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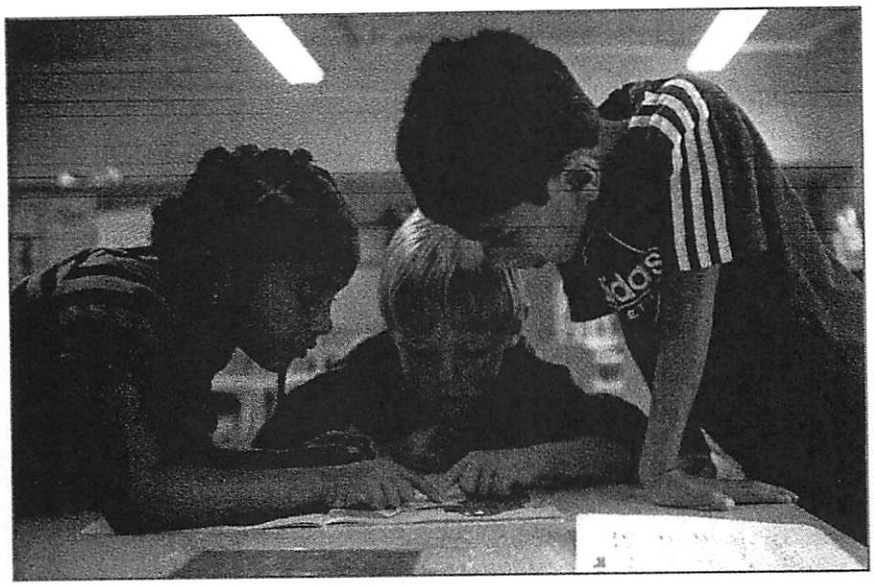
The National Coalition on School Diversity

Advancing the Legacy of Mendez and Brown

A National Conference on School Diversity

Conference Agenda



Georgetown University Law Center

Washington, DC

May 17th, 2012

The second national conference of the National Coalition on School Diversity

www.school-diversity.org

About the National Coalition on School Diversity:

Reaffirming the Role of School Integration in K-12 Education Policy

The National Coalition on School Diversity (NCSD) is a coalition of national civil rights organizations, university-based research centers, and state and local coalitions working to expand support for government policies that promote school diversity and reduce racial isolation. On a national level, the NCSD is pressing for a more significant commitment to racial and economic integration in U.S. Department of Education programs – in magnet schools, turnaround schools, charter schools, interdistrict transfers under NCLB, and in "Race to the Top" and other federal school reform programs.

Thank you to our Conference Co-Sponsors

NAACP Legal Defense and Educational Fund, Inc.

Poverty & Race Research Action Council

One Nation Indivisible

Capitol Region Education Council

Civil Rights Project/Proyecto Derechos Civiles at UCLA

Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University

Institute on Race and Poverty at the University of Minnesota

The Leadership Conference Education Fund

American Civil Liberties Union, Racial Justice Program

National Education Policy Center at the University of Colorado

University of North Carolina Center for Civil Rights

Mexican American Legal Defense and Educational Fund

Asian American Legal Defense and Education Fund

New York Appleseed

Advancing the Legacy of Mendez and Brown:

A National Conference on School Diversity

Conference Agenda

9:00-9:30
Welcoming Remarks
(Hart Auditorium)

Sheryll Cashin, *Professor of Law*, Georgetown University

Philip Tegeler, *Executive Director*, Poverty and Race Research Action Council

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9:30-10:30
Opening Plenary: Framing Brown and Mendez in Contemporary Context: Policy Progress and Prospects
(Hart Auditorium)

Damon Hewitt, *Director of the Education Practice Group*, NAACP Legal Defense and Educational Fund, Inc.

James Ferg-Cadima, *Regional Counsel (Washington, DC)*, Mexican American Legal Defense and Educational Fund

Seth Galanter, *Deputy Assistant Secretary for Policy*, Office for Civil Rights, U.S. Department of Education

Dianne Piche, *Senior Counsel & Director of Education Programs*, The Leadership Conference on Civil and Human Rights

Sharon Davies, *Executive Director*, Kirwan Institute for the Study of Race and Ethnicity (moderator)

10:45-12:00
Plenary: Supporting Pro-Integration Leaders in Diverse and Demographically Changing Schools
(Hart Auditorium)

Erica Frankenberg, *Assistant Professor*, Department of Education Policy Studies, Pennsylvania State University College of Education

Del Burns, *Former Superintendent*, Wake County, NC

Melissa Krull, *Former Superintendent*, Eden Prairie, MN

Dr. Demond Means, *Superintendent*, Mequon, WI

John Brittain, *Professor of Law*, University of the District of Columbia David A. Clarke School of Law (moderator)

12:15-1:30

Brown Bag Lunch and Workshops

Building Community Partnerships and Effectively Conveying Our Messages
(Room 160)

Two of the biggest challenges advocates and practitioners face are how to talk about integration effectively and how to build genuine and long-lasting community support for integration efforts. These challenges are tied to one another in important ways. Drawing from projects and programs that work closely with parents, students, and community organizers, workshop participants will learn about: 1) developing a strong collective understanding of the larger political and social context behind school reform efforts; 2) building an awareness of the educational and social benefits of integration; 3) ensuring that parents, students, and community members are valued as partners who are directly engaged in the problem solving process; and 4) ensuring that parents, students, and community members are invested in the outcomes of integration efforts. Workshop leaders will share information about what messages they've found to be effective, and highlight continuing challenges with respect to effective communications.

Elizabeth Horton Sheff, *Education Advocate*, Hartford, CT

Martha McCoy, *Executive Director*, Everyday Democracy

continued on next page

12:15-1:30 Brown Bag Lunch and Workshops continued

Donna Nevel, *Community psychologist and Coordinator*, Participatory Action Research Center for Education Organizing in partnership with the Educational Leadership Program at Steinhardt/NYU

Brenda Shum, *Senior Counsel*, Educational Opportunities Project, Lawyers' Committee for Civil Rights Under Law (moderator)

Enforcement Priorities at the Office of Civil Rights and at the DOJ Civil Rights Division

(Room 110)

A discussion of current priorities at DOJ Civil Rights Division and the Office of Civil Rights at the Department of Education. Officials from each department and advocates will discuss the major areas in need of increased attention and enforcement.

Anurima Bhargava, *Chief*, Educational Opportunities Section, Civil Rights Division at the U.S. Department of Justice

Randolph Wills, *Enforcement Director*, Office of Civil Rights, U.S. Department of Education

Elizabeth Haddix, *Staff Attorney*, UNC Center for Civil Rights

Joshua Civin, *Counsel to the Director of Litigation*, NAACP Legal Defense and Educational Fund, Inc. (moderator)

Promoting Cross-Racial Contact and Awareness Outside of School

(Room 140)

Not all states and school districts have policies and programs in place to facilitate in-school integration. The impulse to reduce isolation amongst students and families of different racial, cultural, and socioeconomic backgrounds takes on many different forms. In this workshop, we'll hear from organizations and programs that try to break down divisions between students of different racial, cultural and socioeconomic backgrounds in after-school settings. Drawing from these models, we will discuss how after-school integration programs complement efforts to reduce segregation in schools and neighborhoods. How might such programs help strengthen support for racially, culturally and socioeconomically diverse learning environments?

Jaime-Jin Lewis, *Executive Director*, Border Crossers

Jessy Molina, *Outreach Director*, Welcoming America

Ken Tanabe, *President and Founder*, Loving Day

Bill Tobin, *Visiting Research Fellow*, Social Science Research Institute, Duke University

Susan Eaton, *Co-Director*, One Nation Indivisible (facilitator)

Designing and Funding High Quality, Diverse Magnet Programs

(Room 109)

This panel will explore the design, funding and characteristics of high-quality magnet programs dedicated to reducing racial isolation. Presenters will engage in a variety of topics pertinent to contemporary magnet schools, including best practices for outreach, admissions and obtaining financial support (with an emphasis on federal funding assistance). Recent research related to the success of magnet programs will also be discussed.

George Coleman, *Consultant to the Commissioner*, Connecticut Department of Education

Bruce Douglas, *Executive Director*, Capitol Region Education Council

Marilynn Smith, *Magnet Program Coordinator*, District 197 – West St. Paul

Genevieve Siegel-Hawley, *Assistant Professor*, Educational Leadership, Virginia Commonwealth University (moderator)

It's Complicated: Untangling the Discourse about Neighborhood Schools and Diversity

(Room 164)

Some education reform measures, such as closures and school choice, may place extra burdens on low-income and minority students and may limit their ability to attend "neighborhood schools" that can serve as important community assets. Health advocates, for instance, note how long commutes may deprive students of critical time for physical activity, including walking to school. At the same time, neighborhood schools present risks for low-income and minority children if assignment policies lead to creation of poverty-concentrated, racially isolated schools. In this workshop, a diverse group of experts from metro regions around the country will present their experiences addressing the tensions between neighborhood schools and diversity — and in creating policies that attempt to balance the benefits of each.

Mary Filardo, *Executive Director*, 21st Century School Fund

Lisa Donlan, *President*, District 1 Community Education Council, NYC

Jennifer Jellison Holme, *Assistant Professor of Educational Policy and Planning*, University of Texas at Austin

Myron Orfield, *Professor of Law and Director*, Institute on Race and Poverty at the University of Minnesota Law School

Lia Epperson, *Associate Professor of Law*, American University Washington College of Law (moderator)

Beyond Black and White: Advocating for Integration in Latino and Asian American Communities

(Room 156)

Although our public schools are becoming more and more diverse, racial integration in public schools is often still seen through a black/white lens. This must be abandoned in favor of a more flexible, multi-racial perspective. This workshop will examine particular issues and challenges related to segregation and school integration in Latino and Asian communities, such as differential housing patterns, specific needs of English Language Learner and other immigrant/refugee students, and crafting effective, legal school integration plans from a multi-racial rather than bi-racial angle.

Quyen Dinh, *Education Policy Advocate*, Southeast Asia Resource Action Center

Patricia Gándara, *Co-Director*, Civil Rights Project/Proyecto Derechos Civiles at UCLA

Sylvia Mendez, *Education Advocate*, Los Angeles, CA

Jamie Lew, *Associate Professor of Sociology*, Rutgers University

Khin Mai Aung, *Director*, Educational Equity and Youth Rights Project, Asian American Legal Defense and Education Fund (co-facilitator)

James Ferg-Cadima, *Regional Counsel (Washington, DC)*, Mexican American Legal Defense and Educational Fund (co-facilitator)

1:45-3:00
Plenary:
Parallel Movements: Incorporating School Integration into School Reform Agendas

(Hart Auditorium)

Richard Kahlenberg, *Senior Fellow*, The Century Foundation

Deborah Vagins, *Senior Legislative Counsel*, American Civil Liberties Union, Washington Legislative Office

Derek Black, *Associate Professor of Law*, Howard University Law School

Roberto Rodriguez, *Special Assistant to the President for Education*, White House Domestic Policy Council

James Forman Jr., *Clinical Professor of Law*, Yale Law School (moderator)

3:15-4:30 Dessert & Breakout Sessions

Increasing Cultural Competence, Proficiency and Equity in Integrated Schools

(Room 164)

Educators who are culturally competent and proficient may help increase student achievement, close opportunity gaps and eliminate disparities among student groups — thereby helping students and educational institutions realize the promise of Brown and the benefits of equal educational opportunities and equity. This session will take an in-depth look at the importance of cultural proficiency in the classroom and throughout the broader school community. Panelists will discuss the impact such proficiency has on learning and achievement in integrated schools, the challenges associated with schools and districts becoming culturally competent so that they are responsive to the needs of all students, and effective methods for attaining stakeholder support. Participants will also be invited to exchange their own experiences with and recommendations for implementing culturally responsive pedagogy.

Dr. Eric Cooper, *President and Founder*, National Urban Alliance

Dr. Willis Hawley, *Professor Emeritus, Education and Public Policy*, University of Maryland; *Director*, Southern Poverty Law Center's Teaching Diverse Students Initiative

Dr. Julie Kailin, *Associate Professor*, Department of Educational Policy and Community Studies, University of Wisconsin-Milwaukee

Dr. Josephine Bowens Lewis, *Founder*, Center for Cooperative Change; *Consultant*, Visions, Inc.

Leticia Smith-Evans, *Assistant Counsel*, NAACP Legal Defense and Educational Fund, Inc. (facilitator)

Diverse Charter Schools: an Emerging Model

(Room 140)

Freedom from district boundaries and placement decisions could enable charter schools to create a diverse student body. Most charters, however, remain solidly segregated by race and socioeconomic status. This panel will explore the potential for increasing the number of diverse charters across the nation and highlight the efforts of charter schools that are intentionally seeking to create a diverse school community.

Julie Mead, *Professor and Chair*, Department of Educational Leadership & Policy Analysis, University of Wisconsin-Madison

Allison Keil, *Co-Director*, Community Roots Charter School

Halley Potter, *Policy Associate*, Century Foundation

Rachel Godsil, *Eleanor Bontecou Professor of Law*, Seton Hall University School of Law (moderator)

Truth, Reconciliation, and Healing: Acknowledging Experiences with Court-Ordered Desegregation

(Room 156)

Efforts to document the history and experiences of children and adults who experienced desegregation are taking place nationwide. These complicated narratives of courage and struggle have important implications for modern-day school integration advocacy. Workshop participants will grapple with some difficult questions, such as: How might these experiences shape the attitudes and decisions of parents and adults, particularly in communities that underwent desegregation? What common struggles still exist for students in racially and economically diverse settings? What are some of the beliefs people hold about educational opportunity pre and post-desegregation? What losses did communities experience as a result of desegregation, and how might we go about addressing them? How do we honor these struggles as we move forward in our efforts to reduce racial, cultural, and socioeconomic isolation in schools and communities?

Donna Bivens and **Meghan Doran**, Boston Busing/Desegregation Project

Vanessa Siddle Walker, *Professor of History of American Education and of Qualitative Research Methods*, Emory University

David Tipson, *Director*, New York Appleseed (facilitator)

Design and Implementation of School Assignment Plans Post-PICS

(Room 160)

How have districts adapted to the *Parents Involved* decision? What are the practical and political considerations? What is the role of the DOJ-ED guidance and related technical assistance efforts?

Michael Alves, *School Diversity Consultant*, Boston, MA

Dena Dossett, *Director of Planning*, Jefferson County Public Schools

john powell, *Director*, Haas Center for Diversity & Inclusion

Jocelyn Samuels, *Senior Counselor to the Assistant Attorney General*, Civil Rights Division, U.S. Department of Justice

Dennis Parker, *Director*, Racial Justice Program, American Civil Liberties Union (moderator)

Diversity in Early Education

(Room 109)

Recent research suggests that young children experience strong gains in racially and economically diverse preschool settings, but most early education funding still supports separate preschool experiences for low income children and children of color. This panel will look at examples of integrated early education programs, and changes to federal and state policies that would promote more diversity in pre-k settings.

Jeanne Reid, Ed.D., *Post-Doctoral Fellow*, National Center for Children and Families, Teacher's College at Columbia University

Josephine DiPietro-Smith, *Principal*, Reggio Magnet School, Avon, CT

Erin Hardy, *Senior Research Associate*, Heller School for Social Policy & Management, Brandeis University

Dr. Jerlean Daniel, *Executive Director*, National Association for the Education of Young Children

Lauren Hogan, *Director of Public Policy*, National Black Child Development Institute (moderator)

4:45-5:30

Plenary: The Future of School Integration: A Dialogue

(Hart Auditorium)

Gary Orfield, *Co-Director*, Civil Rights Project/Proyecto Derechos Civiles at UCLA

john powell, *Director*, Haas Center for Diversity and Inclusion at the University of California-Berkeley

David Hinojosa, *Regional Counsel (San Antonio, TX)*, Mexican American Legal Defense and Educational Fund

Tanya Clay House, *Public Policy Director*, Lawyers' Committee for Civil Rights Under Law

James Ryan, *Professor of Law*, University of Virginia School of Law (moderator)

The National Coalition on School Diversity

MEMBER ORGANIZATIONS

NAACP Legal Defense and Educational Fund, Inc. • Mexican American Legal Defense and Educational Fund • American Civil Liberties Union • Poverty & Race Research Action Council • Lawyers' Committee for Civil Rights Under Law • Asian American Legal Defense and Education Fund • Education Law Center • Charles Hamilton Houston Institute for Race and Justice at Harvard Law School • Civil Rights Project/Proyecto Derechos Civiles at UCLA • University of North Carolina Center for Civil Rights • Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University • Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity at UC Berkeley School of Law • Institute on Race and Poverty at the University of Minnesota • Education Rights Center, Howard University School of Law • National Education Policy Center at the University of Colorado • One Nation Indivisible • Sheff Movement coalition • New York Appleseed

To learn more about becoming an NCSD member, email us at school-diversity@prrac.org

Research Briefs from the National Coalition on School Diversity

No.1 – School Racial and Economic Composition & Math and Science Achievement

By Susan Eaton

No. 2 – How the Racial and Socioeconomic Composition of Schools and Classrooms Contributes to Literacy, Behavioral Climate, Instructional Organization and High School Graduation Rates

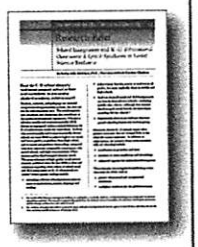
By Susan Eaton

No. 3 – The Impact of Racially Diverse Schools in a Democratic Society

By Susan Eaton and Gina Chirichigno

No. 4 – What we know about school integration, college attendance, and the reduction of poverty

By Philip Tegeler, Roslyn Arlin Mickelson and Martha Bottia



No. 5 – School Integration and K-12 Educational Outcomes: A Quick Synthesis of Social Science Evidence

By Roslyn Arlin Mickelson

No. 6 – Magnet School Student Outcomes: What the Research Says

By Genevieve Siegel-Hawley and Erica Frankenberg

No. 7 – The Reciprocal Relationship Between Housing and School Integration

By Roslyn Arlin Mickelson

Available at
www.school-diversity.org

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