

Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and the Nation

Brochure Supplement

PANEL ONE: Making the Case for Racially Integrated Education

Legally Viable Desegregation Strategies: The Case of Connecticut (revised title)



Casey D. Cobb (Co-author) is an Associate Professor of Education Policy and Director of the Center for Education Policy Analysis at the Neag School of Education at the University of Connecticut. His current research interests include policies on school choice, desegregation and accountability. Cobb is serving as a guest editor of the *Peabody Journal of Education*, and is currently Principal Investigator of a three-year grant to study school choice programs in Connecticut. Cobb is co-author of *Fundamentals of statistical reasoning in education* (Wiley/Jossey Bass) and *Leading dynamic schools: How to create and implement ethical policies* (Corwin Press).



Courtney Bell (Co-author) is an Associate Research Scientist at the Educational Testing Service. Previously, she was a faculty member at the University of Connecticut. Bell's research interests include the intersection of policy and practice in the areas of parental choice, teaching policy, teacher learning and the measurement of teaching. Bell is a graduate of Dartmouth College and Michigan State University.

Integrated Education and Mathematics Outcomes: A Synthesis of Social Science Research (revised title)



Martha Bottia Noguera (Co-author) is a Ph.D. candidate in the Department of Public Policy at the University of North Carolina at Charlotte. Her research interests include the impact of racial composition on student achievement, and drug control policies in Colombia and the U.S. Most recently, she was an author of *School Choice and Segregation by Race, Class, and Achievement*, which explored the methods by which policymakers may promote diversity in education.

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

Megan Silander 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.



Andrew Grant-Thomas (Discussant) is Deputy Director of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University, where he directs the Institute's internal operations and oversees much of its U.S.-based programming. Previously, Grant-Thomas worked at the Civil Rights Project at Harvard University. His substantive interests include structural racism and implicit bias, alliance-building between immigrants and African Americans, gender dynamics within the African American community and the promotion of systems thinking through videogames. He is a graduate of Yale University and the University of Chicago.



Karolyn D. Tyson (Moderator) is Associate Professor of Sociology at the University of North Carolina at Chapel Hill, where she teaches courses on the sociology of education, equality of educational opportunity and qualitative methods. Her scholarly publications include journal articles and book chapters on attitudinal and behavioral influences on academic achievement among African American students. Tyson's research interests include the sociology of education, stratification, research methods and social psychology. Tyson is a graduate of Spelman College and the University of California at Berkeley.

PANEL TWO: Finding Viable Legal Strategies for Racial Equity Post-PICS



Maree Sneed (Discussant) is a Partner with Hogan & Hartson in Washington D.C. Sneed has represented school districts in major school desegregation cases, investigations by the Department of Justice and the Office for Civil Rights, and the implementation of educational policies. She also advises educational associations and private companies on state and federal legal issues. Sneed is a graduate of the University of Oklahoma, George Washington University and the Georgetown University Law Center.



Dennis Parker (Discussant) is Director of the ACLU's Racial Justice Program, and oversees the program's efforts in addressing issues that disproportionately impact communities of color. Before joining the ACLU, Parker was Chief of the Civil Rights Bureau in the Office of New York State Attorney General Eliot Spitzer, and worked for the NAACP Legal Defense and Educational Fund, Inc. Parker also teaches a course on race, poverty and constitutional law at Columbia University's School of Law Institute. Parker is a graduate of Middlebury College and Harvard Law School.

William Tobin (Moderator) is a Consulting Attorney at the Center for Civil Rights at the University of North Carolina School of Law and Visiting Associate Professor in the Department of Sociology at Duke University. Tobin has taught History and Education at Stanford University and the National University of Ireland and was an elementary school teacher in Boston and Baltimore City. He has published on education reform. His study of education and nationalism, *American State Building as Theatre: Making Washington, D.C. a National Center* (Duke University Press) is forthcoming.

PANEL THREE: Evaluating Socioeconomic Based Student Assignment Plans

The Effects of Socioeconomic School Integration Policies on Racial School Desegregation



Lori Rhodes (Co-author) is a doctoral student in the History of Education program at Stanford University. Her research focuses on how Latino students in the San Francisco Bay Area in the 1960s and 70s interacted with the education system and created multiple, overlapping ethnic and racial identities. Previously, Lori taught elementary school for nine years, primarily in bilingual classrooms in Los Angeles.

"To Turn Back Would be a Huge Mistake": Race, Class and Student Assignment in Wake County Public Schools



Eric A. Houck (Co-author) is an Assistant Professor of Educational Administration and Policy in the College of Education at the University of Georgia. Previously, Houck was a high school English teacher and central office administrator. Houck's work has appeared in the *Journal of Education Finance*, the *Peabody Journal of Education*, *School Business Affairs*, and *The School Administrator*. His research interests include intra-district school finance and student assignment policies. Houck is a graduate of the University of North Carolina at Chapel Hill, the University of Wisconsin-Madison, and Vanderbilt University.



Douglas Lee Lauen (Discussant) is an Assistant Professor of Public Policy at the University of North Carolina at Chapel Hill. Previously, Lauen worked as a research associate for a California consulting firm which specialized in elementary, secondary, and post-secondary education. Lauen's research interests include education policy, school choice, desegregation, teacher working conditions and educational accountability policy. Lauen is a graduate of Oberlin College and the University of Chicago.



Bill McNeal (Moderator) is Executive Director of the North Carolina Association of School Administrators, where he works to further the interests of almost 7,000 public school administrators from all 115 North Carolina school districts. Previously, McNeal served as Superintendent of the Wake County Public School System, and was named National Superintendent of the Year in 2004. McNeal has also worked as a junior high school social studies teacher and a middle school principal.

PANEL FOUR: Building Political Will for Integrated Schools Post-PICS

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



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, paying particular attention to how current school desegregation policies are working to ensure diversity in schools without being legally mandated to do so. Most recently, Sarah 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. Sarah 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 University of Texas at 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.

The Double Consciousness of Adult Graduates of Southern Schools: The Meaning of Lives Lived from Massive Resistance to Desegregation and Back Again

Jacquelyn Duran (Co-author) is a graduate student in the Department of Human Development at Teachers College, Columbia University. She has been awarded a fellowship from the Office of Policy and Research for the 2008-2009 term. Previously, Duran was a school teacher in Los Angeles.

Terrenda White (Co-author) is an Ed.D. candidate in the Department of Sociology and Education at Teachers College, Columbia University. She has worked as a research assistant on projects dealing with changing racial demographics, urban gentrification and suburban segregation. Previously, White worked as an elementary school teacher in Los Angeles.



Larry Parker (Discussant) is a Professor in the Department of Educational Policy Studies at the University of Illinois at Urbana-Champaign. Previously, Parker taught at Temple University and the University of Utah. Parker's current research interests include critical race theory, educational research and policy and social justice perspectives in educational administration. He has published on issues of race, diversity and educational policy. Parker is a graduate of Earlham College and the University of Illinois at Urbana-Champaign.



Susan Eaton (Moderator) is Research Director at the Charles Hamilton Houston Institute for Race and Justice at Harvard Law School. Her interests include the causes and cures of educational and childhood inequalities and the challenges of schooling and childrearing in concentrated poverty environments. She is the author of *The Children in Room E4: American Education on Trial*. Eaton is a graduate of Harvard University.

PANEL FIVE: Achieving Racial Equity through Strategic Public Policies

Rethinking Magnet School Policies and Practices: A Response to Declining Diversity & Judicial Constraints



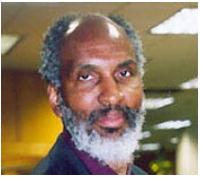
Ellen Goldring (Co-author) is a Professor of Educational Policy and Leadership at Vanderbilt University. Goldring's research interests include school reform, the role of principals in schools and communities, and effects of parent participation in education. Her scholarly publications include books on equity in urban school districts with magnet school plans. Goldring is a graduate of the University of Wisconsin, Tel-Aviv University, and the University of Chicago.



Anurima Bhargava (Discussant) is Director of the Education Practice at the NAACP Legal Defense & Educational Fund, Inc. where she engages in litigation and advocacy to enhance educational opportunities for students of color. She also advises institutions of higher education on providing equal access and opportunities to all students through their admissions, financial aid and scholarship, and outreach programs. Previously, Bhargava worked as a Staff Attorney at the New York City Department of Education and clerked in the U.S. District Court for the Southern District of New York. She is a graduate of Harvard College and Columbia Law School.



Philip Tegeler (Discussant) is the Executive Director of the Poverty & Race Research Action Council in Washington, D.C. Previously, Tegeler served as Legal Director for the Connecticut Civil Liberties Union, and has also worked as Legal Projects Director at the Metropolitan Action Institute in New York City. He has more than 20 years of experience as a civil rights lawyer in fair housing, educational equity, land use, and institutional reform litigation.



John A. Powell (Discussant) is Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University, and holds the Gregory H. Williams Chair in Civil Rights & Civil Liberties at the Moritz College of Law. Previously, Powell founded and directed the Institute on Race and Poverty at the University of Minnesota, served as Director of Legal Services in Miami, Florida, and was National Legal Director of the American Civil Liberties Union. He has written extensively on issues such as structural racism, racial justice, opportunity based housing and affirmative action in the United States. Powell is a graduate of Stanford University and the University of California at Berkeley.