

21ST CENTURY SCHOOL INTEGRATION

*Building the Movement for Diversity,
Equity, and Inclusion*

@DIVERSE_SCHOOLS
#INTEGRATEDSCHOOLS
#NCSD2015

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The National Coalition on School Diversity

SEPTEMBER 24-25, 2015

Welcome to #NCS2015

SCHEDULE

Opening Reception

Thursday, September 24th, 2015

6:00PM-8:00PM

Mayflower Hotel, East Room

1127 Connecticut Avenue NW

Washington, DC 20036

Main Conference

Friday, September 25, 2015

9:00AM-5:30PM

Howard University School of Law

2900 Van Ness Street NW

Washington, DC 20008

MAIN CONFERENCE SCHEDULE

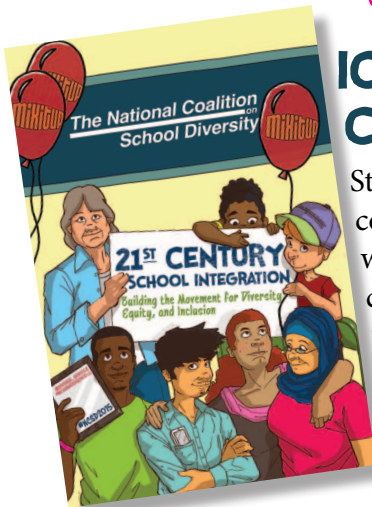
8:00AM 9:00AM	Registration and Breakfast	<i>Moot Court Foyer</i>
9:00AM 9:30AM	Opening Remarks	<i>Moot Court Room</i>
9:30AM 10:30AM	Plenary Panel	<i>Moot Court Room</i>
10:45AM 12:00PM	Concurrent Workshops	<i>Various Rooms</i>
12:00PM 12:35PM	Lunch	<i>Dining Hall, Rooms #3 and #B-04, Networking Room</i>
12:40PM 1:30PM	Keynote	<i>Moot Court Room</i>
1:35PM 2:30PM	Small Group Dialogues	<i>Various Rooms</i>
2:45PM 3:45PM	Plenary Panel	<i>Moot Court Room</i>
4:00PM 5:15PM	Concurrent Workshops	<i>Various Rooms</i>
5:15PM 5:30PM	Closing Remarks and Reception	<i>Moot Court Foyer</i>

VALUES & PRINCIPLES

- Everyone is invited to participate in a meaningful way.
- Diversity of backgrounds and perspectives are welcome here.
- Candor and passion are encouraged. Speak from the head and from the heart.
- Disagreement and dissent must be made with respect.
- Please consider how your conversation might be affected by unconscious bias.
- Be open to sitting with discomfort if you feel your guard going up. Consider how you can transform the discomfort into an opportunity to learn and grow in your understanding of the topic at hand.

NETWORKING OPPORTUNITIES

how to make the most of your time together!



ICEBREAKER CARDS

Strike up a conversation with your fellow conference-goers using our Mix It Up networking cards!

SMALL GROUP DIALOGUES

We don't want you to be talked at all day, so we've set aside some time for small group dialogues in the afternoon. The dialogue groups provide a structured opportunity for you to meet and engage in meaningful, relevant conversation with other attendees. We hope that you'll enjoy this space!

REACHING BEYOND THE PEOPLE IN THE ROOM

You'll find a listing of speakers' Twitter handles posted at www.school-diversity.org/2015-conference-twitter.

We are @diverse_schools and are using the hashtags #NCSD2015 and #integratedschools.

We'll be providing opportunities for attendees to share their experiences through social media throughout the day.

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NETWORKING ROOM

Coffee, tea, water, and small snacks will be set up in the Pauline Murray Conference Room at Howard University School of Law from 10:00AM to 4:00PM. We encourage you to use this room for networking.

(Rev. Dr. Pauline "Pauli" Murray was an American civil rights advocate, feminist, lawyer, and ordained priest. She was a founding member of the National Organization for Women (NOW). Murray earned law degrees from Howard University and University of California and was the first woman to be awarded a J.D.S degree from Yale.)

OPENING RECEPTION

“When I tell people about the program...the first thing I describe is...it’s this way that we can bring about social change. It brings about discussion where usually it doesn’t happen.”

—Angel Cooper, *Looking In Theatre Actor*
Connecticut Public Television’s *Spotlight on the Arts* (2015)

Thursday, September 24th, 2015 from 6:00PM-8:00PM

Looking In Reaching Out

Mayflower Hotel • Washington, DC

WELCOME

6:15PM-6:30PM

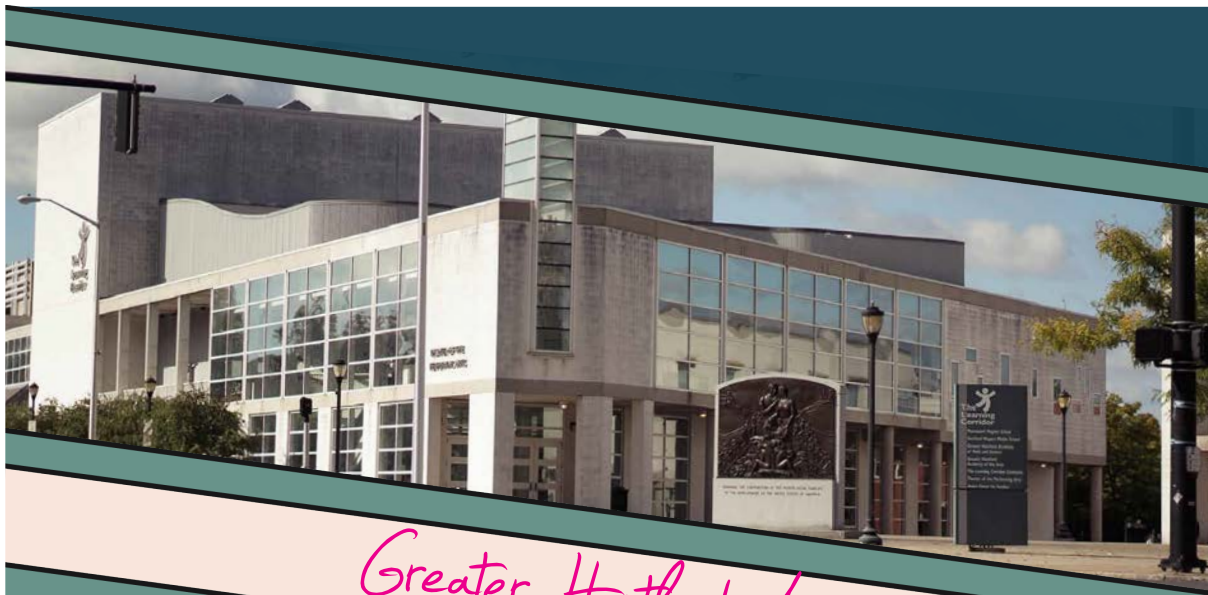
- **Theodore Shaw**, *Julius L. Chambers Distinguished Professor of Law*, University of North Carolina School of Law at Chapel Hill and *Director of UNC’s Center for Civil Rights*
- **Scott Thomas**, *Principal*, Glacier Hills Elementary School of Arts and Science, *Integration Program Design Consultant*, and *President of Magnet Schools of Minnesota*
- **Jonathan Gillman**, *Theater Department Head*, Greater Hartford Academy of the Arts and *Director, Looking In Theatre*

LOOKING IN THEATRE FROM HARTFORD, CT

6:30PM-7:30PM

Students from Greater Hartford Academy of the Arts’ **Looking In Theatre** program will present two scenes about diversity, equity, and inclusion and then engage the audience in discussion.

Looking In performs for middle and high school students, youth and parent groups, churches, conferences, and professional organizations across Connecticut. Actors receive extensive training in issues such as drugs and alcohol; sexuality; AIDS, depression; suicide; and physical, mental, and sexual abuse and how these issues affect adolescents.



Greater Hartford Academy of the Arts

Through highlighting important social, family, and personal topics, the program aims to provide a safe space for audience members to talk about these issues openly. As audience members clarify their own personal values, they can make more informed decisions in their own lives.

STUDENT ACTORS:

- **Ethan Caso**, from Ellington CT, a student at Greater Hartford Academy of the Arts
- **Raheem Brooks**, from Windsor CT, a student at Windsor HS and Greater Hartford Academy of the Arts
- **Eric Murphy**, from Avon CT, a student at Avon HS and Greater Hartford Academy of the Arts
- **Olivia Coleman**, from Colchester CT, a student at Greater Hartford Academy of the Arts
- **Danay Rivas**, from Hartford CT, a student at Greater Hartford Academy of the Arts

“Students interested in the arts will find a professionally oriented, highly structured, and academically rigorous curriculum at the Greater Hartford Academy of the Arts. In addition to professional training in vocal and instrumental music, dance, theater, musical theater, creative writing/media arts, and visual arts, high school students learn about the history and criticism of the arts and the arts as a mechanism for social justice.”

— **Capitol Region Education Council**
creschools.org

THANKS TO



#NCSD2015 RECEPTION SPONSOR

MAIN CONFERENCE

“This fight for equality of educational opportunity is not an isolated struggle. All our struggles must tie in together and support one another.... We must remain on the alert and push the struggle farther with all our might.”

— Charles Hamilton Houston

Friday, September 25th, 2015 from 9:00AM-5:30PM

WELCOME

9:00AM-9:30AM

- **Danielle Holley-Walker**, *Dean*, Howard University School of Law
- **Philip Tegeler**, *Executive Director*, Poverty and Race Research Action Council
- **Rucker Johnson**, *Associate Professor*, Goldman School of Public Policy at the University of California, Berkeley

OPENING PLENARY

9:30AM-10:30AM

School Integration Policy: Progress and Challenges at the Federal, State, and Local Level

In 2007, five members of the Supreme Court agreed that increasing school diversity and reducing racial isolation were “compelling government interests,” and Justice Kennedy described some basic strategies that could be used to promote

school integration. This plenary will discuss current policy efforts to expand racial and socioeconomic school integration at the federal, state, and local level, as well as the challenges and future opportunities for our movement.

FEATURING:

- **John King**, *Delegated Deputy Secretary*, U.S. Dept. of Education
- **Bill Ferguson**, *Member of Senate*, Maryland General Assembly
- **Brad Lander**, *Member*, New York City Council
- **David Hinojosa**, *National Director of Policy*, Intercultural Development Research Association

Moderated by **Janel George**, *Senior Education Policy Counsel*, Legal Defense and Educational Fund, Inc.



"I didn't even care about school. I know now what I am and what I am capable of doing"

IDRA Coca-Cola Valued Youth Program

This research-based, highly effective dropout prevention that keeps 98% of secondary students in school. Tested and proven for 25 years, the program can be readily replicated. Valued youth tutors stay in school, improve their literacy and thinking skills, develop self-esteem, feel they belong in school, and attend class more regularly.

Intercultural Development Research Association www.idra.org • 210-444-1710

Named a "Bright Spot in Hispanic Ed" by the White House Initiative on Educational Excellence for Hispanics



CONCURRENT WORKSHOPS

10:45AM-12:00PM

A1	Storytelling in Advocacy: Unleashing the Power of Parent Narratives	HC #101
A2	New Directions in Desegregation Enforcement	HH #4
A3	Supporting Diverse Preschool Classrooms	HC #113
A4	Talking Diversity: Strategies for Effectively Communicating the Value of School Integration	HH #2
A5	Relevance and Rigor: Teaching Tolerance’s Literacy-Based Curriculum, <i>Perspectives for a Diverse America</i>	HH #B-04
A6	Creating the Conditions to Attract and Retain Teachers of Color in Your Effort to Develop an Equitable, Multicultural Learning Community	HH#1
A7	Building an Integrated, Anti-Racist School Community <i>Note: This workshop is primarily intended for #NCSD2015’s youth attendees</i>	HH #3

A1–Storytelling in Advocacy: Unleashing the Power of Parent Narratives

Connecticut’s magnet schools are actively closing the achievement gap by offering students the opportunity to receive a high-quality, integrated education, making them some of the most sought-after public schools in the state. In 2014, a group of parents, teachers, magnet school operators, school districts, and community groups formed the Connecticut Coalition for Magnet Schools to educate and inform legislators about magnet schools and to advocate on their behalf.

Coalition members will offer their successful training in Storytelling & Advocacy. Attend this workshop to better understand the power of storytelling in advocacy. You will learn how powerful stories change the brain and the way we interact with others. You’ll also learn the components of a powerful story and gain the

skills to craft your own narrative in a way that will positively influence those that hear it in the furtherance of advocacy.

FEATURING:

- **Andrea Richardson**, *Magnet School Parent and Member of the Parent Advisory Committee, Connecticut Coalition for Magnet Schools*
- **Martha Deeds**, *Manager of Special Projects, Capitol Region Education Council*
- **Julia Winer**, *Assistant Director of Communications and Coordinator of Legislative Affairs, Capitol Region Education Council*

A2–New Directions in Desegregation Enforcement

This workshop will explore the continuing role of federal and state enforcement in advancing school integration. What are the lessons from recent enforcement wins – and losses? Is enforcement of

consent orders from the 1970s and 1980s still a viable alternative? How can federal law adapt to some of the new challenges to integration, like school district secession, interdistrict disparities, and segregation? What is the future of school integration advocacy under state law?

FEATURING:

- **Kelly Gardner**, Educational Opportunities Section, Civil Rights Division, Dept. of Justice
- **John Brittain**, *Professor of Law*, University of District of Columbia David Clarke School of Law
- **Myron Orfield**, *Professor of Law*, University of Minnesota Law School and *Director*, Institute on Metropolitan Opportunity
- **Mark Dorosin**, *Managing Attorney*, Center for Civil Rights at the University of North Carolina School of Law at Chapel Hill
- **Maree Sneed**, *Partner*, Hogan Lovells

Moderated by **Derek Black**, *Professor of Law*, University of South Carolina School of Law

A3–Supporting Diverse Preschool Classrooms

Studies have shown that racially and socioeconomically diverse preschool classrooms offer important cognitive and social benefits for children. Unfortunately, opportunities for integration in early education are limited by the reality that most private preschools are out of reach for low-income families, and most public programs are only accessible to low-income or at-risk children. Where can we find creative solutions

to encourage diversity in early education within existing funding structures? What changes to state and federal early childhood programs can better support

opportunities for integration? And for preschools that succeed in creating diverse enrollment, what supports are needed to meet the needs of all children and families? This panel will discuss what is needed to encourage the creation and success of racially and socioeconomically integrated preschool classrooms, from both practitioners' and policymakers' perspectives.

FEATURING:

- **Dee Dee Parker Wright**, *Executive Director*, Jubilee JumpStart
- **Tammy Mann**, *Governing Board Member*, National Association for the Education of Young Children
- **Mali Jimenez**, *Parent*, Jubilee JumpStart

Moderated by **Halley Potter**, *Fellow*, The Century Foundation

A4–Talking Diversity: Strategies for Effectively Communicating the Value of School Integration

In this workshop, participants will be given the opportunity to hear from community leaders and communication professionals on tactics for successfully implementing a communications plan in support of school integration. The audience will learn about the latest trends in promoting school diversity and integration and related awareness and training campaigns and will come to understand how to apply key messaging to the distinct and varying audiences in their communities. Panelists will provide examples of their own successful strategic communications campaigns around school integration. Audience members will then have the opportunity to practice and develop their skills in breakout groups.

FEATURING:

- **Jeff Miller**, *Vice President for Communications*, Leadership Conference on Civil and Human Rights
- **Dr. Amy Hawn Nelson**, *Director of Social Research*, University of North Carolina at Charlotte Urban Institute and *Director*, Institute for Social Capital, Inc.
- **Melissa Moskowitz**, *Director of Student Support Services*, New York City Dept. of Education and *parent/advocate for integrated and inclusive public schools*

Moderated by **Dr. Bradley Scott**, *Director of Educational Transformation & Innovation*, Intercultural Development Research Association and *Director*, South Central Collaborative for Equity

A5–Relevance and Rigor: Teaching Tolerance’s Literacy-Based Curriculum, *Perspectives for a Diverse America*

Perspectives for a Diverse America, a comprehensive, literacy-based K-12 curriculum, provides students the opportunity to engage deeply with meaningful texts, allowing them to read, discuss, write about, and critique ideas from four unique anti-bias perspectives: identity, diversity, justice, and action. The *Perspectives* anthology provides students with windows into others’ realities as well as mirrors that reflect their experiences and underscore the interconnectedness of our personal, familial, and community identities.

In this workshop, participants will tour *Perspectives for a Diverse America*’s multimedia, multi-genre online anthology of rigorous anti-bias texts that meet the text complexity demands of the Common Core state standards. Using a flexible web-based

and interactive learning plan, teachers will learn how to assemble plans using meaningful and rigorous texts, strategies, and tasks that include options for differentiation and authentic assessment. The facilitator will demonstrate how to use *Perspectives*’ Anti-bias Framework to effectively match content and strategies that empower students and teachers to engage in a new kind of literacy experience—one that includes prejudice reduction and collective action. The session will highlight research and best practices that underscore the importance of culturally responsive content and meaningful literacy experiences for all students.

FEATURING:

- **Sara Wicht**, *Senior Manager of Teaching and Learning*, Teaching Tolerance

A6–Creating the Conditions to Attract and Retain Teachers of Color in Your Effort to Develop an Equitable, Multicultural Learning Community

In order to effectively educate the next generation of enlightened leaders and engaged citizens, and to move our nation toward its ideals of equity and justice, we must develop a deep understanding of our diversity issues and find ways to institutionalize our commitment to them. Such a commitment includes doing the work necessary to hire and retain an engaged, diverse teaching staff that mirrors the nation at large. The importance of this is two-fold: 1) a significant demographic gap remains between our nation’s largely white teaching force and

its rapidly diversifying student population; and 2) teachers of color are a vital part of developing critical teaching practices and innovative pedagogy that can reach students in a multicultural learning community. In this session, presenters will provide a brief overview of what their research, work, and experience tells them about issues of diversity in teaching, touching on issues of recruitment and hiring practices; the importance of school culture; and retention issues. Each will offer examples of positive initiatives in district, charter, and independent schools. Structured in a conversational format, this workshop will offer plenty of time for dialogue between presenters and workshop attendees. If you are seeking to hire, support, and retain staff of color—and to create a truly multicultural learning community—this workshop is for you!

FEATURING:

- **Dr. Terrenda White**, *Assistant Professor of Education Foundations, Policy, and Practice*, University of Colorado Boulder School of Education
- **Michael Brosnan**, *Editor*, Independent School (published by the National Association of Independent Schools)

A7—Building an Integrated, Anti-Racist School Community

Note: This workshop is primarily intended for #NCSD2015's youth attendees

For decades, Park Slope Collegiate served predominately Black and Latino working class students though we are located in a predominately white, middle-class neighborhood in Brooklyn, NY. Three years

ago, the 6th grade at our 6-12th grade school began to attract families from the neighborhood. Our school community already had a history and reputation for speaking publicly about issues of racism. Continuing that commitment as our school community's demographics are changing is crucial to our vision of integration. Join leaders of our student government, our student government sponsor, and our principal in a discussion about the challenges and impact of PSC's efforts to build an integrated, anti-racist school community. The last half hour of this session will provide a space for youth attendees to share information about their own integration and racial justice efforts.

FEATURING:

- **Theola Carbon**, *Student*, Park Slope Collegiate
- **Feyisola Oduyebo**, *Student*, Park Slope Collegiate
- **Lateefun Nahar**, *Student*, Park Slope Collegiate
- **Rahsan Williams**, *English Teacher and Student Government Sponsor*, Park Slope Collegiate

Moderated by **Jill Bloomberg**, *Principal*, Park Slope Collegiate

New York Appleseed[®] Proud supporter of #NCSD2015

New York Appleseed advocates for equity of access and fair allocation of resources to schools and neighborhoods in New York City and its greater metropolitan area. We are a non-partisan, independent voice for reform. New York Appleseed and its pro bono partners are working with parents and communities to lay out positive steps for reducing segregation in New York City's community school districts.



LUNCH

12:00PM-12:35PM

Howard University School of Law has a "No Food in Classrooms" rule. We ask you to adhere to this rule throughout the day, with one limited exception.

Howard's administration has kindly agreed to allow us to eat lunch in two classrooms in order to accommodate our 300+ person conference (the dining hall can only hold 180 people). Attendees may eat lunch in the cafeteria, in Classrooms #3 (near main entrance) or #B-04 (near the Moot Court Foyer), in the networking room, or outside (weather permitting). In order to stay on schedule, we need to ensure that the lunch line moves quickly. If you are attending a 10:45am-12:00pm workshop in classrooms #1 or #3, please pick up your lunch downstairs outside Classroom #3.

And, of course, if you eat in one of the classrooms, please be extra mindful and make sure to clean up!



**WE INTERRUPT THIS PROGRAM
TO BRING YOU
A SPECIAL
ANNOUNCEMENT!
NEW NCSD
RESEARCH
BRIEF**



Research Brief No. 9:
Regional Educational
Equity Policies: Learning
from Inter-district
Integration Programs
*by Kara S. Finnigan and
Jennifer Jellison Holme*

Check Out Our Resource Table!

ABOUT NIKOLE HANNAH-JONES

New York Times Magazine writer **Nikole Hannah-Jones** got hooked on journalism when she joined her high school newspaper and began writing about students like her, who were bused across town as part of a voluntary school desegregation program. Years later, amid a crowded media landscape, Nikole stands out for her searing, emotional, provocative, and meticulously reported stories about some of the most complex and otherwise ignored social challenges of our time. Nikole has chronicled the ways segregation in housing and schools is maintained through official action and policy, the sources of police distrust in the black community, and the echoes of the civil rights struggle in Mississippi. Nikole brings to light the human costs of government action, of neglect, festering inequality, and racial injustice. With equal passion, Nikole also showcases human triumph and dignity in her stories from Ferguson, Missouri, to Greenwood, Mississippi, to the steps of the United States Supreme Court.

12:40PM-1:30PM **KEYNOTE**
A Conversation with Nikole Hannah-Jones

MODERATED BY SUSAN EATON

Soon after her oldest son was killed by a police officer, Michael Brown's mother, Lesley McSpadden, emphasized her struggle to ensure her son's education. "Do you know how hard it was for me to get him to stay in school and graduate?"

McSpadden said to a reporter. "You know how many black men graduate? Not many."

That stuck with me.

— **Nikole Hannah-Jones**
The New York Times



SMALL GROUP DIALOGUES

1:35PM-2:30PM

Organized by **Sarah Camiscoli**, *Founder and Director*, IntegrateNYC4me; **Gina Chirichigno**, *Outreach Coordinator*, National Coalition on School Diversity; and **Jane Woods**, *Social Justice Advocate, Blogger, and Host*



@khanhahjones @susan_e_eaton

ABOUT SUSAN EATON

Moderator **Susan Eaton** is *Professor of Practice* at Brandeis University's Heller School for Social Policy and Management and *Director* of the Heller-based Sillerman Center for the Advancement of Philanthropy. Susan has studied and written about segregation and educational equity for three decades, as both a scholar and a journalist. She is author of *The Children in Room E4: American Education on Trial* (Algonquin, 2007) and *The Other Boston Busing Story: What's Won and Lost Across the Boundary Line* (Yale, 2001). She is also co-author, with Gary Orfield, of *Dismantling Desegregation: The Quiet Reversal of Brown v. Board of Education* (New Press, 1996). Her new book, *Integration Nation: Immigrants, Refugees and America at its Best* (New Press) will be out in early 2016.

THANKS TO OUR FACILITATORS: (LISTED ALPHABETICALLY)

Shivani Alamo, Jennifer Bellamy, Elizabeth (Liz) Binger, Derek Black, Jeffrey Crane, David Daye, Jason Fredlund, Aleisa Gittens-Carle, David Glaser, Andrew Grant-Thomas, Elaine Gross, Donna Harris-Aikens, Willis Hawley, Rucker Johnson, Allison Keil, Eileen Kugler, John Laughner, Todd Mann, Nancy McArdle, Leslie Ohta, Tracy Oliver-Gary, Jason Reece, Renae Reese, Sahba Rohani, Ahniwake Rose, Mary Beth Rosenthal, Jessica Schneider, Genevieve Siegel-Hawley, Leticia Smith-Evans Haynes, Kim Stroud, Gail Sunderman, Glennon Sweeney, Bob Tate, Lee Teitel, Scott Thomas, David Tipson, Jenna Tomasello, Linda Tropp, Elaine Weiss, Peggy Wiesenber, and Marilyn Zlotnik

AFTERNOON PLENARY



Pictured from left to right are Shahd Alyasiry, Desiree Chron, Jaylen Bledsoe, Shawn Filer, Ellie Bennet, and Drew Schwartz. Cole Reat is not pictured.

Gateway2change: Connecting and Empowering Students to Create Change in Metro St. Louis
2:45PM-3:45PM

In our second plenary, we'll hear from some of the students and supportive adults who are working together to transform Metro St. Louis in profound ways through the Gateway2change movement, which aspires to demonstrate how diversity can serve as a positive, synergistic force to improve people's lives.

Following tragic events in Ferguson, Gateway2change was created as a means to connect and empower students across the region to tackle issues like race in a positive, forward-thinking manner.

STUDENT LEADERS:

- **Shahd Alyasiry**, Hazelwood School District
- **Shawn Filer**, Ferguson-Florissant School District
- **Jaylen Bledsoe**, Hazelwood School District
- **Desiree Chron**, Ritenour School District
- **Ellie Bennett**, Rockwood School District
- **Cole Reat**, Rockwood District

ACCOMPANIED BY:

- **David Glaser**, *Chief Executive Officer*, Voluntary Interdistrict Choice Corporation
- **Drew Schwartz**, *Founder*, Gateway2change and *Director of Learning and Career Development*, EducationPlus
- **Megan Odenthal**, *Project Coordinator*, Social Systems Design Lab at Washington University in St. Louis



Thusfar, over 150 students from 20 St. Louis area high schools have participated in four *Student Summits on Race* to discuss challenges and develop solutions together. Students from the first summit unified to create the Sibling School Program, which affords students the opportunity to visit partner schools across the region and learn with peers from different racial and socioeconomic backgrounds.



Gateway2change participants will reflect on their experiences; offer their observations; and share their vision for diversity, equity, and inclusion in Metro St. Louis.



CONCURRENT WORKSHOPS

4:00PM-5:15PM

B1	Fusing Education and Housing Policy to Promote Integrated Schools and Communities	HC #G101
B2	Building A Diverse Community Movement For Integration	HH #2
B3	Telling Stories Out of School: Managing Implicit Bias and Racial Anxiety in an Online Community Devoted to Race Talk	HH #3
B4	Disrupting Organizational Routines in Schools: Strategies for Achieving True Integration	HH #4
B5	Fisher II: Keeping the Diversity Pipeline Going from K-12 to Higher Ed	HH #1
B6	Ensuring Equity and Inclusion of English Learners	HC #G113
B7	Who, What, Why, and How? Developing Effective, Student-Centered Educational Systems to Support Diversity, Equity, and Inclusion	HH #B-04

B1–Fusing Education and Housing Policy to Promote Integrated Schools and Communities

Segregated communities cause segregated schools, and segregated schools contribute to housing segregation. Education and housing advocates share the same goal of improving opportunities for low-income and minority children and families. Even so, advocates have often struggled to identify successful strategies to realize their shared vision of integrated, high-opportunity schools and communities. Recent developments may present a unique and unprecedented opportunity. The U.S.

Supreme Court decision in *Texas Department of Housing and Community Affairs v. Inclusive Communities Project* identifies integration as a primary

purpose of the Fair Housing Act, emphasizing the importance of “striving to achieve our historic commitment to creating an integrated society.” Similarly, the new “Affirmatively Furthering Fair Housing” regulations issued by the U.S. Department of Housing and Urban Development seek to bring multiple stakeholders in communities together to discuss plans to foster integration. This workshop will present examples of housing-education policy collaboration in support of integration at the state and local level, and will suggest how state and federal housing and education agencies can work more closely together in the future.

FEATURING:

- **Yvonne Brandon**, Former Superintendent, Richmond Public Schools and Executive-in-Residence at Virginia Commonwealth University School of Education
- **Christie Huck**, Executive Director, City Garden Montessori Charter School

- **Dr. Genevieve Siegel-Hawley**, *Assistant Professor*, Virginia Commonwealth University School of Education
- **Philip Tegeler**, *Executive Director*, Poverty and Race Research Action Council

Moderated by **Brenda Shum**, *Director of the Educational Opportunities Project*, Lawyers' Committee for Civil Rights Under Law

B2–Building A Diverse Community Movement For Integration

In this workshop, participants will learn about successful organizing strategies that have mobilized parents and students in support of school integration in different contexts. Participants will develop an understanding of how to encourage and foster grassroots movements in places where none currently exists. Participants will hear from grassroots organizers, movement lawyers, and other education advocates regarding strategies to engage local elected officials, policymakers, clergy, families, and community leaders around the issue of diverse schools. Discussion will include the educational, economic, and social impacts of resegregation, and challenges faced by organizers.

FEATURING:

- **Rebecca Copeland**, *Chair*, Citizens for Education and Economic Security
- **Sarah Camiscoli**, *Founder and Director*, IntegrateNYC4me
- **Timothy Martinez**, *Student Advocate*, IntegrateNYC4me
- **Karen Taylor**, *University of Hartford Magnet Parent and Member*, Sheff Movement coalition

Moderated by **Elizabeth Haddix**, *Senior Staff Attorney*, Center for Civil Rights at the University of North Carolina School of Law at Chapel Hill

B3–Telling Stories Out of School: Managing Implicit Bias and Racial Anxiety in an Online Community Devoted to Race Talk

Every so often, high-profile racialized events—and the routine dynamics of racial inequity—lead some to call for a serious “conversation about race in America.” The obstacles to such a conversation are many. Conversations about race are emotionally and politically fraught. Many people think that talking about race is impolite or even racist. Others complain of race fatigue, feeling that we engage race too much.

In this workshop, we discuss implicit bias and racial anxiety, two potential barriers to constructive race talk, in the context of an emerging online, multiracial community called EmbraceRace. Upon its launch in November, EmbraceRace will provide an interactive community of support and practice for those of us—parents, teachers, counselors, grandparents, day care providers, aunts and uncles—trying to raise kids with healthy racial sensibilities.

Presenters will describe the EmbraceRace project (which will include a website, podcast, Facebook page, etc.), provide a brief overview of implicit bias and racial anxiety, and anticipate how words/behaviors animated by one or the other might “show up” in

the EmbraceRace space. Drawing on research findings, experience, and intuition, together we will outline some steps that might be taken to meet the challenges that bias and anxiety present to constructive race talk.

FEATURING:

- **Andrew Grant-Thomas**, *Co-Founder*, EmbraceRace
- **Jane Woods**, *Social Justice Advocate, Blogger, and Host*
- **Dr. Linda Tropp**, *Professor*, University of Massachusetts Amherst

B4–Disrupting Organizational Routines in Schools: Strategies for Achieving True Integration

Not only are America’s schools resegregating, wide opportunity and outcome gaps remain even in diverse schools. In this panel, we highlight some of the challenges currently facing diverse schools such as discipline, tracking and ability grouping, race-based performance expectations, and racial microaggressions. The panel combines the insights from researchers and practitioners to address the experiences of multiple racial groups including Black/African American, Hispanic/Latino, American Indian/Alaska Native, white, and Asian students. In 1935, W.E.B. Du Bois argued that “the Negro needs neither segregated schools nor mixed schools, what he needs is Education.” He presciently pointed out the reality that integration

alone does not create educational equality, but that integration must result in better educational outcomes

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for students to be truly meaningful. This panel will discuss several strategies to help diverse schools achieve the true integration that is essential for educational equality and excellence for all youth.

FEATURING:

- **Dr. John Diamond**, *Associate Professor of Education*, University of Wisconsin, Madison
- **Dr. Karolyn Tyson**, *Professor of Sociology*, University of North Carolina at Chapel Hill
- **Dr. Leticia Smith-Evans Haynes**, *Vice President, Institutional Diversity and Equity*, Williams College
- **Sharif Robinson**, *Assistant Principal*, Montgomery County Public Schools and *County Coordinator*, Minority Scholars Program

Moderated by **Dr. Roslyn Arlin Mickelson**, *Chancellor’s Professor and Professor of Sociology and Public Policy*, University of North Carolina at Charlotte

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Award for Excellence in Teaching Applications due 12/15.

This award honors five K-12 classroom teachers whose practices exemplify these criteria: prejudice reduction, improvement of intergroup relations, and contribution to equitable school environments. Recipients will receive a \$2,500 cash award and travel to Montgomery, AL for an award celebration in July 2016.

Visit tolerance.org for more details.

B5–Fisher II: Keeping the Diversity Pipeline Going from K-12 to Higher Ed

This workshop will involve a discussion of current efforts to help defend diversity admissions plans in the *Fisher v. Texas II* case, now pending before the U.S. Supreme Court, and how a decision there may impact efforts to integrate K-12 schools. The second half of the workshop will a brainstorming of ideas on how to improve messaging about the benefits of diverse and integrated schools at both levels of schooling.

FEATURING:

- **Aderson Francois**, *Professor of Law*, Howard University School of Law and *Supervising Attorney* of Howard University School of Law’s Civil Rights Clinic
- **Dr. Amy Stuart Wells**, *Professor of Sociology and Education*, Teachers College, Columbia University
- **Jason Reece**, *Director of Research*, The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University
- **Liliana Zaragoza**, *John Payton Appellate and Supreme Court Advocacy Fellow*, NAACP Legal Defense and Educational Fund, Inc.

Facilitated by **David Hinojosa**, *National Director of Policy*, Intercultural Development Research Association

B6–Ensuring Equity and Inclusion of English Learners

Currently, three out of every four public schools enroll English Learner (EL) students, totaling almost 5 million ELs across the United States. The U.S. Departments of Education (ED) and Justice (DOJ) released joint guidance in January 2015, reminding

states, school districts, and schools of their obligations under federal law to ensure that English Learner students have equal access to a high-quality education and the opportunity to achieve their full academic potential. Additionally, ED developed and released in February 2015 an online data tool that will provide educators and stakeholders with a wealth of information specific to EL students and their academic needs. Earlier this month, ED released the completed English Learner Tool Kit to support districts and schools in meeting their civil rights obligations to ELs.

Come and hear the U.S. Department of Education discuss these new tools and resources. Participants will have time to explore the tool kit and discuss ways to use the tool kit to support districts and states in meeting their civil rights obligations to EL students.

FEATURING:

- **Carolyn Seugling**, *Senior Attorney*, Office for Civil Rights, U.S. Dept. of Education
- **Marianna Vinson**, *Deputy Director*, Office of English Language Acquisition, U.S. Dept. of Education

B7–Who, What, Why, and How? Developing Effective, Student- Centered Educational Systems to Support Diversity, Equity, and Inclusion

Our children are growing up in an increasingly diverse nation at a time when changes in technology are rapidly reshaping the workplace and our society. The demands on what students need to know and be able to do, and with whom they need to be able to do it, are more complex than ever before. Fulfilling the promise of public education in this day and age requires us to rethink the who, what, why, and how of teaching. In this session (part moderated panel/part interactive “open space”), we will explore the intersection of school-based practices and the policy recommendations necessary to support student-centered learning for the increasingly complex and diverse 21st century.

FEATURING:

- **Christine Ortiz**, *Doctoral Student*, Harvard Graduate School of Education Education Leadership Development Program (Ed.L.D.)
- **Dr. Lourenço Garcia**, *Principal*, Revere High School
- **Kathleen Callaghan**, *ESOL Department Lead*, Digital Harbor High School and *Faculty Advisor* of DHHS’s Student Problem Identification and Resolution of Issues Together (SPIRIT) program

Facilitated by **Sarah McLean**, *Doctoral Student*, Harvard Graduate School of Education Education Leadership Development Program (Ed.L.D.)

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CLOSING RECEPTION

5:15PM-5:30PM

Meet us in the Moot Court Foyer for final remarks and a dessert reception!

Integrated Schools Project

The Harvard Graduate School of Education is launching an Integrated Schools Project, that over the next few years will develop as a resource to—and collaborator with—schools, districts, and regional or national organizations committed to integrated schools. This year, teams of graduate students enrolled in a new HGSE course—*Leading for Equity and Diversity in Integrated Schools*—are partnering with five schools in the Greater Boston area and one national organization that are each working on specific efforts to make better use of their diversity to achieve equitable outcomes for all students. We are documenting and learning from these integration improvement initiatives; identifying strengths and gaps in the research and practice knowledge base around integrated schools; and in general, exploring the ways Harvard can add value to this work, and help to change the public narrative about the importance of equity and diversity in integrated schools.

For more information, contact Lee Teitel
Lee_Teitel@Harvard.edu



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Hogan Lovells is proud to support the Annual National Coalition on School Diversity Conference.

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NEPC

NATIONAL EDUCATION
POLICY CENTER

The National Education Policy Center (NEPC) advocates for the use of high-quality research evidence to strengthen public schooling, to promote equity, and to support democratic deliberation about education policy. It sponsors research, produces policy briefs, and publishes expert third-party reviews of think-tank reports. The Center's publications are written in accessible language and are intended for a broad audience that includes academic experts, policy makers, the media, and the general public. NEPC is housed at the University of Colorado Boulder School of Education.

Increased diversity in the student population does not mean that education equity has been achieved. Read about it in ERASE Racism's latest education equity report:

HEADING IN THE WRONG DIRECTION

GROWING SCHOOL SEGREGATION ON LONG ISLAND

To access the report and learn more about our Education Equity Initiative, please visit our website at:

<http://www.eraseracismny.org/>



The NAACP Legal Defense and Educational Fund is proud to sponsor the 2015 Conference

21st Century School Integration: Building the Movement for Diversity, Equity, and Inclusion

National Week of Action Against School Pushout
Saturday, October 3, 2015 - Sunday, October 11, 2015
Week of Action # DSCWoA2015

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PLANNING COMMITTEE

Organized by **Gina Chirichigno**, *Outreach Coordinator*, The National Coalition on School Diversity

- **Ashley Wilson and Christy Rogers**, The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University
- **Brenda Shum and Tanya Clay House**, Lawyers' Committee for Civil Rights Under Law
- **David Glaser**, Voluntary Interdistrict Choice Corporation
- **David Hinojosa**, Intercultural Development Research Association
- **David Tipson**, New York Appleseed
- **Doreen Marvin**, Magnet Schools of America
- **Elizabeth Haddix and Mark Dorosin**, Center for Civil Rights at the University of North Carolina School of Law at Chapel Hill
- **Janel George**, NAACP Legal Defense and Educational Fund, Inc.
- **June Christian**, Teaching Tolerance
- **Phil Tegeler and Michael Hilton**, Poverty and Race Research Action Council
- **Roslyn Mickelson**, University of North Carolina at Charlotte
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- **Susan Eaton**, Sillerman Center for the Advancement of Philanthropy at the Heller School for Social Policy and Management at Brandeis University

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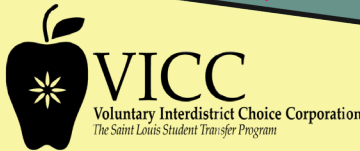
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