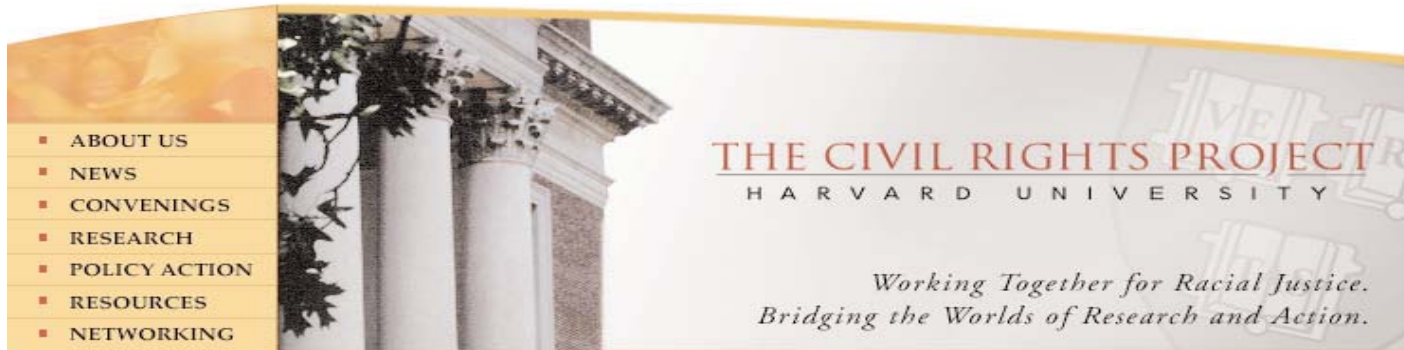




## **CRP Newsletter, Issue 2, January 2005**

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## Words from Gary Orfield, Director

I would like to wish all of our readers a good year in 2005. We expect to have a very active year on many fronts, a year that may bring some serious challenges to civil rights. It will also bring the ninth year of the Project and, in all likelihood, the most productive so far in terms of new work on many fronts. When we began the project in 1996 we had no idea whether there was any way to build and sustain a major research center on civil rights and racial equity in a university during a period of reaction against civil rights for which it was very difficult to fund policy research. Now we know that it can be done, though it is difficult, and that there are many across the country who share our concerns, follow our work closely, and often help.

The coming year will see new work on transportation, on metro equity, new survey work, new studies on successful interracial schools, work on Southeast Asian community issues, studies of higher education equity, a new book on resegregation of the South, active involvement in the coming discussions on dropouts and high school reform, and many other issues. Our new book, *Dropouts in America: Confronting the Graduation Rate Crisis*, (see p. 7) is the first of a number of new publications. We have received our first joint grant with Christopher Edley's new civil rights center at Berkeley and look forward to close collaboration on other fronts.

Our work is spreading in many ways. We receive more communications and more visits to our website than we ever imagined, reflecting widespread interest in racial justice and civil rights, especially among young people. The strength of that interest in a time of little public leadership is a very hopeful sign for the future. This year five former members of our staff have gone off to become professors in states with great racial diversity and large civil rights problems, offering research and teaching to the next generation and, of course, continuing to work with us. We are even hearing from people in other countries working on parallel issues and following our work.

Civil rights work is always important but this work may be most important when there are very serious challenges to racial progress and threats to civil rights policy, threatening to push the country backward. It is in those times that independent analysis and documentation helps fill a serious void and generate thought about what needs to be done in the country. There is never enough money to do all that we would want to do and it is in the nature of working on issues that are not fashionable that there is a constant struggle. Our work has only been possible because of both institutional and indi-

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### Luis Angel Alejo



Former CRP Graduate Research Assistant, now California Rural Legal Assistance attorney, appeared in "Attorney works to end discrimination" November 30, 2004. This feature was part of the release of Santa Cruz County's Community Assessment Project report, whereby United Way honored some of the people who contributed to the area's well-being with Community Hero Awards. As part of a series, the Register-Pajaronian presents a brief portrait of Luis Alejo which can be found at [zwire.com](http://zwire.com).

## 2 New Release: Report



### Rapidly Growing Minority Workforce Faces Barriers to Good Jobs in Metro Boston

The Latino workforce increased over 10 times faster than the rate of total employment growth in metro Boston during the 1990s, and the Asian workforce increased almost 20 times faster, yet people of color face substantial challenges in obtaining employment, in reaching locations of rapid job growth, and in earning a livable income, according to a new CRP report *Racial Equity and Opportunity in Metro Boston Job Markets*.

"Residential segregation has a pernicious effect on the employment opportunities of workers of color", said study author, Nancy McArdle, Research Director of the Metro Boston Equity Initiative (MBEI). The vast majority of people of color live far from the outer suburban areas where most job growth has occurred. The majority (72%) of metro Boston's net job growth over the 1990s occurred in the outer suburbs. While all of net white population growth occurred in these outer areas, only 19% of Latino, 24% of black, and 30% of net Asian population growth occurred there. The spatial mismatch between where people of color live and where jobs are growing fastest makes access to transportation especially important in gaining and maintaining employment. But, almost a third of blacks and Latinos and a fifth of Asians live in such households, compared to 11% of whites.

The shift in Metro Boston's employment base – primarily from manufacturing to services – has also disproportionately hurt minorities, particularly Latinos. Over the 1990s, almost 72,000 manufacturing jobs were lost – close to one sixth of all manufacturing jobs in the metro. As of 2000, Latinos were twice as likely as the general population to work in the production, transportation, and material moving occupations. Also troubling are the relatively high shares of Latino young people who have no high school diploma, yet are neither enrolled in school nor working. Over ten percent of Latinos ages 16-19 fall into this category – almost 12 percent in the urbanized, satellite cities. A high school diploma is strongly associated with lower unemployment rates for all groups and is equally important as a gateway to higher education. For example, Latino women without a diploma had an unemployment rate of 15.1% in 2000 while those with a diploma alone had a rate of 7.6% and those with further education had a rate of 5.9%. As the economy increasingly rewards workers with higher skills, college is even more crucial to earning a livable income.

Other study findings include:

- ✧ Despite rapid minority growth, the Metro Boston workforce remains overwhelmingly (85%) white – the third whitest workforce among large metro areas.
- ✧ Foreign immigration is the main driver behind minority employment growth. As of 2000, over 80% of employed Asian workers and over half of Latino workers were immigrants.
- ✧ Among minority populations, immigrants had substantially lower unemployment rates than did the native-born. Immigrant blacks had an unemployment rate of 7% in 2000, versus 10.6% for native-born blacks. Immigrant Asians had an unemployment rate of 5% versus 10.5% for native-born Asians. Immigrant Latinos had an unemployment rate of 7.1% versus 12.3% for native-born Latinos.
- ✧ Blacks and Latinos are over-represented in lower-paying service jobs, relative to their share of the total workforce, and greatly under-represented in professional and technical jobs. Blacks are also more likely than other groups to work in the public sector.

The Metro Boston Equity Initiative is a research and community outreach effort designed to study the region's changing demographics and to investigate patterns of segregation and social inequality as the metro area becomes increasingly multi-racial and multi-cultural.

For full report see [http://www.civilrightsproject.harvard.edu/research/metro/jobs\\_boston.php](http://www.civilrightsproject.harvard.edu/research/metro/jobs_boston.php)

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vidual collaborators who have shared the professional and personal commitments reflected in our work and given generously of their support, their energy, and their time to create and disseminate the work that we do. One of my greatest pleasures in this work has been the opportunity to work with so many people who have such a wide range of talents, specializations, and understandings and such a deep concern about the future of our society.



We especially wish to thank Harvard Graduate School of Education Masters students Mary Doyle, Allan Klinge, Genevieve Siegel-Hawley, and Kimberly Fox for their assistance with our Fall Roundtables.



#### **CRP Files Amicus Brief Supporting Louisville voluntary Desegregation Efforts**

In a series of legal cases around the country, opponents of desegregation have challenged school district plans to voluntarily desegregate their school buildings and competitive programs. In the most recent case, a U.S. District Court in Louisville, Kentucky upheld Louisville's existing school assignment plan that uses race as one of many factors in assigning students to campuses in the district. Following the lead of several recent cases and based on a thorough appraisal of the history and mission of the Louisville schools, the district court held that promoting racial diversity in elementary and secondary education is a compelling governmental interest and that the Louisville plan was narrowly tailored. CRP director Gary Orfield was the leading national expert witness defending the plan. Desegregation opponents are appealing the case to the U.S. Court of Appeals for the 6th Circuit in Cincinnati.

CRP's brief focuses both on the social science research on the issue of the educational and social benefits of desegregation, and on the extensive record developed on the benefits of the Louisville plan in particular. The brief also argues that the Louisville plan is narrowly tailored and that the standards for considering narrow tailoring in the K-12 context should more carefully fit the realities of K-12 education. Based on previous work by CRP staff Angelo Ancheta, Michal Kurlaender, and John Yun, the brief was prepared by CRP clinical student Jesse Newmark, and CRP attorney Albert Kauffman. The school district's attorney reviewed the brief and commented:

*I received your brief today. It is very well done and precisely fits our need for a brief focusing on the social science research. On behalf of the Jefferson County board, superintendent, staff and counsel, I thank the Civil Rights Project for its assistance. Please let your colleagues know how much we appreciate the Project's help, especially your clinical student. As a graduate of the Law School (1973), I am pleased to see that standards remain very high.*

Francis J. Mellen, Jr., (HLS '73), attorney for Jefferson County Public Schools.

For full brief see [http://www.civilrightsproject.harvard.edu/policy/legal\\_docs/legal\\_briefs.php](http://www.civilrightsproject.harvard.edu/policy/legal_docs/legal_briefs.php)

## 4 Fall 2004 Roundtable Reports

The Civil Rights Project, with generous funding from the Southern Poverty Law Center, convened a Roundtable, "Positive Interracial Outcomes in the Classroom," on November 5, 2004 at Harvard Law School in Cambridge. There were approximately 30 attendees at the Roundtable, including the authors of nine new research studies.

The day began with Gary Orfield, director of The Civil Rights Project, and Richard Cohen, president and CEO of the Southern Poverty Law Center, welcoming participants and providing background for commissioning this research.

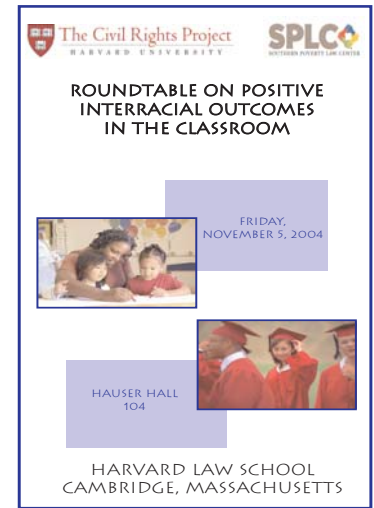
The first panel examined the current status of research about diversity in schools. Willis Hawley, professor emeritus at University of Maryland-College Park, examined what is currently known about diverse learning opportunities and Christine Sleeter, professor emerita at California State University-Monterey Bay, discussed what is known about how to educate teachers to teach in diverse classrooms. Chuck Willie, professor emeritus at the Harvard Graduate School of Education (HGSE), responded to the findings of these presentations.

The racial achievement gap was the subject of the second panel, and featured presentations by Jaekyung Lee and Carol Burris. Jaekyung Lee, assistant professor at SUNY-Buffalo, presented research that examined the relationships between the achievement gap and school segregation, looking at both between-school and within-school segregation. Carol Burris presented a case study, co-authored with Kevin Welner, of detracking reform and its effect on improving the achievement of all students at Southside High School in New York, where she is principal. John Diamond, assistant professor at HGSE, commented on both studies.

The third panel addressed everyday practices in schools. Julie Milligan, doctoral student at University of Texas-Austin, presented findings from two studies she and Rebecca Bigler, associate professor at University of Texas-Austin, conducted on how teachers addressed race and racism in their classes. Seymour Feshbach, professor emeritus at University of California at Los Angeles (UCLA), discussed findings from his research co-authored with Norma Feshbach, also professor emerita at UCLA, about the social and academic outcomes of students in classes where teachers have been trained to deliver curriculum with an empathy approach. Mica Pollock, assistant professor at HGSE, responded to these presentations.

A lunchtime panel focused on the legal implications of this new research. Richard Cole, Assistant Attorney General of Massachusetts, spoke about his experience as legal counsel in the recent challenge to Lynn, Massachusetts' voluntary school desegregation plan. John Powell, director of the Kirwan Institute for Race and Ethnicity at Ohio State University, noted what additional research is still needed and the importance of gaining political support for this research.

The final panel addressed student perceptions in diverse environments. Melanie Killen, professor at University of Maryland-College Park, discussed findings of a team of researchers regarding the social developmental benefits of students in heterogeneous schools (as compared to students in homogeneous schools). María Teresa Unger Palmer, principal at a Spanish immersion elementary school in North Carolina, discussed her ethnographic study of Latina students' experiences in a North Carolina high school. Simon Cheng, assistant professor at University of Connecticut, presented his findings on the educational experiences of multiracial students. Prudence Carter, assistant professor in the Sociology Department at Harvard University, offered comments and questions in response to these three papers.



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The Roundtable concluded with a discussion of future steps and research. Participants engaged in thoughtful conversation on the research and its implications. Future plans include publication of the nine research studies presented at the Roundtable in an edited volume.

In addition to the Roundtable, The Civil Rights Project co-sponsored an Askwith Forum on November 4, 2004 moderated by Gary Orfield including four authors of papers presented at the Roundtable. *To hear an audio recording of the Forum, visit "Achieving the Promise of Brown: New Research on Teachers' Roles in Multicultural Classrooms,"* [http://forum.wgbh.org/wgbh/forum.php?lecture\\_id=1713](http://forum.wgbh.org/wgbh/forum.php?lecture_id=1713)

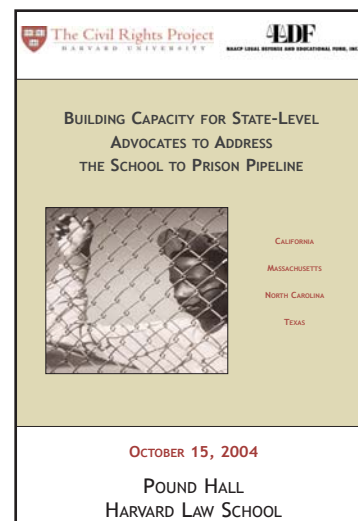
Additionally, with generous support from the Student Government Association at HGSE and the Dean's Diversity Initiative Fund, four Roundtable authors participated in a dinner discussion with approximately 30 masters and doctoral students at Harvard.



### CRP Hosts a School to Prison Pipeline Roundtable For State and Community-Level Advocates

On Friday, October 15, 2004, The Civil Rights Project teamed up with the NAACP Legal Defense and Educational Fund (LDF) to host a roundtable designed for state and community-level advocates who are working on issues related to the "school to prison" pipeline. This roundtable was attended by approximately 65 individuals, representing a cross-section of education advocates and lawyers from four 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. The roundtable was underwritten by a grant provided by the Ford Foundation.

The "School to Prison Pipeline" refers to a series of educational and juvenile and criminal justice policies and practices that are converging to push an increasing number of youths – disproportionately poor and minority – out of school and into juvenile detention centers, military-style boot camps, and prisons. CRP organized a research conference on this topic with Northeastern University's Institute on Race and Justice in May 2003, where twenty new papers were presented. These papers focused on identifying the causes of the School to Prison Pipeline as well as effective intervention strategies.



During the morning, participants broke into two sessions, one addressing school policy concerns, and one focusing on court referrals, detention, and re-entry. Participants offered brief presentations at these sessions on subtopics that ranged from "dropout/pushout of students" and "inadequacy and systemic failure" of schools to meet the needs of students, to the role of probation and parole in accelerating the school to prison pipeline, disproportionate minority confinement, and the difficulties students face upon re-entering schools after incarceration or detainment. The goal of these sessions was to offer viable models and strategies for addressing these issues through legislation, litigation, and advocacy.

In the afternoon, individuals met with other participants from their states to consider promising new developments and to devise specific action plans for the next year. Finally, the entire group reconvened to review drafts of litigation and legislation guidances that CRP and NAACP-LDF have developed, and to discuss next steps for moving these toward publication. The LDF and CRP have agreed to convene a self-selected subgroup of the roundtable participants in early 2005 to continue to revise the documents. In addition CRP plans to work with interested participants and develop a separate guidance for community groups.

### The Teachers' Voice Survey on NCLB

*No Child Left Behind: The Teachers' Voice Survey* explores what teachers think about the law and how they, and their schools, are responding to its strategies for change. Thanks to the cooperation of two urban school districts in Fresno, California and Richmond, Virginia, we obtained survey responses from two groups of teachers on opposite ends of the country. These two school districts serve many low-income and minority students, with one serving mostly Latino students and the other mostly African-American students, and each operates within a very different state policy and reform context. The survey was administered in May-June 2004 and we obtained a response rate of 77.4%.

We found that teachers have a thoughtful and nuanced view of reform that is quite consistent across districts and across teachers in both schools that are doing well, and those that have been identified as in need of improvement under NCLB. They believe their schools have coherent educational programs linked to standards, that the schools' goals are clear to students, and that the teachers have been working hard to accomplish them, even before NCLB. When it comes to improving school performance, they were skeptical about the effectiveness of the NCLB accountability mechanisms. They did not believe, for example, that identifying schools that had not made adequate yearly progress would lead to school improvement. Teachers recognize the impact that sanctions can have, but also tend to believe that rewards and positive recognition for improving student performance are more powerful.

On the very important issue of attracting and retaining highly qualified and experienced teachers in high poverty schools that are not meeting the adequate yearly progress requirements, the survey provides some important information. Most of the teachers in those schools do not plan to be teaching in them five years in the future. Teachers also believe that the NCLB sanctions will cause teachers to transfer out of schools not making adequate progress. In addition, the teachers had very useful responses about what they needed to help them meet the goals of NCLB.

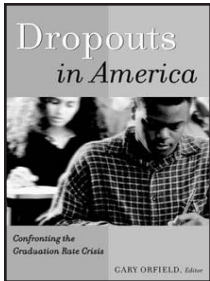
*The full report, Listening to Teachers: Classroom Realities and No Child Left Behind is available at [http://www.civilrightsproject.harvard.edu/research/articles/NCLB\\_Survey\\_Report.pdf](http://www.civilrightsproject.harvard.edu/research/articles/NCLB_Survey_Report.pdf)*

### CRP Staff advise PBS Documentary on College Access



Gary Orfield, Director, and Stella Flores, HGSE Doctoral Candidate and CRP Research Assistant, served as advisor and research series development consultants to a new PBS documentary on college access entitled, *The College Track: America's Sorting Machine*. Produced by Roundtablemedia, the three-hour series "explores America's commitment to equal access to higher education through the stories of students struggling to become the first in their families to attend college". Program One: Who's In, Who's Out, examines the educational "sorting machine" that exists in our public schools, which derails many kids who could be college material. Featured stories include: Sparks, Nevada; Clermont County, Ohio; New York City, New York; Program Two: Expect the Best, considers what happens when the dream of a college education is set in motion in classrooms and communities where expectations have been low. Featured stories include: Rio Grande Valley, Texas; Cleveland, Ohio; Atlanta, Georgia; and Program Three: Get In, Stay In, examines which students are prepared to succeed in college and why so many students drop out before they finish. Issues of race and class can turn the higher-education experience into an obstacle course, deterring some of the best and brightest in the country from graduating with a four-year degree. Featured stories include: Baltimore, Maryland; Pulaski County, Indiana; Los Angeles, California.

*The series premiered in the Fall of 2004 but can be obtained through Roundtablemedia's website <http://www.roundtablemedia.com>*



**Dropouts in America  
Confronting the Graduation Rate Crisis**

*Edited by Gary Orfield*

LIBRARY EDITION ISBN 1-891792-55-7  
 PAPERBACK ISBN 1-891792-53-9  
 PUBLICATION DATE November 2004  
 Harvard Education Press

Only half of our nation's minority students graduate from high school along with their peers. For many groups-Latino, black, or Native American males-graduation rates are even lower. As states hasten to institute higher standards and high-stakes tests in the effort to raise student achievement, this situation is likely to worsen, particularly among minority students. Yet this educational and civil rights crisis remains largely hidden from public view.

The dropout problem is far worse than statistics indicate. Many states and districts simply do not count those students who fail to receive diplomas as dropouts. Even the hardest-hit urban districts report dropout rates of only 5-10 percent.

In *Dropouts in America*, The Civil Rights Project reveals the scope of this hidden crisis, reviewing the most recent and accurate data on graduation and dropout rates, exploring the reasons that young people drop out of school, and presenting the most promising models for ble resource for those concerned with equal rights and the quality of American education.

### Praise for *Dropouts in America*

Gary Orfield and his colleagues have done us a great service by lifting the lid on one of the unacknowledged secrets of the recent drive for high-stakes tests and punitive sanctions in our public schools: an escalating dropout crisis that is seldom mentioned in the education circles of our nation's capital and one that is taking its highest toll on children of minorities. An absolutely essential book -- timely, urgent and disturbing.

**-Jonathan Kozol, Author of *Ordinary Resurrections: Children in the Years of Hope***

This much anticipated volume substantiates in thoughtful detail the "graduation-rate crisis": our nation's persistent and unassailable failure to complete the education of many of its poor and minority students. Its analysis of the causes and scope of the dropout problem is essential reading for those concerned about inequality of educational outcomes in the United States.

**-Eugene Garcia, Dean, College of Education, Arizona State University**

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

For more info., go to <http://www.gse.harvard.edu/~hepg/> and check for the book title under "Coming Spring 2005."

Higher education in the United States is at a crossroads. In the context of unprecedented racial demographic shifts in the college-age population and huge shortfalls in financial and infrastructure resources, policies affecting access and equity in K-16 education are becoming increasingly important to the vitality of our nation's future. In order to turn the tide of increasing racial stratification and open the doors to postsecondary opportunity for all students, it is critical that we inject new research at this time. To contribute to that needed higher education dialogue, The Civil Rights Project, with support from Lumina Foundation for Education, will publish a book in partnership with the Harvard Education Publishing Group (HEPG), entitled, *Higher Education and the Color Line: College Access, Racial Equity, and Social Change*.

Edited by Gary Orfield, Patricia Marin, and Catherine L. Horn, and scheduled for release in Spring 2005, this multi-racial, multi-disciplinary publication will feature many of the cutting edge papers on higher education and the higher education pipeline that were initially presented at CRP's path-breaking Color Lines Conference, in addition to newly commissioned research. We believe that this book will uniquely contribute to the national discussion on access and success in postsecondary access, collecting in one volume critical information on the future of the color line in higher education. Ultimately, as racial divisions in the country are sharpening and as educational outcomes continue to be directly related to race and poverty, we believe that this new research will help inform the discussions and decisions by federal and state policy-makers, educational providers, civil rights advocates, and other interested stakeholders to bring about changes that will lead to equal opportunity in postsecondary education.



METROPOLITAN POLICY PROGRAM  
THE BROOKINGS INSTITUTION

### Transportation Equity Roundtable

On **January 13, 2005** the Civil Rights Project and the Brookings Institution will sponsor a daylong discussion in Washington, D.C. on racial equity in transportation policy, regulation and investment. For almost two years CRP has worked with a range of excellent partners to synthesize research focused on the racial justice dimensions of transportation policy, identify important gaps in the research literature, and commission new studies to address those gaps.

At the January roundtable, we will present newly commissioned research and analysis in three key areas: Metropolitan Planning Processes and Outcomes, Sprawl and Minority Suburbanization, and Core Metro Transit Issues. Our specific goals will be, first, to generate a consensus about how the findings of the newly commissioned work, and those of existing research, should inform the development of national, state and local transportation policies (including the current reauthorization of the Transportation Equity Act for the 21st Century); and, second, to develop strategies to infuse our collective insights about the requirements of racial equity into transportation planning and policy implementation processes at the federal, state, and regional levels.



### CRP to Present Various Sessions at AERA Annual Meeting

CRP staff and colleagues will, once again, be presenting various sessions at the upcoming Annual Meeting of the American Educational Research Association, held **April 11-15, 2005** in Montreal, Canada. This year's theme, Demography and Democracy in the Era of Accountability, offers a particularly salient opportunity to discuss the current work of CRP. Prior to the conference you will be able to search AERA's website ([www.aera.net](http://www.aera.net)) to find out when these sessions are scheduled. We hope to see you there!

- ◆ Beyond Affirmative Action: Addressing Structural Barriers to Postsecondary Opportunity for Minority and Low-Income Students
- ◆ Beyond Black and White: Multiracial Schools in a Diverse Society
- ◆ Community Colleges and Latino Educational Opportunity: A Civil Rights and Policy Conversation
- ◆ The NCLB Theory of Action: How is it Working?

## Supporting CRP

You can have an impact on The Civil Rights Project – and by extension, the work that we do on racial justice issues – through your generous financial support. CRP depends entirely on private funding, with the majority of our support coming from generous foundation donors. However, this type of support is almost by definition, programmatic funding. This means CRP must look elsewhere for the funds needed to address many of our most pressing core operational needs. By launching the CRP Annual Fund, we will offer a variety of gift opportunities for individuals who would like to join our efforts to help renew the civil rights movement by bridging the worlds of ideas and action. Stay tuned for the new CRP Giving Page, scheduled to debut soon on our website at: [www.civilrightsproject.harvard.edu](http://www.civilrightsproject.harvard.edu).

## 9 Milestones

### US-Mexico Conference on Education and Migration

U.S. and Mexico University Collaboration

Gary Orfield, Director, and Stella Flores, HGSE Doctoral Candidate and CRP Research Assistant, participated in a bi-national conference examining education and migration trends and policies between the United States and Mexico on December 3-4, 2004 in Monterey, Mexico. Sponsored primarily by the Rockefeller Center for Latin American Studies at Harvard along with some collaboration from the University of California, and various Mexican universities, this conference brought together scholars of Mexican-origin migration from U.S. and Mexican universities to examine policy implications for each respective country's educational system. A goal of the conference, which included a discussion of research with Mexican government officials, reviewed efforts that might bring policy officials from each nation to more effectively collaborate with each other to integrate the fast-growing and transnational Mexican population into the U.S. and Mexican school systems. Stella Flores presented a paper with Germán Treviño, another doctoral candidate at the Harvard Graduate School of Education, entitled "Student Migration and Return: Data Analysis of Cross-Border Flows Using the Mexican and U.S. Censuses." Gary Orfield presented a paper examining U.S. educational policies that specifically affect the Mexican-immigrant population entitled "Contradictions of U.S. Policies for Immigrant Students."

*On December 7, 2004 Senator Kennedy called the Civil Rights Project in person to express his thanks for all the research and advocacy The Civil Rights Project has done on racial inequity in special education. Our research and policy advice to the Senate Education Committee members helped persuade Congress to make racial disproportionality in special education one of three priority areas that the Secretary of Education must address in monitoring and enforcing the Individuals with Disabilities in Education Act. In addition to this new provision, at the request of Senator Gregg and Kennedy's staffers, CRP had also met with Department of Education officials to discuss adding data collection and analysis for gender and for limited English proficient students and for racial disparities in discipline among students with disabilities. These changes, along with public reporting of the data and interventions down to the district level, were also signed into law.*

### CRP Staff News and Other Milestones

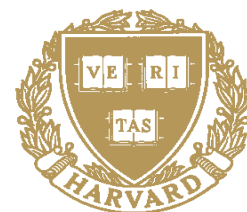
**Angelo Ancheta**, former Director of Legal & Policy Advocacy Programs, will be joining the Santa Clara University School of Law as Assistant Professor of Law and Executive Director of the Katharine & George Alexander Community Law Center in June 2005. The center focuses on direct services for low-income immigrants, and does work in immigration, consumer protection, and workers' rights.

**Laurent Heller**, Financial Coordinator, joined Christopher Edley, Jr. in January 2005 at the Boalt Hall School of Law, University of California, Berkeley as an Administrative Analyst.

**Cathy Horn**, Research Associate for Higher Education, joined the University of Houston in January 2005 as Assistant Professor of Educational Leadership and Cultural Studies Department.

**Michal Kurlaender**, Research Assistant, joined the University of California at Davis in January 2005 as Assistant Professor within the Graduate School of Education.

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**The Civil Rights Project**  
Harvard University