

Agenda

Informing the Debate: Recent Civil Rights Research and The Reauthorization of the ESEA

February 5, 2010

9:30-9:33 **Welcome and Introductions:** Gary Orfield (3 minutes)

Research and Recommendations:

(each topic 7 minutes)

9:35-9:42 **Diversity**

Erica Frankenberg Research and Policy Director, and **Gary Orfield**, Co-director, The Civil Rights Project

9:43-9:50 **Graduation Rates**

Robert Balfánz, Co-Director, Everyone Graduates Center, Johns Hopkins University

9:51-9:58 **Discipline**

Daniel Losen, Senior Education Law and Policy Associate, The Civil Rights Project

9:59-10:06 **English Language Learners**

Patricia Gándara, Co-director, The Civil Rights Project

10:10-10:30 Responses by Civil Rights Advocates

(each for 10 minutes not necessarily in order of appearance)

Barbara Arnwine, Executive Director, Lawyers' Committee for Civil Rights Under Law

Anurima Bhargava, Director of the Education Practice, NAACP Legal Defense and Educational Fund

Veronica Rivera, Legislative Staff Attorney for Education, MALDEF

10:30-10:45 Responses by Legislative Staff

(each for 7 minutes)

David J. Johns, Senior Education Advisor, Senate HELP Committee, Sen. Tom Harkin

David Cleary, Staff Director, Sub-committee on Children and Families, Sen. Lamar Alexander

10:45-11:00 Open for questions

The Civil Rights Project



Proyecto Derechos Civiles

Resources

www.civilrightsproject.ucla.edu

Graduation and Suspension

Orfield, G., Losen, D., Swanson, C. & Wald, J. (2004). Losing our Future: How Minority Youth are Left Behind by the Graduation Rate Crisis. *Joint Release by the Civil Rights Project, The Urban Institute, Advocates for Children of New York, The Civil Society Institute.*

<http://www.civilrightsproject.ucla.edu/research/dropouts/LosingOurFuture.pdf>

Orfield, G., Ed. (2004). *Dropouts in America: Confronting the Graduation Rate Crisis*. Cambridge, MA: Harvard Education Press.

Losen, D. (2008). Graduation Rates and Federal Policy: The Changing Landscape of Reporting and Accountability since 2001. Washington, DC: National Academies of Sciences.

<http://www7.nationalacademies.org/bota/Graduation%20Rates%20and%20Federal%20Policy%20-%20Losen%20paper.pdf>

Losen, D. (2008). Beyond Accurate Reporting: Why Congress Should Improve Graduation-Rate Accountability in the Reauthorization of the Elementary and Secondary Education Act (ESEA). *Teachers College Record*.

<http://www.tcrecord.org/content.asp?contentid=15258>

Losen, D., Balfanz, R., & Orfield, G. (2006) *Confronting the graduation rate crisis in Texas*. Cambridge, MA: Harvard Civil Rights Project

www.civilrightsproject.ucla.edu/research/dropouts/texas_10-17-06.pdf

Losen, D. & Skiba, R. (2010, in press). *Suspended Education: Urban Middle Schools in Crisis*. (Report to be released as companion to a report by the Southern Poverty Law Center detailing effective interventions to replace zero tolerance practices).

Losen, D. (2009). Case Study, Using Racial Data to Improve Education for Minority Children in the USA. In *State of the World's Minorities and Indigenous Peoples (Events of 2008)*. Global Report by UNICEF and Minority Rights Group International.

Wald, J. & Losen, D. (2006). Out of Sight: The Journey Through the School-to-Prison Pipeline, In Books, S. (Ed.) *Invisible Children in the Society and its Schools*, 3rd Edition, Lawrence Erlbaum Associates.

Wald, J. and Losen, D. (Eds.) (2003). *Deconstructiong the School to Prison Pipeline: New Directions for Youth Development*. NJ: Jossey Bass

Racial Isolation and School Choice

Orfield, G. (January, 2009). *Reviving the Goal of an Integrated Society: A 21st Century Challenge*. Los Angeles: Civil Rights Project/Proyecto Derechos Civiles, UCLA.

http://www.civilrightsproject.ucla.edu/research/deseg/reviving_the_goal_mlk_2009.pdf

Orfield, G., & Frankenberg, E. (January 2008). *The Last Have Become First: Rural and Small Town America Lead the Way on Desegregation*. Los Angeles: Civil Rights Project/ Proyecto Derechos Civiles, UCLA.

<http://www.civilrightsproject.ucla.edu/research/deseg/lasthavebecomefirst.pdf>

Frankenberg, E. & Orfield, G. (2007). *Lessons in Integration: Realizing the Promise of Racial Diversity in America's Schools*. Charlottesville: University of Virginia Press.

Chavez, L. & Frankenberg, E. (2009). *Integration Defended: Berkeley Unified's Strategy to Maintain School Diversity*. Los Angeles: Civil Rights Project/Proyecto Derechos Civiles, UCLA.

http://www.civilrightsproject.ucla.edu/research/deseg/integration_defended_report_2009.pdf

Statement of American Social Scientists of Research on School Desegregation to the U.S. Supreme Court in *Parents Involved v. Seattle School District* and *Meredith v. Jefferson County*.

http://www.civilrightsproject.ucla.edu/research/deseg/amicus_parents_v_seattle.pdf

Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and the Nation. *North Carolina Law Review*. Forthcoming in Volume 88, Issue No. 3, to be released in late February 2010.

The Integration Report. A Monthly Update on the Status of Integration in our Nation's Schools.

<http://theintegrationreport.wordpress.com/>

Frankenberg, E., & Siegel-Hawley, G. (November, 2008). *The Forgotten Choice: Rethinking Magnet Schools in a Changing Landscape*. Los Angeles: Civil Rights Project/ Proyecto Derechos Civiles.

http://www.civilrightsproject.ucla.edu/research/magnet/the_forgotten_choice_rethinking_magnet_schools.pdf

Frankenberg, E., & Siegel-Hawley, G. (November, 2009). *Equity Overlooked: Charter Schools and Civil Rights Policy*. Los Angeles: Civil Rights Project/ Proyecto Derechos Civiles.

<http://www.civilrightsproject.ucla.edu/research/deseg/equity-overlooked-report-2009.pdf>

Frankenberg, E., Siegel-Hawley, G., & Wang, J. (January, 2010). *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards*. Los Angeles: Civil Rights Project/ Proyecto Derechos Civiles, UCLA.

Other school integration resources can be found at:

<http://www.civilrightsproject.ucla.edu/policy/court/voltint.php>

English Language Learners

Gándara, Maxwell-Jolly & Driscoll, *Listening to Teachers of English Learners*. Santa Cruz, CA: Center for the Future of Teaching and Learning. 2005.

<http://www.cftl.org/documents/2005/listeningforweb.pdf>

Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. English Learners in California Schools: Unequal Resources; Unequal Outcomes. *Educational Policy Analysis Archives*.

http://www.usc.edu/dept/education/CMMR/FullText/ELLS_in_California_Schools.pdf

Gándara, P. & Hopkins, M. (2009). *Forbidden Language: English Language Learners and Restrictive Language Policy*. New York, NY: Teachers College Press.

Gándara, P. & Contreras, F. (2009). *The Latino Education Crisis: Consequences of Failed Social Policy*. Cambridge, MA: Harvard University Press.

Gándara, P. & R. Rumberger (2009) Immigration, Language, and Education: How does Language Policy Structure Opportunity? *Teachers College Record*, Vol. 111, 750-782

<http://www.tcrecord.org/Content.asp?ContentID=15343>

Gándara, P., R. Moran, E. Garcia (2006). Legacy of Brown: Lau and language policy in the United States, *Review of Research in Education*, 28, 27-46