

Gary Orfield

Gary Orfield is Professor of Education and Social Policy at the Harvard Graduate School of Education. Professor Orfield is interested in the study of civil rights, education policy, urban policy, and minority opportunity. He is Co-Director of the Harvard Civil Rights Project, an initiative that is developing and publishing a new generation of research on multiracial civil rights issues. 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 studies of changing patterns of school desegregation and the impact of diversity on the educational experiences of law students. In addition to his scholarly work, Orfield has been involved with development of governmental policy and has served as an expert witness in court cases related to his research. He has participated as an expert witness or a court-appointed expert in several dozen civil rights cases, including the University of Michigan Supreme Court case which upheld the policy of affirmative action in 2003, and has been called to give testimony in civil rights suits by the United States Department of Justice and many civil rights, legal services, and educational organizations. In 1997, Orfield 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." A native Minnesotan, Orfield received his Ph.D. from the University of Chicago and travels annually to Latin America, where his research work is now expanding.

Professor Orfield's principal publications include a series of reports on the national progress of desegregation during the past quarter century and the following books:

- *Racial Inequity in Special Education* (with D. Losen) (2002)
- *Diversity Challenged: Evidence on the Impact of Affirmative Action* (with M. Kurlaender) (2001)
- *Raising Standards or Raising Barriers* (with M. Kornhaber) (1999)
- *Religion, Race and Justice in a Changing America* (with H. Lebowitz) (1999)
- *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives* (with E. Miller) (1998)
- *Dismantling Desegregation: The Quiet Repeal of Brown vs. Board of Education* (with S. Eaton) (1996)
- *Who Chooses? Who Loses?* (with B. Fuller and R. Elmore) (1996)
- *The Closing Door: Conservative Policies and Black Opportunity* (with C. Ashkinaze) (1991)
- *Must We Bus? Segregated Schools and National Policy* (1978)

TO: Brock Prize Jurors
FROM: Joseph P. Zolner JZ
DATE: July 7, 2004
RE: Summary of Gary Orfield Materials

I look forward to meeting and working with all of you during our September deliberations. So that you might consider the enclosed materials in as efficient a way as possible, I am happy to provide this summary of information provided in my packet.

First, a vita for Gary Orfield is provided. This document contains all relevant professional and academic information in a manner that reflects the considerable breadth and depth of work that Gary has completed over the years.

Gary is the founding Co-Director of The Civil Rights Project (CRP) at Harvard University. Initiated in 1996, the CRP is designed to provide needed intellectual capital to academics, policy makers, and civil rights advocates on matters of civil rights and civil rights research. The project has managed to build a network of collaborating legal and social science scholars across both Harvard and the nation. The additional materials in this packet (extracted from the Civil Rights Project web site) provide an overview of CRP's multi-faceted research and outreach activities. I will be happy to provide additional background information and context during our September meeting.

The enclosed CRP information is organized as follows:

- Staff: A bio for Gary Orfield.
- Mission Statement: A brief synopsis and mission statement for the Civil Rights Project.
- Press Releases: A summary of press releases related to recent studies and research work completed by the CRP.
- Current Convenings 2004: A summary of recent CRP-sponsored events designed to disseminate the project's research results to academicians, lawyers, and civil rights advocates.
- Research: A topical summary of 100+ studies commissioned or produced by the CRP on a range of issues affecting both K12 and higher education.
- Policy Action: A summary of CRP efforts to strengthen state and community racial justice efforts and encourage state or locally-funded research work on racial justice.
- Resources: A quick summary of resources created and/or made available by CRP to help community leaders advance the civil rights movement.
- Networking: A description of CRP efforts to forge ongoing collaboration and unified/coordinated action on civil rights matters.

I hope these materials provide a helpful "baseline" of information about both Gary and his Harvard Civil Rights Project work. I look forward to elaborating on these materials when we get together in September.

Many thanks for your thoughtful consideration of Gary's candidacy.

GARY ORFIELD

VITA

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Present Position: *Professor of Education and Social Policy, Harvard University, 1991-present*
Co-Director, The Civil Rights Project at Harvard University

Professional Experience:

Professor, University of Chicago, in the following units:

Political Science, Social Sciences in the College, Education, and Committee on African and Afro-American Studies

Lecturer, School of Law, 1981-1991

Professor of Political Science and Member, Institute of Government, University of Illinois at Urbana-Champaign, 1977-82

Consultant, Senate Committee on Labor and Public Welfare, 1976

Research Associate, Brookings Institution, 1973-77

Guest Scholar, Brookings Institution, 1972, 1981-82

Scholar-in-Residence, U.S. Civil Rights Commission, 1972-73

Assistant Professor, Princeton University, 1969-73

Assistant Professor, University of Virginia, 1967-69

Intern, Office of Management Planning, Agency for International Development, 1963

Academic Training:

B.A., *summa cum laude*, University of Minnesota, 1963

M.A., political science, University of Chicago, 1965

Ph.D., political science, University of Chicago, 1968

Academic Honors:

Phi Beta Kappa

Minnesota All-College Scholar

General Motors Scholar

Woodrow Wilson Fellow

Danforth Fellow

Falk Fellow

Brookings Institution Research Fellow

Center for Advanced Study Fellow, University of Illinois, Urbana

Spencer Foundation Senior Fellow Award
Charles M. Merriam Award, American Political Science Association

Governmental Appointments:

Chairman, Study Group on School Desegregation, National Institute of Education, 1978-81
Court-Appointed Expert, Los Angeles (1978-79), St. Louis (1980-81), and San Francisco
1981-82, 1987-2000) School Desegregation Cases
Vice Chairman, Mayor's First Source Task Force, Mayor Harold Washington, Chicago, 1985-88
Member and Chair, Evaluation and Screening Committee, Project Self Sufficiency (employment and housing demonstration), Cook County, Illinois, 1985-86

Professional Activities:

Co-Director (with Christopher Edley, Jr. of Harvard Law School), The Civil Rights Project at Harvard University
Adjunct Fellow, Joint Center for Political Studies and Member of Social Policy Task Force
Member, American Political Science Association, Congressional Fellowship Advisory Committee, 1976-78
Member, American Political Science Association, Committee on Status of Blacks in the Profession, 1987-90
Member, American Political Science Association, Nominating Committee for National Officers, 1992-93
Consultant, APSA Division of Educational Affairs and High School Curriculum Project Midwest Political Science Association, Section Chair and Program Committee Member, Annual Meeting, 1979, Member Nominating Committee, 1980
Member, National Review Panel on School Desegregation Research and American Academy of Arts and Science Task Force on Urban School Desegregation
Consultant, U.S. Commission on Civil Rights, Rand Corp., Applied Urbanetics, Ford Foundation, Justice Department, Dept. of Housing and Urban Development, National Institute of Education, Senate Committee on Labor and Public Welfare, Kentucky Commission on Human Relations, American Indian Policy Review Commission, Education Commission of the States, Illinois Office of Education, National School Boards Association of Minnesota Dept. of Education
Member, Editorial Boards, *Policy Studies Journal*, *Teachers College Record*, *American Journal of Education*, *Evaluation Studies Review Annual*, *Equity and Excellence*, *Integrated Education*, *Soundings*, *Educational Researcher*, advisory committee
Harvard Education Letter & School Policy Legal Insider
Associate Editor, *American Journal of Education*, 1982-88
Member, Board of Directors, Policy Studies Organization
Chairman, National Institute of Education Study Group on Desegregation Research
Member, Research Advisory Committee, U.S. Civil Rights Commission's National School Desegregation Study, 1984-85
Research Director, Chicago Fair Housing Alliance, 1985-87
Director, National School Desegregation Research Project, 1986-88
Director, Metropolitan Opportunity Project, 1986-92
Director, Illinois Budget Analysis Project, 1987-92
Director, Indiana Youth Opportunity Project 1991-1996
Director, Harvard Project on School Desegregation, 1992-98

Courses Taught:

American Government, Urban Policy Analysis (Housing), Law and Society, President and Congress, Intergovernmental Relations,
Legislative Process, State and Local Government,

Administrative Process, Problems in Administrative Management, Administrative Institutions, Urban Politics, Government and Black America, Congress and Urban Policy; The Politics of Food: Production, Regulation and Distribution, Manpower Policy, Housing Policy and Urban Communities, Policy Analysis, Field Research Project in Public Policy, Class Action Litigation, Social Policies of the Sixties, Government and Minority Rights, Education Policy, Social Science and Law, Bureaucratic Politics, State Government and Policy Making, Minority Opportunities in the Contemporary U.S., Higher Education: Institutions and Policy, Government and Metropolitan Communities, Civil Rights Remedies: Theories and Consequences, Poverty, Public Policy and Urban Schools, Politics and Policy Cycles Education Policy and Law, Access to College, Racial Change, Immigration and Metropolitan America; Education Policy and Urban Poverty; Civil Rights Enforcement Seminar *Brown v. Board of Education* and American Schools: Educational Impacts of Segregation, Desegregation, Integration, Resegregation.

University and Community Participation (years of service omitted):

President, Liberal Arts Student Government, University of Minnesota
 Organizer, state-wide student volunteer program on Minnesota Native American Indian reservations
 Founder, Movement for a New Congress and Board Member, Congressional Action Fund
 Member, Board of Directors, Fund for an OPEN Society
 Member, National Advisory Board, National Federation for Neighborhood Diversity
 Member, National Advisory Board, Leadership Council for Metropolitan Open Communities
 Chairman, Task Force on Devolution of Power to the States, Southern Education Foundation
 Member, Research Advisory Committee, Chicago Panel on Public School Finances
 Member and Chair, Research Advisory Committee, Chicago Urban League
 Member, Board of Directors, Chicago Urban League
 Member, Board of Advisors, Designs for Change
 Member, National Advisory Committee, NAACP Archives and Library
 Board Member, The Regional Partnership, 1989-91
 Member, Advisory Committee, Constitutional Rights Foundation, Chicago
 Vice President, Edmonds-Peabody PTA, Washington, DC
 Volunteer work in many political campaigns
 Volunteer work with Ralph Nader, 1966
 Member Advisory Boards or faculty associate of the following:
 Urban Education Advisory Board, ASCD, Council of Urban
 Boards of Education, National School Boards Association,
 Community 2000, Leadership Conference on Civil Rights,
 Poverty and Race Research Center, Hispanic Border
 Leadership Initiative, International Reading Association.
 Member, Committee on Women's Employment and Related Social Issues, National Academy of
 Sciences, which prepared report: *Women's work, men's work: Sex segregation on the job.*
 (Washington: National Academy Press, 1986).

Research Grants and Contracts:

Carnegie Corporation
Ford Foundation
Spencer Foundation
Joyce Foundation
MacArthur Foundation
Mott Foundation
Woods Charitable Fund
U.S. Dept. of Housing and Urban Development
Southern Education Foundation
Schwartz Foundation
Primerica Foundation
Lilly Endowment
Gunn Foundation
Smith-Richardson Foundation
Mellon Foundation
Rockefeller Foundation
Graustein Foundation

Publications

Books:

- Losen, D. J., Orfield, G., & Jeffords, Sen. J.M. (Eds.). (2002). *Racial inequity in special education*. Cambridge, MA: Harvard Education Press, 2002.
- Orfield, G., Kurlaender, M. (2001). *Diversity challenged: Evidence on the impact of affirmative action*. Cambridge, MA: The Civil Rights Project at Harvard University. [author of first chapter].
- Orfield, G. & Lebowitz, H.J. (Eds.). (1999). *Religion, race and justice in a changing America*. New York: Century Foundation Press.
- Orfield, G., Miller, E. (Eds.). (1998). *Chilling Admissions: The affirmative action crisis and the search for alternatives*. Cambridge, MA: The Civil Rights Project at Harvard University. author of first chapter].
- Fuller, B., Elmore, R., & Orfield, G. (Eds.). (1996). *Who chooses? Who loses?* New York: Teachers College Press.
- Orfield, G., & Ashkinaze, C. (1991). *The closing door: Conservative policy and minority opportunity*. Chicago: University of Chicago Press.
- Orfield, G., & Eaton, S. (1991). *Dismantling desegregation: The quiet reversal of Brown v. Board of Education*. New York: New Press.
- Jackson, N., Orfield, G., & Fossett, J. (1985). *New federalism in the new south: An assessment of community development block grants*. Atlanta: Southern Education Foundation.
- Orfield, G. (1983). *Public school desegregation in the United States, 1968-1980*. Washington: Joint Center for Political Studies. [Reprinted in part, in Lamar P. Miller.]

- Orfield, G. (1981). *Toward a strategy of urban integration: Lessons for school and housing policy from twelve cities*. New York: Ford Foundation.
- Orfield, G. (1978). *Must we bus? Segregated schools and national policy*. Washington, DC: Brookings Institution.
- Orfield, G. (1975). *Congress and social change*. New York: Harcourt Brace Jovanovich.
- Orfield, G. (1971). *Conflict in American public policy*. Berkeley: McCutchan. Reprinted in Hearings of the Senate Select Committee on Equal Educational Opportunity, vol. 3D].
- Orfield, G. (1969). *The reconstruction of southern education: The schools and the 1964 Civil Rights Act*. New York: John Wiley & Sons.
- A Study of the Termination Policy*. Washington: National Congress of American Indians, 1966. Hearings of the Senate Subcommittee on Indian Education, 1969.
- Orfield, G. (1965). *Ideology and the Indians: A study of the termination policy*. Chicago: University of Chicago.

Articles (Chronological by year beginning with earliest publication)

- Orfield, G., Frankenberg, E. D., & Lee, C. (2002/2003, December/January). The resurgence of school segregation. *Educational Leadership*, 60(4), 16-20.
- Frankenburg, E., Lee, C., & Orfield, G. (2003 March/April). Resegregation grows in public schools: separate is still unequal. *Focus*, 31(2), cover page, 10-11.
- Eaton, S. E. & Orfield, G. (2003, Fall) "Rededication not celebration: *Brown* at fifty." *The College Board Review*, 200, 29-33.
- Orfield, G. (2001, May 6). Could policy makers ace a quiz on testing? *San Jose Mercury News*, Perspective.
- Orfield, G. (2001, Fall). Schools more separate: Consequences of a decade of resegregation." *Rethinking Schools*, 16(1), 14-18.
- Orfield, G. & Eaton, S. (2001, September 9). The most unequal system. *Newsday*, page numbers?.
- Orfield, G. (2001, September/October). Response. *Poverty & Race*, 10(5), pp. 5-6.
- Orfield, G. (2001, December). The origins of the Harvard Conference on Vision and Learning. *Journal of Behavioral Optometry*, Vol. 12/2001(3) 3, p. 58.
- Orfield, G. (2000, January 9). As you were saying; MCAS posturing obscures how good our schools are [Op-Ed]. *Boston Herald*, p. 024.
- Orfield, G. (2000, Spring). Latinos in school: The most segregated... soon the largest minority. *DRCLAS NEWS*, 15-17.

- Orfield, G. (2000, May). Our resegregated schools. *Principal*, 79(5), 6-11.
- Orfield, G. & Wald, J. (2000, June 5). Testing, testing. *The Nation*, 270(22), 38-40.
- Orfield, G. (2000, June 11). As US leaves the issue, Northern Ireland addresses segregation. *Boston Globe*.
- Orfield, G. (2000, Summer). Exit and redevelopment. *Boston Review*, 25(3), 15-16.
- Orfield, G. (1999). City-suburban desegregation: Parent and student perspectives in metropolitan Boston. *Equity and Excellence in Education*, 31(3).
- Orfield, G. (1999). Facts, not fads in Title 1 reform. *Harvard Education Letter*.
- Orfield, G. (1999). School desegregation in the United States. *Encarta Africana*.
Found at: http://www.africana.com/research/encarta/tt_1109.asp
- Orfield, G. (1999, January 11). Boston needs to strengthen its case for diversity at Latin School. *Boston Globe*.
- Orfield, G. (1999, May 4). Renewing civil rights: An era of missed opportunity. *Christian Science Monitor*.
- Orfield, G., Yun, J.T. (1999, June). *Resegregation and American schools*. Cambridge, MA: The Civil Rights Project at Harvard University. Reprinted in part, *Primer*, 2(4) 1-6.
- Orfield, G. & Whitley, D. (1999, July). *Diversity and legal education: Student experiences in leading law schools*. Cambridge, MA: The Civil Rights Project at Harvard University.
- Orfield, G. (1999, Fall). The resegregation of our nation's schools: A troubling trend. *Civil Rights Journal*, 4(1), 8-12.
- Orfield, G. & Kurlaender, M. (1999, September). In defense of diversity: New research and evidence from the University of Michigan. *Equity and Excellence in Education*, 32(2) 31-35.
- Orfield, G. (1999, November/December). Facts, not fads in Title I reform. *Harvard Education Letter*, 8.
- Orfield, G. (1999, December). Policy and equity: A third of a century of educational reforms in the United States. *Prospects: A Quarterly Review of Comparative Education*, XXIX(4), 579-596.
(Also published by UNESCO in the other five official U.N. languages).
- Orfield, G. (1999, December 10). Affirmative action works--but judges and policy makers need to hear that verdict. *Chronicle of Higher Education*, 46(16), B7-B8.
- Orfield, G. (1999, December 29). Equal opportunity must become more than a catch phrase. *St. Louis Post-Dispatch*, p. B7.
- Orfield, G. (1998, December/January). Promoting Reagan's racial policies. [Review of the book *America in black and white: One nation indivisible*]. *Crisis*, 104(3), 39-41.
- Orfield, G. (1998, January 2). Charter schools won't save education. *New York Times*, p. A15.

- Orfield, G. (1997, December 15). Latinos' rights is the big loser. *Los Angeles Times*, p. B5.
- Orfield, G., Bachmeier, M., James, D., & Eitle, T. (1997, April). *Deepening segregation in American public schools*. Cambridge, MA: Harvard Project on School Desegregation. Also in *Equity and Excellence in Education*, 30(2) 5-24. Reprinted in part in *Southern Changes*, 19(2) pp. 11-18.
- Orfield, G. (1997, Summer). Does desegregation help close the gap? *Journal of Negro Education*, 66(3) 241-254.
- Orfield, G. (1997, Summer). Residential segregation: What are the causes. *Journal of Negro Education*, 66(3) 204-213.
- Orfield, G. (1996, April). Metropolitan school desegregation: Impact on metropolitan society *University of Minnesota Law Review*, 80, 825-872.
- Orfield, G. (1996, October 18). Should the courts reduce their role in school desegregation? *CQ Researcher*, 6(39), 929.
- Orfield, G. et al. (1995, April). The Department of Justice and the Civil Rights Act of 1964: A symposium (panel discussion). *Pacific Law Journal*, 26(3), 765-811.
- Orfield, G. (1995, May). Housing and the justification of school desegregation. *University of Pennsylvania Law Review*, 143(5), 1397-1406.
- Orfield, G. (1995, Summer). Public opinion and school desegregation. *Teachers College Record*, 96(4) 654-670.
- Orfield, G. (with Morantz, A.). (1994, May 15). The plan has fallen short. *Kansas City Star*, p. M1.
- Orfield, G. (1994, May 16). A closer look at desegregation. *Christian Science Monitor*.
- Orfield, G. (1994, May 25). Integration and quality education. *Charlotte Observer*.
- Orfield, G. (1994, May 25). Murphy's 'miracle' revisited. *Charlotte Observer*.
- Orfield, G. (1994, December). Asking the right question. *Educational Policy*, 8(4), 404-413.
- Orfield, G., Schley, S., Glass, D. & Reardon, S. (1993). *The growth of segregation in American schools: Changing patterns of separation and poverty since 1968*. Alexandria: National School Board Association.
- Orfield, G. (1993, March/April). Federal policy and college opportunity: Refurbishing a rusted dream. *Change*, 25(2), 10-15.
- Orfield, G. (1993, April). Federal policy and college opportunity: Refurbishing a rusted dream. *Change*, 25(2), 10-15.
- Orfield, G. & Thronson, D. (1993, Summer). Dismantling desegregation: Uncertain gains, unexpected costs. *Emory Law Journal*, 42(3), 759-790.

- Orfield, G. (1993, December 26a). Perspective on school desegregation: America lacks equal opportunity ...The Supreme Court was right in 1954, and it still is right: Separate is, inherently, unequal. *Los Angeles Times*, p. M5.
- Orfield, G. (1993, December 26b). ...And it shows acutely in Los Angeles. *Los Angeles Times*, p. M5.
- Orfield, G. & Monfort, F. (1992). *Status of school desegregation: The next generation*. Alexandria: National School Boards Association.
- Orfield, G. (1992, Fall). Money, equity, and college access. *Harvard Educational Review*, 62(3), 337-372.
- Orfield, G. (with Kaufman, A.). (1992, October 1). Follow through to avert failure after kindergarten. *Los Angeles Times*, p. B7. Also published in other papers including Arizona Republic.
- Orfield, G. (1991, December). Cutback policies, declining opportunities, and the role of social service providers. *Social Service Review*, 65, 516-530.
- Orfield, G. (1990, August). Public policy and college opportunity. *American Journal of Education*, 98(4), 317-350.
- Orfield, G., Monfort, F. & Aaron, M. (1989). *Status of school desegregation, 1968-1986. Segregation, integration, and public policy: National, state, and metropolitan trends in public schools*. Alexandria, VA: National School Boards Association.
- Orfield, G. (1989, Jan.-Feb.). Reagan's blind eye to civil rights. *Focus*, 3.
- Orfield, G. (1989, May-June). Opportunities for minorities: New focus of concern for higher education (review essay). *Change*, 50-53.
- Orfield, G. (1989, July 19). Protecting our daughter's future. *Chicago Tribune*, p. 15.
- Orfield, G. & Monfort, F. (1988). *Racial change and desegregation in large school districts: Trends through the 1986-1987 school year*. Alexandria, VA: National School Boards Association.
- Orfield, G. (1988, March 22). Well along toward separate and unequal societies, 20 years later, Kerner Panel's warning has become a self-fulfilling prophecy. *Los Angeles Times*, p. 7.
- Orfield, G. (1988, March 29). A New, More Liberal Political Agenda is Taking Shape. *Chicago Tribune*, p. 15.
- Orfield, G. (1988, March 30). The beginnings of a richer debate. *Chicago Tribune*, p. 17.
- Orfield, G. & Paul, F. (1987-88, Fall/Winter). Declines in minority access: A tale of five cities. *Educational Record*, 68(4), 56-62.
- Orfield, G. (1987, July). School desegregation needed now. *Focus*, 5-7. Reprinted in *Equity and Choice*, Feb. 1988, pp. 25-28.
- Orfield, G. (1986, Spring). Knowledge, ideology and school desegregation. *Metropolitan Education*, 1, 92-99.

- Orfield, G. (1986, November). Hispanic education: Challenges, research and policies. *American Journal of Education*, 95(1), 1-25.
- Orfield, G. (1985). Ghettoization and its alternatives. In Peterson, P. (Ed.), *The New Urban Reality*. Washington, DC: Brookings Inst.
- Project on the Federal Social Role. (1985). *Race and the Federal Agenda: The Loss of the Integrationist Dream* (Working Paper No. 7). Washington, DC: Orfield, G. pp. 1-43.
- Orfield, G. (1984, March 6). The narrowing of our politics. *Chicago Tribune*.
- Orfield, G. (1984, May). Lessons of the Los Angeles school desegregation case. *Education and Urban Society*.
- Orfield, G. & Tostado, R. (Eds.), (1983). *Latinos in metropolitan Chicago*. Chicago: Latino Institute.
- Orfield, G. (1983, August). Termination, destruction and restoration. Indian Self-Rule, Institute of the American West.
- Orfield, G. (1982, January-April). Will voluntary desegregation work in Los Angeles? *Integrated Education*, pp. 11-16.
- Orfield, G. (1982, March 19). Dismantling of a government. *Chicago Tribune*.
- Orfield, G. (1980, September 7). Segregated St. Louis provides a primer on school integration. *Los Angeles Times*.
- Orfield, G. (1979). Research, politics and the anti-busing debate. *Law and Contemporary Problems* 42(2).
- Orfield, G. (1979, March). Does busing work? *Instructor*.
- Orfield, G. (1979, March 11). Three plans for desegregating city. *Chicago Tribune*.
- Orfield, G. (1977). Introduction. *Trends in black school segregation, 1970-74*. Washington, DC: Center for National Policy Review.
- Orfield, G. (1977, January 1-8). Byrd's record on race. *New Republic*.
- Orfield, G. (1976, January-February). Will separate be more equal? *Integrated Education*, pp. 3-5.
- Orfield, G. (1975). Congress, the president, and anti-busing legislation, 1966-1974. *Journal of Law and Education*, IV, 81-139. Reprinted in Browning, S. (Ed.), *From Brown to Bradley: School desegregation, 1954-1974*. Washington: Jefferson Law Book Co.
- Orfield, G. (1975). Desegregation at midpoint. In *Continuing challenge: The past and future of Brown v. Board of Education*. (pp. 65-74). Notre Dame, IN: Notre Dame Center for Civil Rights.
- Orfield, G. (1975) [Editor]. Symposium on school desegregation and white flight. Washington, DC: Center for National Policy Review. Reprinted as a special issue of *Social Policy*,

January-February.

Orfield, G. (1975, Winter). Federal policy, local power, and metropolitan segregation. *Political Science Quarterly* 89, 777-802. Reprinted in Shank, A. (1976). *Political power and the urban crisis* Boston: Holbrook Press.

Orfield, G. (1975, Spring). How to make desegregation work: The adaptation of schools to their newly-integrated student bodies. *Law and Contemporary Problems*, XXXIX, pp. 314-340. Reprinted in Congressional Record, June 29, 1976.

Orfield, G. (1973, Summer). School integration and its academic critics. *Civil Rights Digest*. Reprinted, in part, in The Education Digest (November 1973).

Orfield, G. (1973, Fall). Menominee restoration. *Civil Rights Digest*.

Orfield, G. (1970). Federal integration efforts. In *How to change the system* (pp. 35-47). Washington, DC: National Committee for Support of the Public Schools.

Orfield, G. (1970, March 7). Desegregation debate. *New Republic*. Reprinted in Grossman, J. B. & Grossman, M. H. (Eds.), *Law and change in modern America*. Los Angeles: Goodyear.

Orfield, G. (1969, January 20). Civil rights: Nixon's first test. *Nation*.

Orfield, G. (1969, July 6). President keeps promise of his Southern strategy: Lenient from outset. *Washington Post*, p. B6.

Orfield, G. (1969, September 20). The politics of resegregation. *Saturday Review*.

Orfield, G. (1968, February 2). How to beat integration. *New Republic*.

Orfield, G. (1968, July 7). A proposal for outfoxing Wallace. *Washington Post*, Outlook section. Reprinted as Bi-partisan pledge to block Wallace. *Current*, September 1968.

Orfield, G. (1968, August 25). An afterthought on Wallace threat to election. *Washington Post*, Outlook section.

Orfield, G. (1966). The war on Menominee poverty. *Journal of the Wisconsin Indians Research Institute*. Reprinted by Senate Labor and Public Welfare Committee and Senate Subcommittee on Indian Education.

Orfield, G. (1966, Spring). After Watts. *Christian Perspectives*.

Orfield, G. & Paul, F. (Eds.). Changing Patterns of Opportunity in Higher Education (special issue). *American Journal of Education*, 98(4).

Book Chapters (Chronological by year beginning with earliest publication)

- Orfield, G. (2003). Exit and redevelopment. In Fiss, O., Cohen, J., Decker, J., & Rogers, J. (Eds.), *A way out: America's ghettos and the legacy of racism* (pp. 74-78). Princeton, NJ: Princeton University Press.
- Orfield, G. (2003) [Foreword]. In Horn & Flores, Percent plans in college admissions: A comparative analysis of three states' experiences. Cambridge, MA: The Civil Rights Project at Harvard University.
- Orfield, G. (2002). Commentary on Affirmative Action, X percent plans, and Latino access to higher education in the twenty-first century. In Suárez-Orozco, M. M. & Pérez, M. (Eds.), *Latinos Remaking America*. Berkeley: University of California Press.
- Orfield, G. (2002) [Foreword]. *Debunking the middle-class myth: Why diverse schools are good for all kids*. Lanham, MD: The Scarecrow Press.
- Orfield, G. (2002) [Forward]. In Heller, D. E. & Marin, P. (Eds.), *Who should we help? The negative social consequences of merit scholarships*.
- Orfield, G. (2002) [Foreword]. In Moses, M., *Embracing ace: Why we need race-conscious education policy*. New York: Teachers College Press.
- Orfield, G. (2002) [Foreword]. In Valencia, R. (Ed.), *Chicano school failure and success: Past, present and future (2nd ed.)*. London: RoutledgeFalmer.
- Orfield, G. (2001). Metropolitan school desegregation: Impacts on metropolitan society." In Powell, J. A., Kearney, G., & Kay, V. (Eds.), *In pursuit of a dream deferred: Linking housing and education policy*. New York: Peter Lang Publishing.
- Orfield, G. (2001). Why data collection matters: The role of race and poverty indicators in American education. In Hutmacher, W., Cochrane, D., & Bottani, N. (Eds.), *In pursuit of equity in education: Using international indicators to compare equity policies* (Pt. II, chap. 6). The Netherlands: Kluwer Academic Publishers.
- Orfield, G. (2000). The 1964 Civil Rights Act and American education. In Grofman, B. (Ed.), *Legacies of the 1964 Civil Rights Act*. Virginia: The University Press of Virginia.
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1999: "Progress Made, Challenges Remaining in San Francisco School Desegregation"
Chair of Committee report to U.S. District Court, San Francisco. January

1992: "Desegregation and Educational Change in San Francisco: Findings and
Recommendations on Consent Decree Implementation," Chair of court-appointed
panel reporting to Federal District Court. July

1992: "State Higher Education Systems and College Completion," report to the Ford
Foundation (with Faith Paul). November

1991: "Building an Integrated Community: Racial Trends and Community Choices in Palm
Beach County," Report to Project Mosaic. March

1989: "Can the Educational Systems Produce the Workers Needed in Metropolitan Chicago:
Trends and Policy Questions for the Coming Generation," Report to Chicago
Economic Development Commission. August

1987: "Fair Housing in Metropolitan Chicago: Perspectives after Two Decades," Report of
Chicago Area Fair Housing Alliance to the U.S. Department of Housing and Urban
Development." (Editor, Research Director, and author of first chapter).

- 1984: "The Chicago Study of Access and Choice in Higher Education," co-author, Report to Illinois State Senate Committee on Higher Education, September
- 1983: "State Housing Policy and School Desegregation," Report to Education Commission of the States, September
- 1981: "Busing, White Flight, and Urban Policy: The Evidence and the submitted to Dept. of HUD."
- 1981: "Housing and School Integration in Three Metropolitan Areas: A Policy Analysis of Denver, Columbus and Phoenix," Report to U.S. Department of Housing and Urban Development, February
- 1981: "Measuring Equity Requires Measuring Integration," Paper for HUD Equity Indicators Workshop, March
- 1981: "The Housing Issues in the St. Louis Case," Report to Federal District Court, St. Louis, April
- 1981: "The Voluntary Metropolitan Plan," Report to Federal District Court, St. Louis, July
- 1981: "Building on a Generation of Accomplishment: Maintaining and Strengthening Desegregation in Little Rock" (with Shirley McCune), Report of Desegregation Assistance Team to Little Rock School District, December
- 1980: "The St. Louis Desegregation Plan," Report to the Federal District Court, St. Louis, May
- 1979: "Voluntary Desegregation in Chicago," Report to Illinois State Superintendent of Education, February
- 1978: "Integration in Chicago," Report of the Technical Assistance Committee to the Illinois State Board of Education, May
- 1978: "Desegregation Principles for Los Angeles," Report to Superior Court for the County of Los Angeles, November

Congressional and Judicial Testimony

House Education and Labor Committee:

- 1977, June: Bilingual education
- 1979, September: Incentives for Voluntary Metropolitan Integration
- 1981: Civil Rights Enforcement
- 1985, October: Assessment of Job Training Partnership Act

House Judiciary Committee:

- 1972, March: Antibusing amendment to Constitution

House Government Operations Committee:

- 1975, November: Revenue Sharing

House Select Committee on Children, Youth and Families:

- 1987, March: Race Relations and Adolescents

House Subcommittee on Civil and Constitutional Rights:

- 1982, September: Reagan civil rights enforcement record; Los Angeles School case
- 1982, September: Report on study prepared for subcommittee from U.S. Dept. of Education data showing national and regional progress on desegregation from 1968-1980
- 1985, March: Civil Rights Restoration Act of 1985

House Subcommittee on Indian Affairs:

- 1973, May: Menominee Restoration Act

Senate Committee on the Judiciary, Subcommittee on the Constitution:

- 1977, July: Anti-busing legislation
- 1982: Proposals to restrain judicial remedies in school desegregation cases

Senate Interior Committee:

- 1973, September: Menominee Restoration Act

Senate Judiciary Committee:

- 1969, September: Haynsworth Supreme Court nomination hearings
- 1970, January: Carswell Supreme Court nomination hearings
- 1971, November: Rehnquist nomination hearings
- 1986, August: Rehnquist nomination hearings

Senate Labor and Public Welfare Committee:

- 1967: written testimony on Indian policy
- 1969, August: Memorandum to Subcommittee on Indian Education on reorganization of BIA

Senate Select Committee on Equal Educational Opportunity:

- 1970, October: Feasibility of desegregation

Joint Economic Committee:

- 1992, April: Urban Poverty and Development

Participation in Civil Rights Cases:

Austin:

- affidavit on impact of return to neighborhood schools

Chicago:

- deposition on enforcement of *Gautreaux* housing desegregation
- testified as witness for integrated South suburban communities against the National Association of Realtors
- testified as witness for Leadership Council on Metropolitan Opportunities in Fair housing case

Cincinnati:

- deposition on subsidized housing segregation case for legal services office
- Hamilton County deposition on subsidized housing segregation case

Dayton and Columbus:

- assisted in drafting of social science brief submitted by plaintiffs to the Supreme Court

DeKalb Co., GA:

- helped draft social science brief to Supreme Court

Denver:

- testified as witness for NAACP Legal Defense Fund and Mexican American Legal Defense Fund

Hartford:

- testified for plaintiffs on metro school equity case NAACP Legal Defense Fund, Puerto Rican Legal Defense Fund, and Connecticut Civil Liberties Union & Testified later on adequacy of remedy

Kansas City:

- testified as witness for the NAACP Legal Defense Fund & testified as witness of renewal of plan

Houston:

- testified as witness for Justice Dept.

Little Rock:

- deposition on report prepared by desegregation assistance center for Little Rock Board of Education; testified many years later as court-appointed expert

Los Angeles:

- testified as witness on report prepared as court-appointed expert

Louisiana:

- deposition on racial equity and desegregation of state higher education System in *U.S. v. Louisiana* as witness for Southern University system

Louisville:

- testimony on desegregation case for school board

Lynn, MA:

- affidavit and testimony on desegregation case

Memphis:

- testified as witness for NAACP Legal Defense Fund

Milwaukee:

- deposition on metropolitan desegregation for Milwaukee School Board

Omaha:

- gave deposition as witness for Justice Dept.

Ohio:

- for legal services office

Oklahoma City:

- deposition on housing discrimination case

Philadelphia:

- testimony on case on University of Pennsylvania scholarships for Philadelphia students

Rockford, Illinois:

- testimony on desegregation case for plaintiffs

Rochester, NY:

- affidavit on metropolitan inequality case

St. Louis:

- testified first as witness for U.S. Dept. of Justice and then, several times, on reports prepared as court-appointed expert

San Francisco:

- served as Court-appointed expert, special master, and chair of Consent Decree Seattle:
testified as witness for Seattle Board of Education

South Suburban Housing Center:

- testified as a witness for Center against National Association of Realtors suit against Fair housing practices

Tampa (pupil competency test litigation):

- testified as witness for Bay Area Legal Services

University of Michigan:

- testimony on Law School affirmative action case Advisory Committee

University of Washington Law School:

- affidavit on affirmative action case



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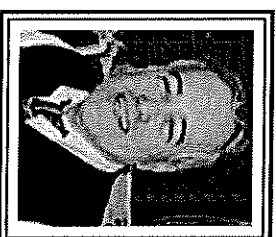
Appearance and Reality in the Sunshine State: The Talented 20 Program in Florida describes the history, implementation, and effects of the Talented 20 Program concluding that, in fact, it is not race-neutral and is not an effective alternative to race-conscious affirmative action.

Staff

Professor Gary Orfield

Professor, Harvard Graduate School of Education, Founding Co-Director, The Civil Rights Project at Harvard

Gary Orfield is Professor of Education and Social Policy and founding co-director of The Civil Rights Project at Harvard. He joined the Harvard faculty in 1991, coming from the University of Chicago where he had been Professor of Political Science and Education for nine years. He also taught at the University of Virginia, Princeton University, and the University of Illinois. He received his B.A. from the University of Minnesota, summa cum laude, and his M.A. and Ph.D. from University of Chicago in political science. He has been a recipient of Woodrow Wilson, Danforth, Falk, and Brookings Institution fellowships and a Senior Scholar fellowship from the Spencer Foundation. He received the American Political Science Association's Charles Merriam Award give to a scholar "whose published work and career represents a significant contribution to the art of government through the application of social science research" and the Gustavus Myers award for an outstanding book on race relations.



Professor 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.

School desegregation and the implementation of civil rights laws have been central issues throughout his career. Housing, segregation and urban policy have been important research topics. The rights of African Americans, Latinos, and American Indians have repeatedly been objects of his research and his involvement in the policy processes. His work in policy making

has had a strong focus on governmental institutions and processes, reflecting his political science background. Much of his work deals with public educational institutions, both public schools and colleges. He has served on the editorial board of many journals including the American Journal of Education, Policy Studies Quarterly and the Teachers College Record and Educational Policy Analysis.

For the past two decades he has been especially interested in education policy, in changing patterns of opportunity in metropolitan areas, in higher education policy, the impact of conservative changes in social policy and civil rights and in the situation of teens growing up in a post-industrial society.

In addition to his scholarly work, Professor Orfield has been consistently involved in policy analysis and works with government and courts in issues related to his research. He was on the research staff of the Brookings Institution in Washington and served as Scholar-in-Residence at the U.S. Commission on Civil Rights. He has been commissioned to produce studies or advise on research and important policy issues by the U.S. Departments of Education and Housing and Urban Development, the Education Commission of the States, several committees of Congress and state legislatures, and many other state and local agencies. He has been a court-appointed expert in school desegregation cases in St. Louis, Los Angeles, San Francisco, and Little Rock and has been called to give testimony in civil rights suits on desegregation, fair housing, affirmative action and financial aid for college, testing, and other issues by the U.S. Department of Justice and many civil rights, legal services, and educational organizations. He serves on advisory boards for organizations including the Harvard University Faculty Committee on Human Rights, Harvard's Native American Program, the Joint Center on Housing, the DuBois Institute for Afro-American Research, the Rockefeller Center for Latin American Studies the Institute on Race and Poverty, the Leadership Council on Metropolitan Open Communities, and the International Reading Association. He has written for international publications and travels widely in Latin America.

Professor Orfield's most recent books are *Racial Inequity in Special Education* Cambridge: Harvard Education Press, 2002, (with Daniel Losen), *Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education*, New York: The Century Foundation, 2001, (with Mindy L. Kornhaber); *Diversity Challenged: Evidence on the Impact of Affirmative*

Action, Cambridge: Harvard Education Publishing Group, 2001, (with Michal Kuriaender); *Religion, Race and Justice in a Changing America*, New York: The Century Foundation, 1999, (with Holly Lebowitz); *Chilling Admissions: The Affirmative Action Crisis and the Search for Alternatives*, Cambridge: Harvard Education Publishing Group 1998, (ed. with Edward Miller), *The Closing Door: Conservative Policies and Black Opportunity* (with Carole Ashkinaze), (University of Chicago Press 1991) and *Dismantling Desegregation: The Quiet Repeal of Brown v. Board of Education* with Susan Eaton (New Press 1996). He is one of the editors and authors of *Who Chooses? Who Loses?*, a 1996 Teachers College Press book on the school choice controversy growing out of a faculty seminar at Harvard. Earlier books include: *Congressional Power: Congress and Social Change*; *The Reconstruction of Southern Education: The Schools and the 1964 Civil Rights Act*; and *Must We Bus? Segregated Schools and National Policy*.

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The Civil Rights Project

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Mission Statement

Our mission is to help renew the civil rights movement by bridging the worlds of ideas and action, and by becoming a preeminent source of intellectual capital and a forum for building consensus within that movement.

Forty years after the civil rights movement

galvanized the nation, its great promise to end racial divisions is stalled on many fronts. Evidence of stark inequality abounds in virtually every economic and social sphere, and too many members of racial and ethnic minority groups live in a reality where

opportunity remains color-coded. Unattended, this tragedy may well prove apocalyptic. Racial gaps in education, income and financial wealth have been widening for over a decade, notwithstanding the

significant progress made during the 1970s and 1980s. Minorities generally die younger and receive poorer quality healthcare than whites. The vast majority of our prison population is made up of people of color, and minorities are dramatically over-represented at every stage of the criminal justice process. Schools are steadily resegregating, and suburbs face emerging patterns of racial and class segregation that threaten to recapitulate inner city ills.



Signing of the Civil Rights Act of 1964.

The socioeconomic report card and the demographic trends are even more alarming when juxtaposed with two dramatic patterns in policymaking and immigration. First, the Civil Rights Acts of 1964, 1965 and 1968 - the crowning legal achievements of

the civil rights movement - are facing steady and increasingly effective attack in courts, legislatures and referenda. Second, the country is in the throes of the largest migration in American history. Led by Latinos and Asians, the fastest growing minority populations, this immigration boom has already transformed the racial constitution of the United States. The number of Hispanic children already nearly equals the number of African American children in public schools. And while only a half century ago the country was nearly 90% white, within the next fifty years there will be no racial majority, and non-Europeans will actually outnumber whites in the general population - a demographic shift already appearing in an accelerating number of institutions and communities. There is no greater challenge facing our nation than race.



The country is in the throes of the largest migration in American history.



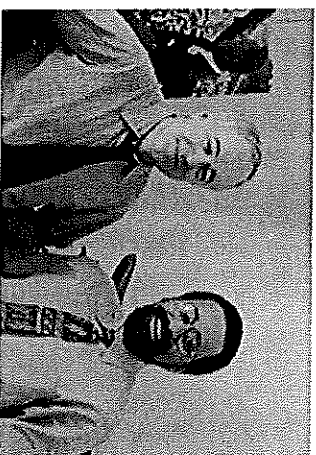
Within the next fifty years there will be no racial majority.

If we continue to ignore growing inequalities and divisions, we will become a thoroughly balkanized society dominated by a declining white minority. History and headlines worldwide provide ample evidence of the grievous consequences along that path. After America's righteous successes a generation ago, chief among our mistakes, perhaps, was the false sense among many that racial progress is inevitable and easy. Those who know better must educate, persuade and lead others. Great universities share this duty. Recognizing these challenges, and understanding that contemporary civil rights problems defy easy answers, Christopher Edley, Jr. (Harvard Law School) and Gary Orfield (Harvard Graduate School of Education) founded The Civil Rights Project at Harvard University in 1996 to provide needed intellectual capital to academics, policy makers and civil rights advocates. They noted a dearth of scholarship on civil rights issues and very limited communication between scholars and either advocates or policymakers. Edley and Orfield concluded that the most promising model was: a multidisciplinary research-and-policy think tank and consensus-building clearinghouse; based at a leading university; operating with the highest intellectual standards; attentive to dissemination for multiple audiences; and committed

to building a network of collaborating legal and social science scholars across Harvard and around the nation.

Six years later, The Civil Rights Project (CRP) is a leading organization devoted to civil rights research. It has found eager collaborators among researchers nationwide, and wide open doors among advocacy organizations, policymakers and journalists.

Focusing initially on education reform, it has convened dozens of national conferences and roundtables; commissioned over 90 new research and policy studies; produced major reports on desegregation, student diversity, school discipline, special education, dropouts, and Title I programs; and published four books, with two more in the editing stage. CRP has initiated joint projects across disciplinary and institutional lines at universities, advocacy organizations, and think tanks throughout the country. CRP directors and staff testify and provide technical assistance on Capitol Hill and in state capitals. Its research has been incorporated into federal legislation, cited in litigation, and used to spur Congressional hearings. In any given month, CRP work is quoted in such national media as *The Village Voice*, *The New York Times*, *Time Magazine* and *The News Hour with Jim Lehrer*.



Co-directors Gary Orfield & Christopher Edley

CRP's increasing national prominence and rapid growth confirm that the initial vision was correct, and provide the backdrop for an ambitious financial, programmatic and strategic agenda. The next five years will be critical as CRP seeks to expand its capacity into additional areas, including: (1) community security and criminal justice; (2) voting rights and deepening democratic engagement; (3) metropolitan economic opportunity (including housing, growth and employment); (4) community and family wealth; and (5) health care justice.

May 29, 2002

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Press Releases

The Civil Rights Project (CRP) is a leading resource for information on racial justice. CRP strives to improve the channels through which research findings are translated and communicated to policymakers and the broader public by publishing reports and books on critical civil rights issues.

JOIN OUR MAILING LIST!

If you would like to receive our Press Releases and news on civil rights issues, we encourage you to join our [email list](#).

In this section you will find our most recent press releases:

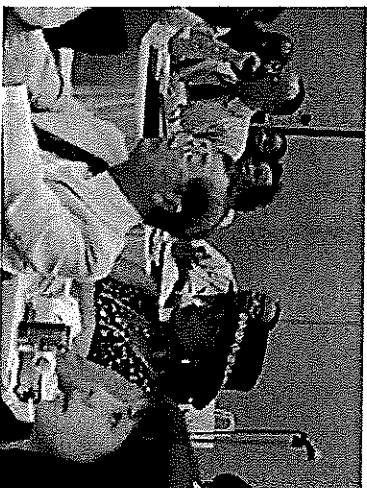
Booming Asian American Population In

Metro Boston Challenges "eModel

Minority"e Stereotype

May 27, 2004

More than a dozen Asian ethnic subgroups – from Chinese to Hmong, Thai, and Pakistani – form metro Boston's Asian American population, which now totals almost a quarter million people and increased 70 percent during the last decade, according to the report. The new study is being released in celebration of Asian Pacific American Heritage Month by the Metro Boston Equity Initiative of The Civil Rights Project at Harvard University.



At a conference sponsored by CRP.

Racial Segregation Persists for Elementary Students in the Boston Area

August 29, 2003

Boston area elementary students, especially Hispanics, are more racially segregated than the

national metro average, according to a major new study of residential and school segregation patterns by the Lewis Mumford Center at the University at Albany.

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2004

2003

2002

2001

2000

1999-96

Calendar

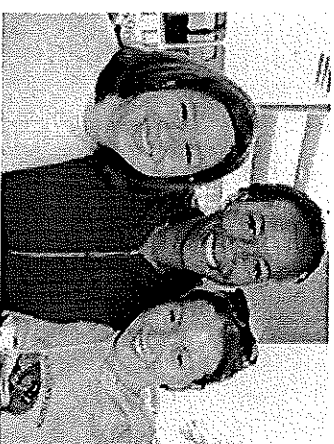
Current Convenings: 2004

As part of our effort to support an infrastructure of collaboration between researchers, lawyers and advocates, we believe in the importance for CRP to conduct conferences and trainings. Many of our conferences are envisioned to foster debate and have drawn experts from several distinct areas, commissioned for further research by CRP. Some of our convenings for 2004 include:

Barriers to Housing – Race, Place and Home: A Civil Rights and Metropolitan Opportunity Agenda

June 8, 2004. Washington, D.C.

The goal of this roundtable is to focus on the racial justice dimensions of federal housing policy with an emphasis on identifying measures that might help communities of color gain greater access to affordable housing and better metropolitan opportunities.



Staff member *Jamiae Kawauchi* and CRS 2002 fellows.

Roundtable on Racial and Ethnic Disparities in Health Care Treatment May 18, 2004. Boston, MA

The Civil Rights Project will join health care and health policy experts at Harvard to work with national stakeholders to develop and advance a research-based policy and legal agenda aimed at systematically addressing racial and ethnic inequalities in health care treatment. We envision a process that will engage researchers, advocates, opinion leaders, legal scholars, and policy-makers in a coordinated effort.

Protecting Democracy: Defining the Research Agenda for Voting Rights Reauthorization

May 10, 2004. Cambridge, MA

The Civil Rights Project at Harvard University and the Lawyers Committee for Civil Rights in Washington, DC are co-sponsoring a Roundtable, Protecting Democracy: Defining the Research Agenda for Voting Rights Reauthorization. This will be an unprecedented gathering of leading voting rights experts from the academic and advocacy worlds who will come together to discuss the most urgent issues surrounding the reauthorization.

Separate and Unequal: Segregation and Educational Opportunity in Metro Boston

April 21, 2004. Cambridge, MA

The Civil Rights Project at Harvard University, the Greater Boston Civil Rights Coalition, the Center for Education Policy at UMass/Amherst, and the Suffolk University Law School Juvenile Justice Center are holding an education research and policy conference examining school segregation, student achievement, and access to higher education in metropolitan Boston. At this conference we will present new research exploring the overlap between school segregation, concentrated poverty, academic achievement and drop-outs, and access to higher education. Discussion of policy implications will follow.

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Current Convenings: 2004

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Midwest Conference On The Dropout Crisis: Assessing The Problem & Confronting The Challenge

March 19, 2004. Chicago, IL

On March 19, 2004, a gathering of policymakers, researchers, practitioners, and advocates will convene at the Northwestern University School of Law for the Midwest Conference On The Dropout Crisis: Assessing the Problem & Confronting The Challenge. Co-sponsored by The Civil Rights Project and 16 organizations, our goal is to address three key barriers to addressing the dropout issue: 1) the lack of accurate data about the actual numbers of dropouts in this country; 2) the lack of knowledge about effective interventions that will help students graduate; 3) federal and state policies that both contribute to the problem and that have the potential to foster effective remedies.



Staff member Jamae Kawauchi and CRS 2002 fellows.

Toward Real Residential Choice In Segregated Metro Boston January 23, 2004. Boston, MA

The Civil Rights Project at Harvard University, the Greater Boston Civil Rights Coalition, and the Citizens' Housing and Planning Association (CHAPA) held a housing research and policy

conference examining residential segregation in metropolitan Boston. The conference entitled "Toward Real Residential Choice in Segregated Metro Boston," took place at the MassHousing office in downtown Boston. The conference presented new research exploring the causes of residential segregation in metro Boston, looked in particular at the roles of housing affordability, mortgage capital availability, and residential preferences and attitudes.

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▪ [Higher Education](#)

▪ [K-12 Education](#)

▪ [Metro & Regional Inequalities](#)

▪ [Race & Ethnicity](#)

▪ [Religion](#)

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Research

[Bias Has Always Existed But Now Is More Overt](#)
As an American-born citizen who chose the Muslim faith as a young adult, I have always worked hard to protect others' freedoms. Last year I joined The...

Research

We are committed to generating and synthesizing research on key civil rights and equal opportunity policies that have been neglected or overlooked.

The Civil Rights Project uses research as the foundation for a wide variety of written products. These are designed to define and accentuate the racial justice implications of key policy choices to legislators, the media, and the general public, and to arm civil rights organizations with the intellectual capital they need to become more influential at the national, state and local levels. To date, CRP has commissioned or produced over 100 studies on a range of topics, some of which include:

- Impacts of the elimination of the use of [affirmative action](#) in higher education admissions decisions in several states
- Benefits of [racial diversity](#) in K-16 education
- Impacts of [Title I reforms](#) on K-12 education, and in particular on minority children
- Alignment of the civil rights and standards-based school reform agendas
- High stakes [testing](#)
- The relationship between [religion](#) and civil rights goals and advocacy
- Racial disparities in [school discipline](#) and [special education](#) practices;
- School resegregation trends and remedies
- [Dropout trends](#) and remedies

BOOKS

[search!](#)



Racial Inequality in [Special Education](#)
Edited by Dan Losen and Gary Orfield with a foreword by Senator James M. Jeffords, is just the latest of 5 books published by CRP on several critical civil rights issues.

[order online](#)

October 21, 2001

- Long-term implications of the country's rapidly changing demographics, especially in suburbs and metro areas
- Unique crises confronting the Latino and Asian population

With our efforts we hope to improve the channels of communication through which research findings are translated and communicated to advocates, policymakers and the broader public and, conversely, to improve the channels through which the needs of policymakers and advocates are communicated to researchers.

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Policy Action

During CRP's initial years, much of our work focused on forging stronger links between national civil rights organizations, lawyers, academics and policymakers. More recently, we turned our attention to strengthening state and community racial justice efforts, and conducting state or locally-focused research towards that end.

It is at these levels where many key policy decisions are made regarding education, criminal and juvenile justice, electoral reform, and other matters. Officials at the district level often set policies regarding school discipline ("zero tolerance"), special education, and voluntary desegregation efforts, not the federal government in Washington, DC. State legislators, state school boards and state attorneys generally influence such policies as testing and accountability for failing schools, sentencing and parole practices, and juvenile justice procedures.



Forging connections, promoting debate.

Federal programs such as the recently reauthorized Elementary and Secondary Education Act have widespread impacts at the state and local level, but in education and most other arenas there is a pattern of "cooperative federalism" which leaves countless important policy choices in the hands of state and local decisionmakers. With vacillating and often weak federal civil rights

enforcement, there are significant burdens on state and local government to enforce guarantees of equal opportunity and freedom from discrimination. The challenges are especially daunting for state and local advocates, who often have severely limited resources.

Thus, it is increasingly important for these racial justice workers to make effective use of research and policy analysis, and to reach out more aggressively to the media, legislators, school leaders and other key players. Our initial work at this level has clearly illuminated the myriad of challenges we face. In many cases, "client" organizations or policymakers lack even basic familiarity with settled research findings, applicable legal doctrines, or fundamental policy debates. (They also often lack basic elements of organizational capacity.) Researchers and attorneys located within a region often feel unconnected with colleagues elsewhere in the country, but also are no better connected to each other and to local advocates than what we observe at the national level.

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- Research Tools

- Legal Tools

- Community Tools

- Other Resources

MEET YOUR COLLEAGUES

Visit our [Convenings](#) page to find about our latest conferences and round tables. These are excellent opportunities to meet peer researchers, lawyers, community leaders, and advocates.

Resources

There has been a gratifyingly responsive audience for CRP's work. With the opportunity this affords, however, comes a certain responsibility to work harder to provide support to several sectors.

This section of our web site is dedicated to share with our peer civil rights experts, policy advocates, and community leaders tools that might be helpful in their effort to take forward the civil rights movement. Some of these include:

Research Tools

Links to governmental sources and agencies, partner organizations, and [databases](#) for research purposes.

Legal Tools

Links to legal search engines, [law journals](#) and [catalogs](#), and [pro bono litigation](#).

Community Tools

Includes [Civil Rights in Brief](#) and [Action Kits](#) which provide basic information for parents and teachers to understand, detect, and fight discriminatory attitudes and actions in your school's education policies and practices. You will also find useful links on the [history of the civil rights movement](#).



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[Organizations](#)

RESOURCES

Visit our [Resources](#) page to find basic policy documentation, links, and action kits on civil rights issues.

Networking

In these times, fighting for racial justice through disparate, isolated efforts is an inefficient luxury.

When we began The Civil Rights Project, we noted a dangerous separation between the academic and advocacy communities. A major goal of the Project has been to encourage our collaborating scholars to interact with advocacy groups in order to better understand how their research can be used within the context of legal battles, lobbying efforts, and the larger national debates. At the same time, we believe that such collaborations help inform the agendas and strategies adopted by advocates.



*Civil Rights Summer Fellows
"Study, work, and learn for social justice"*

Research products win marginal media attention if they are not tied to related findings elsewhere, and to policy controversies that can claim the attention of decisionmakers and the public. Litigators who construct and file suits without benefit of current research stand reduced chances of success. Civil rights advocates unaware of studies that could strengthen their public appeals are too easily marginalized, or may advocate policies already debunked by sound research. If one thing has become clear to us in five years, it is that widespread policy changes will occur only through more effective coordination between advocates, lawyers and researchers.

Civil rights groups not only wish to win victories, but to be sure that they are fighting for

remedies that will actually work. Researchers need to know that the problems they are working on are the real issues before society, not simply a current fashion in a given discipline. We have been very pleased to learn that the researchers we identified continue to interact with advocacy groups, much to their mutual benefit.

New polls show that the current generation of college students are more idealistic and service oriented than any since the 1960's. If we can work collaboratively with like-minded organizations to effectively harness such positive energy, we could help to unleash a new civil rights movement as powerful and far-reaching as the one that occurred almost a half century ago.

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