

The International Year for People of African Descent

by Richard Clarke

During its 64th session held in 2009, the United Nations General Assembly, in its resolution 64/169, proclaimed the year beginning on 1 January 2011 The International Year for People of African Descent. The stated purpose of the International Year was to strengthen national actions, and regional and international cooperation for the benefit of people of African descent in relation to their full enjoyment of economic, cultural, social, civil and political rights; their participation and integration in all political, economic, social and cultural aspects of society; and the promotion of a greater knowledge of and respect for their diverse heritage and culture.

The General Assembly encouraged Member States, the United Nations specialized agencies, within their respective mandates and existing resources, and civil society to make preparations for and identify possible initiatives that could contribute to the success of the Year. It also requested

the Secretary-General to submit to the General Assembly, at its 65th session, a report containing a draft program of activities for the International Year, taking into account the views and recommendations of Member States, the United Nations High Commissioner for Human Rights, the Committee on the Elimination of Racial Discrimination, the Working Group of Experts on People of African Descent and other relevant United Nations agencies, funds and programs, as appropriate.

For over 50 years, the General Assembly has used International Years to draw attention to, and rally support around, issues of particular importance. Similar examples include the International Year for the World's Indigenous People (1993), the International Year of Mobilization against Racism, Racial Discrimination, Xenophobia and Related Intolerance (2001), and the International Year to Commemorate the Struggle against Slavery and its Abolition (2004). The Years offer an opportunity for Member States, civil society and all other stakeholders to reflect upon what they can do to address the challenges related to the subject matter of the Year. The International Year for People of African Descent was officially launched on 10 December last year, Human Rights Day, by the Secretary-General.

The General Assembly requested the Secretary-General to establish a voluntary fund for the activities of the International Year and encouraged Member States and all relevant donors to contribute to this fund. It also requested the Secretary-General to close the International Year with the convening of a High Level Thematic Debate on the achievements of the goals and objectives of the Year.

The Working Group of Experts on People of African Descent is the main UN entity charged with tackling the situation of this population group. It holds annual sessions to discuss the different challenges faced by Afro-

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The Year's Political Opportunities

by Mirjana Najcevska

Why, precisely, a Year for People of African descent?

Recently, I heard that the term race and racism should not be used. The justification is that there is only one human race and use of the terms "race" and "racism" just perpetuates the problem. It was suggested that we would make significant progress toward eliminating the problems of prejudice if we avoid the use of those terms.

At first glance, this sounds very appealing and in accordance with the concept of all human rights for all. Even more, it makes people feel uncomfortable when linking certain terms with belonging to a specific race (for example, pointing out a specific connection between race and exclusion and marginalization of people of African descent).

And, at the same time, it is absolutely untrue.

Andrea Cork captured the essence of racism in her poem "Racism: It's in the Way."

It's in the way you patronise
The way that you avert your eyes
The way that you cannot disguise
Your looks of horror and surprise

It's the assumptions that you make
On my behalf, and for my sake

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And in the way you do not hear
The things we tell you loud and clear ...

The social construct of race exists even if genetics suggests the contrary. The problem of racism is connected with privilege and power related to race. It is connected to a feeling of superiority that persists regardless of how you label it. Or, according to very interesting research by Jennifer Eberhardt: "Despite widespread opposition to racism, bias remains with us... African Americans are still dehumanized; we're still associated with apes in this country. That association can lead people to endorse the beating of black suspects by police officers, and I think it has lots of other consequences that we have yet to uncover."

The source of discrimination against people of African descent is hidden in an enormous heap of prejudices which lie at the heart of stereotypes, screened by the contemporary definition of culture and divided into the different spheres of everyday life.

At the same time, discrimination against people of African descent can be recognized in the repeated conclusions from the Working Group's country visits. From one such: "During their visit, the members of the Working Group found that the challenges faced by people of African descent in this country related mainly to disproportionately high levels of unemployment, generally lower income levels than the rest of the population, access to education (especially to higher levels of education) and quality of edu-

cation, problematic access to quality health care services and the high incidence of certain health conditions, electoral disenfranchisement and structural issues in the administration of justice (in particular, incarceration rates)."

What we are expecting from a Year for People of African Descent?

The Working Group of Experts on People of African Descent proposed to mark the year under the title "People of African Descent: Recognition, Justice, and Development." And this is not by chance.

This is the Year in which we need to bring up the issue of recognizing the role of people of African descent in global development and to bring up the issue of justice for current and past acts of discrimination that have led to the situation today. We need to talk about the past and present race hierarchy that exists in societies and to encourage countries to become involved in development through positive action that will ensure equality for people of African descent.

There is a need for this Year in order to:

1. Achieve a concentration of events that will serve as "eye openers" in the discussions regarding discrimination and racism. To show that discrimination against people of African descent is not a remnant of the past, but is something that is happening today and that feeds on itself and grows of its own accord.

2. Dispel the myth that discrimination against people of African descent ended when classical slavery disappeared from the world and recognize that institutions are products of history and often reflect traditional power relations.

3. Not only recognize the consequences of continual discrimination, but also to identify the tools to combat it.

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A Human Rights Lens on Civil Legal Assistance

by Martha F. Davis

Studies indicate that about 80% of low-income Americans cannot obtain needed civil legal assistance. The unmet needs are often critical, as pro se litigants face eviction proceedings, cut-offs of subsistence benefits, or issues of domestic violence. Available data also indicate that the indigent individuals seeking civil legal assistance are disproportionately people of color.

In 2008, the United Nations Committee on the Elimination of Racial Discrimination recognized that this lack of access to civil representation transgresses United States' obligations under the Convention on the Elimination of All Forms of Racial Discrimination (CERD). To address this human rights violation, the CERD Committee recommended that the United States, "allocate sufficient resources to ensure legal representation of indigent persons belonging to racial, ethnic and national minorities in civil proceedings, with particular regard to those proceedings where basic human needs, such as housing, health care, or child custody, are at stake."

In the two-plus years since the CERD Committee's review, the U.S. has taken few steps to comply with this recommendation. The Legal Services Corporation budget has risen slightly, but it still falls hundreds of millions of dollars short of what would be needed to ensure adequate legal representation of the indigent. Though Congressional hearings have touched on the issue, no concrete measures have emerged. Similarly, the Administration's Access to Justice Initiative has taken tentative steps to assist homeowners, veterans and workers in accessing pro bono attorney-mediators or legal services coun-

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For more information on the CERD treaty and U.S. compliance, see www.prrac.org/projects/cerd.php. See also www.ushrn.org

See 25 *Touro L.Rev.* 147 (2009) for a series of articles devoted to Civil Gideon.

For more information on the justice gap and legal services funding, see the Brennan Center for Justice, http://www.brennancenter.org/content/section/category/civil_justice/

Northeastern Law School's Program on Human Rights and the Global Economy (PHRGE) has authored several reports on international human rights and civil legal services, including Senate testimony on the issue. These are available at <http://www.northeastern.edu/law/academics/institutes/phrge/publications/index.html>

Information on the activities of the National Coalition for a Civil Right to Counsel is available at http://www.civilrighttocounsel.org/about_the_issue/overview/

For more information on the World Justice Project's Rule of Law Index, see <http://worldjusticeproject.org/rule-of-law-index/>

sel, but these new programs are piecemeal at best and may fail to help many in the lowest income brackets. The Rule of Law Index released in October 2010 by the American Bar Association's World Justice Project reflects this lack of progress: The U.S. ranks below all other wealthy nations, and only slightly above Colombia, Thailand and Turkey, in providing access to civil justice.

In the absence of robust federal initiatives, individual states have begun developing affirmative plans that move in the right direction. For example, funded by state and local bar associations, Massachusetts has initiated a pilot project to provide access to counsel in certain types of housing cases. California will implement its own pilot project, beginning in Summer 2011, to provide civil counsel in cases involving basic human needs. In contrast to Massachusetts, the California project will be funded through court filing fees.

These are important and inspiring new programs, the result of a great deal of hard work. But to meet its international obligations to eliminate the discriminatory justice gap, the U.S. must do more. Human rights monitoring under CERD and other treaties provides an opportunity to continue to hold both federal and state govern-

ments accountable for improving access to civil counsel in cases involving important human needs, and for learning from other nations that are far ahead of us in ensuring nondiscriminatory access to the courts. The U.S.'s next submission to the CERD Committee is due November 2011. □

William Hohri

We dedicate this issue of *P&R* to William Hohri, who passed away in late November, for his persistent and successful pursuit of redress for the 120,000 Japanese Americans who lost their liberty shortly after Pearl Harbor, interned in isolated prison camps around the country. While his 1983 class action damage suit against the federal government was rejected by the Supreme Court, his efforts succeeded in getting Congress to pass, and Pres. Reagan to sign, a 1988 apology and reparations bill, providing \$20,000 tax-free to all survivors of the wartime camps. Of particular interest was that his social activism was triggered by participation in James Meredith's 1966 Memphis-to-Jackson march for voting rights.

descendents and makes recommendations on measures that should be taken to effectively address these challenges. It also carries out country visits to examine the situation of Afro-descendent populations *in situ* and makes recommendations to the host government on actions that should be taken to address any problems identified. Naturally, the Working Group will play an active role in the context of the International Year for People of African Descent and contributed suggestions to the Secretary-General's draft Programme of Activities that was presented to the General Assembly at

The General Assembly has used International Years for over 50 years.

its 65th session in November 2010.

Among other initiatives, the Working Group will be focussing its thematic discussions during its 2011 session (28 March to 2 April) on the contextualization of the International Year, including an overview of the present situation faced by people of African descent; the perspective of the Working Group on positive discrimination; the contribution made by people of African descent to global development; and the lack of knowledge of the culture, history and traditions of people of African descent, by themselves and others. Presentations by the members of the Working Group and invited expert panelists will help promote an understanding of the importance, and necessity, of the International Year for People of African Descent.

The International Year is an opportunity to give due recognition to the enormous contribution that people of African descent have made to the societies in which they live and redouble efforts to fight against racism and racial discrimination directed at them. It is hoped that Member States, civil society and all other stakeholders will become actively involved in the year and ensure it is a success. □

The General Assembly,

Reaffirming the Universal Declaration of Human Rights, which proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind,

Recalling the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Elimination of All Forms of Discrimination against Women, the Convention on the Rights of the Child, the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, the Convention on the Rights of Persons with Disabilities and other relevant international human rights instruments,

Recalling also the relevant provisions of the outcomes of all major United Nations conferences and summits, in particular the Vienna Declaration and Programme of Action and the Durban Declaration and Programme of Action,

Recalling further its resolutions 62/122 of 17 December 2007, 63/5 of 20 October 2008 and 64/15 of 16 November 2009 on the permanent memorial to and remembrance of the victims of slavery and the transatlantic slave trade,

1. *Proclaims* the year beginning on 1 January 2011 the International Year for People of African Descent, with a view to strengthening national actions and regional and international cooperation for the benefit of people of African descent in relation to their full enjoyment of economic, cultural, social, civil and political rights, their participation and integration in all political, economic, social and cultural aspects of society, and the promotion of a greater knowledge of and respect for their diverse heritage and culture;

2. *Encourages* Member States, the specialized agencies of the United Nations system, within their respective mandates and existing resources, and civil society to make preparations for and identify possible initiatives that can contribute to the success of the Year;

3. *Requests* the Secretary General to submit to the General Assembly at its sixty fifth session a report containing a draft programme of activities for the Year, taking into account the views and recommendations of Member States, the United Nations High Commissioner for Human Rights, the Committee on the Elimination of Racial Discrimination, the Working Group of Experts on People of African Descent of the Human Rights Council and other relevant United Nations agencies, funds and programmes, as appropriate.

*65th plenary meeting
18 December 2009*

(OPPORTUNITIES: Cont. from page 2)

4. Recognize the role that people of African descent play in global development.

5. Share both positive and negative experiences and use them in building equality.

2011 is the year in which we need to collect and compare data, share knowledge and put controversial topics on the agenda. This Year should be used to propose far more intensive measures for eliminating, or at least seriously reducing, structural discrimination. It means having the courage to discuss some banned topics, such as measures based on a policy of redistribution of resources according

to a compensatory formula, sometimes viewed as reparations for past discrimination, or to contemplate the possibility for large-scale social therapy and healing projects.

To accomplish such a move, there is a need for a concentration of activities that we expect will happen during 2011 through the active participation and support of the international community, institutions, non-governmental organizations and individuals.

And it must not end there. The search for the source of discrimination against people of African descent is only just beginning. This journey will take not one year, not two years, but at least a decade of concentrated and persistent work. □

Dismantling the School-to-Prison Pipeline: A Survey from the Field

by Matt Cregor & Damon Hewitt

Our nation's school discipline rates have reached all-time highs. As suspension, expulsion and school-based arrest rates grow, racial disparities in discipline continue to widen. Despite a wealth of research on the harms of these exclusionary discipline practices and their ties to school push-out, media outlets are filled with stories of ever younger students being suspended, expelled or arrested for matters that, prior to "zero tolerance" disciplinary policies, were once handled by a call home. As the "School-to-Prison Pipeline" reaches a crisis stage, both new and familiar voices are emerging to reform school discipline. Here we review recent research on school discipline and highlight promising efforts to eliminate racial disciplinary disparities and dismantle the School-to-Prison Pipeline.

A Current Look at the School-to-Prison Pipeline

According to the most recent data from the U.S. Department of Education's Office for Civil Rights (OCR), over 3 million students are suspended at least once each year and over 100,000 are expelled. U.S. public school discipline rates have never been higher—roughly double today what they were in the 1970s. In *Test, Punish, and Pushout*, Advancement Project (www.advancementproject.org) provides some alarming glimpses

into school discipline trends at the local level:

- In Chicago, the number of out-of-school suspensions quadrupled to 93,312 between 2001 and 2007.
- In Texas, more than 128,000 students were pushed out of school and into alternative schools in 2007.
- In Pennsylvania, the number of school-based arrests almost tripled

Racial disparities in discipline continue to widen.

between 1999 and 2006, to 12,918.

With these absurd numbers also come appalling stories. Last year, national media covered the arrest of a 12-year-old in New York for doodling on her desk with an erasable marker and the long-term suspension of a six-year-old in Delaware for bringing his Boy Scout knife for show-and-tell.

High disciplinary rates persist despite a significant body of research on the harms of exclusionary discipline. The American Academy of Pediatrics found that suspension and expulsion jeopardize children's health and safety and may exacerbate academic failure. The Centers for Disease Control & Prevention found that out-of-school youth are more likely to be retained a grade, drop out of school, become teen parents, and engage in delinquent behavior. Indeed, a 2003 study by Robert Balfanz found that school suspension is a top predictor for those students incarcerated by ninth grade. Beyond impacting those excluded, the American Psychological Association (APA) found that zero tolerance policies fail to make schools safer and that schools with high suspension rates score worse on standardized tests. In a recent publication in *Educational Researcher*, Anne Gregory, Russ Skiba

and Pedro Noguera explore the connection between racial disparities in discipline and educational achievement.

Race continues to play a central role in school discipline. In *Race is Not Neutral*, a forthcoming publication, Russ Skiba reviewed the disciplinary data of over 400 elementary and middle schools from across the country and found that African-American and Latino students received harsher punishments for similar misbehavior than their white peers. In related research, Skiba found that students of color were disproportionately disciplined for "subjective" offenses (e.g., "disrespect"), while their white peers were disproportionately disciplined for "objective" offenses (e.g., smoking). According to OCR, African-American students are nearly 3 times as likely to be suspended and 3.5 times as likely to be expelled as their white peers. Latino students are 1.5 times as likely to be suspended and twice as likely to be expelled as their white peers.

Disparities in discipline encompass all of our nation's historically disenfranchised youth. The APA found that students with disabilities are disciplined at a rate roughly twice that of their non-disabled peers. In November 2010, the *New York Times* reported that gay and lesbian students receive harsher punishment than their straight peers in school disciplinary matters. Recent research suggests that disciplinary rates and disparities may be most pronounced in the middle school grades. (See more details in this issue's "PRRAC Researcher Report.")

School administrators' approaches to discipline play a significant role in disciplinary activity. In *Opportunities Suspended*, Advancement Project and the UCLA Civil Rights Project found

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that building principals used exclusionary discipline in direct proportion to their stated support for zero tolerance disciplinary practices. (The University of Virginia's Youth Violence Project—<http://youthviolence.edschool.virginia.edu>—has done excellent related research, examining how schools with similar demographics can have such divergent discipline rates.)

Federal and state laws and policies also play a significant role in shaping the disciplinary practices at the school level. While the Gun-Free Schools Act of 1994 may have inspired the proliferation of zero tolerance policies, a number of more recent laws and grant opportunities continue to incentivize exclusionary approaches to discipline. The U.S. Department of Justice's Community Oriented Policing Services ("COPS") grants provide funds for school districts to hire or staff law enforcement at their schools. While such grants are intended to further school safety, school arrests are skyrocketing as schools have come to rely on law enforcement to handle routine disciplinary matters. Such over-reliance on school police recently led the Florida legislature to amend its zero tolerance statute to limit the types of infractions for which a student could be arrested.

Aspects of the No Child Left Behind Act (NCLB) contribute to the Pipeline as well, and U.S. suspension and expulsion rates have spiked since the law's enactment. While NCLB correctly "shined the light" on educational disparities along racial, language, disability and socioeconomic lines, the law's accountability structure, with its narrow focus on standardized test scores, has given schools the perverse incentive to push out those students who exhibit challenging behavior or who do not meet testing standards. In December 2010, a group of organizations released a position paper recommending policy changes for the reauthorization of the Elementary and Secondary Education Act (ESEA) as a means to begin dismantling the Pipeline through federal

law. To review and endorse the paper, please visit Fair Test's website at www.fairtest.org and email stop.schoolsto.jails@advancementproject.org by January 31, 2011.

Turning the Tide: Steps toward Dismantling the School-to-Prison Pipeline

Although national trends show disciplinary rates on the rise, an increasingly diverse group of stakeholders has begun to turn the tide on exclusionary discipline at the state and local levels. Teachers unions in Los Angeles and Ohio have advocated for better classroom management practices. Juvenile courts are working with school districts to reduce school-based arrests. Parent, student, civil rights and human rights organizations have secured meaningful changes at the

A wealth of research shows the harms of exclusionary discipline.

local, state and federal levels. For example:

- In Denver, Padres y Jóvenes Unidos, a parent and student organizing group, led a multi-year campaign that resulted in significant changes to Denver Public Schools' discipline code and practices. Denver's new code is premised on the principles of restorative justice—techniques for de-escalating and resolving conflicts and strengthening bonds between students, their peers and their teachers. The code restricts the types of offenses for which students can be suspended, expelled and arrested. Padres y Jóvenes Unidos also partnered with Denver Public Schools to obtain a grant for professional development in restorative justice. As a result, the district's arrest rate is down significantly and its suspension rate is down 44%. See *Education on Lockdown*, a joint publication by Padres y Jóvenes Unidos and Advancement Project, for more information ([\[project.org\]\(http://project.org\)\). See the International Institute for Restorative Practices website for additional information and case studies on restorative practices: \[www.iirp.org\]\(http://www.iirp.org\).](http://www.advancement</div><div data-bbox=)

- To address spiraling school arrest rates in Clayton County, Georgia, the local juvenile court assembled representatives from the county's school district, law enforcement agencies and mental health agencies to develop a "school offense protocol." The protocol limits the types of arrestable infractions and provides alternatives to court referral for school officers. Both school safety and student achievement have improved since implementation: Incidents of weapons possession are down 70% while the district's graduation rate is up 20%.

- In Los Angeles, CADRE, a parent organizing group, secured passage of Los Angeles Unified School District's *Discipline Foundation Policy*. The policy is built on human rights principles and calls for the district-wide implementation of Positive Behavior Supports (PBS)—an evidence-based approach to improving school discipline shown to reduce disciplinary incidents, support gains in academic achievement, and improve staff morale and perceptions of school safety (www.pbis.org). PBS implementation has led to significant reductions in exclusionary discipline in some L.A. schools. However, failure to implement and enforce the policy district-wide leaves many schools that could benefit most from the policy no different than they were before its adoption. CADRE members and allies have investigated the district's implementation efforts and recently released a shadow report on what the school district must do to fulfill its promises under its PBS policy (www.cadre-la.org).

At press time, a broad coalition of advocates and community groups secured unanimous passage of the Student Safety Act in the New York City Council. The Act requires reporting of school-based arrests, summonses and other forms of exclusionary dis-

cipline. (www.nyclu.org)

While districts like those described above are implementing school-wide strategies for reducing exclusionary discipline, more must be done to eliminate the racial disciplinary disparities. PBS, for instance, has been found to reduce suspensions for students of all races at similar rates, but PBS implementation alone does not close racial disciplinary gaps. Schools in the Midwest are combining best practices like PBS with focused efforts to address racial bias. After being cited for racially disproportionate placements in special education, Eau Claire Public Schools in Wisconsin melded its PBS efforts with “beyond diversity” trainings and trainings in culturally responsive pedagogy. The district’s disciplinary rates and racial disparities are down significantly. Alton Middle School in Illinois combined similar practices along with restorative justice training to reduce its out-of-school suspension rate, and its discipline and achievement disparities are narrowing (see the December 2009 Newsletter of the Illinois PBIS Network, the country’s largest network of PBS schools: www.pbisillinois.org). Indiana University’s Equity Project is piloting similar efforts toward Culturally Responsive PBIS in Indiana schools. (<http://www.indiana.edu/~equity/index.php>)

To reduce racial disparities in discipline, OCR has stepped up collection of disciplinary data and its enforcement of Title VI. (See the PRRAC Researcher Report in this issue of *P&R* for more on OCR’s renewed Title VI enforcement efforts. Visit www.wakehelp.org for information on a recent Title VI complaint that involves disciplinary disparities in Wake County, NC.) Beyond Title VI, a number of promising legal strategies are developing to challenge the School-to-Prison Pipeline in state and federal courts. For example, the Southern Poverty Law Center has employed class administrative complaints under the Individuals with Disabilities Education Act (IDEA) to win

district-wide implementation of PBS and other practices. For a survey of current legal strategies to address the Pipeline, see *The School-to-Prison Pipeline: Structuring Legal Reform*, a book released in late 2010 by Catherine Kim, Dan Losen & Damon Hewitt (New York University Press).

Despite a shifting Congressional landscape, a number of efforts are under way on Capitol Hill to effect school discipline reform through federal law. The Congressional Black Caucus has stated that reforming zero tolerance and reducing racial disciplin-

Federal and state laws and policies play a significant role.

ary disparities are among its consensus priorities for ESEA reauthorization. Rep. Carolyn McCarthy (D-NY) has introduced legislation (H.R. 5628) to ban corporal punishment for all

schools receiving federal funds, and to provide grant funds for PBS implementation. The ACLU and Human Rights Watch released an excellent report on corporal punishment in schools: *Impairing Education*—www.aclu.org. Senator Michael Bennet (D-CO) has introduced a bipartisan bill (S. 3733) that calls for additional use of PBS in state education plans. A number of community organizations, educators and civil rights groups have come together under the umbrella of the Dignity in Schools Campaign and the Alliance for Educational Justice to prioritize discipline reform in the ESEA context.

Much work remains to address exclusionary discipline policies and related disparities, but more than a decade’s work by community organizers, researchers, educators and advocates is beginning to show great progress in dismantling the School-to-Prison Pipeline. □

Resources

Catherine Kim, Daniel Losen & Damon Hewitt. 2010. *The School-to-Prison Pipeline: Structuring Legal Reform*. New York: New York University Press.

Robert Balfanz et al. 2003. “High Poverty Secondary Schools and the Juvenile Justice System,” in Johanna Wald & Daniel Losen, eds., *Deconstructing The School to Prison Pipeline*. San Francisco: Jossey-Bass, 77-78

The Alliance for Educational Justice: www.allianceforeducationaljustice.org

The Dignity in Schools Campaign: www.dignityinschools.com

NAACP Legal Defense and Educational Fund, Inc: www.naacpldf.org

www.schooltoprison.org (a password-protected legal forum on pipeline issues)

Advancement Project/Stop the Schoolhouse-to-Jailhouse Track: www.stop-schoolstojails.org

Poverty & Race (July/Aug. 2005) has a series of articles on the school-to-prison pipeline. Back issue available at www.prrac.org

American Bar Association. 2009. *Resolution 118A: The Right to a High-Quality Educational Program; Resolution 118B: The Right to Remain in School; 118C: The Right to Resume Education*. www.abanet.org

Suspended Education: Urban Middle Schools in Crisis

Research suggests that data on suspension at the middle-school level are rarely analyzed, despite the likelihood that suspension in middle school has significant long-term negative repercussions on achievement and graduation. Having analyzed some middle-school data for individual school districts, we knew that some urban middle schools had unusually high suspension rates and deep racial disparities. We did not know the full scope of the problem, so we set out to review the middle-school data in a more comprehensive manner. We knew the data were not easy to access or analyze for researchers, and were not aware of any prior national studies on middle-school suspension. Once we overcame the technical obstacles with gaining access to middle-school data, we set out to shed light on the issues of efficacy and

fairness in the use of out-of-school suspension for middle-school students, with a close look at the disparities by race and gender.

To place the issue of middle-school suspensions in context, our report described the dramatic rise in suspension rates since the early 70's, using the K-12 data. These show a substantial increase in the use of suspension for students of all races, but a much greater increase in the racial discipline gap. Specifically, K-12 suspension rates have more than doubled since the early 70's for all non-Whites, while the Black/White gap more than tripled, rising from a difference of 3 percentage points in the 70's to over 10 percentage points in the 2000's.

Data Sources and Methodology

Using school-level data collected by the U.S. Department of Education, our report first estimated the risk of suspension in approximately 9,220 middle schools from every state in the nation. Next, we examined middle schools in 18 of the nation's largest school districts to provide a clear picture of middle-school disciplinary practices in

large urban districts and to document the change in suspension rates over the most recent four-year period.

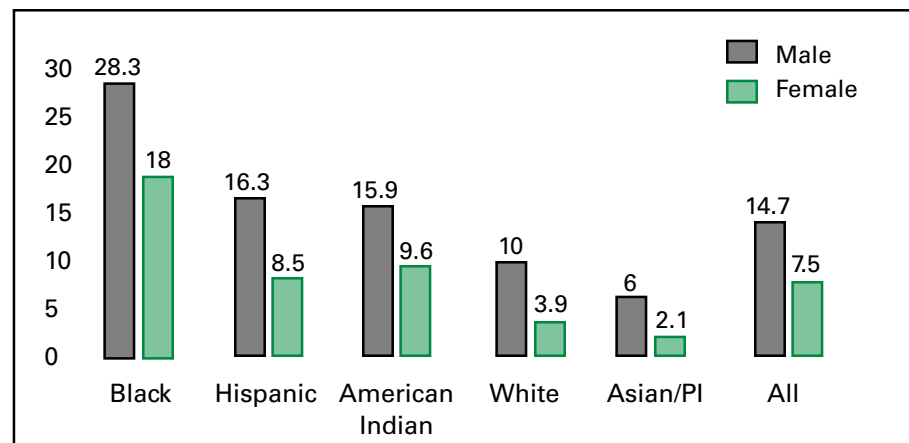
The data source for the school- and district-level suspensions was a biennial survey of the U.S. Department of Education's Office for Civil Rights (OCR), commonly referred to as the Civil Rights Data Collection (CRDC). OCR's survey explicitly required that schools only report the number of students suspended at least once during the year, which meant that the findings do not fully capture the frequency of the use of suspension by a given school or district. To generate rates that could be easily compared, our report used the most straightforward formula for each racial/gender group. Specifically, we divided the number of suspended students from the defined group by that group's total enrollment to generate the percent of students from each subgroup that were suspended.

Findings

National Middle-School Suspension Rates by Race With Gender

Our analysis revealed profound racial/gender disparities (see table). For

This research was jointly supported by a grant from PRRAC and the Annie Casey Foundation, and received additional support of the Civil Rights Project at UCLA; the Indiana Univ. Center for Evaluation and Education Policy; Harvard Law School's Charles Hamilton Houston Institute for Race and Justice; and the Southern Poverty Law Center. The full report is available at www.civilrightsproject.ucla.edu. Researchers Dan Losen (losendan@gmail.com) and Russell J. Skiba (skiba@indiana.edu) can answer any questions readers have. They would also like to thank Tami Wilson and Anthony Crowe for their tireless research assistance; Dr. Robin Hughes, Dept. of Higher Education and Student Affairs at Indiana Univ.-Indianapolis; and Rebecca Fitch, U.S. Dept. of Education Office for Civil Rights, for providing technical assistance.



example, for middle school, 28.3% of Black males were suspended, compared to just 10% for White males. And 18% of Black females were suspended, compared with 3.9% of White females.

Middle-School Suspension Rates at the District and School Levels

Our report further analyzed the data for 18 of the nation's largest districts. In 15 of the 18 districts, the research revealed that at least 30% of all enrolled Black males were suspended one or more times. In Palm Beach County and Milwaukee, the district-wide middle-school suspension rate for Black males exceeded 50%. The suspension rate for Black females exceeded 50% in Milwaukee and was over 33% in Palm Beach County, Indianapolis and Des Moines.

Our report's school-level analysis also illustrated that urban middle schools with extraordinarily high suspension rates were not uncommon. Across the 18 districts examined, 167 middle schools suspended more than 33% of the Black males enrolled, and 84 schools exceeded 50%. The 50% mark was also met or exceeded by 31 schools for Black females; 13 schools for Hispanic males; 2 schools for Hispanic females; 22 schools for White males; and 18 schools for White females. Further, we were able to analyze the trend data, which demonstrated that in most of the urban districts, the rates had risen, and most dramatically for Black females (an average increase of over 5 percentage points).

Discussion

To help readers understand the importance of the observed disparities, our report reviewed research on the efficacy of suspension as a means of improving learning for both suspended students and their classmates, and highlighted the following:

- The large majority of offenses for which students are suspended appear to be non-violent, less disruptive

Thanks for your contributions to PRRAC!

Stephen Barton
Prudence Brown
Judith Eisenberg
Henry Freedman
Jim Grow
Emil deGuzman

Helen Hershkoff
Spence Limbocker
Don Nakanishi
Sara Quandt
Florence Roisman
William Rubenstein

Louise Simmons
John & Laura Lee
Simon
Lloyd Weinreb
Jody Yetzer

(you can now donate online at www.prrac.org)

tive offenses.

- There are no data showing that out-of-school suspension or expulsion reduces rates of disruption, deters future misbehavior or improves school climate.
- Disciplinary removal appears to have *negative* effects on student outcomes and the learning climate, and is a moderate to strong indicator of dropping out of school.
- Some studies conclude that suspension may act more as a reinforcer than a deterrent for inappropriate behavior.
- Schools with higher rates of school suspension have lower ratings in academic quality and quality of school governance.
- Some studies indicated that schools with higher rates of school suspension and expulsion have poorer outcomes on standardized achievement tests, regardless of the economic level or demographics of their students.
- Research on student behavior, race and discipline has found no evidence that African-American overrepresentation in school suspension is due to higher rates of misbehavior.
- A review of racial and gender disparities in school punishments in an urban setting found that, while White students were referred to the school office significantly more frequently for offenses that appear more capable of objective documentation (e.g., smoking, vandalism), African-American students were referred more often for disrespect, excessive noise, threat and

loitering—behaviors that would seem to require more subjective judgment on the part of the referring agent.

Report Conclusions and Recommendations

Our report raised important questions about why middle schools so frequently suspend students for minor, non-violent offenses, and suggested that large numbers of children of color in particular are losing a great amount of instructional time due to such frequent removal. One of the goals of public schooling is to prepare children to participate in our democracy and become productive, law-abiding citizens. Yet disciplinary tactics that respond to typical adolescent behavior by removing students from school increase their risk of educational failure and dropout, and undermine these broader goals. The disturbing race and gender data are an indicator of ongoing injustice, but also suggest that our urban middle schools, across the country, need a great deal more effort and support to address the issue. Toward that end, we issued several recommendations pertaining to federal policy, including:

1. Increase the collection, annual reporting and systemic use of data, especially data disaggregated by race and gender, on school discipline.

2. Identify schools and districts with high suspension rates, and pro-
(Please turn to page 10)

vide technical assistance on effective alternative strategies.

3. Use the investigative authority of OCR to identify and address unlawful discrimination in the use of exclusionary school discipline, so that schools will develop disciplinary policies and methods that work well for all students to replace unjustifiable disciplinary policies and practices.

Response to the Report

With assistance from the Southern Poverty Law Center, The Civil Rights Project at UCLA and the Indiana University Center for Evaluation and Education Policy, our report was published and widely disseminated last September 14th. The same day the report was released, the *New York Times* covered the core findings, along with additional responses from spokespersons for two of the urban districts included in the study, both of whom agreed that the rates of suspension were too high and represented a serious problem in need of a remedy. Additional TV, radio and news reports followed in several of the urban areas included in the study. Moreover, on September 19th, the *Times'* Sunday editorial cited our report's findings and echoed its core recommendations.

A few weeks later, U.S. Attorney General Eric Holder cited the report findings in statements made to a conference on "The School to Prison Pipeline," convened jointly by the U.S. Departments of Justice and Education.

Most important, both Departments announced a commitment to investigate racial disparities in school discipline and the application of the "disparate impact" standard to their current and forthcoming investigations. A disparate impact review examines whether students from protected subgroups (by race/ethnicity, gender, language minority status or disability status) are excluded from school on dis-

PRRAC Update

- This month we are pleased to welcome PRRAC's new Deputy Director, **Saba Bireda**. Saba comes to us from the Center for American Progress, a DC-based progressive think tank, where she served as an Education Policy Analyst. Prior to her work at CAP, she was a litigation associate at the law firm Morgan Lewis and a staff attorney with the Education Law Center. She is a graduate of Harvard Law School and the Teach for America program.

- We are also pleased to welcome **Damon Hewitt** to PRRAC's Board of Directors. He is Director of Education Practice at the NAACP Legal Defense and Educational Fund and has had an outstanding career in racial justice litigation and policy work—including important advocacy on behalf of low-income families in post-Katrina New Orleans.

- Former PRRAC Bd. member **Wade Henderson** received the State Department's Eleanor Roosevelt Award for Human Rights for his work since 1996 as president/CEO of The Leadership Conference on Civil and Human Rights.

- Finally, we are honored to announce two outstanding additions to PRRAC's Social Science Advisory Board: Prof. **David Williams** of the Harvard School of Public Health and Prof. **Lance Freeman** of the Columbia Univ. School of Architecture, Planning and Preservation. David is a sociologist and a leading expert on the causes and consequences of minority health disparities in the United States. Lance is an urban planner and has written extensively on theories of neighborhood change, housing policy, urban sprawl and residential segregation.

ciplinary grounds at high rates due to school or district policy or practice. If the policy or practice in question is not educationally justifiable, or if the district has failed to pursue less discriminatory means to achieve the same educational goals, the disparities may be regarded as evidence of a violation of the prohibition against discrimination pursuant to the Civil Rights Act of 1964. In such cases, the school or district in question must replace the unlawful policy or practice with one that is effective for all children.

OCR further stated that the agency would be issuing new guidance to school districts on how it will review disciplinary policy using the disparate impact standard and that it will provide technical assistance to any district seeking to address its discipline disparities voluntarily.

Next Steps

One recommendation not part of our report is that advocacy groups gather similar data from their local school districts and consider filing administrative complaints with OCR, using the disparate impact standard. To facilitate such efforts, The UCLA Civil Rights Project and the National Education Policy Center at the University of Colorado-Boulder are updating an "action kit" on discriminatory school discipline policies for civil rights advocates that should be available this coming winter or spring. These will be available on their websites: www.civilrightsproject.ucla.edu and <http://nepc.colorado.edu>

In addition to filing administrative complaints, a range of organizations, including the Dignity in Schools Campaign, the American Psychological Association and the Council for Children with Behavioral Disorders, are

urging Congress, as it reauthorizes the Elementary and Secondary Education Act, to improve the collection and reporting of data; to hold schools and districts accountable for large disparities in school discipline; and to provide greater resources for improving school discipline, including increased support for positive behavioral interventions and social-emotional learning, as well as support for community involvement in turning around schools that demonstrate serious problems in the rates of discipline and other outcomes. Recently, several of these groups joined forces to release a document, “Federal Policy, ESEA Restoration, and the School-to-Prison Pipeline.” The Civil Rights Project at UCLA also issued a policy paper, “The ESEA Can Ensure that Discipline Serves an Educational Mission,” available at www.civilrightsproject.ucla.edu/legal-developments/policy-papers.

At the state level, greater attention is being paid to the relationship between suspensions in middle school and dropping out of high school. Several states have created “early warning” systems to help prevent students from dropping out. Most recently, according to the *Boston Globe*, Massachusetts posted a report (http://www.boston.com/news/education/k_12/articles/2010/11/29/thousands_called_dropout_risks/), in which out-of-school suspensions was used as one of several key warning indicators for dropouts. The warning system is intended to help schools intervene and provide greater to supports to students whose behavior or low achievement signal a risk.

See the related article on page 5 of this issue of Poverty & Race and the page 7 Resources box. □

Response to PRRAC Critique of CNT’s Housing + Transportation Affordability Index

The Center for Neighborhood Technology (CNT) appreciates the opportunity to respond to a recent [July/Aug. 2010 *P&R*, p.13] critique of our Housing + Transportation (H+T) Affordability Index (htaindex.cnt.org) as a tool for siting affordable housing.

The H+T Index was created to reveal the inadequacy of current definitions of affordability and the unsustainable sprawl it has created. Conventional wisdom maintains that housing costs should not exceed 30% of household income. Our tool expands affordability to include transportation costs—the second largest expense for American households—and asserts that combined housing and transportation costs should not exceed 45% of household income. By this measure, affordability drops from 7 in 10 neighborhoods in U.S. metro areas to only 4 in 10 neighborhoods.

CNT agrees with the referenced Furman Center proposal that fair housing resources should be targeted to neighborhoods that provide walkability, transit options and access to opportunity. But affordable housing locations should increase opportunity without increasing costs. The H+T Index would help make that happen.

Although CNT supports the Furman Center’s proposal, we would modify their definitions of opportunity and sustainability. Placing a 5-mile limit on work commutes and calling it opportunity is not realistic. A better metric combines distance to jobs and their accessibility by multiple modes of transportation. Likewise, walkability and transit access alone do not define sustainability. The H+T Index demonstrates that density, local amenities and job access also lower household transportation costs and are thus more economically and environmentally sustainable.

CNT agrees that affordable housing locations should factor in fair housing policies and practices, along with robust indicators of economic opportunity and school quality. But given that the primary measure of affordability inadequately captures the full costs of housing location, we urge developers of affordable housing to use the H+T Index to make sure such housing comes with opportunity and affordable transportation.

Scott Bernstein, President (scott@cnt.org)
Center for Neighborhood Technology
Chicago, Illinois
www.cnt.org

Witt Internship Reports

Game Theory Academy

In 2010, The Witt Award again [this was a renewal of the previous year's grant] contributed to the development of my vision for the Game Theory Academy. Sixty-five youth completed the full ten-session GTA curriculum, and another 30 participated in one-time workshops at special conferences for foster youth.

Just this week [Dec. 10, 2010], thanks to a fabulous intern from UC Berkeley's Economics Department, we tabulated the results of participants' 2010 pre/post evaluation surveys. We learned that:

- 100% of the students who at the beginning said they do not enjoy school or learning said that they enjoyed the Game Theory Academy course. We are impacting not only their economic literacy but their future potential for educational attainment.
- The 20% of students who at the beginning said they were "definitely" not confident in how to manage their money all felt improvement as a result of the class.

100% of participants said by the end of the course they felt confident in their ability to manage their money.

- 100% of the students who at the beginning said they did not have a good relationship with money reported that they did have a better relationship with money as a result of the course.

These statistics help me see that I am moving the meter on financial empowerment among the most vulnerable young people in my community. Among the 135 youth who have taken GTA classes to date: 55% have been in foster care; 40% have been involved in the criminal justice system; 70% grew up in single-parent homes; 19% have a family member who has filed for bankruptcy. Despite these so-called disadvantages, 67% aspire to attend college, and many have specific career interests. GTA supports these individuals in making decisions and preparing financially to achieve their goals.

The mandate for my Witt Award this year was to work with alumni students to develop case studies that I can integrate back into the curriculum so it is increasingly based on real young people's decisions. To date, I have worked with 30+ alumni who have written case studies on everything from budgeting, stealing and getting scammed to fights, binge spending and overdraft protection. I am currently using 11 of these case studies in the curriculum. Short descriptions of a few are below:

Not Fully Informed. *Tatavia writes a check to young people selling magazines door-to-door to raise funds for a trip, thinking she can easily call and cancel the check. She learns that she should have called her bank directly to cancel the check, or even better, not written the check at all.* **Concepts:** Best interest, imperfect information, checking account basics.

Toxic Debt. *Ashley's worst fears about debt and owing people money come true when in desperation she applies for a loan she sees on a flyer at the grocery store.* **Concepts:** Opportunity cost, risk tolerance, best interest.

Budgeting for College. *Toya has been accepted to a four-year university but has no financial support from her family. Evaluate Toya's strategy to earn money over the summer and where she needs to cut back her budget for the first semester of college to meet the gap between her expenses and her financial aid award.* **Concepts:** Constraints, gross vs. net income, fixed expenses, variable necessities, variable non-necessities.

The Cost of My Future. *Jack's decision to confess to stealing an iPod at school marks the end of a cycle of stealing and the beginning of a new approach to overcoming his family's*

Witt Internship Applications

Back in 2000, PRRAC was asked to administer an Edith Witt Internship Award program, honoring the memory of a wonderful staff member of the San Francisco Human Rights Commission, and funded by her friends and relatives. Since then, we've made 10 such awards (with reports of the funded work by the Interns printed in *P&R*—see this page and page 13 for the reports by last year's awardees—for the first time, we made two such awards, using additional funds furnished by one of her relatives.

The fund is just about exhausted, and so our 2011 award will be our final one. The Internship is designed "to help develop a new generation of community activists." Please send nominations by **March 1**. The award—slightly in excess of \$2100—is made to a grassroots group and its intern, working on social justice issues. To apply: Send a letter (to Chester Hartman at PRRAC, chartman@prrac.org) from the sponsoring organization, describing the organization's mission and outlining the work to be done by the Witt Intern; and a personal statement (250-500 words) from the proposed intern and her/his resume.

P&R readers should pass word about this award to relevant grassroots groups.

lack of resources. Concepts: Best interest, strategic decisions, constraints.

Overdraft Protection? *Michael thought overdraft protection would prevent him from spending more than he had in his checking account. He was wrong. Concepts:* Debit cards, overdraft protection.

Each of the young people who were brave and diligent enough to complete (several revisions of!) her/his case study receives a \$50 honorarium. It is consistent with our mission to pay them for this valuable contribution to the GTA curriculum and their follow-through on a challenging, rewarding task. Increasingly, other organizations are requesting use of GTA case studies for their own educational activities with youth. We are working out a strategy on how best to make the case studies available to educators more widely, while we continue to work with alumni who are willing to share their stories with us.

With a strong, tested curriculum in hand, my top priority for the coming year is to prove that GTA is a replicable model—that this transformative decision-making toolkit can scale up and reach an increasing number of youth each year. The first prong of this strategy is to hire a part-time instructor to work with me in 2011. Secondly, I aim to build a matched savings program that will keep youth involved over a longer period, offer hands-on ways to apply what they've learned and develop more robust techniques to evaluate our impact on their lives.

Each month, we are approached by several new organizations to partner in offering GTA's curriculum to their youth participants. I am unable—though willing!—to meet their demand for our service. The time to boost GTA's capacity is now, so that I don't miss the opportunity to build partnerships and impact the lives of young adults. Developing an alumni program to keep participants connected over longer periods of time will benefit their development and improve GTA's evaluation metrics. While thinking about how to do this, we encountered

the matched savings “movement,” thanks to GTA's selection as an “innovative idea” by the Corporation for Enterprise Development. A matched savings program would be an ideal method to achieve two goals: Incentivize youth to stay involved and provide a practical way to apply the GTA toolkit to their real lives.

My success in getting this far with GTA is thanks in large part to partners like you who invested in my vision at the very early stages. Thank you so much! □

Patricia Johnson (trish@gametheoryacademy.org), www.gametheoryacademy.org, PO Box 11225, Oakland, CA 94611, 510/459-0938.

OLA Oregon Latinos in Action

In looking back at my time as a Witt Intern, I am most proud of the newly formed Hispanic Committee (OLA Oregon Latinos in Action). They are very passionate about social justice and being part of an organization that will be very active in helping the Latino community.

The Latino community at first was afraid of sharing their stories of injustices. With my continued visits, I formed a trusting relationship within the community. One of the challenges I first had to face was to unite the Latino community in attending meetings. They did not like meeting in libraries or office buildings. House meetings were more effective.

Committee member Dolores Morales has been my right hand, and she has been very active in recruiting new members. Raf Mesta has shown leadership and is active in the community. He also works for the Department of Human Services. Hector Rodriguez is a young Latino who has a wonderful personality and will be a great asset to the organization in reaching the young Latinos.

Together, our Latinos in Action have had many successes:

- Recruitment of a strong Hispanic leadership group within Oregon Action which we call Oregon Latinos in Action. The group has built a strong multicultural component among Rogue Valley community organizations.
- Sponsoring a community forum in October 2009 about the effects of economic and tax policy on the Hispanic community. The Forum was led by Juan Carlos Ordonez of the Oregon Center for Public Policy

in Spanish and proved to be a vital educational catalyst for the community.

- Organizing Oregon Action's first and very successful bi-lingual/bi-cultural fundraiser in December 2009. This fundraiser is now an annual event.
- Organizing a survey of Latino health care patients in the Rogue Valley to identify language barriers in our local hospitals, August 2009 to August 2010. The report, “Lost in Translation,” outlined several key problem areas in medical translation locally. I helped organized a Latino team that met with the hospitals regarding the results of report, and won important improvements in language access.
- I was a key organizer for our “We Are All Immigrants” Rally and March in September 2010 to promote immigration reform.
- I enjoy reaching out to Latino families to sign up children for Oregon's Healthy Kids program for a grant from the State of Oregon. I really do like canvassing, especially in the many mobile home parks in our area with large numbers of kids. I am proud to be able to add so many kids and families to the Oregon Healthy Kids Program.

I am very pleased now to be part of the Oregon Action staff and working to do outreach. It is wonderful to be involved in our community in order to make people's lives better. □

Virginia Camberos (virginia1mom@yahoo.com), Rogue Valley Oregon Action – Fair Share Research & Education Program, 33 N. Central Ave., #303, Medford, OR 97501.

Resources

Most Resources are available directly from the issuing organization, either on their website (if given) or via other contact information listed.

Materials published by PRRAC are available through our website: www.prrac.org. Prices include the shipping/handling (s/h) charge when this information is provided to PRRAC. "No price listed" items often are free.

When ordering items from PRRAC: SASE = self-addressed stamped envelope (44¢ unless otherwise indicated). Orders may not be placed by telephone or fax. Please indicate from which issue of P&R you are ordering.

Race/Racism

- **Freedom Summer**, by Bruce Watson (370 pp., 2010, \$27.95), has been published by Viking. *I've just read it—a fabulous, meticulously documented, well-written history* - CH [12374]
- **African Activist Archive Project**, a project of the Michigan State Univ. African Studies Center, has a website. Further inf. from Richard Knight at the Project, 521 W. 122 St., #61, NYC, NY 10027, 212/663-5989, 646/684-1405, www.africanactivist.msu.edu [12409]
- **"Incorporating Social Justice in Tourism Planning: Racial Reconciliation and Sustainable Community Development in the Deep South,"** by Alan W. Barton & Sarah J.

Leonard, a 25-page article, appeared in the July-Sept. 2010 issue of *Community Development*. Available from abarton@delta.state.edu [12412]

- **Washington's U Street: A Biography**, by Blair A. Ruble (432 pp., 2010, \$29.95), has been co-published by the Woodrow Wilson Center and Johns Hopkins Univ. Press. Available at 800/537-5487. [12415]
- **"The Problem We Still Live,"** by Ruby Bridges, appeared in the Nov. 14, 2010 *Washington Post*. The 6-year-old Bridges was one of the children who braved the hostile crowds to integrate the New Orleans public schools in 1960 (she is the figure in Norman Rockwell's iconic drawing, accompanied by U.S. Marshals). Her moving 50-years-back reflection is in the context of her current work as an elementary school teacher, applying for a charter for that same now-refurbished William Frantz Elementary School she integrated. We can mail you a copy of the article (pls. enclose a SASE) if you have trouble finding it on the Internet. [12418]
- **"Racial Justice: New Structures and New Selves,"** a review of 3 recent books, by PRRAC Bd. member John A. Powell, appeared in the Nov./Dec. 2010 issue of *Tikkun*. PRRAC Bd. member S.M. Miller says of the essay: "For many of us, it breaks new ground in discussing the 'neuro-cognitive underpinnings and prejudice'." Available at <http://www.tikkun.org/article.php/november2010powell> [12452]

www.tikkun.org/article.php/november2010powell [12452]

- **New Tax Agreement Helps Unemployed Minorities the Least** is the topic of a Dec. 2010 article—"Race and Beyond: Can't We Care for Those Who Need Help the Most?," by Sam Fullwood III of the Center for American Progress. Downloadable at www.americanprogress.org/issues/2010/12/rab_120710.html [12453]
- **"Promoting Opportunity and Equality in America: A Guide to Federal Circuit Authority on Permissible Government Actions to Promote Racial and Gender Equality"** (95 pp., Oct. 2010) has been jointly issued by ACLU and The Opportunity Agenda. Contact the latter at 568 Broadway, #302, NYC, NY 10012, 212/334-5977, www.opportunityagenda.org [12456]
- **Walk in My Shoes: Conversations Between a Civil Rights Legend and his Godson on the Journey Ahead**, by Andrew Young & Kabir Segal (2010), has been published by Palgrave Macmillan.
- **"We Dream a World: The 2025 Vision for Black Men and Boys,"** by Rhonda Tsoi-A-Fatt (55 pp., Dec. 2010), is available (possibly free) from the author, at The Center for Law & Social Policy (headed by former PRRAC Bd. member Alan Houseman), 202/906-8014. [12462]

- **"Public Policy Conference on Puerto Rican Social Conditions,"** sponsored by the Center for Puerto Rican Studies of Hunter College in NYC, was held there on Dec. 10. Inf. from 212/772-5714, centroev@hunter.cuny.edu [12433]
- **2025 Campaign for Black Men and Boys & The Center for Law & Social Policy** (headed by former PRRAC Bd. member Alan Houseman), are hosting an event **Jan. 12, 2011** in DC (webcast live) to advance the vision and policy solutions presented in their just-released report, "We Dream a World: The 2025 Vision for Black Men & Boys." Inf. from the report's author, Rhonda Tsoi-A-Fatt, 202/906-8014. [12464]
- **"12th Annual Housing Rights Summit,"** sponsored by the Housing Rights Center, will be held **April 12, 2011** at the Calif. Endowment in Los Angeles, commemorating National Fair Housing Month. Inf. from Amy Ly at the Center, 520 S. Virgil Ave., #400, LA, CA 90020, 213/387-8400, x19, aly@hrc-la.org [12385]
- **Arkansas Legislative Taskforce on Reducing Poverty and Promoting Economic Opportunity** has issued its Final Report (Nov. 2010). Available through April Steward at the Winthrop Rockefeller Foundation, asteward@wrfoundation.org [12404]

Poverty/ Welfare

- **"Fighting Child Poverty in the United States and United Kingdom: An Update,"** by Timothy Smeeding & Jane Waldfogel (4 pp., Dec. 2010), is available (likely free) from the Univ. of Wisc. Inst. for Research on Poverty, 1180 Observatory Dr., Madison, WI 53706, duren@ssc.wisc.edu, www.irp.wisc.edu [12434]

- **"Standing on Shaky Ground: Americans' Experiences with Economic Insecurity,"** by Jacob Hacker, Mark Schlesinger & Philipp Rehm (36 pp., Dec. 2010), is available at www.economicsecurityindex.org.

Criminal Justice

- **"Deterrence in Criminal Justice: Evaluating Certainty versus Severity of Punishment,"** by Valerie Wright (9 pp., Nov. 2010), is available (possibly free) from The Sentencing Project, 1705 DeSales St. NW, 8th flr., Wash., DC 20036, 202/628-0871. [12417]

- **"The Independent and Joint Effects of Race/Ethnicity, Gender, and Age on Sentencing Outcomes in U.S. Federal Courts,"** by Jill K. Doerner & Stephen Demuth, appeared in *Justice Quarterly* 27(1):1-27. [12446]

- **Prison-Based Gerrymandering:** An article on the *Prison Law Blog* and fact sheets for Arizona, Minnesota, Montana, New Mexico and Oregon— all showing the impact of prison-based gerrymandering on Native American voting/political power—are available from the Prison Policy Initiative, PO Box

127, Northampton, MA 01027, pwagner@prisonpolicy.org, www.prisonpolicy.org [12447]

- **"Recidivism Effects of the Center for Employment Opportunities (CEO) Program Vary by Former Prisoners' Risk of Reoffending,"** by Janine Zweig, Jennifer Yahner & Cindy Redcross, an Oct. 2010 MDRC study, is downloadable at www.mdrc.org/publications/574/abstract.html [12460]

Economic/Community Development

- **"Investing in America's Economy: A Budget Blueprint and Economic Recovery and Fiscal Responsibility"** is a 75-page, Nov. 2010 report from Demos, The Century Foundation and The Economic Policy Institute. Available (possibly free) from EPI, 1333 H St. NW, #300 E. Tower, Wash., DC 20005, 202/775-8810. [12407]

- ***The Journal of the Institute for Comprehensive Community Development*** is a new publication of the Institute for Comprehensive Community Development. The Inaugural Issue was Dec. 2010. Inf. from lmallett@instituteccd.org [12429]

- **Economic Development/Jobs:** Good Jobs First has just (Dec. 2010) released 3 valuable resources: 1) "Show Us the Subsidies" rates and tracks each state (plus DC) on how well or poorly state government economic development websites disclose subsidy deals, names, costs, outcomes,

etc.; 2) "Accountable USA" is 51 web pages on major scams by states, tax dodges, deals, etc.; 3) "Subsidy Tracker" is a searchable national database of company-specific subsidy-deal data, with 60,000+ entries. Contact them at 1616 P St. NW, #210, Wash., DC 20036, goodjobs@goodjobsfirst.org, www.goodjobsfirst.org [12457]

- **"Evaluating Community Economic Development Programs: A Literature Review to Inform Evaluation of the New Markets Tax Credit Program,"** by Martin D. Abravanel, Nancy M. Pindus & Brett Theodos (95 pp. + Apps., Sept. 2010), is available (no price given) from The Urban Institute, 202/833-7200, publicaffairs@urban.org, www.urban.org

- ***Surviving and Thriving: 365 Facts in Black Economic History***, by Julianne Malveaux (2010), is available via info@lastwordprod.com

- **"Analysis of Selected New Markets Tax Credit Projects,"** by Martin D. Abravanel, Nancy M. Pindus & Brett Theodos (33 pp., June 2007), is available (no price given) from The Urban Institute, 202/833-7200, publicaffairs@urban.org, www.urban.org

Education

- ***Collective Trust: Why Schools Can't Improve Without It***, by Patrick B. Forsyth, Curt M. Adams & Wayne K. Hoy (240 pp., 2011, \$45.95), has been published by Teachers College Press, 800/575-6566. [12386]

- ***Better Together: A Model University-Community Partnership for Urban Youth***, by Barbara C. Jentleson (160 pp., 2010, \$31.95), has been published by Teachers College Press, 800/575-6566. [12387]

- ***Collaborative Leadership in Action: Partnering for Success in Schools***, eds. Shelley B. Wepner & Dee Hopkins (216 pp., 2010, \$36.95), has been published by Teachers College Press, 800/575-6566. [12389]

- ***Best Practices for High-Performing High Schools***, by Kristen C. Wilcox & Janet I. Angelis (144 pp., 2010, \$26.95), has been published by Teachers College Press, 800/575-6566. [12390]

- ***How Teachers Become Leaders: Learning from Practice and Research***, by Ann Lieberman & Linda D. Friedrich (128 pp., 2010, \$25.95), has been published by Teachers College Press, 800/575-6566. [12391]

- ***"Ethnically Qualified": Race, Merit, and the Selection of Urban Teachers, 1920-1980***, by Christina Collins (272 pp., 2010, \$43.95), has been published by Teachers College Press, 800/575-6566. [12392]

- ***Political Education: National Policy Comes of Age/the Updated Edition***, by Christopher T. Cross (224 pp., 2010, \$28.95), has been published by Teachers College Press, 800/575-6566. [12393]

- **"Effectively Embedded: Schools and the Machinery of Modern Marketing - The Thirteenth Annual Report on Schoolhouse Commercial-**

izing Trends: 2009-2010," by Alex Molnar, Faith Boninger, Gary Wilkinson, Joseph Fogarty & Sean Geary, from the National Education Policy Center (Univ. of Colorado School of Education, Boulder, CO 80309-0249, 303/735-5290), is downloadable at <http://nepc.colorado.edu/publication/Schoolhouse-commercialism-2010> [12399]

● **"Research Update 4: 21st CLCC-Funded Afterschool Programs,"** by Erin Harris, is a 4-page, Nov. 2010 publication, available (likely free) from The Harvard Family Research Project, 3 Garden St., Cambridge, MA 02138, 617/495-9108, www.hfrp.org [12400]

● **Arkansas Opportunity to Learn Campaign** took place Nov. 12-13, 2010 in Little Rock. Inf. from akremers@wrfoundation.org [12401]

● **"Lessons from Pre-K-3rd from Montgomery County [MD] Public Schools"** (28 pp., Dec. 2010) is available (possibly free) from Foundation for Child Development, 285 Madison Ave., 40th flr., NYC, NY 10017, 212/867-5777, www.fcd-us.org [12403]

● **"Urban Education and Neighborhood Revitalization"** is the theme of a forthcoming issue of *Journal of Urban Affairs*. Abstracts due by April 30, 2011, to co-editor Robert Mark Silverman, rms35@buffalo.edu [12413]

● **"Data on Data: A Resource Guide for Engaging Families with Student Data"** (Oct. 2010) is available (no price listed) from the Harvard Family

Research Project, 3 Garden St., Cambridge, MA 02138, 617/495-9108, hfrp@gse.harvard.edu, www.hfrp.org [12420]

● **"Learning to Read: Developing 0-8 Information Systems to Improve Third Grade Reading Proficiency"** (19 pp., Aug. 2010) is available (no price listed) from The Child and Family Policy Centre, 505 Fifth Ave., #404, Des Moines, IA 50309, 515/280-9027, www.cfpciowa.org [12423]

● **"School Readiness Resource Guide and Toolkit: Using Neighborhood Data to Spur Action,"** co-published by SECPTAN and the National Neighborhood Indicators Project, is available via cbruner@cfpiowa.org [12424]

● **"Access Denied: New Orleans Students and New Orleans Parents Identify Barriers to Public Education"** (17 pp., Nov. 2010) is available (likely free) from the Southern Poverty Law Center, 4431 Canal St., New Orleans, LA 70119, 504/486-8982, x227, shakti.belway@splcenter.org, www.splcenter.org [12426]

● **"Conflicting Missions and Unclear Results: Lessons from the Education Stimulus Funds,"** by Sara Mead, Anand Vaishnav, William Porter & Andrew J. Rotherham (26 pp., Nov. 2010), from Bellwether Education Partners, is available from 202/365-7950, andy@bellwethereducation.org [12442]

● **"How the World's Most Improved School Systems Keep Getting Better,"** by Mona Mourshed, Chinezi Chijioke

& Michael Barber, a 126-page, Nov. 2010 McKinsey & Company report, is downloadable at http://www.mckinsey.com/client-service/Social_Sector/our_practices/Education/Knowledge_High20School%20Get%20Better.aspx [12443]

● **"Federal Policy, ESEA Reauthorization, and the School-to-Prison Pipeline,"** a 9-page, Dec. 2010 position paper, has been jointly issued by Advancement Project, Education Law Center, Juvenile Law Center, LDF, FairTest and The Forum. Likely available from any of the sponsors -- arbitrarily: The Education Law Center, 1315 Walnut St., 4th flr., Phila., PA 19107, 215/238-6970, www.elc-pa.org [12454]

● **"Profiles of For-Profit Education Management Organizations: 2009-2010,"** by Alex Molnar, Gary Miron & Jessica L. Urschel (Dec. 2010), is available (no price given) from the National Education Policy Center, Univ. of Colorado School of Education, 249 UCB, Boulder, CO 80309-0249, 303/735-5290; downloadable at <http://nepc.colorado.edu/publication/EMO-FP-09-10> [12463]

Employment/ Labor/Jobs Policy

● **"Out of Work, and Out of Benefits,"** by Andrea Orr, a 4-page, Nov. 2010 Economic Policy Institute publication, is available (likely free) from EPI, 1333 H St. NW, #300 East Tower, Wash., DC 20005-4707, 202/775-8810. [12410]

● **"Different Race, Different Recession: American Indian Unemployment in 2010,"** by Algernon Austin, is a 7-page, Nov. 2010 Issue Brief (#289), available (likely free) from The Economic Policy Institute, 1333 H St. NW, #300 East Tower, Wash., DC 20005-4707, 202/775-8810, www.epi.org/publications/entry/ib289 [12411]

● **Who Needs Migrant Workers? Labour Shortages, Immigration, and Public Policy,** eds. Martin Ruhs & Bridget Anderson (2010), has been published by Oxford Univ. Press. Inf. from info@compas.ox.ac.uk [12416]

● **She Was One Of Us: Eleanor Roosevelt and the American Worker,** by Brigid O'Farrell (304 pp., 2010, \$29.95), has been published by Cornell ILR Press. [12427]

● **Rebel Rank and File: Labor Militancy and Revolt from Below During the Long 1970s,** eds. Aaron Brenner, Robert Brenner & Cal Winslow (320 pp., 2010, \$26.95), has been published by Verso Books. [12450]

● **"Jumpstarting the Job Market"** was a Dec. 10, 2010 Urban Institute Forum. Inf. from 202/261-5709, publicaffairs@urban.org [12440]

● **"Getting Off to a Good Start? Jobs for Youth"** was a Dec. 15, 2010 Urban Institute Forum. Inf. from 202/261-5709, publicaffairs@urban.org [12458]

Families/ Women/ Children

- ***The Children, Youth and Environment Journal*** has just (Nov. 2010) published 10 original papers on various topics, including children's access to affordable and healthy food in low-income neighborhoods, school design and social interaction, SEEDS Neighborhood Ecology program for low-income children—focusing on work in the U.S., Canada, UK, Iceland, Israel, Germany and Australia. Issue available at <http://www.colorado.edu/journals/cye/> [12402]
- **"Building Early Childhood Systems in a Multi-Ethnic Society,"** by Charles Bruner (2010?), is available (no price given) from the author, cbruner@cfpciowa.org [12422]
- **"Supporting Vulnerable Public Housing Families":** A set of six policy briefs, based on Chicago research, is available (possibly free) from The Urban Institute, 2100 M St. NW, Wash., DC 20037, 202/833-7200, www.urban.org [12431]
- ***Children of Incarcerated Parents: A Handbook for Researchers and Practitioners***, eds. J. Mark Eddy & Julie Poehlmann (364 pp., 2010, \$29.50), has been published by Urban Institute Press, 202/261-5709, publicaffairs@urban.org [12438]
- **"Simplicity: Considerations in Designing a Unified Child Credit,"** by Elaine Maag, a Nov. 2010 Urban Institute paper, is available (likely free) from

202/261-5709, public
affairs@urban.org [12439]

Food/ Nutrition/ Hunger

- ***Food Sovereignty, Reconnecting Food, Nature and Community***, eds. Hannah Wittman, Annette Aurelie Desmarais & Nettie Wiebe (2010, \$19.95), is available through Food First/Inst. for Food and Development Policy, 398 60th St., Oakland, CA 94618, 510/654-4400. [12398]

Health

- **"Rebuilding Neighborhoods, Restoring Health"** is a 2010 report from the California Reinvestment Coalition, based on a 400-resident survey of the health impacts of foreclosure in two Oakland neighborhoods. Available at http://www.acphd.org/AXBYCZ/Admin/DataReports/rebuild_restore_execsumm_sep2010.pdf. The Coalition is at 474 Valencia St., #230, SF, CA 94103, 415/864-3980. [12395]
- **"Number of Uninsured Jumped to More than Eight Million from 2007 to 2009,"** by Shana Alex Lavarreda, E. Richard Brown, Livier Cabezas & Dylan J. Roby (March 2010), is available at <http://www.healthpolicy.ucla.edu/pubs/Publication.aspx?pubID-401#download>
- **"Health Status, Social Determinants of Health and African Americans"** is a series of monthly Webinars, conducted by Vernella Randall, Prof. of Law at Univ. of Dayton, triggered by the UN

International Year for People of African Descent (see the p. 1 and p.3 articles in this issue). Contact her for the topics and dates: VRRandall@gmail.com

- **"Health & Education Policy: Improving Student Outcomes"** was a Dec. 16, 2010 webinar, sponsored by the Coalition for Community Schools. Inf. from ccs@iel.org [12435]

Homelessness

- **"A Place at the Table: Prohibitions on Sharing Food with People Experiencing Homelessness"** was a Dec. 16, 2010 webinar sponsored by the National Law Center on Homelessness & Poverty. Inf. from them at 1411 K St. NW, #1400, Wash., DC 20005, 202/638-2535, nlchp@nlchp.org. [12459]

Housing

- **"Paying More for the American Dream IV"** (May 2010), examining the mortgage-lending patterns of banks, including the nation's four largest financial institutions in the Boston, Charlotte, Chicago, Cleveland, LA, NYC and Rochester metropolitan areas, is available (no price given) from the California Reinvestment Coalition, 474 Valencia St., #230, SF, CA 94103, 415/864-3980, www.calreinvest.org [12396]
- ***Bringing Buildings Back***, 2nd ed., by Alan Mallach (\$29.95), has been published by Rutgers Univ. Press. [12419]
- ***The Fair Housing Five and the Haunted House*** is an 18-page illustrated children's book, just published (Nov. 2010) by the Greater New Orleans Fair Housing Action Center. More inf. or to purchase the book: <http://www.fairhousingfive.org> or Hannah Adams at GNOFHAC, 504/717-4571, hadams@gnofairhousing.org [12421]
- **"Proposals to Cut Domestic Programs Threaten Loss of Housing Assistance for Thousands of Low-Income Families,"** by David Lara & Douglas Rice, a Nov. 2010 paper, is available (likely free) from the Center on Budget and Policy Priorities, 820 First St. NE, #510, Wash., DC 20002, fulton@cbpp.org [12430]
- **"Improving Neighborhood Location Outcomes in Housing Choice Voucher Programs,"** by Mary Cunningham, Molly M. Scott, Chris Narducci, Sam Hall & Alexandra Stanczyk (19 pp., Sept. 2010), is available from The Urban Institute, www.urban.org/publications/412230.html [12461]
- **Shared Equity Research:** A Cross-Site Report and case studies from Boulder, CO, Davis, CA, SF, Duluth, Atlanta, King County, WA, and Burlington, VT are available from The Urban Institute's Metropolitan Housing and Communities Center. Inf. from metronews@ui.urban.org
- **The National Community Land Trust Network** is making available all the materials from its recent national conference in Albuquerque. Contact them at PO Box 42255, Portland, OR 97242, greg@cltnetwork.org

Immigration

- **"Children of the Undocumented: Growing Up Under a Cloud"** was sponsored by and held at The Urban Institute, Dec. 6, 2010. Inf. from public affairs@urban.org [12408]

- **"Injustice for All: The Rise of the U.S. Immigration Policing Regime"** (67 pp., Dec. 2010), is available (no price given) from The National Network for Immigrant and Refugee Rights (headed by PRRAC Bd. member Cathi Tactaquin), 310 8th St., #303, Oakland, CA 94607, 510/465-1984, x 305, agarcia@nnirr.org, www.nnirr.org

International Human Rights/ U.S. Civil Rights Policy

- **"A Social and Economic Bill of Rights for the 21st Century"** (8 pp.) was published in the Fall 2010 issue of *Democratic Left*, the magazine of the Democratic Socialists of America. Contact them at 75 Maiden Lane, #505, NYC, NY 10038, 212/727-8610, www.dsusa.org

Rural

- **Changing Demographics/Housing Costs:** The Census Bureau has just released its first five-year American Community Survey estimates. Available at http://www.census.gov/acs/www/data_documentation/2009_release/

Transportation

- **Strengthening FTA's Title VI and EJ Guidance**

for Transit Providers and MPOs: Richard Marcantonio and Marc Brenman, along with the LA Bus Riders Union, have submitted proposals to FTA Administrator Rogoff toward that end. Copies and further inf. available from Marcantonio, Public Advocates, 131 Steuart St., #300, SF, CA 94105, 415/431-7430, x308, Rmarcantonio@publicadvocates.org

Miscellaneous

- **"Hurricane Katrina and the Guiding Principles on Internal Displacement: A Global Human Rights Perspective on a National Disaster,"** by Chris Kromm & Sue Sturgis (39 pp., Jan. 2008, \$5), published by The Institute for Southern Studies/Southern Exposure, is available from them: PO Box 531, Durham, NC 27702, 919/419-8311, x25, gulfwatch@southernstudies.org [12425]

- **"2011 National Conference for Media Reform,"** sponsored by Free Press, will take place **April 8-10, 2011** in Boston. Inf. from 877/888-1533, x205, www.freepress.net/conference [12394]

- **The Law and Society Association Annual Meeting** will be held **June 2-5, 2011** in San Francisco. Inf. at <http://www.lawandsociety.org/annmtg/am11/call.htm> [12428]

- **"Improving the Quality of Public Services"** is a multinational conference, co-sponsored by the Univ. of Maryland School of Public Policy, the Association of Public Policy Analysis and Management, and others, to be held **June 28-29, 2011** in Moscow

(Russia, not Idaho...). **Jan. 24, 2011** is deadline for submissions. Contact is <http://www.umdcipe.org/conferences/moscow.moscowmain.html>

Job Opportunities/ Fellowships/ Grants

- **Texas Appleseed** an Austin-based public interest law center, is seeking a **Staff Attorney**. Ltr./ resume/writing sample/ salary reqs. to fguerrero@texasappleseed.net, 512/473-2800. [12382]

- **The Western Center on Law & Poverty** is hiring a **Senior Attorney-Health**. Ltr./resume/2 writing samples/list of refs. to Denise Williamson at the Center, 3701 Wilshire Blvd., #208, LA, CA 90010, 213/235-2635, dwilliamson@wclp.org [12384]

- **The Education Sector** is hiring a **Policy Analyst**, with emphasis on Technology, Productivity, and Innovation. DC location. Ltr./resume/at least 3 writing samples (preferably of varying length on multiple topics), with "Policy Analyst" in subject line, to hr@educationsector.org [12432]

- **The Grinnell College Young Innovator for Social Justice Prize** honors up to 3 individuals under the age of 40. Each prize \$100,000, half to the individual, half to an organization committed to the winner's area of social justice. Feb. 1 deadline for nominations, www.grinnell.edu/socialjusticeprize [12448]

- **The Sentencing Project** is hiring a **Communications Manager**. Ltr./ resume/writing sample to the Hiring Coordinator at the Project, 1705 DeSales St. NW, 8th fl., Wash., DC 20036, employment@sentencingproject.org [12449]

- **Human Rights at Home**, a growing coalition of national and local U.S.-based organizations, is seeking a **National Organizer** for its NY office. Resume/ltr./writing sample/ 2 refs. to cathy@nesri.org [12383]

- **OMB Watch** is seeking a new **Executive Director**. Hq. is Wash., DC, staff of 22, budget of \$2.5-3m. Resume/ltr. to Ford Webb Associates, 60 Thoreau St., Concord, MA 01742, ombw@fordwebb.com

- **The National Low-Income Housing Coalition** is seeking a **Spring Research Intern** (small stipend available). Ltr./ resume to Bill Shields at the Coalition, 727 15th St. NW, 6th fl., Wash., DC 20005, 202/662-1530, x232, bill@nlihc.org

- **The Migration Policy Institute's National Center on Immigrant Integration Policy** (DC location) is hiring a **Policy Analyst/Program Coordinator**. Details at <http://www.migrationpolicy.org/about/employment.php#INTG>

- **MICAH (Milwaukee Inner City Congregations Allied for Hope)** is hiring a **Community Organizer**. Resume/ltr. by Jan. 31 to Sharon@micahempowers.org

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