

# 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](http://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  
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The Leadership Conference Education Fund

American Civil Liberties Union,  
Racial Justice Program

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Educational Fund

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# Advancing the Legacy of Mendez and Brown:

## A National Conference on School Diversity

### Conference Agenda

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**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)

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**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)

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**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*

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## 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)

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### *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)

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### *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)

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### *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)

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*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*, 21<sup>st</sup> 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)

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#### *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)

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#### *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)

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**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)

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**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)

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**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)

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# 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](mailto: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](http://www.school-diversity.org)**

## RESEARCH ADVISORY PANEL (current members)

Dolores Acevedo-Garcia  
Brandeis University  
Jomills Henry Braddock II  
University of Miami  
Casey Cobb  
University of Connecticut  
John Diamond  
Harvard Graduate School of Education  
Erica Frankenberg  
Penn State University  
Douglas Harris  
University of Wisconsin-Madison  
Jennifer Jellison Holme  
University of Texas at Austin  
Richard Kahlenberg  
The Century Foundation  
Jamie Lew  
Rutgers University  
Roslyn Mickelson  
Univ. of North Carolina at Charlotte  
Pedro Noguera  
New York University  
sean reardon  
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Linda Tropp  
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Richard Valencia  
The University of Texas at Austin  
Amy Stuart Wells  
Columbia University