



**DIVERSE
EQUITABLE
INCLUSIVE
K-12 Public Schools**

A New Call for Philanthropic Support

the Sillerman Center
FOR THE ADVANCEMENT OF PHILANTHROPY

Acknowledgements

This report was written by Dr. Susan Eaton and Dr. Suchi Saxena.

This report grows out of a long-running project of the Sillerman Center that engages grantmakers who want to better understand the causes, myriad harms and potential cures for racial and socioeconomic segregation in our nation's K-12 public schools. This report was informed by interviews with a wide variety of educators and other practitioners working towards diverse, equitable and inclusive schools, by numerous convenings and conferences, by research and by the authors' experience in this field. We wish to thank our project collaborators and sponsors, The Ford Foundation and the Einhorn Family Charitable Trust. We deeply appreciate all the people who reviewed this report for us, who participated in interviews and who attended meetings that we hosted in 2017.

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Executive Summary

Inclusive school diversity merits serious consideration from the funding community due to socio-demographic trends, a voluminous supportive research base, growing public concern, visible demand, and promising practice on the ground. If funders care about equity, democracy, education, and learning, it is crucial that they understand the dynamics of racial integration of schools both in the past and today.

This multidimensional field aligns with numerous philanthropic missions and priorities. Hostile, divisive national politics, coupled with growing inequality and polarization, increase the urgency for intentional measures such as K-12 school diversity, which demonstrate evidence of advancing racial equity, fostering social mobility and educational attainment, reducing prejudice, and engendering connectedness and participation in our pluralistic democracy and modern economy. Evidence suggests that students from all racial backgrounds benefit from diverse learning environments.

There Is Growing Awareness, Attention, and Action Around Reducing Segregation and Enabling Integration and Inclusion in Public Schools

This past decade's litany of think tank and media reports about segregation in our nation's schools highlights yet another threat to equal educational opportunity, social cohesion, empathy, and relationship building across racial categories. Given the complexity, vastness, and longstanding nature of the problem though, charts and graphs detailing racial and socioeconomic isolation often serve to overwhelm and confound rather than inspire. This likely is also true of funders. In our work, we regularly talk with grantmakers who recognize that segregation drives inequality and at that same time, are also deeply committed to moving resources to uplift and empower people and organizations in their current contexts. Funders may have the sense that they are powerless in the face of entrenched segregation in schools and neighborhoods.

But by highlighting current action to create and sustain diverse, inclusive and equitable schools, at the center, we hope this brief will help grantmakers locate their values in this work and find on-ramps to funding opportunities in this ever-evolving and neglected field. In fact, inclusive school diversity is deeply related not only to K-12 philanthropy but has direct implications for work in fair and inclusive housing, community and regional economic development, youth organizing and community building to reduce racism and ethnic prejudice.

All across the nation—from Hartford, Connecticut, to Los Angeles, California—groups of parents, educators, community leaders, and activists are working to circumvent the structures, politics, bias, and misperceptions that engender and exacerbate school segregation. Today's best practices in school diversity are holistic in nature, going far beyond merely ensuring diversity in enrollment. Contemporary integration advocates are increasingly concerned with ensuring that once students from different backgrounds are in schools together, they build meaningful cross-racial relationships and are afforded equal access to curriculum, and also that students of color are not

Contemporary integration advocates are increasingly concerned with ensuring that once students from different backgrounds are in schools together, they build meaningful cross-racial relationships and are afforded equal access to curriculum, and also that students of color are not victims of racial bias or excluded from opportunity.

victims of racial bias or exclusion from opportunity. Proponents increasingly tout diverse, inclusive, and equitable schools as centers for innovation in pedagogy and curriculum. In a 2016 report, Washington, D.C., think tank The Century Foundation concluded that “a small but growing number” of school districts are quietly taking steps to reduce segregation via “deliberate efforts to bring students of different backgrounds together in order to improve learning for all.”¹ The Century Foundation points to innovations in both traditional public schools and school districts and in charter schools across the nation.

▶ The Research in Support of Diverse, Equitable K-12 Schools Is Strong

Evidence from a variety of fields—education, public health, social psychology, and economics—provides ample justification for creating and sustaining racial and socioeconomic diversity in K-12 schools.

By most measures, our public schools are typically segregated by race and class. The causes of contemporary segregation differ, but it is crucial to remember that racial and ethnic segregation were engineered by policies at every level of government, by jurisprudence and institutional and private practices rooted in discrimination.

Research over decades suggests that all racial groups benefit from racially and socioeconomically diverse schools. Advocacy and public conversation around school diversity also reflects the understanding that simply getting students of different racial backgrounds into schools together will not, in and of itself, accrue maximum benefits. Increasingly, researchers and longtime educators emphasize the need to develop responsive curriculum and pedagogy, and to ensure that all students have equal access to learning, enjoy equal status and power in a school and classroom, have opportunities to build relationships across racial categories, and develop critical thinking skills and empathy.

Research over decades suggests that all racial groups benefit from racially and socio-economically diverse schools.

We have organized research findings about K-12 school diversity by common areas of philanthropic concern and giving.

- **21st Century Knowledge & Skills** - Evidence strongly suggests that students from all racial backgrounds accrue learning benefits from diverse learning environments. Stronger critical thinking, and complex problem solving skills are all associated with diverse learning environments. Diverse environments are also associated with reductions in stereotyping and prejudice, which supports the academic achievement of black and Latino students.²
- **Workforce Skills** - A 2013 longitudinal study found that the more time a first-year college student had spent in diverse educational settings, the greater the student’s gains were in leadership skills, intellectual engagement, and “intercultural effectiveness.”³
- **Academic Achievement Gains/The Achievement Gap** - A high level of poverty in a school is a strong predictor of low relative achievement and larger racial achievement gaps as measured by test scores.⁴ Meanwhile, attending a racially diverse school with a lower level of poverty is associated with smaller test score gaps between white students and students who are black or Latino.⁵ National data shows that white student test scores are unaffected by attendance at a diverse school, according to the National Assessment of Educational Progress.



- **Empathy/Prejudice Reduction** - Numerous studies over decades that are synthesized in meta-analysis⁶ show that greater contact between racial groups predicts lower prejudice and other positive inter-group outcomes such as empathy.
- **Civic Engagement/Democracy/Leadership** - A 2011 meta-analysis synthesized twenty-seven studies and found that overall, student exposure to racial diversity in college is positively related to increased civic engagement.⁷
- **Mobility/Inequality/Educational Attainment** - Levels of school desegregation and racial and economic diversity are predictors of long-term economic gains and educational attainment for African Americans.⁸

The Work of Creating, Sustaining, and Improving Equitable, Diverse K-12 Schools Aligns with Numerous Philanthropic Strategies

With a handful of exceptions, equitable K-12 school integration has not been a major area of interest among grantmakers seeking remedies to educational inequality, to social fragmentation, and to racial prejudice and bias. That said, generous general operating support from large foundations to organizations that focus on racial justice and educational equity have precipitated some advancement in litigation, policy, and curriculum development in the field. Also, funder investments in fair and equitable school discipline, in culturally responsive curriculum and other areas of educational justice have surely benefited many racially and socioeconomically diverse schools over the years.

More deliberate, direct investments in intentionally diverse, equitable, and inclusive schools do align with numerous philanthropic missions, priorities, and strategies. For the purposes of the philanthropic community, we think that K-12 school integration is best understood as a strategy that provides a strong foundation and promising path for achieving a host of important social goals. These include:

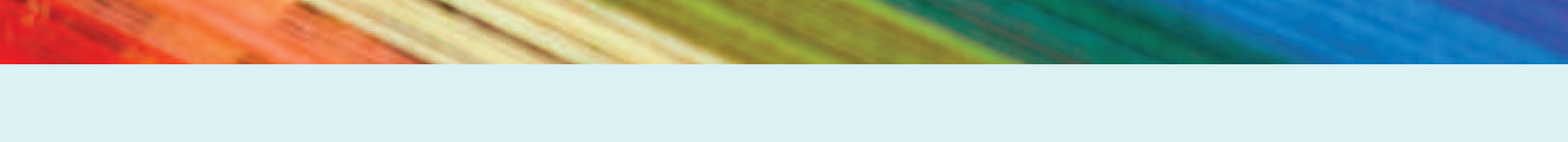
More deliberate, direct investments in intentionally diverse, equitable, and inclusive schools do align with numerous philanthropic missions, priorities, and strategies.

- **Racial Equity, Reducing Economic Inequality & Social Mobility** - There is a strong, well-established link between racial and economic segregation and diminished social mobility and life chances. Providing opportunities for children and families to attend diverse schools and live in diverse neighborhoods is aligned with a mission to reduce inequality and enhance social mobility and income security.
- **Economic Prosperity/Regional Prosperity** - Segregation and concentrated poverty damage not only the economic viability and prosperity of particular cities and towns, but also drain resources across entire regions. Many corporate and community foundations share the mission of increasing prosperity, economic development, and smart growth within a region.
- **Empathy & Cross-Racial Relationship Building** - Several notable philanthropic leaders have paid increasing attention in recent years to racial equity and bias both within their own organizations and in the society at large. Many grantmakers, for example, publicly condemned white supremacists who marched in Charlottesville in 2017. Scholarly research demonstrates that attending a racially diverse school provides a strong foundation for reducing bias and stereotyping and imparting empathy among young people.
- **Youth Organizing & Leadership** - Currently, young people in pockets across the country are leading on school integration and diversity-related issues in schools and communities.
- **Deeper Learning & Critical Thinking** - Racially diverse learning environments have the potential to improve students' cognitive skills in critical thinking and deeper learning.
- **Social and Emotional Learning & Early Childhood Development** - The psychological processes inherent to social and emotional learning are closely tied to identity and the relational environment, in part because students learn to make sense of themselves and the world around them through the lens of their relationships. A diverse peer environment in the classroom is the medium through which children learn important interpersonal and intrapersonal capacities—like teamwork, collaboration, and a sense of belonging. This understanding helps make the case for trying to achieve more diversity within early childhood classrooms where social and emotional learning is central.
- **Immigrant Integration** - School- and community-level demographics have changed dramatically in recent years, in large part because of enrollment increases among 2nd and 3rd generation students from immigrant families. This demographic transformation offers exciting opportunities to create diverse schools and classrooms in many suburbs and rural areas that not long ago were heavily white. Without deliberate efforts to create equitable, inclusive schools demographic change can also spur conflict, causing Latino students and students from other racial and ethnic groups to be marginalized and relegated to low-level classes or segregated, high-poverty schools.



- **Closing Opportunity and Achievement Gaps** - For education funders who aspire to help eradicate measurable gaps in achievement between students in different racial categories, school integration offers a promising avenue to this goal, as explored in the research section of the full brief.
- **Strengthening U.S. Democracy** - According to the Foundation Center, nearly 5,000 funders currently identify themselves as making grants to strengthen U.S. democracy. It seems logical that democracy funders would consider investments in school diversity efforts. This is because schools are the only social institution with the potential to bring young people of different racial and economic backgrounds together for concentrated periods of time. In our increasingly diverse nation, effective leadership and full, effective participation requires skills and experience multiracial and multiethnic contexts.

Organizations within this multidimensional field are well-connected and collaborative. However, they tend to not have high-capacity for work in this area precisely because of a dearth of funding. Following multiple convenings and strategy sessions in 2016 and 2017, however, practitioners and field leaders seem to be moving toward consensus around some elements of a locally-informed national strategy. This would include: a centralized hub that both supports and is informed by local school integration efforts; emphasis on innovative curriculum, pedagogy, enrollment plans, measures of success, and other structures that would counteract forces that support segregation. This strategy, detailed in the full brief, would be supported by a cultural strategy that activates the arts and is informed by youth in order to increase the appeal and grow the movement for contemporary school integration.





Diverse, Equitable, Inclusive K-12 Public Schools

A New Call for Philanthropic Support

The Bottom Line

Inclusive school diversity merits serious consideration due to socio-demographic trends, promising practice on the ground, visible demand, and a voluminous supportive research base.

Hostile, divisive national politics, coupled with growing inequality and polarization, increase the urgency for intentional measures such as K-12 school diversity, which demonstrates evidence of advancing racial equity, reducing prejudice, and engendering connectedness and participation in our pluralistic democracy.

This multidimensional field aligns with numerous philanthropic missions and priorities, including reducing inequality, increasing social mobility, promoting deeper learning, enabling cross-racial relationship-building and racial healing, developing youth leadership, and strengthening democracy.

It is important for funders to understand the harm of segregation, and the potential and dynamics of racial integration of schools. This brief aims to

Hostile, divisive national politics, coupled with growing inequality and polarization, increase the urgency for intentional measures such as K-12 school diversity, which demonstrates evidence of advancing racial equity, reducing prejudice, and engendering connectedness and participation in our pluralistic democracy.

grow such an understanding and to impart an awareness of the ways in which segregation and its legacy erect barriers to school improvement efforts or other equity-related work in which a funder may be investing. This brief provides provides guidance for funders interested both in learning and in actively supporting this ongoing work.

21st Century School Diversity

Equity, Inclusion and Innovation

This past decade's litany of think tank and media reports about segregation in our nation's schools highlights yet another threat to equal educational opportunity, social cohesion, empathy, and relationship building across racial categories. Given the complexity, vastness, and longstanding nature of the problem though, charts and graphs detailing racial and socioeconomic isolation often serve to overwhelm and confound rather than inspire. This likely is also true of funders. In our work, we regularly talk with grant-makers who recognize that segregation drives inequality and at that same time, are also deeply committed to moving resources to uplift and empower people and organizations in their current contexts. Funders may have the sense that they are powerless in the face of entrenched segregation in schools and neighborhoods.

But by highlighting current action to create and sustain diverse, inclusive, and equitable schools at the center, we hope this brief will help grantmakers locate their values in this work and find ways into funding opportunities in this ever-evolving and long-neglected field. This brief considers the documented harms of segregation and the documented benefits of racially and socioeconomically diverse schools. More to the point, though, we offer entry points for funders looking to invest in this work and provide concrete examples of funding opportunities. We see funder engagement in this field as ever more urgent and view philanthropy as particularly well suited to play a significant role.

The Time to Act Is Now - Burgeoning Will and Cultural Saliency

In spite of structural impediments and political challenges, educational leaders, elected leaders, teachers, parents, students, and community members are increasingly advocating for and trying to create and nurture racially, culturally, and socioeconomically diverse and inclusive K-12 communities.

By most measures, the nation is growing more fragmented by race and class, culturally, socially, and economically. And it is true that while efforts to integrate schools are getting more attention and more interest among parents, there are also strong forces in our nation that lead to even more exclusion and encroachment on shared public schools. For example, in several communities, mainly in the south, residents and school district leaders have worked with some success to splinter off from larger, more diverse school districts to form smaller, usually wealthier more property rich districts. But even though racial and economic school segregation are deeply embedded features of the American landscape, large majorities of people of all races say that they do not want it. In a recent [poll by Phi Delta Kappan International](#), seven in 10 parents said they prefer diverse schools for their children, with 55 percent feeling that diverse schools are "extremely important." More than half of parents surveyed said they believe racial diversity improves the learning environment. For most parents, this preference competes with other priorities, such as having their children attend a school close to home. (See table on p.11.)

The think tank Center for American Progress administered [a similar survey](#) in 2016 and found that 70 percent of people said "more should be done" to integrate schools.

All across the nation—from Hartford, Connecticut, to Los Angeles, California—groups of parents, educators, community leaders, and activists are working to circumvent the structures, politics, bias and misperceptions that engender and exacerbate school segregation. Contemporary integration advocates approach the work holistically. Overcoming the obstacles to creating diverse enrollments occupies enormous amounts of energy, given that segregation is so widespread. At the same time, advocates and practitioners are equally concerned with ensuring that once students from different backgrounds are in schools together, they build meaningful cross-racial relationships and are afforded equal access to curriculum, and also that students of color are not victims of racial bias or exclusion from opportunity.

Proponents increasingly tout diverse, inclusive, and equitable schools as centers for innovation in pedagogy and curriculum. In a 2016 report, Washington, D.C., think tank The Century Foundation concluded that “a small but growing number” of school districts are quietly taking steps to reduce segregation via “deliberate efforts to bring students of different backgrounds together in order to improve learning for all.”⁹

Meanwhile, organizations that historically have overlooked or have been indifferent to segregation and integration have, in recent years, begun advocating in favor of integration and have even begun providing guidance about how to best create diverse schools. This includes The Diverse Charter Schools Coalition which offers guidance to educators looking to create and improve racially and socioeconomically diverse charters and advocates for policies to support diversity in charters. Also, the National School Boards Association, though its Center for Public Education in 2017 released the report, *School Segregation Then & Now: How to Move Toward a More Perfect Union*. The American Federation of Teachers has posted commentaries about segregation and its historical roots [on its website](#). In 2016, the National Education Association, the American Federation of Teachers, the National Women’s Law Center, and the National Council of Jewish Women and Girls expressed [public support for a bill](#) that would have helped school districts create more socioeconomic diversity in their schools.¹⁰ Mainstream think tanks, including the Urban Institute¹¹ and the Brookings Institution,¹² have issued important reports on the subject in the last several years. The think tank Center for American Progress (CAP) also released an [influential report](#) on school segregation in 2017.

Other organizations have published [guides](#) to help school districts create diverse schools or measure their progress and the quality of their programs. For two consecutive years, the [Reimagining Education Institute](#) at Columbia University’s Teachers College has welcomed several hundred teachers and other practitioners to learn about and share best practices and culturally sustaining pedagogy and curriculum for diverse K-12 schools.

Importance of a racially and ethnically diverse student body			
National totals, 2017			
	Extremely/Very Important %	Somewhat Important %	Not so/not at all Important %
All parents	55	18	22
Responses by demographic group			
RACE/ETHNICITY			
Whites	48	22	25
Blacks	72	15	13
Hispanics	57	13	24
POLITICAL PARTY			
Democrats	70	16	10
Independents	56	20	18
Republicans	38	20	39
POLITICAL LEANING			
Liberals	72	10	10
Moderates	60	27	12
Conservatives	43	17	36
REGION			
Northeast	45	22	26
Midwest	47	23	29
South	61	18	16
West	59	14	20
2017 PDK POLL			

In just the last several years, the amount and depth of media reports and cultural commentary related to school segregation and K-12 school diversity have grown tremendously. The most well-known and prolific writer in this space by far is *New York Times* staff writer Nikole Hannah-Jones, whose work at various news outlets prior to her joining the *Times* garnered accolades from many corners. Hannah-Jones' work is

In just the last several years, the amount of media reports and cultural commentary related to school segregation and K-12 school diversity has grown tremendously.

particularly notable for illustrating the link between racial and social problems—such as police violence against African Americans and political neglect of public schools in high-poverty black neighborhoods. Hannah-Jones was awarded a MacArthur “Genius Grant” in 2017. She continues to shine a bright light on a problem that just a few years ago seemed too complex or unsexy for most daily news reporters. CityLab recently published [a piece highlighting Hannah-Jones' work](#). The recent work of journalists Alana Semuels and her colleagues at *The Atlantic*, Patrick Wall at Chalkbeat, and Rachel Cohen are also notable as are investigations by [PBS' Frontline](#) and [The Baltimore Sun](#). In 2017, EdBuild, a nonprofit focused primarily on school funding policy, published a widely-read [investigation into school secession](#). (Secession is the process by which members of a larger school district attempt to splinter off to form their own, usually more racially and economically homogenous, school district.)

It's not entirely clear why the problem of segregation has finally captured the attention of journalists and commentators. But likely it is a combination of factors. For example, the incongruence between our nation's growing racial and ethnic diversity on the one hand and entrenched segregation on the other just makes for a good story. And as some previously all-white or mostly-white communities become more diverse through movement of Latinos and African Americans out of cities, or whites into urban enclaves, some local leaders and community members are actively looking for ways to avoid division, conflict, and the attendant inequalities of concentrated poverty. Some public commentators, perhaps most notably [Lawrence Brown in Salon](#) and [Richard Rothstein writing for the American Prospect](#) and the Economic Policy Institute, have made clear links between patterns of segregation and the racial bias that gives rise to police shootings of black and brown people. It seems a steady flow of high-quality scholarship has finally seeped into the media consciousness and public commentary.

This new attention encourages pro-integration leaders and practitioners. They share the sense that they need to seize on what may be momentary public awareness and interest.

The Research: A Dismaying Status Quo and a Vast Evidence Base Concluding that We Are Smarter and Better Together

Evidence from a variety of fields—education, public health, social psychology, and economics—provides ample justification for creating and sustaining racial and economic diversity and avoiding racial and economic isolation in schools.

National Measures Illustrate the Problem We Share

By most measures, our public schools are typically segregated by race and class. Arguments about whether or not school segregation is increasing significantly tend to hinge upon what measure one employs. Looking at national-level data on segregation is helpful for understanding context and overall student experience. But rather than parsing differences on this matter, we strongly recommend that fun-



ders use the data tools recommended at the end of this brief to learn about the levels of segregation in the regions that concern them. While the causes of contemporary segregation differ, it is crucial to remember that racial and ethnic segregation were engineered by policies at every level of government, by jurisprudence and by institutional and private practices rooted in discrimination.

In 2016, the U.S. Government Accountability Office (GAO) reported that from 2000 to 2013, the share of the nation's schools that are "high-poverty" (75 percent or more students in poverty) more than doubled from about 7,000 to about 15,000 schools. The GAO also found that the share of public schools where more than 75 percent of students are black or Latino grew from 9 to 16 percent.¹³ Because of the link between race and poverty, a hyper-segregated black or Latino school will nearly always be a school with an extremely high level of poverty. High poverty schools are associated with numerous inequalities in opportunity, a lack of stable teaching staff and highly qualified teachers, and lower relative graduation rates and educational attainment after high school. However, the GAO report has been widely criticized for failing to illuminate the fact that the underlying reason for this apparent growth in poverty concentration is an overall growth in poverty itself.

Researchers at UCLA's Civil Rights Project have been tracking school segregation trends for more than two decades. According to their reports, about a third of black and Latino students attend schools that are more than 90 percent black or Latino and that have extremely high levels of poverty. A typical black student attends a school where about two-thirds of students are black or Latino and a little over a quarter of students are white.¹⁴ The typical Latino student attends a school that is nearly 70 percent black or Latino and about 25 percent white. On average, Asian American students are the most integrated group. The typical Asian American student goes to a school where about 40 percent of the students are white, about 25 percent are also Asian American, about 11 percent are black, and 22 percent are Latino.¹⁵

White students are our nation's most isolated racial group and are far more likely than black and Latino students to attend predominantly middle class schools, according to the Civil Rights Project. The typical white student attends a school that is about 75 percent white, one-eighth Latino and one-twelfth black. About a third of our nation's white students attend schools that are more than 90 percent white.¹⁶ High levels of racial isolation among white students might not be surprising to people who live in places like Maine or Vermont where there is relatively little racial diversity. However, segregation is commonplace even in regions that are diverse or are becoming more diverse. Demographic change, due to a growing Latino population and the movement of African Americans from city centers, often results in more overall diversity in suburban and rural communities. And in pockets of the nation, we see whites moving to predominantly black and Latino neighborhoods.¹⁷ However, within these areas, residential and school segregation remain the norm. Thus, unless school officials and others deliberately create integrated schools and classrooms, through policies and affirmative practices, segregation will likely persist for a host of reasons, including established housing patterns, exclusionary zoning, and racial bias.

The Benefits of Inclusive, Diverse K-12 Schools

Research over decades suggests that all racial groups benefit from racially and socioeconomically diverse schools. Over the past 20 years, research on the harms of segregation and benefits of integration has grown more robust. As data and statistical methods improved, researchers were able to disentangle the intertwined influences of school, home, and neighborhood. The research on the benefits of diversity in higher education also has important implications for K-12 practice, policy, and litigation. Advocacy and growing public conversation around school diversity reflect the growing understanding that simply getting students of different racial backgrounds into schools together will not, in and of itself, accrue maximum benefits. Increasingly, researchers and longtime educators emphasize the need to develop responsive curriculum and pedagogy, and to ensure that students have equal access to learning, enjoy equal status and power in a school and classroom, have opportunities to build relationships across racial categories, and develop critical thinking skills and empathy. (For a deeper dive, we strongly recommend the accessible and thorough Teachers College report *How Racially Diverse Schools and Classrooms Can Benefit All Students*, on which this research brief strongly relies.) We have organized findings by common areas of philanthropic concern and giving.

21st Century Skills: On these questions, scholarly research summarized by the American Psychological Association¹⁸ and the American Educational Research Association¹⁹ strongly supports racially diverse learning environments. Diverse environments tend to stimulate better complex problem solving and more innovative thinking. Meanwhile, a diverse campus with a significant share of black and Latino students benefits students of color, as Wells et al.²⁰ summarize, by decreasing “risk of experiencing stereotyping and discrimination, which can otherwise undermine black, Latino, and Asian students’ academic achievement on less diverse college campuses.” Much, though not all, of this research pertains to higher education but has important implication for K-12 schools.²¹ The *Scientific American* article “[How Diversity Makes Us Smarter](#)” by Katherine Phillips summarizes some of this research. In addition to complex problem solving, diverse equitable and inclusive schools support the conditions needed to foster other core tenets of deeper learning, including communication, collaboration, and agency.

Workforce Skills A 2013 longitudinal study found that the more time a first-year college student had spent in diverse educational settings, the greater the student’s gains were in leadership skills, intellectual engagement, and “intercultural effectiveness.”²² Pointing to this and other findings in a legal brief in support of diversity in higher education, a group of Fortune 100 companies stated that students who have experience with racial backgrounds other than their own are “better equipped to understand a wider variety of consumer needs, including needs specific to particular groups, and thus to develop products and services that appeal to a variety of consumers and to market those offerings in appealing ways; they are better able to work productively with business partners, employees, and clients in the United States and around the world; and they are likely to generate a more positive work environment by decreasing incidents of discrimination and stereotyping.”²³

Academic Achievement Gains/The Achievement Gap A high level of poverty in a school is a strong predictor of low relative achievement and larger racial achievement gaps as measured by test scores.²⁴ Meanwhile, attending a racially diverse school with a lower level of poverty is associated with smaller test score gaps between white students and students who are black or Latino.²⁵ This is due to higher scores among black and Latino students in those schools, not lower scores among white students.²⁶ The report *Housing Policy Is School Policy* by Heather Schwartz of the Rand Corporation shows the positive effect of residential integration on school performance over time. Of note is [this study](#) by scholars at Stanford and the University of Pennsylvania, which found multiple factors that contribute to racial achievement gaps, and “chief among these factors is racial segregation.”²⁷ Also, see [research briefs](#) commissioned and published by the National Coalition on School Diversity.

Empathy/Prejudice Reduction Numerous studies over decades that are synthesized in meta-analysis²⁸ show that greater contact between racial groups predicts lower prejudice and other positive intergroup outcomes such as empathy. Diverse classrooms, researchers conclude, help promote these positive effects of intergroup contact to the extent that they provide opportunities for children from different groups to interact, become friends, and establish norms of inclusion, equal status, and equity across groups. Of note is the work of social psychologist and University of Massachusetts professor [Linda Tropp](#).

Civic Engagement/ Democracy/ Leadership A [2011 meta-analysis](#) synthesized twenty-seven studies and found that overall, student exposure to racial diversity in college is positively related to increased civic engagement. In a legal brief in support of diversity in colleges and universities, the American Psychological Association writes that “effective leadership begins with prejudice reduction,” which is more likely to happen in diverse schools.²⁹ Given the high levels of polarization in our society and the rising inequality, political philosophers and ethicists stress that intentional efforts to bring typically separated groups together are vital for fostering connectedness and a strong foundation for a pluralistic democracy. In her book *The Imperative of Integration*, University of Michigan professor Elizabeth Anderson writes, “Segregation impedes the intergroup communication needed for democratic institutions to gather and use widely dispersed information about problems and policies of public interest. It blocks the mechanisms needed to hold officeholders democratically accountable to all the people....It makes elites insular, clubby, ignorant, unaccountable, and irresponsible.”³⁰

Mobility/Inequality /Educational Attainment Levels of school desegregation and racial and economic diversity are predictors of long-term economic gains and educational attainment for African Americans.³¹ Neighborhood economic segregation is linked to low levels of social and economic mobility over the long term.³² Of note is [this short talk](#) by Rucker Johnson at UC Berkeley and [this report on race-conscious school assignment](#) from the National Academy of Education.



Policy Context

In spite of the longstanding research base supporting diverse and inclusive K-12 schools, it's rare for even the most progressive government leaders to talk about school or neighborhood segregation or propose policies to combat it. The issue is more likely to arise at local levels since, after all, that is where schooling happens. However, advocates and others agree that stronger state and national policies that create incentives for school diversity, or even national level public statements and visible leadership in support for equitable and inclusive school diversity, are vital components of an enduring school diversity effort. Supportive national and state policy and vocal leadership would provide local leaders political backing, potential financial resources, and structures for engaging people and organizations in local efforts to create, sustain, and improve equitable diverse schools.

Following years of vocal activism from local and national organizations, the Obama administration began in its second term to quietly inch toward support for efforts to reduce neighborhood and school segregation. The strongest support came toward the end of Obama's presidency under the leadership of U.S. Secretary of Education John King, Jr., a vocal advocate for racially and socioeconomically integrated schools. In his short tenure from 2016 to 2017 King not only spoke about the harm of segregation, but he spoke in affirmative terms about the power of socioeconomic and racial integration to improve educational opportunity and the potential of racial integration, in particular, to reduce prejudice and improve understanding between young people in different racial and ethnic categories.

In December 2016, King announced a \$12 million grant program, "Opening Doors, Expanding Opportunities," which would have helped local school officials develop ways to create more socioeconomic diversity in their schools. The Department of Education under President Donald Trump eliminated the program.

President Barack Obama had included in his final budget a \$120 million request for a competitive grant program called "Stronger Together." The grant program, ultimately nixed by a GOP-led Congress, would have provided grants for planning and implementing voluntary, community-developed socioeconomic integration plans. In 2016 a similar bill, sponsored by U.S. Senator Chris Murphy of Connecticut and Congresswoman Marcia L. Fudge of Ohio, died. The Stronger Together School Diversity Act of 2016 had won public endorsement from several groups not typically associated with school diversity advocacy including the American Federation of Teachers, the National Council of Jewish Women, and the National Education Association.³³

Prior to Secretary King's appointment, his predecessor Arne Duncan had expressed dismay about levels of segregation,³⁴ but this concern was not reflected in any major policy initiatives. In July 2015, the U.S.

Department of Housing and Urban Development promulgated a resolution requiring municipalities that receive federal money to systematically and publicly analyze patterns of segregation and inequality at the local or regional levels, look for racial bias, and develop a plan for counteracting it. Under the rule, if the government is not satisfied with a community's efforts, it could withhold money. The fate of this rule under the Trump administration is unclear as of November 2017.

Since the 1970s, the federal government has provided grants to districts to support magnet schools, which are public schools designed to reduce segregation by attracting a diverse enrollment from a wider catchment area via attractive curricular themes. In 2016, the budget for the Magnet Schools Assistance program was \$90 million, a reduction from FY 2009's approximately \$105 million budget. The money is intended to help districts create, expand, or improve magnet schools. It is the only federal grant program intentionally designed to achieve racial and socioeconomic diversity in schools.

At the state level, elected leaders and officials have typically not taken affirmative steps to increasing school diversity. Some exceptions include supportive activity among elected leaders and officials in the states of Maryland, Minnesota, and New York. A handful of states, including Connecticut, Massachusetts, Minnesota, and New York, fund voluntary transfer programs that typically enable students living in urban districts to attend schools in suburban ones.

Meanwhile, at all levels of government, educators, advocates, and educational leaders express urgency around reducing racial prejudice, given a rise in school-based expressions of hate and racism following the election of Donald Trump.³⁵

There is a legal basis for affirmatively creating racial diversity in public schools and in higher education. As stated by U.S. Supreme Court Justice Anthony Kennedy in his concurring opinion in the 2007 case *Parents Involved in Community Schools v. Seattle School District No. 1*: "This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children. A compelling interest exists in avoiding racial isolation, an interest that a school district, in its discretion and expertise, may choose to pursue. Likewise, a district may consider it a compelling interest to achieve a diverse student population."³⁶ In 2016 the U.S. Supreme Court ruled that the University of Texas at Austin could continue to consider the racial and ethnic backgrounds of academically qualified applicants as part of an admissions review. Writing for the majority, Justice Kennedy said that "enrolling a diverse student body promotes cross-racial understanding, helps to break down racial stereotypes, and enables students to better understand persons of different races....Equally important, student body diversity promotes learning outcomes, and better prepares students for an increasingly diverse workforce and society."³⁷

"This Nation has a moral and ethical obligation to fulfill its historic commitment to creating an integrated society that ensures equal opportunity for all of its children."

—U.S. Supreme Court Justice Anthony Kennedy

As of 2017, more than 150 school districts still had desegregation orders active with the U.S. Department of Justice.³⁸ Under the Obama administration, Justice Department lawyers actively pursued enforcement of desegregation orders, including, for example, the case in Cleveland, MS, discussed briefly in the preliminary scan of activity contained in a later section of this brief.



The Field

K-12 Equitable School Diversity

Today, the field of actors working to create, sustain, and improve diverse, equitable, and inclusive K-12 schools includes people who, often out of necessity, must split their energy and attention to address other often better-funded causes related to racial equity. Generally, fundable areas of the field can be divided into six sub-sectors, though many actors operate in more than one of these areas. It is important to note that practitioners see the field as expansive beyond these six defined areas, including, for example, active constituents and actors such as parents, employers, and corporations.

Policy People and organizations that inform political actors at local, state, and national levels about segregation and its remedies or who advocate for changes in regulations, or changes to school district boundary lines that would create diverse schools. Examples include: The Poverty and Race Research Action Council, which oversees the National Coalition on School Diversity; The Century Foundation; The Civil Rights Project at UCLA; Institute on Metropolitan Opportunity; The Diverse Charter Schools Coalition; New York Appleseed; and the Intercultural Development Research Association.

Litigation Lawyers who may: legally challenge segregation; bring cases to create diverse K-12 schools; defend against dismantling of diverse K-12 schools; develop new legal theories; and submit legal briefs in support of civil rights cases involving school segregation/integration. Examples include: The NAACP Legal Defense Fund; and the Mexican American Legal Defense and Educational Fund.

School Practice People and organizations who: help teachers develop responsive curriculum; assist educators in creating culturally responsive and culturally sustaining pedagogy; advocate for and help schools implement policies around discipline or “tracking/grouping” that ensure that diverse schools are also equitable schools with welcoming, inclusive climates that deliberately diminish bias, create opportunities for students to build cross-racial relationships and develop empathy and that provide equal access to curricular and extracurricular opportunities. Examples include: the Reimagining Education Institute at Columbia University’s Teachers College; Teaching Tolerance at the Southern Poverty Law Center; and Facing History and Ourselves.

Research Scholars who study the effects of segregation and diversity and people who translate this research to inform policymakers, the general public, and others. Examples include: leading scholars and public intellectuals such as Rucker Johnson and Amy Stuart Wells; and numerous think tanks and advocacy groups such as the Center for Education and Civil Rights at Penn State, PRRAC’s National Coalition on School Diversity, and The Century Foundation.

**Community
Organizing and
Local - National
Engagement**

This includes people working at the local level to organize parents, youth and others, to inform the public about integration and segregation or to advocate for policies and programming to create, sustain, and improve diverse K-12 schools. It also includes people and organizations at the national level that convene and work to connect and support local communities engaged in school diversity work

Locally based efforts include youth organizers from IntegrateNYC in New York; the parent-led IntegratedSchools.org in Los Angeles; Desegregate ATX and Austin for Integrated Schools in Austin, Texas; EmbraceRace in Amherst, Massachusetts; The Sheff Movement in Connecticut; the broad coalition oneMECK in Charlotte-Mecklenburg, County, North Carolina; Kansas City Voices for Integration; and several others mentioned in the preliminary landscape scan at the end of this brief. While not always related to K-12 school integration, nonprofit organizations that facilitate dialogue to ensure equal representation and foster equity and healing within diverse settings also have an important role to play in this work. Such organizations include Everyday Democracy; Beloved Community in New Orleans; and the William Winter Institute in Mississippi.

Nationally, an important convener and the de facto hub for this work is clearly the National Coalition on School Diversity (NCSD), currently staffed by the Poverty and Race Research Action Council in Washington, D.C. The National Coalition on School Diversity recently underwent a strategic planning process that was funded by the Ford Foundation.

**Framing and
Media/Cultural
Strategy**

This includes the growing number of journalists and public commentators writing and speaking publicly about segregation in public schools. It's important to understand of course that journalists don't see themselves as part of this field, per se. They should be considered and treated as independent thinkers and actors. It also includes people who craft messaging campaigns for advocates. One clear consensus reached during a 2017 convening of field actors hosted by the Ford Foundation, was the need for more attention to building a cultural strategy, which would require collaborative work with artists and writers and incorporate public campaigns into advocacy and community engagement efforts at national and local levels. There is potential to more deeply involve nonprofit journalism projects in this work. Examples in this category include: ProPublica, Solutions Journalism Network, and Reveal from the Center for Investigative Reporting. The Opportunity Agenda assisted in messaging development related to school diversity soon after a major Supreme Court decision in 2007, and again in 2016 in the context of the higher education admissions case *Fisher v. University of Texas*.

This diverse, moderately well-connected field of people from a range of disciplines is, by all evidence, willing to embark on politically challenging pro-integration work at the national, state, and local levels. Just at the moment when the cultural conversation around these issues is beginning to bubble up and the need to address racial prejudice becomes more obvious to more people, actors simply lack the capacity to seize on current opportunities to create, sustain, and strengthen diverse, equitable, and inclusive K-12 public schools or implement longer-term strategy.

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A Field Strategy for Moving Forward

In July 2017, in partnership with the Ford Foundation and the Einhorn Family Charitable Trust, we convened a two-day meeting and strategy session for this field's national leaders and school- and community-based practitioners and organizers. Prior to this convening, we conducted semi-structured interviews with convening invitees.

Through interviews and small group work, the attendees highlighted the urgent need for support of ongoing local efforts to create, sustain, and improve integrated K-12 schools. These efforts are being led by actors from a wide variety of professional backgrounds with different kinds of expertise and training and who play a range of roles in society. (Many of these efforts, along with other field activity, are highlighted in our preliminary landscape scan at the end of this brief.) These local efforts, many of which are not currently directly funded, are happening largely independently and in isolation from one another. The National Coalition on School Diversity does serve now as a connecting hub where local actors can meet and learn from each other via a bi-annual conference and occasional webinars. But the absence of robust funding for local efforts lessens the likelihood and greatly slows the rate at which local leaders and their efforts could succeed in substantially increasing the share of equitable diverse schools in the United States

It is crucial to attack segregation and support integration at multiple levels and across all dimensions of the field. This is because the conditions that sustain and deepen school segregation in the United States exist at every level of the education sector— in classrooms, and between students and teachers, and in schools and communities, at the structural level and within the broader culture.

or improving and sustaining the diverse schools that do exist. At the local level, activities range from youth and parent organizing on the ground to district-level changes to school assignments to advocacy for policy change. Field actors identified a need to directly fund such efforts and too, for technical assistance for local actors engaged with organizing, in advocacy and for elected leaders who need help resisting political pushback. At the national level, there is a need for consistently visible and moral leadership, and an actively supportive network hub with high capacity to connect and sustain all field efforts.

It is crucial to attack segregation and support integration at multiple levels and across all dimensions of the field. This is because the conditions that sustain and deepen school segregation in the United States exist at every level of the education sector— in classrooms, and between students and teachers, and in schools and communities, at the structural level and within the broader culture. The interplay of these multilayered arrangements of beliefs, norms, values, practices, structures, policies, and laws fortify an unequal, fragmented incumbent system defined by racial and class segregation. Because it is so well fortified, so deeply entrenched, this impractical, inefficient and unfair system will continue to dominate unless it is directly and strategically dismantled and redesigned.

Moving from segregated to equitable integrated schools requires systems-level strategy that changes relationships, inverts power dynamics, and works intentionally over the long term to solve technical challenges, build leadership, and transform culture at every level of the sector. Informed by the wisdom of actors in this field, we propose a mutually reinforcing four-pronged strategy to accelerate transformational change. This strategy:



1. Support local ecosystem work through a high-capacity network hub

While local contexts vary, the common grammar of modern integration efforts at the community level includes the daunting tasks of navigating politics, visioning, engaging a wide-range of community members, building community and relational trust, managing optics, fundraising, drafting legislation, facilitating productive discussions around race and racial healing, and designing schools, professional development, and curricula. A high-capacity national organization could support these efforts by offering clear moral vision and leadership, providing technical assistance, and accelerating learning between people across the nation. Field actors currently view the National Coalition on School Diversity as an effective existing hub, but acknowledge that its present capacity is limited due to funding constraints. Some examples of kinds of activities taken on by a bolstered centralized hub might include:

- Delivering technical assistance by advising on legislation and litigation strategy, coordination of public campaigns informed by community organizing and community-developed messaging;
- Building national momentum in support of integration;
- Providing visible moral leadership, marked by frequent public statements, new public alliances, and strategic guidance to actors in all domains;
- Convening local actors who would help shape the priorities of the national network to ensure that it is responsive to needs on the ground and able to forge necessary collaborations and share urgent information;
- Serving as a resource hub on practice, policy, research, and litigation.

2. Invest in border crossers and bridge builders

Transformational change toward integration requires a diverse set of leaders at every level of the sector who can be border crossers and bridge builders, drawing in new allies and uniting communities around a common vision. Racially diverse cohorts of students, teachers, school leaders, parents, superintendents, clergy, school board members, community organizers, and elected officials must be developed to build capacity within the next generation of schools and communities. It is vital that both youth and people of color have leadership roles and are centered in shaping work and agendas around contemporary school integration. Current actors in the field who gathered in July 2017 in New York spoke about the need for both during the convening and repeatedly during interviews we conducted prior to the meeting. There was a clear consensus among actors that in order to craft just and effective policy and practice, the people at the center of its creation should be those who are most affected by it and those whom it is supposed to benefit, particularly at the local level. This may help to counteract the strong perception of a white-led and white-centered field as well as past desegregation efforts that in ways both subtle and direct reinforced a foundational racial hierarchy with white students at the top and Latino and black students below that.

3. Accelerate holistic and equitable diversity practice; disrupt ossified structures

Students, parents, teachers, and school leaders face many obstacles and a comparatively high bar to entry if they want to create, find, or join a diverse, equitable, and inclusive school. School zone boundaries, district borders, student assignment plans, transportation infrastructures, school funding policies, and race-blind approaches to teaching and learning are just some of the structures that are being reimagined and redesigned to bolster effective, inclusive, and integrated school communities. An investment in innovation could accelerate the development and adaptation of new practices across the system, as well as disrupt ossified structures that serve to divide or fragment communities. Some concrete examples of this work cited repeatedly by field actors include:

- A competition or prize for disruption of specific structures or beliefs that fortify segregation (i.e. tracking, school assignment by neighborhood, school rankings based on test scores);
- Codification of tools and practices to scale effective, intentional integration within classrooms and schools and across families, such as trainings, professional development, communication strategies, and curricula;
- Research and design of education technology tools for scale that help develop and harness the power and potential of diversity, healthy identity development, empathy, collaboration, and belonging in diverse classrooms.

4. Construct norm- and perspective-shifting products and practices that inform, inspire, move, heal, motivate, and grow support in order to hasten long-term social change

There is an urgent need for effective, compelling, and values-driven ways to talk about and frame work related to K-12 school integration in a variety of settings, including among educators in diverse schools, parents, and the public generally.

The relatively new field of cultural strategy is a particularly useful area of work for the K-12 school integration field, which lacks any kind of cultural strategy. A report from The Culture Group called *Making Waves: A Guide to Cultural Strategy* uses the metaphor of an ocean wave to describe cultural change. The authors contend that culture is like the ocean—ever-changing, vast, and powerful. A strategy to change culture requires making waves in that ocean by using cultural practices and activities. Grassroots artistic activities such as murals or art shows, video, pop art, fine art, books, films, music, and even the engagement of non-artists like clergy, can help to shift into mainstream acceptance values, beliefs, and norms that support integration. This is an area of work not well known among the policy advocates, educators, litigators, and academics who have long been at the center of work related to K-12 school diversity. Deliberate and new partnerships with artists and creatives to make music, posters, videos, and compelling websites could help move the values and real-life experiences of K-12 school integration into the broader culture in ways that policy briefs and conference presentations cannot. For example, this 2011 segment from *The Colbert Report* called “Disintegration” articulates the values that drive school integration efforts and the tragedy of their dismantling. The poignant and informative podcast called *The Bell* centers the work and voices of students in New York City working to end segregation and inequality in the city’s schools. Cultural products like these can be especially useful in opening up conversation and shifting attitudes and norms in ways that policy briefs and uncontextualized research findings do not. Practitioners who convened in July 2017 shared a consensus that the field needs more of these.

In communities especially, it is vital that any forum in which K-12 school diversity is discussed provides space for people to talk about their past experiences with integration and segregation and space for authentic relationships to develop over time among people from different racial groups. Many people of color have traumatic memories of attending predominantly white schools that were “desegregated” in name, but that still practiced discrimination and racism. And many young people continue to face bias and a host of race-based inequalities in their diverse schools today. These voices help remind us that contemporary school diversity cannot repeat those past mistakes and must swiftly address current-day racism or it will be doomed to fail.

Broader historical context and past events are also important to understand and to incorporate into contemporary efforts. For example, policy changes during desegregation after *Brown v. Board* disproportionately burdened black children and families. Black schools were the ones most likely shuttered during mergers. And in most cases, black children had to endure the longer bus rides and leave their home communities, often to attend school in white-dominated, hostile environments. Further, as a result of mergers under desegregation, black teachers, principals, and other administrators were the ones most likely to lose their jobs after making enormous contributions to their communities and the education field at large. In her books *Hello Professor: A Black Principal and*

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Professional Leadership in the Segregated South and Their Highest Potential: An African American School Community in the Segregated South, historian Vanessa Siddle Walker shows that, before desegregation, black principals and teachers developed and spread many of the pedagogies and leadership practice that accords with contemporary research today. As these professionals were fired, much was lost. Given this history and the trauma it induced, it is not enough today to champion integration and diversity merely by communicating their clear benefits, pursuing supportive policy, and skillfully convincing non-believers of their worth. Contemporary advocates and practitioners must acknowledge and actively avoid these grave errors of the past. As importantly, they must work to counteract the kinds of racial prejudices and power imbalances that engendered them. As we have said, these manifestations of bias and racial hierarchy continue to perpetuate inequality in many diverse schools today, through tracking, discipline policy, lack of diversity among teachers, and in multiple other ways. Given this, our proposed strategy stresses the need to provide space for all community members to learn about this history and its continuing effects, and to share stories about both past and present inequities and racial biases in order to develop sustainable, widely-accepted actions to upend them.



The Opportunity: On-Ramps for Funders

Field actors tend to agree that funding for most aspects of school integration work has typically been indirect, short-term and project based. (One recent notable exception is a recent \$2.2million grant from the Walton Foundation to support development of intentionally diverse charter schools.) That said, research on the effects of segregation, interracial contact, and related issues has indeed been reliably funded by a variety of foundations, including the Spencer and Ford Foundations. And it is important to note that well-funded work to develop responsive curriculum and classroom tools benefit all schools, including those that enroll diverse student bodies.

Meanwhile, generous general operating support to key organizations that focus on racial justice and educational equity has allowed for some advancement in the areas of litigation, policy advocacy, and curriculum development. This includes general operating support from the Ford Foundation, which has supported the National Coalition on School Diversity, the W.K. Kellogg Foundation, the Open Society Foundations, and some others. In 2007, The Open Society Foundations issued several grants in the \$50,000 to \$100,000 range to leading organizations that advocate for or help improve diverse schools. This allowed for the hiring of a coordinator and the opportunity to create stronger connections and collaborations in the field. Some smaller foundations, such as the Schott Foundation, the William Caspar Graustein Foundation, The Abell Foundation, The Fund for New Jersey, and the Rauch Foundation, have also supported efforts related to K-12 school diversity. Representatives from powerful large foundations, including the W.K. Kellogg Foundation and the Robert Wood Johnson Foundation, have spoken in a variety of forums about the harms of school and residential segregation in recent years. Such recognition tends to stop short of actually advocating for deliberately created equitable integration as a solution to segregation. More likely, grantmakers, in acknowledging segregation as fostering racism and exacerbating racial inequalities in health, educational attainment, and even life expectancy, use this as justification for stepping up funding efforts to improve conditions within high-poverty communities. Some actors within the K-12 integration and housing integration fields refer to this as a “work around” strategy.

Among leaders in this field who we interviewed and convened in 2017, those whose work centers around policy and litigation, advocacy for creation of integrated schools or organizing and community engagement and litigation were most likely to report a dearth of funding opportunities. Again, use of general operating support from big funders keeps this work alive for now on the national level. Typically overburdened, highly committed staff eke out time to spend on school diversity work, while simultaneously tending to other better funded projects. Funding seems to be moderately adequate and fairly consistent for research, according to interviews. Several interviewees noted that grantmakers did fund research that helped to firmly establish that racial and economic segregation creates harms and that this knowledge is moving into the “larger culture.” On an optimistic note, interviewees perceived that funding for anti-racist and culturally relevant pedagogy and for efforts that seek to create a stronger sense of belonging or more racially equitable practices within already diverse schools is an untested area for funders. If this indeed true, it may bode well for people whose work involves making schools that are already racially and SES diverse more equitable, better equipped to impart empathy, human understanding, a sense of belonging and more responsive to students of color.

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Alignment with Philanthropic Priorities and Strategies

Investments in intentionally diverse, equitable, and inclusive schools align with numerous philanthropic missions, priorities, and strategies. For the purposes of the philanthropic community, we think that K-12 school integration is best understood as a strategy that provides a strong foundation and a promising path for achieving a host of important social goals. In every strategy listed here, we see relevance and a role for the aforementioned central-

ized national hub, to act as a convener, disseminator, and connector of networks of schools, educators, and communities. This imperative investment is discussed in the “Field Strategy Moving Forward” section of this brief.

Racial Equity, Economic Inequality & Social Mobility

There is a strong, well-established link between racial and economic segregation and diminished social mobility and life chances. Providing opportunities for children and families to attend diverse schools and live in diverse neighborhoods is aligned with a mission to reduce inequality and enhance social mobility. Investments could include **(a) grants to organizations working to increase government or institutional (e.g. higher ed) incentives** for drawing school boundaries that maximize diversity, **(b) grants to organizations that provide technical support** to school districts or state boards of education to develop regional solutions to segregation, **(c) counseling and coaching for families** looking to move from segregated to integrated schools, **(d) grants to community-based organizations** fighting for more integrated school options in their communities, **(e) funding for litigation** that includes a strong community engagement component and a collaboratively developed remedy.

Economic Prosperity/Regional Prosperity

Segregation and concentrated poverty damage not only the economic viability and prosperity of particular cities and towns, but also drain resources across entire regions. Business leaders in Wake County, North Carolina, operated on this understanding back in 1976 when they advocated for a merger of school districts in order to reduce segregation. This fact is borne out in multiple recent reports including one from Living Cities called *Closing the Racial Gaps* and another from the Metropolitan Planning Council (MPC) called *The Cost of Segregation*, which focuses on Chicago. Many corporate and community foundations share the mission of increasing prosperity within a region, which, given the evidence of the harms of segregation, could surely justify an investment in reducing segregation. Investments in this area could include **(a) funding for publicly accessible and widely disseminated studies** of the extent, cost, and harm of segregation in a particular region, similar to MPC’s report on Chicago, **(b) grants to organizations working to increase government incentives** for drawing school boundaries that maximize diversity or housing policies that create incentives for low-income and fair housing in predominantly white, middle class neighborhoods, **(c) grants to organizations that provide technical support** to school districts or state boards of education to develop regional solutions to school segregation, such as magnet schools that draw from more than one municipality, **(d) funding for counseling and coaching for families** looking to move from segregated to integrated schools, **(e) grants to community-based organizations** fighting for more integrated school options in their communities, and **(f) grants to organizations that host and facilitate public meetings and dialogues** to inform the public about the link between integration and prosperity.

Empathy & Cross-Racial Relationship Building

Several notable philanthropic leaders have paid increasing attention in recent years to racial equity and bias both within their own organizations and in the society at large. Many grantmakers, for example, publicly condemned white supremacists who marched in Charlottesville in 2017. The research of Linda Tropp (discussed in this brief) and other scholars demonstrates that attending a racially diverse school provides a strong foundation for reducing bias and stereotyping and imparting empathy among young people. Besides our public schools, there are no other publicly funded social institutions in our society that provide young people the opportunity to learn with and become friends with people from different racial, ethnic, and economic backgrounds over long periods of time. Investments could include **(a) grants to organizations that develop, codify, and disseminate culturally responsive curricular materials** and children's books and that develop and share teaching methods that impart empathy and foster relationships that lead to prejudice reduction, **(b) grants to organizations that provide training to teachers and other educators and administrators** in diverse schools, **(c) grants to organizations that help build relationships** and increase understanding about racial bias among parents whose children attend racially diverse schools, and **(d) funding for efforts to build a more diverse teaching force and administrative leadership** so as to improve diverse schools and school districts.

Youth Leadership

Currently, young people in pockets across the country are leading on school integration and diversity-related issues in schools and communities. In order for this field to grow and strengthen over the long term, it is vital to develop leaders who see the value in diversity and want to make it work better for everyone. Investments in this area could include **(a) grants to organizations that train youth leaders to advocate for greater school diversity** or that train them to take the lead on fostering greater racial equality within their schools, **(b) grants to school districts that would provide opportunities for youth** to take the lead in improving the racial climate within their schools and educating their fellow students, teachers, and administrators about race-related issues, developing culturally responsive curriculum in collaboration with educators and others, **(c) grants to after-school and summer programs** designed to bring together young people from different racial and ethnic groups for dialogue, friendship development, and leadership training, and **(d) grants to youth artists or social media organizations** that enable widely disseminated storytelling in a variety of forms, and creative work related to diversity and the need to advance racial equity, improve the climate, and enhance belonging within diverse schools.

Deeper Learning & Critical Thinking

As discussed, racially diverse learning environments have the potential to improve students' cognitive skills in critical thinking and deeper learning. Investments in this area could include **(a) grants to diverse schools where educators want to harness the learning power of diversity** and need technical assistance or training in order to do this effectively, **(b) grants to organizations that provide technical assistance** to diverse K-12 schools, **(c) grants to fund research into how to harness the power of diversity to foster deeper learning** and enhance critical thinking in K-12 schools, since the bulk of existing research on this topic is related to post-secondary education, and **(d) grants to fund an institute or a network for schools and educators working to realize the full potential of K-12 diversity** to foster deeper learning and enhance critical thinking so they can share best practices and codify and spread effective practice.

**PreK-12 - Social
and Emotional
Learning**

Learning is a social practice, and relationships are critical elements for learning, identity, and student success, especially within the vast domain of social and emotional learning. The psychological processes inherent to social and emotional learning are closely tied to identity and the relational environment, in part because students learn to make sense of themselves and the world around them through the lens of their relationships. A diverse peer environment in the classroom is the medium through which children learn important interpersonal and intrapersonal capacities—like teamwork, collaboration, and a sense of belonging. These skills are needed both to handle the learning tasks of school and also to navigate the multidimensional opportunities of life beyond school and within a modern economy. Fostering diverse, nurturing peer environments is essential to even early childhood classrooms, where early inputs to long term brain development and racial socialization are realized. Investments at the intersection of social and emotional learning and school diversity could include **(a) grants to schools that want to apply learning science to cultivate belonging and “growth mindsets”** within diverse classrooms, **(b) grants to organizations that build the capacity of teachers and students** to collaboratively develop curricula and explore issues related to race, class, and difference, **(c) grants to fund research into leveraging diversity to foster positive identity development**, and collaboration and leadership across lines of difference, **(d) grants to fund research and design related to how education technology can leverage classroom diversity** to build and scale strong social and emotional learning practices, especially alongside “personalized” technology-driven approaches to learning, and **(e) grants that support high-quality early childhood education** with a focus on nurturing, diverse relational environments and the development of social and emotional skills in both young children and their parents or caregivers.

**Immigrant
Integration**

School- and community- level demographics have changed in recent years, in large part because of enrollment increases among 2nd and 3rd generation students from immigrant families. This demographic transformation offers exciting opportunities to create diverse schools and classrooms in many suburbs and rural areas that not long ago were heavily white. But without deliberate efforts to create equitable, inclusive schools where everyone feels they belong and everyone has equal status, power, and access to opportunity, demographic change can also spur conflict, causing Latino students and students from other racial and ethnic groups to be marginalized and relegated to low-level classes or segregated, high-poverty schools. Grantmakers have the opportunity to support the creation of diverse, equitable schools in these newly transformed communities. Investments could include **(a) grants to dual-language immersion schools** that bring together English speakers and speakers of other languages to learn in both languages, **(b) grants to organizations or scholarships for teachers** to help with the development of culturally relevant curriculum and pedagogy, and to offer trainings for teachers in diverse schools, **(c) grants to bilingual preschool programs** that bring together children from different racial and economic groups, **(d) grants to attract and retain more diverse teaching pools**, including Latino candidates and candidates from other immigrant groups, to teach in diverse schools, **(e) arts-based grants** that allow for students, teachers, and community members to learn about each other’s cultures through myriad forms of art, **(f) grants to after-school programs** that intentionally bring together students from different racial and ethnic groups, and (g) grants for pro-integration groups advocating for school enrollment policies that maximize diversity.

**Strengthening U.S.
Democracy**

According to the Foundation Center, nearly 5,000 funders currently identify themselves as making grants to strengthen U.S. democracy. Since 2011, according to the Center, foundations and donors have made about \$3.8 billion in grants in this broadly defined area. Given that schools are the only social institution with the potential to bring young people of different racial and economic backgrounds together for concentrated periods of time—and given that effective leadership and full participation in a diverse society require skills and experience working and leading in diverse contexts—it seems logical that democracy funders would consider investments in this area. Contemporary leading thinkers such as Professor John Powell of the University of California at Berkeley, Elizabeth Anderson of the University of Michigan, and many others elucidate the vital link between integration and the survival of egalitarian, pluralistic democracy as a form of governance, as a culture, and as a meaningful membership system. In the view of these scholars, a racially segregated society tends to produce people who are unfamiliar with the experiences, worldviews, and priorities of groups outside of their own, which then stunts individuals' abilities to act or make decisions in ways that would benefit the collective society as opposed to their own narrow interests.

**Closing
Opportunity and
Achievement Gaps**

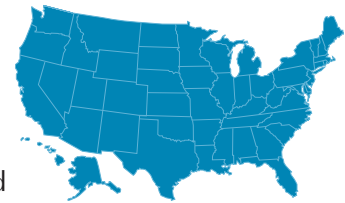
For education funders most concerned with closing the measurable gaps in achievement between students in different racial categories, school integration offers a promising avenue to this goal, as explored in the research section of this brief. Investments could include **(a) grants to schools that are intentionally diverse by design**, **(b) grants to organizations providing technical assistance** to diverse schools working to close achievement gaps through equity-based strategies, **(c) research into the impact of culturally relevant, culturally sustaining pedagogy** on measureable, traditional forms of achievement, and **(d) grants to educators and researchers** creating new forms of measurement that move beyond narrow achievement test measures.

Appendix

Diverse, Equitable, and Inclusive K-12 Schools

Preliminary Scan - Recent Field Activity

We provide a sampling of notable recent activity in the field from across the United States, categorized both by national and regional actors. This list highlights a range of efforts. This includes research, advocacy, organizing and action. We offer examples of efforts to create new integrated schools and to improve existing diverse schools through curriculum and pedagogy. This list is not intended to be exhaustive. Our hope is to provide grantmakers with a sense of the variety of field activity. A list of resources follows this section.



National

First and foremost, the [National Coalition on School Diversity](#), founded in 2009, is the hub, central connector, and principal convener for K-12 diversity and integration work in the country. NCSD is a member organization of leading civil rights and racial equity groups as well as several individual academics, thinkers, and consultants. NCSD engages researchers and also translates academic research into more accessible [research briefs](#). It currently operates with a far lower than ideal capacity and at the time of this writing is completing a comprehensive strategic planning process. Significant additional funding would be necessary for NCSD to implement this plan. NCSD is overseen, staffed, and funded by the [Poverty and Race Research Action Council](#) (PRRAC). In addition to its convening role, its policy analysis, and its advocacy through NCSD, PRRAC has long been a leader in fair housing advocacy.

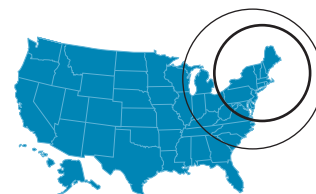
NCSD counts among its members some of the most active national-level advocacy and litigation groups and think tanks doing work in the K-12 school diversity/integration arena.³⁹ At the national level, such well-established organizations include—but certainly are not limited to—[The Civil Rights Project at UCLA](#), the [NAACP Legal Defense and Educational Fund](#), [The ACLU Racial Justice Program](#), the [Mexican American Legal Defense and Educational Fund](#), the [Lawyers' Committee for Civil Rights Under Law](#), and the [Southern Poverty Law Center](#). NCSD's membership also includes smaller or fledgling national, regional, and local organizations such as [IntegratedSchools.org](#) and the [Maryland Equity Project](#).

[The Century Foundation](#) has long been a principal thought leader, convener, and translator of research in the school diversity landscape. The Century Foundation has concentrated mostly on promoting socioeconomic diversity in schools, though does advocate for racial diversity as well. [The School Desegregation Notebook](#) blog, maintained by Boston-based policy expert Peter Piazza, keeps track of news stories and field activity related to reducing segregation and creating and improving racially and socioeconomically diverse schools.

[Teaching Tolerance](#), a project of the Southern Poverty Law Center, offers numerous curricular materials to assist educators in diverse schools as does [Facing History and Ourselves](#). As mentioned previously, the [Reimagining Education Institute at Teachers College in New York](#) hosts hundreds of educators and parents each year to provide guidance in curriculum, pedagogy, advocacy, and leadership in diverse public schools. The Reimagining Education Institute draws upon the long-standing research and expertise of faculty at Teachers College and beyond. [Welcoming America](#), a national organization that works through

numerous local affiliates, situates itself squarely in the space of immigration advocacy and not school diversity. However, Welcoming America's work with public schools aligns with other collaborative school improvement efforts within the school diversity field. This includes organizations such as [RIDES](#) at the Harvard Graduate School of Education, a 2-year-old project which, in collaboration with local educators, aspires to create inclusive schools that foster racial equity.

The Northeast



- In Greater **Hartford, Connecticut**, a regional system of non-selective magnet schools brings together students from the city of Hartford and its surrounding suburbs. The state funds the schools in both the city and its suburbs as part of a remedy to the decision in *Sheff v. O'Neill*. In *Sheff*, the Connecticut Supreme Court ruled that the racial segregation in the region denied students the equal educational opportunity promised by the state constitution. Though the magnet schools and their funding mechanisms have engendered their share of controversy in recent years, research indicates that magnets have remained popular, have increased racial diversity in the region, and are associated with measurable achievement gains.⁴⁰ Through the [Sheff Movement coalition](#), parents and advocates organize and inform community members about—and advocate for policies to support—the integrated schools and transfer programs won through the lawsuit.
- Since 2014, students and educators in **New York City** have effectively organized in opposition to the segregation that characterizes their schools and have called on the City Council and educational leaders to implement pro-integration policies.⁴¹ Members of the group, called [IntegrateNYC4Me](#), are growing a [national network](#) of young people and supportive adults to advocate for school equity and integration.
- For several years, New York Appleseed has played a prominent role in organizing and informing residents of **New York City** about the harm of segregation and the need for diverse, equitable schools. Their reports [A Tale of Two Cities](#) and [Within Our Reach](#) were widely circulated during hearings and debates related to school diversity in the city.
- In 2015, longtime school integration advocates and **New York City** Councilors Brad Lander and Ritchie Torres penned an op-ed in *The New York Times*, "[What It Would Take to Integrate Our Schools,](#)" arguing that, "in New York City, with a real commitment, we could double the number of public school students in diverse schools over the next decade."
- The School Diversity Accountability Act, passed by the **New York City** Council in 2015, requires that school personnel submit data with regard to racial diversity and make diversity a priority in admissions and rezoning of schools.⁴² In June 2017, the city's Department of Education released a plan, [Equity and Excellence for All: Diversity in New York City Public Schools](#). Critics complain that the plan will not remedy segregation.⁴³
- Schools in **Freeport, New York**, offer two-way bilingual programs as a means to increase school diversity.
- In 2014, **New York State** began offering small [grants](#) to help school districts create more socio-economic diversity.



- In **New Jersey**, a group of activists and litigators are organizing to engage community members and bring wider attention to the extreme segregation in that state's public school system and potential remedies for it. In 2016, a forum explored the feasibility of school district consolidation to reduce segregation in the state's schools.⁴⁴ The diverse district of **Morristown, New Jersey**, meanwhile, has recently garnered national attention for its efforts to sustain diversity.⁴⁵
- In **Rhode Island**, there are five charter schools called Mayoral Academies where students can enroll across municipal borders in order to bring together a diverse student body from both cities and suburbs.⁴⁶
- A small but quickly growing group of parents and young professionals in **Washington, D.C.**, called Learn Together, Live Together sponsors events and get-togethers to provide information about school diversity and advocate "for policies and practices to create diversity."⁴⁷ The group sponsored a policy summit in November 2017.
- In **Pennsylvania**, child care centers and early childhood education centers work with the Center for Education and Civil Rights (CECR) at Penn State University to foster more racial and ethnic diversity and to ensure racial equity and bias reduction in pre-K programs. In 2016 CECR released the report Segregation at an Early Age.
- Since 1966, the state-funded Metropolitan Council for Educational Opportunity, Inc. (METCO) has enabled children from **Boston** to attend suburban schools to both expand educational opportunity and achieve racial diversity in the metro region. About 3,300 students are enrolled in suburban schools via METCO.

The Midwest

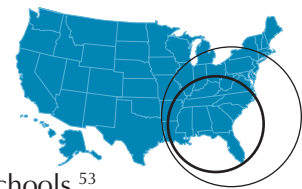
- In answer to critics and advocates, education officials in **Chicago** recently changed admission policies to selective public high schools in an effort to increase diversity and equity.⁴⁸
- The **Chicago** Urban League released two reports in 2017 detailing housing and school segregation. The reports called for urgent attention to both problems, linking them with inequality on multiple dimensions for the city's black and Latino students.
- The high-profile Metropolitan Planning Council report The Cost of Segregation focuses on the **Chicago** metropolitan area.

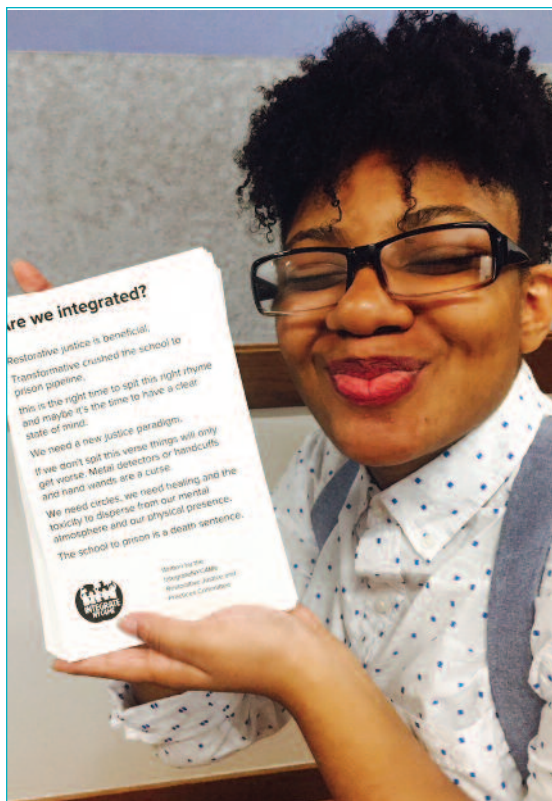


- In **Rockford, Illinois**, a neighborhood school system that replaced a desegregation plan has raised concerns about growing segregation and attendant inequalities. In public hearings, advocates and parents are asking for change. Sara Dady, a local lawyer and candidate for Congress, told Northern Public Radio: “It would be very important for our school board and leaders to admit that going back to school zones, to neighborhood schools, was a mistake...and that we need to move forward by making sure that, if schools will be successful, neighborhoods around them must be successful.”⁴⁹
- As of October 2017, the **Minnesota** Supreme Court was set to hear a lawsuit from families in **St. Paul** and **Minneapolis** who claim that segregation denies them the adequate education promised by the state constitution.⁵⁰
- Based at the University of Minnesota Law School, the Institute on Metropolitan Opportunity conducts studies of the extent and impact of segregation in the Twin Cities and beyond. It is an active player on the national stage advocating for housing and school policies and assisting with litigation aimed at reducing racial and socioeconomic segregation.
- In 2012, a school superintendent and a group of Somali parents and advocates in **Eden Prairie, Minnesota**, worked together to change school boundaries in order to create more integrated schools. The boundary changes have survived political and administrative changes in the district.⁵¹
- Since 1981, the Voluntary Interdistrict Choice Program (VICC) in metro **St. Louis, Missouri**, has enabled students from the city to transfer to suburban schools and vice versa. (In 2017, about 4,000 students from St. Louis had transferred to suburban schools and more than 100 students from the suburbs had transferred to St. Louis schools.) The program is winding down after the 2018-19 school year, but students may still enroll through 2024. It was created as part of a court settlement.
- In **St. Louis**, the City Garden Montessori School in the Botanical Heights neighborhood has received local media attention and accolades for intentionally attracting a diverse student body and responding affirmatively to ensure diversity in light of demographic changes in the neighborhood.
- In **Kansas City, Missouri**, the parent-led Kansas City Voices for Integration, maintains a website to provide information and to highlight advocacy opportunities to create more integrated public schools.

The South

- In **Baltimore, Maryland**, a newspaper series, “Bridging the Divide: The Struggle to Move Past Segregated Schools,” triggered community conversation about deep segregation between schools in the region.⁵² A state senator there, Bill Ferguson, has worked with advocacy groups and repeatedly proposed bills designed to reduce socioeconomic segregation in the state’s schools.⁵³
- Also in **Baltimore, Maryland**, the Thurgood Marshall Alliance, founded in 2015, assists Baltimore schools committed to economic and racial diversity. “Alliance” schools aspire to offer children “authentic” integration by providing schools with technical assistance for implementation of best practices and fostering community engagement.





- In 2008 a multiracial group of parents and educators came together in **New Orleans, Louisiana**, to create an intentionally diverse and inclusive charter school, in spite of policies that threatened to worsen school segregation in that city. In 2010, the charter school, Morris Jeff Community School opened its doors “as one of the most racially and economically diverse open-access public schools in the history of New Orleans.”⁵⁴ It enrolls children in kindergarten through the 8th grade with an emphasis on language learning and the arts. New Orleans is also home to the charter, Bricolage Academy, an intentionally racially diverse elementary school.
- Based in **New Orleans**, the nonprofit Beloved Community works with communities, schools, business leaders, and elected leaders to advocate for equitable, sustainable racial diversity and to collaboratively build practices and policies to make it possible to achieve diversity.⁵⁵

- **Wake County, North Carolina**, has long been the site of battles over and implementation of various plans designed to reduce racial and socioeconomic integration. In 1976, business leaders spear-headed efforts to merge what had been two largely segregated school districts to form the highly diverse Wake County Public Schools. The district has implemented numerous iterations of a diversity plan. In 2015, a Duke University study found that the district’s switch from a racial diversity plan to one that emphasized socioeconomic diversity slightly increased racial segregation but still resulted in Wake County being far less segregated than other districts in the state.
- In 2016, **Charlotte-Mecklenburg, North Carolina**’s school board voted unanimously to implement a socioeconomic integration plan for its magnet schools.
- In a 2017 paper, Segregation by District Boundary Line: The Fragmentation of Memphis Area Schools, researchers consider the implications of shifting boundary lines for segregation and educational opportunities in **Memphis and Shelby County, Tennessee**.
- In 2016, a majority of school board members in **Austin, TX**, supported by local advocates, called for policies and practices that would reduce segregation there.⁵⁶ A group of advocates maintains the website Austin for Integrated Schools, which publishes news updates, information on research, case studies of school integration in other communities, and education-related data. The small advocacy group Desegregate ATX fights for inclusionary zoning and other policies in the Austin, Texas, region to reduce socioeconomic residential segregation, which contributes to school segregation.

- On her website, **Richmond, Virginia**, school board member Kenya Gibson expresses her “passion for the value of school integration” and in a published commentary, urges community members to “put school integration at the forefront.”⁵⁷ In recent years, advocates for school diversity have spoken in public forums and in the media about the need to create more racial and socioeconomic diversity in the schools. For example, Virginia Commonwealth University, the University of Richmond, and HOME Virginia recently released the report *Confronting Housing and School Segregation*.
- In 2017, educators in **Cleveland, Mississippi**, merged their high schools and middle schools to reduce segregation, following a settlement with plaintiffs in a private lawsuit and the U.S. Justice Department.
- Educators in **Dallas, Texas**, have opened themed schools (e.g. science, the arts, or bilingual education) designed to attract a socioeconomically diverse enrollment of students, including students from outside the city limits, whose tuition will be covered by the state.⁵⁸
- In **Louisville/Jefferson County, Kentucky**, 80 percent of parents and students in a 2011 poll agreed that the school district should maintain its plan to ensure school diversity.⁵⁹ Louisville’s diversity plan is often held up as a positive and hopeful, though imperfect, countywide school diversity effort.
- A 2017 bill in the **Kentucky** state legislature requiring neighborhood school assignment failed early in the legislative session. This bill threatened to dismantle Louisville’s school diversity plan.⁶⁰

The West/Southwest/Great Plains



- The non-selective Wilson Focus School in **Omaha, Nebraska**, welcomes students from its heavily Latino neighborhood, from other parts of the city, and from the suburbs to purposely enroll a diverse student body. The Focus School’s mission is “to help all children to embrace diversity and cultivate learning through the use of leadership, technology, and communication.”⁶¹
- In **Denver, Colorado**, school officials implemented new policies designed to create more socioeconomic integration as sections of the city undergo gentrification. An educator from Denver shares his lessons learned on the Brookings Institution website.
- The state of **Utah** funds more than 20 two-way Spanish immersion programs that bring together native Spanish speakers and native English speakers to learn in two languages. Initially put in place to promote language learning, it has produced diversity in schools where Spanish speakers and English-dominant speakers were previously educated mostly separately from one another.⁶²
- In **Arizona**, the **Tucson** Unified School District has long been under a desegregation order, resulting in a variety of curricular changes and the development of magnet programs. The district is attempting to have the desegregation order lifted.
- In **Los Angeles**, a mother of two named Courtney Everts Mykytyn has built a small but growing national community of parents across the country who have chosen to send their white children to schools where children of color are in the majority. This fledgling organization, Integrated Schools, is working on a manual for parents who wish to send their children to diverse public schools and foster racial equity and anti-racist school practice.



- In the Bay Area in **Northern California**, the Mosaic Project brings together racially and socioeconomically diverse groups of young people from across the region to train them as leaders and to build relationships and empathy across place, race, and class.
- This article by a teacher offers a personal and research-based account of the growing segregation of public schools in **Seattle, Washington**. There also have been local journalistic investigations into the trend and commentary on in-school segregation in the community.

Resources

This section assembles curated key resources, many of them previously mentioned in this brief, so that funders may access them easily.

Measuring Segregation

Several accessible tools allow users to learn about and produce helpful graphics to illustrate levels of segregation in their regions of concern. These include:

- [Diversitydata.org](#). Unlike most other data-based sites, this site provides users easy access to [racial segregation data](#) related to public schools.
- [National Equity Atlas](#) offers useful measures of the share of students in high-poverty schools and breaks this down by race and ethnicity for states and regions.
- [Mapping Segregation](#) from *The New York Times* measures residential segregation.
- The [Racial Dot Map](#) from the University of Virginia provides a visual map of residential segregation and racial concentration.
- [The Best and Worst Places to Grow Up](#) from *The New York Times* helps users make the link between segregation, concentrated poverty, and social mobility. This data can also be accessed via the [Equality of Opportunity Project](#).

Reports, Research Translation & Synthesis

School Segregation/Diversity/Integration

- The National Coalition on School Diversity publishes a series of accessible [research briefs](#) that explore a range of diversity-related findings.
- In 2016, Columbia University professor Amy Stuart Wells and her colleagues published the comprehensive brief [How Racially Diverse Schools and Classrooms Can Benefit All Students](#) through The Century Foundation.
- Via her public testimony, social psychologist Linda Tropp of the University of Massachusetts Amherst offers [accessible summaries](#) of the potential of school diversity to reduce prejudice and bias and enhance cross-racial relationships.
- The Century Foundation's most recent reports related to growing interest in school diversity include [Stories of School Integration](#) and [A New Wave of School Integration](#).
- The Civil Rights Project at UCLA regularly publishes detailed [reports on school segregation trends](#) nationally and for particular regions and states.

- Regarding segregation in New York City's public schools, New York Appleseed has published *New York City Elementary Schools: A Tale of Two Cities* and *Within Our Reach*.

Residential Segregation

- *The Cost of Segregation* from the Metropolitan Planning Council explores the Chicago metro area.
- *Architecture of Segregation* from The Century Foundation.
- *The Making of Ferguson: Public Policies at the Root of Its Troubles* from the Economic Policy Institute.

Journalism, Media & Commentary

In recent years, important journalistic work related to segregation, integration, and diversity includes, but is certainly not limited to:

School Segregation/Integration

- *"Desegregated, Differently"* (Rachel Cohen - *The American Prospect*)
- *"The Resegregation of Jefferson County"* (Nikole Hannah-Jones - *The New York Times*)
- *"The City That Believed in Desegregation"* (Alana Semuels - *The Atlantic*)
- *"Choosing a School for My Daughter in a Segregated City"* (Nikole Hannah-Jones - *The New York Times*)
- *Frontline: "Separate and Unequal"* (PBS)
- *"Under Trump, Liberals Rediscover School Segregation"* (Rachel Cohen - *The American Prospect*)
- *"Integration Works: Can It Survive the Trump Era?"* (Thomas Edsall - *The New York Times*)
- *"The Evidence that White Children Benefit from Integrated Schools"* (Anya Kamenetz - NPR)

Residential Segregation

- *"Segregation Had to Be Invented"* (Alana Semuels - *The Atlantic*)
- *"The Future of Housing Segregation Under Trump"* (Alana Semuels - *The Atlantic*)
- *"Segregation in Paradise?"* (Alana Semuels - *The Atlantic*)

Sillerman Map

An interactive [map-in-progress](#) from the Sillerman Center for the Advancement of Philanthropy provides contact data for organizations and actors in the school diversity/integration landscape. This map is in the process of being updated.

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