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NATIONAL SUMMIT ON INTERDISTRICT SCHOOL DESEGREGATION
JANUARY 16-18, 2009

Keynote Speakers

“Litigation and Integration Then and Now”

DAVID TATEL



Judge David Tatel was appointed to the United States Court of Appeals for the District of Columbia Circuit by President Bill Clinton in October 1994. Judge Tatel earned an undergraduate degree from the University of Michigan and a J.D. from the University of Chicago. Following law school, he was an instructor at the University of Michigan Law School and then joined Sidley & Austin in Chicago. Since then, he has served as founding Director of the Chicago Lawyers' Committee for Civil Rights Under Law, Director of the National Lawyers' Committee for Civil Rights Under Law, and Director of the Office for Civil Rights of the U.S. Department of Health, Education and Welfare during the Carter Administration. Returning to private practice in 1979, Judge Tatel joined Hogan & Hartson, where he founded and headed the firm's education practice until his appointment to the D.C. Circuit. While on sabbatical from Hogan & Hartson, Judge Tatel spent a year as a lecturer at Stanford Law School. Judge Tatel has served on many non-profit boards, including The Spencer Foundation, which he chaired from 1990 to 1997. He currently chairs the Board of The Carnegie Foundation for the Advancement of Teaching. Judge Tatel is a member of the American Philosophical Society, the National Academy of Education, and the National Academy of Sciences' Committee on Science, Technology and Law. Judge Tatel and his wife, Edith, have four children and six grandchildren.

“An Activist Mother’s Perspective”

In 1989, when her son, Milo, was a fourth grade student at Annie Fisher Elementary School in Hartford, **Elizabeth Horton Sheff** joined with others and began a long and arduous journey to redress the inequity between the level of education provided to students in Hartford public schools, to that available in surrounding suburban districts.

This effort – known around the State of Connecticut, and throughout the United States, as *Sheff vs. O’Neill* – is a successful, landmark lawsuit that challenged disparities in educational opportunity for all children and the long-term effects borne from poverty concentration and racial isolation.

Ms. Horton Sheff is a long-time activist. She has defended the rights of persons who live in public housing, those infected or affected by HIV/AIDS, families marginalized by economic challenges, and advocates against the proliferation of waste facilities in Hartford. In her role as an activist, a community organizer and as a member of the Hartford City Council, Ms. Sheff has helped to raise awareness and seek solutions to the high incidence of asthma, lead poisoning, and obesity among Hartford’s children. Ms. Horton Sheff is the founder of the City of Hartford Grandparents Raising Grandchildren Program – an initiative that resulted in the construction of housing units to support such families.

Ms. Horton Sheff recently retired from public service on the Hartford City Council. During her tenure there, Ms. Horton Sheff initiated the “Campaign for Civic Pride,” which resulted in an increase in citizen access to and participation on City Boards and Commissions; promoted jobs and wealth building opportunities for Hartford residents and businesses in city assisted projects; created and lead the city-wide literary effort “Keep Them Reading” campaign; encouraged community policing through strengthening the city’s Civilian Police Review Board; and hosted “Community Council,” a monthly public access television show through which she kept Hartford residents informed of resources available and happenings in Hartford city hall.

Ms. Horton Sheff is a trained licensed nurse and a graduate of the Hartford Seminary Black Ministries Certificate Program. In 2002, Ms. Horton Sheff received an Associates Degree in Science with Honors; in 2008 she received her Bachelors Degree of Science with Honors, both from Charter Oak State College. Ms. Horton Sheff is currently enrolled at the University of Hartford in the Masters of Educational Technology program.

Ms. Horton Sheff is Director of Community Services at the Community Renewal Team (CRT). Through her work at CRT, Ms. Horton Sheff assists persons and families with meeting basic needs and preparing for an empowered future.



ELIZABETH HORTON SHEFF

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Conference Participants

Speakers and Special Guests

About Our Panelists



**Dolores
Acevedo-Garcia**

Control, one on housing and health, and another one on social determinants of health. She also serves on the expert panel for the PBS documentary series “Unnatural Causes: Is Inequality Making us Sick?”

Dolores Acevedo-Garcia is Associate Professor in the Department of Society, Human Development and Health at the Harvard School of Public Health. During academic year 2008-2009, she is also a Martin Luther King Visiting Scholar at MIT in the Department of Urban Studies and Planning. Her research focuses on the effect of social determinants (e.g. residential segregation, immigrant adaptation) on health disparities along racial and ethnic lines; the role of non-health policies (e.g. housing policies, immigrant policies) in reducing those disparities; and the health and well-being of children with special needs and their families. Dr. Acevedo-Garcia is a member of the Social Science Advisory Board of the Poverty and Race Research Action Council, Co-Chair on the Board of Directors of the Fair Housing Center of Greater Boston, and is a member of the Board of Directors of Planned Parenthood League of Massachusetts. Dr. Acevedo-Garcia is Project Director for DiversityData (<http://diversitydata.sph.harvard.edu>), which is an interactive website on socioeconomic indicators in U.S. metropolitan areas. Dr. Acevedo-Garcia is a member of two national expert panels convened by the Centers for Disease



**Anurima
Bhargava**

Anurima Bhargava is Director of the Education Practice at the NAACP Legal Defense & Educational Fund (LDF) where she is actively engaged in litigation and advocacy to expand educational access and opportunity for students of color. Ms. Bhargava continues to be deeply involved in the litigation, advocacy and public education efforts around the two voluntary integration cases - *Parents Involved in Community Schools v. Seattle School District* and *Meredith v. Jefferson County Board of Education* - decided by the Supreme Court last year. She is co-lead counsel representing parent intervenors in three Proposition 209 challenges to voluntary integration efforts in California. 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. Prior to joining LDF, Anurima 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 earned her law degree from Columbia Law School and graduated magna cum laude from Harvard College.



**Kendra
Bischoff**

Kendra Bischoff is a doctoral candidate in the Department of Sociology at Stanford University. Most recently, she published an article on the effects of school district fragmentation on racial segregation in metropolitan areas. She has previously coauthored book chapters on the overlap of state and federal accountability measures under No Child Left Behind and on the role of philanthropy in labor market reform in education. She is interested in the causes and consequences of racial and economic segregation as well as the effects of diversity in institutional settings, including a study of a voluntary interdistrict desegregation plan.



**Derek
Black**

Derek Black is an Assistant Professor of Law at Howard University School of Law, where he teaches Education Law, Social Justice Lawyering, and Torts. Prior to teaching at Howard, Professor Black was a staff attorney for the Lawyers' Committee for Civil Rights Under Law, where he practiced racial diversity, educational adequacy, higher education and desegregation law. He continues to participate with the Lawyer's Committee as pro bono counsel. Professor Black is author of various law review articles focusing on racial and gender equity in education, the right to education under state law, and the intentional discrimination standard in equal protection. Most recently, he authored two law review articles on *Parents Involved in Community Schools v. Seattle School District*, the first addressing the lingering legal uncertainties from the case and the second addressing Justice Kennedy's flawed premise that these plans stigmatize students. He also co-authored the Howard Civil Rights Clinic's amicus brief before the Supreme Court in *Parents Involved*.



**Marc
Brenman**

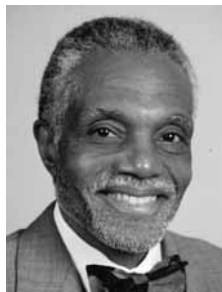
Marc Brenman has been Executive Director of the Washington State Human Rights Commission since 2004. This agency enforces the broadest state-level civil rights statute in the United States, as well as providing outreach, training, and research. Prior to that, he worked for the federal government in a variety of civil rights positions. His last federal position was Senior Policy Advisor in the Office of the Secretary of the U.S. Department of Transportation, 1995-2004. There, he also worked on post 9/11 issues, including setting up the Transportation Security Administration, issues concerning racial profiling, and relationships between security personnel and Arab-Americans and Sikhs. He worked for more than twenty years at the Office for Civil Rights of the U.S. Department of Education, serving in progressively responsible investigative, supervisory, and national policy positions in Washington, DC, Boston, and San Francisco from 1973-1995. Mr. Brenman has done extensive work in services to people who are limited English proficient and have low levels of literacy, and in environmental justice, disability access, disaster planning, and sex discrimination. He is the author of *The Right to Transportation*, a book on transportation equity and social justice published by the American Planning Association, and a monograph, "What to Do When the Nazis Come to Town," on community response to racist and anti-Semitic hate groups. Mr. Brenman has spoken at numerous conferences, taught continuing legal education programs for state and county bar associations and trial lawyers associations, and published in the American Bar Association's *Human Rights Journal*. He has extensive experience working with appointed officials, legislatures, and boards and commissions. Mr. Brenman has worked with both state and federal budgeting and management systems. He is currently Western Regional Board Representative for the International Association of Official Human Rights Agencies.



**Samantha
Elliott Briggs**

A former elementary school teacher and adjunct professor at the University of Alabama, **Dr. Elliott Briggs** is currently director of the Mix It Up program. An initiative of the Southern Poverty Law Center's Teaching Tolerance program, Mix It Up at Lunch Day is a simple call to action: take a new seat in the cafeteria. By making the move, students can cross the lines of division, meet new people, and make new friends. Mix It Up believes in the power of youth to create and sustain real change. Last year, more than 4 million students in more than ten thousand schools participated in Mix It Up at Lunch Day. This included schools throughout the U.S., Africa, Canada, Guam, Canada, Puerto Rico, the U.S. Virgin Islands and several overseas Department of Defense schools.

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**John
Brittain**

John C. Brittain is Chief Counsel and Senior Deputy Director of the Lawyers' Committee for Civil Rights Under Law in Washington, DC, a 45 year old public interest legal organization started by President John F. Kennedy to enlist private lawyers to take pro bono civil rights cases. Brittain has been dean of Texas Southern University's law school in Houston, law professor at the University of Connecticut School of Law and public interest civil rights lawyer with a career spanning 39 years with residences in 4 states. He has served as the president of the National Lawyers' Guild, on the Executive Committee and the Board of the ACLU, and legal counsel to NAACP local branches, state conference and national office of the General Counsel. He received the NAACP's highest honor for a lawyer, the coveted William Robert Ming Advocacy Award for legal service without a fee. He is a school desegregation specialist and one of the lead counsels in *Sheff v. O'Neill*, a landmark case decided by the Connecticut Supreme Court in 1996. He was frequently mentioned in the book, *The Children in Room E4: American Education on Trial*, by Susan Eaton, a chronicle of the *Sheff* case. In addition, Brittain is a part of a legal team that filed a friend of the court brief on behalf of the NAACP in the *People Involved in Community Schools v. Seattle School District* and *Meredith v. Jefferson County Board of Education* (Louisville) school cases decided by the U.S. Supreme Court (2007) concerning voluntary race-conscious student assignment plans. Throughout his career, Brittain has focused on the intersection between housing and school segregation, and the legal decisions that contribute to the condition of structural poverty in low income and minority neighborhoods. He has traveled extensively throughout the world on international human rights delegations in Africa, Central America, Middle East, Europe, Latin America and the Caribbean. He is the author of numerous articles and amici briefs in the United States Supreme Court.



**Kevin
Brown**

Kevin Brown is Professor of Law and former Director of the Hudson & Holland Scholars Programs at Indiana University. He received his B.S. degree with distinction from Indiana University in 1978 and his J.D. from Yale Law School in 1982. He teaches Law and Education; Race, American Society, and the Law; and Torts and Criminal Law at Indiana University School of Law where he has been a faculty member since 1987. He is the Emeritus Director of the Hudson & Holland Scholars Programs, a program he directed for 4 years. The programs recruit high achieving underrepresented undergraduate students and contain more than 20 percent of the black and Hispanic undergraduate students on the Bloomington campus. Brown has been a visiting professor at law schools at the University of Texas-Austin, the University of Alabama-Tuscaloosa and University of San Diego. He has been affiliated with universities on four different continents including the National Law School of India University in Bangalore, India; the Indian Law Institute in New Delhi, India; the Law Faculty of the University of Witwatersrand in Johannesburg, South Africa; the Law Faculty of the University of Cape Town in Cape Town, South Africa; Adilet Law School in Almaty, Kazakhstan and the University of Central America in Managua, Nicaragua. His primary research interest is in the area of race, law and education. Brown has published more than three dozen articles or comments on issues such as school desegregation, African-American Immersion Schools, Black Male Academies, affirmative action, termination of school desegregation decrees and school choice. In 2005 his book, *Race, Law and Education in the Post Desegregation Era* was published by Carolina Academic Press.



**Katherine
Butler Jones**

Dr. Katherine Butler Jones grew up in Harlem's Sugar Hill neighborhood, a community that W.E.B. DuBois, Walther White, Thurgood Marshall and Madame St. Clair also called home. Dr. Jones graduated from Mount Holyoke College in 1957 with a B.A. in economics and sociology. She taught in the Boston Public Schools following her graduation. Later, she would earn an M.A. in Urban Education at Simmons College and a doctorate in Administration and Social Policy from Harvard. In 1961, she and her husband, Hubie Jones, moved to Newton, Massachusetts. Dr. Jones recalls that only two realtors were willing to show a house to a black family during that period. Katherine and Hubie would soon become leaders in Newton. They were active in the Newton Fair Housing and Equal Rights Committee and Dr. Jones served four terms on the city's School Committee. In 1964, Jones was founding director of the Roxbury Newton Freedom School, an after school program that brought together students from suburban Newton and Roxbury's predominantly African American Roxbury neighborhood. Two years later, in 1966, she began the Newton chapter of the METCO program in which children of color in Boston voluntarily attended suburban schools. She was METCO's director through 1976. In 1989, Dr. Jones discovered that in 1843, black abolitionist Bishop Henry Highland Garnet had certified her great-great grandparents' marriage. Upon further investigation, Dr. Jones learned that her great-grandfather brought slaves through Canada through an Underground Railroad station in the Adirondacks, which he had purchased land for a dollar. Dr. Jones has shared this research in many museum exhibits and articles. She has received the New England PEN Discovery Author Award for her historical writing.



**Ronaldo
Check**

Ronaldo Check is a member of the Board of Directors for Boston's Metropolitan Council for Educational Opportunities, the oldest, continually operating voluntary interdistrict desegregation program in the United States. He serves on the METCO Board's legal committee which is charged with anticipating challenges to the program and ensuring METCO has the best chance of passing constitutional scrutiny following the U.S. Supreme Court's Seattle and Louisville decisions. As principal of Diversity Development, he has been a consultant for Harvard University on contract compliance and work force diversity for more than decade. Prior to this, his focus was Employment and Labor Law as attorney for the National Labor Relations Board, Parsons Brinckerhoff and other firms. He has headed various wage/hour and civil rights compliance agencies in Massachusetts.



**Bruce
Douglas**

Dr. Bruce E. Douglas has been a Connecticut educator for 35 years. In those years he has served as a teacher, coach, and school administrator for the Bloomfield, Connecticut Public Schools, and as Assistant Superintendent and then Superintendent for Suffield, Connecticut Public Schools. In 2001 he was appointed Executive Director of the Capitol Region Education Council, located in Hartford and responsible for overseeing the region's ambitious efforts at regional education. This includes an interdistrict, voluntary school desegregation program and several nationally recognized magnet schools that draw a racial and economic mix of students from urban and suburban areas. He has presented at conferences nationally and internationally in the areas of curriculum development, multicultural education, diversity training, school climate and culture, and supervision and evaluation. Dr. Douglas holds a Bachelor of Science Degree in History and Secondary Education from Central Connecticut State University; a Master degree in History and Medieval Studies from Trinity College; a 6th Year Degree in Education Administration from the University of Hartford, and a Ph.D. in Educational Leadership from the University of Connecticut. As a Connecticut educator, he has dedicated his career to serving the best interest of children, families, and communities in the Capitol Region. Recently he orchestrated the development of eight magnet schools in the region that will enroll approximately 4,000 students. Since assuming the Executive Directorship of the Capitol Region Education Council, he has fostered a spirit of collaboration, partnership, and capacity building among educational and civic institutions that will perpetuate the academic renaissance we are experiencing in Connecticut.

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**Liz
Dupont-Diehl**

successfully re-entering their communities. She is also helping to create a citizen video project in Bridgeport.

Liz Dupont-Diehl is a consultant to the Sheff Movement, which educates the public and increases support for voluntary two-way integration programs in greater Hartford. She is also vice president of development and public relations at Career Resources in Bridgeport, Connecticut. Ms. Dupont-Diehl worked as a newspaper reporter for seven years, writing about Connecticut communities and specializing in education and social justice. She has also worked for non-profits as a grant writer and in public relations, and was the communications director in 2006 for Ned Lamont's US Senate campaign. She has brought to various positions an interest in combining new communications technologies with human services programming. Using a volunteer crew, in 2005 and 2006, she produced a half-hour community news program in Hartford, using citizen journalism to present news from the perspective of residents about schools, environmental concerns, and other issues. In Bridgeport, Ms. Dupont-Diehl has helped create and operate the Reentry Collaborative, a group of providers and interested parties that coordinates resources and meets monthly to discuss needs, strategy, and gaps concerning people leaving prison and



**Jimmy
Durchslag**

a founder and programmer at KMUD, a Northern California community radio station, since 1987. He has managed several non-profit organizations and businesses from 1977 to the present including Redwoods Rural Health Center, a community medical clinic, from 1977 to 1986 and Music for Little People, a large catalog and music company from 1987 to 1996. Jimmy graduated magna cum laude with a B.A. in English from Yale University in 1970. He is an active musician, playing trombone in several bands and varied musical genres.

Jimmy Durchslag heads the Guests on Call booking service which schedules interviews, primarily on talk radio, to expand the national discussion of critical economic, social, environmental and security issues. The program's goal is to increase the diversity of approaches, voices, and perspectives heard in the media. Usually GOC distributes "Media Alerts," which include pitch letters on select topics and dozens of insightful guest experts, to radio and TV outlets nationwide, including public and commercial stations in single markets as well as national networks and syndicated programs. The five Guests on Call media coordinators, including a Spanish language coordinator, make all the interview arrangements with their media contacts. Until recently, Jimmy has been responsible for scheduling interviews with all national media, including outlets such as CNN, Associated Press and Air America. In addition to giving workshops on media coordinator techniques, Durchslag trains spokespeople in how to get their message out through broadcast interviews. He has been involved in media as a radio programmer in college from 1967 to 1970; as owner of a record label, Bembe Records, from 1996 to the present; and as



**Jonathan
Feldman**

Jonathan Feldman is a graduate of Oberlin College and New York University School of Law. After graduating from law school in 1988, he served as a law clerk to the Hon. James T. Giles, United States District Judge, in Philadelphia, and he then worked for the Education Law Center in Newark and the Community Service Society in New York City. He also was adjunct professor at Seton Hall Law School, where he taught Education Law. For the past eleven years, he has worked in the Rochester office of the Empire Justice Center, where he has worked on education and civil rights cases. One such case was *Paynter v. State of New York*, which sought to remedy the *de facto* racial and economic segregation in the school systems of greater Rochester. Feldman has published several law review articles, which have appeared in such journals as *Human Rights*, *Rutgers Law Journal*, and *California Law Review*. In 2007, he was a Visiting Professor at Syracuse University College of Law, where he also was acting director of the Disability Rights Clinic.



Frank Fernandez

Frank Fernandez joined Community Partnership in Austin, Texas, as its executive director in March 2006. He oversees all core functions and is focused on growing the organization to meet the community's acute need for affordable housing. Prior to joining Community Partnership, Frank served as Deputy Director for People Fund, a community development financial institution. Frank also is active in advocating for affordable housing and people who have struggled with homelessness. Co-founder of the housing advocacy organization, HousingWorks, he served as Chair of the affordable housing bond campaign that successfully advocated for the passage of the \$55 million City of Austin affordable housing bonds in November 2006. He co-chaired the City of Austin's Affordable Housing Incentives Taskforce from Summer 2006 through Spring 2007. Currently, Frank serves as the Chair of the Texas Supportive Housing Coalition, a statewide coalition of supportive housing providers, and Chair of the Alliance for Public Transportation, a local advocacy organization focused on promoting public transportation. He also serves on the Executive Committees of ECHO, Austin's local homeless coalition and HousingWorks. Prior to moving to Austin, Frank worked on Wall Street for several years as a financial analyst for Salomon Smith Barney providing technical and quantitative support to municipalities and states across the nation, including the State of Connecticut and the City of Detroit. He holds a B.A. in Philosophy from Harvard University and an M.P.A. from the LBJ School of Public Affairs at the University of Texas.



Kara Finnigan

Dr. Kara Finnigan is an Assistant Professor of Education Policy at the University of Rochester's Warner School of Education where she teaches courses on educational policy, politics and research methods. She also directs the doctoral program in educational policy and theory. Finnigan began her work in education as a substitute teacher in Anchorage, Alaska. She has conducted research and evaluations of K-12 educational policies and programs at the local, state, and federal level for more than 15 years through her work at several prominent research organizations, including the Wisconsin Center for Education Research at the University of Wisconsin-Madison, SRI International, RPP International, and the George Lucas Educational Foundation. She has written extensively on the topics of low-performing schools and high-stakes accountability, principal leadership, teacher motivation, and charter schools. Finnigan's research blends perspectives in education, sociology, and political science; employs both qualitative and quantitative methods; and focuses on urban school districts. Her current work focuses on the operation and impact of the Urban-Suburban Interdistrict Transfer Policy in Rochester, New York. She is also conducting a study in the San Diego Unified School District and the Rochester City School District that examines the organizational learning of schools in Program Improvement under NCLB. This study includes a social network analysis of the flow of information and innovation between these schools and the central office. She recently completed a study of charter school financial management for the Education Finance Research Consortium of New York State. Finnigan received her Ph.D. in Education Policy from the University of Wisconsin-Madison and her master's degree in Administration and Policy Analysis from Stanford University.

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**Andrew
Fleischmann**

Andy Fleischmann has served West Hartford in the General Assembly since 1995. He is Chairman of the Education Committee, Chairman of the Appropriations Subcommittee for Education, and a member of the Government Administration & Elections Committee. In the past two years, as Education Committee Chairman, Andy helped West Hartford schools win historic increases in state support for education – more than \$4.7 million in operating funds and \$2 million in capital funds in the last two years alone. This spring, he co-sponsored a new law that addresses the mortgage crisis by assisting struggling homeowners and penalizing predatory lenders. The League of Conservation Voters, the Connecticut Citizens' Action Group, the Freedom of Information Commission and the Society of Professional Journalists have all recognized Andy for his legislative accomplishments. Mr. Fleischmann is a graduate of Hall High School in West Hartford. He graduated *cum laude*, Phi Beta Kappa from Princeton and earned a master's degree in U.S. History from Stanford. His current occupation is Chief Operating Officer of SpeedReading People, a communications training company.



**Erica
Frankenberg**

Dr. Erica Frankenberg is Research and Policy Director for the Initiative on School Integration at the Civil Rights Project/Proyecto Derechos Civiles at UCLA. 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 doctorate in educational policy at the Harvard University Graduate School of Education. 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. Before graduate school, Ms. Frankenberg worked with a non-profit educational foundation focused on improving the public schools in her hometown of Mobile, Alabama. She is co-editor (with Gary Orfield) of *Lessons in Integration: Realizing the Promise of Racial Diversity in America's Schools*. In 2006, Frankenberg helped coordinate and write a social science statement signed by 553 social scientists filed with the Supreme Court regarding the benefits of integrated schools. Some of her CRP work has been cited by the Supreme Court

in their recent educational diversity cases, *Grutter v. Bollinger* and *PICS v. Seattle School District No. 1*. She has published several CRP reports, along with journal and law review articles, book chapters, and practitioner and newspaper articles.



**Patricia
Gándara**

Patricia Gándara is Professor of Education in the Graduate School of Education and Information Studies at UCLA. She is also Associate Director of the UC Linguistic Minority Research Institute (UC LMRI), and Director of the LMRI Education Policy Center. Between 1981-86, she was commissioner for post-secondary education for the state of California. She has been a bilingual school psychologist, a Social Scientist with the RAND Corporation, and Director of Education Research in the California Legislature (State Assembly). Professor Gándara's research focuses on educational equity and access for low-income and ethnic minority students, language policy, and the education of Mexican origin youth. She has just completed a study with her colleague Russell Rumberger, titled "Resource Needs for California's English Learners." As part of a statewide school finance project involving more than 30 researchers from across the country, the study was funded by four major foundations. She is the author of numerous articles and several books, including the forthcoming *The Latino Education Crisis* published by Harvard University Press.



Willis Hawley

Willis D. Hawley is Professor Emeritus of Education and Public Policy at the University of Maryland. He currently directs the University's doctoral program in Teaching and Learning Policy. He also directs the Teaching Diverse Students Initiative of the Southern Poverty Law Center. He served as Scholar in Residence at the American Association of School Administrators from 2003-2006. From 1997 to 1999 he was Executive Director of the National Partnership for Excellence and Accountability in Teaching. At the University of Maryland, he has served as Dean of the College of Education. From 1980 to 1993 he was Professor of Education and Political Science at Vanderbilt University and Dean of Peabody College at Vanderbilt and Director of the Center for Education and Human Development Policy at Vanderbilt Institute for Public Policy Studies. Hawley received his Ph.D. in Political Science, with distinction, from the University of California, Berkeley, in 1970. He taught at Yale and Duke Universities before going to Vanderbilt. He is the author or co-author of *Nonpartisan Elections and the Case for Party Politics* (1976), *Theoretical Perspectives on Urban Politics* (1976), *Strategies for Effective School Desegregation: Lessons from Research* (1983), *Good Schools* (1984), *The Politics of Government Reorganization* (1988). His book on improving the quality of teaching in schools will be published by Corwin Press in 2009. Hawley has published numerous books, articles and book chapters dealing with the education of teachers, teacher quality, race relations, school reform, urban politics, political learning, organizational change, school desegregation and educational policy and developed courseware to facilitate online learning and software to enhance the utilization of research. Hawley has served on the boards of several scholarly and professional publications and as consultant to numerous public agencies, professional associations, civil rights organizations, and foundations. In 1977-78, he served as Director of Education Studies, President's Reorganization Project, and Executive Office of the President of the United States. In the 1990s, he organized and directed the Common Destiny Alliance, a national consortium of organizations and scholars committed to improving inter-group relations.



Richard Kahlenberg

Richard D. Kahlenberg is a Senior Fellow at The Century Foundation, where he writes about education, equal opportunity, and civil rights. He is the author of four books including, *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race and Democracy* (Columbia University Press, 2007); *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Institution Press, 2001); *The Remedy: Class, Race, and Affirmative Action* (Basic Books, 1996) and *Broken Contract: A Memoir of Harvard Law School* (Hill & Wang, 1992). Also, Kahlenberg is editor of five Century Foundation books: *Improving on No Child Left Behind: Getting Education Reform Back on Track* (2008); *America's Untapped Resource: Low-Income Students in Higher Education* (2004); *Public School Choice vs. Private School Vouchers* (2003); *Divided We Fail: Coming Together Through Public School Choice* (2002); and *A Notion at Risk: Preserving Public Education as an Engine for Social Mobility* (2000). Kahlenberg's articles have been published in the *New York Times*, the *Washington Post*, the *Wall Street Journal*, the *New Republic*, and elsewhere. Kahlenberg has appeared on ABC, CBS, CNN, FOX, C-SPAN, MSNBC, and NPR. Previously, Kahlenberg was a Fellow at the Center for National Policy, a visiting associate professor of constitutional law at George Washington University, and a legislative assistant to Senator Charles S. Robb (D-VA). He is also a nonresident senior fellow at Education Sector. He graduated *magna cum laude* from Harvard College in 1985 and *cum laude* from Harvard Law School in 1989.

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**Meira
Levinson**

Meira Levinson is assistant professor at the Harvard Graduate School of Education. She is currently working on a book, *The Civic Achievement Gap*, in which she argues that the United States maintains a “civic achievement gap” that is as unjust and threatening to American democracy as the academic achievement gap is. The book proposes challenging but important means for eliminating this gap. Ms. Levinson has also written about civic education and engagement, including pathways to civic and political membership, in numerous scholarly articles and in her previous books: *The Demands of Liberal Education* (Oxford University Press, 1999), and as coauthor of *Democracy at Risk* (Brookings Press, 2005). She contributed to the latter as an inaugural member of the American Political Science Association’s Standing Committee on Civic Education and Civic Engagement. In addition to her research, Ms. Levinson taught middle school for eight years in the Atlanta and Boston Public Schools, most recently spending two years developing, piloting, and teaching Boston’s eighth grade *Civics in Action* curriculum. She also helped Facing History and Ourselves to develop and pilot their *Choices in Little Rock* curriculum. She consults with youth organizers at the Hyde Square Task Force on their new civics course for BPS high school students. Ms. Levinson earned her B.A. in Philosophy from Yale University, and her D.Phil. in Politics from Nuffield College, Oxford. She has been honored with grants and fellowships from the Radcliffe Institute for Advanced Study, the Spencer Foundation, the National Academy of Education, The Lenny Fund, Michael Jordan Fundamentals, and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), among others.



**Deborah
McKoy**

Deborah L. McKoy is the Executive Director and Founder of the UC Berkeley Center for Cities and Schools and a lecturer in the Department of City and Regional Planning and Graduate School of Education. She has worked at the intersection of urban policy and education for twenty years at national and international levels. Deborah’s research looks at the intersection of educational reform, community development and public policy. Recent publications include: “Housing and Education: The Inextricable Link,” in *Segregation: The Rising Costs for America*, Routledge 2007; “Engaging Schools in Urban Revitalization: The Y-PLAN (Youth - Plan, Learn, Act, Now!)” in the *Journal of Planning Education and Research*, 2007; and the *Building Schools: Building Communities* report with the American Architectural Foundation, 2007. Her diverse professional experiences include: Chief of Economic Development and Training at the NYC Housing Authority; Director of Refugee Services for a NYC non-profit organization, CAMBA; Consultant to the UN’s Education For All initiative; Legislative Associate, NYC Speaker’s Office; and Research Associate at the National Center for Research in Vocational Education (NCRVE). Deborah has a Master’s Degree in Public Policy and Administration from Columbia University and a Ph.D. in Educational Policy from UC Berkeley.



**Stephen
Menendian**

Stephen Menendian is a Senior Legal Research Associate with the Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University. Stephen is the author and co-author of many articles and reports on race and racial marginalization. He has written extensively on the race and class nexus, affirmative action, the Fourteenth Amendment, fair housing, and the meaning and importance of the Supreme Court’s decision in Seattle and Louisville. In addition to academic scholarship, Stephen took a lead authorship role in the Kirwan Institute’s *amicus* brief to the United States Supreme Court in the Seattle/Louisville cases. Stephen was responsible for drafting and submitting the Kirwan Institute’s Shadow Report to the United Nations Committee on the Convention for the Elimination of Racial Discrimination, evaluating compliance with US treaty obligations under the convention. The Report was prominently featured in the compilation Shadow Report, which was the basis for official questioning for the US rapporteur. Stephen is a licensed attorney and received his J.D. from the Moritz College of Law, Ohio State University, and a B.A. in Economics from Ohio University. Stephen also serves as a *pro bono* advocate on behalf of foreclosure victims in the central Ohio region.



**Roslyn
Mickelson**

Roslyn Arlin Mickelson is Professor of Sociology and Public Policy at the University of North Carolina at Charlotte. She taught social studies in a southern California urban high school for nine years prior to receiving her doctorate from the University of California, Los Angeles in 1984. Mickelson has published widely on the political economy of schooling and school reform, particularly the relationships among race, ethnicity, gender, class, and educational processes and outcomes. With funding from the National Science Foundation and the Ford Foundation, Mickelson has investigated these issues in the Charlotte-Mecklenburg Schools (North Carolina), including how the recent resegregation of the district has affected educational equity and academic achievement for all students. Currently, Mickelson is writing a book synthesizing social and behavioral science research on the effects of school and classroom composition on educational outcomes.



**Rayane
Moreira**

Rayane Moreira received her B.A. in chemistry from Wellesley College and her Ph.D. in organic chemistry from Columbia University, where she worked with Prof. Dalibor Sames on the combinatorial development of catalysts for oxo and carbene transfer. Her postdoctoral work in the laboratory of Prof. Stephen J. Lippard at MIT focused on mechanisms of oxidation reactions catalyzed by small-molecule diiron enzyme mimics. She is currently an assistant professor at Hampshire College, where she and her students are developing catalysts for organic reactions in water as well as “recycling” of CO₂ by incorporation into useful organic molecules. She teaches courses in organic chemistry, enzymatic and chemical catalysis, green chemistry, and renewable energy, with an emphasis on student-active and inquiry-based learning.



**Francisco
Negrón, Jr.**

Francisco M. Negrón, Jr. is Associate Executive Director and General Counsel of the 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 has served as the general counsel for the State Education Office of the District of Columbia, as a school board attorney in Pensacola, Florida, and as staff counsel to the Florida affiliate of the American Federation of Teachers. He received his J.D. from Florida State University College of Law and also holds a bachelor’s degree in international studies from the University of West Florida. He is a member of the Bars of the United States Supreme Court, the District of Columbia, Florida, Virginia, and all federal circuit courts of appeals. He was president and co-founder of the Tallahassee Hispanic Bar Association and served as an officer of the Escambia-Santa Rosa Bar Association. He has a strong commitment to volunteerism, public service, and community involvement. As a member of the Escambia-Santa Rosa Bar Association and Law Week chair, he organized a televised student town hall meeting, a live prime-time show that aired in April 2002 in Pensacola, Fla. The program, which featured local high school students asking questions of experts about democracy and terrorism in the post 9/11 era, earned Negrón the George Washington Honor Medal from the Freedoms Foundation at Valley Forge. The program is included on the American Bar Association’s Web site as a model for other bar associations. He regularly conducts workshops in matters related to school law across the country and has appeared in national media outlets as a national legal advocate for public education.

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Gary Orfield

Gary Orfield is Professor of Education, Law, Political Science and Urban Planning at UCLA. Professor Orfield is interested in the study of civil rights, education policy, urban policy, and minority opportunity. He was co-founder and director of the Harvard Civil Rights Project and is now co-director of the UCLA Civil Rights Project/Proyecto Derechos Civiles. Orfield's central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include six co-edited books since 2004 and numerous articles and reports. Recent books include, *Lessons in Integration: Realizing the Promise of Racial Diversity in America's Public Schools* (with Erica Frankenberg), *Dropouts in America: Confronting the Graduation Rate Crisis*, *School Resegregation: Must the South Turn Back?* (with John Boger), and *Higher Education and the Color Line* (with Patricia Marin and Catherine Horn). In addition to his scholarly work, Orfield has been involved in the development of governmental policy and served as expert witness in several dozen court cases related to his research, including the University of Michigan Supreme Court case, which upheld the policy of affirmative action in 2003. He has been called to give testimony in civil rights suits by the United States Department of Justice and many other civil rights, legal services, and educational organizations. He was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." He was also honored with the 2007 Social Justice in Education Award by the American Educational Research Association for "work that has had a profound impact on demonstrating the critical role of education research in supporting social justice."



Myron Orfield

Myron Orfield is the Julius E. Davis Professor of Law at the University of Minnesota Law School, Executive Director of the Institute on Race & Poverty, non-resident senior fellow at the Brookings Institution in Washington, D.C., and an affiliate faculty member at the Hubert H. Humphrey Institute of Public Affairs. He teaches and writes in the fields of civil rights, state and local government, state and local finance, land use, questions of regional governance, and the legislative process. For 2005-06, Professor Orfield served as the Fesler-Lampert Chair in Urban and Regional Affairs. Professor Orfield graduated, *summa cum laude*, from the University of Minnesota, was a graduate student at Princeton University, and has a J.D. from the University of Chicago, where he was a member of the University of Chicago Law Review. In 1990, Professor Orfield was elected to the Minnesota House of Representatives, where he served five terms, and to the Minnesota Senate in 2000, where he served one term. There he was the architect of a series of important changes in land use, fair housing, and school and local government aid programs. His first book, *Metropolitics: A Regional Agenda for Community and Stability* (Brookings 1997), a study of local government structure and demographics, relates to these efforts. For over a decade, Professor Orfield has been president of a nationally respected regional research organization undertaking studies involving the legal, demographic and land use profiles of various American metropolitan areas. His second book, *American Metropolitics: The New Suburban Reality* (Brookings 2002), is a compilation of his work involving the nation's 25 largest regions.



**Scott
Page**

Scott E. Page is the Leonid Hurwicz Collegiate Professor of Complex Systems, Political Science, and Economics at the University of Michigan and an external faculty member of the Santa Fe Institute. He is the author of the books, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*; and *Complex Adaptive Systems: Computational Models of Social Life*, both from Princeton University Press. About Page's book, *The Difference*, Claudia Dreifus of the *New York Times* writes: "Rather than ponder moral questions like, 'Why can't we all get along?' Dr. Page asks practical ones like, 'How can we all be more productive together?' The answer, he suggests, is in messy, creative organizations and environments with individuals from vastly different backgrounds and life experiences." Professor Page has published numerous articles in leading academic journals in economics, business, political science, public health, and physics. He is a senior fellow of the Michigan Society of Fellows, a senior research scientist at the Center for Policy Studies at the Institute for Social Research, and Associate Director of the Center for The Study of Complex Systems.



**Dennis
Parker**

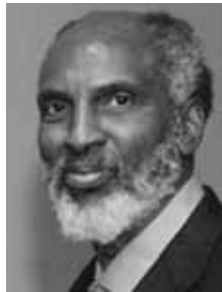
Dennis D. Parker is the Director of the ACLU National Office's Racial Justice Program (RJP). Concentrating on the school-to-prison pipeline, which funnels children of color from the educational system into the criminal justice system, racial profiling, affirmative action, indigent representation and felon enfranchisement, the RJP seeks to remove barriers to equal opportunity for communities of color through litigation, public education, community organizing and legislation. Prior to joining the ACLU, he was the Chief of the Civil Rights Bureau of the Office of the New York State Attorney. Mr. Parker also worked for fourteen years at the NAACP Legal Defense and Educational Fund where he litigated and supervised the litigation of scores of cases involving elementary and secondary education, affirmative action in higher education and equal educational opportunity. Other positions include working at the plaintiffs-side employment firm of Vladeck, Waldman, Elias and Engelhardt and the New York Legal Aid Society, Criminal Defense Division in Brooklyn, New York. He has published a book and numerous chapters and articles on a range of civil rights issues including housing discrimination, educational equity, affirmative action and testing. Mr. Parker lectures extensively on civil rights issues and has served as an adjunct professor at New York Law School. He is a graduate of Middlebury College and Harvard Law School.



**Robert
Peterkin**

Born in New York City, **Robert S. Peterkin** has focused his career on urban education. Peterkin earned an Ed.D. from the University of Massachusetts at Amherst in 1981. He also holds an M.S. in educational psychology from the College of St. Rose, Albany, and an M.A. in educational administration from the State University of New York at Albany where he earned his bachelor's degree. Peterkin began his professional career as a special education teacher at the Albany Home for Children, followed by the principalship of an alternative school for dropouts. He held several administrative positions in the Boston Public Schools, including Headmaster at English High School, Community Superintendent, Budget Director, and Deputy Superintendent. He has been Superintendent of the Cambridge, Massachusetts and Milwaukee, Wisconsin Public Schools. On July 1, 1991, Peterkin became Director of the Urban Superintendents Program and Francis Keppel Senior Lecturer on Educational Policy and Administration at the Harvard Graduate School of Education (HGSE). On July 1, 1999, Peterkin was appointed Chair of Administration, Planning and Social Policy Area at HGSE. Peterkin has a lengthy and distinguished record of education and community leadership and service through his work on numerous boards and commissions and has earned a reputation as one of the leading advocates for urban educational reform. Current emphases include the restructuring of America's public schools with a focus on teaching and learning; the development of new preparation programs for teachers, principals and superintendents in large urban areas; the development of school programs for school dependent children isolated by poverty, gender or race; and advocacy for equitable school choice.

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**John
Powell**

Professor **John A. Powell** is an internationally recognized authority in the areas of civil rights and civil liberties and a wide range of issues including race, structural racism, ethnicity, housing, poverty and democracy. He is Executive Director of the Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University and he holds the Gregory H. Williams Chair in Civil Rights & Civil Liberties at the University's Michael E. Moritz College of Law. Professor Powell has written extensively on many topics, including structural racism, racial justice and regionalism, concentrated poverty and urban sprawl, opportunity based housing, voting rights, affirmative action in the United States, South Africa and Brazil, racial and ethnic identity, spirituality and social justice, and the needs of citizens in a democratic society. Previously, Professor Powell founded and directed the Institute on Race and Poverty at the University of Minnesota. He also was Director of Legal Services in Miami, Florida and was National Legal Director of the American Civil Liberties Union where he was instrumental in developing educational adequacy theory. Professor Powell has worked and lived in Africa, where he was a consultant to the governments of Mozambique and South Africa. He has also lived and worked in India and done work in South America and Europe. He is one of the co-founders of the Poverty & Race Research Action Council and serves on the board of several national organizations. Professor Powell has taught at numerous law schools including Harvard and Columbia University. He joined the faculty at The Ohio State University in 2002.



**Ron
Raikes**

Ron Raikes recently retired after 11 years in the Nebraska Unicameral Legislature. During his years as a legislator, he was chair of the standing committee on Education for 8 years. Among the issues the Education Committee and Legislature dealt with in recent years, were school consolidation, school finance, standards and assessment, distance education, and the establishment of the Learning Communities in Nebraska, and particularly the one in the Omaha metro area. Mr. Raikes was born in Nebraska and graduated from high school there. He completed an undergraduate degree at Iowa State University, and a graduate degree at the University of California at Davis. He was on the staff in the Economics Department at Iowa State University from 1970 to 1979, and then returned to his family farm in Nebraska, where he and his wife have been since. He is currently involved in cattle feeding, farming, and soil conservation contracting in Nebraska.



**Sean
Reardon**

Sean Reardon is Associate Professor of Education and Sociology at Stanford University. Professor Reardon's research focuses broadly on educational policy and inequality, with a particular emphasis on the effects of educational policy on educational and social inequality, the causes, patterns, and consequences of residential and school segregation, and applied statistical methods for educational research. His primary research examines the relative contribution of family, school, and neighborhood environments to racial/ethnic and socioeconomic achievement disparities. His recent work includes research on patterns and trends in achievement gaps, the effects of income-based school assignment (socioeconomic integration) plans, the effects of court-ordered desegregation plans on segregation and achievement gaps, and the effects of high stakes exit exams in California. He teaches graduate courses in applied statistical methods, with a particular emphasis on the application of experimental and quasi-experimental methods to the investigation of issues of educational policy and practice. Sean received his doctorate in education in 1997 from Harvard University. He has received numerous awards, including a William T. Grant Foundation Scholar Award to fund his work on the causal effect of neighborhood conditions on adolescent educational and social outcomes, a National Association of Education Postdoctoral Fellowship, and a Carnegie Scholar Award, which funds his work on the educational trajectories of Latino students.



Tom Sanchez

Factors Committee.

Tom Sanchez earned his PhD in City Planning from GeorgiaTech in 1996 and has since taught at Iowa State University, Portland State University, and Virginia Tech before becoming chair of the Department of City & Metropolitan Planning at the University of Utah. Sanchez conducts research in the areas of transportation, land use, environmental justice, and the social aspects of planning and policy. His research has been published in leading urban affairs and planning journals including the *Journal of the American Planning Association*, *Housing Policy Debate*, *Urban Studies*, *Journal of Planning Education and Research*, and the *Journal of Urban Affairs*. His article, “The Connection Between Public Transit and Employment,” was selected as the best article of the year in 2000 by the *Journal of the American Planning Association*. In 2007, he co-authored two books, *The Right to Transportation: Moving to Equity* (with Marc Brenman) and *The Social Impacts of Urban Containment* (with Chris Nelson and Casey Dawkins). Along with serving as chair of the Department of City & Metropolitan Planning at the University of Utah, Sanchez is a nonresident senior fellow of the Brookings Institution, and chair of the Transportation Research Board Social and Economics



Cassie Schwerner

integrate media activities into their organizing efforts. Schwerner received a Ph.D. in Sociology from Boston College, where she specialized in social movement theory. Her dissertation, “Sing a Song of Justice,” focuses on multicultural organizing.

Dr. Cassie Schwerner is Vice President of Programs for The Schott Foundation for Public Education. She has worked at Schott in various capacities since 1997. For most of her tenure at Schott she oversaw the Fair Funding Initiative, focusing on bringing race and fiscal equity and adequacy to the New York State public school system. Dr. Schwerner has represented the Schott Foundation as a school finance movement expert on panels at conferences around the country sponsored by such organizations as Grantmakers for Education, the Jewish Funders Network, Public Education Network and Council on Foundations. She serves as co-chair of the Working Group for Education Organizing. Prior to joining the staff at Schott, Cassie was a research and editorial assistant for Jonathan Kozol. She worked on *Savage Inequalities*, *Amazing Grace*, and all of Kozol’s projects over a ten-year period. She has also worked as a public relations consultant and has taught courses in Mass Media and Race Relations. For ten years, she was a member of the Media Research and Action Project, based at Boston College, which assists grassroots organizations in framing their issues for the media, as well as training them on how to best



Glenn Singleton

provided a foundation for PEG-led principal leadership development and teacher action-research work. Today, thousands of seminar participants throughout the country practice the agreements and conditions of “Courageous Conversation” as they struggle to usher in culturally proficient curriculum, instruction and assessment. Singleton is author of a book titled, *Courageous Conversations About Race: A Strategy for Achieving Equity in Schools*. Singleton is an adjunct professor of educational leadership at San José State University and has previously taught at the University of California, Berkeley.

Glenn Eric Singleton hails from Baltimore, Maryland. A product of public elementary and independent secondary school, Singleton earned his Bachelors degree from the University of Pennsylvania and a Masters degree from the Graduate School of Education at Stanford University. In 1992, he founded Pacific Educational Group, Inc. (PEG) to more closely support families in their transitions within and between K–12 and higher education. His company later grew into its intended mission of addressing systemic educational inequity by providing guidance to districts on how to meet the needs of underserved student of color. PEG designs and delivers individualized, comprehensive support for school districts in the form of leadership training, coaching and consulting. Working at all levels, PEG helps educators focus on heightening their awareness of institutional racism and developing effective strategies for closing the achievement gap in their schools. In 1995, Singleton developed “Beyond Diversity,” a nationally recognized seminar aimed at helping administrators, teachers, students and parents identify, define and examine the powerful intersection of race and schooling. The “Beyond Diversity” seminar has

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**Katani
Sumner**

As a native Bostonian, **Ms. Katani Sumner** began her academic journey as a METCO student in the Lexington Public Schools for grades 1-12. The wonderful academic exposure in Lexington propelled her toward an undergraduate degree in Psychology from Brown University. Ms. Sumner's first position in education was as the METCO Academic Liaison/Teacher in the Weston Public Schools where the achievement gap for students of color became very apparent. The revelation of this achievement disparity created a determination in Katani to become a Reading Specialist. The next stop on the journey was a graduate degree from Harvard University and a certification as a Reading Teacher. Katani has worked in the capacity of Literacy Specialist at the Boys and Girls Club in Roxbury, the Young Achievers Pilot School in Jamaica Plain as well as the Peirce Elementary School in Newton. In her current role as the METCO Counselor at Newton South High School, Ms. Sumner is determined to empower her students with confidence derived from academic competence and the establishment of the habit of effective effort. As the Director of Newton South's first Gospel Choir she is thrilled to also provide an opportunity for a diverse group of students to come together to appreciate a unique American art form.



**William
Taylor**

William Taylor is a lawyer, teacher and writer in the fields of civil rights and education. He practices law in Washington, D.C., specializing in litigation and other forms of advocacy on behalf of low income and minority children. Mr. Taylor is a graduate of Brooklyn College and the Yale Law School. He began his legal career in 1954 as an attorney on the staff of the NAACP Legal Defense and Education Fund. In the 1960s he served as General Counsel and later as staff director of the United States Commission on Civil Rights where he directed major investigations and research studies that contributed to the civil rights laws enacted in the 60s. In the courtroom, Mr. Taylor has been lead counsel for black children in several major school desegregation cases, including St. Louis where he secured the largest voluntary metropolitan school desegregation plan in the nation. On the legislative front, Mr. Taylor has long been a leader of the Leadership Conference on Civil Rights and currently serves as Vice Chairman. Working with the Leadership Conference in 1982 he played a major role as a legislative strategist bringing about the extension and strengthening of the Voting Rights Act of 1965. He helped lead successful efforts to enact the

Civil Rights Restoration Act of 1988, the Civil Rights act of 1991, and the 1993 National Voter Registration Act. Mr. Taylor was a founder and now serves as the Acting Chair of the Citizens' Commission on Civil Rights. Mr. Taylor has taught civil rights and education law at Catholic University Law School and at Stanford Law School. He now teaches education law as an adjunct professor at Georgetown University Law School. He has written widely about public law and policy issues for legal and education journals, magazines, and newspapers, and is the author of the book, *Hanging Together: Equality in an Urban Nation* (1971). Mr. Taylor's memoir, *The Passion of My Times: An Advocate's Fifty-Year Journey in the Civil Rights Movement*, was published by Carroll and Graf in 2004. Among the honors he has received is the first Thurgood Marshall award conferred by the District of Columbia Bar in 1993.



**Philip
Tegeler**

Philip Tegeler is the Executive Director of Poverty & Race Research Action Council (PRRAC), a civil rights policy organization based in Washington, DC. PRRAC's primary mission is to help connect advocates with social scientists working on race and poverty issues, and to promote a research-based advocacy strategy on structural inequality issues. At the present time, PRRAC is pursuing project-specific work in the areas of housing, education, and health, focusing on the importance of "place" and the continuing social consequences of historical patterns of housing segregation. PRRAC is also providing planning and staff support to the Sheff Movement coalition in Hartford. Before coming to PRRAC, Mr. Tegeler was an attorney with the Connecticut ACLU, where he served as Legal Director from 1997-2003, and worked on the *Sheff v. O'Neill* school equity case, several large housing desegregation cases, and other institutional reform litigation. Mr. Tegeler has written a number of articles and reports on federal housing policy, including, most recently, "Connecting Families to Opportunity: The Next Generation of Housing Mobility Policy," in *All Things Being Equal: Instigating Opportunity in an Inequitable Time* (New Press 2007); and "The Future of Race Conscious Goals in National Housing Policy," in *Public Housing Transformation: Confronting the Legacy of Segregation* (forthcoming, The Urban Institute Press, 2008). Mr. Tegeler is a graduate of the Columbia Law School.



**William
Trent**

William T. Trent is Professor of Educational Policy Studies and Sociology at the University of Illinois at Urbana-Champaign. Bill has served appointments as a Spencer Resident Fellow, Fulbright Scholar and a College Board Scholar. Bill's research centers on K-12 and postsecondary educational inequality. He is chair of the AERA-IES Postdoctoral Fellows Committee and also serves as a member of the Research Advisory Committee for the GATES Millennium Scholarship and Washington State Achievers research programs and a member of the Social Science Research Council's College Learning Assessment Advisory Committee. Most recently he served as a member of the National Academy of Education Committee on Social Science Research Evidence on Racial Diversity in Schools.



**Susan
Uchitelle**

Dr. Susan Uchitelle has been an educator her entire professional life. From 1981 until 1999 Susan directed under court supervision the St. Louis Metropolitan Interdistrict Transfer Program. At the height of the program, more than 14,000 city students voluntarily transferred to suburban school districts. Also, 1600 suburban students transferred to city magnet schools. Due to a settlement agreement, that program still exists today. Prior to her Court appointment, Dr. Uchitelle was a Supervisor of Instruction for the Missouri State Department of Elementary and Secondary Education. She also worked to establish and run a Center for the Study of Law in Education at Washington University, was an assistant to the Superintendent of the Parkway School District in St. Louis County, was an intern in Higher Education at the Danforth Foundation and a lecturer and instructor in the Education Department at Washington University. She was elected to the Clayton School Board and served as a member and later as President of the board until she was appointed to direct the Interdistrict Student Transfer Program. She has written extensively on school choice in the public sector and was a co-author along with Judge Gerald Heaney of the 8th Circuit Court of Appeals of the recently published book, *Unending Struggle: The Long Road to an Equal Education in St. Louis*. Most recently Dr. Uchitelle founded Confluence Academy, a set of charter schools in St. Louis which has 2700 students in kindergarten through the ninth grade. The school started with 240 students five years ago and has grown since its inception.

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**Hank
Van Putten**

A native of Jamaica, New York, **Hank Van Putten** earned his B.S. in Education from Northeastern University (1974), and a M.Ed. from Cambridge College (1989). Hank's career of more than 30 years in the Newton Public Schools began in 1974 as an elementary physical education teacher at the Bowen School. In 1993, he made a voluntary transfer to teach middle school physical education at Brown Middle School. In 1997, he was appointed Assistant Principal at the Oak Hill Middle School, and he served as an Acting Principal at the Williams Elementary School for the 2002-2003 school year. In May of 2004, he was appointed to his current position, Principal of the Oak Hill Middle School. Over the course of his career, Hank has directed Y.E.S. (1978-1987) a summer Day Camp at the Cambridge Family Y.M.C.A. for inner city girls and boys ages 5 to 12. Additionally, he was a Coach for Boys' Track and Field at Newton North High School (1982-1986). Hank has served as a member of Newton's Black Achievement Committee, and participated in Dr. Jeffrey Howard's Four Day Efficacy Seminar. Since the mid 1980s, Hank's interests have focused on the impact of race on the academic achievement of African American students. As a result, he received training from Dr. Beverly Daniel-Tatum (President of Spelman College in Atlanta, Ga.), and Dr. Jonathan Saphier (Research for Better Teaching in Carlisle, Ma.) to teach a graduate course offered by EDCCO entitled "Active Anti-Racism and Effective Classroom Practices for All Students". During the summers of 2002-2004, he brought this knowledge to Lesley University, where he taught the Foundation Course in the Graduate Program of Conflict Resolution and Peaceable Schools. He is the recipient of numerous awards and recognitions including Horace Mann Grant for "Sharing the Concepts of the Efficacy Approach with Teachers," a Charles Brown Fellowship where he co-taught issues of racism with a sixth grade social studies teacher, culminating with a visit from members of the New England Chapter of the Tuskegee Airmen. He has also received grants from the Newton Schools Foundation to create a Peer Leader Program at Oak Hill Middle School and from the Foundation for Racial, Ethnic & Religious Harmony to co-teach an anti-racism course to Newton educators. In 2000, he was given the Newton Public Schools Outstanding Anti-Racist Educator Award and in 2001, he was honored with the Newton Human Rights Commission Annual Award.



**Johanna
Wald**

Johanna Wald is Director of Strategic Planning at the Charles Hamilton Houston Institute for Race and Justice. She worked previously at The Civil Rights Project at Harvard University, where she served as a writer and editor, senior development officer and policy analyst. She was responsible for raising funds from foundations and corporations, as well as for conducting research and policy analysis on educational issues related to school discipline, high school dropouts, and the intersection between educational and criminal justice policy. She organized a national research conference entitled "The School to Prison Pipeline." She was the lead editor and chapter contributor of a journal entitled *Deconstructing the School to Prison Pipeline* (Jossey-Bass, 2003). Her most recent chapters on school discipline and the school to prison pipeline were published in the book, *Discipline, Achievement, and Race: Is Zero Tolerance the Answer?* (2006), edited by Augustina Reyes, and the third edition of the book, *Invisible Children in the Society and its Schools*, (2006) edited by Sue Books. She is also a freelance writer, whose op eds and articles have appeared in *Salon.com*, *EducationWeek*, the *Boston Globe*, the *Boston Law Journal*, the Center for American Progress website, and *The Nation*.

