

# North Carolina's Disruptive Demographics: Implications for K-12 and Higher Education



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# 6 DISRUPTIVE TRENDS

- The South Rises – Again
- The Browning of America
- Marrying Out is “In”
- The Silver Tsunami is About Hit
- The End of Men?
- Cooling Water from Grandma’s Well...  
and Grandpa’s Too!



# OVERVIEW

- Two colorful demographic processes
- The Triple Whammy of Geographic Disadvantage
- Responding to the Challenges
- Discussion

# **Two 'colorful' demographic processes are drivers of change**

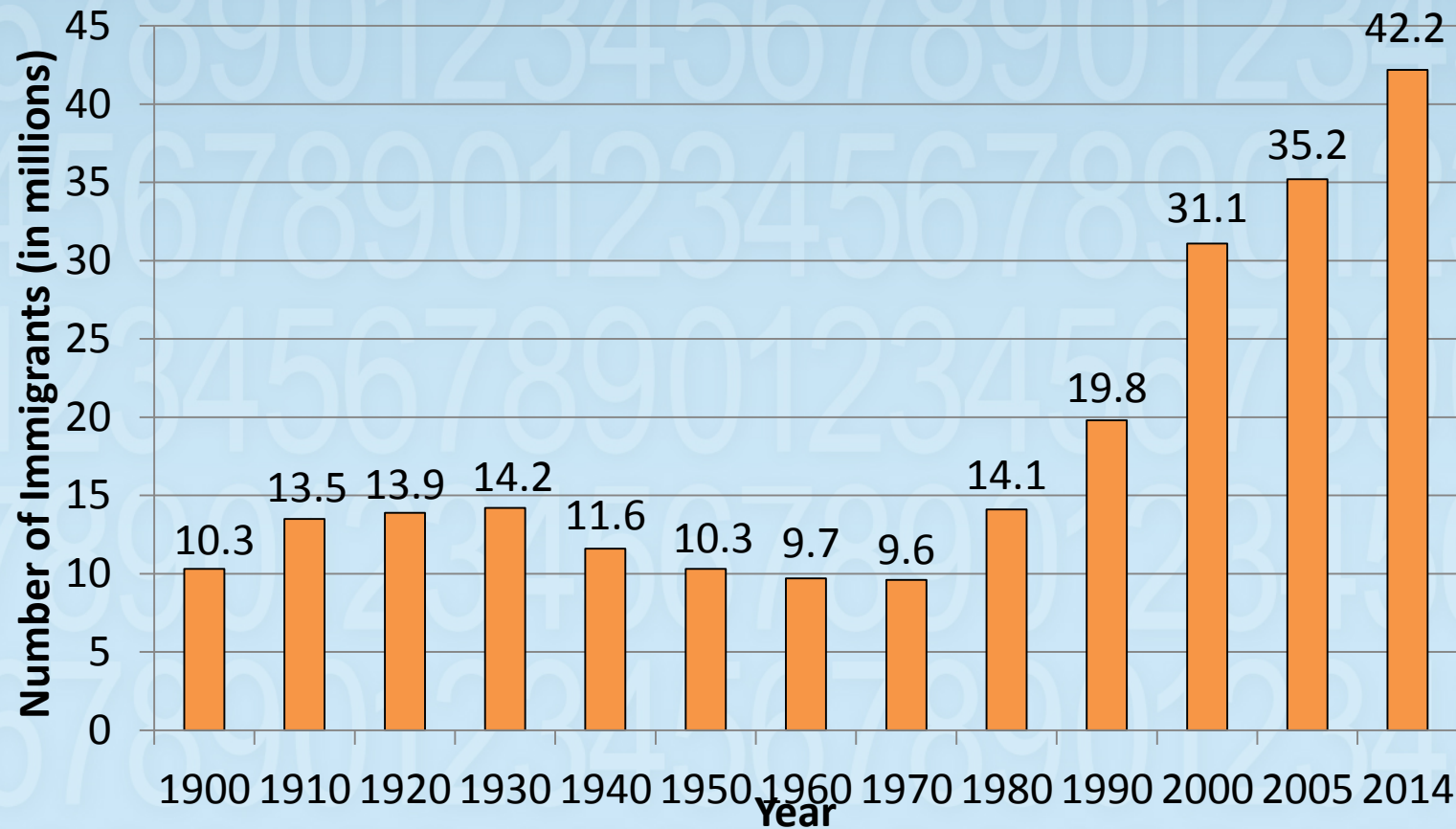
**Browning & Graying of America**

# The “Browning” of America

Immigration-driven population  
change



# U.S. Immigrant Population, 1900-2014

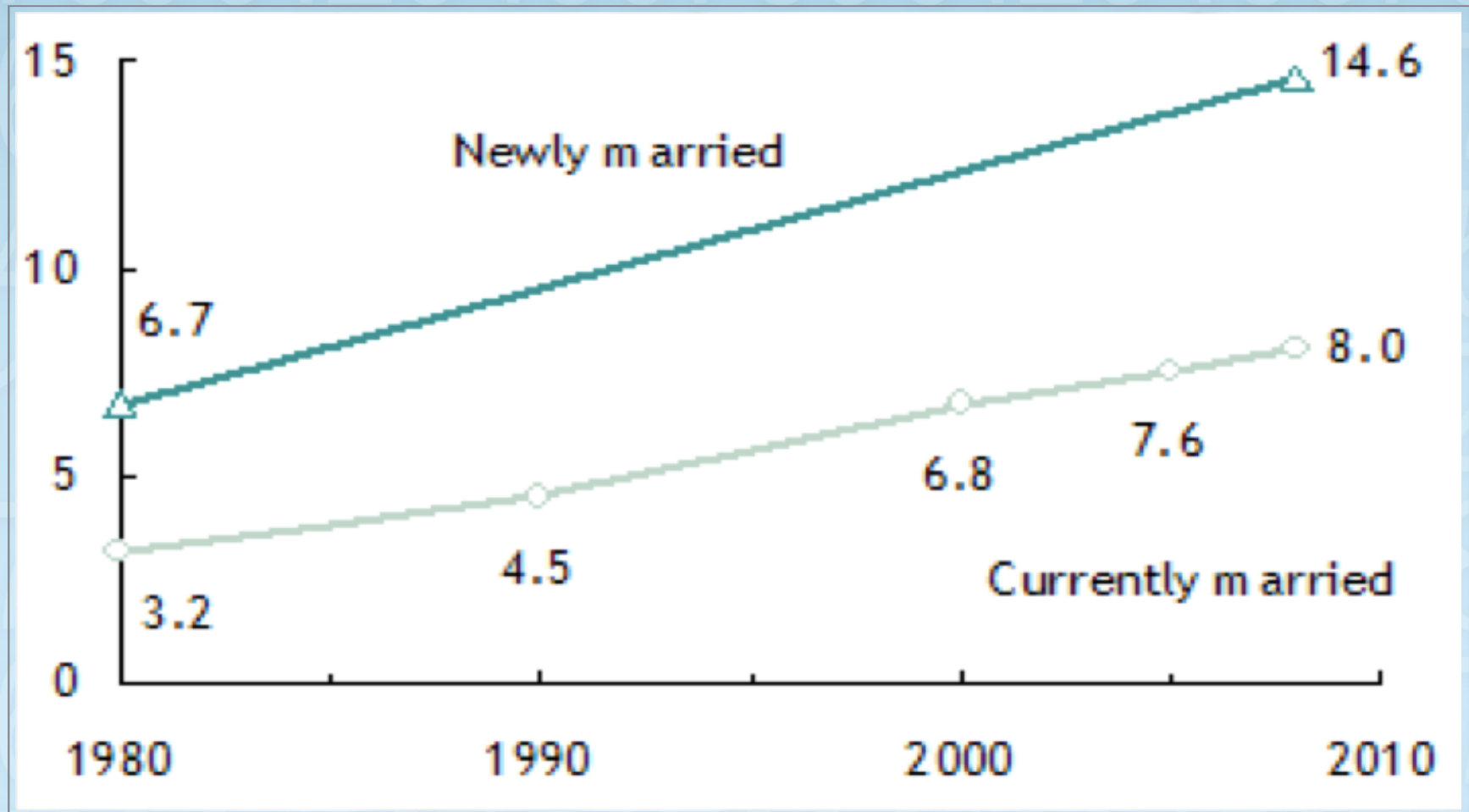


# U.S. Foreign Born Population by Race/Ethnicity, 2014

Race/Ethnicity	Foreign Population	Share of Total (%)
Total	42,235,749	100.0
Hispanic	19,300,947	45.7
White Alone, not Hispanic	7,655,008	18.1
Black Alone, not Hispanic	3,377,733	8.0
Asian Alone, not Hispanic	11,036,059	26.1
Other Alone, not Hispanic	866,002	2.1

# INTERMARRIAGE TREND, 1980-2008

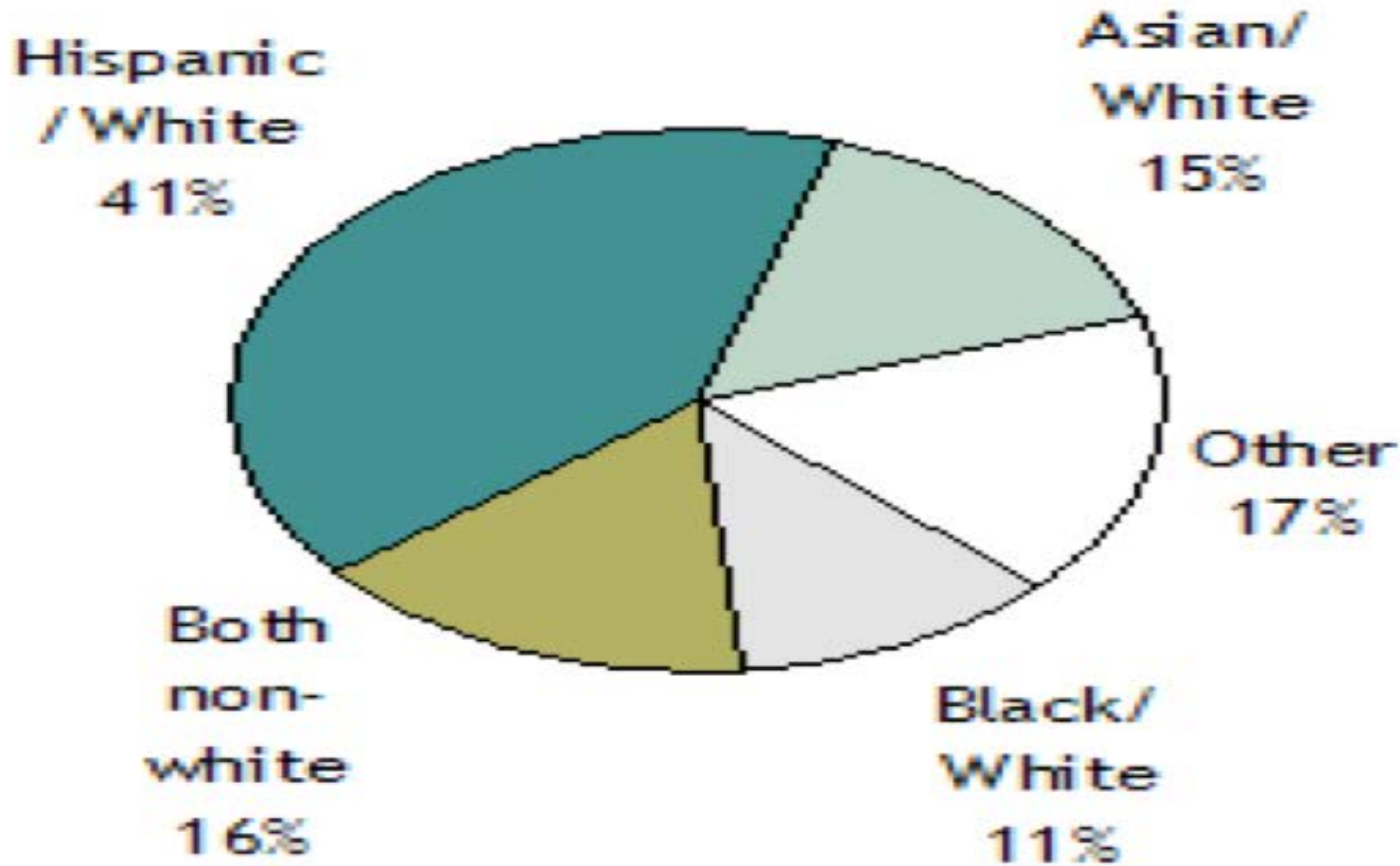
% Married Someone of a Different Race/Ethnicity





# INTERMARRIAGE TYPES

Newly Married Couples in 2008



# NON-WHITE AND HISPANIC SHARES OF POPULATION GROWTH, 2000-2010

Area	Absolute Population Change	Non-White Share	Hispanic Share
US	27,323,632	91.7	55.5
South	14,318,924	79.6	46.4
Texas	4,293,741	89.2	65.0
Florida	2,818,932	84.9	54.7
Georgia	1,501,206	81.0	27.9
NC	1,486,170	61.2	28.3

# MEDIAN AGE OF U.S. POPULATION BY RACE, HISPANIC ORIGIN & GENDER, 2014

Race	Total	Male	Female
United States	37.7	36.3	39.0
White Alone	40.4	39.0	39.6
White, Non-Hispanic	43.1	41.7	41.8
Black Alone	33.4	31.6	35.1
AI/AN Alone	32.5	31.1	33.6
Asian Alone	36.5	35.3	37.7
NH/PI Alone	30.8	30.3	31.6
Two or More Races	19.6	19.1	20.2
Hispanic	28.4	27.9	29.1



# RELATIVE DISTRIBUTION OF U.S. BIRTHS BY RACE / ETHNICITY

Race/Ethnicity	1990	2008	2011
White	66%	50%	49.6%
Blacks	17%	16%	15.0%
Hispanics	15%	26%	26.0%
Other	2%	8%	9.4%

# RELATIVE DISTRIBUTION OF U.S. POPULATION BY RACE / ETHNICITY

Race/Ethnicity	2005	2050
White	67%	47%
Blacks	12.8%	13%
Hispanics	14%	29%
Asian	5%	9%

# The “Graying” of America

The Silver Tsunami is about to hit



# Key Drivers

- **Changes in Longevity**
- **Declining Fertility**
- **Aging of Boomer Cohort**

# Average Life Expectancy through History

Period	Life Expectancy
Cro-Magnon Era	18
The Renaissance	30
America in 1850	43
America Today	78
Developed World in 2030	101

Source: Arrison (2011)

# TOTAL FERTILITY RATES FOR U.S. WOMEN BY RACE/ETHNICITY, 2012

Race/Ethnicity	Total Fertility Rate
All Races	1.88
Hispanic	2.18
Non-Hispanic White	1.76
Blacks	1.90
Asian	1.77
Native American	1.35



# U.S. POPULATION CHANGE BY AGE, 2000-2010

Age	2010	Absolute Change 2000 - 2010	Percentage Change 2000 - 2010
<25	104,853,555	5,416,289	5.4%
25-44	82,134,554	-2,905,697	-3.4%
45-64	81,489,445	19,536,809	31.5%
65+	40,267,984	5,276,231	15.1%
TOTAL	308,745,538	27,323,632	9.7%

# U.S. POPULATION TURNING 50, 55, 62, AND 65 YEARS OF AGE, (2007-2015)

	Age 50	Age 55	Age 62	Age 65
Average Number/Day	12,344	11,541	9,221	8,032
Average Number/Minute	8.6	8.0	6.4	5.6

# Absolute and Percent Population Change by Age, 2000-2010

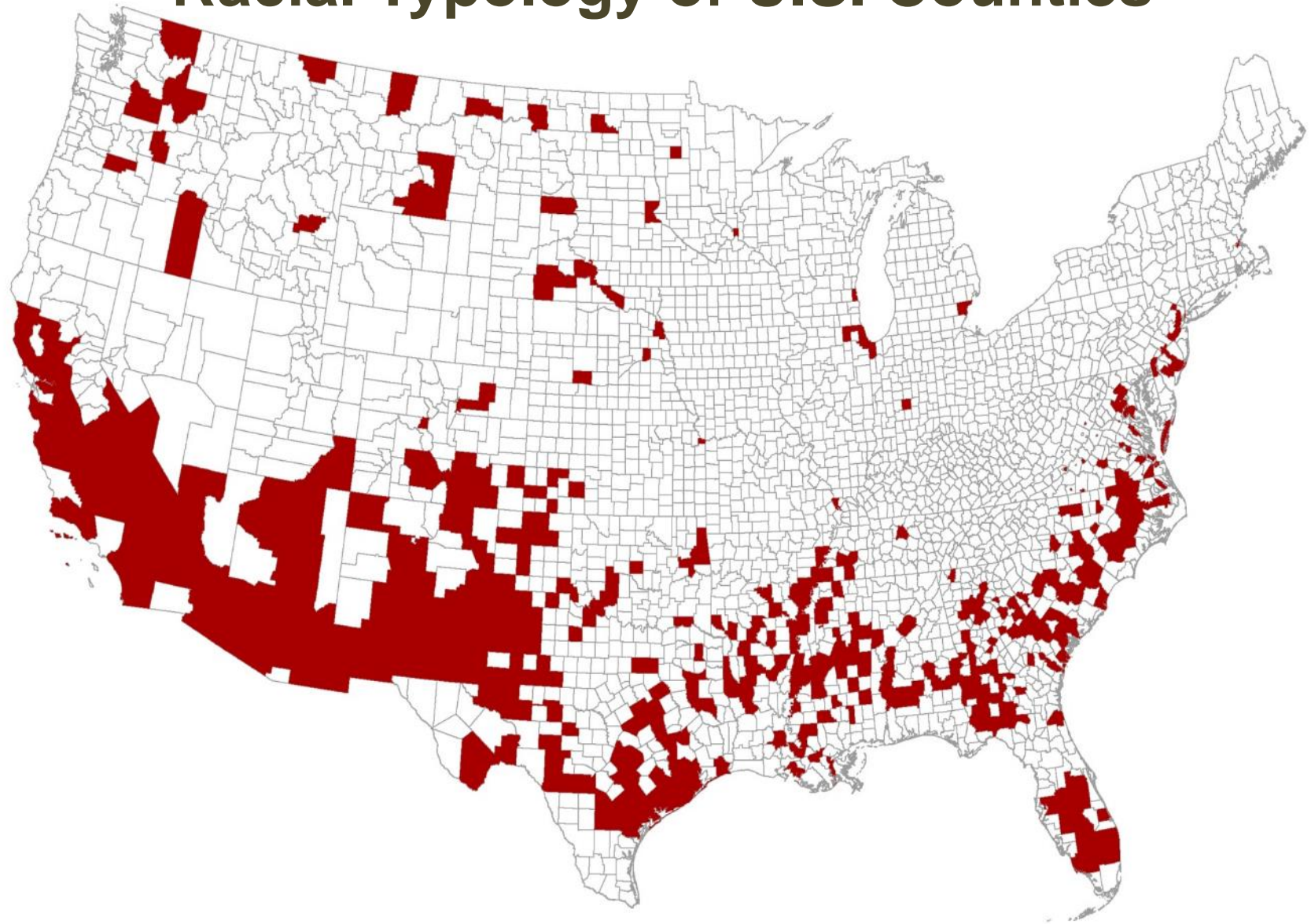
Age	United States	North Carolina
All Ages	27,323,632 (9.7%)	1,486,170 (18.5%)
<25	5,416,292 (5.4%)	449,385 (16.2%)
25-44	-2,905,697 (-3.4%)	73,209 (2.9%)
45-64	19,536,809 (31.5%)	698,545 (38.6% )
65+	5,276,231 (15.1%)	265,031 (27.3% )

# **The Triple Whammy of Geographical Disadvantage**

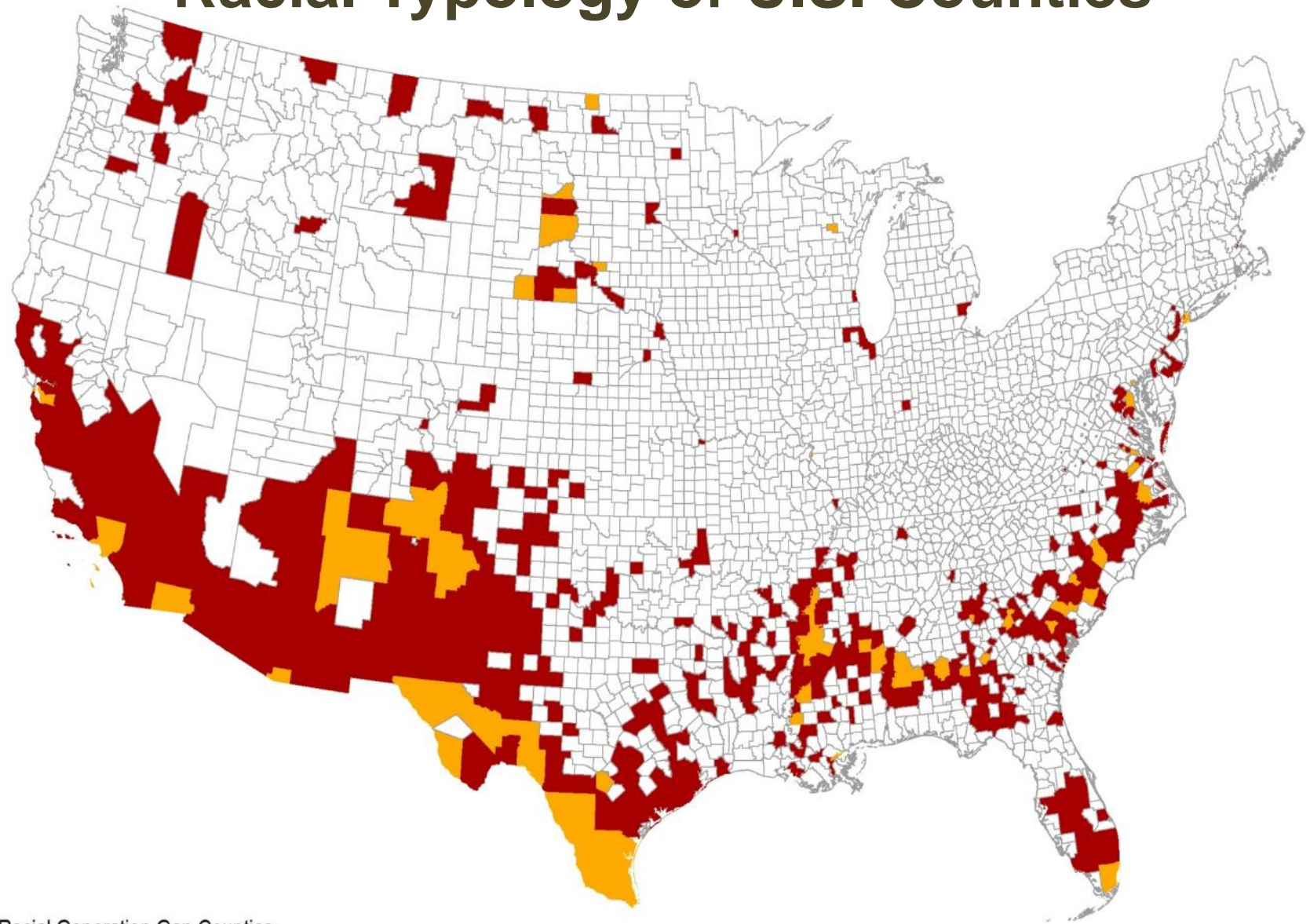
**The Human Capital Challenge**



# Racial Typology of U.S. Counties



# Racial Typology of U.S. Counties



 Racial Generation Gap Counties

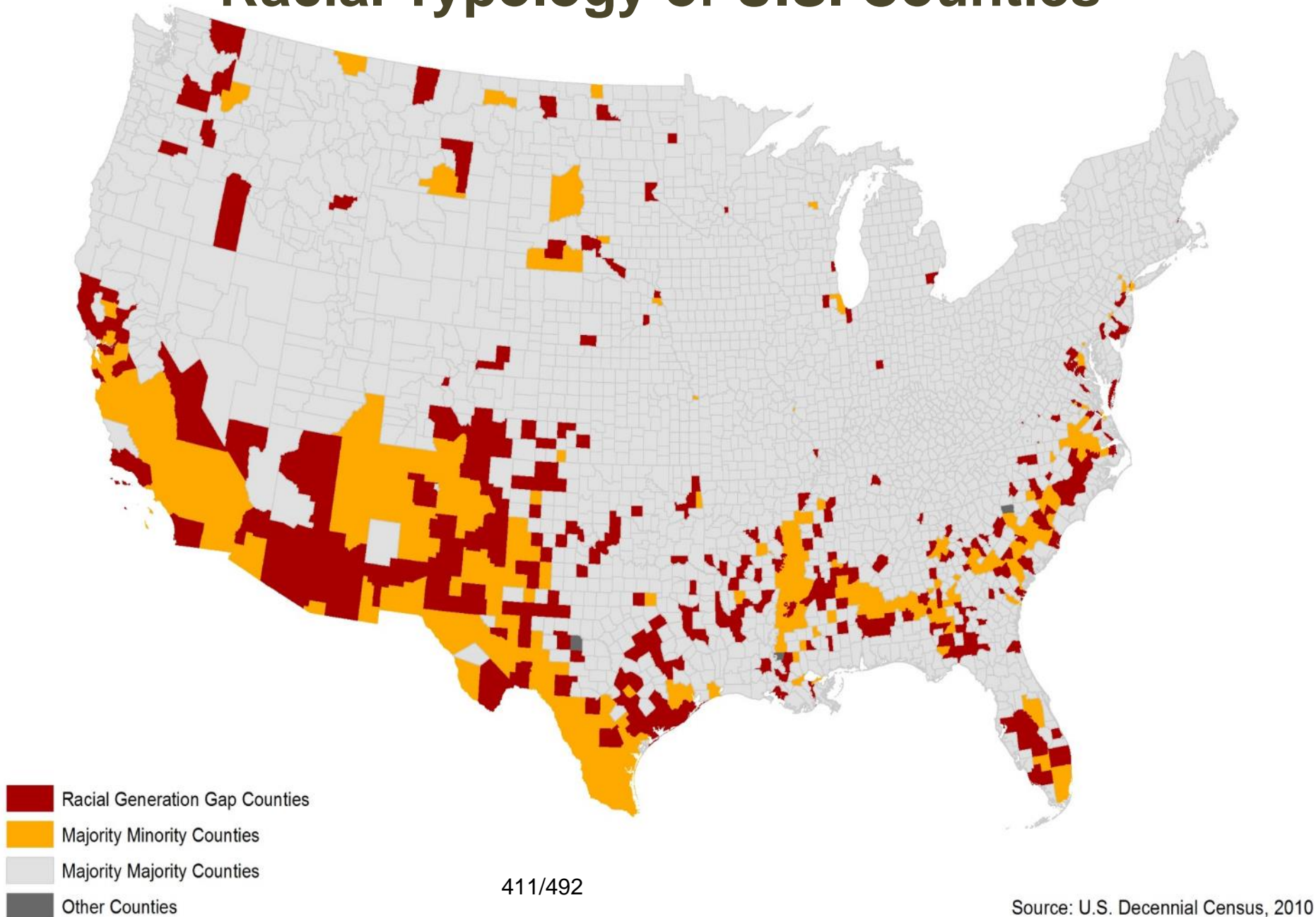
 Majority Minority Counties

410/492

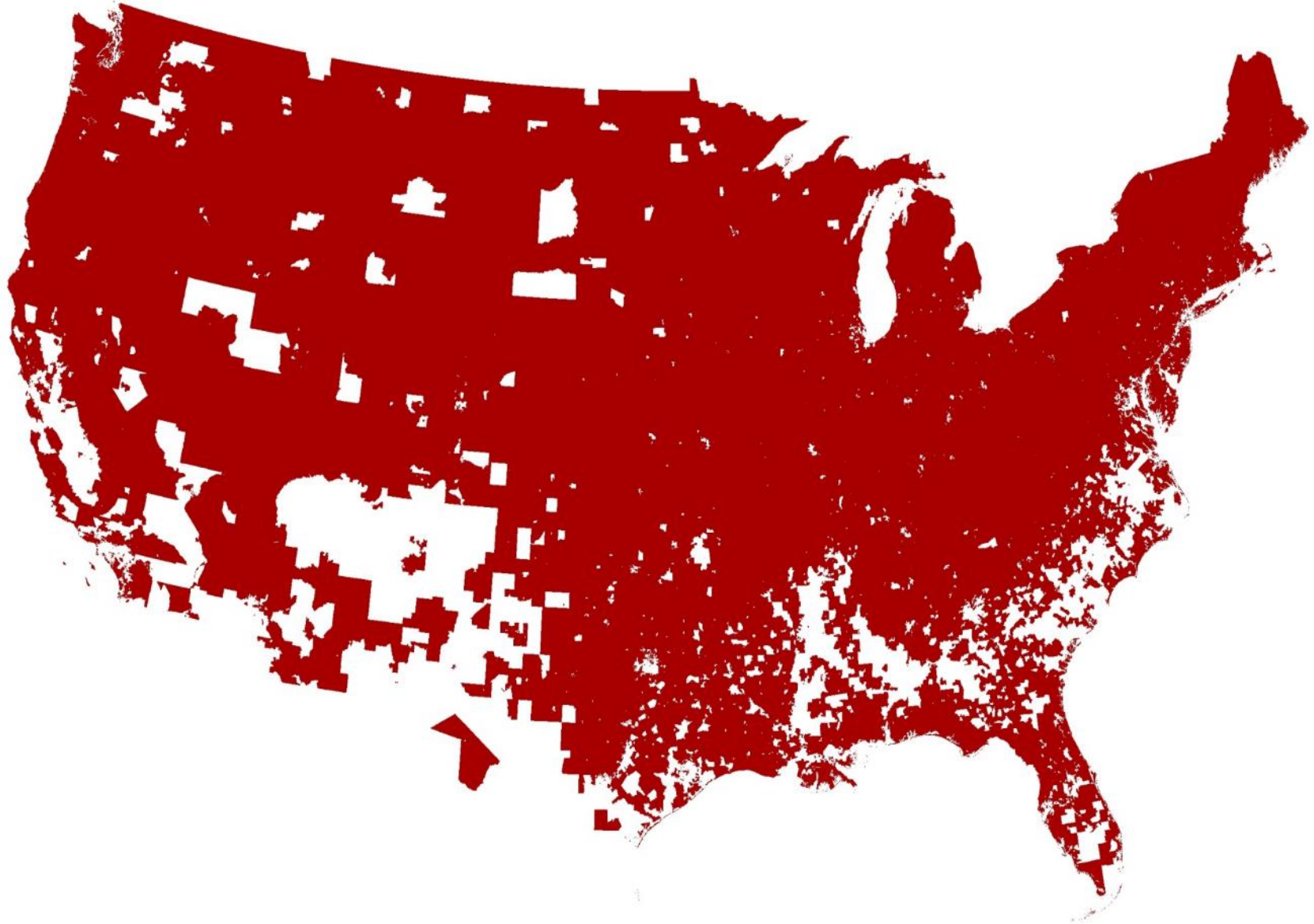
Source: U.S. Decennial Census, 2010




# Racial Typology of U.S. Counties



# U.S. Racial Segregation by Census Tract



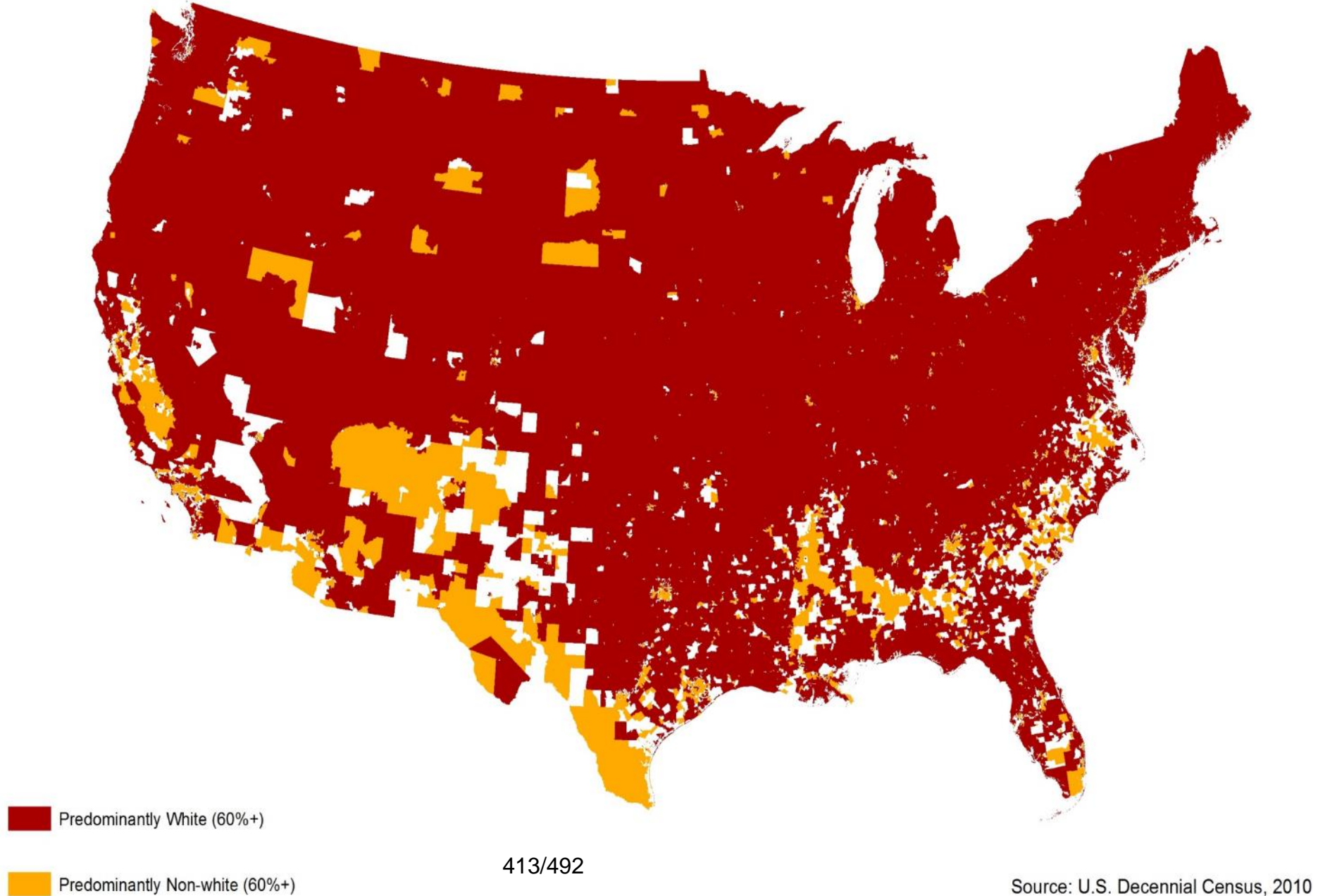
 Predominantly White (60%+)

412/492

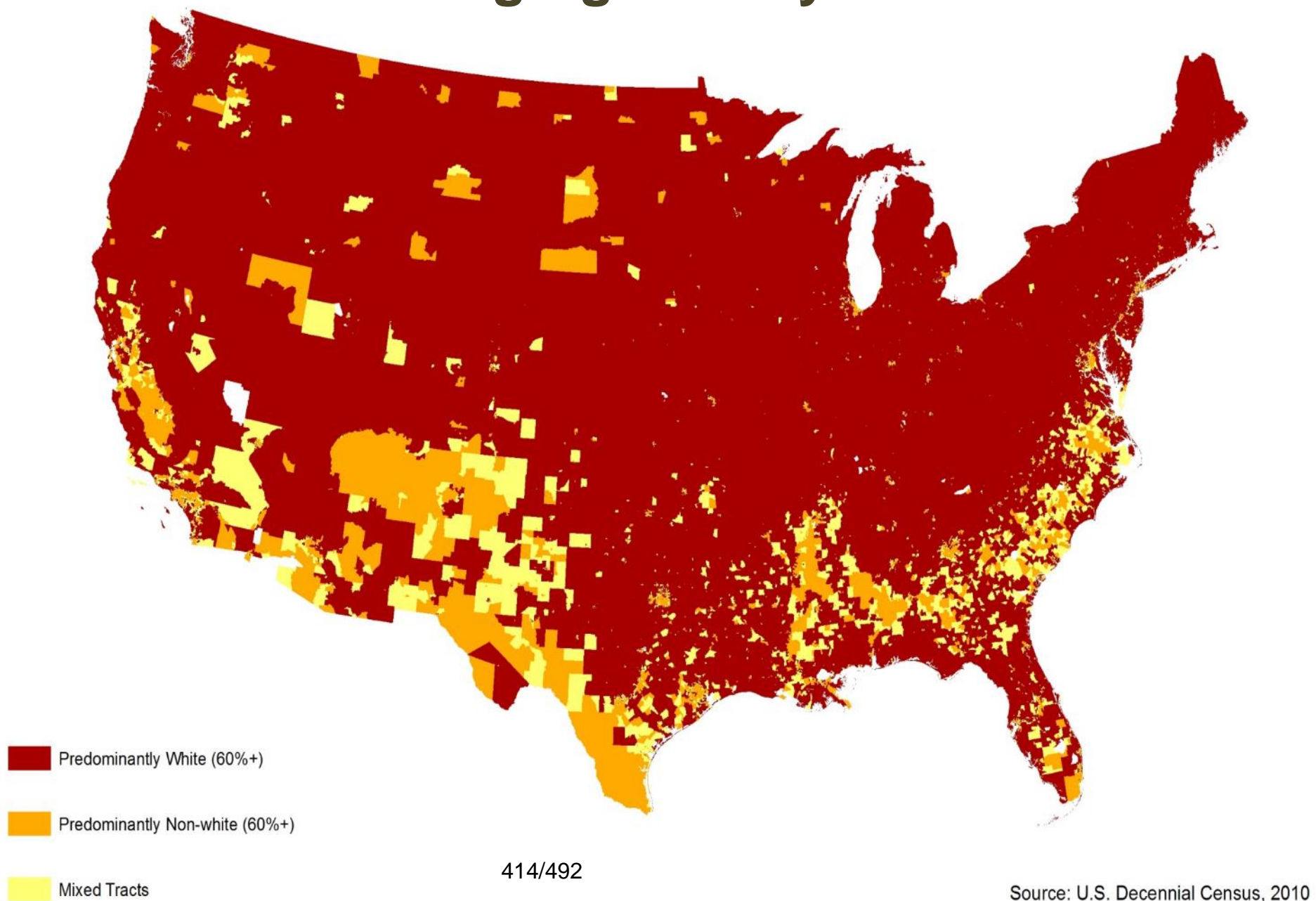
Source: U.S. Decennial Census, 2010



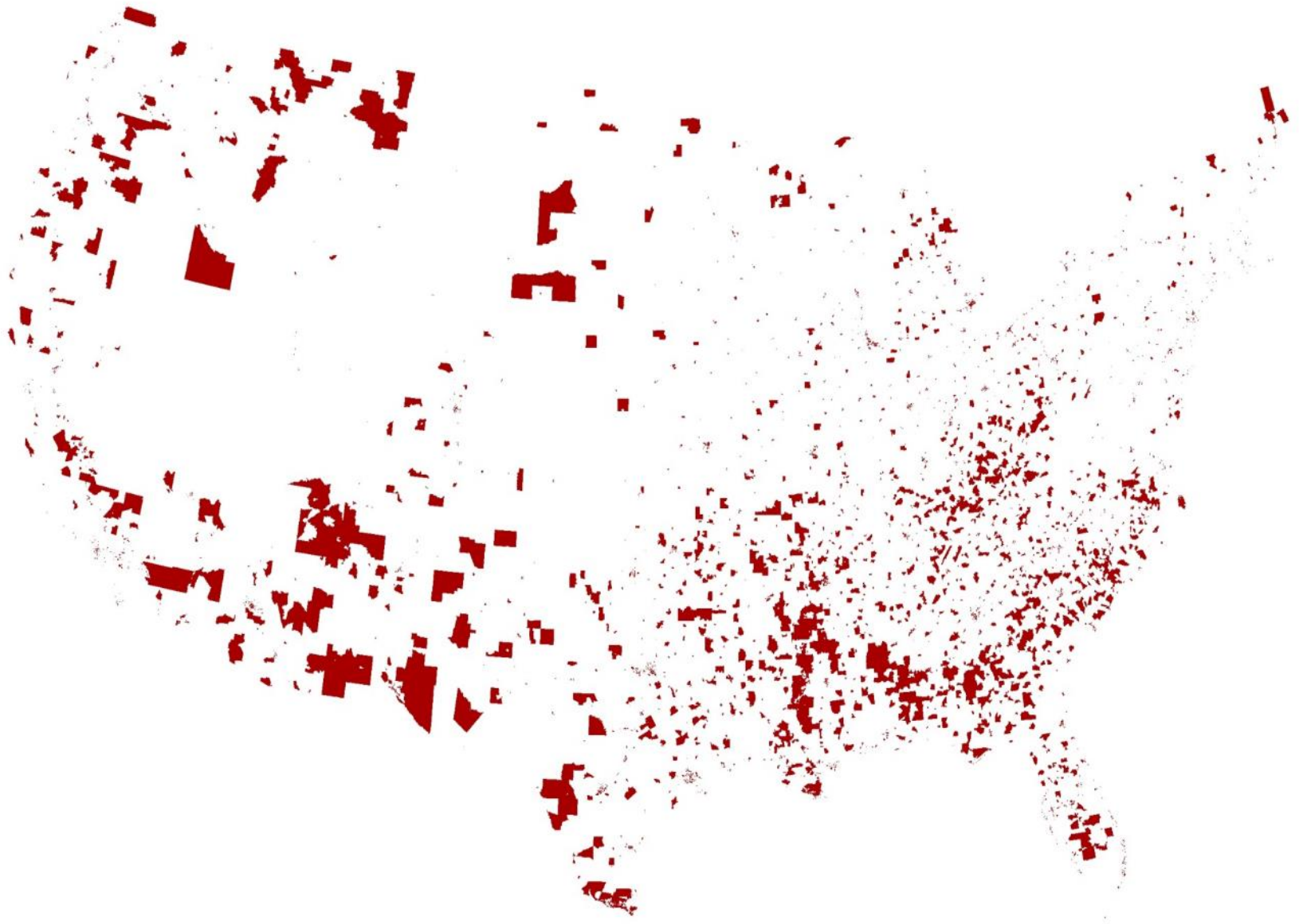
# U.S. Racial Segregation by Census Tract



# U.S. Racial Segregation by Census Tract



# U.S. School Age Poverty by Census Tract



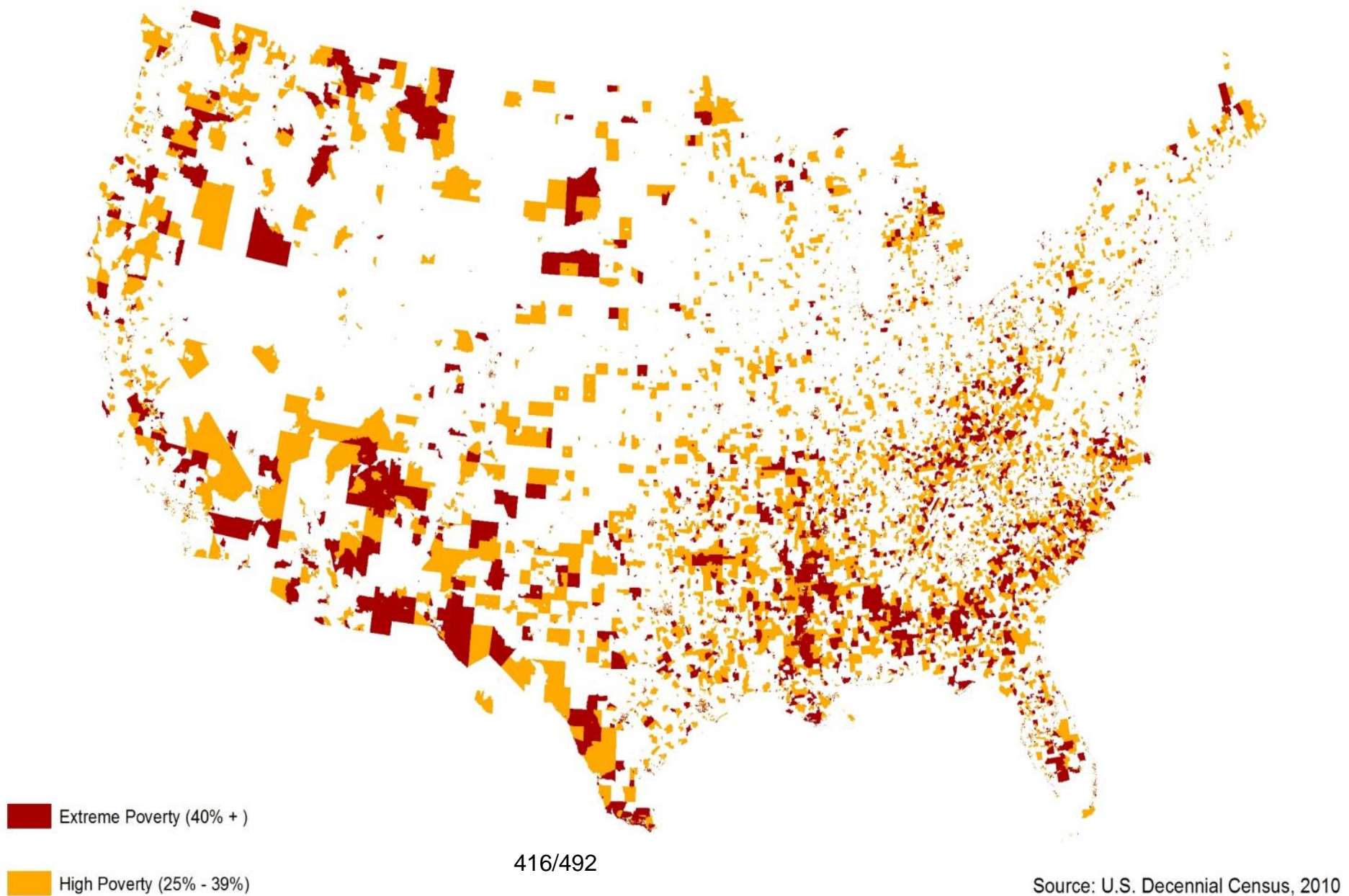
Extreme Poverty (40% + )

415/492

Source: U.S. Decennial Census, 2010

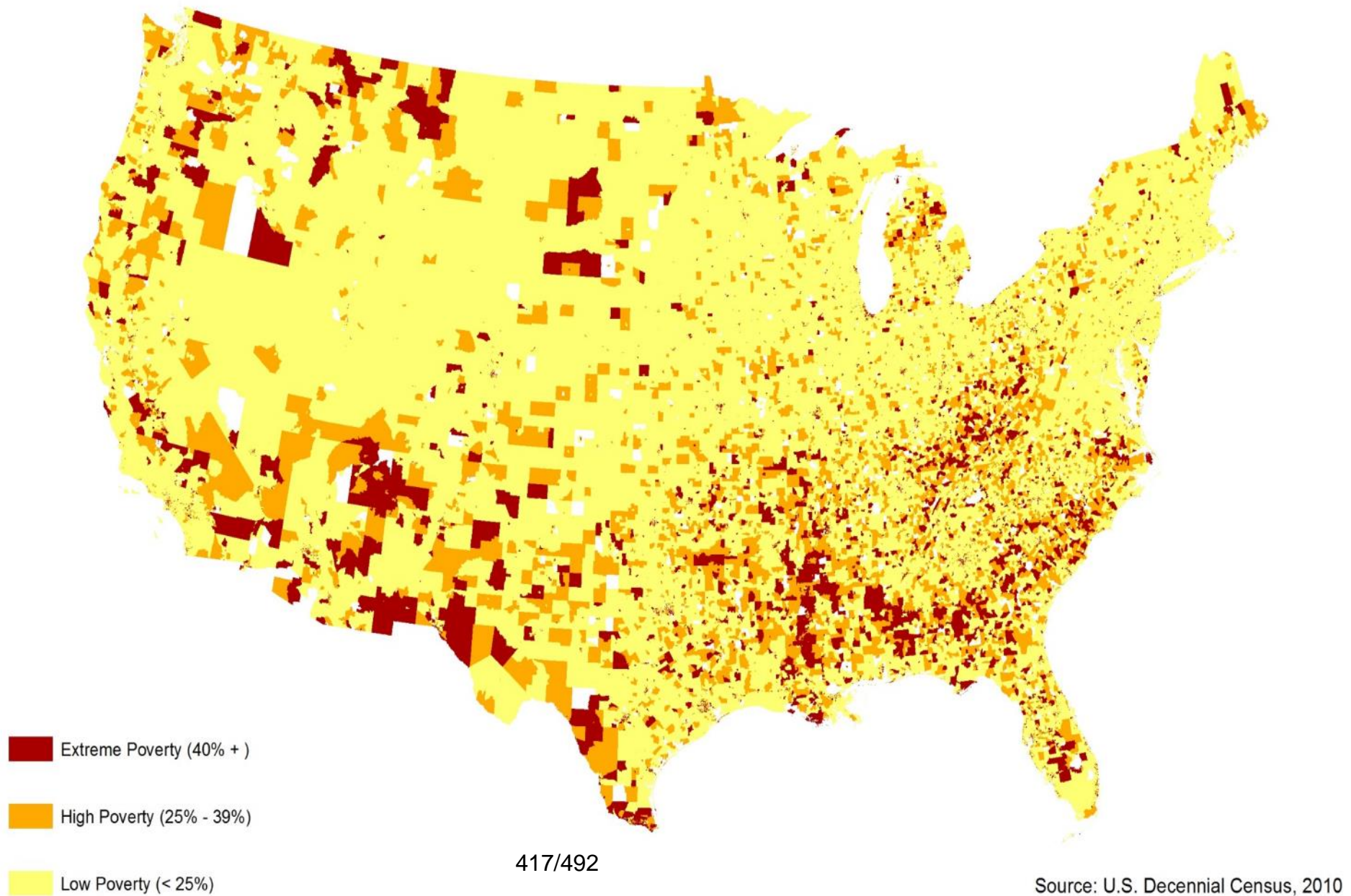


# U.S. School Age Poverty by Census Tract

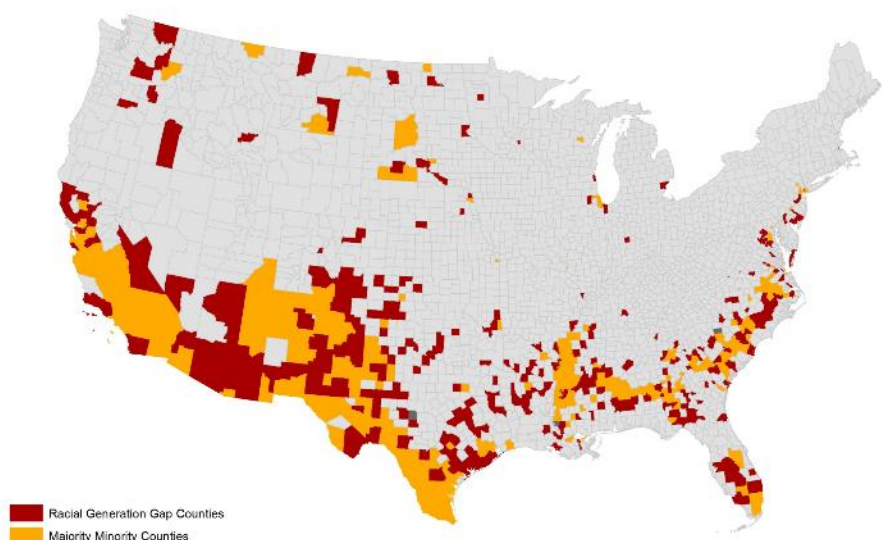




# U.S. School Age Poverty by Census Tract

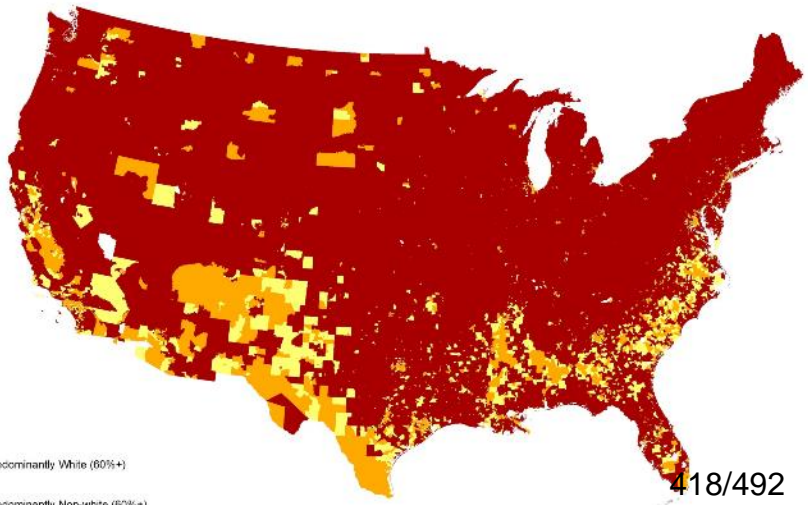


# The Triple Whammy of Geographic Disadvantage



- Racial Generation Gap Counties
- Majority Minority Counties
- Majority Majority Counties
- Other Counties

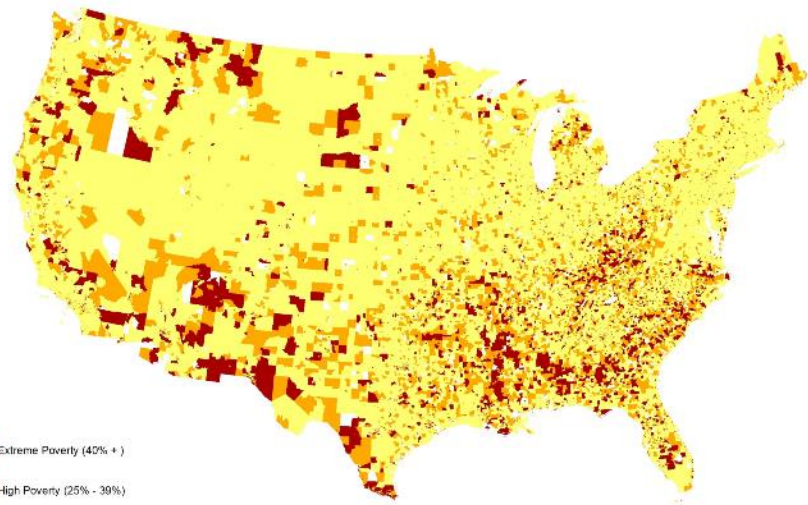
Source: U.S. Decennial Census, 2010



- Predominantly White (60%+)
- Predominantly Non-white (60%+)
- Mixed Tracts

418/492

Source: U.S. Decennial Census, 2010



- Extreme Poverty (40%+)
- High Poverty (25% - 30%)
- Low Poverty (< 25%)

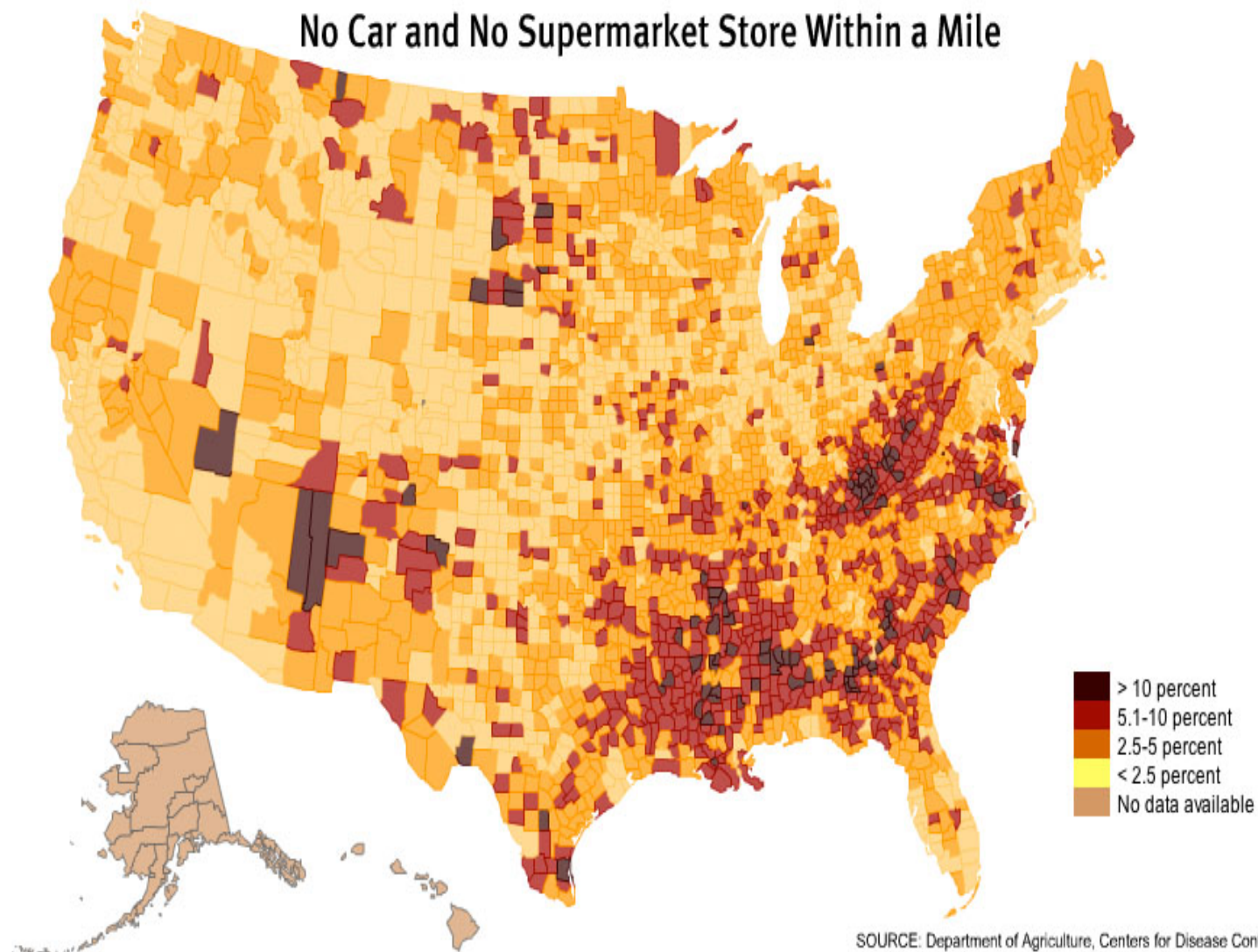
Source: U.S. Decennial Census, 2010

# Summary Indicators of Exposure

Level of Vulnerability	Number of Youth	Percent Non-White
Triple Whammy	9.8 million	93
Double Whammy	12.2 million	81
Single Whammy	20.0 million	39
No Whammy	32.1 million	24



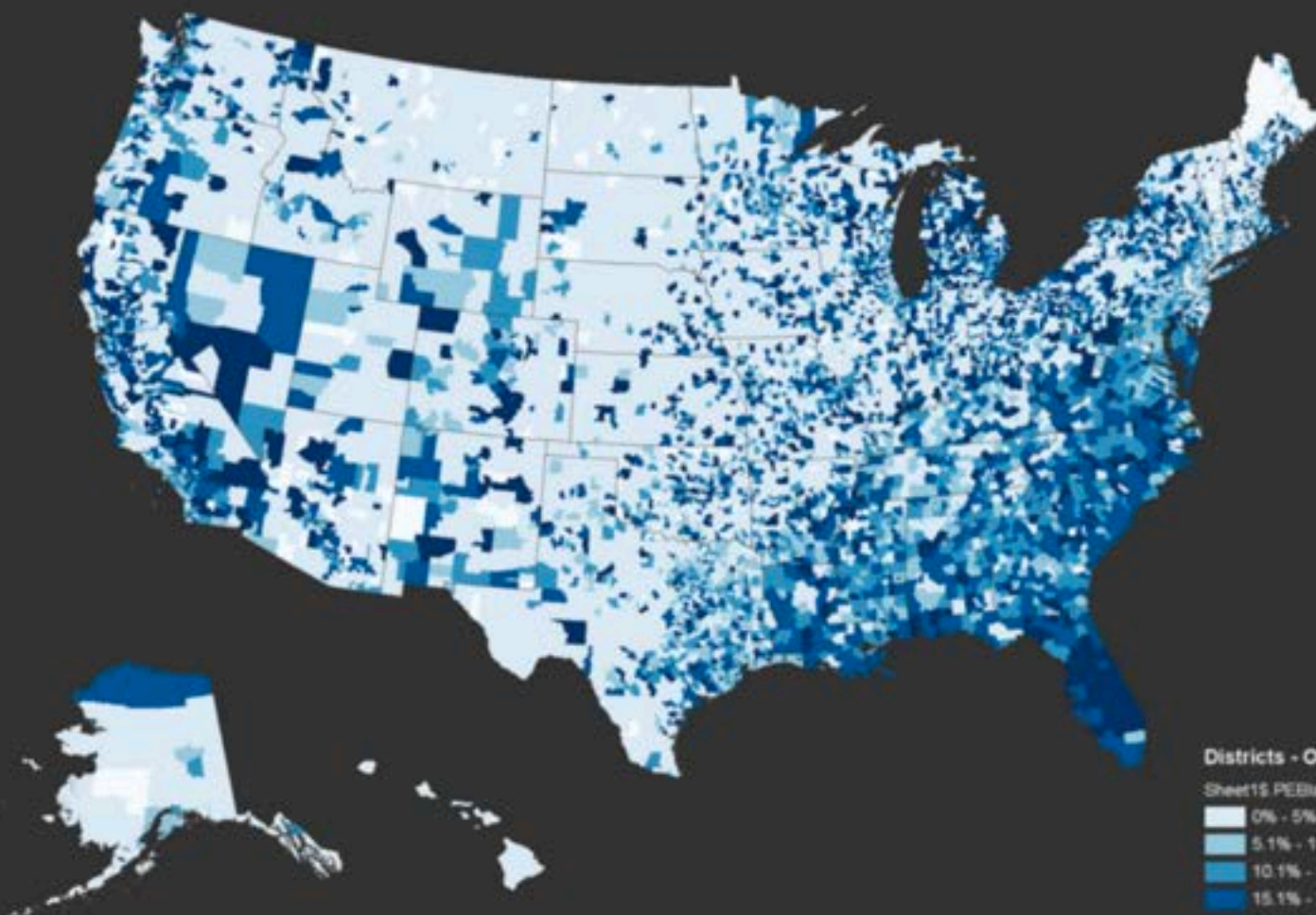
### No Car and No Supermarket Store Within a Mile



SOURCE: Department of Agriculture, Centers for Disease Control



# Percent of Black Students who Have Received One or More Out of School Suspensions by District (2011-12)



## Districts - OSS

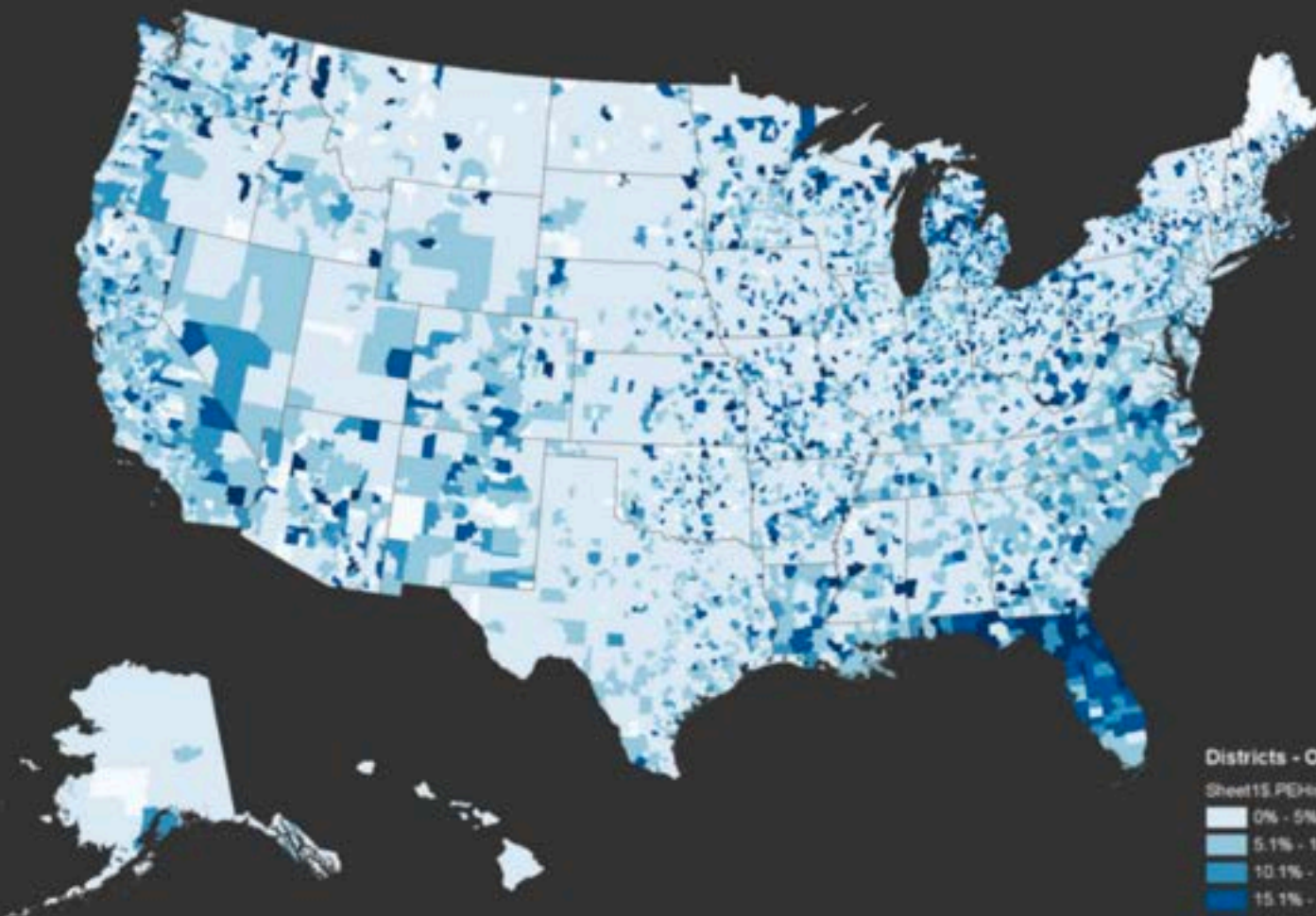
Sheet1\$ PEBisOSS



Civil Rights Data Collection 2011-12  
District Geography: U.S. Census Bureau, School District Review Program, 2011

NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31. Because race/ethnicity details on OSS are not available for students receiving services under 504, the OSS percentages reported for students with disabilities are restricted to 421/492 students receiving services under IDEA.

# Percent of Hispanic Students who Have Received One or More Out of School Suspensions by District (2011-12)



## Districts - OSS

Sheet15: PEHisOSS

0% - 5%

5.1% - 10%

10.1% - 15%

15.1% - 25%

Greater than 25%

Null or Missing Data

Civil Rights Data Collection 2011-12

District Geography: U.S. Census Bureau, School District Review Program, 2011

NOTE: For each school district, the percent of students receiving one or more out of school suspensions (OSS) is calculated by dividing the district's cumulative number of students receiving one or more out-of-school suspensions for the entire 2011-2012 school year, by the district's student enrollment based on a count of students taken on a single day between September 27 and December 31. Because race/ethnicity details on OSS are not available for students receiving services under 504, the OSS percentages reported for students with disabilities are restricted to students receiving services under IDEA.



# **NC's Triple Whammy of Geographical Disadvantage**

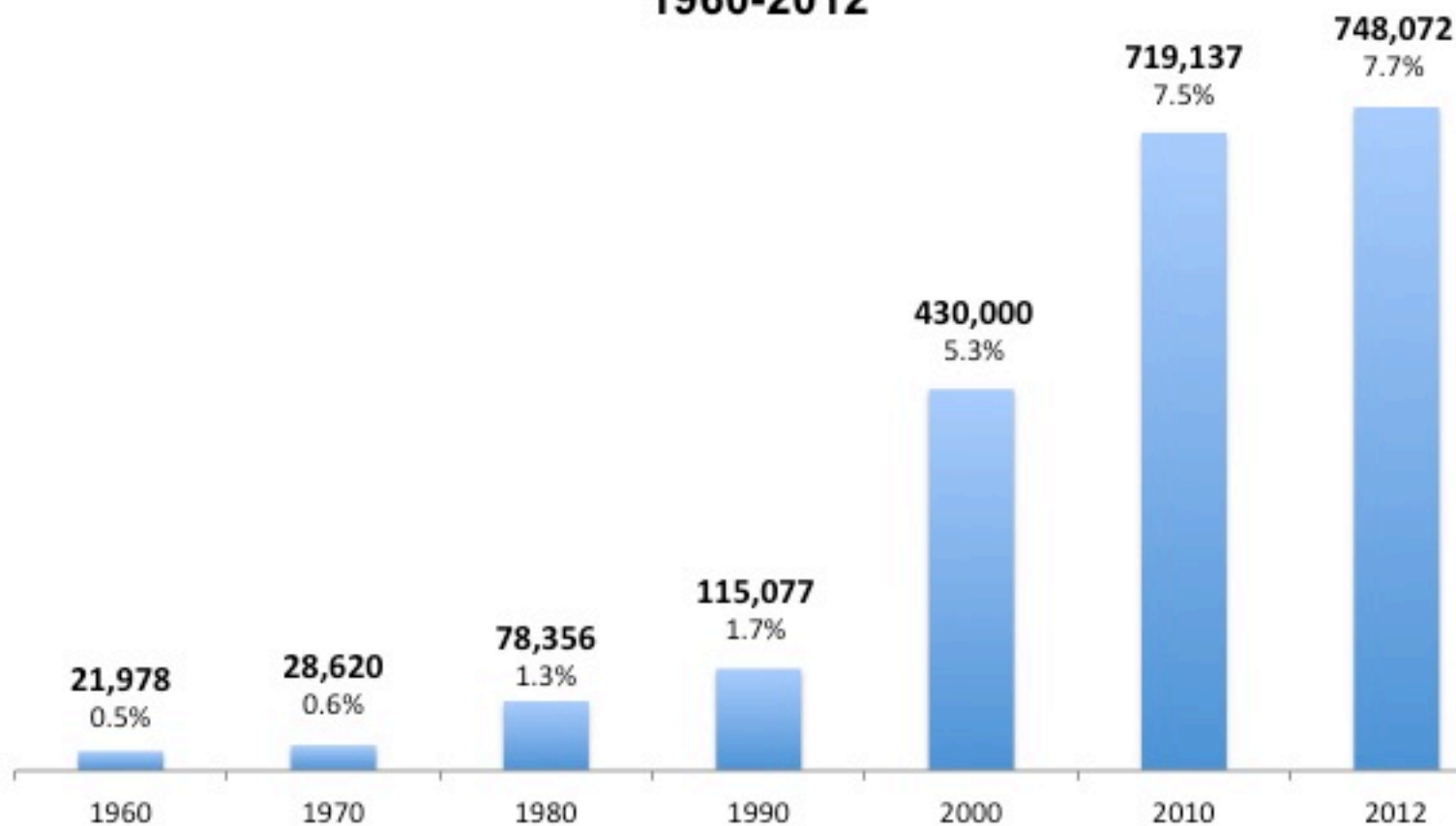
**The Human Capital Challenge**



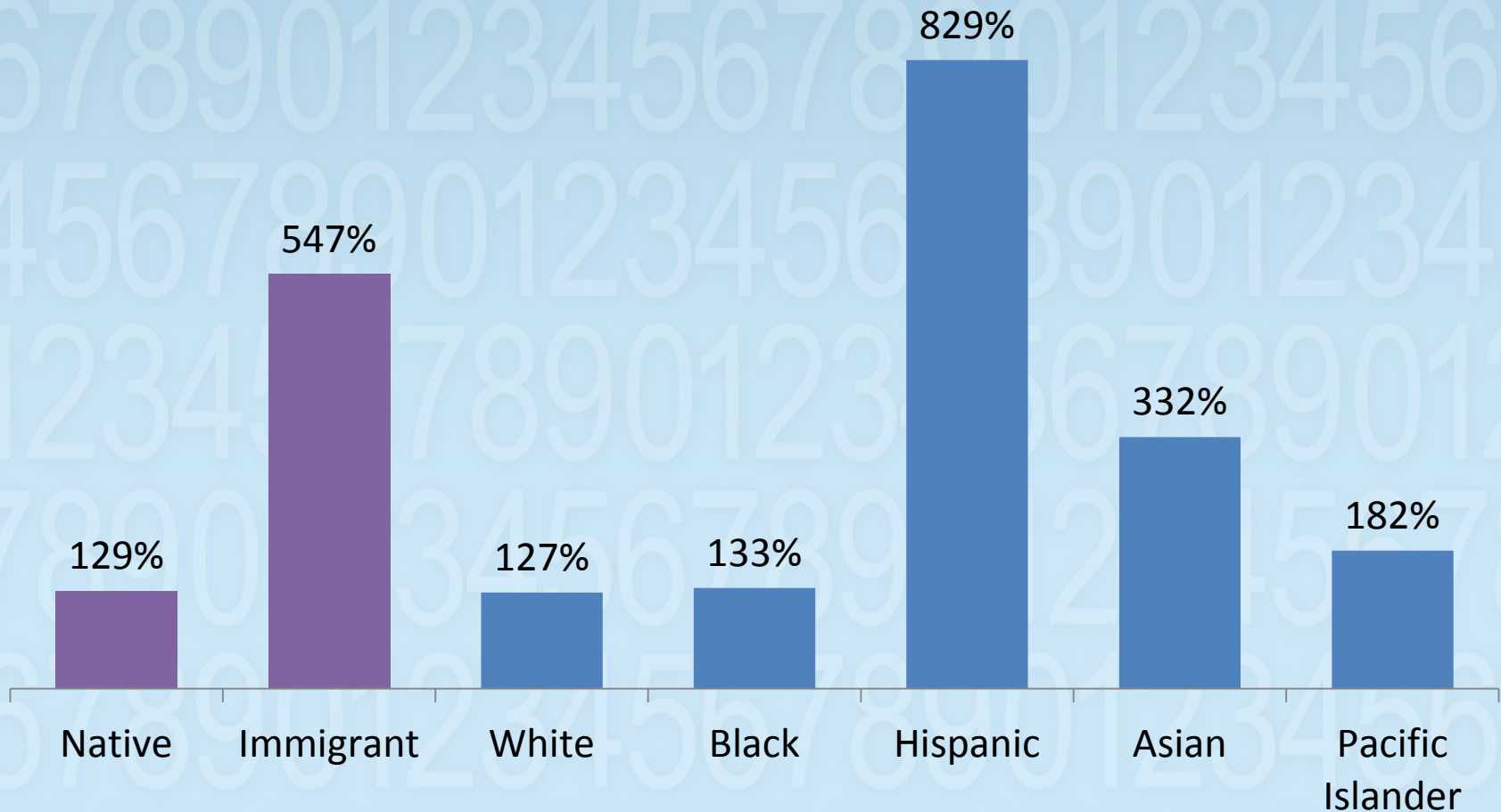
# Absolute and Percent Population Change, 2000-2010

Area	2010 Population	Absolute Change 2000-2010	Percent Change 2000-2010
U.S.	308,745,538	27,323,632	9.7%
South	114,555,744	14,318,924	14.3%
North Carolina	9,335,483	1,46,120	18.5%

## North Carolina Foreign Born Population Growth, 1960-2012



# NORTH CAROLINA POPULATION GROWTH BY NATIVITY, RACE, AND ETHNICITY, 1990-2007





# Median Age and Fertility Rates for Females in North Carolina, 2010-2014

Demographic Group	Median Age	Fertility/1000 women*
All Females	39.2	54
White, Not Hispanic	43.6	47
Black	36.2	56
American Indian & Alaskan Native	35.7	65
Asian	33.2	63
Native Hawaiian & Pacific Islander	27.3	81
Some other race	23.9	81
Two or more races	17.2	69
Hispanic	23.9	84
Native Born	39.4	50
Foreign Born	38.0	83

Source: [www.census.gov](http://www.census.gov)

\*Women 15 to 50 with births in past 12 months.

# Absolute and Percent Population Change, 2010-2015

Area	2015 Population	Absolute Change 2010-2015	Percent Change 2010-2015
U.S.	321,418,820	12,071,957	3.9%
South	121,182,847	6,319,989	5.5%
North Carolina	10,042,802	483,823	5.1%

# NON-WHITE AND HISPANIC SHARES OF POPULATION GROWTH, 2010-2014

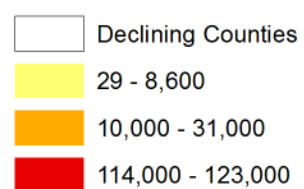
Area	Absolute Population Change	Non-White Share	Hispanic Share
NC	408,481	67.3	23.1



# NC Absolute Population Growth by County, 2010 - 2015



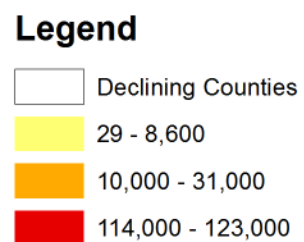
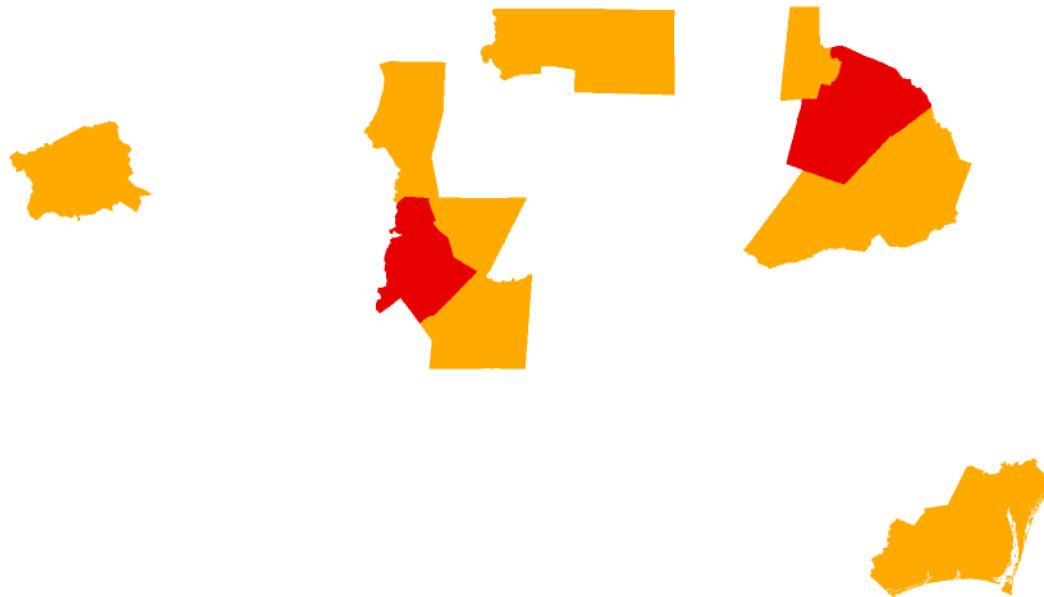
## Legend



430/492

Source: ACS

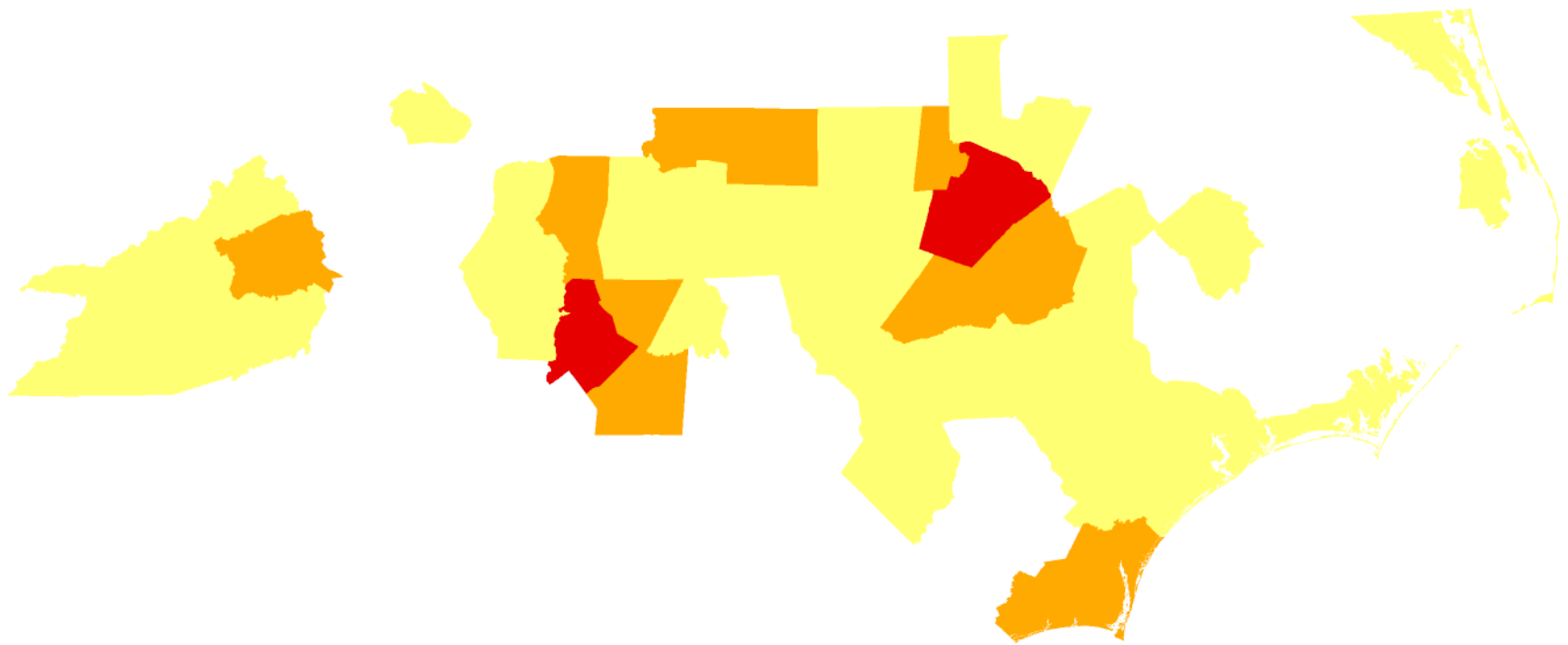
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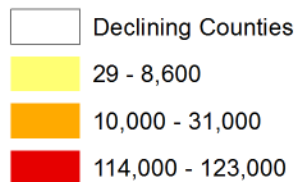
431/492

Source: ACS

# NC Absolute Population Growth by County, 2010 - 2015



## Legend

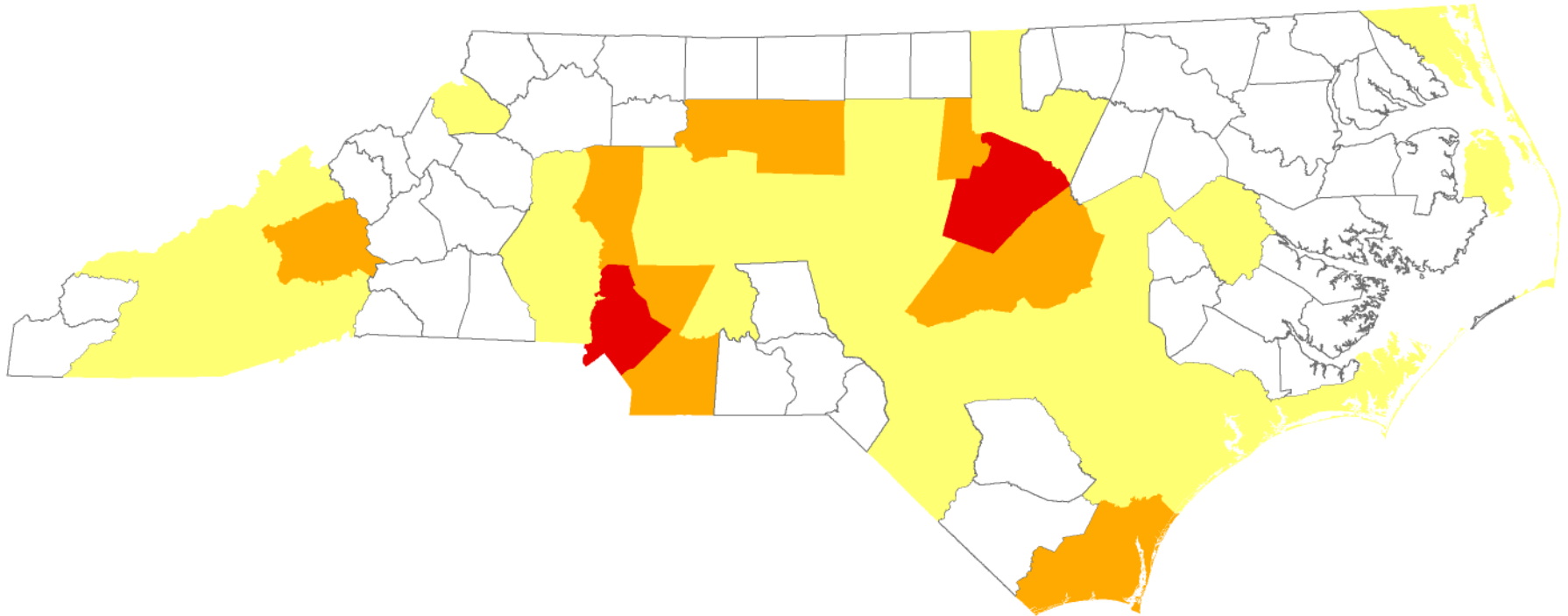


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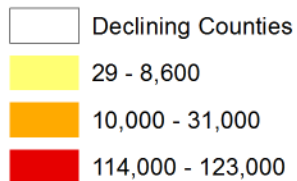
Source: ACS



# NC Absolute Population Growth by County, 2010 - 2015



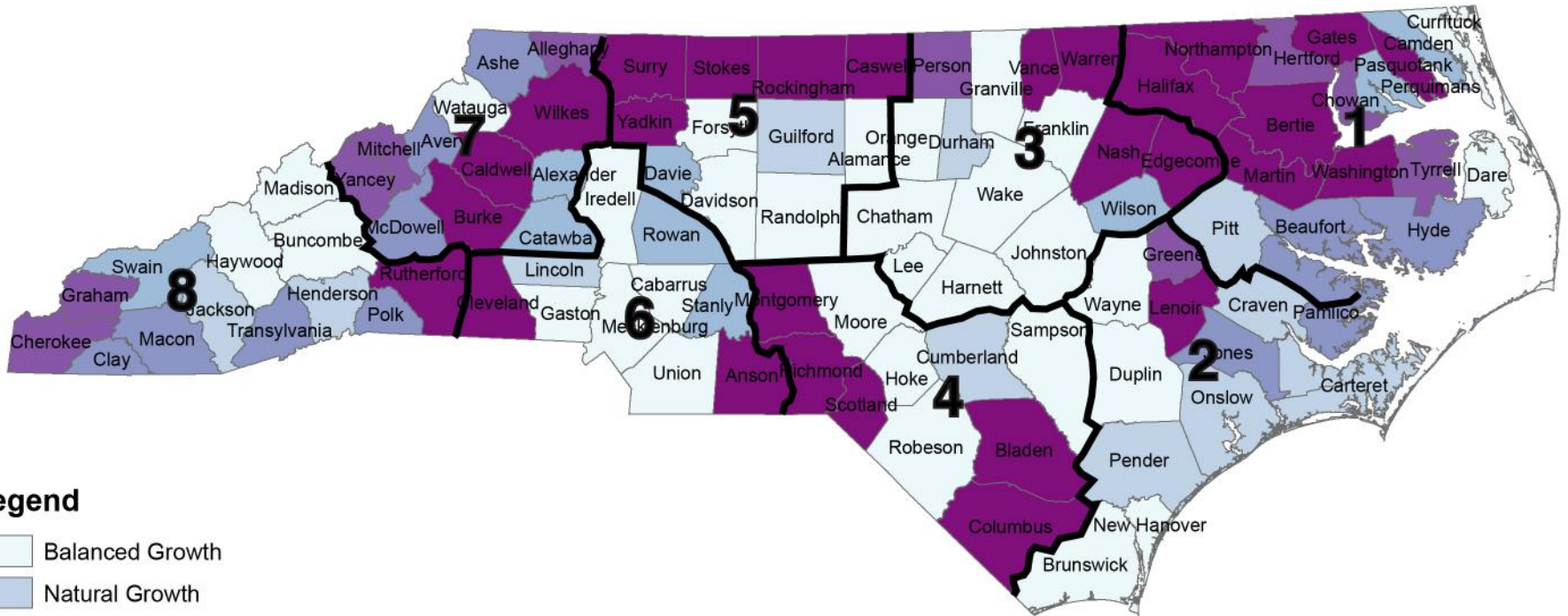
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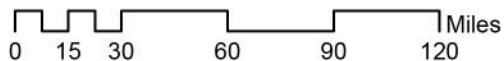
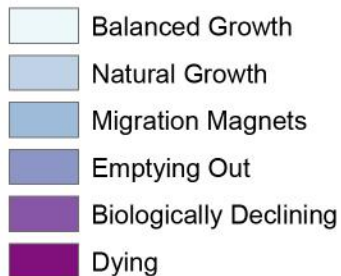
433/492

Source: ACS

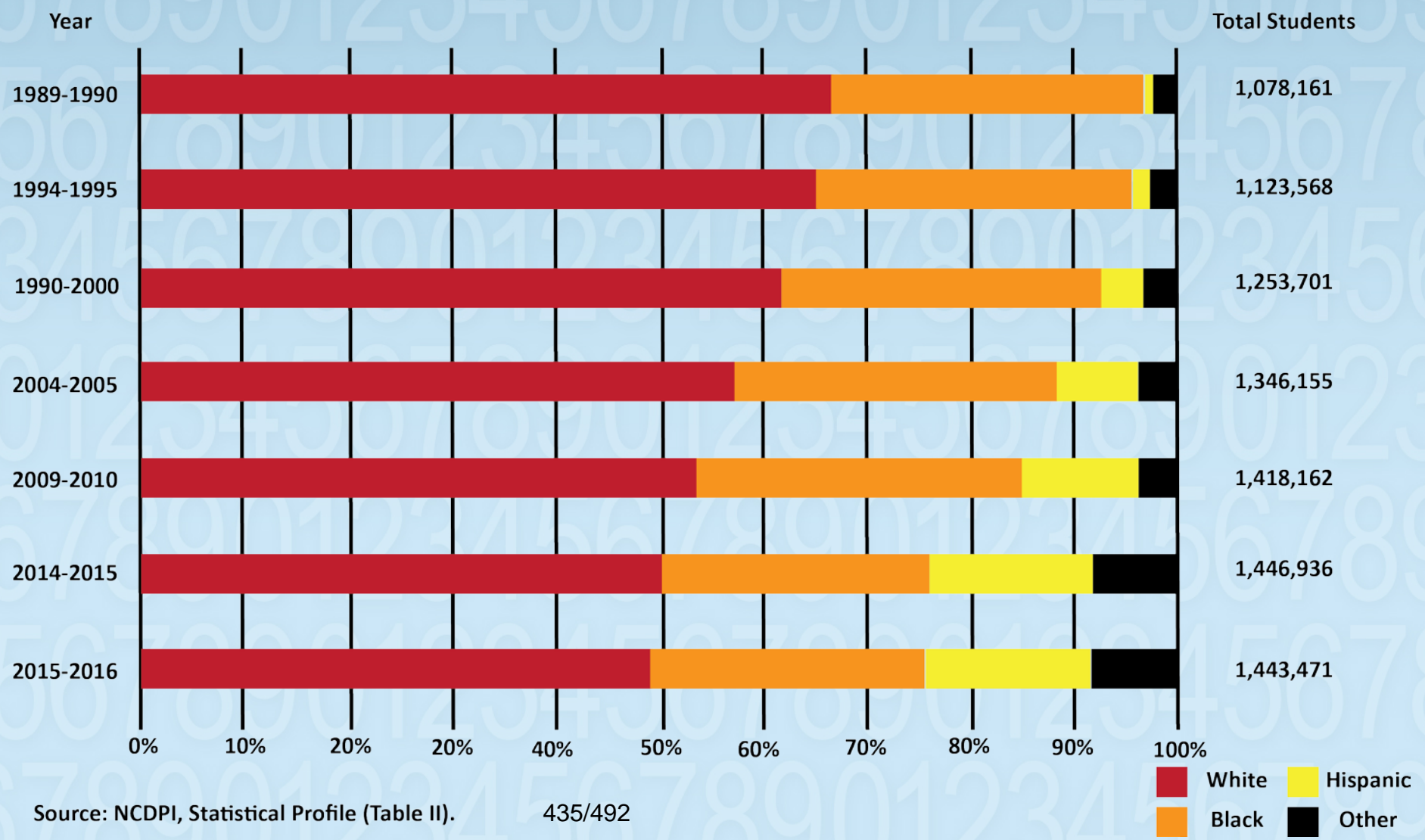
# Demographic Change Typology, NC Counties, 2010 - 2014



### Legend



# Shifting Race/Ethnic Composition of Students Enrolled in NC Public Schools





# CHANGE IN THE RACE/ETHNIC COMPOSITION OF NC PUBLIC SCHOOLS, 2000-2016

Group	2015-16 Enrollment	2000-01 Enrollment	Absolute Change	Percent Change
Total	1,443,471	1,268,422	175,049	13.8
AI/AN	19,347	18,651	696	3.7
Black	370,872	393,712	-22,840	-5.8
Asian	43,108	23,576	19,532	82.8
Hispanic	238,837	56,232	182,605	324.7
White	714,459	776,251	-61,792	-8.0

# Changes in NC Public School Enrollment by Race & Gender, 2007-2016

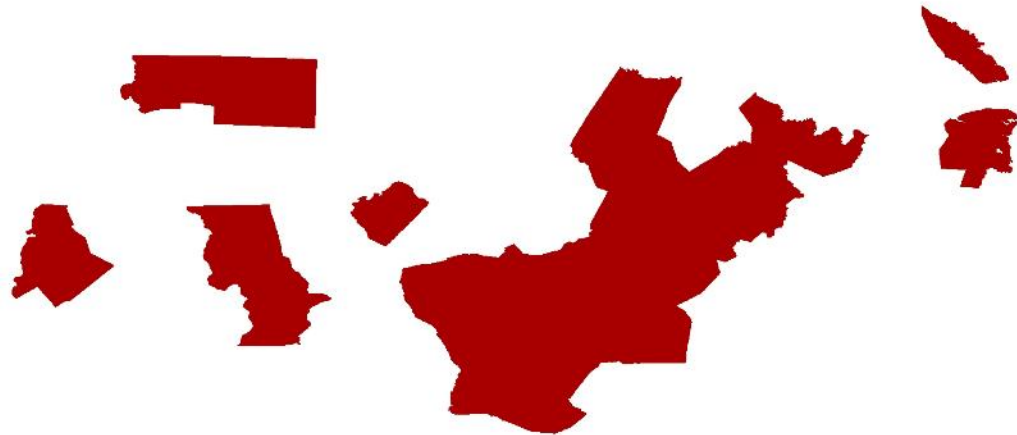
Race/Ethnicity	2015-16 Enrollment	2007-08 Enrollment	Absolute Change	Percent Change
		Males		
American Indian	10,157	10,879	-322	-3.1
Asian	23,239	16,609	6,630	39.9
Hispanic	125,688	74,339	51,349	69.1
Black	200,311	229,586	-29,275	-12.8
White	392,895	410,585	-17,690	-4.3
		Female		
American Indian	9,846	10,205	-359	-3.5
Asian	22,652	16,693	5,595	35.7
Hispanic	119,989	70,935	49,054	69.2
Black	192,331	225,492	-33,161	-14.7
White	367,897	389,798	-21,901	-5.6

# Race/Ethnic Profile of NC Public Schools, 2015-16

Race/Ethnicity	Absolute Number	Share of Total
All Students	1,443,471	100.0
American Indian	19,347	1.3
Asian	43,108	3.0
Hispanic	238,837	16.5
Black	370,872	25.7
White	714,459	49.5
Two or more races	55,049	3.8
Pacific Islander	1,799	0.1



# Racial Typology of North Carolina Counties

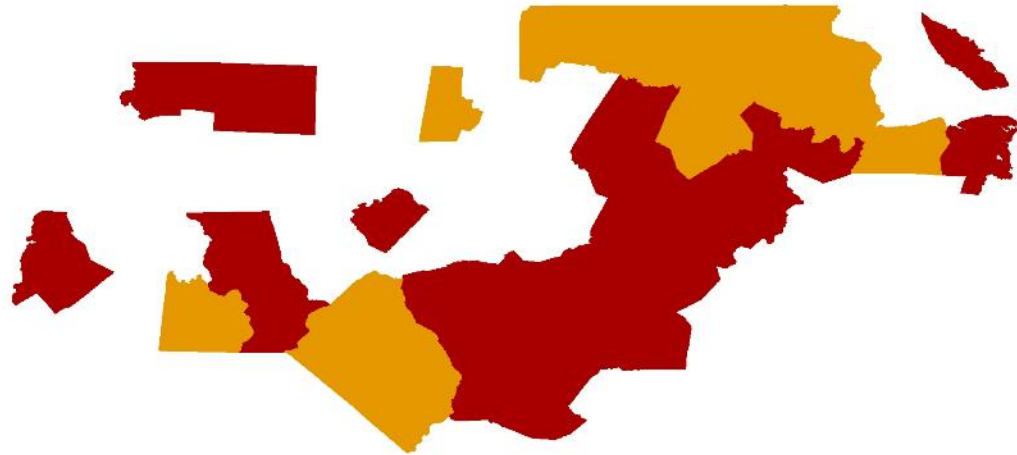


Racial Generation Gap Counties

439/492

Source: U.S. Decennial Census, 2010

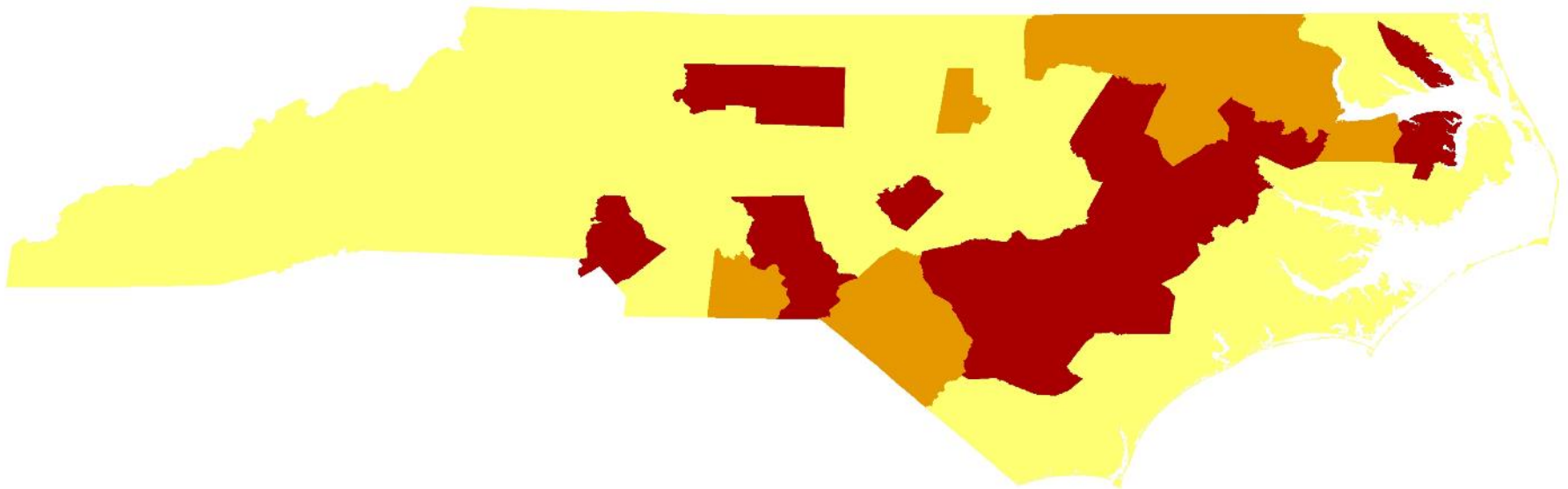
# Racial Typology of North Carolina Counties



 Majority Minority Counties

 Racial Generation Gap Counties

# Racial Typology of North Carolina Counties



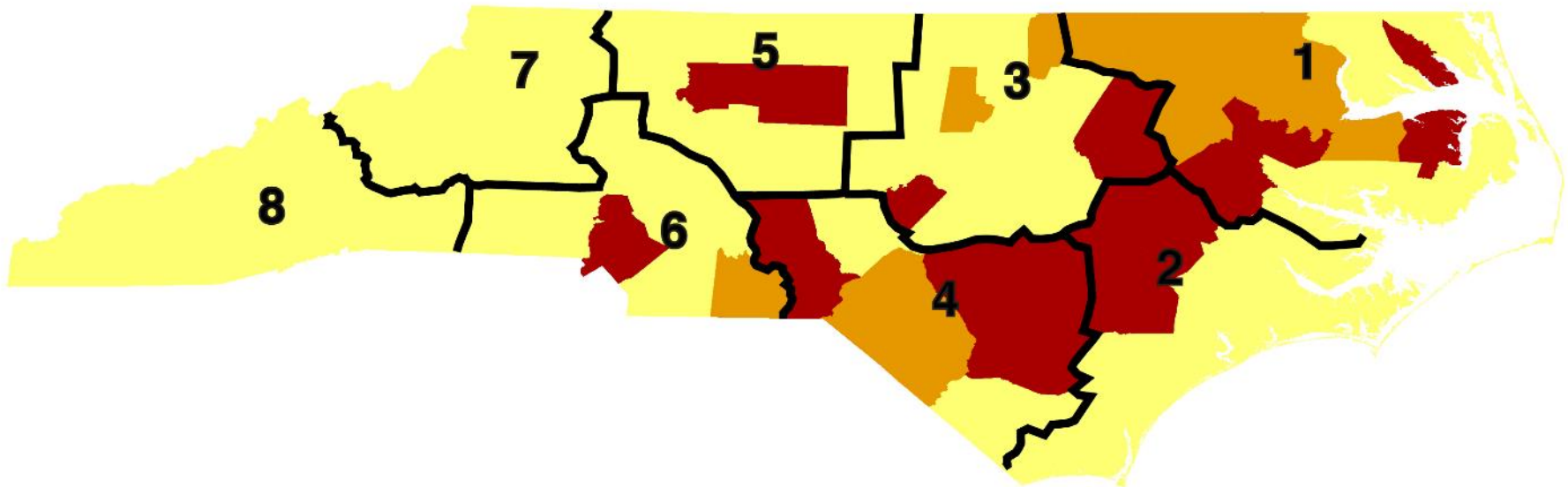
Majority Majority Counties

Majority Minority Counties

Racial Generation Gap Counties



# Racial Typology of North Carolina Counties

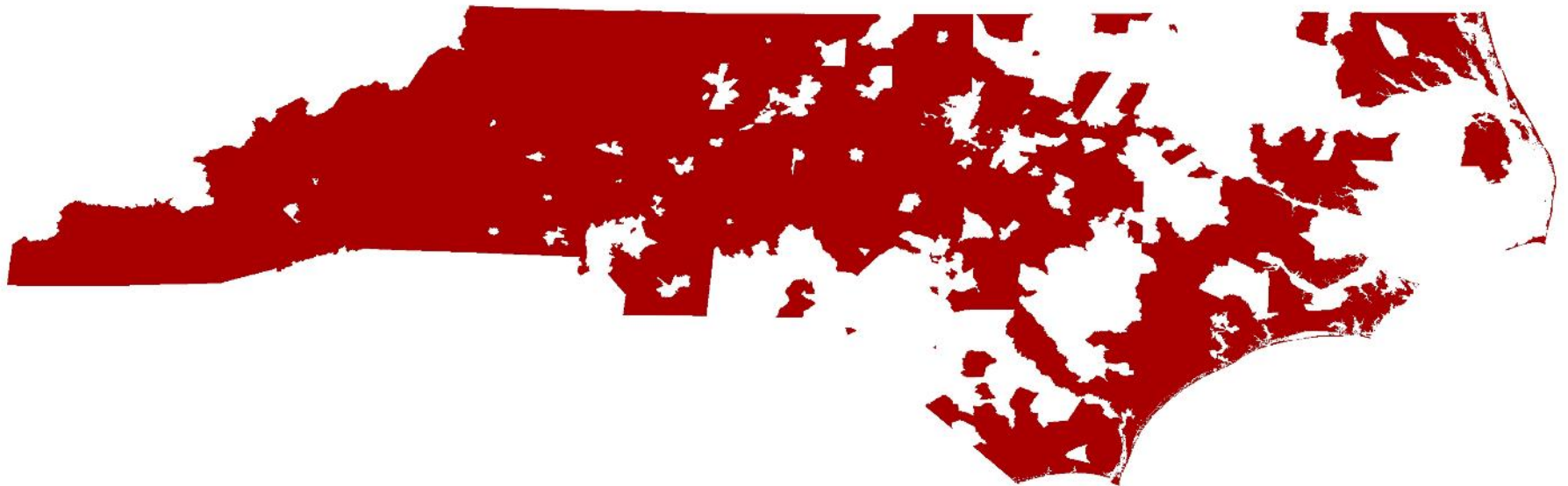



Majority Majority Counties

Majority Minority Counties

Racial Generation Gap Counties

# North Carolina Racial Segregation by Census Tract

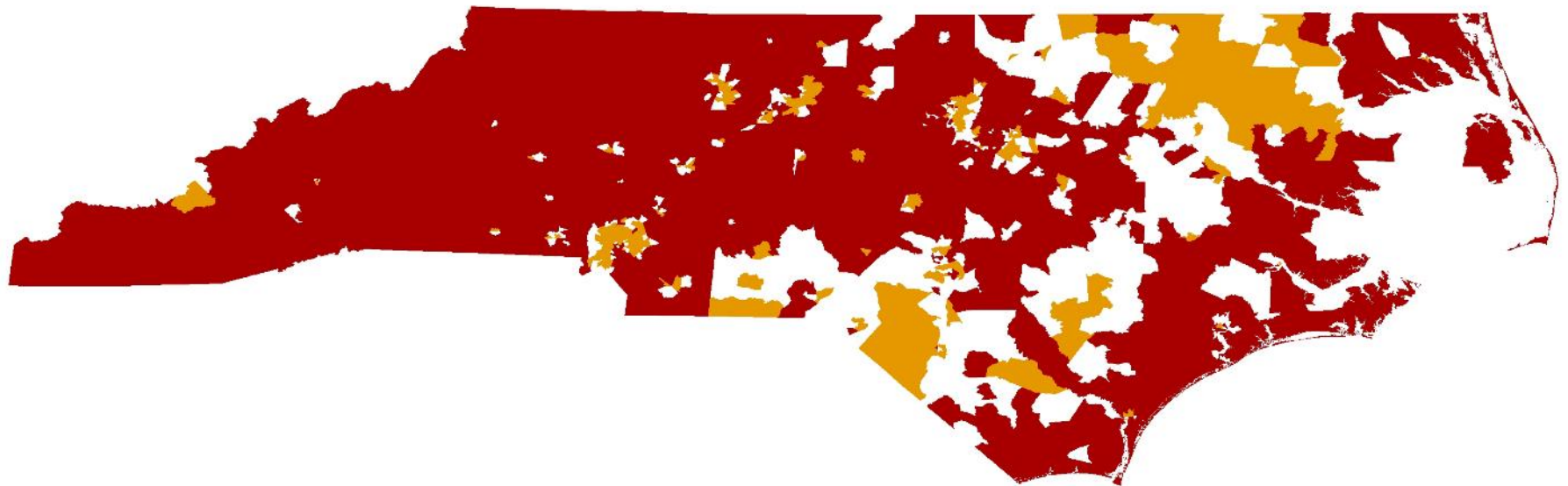



 Predominantly White (60%+)


443/492

Source: U.S. Decennial Census, 2010

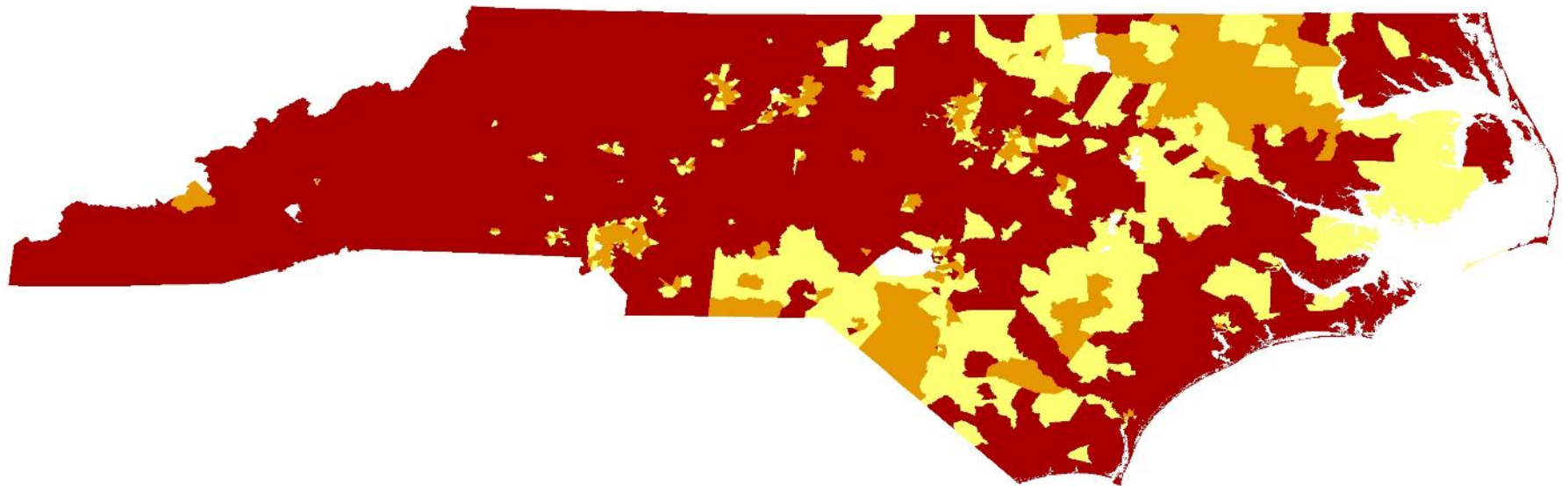
# North Carolina Racial Segregation by Census Tract



 Predominantly Non-White (60%+)

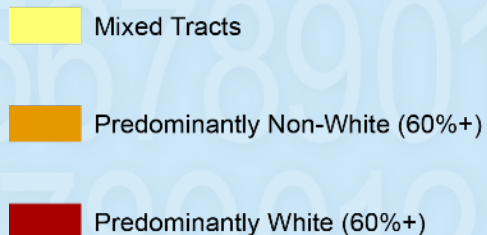
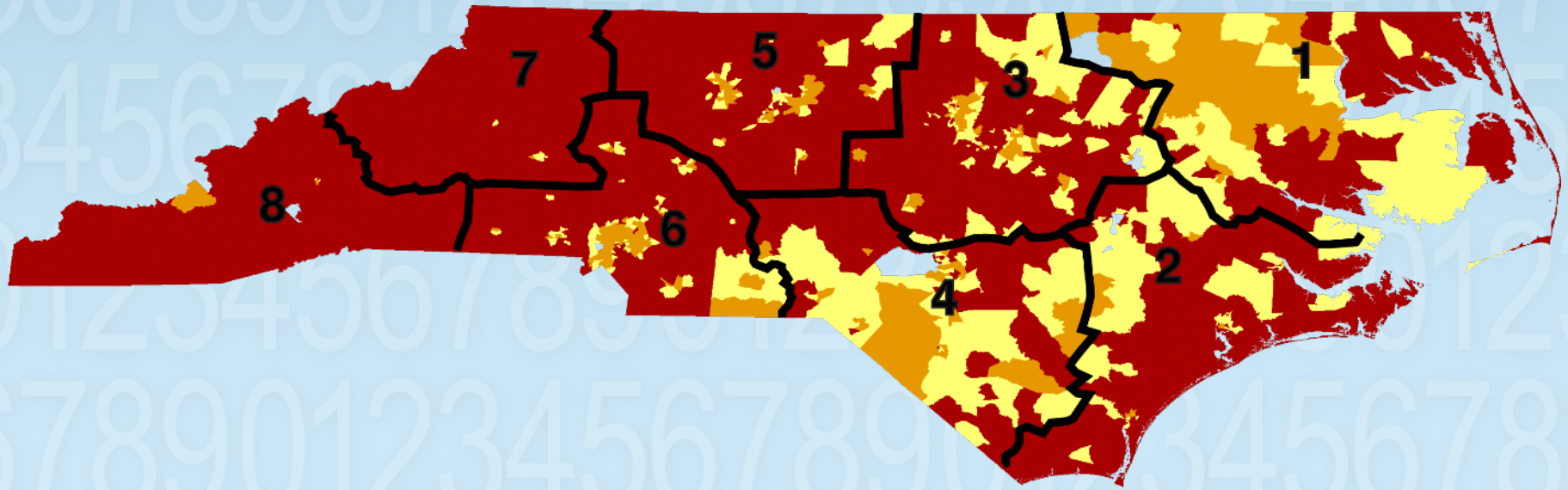
 Predominantly White (60%+)

# North Carolina Racial Segregation by Census Tract





# North Carolina Racial Segregation by Census Tract



# North Carolina Poverty by Census Tract

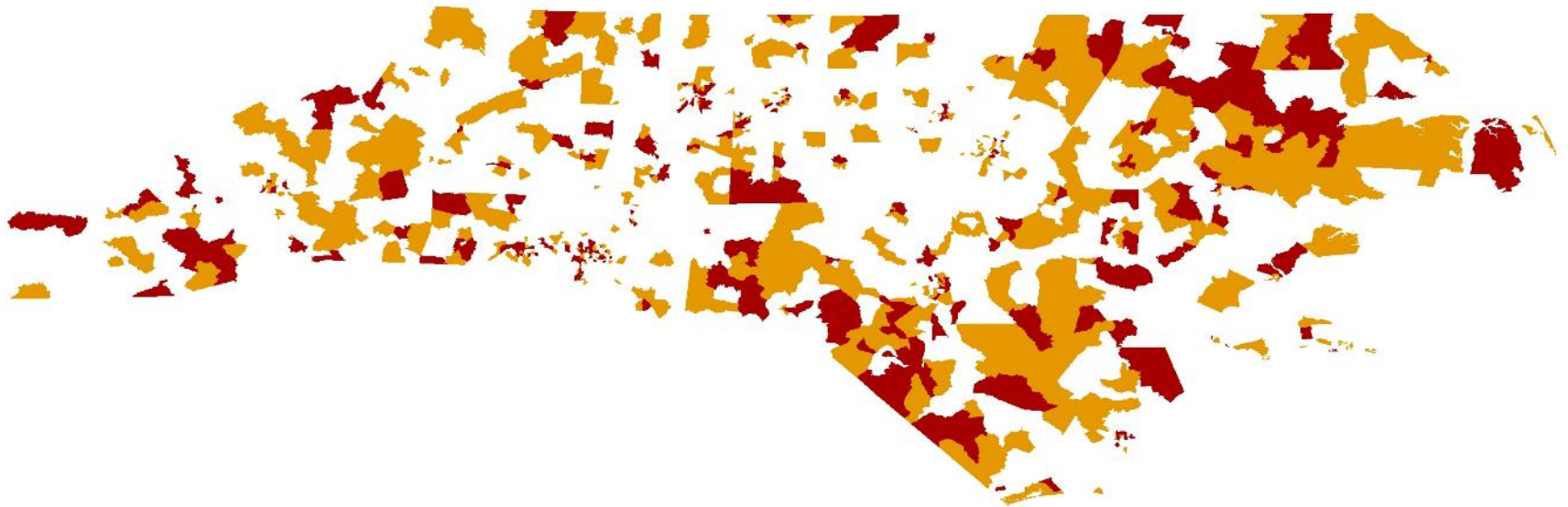


 Extreme Poverty (40% >)

447/492

Source: U.S. Decennial Census, 2010

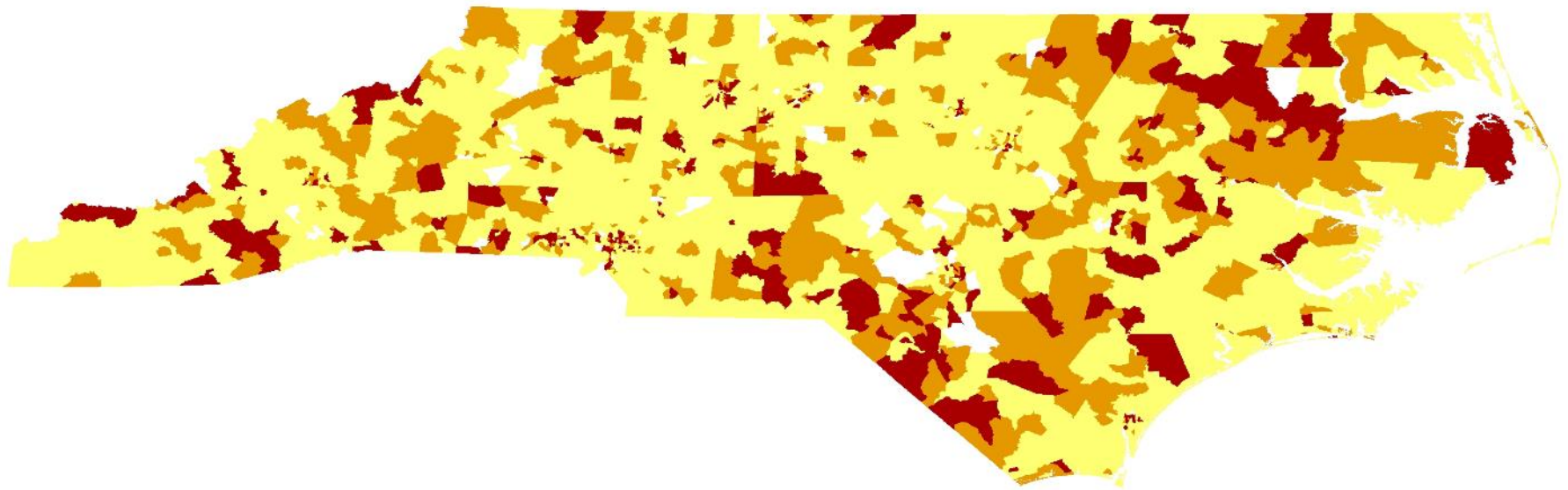
# North Carolina Poverty by Census Tract



 High Poverty (25% - 39.9%)

 Extreme Poverty (40% >)

# North Carolina Poverty by Census Tract



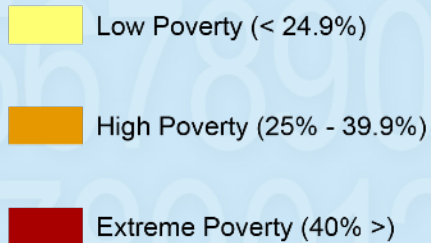
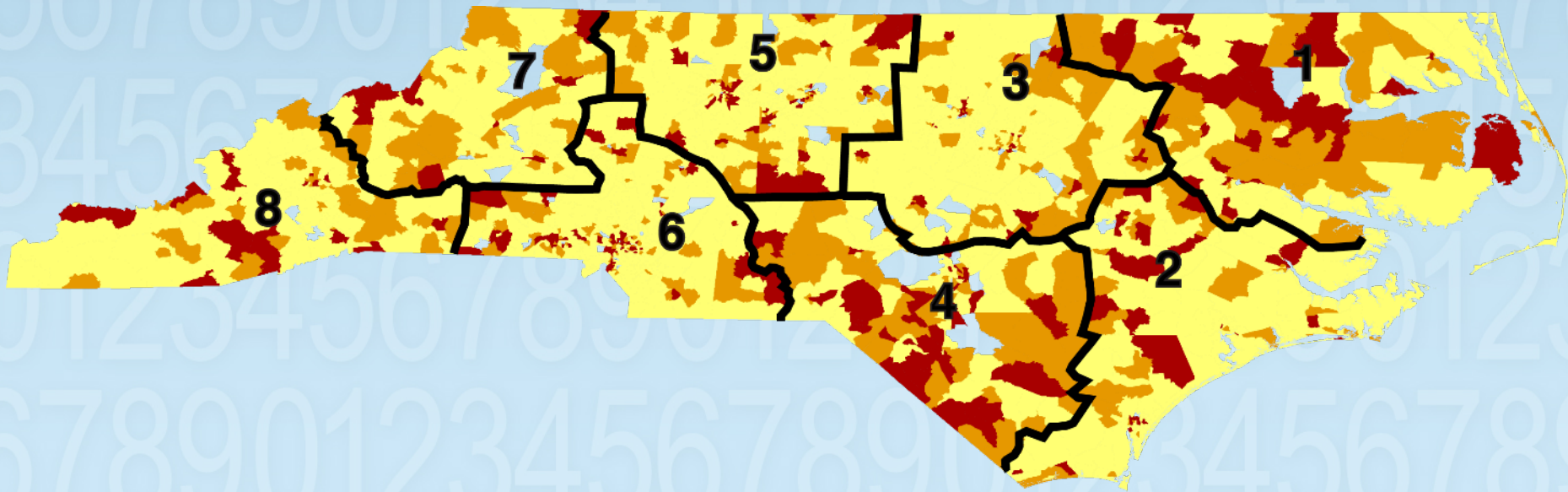
 Low Poverty (< 24.9%)

 High Poverty (25% - 39.9%)

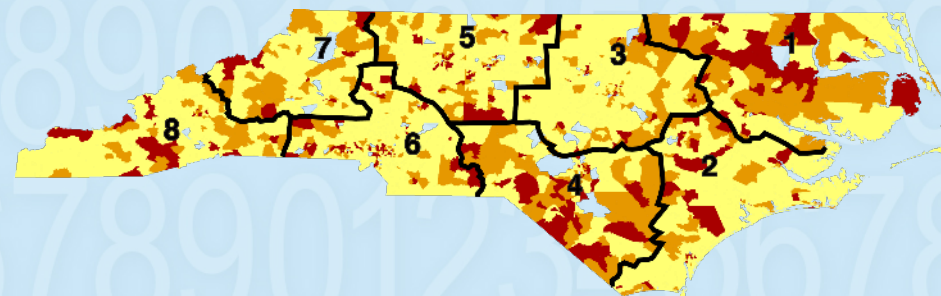
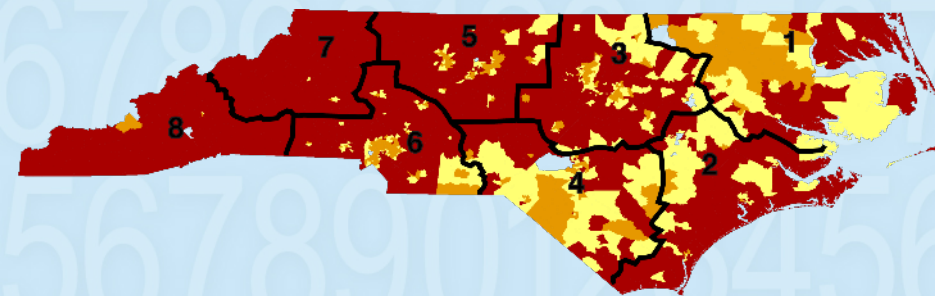
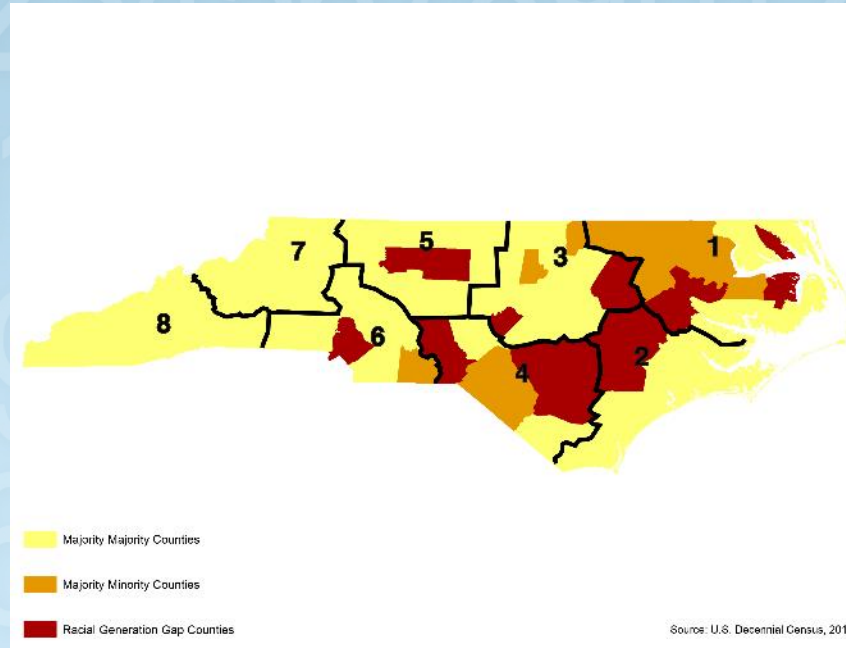
 Extreme Poverty (40% >)



# North Carolina Poverty by Census Tract



# The Triple Whammy of Geographic Disadvantage



# Suspension Rates by County Type, Grades 9-13, 2014-15

County Type	Average Daily Membership	Number of Suspensions	Suspensions /100 Students	Range of rates
Majority-Majority	263,910	40,309	15.3	2.4 – 62.3
Racial Generation Gap	136,535	33,645	24.6	8.0 – 65.4
Majority-Minority	30,885	11,480	37.1	11.4 – 76.1

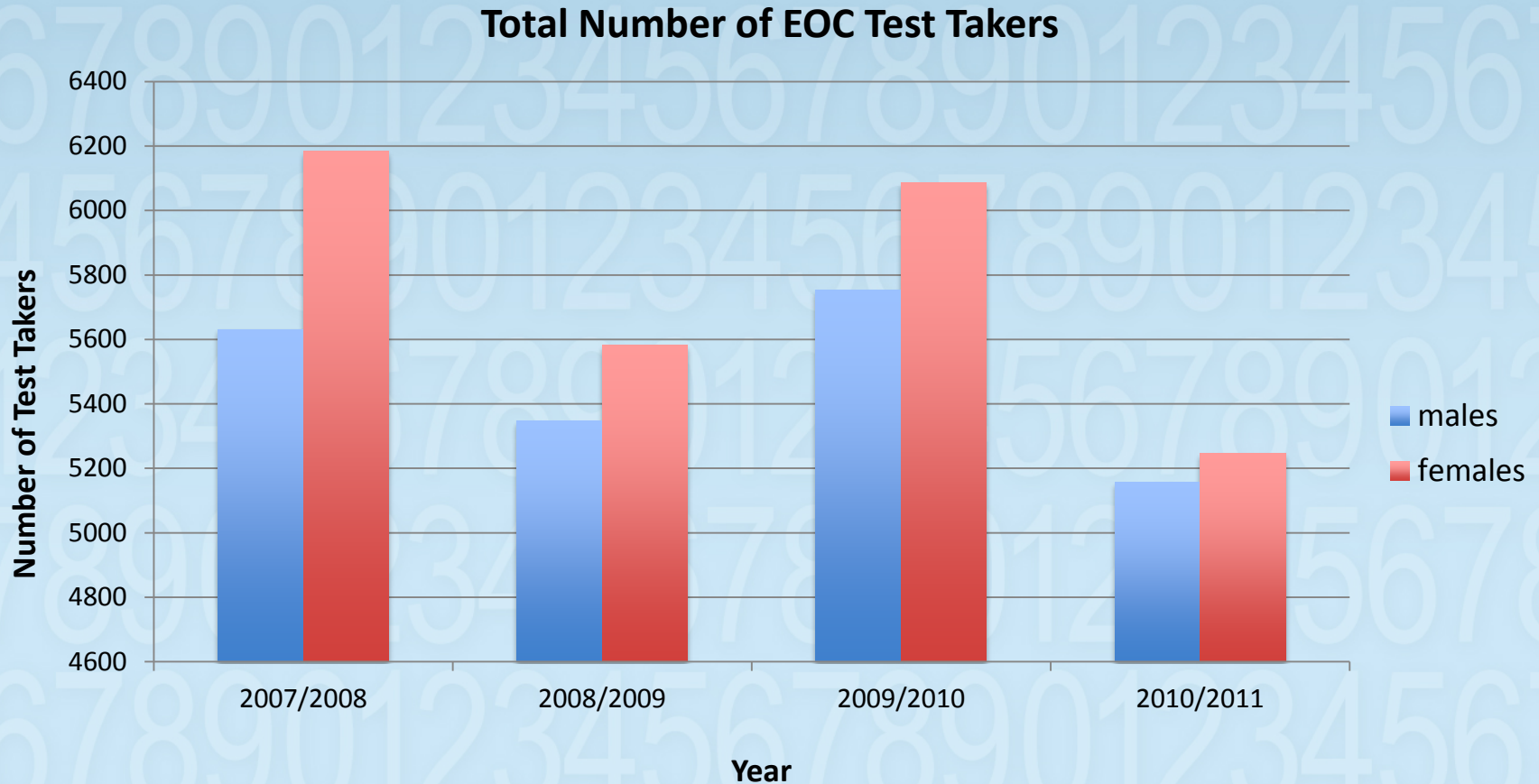


# Reportable Crimes by County Type, Grades 9-13, 2014-15

County Type	Average Daily Membership	Reportable Crimes	Reportable Crimes/1000 Students	Range of Rates/1000 students
Majority-Majority	253,793	3,299	13.0	1.0 – 33.0
Racial Generation Gap	135,706	1,885	13.7	0 – 25.8
Majority-Minority	30,885	500	16.2	0 – 19.8

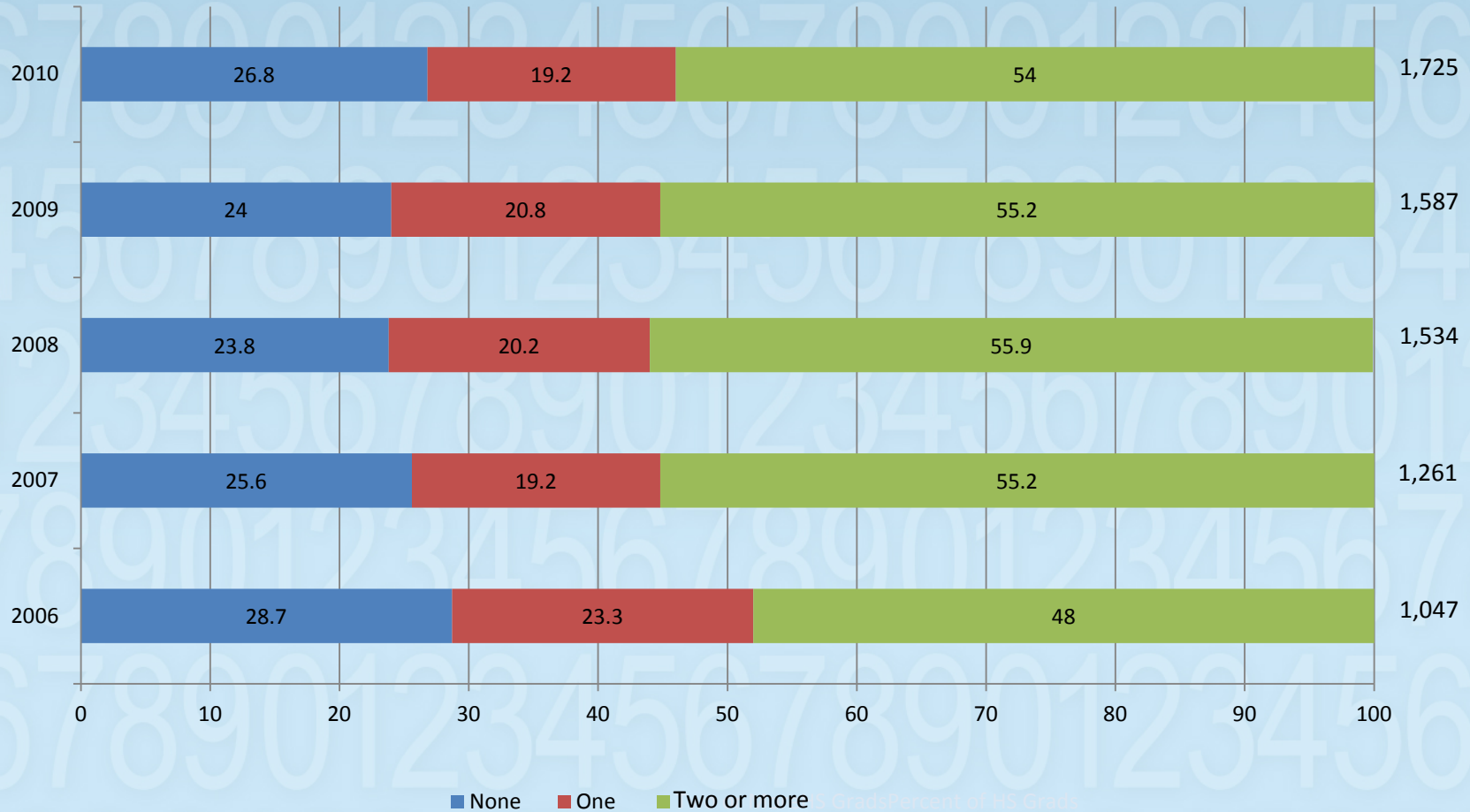


# Male-Female Presence Disparity



Graph shows total number of male and female students tested of 6 LEAs (Bertie, Bladen, Duplin, Halifax, Northampton, and Pamlico)

# Percent of High School Graduates Requiring Remedial Course Work



# Gender Composition of Student Head Count Enrollment in NC Colleges & Universities, Fall 2014

Type of Institution	Total Enrollment	Male Enrollment	Percent Male Enrollment
All Institutions	554,505	230,672	41.6
Bible Colleges	3,880	2,720	70.1
Public Institutions	459,651	189,749	41.3
UNC System	220,121	95,435	43.3
PWIs	181,246	81,304	44.9
MSIs	38,875	14,131	36.3
HBU's	32,653	11,835	36.2
Community Colleges	239,530	104,313	43.5
Private Institutions	90,974	38,204	42.0
Senior Colleges & Universities	90,296	37,755	41.8
Junior Colleges	678,456/492	449	66.2

# Student Voices

Non-academic & Academic  
Challenges



# Non-academic Challenges— Student #1

I feel like I've . . . been kind of on a roller coaster . . . I feel like there's always something going on back home, and part of me getting away from that was having to cut off my parents, not in like an "I'm not going to talk to you anymore" kind of way, but for the first couple years my mom would call me needing money and all this kind of stuff. And I'm like, "Look, I know I get this refund check, but it's not for you, it's for me. I'm sorry. I need that money for my own purposes. You can't be calling me for money anymore." I think me doing that really took a lot of stress and made it easier for me to focus on what was happening here instead of worrying about what was happening back home. (Female 1).

# Non-Academic Challenges— Student #2

I've had a lot of issues with home, so it's really stressful for me because my parents are kind of in between homes right now, so it's not like I can just go home and be like "Oh, I'm just gonna go home and chill with my parents for a while." I haven't even been able to go home for the summer. I have to stay here and pay for summer school and all that stuff. I mean for me it's been more of a hinder[ance] than anything.



# Non-Academic Challenges— Student #4

[M]y first year here was really hard because . . . my mom . . . would literally call me almost every other day, either complaining about my little cousin who has behavioral issues . . . or complaining about money or other people in the family. It really started to stress me out my freshman year . . . I wouldn't even study I would be so stressed out. I would go home and just go to bed 'cause I did not wanna hear any of that . . . I just wanted to come here and have a good time, forget about that stuff . . . [O]ver the years I talked to my mom and [explained to her]—it's not that I don't care, but . . . I have problems of my own, maybe not as serious as yours, but I have to deal with those too. I'm here to support you, but at the same time I'm here for a purpose, and that [she] was kind of pulling me back . . . I feel like just being open with her [helped], and now every once in a while something will happen, but for the most part, she's just been encouraging. She wants me to finish 'cause she didn't finish, so now it's just like, "You're almost there. A year left. You got this."

(Female 2)

# Academic Challenges—Student

## #1

Most of [my high school AP courses] were actually offered online . . . We didn't really have the capacity or the teaching ability to offer them [at my school] Oh, I forgot to add that . . . I took AP U.S. and War History. The professor I had . . . would . . . go to sleep in class . . . But . . . the science [classes], . . . were okay, but I don't think they were good like preparing me for college science classes (Male 1).



# Academic Challenges—Student #2

We had AP classes at my high school, but the teachers were garbage, so that didn't really help me. I didn't pass not one of my AP tests, but I passed all the classes with . . . A's and B's, but I didn't do well on the tests.(Female 1)

# Academic Challenges—Student

## # 3

I was able to build relationships with professors and advisors [at my community college], so it was helpful in that part of the transition, but . . . [a]cademic-wise I don't think I was prepared for Carolina. I felt like it was almost like high school 2.0 . . . It was small classes and everything, but . . . looking back I think professors just . . . babied and fed me the workload, and I think it's because maybe the mindset was like, oh, you at least made it this far. . . . It was kind of weird. There were some great professors and I did sometimes feel like I was engaging and learning the material but nothing compared to this. My first semester here was very [a]wakening in that department.

# Academic Challenges—Student

## #4

My story is a lot similar to yours. To give a [sense] how easy my community college experience was, I took 24 hours worth of credits, which is ridiculous. It's unheard of here at least, and I worked 40 hours a week and still got eight hours of sleep at night . . . I mean that's how incredibly easy my college was, 'cause they handed you a study guide. It literally had everything on the test on it and I have a really good memory. Just had to read it twice before bed and the next day face the exam. But the part I will say where they did help me was they did allow me to really build my resume for college. I mean I was student body vice president there. I was involved in a lot of clubs, did a lot of volunteering, so that part helped me on the character building aspect of it, but when it comes to the challenge that *this* place [i.e., Carolina] gives you, they did absolutely very little for me (male 1).



# Academic Challenges—Student

## #5

My first semester here was like the enlightenment for me. I got here, was really naïve, and honestly my academic advisor led me down a terrible path because I came here as a chemistry major and I went to my academic advisor and I was like, "Is it okay if I take physics, chemistry, and biology all in one semester?" It was like, "Yeah, sure, you got it, you got it." That semester I was up all night. [I began to question] . . . do I even belong here? I mean the amount of studying I was doing, the lack of results. I really started questioning my ability as a student. I definitely knew at that point I should listen to my dad who was screaming saying, "No, do not take three sciences in one semester." (Male 1)



# Moving Forward

- Higher education must become more actively engaged in K-12 education for reasons of enlightened self interest.
- Leverage expertise to develop evidenced-based strategies and to beta- test innovations aimed at improving college readiness for an increasingly diverse pool of public school students—an AHEC type system for K-12 education reform.
- Make college success courses a mandatory requirement for both high school graduation & college admission.
- Expand the Carolina Covenant Model of Access, Accommodation, & Affordability throughout the UNC System.
- Succession planning for an impending wave of faculty & staff retirements.
- Help aging empty nesters to understand that they *do* have a dog in the K-12 education fight—it called the future competitiveness of our state and nation.

# Share of State Budget Spent on K-12 Education

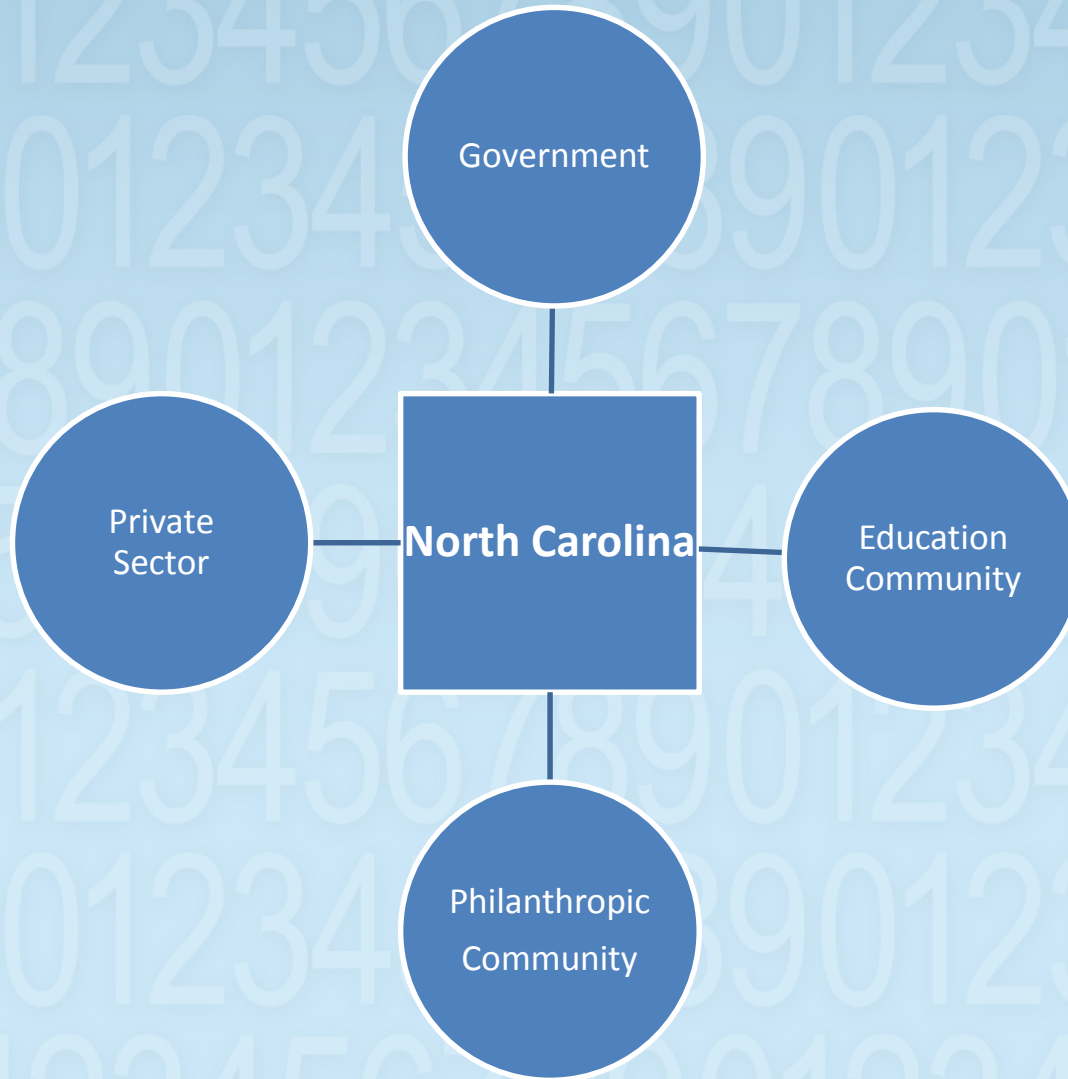
Year	Percent
1970-71	52.5
2012-13	37.3

# Responding to the Crisis

Leveraging the Power of  
Collective Ambition!

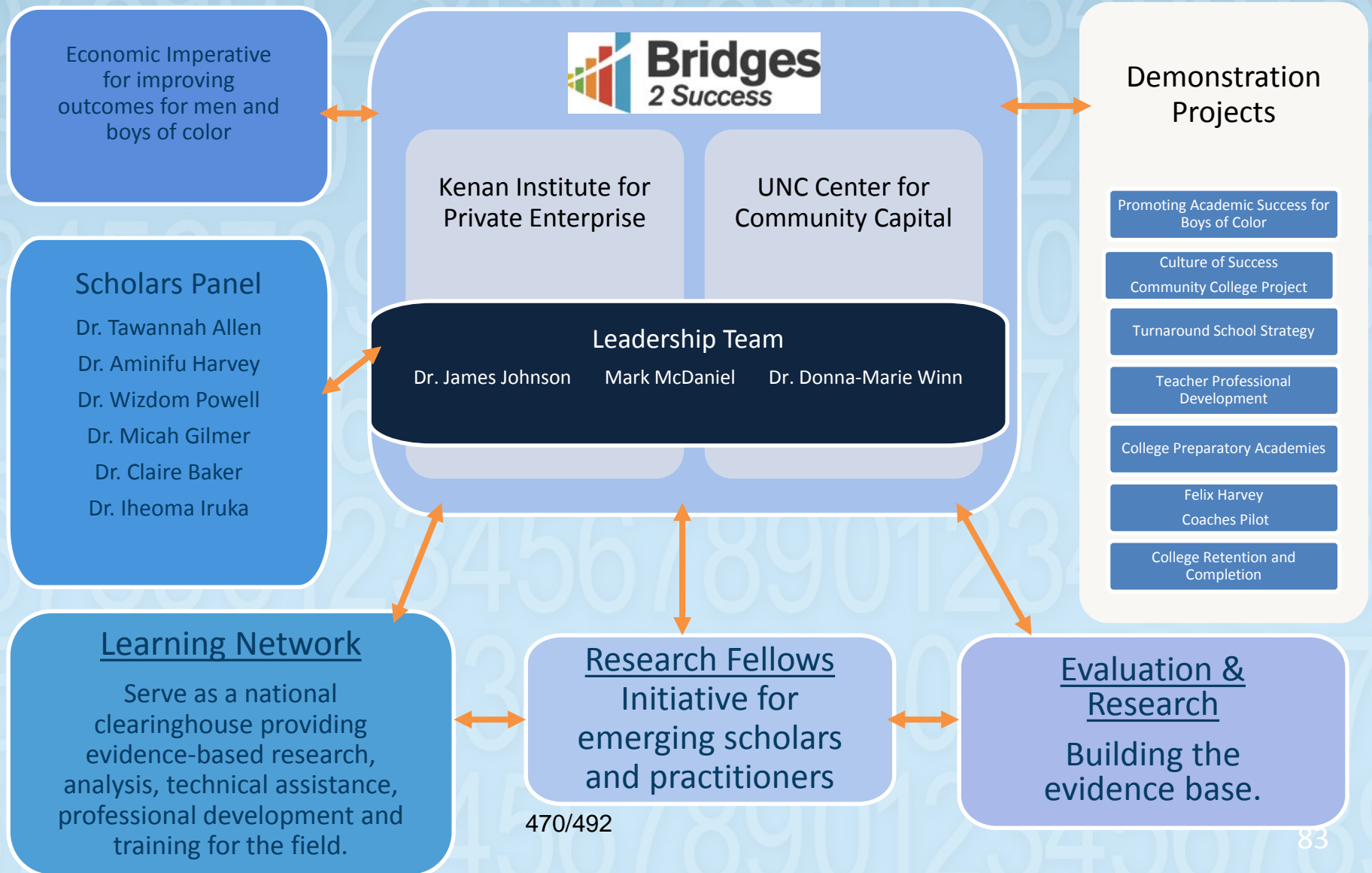


# BUILDING COLLECTIVE AMBITION



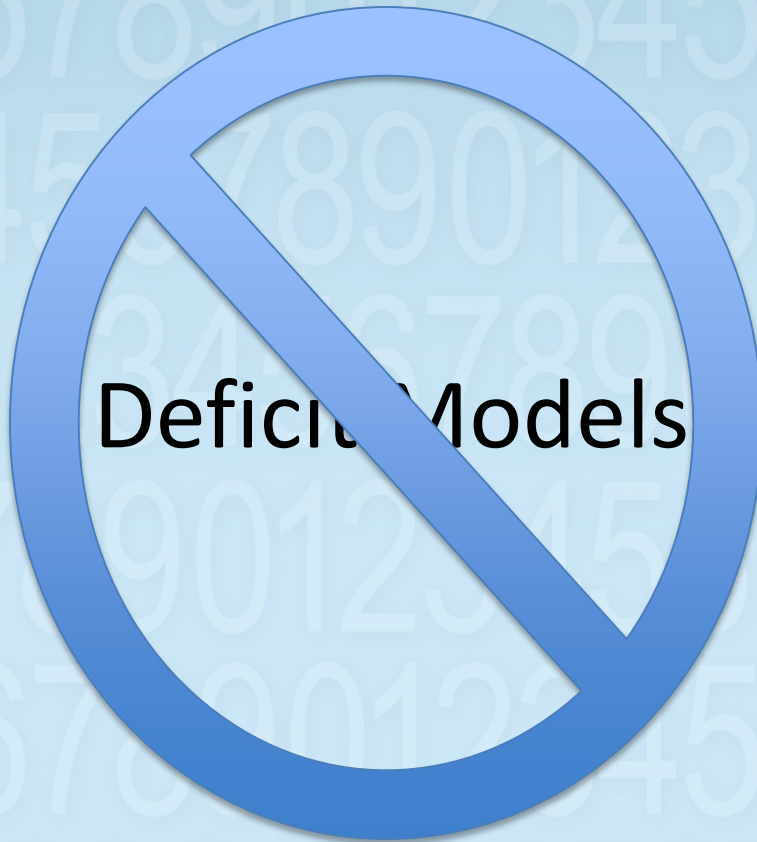


# Bridges2Success K-12 Education Reform Idea Lab



# A Strategic Approach

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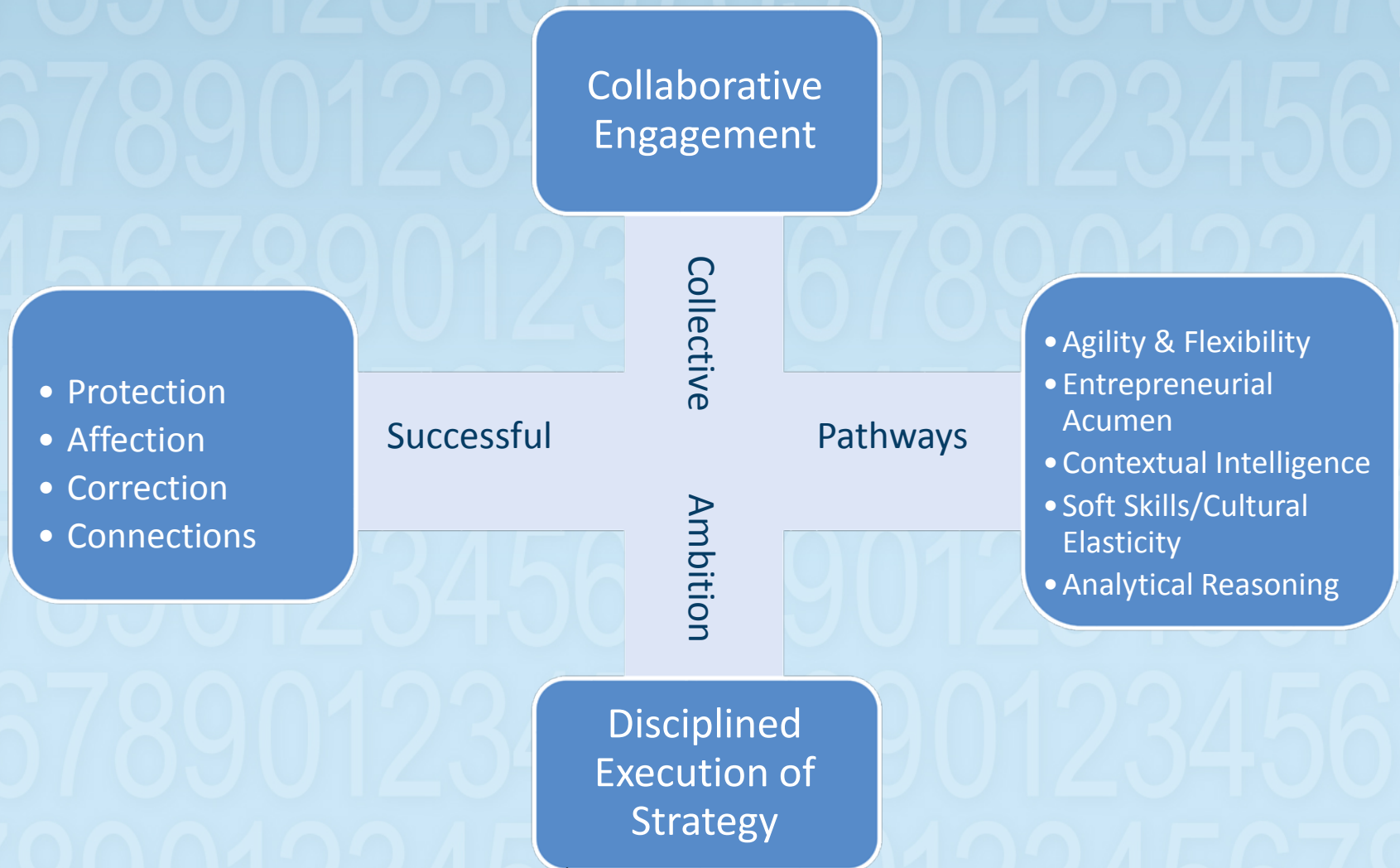


Successful  
Pathways



# Brand Promise Entering and Exiting NC Public Schools

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# Core Values Undergirding Brand Promise

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## Protection

- Safe, healthy, harm-free environments
- Knowledge & the habit of learning
- Cultural competence, self-confidence & a positive “counter-narrative”

## Affection

- Nurturance, kindness, & compassion
- Dependability & consistency
- Love and care → affirmation

## Connections

- Sense of belonging, “we-ness,” & unity of purpose
- Linked to networks of people and opportunities to develop
- Civic engagement

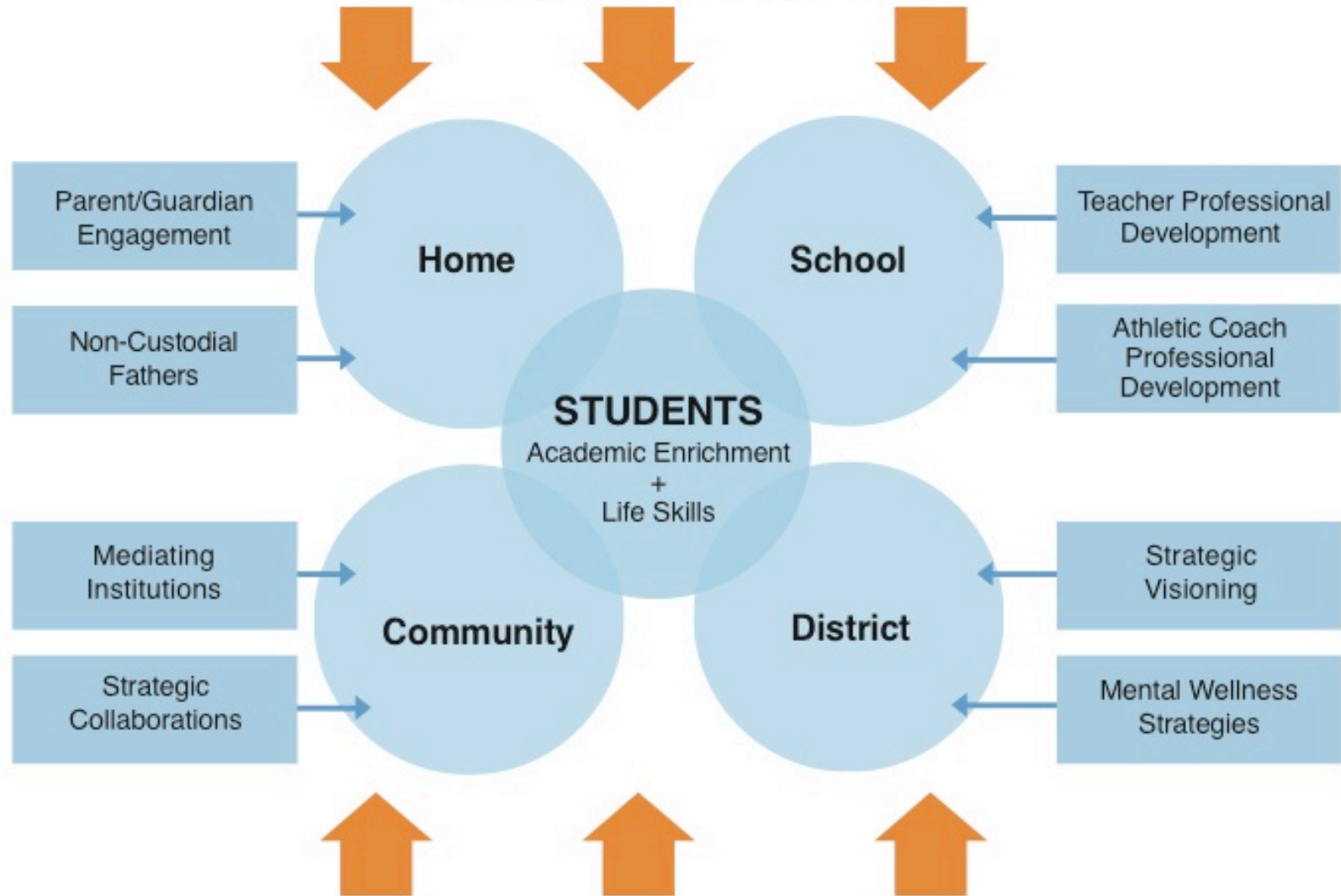
## Correction

- High expectations; attention to doing what is right; encouragement
- Resilience, self-discipline, & restitution when wrong
- Constructive challenges



# BRIDGES 2 SUCCESS STRATEGIC ENGAGEMENT

COLLECTIVE AMBITION ↔ BRANDING



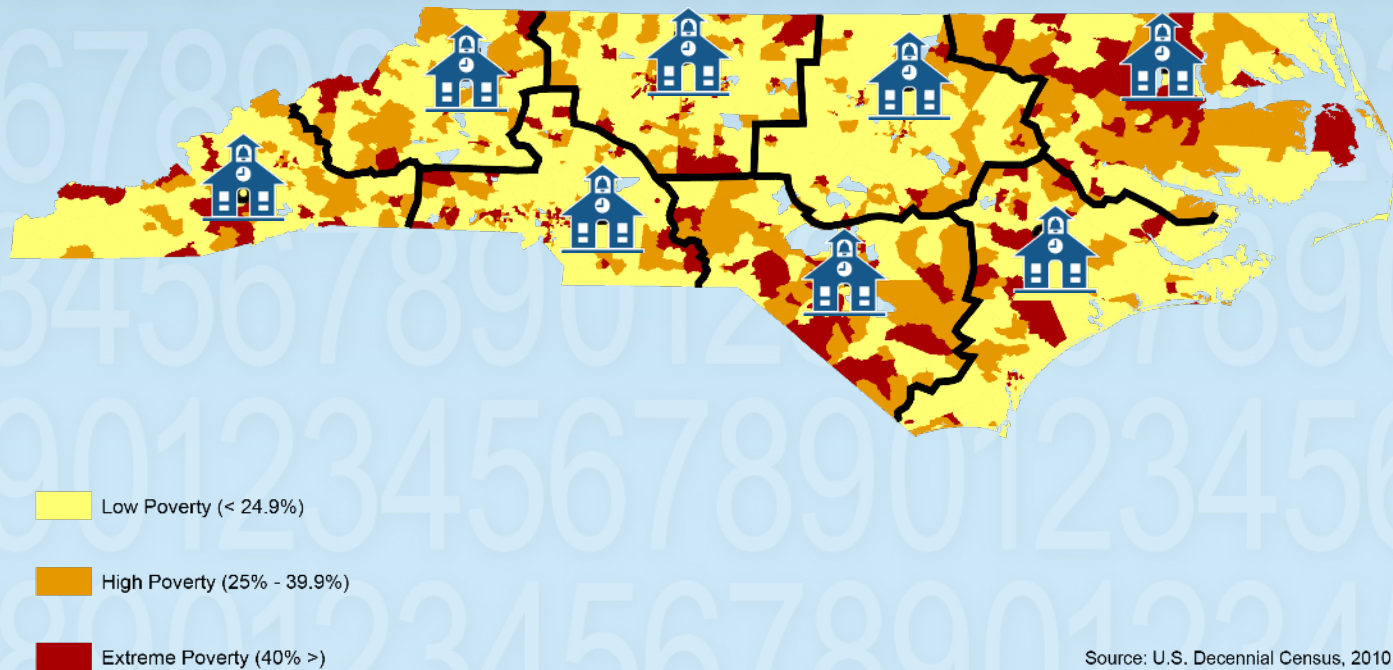
STRATEGY ↔ IMPLEMENTATION ↔ QUALITY IMPROVEMENT ↔ EVALUATION ↔ IMPACT

# **Bridges2Success Professional Development Program**

**School Administrators, Teachers,  
& Other Key Influencers in the  
Lives of Vulnerable Youth**

Theme	Purpose/Goals	Workshops
Module 1: Building the Substructure		
Maintaining Competitiveness in the 21 <sup>st</sup> Century Marketplace	Understanding National Context	Geopolitical, Economic, & Demographic Trends • “Browning” of School Age Population • Triple Whammy of Geographic Disadvantage
	Understanding Local Context	Key Informant Interviews • Focus Groups with Teachers • Assessment of School Climate • Classroom Observations • Years to Parity Diagnostic Assessment
Module 2: Laying the Surface		
Creating a Culture of Success	Building Collective Ambition	Collaborative Engagement • Strategy Development • Disciplined Execution of Strategy
	Rebranding School Culture	Organizational Development • Self-Assessment & Reflection • Team Building • Capstone
Module 3: Erecting the Superstructure		
Building Skills & Competencies	Managing Classroom Behavior	Implementing Positive Behavior Interventions • Cultivating a Learning Mindset in Males • Understanding Diverse Learning Styles
	Building Social & Cultural Capital	Student-Teacher-Parent Relationships • Parental Involvement • Facilitating Positive Peer Group Interactions • Creating Bridging Social Capital
	Developing a Positive Narrative	Developing & Affirming Positive Identities in Males • Media Messages, Masculinity & Identity • Leveraging History & Heritage to Build Resilient Identities
Module 4: Dealing with the Details		
Facilitating Student Success	Tools & Strategies 476/492	Creating Culturally Competent Learning Environments • Building Soft Skills • Developing Contextual Intelligence • Creating Entrepreneurial Acumen • Mindfulness Mediation Techniques • Building Blocks for STEAM

## A System of K-12 Education Innovation Labs





# THE END

