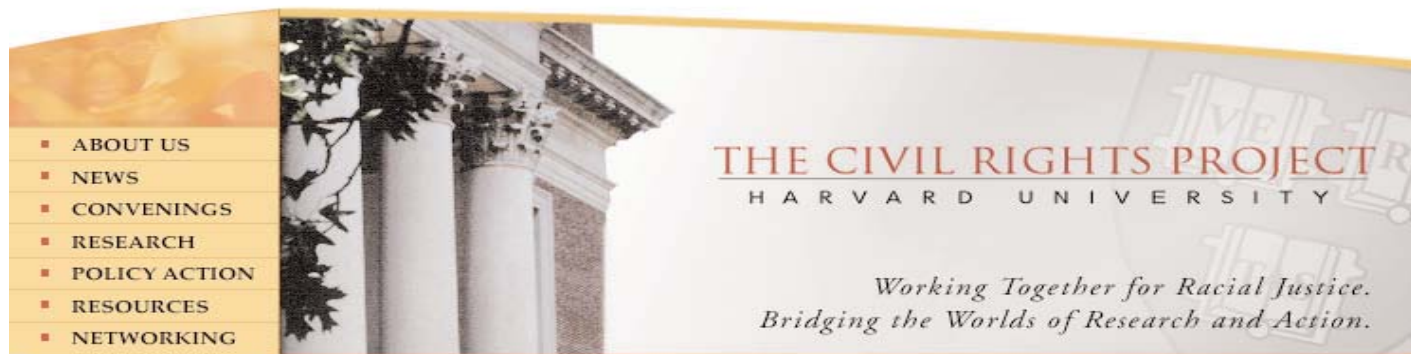




## **CRP Newsletter, Issue 4, November 2005**

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## From Gary Orfield, Director

Every time there is a disaster in the country, people who have been working on the issues that led to the calamity hope that there will be a breakthrough toward solving the underlying problems. It takes leadership to recognize the causes and to focus serious energy on solving them. When the country's energy was focused relentlessly for a couple of weeks on the stunning images of devastation, destruction, and displacement from poor largely black communities in New Orleans, those of us working on urban segregation and persisting racial inequality (see *book page 8*) hoped that the shock of recognition of the problem would help create a discussion of the systemic problems of this sort in cities across the nation and the ways they could be addressed. Instead of that we see a sudden flood of contracts, creation of rural trailer park ghettos, and very little serious focus on how to use these vast sums of money to create neighborhoods and schools that will be more diverse racially and economically, and provide better opportunities for minority families in New Orleans. Worse, there are proposals to finance the reconstruction of New Orleans by cutting Medicaid and other needed services for poor people across the country and, instead of seriously thinking about a better public school system - in a huge voucher experiment. There is almost no serious discussion going on about the underlying causes and solutions that would be better from a civil rights perspective. We will continue to work on many fronts to develop and communicate basic information on the reality of racial inequality and discrimination in our cities.

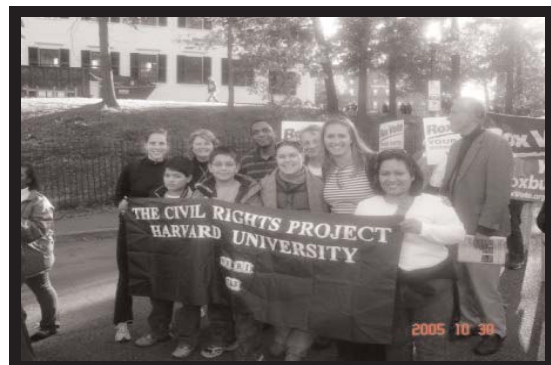
On another front, the Project is changing its home at Harvard from the Law School to the Graduate School of Education. Although we have been involved with faculty and students from a number of Harvard's schools, each project has to have an administrative home in one school or another. With the departure of Christopher Edley, Jr. to be Dean of Boalt Hall at the University of California, Berkeley, School of Law, it seemed appropriate to make this administrative change. It has no impact on either the staffing or the work of the Project, only on its administrative home.

Since much of our work is on educational equity issues, having a home in the nation's top-ranked school of education will have many benefits. We are continuing to collaborate with law school faculty and students, especially Prof. Martha Minow and Prof. Charles Ogletree from Harvard Law School as well as Dean Edley, who has now created the The Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity at the University of California, Berkeley, School of Law.

*CRP as co-sponsors participating in the march commemorating both the Selma Voting Rights march and MLK's march in Boston against school segregation (both 40 years ago) on Sun. Oct. 30, 2005*

### **PLEASE TAKE NOTE:**

*Emails of all staff will be transitioning shortly to:  
first name\_last name@harvard.edu; please reflect this in your databases and listserves as well as your personal communications.  
Thank You.*



## 2 Knight Convenings

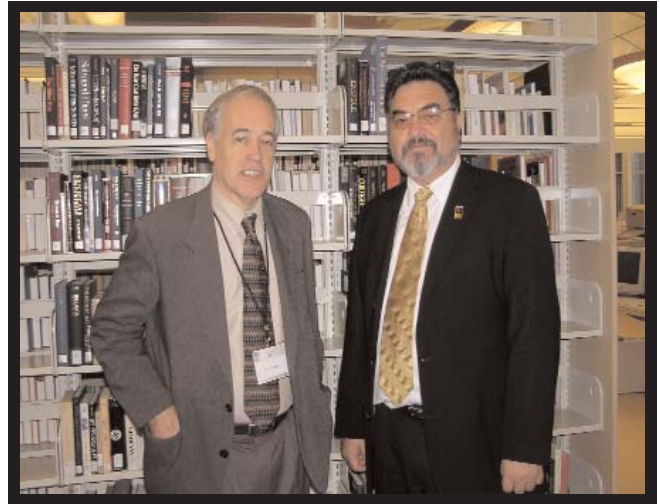
### Important Community Initiatives Begun by CRP Knight Project

The Civil Rights Project Community Services Initiative project, funded by the Knight Foundation, has led to the development of new projects in Charlotte, North Carolina and San José, California. The Charlotte project has developed a coalition to organize attorneys to give pro bono representation to students in danger of expulsion or long term suspension from public schools. The San José project has organized a coalition to address the effects of the new high school exit tests on San José and all of California.

Under the Community Services Initiative, The Civil Rights Project determines a community's priorities in civil rights in education by holding a series of group discussions based on previous interviews with leaders and reviews of available community information. The project follows a detailed and unique logic model developed with the Harvard Family Research Project. Among the goals of the project are the development of multiracial coalitions and the sharing of local, state, and national expertise in the community to address local issues.

In Charlotte, a score of in depth interviews and checking and rechecking of priorities led to a Charlotte conference in **July 2004** to explore education civil rights issues in Charlotte. The goal of the meeting was to reach consensus on projects that were needed in the community and on which there was both community focus and interest. CRP's local consultant, Ursula Smith, built on these priorities and organized a series of meetings among bar associations, community organizations, and individuals. Through these efforts, the Council for Children has agreed to house a project to coordinate pro bono attorneys and students and families who need representation in hearings on proposed long term suspensions and expulsions from the Charlotte Mecklenburg schools.

**On October 6, 2005**, the project held a training program with the Mecklenburg County bar association for the twenty-five Charlotte area attorneys who have agreed to provide pro bono representation to these students. The project developed a useful and locally oriented handbook on how to do suspension cases in Charlotte.



*Dr. Gary Orfield and Dr. David Lopez, President of National Hispanic University, San José*

There is a serious and disproportionately high rate of suspensions for African American students, especially males, in the school district, and the African American bar group in Charlotte has actively participated in the efforts to build the project. The training has already paid off. The project referred a case to a participant who has reported that she applied the lessons learned at the training to reverse a student's long-term suspension and school reassignment. This allowed the student to return to his previous regular school assignment; the appeal board reversed the recommendation of the school official.

In San José, California, the Civil Rights Project did a community survey and conducted almost 100 individual and small group interviews to determine the community's priorities in education. After identifying a set of priorities, including implementation of the Williams school finance court decree, developing appropriate community based alternative schools, and the need for services for students pushed out of school, the project focused on effects of the new high school exit test, the CAHSEE, on the San José community. CRP's local consultant, Dr. Chris Knaus, developed a coalition of community organizations, advocacy groups and legal groups to sponsor a community gathering on the exit test.

**On August 23, 2005**, more than 200 persons participated in the meeting. Following a morning of panel discussions with leading national and state experts on California education, alternatives to high school exit tests and education and technical issues about the tests, the day culminated in a set of small group discussions and a final plenary discussion on ways the community could react to the tests. Small group discussions on the test and students with disabilities, students of color, English Language Learners, and alternative schools created rich lists of the issues for each group and strategies to deal with the tests. San José students who have already been negatively affected by California's testing regime capped off the San José convention with a meaningful and informative discussion. A recent UCLA study projects that almost 40,000 California students in the class of 2006 will be denied a high school diploma because of their scores on one standardized test. Governor Schwarzenegger has recently vetoed bills that would have ameliorated the effects of the tests, and the coalitions formed at the San José conference are already working to implement the plans developed at the meeting.

CRP Senior Legal and Policy Advocacy Associate Al Kauffman has directed the CRP Knight project since summer 2003.



*Liz Guillen of Public Advocates, S.F. , standing  
L: Dr. John Rogers, UCLA  
R: Dr. Russell Rumberger, UC Santa Barbara*

### **NCLB Roundtable on High School Reform Held on Capitol Hill**

**On October 14, 2005**, The Civil Rights Project at Harvard University and the newly created Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity at the University of California, Berkeley, School of Law hosted a roundtable discussion on the affect of the No Child Left Behind Act (NCLB) on high school reform. Jill Morningstar from the Warren Institute was instrumental in organizing the event. Representatives from the civil rights and education advocacy communities, researchers, and Senate and House staff members came together for a day-long session that included the presentation of four research papers commissioned for the event. The goal of the roundtable was to evaluate what is known about successful high school reform, explore how the NCLB requirements affects those conditions, and discuss how to change NCLB in ways that support effective high school reform.

The presenters lauded NCLB for its emphasis on data and for focusing attention on the achievement of minority students. Linda Darling-Hammond (Stanford University) strongly supported the law's requirement that there should be a highly qualified teacher in every classroom while also specifying how those provisions could be strengthened to support high school efforts to improve. Willis Hawley (University of Maryland) identified two areas that are missing from NCLB—an understanding of how children learn and the lack of a theory of change-in his research on the effect of NCLB on high school improvement. In commenting on these two papers, Jim Connell (Institute for Research and Reform in Education) said there are program interventions and school reform models that have been shown to improve high schools but that more ways need to be found to implement them systemically.

A second panel took the discussion a step further by examining how NCLB affects the nation's most at-risk high schools. Robert Balfanz and Nettie Legters (Johns Hopkins University) presented data showing that NCLB does not always identify the lowest performing high schools and fails to differentiate schools that are making improvement from those that are not. Russell Rumberger (University of California, Santa Barbara) argued that while schools can only address some of the factors that contribute to students dropping out of high school, NCLB does not provide the right mix of incentives, resources and support necessary to improve high schools or lower the dropout rate. In her comments on the papers, Maria "Cuca" Robledo Montecel (Intercultural Development



### Najiba Akbar, Former Undergraduate Fellow



After I left Civil Rights Summer in 2001\*, I returned to Wellesley College to finish my final two years. During my junior year, I took a semester off and worked as an outreach worker and educator for the Islamic Society of Boston (ISB), a mosque in Cambridge, Massachusetts. The ISB's Outreach Center was a new initiative created in 2001 to address the incredibly complicated issues that came out of the post September 11th backlash against the Muslim and Arab communities, particularly the need for educational and social programs to dispel stereotypes, fight hate crimes, and rebuild trust between various communities. After I graduated from Wellesley in 2003, my BA degree in Peace and Justice Studies in hand, I accepted a job with Seedco, a national community development corporation

based in New York City. There I worked as a program assistant on an initiative called EarnBenefits, which assisted low-income workers in achieving economic stability through facilitated access to benefits services. I stayed with Seedco for a year, after which I moved back to Boston and worked again for the ISB, this time at their Community Empowerment Project, which aimed to build a culture of civic and political involvement in the immigrant Muslim communities in Boston. Today, I am back in school once again, pursuing a Masters Degree in Social Work at Boston College. I hope to use the skills I acquire to counsel and serve youth and families on a variety of issues, and to help build a strong community. I must say that my experience with CRS has never left me, and I continue to draw on it for strength and inspiration. The program provided me with a much needed grounding in social and political activism, which I hope to continue to build on and develop as a social justice worker in my community.

\*Civil Rights Summer was a fellowship program for college students passionate about civil rights and social justice held in summers of 2001 and 2002. CRS provided an opportunity for students from around the country to spend a summer together, one academic week studying at CRP at Harvard University, and seven weeks interning in Washington, D.C. with a participating civil rights organization. This program was also organized by the Leadership Conference on Civil Rights, the Leadership Conference Education Fund, and the Citizens' Commission on Civil Rights.



*"Research is gathering the information you need to answer a question and thereby help you solve a problem." (1)*

As Governor Mitt Romney draws criticism in Massachusetts for his comments on Muslim houses of worship, the widespread issue of discrimination remains a mystery. The Muslim American Society Freedom Foundation Boston chapter is initiating an effort to more clearly understand the Muslim community and to more accurately study through a local survey the problem of discrimination it is facing and to subsequently offer policy recommendations to resolve the problem.

As part of this initiative, CRP has offered technical support to MAS Boston FF to produce a report similar, but smaller in scale, to the **Study: African Americans and Hispanics Feel Unwelcome in Metro Boston; Racial Discrimination Seen as Common Occurrence** (See summer 2005 newsletter).

*The obligation of research is to spark, or at a minimum, to add to social change (1).*

(1) Research: Approaches and Methods by Stage & Manning.

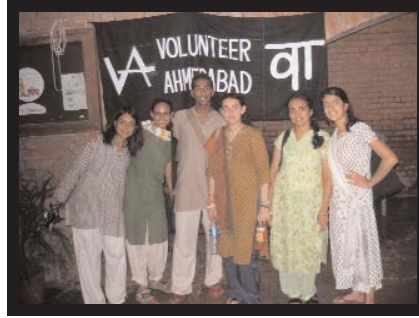
## 5 Second Profile - A Year in India



*Shivratri puja and women praying*



*Tsunami relief effort*



*Anjali (second from L) recruiting students on a college campus with other VA volunteers from Ahmedabad*

**Anjali Adukia, Former CRP Graduate Research Assistant,** recently returned from doing grassroots community development work in India through the Indicorps program. Her work was covered by local, national, and international media. She is currently working in the Office of the Dean at Harvard's Graduate School of Education (HGSE). Here, Anjali shares some of the work in which she has been involved this past year:

"Sanitation is more important than independence. - Mahatma Gandhi" This sign greeted me as I arrived at the Gandhi Ashram on a humid morning in the middle of the monsoon season to work with Indicorps ([www.indicorps.org](http://www.indicorps.org)), an NGO based in Ahmedabad, Gujarat (on the western side of India). I could already tell this would be an amazing experience.

Initially, my main project was to create a city-wide civic engagement initiative (i.e. getting people to volunteer their time in the community) with the idea that the model could then be easily replicated in other parts of the country. We named the program Volunteer Ahmedabad, or VA for short (Wah! or Va! is often used as an exclamatory expression when something extremely positive occurs - similar to how "Wow!" is used in the States). Interestingly, volunteerism as it is commonly understood in the West (or at least in the US) is less of a prevalent concept in India, even amongst NGOs. Thus, we spent as much of our time training NGOs on how to use volunteers as we did on the recruitment and management of volunteers.

Of course, events at the end of December provided an unexpected twist to the year. Once the tsunami hit southern India - like so many others around the world - we wanted to respond in a substantive way. Initially, we organized some collection drives and created an online portal to consolidate needs (for volunteers, money, supplies, services), but after discussions with some of the umbrella NGO groups, we saw that our energies would be better spent actually assisting with coordination of the relief/rehabilitation efforts. Thus, we temporarily closed up shop on respective projects around India and shifted our energies to Tamil Nadu (the state in south India that was hardest hit by the tsunami) to more directly help with relief efforts by helping to catalog NGO activity and resource requirements in tsunami-affected regions.

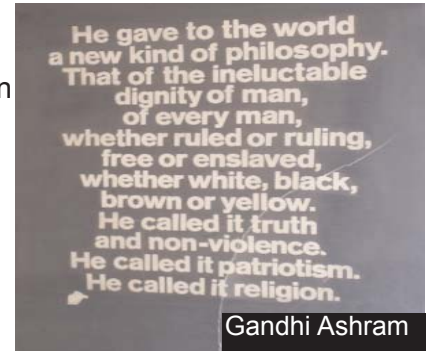
While our research team's initial objective was simply to find out what NGOs were doing where, it turned into a first-hand survey course of so much more - the difficulties and limitations of obtaining information and reporting on the field activities of so many different organizations, understanding how and why aid is distributed where, and even how the natural course of societies of people can be changed (there are villages that will no longer exist because of the devastation and/or the lack of access to resources). It was striking to see that solid, implementable mechanisms to handle such large-scale catastrophes, whether it be coordinating NGOs, managing donations (funds, supplies, volunteers, services) such that they get properly distributed amongst those who will actually use it for those who actually need it) still do not exist.

Despite any of the politics of disaster management, it was inspiring to see such an incredible outpouring of support by communities from all across the world, to experience the generosity from those volunteers who had taken time out to give their time and services on the ground, and, most of all, to witness the resilience and incredibly giving nature (and self-sufficiency) amongst those directly and personally affected by the tsunami.

Upon returning to Gujarat from Tamil Nadu, we began helping with the start up of a local governance reform project. A national campaign for political and governance reform was being launched ([www.voteindia.org](http://www.voteindia.org)), and Ahmedabad was identified as one of the initial sites. In order to support the cam-

*-continued from previous - India* paign, it was decided that we would begin a chapter of an NGO called Lok Satta (we would model it after an initiative done in Andhra Pradesh, a state in southern India - [www.loksatta.org](http://www.loksatta.org)). We chose the issues of health care, education, and solid waste management on which we would set our initial focus.

Manav Sadhna ([www.manavsadhna.org](http://www.manavsadhna.org)), an NGO with whom we worked very closely, had started up "street schools" in various parts of the city. At our office's intersection (Vijay Char Rasta, Ahmedabad), we had begun to get to know some of the kids who were always around the street corner, most of whom could not gain a formal education because they had to spend their days earning money in order for their families to eat (boot-polishing, serving tea, begging). In coordination with Manav Sadhna and another NGO Pratham, some of us decided to start a Vijay Char Rasta street school. We found an open space of sidewalk under a large tree and held a semi-weekly class focused on basic literacy and numeracy, using a "Sesame Street-style" approach (Today's theme is the letters C, R, and the number 3), in addition to some value-based education (hygiene, respect, honesty, etc.) and a nutritious meal. Each class only lasted an hour and a half, for we could not take them away from their work for too long. Initially, we had 3-5 kids attending; within two months, we would have anywhere from 20-45 students. One of the local universities even gave us covered space to hold classes during the monsoons.



My time in India really provided a great opportunity to understand a cross-section of Indian society around the issue of civic/social responsibility - educational institutions, corporations, media, and NGOs. While it truly showcased the more generous and giving side of Indians (which is overwhelming in its sincerity, purity, and hospitality), it also exposed for me issues that Indian culture often tries to conceal; issues such as casteism and classism: \*Volunteers who would only give their time under the condition that we not tell their parents because they "would be considered dirty for working with slum children" or who would refuse to touch a broom because it was "below them." \*The horrible conditions in municipal schools (the public government schools) in which students were expected to learn - teachers not showing up or not teaching, restrooms in abysmal or non-existent conditions thus, in one case, causing students to use the streets. \*Hard-working inner city youth who would consistently fail each of their classes such that they could not graduate and thus not get a job outside of that which was pre-determined for them by society. \*A system that is not set up for these kids to succeed and that is indifferent if they fail.

To witness the lives of Indians and to consider their situations in relation to those of people in the States, one would see that while their specific stories are different, many similar themes emerge. On one hand, the -isms seem to remain ubiquitous: Racism, Classism, Sexism, Creedism, Casteism, I-don't-trust-you-because-you're-different-ism. However, through all of it, no matter where you go, there continues to be an even greater prevalence of sincere caring and generosity within and amongst communities, a burning desire and proactive drive for justice, and a sense of social and civic responsibility, which continues to inspire and instill hope in me. I knew this would be an amazing experience, but I do not think I realized just how indelible an imprint my time in India would leave with me.



*-continued from page 3 - NCLB*

Research Association) argued that NCLB confuses high stakes testing with accountability for performance and suggested shifting from a system that assesses student performance to one that assesses system performance.

In the afternoon session, Governor Bob Wise (Alliance for Excellent Education) and Alex Nock (Aspen Institute) talked about the politics of high school reform and NCLB. Wise, taking the perspective of a former governor, identified areas where there is an appropriate role for the federal government in education and Nock argued that NCLB is the wrong vehicle for high school reform because of the high level of controversy surrounding the law. Instead, Nock said that the challenge for lawmakers is to identify the resources needed to bring about high school reform and to support much needed research on what works to improve high schools. The session ended with participants discussing possible strategies for reforming NCLB and areas where additional research is needed. There are plans to release the papers to the public in the near future on The CRP website.

The Civil Rights Project is again partnering with the Southern Poverty Law Center to develop a national survey of teachers on their attitudes about and practices in the classroom concerning diversity. In August, we convened an expert panel at Stanford

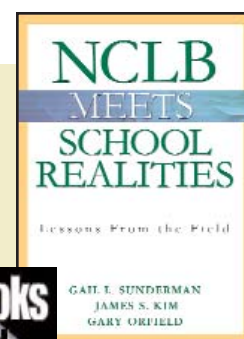
University to discuss what is already known about teachers' attitudes from prior research and to help us develop and prioritize research questions for use in our survey. The panel's meeting was a day of rich discussion about the prospect of new and valuable information. The survey will be in the field this fall, administered by a renowned polling firm. We expect a companion student survey will be developed and administered in the spring for high school students.

We believe that the data from this survey will provide important new insights into teacher attitudes towards race, ideas about classroom activities and additional training about diversity to which teachers might be open, and identify obstacles and attitudes of teachers that might hinder the creation of more tolerant and equitable teaching practices. We are appreciative of our continuing, collaborative relationship with the Southern Poverty Law Center as we work towards understanding how schools can prepare students for living and working in a multiracial society.

In our last newsletter we featured a new Civil Rights Project book, *NCLB Meets School Realities: Lessons from the Field* (June 2005).

It has subsequently been awarded a book prize, and this honor reflects the efforts of the many CRP researchers and staff that worked to produce this fine book.

For more information about this book, or to order a copy, please visit the Corwin Press website at <http://corwinpress.com/book.aspx?pid=11402>



The Civil Rights Project at Harvard University has prepared a series of videotapes and accompanying resource guide to examine what the No Child Left Behind Act (NCLB) means for your children and the public schools in your community. The purpose of these videos and this manual is to introduce you to the NCLB legislation and to help you understand how the Act works, how we can make it work better, and how we can avoid an educational catastrophe if it doesn't work. We want to make sure that everyone in our communities is fully informed about what this law requires of our schools, what it does not require, and what we can do to encourage the good and discourage the bad.

The video and resource guide are specifically designed for use as a training tool for parents, organizations, teachers, advocates, and other leaders seeking to improve educational outcomes for children of color and close the racial achievement gap. The NCLB video series and resource guide provide the viewer with a basic understanding of the No Child Left Behind Act, and high stakes testing. The video neither endorses nor condemns NCLB as a whole, but acknowledges both the serious harms and potential benefits that could result from the Act's implementation.

The video and resource guide are divided into helpful segments including explanations of some of the more complex requirements of NCLB. In each segment, comments from researchers and advocates on the effect of NCLB and state testing policies are followed by research-based recommendations for what advocates can do. The recommendations include suggestions on how to make good use of certain new educational requirements in NCLB, such as improving graduation rates, improving minority student's access to highly qualified teachers and public reporting of achievement outcomes disaggregated by race. The video also includes recommendations for preventing the potentially harmful effects of state initiated high stakes testing policies.

#### Pricing

Resource guide and dvd or vhs \$25.00

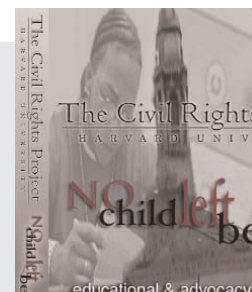
Resource guide and both the dvd and vhs \$30.00

Ordering Information:

To order this video series (vhs or dvd) download the order form at

[http://www.civilrightsproject.harvard.edu/resources/manual/nclb\\_guide.php](http://www.civilrightsproject.harvard.edu/resources/manual/nclb_guide.php)

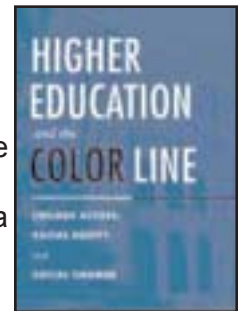
and fax it to (617) 495-5210.



### Higher Education and the Color Line: College Access, Racial Equity, and Social Change

Edited by Gary Orfield, Patricia Marin, and Catherine L. Horn

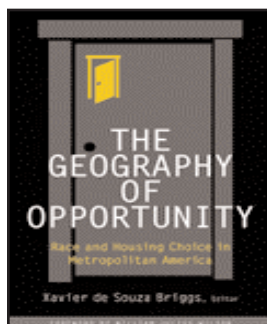
In the wake of the U.S. Supreme Court's landmark decision upholding affirmative action, this comprehensive and timely book outlines the agenda for achieving racial justice in higher education in the next generation. Weaving together current research and a discussion of overarching demographic, legal, and political issues, the book focuses on the racial transformation of higher education and the structural barriers that perpetuate racial stratification at the postsecondary level.



Higher Education and the Color Line includes chapters that outline the demographic changes in elementary, secondary, and postsecondary school enrollment; the evolving role of law and policy; the barriers faced by minority college students; and the kinds of programs that best serve them. Topics addressed include financial aid; the role of community colleges; nontraditional paths to postsecondary education; and the role of higher education in social and economic mobility. In addition to providing a thorough and up-to-date assessment of the state of racial integration in higher education, the book goes beyond the usual black-and-white analysis to provide a multiethnic perspective supported by extensive new data.

Taken together, these discussions examine the role of higher education in opening up equal opportunity for mobility in American society--or in reinforcing the segregation between white and nonwhite America. It provides insight for how institutions, states, and the country should be thinking about U.S. Supreme Court Justice Sandra Day O'Connor's hope that affirmative action will no longer be needed in 25 years.

To order <http://gseweb.harvard.edu/hepg/colorline.html>



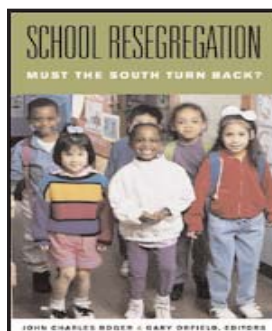
### The Geography of Opportunity Race & Housing Choice in Metropolitan America

Edited by Xavier de Souza Briggs

This timely book shows how unequal housing choices and sprawling development create an unequal geography of opportunity. It emerges from a project sponsored by The Civil Rights Project at Harvard University in collaboration with the Joint Center for Housing Studies and the Brookings Institution. The contributors - policy analysts, political observers, social scientists, and urban planners - document key patterns, their consequences, and how we can respond. Place still matters, perhaps more than ever. High levels of segregation shape education and job opportunity, crime and insecurity, and long-term economic prospects.

To order download form at

[http://www.civilrightsproject.harvard.edu/research/books/geograph\\_oppurtunity.php](http://www.civilrightsproject.harvard.edu/research/books/geograph_oppurtunity.php)



### School Resegregation Must the South Turn Back?

Edited by John Charles Boger & Gary Orfield

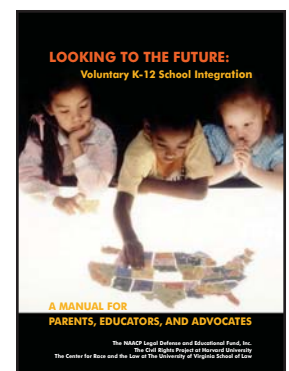
Released in September, see:

<http://www.civilrightsproject.harvard.edu/news/pressreleases/reseg05.php>

To order <http://uncpress.unc.edu/books/T-7653.html>

### Looking to the Future: Voluntary K-12 School Integration A Manual for Parents, Educators, and Advocates is now available.

See summer 2005 issue back cover for hard copy order form or visit our website  
[http://www.civilrightsproject.harvard.edu/news/pressreleases/voluntary\\_deseg.php](http://www.civilrightsproject.harvard.edu/news/pressreleases/voluntary_deseg.php)



## 9 Employment Opportunity

### Research Associate, Higher Education

Reporting to the Director of the Civil Rights Project at Harvard University, this person oversees development of research on inclusion and equity in higher education. Assists with convenings, grant development, and research on the structural barriers to higher education including higher education stratification, college affordability, and the shift of the traditional four-year postsecondary experience to the community college. Works with social science researchers, attorneys and other scholars to commission new research on inclusion and equity in higher education. As a key member of this project, works on special assignments related to this initiative. This is a term appointment and is funded through June 30, 2006 with the strong possibility of continuation for two additional years.

### Required Education

Ph.D. or doctorate in education, public policy, sociology, or a related field required; prefer strong social sciences training and experience conducting research and publishing findings related to civil rights issues; demonstrated knowledge of higher education and civil rights issues; statistical training and experience working with large datasets preferred; excellent writing, editing, organizational skills; ability to work and communicate effectively with a broad range of constituencies; demonstrated experience and ability to lead, motivate, and supervise staff.

**To apply, go to Harvard University HR web page, requisition # 24501**

**[http://jobs.harvard.edu/jobs/summ\\_req?in\\_post\\_id=27391](http://jobs.harvard.edu/jobs/summ_req?in_post_id=27391)** Do not apply to CRP directly.

## CRP Staff News and Other Milestones

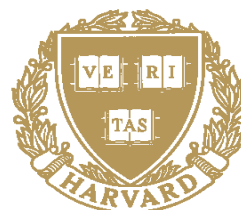
**Andrew Grant-Thomas**, Research Associate, will be taking up a new post as Deputy Director of the Kirwan Institute on Race and Ethnicity at The Ohio State University in February 2006.

**Christopher Tracey**, former Research Associate, congratulations on his recent wedding and acceptance into Boston College Law School.

**Leonard A. Valverde**, Visiting Senior Scholar at the Harvard Graduate School of Education, is a professor of Educational Leadership and Policy Studies at Arizona State University and the executive director of the Hispanic Border Leadership Institute, a consortium of eight higher education institutions in Arizona, California, New Mexico and Texas along with public school districts and community colleges in the greater Phoenix area. A former college of education dean at ASU and academic vice president at University of Texas at San Antonio, he is spending the fall 2005 semester with CRP and reuniting with his long time colleague Albert Kauffman. He is using his sabbatical time with CRP to collect information through library researches and conducting interviews with experts (both scholars and practitioners) in order to complete two book manuscripts. His data collection and interviews will take him to the Educational Testing Service; New York City; Miami, Florida; Baltimore, Maryland; and Philadelphia, Pennsylvania. One book is focused on higher education and is being co-edited with the editors of the Journal of Hispanic in Higher Education. The tentative title of the book is Latino Change Agents: Transforming Higher Education. The book is to be published by Information Age and in print by the first quarter of 2006. The second book is a single authorship and is focused on public K-12 schools. The working title of this book is Creating Communities of Believers: Metamorphosing Schools for Latinos of Mexican Descent. The publisher is Rowan & Littlefield Publishing Group and they anticipate the book to be available by Summer of 2006.

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• [http://www.civilrightsproject.harvard.edu/news/newsletter\\_remove.php](http://www.civilrightsproject.harvard.edu/news/newsletter_remove.php)

Keep posted for activities commemorating CRP's 10th anniversary this Spring!



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