

New Initiatives for Integrated Education in the Obama Era: Reversing Two Decades of Resegregation

June 12, 2009
10:00 a.m. to 12:00 p.m.
Policy Briefing
Rm. 2103, Rayburn House Office Bldg.
Capitol Hill in Washington D.C.

Panelists



Gary Orfield (Moderator) (orfield@gseis.ucla.edu) is Professor of Education, Law, Political Science and Urban Planning at the University of California, Los Angeles. He co-founded and directed the Harvard Civil Rights Project, and now serves as co-director of the Civil Rights Project /Proyecto Derechos Civiles at UCLA. Orfield's research interests include the study of civil rights, education policy, urban policy, and minority opportunity. School desegregation and the implementation of civil rights laws have been key issues throughout his career. Recent books include: *Dropouts in America: Confronting the Graduation Rate Crisis*, *School Resegregation: Must the South Turn Back?* (w/ John Boger), *Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools* (w/ Erica Frankenberg) and *Higher Education and the Color Line* (w/ Patricia Marin and Catherine Horn).



Francisco M. Negrón, Jr. (Discussant) (FNegron@nsba.org) is the Associate Executive Director and General Counsel for the Alexandria, Va.-based National School Boards Association. Negrón provides leadership for NSBA's nationally recognized legal advocacy program and 3,000-member Council of School Attorneys, as well as oversees the association's corporate legal work. A product of public schools, Negrón formerly served as the general counsel for the State Education Office of the District of Columbia, a school board attorney in Pensacola, Florida, and staff counsel to the Florida affiliate of the American Federation of Teachers.



Pedro Noguera (Discussant) (pedro.noguera@nyu.edu) is Professor of Teaching and Learning in the Steinhardt School of Culture, Education, and Human Development at New York University. He also is a convener of the Forum for Education and Democracy, the Executive Director of the Metropolitan Center for Urban Education and the co-director of the Institute for the study of Globalization and Education in Metropolitan Settings (IGEMS). Noguera's scholarship and research focuses on urban school reform, conditions to promote student achievement, youth violence, the impact of school choice and vouchers on urban public schools, and race and ethnic relations in American society. His books include *Unfinished Business: Closing the Racial Achievement Gap in Our Schools* and *The Trouble With Black Boys: And Other Reflections on Race, Equity, and the Future of Public Education*.

Research Presentations

School Racial Composition and Young Children's Cognitive Development: Isolating Family, Neighborhood, and School Influences



Douglas D. Ready (ddr2111@columbia.edu) is an Assistant Professor at Teachers College, Columbia University. His research examines the influence of policies and practices on educational equity and access. In particular, this work focuses on racial/ethnic and social class disparities in young children's cognitive development. Representative publications have appeared in *Educational Evaluation and Policy Analysis*, *American Journal of Education*, *Sociology of Education*, *Teachers College Record*, *Elementary School Journal*, *Journal of Education for Students Placed at Risk* and the Brookings Institution's *Papers on Education Policy*. Ready is a graduate of Michigan, Virginia, and Rochester universities.

Megan Silander (Co-author) is a Ph.D. student in the Leadership, Policy and Politics Program at Teachers College, Columbia University, where she also is a research assistant at the Consortium for Policy Research in Education. She has conducted research for a number of education research and program evaluation studies, served as a member of a school design team supporting the start-up of a charter school in New York City, and served as a deputy and policy analyst for a member of the Los Angeles Board of Education. Silander is a graduate of Pomona College and Harvard Graduate School of Education.

Racially Integrated Education and the Role of the Federal Government



Chinh Q. Le (Chinh.Le@shu.edu) is a Practitioner in Residence with the Center for Social Justice at Seton Hall University School of Law. His current work involves litigation, advocacy, and research on urban revitalization issues, with a focus on housing and education. Between 2001 and 2006, Le was Assistant Counsel at the NAACP Legal Defense & Educational Fund, Inc., where he litigated civil rights cases related to school desegregation, educational equity, higher education affirmative action, and voting rights. Immediately prior to joining the clinical faculty of Seton Hall, he was a litigation attorney at Jenner & Block LLP. Le is a graduate of the University of Virginia School of Law.

Federal Legislation to Promote Metropolitan Approaches to Educational and Housing Opportunities



Elizabeth DeBray-Pelot (edebray@uga.edu) is an Associate Professor in the Department of Lifelong Education Administration and Policy in the College of Education, and the Associate Director for Policy at the Georgia Education Policy and Evaluation Center at the University of Georgia. Previously, DeBray-Pelot served as a research associate with the Civil Rights Project at Harvard University. Her interests include the implementation and effects of federal and state elementary and secondary school policies and the politics of education. She has authored articles on desegregation of high schools, school choice, organizational responses of high schools to accountability policies, and compensatory education. She received her doctorate from the Harvard Graduate School of Education.



Erica Frankenberg (Co-author) (frankenberg@gseis.ucla.edu) is the Research and Policy Director for the Initiative on School Integration at the Civil Rights Project/Proyecto Derechos Civiles at UCLA. She recently received her doctorate in educational policy at the Harvard University Graduate School of Education. Her research interests focus on racial desegregation and inequality in K-12 schools and the connections between school segregation and other metropolitan policies. She received her A.B., *cum laude*, from Dartmouth College and received high honors for her thesis in education policy. She also received a M.Ed. in Administration, Planning, and Social Policy from Harvard and was a post-doctoral fellow at Michigan State University.

Using Regional Coalitions to Reduce Socioeconomic Isolation: The Creation of the Nebraska Learning Community Agreement



Jennifer Jellison Holme (jholme@mail.utexas.edu) is an Assistant Professor of Educational Policy and Planning in the Department of Educational Administration at the University of Texas at Austin. Dr. Holme researches the politics and implementation of educational policy, with a particular emphasis on the relationship between school reform, equity, and diversity in schools. Holme currently leads an investigation of regional solutions to educational inequality, with a focus on the Omaha Learning Community reform, and studies the implementation of high school exit testing in high-poverty high schools. Holme is a graduate of the University of California, Los Angeles and the Harvard Graduate School of Education.



Sarah Diem (Co-author) is pursuing her Ph.D. in Educational Policy and Planning at the University of Texas at Austin. Her research interests include the role of race and class in education, particularly how current school desegregation policies are working to ensure diversity in schools without being legally mandated to do so. Recently, Diem conducted program evaluation and analysis for the Houston Schools for a New Society's Study of High School Restructuring, which designs high schools into small theme-based academies to produce graduates who will be ready for the demands of the 21st century. Diem has published in the *Journal of School Public Relations*.



Katherine Cumings Mansfield (Co-author) is a third-year doctoral student in Educational Policy and Planning at the University of Texas at Austin. She pursues additional credentials in Women's and Gender Studies from the College of Liberal Arts and Public Policy Dispute Resolution and Mediation from the School of Law at the UT-Austin. Mansfield's scholarship focuses on the politics of education and the intersections of gender, race, religion and class identities on educational and vocational access and achievement.

Is Class Working? An Update on Socioeconomic Student Assignment Plans in Wake County, NC and Cambridge, MA



Genevieve Siegel-Hawley (gsiegelhawley@ucla.edu) is a doctoral student in Urban Schooling at the University of California, Los Angeles' Graduate School of Education and Information Studies. Her research examines the impact of segregation and resegregation in American schools and explores viable policy options for a truly integrated society. Siegel-Hawley was a research assistant at the U.S. Department of Education's Office for Civil Rights where she developed data on court-ordered school systems and analyzed data from thirty years of survey collection in the *Elementary & Secondary School Civil Rights Compliance Report*. Siegel-Hawley currently is a research associate at the Civil Rights Project. She is a graduate of the University of Virginia, Johns Hopkins University and the Harvard Graduate School of Education.

Conveners

The UNC Center for Civil Rights

The UNC Center for Civil Rights, directed by renowned civil rights attorney, Julius L. Chambers, is committed to the advancement of civil rights and social justice, especially in the American South. It fosters empirical and analytical research, sponsors student inquiry and activities, and convenes faculty, visiting scholars, policy advocates and practicing attorneys to confront the legal and social issues of greatest concern to racial and ethnic minorities, to the poor, and other potential beneficiaries of civil rights advances. The Center's initiatives focus on education, housing and community development, economic justice and voting rights. For more information about the Center, contact Ashley Osment at osment@email.unc.edu or visit <http://www.law.unc.edu/centers/civilrights/default.aspx>.

The Civil Rights Project/Proyecto Derechos Civiles at UCLA

Founded in 1996 by former Harvard professors Gary Orfield and Christopher Edley Jr., the Civil Rights Project/Proyecto Derechos Civiles is now co-directed by Orfield and Patricia Gándara, professors at UCLA. Its mission is to create a new generation of research in social science and law, on the critical issues of civil rights and equal opportunity for racial and ethnic groups in the United States. It has commissioned more than 400 studies, published 14 books and issued numerous reports from authors at universities and research centers across the country. The Supreme Court, in its 2003 *Grutter v. Bollinger* decision upholding affirmative action, cited the Civil Rights Project's research. For more information about CRP, contact Erica Frankenberg at frankenberg@gseis.ucla.edu or visit <http://www.civilrightsproject.ucla.edu/>.

The Education Policy and Evaluation Center at the University of Georgia.

The Education Policy and Evaluation Center in the College of Education at the University of Georgia supports rigorous research on policy and evaluation to improve education. EPEC provides evaluation expertise to assess educational programs, assists policy makers and educators to expand knowledge of policy options, and disseminates research on education policy issues. Dr. Allan Cohen serves as EPEC's Interim Director, and Dr. Elizabeth DeBray-Pelot serves as the Associate Director for Policy. For more information about EPEC, contact Elizabeth DeBray-Pelot at edebray@uga.edu or visit <http://www.coe.uga.edu/EPEC/>.

The Forum for Education and Democracy

The Forum for Education and Democracy is a national education "action tank" based in Washington, D.C., committed to the public, democratic role of public education — the preparation of engaged and thoughtful democratic citizens. The Forum works to promote a public education system worthy of a democracy; one characterized by strong public schools, equity of educational resources, and an informed, involved citizenry. Sam Chaltain serves as the National Director, and Beth Glenn serves as Policy and Outreach Director. For more information about the Forum, contact Beth Glenn at bglenn@forumforeducation.org or visit <http://www.forumforeducation.org/>.

Co-host

Representative Chaka Fattah (D-PA)

A life-long resident of Philadelphia, Congressman Fattah attended city public schools, the Community College of Philadelphia, the University of Pennsylvania Wharton School, and the University of Pennsylvania Fels Institute of Government where he earned a Master's Degree in Government Administration. He also completed the Senior Executive Program for State Officials at Harvard University's John F. Kennedy School of Government. Congressman Fattah is married to Renee Chenault-Fattah and has a family of four children. To learn more about Congressman Fattah, contact Debra Anderson at debra.anderson@mail.house.gov or visit <http://fattah.house.gov/>.