

What People Are Saying About...

“E Pluribus... Separation: Deepening Double Segregation for More Students”

“We are so excited about the release of this important report. It is time to end the silence surrounding the slow resegregation of our public schools. The implications of this research are astounding. It is devastating to realize our efforts to create diverse and integrated learning environments have been compromised by gentrification and the resegregation of our neighborhoods. This report contains critical information we can use in our fight for sustained diversity in our schools, and is a ‘must read’ for anyone invested in equal educational opportunities for all children.”

- **Barbara R. Arnwine, Executive Director of the Lawyers’ Committee for Civil Rights Under Law**

“It is unacceptable that in 2012 we still have students who are suffering because we have failed to level the educational playing field and give our students what they need. The fight for equity in our schools is not just a part of our history, but unfortunately remains a critical fight of the day to ensure that we fulfill the aspirations of all our students. We must continue to focus attention and resources on improving learning conditions in schools and transforming our education system so that it becomes the model of what is possible when we focus on what is best for all and not some.”

- **Dennis Van Roekel, President, National Education Association**

“As our country routinely celebrates racial progress and openness, we continue to deepen our practice of deepening racial and economic isolation. This move is most aggressively supported by the courts, but milder support for structural or even liberal Jim Crow can be found in every segment of government and all parts of society. The consequences of this trend are dire and none better call our attention than the new report by the UCLA Civil Rights Project. We ignore them at our peril.”

- **Dr. John Powell, Director of the Haas Diversity Research Center and The Robert D. Haas Chancellor’s Chair in Equity and Inclusion, Berkeley School of Law**

“We have an obligation to ensure a high-quality public education to every student in this country. This report makes clear that not only is segregation increasing in our schools, but that the inequities associated with segregation fall predominantly on Black and Latino children. Growing segregation deprives our children of the benefits of finding common ground amid diversity, betrays the fundamental American values of equality and opportunity, and will cripple our economy. We join the Civil Rights Project in calling for policies that promote integration and quality schools for every child. These include monitoring of charter schools and their racial patterns and practices, and requiring them to serve populations similar to the district in which they are located; establishing programs and practices that fight poverty, including community schools that provide social, educational, and health services to the community at the school; and investment in and attention to magnet and specialty programs such as dual language programs that increase racial and economic diversity.”

- **Randi Weingarten, President, American Federation of Teachers, AFL-CIO**

"The Civil Rights Project's new report once again serves as an emergency beacon for the future of our schools. It reminds us that integration steadily increased in our public schools from the late 1960s well into the 1980s and fundamentally enhanced the quality of education received by students of all races. But through a combination of willful, blind, and benign neglect, nearly all of those gains have been lost. Today, minority students face increasingly deep levels of racial and socio-economic segregation that, as a practical matter, make educational success far too unlikely. As the report emphasizes, however, these conditions and results are not inevitable."

- **Dr. Derek Black, Professor of Law, University of South Carolina School of Law**

"This report sounds a critical alarm for public education. Our nation is in serious danger of replicating nationally -- largely through inattention and misdirection -- what prevailed through explicit direction in the South prior to Brown v. Board. While not created through formal racism, the consequences are similar and quite dire for our national future. We must be strong and direct in deriving solutions for the continued inequity in public education, including attending to the serious segregation patterns described in this report."

- **Thomas A. Saenz, President and General Counsel, MALDEF**

"America's future is unfolding daily in its elementary and secondary school populations. This vitally important new report from The Civil Rights Project warns that disturbing increases in racial and ethnic resegregation threaten that national future. No school reform efforts are more important than assuring that children are not consigned to high-poverty, racially isolated classrooms where, the CRP report demonstrates, learning outcomes are all but doomed. Yet increasingly among Latino and African American children nationwide, schools are growing less diverse, not more."

- **Dr. Jack Borger, Dean and Wade Edwards Distinguished Professor of Law, University of North Carolina**

"The latest report from The Civil Rights Project at UCLA forces our nation to open its eyes to the educational, economic and psychic harm incurred by racially and ethnically separate and blatantly unequal public schools. Segregation is such a common, expected feature of our nation's schools that it might seem "normal," even heaven sent. But, as the Civil Rights Project reminds us, segregation is not natural. It is a manmade condition, created through laws, policies and prejudice. It is sustained by apathy, inertia and habit. "E Pluribus...Separation" is not another academic document to put on the shelf, or to read later, or to refer to now and again. This report should be the founding document for a movement to undo segregation. I hope this report will spur conversation and action among parents, educators, elected leaders and students who aspire to build truly integrated schools that prepare young people for life in our diverse, globally connected 21st century."

- **Dr. Susan Eaton, Research Director, Charles Hamilton Houston Institute for Race and Justice, Harvard Law School & Co-Director, onenationindivisible.org**

"Given the change in demographics at the national level reported in this study, our work in Jefferson County is more important than ever. We remain committed to providing experiences in every classroom where students from different backgrounds can learn from each other."

- **Dr. Donna Hargens, Superintendent, Jefferson County Public Schools**

"A high-quality public education is a basic civil and human right. Yet the evidence in this report confirms that federal and state policies perpetuate segregated school systems: one set of schools for a majority of middle class and white students, and a dramatically inferior system for those who are Latino, black and poor. This is a national tragedy that undermines equal opportunity and upward mobility. We simply cannot afford, morally or economically, to continue to isolate students of color and poor students from their more privileged peers and to deprive them of the opportunities and resources they need to achieve the American Dream."

- **Wade Henderson, president and CEO of The Leadership Conference on Civil and Human Rights**

"This report detailing the increasing segregation of US schools is timely and clearly illustrates the dramatic demographic changes occurring in the nation's schools. The increasing segregation in schools is intensified by the comparably rapid rise in rates of concentrated poverty in these same schools. The current trends the report illustrates are of even greater concern as increasing numbers of Americans are sliding into poverty. The educational consequences of these trends—high student mobility rates, high teacher mobility rates, low and decreasing property values further reducing tax resources to support quality education, limited access to high quality teachers and curriculum—are dire. It is imperative that this report's recommendations are fully addressed."

- **Dr. William T. Trent, Professor of Educational Policy, Organization and Leadership, University of Illinois**