

## How White Activists Embrace Racial Justice

by Mark R. Warren

**H**ow can white Americans come to care enough about racism to take action to change the systems that produce and perpetuate racial inequality in this country? Communities of color have long organized to build the power to press for change. But that is not enough. Greater support among white Americans is necessary if our country is to make further progress in advancing the cause of racial justice. If the nature of racism 30 or 40 years ago was one of overt racism, in my view the problem today is largely one of white passivity in the face of continued racial inequality. Although intentional and overt racism is not always necessary for institutional racism to persist, positive action is required in order to change institutions and policies that create and perpetuate racial injustice.

---

*Mark R. Warren (mark\_warren@harvard.edu) is Associate Professor of Education at Harvard University. This article is a summary/précis of his just-published book, Fire in the Heart: How White Activists Embrace Racial Justice (Oxford Univ. Press, 2010). A sociologist, he has published extensively on community organizing efforts to revitalize urban communities, transform public schools, and expand civic and political participation. He is the author of Dry Bones Rattling: Community Building to Revitalize American Democracy (Princeton Univ. Press, 2001).*

However, if white people are not victims of racial discrimination themselves, and if their closest family and friends are not victims of discrimination, how can they come to care enough about racism to take action against it? I sought answers to that question by studying 50 white people who became committed activists for racial justice. I asked people how they first became aware of racism and this is one of the stories I heard:

Jim Capraro grew up in Marquette Park, Chicago, in the fifties and early sixties, a child of Italian Catholic immigrants. His neighbors, like his parents, were white working-class ethnics who had moved out of Chicago's inner city to this neighborhood of modest homes. Jim's family and the nuns and teachers at his Catholic high school taught him that the future was bright, that America was the land of opportunity, "the greatest country in the world." When Jim was sixteen, however, he experienced an incident that would alter his sense of the world profoundly. It was the summer of 1966 and Jim's parents had just given him permission to use the family car for the first time on a date. This was going to be a big day for Jim, but not for the reason he had in mind.

Jim took a break from preparations for the date and walked out of his house—straight into the middle of an open housing demonstration in Marquette Park. He recounts what he saw:

I saw a huge crowd of white people, four or five deep, on the sidewalk going out into the street. There were policemen with batons holding them off away from the street. People were throwing beer bottles, just hurling them, at something. Across the street there's some big hubbub, and I could see black people. I could also see clergy who were not black. They all had signs, and the signs said things like End Slums, Open Housing. It was a demonstration. And it was going past the Marquette Park monument.... People are jeering and yelling, "N-ggers go home," and it's terrible. It's ugly. And it was so strange, because literally twenty minutes before, I'm thinking, "got to gas up the car. I'm going on a date!"

At the intersection, a black couple came up in a car and got stopped at a stoplight. The crowd pushes past the police and surrounds

*(Please turn to page 2)*

### CONTENTS:

<b>White Anti-Racists ... 1</b>	<b>Structural Discrimination ..... 3</b>
<b>High-Poverty Schools ..... 6</b>	<b>Racial Health Disparities ..... 9</b>
<b>PRRAC Update ..... 11</b>	<b>Resources ..... 13</b>
<b>Vol. 19 Index ..... 22</b>	

(ACTIVISM: Continued. from page 1)

this car. I remember this so vividly—it's a Corvair, Chevy Corvair. Crowd totally surrounds the car. The people inside the car are really afraid. I mean, they're just terrified. People start rocking this car back and forth. The people inside are literally huddled. The light is red. They're stopped. There's a crowd all around them. A girl about my age jumps up on the hood, screaming and yelling, and swearing at the people inside, and kicking at the windshield in front of the driver. I remember thinking she would have mangled their faces, if there wasn't this windshield in the way.

Jim returned to his house and this is what he said, reflecting on the day's events:

I don't know that I was there more than a half an hour, maybe forty minutes, but it was the longest half-hour in my life. And it changed my life forever. Kind of an epiphany, I guess. When I went home, that night I couldn't sleep. I had this never-ending stream of thoughts. Everything I thought I had learned or was led to believe, I thought was a lie. We're not the greatest country in the world. I was always taught that we were the greatest. Six years ago, John Kennedy was elected President. What happened? What just hap-

pened two blocks from my house? This can't be the best neighborhood. Look at what people do? Look at how they were behaving. Anybody could grow up to be President—I believed this, right? Well, I didn't think the people who were marching in the park that day had any shot at ever being President.

I got mad. How dare these people do this stuff? This is a democracy. People have a right to say things and march, and think of themselves as being equal with everybody else, and in fact be equal to everybody else.

Jim went on to college and heard Stokely Carmichael give a black power speech challenging whites who

---

### **The problem today is largely one of white passivity.**

---

cared about racism to stop coming South to help African Americans and combat racism in their own communities. Jim took that charge seriously and stayed in Marquette Park where he helped found the Greater Southwest Development Corporation and has spent the last 40 years combating redlining and white flight, and working for economic development and stable racial integration in a neighborhood that had become a symbol of Northern racism.

### **Seminal Experiences and the Moral Impulse to Act**

Jim's story is a powerful one, and it's the kind of story I heard from almost everyone I interviewed. Jim had what I call a seminal experience where he directly witnessed racism. This direct experience generated an anger at injustice, but more so at the violation of deeply held values of fairness. This led Jim to what I call a moral impulse to act for racial justice. Although Jim and the other white activists I interviewed began their activism with this kind of moral stance,

their commitment to racial justice grew and deepened as they began to take action with others to create change.

The 50 white Americans I interviewed were active in three fields: education, community organizing and development, and legal advocacy work, often around criminal justice issues. I selected the respondents by mapping the fields of racial justice activism and consulting with leaders of racial justice organizations in those fields. I looked for people who self-identified as white and who worked for institutional and policy change. I wanted to make clear that I was not studying people who saw themselves as "saviors" of people of color, but rather as serious collaborators with them. I interviewed people from a range of ages, both men and women, from across the country, including activists in the Bay Area, Los Angeles, Chicago, Milwaukee, Dallas, New Orleans, Greensboro and the Baltimore/Washington area. I conducted extensive interviews with each activist focused on their life histories and activist trajectories. I also asked them about their contemporary understandings of their experience working to build multiracial organizations, to influence the beliefs and behaviors of other whites, and their own understanding of their place as white people working for racial justice.

### **The Power of Relationships with People of Color**

I analyzed the interviews and constructed a model of the development of commitment by white people to racial justice. Activists start with a moral impulse but do not stop there. The second key process occurs as white activists build relationships with people of color. I found, first, that white Americans learned more deeply about the realities of racism and came to see their own experiences as white people in a different way through these relationships.

(Please turn to page 10)

*Poverty and Race* (ISSN 1075-3591) is published six times a year by the Poverty & Race Research Action Council, 1200 18th Street NW, Suite 200, Washington, DC 20036, 202/906-8023, fax: 202/842-2885, E-mail: info@prrac.org. Chester Hartman, Editor. Subscriptions are \$25/year, \$45/two years. Foreign postage extra. Articles, article suggestions, letters and general comments are welcome, as are notices of publications, conferences, job openings, etc. for our Resources Section. Articles generally may be reprinted, providing PRRAC gives advance permission.

© Copyright 2010 by the Poverty & Race Research Action Council. All rights reserved.

---

*Note: From time to time, P&R has offered theoretical articles on the general topic of structural racism and social exclusion—most recently, in the March/April and May/June 2009 issues. Here, from a long-time human rights activist (President from 2001-07 of the Republic of Macedonia’s Helsinki Comm. For Human Rights), is a restatement of the theory from a European perspective. — CH*

## **Structural Discrimination: An International Perspective**

by Najcevska Mirjana

**D**iscrimination started with slavery and genocide. With the absolute deprivation of the right to be considered a human being. Such deprivation excluded groups of people from the human family and from everything connected with making one’s own decisions because of belonging to a specific race, religion, sex, etc.

Discrimination nowadays is not as violent, but it is still about deprivation of basic rights and about differential treatment of human beings because of their characteristics or origin. Since the early 1990s, much of the theoretical work on discrimination has attempted to make visible the many ways in which discrimination occurs beyond the forms of deliberate exclusion. Hence, three types of discrimination have been identified: Individual, Institutional, and Structural.

I want to speak about structural discrimination—the new dark star in the discriminatory sky.

Structural discrimination primarily relates to the ways in which the common behavior and equal legislation and the same norms for everybody can affect, and obscure, discriminatory intent. Such discrimination may be either open or hidden, and it could occur intentionally or unintentionally. Structural discrimination is about "them" and "us."

There are three essential components to structural discrimination:

---

*Najcevska Mirjana (najce2000@yahoo.com) is Professor of Law and Human Rights at Univ. "Ss. Cyril and Methodius."*

### **A. Equal treatment of people with different status**

- The equal treatment could be discriminatory when we are working with people with different statuses. This often happens with people who are historically, by tradition or as a result of common behavior based on long-lasting stereotypes and preju-

---

#### **Structural discrimination is about "them" and "us."**

---

ices, placed in a disadvantaged position. As an example: All people living in towns should have heating devices based on solar collectors. This is for everybody, the same rule, and, also a good rule. In my country (Republic of Macedonia), the result would be that a significant number of Roma people would have to leave towns, as they would not have the money to pay for this change. Really, it is the same for all poor people (Roma and non-Roma); however, if we have in mind that 90% of Roma are poor, then it is clear that segregation on the basis of ethnicity will occur. At this point we are entering the discussion of the historic background and previous discrimination which placed Roma people in this position. At the same time, we are entering the space of structural discrimination. Namely, segregation will result in: further continuation of prejudices, disadvantage concerning the availability of cultural, educational and other services, worse

living conditions, and further geographic marginalization.

- When the specific conditions required to access certain jobs, career development, education, services, etc. are the same for everybody, this could lead to structural discrimination. If these conditions or rules can only be met by a small number of people from a specific group, then the existence of this condition or rule, provided it is not an essential criterion for specific jobs, career development, education, services, etc., indicates the presence of structural discrimination. For example: To become a police officer, you must be more than 1.70 cm tall. Most women and many people from some ethnicities will be excluded from the possibility to get this job.

### **B. Common behavior (expectations or behavior)**

Structural discrimination is based on tradition, religion and social acceptability. The key phrases associated with structural discrimination are: This is the "way it was always done," "the way everybody acts," "the way that is accepted by the majority and nobody will blame me if I behave like this." When an individual or an institution acts in accordance with a society’s prevailing norms and preconceived notions concerning specific groups (ethnic, religious, age, gender, etc.), with negative impact on the members of these groups, we can assume that it is a question of structural discrimination.

*(Please turn to page 4)*

---

(DISCRIMINATION: Cont. from page 3)

- Common behavior is constituted of: tradition (it is exactly as my grandpa and grandma were doing), religion (it is settled in the holy book), and socio-acceptable behavior (everybody is doing this).

- Very often, structural discrimination related to the past. Racial, ethnic, gender or religious privilege reaches far back into humankind's past. The traditional hierarchy and traditional order of power is an important source of inequality and restrictions on the fulfilment of basic human rights and freedoms. It ensures, for example, that some people are available to do society's dirty work at low wages.

- Our historical heritage is supporting the circle of discrimination based on common behavior. Historically, institutions defined and enforced norms and role relationships that were racially distinct. Laws, customs and traditions usually continue to reinforce current thinking, as institutions have an inertial quality: Once set in motion, they tend to continue on the same course.

- Impunity is tightly linked to structural discrimination. When I am doing as my parents were doing, as is proscribed by my religion and like everybody else, then I am not doing wrong, or, at least, I will not be blamed for this. Part of structural discrimination is a lack of perception of discrimination (from the side of the person who discriminates and even from the side of the person who is discriminated against).

### **C. Blaming of the victim**

Structural discrimination regularly refers to the responsibility of the victim of discrimination for his/her own situation. It is either the culture of the victim (part of "their" traditional behavior that puts them in a disadvantaged situation); passivity ("they" do not use the possibilities or mechanisms of the system); indifference (many things are going wrong for "them" just

because "they" do not care); personal choice ("they" like being without jobs, going around and begging); ignorance (probably the "softest" shifting of blame, implying that many things happen because of a lack of knowledge and information). The common denominator for all of these "explanations" is that all of them are the responsibility of the victim of discrimination.

The result of this approach in whole is: a) blaming the victim for what is happening, and b) either denying the existence of discrimination or justification of discriminatory behavior with the introduction of the "victimization syndrome" phenomenon.

At the same time, this action contributes to recreating structural discrimination. Namely, in these circum-

---

### **Structural discrimination in many cases is part of the law.**

---

stances the perpetrator of discrimination could even parade as a friend to discriminated people, very much concerned about them and hoping to free them from the debilitating mindset of victimization.

### **Why is structural discrimination so dangerous?**

**A.** Structural discrimination is more than social action; in its repeated and reiterated forms it develops into a social structure. It becomes habitual and is taken for granted in all sorts of invisible ways: in the design of neighborhoods, the making of foreign policy or tax policy, or the writing of television news; in the way one is addressed by a policeman, treated by a doctor, or expected to speak the language.

**B.** Structural discrimination is more subtle and less intentional than open acts of discrimination. As a result, establishing blame for this kind of discrimination is extremely difficult. There is obvious, but erroneous, cause

for many people to believe that racism is no longer a problem and—where it is—that they have no personal responsibility for its existence as a consequence of the decrease in direct, public displays of racism. Sometimes, only the negative effects for some groups indicate the existence of discrimination.

**C.** Structural discrimination in many cases does not go beyond the law. It is part of the law. Yet it is always in a visibly different position depending on the status of the person in question. For example: the black perpetrators of crimes connected with drug distribution are not punished beyond what the law dictates. The punishment is according to the law, as well as the punishments of the white perpetrators of crimes connected with drug distribution. However, most of the sentences for black people are the maximum available, while most of the sentences for white people are the minimum. Or at least there are much higher sentences for (as an example) marijuana dealers (mainly black) than for cocaine dealers (predominantly among the white population).

**D.** Structural discrimination is linked to systematic biases towards certain groups. The individuals and institutions might simply find it more difficult to make judgments in cultural contexts other than their own and choose to err consistently on the side of caution by over-diagnosing or under-diagnosing the specific cases in these more unfamiliar circumstances. This could lead to a situation where public policy has generally either ignored or penalized the tradition or different culture of certain groups of people.

### **What we can do?**

What strategy can be used to fight such discrimination?

Tackling structural discrimination means leaving behind the usual way of dealing with discrimination which is predominantly based on a demand approach. It implies leaving the

*(Please turn to page 8)*

---

## ***Please contribute to PRRAC's annual campaign!***

November 2010

Dear friend of PRRAC:

We are a non-partisan organization, but the issues we work on are often lightning rods for partisan politics, and it is tempting to be discouraged when progress on civil rights is frustrated by the democratic process.

Despite diminished prospects for new progressive legislation at the federal level, the good news is that the process of change continues in the executive branch on many of the issues PRRAC cares most about. We have been working diligently with our coalition partners to support racial justice reforms in programs and policies affecting low-income families at the Department of Housing and Urban Development, the Department of Education, the Department of Treasury and other federal agencies. There is still time to effect these changes at the agency level—and we will need to press hard in the coming year to make sure promised policies are implemented.

A few highlights of our recent work:

- Our work to help change the direction of HUD housing programs has been intensive and continuous. HUD's duty to "affirmatively further fair housing" throughout its programs continues to be resisted by local governments, housing developers, public housing agencies and other HUD grantees, and we have pressed HUD to take stronger steps in program after program.
- Our publication of David Rusk's important report, *Building Sustainable, Inclusive Communities*, was a fulcrum for advocacy work to enhance the HUD Sustainable Communities Initiative, which seeks to link the Department of Transportation, HUD and the EPA in combined regional planning efforts throughout the country.
- Since the inaugural national conference of the National Coalition on School Diversity (a coalition PRRAC was instrumental in launching), we have continued to press the Department of Education for more support for racially and economically integrated school programs—including demands for greater inclusivity and racial diversity in federally-funded charter schools.
- Our provocative policy brief, "Prescription for a New Neighborhood?," has contributed to an important discussion of the role of public health in U.S. housing policy, and we are working with Dolores Acevedo-Garcia, Brian Smedley and other public health experts to bring these connections into the Administration's planning.

You can find out more about these and many other PRRAC initiatives in the "current projects" section of our newly redesigned website—but suffice to say that we are working very hard to make sure the promised changes we have all been waiting for are actually implemented—and we need your support to keep this essential work going.

Please consider making an especially generous donation to PRRAC this year. You can mail your tax deductible contribution to PRRAC at 1200 18th Street NW, #200, Washington, DC 20036, or just use "PayPal" to pay online at our website, [www.prrac.org](http://www.prrac.org).

Sincerely,



Philip Tegeler  
Executive Director  
[ptegeler@prrac.org](mailto:ptegeler@prrac.org)

---

# Segregation and Exposure to High-Poverty Schools in Large Metropolitan Areas: 2008-09

by Nancy McArdle, Theresa Osypuk & Dolores Acevedo-García

Schools are a key environment influencing child development, and research has documented the negative effects of concentrated-poverty schools as well as the advantages of racially/ethnically diverse learning environments. Yet minority children continue to attend high-poverty, high-minority schools, separate from the vast majority of white children. A new report by diversitydata.org, *Segregation and Exposure to High-Poverty Schools in Large Metropolitan Areas: 2008-09*, describes patterns of school segregation and poverty concentration of 30,989 public primary schools in the 100 largest metropolitan areas for the 2008-09 school year, drawing on the National Center for Education Statistics' Common Core of Data. In these schools overall, enrollment is already "majority minority," with Hispanics comprising over a quarter and blacks almost a fifth of enroll-

---

*Nancy McArdle (nancymcardle@comcast.net) is Senior Research Analyst with diversitydata.org, a board member of the Fair Housing Center of Greater Boston, and has served as an expert witness in several school and housing segregation cases.*

*Theresa Osypuk (T.Osypuk@neu.edu) is Assistant Professor at the Bouvé College of Health Sciences, Northeastern Univ. and Research Director of diversitydata.org. She is a social epidemiologist researching racial and socioeconomic disparities in health, their geographic patterns, and causes.*

*Dolores Acevedo-García (d.acevedogarcia@neu.edu) is Associate Professor at the Bouvé College of Health Sciences, Northeastern Univ. and Associate Director of the Institute on Urban Health Research. She is Project Director of diversitydata.org and a member of PRRAC's Social Science Advisory Board.*

ment. However, school composition differs greatly across the country, with enrollment in the West close to two-thirds minority. School composition also differs *within* metropolitan areas. High levels of neighborhood segregation fuel high levels of school segregation. As a result, white students attend schools that are disproportionately white and low-poverty, and black and Hispanic students attend schools that are disproportionately minority and high-poverty. Data on school segregation and differential exposure to high-poverty schools by student race/

---

## **Residential segregation fuels school segregation.**

---

ethnicity and income level are available for all 362 metro areas at diversitydata.org.

In previous work, diversitydata.org has documented that racial/ethnic minority children are more likely than non-Hispanic white children to experience disadvantaged environments which compromise their chances of achieving positive developmental and health outcomes. For example, black and Hispanic children are about 20 times more likely than white children to experience double jeopardy—to live both in poor families and concentrated poverty neighborhoods.

In addition to families and neighborhoods, schools are a key context influencing child development. Currently, much media and policy attention is devoted to charter schools, despite the fact that charters enroll only about 2% of primary and secondary school students. The debate focusing on the charter school versus traditional public school models means that the issues of persistent high racial/ethnic segregation and high exposure of minority children to economic disadvan-

tage at the school level remain largely unaddressed.

Among public primary schools in the 100 largest metro areas, the highest levels of school segregation from whites, as defined by the commonly used Dissimilarity Index, are experienced by black students, followed by Hispanics and then Asians. The most segregated metros for black students are located primarily in older, large Midwest and Northeast metros such as Chicago, Milwaukee, New York, Detroit and Cleveland. In these metros, at least 80% of black students would have to change schools in order for the metro area to be fully desegregated. The least segregated metros are primarily in the West but also in some Southeastern locations. This finding coincides with previous research that revealed higher levels of segregation in large metropolitan areas which are fragmented into many districts and which have large concentrations of minority students.

While Los Angeles tops the list of segregated metros for Hispanic students, the most segregated metros are generally found in the Northeast and Midwest, with a heavy representation in New England. Four out of the top ten most segregated metros for Hispanics are in New England (Springfield [MA], Boston, Hartford and Providence). The least segregated metros for Hispanics are located mostly in the Southeast. Baton Rouge, LA is the most segregated metro for Asian students.

Another useful measure of segregation is the extent to which minority students are exposed to other students of their own group (in other words, their degree of isolation) relative to the extent to which white students in the same metro area are exposed to students of that particular minority group. For example, in Chicago, the average black student attends a school

that is 73.7% black, while the average white student attends a school that is 6.3% black. In other words, the average black student attends a school with a black share of enrollment that is 11.7 times that of the school attended by the average white student, the highest disparity of any large metro area. The average black student in Cincinnati attends a school with a black share over ten times that of the school attended by the average white student. In Detroit and Buffalo, the average Hispanic student attends a school with a Hispanic share over nine times that of the school attended by the average white student. In Baton Rouge, the average Asian student attends a school with an Asian share almost six times that of the school attended by the average white student.

Being educated in less isolated, more diverse environments is a benefit both to students and to the community, a benefit that becomes more important as our nation becomes increasingly diverse. Research has shown that “racially integrated schools prepare students to be effective citizens in our pluralistic society, further social cohesion, and reinforce democratic values. They promote cross-racial understanding, reduce prejudice, improve critical thinking skills and academic achievement, and enhance life opportunities for students of all races.” [Brief of 553 Social Scientists as Amici Curiae Supporting Respondents, *Parents Involved in Community Schools v. Seattle School District No. 1*] Despite these benefits, high levels of school segregation and isolation persist.

## High-Poverty Schools

Racially isolated minority schools are very often also high-poverty schools. Children in high-poverty schools face enormous challenges, with classmates who are generally less prepared, have lower aspirations and graduation rates, and have greater absences; parents who are less involved, with less political and financial clout; and teachers who tend to

be less experienced and more commonly teach outside their fields of concentration.

In the vast majority of large metros (88 of 97 metros analyzed), the average black student attends a school where half or more of the students are poor. This is also the case in 83 metros for Hispanics. In only 11 metros for Asians and 8 metros for whites does the average Asian or white student attend a school where over half of the students are impoverished.

In some metro areas, students attend schools with fairly similar pov-

## **The most segregated metros are in the Northeast and Midwest.**

erty levels regardless of their race/ethnicity, while in others there is great disparity in the extent to which students of various races/ethnicities attend high-poverty schools. With some exceptions, metros with the lowest levels of disparity in exposure to high-poverty schools tend to be in the South. There is a strong consistency among those metros showing the highest minority/white disparities for all racial/ethnic minority groups, with Bridgeport, Hartford, Milwaukee, Boston, New York, Philadelphia and San Francisco ranking in the top ten highest disparity metros for all three major racial/ethnic minority groups. In metro Bridgeport, the average black student attends a school with a pov-

erty rate 5.2 times that of the school attended by the average white student, and the average Hispanic student attends a school with a poverty rate 4.7 times that of the school attended by the average white student. Overall across all the largest metros, black and Hispanic exposure to poverty in schools is 2.2 times that of whites, while Asian exposure to poverty is just 1.3 times that of whites. Close to 60% of black and Hispanic students are enrolled in metros where the average student of their group experiences both high-poverty schools (at least 50% poor) and attends a school with a poverty rate twice as high as that of the average white student in that metro. No Asian students live in a metro with similarly high rates of poverty and disparity.

## Measures Attacking Both Are Useful Tools

Residential segregation and the routine assignment of students to schools based on geographic proximity are the underlying causes of school segregation and differential exposure to high-poverty schools. Thus, measures that attack residential segregation, such as enforcement of fair housing laws, siting affordable housing in higher-opportunity areas, reducing zoning restrictions, and aiding in geographic mobility, are all useful tools in reducing racial and economic segregation

*(Please turn to page 8)*

### New on PRRAC's website

- Four new research briefs from the National Coalition on School Diversity—at [www.prrac.org/projects/schooldiversity.php](http://www.prrac.org/projects/schooldiversity.php)
- New fair housing advocacy covering the Low Income Housing Tax Credit, the “Affirmatively Furthering Fair Housing” regulation, and the proposed Transforming Rental Assistance program—at [www.prrac.org/projects/civilrightshousing.php](http://www.prrac.org/projects/civilrightshousing.php)
- “A Prescription for a New Neighborhood? Housing Vouchers as a Public Health Intervention,” by Kami Kruckenberg & Philip Tegeler—at [www.prrac.org/projects/healthdisparities.php](http://www.prrac.org/projects/healthdisparities.php).

in schools as well. Policies to boost school and neighborhood quality in lower-income minority areas, such as the new Promise Neighborhood Initiative, could also help by reducing poverty in those schools/neighborhoods and attracting more mixed-income and white families, producing more middle-income and diverse schools. At the same time, school mobility and assignment programs should not be overlooked. More should be done to allow students in failing schools to transfer to better schools, even if they are outside school district boundaries. Innovative school assignment plans, which take into consideration the composition of students' neighborhoods as well as other factors, should continue to be explored, perfected and utilized to break down segregation. Magnet schools that provide high-quality education and draw diverse students from diverse neighborhoods may be another important tool. Schools should prepare all students to excel. The fact that such gross levels of disparity continue must not be met with apathy or acceptance but rather confronted to ensure that our children and our nation can thrive in an increasingly diverse and challenging world. □

*This report is based on data drawn from the diversitydata.org website. Designed for use by the public, the media and researchers, diversitydata.org goes beyond many similar demographic websites by including information on school characteristics such as racial/ethnic composition, segregation and exposure to high-poverty schools, as well as information on health, education, neighborhood conditions and housing opportunities. Additionally, the website has interactive features allowing any user to easily create profiles for specific metropolitan areas, as well as customized rankings according to chosen indicators.*

## **Thanks for your contributions to PRRAC!**

Barrie Allen  
Paul Barton  
Howell Baum  
Bailey Deiongh  
Olati Johnson  
Lawrence Ottinger

Alan Rabinowitz  
Florence Roisman  
Stephen Siegel & Robin Drayer  
Susan Silverstein  
Michael Tanzer

(you can now donate online at [www.prrac.org](http://www.prrac.org))

(DISCRIMINATION: Cont. from page 4)

mainly reactive approach, as well as approaches directed towards the behavior. Structural discrimination cannot be fought by solving individual cases, by the State solely reacting after a victim makes a claim or with changing the behavior of individuals. Confronting structural discrimination requires the reexamination of basic cultural values and fundamental principles of social organization.

So far, the predominant individual-oriented approach in conceptualization of anti-discrimination legislation demonstrates the weaknesses of individual punishment of the perpetrator of discrimination.

First, many cases of discrimination go unpunished because not every victim is prepared to allege discrimination in front of a court. Second, the individual cases are not enough to influence the policies in the direction of changing discriminatory practices. There is a need for systematic opposition to discrimination and the development of the institutions capable of doing this.

Hence, I strongly believe that there is a need to shift the whole approach to combating discrimination. The institutions necessary for achieving these goals can only emerge from policies that promote inclusion. Inclusive institutions can provide better services for the whole population, build human and social capital, increase services and the rule of law, and facilitate more sustainable and equitable economic development. □

In this sense, the statistical presentation of disaggregated data could be used as an appropriate tool in dealing with structural discrimination. By breaking down the data to a level that deals directly with specific groups of people, the real picture of discrimination can begin to appear.

So, the main change in the approach is a shift from the original mode of action which is based on individual complaints against action of discrimination (mainly reactive from the point view of the involvement of the State and judiciary system) towards a much more systematic ap-

### ***Policies that promote inclusion are needed.***

proach and active involvement of the State (positive action). We can say the fight against discrimination should step out of the courts and into the sphere of education and politics. The State should lead the way by multi-layered activities against structural discrimination. The State is the actor that should create the framework and the general atmosphere of equality. The process starts by building mechanisms of identification of structural discrimination. The next step is defining the basic parameters of behavior. The third level is the holistic approach—implementation in all the spheres of public life, regardless of acting within the public or private structures or individuals, and regardless of the ground of discrimination. □

## Racial Disparities in Health Care

Washington's "Eastside," separated from Seattle by Lake Washington, is home to some of the state's wealthiest and healthiest communities, and historically it has been predominantly white. Yet people of color represent a growing force in the Eastside. Across the state and the nation, people of color face racial disparities in health and health care that leave them living sicker and dying younger. Washington's Eastside is not immune to these disparities.

Our report explored the health care challenges faced by communities of color in the Eastside city of Bellevue. Bellevue, Washington sits across Lake Washington from Seattle, close to Microsoft's base in Redmond. It is the state's fifth largest city, with a population of 118,100. Based on a survey, focus groups and key informant interviews, we find that people of color face a number of cost, language and transportation barriers to quality health care. Although insurance status and income play a role in the experiences of people of color in Bellevue, many of the barriers identified in our study cannot be attributed solely to these factors.

### People of Color Live Sicker and Die Younger

As noted, racial disparities in health and health care persist throughout the United States. Across a range of measures, people of color bear an excess share of disease. For instance, American Indians and Alaska Native adults are more than twice as likely as white adults to have diabetes, and they have the country's highest death rates from the disease. Latinos are also much more likely than whites to develop diabetes. And African/African-American men are 50% more likely than white men to be diagnosed with pros-

tate cancer and more than twice as likely to die from the disease.

Racial disparities in health reflect factors both inside and outside the health care system, including structural racism that compromises the living conditions of people of color. People of color face particular barriers to living healthy lives, more frequently working in hazardous jobs, being exposed to environmental pollutants, and living in neighborhoods with no access to affordable, nutritious food. On top of these challenges, people of color are more likely to go uninsured, face cost barriers to care, have no regular doctor, and receive lower-quality treatment.

Washington's King County is not immune to health disparities. African Americans and American Indians/Alaska Natives have higher death rates from cancer and heart disease than do whites, and they have the lowest life expectancy of all groups, even when sex is taken into account. Latino adults are the least likely to report themselves in excellent or very good health.

People of color in King County also face obstacles to health care. African Americans are twice as likely and Latinos three times as likely as whites to be uninsured, and members of both groups are also more likely than whites to go without dental care and avoid health care due to cost. Although County public health statistics show that residents of Bellevue generally are less likely to go uninsured, lack dental care, or have avoidable hospitalizations, it is unlikely that people of color fare as well as other Bellevue residents.

### Methodology

A survey, six key informant interviews and two focus groups were used to develop the findings.

### The Survey

The survey focuses on four themes: quality of care, financial access, language access, and transportation. The survey instrument was two pages and was available in English, Spanish and Mandarin. The surveyors collected 136 surveys from people of color, those who checked off at least one of the following ethnicities: African/African-American, American Indian/Alaska Native, Asian/Pacific Islander, Latino, and Middle Eastern/South Asian.

All surveys were collected in Bellevue, and within seven miles of the city's downtown. Sites for survey collection were selected based on likely aggregation of people of color/immigrants. These sites included, but were not limited to, churches, hospitals, clinics, food banks, apartment complexes, malls, public parks, and organizations serving people of color and immigrants. In some cases, respondents completed the survey on their own. In other cases, survey collectors interviewed respondents and completed the survey based on their responses. The survey form also asked respondents if they were willing to be contacted for a follow-up key informant interview.

### Key Informant Interviews

Six key informant interviews were conducted to gain more in-depth responses to the questions raised in the survey. Those agreeing to a follow-up interview were selected if they reported difficulties accessing health care on the Eastside. The interviews were conducted at key informants' homes and consisted both of questions relating to health status, experiences in the clinical setting, family life and

*(Please turn to page 10)*

job status. The key informants ranged in age from 20 to 64. Most were women. They include interviewees who are Latino, Middle Eastern and African-American, respectively. The results of these interviews are included as “sidebars” in our full report.

## Focus Groups

The two focus groups included Latino participants and were conducted in Spanish. The first focus group was held in a community center in Bellevue. It included five participants, all women with children. The second focus group was held in the home of a community member and was attended by ten members of a church in the Bellevue/Redmond area.

## Next Steps

As rules and policies are written to implement and enact the Patient Protection and Affordable Care Act (PPACA) in states and in Washington, DC, people of color have much at stake. Washington CAN! is building on the findings of this study to push for specific policies that improve health outcomes for communities of color, such as language access services in medical settings, better data collection by race and ethnicity, funding for Indian Health Services, and defending vital health coverage programs that are facing budget cuts. These advocacy and organizing efforts continue, but have already demonstrated some success. For example, in 2010, Washington CAN! was at the forefront of a successful effort to eliminate the wasteful brokerage system for medical interpreters and improve the quality and availability of interpreter services in the state. □

For further information, and to obtain a copy of the full report, contact Will Pittz at Washington CAN!, [will@washingtoncan.org](mailto:will@washingtoncan.org)

Penda Hair is the co-director of the Advancement Project in Washington, DC, an organization that works with communities to advance racial justice through law, public policy and strategic communication. Penda had a seminal experience growing up in Knoxville, Tennessee, that helped shape her commitment to racial justice. She eventually went to college and law school and then got a job with the NAACP Legal Defense Fund, where she traveled the country fighting discrimination and voting rights cases. Penda built relationships with her black clients and with black colleagues at LDF through which she started learning more about the realities of racism. Here she describes an early experience (using pseudonyms):

My first case was a claim of promotion discrimination by the postal service in Jacksonville, Florida. My first client that I put on the witness stand was a person named James Douglas, who had applied for something like 25 or 30 promotions at the post office. He was a mail carrier, African-American. I went to his house, met his family, and talked to him about all these jobs. He had been in the army in World War II. He had gotten a college degree and a master's degree, and the only job he could get was working as a mail carrier.

It occurred to me that my father did not have a college degree or a master's degree, was roughly the same age as Mr. Douglas, had come out of the army and had gotten this nice job at Union Carbide. He worked his way up through the ranks. We always thought we were deserving because my father worked hard. He got up at 5:30 in the morning to make sure he was there on time. He worked the swing shift, which means that he worked one week 8 to 4 and the next week 4 to midnight, and the next week midnight to 8. That was a hard life for us, we thought.

But when I saw Mr. Douglas's life, it was like, “Oh, I'm privileged.” For the first time I understood in a different way that I was

## Federal employees!

**Please include PRRAC  
in your Combined  
Federal Campaign  
giving this year**

**Our CFC number is  
11710**

racially privileged. Because of my father's ability to get that job at Union Carbide, I got put in the best high school in the city where we lived and got the education that allowed me to go to Harvard. I could see that Mr. Douglas's kids probably didn't have as many of those opportunities. I saw the intergenerational effect in a personal way, but I also saw it in a structural way in all the promotions that he had been denied, and the way that other people in the class action case were kept back.

Penda built close relationship with colleagues, where she learned more:

One night we were in the car driving home from a class action meeting with a white man and black woman in the front seat, Sam and Barbara, and a white woman and black man in the back seat, me and an expert witness. We were stopped by a police car. I remember it was on a dark road and there didn't seem to be much around. We were driving by railroad tracks. Barbara and Sam freak out. We look like two interracial couples. The tension and fear became so palpable in that car immediately. “Oh my God, you know, this is lynching territory.”

At first I was totally oblivious. To me, policemen were benign. They give you speeding tickets every once in a while, but otherwise they protected you. I just remember that feeling of fear sweeping through that car and I became afraid also. We were sitting there in the dark, and these bright lights were

shining from behind. Then at some point I hear Sam say from the front seat, “The police officer is a brother,” which meant he was black. The police officer was black. Then of course the tension all goes away. He gave us some routine warning. We had a light missing or something. But everybody else in that car knew to be afraid. I didn’t even know to be afraid. So it was one of the first times I started seeing victimization from the other side of the color line.

I found that relationships with people of color led to something more than understanding for the white activists I interviewed. Through these relationships, white activists began to care more personally about racism because it affected real people they knew and cared about. For example, Penda eventually became head of the LDF’s office in Washington and was there when President Bill Clinton nominated Lani Guinier, a close friend and former African-American colleague at LDF, to be Assistant Attorney General for Civil Rights. The right wing immediately attacked her as a “quota queen,” and Clinton abandoned her in what was widely seen as a humiliating dismissal.

Lani was attacked because of her views on voting rights and so it was personal in the sense that, well, I’m a voting rights lawyer. I have the same views as Lani. If she can be attacked and humiliated publicly, then that’s essentially saying the same thing about me. And then it was personal in the sense that Lani was staying at my house part of the time when she would come down to do her D.C. round of meetings. I remember I had just had a baby. At the time, when the newspapers were writing all these things about how anti-white she was, I remember her sitting in my house in the rocking chair, holding my white, blond-headed baby. And it was just surreal. How can this happen? How can they paint a picture of her that is so beyond reality, and yet they get away with it?

## PRRAC Update

- This month, we say goodbye to Board member **Maria Blanco**, who is leaving the Chief Justice Earl Warren Institute at UC Berkeley to take a position as Vice-President for Civic Engagement for the California Community Foundation in Los Angeles.
- We say goodbye to **Hanna Chouest**, our talented 2009-10 Law & Policy Fellow, who is returning to the law firm of Sidley Austin, which generously sponsored

Hanna’s fellowship at PRRAC. We are grateful for Hanna’s hard work and high standards as she helped move our work forward on housing, transportation and education policy. She made especially valuable contributions in the area of international human rights, working with the CERD Task Force and helping PRRAC prepare coalition shadow reports for the recent UN Human Rights Council review of U.S. treaty compliance (see Sept/Oct 2010 *P&R*).

### Moral Purpose and Moral Vision

If some whites start out with a moral impulse leading them to do “for” people of color, through relationships white activists start to work “with” people of color and care more deeply about racism. However, they

### ***Relationships with people of color led to something more than understanding.***

have still not embraced the cause as their own. The third piece of the puzzle is what I call the development of a moral vision. I found two parts to this. First, the white activists I interviewed report that racial justice activism provides a meaningful life for them. For example, Josh Kern attended a Jewish high school that fostered social justice values. But after college, Josh pursued a career in business consulting. Disillusioned, he went to Georgetown Law School, was placed in a high school in Washington where he had a seminal experience that ignited his passion for educational justice. Josh went on to help found the Thurgood Marshall Academy, a civil rights-oriented public charter high school in Washington,

DC. Josh reflects on the trajectory of his life in this way:

Those high school years were years that I really felt myself develop and become my own person. It took me ten years to get that back. This time in my life and that time in my life were the only two times where I really felt alive, good about what I was doing, connected in a way that felt like I’m a whole person.

I find it very fulfilling, very meaningful. It gives my life purpose and it’s something that I’ve come to feel passionate about as I’ve gotten immersed in it. I actually think this work has been incredibly beneficial for me, because it feeds me in some way. I believe in it in my core. I’m trying to articulate why I do it. It’s not easy to say, but I know this. I wake up every morning and I’m excited about the day’s work. In three years of consulting, I never woke up and was excited about what I was doing.

I found that activists gain this sense of moral purpose through working together with others. Bay Area organizer Ingrid Chapman stresses the sense of community she finds in her work:

*(Please turn to page 12)*

(ACTIVISM: Cont. from page 11)

I have been so inspired by the different work that people are doing. It gives me a sense of possibility and gives me inspiration to continue to struggle and continue to build my hope that another world is possible. For me that is really big. Lots of people that I know want to just disengage because they have no hope that another world is possible. They are disconnected from struggles for social justice and feel totally disempowered and have turned to drugs and alcohol to make it. That sense of community helps me keep going in a world that is really disempowering and really degrading in a lot of ways.

I asked people what kind of society are they working to create. I found and analyzed six components to what I call the visions that they articulated. What was striking was that almost everyone led with a notion of human community. Activists report that they are trying to build a new kind of multiracial society and community where people care about each other, treat each other with respect and where everyone's full potential can be developed. Indeed, activists say that this new kind of community is needed because racism undermines the humanity of whites as well as blacks. The Chicago community organizer Madeline Talbott put it powerfully and bluntly with an analogy to Noah's ark:

I think being white and privileged in a racist society, you feel

like you're one of the family members of Noah on the ark. You hear all the people beating on the doors trying to get in and you've got to find a way to open the door. This work allows you to crack the door open, which otherwise you'd have to kill yourself. I mean that's the way it feels to me. You feel like that kind of privilege is killing you. It's one of the things that makes white society less connected and less welcoming and less warm because it's constantly protecting itself from the people and the flood on the outside. It's a terrible way to live.

Even though I probably started in order to help, I'm here for me now. I'm getting huge benefits out

---

### **Everyone led with a notion of human community.**

---

of this myself. There's no sacrifice. I'm doing what I want and I get to experience change and wins and transformations and be a part of personal relationships that you couldn't get in America any other way. It's a great opportunity. I feel that very deeply.

Activists, whether explicitly faith-based or not, express a moral vision very similar to Martin Luther King's Beloved Community. Z. Holler, a retired Presbyterian minister and one of the organizers of the Truth and Reconciliation Commission on racism in Greensboro, North Carolina, described it this way:

Where everyone is honored and respected for who they are, where the brokenness and the sins are recognized. We help one another see our weaknesses. Others help us see what we don't see. We help them see what they don't see. Together, if what we see in each other is grossly unjust, we call it by name. We try to come to grips with it. We forgive one another. We move ahead as best we can. And that means policy; that means the structures of government; it means what you do with the economy. The goals you pursue.

Milwaukee community leader Reverend Joseph Ellwanger put it this way:

It is practicing antiracism and insisting that we work together across racial, ethnic, denominational lines. That in itself is a living out of what King describes as the Beloved Community. So we're not just working for the ultimate goal of social justice, which certainly is what we're working for. But we're also working at building community and in the process we have to dismantle some of the expectations and the fears and the structures that our society has built.

The people I interviewed are not primarily visionaries; nor are they moralists. They are practitioners who believe that racism blocks a more progressive social and political agenda that would materially benefit the vast majority of white people as well. But I found that what sustains them is not just the day-to-day practice, but rather working together in relationship to build a new kind of community. Indeed, their moral visions are worked out in the present through taking action with others across racial lines.

Roxane Auer, a young labor organizer in Los Angeles, perhaps summed it up best:

It's not really about contributing to someone else's cause. I feel that I'm contributing to the world that I would rather want to live in.... I think extreme inequalities hurt everybody. For human beings to be

## **P&R Assistance**

As Editor of *P&R*, it is my pleasure in the final issue of each year to acknowledge the regular and valuable help provided by colleagues: from Angela Parker and Michelle Vinson, Program Assistants at the Center for Law & Social Policy (CLASP, a Legal Services back-up center and social welfare policy think tank, is our suitemate in DC—and is headed by former PRRAC Bd. member and co-founder Alan Houseman); from PRRAC staffers Kami Kruckenbergh, Lauren Hill, Anequa Campbell, Hanna Chouest, Betsy Gwin, Caminee Pandit, Catherine Yourougou; computer first-aiders Michael Fields, Mary Grogan and Darlene Haddock; and most especially from Teri Grimwood, whose layout work and other forms of assistance are simply first-rate. - CH

very complete and really experience the full sense of community or a full, happy life there needs to be more equality in it. So I see it as serving myself. I see it as working for what I want, not just what they want or need. It's what we all need to be happier and more centered and fulfilled in this world.

## Heart, Hand and Head

My findings run counter to much conventional wisdom. Efforts to persuade white Americans typically focus on the cognitive dimension. If we can get whites to understand racism and discrimination, we believe they will oppose it. Or we make rational arguments for the interests of white Americans in racial justice. For example, it costs more to incarcerate a child than to educate him or her. However, I found little evidence from my research that knowledge alone moves many whites to caring and action. Hardly anyone I interviewed said anything like: "I read about racism in a book and decided to do something about it." Rather, I found knowledge to play a supportive role in the development of white people's commitment. Knowledge about racism is critically important for determining how to combat it. But it does not provide the motivation to do it in the first place. Numbers are "just" numbers if disconnected from real people

whites know and care about.

A more compelling approach places knowledge and interest-based arguments in alignment with the moral and relational processes that engage values and foster caring and commitment. I sum this up in the model of "heart, hand and head." Whites come to racial awareness and commitment when their values are engaged (heart) through action in which they build relationships (hand) that align with knowledge and interests (head).

Progress in moving larger numbers of white Americans toward racial justice will not come easy. We know that local community organizing efforts over many years built the foundation for the emergence of civil rights movement in the fifties and sixties. The activists I interviewed are working hard with people of color and other whites to build a new foundation for just such a movement to re-emerge in our era. □

## Resources

Kimmel, Michael & Ferber, Abby, Eds. 2003. *Privilege: A reader*. Boulder, CO: Westview.

Kivel, Paul. 2002. *Uprooting racism: How white people can work for racial justice* (2nd ed.). Gabriola Island: New Society Publishers.

O'Brien, Eileen. 2001. *Whites confront racism: Antiracists and their paths to action*. Lanham, MD: Rowman & Littlefield.

Thompson, Becky. 2001. *Promise and a way of life: White antiracist activism*. Minneapolis: Univ. of Minnesota Press.

Thompson, Cooper, Emmett Schaefer & Harry Brod, Eds. 2003. *White men challenging racism: 35 personal stories*. Durham: Duke Univ. Press.

Wise, Tim. (2005). *White like me: Reflections on race from a privileged son*. Brooklyn: Soft Skull Press.

The Matrix Center <http://www.uccs.edu/~matrix/about.htm>

Applied Research Center: <http://www.arc.org/>

The Research and Action for Change and Equity (RACE) Program at the Western States Center: [www.westernstatescenter.org/our-work/race](http://www.westernstatescenter.org/our-work/race)

Advancement Project: <http://www.advancementproject.org/>

Ed Change: <http://www.edchange.org/>

## 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](http://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 (44c 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

● *Carry the Rock: Race, Football, and the Soul of an American City*, by Jay Jennings (255 pp., 2010, \$25.99), has been published by Rodale. It covers the period at Little Rock's Central HS after the 1957 school integration events. [12218]

● *The Grace of Silence: A Memoir*, by Michele Norris, co-host of NPR's *All Things Considered*, has been published by Random House. "Informed by rigorous research, scores of interviews by ordinary folks, and wise observations about evolving attitudes toward race in America today." [12228]

- **"Marking Progress: Movement Toward Racial Justice"** is the most recent Critical Issues Forum of the Philanthropic Initiative for Racial Equity. Inf. from Lori Villarosa, ED, PRE, 1720 N St. NW, Wash., DC 20036, 202/375-7770. [12233]

- **The Metropolitan King County [WA] Council** in Oct. 2010 unanimously adopted legislation to incorporate the principles of the County's Equity and Social Justice Initiative [see *P&R*, Sept./Oct. 2009, p. 5] into the County's Strategic Plan. Further inf. from Sharon Mierzwa, SMierzwa@cadh.org, www.kingcounty.gov/exec/equity.aspx [12234]

- ***At the Dark End of the Street: Black Women, Rape and Resistance—A New History of the Civil Rights Movement from Rosa Parks to Black Power***, by Danielle L. McGuire (324 pp., 2010), has been published by Knopf. [12244]

- ***The Selma of the North: Civil Rights Insurgency in Milwaukee***, by Patrick B. Jones (360 pp., 2009), has been published by Harvard Univ. Press. [12245]

- ***Accountability and White Anti-racist Organizing: Stories from Our Work***, ed. Bonnie Berman Cushing (2010), has been published by Crandall, Dostie & Douglass Books, www.CDDbooks.com [12249]

- ***Nexus***, published by the UCLA Asian American Studies Center, is planning a special issue on "Asian Americans in Global Cities: Los Angeles-New York

Connections and Comparisons." PRRAC Soc. Sci. Advisory Bd. member Paul Ong is a consulting Guest Editor for the issue. Deadline for Letter of Intent is Dec. 15, 2010; send to nexus@aasc.ucla.edu [12318]

- ***Royal Federal Blues: The Story of the African-American Civil War Soldier*** is a film (now on DVD) by Gregory McCampbell; inf. from gemccampbell@gmail.com, www.royalfederalblues.com [12322]

- ***Freedom Riders***, a new PBS film, won the Heartland Film Festival Crystal Heart Award for Best Documentary in 2010. Hopefully, Joan Browning (oma00013@wvnet.edu) can provide inf. on how to get it. [12336]

- **"National Civil Rights Access to Justice Reform"** will be held (may already have been held, depending on when this issue of *P&R* arrives) **Nov. 11-12, 2010** at Emory Univ. Law School. Among the speakers: Cong. John Lewis, former Asst. U.S. Atty. Gen. John Doar. Inf. from LRJONES@emory.edu, www.law.emory.edu/civilrightsforum [12306]

## Poverty/ Welfare

- **"The American Social Contract: Lessons from the Great Recession,"** by Sherle W. Schwenninger, a Sept. 2010 Policy Paper, is available (likely free) from The New America Foundation, 1899 L St. NW, 4th flr., Wash., DC 20036, 202/596-3365, brown@newamerica.net [12217]

- ***The Moral Underground: How Ordinary Americans Subvert an Unfair Economy***, by Lisa Dodson (240 pp., Fall 2009, \$24.95), has been published by New Press, 38 Greene St., 4th flr., NYC, NY 10013, 212/629-8802. [12220]

- **Significant Increases in Poverty in Illinois, Midwest, and Local Communities** is the subject of a Sept. 2010 Fact Sheet, available (likely free) from the Social IMPACT Research Center at the Heartland Alliance for Human Needs & Human Rights, 208 S. LaSalle St., #1818, Chicago, IL 60604, research@heartlandalliance.org [12226]

- **The National Opportunity and Community Renewal Act., S. 3845** was introduced on Sept. 27, 2010 by Sen. Robert Casey (D-PA), co-sponsored by Sen. Maria Cantwell (D-WA). The bill would allow local communities to design and implement poverty reduction programs and would create a "National Opportunity Board" to administer a grant program, the National Competition for Community Renewal. Details and updating from either of the Senators: 202/224-6324 for Casey, 202/224/3441 for Cantwell [12243]

- **"Temporary Assistance for Needy Families: Implications of Caseload and Program Changes for Families and Program Monitoring"** (GAO-10-81ST) is a 15-page, Oct. 2010 GAO report, available at www.gao.gov [12253]

- **"The Great Recession Strains the American Social Contract,"** by Lauren Damme, is an Oct.

2010 Policy Brief, available (likely free) from The New America Foundation, 1899 L St. NW, #400, Wash., DC 20036, 202/596-3365, brown@newamerica.net [12256]

- **"Unbanked by Choice: A Look at How Low-Income Los Angeles Households Manage the Money They Earn"** (23 pp., July 2010) is available (likely free) from the Pew Health Group, 901 E St. NW, Wash., DC 20004, 202/552-2000, www.pewtrusts.org/safebanking [12274]

- **"Beyond the Poverty Line,"** by Rourke L. O'Brian & David S. Pedulla (35 pp.), appeared in the Fall 2010 *Stanford Social Innovation Review*, info@ssireview.org, www.ssireview.org [12275]

- **"Effects of Mandatory Financial Education on Low-Income Clients,"** by J. Michael Collins, a Summer 2010 Univ. Wisconsin-Madison Inst. for Research on Poverty publication, is available at www.irp.wisc.edu/publications/focus/pdfs/foc271c.pdf [12343]

- **"Packing a Punch: The Recession Hit African-American and Non-College-Educated DC Residents Hard,"** by Ed Lazere & Max Brauer (Oct. 2010), is available from The DC Fiscal Policy Inst., www.dcfpi.org [12345]

## Criminal Justice

- ***I Don't Wish Nobody to Have a Life Like Mine: Tales of Kids in Adult Lockup***, by David Chura (240 pp., Aug. 2010), has

been published by Beacon. [12205]

- **"Political Consequences of the Carceral State,"** by Vesla M. Weaver & Amy E. Lerman (59 pp., Sept. 2010), finds that contact with the criminal justice system has a debilitating effect on one's political participation. Available from the authors, [vmweaver@virginia.edu](mailto:vmweaver@virginia.edu), [alerman@princeton.edu](mailto:alerman@princeton.edu) [12208]

- **"Expanding the Vote: State Felony Disenfranchisement, 1997-2010,"** by Nicole D. Porter (34 pp., Oct. 2010), is available (possibly free) from The Sentencing Project, 1705 DeSales St. NW, 8th fl., Wash., DC 20036, [zhughes@sentencingproject.org](mailto:zhughes@sentencingproject.org) [12210]

- **"Throwing Away the Key: The Expansion of Life Without Parole Sentences in the United States,"** by Ashley Nellis (6 pp.), appeared in the Oct. 2010 issue of *Federal Sentencing Reporter*. Contact the author at The Sentencing Project, 1705 DeSales St. NW, 8th fl., Wash., DC 20036, 202/628-0871, [staff@sentencingproject.org](mailto:staff@sentencingproject.org) [12299]

- **"The Impact of Mandatory Minimum Penalties in Federal Sentencing,"** by Marc Mauer (4 pp.), appeared in the July/Aug. 2010 issue of *Viewpoint*. Contact the author at The Sentencing Project, 1705 DeSales St. NW, 8th fl., Wash., DC 20036, 202/628-0871, [staff@sentencingproject.org](mailto:staff@sentencingproject.org) [12300]

- **"Justice Reinvestment at the Local Level Planning and Implementation Guide,"** by Nancy G.

LaVigne, S. Rebecca  
Neusteter, Pamela  
Lachman, Allison Dwyer & Carey Anne Nadeau (76 pp., Oct. 2010), is available (no price listed) from The Urban Institute, 2100 M St. NW, Wash., DC 20037, 202/833-7200, [www.urban.org/publications/412233.html](http://www.urban.org/publications/412233.html) [12334]

- **"NYPD Stop and Frisk Program Based on Race Not Crime,"** by Jeffrey Fagan (217 pp., Oct. 2010), from the Center for Constitutional Rights, is downloadable at [www.ccrjustice.org/floyd](http://www.ccrjustice.org/floyd) [12347]

## Economic/ Community Development

- ***The Gentrification Debates: A Reader***, ed. Japonica Brown-Saracino (382 pp., March 2010), has been published by Routledge. Among the many contributors: Ruth Glass, Neil Smith, John Logan, Harvey Molotch, Sharon Zukin, Mary Patillo, Richard Florida. [12227]

- **"Gaming the System,"** a 2010(?) report by National People's Action, finds that 4 megabanks exploited loopholes in the Community Reinvestment Act by funnelling most of their destructive and discriminatory lending "off the books" to affiliate lenders or outside of their graded assessment areas. Downloadable at [www.nhi.org/go/showdown](http://www.nhi.org/go/showdown) [12283]

- **Institute for Comprehensive Community Development** has been launched by LISC for training, research and policy development. More

inf. from [info@lisc.org](mailto:info@lisc.org) [12286]

- **"How TARP Funds Could (and Should) Be Used to Improve Our Neighborhoods,"** by Deidre Swesnik, Benjamin Clark & Deborah Goldberg (18 pp., Nov. 2009), is available (no price listed) from author Swesnik, [DSwesnik@nationalfairhousing.org](mailto:DSwesnik@nationalfairhousing.org) [12327]

- **"Metropolitan Contexts for Community Initiatives: Contrasts in a Turbulent Decade,"** by G. Thomas Kingley, Ashley Williams & Kaitlin Franks (43 pp., Aug. 2010), is available (no price listed) from The Urban Institute, 2100 M St. NW, Wash., DC 20037, 202/833-7200 [www.urban.org/publications/412234.html](http://www.urban.org/publications/412234.html) [12331]

- **"Economic Opportunity in the Public Discourse: Media Content and Public Opinion"** (55 pp., Oct. 2010) is available (no price given) from The Opportunity Agenda, 568 Broadway, #302, NYC, NY 10012, 212/334-5988, [contact@opportunityagenda.org](mailto:contact@opportunityagenda.org), [12335]

- **"The New Orleans Index at Five, An Overview of Greater New Orleans from Recovery to Transformation,"** by Amy Liu & Allison Plyer (Aug. 2010), from The Brookings Institution and Greater New Orleans Community Data Center, is downloadable at [www.brookings.edu/reports/2007/08neworleansindex.aspx](http://www.brookings.edu/reports/2007/08neworleansindex.aspx) [12346]

## Education

- **"Yes We Can: The 2010 Schott 50 State Report on Black Males in Public Education"** is

available at [www.blackboysreport.org/](http://www.blackboysreport.org/) The Foundation is reachable at 678 Mass. Ave., #301, Cambridge, MA 02139, 617/876-7700 [12200]

- **"Problems with the Use of Student Test Scores to Evaluate Teachers,"** by Linda Darling-Hammond, Dianne Ravitch, Richard Rothstein, Paul E. Barton & Eva L. Baker (27 pp., Aug. 2010), an Economic Policy Inst. Briefing Paper, is available (likely free) from EPI, 1333 H St. NW, #300 E. Tower, Wash., DC 20005-4707, 202/775-8810. [12201]

- **DIPLOMA Act** (Developing Innovative Partnerships and Learning Opportunities that Motivate Achievement) has been introduced by Sens. Sherrod Brown and Bernie Sanders. The Act represents the best principles of community schools across the nation. Inf. from the Coalition for Community Schools, 202/822-8405, [ccs@iel.org](http://ccs@iel.org), [www.communityschools.org](http://www.communityschools.org) [12204]

- **"Building Capacity to Promote College- and Career-Readiness for Secondary-Level English Language Learners"** is a July 2010 Issue Brief, available (possibly free) from American Youth Policy Forum, [www.aypf.org/events](http://www.aypf.org/events) [12206]

- **"Levers for Change: Pathways for State-to-District Assistance to Underperforming School Districts,"** by William J. Slotnik (47 pp., Sept. 2010), is available (no price given) from the Center for American Progress, 1333 H St. NW, Wash., DC 20005, 202/682-1611,

www.americanprogress.org  
[12229]

- **"Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching,"** by Matthew G. Springer, Dale Ballou, Laura Hamilton, Vi-Nhuan Le, J.R. Lockwood, Daniel F. McCaffrey, Matthew Pepper & Brian Stecher (49 pp. + Apps., Sept. (?) 2010, is available from Vanderbilt Peabody College, Nashville, TN 37240, 615/322-7211 [12231]

- **"Education Manifesto": NYC public school Chancellor Joel Klein and former DC Chancellor Michelle Rhee published in the Oct. 10 *Washington Post* a Manifesto claiming that the difficulty of removing incompetent teachers "has left our school districts impotent and, worse, has robbed millions of children of a real future."** A reply brief by Richard Rothstein, "How to Fix Our Schools: It's More Complicated, and More Work, Than the Klein-Rhee 'Manifesto' Wants You to Believe," is available (likely free) from The Economic Policy Inst., 1333 H St. NW, #300 E. Tower, Wash., DC 20005, 202/775-8810, www.epi.org [12236]

- **"Federal Legislation to Promote Metropolitan Approaches to Educational and Housing Opportunity,"** by Elizabeth DeBray-Pelot & Erica Frankenberg, is a 21-page article in the Spring 2010 *Georgetown Journal on Poverty Law & Policy*. Available from edebay@uga.edu [12237]

- **"Is School Funding Fair? A National Report**

**Card,"** by Bruce D. Baker, David G. Sciarra & Danielle Farrie (48 pp., Sept. 2010), from the Education Law Center, is available (likely free) from 973/624-1815, x24, skregnef@edlawcenter.org [12238]

- **"School's Out: Policy Implications of Quality Accountability and Assessment in Afterschool Programs"** was an Oct. 14, 2010 Webinar organized by Chapin Hall and National Governors Assn. A recording of the conference and all of the materials are on their website. Chapin Hall is at 1313 E. 60th St., Chicago, IL 60637, info@chapinhall.org, [12242]

- **"Partnerships for Learning: Promising Practices in Integrating School and Out-of-School Times Program Reports"** (45 pp., March 2010) is available (possibly free) from the Harvard Family Research Project, 3 Garden St., Cambridge, MA 02138, 617/495-9108, hfrp\_pubs@gse.harvard.edu, www/hfrp.org [12247]

- ***Organizing Schools for Improvement*,** by Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescen & John Q. Easton (317 pp., 2010), has been published by Univ. of Chicago Press. [12254]

- **"Developmental Sciences Critical to Student Achievement,"** by Scott Stephens (Oct. 2010), is available (likely free) from The Forum for Education and Democracy, Box 15, Stewart, OH 45778, 740/662-0503, info@forumfor education.org [12255]

- **"Choice Without Equity: Charter School Segregation and the Need for Civil Rights Standards"** (Oct. 2010) is available (likely free) from the UCLA Civil Rights Project (directed by PRRAC Soc. Sci. Adv. Bd. member Gary Orfield), 8370 Math Services, Box 951521, LA, CA 90095-1521, 310/267-5562, crp@ucla.edu [12259]

- **"Segregation and Exposure to High-Poverty Schools in Large Metropolitan Areas, 2008-09,"** by Nancy McArdle, Theresa L. Osypuk & (PRRAC Soc. Sci. Adv. Bd. member) Dolores Acevedo-Garcia (23 pp., Sept. 2010) is available at diversitydata.org [12265]

- **"Competitive Effects of Means-Tested School Vouchers,"** by David Figlio & Cassandra Hart, is a 2010 Working Paper (10-03) available (\$5, but downloads free) from the Publications Dept., Northwestern Univ. Inst. for Policy Research, 2040 Sheridan Rd., Evanston, IL 60208-4100, 847/491-3395, ipr@northwestern.edu [12267]

- **"School Accountability and Teacher Mobility,"** by Li Feng, David Figlio & Tim Sass, is a 2010 Working Paper (10-06) available (\$5, but downloads free) from the Publications Dept., Northwestern Univ. Inst. for Policy Research, 2040 Sheridan Rd., Evanston, IL 60208-4100, 847/491-3395, ipr@northwestern.edu [12269]

- **"School Finance Reform and the Progressivity of State Taxes,"** by Nathan Anderson & Therese

McGuire, is a 2010 Working Paper (10-04) available (\$5, but downloads free) from the Publications Dept., Northwestern Univ. Inst. for Policy Research, 2040 Sheridan Rd., Evanston, IL 60208-4100, 847/491-3395, ipr@northwestern.edu [12270]

- ***The Obama Education Blueprint: Researchers Examine the Evidence*,** eds. William J. Mathis & Kevin Welner (104 pp., 2010, \$19.99), from the National Education Policy Center, has been published by Information Age Publishers. [12271]

- **"Fighting the Dropout Crisis"** is a Special Report in the Sept. (?) 2010 *Washington Monthly*. Among the articles are reports on NYC, Philadelphia and Portland (OR). Contact them at 1200 18th St. NW, #330, Wash., DC 20036, washington\_monthly@xmr3.com. The magazine also organized a related Sept. 21, 2010 event, "Getting to Graduation." [12287]

- **Kentucky Achievement Gaps Remain Severe:** An Oct. 2010 disaggregated index for all of the state's schools and districts is available at www.kasc.net. Further inf. from The Prichard Committee, 167 W. Main St., #310, Louisville, KY 40507, 859/238-2188, rharmon@kasc.net [12291]

- **"The Global Competitiveness Report 2010-2011"** from the World Economic Forum shows that the U.S. fell two places to number 4 in their rankings. Available at www3.weforum.org/docs/WEF\_GlobalCompetitiveReport\_2010-11.pdf [12292]

- **"The Federal Role in Confronting the Crisis in Adolescent Literacy,"** a Sept. 2010 Policy Brief from the Alliance for Excellent Education, is available at [www.all4ed.org/files/FedRoleConfrontingAdolLit.pdf](http://www.all4ed.org/files/FedRoleConfrontingAdolLit.pdf) [12293]
- **50 State Report on Public Education and Black Males** is a new resource from The Schott Foundation. Inf. from them at 678 Mass. Ave., #301, Cambridge, MA 02139, 617/876-7700. [12296]
- **Teaching Guide** (94 pp., Oct. 2010) for the award-winning documentary film, *The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers*, is available (free download) from the Zinn Education Project. Inf. from [zinned@teachingforchange.org](mailto:zinned@teachingforchange.org) [12308]
- **United We Learn**, working in Chicago's wealthy northern suburbs (847/501-5732, x406), has produced a powerful 30-min. video on educational disparities—"education by zipcode"—available at <http://www.unitedwelearnil.org/watch-the-film/>, [gail@interfaithhousingcenter.org](mailto:gail@interfaithhousingcenter.org) [12313]
- **The Natl. Council for Accreditation of Teacher Education and The Teacher Education Accreditation Council** are in the process of consolidating to form a new body: The Council for Accreditation of Educator Preparation. Inf. from 202/466-7496, [www.caepsite.org](http://www.caepsite.org) [12315]
- **"Transforming the High School Experience: How New York City's Small Schools Are Boost-**

**ing Student Achievement and Graduation Rates,"** by Howard S. Bloom, Saskia Levy Thompson, Rebecca Unterman, Corinne M. Herlihy & Collin F. Payne (159 pp., Oct. 2010), has been published by and is available from MDRC, [www.mdrc.org](http://www.mdrc.org) [12323]

- **Educational Review/Reseñas Educativas** is a new (2010) open-access scholarly review journal, hosted by the National Education Policy Center. Inf. from the Center, Univ. of Colorado School of Education, 249 UCB, Boulder, CO 80309-0249, 303/735-5290, [glass@edrev.info](mailto:glass@edrev.info) [12325]
- **"Districts Developing Leaders: Lessons on Consumer Actions and Program Approaches from Eight Urban Districts [Boston, Chicago, Ft. Wayne, Jefferson County (KY), Providenc, Springfield (IL). Springfield (MA)],"** by Margaret Terry Orr, Christopher T. King & Michelle LaPointe (146 pp., Oct. 2010), is available (no price listed) from The Education Development Center, 55 Chapel St., Newton, MA 02458, 617/969-7100, [www.edc.org](http://www.edc.org) [12326]
- **"College Success for All: How the Hidalgo [TX] District Is Adopting Early College as a District-wide Strategy,"** by Thad Nodine (37 pp., Oct. 2010), is available (no price given) from Jobs for the Future, 88 Broad St., 8th fl., Boston, MA 02110, 617/728-4446, [info@jff.org](mailto:info@jff.org) [12339]
- **"Teacher Turnover in Charter Schools,"** by David A. Stuit & Thomas M. Smith (2009), has been issued by Vanderbilt

University's Peabody College, Nashville, TN 37240, 615/322-7211. [12341]

- **The Bernie Scholarship Awards Program** honors Bernie Tetreault, founder and long-time director of Montgomery County, Maryland's pioneering inclusionary housing program. Its mission is "to provide financial assistance to offset educational and training expenses of young persons entering or in college and mature adults returning to higher education or training activities of low- and moderate-income who live in affordable housing in the County." 197 awards have been made since 1996. It's a nice, replicable model designed to honor unsung social justice heroes. Inf. from the Program, PO Box 2514, Rockville, MD 20847, [Berniescholarship@gmail.com](mailto:Berniescholarship@gmail.com)
  - **"Charter Schools That Work: Economically Integrated Schools with Teacher Voice"** (15 pp., 2010), a Century Foundation Guide to the Issues, is available from them (likely free), 41 E. 70 St., NYC, NY 10021, 212/535-4441, [www.tcf.org](http://www.tcf.org)
  - **"A Parents' Guide to the Voluntary Two-Way School Integration System in the Hartford Area"** (8 pp., Oct.(?) 2010), from the Sheff Movement, is available (likely free) from the Regional School Choice office, 385 Washington St., Hartford, CT 06106, 860/757-6188, [www.sheffmovement.org](http://www.sheffmovement.org)
  - **"Demanding Education That Matters,"** sponsored by the Coalition of Essential Schools, will take place (may already
- have happened, depending on when this *P&R* issue arrives—3rd class mail always a crapshoot) **Nov. 10-13, 2010** in San Francisco. Among the presenters: Pedro Noguera, Deborah Meier, George Wood. Inf. from [www.essentialschools.org/events/4](http://www.essentialschools.org/events/4) [12257]
- **The Plessy & Ferguson Foundation and the Crescent City Peace Alliance** will install a State Historic Marker in the 5900 block of St. Claude Ave. across from McDonough #19 Elementary School, one of two schools that were desegregated that day in 1960, in commemoration of the 50th anniversary of the Desegregation of Public Elementary Schools in the City of New Orleans and the Deep South, **Nov. 14, 2010**. Inf./updates from the Foundation, PO Box 19222, New Orleans, LA 70119, 504/931-3013, [info@plessyandferguson.org](mailto:info@plessyandferguson.org), [www.plessyandferguson.org](http://www.plessyandferguson.org) [12224]

## Employment

- **"Graduate Employment Gap: Students of Color Losing Ground,"** by Algernon Austin (11 pp., Oct. 2010), Briefing Paper #282, is available (possibly free) from Economic Policy Institute, 1333 H St. NW, #300, E. Tower, Wash., DC 20005, 202/775-8810, [www.epi.org](http://www.epi.org)

## Environment

- **The Center for Critical Environmental & Global Literacy** is organizing another Teacher Institute, beginning mid-January, 2011. A visit to Oaxaca is part of the program. Inf. from

supaloma@ccegl.org  
[12330]

## Families/ Women/ Children

- **"Investing in Young Children: New Directions in Federal Preschool and Early Childhood Policy,"** eds. Ron Haskins & W. Steven Barnett (96 pp., Sept. 2010), has been published by The Brookings Center on Children and Families and The National Inst. for Early Education Research. Available (no price given) from the Institute, Rutgers Univ., 120 Albany St., #500, New Brunswick, NJ 08901, 732/932-4350, www.nieer.org [12264]
- **"Legacy of Katrina: The Impact of a Flawed Recovery on Vulnerable Children of the Gulf Coast - A Five-Year Study Report"** (15 pp., August 2010), from the Children's Health Fund and Columbia University's National Center for Disaster Preparedness, is available from ir2110@columbia.edu [12273]
- **"Family Mobility and Neighborhood Change: New Evidence and Implications for Community Initiatives,"** by Claudia Coulton, Brett Theodos & (PRRAC Soc. Sci. Adv. Bd. member) Margery Austin Turner (2010?), is downloadable at www.nhi.org/go/AECF/Mobility [12281]
- **"Beyond the Bricks"** is a film and national community engagement campaign bringing together educators, parents, community leaders, policymakers and students to work to

create a solutions-based action plan to address the many issues facing our children. Their Fall 2010 tour will include Atlanta, Baltimore, Chicago, Detroit, Jackson, Milwaukee, New Orleans, Oakland & Philadelphia (some of which may have already taken place by the time this issue of *P&R* arrives). Inf. from www.beyondbricksproject.com [12288]

- **"Healthy Families in Hard Times: Solutions for Multiple Family Hardships"** (6 pp., June 2010) is available (possibly free) from Children's Health Watch, 88 E. Newton St., Vose Hall, 4th flr., Boston, MA 02118, 617/414-6366 [12311]

- **"Supporting Saving by Low- and Moderate-Income Families,"** by Peter Tufano & Daniel Schneider, a Summer 2010 publication of the Univ. of Wisconsin-Madison's Inst. for Research on Poverty, is available at www.irp.wisc.edu/publications/focus/pdfsoc271d.pdf [12344]

## Food/ Nutrition/ Hunger

- **"Hunger in America 2010"** (352 pp. + Apps.) is available (no price given) from Feeding America, 35 E. Wacker Dr., #2000, Chicago, IL 60601, 800/771-2303. [12261]
- **"Who Are America's Children? Examining Food Insecurity Among Children in the United States,"** by Vanessa R. Wright, Kalyani Thampi & Jodie Briggs (16 pp., Aug. 2010), is available from The National Center for Children in Poverty at

Columbia University's Mailman School of Public Health, 722 W. 168 St., NYC, NY 10032, 212/305-3927. [12272]

- **"Neighborhood Access to Supermarkets"** is an Oct. 2010 video by The Brookings Metropolitan Program and The Reinvestment Fund, reviewing 10 metropolitan areas (Atlanta, Baltimore, Cleveland, Jackson, Las Vegas, Little Rock, Los Angeles, Louisville, Phoenix, San Francisco). Inf. from metro@brookings.edu [12304]

- **"When the Pantry Is Bare: Emergency Food Assistance and Hispanic Children"** was held Oct. 10, 2010 at The Urban Institute. Inf. from 202/261-5709, publicaffairs@urban.org [12262]

## Homelessness

- **"A Critical Moment: Children & Youth Homelessness in Our Nation's Schools"** (5 pp., Sept. 2010), from First Focus and the National Association for the Education of Homeless Children and Youth, is available (possibly free) from www.naehcy.org [12214]
- **"Costs Associated with First-Time Homelessness for Families and Individuals"** (July 2010), reporting research results from Des Moines, Houston, Jacksonville, Wash., DC, Kalamazoo and a large area of upstate S. Carolina, is available (likely free) from HUD's Office of Policy Development & Research. [12250]
- **"Strategies for Improving People's Access to Mainstream Benefits**

**and Services"** (July 2010), reporting research results from Albany, NY, Albuquerque, Metropolitan Denver, Miami-Dade County, Norfolk, Portland, ME, and Pittsburgh/Allegheny County, is available (likely free) from HUD's Office of Policy Development & Research. [12251]

- **"Life after Transitional Housing for Homeless Families"** (July 2010), reporting research results from Cleveland/Cuyahoga County, Detroit, Houston/Harris&Benton Counties, San Diego City & County, Seattle/King County, is available (likely free) from HUD's Office of Policy Development & Research. [12252]

## Housing

- **"Housing & Community Development Grantseekers Guide"** (2010) is available, free, via downloading: <http://www.cdpublications.com/pcodeprocess/pcodes.php?pc=F112> [12198]
- **Addressing Housing Needs in Indian Communities** was the subject of an Aug. 25, 2010 hearing in S. Dakota by the U.S. Senate Committees on Banking and on Indian Affairs. Written testimony is posted at <http://banking.senate.gov> (click Hearings) [12202]
- **"Hurricane Katrina: How Will Mississippi Turn the Corner? An Interim Report on Housing Recovery"** (21 pp., July 2010) is available from the Mississippi Center for Justice, www.mscenterforjustice.org [12203]

- **"Housing Policy Is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland,"** by Heather Schwartz (57 pp., Oct. 2010), a Century Foundation Report, is available (possibly free) from them, 1333 H St. NW, 10th fl., Wash., DC 20005, 202/387-0400. [12209]

- **"Housing and Community Grants: HUD Needs to Enhance Its Requirements and Oversight of Jurisdictions' Fair Housing Plans"** is a 53-page, Sept. 2010 GAO report (GAO-10-905), available at [www.gao.gov/products/GAO-10-905](http://www.gao.gov/products/GAO-10-905) [12213]

- **"2010 State of Metropolitan Housing Report"** (on the Louisville metropolitan area) is available (likely free) from The Metropolitan Housing Coalition, PO Box 4533, Louisville, KY 40204-4533, 502/584-6858, [www.MetropolitanHousing.org](http://www.MetropolitanHousing.org) [12219]

- ***Public Housing That Worked: New York in the Twentieth Century***, by Nicholas Dagen Bloom (2008), has been published by Univ. of Pennsylvania Press. [12225]

- **"A National Tragedy: HMDA Data Highlight Homeownership Setbacks for African Americans and Latinos"** is a Sept. 2010 Issue Brief, available (likely free) from The Center for Responsible Lending, [www.responsiblelending.org](http://www.responsiblelending.org) [12232]

- **"Foundation for Success? A Review of New Research on the Effects of Homeownership on**

**Children,"** by Maya Brennan (6 pp., Oct. 2010), is available (likely free) from The Center for Housing Policy, [www.nhc.org](http://www.nhc.org) [12235]

- ***Housing and ESC Rights Law Quarterly*** is published by COHRE (Centre on Housing Rights and Evictions, 83, rue de Montbrillant, 1202 Geneva, Switzerland), +41(0)22 734 1028, [elaine@cohre.org](mailto:elaine@cohre.org), [www.cohre.org](http://www.cohre.org) [12246]

- **"Private Money, Public Housing: Will PETRA Work?"** is a series of articles—by Rachel G. Bratt, a group of urban affairs academics, (PRRAC Bd. member) Sheila Crowley, Michael Kane, Damaris Reyes/DeAngelo Bester/Liz Ryan Murray, Radhika Fox/Kalima Rose, Rep. Maxine Waters, HUD Asst. Sec. Sandra Henriquez (interviewed), Peter Dreier—in the Summer 2010 issue of *Shelterforce*, the quarterly Natl. Housing Inst. magazine. \$7.50 from NHI, 60 S. Fullerton Ave., #206, Montclair, NJ 07042. [12279]

- **"The State of Fair Housing: Annual Report on Fair Housing FY 2009,"** from HUD, is downloadable at [www.nhi.org/go/HUD/FairHousingReport](http://www.nhi.org/go/HUD/FairHousingReport) [12280]

- **"Paying More for the American Dream IV: The Decline of Prime Mortgage Lending in Communities of Color"** (2010?), a joint annual report by 8 housing groups from different parts of the nation, is downloadable at [www.nhi.org/go/Woodstock/AmericanDream](http://www.nhi.org/go/Woodstock/AmericanDream) [12282]

- **"Racial Segregation and the American Foreclosure Crisis,"** by Jacob S. Rugh & Douglas Massey (23 pp.), appeared in the Oct. 2010 *American Sociological Review*. 609/258-5988 for cc. or download at [www.princeton.edu/news/MASsey\\_Rugh\\_Foreclosure/10ASR10\\_629-651\\_massey-\(2\)%5b4%5d.pdf](http://www.princeton.edu/news/MASsey_Rugh_Foreclosure/10ASR10_629-651_massey-(2)%5b4%5d.pdf) [12297]

- **"Rental Housing Market Conditions Measures 2009"** (Oct. 2010), a Census Bureau American Community Survey Brief, is available (along with 11 other new installments) at [www.census.gov/acs/www/data\\_documents/acs\\_briefs/](http://www.census.gov/acs/www/data_documents/acs_briefs/) [12302]

- **"The Chicago Housing Authority's Plan for Transformation: What Does the Research Show So Far?,"** by Lawrence J. Vale & Erin Graves (113 pp., June 2010), is available at [web.mit.edu/dusp/dusp\\_extension\\_unsec/people/faculty/ljv/vale\\_macarthur\\_2010.pdf](http://web.mit.edu/dusp/dusp_extension_unsec/people/faculty/ljv/vale_macarthur_2010.pdf) [12303]

- **"Integrated Effort to Fight Housing, School Barriers"** (Oct. 2010) appeared on the "Remapping Debate" news and commentary site sponsored by the NY Antidiscrimination Center. Available at <http://remappingdebate.org/article/integrated-effort-to-fight-housing-school-barriers> [12312]

- **"Neighborhood Stabilization Program: Innovative Development Strategies for Very Low-Income Housing"** (34 pp., Oct. 2010) is published by and available from The National Housing Law

Project, [www.nhlp.org](http://www.nhlp.org) [12324]

- **"Partners in Innovation - National Symposium and Policy Forum,"** sponsored by the National Housing Conference/Centre on Housing Policy, was held Sept. 27-28 in Denver. Resource materials from it are available at [http://www.nhc.org/policy/Partners-in-Innovation\\_Denver-Event-Resources.html](http://www.nhc.org/policy/Partners-in-Innovation_Denver-Event-Resources.html) [12294]

- **"Balancing Affordability and Opportunity: Homeownership Programs with Long-Term Affordability Controls"** was an Oct. 26, 2010 Urban Institute webinar. Inf. on it from [metrocenter@urban.org](mailto:metrocenter@urban.org), [www.urban.org/center/met](http://www.urban.org/center/met) [12301]

- **"The 19th Annual Litigation Skills Training Program,"** sponsored by Chicago's John Marshall Law School's Fair Housing Legal Support Center, will take place **Jan. 27-29, 2011**. Inf. from 312/987-2397. [12216]

## Immigration

- ***The Wind Doesn't Need a Passport: Stories from the US-Mexico Border***, by Tyche Hendricks (May 2010, \$18.95), has been published by Univ. of California Press. [12284]

- **Welcoming America** "envision[s] a nation in which mutual respect and cooperation prevails between foreign-born and native-born Americans, and in which immigrants are fully integrated into their new communities." Contact ED David Lubell, 404/592-5621, [david@welcoming](mailto:david@welcoming)

america.org, www.welcomingamerica.org [12285]

- **"Lessons Learned from Immigrant Families,"** by Young-Chan Han, appeared in a 2010 issue of *Color in Colorado*. Downloadable at [www.colorincolorado.org/article/38575](http://www.colorincolorado.org/article/38575) [12290]

- **"Children of Immigrants: Healthy Beginnings Derailed by Food Insecurity"** (2 pp., Oct. 2010) is an Action Brief, available (likely free) from Children's Health Watch, 88 E. Newton St., Vose Hall, 4th fl., Boston, MA 02118, 617/414-6366, [www.childrenshealthwatch.org](http://www.childrenshealthwatch.org) [12337]

- **"U.S. Unauthorized Immigration Flows Are Down Sharply Since Mid-Decade"** (Sept. 2010), from the Pew Hispanic Center, is downloadable at [pewhispanic.org/reports/report.php?ReportID=126](http://pewhispanic.org/reports/report.php?ReportID=126) [12348]

## International Human Rights/ U.S. Civil Rights Policy

- **Human Rights Treaties:** California, in August 2010, passed ACR 129, becoming the first state to pass legislation to publicize and report on three ratified human rights treaties. Inf. from George Lippman, ED, Meiklejohn Civil Liberties Inst., PO Box 673, Berkeley, CA 94703, 510/848-0599, [exdir@mcli.org](mailto:exdir@mcli.org), [www.mcli.org](http://www.mcli.org) [12207]

- **Call and Response** is an organization and film dedicated to fighting worldwide slavery (their

estimate, using a broad definition, is that 27 million people are currently in some form of slavery). For their film, contact Fair Trade Pictures, 1349 Powell St., Emeryville, CA 94608, 510/465-2290, [hq@callandresponse.org](mailto:hq@callandresponse.org) [12276]

- **Child Slavery:** Contact [www.humanwrong.org](http://www.humanwrong.org) for inf. on this group. [12277]

## Transportation

- **Guiding Principles for the Transportation Reauthorization** is a 4-page, Sept. 2010 brochure prepared by the Equity Caucus of Transportation for America, endorsed by a range of more than 60 organizations (PRRAC included). Inf.— and to add to the endorsement list— from Radhika Fox of PolicyLink 510/663-2333, x324, [Radhika@policylink.org](mailto:Radhika@policylink.org), [www.t4america.org](http://www.t4america.org) [12258]

## Miscellaneous

- **Five Years After Katrina: Where We Are and What We Have Learned for Future Disasters** was a Sept. 22, 2010 hearing by the House Transportation and Infrastructure—Subcommittee on Economic Development, Public Buildings and Emergency Management, chaired by Rep. Eleanor Holmes Norton, 202/225-8050 [12215]

- **Activists in City Hall: The Progressive Response to the Reagan Era in Boston and Chicago**, by Pierre Clavel (232 pp., 2010), has been published by Cornell Univ. Press, PO Box 6525, 750 Cascadilla St., Ithaca, NY 14851. [12221]

- **"The Impact of Redistricting In Your Community: A Guide to Redistricting"** (78 pp., Sept. 2010) has been co-published by the Mexican American Legal Defense Education Fund, the NAACP Legal Defense and Educational Fund, and the Asian American Justice Center. Available (no price given) from MALDEF, 634 S. Spring St., Los Angeles, CA 90014, 213/629-2517, [www.maldef.org](http://www.maldef.org) [12222]

- **"The New Orleans Index at Five,"** by Kalima Rose & Lauren Tuggle (20 pp., Aug. 2010), is available (possibly free) from PolicyLink, 1438 Webster St., #303, Oakland, CA 94612, 510/663-2333 [12260]

- **Land of Opportunity**, a documentary by Luisa Dantas, interweaves stories of a group of people as they struggle to rebuild post-catastrophe New Orleans. Inf. from Jolu Productions, 504/342-4698, [info@joluproductions.com](mailto:info@joluproductions.com), [www.landofopportunitymovie.com](http://www.landofopportunitymovie.com) [12278]

- **The Framework Institute's Mission** is "to advance the nonprofit sector's communications capacity by identifying, translating and modeling relevant scholarly research for framing the public discourse about social problems." Contact them at 1776 Eye St. NW, 9th fl., Wash., DC 20006, [info@frameworksinstitute.org](mailto:info@frameworksinstitute.org) [12310]

- **The Hidden 1970s: A History of Radicalism**, ed. Dan Berger (303 pp., 2010, \$26.95), has been published by Rutgers Univ. Press. 14 chs., written specially for the volume, in 3 sections: Insurgency, Solidarity, Community.

- **"The Civil War: Fresh Perspectives,"** a National Archives Symposium, will be held **Nov. 10, 2010** in Wash., DC. Inf./registration at 877/444-6777, [www.Archives.Gov](http://www.Archives.Gov) [12321]

## Job Opportunities/ Fellowships/ Grants

- **Villers Fellowship for Health Care Justice**, administered by Families USA, has a Jan. 14, 2011 application deadline. Downloadable application form at <http://www.familiesusa.org/about/the-villers-fellowship.html>, [villersfellowship@familiesusa.org](mailto:villersfellowship@familiesusa.org) [12211]

- **Wellstone Fellowship for Social Justice**, administered by Families USA, has a Jan. 31, 2011 application deadline. Downloadable application form at <http://www.familiesusa.org/about/wellstone-fellowship.html>, [12212]

- **The National Low Income Housing Coalition** (headed by PRRAC Bd. member Sheila Crowley) is hiring a **Communications Director** and **Spring Interns** (Communications, Policy, Outreach, Research). For the former position, [ltr./salary reqs./resume/3](mailto:ltr./salary reqs./resume/3) writing samples; for latter, resume and which Internship. Address for both applications, Bill Shields, NLIHC, 727 15th St. NW, 6th fl., Wash., DC 20005, [bill@nlihc.org](mailto:bill@nlihc.org). Internship applies. only can be faxed to 202/393-1973 or phone with questions, 202/662-1530, x232. [12240]

- **MALDEF** is hiring a **Staff Atty.** for its SW Regional office (San Antonio) - \$40-75,000+. Ltr./resume/3-5 page writing sample to jobs@maldef.org or mail to them at 634 Spring St., 11th fl., LA, CA 90014. [12289]

- **Urban Habitat** (located in the Bay Area) is filling a **Educational Technologist** position. laurie@urbanhabitat.org. Ltr./resume as attachments to EDLI@urbanhabitat.org [12305]

- **Center for Puerto Rican Studies** (Hunter College) is advertising for a **Distinguished Lecturer.** \$40,844-\$97,694. Full-time non-tenure track with maximum appt. of 7 yrs., subject to annual reappt. Ltr./c.v./relevant writing sample (max. 25 pp.)/list of 3 refs. to Jose deJesus, Centro..., Hunter College, 695 Park Ave., NYC, NY 10065, fax: 212/650-3673, jdejesus@hunter.cuny.edu [12333]

- **Healthy Food Financing Initiative** is providing \$135 million from the CDFI Fund for Financial Assistance and Technical

Assistance Awards. Nov. 19, 2010 deadline. NOFA inf. at [www.cdfifund.gov/docs/2011/cdfi/FY\\_2011\\_CDFI\\_Program\\_NOFA.pdf](http://www.cdfifund.gov/docs/2011/cdfi/FY_2011_CDFI_Program_NOFA.pdf) [12342]

- **American Youth Policy Forum** is hiring an **Administrative Asst.** (p.t.). Nov. 22 applic. deadline. [www.aypf.org/about/employment.htm](http://www.aypf.org/about/employment.htm) [12349]

- **Public Advocates**, "a [San Francisco-based] nonprofit law firm and advocacy organization that challenges the systemic causes of poverty and racial discrimination by strengthening community voices in public policy and achieving tangible legal victories advancing education, housing and transit equity," is hiring an **experienced civil rights attorney** and a **Law Fellow**. For former: ltr./resume/writing samples/3 refs. to attorney2010@publicadvocates.org. For latter: ltr./resume/writing sample/names of 3 refs. to fellowship2010@publicadvocates.org.

- **The UCLA Asian American Studies Center** (until recently, headed by

PRRAC Bd. member Don Nakanishi) is hiring an **Editor, Senior, Supervisor.** \$3,463-\$6,230 monthly. Application inf. at [www.asac.ucla.edu](http://www.asac.ucla.edu).

- **The Center for Law & Social Policy** is hiring a **Policy Analyst** for its Child Care and Early Education Team. Ltr./resume/writing sample/3 refs. to CLASP, 1200 18th St. NW, #200, Wash., DC 20036, jobs@clasp.org

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

- **The Massachusetts Law Reform Institute** is seeking a new **Executive Director.** Ltr./resume to executive.search@earthlink.net

- **ONE DC**, a progressive popular education and community organizing group operating in Washington since 1997, is seeking a **Community Organizer.** Resume/ltr. (with salary

expectations) to onedcjob@gmail.com

- **The National Immigration Law Center** is hiring a **Health Policy Analyst** for its Wash., DC office. Ref. HPDC10. Ltr./resume/3 refs./writing sample to jobs@nilc.org, or fax to 202/639-3911.

- **The National Immigration Law Center** is hiring a **Public Benefits Policy Analyst** for its Wash., DC office. Ref. PBDC10. Ltr./resume/3 refs./writing sample to jobs@nilc.org, or fax to 202/639-3911.

- **The Western Center on Law and Poverty** seeks a **Managing Attorney/Senior Litigator.** Ltr./resume/2 writing samples/list of refs to Denise Williamson at the Center, 3701 Wilshire Blvd., #208, Los Angeles, CA 90010, 213/235-2635, dwilliamson@wclp.org

- **The Leadership Conference on Civil and Human Rights** sponsors an online career center, where job openings can be posted or viewed, [www.civilrights.org/career\\_center](http://www.civilrights.org/career_center)

---

## Poverty & Race Index, Vol. 19 (2010)

This Index includes the major articles in the six 2010 issues of Poverty & Race (Vol. 19). The categories used frequently overlap, so a careful look at the entire Index is recommended. Each issue also contains an extensive Resources Section, not in the Index below, but available in database form for all 19 volumes. We can send an Index for any or all of the first 18 volumes of P&R (1992-2009); please provide a self-addressed, stamped envelope. Articles are on our website, [www.prrac.org](http://www.prrac.org).

### Race/Racism

584. "Exploring the Parallels Between the U.S. Civil Rights Movement and the African Liberation Movement," by James Pope, May/June
585. "SNCC—the Student Nonviolent Coordinating Committee—Gathers 50 Years After It Started: A Report on the Reunion," by Mike Miller, July/Aug.
586. "Title VI Enforcement in the Post-*Sandoval* Era," by Philip Tegeler, Sept./Oct.
587. "Structural Discrimination: An International Perspective," by Najcevska Mirjana, Nov./Dec.
588. "How White Activists Embrace Racial Justice," by Mark R. Warren, Nov./Dec.

### Education

589. "Reaffirming the Role of School Integration in K-12 Education Policy," Jan./Feb.
590. "Post-Conference Statement: An Urgent Need for Federal Support," Jan./Feb.
591. "Universal Access to Quality Education: Research and Recommendations for the Elimination of Curricular Stratification," by Carol Corbett Burris, Kevin G Welner & Jennifer Weiser Bezoza, Jan./Feb.
592. "Exceptional Teaching for Students of Diverse Backgrounds: A Fundamental Strategy for School Improvement," by Willis D. Hawley, Jan./Feb.
593. "Title VI: In the Beginning," by William Taylor, Sept./Oct.
594. "Separate ≠ Equal: Mexican Americans Before *Brown v. Board*," by Philippa Strum, Sept./Oct.
595. "Use of Force in a Washington State School District – Neither Reasonable nor Necessary," Sept./Oct.
596. "The Effects of Racially and Economically Isolated Schools on Student Performance," Sept./Oct.
597. "Segregation and Exposure to High-Poverty Schools in Large Metropolitan Areas, 2008-09," by Nancy McArdle, Theresa Osypuk & Dolores Acevedo-Garcia, Nov./Dec.

### Food, Nutrition, Hunger

598. "Food Systems and Public Health," by Mary Story, Michael W. Hamm & David Wallinga, March/April
599. "Nourishing the Nation One Tray at a Time: Farm to School Initiatives in the Child Nutrition Reauthorization," March/April
600. "Bringing Healthy Food to Underserved Areas," March/April

### Health

601. "How Racism Is Embodied: A New Health Advocacy Curriculum," Sept. /Oct.
602. "Reducing Racial Disparities in Health Care," Nov./Dec.

### Housing

603. "HUD Makes Critical Race Data Available for Housing Programs," March/April
604. "The Housing + Transportation Index and Fair Housing," by Philip Tegeler & Hanna Chouest, July/Aug.
605. "Impact of Tenant Screening Policies on People of Color in King County," Washington, Sept. /Oct.

### Immigration

606. "Natural Allies or Irreconcilable Foes? Reflections on African-American/Immigrant Relations," by Andrew Grant-Thomas, Yusuf Sarfati & Cheryl Staats, March/April

### International Human Rights/ U.S. Civil Rights Policy

607. "The United States Submits Its First-ever Report to the U.N. Human Rights Council," Sept./Oct.

### Transportation

608. "Transportation and Civil Rights," by Thomas W. Sanchez & Marc Brenman, July/Aug.  
*Commentaries:*
  - Guillermo Mayer
  - Angela Glover Blackwell
  - Eugene B. Benson
  - Wade Henderson
  - David Rusk
  - Laura Barrett

### Miscellaneous

609. "The Spirit Level: Why Greater Equality Makes Societies Stronger," by Richard Wilkinson & Kate Pickett, May/June
610. "America Healing: WK Kellogg Foundation Announces \$75 million Effort," July/Aug.
611. "William Taylor, 1931-2010," July/Aug.

## PRRAC'S SOCIAL SCIENCE ADVISORY BOARD

*Dolores Acevedo-Garcia*  
Bouvé College of Health Sciences, Northeastern Univ.

*Frank Bonilla*  
CUNY Department of Sociology

*Camille Zubrinsky Charles*  
Department of Sociology, Univ. of Pennsylvania

*John Goering*  
Baruch College, City Univ. of New York

*Heidi Hartmann*  
Inst. for Women's Policy Research (Wash., DC)

*William Kornblum*  
CUNY Center for Social Research

*Harriette McAdoo*  
Michigan State Department of Sociology

*Fernando Mendoza*  
Department of Pediatrics, Stanford Univ.

*Roslyn Arlin Mickelson*  
Univ. of No. Carolina-Charlotte

*Paul Ong*  
UCLA School of Public Policy  
& Social Research

*Gary Orfield*  
UCLA Civil Rights Project

*Gary Sandefur*  
Univ. Wisconsin Inst. for Poverty Research

*Gregory D. Squires*  
Department of Sociology, George Washington Univ.

*Margery Austin Turner*  
The Urban Institute

*Margaret Weir*  
Department of Political Science  
Univ. of California, Berkeley

### If You Are Not Already a *P&R* Subscriber, Please Use the Coupon Below.

Sign Me Up!    1 year (\$25)   or    2 years (\$45)

*Please enclose check made out to PRRAC or a purchase order from your institution.*

Name \_\_\_\_\_

Address \_\_\_\_\_

Address Line 2 \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Telephone: \_\_\_\_\_ email: \_\_\_\_\_

*Mail to: Poverty & Race Research Action Council  
1200 18th Street NW • Suite 200 • Washington, DC 20036*

# Poverty & Race Research Action Council

1200 18th Street NW • Suite 200  
Washington, DC 20036  
202/906-8023 FAX: 202/842-2885  
E-mail: [info@prrac.org](mailto:info@prrac.org)  
Website: [www.prrac.org](http://www.prrac.org)

Nonprofit  
U.S. Postage  
PAID  
Jefferson City, MO  
Permit No. 210

Address Service Requested

11-12/10

## POVERTY & RACE RESEARCH ACTION COUNCIL

### Board of Directors/Staff

#### CHAIR

**John Charles Boger**  
*University of North Carolina  
School of Law  
Chapel Hill, NC*

#### VICE-CHAIR

**José Padilla**  
*California Rural Legal  
Assistance  
San Francisco, CA*

#### SECRETARY

**john powell**  
*Kirwan Institute for the Study  
of Race & Ethnicity  
Ohio State University  
Columbus, OH*

#### TREASURER

**Spence Limbocker**  
*Neighborhood Funders  
Group  
Annandale, VA*

**Janis Bowdler**  
*National Council  
of La Raza  
Washington, DC*

**John Brittain**  
*University of the District  
of Columbia School of  
Law  
Washington, DC*

**Sheryll Cashin**  
*Georgetown University  
Law Center  
Washington, DC*

**Sheila Crowley**  
*National Low Income  
Housing Coalition  
Washington, DC*

**Craig Flournoy**  
*Southern Methodist  
University  
Dallas, TX*

**Olati Johnson**  
*Columbia Law School  
New York, NY*

**Elizabeth Julian**  
*Inclusive Communities  
Project  
Dallas, TX*

**Demetria McCain**  
*Inclusive Communities  
Project  
Dallas, TX*

**S.M. Miller**  
*The Commonwealth Institute  
Cambridge, MA*

**Don Nakanishi**  
*University of California  
Los Angeles, CA*

**Dennis Parker**  
*American Civil Liberties  
Union  
New York, NY*

**Anthony Sarmiento**  
*Senior Service America  
Silver Spring, MD*

**Theodore Shaw**  
*Columbia Law School  
New York, NY*

**Brian Smedley**  
*Health Policy Institute  
Joint Center for Political and  
Economic Studies  
Washington, DC*

**Catherine Tactaquin**  
*National Network for  
Immigrant & Refugee Rights  
Oakland, CA*

**Camille Wood**  
*National Legal Aid &  
Defender Assn.  
Washington, DC*

*[Organizations listed for  
identification purposes only]*

**Philip Tegeler**  
*President/Executive Director*

**Chester Hartman**  
*Director of Research*

**Kami Kruckenberg**  
*Policy Associate*

**Lauren Hill**  
*Development & Government  
Relations Associate*

**Hanna Chouest**  
*Law & Policy Fellow*

**Anequa Campbell**  
*Law & Policy Intern*