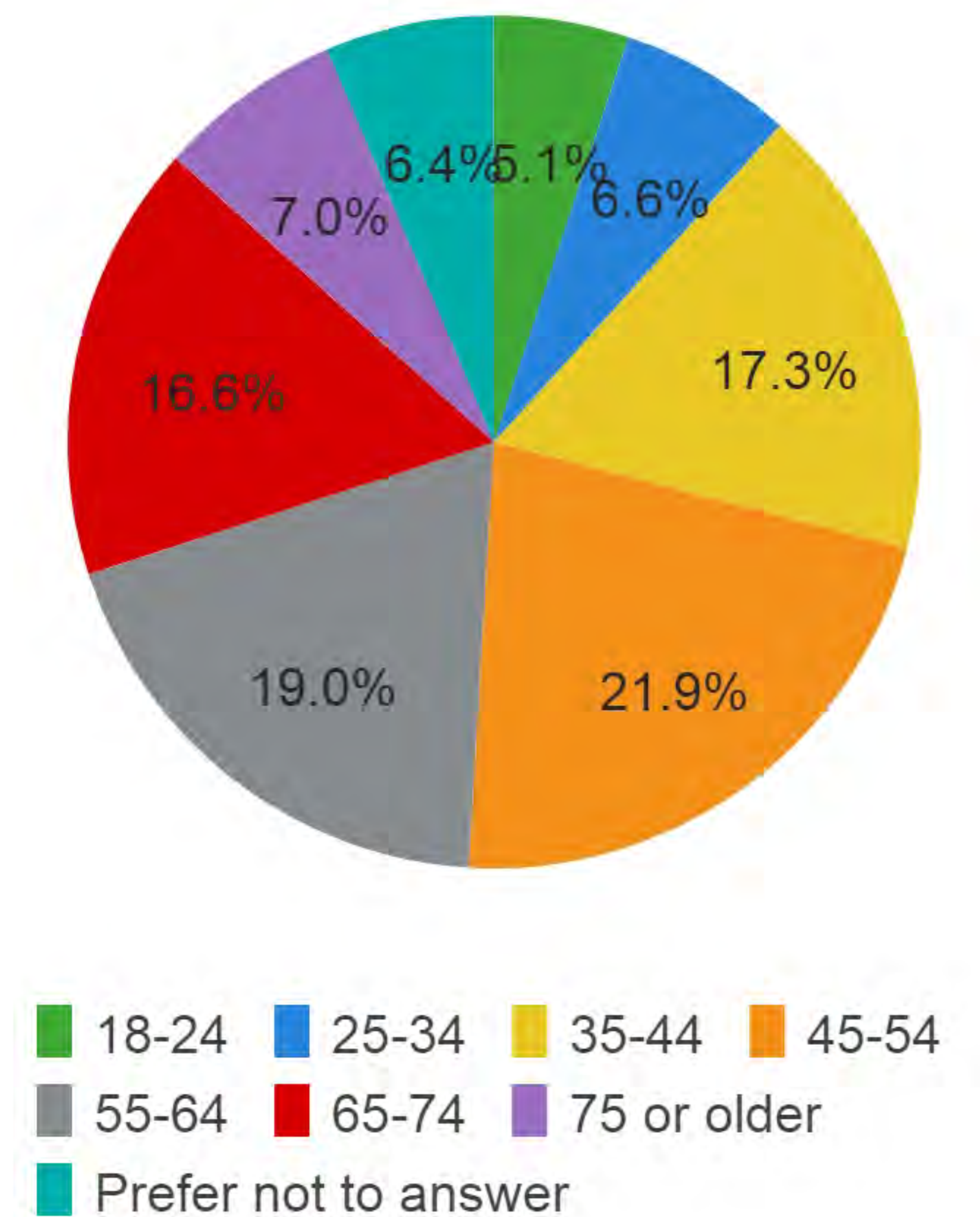
### Length of Residency in Glastonbury



### Physical Location of Work in Glastonbury



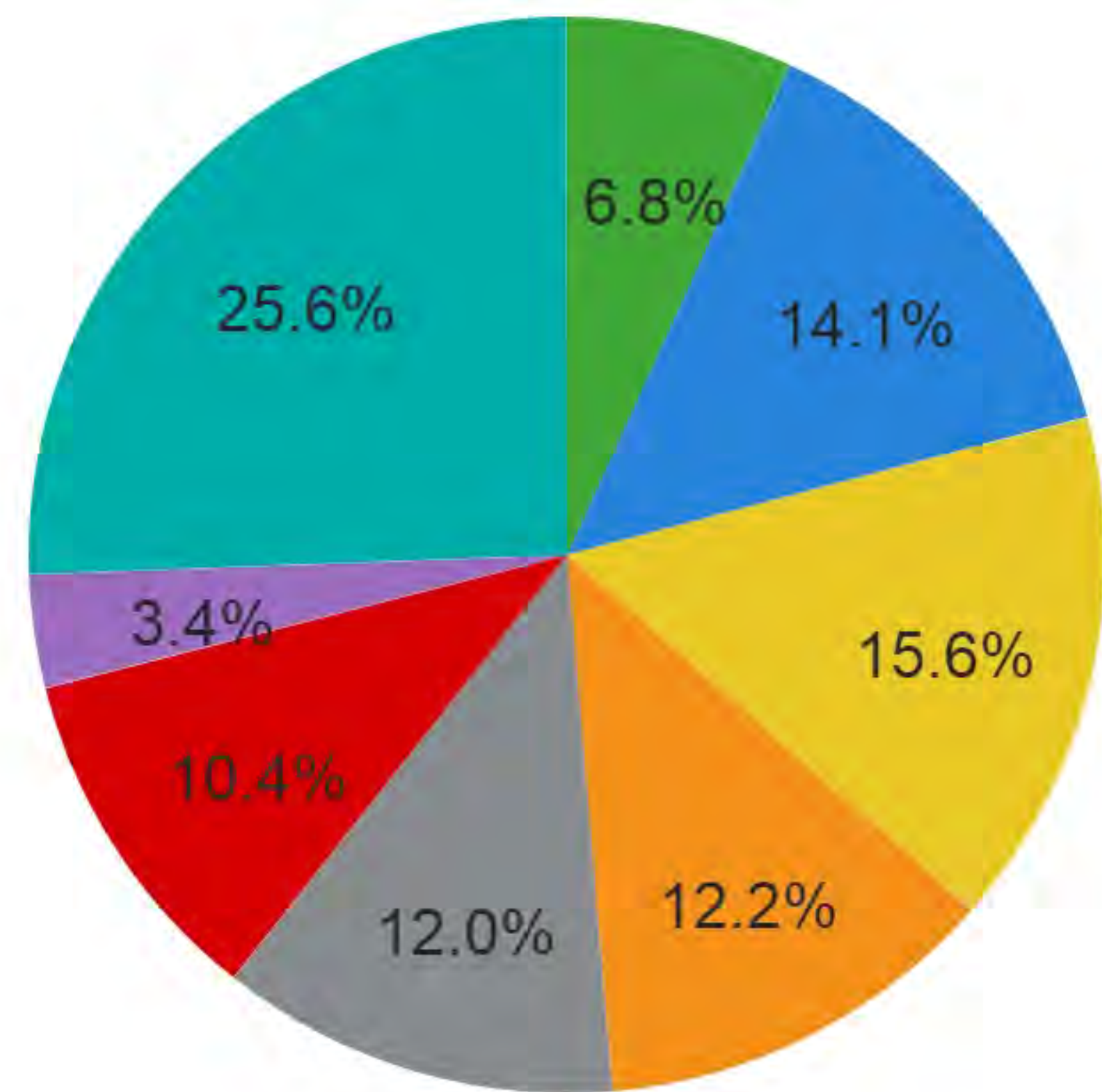
### Age



# Respondent Snapshot

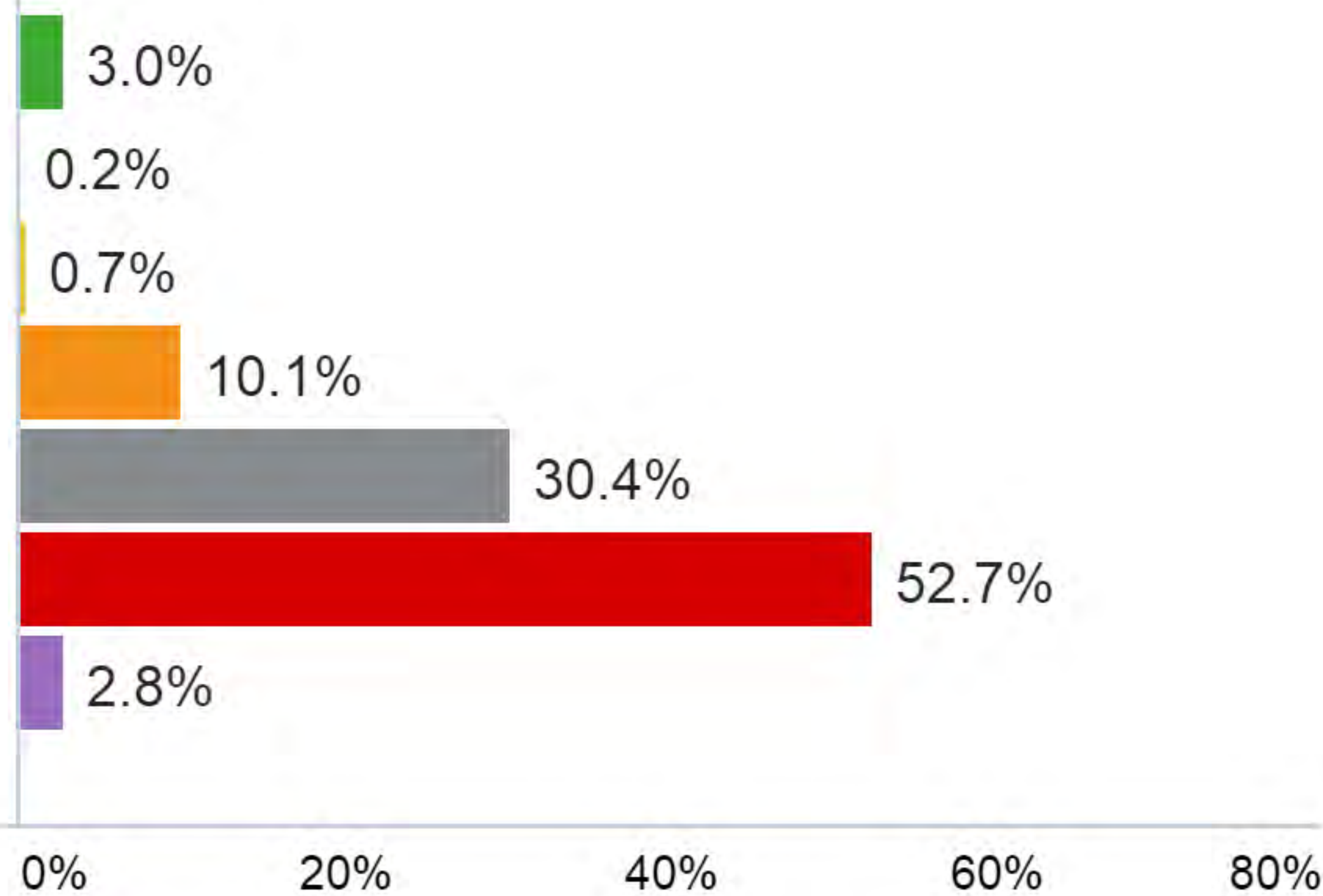
This slide quantifies select data points to provide context for this research study. The data is not meant to be proportional to population contribution, rather to provide an empirical view into the demographic profile of the participants.

## Income



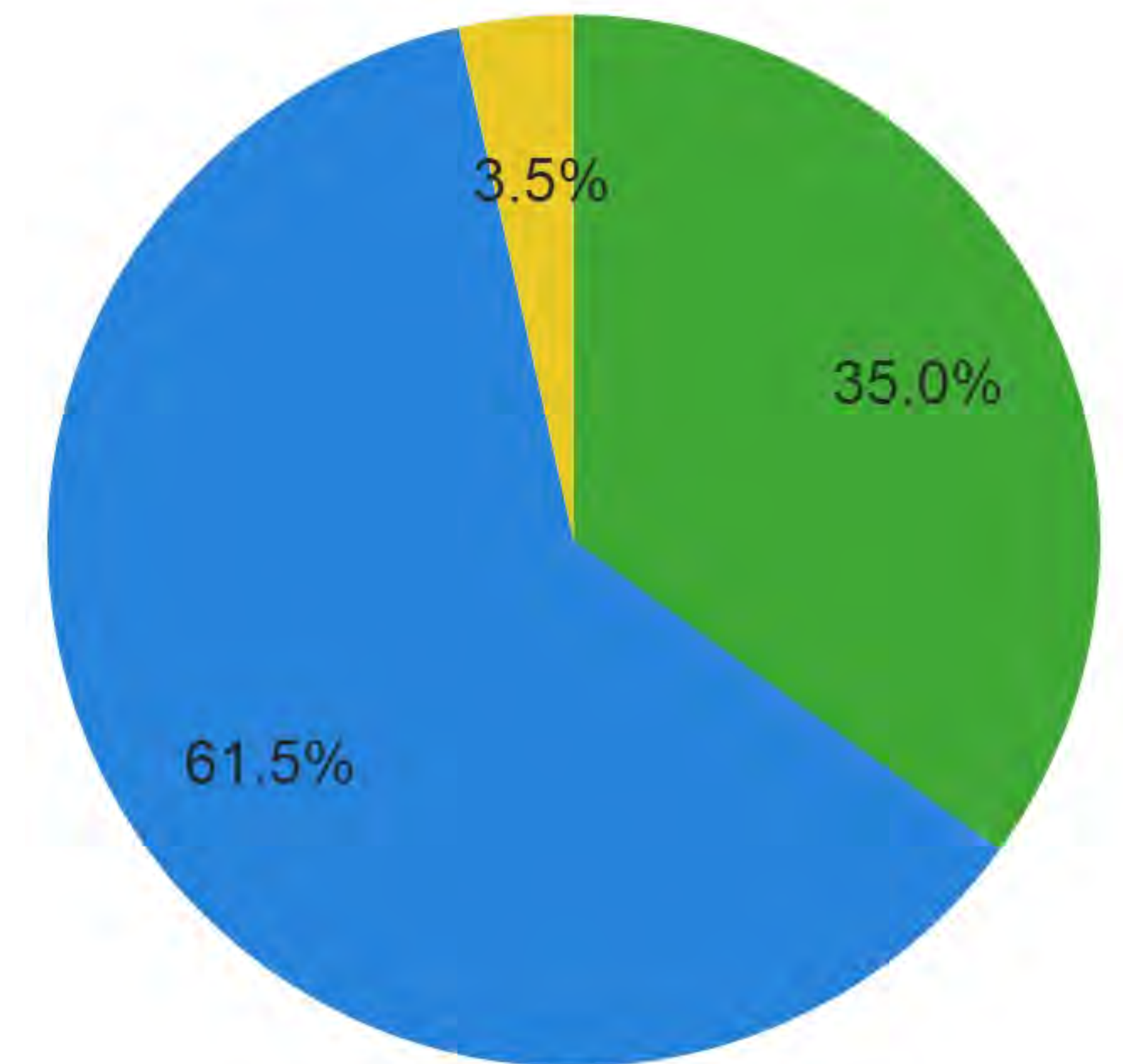
- Less than \$50,000    ■ \$50,000 - \$99,999
- \$100,000 - \$149,999    ■ \$150,000 - \$199,999
- \$200,000 - \$249,999    ■ \$250,000 - \$499,999
- \$500,000 or more    ■ Prefer not to answer

## Education Level



- High school graduate or GED
- Some technical school    ■ Technical school graduate
- Some college    ■ College graduate
- Post-graduate or professional degree
- Prefer not to answer

## First-generation College Graduate

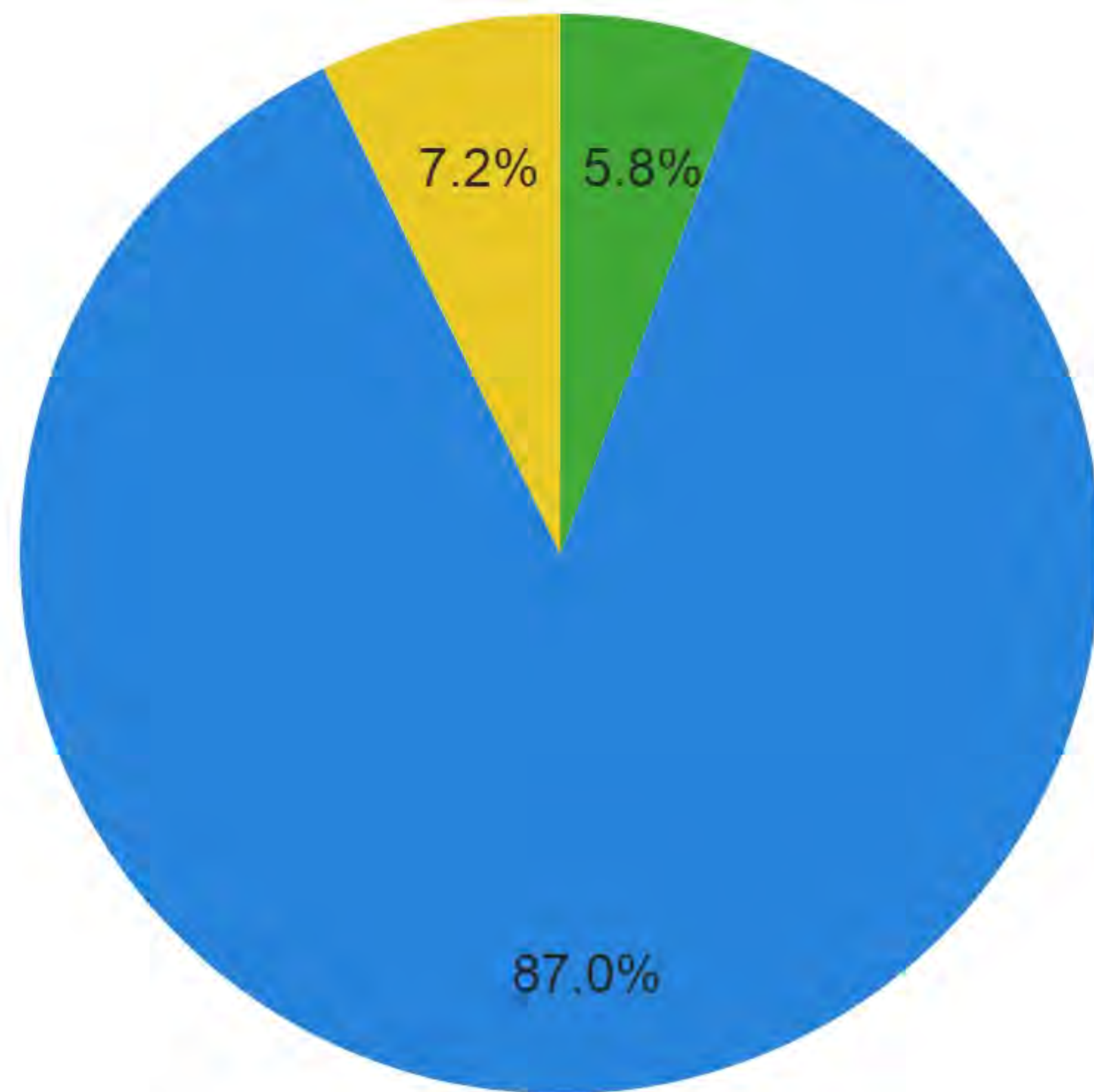


- Yes    ■ No    ■ Prefer not to answer

# Respondent Snapshot

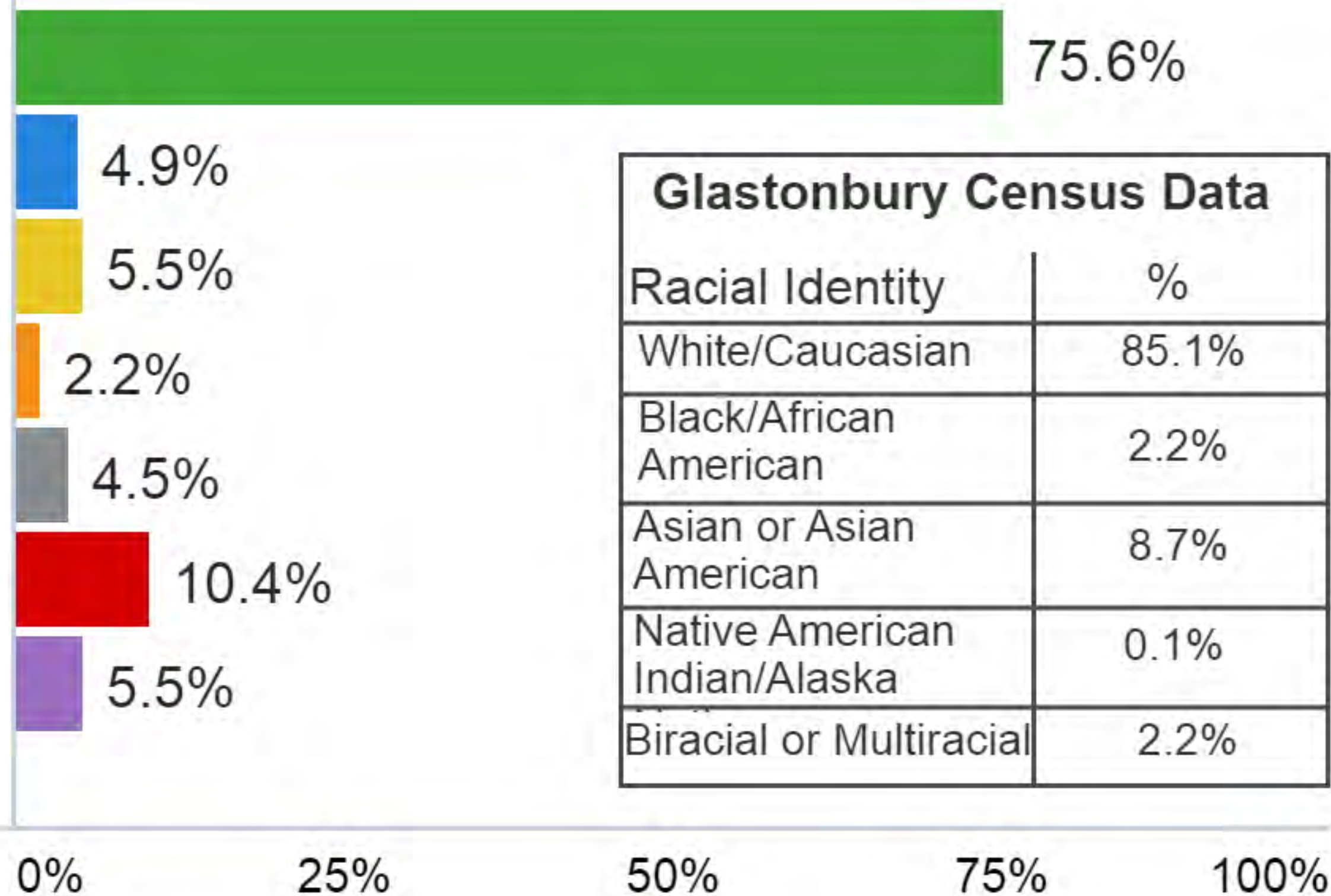
This slide quantifies select data points to provide context for this research study. The data is not meant to be proportional to population contribution, rather to provide an empirical view into the demographic profile of the participants.

## Hispanic / Latino Origin



Yes No Prefer not to answer

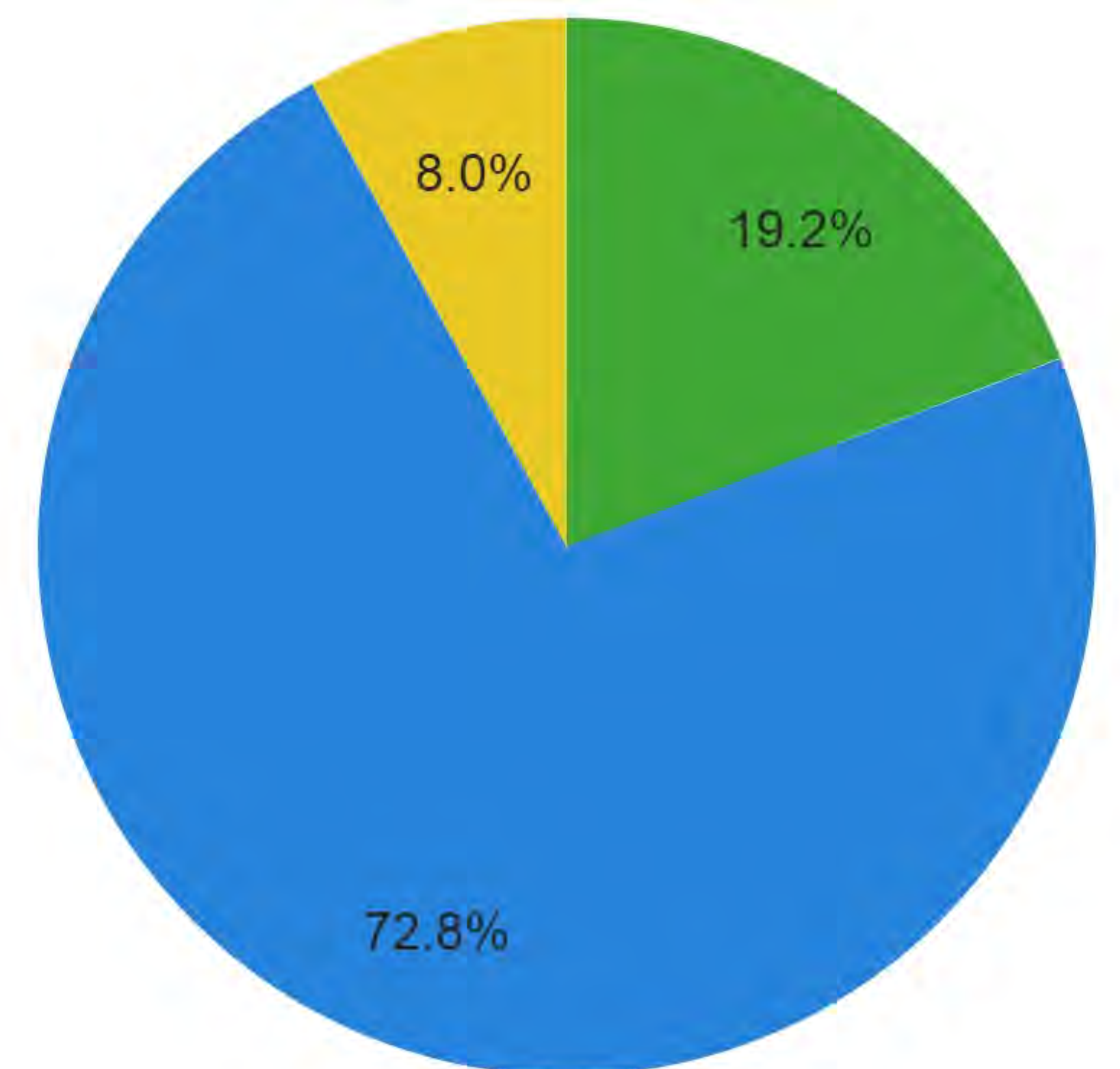
## Racial Identity



Glastonbury Census Data	
Racial Identity	%
White/Caucasian	85.1%
Black/African American	2.2%
Asian or Asian American	8.7%
Native American Indian/Alaska	0.1%
Biracial or Multiracial	2.2%

White/Caucasian Black/African American  
 Asian or Asian American  
 Native American Indian/Alaska Native  
 Biracial or Multiracial Prefer not to answer  
 Other

## Household Members of Different Race / Ethnicity

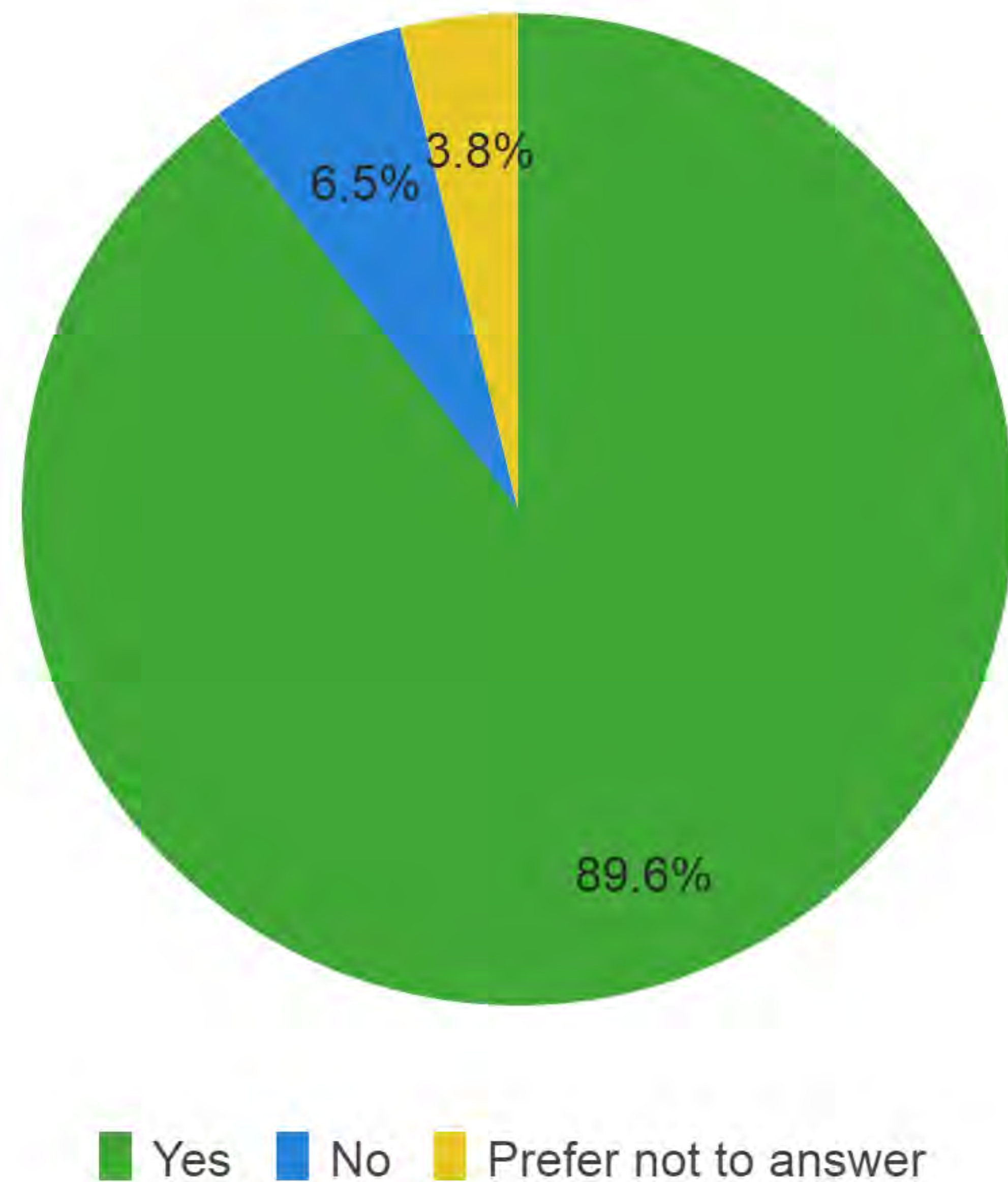


Yes No Prefer not to answer

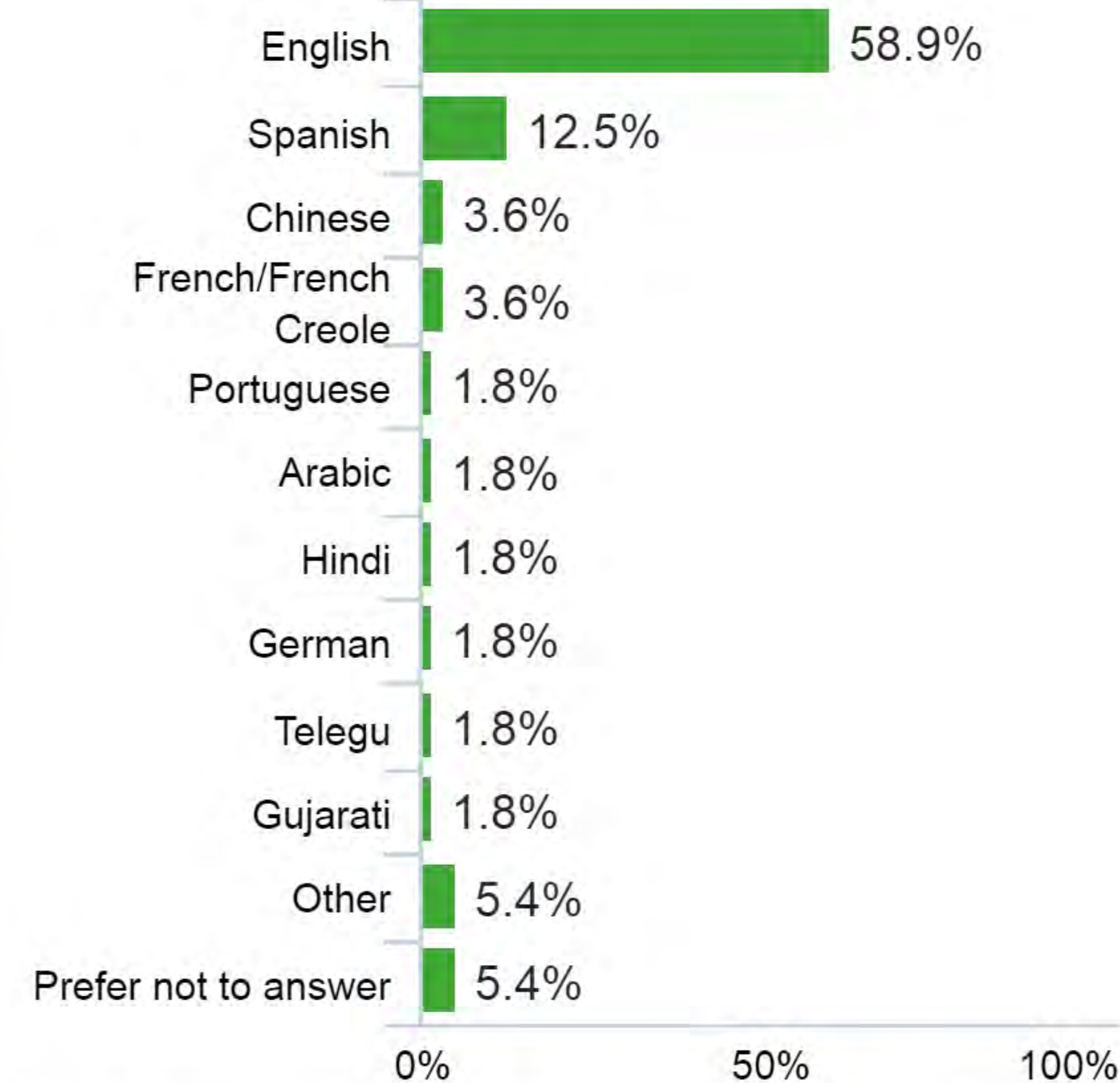
# Respondent Snapshot

This slide quantifies select data points to provide context for this research study. The data is not meant to be proportional to population contribution, rather to provide an empirical view into the demographic profile of the participants.

## English First Language

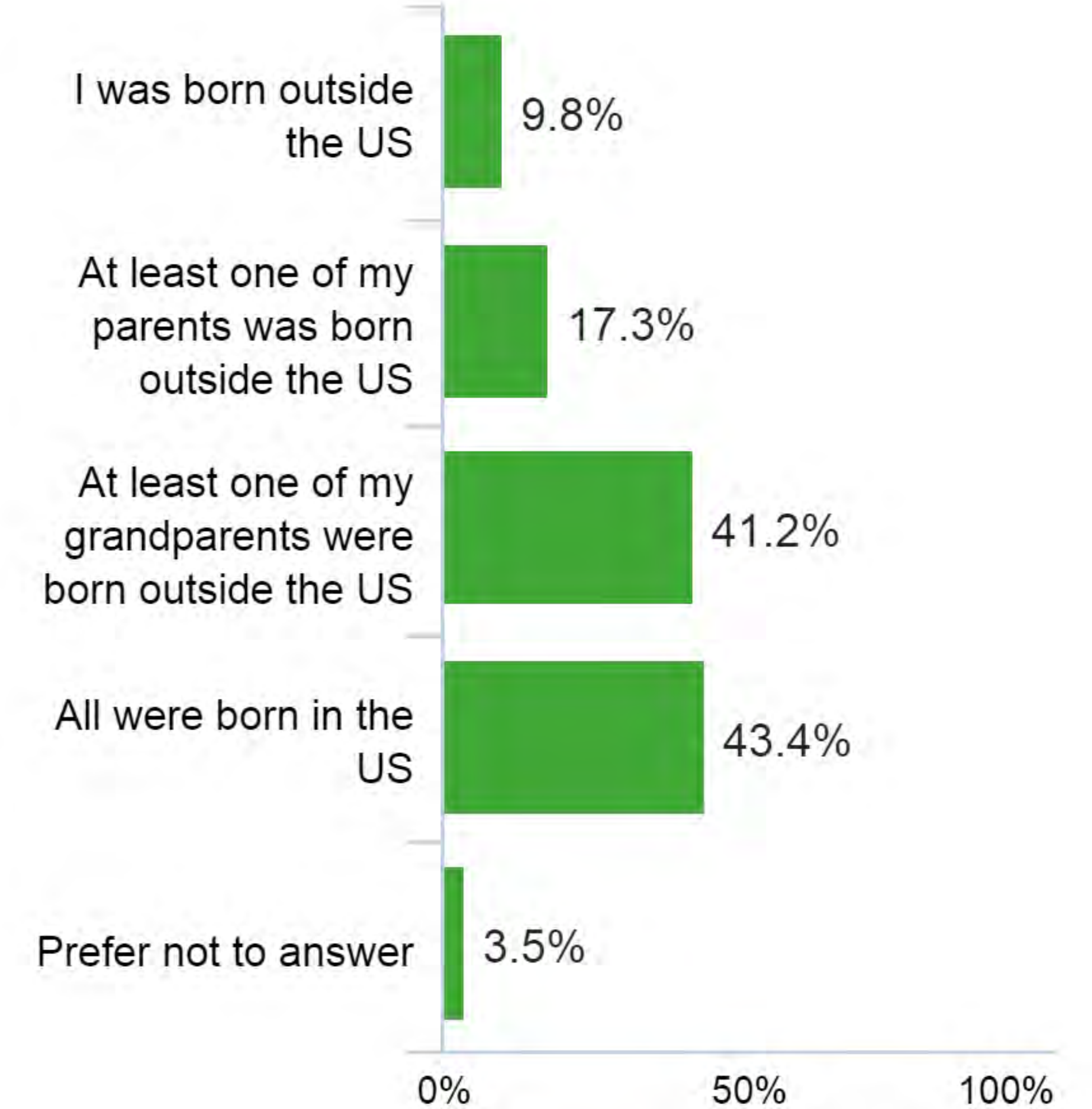


## Primary Language in Household



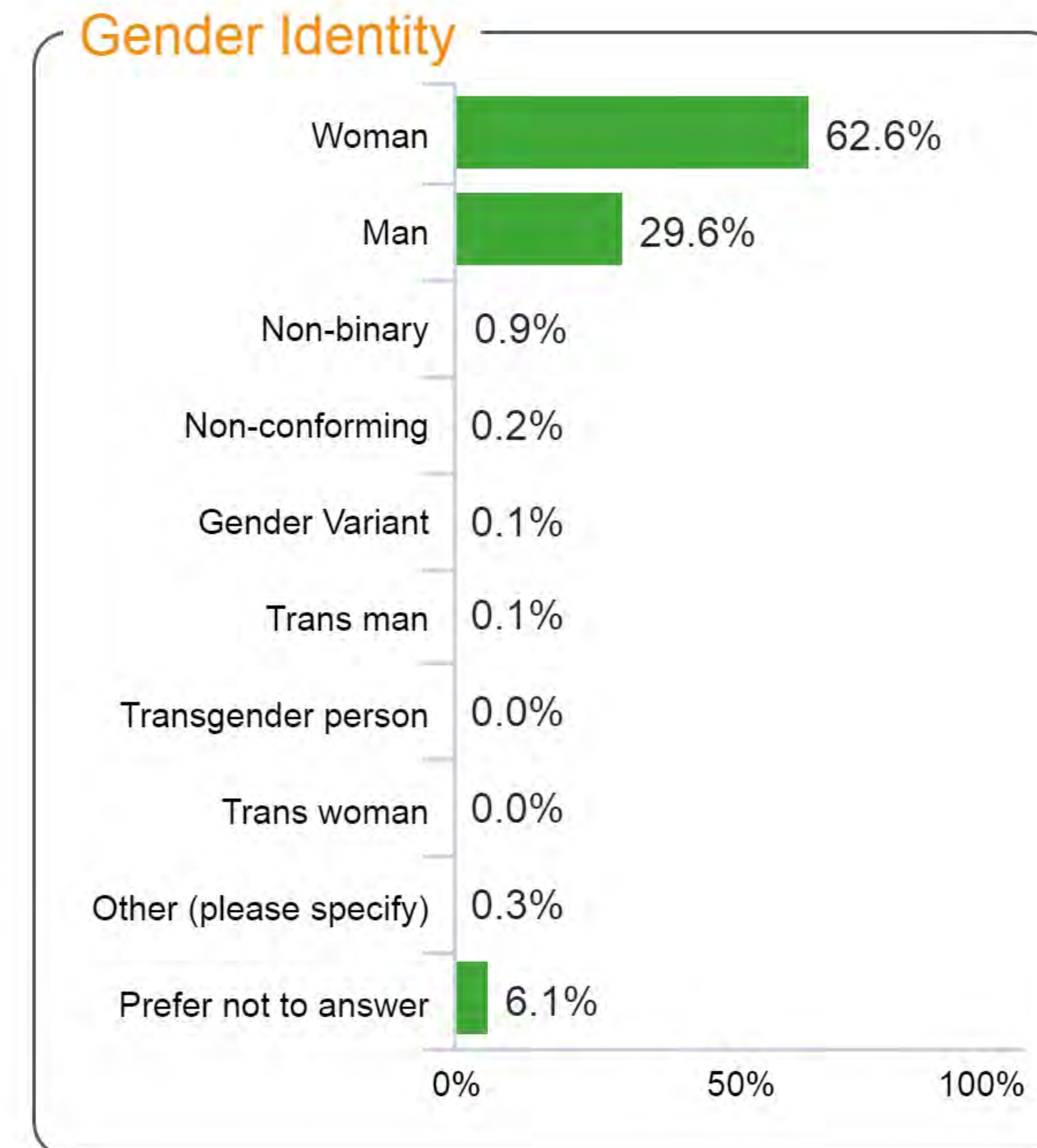
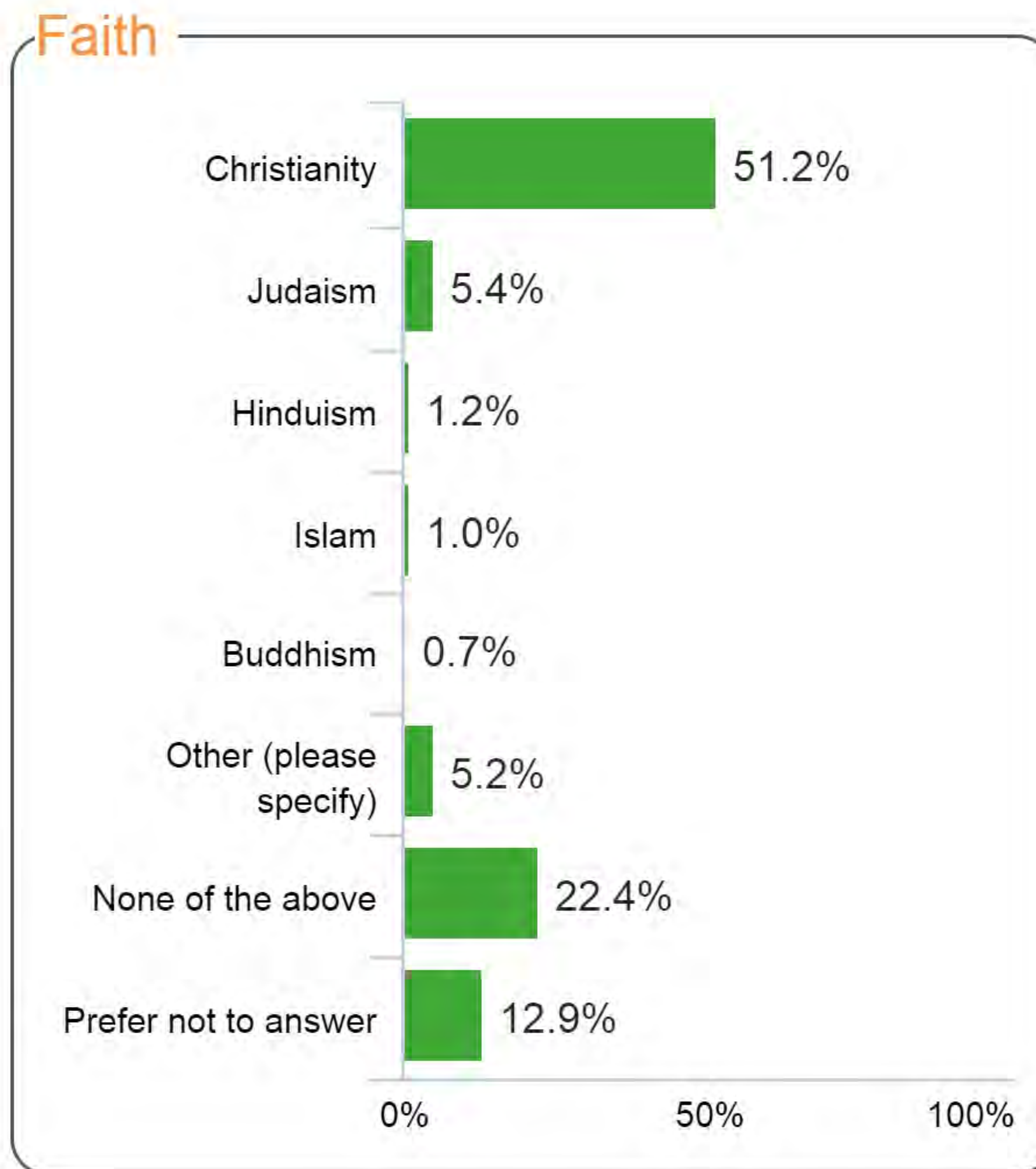
\*Asked only to respondents who responded "no" to English being their first language

## Generation of Immigrant



# Respondent Snapshot

This slide quantifies select data points to provide context for this research study. The data is not meant to be proportional to population contribution, rather to provide an empirical view into the demographic profile of the participants.





# Table of Contents

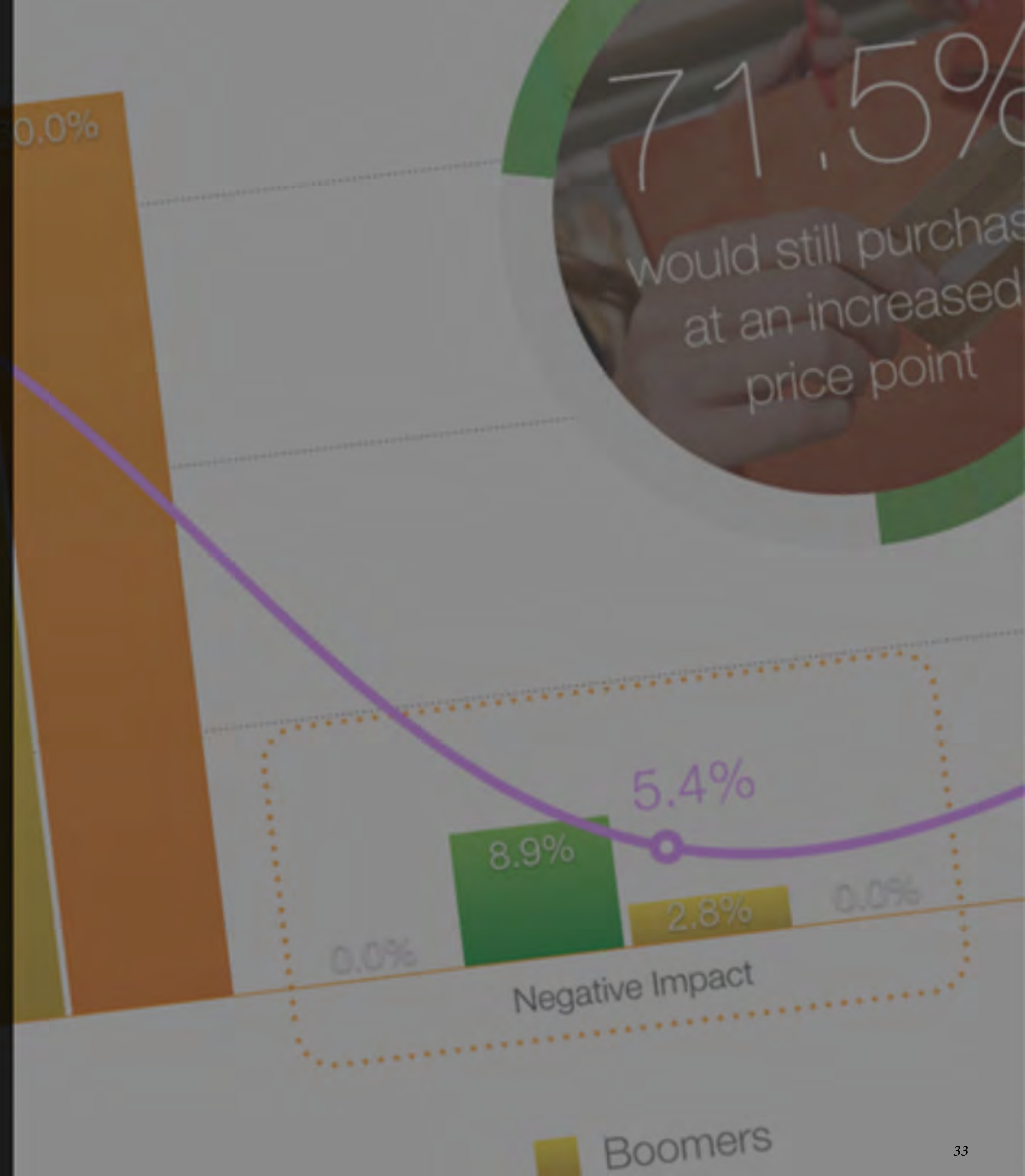
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SECTION ONE  
About GreatBlue

SECTION TWO  
Project Overview

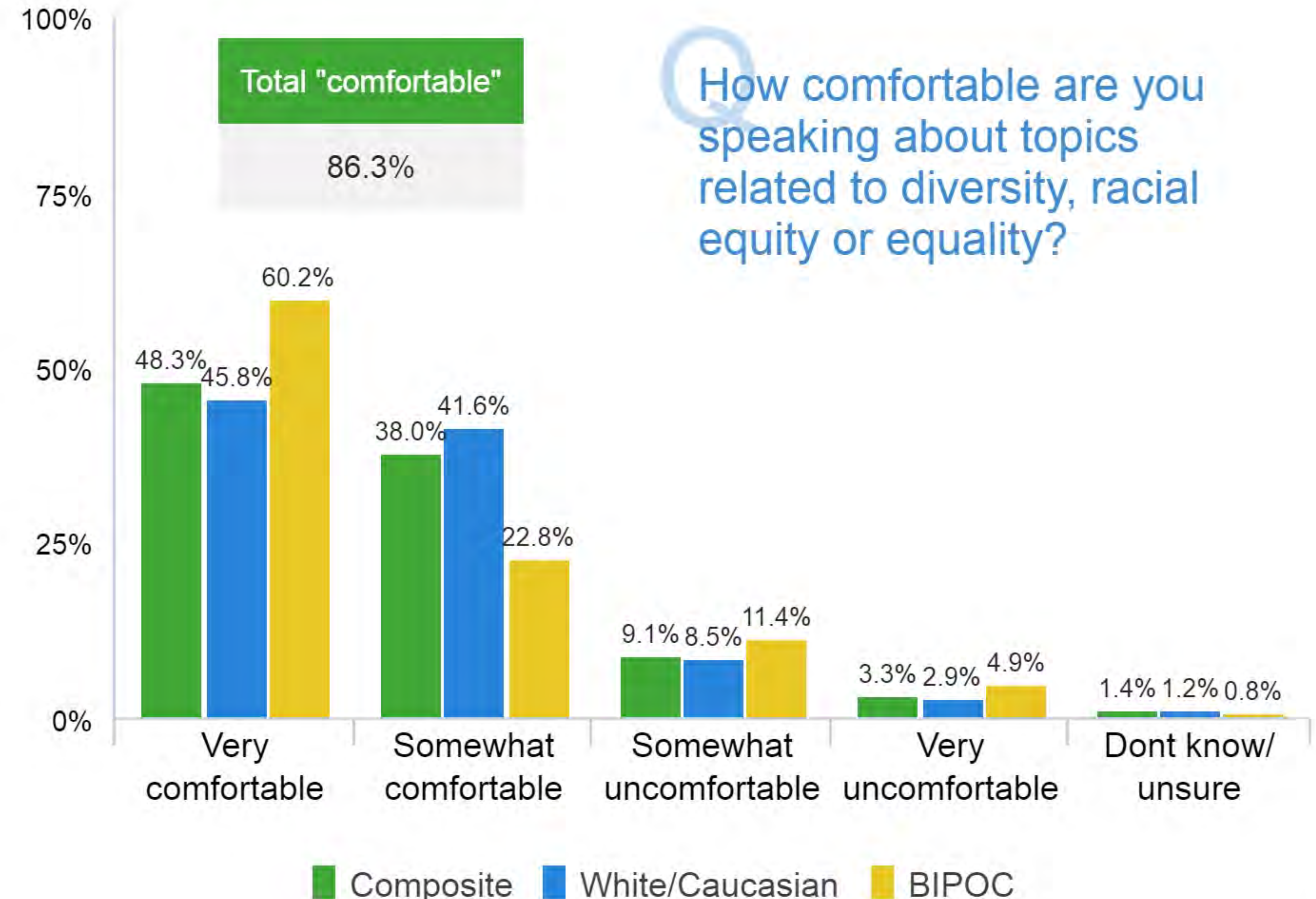
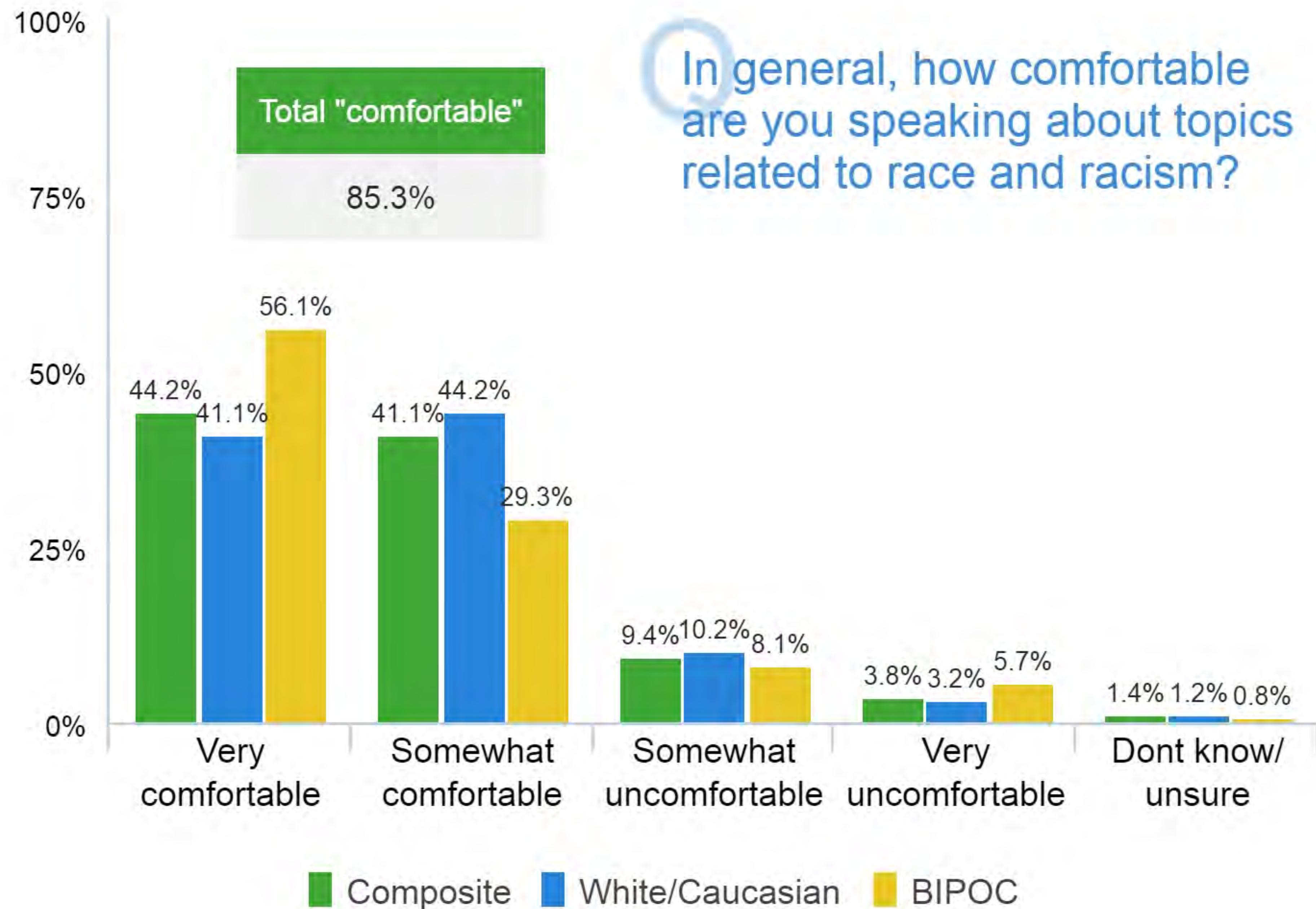
**SECTION THREE**  
**Key Study Findings**

SECTION FOUR  
Aggregate Data (Provided Separately)



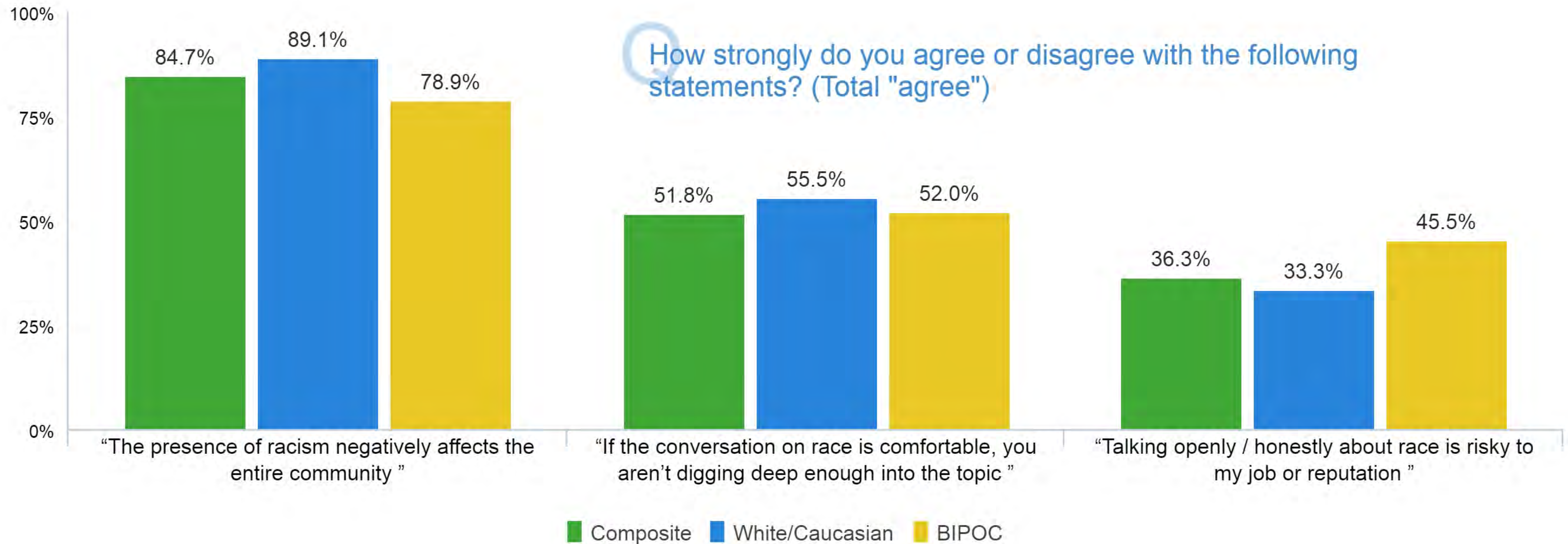
# Comfort Level Speaking of Race and Racism

Over four-fifths of respondents, 85.3%, indicated they are either "very comfortable" (44.2%) or "somewhat comfortable" (41.1%) speaking about topics related to race and racism. A similar frequency of respondents, 86.3%, reported they are "very comfortable" (48.3%) or "somewhat comfortable" (38.0%) speaking about topics related to diversity, racial equity or equality.



# Most Agree Racism Negatively Affects Community

More than four-fifths of respondents (84.7%) agreed that "the presence of racism negatively affects the entire community." Over one-half of respondents (51.8%) agreed that "if the conversation on race is comfortable, you aren't digging deep enough into the topic," while over two-fifths (43.7%) disagreed with this statement. Additionally, while more than one-third of respondents (36.3%) agreed that "talking openly / honestly about race is risky to my job or reputation," three-fifths of respondents (59.0%) disagreed.



# Most Say Racial Equity is Equal Treatment and Fairness

When asked what "Race" means to them, one-third of respondents (33.3%) indicated "physical traits / appearance (i.e. color)," while over one-fifth reported "biological ancestry / heritage / origin / background" (22.1%) and 16.8% indicated race is a "social construct / categorizing / divide / labeling." Further, when asked what "Racial Equity" means to them, nearly three-fifths of respondents (58.7%) noted "equal treatment and opportunities / fairness," while others reported "Racial Equity" means "recognizing oppression / unfairness / discrimination" (4.4%) or it "seeks same outcome for everyone" (4.4%).

What does "Race" mean to you? (Top 7 responses shown)

	Composite	White/Caucasian	BIPOC
Physical traits / appearance (i.e. color)	33.3%	35.3%	25.2%
Biological ancestry / heritage / origin / background	22.1%	23.4%	18.7%
Social construct / categorizing / divide / labeling	16.8%	15.4%	23.6%
Ethnicity	9.9%	10.2%	13.8%
Human race / all as one	4.7%	3.9%	4.9%
None / no comment	1.0%	0.6%	3.3%
Other*	12.2%	11.2%	10.6%

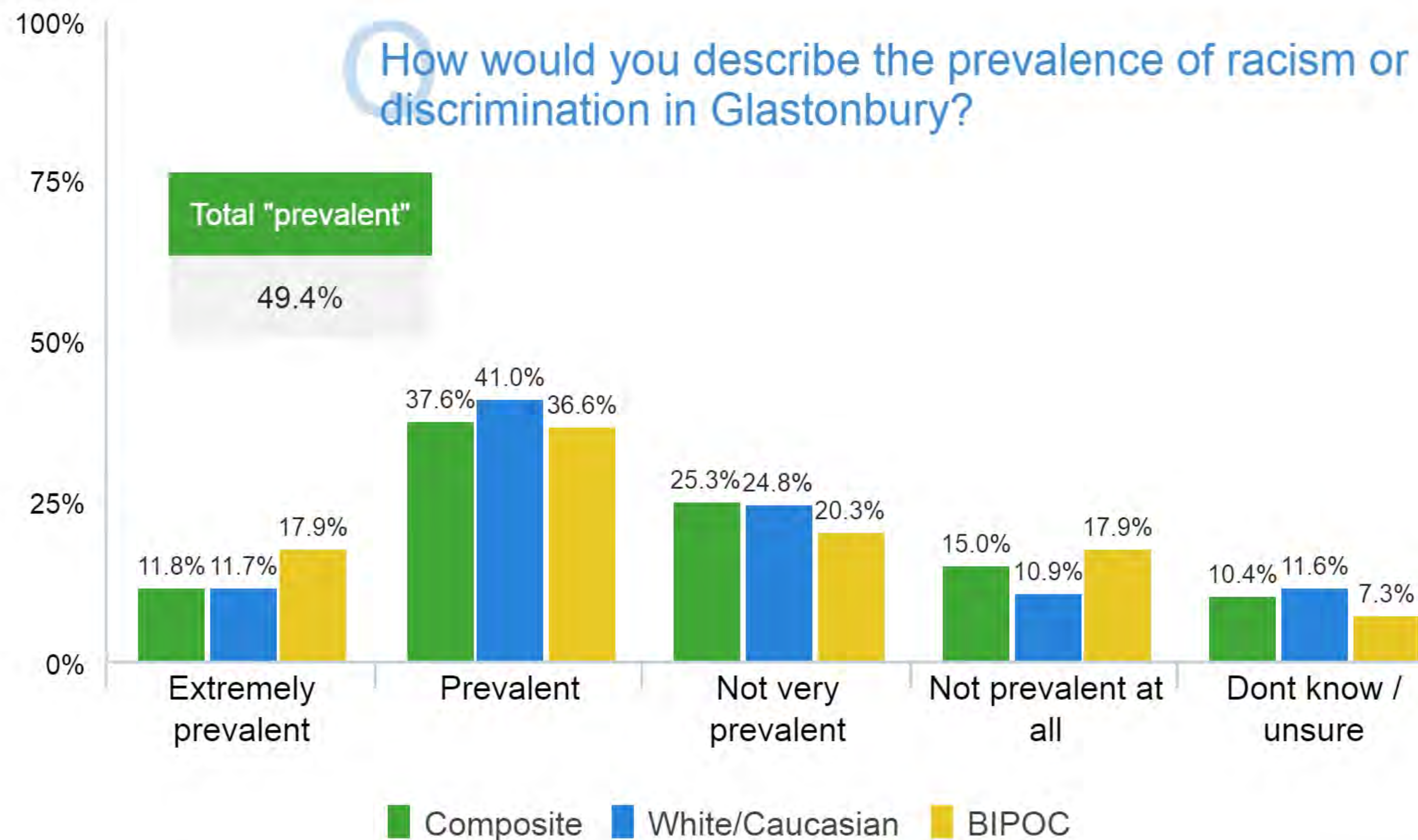
\*Verbatim open-end responses provided in separate document

What does "Racial Equity" mean to you? (Top 10 responses shown)

	Composite	White/Caucasian	BIPOC
Equal treatment & opportunities / fairness	58.7%	62.1%	54.5%
Recognizing oppression / unfairness / discrimination.	4.4%	4.9%	5.7%
Seeks same outcome for everyone	4.4%	3.4%	5.7%
Respect / kindness / understanding	2.9%	2.5%	4.1%
Remove barriers / take proactive steps	2.7%	2.8%	2.4%
Political games / propaganda	2.7%	1.4%	3.3%
Treating people differently based on need / preference	2.3%	2.3%	1.6%
Removing systemic racism	2.3%	2.8%	2.4%

# Reported Prevalence Levels

Nearly one-half of respondents (49.4%) indicated racism or discrimination is either "extremely prevalent" (11.8%) or "prevalent" (37.6%) in Glastonbury, while one-quarter (25.3%) reported it is "not very prevalent" and 15.0% indicated it is "not prevalent at all." While over one-fifth of respondents (21.2%) reported they "have not witnessed" racism or discrimination in Glastonbury and are "not aware of it / don't see it," others reported seeing racism or discrimination in "commentary / remarks" (14.9%), a "lack of diversity" (9.3%) or "stereotypes / assumptions / judgements" (8.0%).

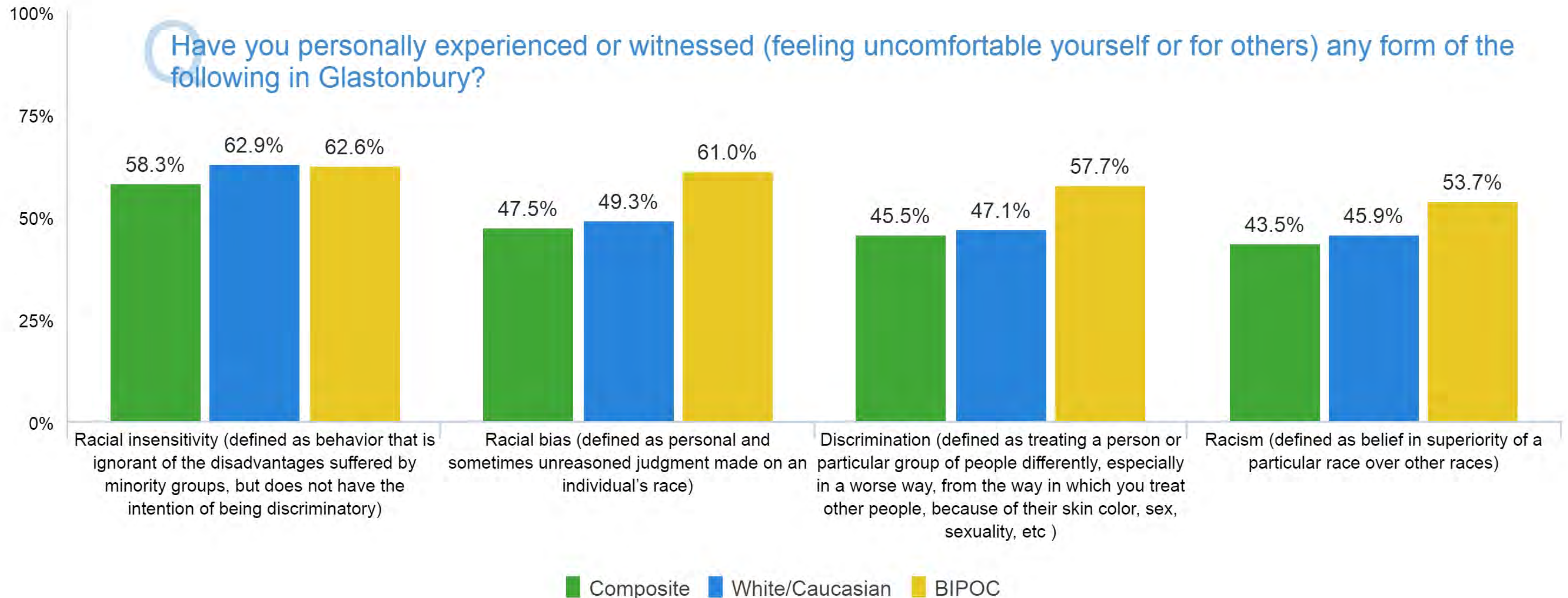


## What does racism or discrimination in Glastonbury sound like or look like to you?

	Composite	White/Caucasian	BIPOC
Have not witnessed / not aware of it / don't see it	21.2%	19.0%	21.1%
Commentary / remarks	14.9%	16.6%	13.0%
Lack of diversity	9.3%	10.9%	6.5%
Stereotypes / assumptions / judgements	8.0%	8.2%	7.3%
Unequal treatment / opportunity	6.5%	6.0%	6.5%
Lack of understanding / passive behavior / unconscious bias / ignorance	6.3%	7.2%	6.5%
Other*	18.4%	17.1%	19.5%

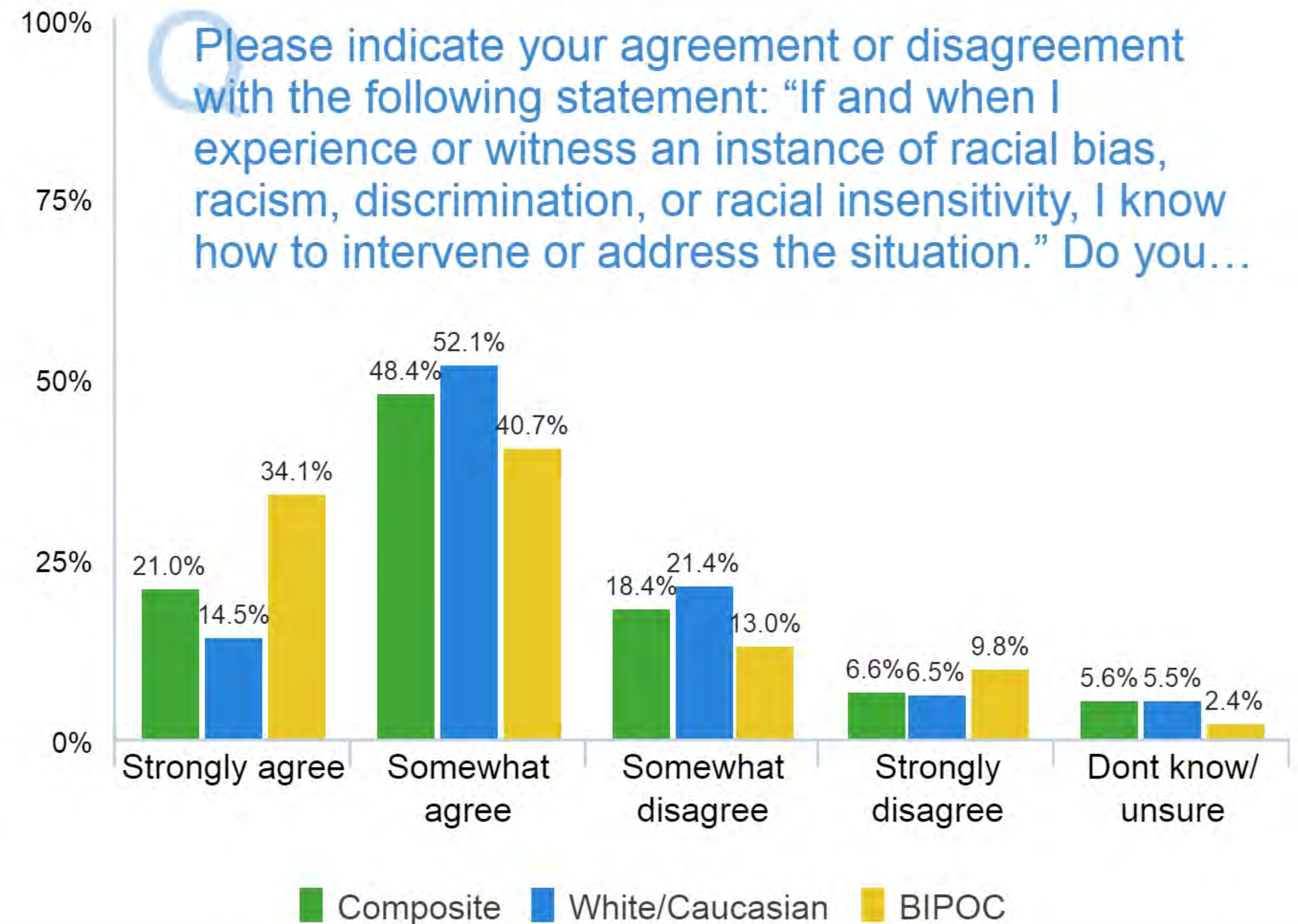
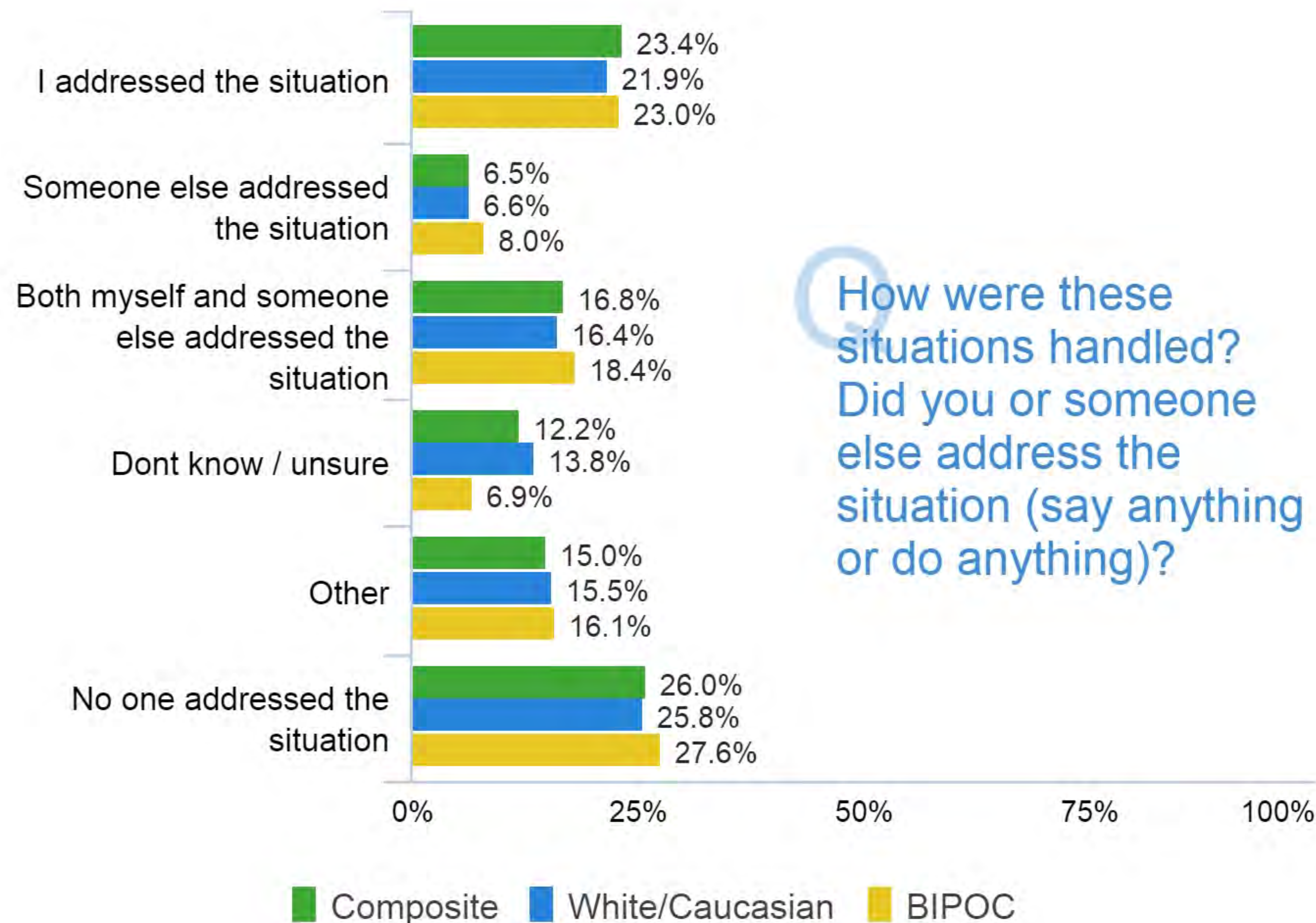
# Racial Insensitivity Witnessed in Glastonbury

Nearly three-fifths of respondents (58.3%) indicated they have experienced or witnessed "racial insensitivity" in Glastonbury. Further, nearly one-half of respondents (47.5%) reported experiencing or witnessing "racial bias" in Glastonbury, and over two-fifths reported experiencing or witnessing "discrimination" (45.5%) or "racism" (43.5%) in Glastonbury.



# Intervention Levels Regarding Racial Conflicts

Regarding the instances of racial insensitivity, bias, racism or discrimination respondents witnessed or experienced in Glastonbury, over one-quarter (26.0%) reported "no one addressed the situation," while a similar frequency (23.4%) reported "I addressed the situation." Additionally, over two-thirds of respondents, 69.4%, either "strongly agreed" (21.0%) or "somewhat agreed" (48.4%) that "if and when I experience or witness an instance of racial bias, racism, discrimination, or racial insensitivity, I know how to intervene or address the situation."



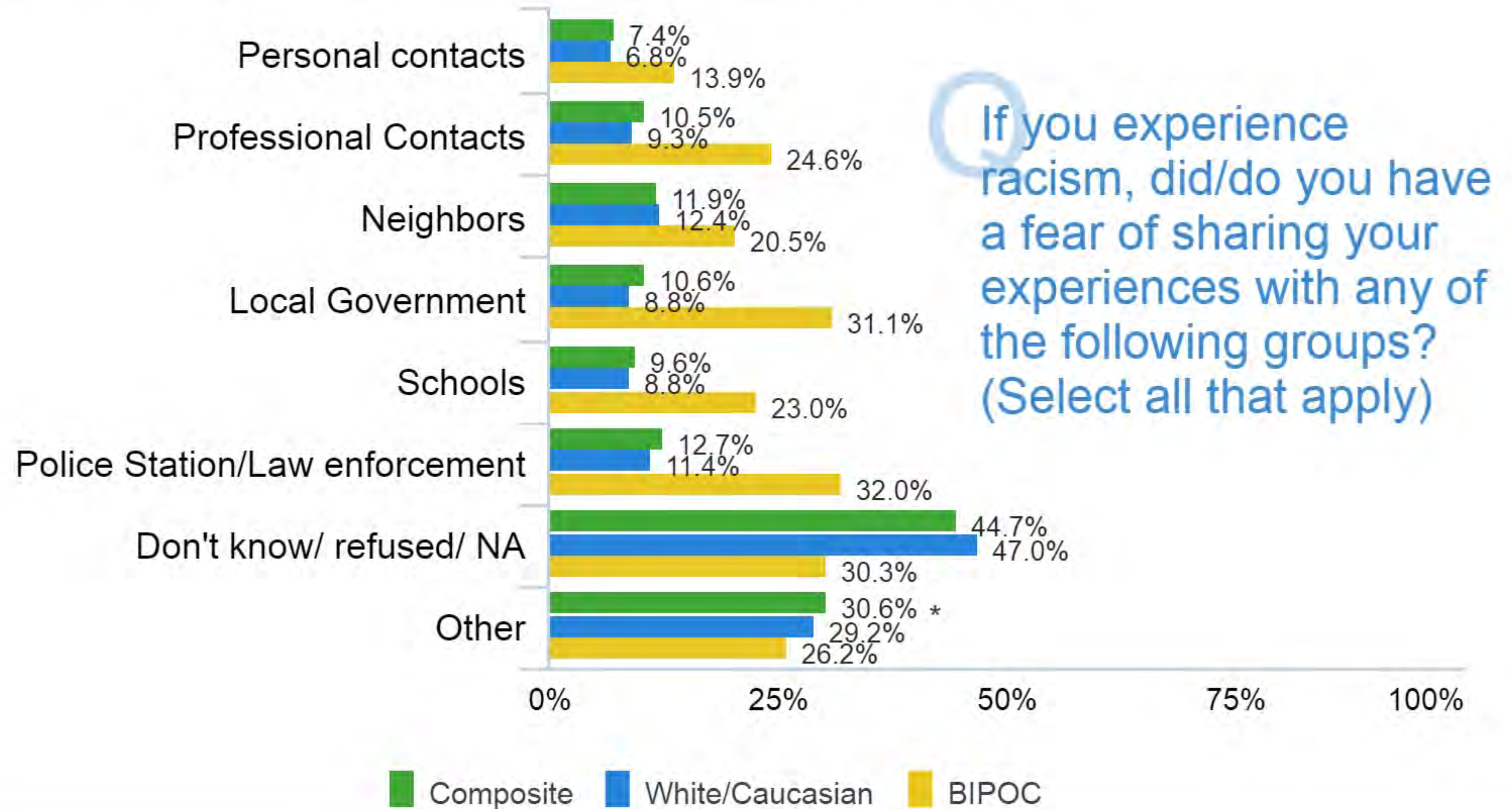
# Unsure of Outlets to Contact for Support or Help

Was there an outlet/entity/place that you/others felt could be contacted for support/help? If so, please describe. (Top 12 responses shown)

	Composite	White/Caucasian	BIPOC
Don't know / unsure	22.8%	25.3%	18.8%
There is no place / none	12.1%	11.8%	13.4%
Police / law enforcement	10.3%	10.1%	12.5%
Depends on the situation / location	10.3%	10.4%	8.9%
Deal with it myself	4.4%	3.4%	2.7%
Church / spiritual	4.3%	4.8%	2.7%
Family / friends / neighbors	3.9%	3.6%	8.9%
School / school system	3.7%	3.8%	2.7%
Town Council / Government	2.5%	2.4%	4.5%

\*Verbatim open-end responses provided in separate document

Over one-fifth of respondents (22.8%) reported they were unsure if there was an outlet/entity/place that they could contact for support regarding an instance of racial insensitivity, bias, racism or discrimination, while 12.1% reported "there is no place / none." Others indicated they could contact "police / law enforcement" (10.3%) and that the outlet to contact "depends on the situation / location" (10.3%). While over two-fifths of respondents (44.7%) reported they "don't know" or "refused" to indicate if they have a fear of sharing their experience with any groups in town, 12.7% reported a fear of sharing their experiences with the "police station / law enforcement," and 11.9% reported the same regarding their "neighbors."

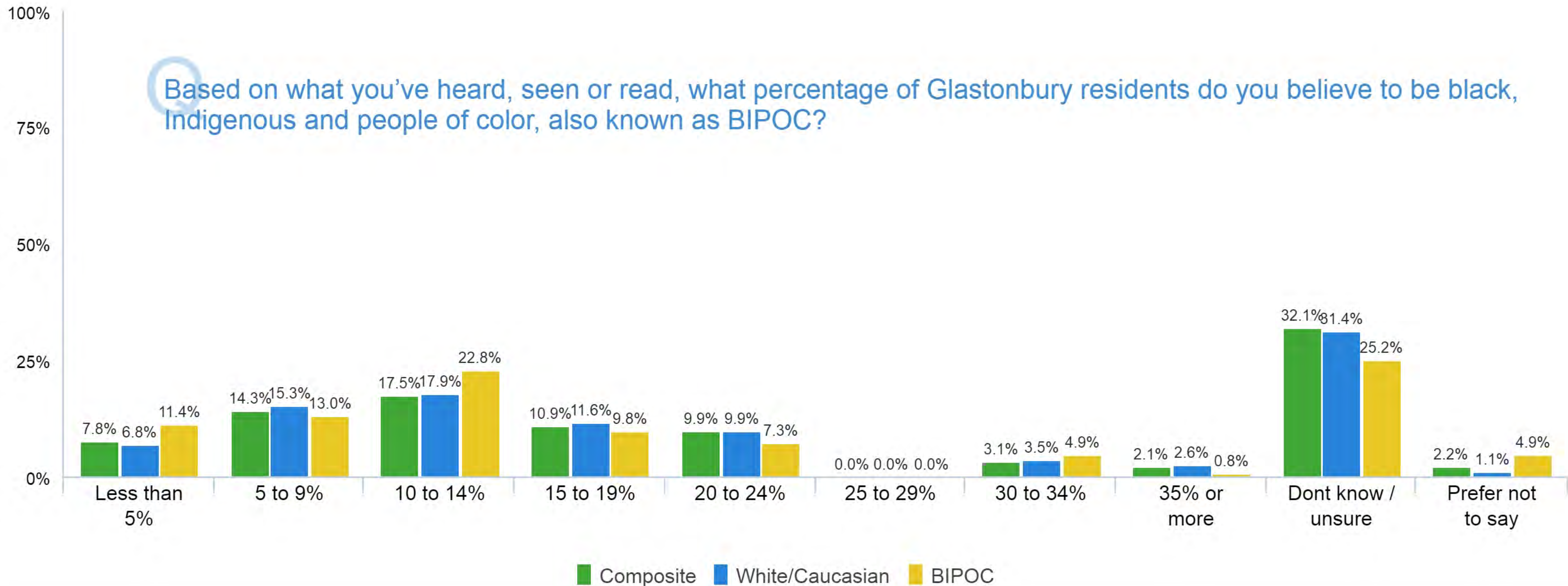




# Unsure of BIPOC Composition in Glastonbury

While nearly one-third of respondents (32.1%) were unsure what percentage of Glastonbury residents are BIPOC, nearly one-fifth (17.5%) indicated "10 to 14%" of Glastonbury residents are BIPOC, while 14.3% indicated "5 to 9%" are BIPOC and 10.9% reported "15 to 19%."

Based on what you've heard, seen or read, what percentage of Glastonbury residents do you believe to be black, Indigenous and people of color, also known as BIPOC?

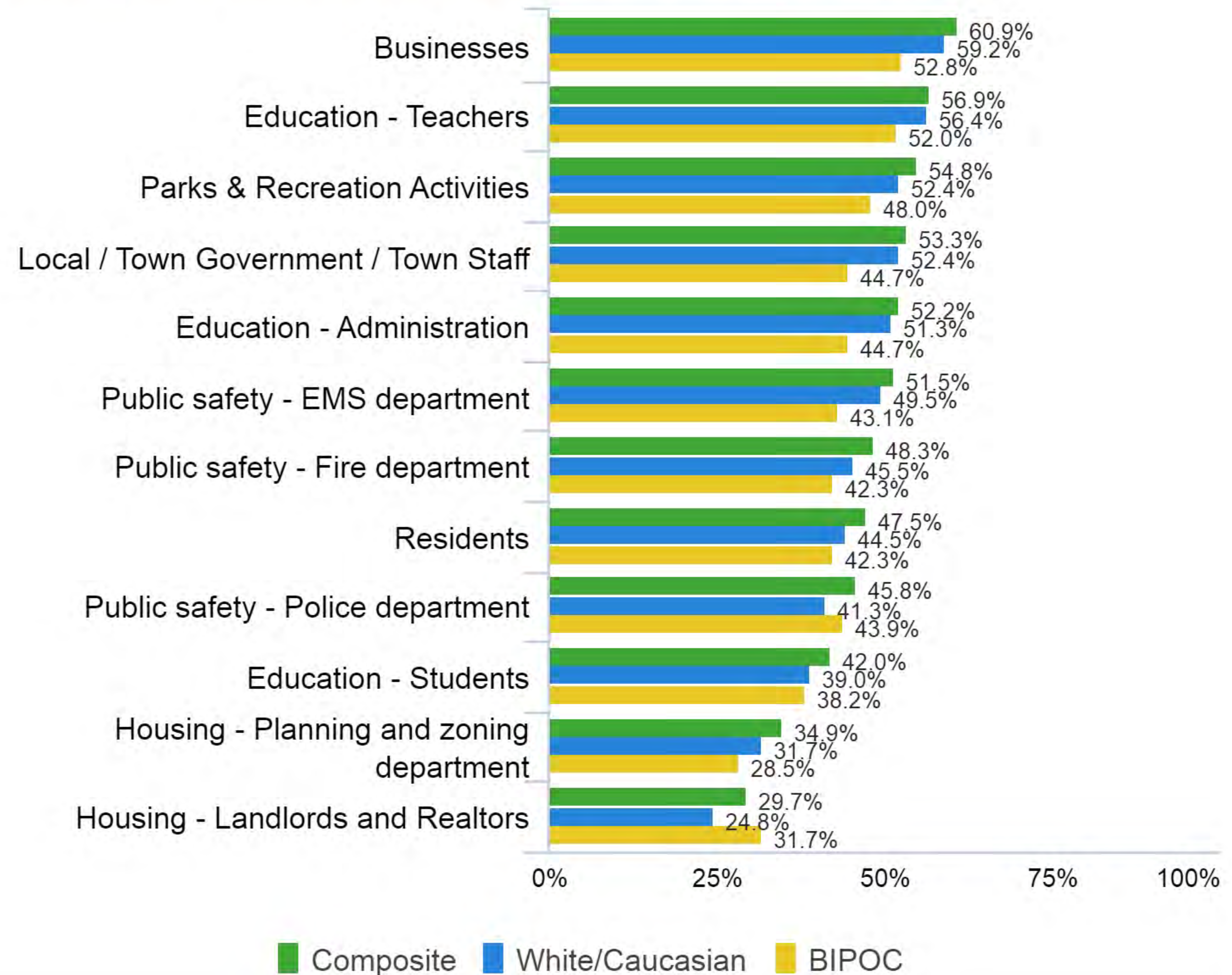


# Glastonbury Entities on Being Equitable and Welcoming

How equitable and welcoming would you describe each of the following when thinking about diversity in Glastonbury? Please rate each on a scale of one to five where one (1) is "very equitable and welcoming" and five (5) is "not at all equitable and welcoming." ("Equitable" refers to treating all persons fairly and justly.) (Total "1" and "2" ratings)

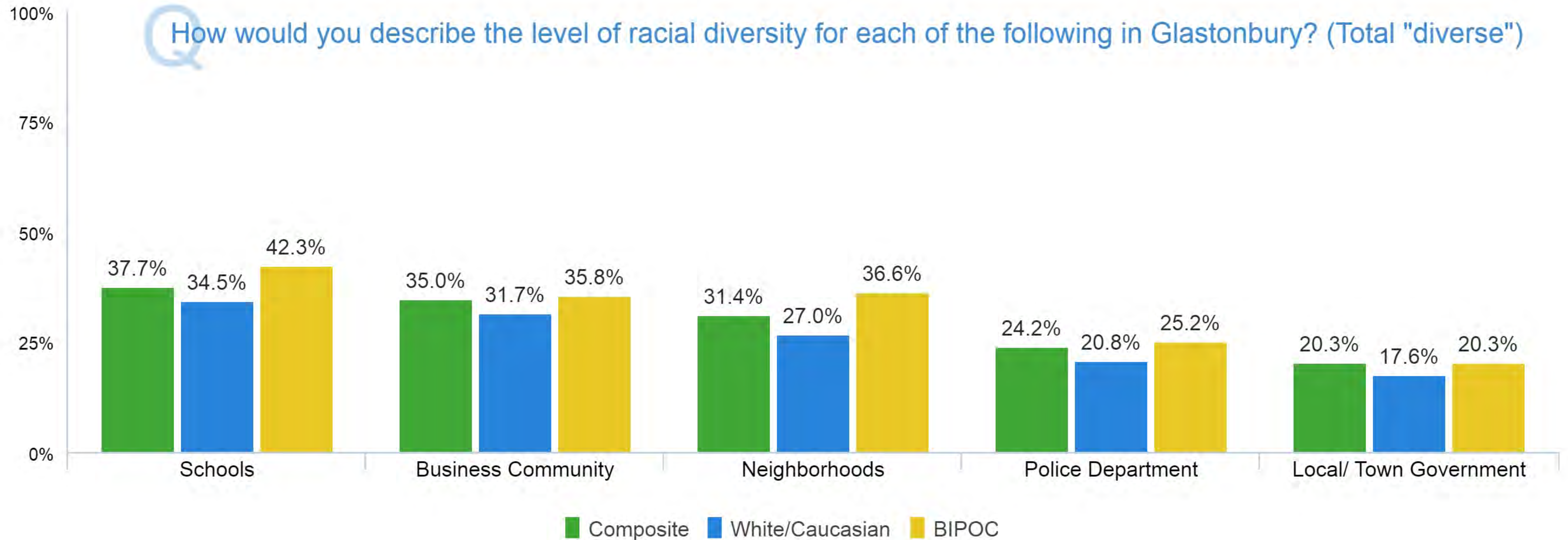
When rating how equitable and welcoming several entities are when thinking of diversity in Glastonbury, three-fifths of respondents (60.9%) indicated Glastonbury's "Businesses" are equitable and welcoming. Further, over one-half of respondents reported Glastonbury's "Education - Teachers" (56.9%), "Parks & Recreation Activities" (54.8%), "Local / Town Government / Town Staff" (53.3%), "Education - Administration" (52.2%) and "Public Safety - EMS Department" (51.5%) are equitable and welcoming.

Of note, respondents provided the lowest ratings for Glastonbury's "Housing - Landlords and Realtors" (29.7%) being equitable and welcoming.



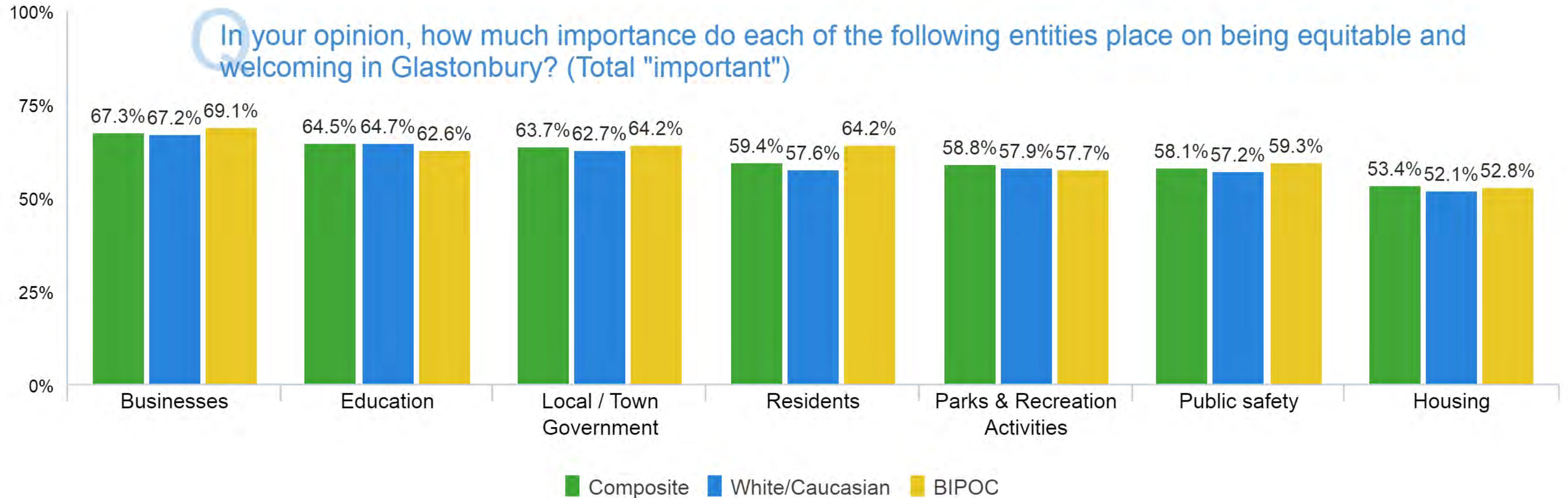
# Community Entities on Being Diverse

Over one-third of respondents rated Glastonbury's "Schools" (37.7%) and "Business Community" (35.0%) as either "very diverse" or "somewhat diverse." Fewer respondents indicated Glastonbury's "Police Department" (24.2%) and "Local / Town Government" (20.3%) are diverse. Of note, over three-fifths of respondents indicated Glastonbury's "Local / Town Government" (65.9%) and "Neighborhoods" (64.8%) are not diverse, while roughly one-quarter (24.0%) were unsure of the diversity within Glastonbury's "Police Department."



# Perceived Entity Importance on Being Equitable and Welcoming

Over three-fifths of respondents indicated Glastonbury's "Businesses" (67.3%), "Education" (64.5%) and "Local / Town Government" (63.7%) place importance on being equitable and welcoming. Of note, nearly one-third of respondents (31.8%) indicated Glastonbury's "Residents" do not place much importance on being equitable and welcoming, and roughly one-quarter of respondents were unsure of how much importance "Housing" (27.7%) and "Parks & Recreation" (24.7%) place on being equitable and welcoming.



# Supporting Diversity and Inclusion in School System

When asked to identify examples of how the community of Glastonbury supports diversity and inclusion, nearly one-fifth of respondents (19.4%) indicated the community is "already welcoming" and others indicated Glastonbury "does not support / have not seen" (14.2%) the community supporting diversity and inclusion or are unsure of these instances (14.0%).

However, others reported seeing the community support diversity and inclusion through "schools / teachers / the Board of Education" (12.7%), "MLK Events" (4.7%), "churches / community gatherings" (4.7%) and "Black Lives Matter parade / signs" (2.9%).

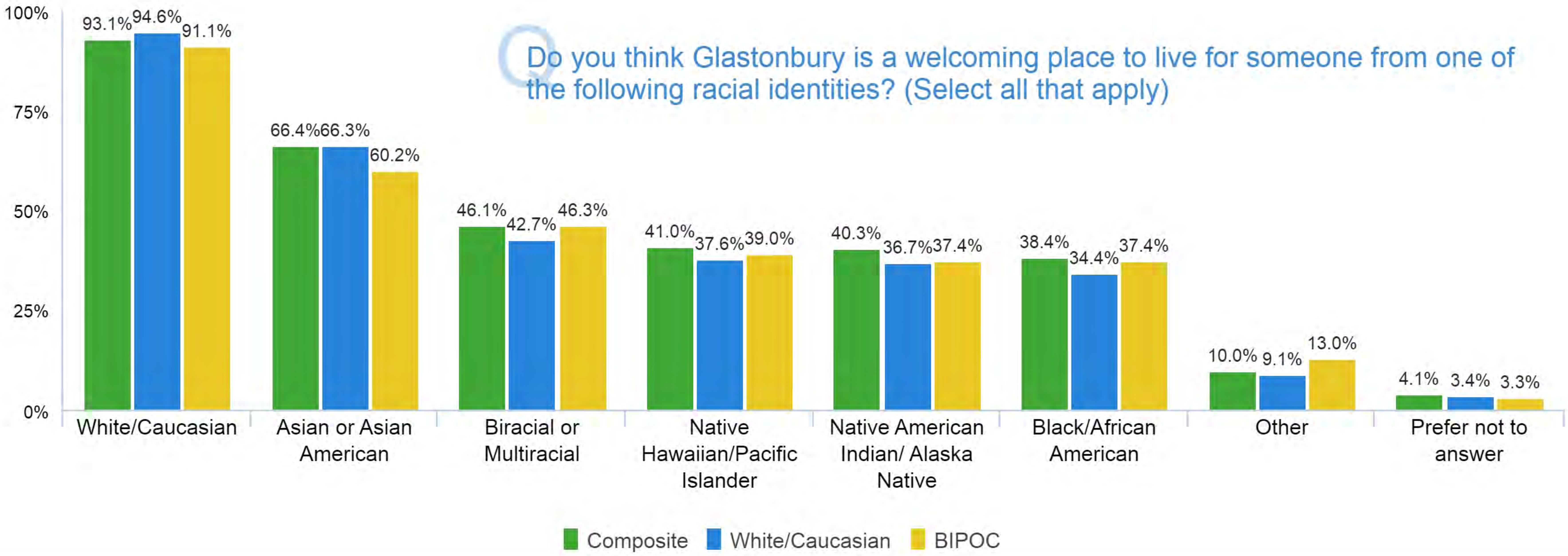
Based on your experience, what are some examples of how the community of Glastonbury supports diversity and inclusion, and welcomes members of diverse backgrounds?

	Composite	White/Caucasian	BIPOC
Already welcoming	19.4%	18.2%	21.1%
Does not support / have not seen	14.2%	14.5%	16.3%
Don't know / Unsure / Unaware	14.0%	15.4%	13.8%
Schools/Teachers/Board of Education	12.7%	13.4%	10.6%
Other	7.3%	5.2%	11.4%
None / no comment	4.8%	4.9%	1.6%
MLK Events	4.7%	5.1%	4.9%
Churches/Community Gatherings	4.7%	5.2%	2.4%
Black Lives Matter Parade/Signs	2.9%	3.1%	3.3%
Comission of Racial Justice and Equity	2.8%	2.9%	4.9%
Affordable Housing	2.7%	2.2%	0.8%
Business Support	2.7%	3.1%	3.3%
ABC Group / House	2.6%	2.9%	2.4%
Youth Sports	1.3%	1.1%	0.8%

# Glastonbury on Being Welcoming

The majority of respondents (93.1%) indicated Glastonbury is a welcoming place to live for someone who identifies as "White / Caucasian," while two-thirds of respondents (66.4%) reported Glastonbury is welcoming for those who identify as "Asian or Asian American." Roughly two-fifths of respondents indicated Glastonbury is a welcoming place to live for someone who identifies as "Native Hawaiian / Pacific Islander" (41.0%), "Native American Indian / Alaska Native" (40.3%) or "Black / African American" (38.4%).

Do you think Glastonbury is a welcoming place to live for someone from one of the following racial identities? (Select all that apply)



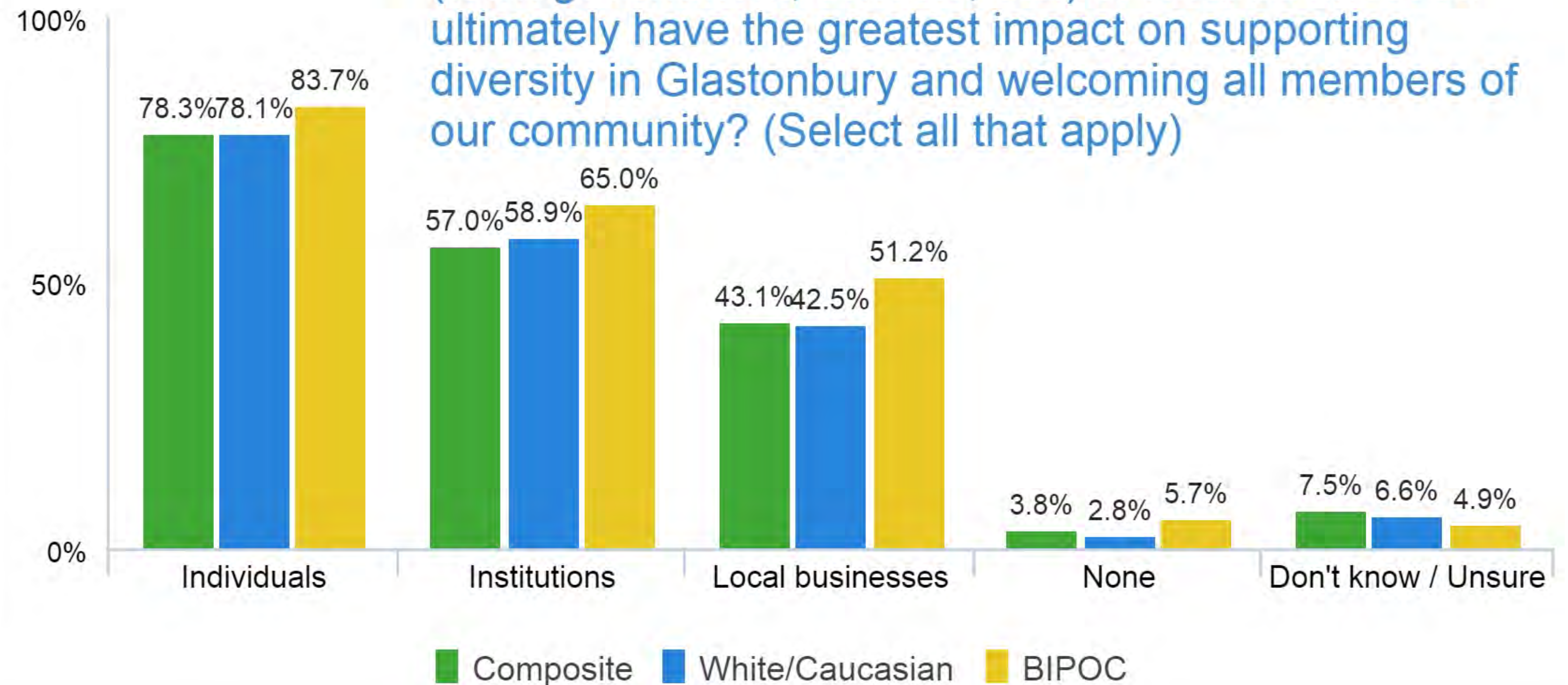
# Individuals Will Have Greatest Impact Supporting Diversity

In your words, how could the Glastonbury community better support inclusivity and provide a welcoming feeling for all in town?

	Composite	White/Caucasian	BIPOC
More education / forums / open discussion	13.2%	14.4%	13.8%
Already a welcoming town / doing a good job	12.5%	9.7%	13.8%
Affordable / diverse housing	11.1%	12.7%	3.7%
More diverse / representation	8.1%	9.3%	7.3%
Better sense of community - cultural events / gatherings / celebrations	6.7%	6.5%	11.0%
Treat people equally / with kindness	6.0%	5.0%	8.3%
Can't change perceptions / opinions	4.9%	5.0%	7.3%
Discourage poor behavior / be held accountable	3.8%	3.7%	6.4%

Respondents indicated the Glastonbury community could better support inclusivity and provide a welcoming feeling for all in town through "more education / forums / open discussion" (13.2%), "affordable / diverse housing" (11.1%) and "more diverse / representation" (8.1%), while 12.5% reported it is "already a welcoming town / doing a good job." Over three-quarters of respondents (78.3%) indicated individuals will have the greatest impact on supporting diversity in Glastonbury, followed by 57.0% who indicated "institutions" will have the greatest impact.

In your opinion, will individuals (residents), institutions (town government, schools, etc.) or local businesses ultimately have the greatest impact on supporting diversity in Glastonbury and welcoming all members of our community? (Select all that apply)



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**Catherine Veschi** Project Manager

[Catherine@GreatBlueResearch.com](mailto:Catherine@GreatBlueResearch.com)





## APPENDIX 5: COMMUNITY SURVEY: INFORMATION ON VERBATIM RESPONSES TO OPEN-ENDED QUESTIONS

The community survey included several open-ended questions, the results of which are summarized in the report by GreatBlue Research (Appendix 4).

Below is a list of the open-ended questions and the number of responses for each:

- Question 6: What does “Race” mean to you? (456 responses)
- Question 7: What does “Racial Equity” mean to you? (457 responses)
- Question 9: What does racism or discrimination in Glastonbury sound like or look like to you? (457 responses)
- Question 16: Was there an outlet/entity/place that you/others felt could be contacted for support/help? If so, please describe. (402 responses)
- Question 31: Do you feel a need to know and/or follow “unwritten codes of conduct/ways of acting” in town to minimize attention and/or prevent negative situations? (Ex. Schools, grocery stores / stores in general, libraries, in online discussion forums, etc.) If so, please describe the unwritten codes of conduct or ways of acting. (310 responses)
- Question 44: Based on your experience, what are some examples of how the community of Glastonbury supports diversity and inclusion, and welcomes members of diverse backgrounds? (451 responses)
- Question 46: In your words, how could the Glastonbury community better support inclusivity and provide a welcoming feeling for all in town? (376 responses)
- Question 68: Do you have any other thoughts on racial justice and equity that you would like to share? (454 responses)

The verbatim responses to those questions are available for download from our website at [www.glastonburyrjec.wordpress.com](http://www.glastonburyrjec.wordpress.com). Due to excessive length, they are not included in this file.

## APPENDIX 6: COMMUNITY CONVERSATION ON SEP. 30, 2021: WRITTEN COMMENTS

At the RJE’s September 30, 2021 Community Conversation, participants were given index cards with the prompt, “Please share with us your thoughts on the survey findings and recommendations.” The following responses were collected on the index cards at the end of the evening. Names have been removed for anonymity.

### **Response 1:**

- Workshops
- Cultural Festivals
- Start with antiracist conversation early. It is more difficult to change the minds of older community members.

**Response 2:**

I hope the format going forward will be both zoom and in person.

**Response 3:**

Defining town's unconscious bias vs. racism, privilege, etc.  
Making our community aware of our neighbors in Hartford.

**Response 4:**

I agree with the comments about the importance of listening to the students in town

**Response 5:**

Very nice opening meeting. Use Glastonbury Citizen to inform local residents about the Commission. People do read it and comment on their editorial page. Glastonbury does need more affordable housing but Glastonbury is open to all income levels. Housing is available in all price ranges for single family homes. Rentals can be made more affordable for lower income families maybe with some town subsidies with the rent. The home next to town hall is owned by the Town of Glastonbury, lets renovate it for affordable housing. Just my thoughts. Thanks.

**Response 6:**

CT Center for NonViolence 860-567-3441 [Info@CTnonviolence.org](mailto:Info@CTnonviolence.org)  
May have suggestions for Community Conversations. She might be able to moderate conversations about lived experiences.  
Author of Growing Up White and colleague do 'road show' conversations if invited.

**Response 7:**

Equity is never explained anywhere  
Survey on the small (low) side compared to the entire population of Glastonbury.  
\*Not a health crisis in Glastonbury

**Response 8:**

There seems to be a majority of White folk who feel there isn't much racism  
BUT  
BIPOC fear sharing when they experience racial discrimination in almost every situation- neighborhood, government, school etc.  
That's a disconnect  
Action: More conversations like the once GLMLKCI had with author of Growing Up White and her colleague- where they explored implicit biases they had about each other, microaggression  
Unintentional ways they may make each other feel uncomfortable  
We need:  
More interaction- opportunities to know and learn about each other  
Maybe more community events that bring us together and provide opportunities to learn from each other and work cooperatively.

**Response 9:**

Thank you. Thank you!  
Keep up the dialogue.  
Get the word out there.  
Housing is vital- Gbury needs more diversity in its population.  
Try to explain the committee isn't saying Gbury is a racist town- goal is make all people welcome not just white ppl.

**Response 10:**

Recommendations:  
Civilian Police Review Board  
Diversify Glastonbury through increased affordable housing

Possible incentive programs for 1st gen home owners

**Response 11:**

Isn't there a facebook sight called "Being Black in Glastonbury"? Survey the Baptist Church and kids in school

**Response 12:**

How to intervene when Regarding Racial Conflicts

Have the children of Glastonbury attend class/schooling at a school OF color/minority/innercity one or two days a year.

**Response 13:**

Really good start. Well done.

Some suggestions:

Book groups on books Caste and White Fragility (or others).

Contact [equitycorpsgroup@outlook.com](mailto:equitycorpsgroup@outlook.com) (Nicole)

203-578-5123

860-633-1414

**Response 14:**

I recommend the formation of citizen panels to regularly hear about the lived experiences of residents of Glastonbury regarding experiences with racism. These panels should consider these narratives and distill from them the essence of what this looks like here in Glastonbury. In particular the conversation-listening and sharing- is more important than the survey results.

## APPENDIX 7: FOCUS GROUPS: REPORT BY NATIONAL CONFERENCE ON COMMUNITY AND JUSTICE

*This appendix begins on the next page.*



## **GLASTONBURY BIPOC FOCUS GROUP**

### **METHODOLOGY**

The purpose of the focus groups was to discover the ways that people of color are seeing and experiencing racism surface in Glastonbury, how they navigate it, and what recommendations they have for the town on improving the racial climate. Focus groups are qualitative research. As such, they do not provide statistical analysis or numeric data sets for researchers to work with, but instead they give researchers a glimpse into the experiences of people in the research pool. Focus groups provide the depth of an interview with the economy of survey data by interviewing several people at a time. Because they are qualitative, they provide a rich pool of descriptive data for researchers to examine to discover how a phenomenon is manifesting in a specific environment.

In order to ensure validity, an outside researcher from NCCJ (National Conference for Community and Justice), who identifies as BIPOC (Black, Indigenous, and other People of Color) and is a trained qualitative researcher, conducted the focus groups. An outside researcher helps to ensure validity by allowing the participants to be candid and vulnerable without fear of reprisal or retaliation from the town. The race of the researcher / facilitator was an important factor in helping the volunteer participants to be comfortable. All four focus groups were recorded, and the recordings were destroyed after they were transcribed.

The Racial Justice and Equity Committee worked to promote the focus groups. 18 people from various racial groups volunteered and participated in the focus groups representing Black (African American and recent immigrants), Asian, Latinx\*\*, Middle Eastern, bi-racial, and multi-racial groups. Sessions occurred both via Zoom and in person. No compensation was given for the participation in these focus groups, but one group of participants was provided food and drink since the group took place during the lunch hour. The group that took place over the lunch period were given the option of a to-go boxed lunch to be taken after the session completed.

The NCCJ researcher established ground rules to ensure the comfort of all the participants and that the space would remain respectful and productive. The ground rules included expectations such as confidentiality, speaking from the I perspective, not interrupting fellow participants, and other basic guidelines for productive dialogue. The participants were guided through a discussion on the positive aspects of being a person of color in Glastonbury, the negative aspects of being a person of color in

Glastonbury, and their ideas for how Glastonbury could be made more inclusive. Each focus group took one hour, and at the end participants were informed that they could reach out to the facilitator should they need any support or have any questions following the focus group.

## **THEME: TOWN CLIMATE**

### Summary of Challenges

Residents love Glastonbury for its overall feeling of safety, its convenient location, and its abundance of entertainment and social activities for people of all ages. However, they are concerned with the underlying racial tensions that exist within the city between residents and within institutions. Residents who are darker skinned appear to face higher levels of aggression from private citizens, business owners, and town officials. Additionally, there is a lack of businesses owned by BIPOC which results in revenue drain as residents seek to support businesses of racially marginalized owners and spend their money outside of town.

### Summary of requested actions

Residents would like to see the town have open and honest dialogues around race and politics to increase the level of knowledge and decrease the level of microaggressions and hostility they often experience. BIPOC residents are concerned that white residents will not be open to the efforts to change the city's racial climate. This sentiment was reinforced and increased based on the response to the Black Lives Matter rally organized by the youth. BIPOC residents worry that speaking up against racism is perceived as not being nice by white residents and that this pressure to be nice causes many white residents to remain silent in the face of injustice.

### NCCJ Recommendations and Solutions

- Town leadership should establish themselves as supporters of equity initiatives and engage in any dialogues and trainings that are held for residents.
- Town leadership should have ongoing and extensive racial equity training to support the leaders in becoming drivers of equity initiatives.
- Town leadership should seek to engage residents who are not traditionally offered a voice on civic matters.
- The town should have clear standards around engagement with residents in both real and virtual spaces for anyone employed by the town.
- Develop a two-year plan to address the racial climate. Revisit the plan at the end of the first year for updates and improvements. The plan should be part of the budget and the town's fiscal plan.
- The town should host a series of events to begin addressing the racial climate on a town-wide level. These should be engaging events which begin a conversation on historical and

current racism. Ideas include movie screenings with talk backs, book groups, art exhibits, and other informative events.

- The town should host a series of facilitated dialogues on politics in order to build empathy and respect for humanity across political lines.
- The town should work to increase representation of BIPOC in town leadership and enforcement bodies.
- Increase moderation of any social media pages which are representative of the town. Offer moderation support or training to privately managed town pages and groups.
- Town business owners should be engaged in ways to make their businesses more inclusive and welcoming. This includes reviewing current policies which create a hostile environment for Black and darker-skinned IPOC.
- The town should provide grants or other monetary support to BIPOC looking to bring business to Glastonbury.

## **THEME: EDUCATION EQUITY**

### Summary of Challenges

The Glastonbury public school system is a top-rated school system. Many of the residents who participated in the focus groups moved here specifically so that their children can have access to the schools. Participants reported a high level of satisfaction with the school system but were universally challenged by the inhospitable climate for BIPOC. Residents highlighted a lack of racial diversity within school faculty and staff which translates into a lack of support for BIPOC students. Residents reported that racial microaggressions are frequent, with students and adults within the schools engaging in racial jokes and relying on stereotypes as a way to build community with BIPOC students. BIPOC students are also concentrated in one elementary school which is heavily stigmatized by community members. Additionally, the curriculum does not reflect the students within the school system or engage with BIPOC contributions to the city or the country.

### Summary of Requested Actions

Residents would like to see the school faculty and staff racially diversified and would like to see faculty make greater efforts to build inclusive curriculum. Residents also expressed that they would like to see more efforts made to destigmatize Naubuc Elementary and to look for ways to desegregate the elementary schools so that BIPOC are not hyper-concentrated in one space.

## NCCJ Recommendations and Solutions

- Extensive and ongoing training for school staff and district staff on racial bias.
- Extensive and ongoing training for school and district staff and members of the Board of Education on how to navigate and facilitate conversations on race.
- Review current curriculum and look for ways to make it more inclusive across all subjects.
- Extensive and ongoing training and support for faculty on building and maintaining inclusive curriculum. Consider curriculum that examines the contributions of BIPOC on the national, state, and local levels.
- Examine the zoning for elementary schools for issues of equity.
- Implement programs to recruit and retain teachers and administrators of color.
- Develop race-conscious recruitment strategies with an implementation process: *who, what, where, when, and how much* - for full time, part time, and internship opportunities.
- Deviate from using only traditional pools for recruitment. Target historically Black Colleges and Universities, clients, community members, and local schools to name a few.
- Establish racially diverse hiring committees who are involved in outreach, resume review, interviews, and selection processes in a consistent manner. Managers and supervisors should include committee members from within and across departments.
- Develop policies which normalize students' differences in culture and make sure they are supported. For example, a dedicated prayer space for Muslim students that they can access without strict rules that can create additional hurdles to worship.
- School faculty and staff should receive training in the cultures of the students who attend their schools in order to help normalize cultural differences.
- Opportunities should be created for Glastonbury students to do collaborative work with students from surrounding towns.

## **THEME: HOUSING EQUITY**

### Summary of Challenges

Like all of America, Glastonbury struggles with housing segregation that is endemic to this country. Glastonbury is a majority white city that struggles to increase its ranks of BIPOC residency. Residents highlighted very low numbers of BIPOC residents and that the residents who are present are largely concentrated in specific areas.

### Summary of Requested Actions

Residents would like to see an increase in affordable housing. Residents would like to see visible efforts to recruit BIPOC into the city and to see an examination of real estate practices and housing and zoning rules that might be inhibiting that.

## NCCJ Recommendations and Solutions

- Examine current housing and zoning standards for policies which increase racial inequity.
- Invest in affordable housing for both low-income and middle-income residents. Mixed-income housing can increase access to services for all residents and decrease the level of segregation currently present in the town.
- Consider building sidewalks in the town to support residents who don't drive, improve safety, and increase walkability of the town.
- Examine current real estate practices that might be contributing to racial segregation. Offer support to realtors in learning about racial bias and how it might unconsciously influence their businesses.

## **NCCJ PROPOSED PROGRAM OFFERINGS**

Thanks to grant funding NCCJ proposes to offer the following educational workshops and consultation services from January through March 2022 (the remaining funds from 2021) to RJEC and the Town of Glastonbury. The value of the projected programs below is \$26,800 and we are able to offer them as complimentary programs due to the grant funding. We have also received additional grant funding for 2022, so we are able to provide additional program offerings for 2022 in partnership and collaboration with Glastonbury.

### **January-March 2022**

#### Consulting hours – 10

To assist RJEC with assessing survey findings, looking for trends as well as recommendations for the final report to the Town of Glastonbury.

#### NCCJ Signature Anti-Racism training program

Program offered to all RJEC members and additional townspeople, offered via zoom due to COVID and the Omicron variant. **Maximum attendance 30 ppl.** This is a 16-hour intensive training. Proposed to be offered two days/week for 2 hours/day for 4 weeks. The structure of this program is flexible - normally offered for 2 consecutive days at 8 hours/day.



### Library – 3 Zoom programs

In collaboration with library personnel, proposed community programs: How to Talk to your kids about Race, Social Justice theories: what they are and what they mean, and a Social Justice Book Club discussion.

### NCCJ Series of 6 Zoom programs

6 Skill building / educational programs that include any of the following topics: The 9 Identities, Microaggressions, Implicit Bias, Race & Racism, Courageous Conversations, Action Planning & Action Steps, as well as training for RJEC Commission members.

NCCJ would like to propose a timeline for further programming and collaboration in 2022 after this proposed programming is discussed, and any changes or modifications are made.

Please reach out with any questions to any of the following persons:

Lisa Tatko, Community Engagement Manager

Nyaunu Stevens, Director of Programs

Sandra Vonniessen-Applebee, Director of Program Operations



## APPENDIX 8: HISTORICAL CONTEXT ON AFRICAN AMERICANS IN GLASTONBURY FROM THE GLASTONBURY HISTORICAL SOCIETY

Very little is known about the personal lives of African Americans in early Glastonbury, as they left virtually no evidence of their existence. What we do have is usually written by the recorders of that time – white men. We must rely on official documents such as wills, bills of sale, merchant ledgers, as well as runaway ads and newspaper editorials. As a result, we only have glimpses of these peoples' lives.

The slaveholders of Glastonbury were typical of most New Englanders with owners possessing one or two enslaved people who often worked alongside them and lived in their homes or on their property. In the town census of 1774, 64 of the 79 African Americans who lived in Glastonbury were enslaved. They were regarded as property with no rights and were bought and sold like objects. Black Codes, passed between 1690-1730, were created to limit rights specifically for African Americans (free or enslaved) as well as Native Americans. One example of a Black code was the requirement that African Americans needed passes to travel beyond town borders.

The emancipation of enslaved people in Glastonbury, as was true for Connecticut, was a gradual process. Some owners chose to emancipate their enslaved people and issued emancipation papers. Some Glastonbury men, such as Syphax Moseley, gained freedom by serving in the American Revolution. A few enslaved men, such as Sawney Anderson who later moved to Glastonbury, were able to purchase their own freedom. By the time of the first U.S. Census in 1790, Glastonbury had 27 enslaved people, 21 freed Blacks living in white households, and 50 African Americans living in 12 homes led by a Black head of household. Between 1810-1820 slavery virtually disappeared in Glastonbury although it was not until 1848 that it was outlawed in Connecticut.

There are records of freedmen living on Chestnut Hill and the Town of Glastonbury bought land and homes there for one Revolutionary War African American soldier, Prince Simbo. There were not, however, any laws segregating houses in town. There are records of land deeds purchased by the freedmen throughout the town as property was relatively cheap.

Most of the people in Glastonbury thought slavery was morally wrong and were against the spread of slavery in the territories, but felt it was not their business and did not get involved. The Smith women of Glastonbury felt otherwise. Hannah Smith and her five daughters (Julia and Abby would be best known for their role in the Suffrage Movement) were actively involved in many abolitionist activities, including sending some of the first antislavery petitions to the U.S. Congress.

Glastonbury did seem affected by the wave of anti-Black sentiments that overtook Connecticut in the pre-Civil War area, due to state and national events. The townsmen did seem united in their opposition of not extending slavery into the territories and as a result many became Republicans who voted for a Republican Governor in 1856, and overwhelmingly for Lincoln in 1860.

When the Civil War broke out in 1861, many African Americans in Connecticut wanted to enlist. In March 1864 the 29<sup>th</sup> Connecticut Volunteer Infantry Regiment mustered into military service. It was over a thousand men strong and was Connecticut's first "colored unit" to serve during the Civil War from Connecticut. This was the regiment that 10 of the 13 African Americans from Glastonbury served. The others served in the 30<sup>th</sup> regiment, another Connecticut "colored" unit.

Throughout Glastonbury's history, free African Americans moved in and out of Glastonbury, primarily in search of jobs and economic opportunities.