



## Recommended Resources on School Diversity

The Center for Civil Rights at the UNC School of Law works diligently to ensure that *all* children in North Carolina receive the sound, basic education that is their constitutional right. The Center's *Educational Advancement and Fair Opportunities Program* focuses on improving the lives of children, families and communities by advocating for pro-integration policies, defending civil rights desegregation laws, and pursuing fair and equitable resources for all students in K-12 public schools. The Center's education work is premised on a steadfast belief that racial and economic isolation pose insurmountable barriers to academic achievement and civic engagement for all students.

The Center is concerned about the Wake County Board of Education's current discussions on eliminating the district's nationally-recognized socio-economic diversity policy in favor of a system of "neighborhood schools." Although school proximity is an arguable appeal of such a system, academic research shows that its disadvantages far outweigh its convenience. It is often the case that changes in student assignment zones—as seen in Charlotte, North Carolina—have resulted in unintended negative consequences, including a rise in racial segregation.

As part of our work on school integration, we provide research and support to districts dealing with policy changes around diversity. Please find below a **reading list of resources regarding school diversity and the growing instances of segregation occurring in America's schools.**

*Still Looking to the Future: Voluntary K-12 School Integration; A Manual for Parents, Educators and Advocates.* This Second Edition of *The Manual* provides valuable guidance and information about how communities and school districts can promote racial diversity and address racial isolation in schools nationwide. (Issued with the NAACP Legal Defense Fund).

[http://www.civilrightsproject.ucla.edu/research/deseg/Still\\_Looking\\_to\\_the%20Future\\_Integration\\_Manual.pdf](http://www.civilrightsproject.ucla.edu/research/deseg/Still_Looking_to_the%20Future_Integration_Manual.pdf)

*Reviving the Goal of an Integrated Society: A 21st Century Challenge.* This report examines the growing segregation occurring in schools based on race, socioeconomic status and language status.

[http://www.civilrightsproject.ucla.edu/research/deseg/reviving\\_the\\_goal\\_mlk\\_2009.pdf](http://www.civilrightsproject.ucla.edu/research/deseg/reviving_the_goal_mlk_2009.pdf)

*Integration Defended: Berkeley Unified's Strategy to Maintain School Diversity.* This report explores the Berkeley Unified School District plan for integration and offers guidance on how school districts can promote racial diversity in a time of growing demographic and legal complexity. (Issued with UC Berkeley's Warren Institute).

[http://www.civilrightsproject.ucla.edu/research/deseg/integration\\_defended\\_report\\_2009.pdf](http://www.civilrightsproject.ucla.edu/research/deseg/integration_defended_report_2009.pdf)

Frankenberg, Erica and Gary Orfield, editors. *Lessons in Integration: Realizing the Promise of Racial Diversity in American Schools*, (University of Virginia Press, 2007). This book presents a collection of essays and studies that explore what our country's schools need in order to fully realize the promise of *Brown v. Board of Education* in an increasingly diverse society.

*The Benefits of Racial and Economic Integration In Our Education System: Why This Matters for Our Democracy*, (February 2009). This publication by the Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University explores research and strategies around ways to accomplish true integration in public schools.

[http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/publications/education integration memo feb2009.pdf](http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/publications/education%20integration%20memo%20feb2009.pdf).

*Reaffirming the Role of School Integration in K-12 Education Policy* (2009). A Post-Conference statement where national leaders in school policy met to discuss the need to promote and maintain school integration policies.

<http://www.prrac.org/pdf/schooldiversitystatement.pdf>

PowerPoint Presentations on the Benefits of School Integration by Professor Roslyn Mickelson, UNC-Charlotte.

[http://www.prrac.org/full\\_text.php?text\\_id=1120&item\\_id=10519&newsletter\\_id=0&header=Current%20Projects](http://www.prrac.org/full_text.php?text_id=1120&item_id=10519&newsletter_id=0&header=Current%20Projects)

*Annotated Bibliography: The Impact of School-Based Poverty Concentration on Academic Achievement & Student Outcomes*. A research summary on the impacts of school poverty concentration.

[http://www.prrac.org/pdf/annotated\\_bibliography\\_on\\_school\\_poverty\\_concentration.pdf](http://www.prrac.org/pdf/annotated_bibliography_on_school_poverty_concentration.pdf)

*The Impact of Racial and Ethnic Diversity on Educational Outcomes: Lynn, MA School District* (2002). Results from The Civil Rights Project's Diversity Assessment Questionnaire administered among high school students in Lynn, MA, showing positive attitudes from students about diverse educational experiences.

<http://www.civilrightsproject.ucla.edu/research/diversity/LynnReport.pdf>.

*Important Message: Court Leave School Diversity Options Open* (2007). This policy brief from the UNC Center for Civil Rights and MDC, Inc., provides guidance for school superintendents, school board members and county commissioners on how to develop pro-diversity student assignment plans in the wake of the U.S. Supreme Court's 2007 decisions in *Parents Involved in Community Schools Inc. v. Seattle School District No. 1* and *Meredith v. Jefferson County (KY) Board of Education*.

<http://www.law.unc.edu/documents/civilrights/ccrpost-louisville-seattleweb.pdf>.

*K-12 Diversity: Strategies for Diverse & Successful Schools*,(July 2007). This study by the Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University provides a conceptual model to promote school diversity and academic achievement through student assignment policy.

[http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/pdfs/KIAltSchoolStrategiesVersion3July31\\_2007.pdf](http://4909e99d35cada63e7f757471b7243be73e53e14.gripelements.com/pdfs/KIAltSchoolStrategiesVersion3July31_2007.pdf)

Chambers, Julius, John Charles Boger and William Tobin. *How Colleges and Universities Can Promote K-12 Diversity: A Modest Proposal*. Poverty & Race Research Action Council Newsletter, Volume 17, No. 1, January/February 2008. This article explores voluntary and creative ways that elite universities can promote racial and economic integration in the K-12 level. <http://www.prrac.org/newsletters/janfeb2008.pdf>

*The Integration Report*. This monthly newsletter, published by the UCLA Civil Rights Project/Proyecto Derechos Civiles, provides regular updates on topics impacting the status of integration in our nation's schools. <http://theintegrationreport.wordpress.com/>.

*Choice Without Equity: Charter School Segregation and the Need for Civil Rights Standards*, (February 2010). This nationwide report by the UCLA Civil Rights Project/Proyecto Derechos Civiles finds that charter schools continue to stratify students by race, class, and possibly language, and are more racially isolated than traditional public schools in virtually every state and large metropolitan area in the country. <http://www.civilrightsproject.ucla.edu/news/pressreleases/pressrelease20100204-report.html>

*Looking to the Future: Legal and Policy Options for Racially Integrated Education in the South and the Nation*, North Carolina Law Review, Volume 88, Issue 3 (Forthcoming Spring/Summer 2010). This issue will feature a selection of papers presented at the Center's April 2009 conference, which brought together researchers and scholars to explore a range of strategies and policy options to combat the trend toward resegregation in American public schools.

We have also compiled a list of **Wake County specific research and resources that address diversity**:

Grant, Gerald, *Hope and Despair in the American City: Why There are No Bad Schools in Raleigh* (Harvard Univ. Press, 2009). This book provides a detailed account of the successful implementation of Wake County's diversity policies and compares the experiences of Wake County to those of other large urban districts which have maintained "neighborhood school" systems.

"Moving Beyond Race: Socioeconomic Diversity as a Race-Neutral Approach to Desegregation in Wake County Schools", Susan Flinspach and Karen E. Banks, in *School Resegregation: Must the South Turn Back?*, John Charles Boger and Gary Orfield, editors (UNC Press, 2005). This chapter provides a history of Wake County's shift to a socioeconomic diversity priority in student assignment.

McNeal, Bill and Tom Oxholm, *A School District's Journey to Excellence: Lessons from Business and Education* (Corwin Press, 2009). A first-hand account of the system-wide growth and improvement of Wake County Schools, from a Wake County former superintendent and former school board member.

*Wake Education Partnership, "Understand Your Schools" White Paper Series* (2010). This timely series of white papers, released in addition to the Partnership's regular newsletter, *In Context*, features a data-driven review of current topics impacting Wake County Schools. <http://www.wakeedpartnership.org/news/Understand%20Your%20Schools.html>

*WCPSS Policy Brief, Impact of Poverty on Schools* (1999). Discusses the negative impact of poverty on schools, including both the individual effect of a student's circumstances as well as the overall effect on students attending high-poverty schools.

[http://www.wcpss.net/evaluation-research/reports/1999/9920\\_poverty.pdf](http://www.wcpss.net/evaluation-research/reports/1999/9920_poverty.pdf)

*Wake County District Report Card (2008-09)*. State report that shows Wake County's performance to be, overall, above North Carolina averages for the 2008-09 school year. Individual school data also available.

<http://www.ncreportcards.org/src/main.jsp?pList=2&pYear=2008-2009>

*Queens University of Charlotte, To a Culture of No Excuses*, 2007. This study discusses the achievement of Wake County students post-graduation in comparison to Charlotte-Mecklenburg students. The study found that, as a whole, Wake County students scored higher on the S.A.T., had higher college acceptance rates, required less remedial coursework in college, were performing better in college, and had higher retention and college graduation rates than their Charlotte peers.

<http://www.queens.edu/pdf/upload/academics/PartINoExcuses.pdf> (Part I)

<http://www.queens.edu/pdf/upload/academics/PartIINoExcuses.pdf> (Part II)

If there are any specific questions or concerns about these materials, or to request future research and legal guidance on these issues, feel free to contact the Center's Senior Managing Attorney Mark Dorosin at [dorosin@email.unc.edu](mailto:dorosin@email.unc.edu) or (919) 843-7896, or Education Fellow Benita N. Jones at [benitajn@email.unc.edu](mailto:benitajn@email.unc.edu) or (919) 962-1044.