

***HUD-USDOE Research and Policy
Roundtable: Coordinating Housing
and Education Policy to Support
Racial and Economic Integration***

Thursday, February 3, 2011
Washington, DC

PRRAC

*Poverty & Race
Research Action Council*

The Lessons of
Parents Involved in Community Schools v.
Seattle School District No. 1

Damon T. Hewitt

Director, Education Project

NAACP Legal Defense and Educational Fund, Inc.

Remarks presented at HUD, Washington, DC
February 3, 2011

***Parents Involved in Community Schools
v. Seattle School District No. 1***
551 U.S. 701 (2007)

- Constitutional challenges to the student assignment plans in Seattle, Washington and Louisville, Kentucky.
- The Supreme Court struck down those plans, but a majority of justices recognized two compelling interests that justify the use of race in K-12 education:
 - Promoting Diversity
 - Reducing Racial Isolation

The Court drew a sharp distinction between two types of race-conscious student assignment plans:

- those that consider the race of individual students
- those that merely consider race in a general sense in furtherance of constitutionally permissible goals.

*“If school authorities are concerned that the student-body compositions of certain schools interfere with the objective of offering an equal educational opportunity to all of their students, **they are free to devise race-conscious measures to address the problem in a general way and without treating each student in a different fashion solely on the basis of a systematic, individual typing by race.**”*

Parents Involved, 551 U.S. at 788-89 (emphasis added).

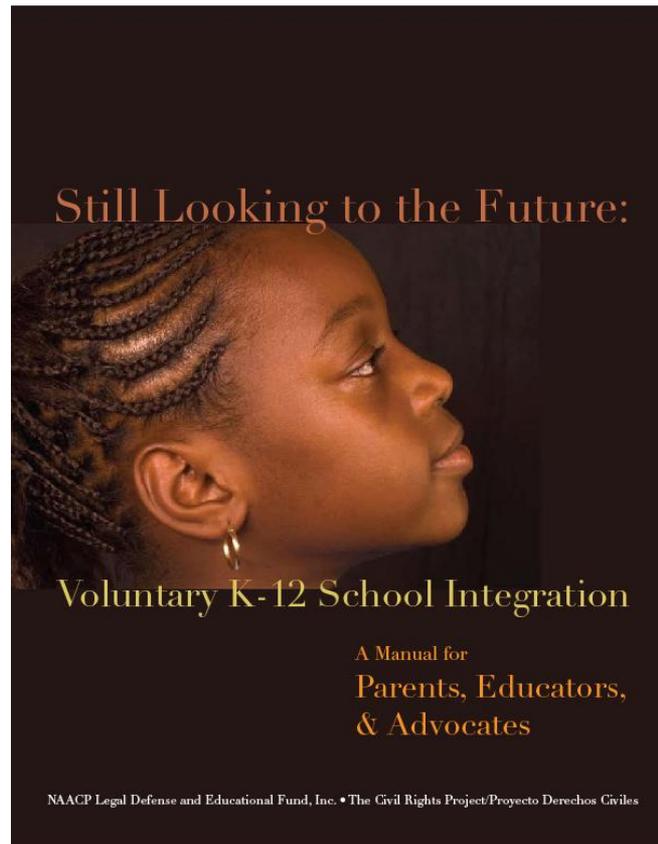
Moving forward after *Parents Involved*...

Although individualized racial classifications will often be difficult to defend, a variety of race-conscious methods will generally be found acceptable. In particular, race-conscious measures that do not utilize individual racial classifications are presumptively valid and “unlikely” to trigger a strict scrutiny analysis.

Justice Kennedy offered a non-exhaustive list of general, race-conscious approaches in the student assignment context:

- Drawing attendance zones with general recognition of neighborhood racial demographics.
- Strategic site selection of new schools.
- Allocating resources for special programs.
- Recruiting students and faculty in a targeted fashion.
- Tracking student enrollment, performance, and other statistics by race.

For more details, see: ***Still Looking to the Future:
Voluntary K-12 School Integration - A Manual for
Parents, Educators and Advocates***



Beyond Education: Linkages to the Housing Context

- Justice Kennedy’s concurrence in *Parents Involved* draws heavily upon *Brown*. He recognized that “***[t]his Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children.***” 551 U.S. at 797
- Yet, in many communities, the “***problem of de facto resegregation in schooling***” makes it challenging to fulfill this obligation. *Parents Involved*, 551 U.S. at 797
- A similar logic applies to the housing context and programs, such as site selection of developments in certain neighborhoods, providing incentives for housing mobility, targeted marketing of housing opportunities, etc.
- See also “Amicus Brief of Housing Scholars and Research and Advocacy Organizations” in *Parents Involved*

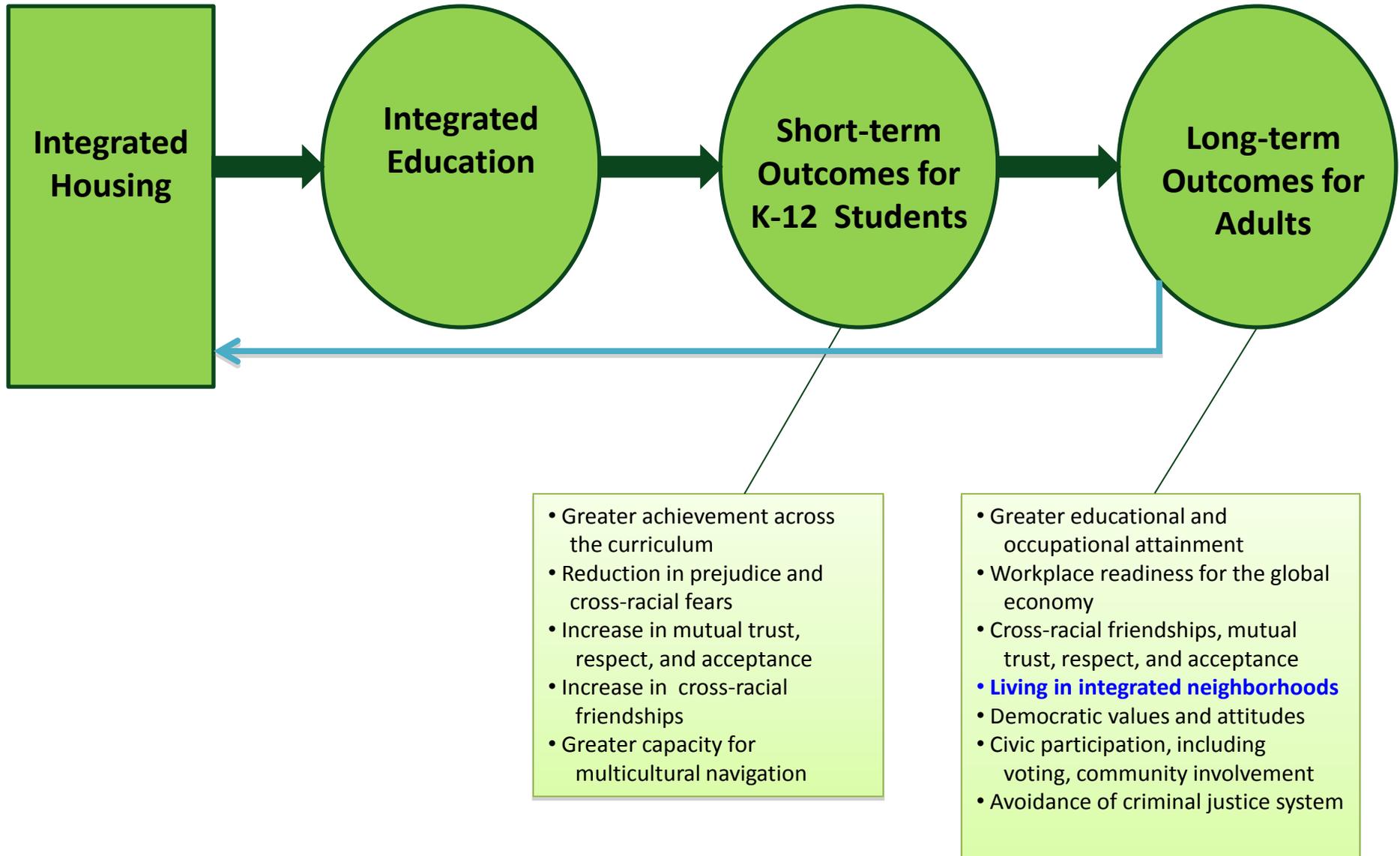
The Reciprocal Relationship Between Integrated Schooling and Integrated Housing: A Synthesis of Social Science Evidence

Roslyn Arlin Mickelson, Ph.D.

Professor of Sociology, Public Policy, Information Technology, and Women's Studies
University of North Carolina at Charlotte

Remarks presented at HUD, Washington, DC February 3, 2011

Model of Dynamics of Integrated Housing, Integrated Education, and Short- and Long-term Outcomes in Multiethnic Democratic Societies



Housing integration and school integration are demonstrably linked

- Residential-based school assignments mean demographics of school enrollments are closely tied to neighborhood demographics
- School segregation affects adults' housing preferences and choices
 - School composition used as signal of “school quality”
 - “School quality” guides housing choices
 - Public school consequences of private choices

Direct Reciprocal Effects

Integrated schools and neighborhoods during K-12 shape adult **PREFERENCES for INTEGRATION**

- Foster positive intergroup relations & cross racial friendships
- Break the intergenerational perpetuation of racial fears
- Shape adult housing preferences for integrated neighborhoods
- Adults who live in integrated neighborhoods are more likely to send their children to integrated public schools

Indirect reciprocal effects

- Integrated neighborhoods foster integrated local schools
- Integrated schools offer significantly superior opportunities to learn than high poverty and racially segregated schools
- Better K-12 academic outcomes for all students
- Higher educational and occupational attainment
- Greater income
- Greater opportunities to choose integrated neighborhoods

Integrated neighborhoods and schools can create a mutually reinforcing cycle across the life course that advances social cohesion in a multiethnic democratic society

**The “reciprocal relationship” between
housing and school integration: Lessons
from the Twin Cities.**

**Myron Orfield
University of Minnesota**

Effects of School Integration on K-12 Educational Outcomes: A Synthesis of Social Science Evidence

Roslyn Arlin Mickelson, Ph.D.

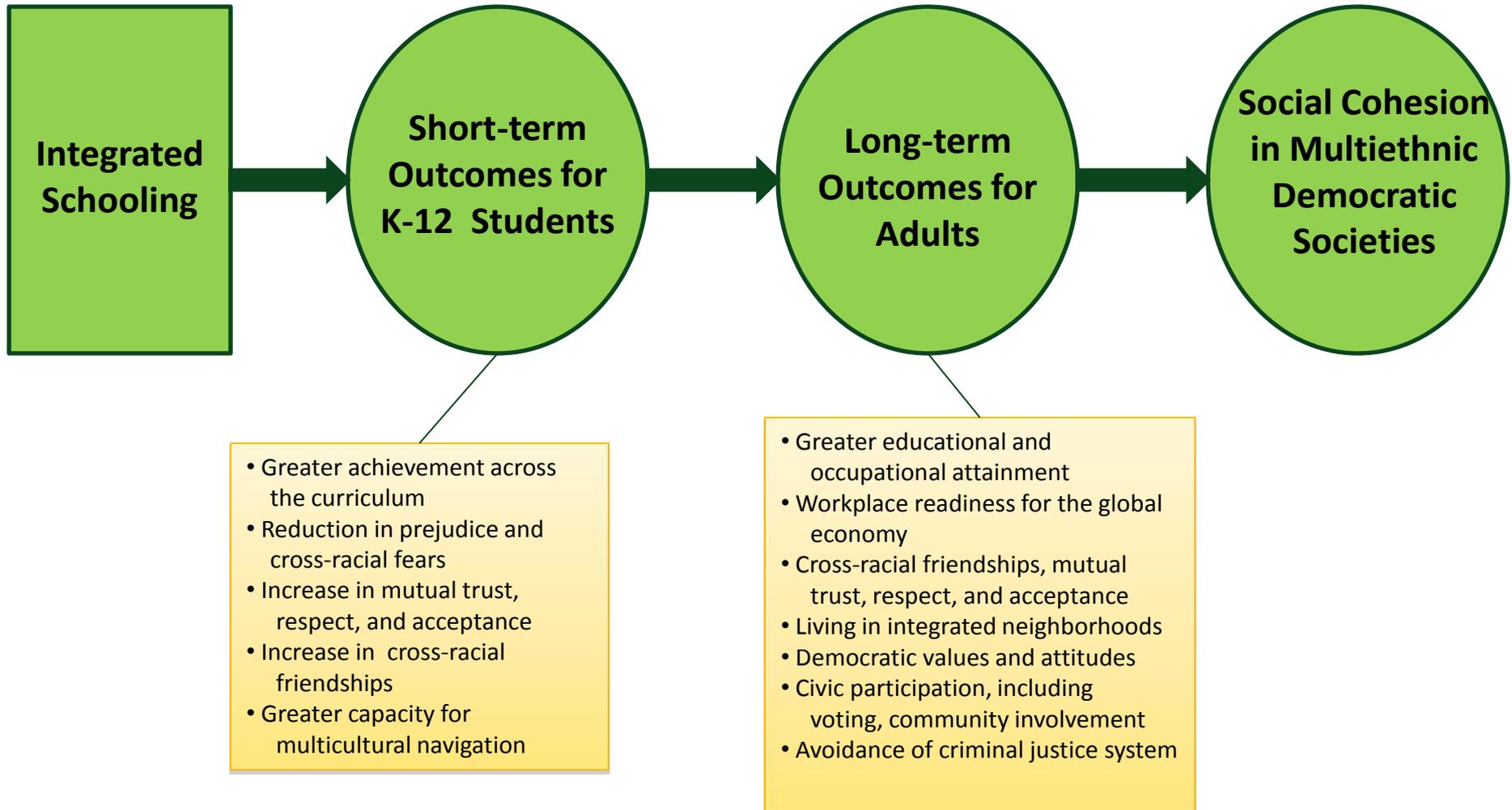
**Professor of Sociology, Public Policy, Information Technology,
and Women's Studies**

University of North Carolina at Charlotte

What are the effects of school racial and SES composition on short- and long-term educational outcomes?

- Findings from of 5 year review and synthesis of educational social, and behavioral science
- Spivack Archive: detailed abstracts of N = 450 high quality studies
- <http://sociology.uncc.edu/people/rmickelson/>

Relationship of Integrated Schooling to Social Cohesion in Multiethnic Democratic Societies



1st Finding: There are key differences between early and later research on integration effects

Later research (1990s to present) is far superior to the studies appearing before 1990

- Data from nationally representative samples or state-wide populations
- Valid and reliable measures of key concepts
- Often studies employ longitudinal data
- Advanced statistical modeling used to analyze the data
- Samples often include data on Latinos/as, Asians, Native Americans, immigrants
- Early research relied on by petitioners and their amici in PICS case

2nd Finding: The Preponderance of Post-1990 Social Science Research Shows

Short-term Outcomes of Integration

- Racially and SES integrated K-12 schools promote achievement
 - Mathematics
 - Science
 - Language and reading
- Achievement benefits accrue to students in
 - Elementary, middle, and high school
 - Effects stronger in middle & high school
- Students from all racial & SES backgrounds benefit
- Immigrants, especially English language learners, may gain more in math if they attend school with coethnics

Integrated schools also...

- Undermine intergenerational perpetuation of racial prejudice and fear
- Promote interracial friendships
- And there is no evidence of academic harm to any student groups from integrated education

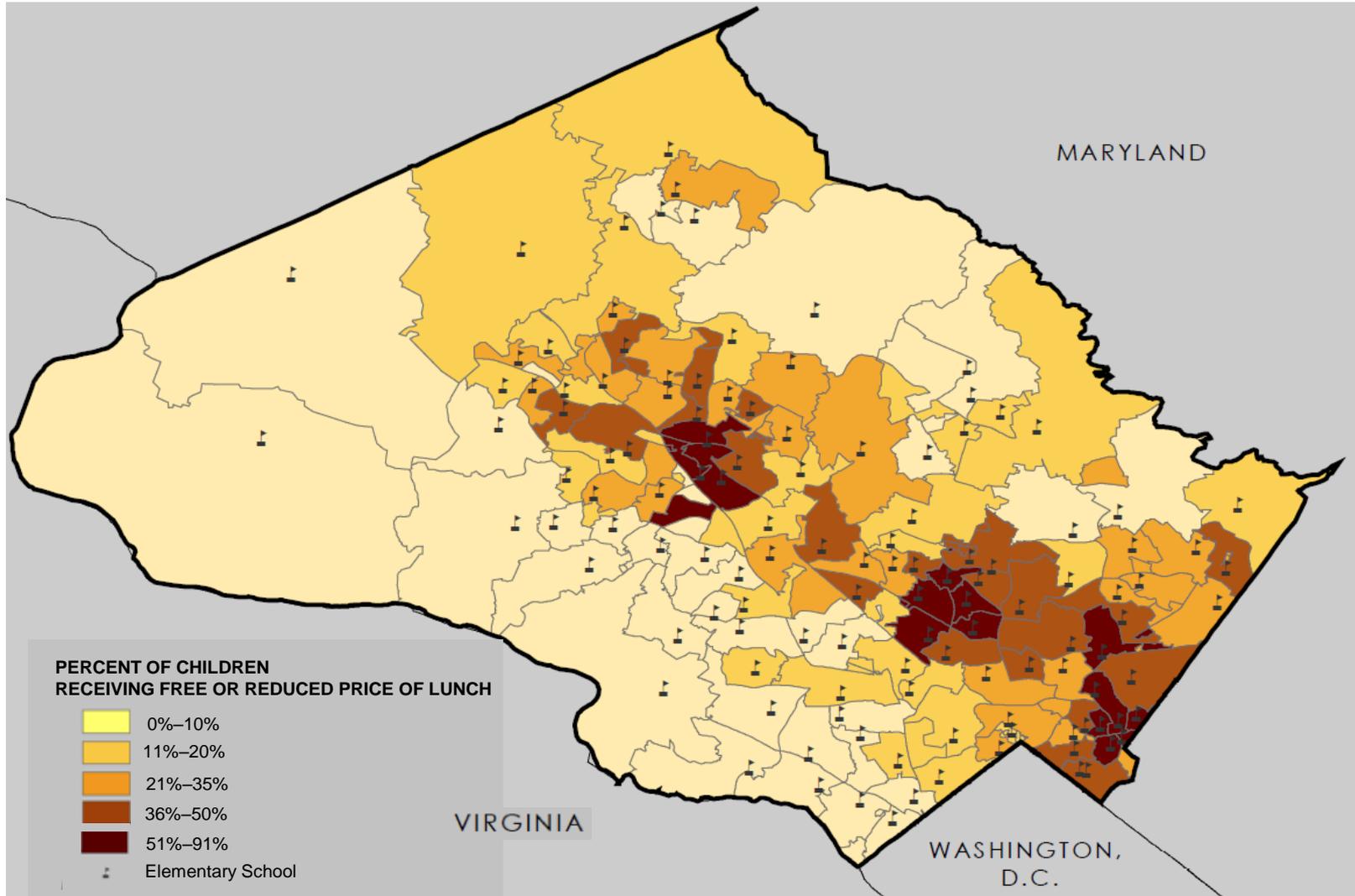
Long-Term Outcomes of Integrated Schools

- Promote greater educational and occupational attainment
- Adults who attend integrated K-12 schools are more likely to choose
 - To live in integrated neighborhoods
 - To have friends from many races and ethnic groups
 - To be employed in diverse workplaces
- Promote less involvement with the criminal justice system
- Prepare students for citizenship and employment in a multiethnic democratic society that is part of a rapidly globalizing world

***Housing Policy is School Policy – Recent
Research in Montgomery County***

Heather Schwartz, RAND

Although Affluent, Montgomery Co. has Low- and Moderate-Poverty Elementary Schools

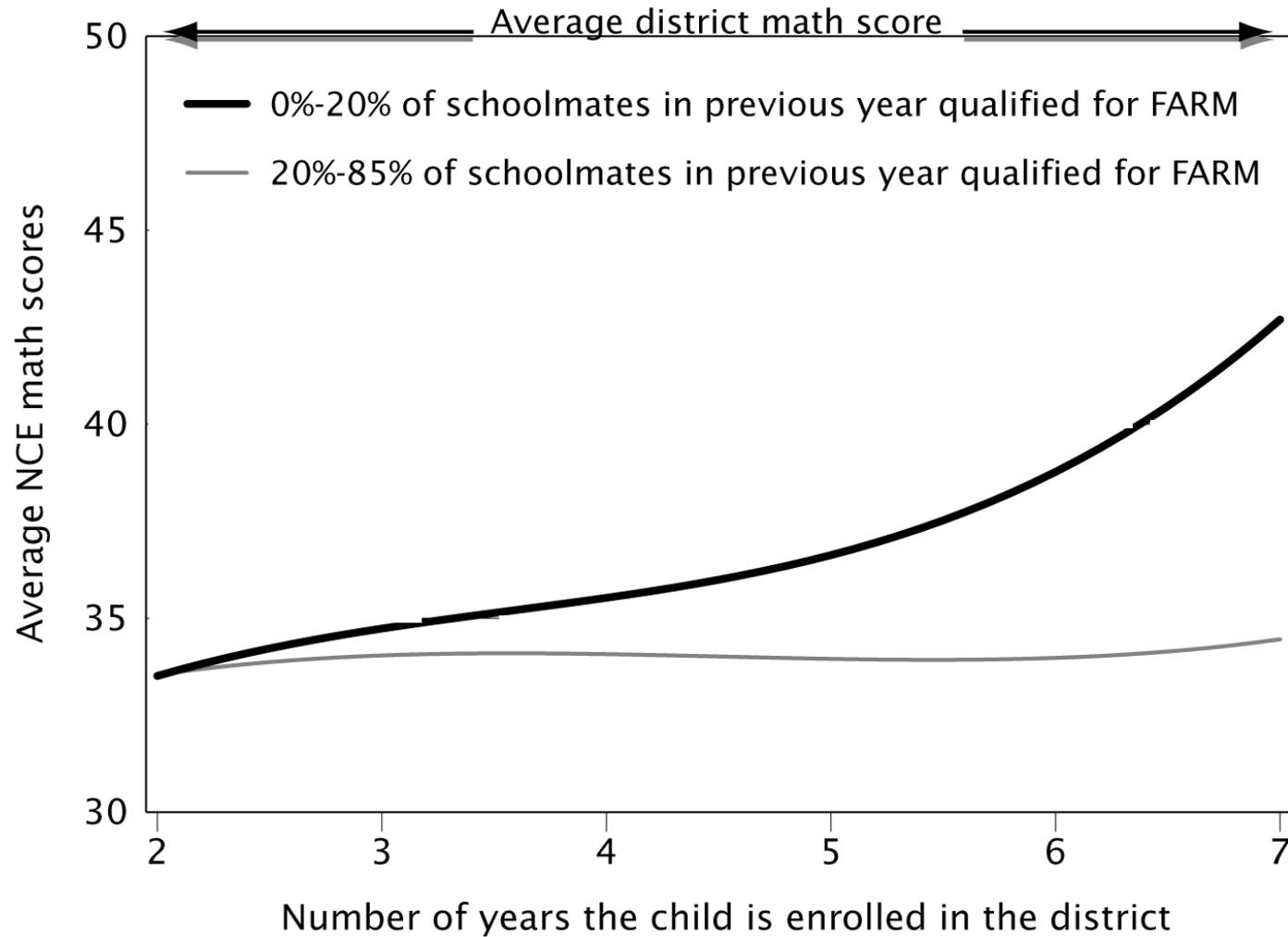


A Little on Montgomery County's Economically Integrative Housing Approach

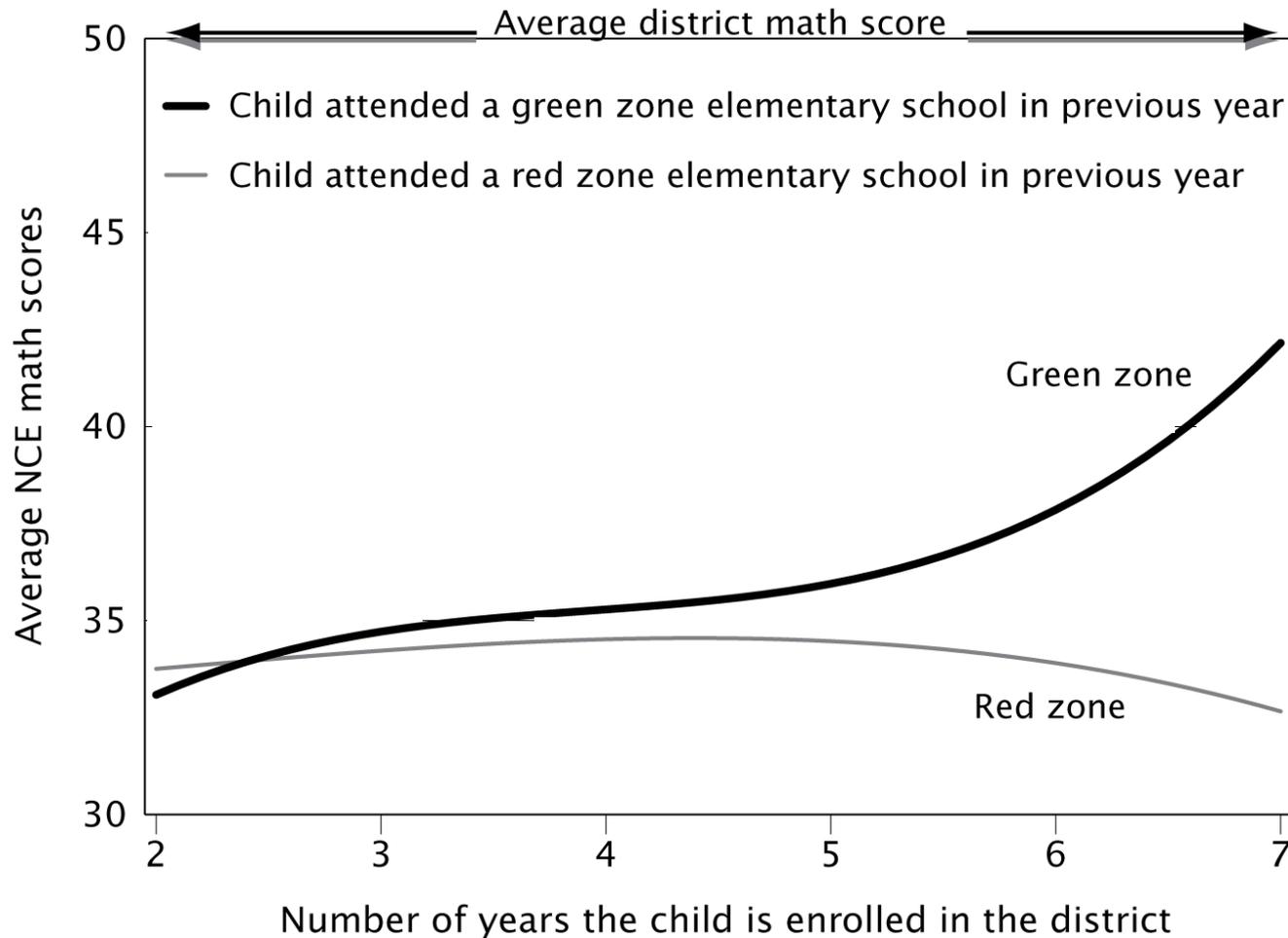
- **Oldest, largest inclusionary zoning program in U.S.**
- **Housing authority has right to purchase 1/3 of inclusionary zoning units**
- **~700 public housing homes scattered, and ~300 located in 5 public housing developments**



I Find Large, Positive Cumulative Effects in Math



Public Housing Students in Green Zone Schools Outperformed Those in Red Zone Schools





Incentivizing Combined Housing, Transportation and Education Planning

Deborah McKoy



“Yes but how do we get school folk to the planning table”

3 key points to finding the “win-win”:

1. Housing: Regional and local planning offer important data/insight regarding population shifts and ability to strategically align housing and school planning development/siting
2. Transportation: New transportation plans/strategies (e.g., TOD) can include educational opportunities across “0-16” continuum – residential/workforce childcare centers – magnet schools - ...
3. Collaborative Projects: Start small, build relationships, create systems change



Promising Practices



Local: Different strategies aligned goals

- **HOPE SF and SFUSD** – Redevelopment and Selected School Choice Options
- **Oakland Unified/OHA** - Full Service School and Public Housing Aligned

Regional:

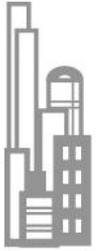
- **Rochester's Regional Transit Service** partners with LEAs – business subsidies, coordinated transfers,

- **ABAG – Sustainable Communities Strategies** integrates education data and planning

State:

- **CDE partnering with Governor's Strategic Growth Council (SGC)**





FURMAN CENTER
FOR REAL ESTATE & URBAN POLICY
NEW YORK UNIVERSITY
SCHOOL OF LAW • WAGNER SCHOOL OF PUBLIC SERVICE



Creating a Metric of Educational Opportunity for Assisted Households

Ingrid Gould Ellen

Keren Mertens Horn

- Prepared for:
- U.S. Department of Housing and Urban Development
- Office of Policy Development and Research

Measuring School Quality

- Focus on test scores
- Limit to elementary school quality
- Given existing data, we rely on 2008-2009 data on the share of students who are proficient in math and English in a school
- Benchmark to test scores of other schools in the area – can limit comparison group further, using ACS block-group data to renters or other populations
- Include measure of school choice in the future

Linking Assisted Households to Schools

- We explore two alternatives:
 - Linking to elementary school attendance zones
 - Can obtain boundaries from local school districts
 - SABINS has boundaries for 3 states, 9 MSAs and 200+ cities
 - Linking to the nearest school within the school district
 - Can be done nationally
- In NYC, we find that the two methods link 75% of subsidized households to the same school.
(Discrepancy may be greater in other communities.)

Legend

● Voucher (1 dot = 25 households)

● Public Housing

English Proficiency

□ No Data

□ Below 35%

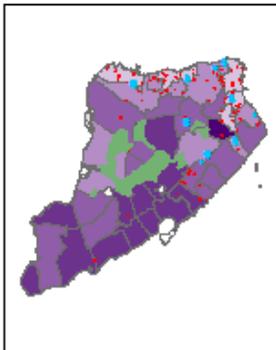
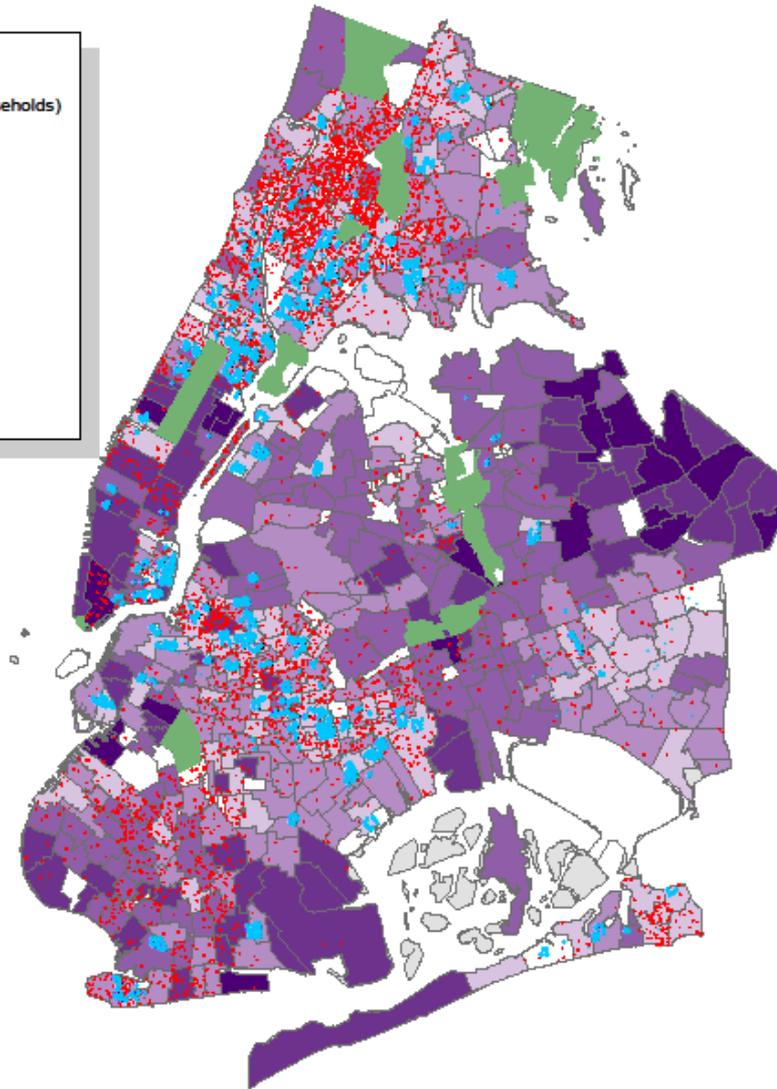
□ 35.1% to 50%

□ 50.1% to 65%

□ 65.1% to 80%

□ Above 80%

■ Parks



Quality of Zoned Elem Schools, NYC

	Mean Proficiency, Math	Mean Proficiency, English
--	------------------------	---------------------------

Subsidized Households

LIHTC	48.5%	37.9%
-------	-------	-------

Public Housing	45.5%	35.7%
----------------	-------	-------

Vouchers	50.1%	39.3%
----------	-------	-------

Comparison Groups

All Households	61.6%	50.1%
----------------	-------	-------

Renter Households	59.0%	47.6%
-------------------	-------	-------

HH Earning Under \$45,000	57.8%	45.9%
---------------------------	-------	-------

HH Earning Under \$15,000	55.6%	43.8%
---------------------------	-------	-------

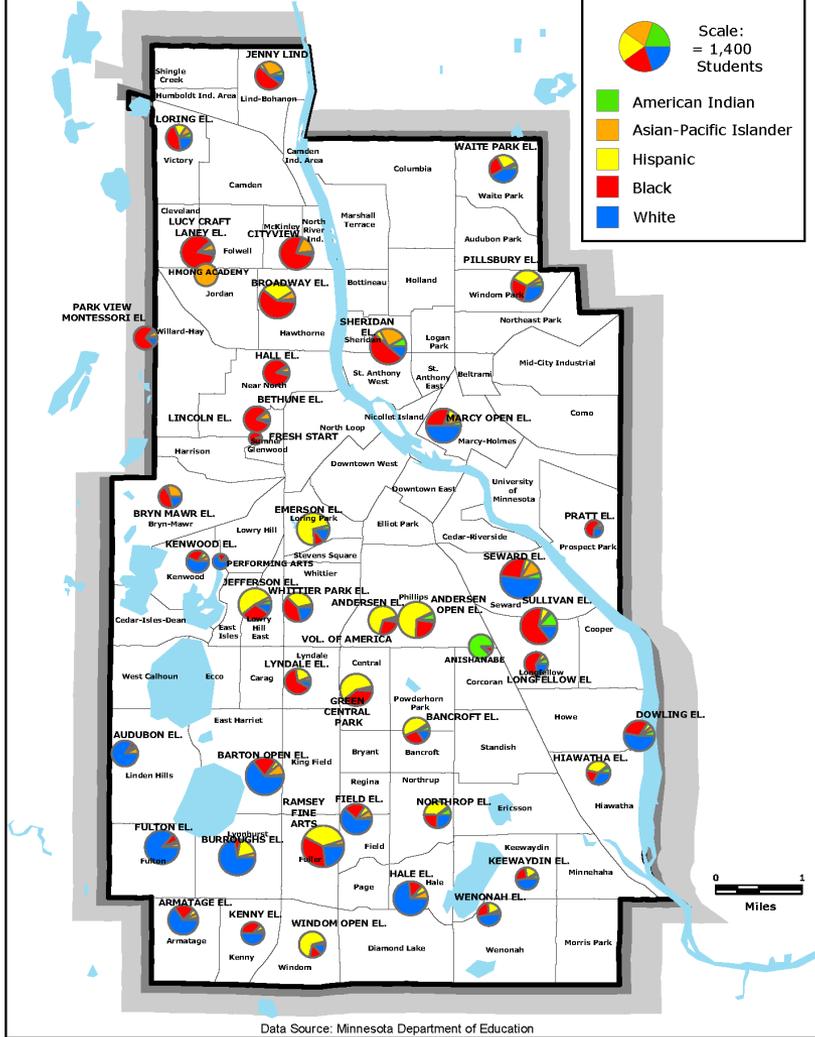
Ideas for Potential Uses of Analysis

- Tracking/monitoring changes in access children in subsidized housing have to schools in a given PHA
- Comparing access across PHAs
- Comparing access across different types of housing
- Evaluating the success of policies that aim to guide voucher holders to higher-opportunity areas (counseling programs, landlord outreach, increased lease up time, localized FMRs)
- Prioritizing subsidized housing for preservation

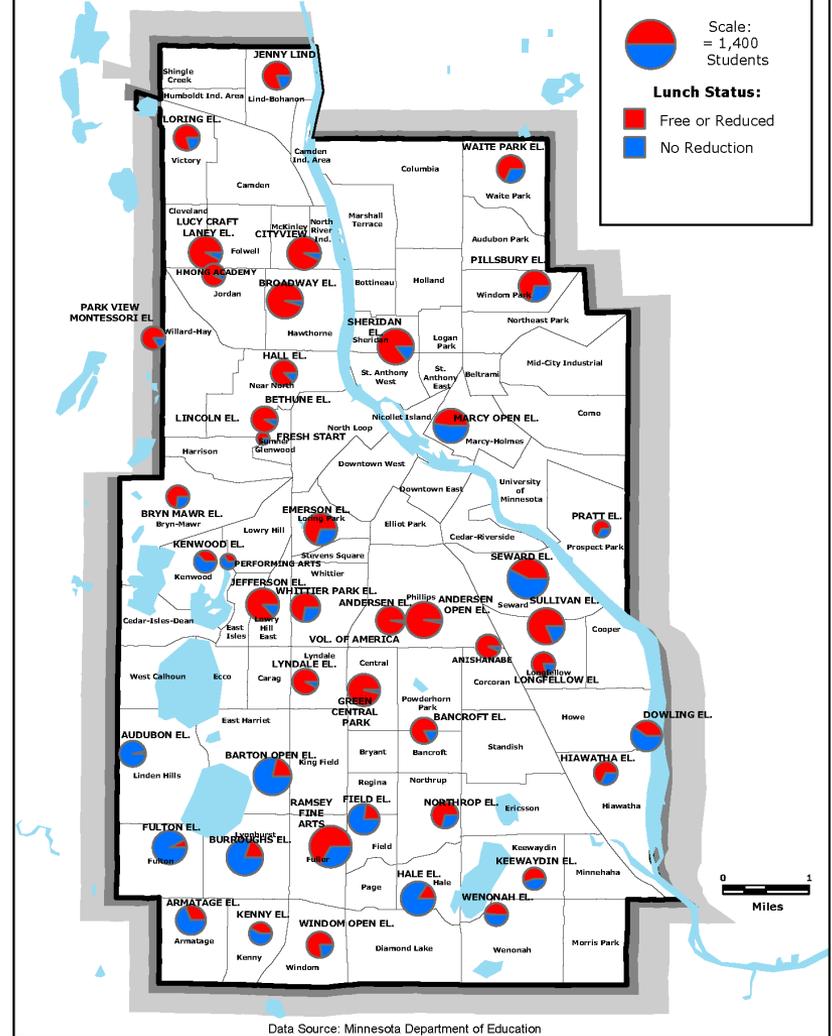
**Using Housing and School
Data to Affirmatively Further
Fair Housing and Avoid
School Segregation**

**Myron Orfield
University of Minnesota**

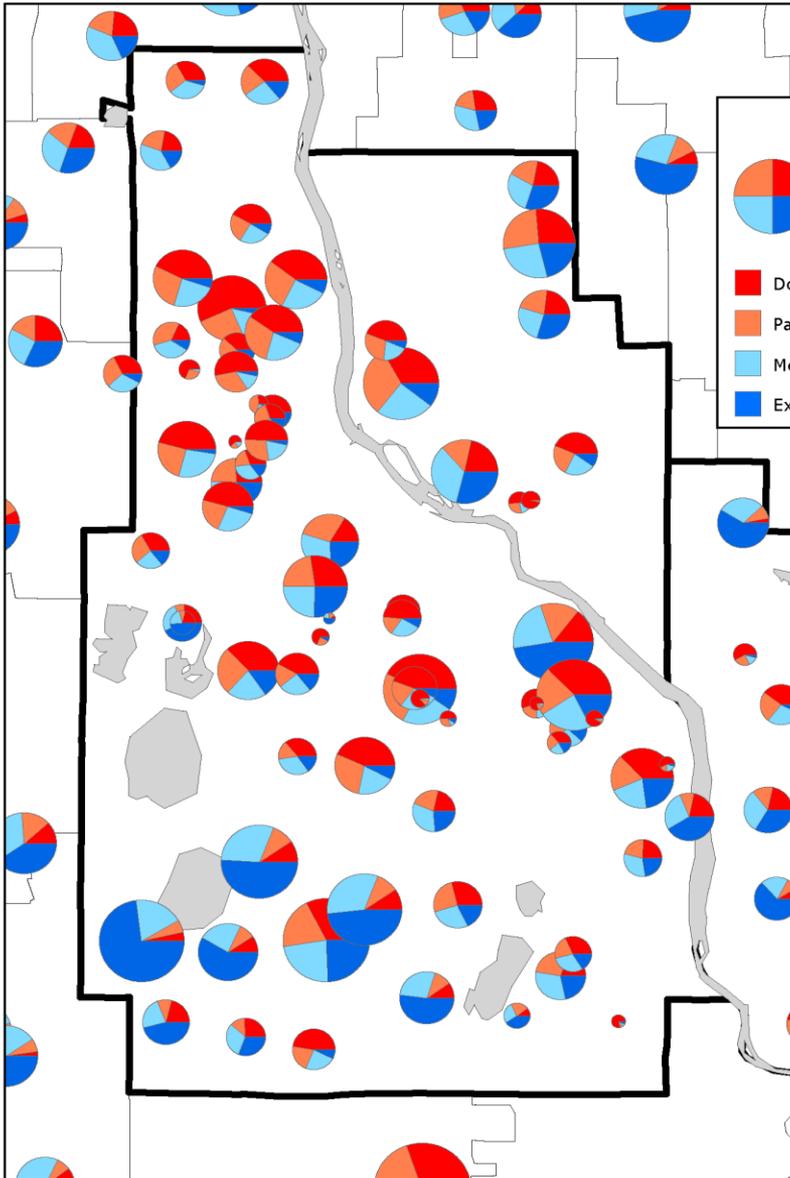
Minneapolis Public Elementary Schools Race and Ethnicity, 2007-2008



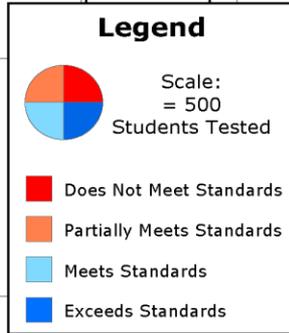
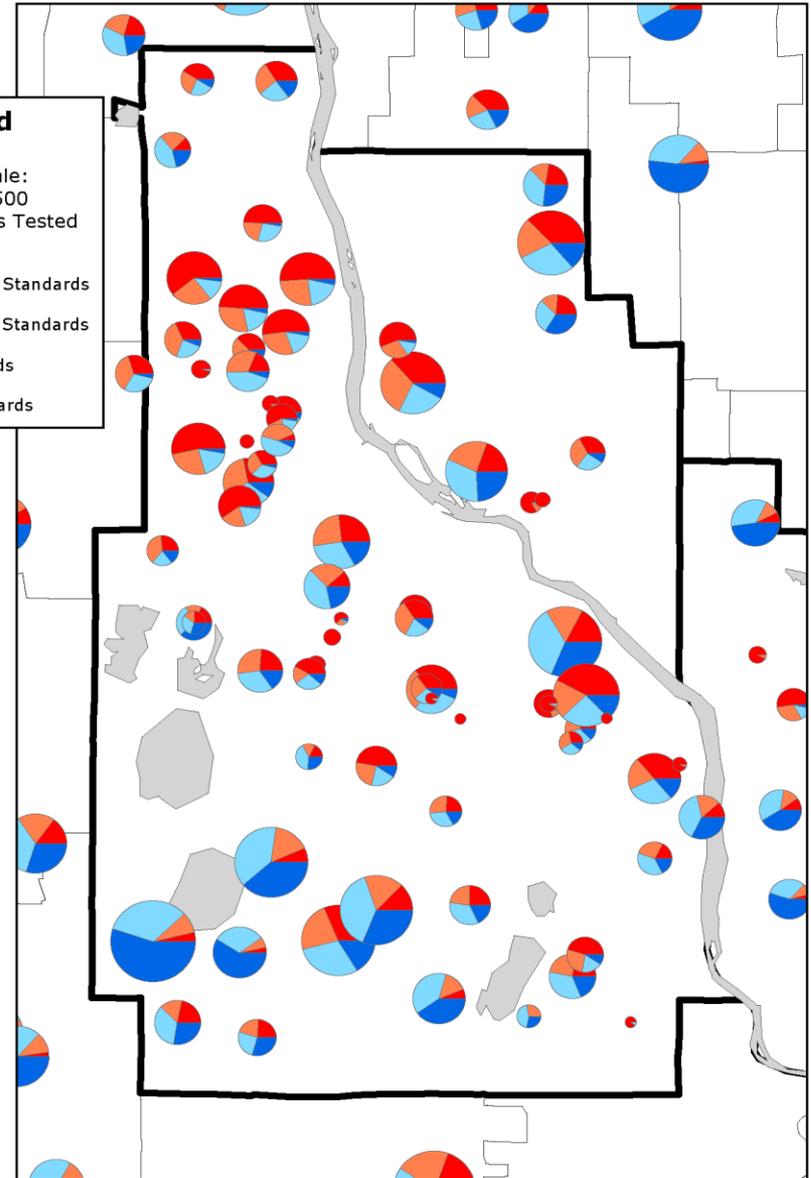
Minneapolis Public Elementary Schools Lunch Status, 2007-2008



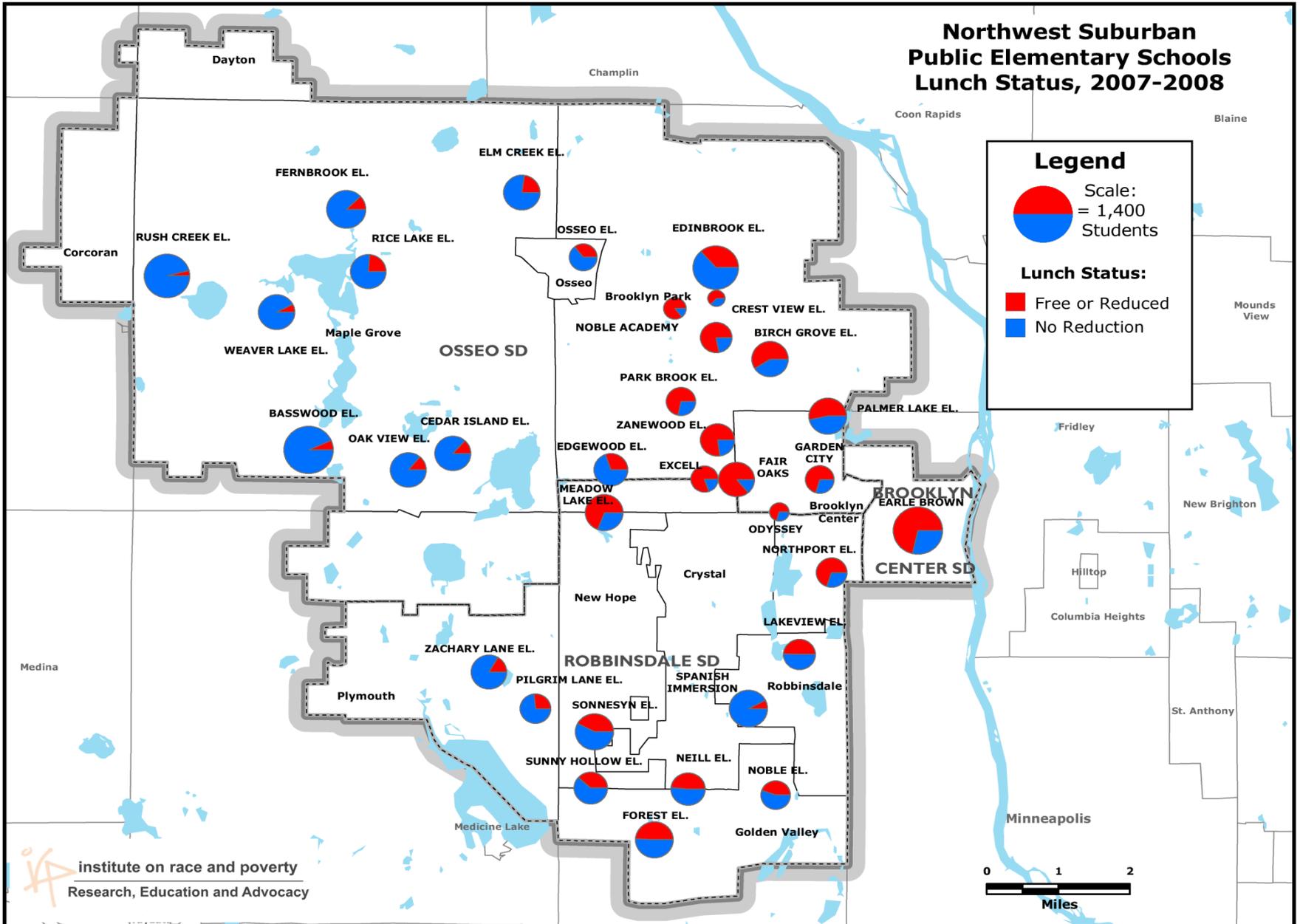
MINNEAPOLIS SCHOOL DISTRICT
Results for Students taking the Reading Portion of the
MCA Assessment Test by Elementary School, 2006-07



MINNEAPOLIS SCHOOL DISTRICT
Results for Students taking the Math Portion of the
MCA Assessment Test by Elementary School, 2006-07



Northwest Suburban Public Elementary Schools Lunch Status, 2007-2008

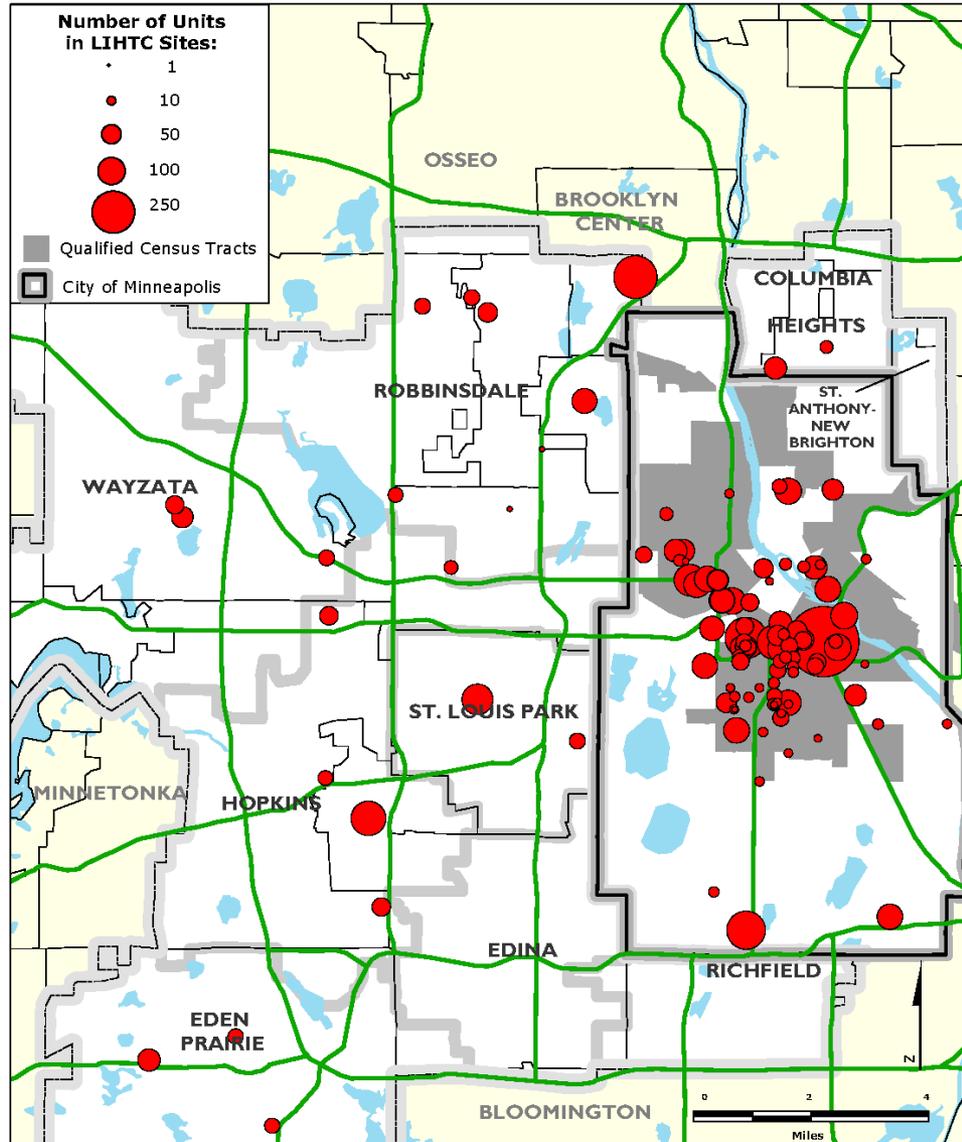


 institute on race and poverty
Research, Education and Advocacy



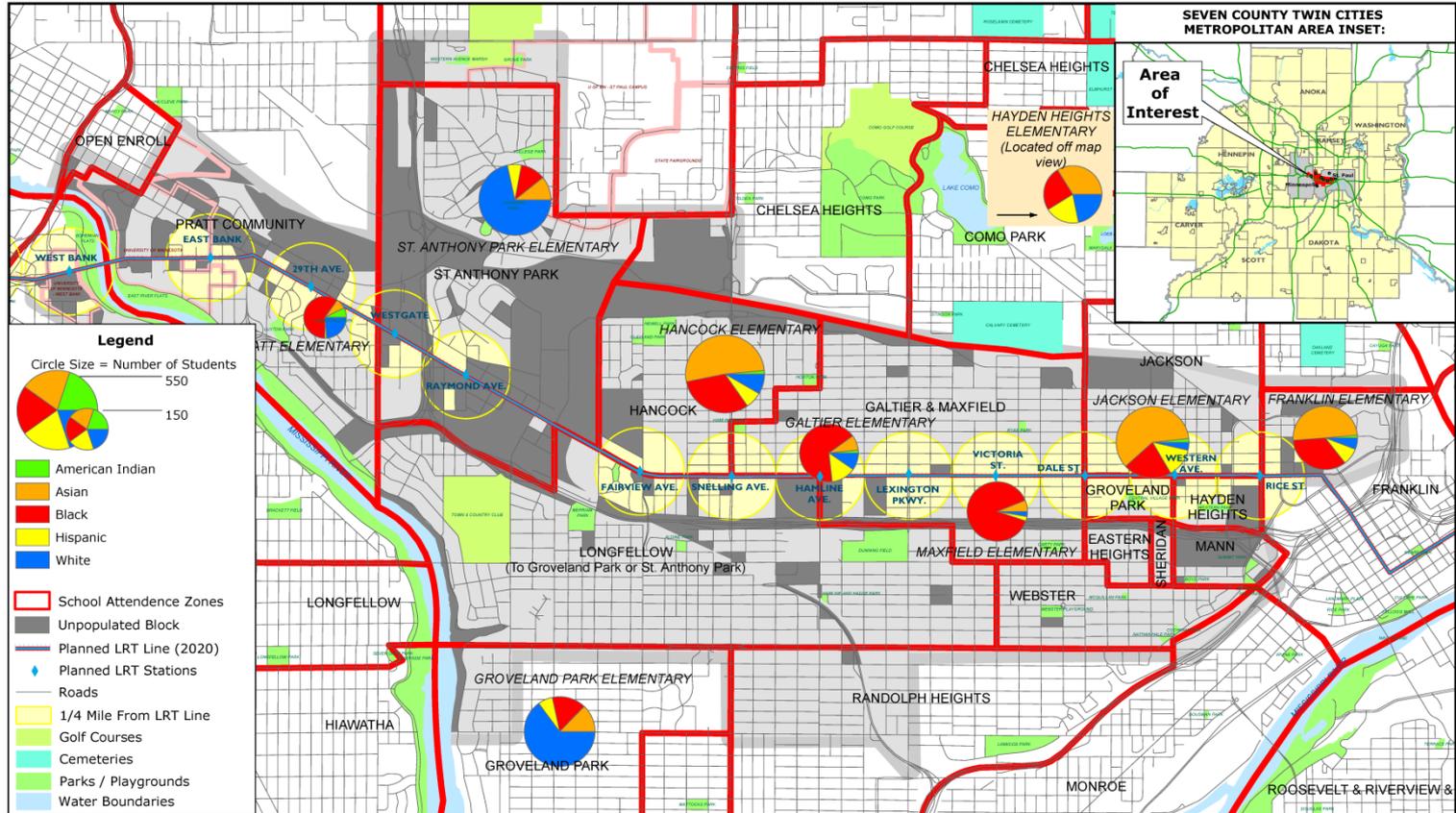
Data Source: Minnesota Department of Education

MINNEAPOLIS - SUBURBAN REGION LIHTC Housing Sites in Minneapolis and Surrounding Suburban Schools, 2005



Data Sources:
 2005 HousingLink Inventory of Assisted Rental Housing

UNIVERSITY CORRIDOR AREA Planned LRT Line and Station Areas, Size and Distribution of Elementary Students by Race for Schools with Attendance Areas within 1/4 mile of LRT Stations, 2009

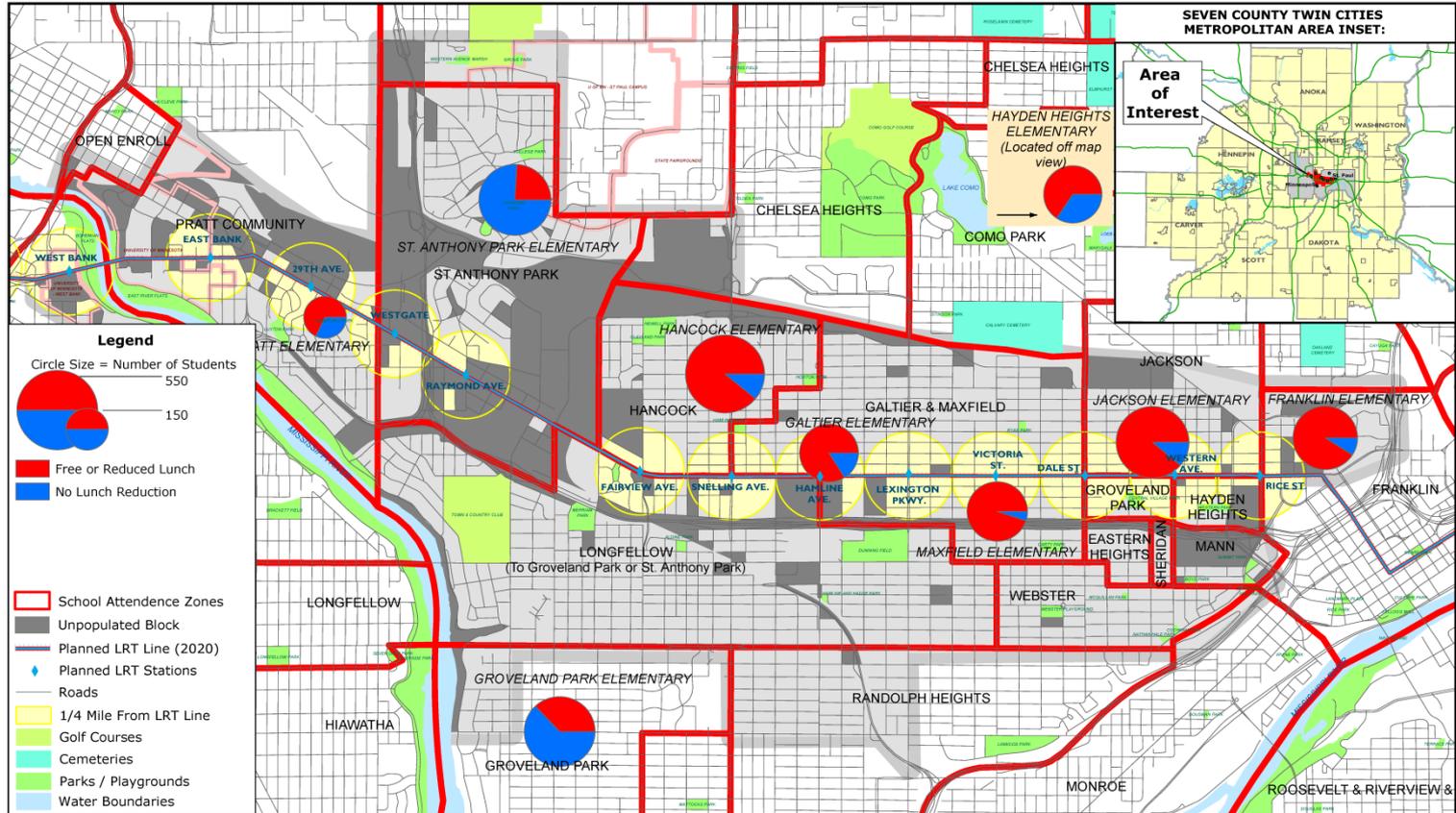


Data Sources:
2005 The Lawrence Group
2005 Metropolitan Council
2002 Minnesota Department of Transportation
2004 Ramsey County Regional Railroad Authority
2000 U.S. Census SF3
2009 Minnesota Department of Education



Note: University Corridor Area consists of 33 U.S. Census Transportation Analysis Zones that are contained or somewhat contained by the St. Paul neighborhoods of St. Anthony Park, Hamline Midway, Merriam Park, Lexington-Hamline, Thomas-Dale and the Minneapolis neighborhoods of Prospect Park, E. River Road and University.

UNIVERSITY CORRIDOR AREA Planned LRT Line and Station Areas, Size and Distribution of Elementary Students by Lunch Status for Schools with Attendance Areas within 1/4 mile of LRT Stations, 2009



Data Sources:
2005 The Lawrence Group
2005 Metropolitan Council
2002 Minnesota Department of Transportation
2004 Ramsey County Regional Railroad Authority
2000 U.S. Census SF3
2009 Minnesota Department of Education



Note: University Corridor Area consists of 33 U.S. Census Transportation Analysis Zones that are contained or somewhat contained by the St. Paul neighborhoods of St. Anthony Park, Hamline Midway, Merriam Park, Lexington-Hamline, Thomas-Dale and the Minneapolis neighborhoods of Prospect Park, E. River Road and University.

Supporting school diversity in the public housing redevelopment process

**Jennifer Turnham
Abt Associates**

Public Housing Redevelopment and School Improvement

- Growing number of examples of public housing redevelopment coupled with school improvement
- Most school efforts focus on improving academic performance for existing low-income residents – racial diversity not an explicit goal
- Public housing redevelopment alone may not be sufficient to diversify a poor and racial minority school in a non-gentrifying neighborhood
- Alternative attendance boundaries, magnet school, or charter school with local marketing may be needed to achieve racial diversity in the school

Strategies for Achieving Racially Diverse Schools in Revitalizing Neighborhoods

- **Capital City Charter School (Washington, DC)**
 - Charter school sited in Columbia Heights to take advantage of ongoing revitalization
 - Citywide enrollment but aggressive marketing within neighborhood – housing and service providers
 - 66% minority in 2008-09, 44% free or reduced price lunch
 - 70% minority in 2002-03



Strategies to Achieve Racially Diverse Schools in Revitalizing Neighborhoods (cont.)

- **Midtown Academy (Baltimore, MD)**

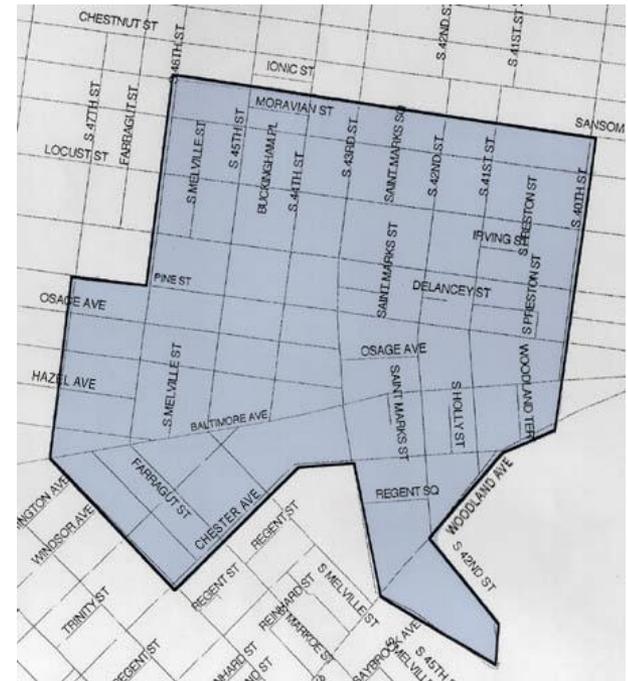
- Founded in 1997 as charter school pilot
- Enrollment designed to achieve racial and economic diversity:
 - 50% slots for residents of Bolton Hill (middle-income, white)
 - 50% for residents of Reservoir Hill (low-income, minority)
- 82% minority in 2008-09, 40% free or reduced price lunch
- 78% minority in 2002-03



Strategies to Achieve Racially Diverse Schools in Revitalizing Neighborhoods (cont.)

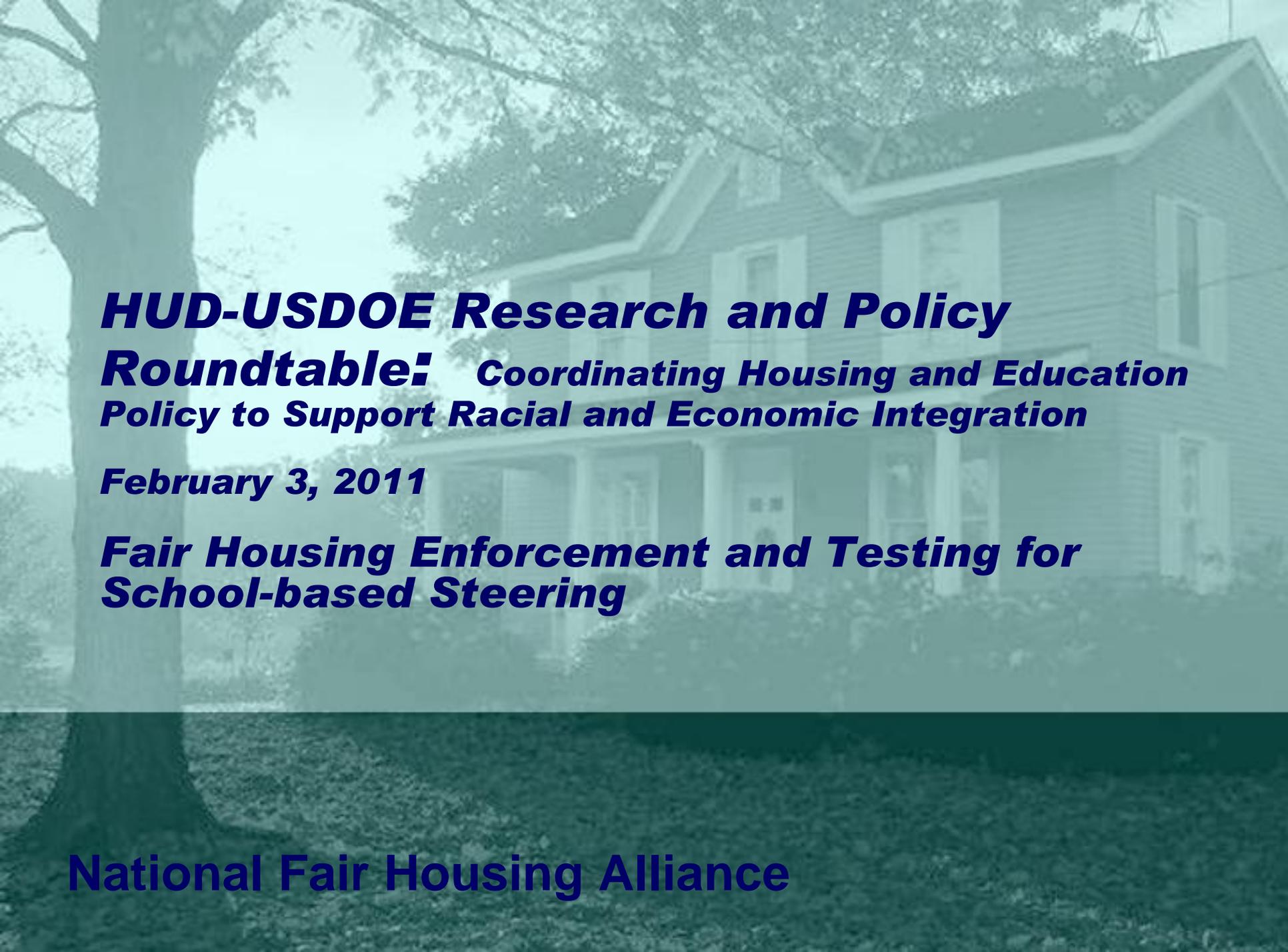
- **Penn Alexander School (Philadelphia, PA)**

- Part of revitalization effort led by University of Pennsylvania
- New public school with enrollment zone drawn to include middle class and poor areas
- Dramatic increase in property values attributed to school
- 69% minority in 2008-09, 44% free or reduced price lunch
- 81% minority in 2002-03



Potential Policy Tools

- Targeting existing residents in a gentrifying community (Capital City Charter)
- Drawing attendance zones to promote diversity (Midtown Academy)
- Designing school diversity from outset and actively recruiting white students (Penn Alexander)
- Careful school site selection to encourage diversity
- Use of magnet school model to recruit students to school in public housing redevelopment neighborhood (PRRAC/Charles Hamilton Houston Institute, 2009)
- Voluntary inter-district school transfer option for children in redeveloped public housing (National Coalition on School Diversity, 2010)



***HUD-USDOE Research and Policy
Roundtable: Coordinating Housing and Education
Policy to Support Racial and Economic Integration***

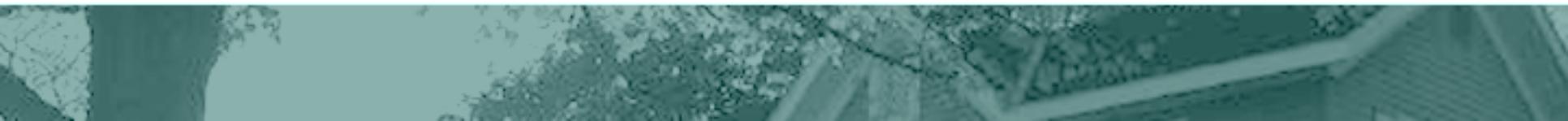
February 3, 2011

***Fair Housing Enforcement and Testing for
School-based Steering***

National Fair Housing Alliance

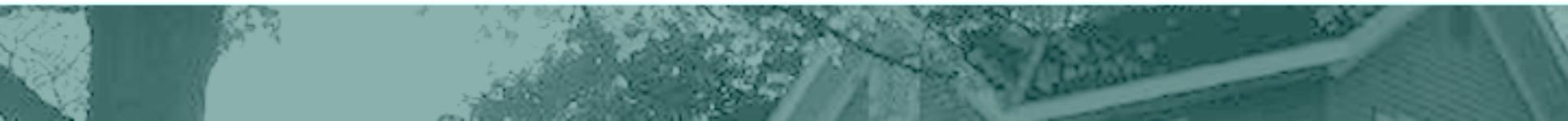
Summary of Testing Findings

- Testing conducted from 2003 – 2006
- HUD-Funded Testing as a follow-up to HDS 2000
- 12 metro areas
 - Atlanta
 - Austin
 - Birmingham
 - Chicago
 - Dayton
 - Detroit
 - Mobile
 - New York City/Long Island/ Westchester
 - Philadelphia
 - Pittsburgh
 - San Antonio
 - DC metro Northern Virginia & Baltimore
- Over 145 matched pair tests

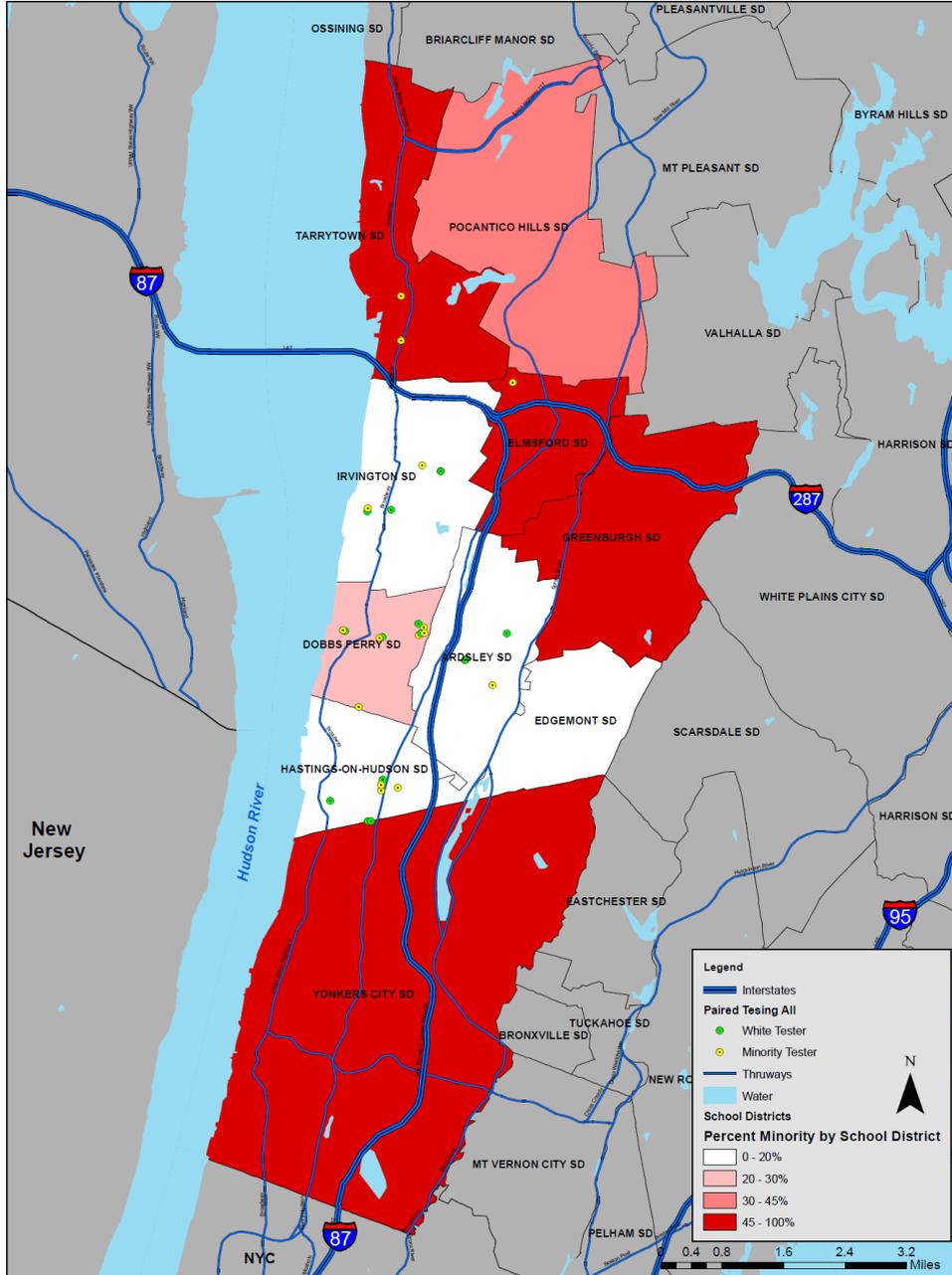


Summary of Testing Findings

- Steering: When both testers saw homes, there was steering on the basis of race or national origin in 87% of the tests.
- Striking pattern of using schools as a proxy for race.
 - Denigration of communities/neighborhoods can restrict demand on those areas and contribute to a decline of property values.

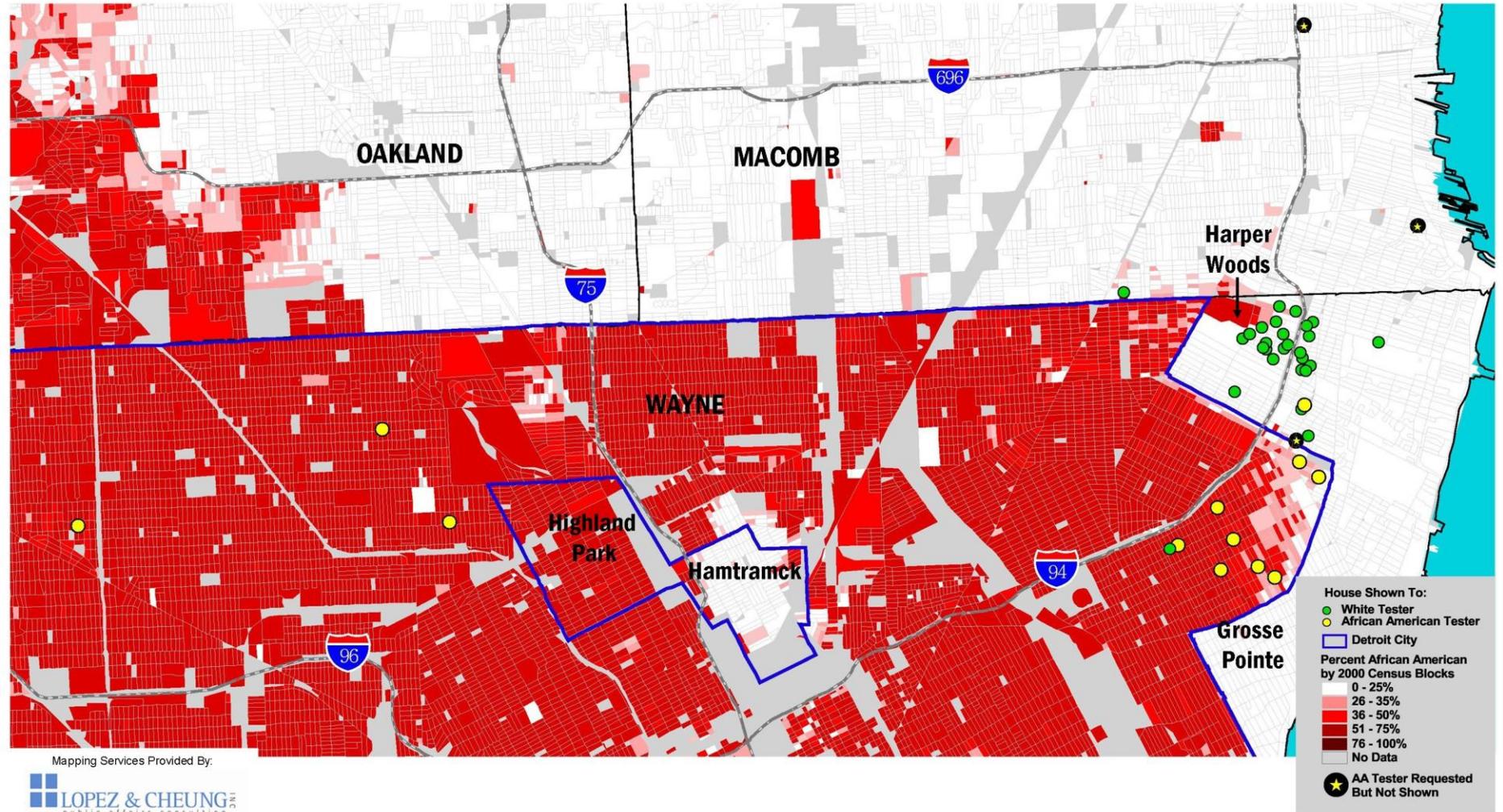


Peter J. Riolo Hasting-on Hudson, NY Steering Evidence Based on Paired Testing All, 2004-2005



Century 21 Town & Country Racial Steering Evidence

Based on Paired Testing, 2003 - 2005



Mapping Services Provided By:

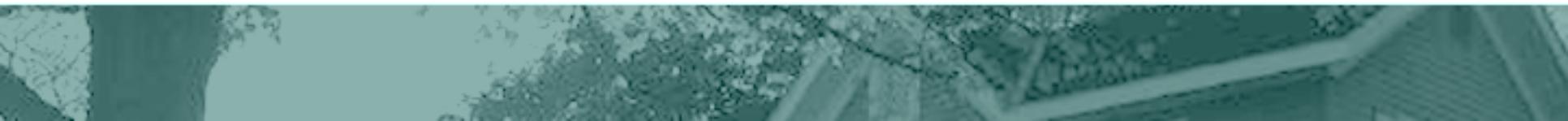
Brooklyn

vanDam.



Recommendations

- USDOE and HUD should co-sponsor training sessions for real estate professionals in selected metro areas focusing on fair housing practices, how to assess school quality, and harms of school-based steering
- Congress should fund testing and investigations by Qualified Fair Housing Organizations to address racial steering by real estate professionals
- HUD and USDOE sponsored research regarding school-based steering
- HUD should advise communities to assess race-based and school-based steering by real estate professionals in the Analysis of Impediments to Fair Housing and Fair Housing Planning processes and to include provisions for addressing the issue in the Plans
- The President's Fair Housing Council should be re-instituted



Strengthening Access to High Performing Schools in the Housing Voucher Program

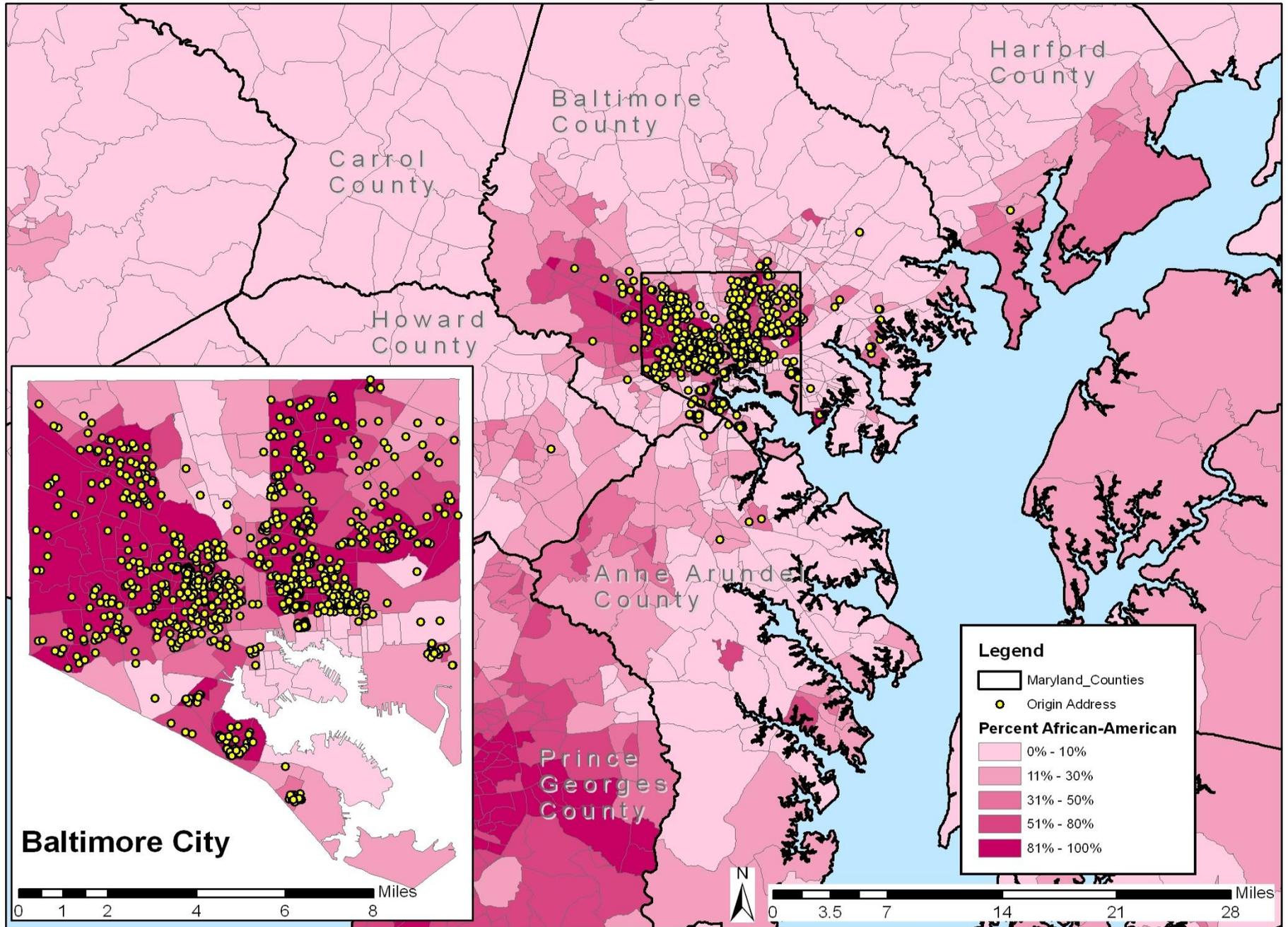
Stefanie Deluca, John Hopkins University

Tina Hike-Hubbard, Enterprise Community Partners

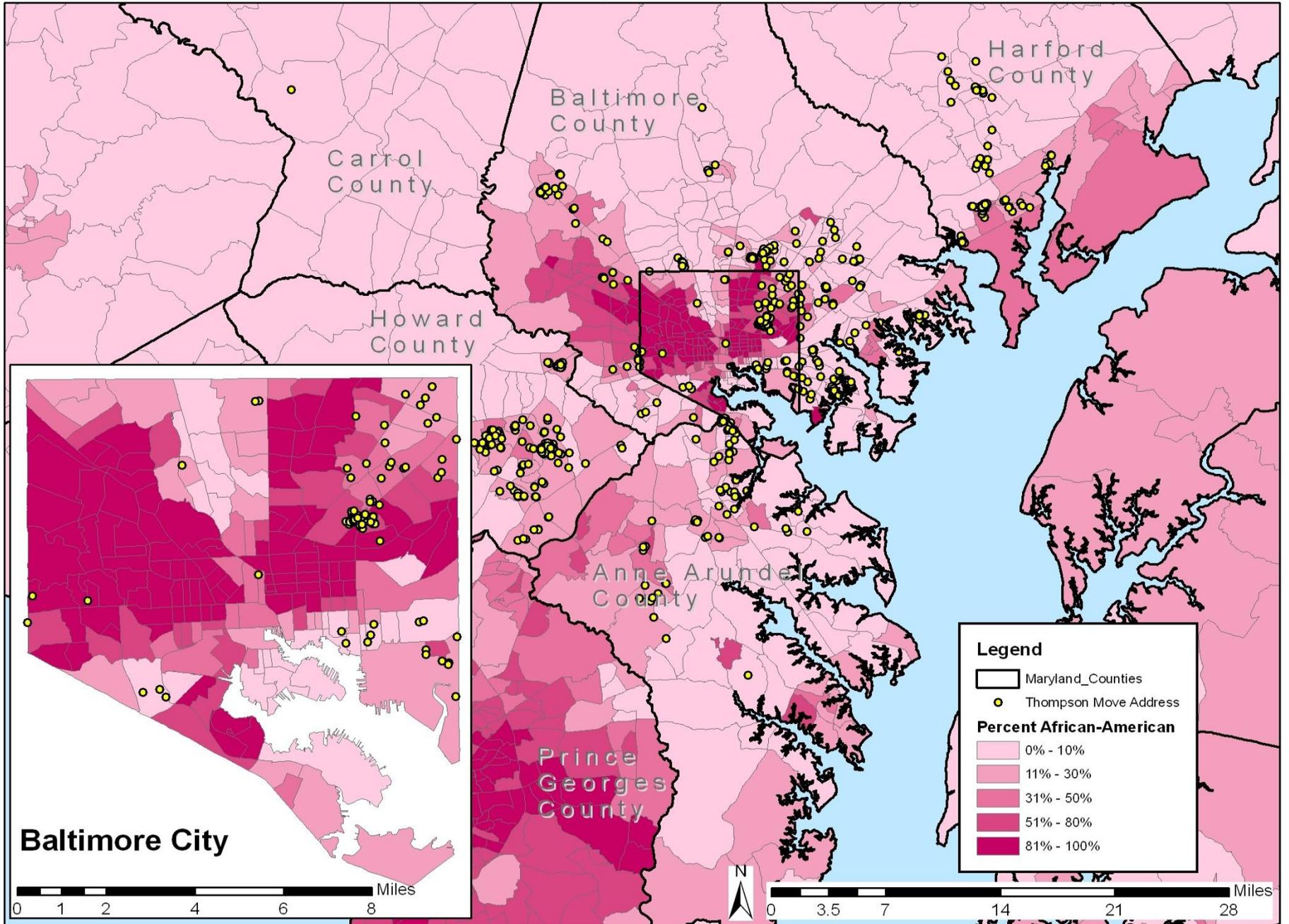
The Baltimore Housing Mobility Program

- Assisted moves to low poverty, non-segregated communities
- Counseling!
 - pre-move preparation
 - housing search assistance
 - Post-placement follow up
 - Educational counseling
 - Second move assistance

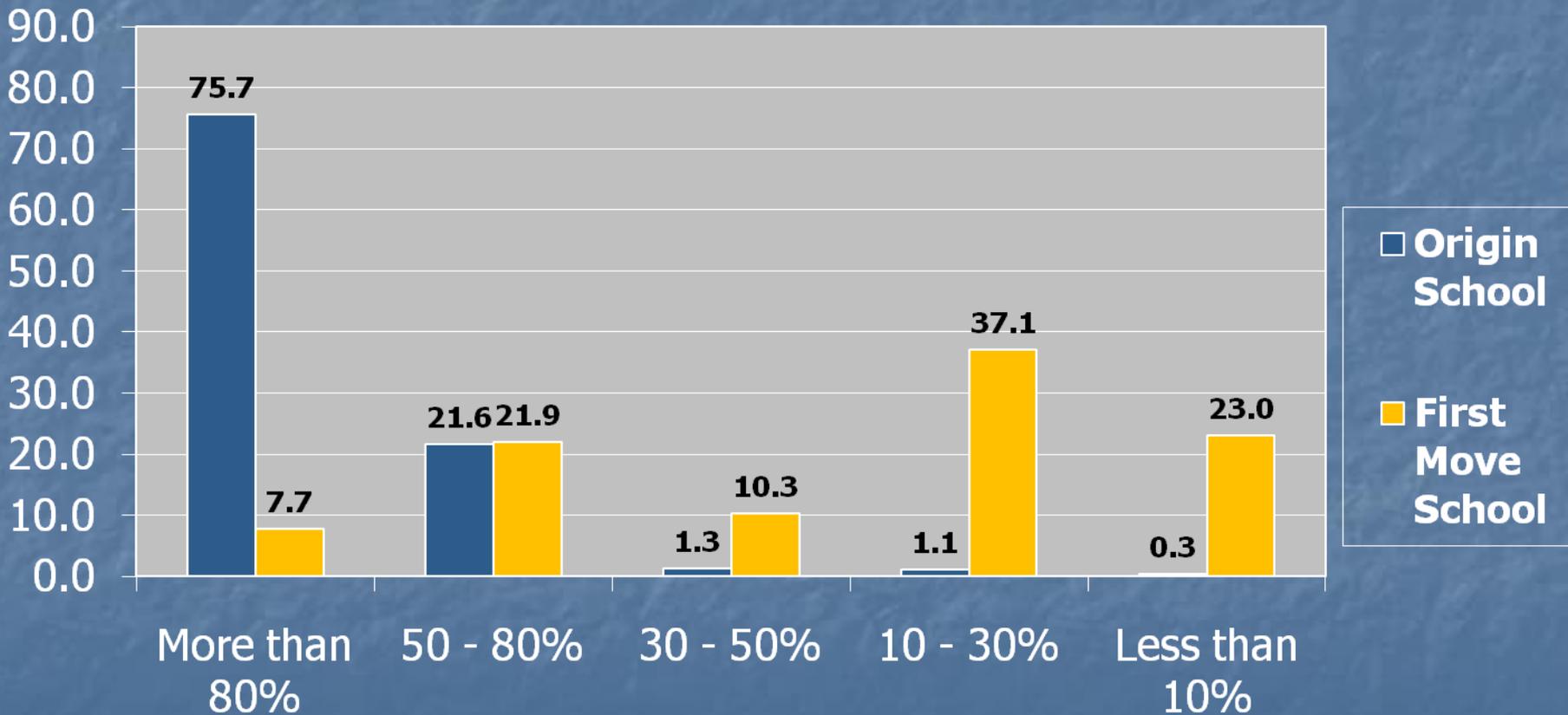
MAP 1- Origin address



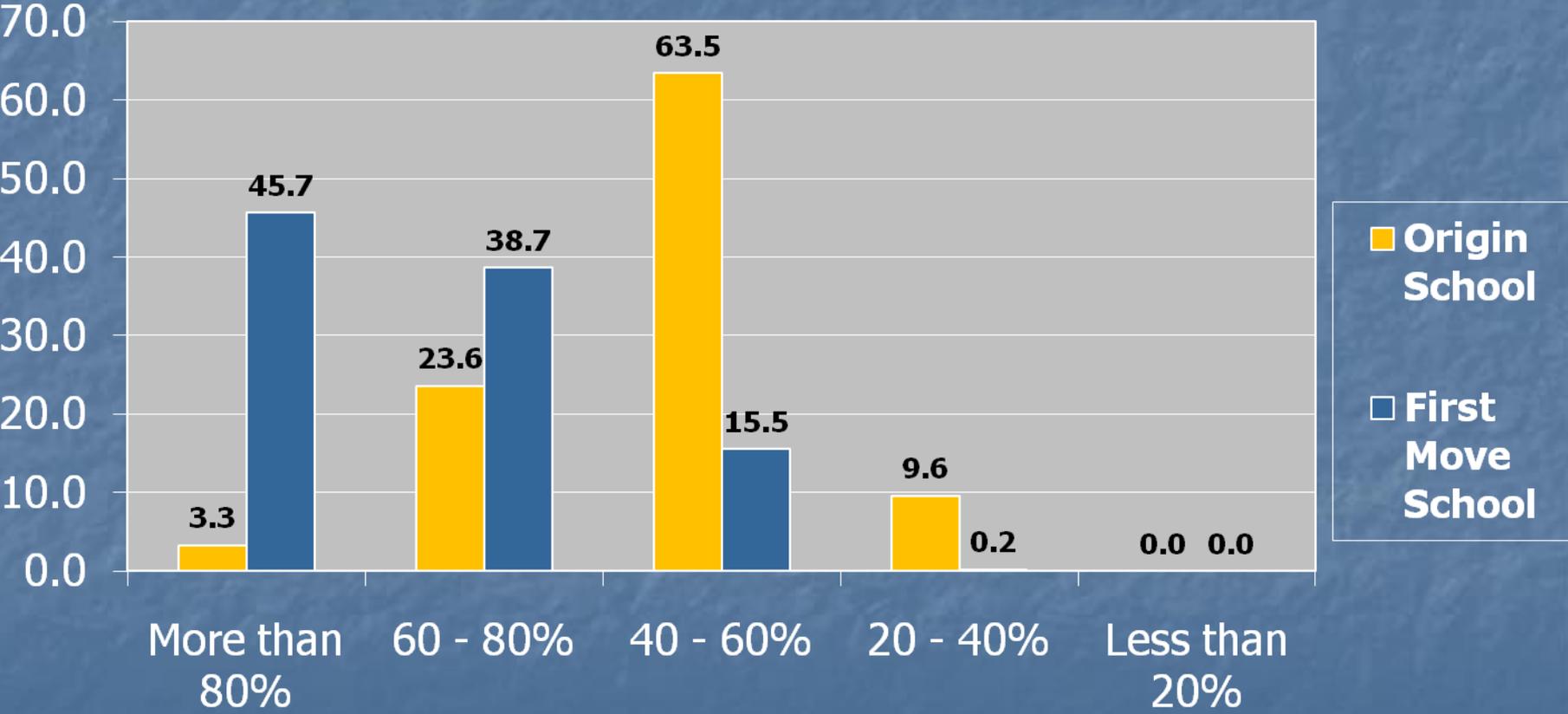
MAP 2- Thompson move address



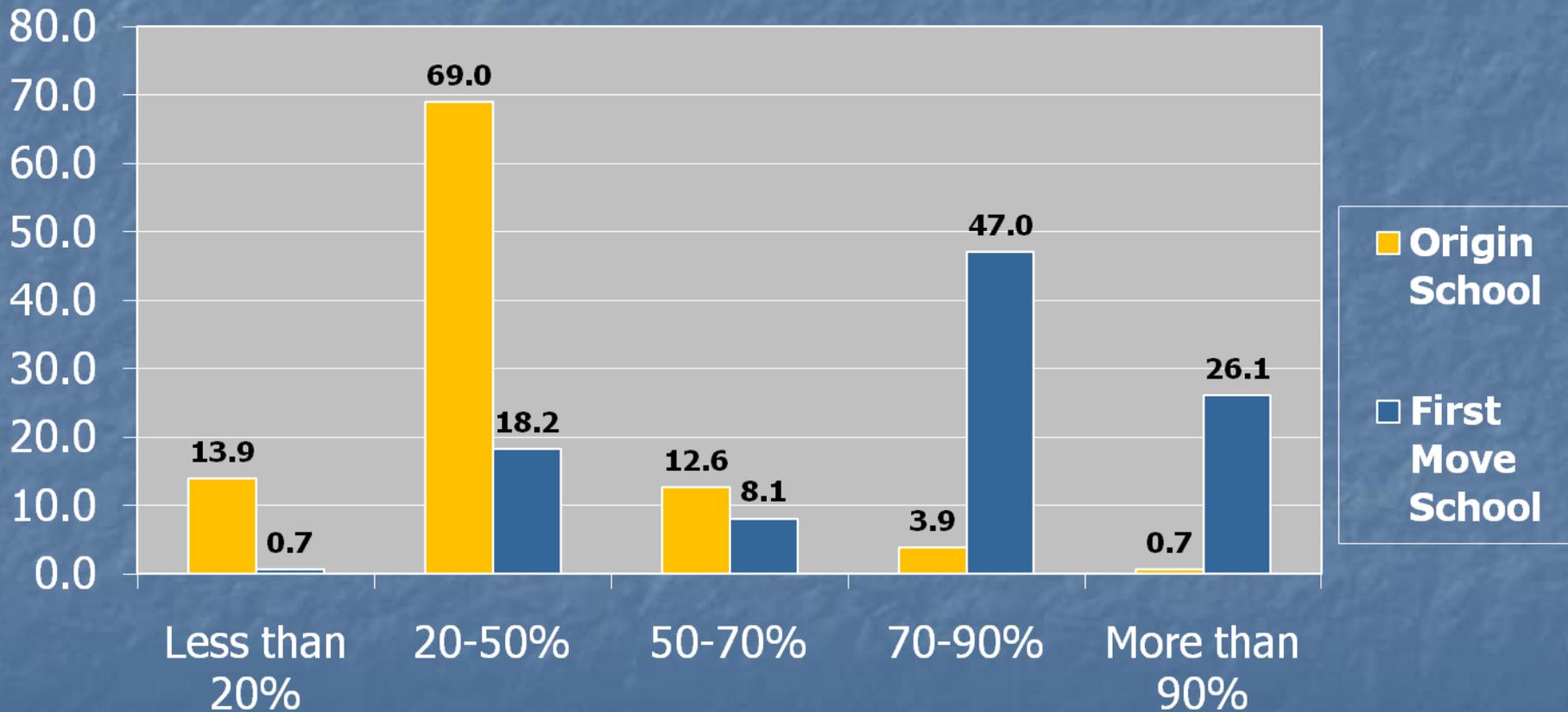
Free and Reduced Lunch Eligible Students in Local Elementary School



Percent of Students Proficient in Reading in Local Elementary School



Percent of Classes in Local Elementary School Taught by Qualified Teachers



What We Learned

- Families are moving to more affluent, less segregated communities with less crime and more employment
- Families are moving to school districts that are much higher quality and lower poverty than their original neighborhoods

Lessons

- **Families need counseling**
 - to find housing in these communities
 - to understand the implications of opportunity moves for children's schooling
 - to negotiate the new demands of higher quality schools
 - to navigate programs in their new schools
 - to stay in these communities

Incorporating Educational Counseling in Housing Mobility Programs

**Tina Hike-Hubbard
Enterprise Community Partners**

APPENDIX

Table 1: Number and Percent of Social Science Citations by Decade in PICs Social Science Amici Briefs

Amici	1970s	1980s	1990s	2000 +
Murphy et al N =20	40%	15%	30%	15%
Armor et al N = 29	24%	28%	24%	24%
APA N = 57	4%	16%	33%	47%
AERA N = 54	4%	17%	13%	66%
553 SOCIAL SCIENTISTS N=213	9%	14%	18%	59%