Gary Orfield

Gary Orfield is Professor of Education and Social Policy at the Harvard Graduate School of Education. Professor Orfield is interested in the study of civil rights, education policy, urban policy, and minority opportunity. He is Co-Director of the Harvard Civil Rights Project, an initiative that is developing and publishing a new generation of research on multiracial civil rights issues. Orfield's central interest has been the development and implementation of social policy, with a central focus on the impact of policy on equal opportunity for success in American society. Recent works include studies of changing patterns of school desegregation and the impact of diversity on the educational experiences of law students. In addition to his scholarly work, Orfield has been involved with development of governmental policy and has served as an expert witness in court cases related to his research. He has participated as an expert witness or a court-appointed expert in several dozen civil rights cases, including the University of Michigan Supreme Court case which upheld the policy of affirmative action in 2003, and has been called to give testimony in civil rights suits by the United States Department of Justice and many civil rights, legal services, and educational organizations. In 1997, Orfield was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." A native Minnesotan, Orfield received his Ph.D. from the University of Chicago and travels annually to Latin America, where his research work is now expanding.

Professor Orfield's principal publications include a series of reports on the national progress of desegregation during the past quarter century and the following books:

- *Racial Inequity in Special Education* (with D. Losey) (2002)
- *Raising Standards or Raising Barriers* (with M. Kornhaber) (1999)
- *Must We Bus? Segregated Schools and National Policy* (1978)
TO: Brock Prize Jurors
FROM: Joseph P. Zolner  JZ
DATE: July 7, 2004
RE: Summary of Gary Orfield Materials

I look forward to meeting and working with all of you during our September deliberations. So that you might consider the enclosed materials in as efficient a way as possible, I am happy to provide this summary of information provided in my packet.

First, a vita for Gary Orfield is provided. This document contains all relevant professional and academic information in a manner that reflects the considerable breadth and depth of work that Gary has completed over the years.

Gary is the founding Co-Director of The Civil Rights Project (CRP) at Harvard University. Initiated in 1996, the CRP is designed to provide needed intellectual capital to academics, policy makers, and civil rights advocates on matters of civil rights and civil rights research. The project has managed to build a network of collaborating legal and social science scholars across both Harvard and the nation. The additional materials in this packet (extracted from the Civil Rights Project web site) provide an overview of CRP's multi-faceted research and outreach activities. I will be happy to provide additional background information and context during our September meeting.

The enclosed CRP information is organized as follows:

- Staff: A bio for Gary Orfield.
- Mission Statement: A brief synopsis and mission statement for the Civil Rights Project.
- Press Releases: A summary of press releases related to recent studies and research work completed by the CRP.
- Current Convenings 2004: A summary of recent CRP-sponsored events designed to disseminate the project's research results to academicians, lawyers, and civil rights advocates.
- Research: A topical summary of 100+ studies commissioned or produced by the CRP on a range of issues affecting both K12 and higher education.
- Policy Action: A summary of CRP efforts to strengthen state and community racial justice efforts and encourage state or locally-funded research work on racial justice.
- Resources: A quick summary of resources created and/or made available by CRP to help community leaders advance the civil rights movement.
- Networking: A description of CRP efforts to forge ongoing collaboration and unified/coordinated action on civil rights matters.

I hope these materials provide a helpful “baseline” of information about both Gary and his Harvard Civil Rights Project work. I look forward to elaborating on these materials when we get together in September.

Many thanks for your thoughtful consideration of Gary’s candidacy.
GARY ORFIELD

VITA

Addresses:
Harvard Graduate School of Education
Gutman 442, 6 Appian Way
Cambridge, Massachusetts 02138

The Civil Rights Project
125 Mt. Auburn Street, Third Floor
Cambridge, Massachusetts 02138

Telephones: 617-496-4824
617-496-6367

Present Position: Professor of Education and Social Policy, Harvard University, 1991–present
Co-Director, The Civil Rights Project at Harvard University

Professional Experience:

Professor, University of Chicago, in the following units:
Political Science, Social Sciences in the College, Education, and Committee on African and
Afro-American Studies
Lecturer, School of Law, 1981-1991
Professor of Political Science and Member, Institute of Government, University of Illinois at
Urbana-Champaign, 1977-82
Consultant, Senate Committee on Labor and Public Welfare, 1976
Research Associate, Brookings Institution, 1973-77
Guest Scholar, Brookings Institution, 1972, 1981-82
Scholar-in-Residence, U.S. Civil Rights Commission, 1972-73
Assistant Professor, Princeton University, 1969-73
Assistant Professor, University of Virginia, 1967-69
Intern, Office of Management Planning, Agency for International Development, 1963

Academic Training:

B.A., summa cum laude, University of Minnesota, 1963
M.A., political science, University of Chicago, 1965
Ph.D., political science, University of Chicago, 1968

Academic Honors:

Phi Beta Kappa
Minnesota All-College Scholar
General Motors Scholar
Woodrow Wilson Fellow
Danforth Fellow
Falk Fellow
Brookings Institution Research Fellow
Center for Advanced Study Fellow, University of Illinois, Urbana
Spencer Foundation Senior Fellow Award
Charles M. Merriam Award, American Political Science Association

Governmental Appointments:

Chairman, Study Group on School Desegregation, National Institute of Education, 1978-81
Court-Appointed Expert, Los Angeles (1978-79), St. Louis (1980-81), and San Francisco
Vice Chairman, Mayor's First Source Task Force, Mayor Harold Washington, Chicago, 1985-88
Member and Chair, Evaluation and Screening Committee, Project Self Sufficiency (employment and housing
demonstration), Cook County, Illinois, 1985-86

Professional Activities:

Co-Director (with Christopher Edley, Jr. of Harvard Law School), The Civil Rights Project at Harvard
University
Adjunct Fellow, Joint Center for Political Studies and Member of Social Policy Task Force
Member, American Political Science Association, Congressional Fellowship Advisory Committee, 1976-78
Member, American Political Science Association, Committee on Status of Blacks in the Profession, 1987-90
Member, American Political Science Association, Nominating Committee for National Officers, 1992-93
Consultant, APSA Division of Educational Affairs and High School Curriculum Project Midwest Political
Science Association, Section Chair and Program Committee Member, Annual Meeting, 1979,
Member Nominating Committee, 1980
Member, National Review Panel on School Desegregation Research and American Academy of Arts and
Science Task Force on Urban School Desegregation
Department, Dept. of Housing and Urban Development, National Institute of Education, Senate
Committee on Labor and Public Welfare, Kentucky Commission on Human Relations, American
Indian Policy Review Commission, Education Commission of the States, Illinois Office of
Education, National School Boards Association of Minnesota Dept. of Education
Member, Editorial Boards, Policy Studies Journal, Teachers College Record, American Journal of
Education, Evaluation Studies Review Annual, Equity and Excellence, Integrated Education, Soundings,
Educational Researcher, advisory committee
Harvard Education Letter & School Policy Legal Insider
Associate Editor, American Journal of Education, 1982-88
Member, Board of Directors, Policy Studies Organization
Chairman, National Institute of Education Study Group on Desegregation Research
Member, Research Advisory Committee, U.S. Civil Rights Commission's National School
Desegregation Study, 1984-85
Research Director, Chicago Fair Housing Alliance, 1985-87
Director, National School Desegregation Research Project, 1986-88
Director, Metropolitan Opportunity Project, 1986-92
Director, Illinois Budget Analysis Project, 1987-92
Director, Indiana Youth Opportunity Project 1991-1996
Director, Harvard Project on School Desegregation, 1992-98

Courses Taught:

American Government, Urban Policy Analysis (Housing), Law and Society, President and Congress,
Intergovernmental Relations,
Legislative Process, State and Local Government,

University and Community Participation (years of service omitted):

President, Liberal Arts Student Government, University of Minnesota
Organizer, state-wide student volunteer program on Minnesota Native American Indian reservations
Founder, Movement for a New Congress and Board Member, Congressional Action Fund
Member, Board of Directors, Fund for an OPEN Society
Member, National Advisory Board, National Federation for Neighborhood Diversity
Member, National Advisory Board, Leadership Council for Metropolitan Open Communities
Chairman, Task Force on Devolution of Power to the States, Southern Education Foundation
Member, Research Advisory Committee, Chicago Panel on Public School Finances
Member and Chair, Research Advisory Committee, Chicago Urban League
Member, Board of Directors, Chicago Urban League
Member, Board of Advisors, Designs for Change
Member, National Advisory Committee, NAACP Archives and Library
Board Member, The Regional Partnership, 1989-91
Member, Advisory Committee, Constitutional Rights Foundation, Chicago
Vice President, Edmonds-Peabody PTA, Washington, DC
Volunteer work in many political campaigns
Volunteer work with Ralph Nader, 1966
Member Advisory Boards or faculty associate of the following: Urban Education Advisory Board, ASCD, Council of Urban Boards of Education, National School Boards Association, Community 2000, Leadership Conference on Civil Rights, Poverty and Race Research Center, Hispanic Border Leadership Initiative, International Reading Association.
Research Grants and Contracts:

- Carnegie Corporation
- Ford Foundation
- Spencer Foundation
- Joyce Foundation
- MacArthur Foundation
- Mott Foundation
- Woods Charitable Fund
- U.S. Dept. of Housing and Urban Development
- Southern Education Foundation
- Schwartz Foundation
- Primerica Foundation
- Lilly Endowment
- Gunn Foundation
- Smith-Richardson Foundation
- Mellon Foundation
- Rockefeller Foundation
- Graustein Foundation

Publications

Books:


**Articles (Chronological by year beginning with earliest publication)**


Orfield, G. (2000, January 9). As you were saying; MCAS posturing obscures how good our schools are [Op-Ed]. *Boston Herald,* p. 024.


Found at: http://www.africana.com/research/encarta/tt_1109.asp


Orfield, G. (1993, December 26a). Perspective on school desegregation: America lacks equal opportunity ...The Supreme Court was right in 1954, and it still is right: Separate is, inherently, unequal. Los Angeles Times, p. M5.


January-February.


Book Chapters (Chronological by year beginning with earliest publication)


Orfield, G. (1990). Do we know anything worth knowing about the educational effects of magnet


G. (Eds.), Covering the desegregation story: Current experience and issues (pp. 7-14). Evanston, IL: Center for Equal Education.


Reports:


(1992). Desegregation and educational change in San Francisco. Chair of committee reporting to the Federal District Court.

Orfield, G. & Paul, F. (1992). State higher education systems and college completion (a report to the Ford Foundation on a study of state institutional structure and policies and the rates of college completion) revised version printed in Advances in Educational Policy, 1.


Public Knowledge and Busing Opposition, (designed and analyzed this national survey and wrote the report issued by the U.S. Commission on Civil Rights in 1978).


Orfield, G. (1973, July-October). A proposed study on desegregation. *Integrated Education*, p. 35. This reprint, the request for proposals sent by the U.S. Civil Rights Commission to major American research institutions regarding the design of a national longitudinal study of the impacts of school desegregation, a study which would answer the major criticisms of the Coleman Report and provide data on desegregation of Chicano and Puerto Rican children.


**Selected Government and Civic Group Reports:**

1999: “Progress Made, Challenges Remaining in San Francisco School Desegregation” Chair of Committee report to U.S. District Court, San Francisco. January

1992: "Desegregation and Educational Change in San Francisco: Findings and Recommendations on Consent Decree Implementation," Chair of court-appointed panel reporting to Federal District Court. July


1981: "The Housing Issues in the St. Louis Case," Report to Federal District Court, St. Louis. April


1980: "The St. Louis Desegregation Plan," Report to the Federal District Court, St. Louis. May


1978: "Integration in Chicago," Report of the Technical Assistance Committee to the Illinois State Board of Education. May

1978: "Desegregation Principles for Los Angeles," Report to Superior Court for the County of Los Angeles. November

Congressional and Judicial Testimony

House Education and Labor Committee:
1977, June: Bilingual education
1979, September: Incentives for Voluntary Metropolitan Integration
1981: Civil Rights Enforcement
1985, October: Assessment of Job Training Partnership Act

House Judiciary Committee:
1972, March: Antibusuing amendment to Constitution

House Government Operations Committee:
1975, November: Revenue Sharing

House Select Committee on Children, Youth and Families:
1987, March: Race Relations and Adolescents
House Subcommittee on Civil and Constitutional Rights:
1982, September: Reagan civil rights enforcement record; Los Angeles School case
1982, September: Report on study prepared for subcommittee from U.S. Dept. of Education data showing national and regional progress on desegregation from 1968-1980
1985, March: Civil Rights Restoration Act of 1985

House Subcommittee on Indian Affairs:
1973, May: Menominee Restoration Act

Senate Committee on the Judiciary, Subcommittee on the Constitution:
1977, July: Anti-busing legislation
1982: Proposals to restrain judicial remedies in school desegregation cases

Senate Interior Committee:
1973, September: Menominee Restoration Act

Senate Judiciary Committee:
1969, September: Haynsworth Supreme Court nomination hearings
1970, January: Carswell Supreme Court nomination hearings
1971, November: Rehnquist nomination hearings
1986, August: Rehnquist nomination hearings

Senate Labor and Public Welfare Committee:
1967: written testimony on Indian policy
1969, August: Memorandum to Subcommittee on Indian Education on reorganization of BIA

Senate Select Committee on Equal Educational Opportunity:
1970, October: Feasibility of desegregation

Joint Economic Committee:
1992, April: Urban Poverty and Development

Participation in Civil Rights Cases:

Austin:
• affidavit on impact of return to neighborhood schools

Chicago:
• deposition on enforcement of Gautreaux housing desegregation
• testified as witness for integrated South suburban communities against the National Association of Realtors
• testified as witness for Leadership Council on Metropolitan Opportunities in Fair housing case

Cincinnati:
• deposition on subsidized housing segregation case for legal services office
  Hamilton County deposition on subsidized housing segregation case
Dayton and Columbus:
• assisted in drafting of social science brief submitted by plaintiffs to the Supreme Court

DeKalb Co., GA:
• helped draft social science brief to Supreme Court

Denver:
• testified as witness for NAACP Legal Defense Fund and Mexican American Legal Defense Fund

Hartford:
• testified for plaintiffs on metro school equity case NAACP Legal Defense Fund, Puerto Rican Legal Defense Fund, and Connecticut Civil Liberties Union & Testified later on adequacy of remedy

Kansas City:
• testified as witness for the NAACP Legal Defense Fund & testified as witness of renewal of plan

Houston:
• testified as witness for Justice Dept.

Little Rock:
• deposition on report prepared by desegregation assistance center for Little Rock Board of Education; testified many years later as court-appointed expert

Los Angeles:
• testified as witness on report prepared as court-appointed expert

Louisiana:
• deposition on racial equity and desegregation of state higher education System in U.S. v. Louisiana as witness for Southern University system

Louisville:
• testimony on desegregation case for school board

Lynn, MA:
• affidavit and testimony on desegregation case

Memphis:
• testified as witness for NAACP Legal Defense Fund

Milwaukee:
• deposition on metropolitan desegregation for Milwaukee School Board

Omaha:
• gave deposition as witness for Justice Dept.

Ohio:
• for legal services office
Oklahoma City:
- deposition on housing discrimination case

Philadelphia:
- testimony on case on University of Pennsylvania scholarships for Philadelphia students

Rockford, Illinois:
- testimony on desegregation case for plaintiffs

Rochester, NY:
- affidavit on metropolitan inequality case

St. Louis:
- testified first as witness for U.S. Dept. of Justice and then, several times, on reports prepared as court-appointed expert

San Francisco:
- served as Court-appointed expert, special master, and chair of Consent Decree
- Seattle: testified as witness for Seattle Board of Education

South Suburban Housing Center:
- testified as a witness for Center against National Association of Realtors suit against Fair housing practices

Tampa (pupil competency test litigation):
- testified as witness for Bay Area Legal Services

University of Michigan:
- testimony on Law School affirmative action case Advisory Committee

University of Washington Law School:
- affidavit on affirmative action case
American society.

Policy, with a particular focus on the impact of policy on equal opportunity for success in

Professor Orfield's central interest has been the development and implementation of social

for an outstanding book on race relations.

government through the application of social science research and the Causus Myers Award.

He received the American Political Science Association's Charles Merz Award in 2002.

Brookings Institution, a left-wing policy think tank, and a Senior Scholar Fellowship from the Spenser Foundation.

Winnipeg, Manitoba, Canada, and his M.A. and Ph.D. from the University of

University of Illinois. He received his B.A. from the University of

Chicago in political science. He has been a recipient of Woodrow Wilson, Danforth, Fulbright,

Chair of the Civil Rights Project at Harvard. He joined the Harvard

Professor Orfield is Professor of Education and Social Policy and Founding Co-Director, The Civil

Rights Project at Harvard.

Professor Orfield, Harvard Graduate School of Education, Founding Co-Director, The Civil

Rights Project at Harvard.

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MISSION STATEMENT

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- Policy Action

- Harvard University

The Civil Rights Project

CRP Associate: Bios
Professor Orrick's most recent books are Racial Inequality in Special Education Cambridge: America's Reading Association. He has written for international publications and travels widely in Latin America. His latest book, "The Case for Educational Equity," argues that educational opportunity is a fundamental human right.

Orrick is the author of several books on education policy and civil rights, including "The Case for Educational Equity," "The Promise of Public Education," and "The Future of Education in the Americas." He has also written for national and international publications, including the New York Times, the Washington Post, and the Atlantic Monthly.

In addition to his scholarly work, Professor Orrick has been consistently involved in policy analysis and education policy. He has served on numerous educational boards and commissions, including the National Board for Educational Standards and the National Commission for the Study of Social Policy. He has also worked with government officials and community leaders to address issues of educational equity and opportunity.

For the past two decades, Orrick has been especially interested in education policy, in changing patterns of opportunity in metropolitan areas, in higher education policy, the impact of educational policy and educational policy analysis.

In the future, Orrick hopes to continue to work on issues of educational equity and opportunity, particularly in urban areas. He also plans to continue to write and speak about the importance of education and the need for policies that ensure equal access to educational opportunities for all students.
and National Policy:

Education: The Schools and the 1964 Civil Rights Act: And Must We Bus? Segregated Schools
Congressional Power: Congress and Social Change: The Recognition of Southern
choice controversy growing out of a faculty seminar at Harvard. Earlier books include:
Brown v. Board of Education with Susan Eaton (New Press 1999). He is one of the editors and
(University of Chicago Press 1991) and Dismantling Desegregation: The Quiet Repeal of
the Closing Door: Conservative Policies and Black Opportunity (with Carol Ashkenazi).
Mission Statement

Our mission is to help renew the civil rights movement by bridging the worlds of ideas and action, and by becoming a prominent source of intellectual capital and a forum for building consensus within that movement.

Forty years after the civil rights movement galvanized the nation, its great promise to end racial divisions is stalled on many fronts. Evidence of stark inequality abounds in virtually every economic and social sphere, and too many members of racial and ethnic minority groups live in a reality where opportunity remains color-coded. Unattended, this tragedy may well prove apocalyptic. Racial gaps in education, income and financial wealth have been widening for over a decade, notwithstanding the significant progress made during the 1970s and 1980s. Minorities generally die younger and receive poorer-quality healthcare than whites. The vast majority of our prison population is made up of people of color, and minorities are dramatically overrepresented at every stage of the criminal justice process. Schools are steadily resegregating, and suburbs face emerging patterns of racial and class segregation that threaten to recapitulate inner city ills.

The socioeconomic report card and the demographic trends are even more alarming when juxtaposed with immigration. First, the Civil Rights Acts of 1964, 1966 and 1968 - the crowning legal achievements of 1665-1865.
the child rights movement - are facing steady and
May 29, 2002


Congressional hearings, in any given month, CRP work is quoted in such national media as
and seen on television. CRP work is publicized in such national media as
and seen in newspapers, on television, in books, and in articles. CRP has initiated joint projects across disciplines and institutional lines at
and policy studies produced major research on
Commissioned over 50 new research
Conference of National Conference Centers. It has
Organizations, PolicyFormers and Journalists. It has found eager collaborators among researchers
leading organizations devoted to civil rights
Six years later, the Civil Rights Project (CRP) is a
around the nation.

Co-directors Gary P. Craig & Christopher Edley
Boston area elementary students, especially Hispanics, are more racially segregated than the

August 29, 2003

Racial Segregation Persists for Elementary Students in the Boston Area

Initiative of the Civil Rights Project at Harvard University.

Research in conjunction of Asian Pacific American Heritage Month by the Metro Boston Equity

According to the report, the new study is being

and increased 70 percent during the last decade.

which now totals almost a quarter million people

from Chinese in Hong Kong, Thai, and Pakistani

more than a dozen Asian ethnic subgroups.

May 27, 2004

Minority E Stereotype

Metropolitan Challenges "Empirical"

Booming Asian American Population In

In this section you will find our most recent press releases:

By publishing reports and books on critical civil rights

research findings are translated and communicated to policymakers and the broader

information on racial justice. CRP strives to improve the channels through which

The Civil Rights Project (CRP) is a leading resource for

Press Releases

Networking | Resources | Policy Action | Research | Contingencies | News | About Us

Harvard University

The Civil Rights Project
and policy-makers in a coordinated effort. envision a process that will engage researchers, advocates, opinion leaders, legal scholars, and other stakeholders to develop and advance a research-based policy and legal agenda.

The Civil Rights Project will join health care and health policy experts at Harvard to work with Roundtable on Racial and Ethnic Disparities in Health Care Treatment.

2003 Fellows
Start member: James Revah and CRS

Government housing and better metropolitan community involvement of color gain greater access to emphasis on identifying measures that might help justice dimensions of Federal housing policy with an Opportunity Agenda.


Opportunity Agenda:
Barriers to Housing — race, Place, and

Commissioned for further research by CRP. Some of our conferences for 2004 include:

- As part of our effort to support an infrastructure of collaboration between researchers, lawyers and advocates, we believe in the importance for CRP to conduct conferences and trainings. Many of our conferences are served in order to foster debate and have drawn experts from several distinct areas.

Current Conferences: 2004

1998-99
dates
2000
2001
2002
2003
2004

Calendar

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The Civil Rights Project

Harvard University
Higher education. Discussion of policy implications will follow.

Segregation, concentrated poverty, academic achievement and drop-outs and access to higher education, concentrated poverty, and access to higher education. The overlap between school segregation, student achievement, and access to higher education is the overlap in metropolitan Boston. At the Center for Education Policy at Harvard University, and the Suffolk Law School Law Journal. The Conference on Education Policy at Harvard University, the Greater Boston Civil Rights Coalition, the Boston April 21, 2004. Cambridge, MA

Separate and unequal: Segregation and Educational Opportunity in Metro

Together to discuss the most urgent issues surrounding the redistricting. Of leading voting rights experts from the academic and advocacy worlds who will come.

Research Agenda for Voting Rights Reform.
Toward Real Residential Choice in Segregated Metro Boston

and that have the potential to foster effective remedies.

will help students graduate? 2) Federal and state policies that both contribute to the problem
and roll-up on drops in the county. 3) the lack of knowledge about specific interventions that
Key barriers in addressing the dropout issue: 1) the lack of accurate data about the actual
March 19, 2004. A gathering of policymakers, researchers, practitioners, and advocates will
March 19, 2004. Chicago. IL

Historian Jamey Reprinted and Carl

Calendar

1999-996

2000

2001

2002

2003

2004

Current Conferences: 2004

Networking

Resources

Policy Action

Research

Conferences

News

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Toward Real Residential Choice, in Segregated Metro Boston, took place at the Massachusetts Conference examining residential segregation in Metropolitan Boston. The conference entitled

Bronzehill, mortgage capital availability, and residential preferences and attitudes, residential segregation in Metro Boston, looked in particular at the roles of housing

office in downtown Boston. The conference presented new research exploring the causes of
The Civil Rights Project

Research

Books, Final Reports, Commissioned Research

Harvard University
advocates are communicated to researchers. and, conversely, to improve the channels through which the needs of policymakers and findings are translated and communicated to advocates, policymakers, and the broader public. With our efforts we hope to improve the channels of communication through which research

- Unique cases concerning the Latino and Asian population
- Suburban and metro areas
- Long-term implications of the country's rapidly changing demographics, especially in

October 21, 2011
When weak federal civil rights decisionmakers, with weak and local decisionmakers, with weak local
the hands of state and local
counties and important policy choices in
county level, "cooperative resolution," which leaves
other areas, there is a pattern of
school level, but, in education and most
wherever these imprints are, the state and
education. Secondary education and
Federal programs such as the recently

procedures.

accountability for failing schools, sentencing and parole practices, and juvenile justice
deeply embedded throughout the federal government in Washington, D.C., state legislatures, state
discipline (zero tolerance), special education, and juvenile justice and educational reform, and other matters. Officials at the district level often set

funding for our educational funding for our educational and juvenile justice reform. And other matters. Officials at the district level often set

towards that end.

community and policymakers. More recently, we turned our attention to strengthening state and
fighting stronger links between national civil rights organizations, lawyers, and academics
During CPR's initial years, much of our work focused on

Policy Action

SEARCH

NETWORKING

RESOURCES

POLICY ACTION

RESEARCH

CONTINUING

NEWS

ABOUT US

The Civil Rights Project
observing the national level, country, but also no better connected to each other and to local residents than what we
a region, often feel unconnected with colleagues elsewhere in the
mainstream with settled research findings, applicable legal doctrines, or fundamental policy
debates. They also often lack basic elements of organizational capacity (researchers and
myriad of challenges we face. In many cases, "clear" organizations or policymakers lack even
research and policy analysis, and to reach all more aggressively to the media, legislators,
Thus, it is increasingly important for these researchers to make effective use of,
advocates, who often have severely limited resources.
freedom from discrimination. The challenges are especially daunting for state and local
bureaucrats and the role of government to ensure guarantees of equal opportunity and
effortment, there are significant
education policies and practices. You will also find useful links on the history of the civil rights movement: teachers to understand, detect, and fight discrimination attitudes and actions in your schools.

Includes Civil Rights in Brief and Action Kits which provide basic information for parents and

Community Tools

- Galleries
- Pro bono litigation
- Legal aid
- Legal search engines: Journals and

Research Tools

- Research
- Organizations and databases for research purposes:

Resources

Harvard University

The Civil Rights Project

Search
Civil rights groups not only wish to win victories, but to be sure that they are fighting for

coordination between advocates, lawyers, and researchers.

The year is that widespread policy changes will occur only through more effective
advocacy policies already deployed by sound researchers. If one thing becomes clear to us in
the studies that could strengthen their public appeals are too easily marginalized, or may
beget a current research agenda reduced chances of success. Civil rights advocates
embrace awareness of decisionmakers and the public. Legislative who constrain and the suits
without

Research products win marginal media attention

Strategies adopted by advocates.

Collaborations help inform the agendas and
collaborators. At the same time, we believe that such
debates, lobbying efforts, and the larger national
research can be used within the context of legal
advocacy and advocacy communities. A major
goal of the Project has been to encourage an
informed and authentic connection between the

When we began the Civil Rights Project, we

Isolated efforts is an inherent luxury.

In these times, fighting for racial justice through disparate,

Networking

Visit our Resources

Search

About Us

Harvard University

The Civil Rights Project
ago. The civil rights movement was powerful and far-reaching as the one that occurred almost a half century ago. Although organizations to effectively harness such positive energy, we could help to unleash a new civil rights movement any since the 1960's. If we can work collaboratively with like-minded groups, much to their mutual benefit.

Advocacy groups have been very pleased to learn that the researchers we interviewed continue to interact with one another. The issues before society are not simply a current fashion in a given discipline. We need to know that the problems they are working on are real issues before society.