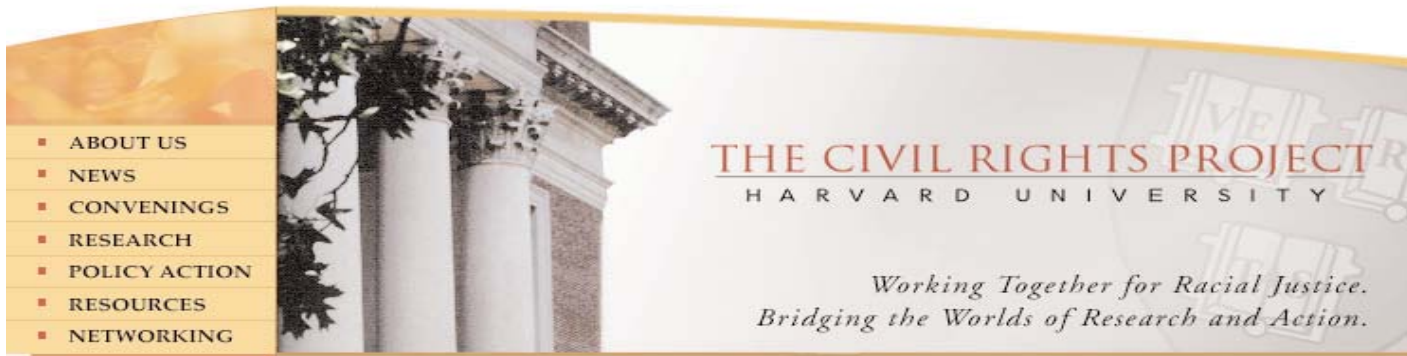




CRP Newsletter, Issue 1, September 2004

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Welcome to the first issue of our newsletter addressed to our expansive CRP community of faculty, students, researchers, practitioners, community advocates, funders, and all others sharing a concern for racial justice and for new research and advocacy tools to further civil rights. We anticipate that by touching base on a quarterly basis, we can keep you, our partners, abreast of our current and future endeavors. We hope that you will find the information herein informative, and that it will spur you to seek further information on our website to contact us with any comments or suggestions. Please forward the newsletter to friends and appropriate list serves and new subscribers should see the box on page 9. C. Tobias-Nahi, Editor.

Tribute from Gary Orfield, Director

Christopher Edley, Jr. has left The Civil Rights Project to become Dean of Boalt Hall, the Law School at the University of California at Berkeley. This appointment is a great honor and a wonderful opportunity to help shape the future of a very important institution confronting many serious challenges. His departure ends an era at the Project, which never could have existed without his remarkable leadership as Co-Director.

When Chris and I first conceived the idea of creating a civil rights think tank at Harvard in response to what we saw as a very serious threat to affirmative action and other basic civil rights policies, neither of us knew whether or not it would be possible. Chris's imagination and vision about obtaining resources was critical to giving us the chance to develop ways of creating new research illuminating both breaking civil rights issues and the fundamental long term challenges to racial justice. His network of contacts in Washington and across the country were critically important and his work on President Clinton's race initiative wove many more connections. Working with Chris was constantly stimulating. He has a rare ability to grasp the essence of problems and to immediately create an elegant explanation or pose the most difficult questions. We learned from him about running well-designed and fast-moving meetings that focused on serious discussion of hard issues, not uncritical affirmation of what we might wish were true. He relentlessly pressed to translate research so that it was useful and deliver it where it was necessary. He sought ways to engage community level groups in our activities and to help them. Sometimes we disagreed on the way to tackle a problem but I always felt that our debates ended up with a much better product.

People ask me, "who is going to replace Chris"? I say, no one could replace him; no one else who I know has the same mix of talents and experiences and dedication to civil rights policy. We are building new links with the Law School and will be announcing legal initiatives but they will not be quite the same. I wish Chris and Maria and their kids every blessing in their move westward. California gains two powerful leaders. Chris always said of The Civil Rights Project's future, "bigger, better, bicoastal." As The Civil Rights Project, UC Berkeley, emerges, I know that it will fill a very badly needed function and we will collaborate on many dimensions. Chris has agreed to continue to serve as a senior advisor to our project and our long-time colleague and **CRP leader Marilyn Byrne will join him** and become the bridge between the coasts. We will have two projects with one soul and many connections.

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2 New Releases: Reports and Multi-media

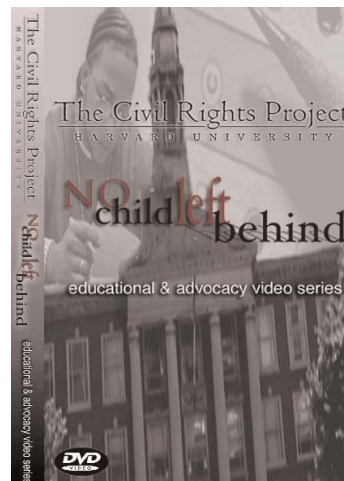
No Child Left Behind: A Study On Implementation At The Federal, State, And Distric Level

In February 2004, The Civil Rights Project released four reports on its findings of a study examining the landmark No Child Left Behind Act (NCLB) through its first year of implementation. The research covers each level of government—federal, state, and district—and focuses on federal-state relationships, how states designed their accountability systems under NCLB, the effects of the adequate yearly progress requirements, and the challenges of implementing choice and supplemental services in local school districts.

The four reports show educators at all levels struggling to implement a dramatic and extremely complex change in federal education policy. The reports show that the federal accountability rules complicate state efforts to build a coherent accountability system, that the requirements have no common meaning across states, and that the sanctions fall especially hard on minority and integrated schools. The market and choice-oriented policies, which schools identified as in need of improvement had to adopt, have consumed resources and created additional administrative burdens on local districts but have had a small impact and are being implemented with little or no evidence of their effectiveness.

The four reports are part of a five-year study of NCLB in six states (Arizona, California, Illinois, Georgia, New York, and Virginia) and eleven school districts. The states and districts were selected to reflect the diversity of the country and to examine how the law impacts minority students and their schools. Research is based on interviews, analysis of state and district data, and analysis of government and school district reports and documents. The four reports are available at <http://www.civilrightsproject.harvard.edu/research/esea/nclb.php>.

On September 8, 2004, The Civil Rights Project released the results from a survey, *The Teachers' Voice*, administered as part of its ongoing research on NCLB to teachers in two districts, Richmond, VA and Fresno, CA. The data was collected in spring 2004. The survey seeks to understand how teachers perceive the NCLB requirements and examines the theory of educational change, codified into the federal law, that external accountability and the imposition of sanctions will force schools to improve and motivate teachers to improve their instructional practices. The report is available on The Civil Rights Project web site at http://www.civilrightsproject.harvard.edu/research/articles/NCLB_Survey_Report.pdf.



The Civil Rights Project to Release Seven Videotapes about No Child Left Behind Act (NCLB) for State and Community-Level Advocates

These videotapes were written and produced by CRP staff, with nationally renowned documentary film producers Labid Aziz and Arnie Reisman. They offer compelling testimony from a diverse array of national academic and advocacy leaders, parents and students, along with recommendations for how advocates can help strengthen the most positive features of NCLB and ameliorate its possible negative effects. There are seven videos, each about ten minutes long, covering various topics.

The content of these videos were developed and vetted with representatives of NAACP, NCLR (National Council of La Raza), LULAC (League of Latin American Citizens), and experts on testing and education policy.

In addition, the videotapes will refer to supplementary materials contained in a Resource Guide developed by CRP on statutory and regulatory requirements, advocacy strategies, and materials for use in advocacy and media efforts related to the particular projects.

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As both Projects continue to develop and civil rights centers in Ohio, North Carolina, Minnesota, and elsewhere become stronger, we hope to have an increasingly powerful national dialogue on issues that are central to the nation's future and that have been neglected far too long. I know Chris will continue to work in many ways to formulate the knowledge and the legal and policy ideas to address 21st century civil rights issues in an ever more multiracial society. As long as there is a Civil Rights Project here, we will never forget the immense contributions Chris made to launching and sustaining, directing and stimulating the development of this center and the national movement for racial justice.



CRP's Amicus Brief Highlights Benefits of Racial Diversity in K-12 Education

In June 2004, The Civil Rights Project filed an amicus curiae (friend of the court) brief in a major school desegregation case, *Comfort v. Lynn School Committee*, which is currently on appeal in the U.S. Court of Appeals for the First Circuit, based in Boston. The Lynn school case is a federal court challenge to the constitutionality of both the school district's voluntary integration plan and the Massachusetts Racial Imbalance Act, which allows school districts to adopt voluntary plans that reduce racial segregation in the schools. The Lynn School Committee and the Commonwealth of Massachusetts have argued that the integration plan, which promotes racial diversity by limiting transfers between schools, satisfies constitutional requirements because it serves compelling governmental interests and is narrowly tailored to satisfy those interests. CRP staff, including CRP Co-Director Gary Orfield and Research Associate Nancy McArdle, were expert witnesses on behalf of the defendants at the trial. Citing the extensive expert testimony for the government, the federal trial court upheld the legality of the Lynn plan in a broad opinion ruling that promoting racial diversity and reducing racial isolation in the Lynn Schools are compelling governmental interests. The amicus curiae brief highlights the extensive body of research studies and social scientists' testimony supporting the educational benefits of diversity in K-12 education, as well as the harms associated with segregation and racial isolation. Angelo Ancheta, the counsel of record for CRP on the amicus brief, noted: "We're optimistic, particularly after the U.S. Supreme Court's recent decisions upholding the compelling interest in diversity in higher education, that the First Circuit will uphold the interest in K-12 diversity and the Lynn plan itself." The Supreme Court highlighted research evidence on the benefits of diversity in its opinion in *Grutter v. Bollinger* in 2003. Oral arguments in the Lynn case were held in early August, and the First Circuit is expected to issue a decision sometime later this year or early next year. The case may ultimately be appealed to the U.S. Supreme Court.

CRP's Amicus Brief points to extremely low graduation rates as evidence that Massachusetts is failing to meet its educational obligations under the State Constitution

In August 2004, The Civil Rights Project filed an amicus brief in support of the Hancock plaintiffs against the Commonwealth of Massachusetts. The brief highlighted our research depicting the confluence of racial isolation and high poverty in Massachusetts. We argued that under the Massachusetts constitution far too many students in high poverty districts, and especially minority students, are receiving an inadequate education. The brief made its case using evidence of alarmingly low graduation rates of poor and minority students, high grade 9 retentions, and large racial disparities in school discipline. The brief analyzed racial disparities across the state and highlights the inadequacy in four specific Massachusetts school districts that represent the plaintiffs in the case. CRP's brief also undermined claims by the defense that educational gains were strong in the Commonwealth and in the plaintiffs' districts. We demonstrated that gains in test scores and claims of high graduation rates reported by Massachusetts, particularly in low-performing, high poverty school districts, had ignored clear evidence of failure such as grade retention and far lower long-term graduation rates based on 9th grade enrollment. Following the recommendation of Professor Charles Ogletree to include a segment on the school to prison pipeline, the brief also pointed out the connection between inadequacies in general education, additional inadequacy in special education for minority students, and high incarceration rates for minority youth. The Civil Rights Project urged the State's Supreme Judicial Court to give full consideration to this evidence of inadequate education as they decide the case and fashion a remedy.

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

On Tuesday, June 8, 2004, CRP and the Urban Institute brought together representatives from the national civil rights and housing advocacy communities, as well as selected researchers and policy analysts, for a day of discussion focused on the racial justice dimensions of federal housing policy. We wanted to move beyond traditional anti-discrimination tools and inadequate low-income and affordable housing programs to identify principles of a more ambitious agenda that could help more people of color to secure housing and achieve greater metropolitan opportunity.

The following are just a few of the key points of consensus that emerged from the very spirited discussion:

1. Housing reform is not simply a technical policy issue. Space-based discrimination is as consequential a problem - for whites and non-whites - as legal discrimination was 40 years ago.
2. On the metro level, housing segregation relates strongly to opportunities in a wide range of social arenas. Any policy not meant to disrupt this pattern in fact may reinforce it.
3. We must elevate the regional agenda and embed housing within that broader context.
4. Housing policies must not be developed independent of considerations related to transportation, employment, health and safety, and sprawl.

A full summary of the excellent discussion can be found here:

<http://www.civilrightsproject.harvard.edu/convenings/housing/synopsis.php>. It is our sincere hope that the ideas and findings contained in this report will play a role in sparking further engagement, debate, and collaboration, not only among the members of the civil rights and racial justice, affordable housing, fair housing, smart growth, and philanthropic communities, but also among concerned members of the general public.



The Community Support Initiative

On Thursday, June 29, and Friday, June 30, 2004, CRP and the University of North Carolina Center for Civil Rights sponsored and facilitated an Education Advocacy Planning Meeting in Charlotte, N.C., as part of its Community Support Initiative. The meeting received generous support from the John S. and James L. Knight Foundation.

The goal of the meeting was to develop concrete projects to promote progressive reform on local issues of importance ranging from racial disparities in special education to school finance within the Charlotte/Mecklenburg school system to connections between the school discipline and juvenile justice systems. More than 50 community leaders, scholars, and civil rights advocates attended the day-and-a-half session, the great majority of them from Charlotte.

The meeting generated significant enthusiasm, many new relationships among people and organizations based in Charlotte, and a wide range of exciting (and feasible!) ideas. Proposals meeting with participants' widespread approval included: the recruitment and training of a critical mass of lawyers and advocates to help students being disciplined and engaged in the juvenile justice system; plans to educate parents about standardized testing and English language learner issues; a push to assemble and disseminate existing research and data on testing, graduation rates, and suspensions; and an examination of the use of "at-risk" funding by schools in Charlotte. CRP looks forward to working further with our colleagues in Charlotte to implement these ideas.

5 Roundtable Report

The Commonwealth Fund and the Interfaculty Program for Health Systems Improvement supported The Civil Rights Project to implement the "Racial and Ethnic Disparities in Health Care Treatment: A Legal/Policy Agenda" project. The goal of the project was to convene health care and policy experts to develop and advance a research-based policy and legal agenda to systematically address racial and ethnic inequalities in health care treatment.

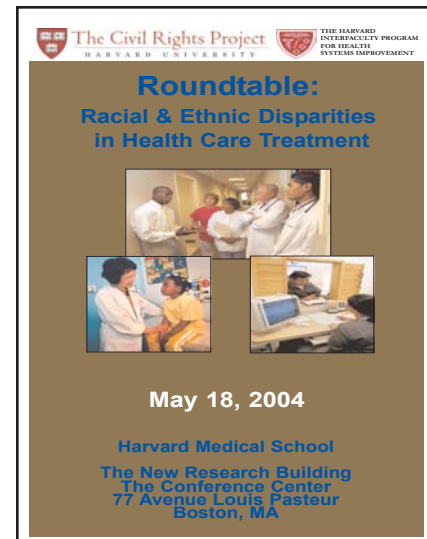
To advance and build consensus on such an agenda, The Civil Rights Project undertook a process that linked researchers, advocates, policy-makers, and opinion leaders in a coordinated effort. Major activities included: utilizing a national advisory committee; commissioning working papers for presentation at The Civil Rights Project's Roundtable on Racial and Ethnic Disparities in Health Care Treatment; creating a policy matrix that highlights current policy and proposed policy recommendations addressing disparities in health care treatment; and convening a national Roundtable of key stakeholders influential in addressing health care disparities.

As part of this, **on May 18th**, CRP, in partnership with the Interfaculty Program for Health Systems Improvement at Harvard University, convened a Roundtable on Racial and Ethnic Disparities in Health Care Treatment. There were approximately 60 attendees at the Roundtable, representing approximately 45 organizations. from across the country. The Roundtable covered the following topics:

Overview - Christopher Edley, Jr., co-Director of The Civil Rights Project at Harvard University, and David Blumenthal, Director of the Institute for Health Policy at Massachusetts General Hospital, Harvard Medical School, opened the meeting and stated the rationale, goals and objectives for the Roundtable. Jack Geiger provided a background on the extent and causes of health care disparities, and the policy challenge.

Discussion of Policy Matrix - In this session, Laurie Nsiah-Jefferson, Policy Analyst and staff lead for the initiative, provided a presentation and discussion addressing: the goals and objectives for the Policy Matrix of Recommendations to Address Racial/Ethnic Disparities in Health Care Treatment; a review of the methodology: including the literature and field review; and the structure of the matrix and its potential uses. The findings from the matrix and their implications are being drafted into two documents that will be disseminated in the near future. The matrix highlights the potential roles of twelve stakeholders and several proposals with ten different categories of recommendations.

A Multi-Dimensional Approach to Racial and Ethnic Data Collection - The first part of this session included brief presentations and a group discussion on measuring quality in clinical and health care processes by race and ethnicity and primary language. Romana H. Wynia from the Hospital Research Educational Trust highlighted a framework for racial/ethnic and primary language data collection; Patricia Hassett from Aetna Inc. discussed the role of health plans in addressing health care disparities; Edward Guadagnoli from Harvard Medical School highlighted the ongoing health disparities collaborative implemented by the BPHC; and Katyura Aaron from the Agency for Health Care Research Quality discussed the National Health Care Disparities Report. In the second part of the session Camara Jones from the Centers for Disease Control and Prevention and David Barton Smith discussed measuring racial climate, institutional racism, and level of segregation in health care. Recommendations that came out of this session addressed: the process of data collection; structures to support data collection; additional data that needs to be collected; and uses of the data once it is collected.



Workplace Diversity and Cultural Competency - The focus of this session highlighted: Harvard Medical School's Cultural Competency Council (CCC) and its role in addressing cultural competency and racial disparities in health status and health care treatment through the provision of undergraduate, post-graduate, faculty and administrative education (Augustus White); the role of medical school accreditation and licensure to address cultural competence and racial bias in medicine (Deborah Danoff); and the role of CLAS standards in addressing health care disparities (Lisa Ikemoto). Recommendations that came out of this session related to: legal strategies, revision of and better monitoring of accreditation, institutional changes in medical education and health care facilities, and definitions.

Legal Perspectives - Although the focus of this session was on legal perspectives and models, much time was utilized addressing the changing role of the legal profession in addressing disparities in health care. In the same vein, alternative methods other than the law that can be used to address the problem of disparities in health care were considered. This session specifically addressed: why it is important to develop a state anti-discrimination law (Vernellia Randall); drafting Conditions of Participation for Medicare to address disparities in health care treatment (Sidney Watson); the role of new governance in addressing disparities in care (Louise Trubeck); and the role of litigation and health care advocacy in addressing health and health care disparities (Marion Lado). There are many types of recommendations that came out of this session including those relating to financial incentives, developing new laws, utilizing existing legal tools, expanding the role of Title IV, legal research, and collaborations.

Public Advocacy and Education - This session highlighted the role of advocacy and public education in addressing health care disparities. Specific discussions related to the role of civil rights organizations in addressing racial/ethnic disparities in care - utilizing MALDEF as an example; the role of advocacy organizations (Angela Hooten) - utilizing Physicians for Human Rights as an example (Len Rubenstein and Gretchen Brochealt); and the role of legal advocates in addressing disparities - utilizing the National Health Law Program (Sarah Somers). Recommendations were proposed in the following areas: assessing resources for advocacy, improving the effectiveness of advocacy and community-based organizations, funding, public and professional awareness, and creative ways to utilize advocates.

Review, Synthesis, and Wrap-Up

Participants were asked by the moderator to synthesize and prioritize policy and institutionalize actions to address racial/ethnic disparities in health care. These issues would be incorporated into a CRP work plan that would include the development of a structure to implement and raise funds to move to the next level of work on this project. Although this was the goal of the session much time was also spent reflecting on observations made about the overall challenges, opportunities and constraints that were identified throughout the day.

Most of the Roundtable participants noted that although the Roundtable presented a number of complex issues and challenges, they learned a lot from each other, particularly from those outside their respective fields.



Christopher Edley, Jr. & Laurie Nsiah-Jefferson

A Partial Solution: A Network for Racial and Ethnic Justice

A vibrant Network for Racial and Ethnic Justice would facilitate more and more purposeful knowledge production, consensus building, and strategic collaboration within the universe of individuals and organizations already engaged in race and ethnicity work. It would also facilitate substantive interactions between those people and organizations, on one hand, and a broader audience of potential allies, including the general public, on the other. CRP looks to play an important and ongoing role in building the infrastructure for the Network. We have already started planning several possible components.

For example, one promising idea, advanced by leaders at the NAACP, MALDEF, and the National Urban League, among others, is to create and actively manage an interactive, web-based database that would allow policymakers, advocacy organizations or journalists to connect with data, research, researchers, policy-related materials, and advocates quickly and efficiently. With colleagues at the Leadership Conference on Civil Rights and the Kirwan Institute for the Study of Race and Ethnicity at Ohio State University, we have launched a project to do just that. We hope to share news, and solicit ideas and feedback, about other possible components of a network infrastructure shortly.



Addressing Structural Barriers to Higher Education Opportunity for Minority and Low-Income Students

With support from the Ford Foundation, CRP, in collaboration with Don Heller at Penn State University, will extend our examination of how financial aid structures and allocations impact the ability of low-income and minority students to attend and graduate from institutions of higher education. This research project will analyze state funding for higher education from the perspective of the individual student, rather than from the institutions. Using national data, we will analyze the relationship between state investments in higher education and the recipients of that investment across the nation as a whole. In addition, state and institutional data will be used to conduct more detailed case studies of a small group of states. As always, we will place a strong focus on the civil rights dimensions of the issues and on the racial composition of student flows, outcomes, and differential opportunity structures in campuses of differing racial compositions. Ultimately, we will disseminate our findings and recommendations to the K-16 and civil rights communities, policymakers, the media, and other target audiences.



Supporting CRP

Although based at Harvard University, The Civil Rights Project relies on external funding (individual, foundation, and corporate) for 100 percent of our operating budget. We have been able to sustain our work thus far through the generous support of 22 foundations. In the coming weeks, we will launch The CRP Annual Fund which will offer a range of giving opportunities. Please keep checking our website: www.civilrightsproject.harvard.edu for the new CRP Giving Page, which will offer a wide range of gift opportunities for those who would like to support our work on racial justice issues.



Southeast Asia Resource Action Center

Asian American students are seen by many to be "model minorities" with high levels of both academic and educational success when compared to other people of color. However, this perception misses the diverse nature and experiences of Asian American students. In many regions, Asian American students are simultaneously the most



integrated and segregated minority groups in America, with a wide range of educational achievement and employment outcomes. However, because of poor disaggregation of data by Asian ethnicity, the educational challenges faced by many in the Southeast Asian community have been hidden and largely ignored by the majority of researchers and policymakers. Inspired by the spirit of the 50th Anniversary of the historic *Brown v. Board of Education* Supreme Court decision, the Southeast Asia Resource Action Center (SEARAC), National Asian Pacific American Legal Consortium (NAPALC), and The Civil Rights Project at Harvard University (CRP) will jointly convene a **roundtable on "Southeast Asian Educational Opportunity" on September 19**. The purpose of the roundtable will be to provide opportunities for the authors to share their paper drafts and findings with one another, and for project partners and authors to provide initial feedback to authors. On the afternoon of Monday, September 20, the SAVE project will stage a briefing for Members of Congress and their staff on Capitol Hill. Approximately three SAVE paper authors will have the opportunity to make brief presentations and share their findings with policymakers. The goal of this project is to broaden the view of policymakers, educators, community leaders, and others, to examine and publicize the issue of educational desegregation and, ultimately, educational achievement as it relates to an often overlooked and increasingly marginalized population, Southeast Asian Americans.



NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC.

The Civil Rights Project at Harvard University (CRP) and the NAACP Legal Defense and Educational Fund, Inc. are co-sponsoring a **roundtable on "Building Capacity for State-Level Advocates to Address the School to Prison Pipeline" on October 15**. Designed specifically for state and community-level advocates, this event will be attended by a cross-section of education advocates and lawyers from 4 states: Massachusetts, Texas, North Carolina, and California - as well as a handful of lawyers, advocates, and academics who are addressing this issue at the national level. CRP organized a research conference on this topic in May 2003, where 20 new research papers were presented. We now plan to use this research as the foundation for developing materials and strategies that will help advocates working within their states and communities to redirect this pipeline toward greater hope and opportunity for minority students.



SOUTHERN POVERTY LAW CENTER

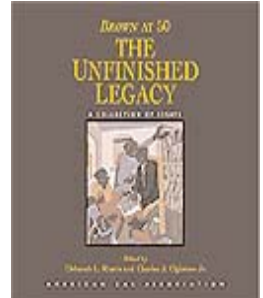
The Civil Rights Project at Harvard University and the Southern Poverty Law Center are jointly commissioning a series of new studies from scholars and educators throughout the country addressing how to create positive outcomes in interracial classrooms, with a strong focus on identifying and understanding the conditions and factors that will be necessary to create multiracial schools that meet the needs of children and our society, today and in the future. The papers will be presented by authors at a **roundtable on "Positive Interracial Outcomes" on November 5**; we plan to disseminate the findings from the roundtable in several ways, including posting revised papers on our website.

Our overall goal is to build a new generation of research that will assist educators, policymakers, civil rights advocates and others in their efforts to produce equitable, multiracial schools that meet the needs of an increasingly diverse student body. The repeal of the federal desegregation legislation, the Emergency School Aid Act, over two decades ago brought an end to much of the research and discussion about the context in which desegregation created positive outcomes. It is our hope that this new research will help to begin the conversation about what multiracial schools can do to create better outcomes, since it is inevitable that there will be more of these schools in the coming decades.

9 New Releases: Books

UNC Press 2005 Release, tentatively titled: **School Resegregation: Must the South Turn Back?** Co-edited by Gary Orfield and Jack Boger. In addition to an introduction by Gary Orfield, it includes chapters by current and former CRP staff: Erica Frankenberg, Michal Kurlaender, Jacinta Ma, and John Yun. The book is a product of the Resegregation of Southern Schools Conference of August 30, 2002 co-sponsored by The Civil Rights Project at Harvard University and The Center for Civil Rights at the University of North Carolina at Chapel Hill.

Gary Orfield and Erica Frankenberg, chapter in **Brown at 50: The Unfinished Legacy: A Collection of Essays**, co-edited by Deborah Rhode and Charles Ogletree. Published in August 2004.
<http://www.abanet.org/webapp/wcs/stores/servlet/ProductDisplay?storeId=10251&productId=-18904&categoryId=-3898>



CRP Staff News and Other Milestones

Angelo Ancheta, Director of Legal & Policy Advocacy Programs, will be stepping down. Angelo will continue consulting with CRP on some of its work in California, and he'll be spending most of the fall working on a book on constitutional law and scientific evidence that will be published by Rutgers University Press in 2005. He'll still be in and around Harvard, teaching a class in civil rights at the Harvard Law School (as well as at the NYU School of Law, where he's an adjunct professor) during the spring 2005 semester.

Cathy Horn, Research Associate, and her husband John had a baby girl, Harper Elise Horn-Clegg, on August 18, 2004.

Erica Frankenberg, Research Associate, married Mark Kissling on June 19, 2004.

Jimmy Kim, Research Associate, joined the faculty of the Department of Education at UC-Irvine as of September 2004.

Michal Kurlaender, Research Assistant, and her husband Bryce had a baby girl, Noa K. Vinokurov, on August 13, 2004.

John Yun, former Research Associate, joined the faculty of the Department of Education at UC-Santa Barbara this past academic year.

- Visit our website at:
-
- <http://www.civilrightsproject.harvard.edu/about/contactus.php>
-
- to sign up to receive more information about
- CRP activities or receive newsletters
-
- to opt out of future newsletters
- please visit
- http://www.civilrightsproject.harvard.edu/newsletter_remove.php
-
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In next quarterly issue
Upcoming Book:
tentatively titled: "Higher Education and the Color Line"
Collaboration with Harvard Law Professor Martha Minow
And more!



The Civil Rights Project
Harvard University