

# School Integration Bibliography –

## Exploring the Connections Between Housing, Education and Transportation Policy and Related Impacts on Residential and School Integration

By the Poverty & Race Research Action Council for the IDRA EAC-South

### Sociology, Economics, Planning, History, and Policy Research

Ayscue, J.B., & Orfield, G. (March 2015). “**School District Lines Stratify Educational Opportunity by Race and Poverty.**” *Race and Social Issues*, 7, (1).

[https://www.researchgate.net/publication/276835393\\_School\\_District\\_Lines\\_Stratify\\_Educational\\_Opportunity\\_by\\_Race\\_and\\_Poverty](https://www.researchgate.net/publication/276835393_School_District_Lines_Stratify_Educational_Opportunity_by_Race_and_Poverty)

**Abstract:** School segregation has serious consequences for educational opportunity and success. Across the nation, school segregation by race and poverty is deepening and varies by state. Using data from the National Center for Education Statistics, Common Core of Data, this study explores the relationship between fragmentation – the degree to which metropolitan areas are split into many separate school districts – and segregation. Three measures of segregation – exposure, concentration, and evenness – are employed to analyze state- and metropolitan-level data between 1989 and 2010 in four states with different school district structures. Findings in this exploratory study indicate that states and metropolitan areas with more fragmented district structures are associated with higher levels of segregation. In comparison with the less fragmented states of North Carolina and Virginia, in the highly fragmented states of New York and New Jersey, the typical Black and Latino student are exposed to smaller shares of white students, the typical white student is more isolated with other white peers, there are greater disparities in exposure to low-income students by race, the share of non-white segregated schools is substantially larger, and levels of multiracial unevenness are higher. (These states were selected from a set of in-depth state studies by the Civil Rights Project of the states from Maine to North Carolina; comparable data are not available for many other states.) Highly fragmented states and metropolitan areas with numerous small school districts cannot confront segregation by exclusively focusing their efforts within districts; in these areas, segregation is fundamentally occurring among districts rather than within districts. Instead, highly fragmented areas could use regional strategies, such as interdistrict transfer programs, regional magnet schools, and district

consolidation, to make progress in desegregating their schools across school district lines.

Benjamin, K. (2012). “**Suburbanizing Jim Crow: The Impact of School Policy on Residential Segregation in Raleigh.**” *Journal of Urban History*.

<https://design.ncsu.edu/co-lab/wp-content/uploads/2015/12/Journal-of-Urban-History-2012-Benjamin-segrationschoolinRaleigh.pdf>

**Abstract:** During the 1920s, elites in southern cities capitalized on rapid population growth to heighten residential segregation through vast school building programs. In Raleigh, North Carolina, the board of education ignored popular protests when it relocated the district’s premier schools to new racially restricted suburbs on the city’s northwest side, knowing development would follow. Simultaneously, the board refused to build even a single school for the Black middle-class suburbs located outside the heavily segregated southeastern section of town, despite numerous requests. The legacy of these school board actions shifted the city center northwest of Capitol Square and left Black communities on the southeast side economically and politically isolated from the rest of the city. When Raleigh faced court-ordered busing in 1971, Black and white students lived on opposite sides of downtown. As a result, meaningful integration had become an impossible task without extensive busing, as was true in metropolitan areas across the nation.

Bischoff, K. (2008). “**School District Fragmentation and Racial Residential Segregation: How Do Boundaries Matter?**” *Urban Affairs Review*.

<https://journals.sagepub.com/doi/10.1177/1078087408320651>

**Abstract:** Fragmentation, or the proliferation of independent jurisdictions, is a key feature of the political structure in many metropolitan areas in the United States. This article engages sorting theories to investigate racial segregation as one potential negative consequence of school district fragmentation in metropolitan areas. The main results suggest that fragmentation does increase multiracial segregation between districts. Using a decomposable segregation measure, the author also finds that fragmentation has a negative impact on segregation within districts and

no significant effect on tract-level segregation. Additionally, the results suggest that the causes of segregation may differ for various race/ethnic groups. I argue here that segregation between political units may in fact be more appropriate than segregation between smaller units, such as census tracts, if one believes that the negative consequences of segregation stem from access to and social interactions within public institutions.

Blumenberg, E., & Pierce, G. (2014). **“A Driving Factor in Mobility? Transportation’s Role in Connecting Subsidized Housing and Employment Outcomes in the Moving to Opportunity (MTO) Program.”** *Journal of the American Planning Association*.

<https://www.tandfonline.com/doi/abs/10.1080/01944363.2014.935267>

**Abstract:** We evaluate the role of transportation in improving the employment outcomes of participants in the Moving to Opportunity (MTO) for Fair Housing Voucher Program, a 10-year demonstration project designed to enable low-income families to improve their outcomes by moving out of high-poverty neighborhoods. We use longitudinal data from the MTO program to assess the role of transportation – automobiles and improved access to public transit – in moving to, and maintaining, employment. We use multi-nomial logistic regression to predict changes in employment status as a function of change in automobile availability and transit accessibility, controlling for other potential determinants of employment. We find that keeping or gaining access to an automobile is positively related to the likelihood of employment. Improved access to public transit is positively associated with maintaining employment, but not with job gains. Although we cannot say for certain whether car ownership preceded or followed employment, it is clear that having a car provides multiple benefits that facilitate getting and keeping a job.

Policies to increase automobile access among low-income households – even in dense urban areas – will most clearly enhance job gain and job retention. While auto programs are unpopular with many planners, they would improve the lives of low-income families who currently have the least access to cars. In addition, supporting moves to transit-rich neighborhoods may help households maintain consistent employment.

Blumenberg, E., & Manville, M. (2004). **“Beyond the Spatial Mismatch: Welfare Recipients and Transportation Policy.”** *Journal of Planning Literature*, 19, (2).

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1025.8594&rep=rep1&type=pdf>

**Abstract:** Beneath the broad umbrella of agreement about transportation’s relationship to poverty is considerable discord about the specific nature of the problem and about where and how transportation solutions should be applied. Much of the existing scholarship on this topic focuses on the spatial mismatch hypothesis, the geographic separation between employment and housing. Although this concept has merit, to meet the transportation needs of welfare recipients, policy makers must move beyond conventional notions of the spatial mismatch hypothesis. This article draws from theoretical and empirical scholarship on travel behavior, transportation infrastructure, poverty, gender studies, and residential segregation and recommends transportation policies to better connect welfare recipients to employment.

Breymaier, R. J. (November 2017). **The Social and Economic Value of Intentional Integration Programs in Oak Park, Illinois**, in *A Shared Future, Fostering Communities of Inclusion in an Era of Inequality*. Joint Center for Housing Studies.

[https://www.jchs.harvard.edu/sites/default/files/A\\_Shared\\_Future\\_Chapter\\_26\\_Social\\_and\\_Economic\\_Value\\_of\\_Integration\\_Programs.pdf](https://www.jchs.harvard.edu/sites/default/files/A_Shared_Future_Chapter_26_Social_and_Economic_Value_of_Integration_Programs.pdf)

**Summary:** Paper details the Oak Park Strategy, an intentional integration program operating in the Chicago suburb of Oak Park since 1972 to maintain stable levels of racial integration. The program involves direct engagement by the Oak Park Housing Center with local landlords and marketing, counseling and search assistance for new renters to encourage integrative choices. Stability in the homeownership market is maintained through an alliance with the local realtor community, which is committed to showing homes throughout the community. Housing integration efforts are complemented by an intentional school integration strategy that uses continuing adjustment of elementary school assignment zones, enhanced funding for certain schools to maintain equity, and cross-town feeder patterns for the two middle schools.

Center for Cities and Schools. (2015). **Connecting Housing, Transportation + Education to Expand Opportunity: Living, Learning + Moving Together.**

[http://citiesandschools.berkeley.edu/uploads/CC+S\\_2015\\_HTE\\_REPORT.pdf](http://citiesandschools.berkeley.edu/uploads/CC+S_2015_HTE_REPORT.pdf)

**Summary:** Mile High Connects (MHC), the Center for Cities + Schools at the University of California-Berkeley (CC+S), National Housing Conference/ the Center for Housing Policy (NHC/ CHP), Enterprise Community Partners and the Natural Resources Defense Council (NRDC) gathered together local, state, and federal stakeholders from across the country to explore innovative policy and practice at the Housing/Transportation/Education Nexus –

specifically, to discuss ways to increase opportunities for families with children to secure affordable housing in neighborhoods that offer good schools as well as good access to public transit (or otherwise allow for reduced car usage and transportation costs). This document is a synthesis of the key speeches, presentations, and critical conversations that emerged from this convening. [Note: this paragraph is from page 3 of the report.]

Chakrabarti, R., & Roy, J. (August 2012). “**Housing Markets and Residential Segregation: Impacts of the Michigan School Finance Reform on Inter- and Intra-District Sorting.**” *Journal of Public Economics*.

<https://www.econstor.eu/bitstream/10419/62940/1/722363761.pdf>

**Abstract:** Local financing of public schools in the United States leads to a bundling of two distinct choices—residential choice and school choice—and has been argued to increase the degree of socioeconomic segregation across school districts. A school finance reform, aimed at equalization of school finances, can in principle weaken this link between housing choice and choice of schools. In this paper, we study the impacts of the Michigan school finance reform of 1994 (Proposal A) on spatial segregation. The reform was a state initiative intended to equalize per pupil expenditures between Michigan school districts and reduce the role of local financing. We find that Proposal A led to a decline in neighborhood sorting within education markets, as measured by changes in the value of housing stock and several socioeconomic indicators. We also find that the reform affected the dispersion of incomes and educational attainment within school districts, increasing within-district heterogeneity in the lowest spending school districts, while decreasing the same in the highest spending districts. However, there is a continued high demand for residence in the highest spending communities. These findings are robust to various alternative definitions of “education market” and survive several sensitivity checks. These spatial segregation patterns are not replicated in neighboring Ohio that did not face similar school finance equalization.

Covington, K.L. (15 February 2018). “**Overcoming Spatial Mismatch: The Opportunities and Limits of Transit Mode in Addressing the Black-white Unemployment Gap.**” *City & Community*.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/cico.12278>

**Abstract:** Spatial inequality is a central characteristic of U.S. metropolitan areas. Overcoming related employment disadvantages requires a broad set of responses: relocation, economic development, or an increase in mobility. Given the difficulty of widespread relocation or urban rebuilding programs, increasing mobility through transportation options may be a core

solution in the short term. This article explains the racial gap in unemployment under spatial mismatch in the largest metropolitan areas by examining racial gaps in automobile access and public transit use. Research questions focus on which transit options are important to negotiate spatial mismatch and whether there are racial differences in the transit effect. Presented are descriptive and multivariate analyses using 2000 data from the U.S. Census, the Economic Census, and the Zip Code Business Pattern files. Findings show that comparatively, automobile access dominates the public transit effect on Black and white male unemployment in the 100 largest MSAs. First-difference analyses show that Black/white gaps in automobile access correlate with greater racial unemployment disparities, while racial gaps in public transit access seem to be associated with lower racial disparities in unemployment.

DeLuca, S., & Rosenblatt, P. (October 2011). “**Increasing Access to High Performing Schools in an Assisted Housing Voucher Program,**” in *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration*. PRRAC and National Coalition on School Diversity.

<http://prrac.org/pdf/HousingEducationReport-October2011.pdf>

**Summary:** A description of the changes in school quality and demographics experienced by low income families participating in the Baltimore housing mobility program.

Eaton, S. (2009). *The Children in Room E4: American Education on Trial*. First ed., Algonquin Books of Chapel Hill.

**Summary:** A narrative description of the development and prosecution of the *Sheff v. O’Neill* school integration case in Hartford, Connecticut, with a focus on the progress of individual teachers and students, and the plaintiffs and lawyers in the case. Includes a chapter on the housing and redevelopment policies that helped lead to the city’s intense school segregation.

Engdahl, L. (October 2009). *New Homes, New Neighborhoods, New Schools: A Progress Report on the Baltimore Housing Mobility Program*. PRRAC and the Baltimore Regional Housing Campaign.

<http://www.prrac.org/pdf/BaltimoreMobilityReport.pdf>

**Summary:** The first report on the design and outcomes of the Baltimore housing mobility program.

Frankenberg, E. (10 May 2013). **“The Role of Residential Segregation in Contemporary School Segregation.”** Sage Journals.

<https://journals.sagepub.com/doi/abs/10.1177/0013124513486288>

**Abstract:** Inaction to address housing segregation in metropolitan areas has resulted in persistently high levels of residential segregation. As the U.S. Supreme Court has recently limited school districts' voluntary integration efforts, this article considers the role of residential segregation in maintaining racially isolated schools, namely what is known about the reciprocal relationship between housing and schooling segregation patterns. In addition, it examines the residential and school segregation indices in the largest metropolitan areas since 2000, comparing relationships between the extent of school and residential patterns and changes in each over time. Finally, I consider the legal and policy options for how residential integration efforts affect school segregation.

Galster, G., & Santiago, A.M. (2017). **“Do Neighborhood Effects on Low-Income Minority Children Depend on Their Age? Evidence from a Public Housing Natural Experiment.”** *Housing Policy Debate*, Vol. 27, No. 4 (2017) pp. 584-610.

**Abstract:** We analyze data from a natural experiment involving Denver public housing that quasi randomly assigns low-income Latino and African American youth to neighborhoods. Intent-to-treat and treatment-on-treated models reveal substantial effects of neighborhood socioeconomic status, ethnicity, and safety domains on youth and young adult educational, employment, and fertility outcomes. Effects are contingent on when a youth was first assigned to public housing and the neighborhood characteristic in question. Benefits from neighbors of higher occupational prestige are stronger if a child begins experiencing them at a younger age, whereas negative consequences of neighborhood crime are only manifested for teens. Neighborhood effect sizes apparently depend on the interaction among exposure duration, disruption effects of mobility, and developmental stage-specific differences in vulnerability to the given neighborhood effect mechanism operative. Our results hold powerful and provocative implications for where assisted housing should be developed and how applicants should be assigned to neighborhoods.

Helling, A. (2002). **“Transportation, Land Use, and the Impacts of Sprawl on Poor Children and Families”** in *Urban Sprawl: Causes, Consequences & Policy Responses*, Greg Squires, ed.

**Summary:** If urban sprawl imposes social costs on metropolitan area residents, some of these costs fall

particularly heavily on low-income families and their children. Sprawl's most characteristic attributes – low residential density and extensive personal travel in vehicles – combine to specially restrict personal transportation and housing opportunities for poor families with children, although they are desired steppingstones to better lives for many American households. Exploring how these attributes of sprawl affect poor children and their families is made possible by the 1995-96 Nationwide Personal Transportation Survey, which provides data on both travel and residential density, as well as income and demographic information, for a national sample of households [Note: this is the first paragraph of the chapter.]

Hirsch, A. (2005). **“The Last and Most Difficult Barrier”: Segregation and Federal Housing Policy in the Eisenhower Administration, 1953-1960.** Poverty & Race Research Council.

[www.prrac.org/pdf/hirsch.pdf](http://www.prrac.org/pdf/hirsch.pdf)

**Summary:** Historical inside look at internal battles over segregation inside the federal bureaucracy, the passage of the 1954 Housing Act, and the express evasion of the *Brown* mandate in federal housing policy.

Holme, J.J. (2002). **“Buying Homes, Buying Schools: School Choice and the 6 Social Construction of School Quality.”** *Harvard Educational Review* 72, no. 2: 177-098206.

<http://citeseerx.ist.psu.edu/viewdoc/download?sessionid=1363C8465D9744BE9F659DCCDC845EC6?doi=10.1.1.469.515&rep=rep1&type=pdf>

**Summary:** In this article, Jennifer Jellison Holme explores how parents who can afford to buy homes in areas known “for the schools” approach school choice in an effort to illuminate how the “unofficial” choice market works. Using qualitative methods, Holme finds that the beliefs that inform the choices of such parents are mediated by status ideologies that emphasize race and class. She concludes that school choice policies alone will not level the playing field for lower-status parents, as choice advocates often suggest.

Owens, A., Reardon, S.A., & Jencks, C. (2016). **“Income Segregation Between Schools and School Districts.”** *American Educational Research Journal* Vol. 53, Issue 4.

<https://journals.sagepub.com/doi/pdf/10.3102/0002831216652722>

**Abstract:** Although trends in the racial segregation of schools are well documented, less is known about trends in income segregation. We use multiple data sources to document trends in income segregation between schools and school districts. Between-district

income segregation of families with children enrolled in public school increased by over 15% from 1990 to 2010. Within large districts, between-school segregation of students who are eligible and ineligible for free lunch increased by over 40% from 1991 to 2012. Consistent with research on neighborhood segregation, we find that rising income inequality contributed to the rise in income segregation between schools and districts during this period. The rise in income segregation between both schools and districts may have implications for inequality in students' access to resources that bear on academic achievement.

Jordan, R., & Gallagher, M. (August 2015). **“Does School Choice Affect Gentrification?”** *Urban Institute*.

<https://www.urban.org/sites/default/files/publication/65841/2000374-Does-School-Choice-Affect-Gentrification.pdf>

**Abstract:** A major focus of education-policy research in the 21<sup>st</sup> century is understanding whether and how school choice policies benefit individual students. Assessing the impacts of school choice on educational outcomes of individual children is essential for education policymakers who wish to improve the quality of schooling and academic outcomes. But school choice also has the potential to affect neighborhoods and cities more broadly. It can affect demands on public transportation systems, parent time commitments, vehicle use, and traditional neighborhood schools. School choice also may have implications for neighborhood social cohesion, real estate, and workforce development.

Lareau, A., & Goyette, K. (2014). ***Choosing Homes, Choosing Schools: Residential Segregation and the Search for a Good School***. New York: Russell Sage Foundation.

**Abstract:** A series of policy shifts over the past decade promises to change how people decide where to send their children to school. In theory, the boom in standardized test scores and charter schools will enable parents to evaluate their assigned neighborhood school or move in search of a better option. But what kind of data do parents actually use while choosing schools? Are there differences among suburban and urban families? How do parents' choices influence school and residential segregation? *Choosing Homes, Choosing Schools* presents a breakthrough analysis of the new era of school choice, and what it portends for neighborhoods. The contributors to *Choosing Homes, Choosing Schools* investigate the complex relationship between education, neighborhood social networks, and larger patterns of inequality.

Paul Jargowsky reviews recent trends in segregation by race and class. His analysis shows that segregation between Blacks and whites has declined since 1970 but remains extremely high. Moreover, white families with children are less likely than childless whites to live in neighborhoods with more minority residents. In her chapter, Annette Lareau draws on interviews with parents in three suburban neighborhoods to analyze school-choice decisions. Surprisingly, she finds that middle- and upper-class parents do not rely on active research, such as school tours or test scores. Instead, most simply trust advice from friends and other people in their network. Their decision-making process was largely informal and passive. Eliot Weinginer complements this research when he draws from his data on urban parents. He finds that these families worry endlessly about the selection of a school, and that parents of all backgrounds actively consider alternatives, including charter schools. Middle- and upper-class parents relied more on federally mandated report cards, district websites, and online forums, while working-class parents use network contacts to gain information on school quality. Little previous research has explored what role school concerns play in the preferences of white and minority parents for particular neighborhoods. Featuring innovative work from more than a dozen scholars, *Choosing Homes, Choosing Schools* adroitly addresses this gap and provides a firmer understanding of how Americans choose where to live and send their children to school.

Learned-Miller, C. (July 2017). **“How to Support the Social-Emotional Well-Being of Students of Color.”** National Coalition on School Diversity, Research Brief #12.

<http://school-diversity.org/pdf/DiversityResearchBrief11.pdf>

**Abstract:** Across the nation, school districts are intentionally integrating students of different racial and socioeconomic backgrounds in order to increase access to educational opportunity, boost achievement, and prepare students to be thoughtful and collaborative citizens in our multiracial society. Some districts have developed interdistrict integration programs in order to bring students together from neighboring towns or even an entire region. While the benefits of interdistrict programs are many, district leaders must ensure the social emotional well-being of students who are attending schools outside of their home communities. This brief highlights successful interdistrict integration programs and the practices their leaders and practitioners have employed to create welcoming and inclusive learning environments for their students.

Liebowitz, D.D. (2017). **“Ending to What End? The Impact of the Termination of Court-Designation Orders on Residential Segregation and School Dropout Rates.”** *Educational Evaluation and Policy Analysis* (2017).

[https://scholar.harvard.edu/files/dliebowitz/files/liebowitz\\_2017.pdf](https://scholar.harvard.edu/files/dliebowitz/files/liebowitz_2017.pdf)

**Abstract:** In the early 1990s, the U.S. Supreme Court established standards to facilitate the release of school districts from racial desegregation orders. Over the next two decades, federal courts declared almost half of all districts under court order in 1991 to be “unitary” – that is, to have met their obligations to eliminate dual systems of education. I leverage a comprehensive dataset of all districts that were under court order in 1991 to assess the national effects of the termination of desegregation orders on indices of residential-racial segregation and high-school dropout rates. I conclude that the release from court orders moderately increased the short-term rates of Hispanic–white residential segregation. Furthermore, the declaration of districts as unitary increased rates of 16- to 19-year-old school dropouts by around 1 percentage point for Blacks, particularly those residing outside the South, and 3 percentage points for Hispanics.

MacGillis, A. (March 2016). “The Third Rail.” *Places Journal*.

<https://placesjournal.org/article/the-third-rail/#0>

**Abstract:** Article discussing how transportation in Baltimore has historically been linked to racial and economic inequality. From the article: Transportation had made possible the flight of middle-class whites from the city – the flight that remained, more than a century after it had first gotten underway, the defining dynamic of inequality in metropolitan Baltimore, where the poverty rate in the core was triple that of the surrounding sprawl and where the prosperous suburbs had long been largely indifferent to the impoverished center. Transportation, or rather the neglect of it by ineffectual local leaders and a state government that had scorned the city from its founding, had helped perpetuate the inequities that remained following the flight, with whole swaths of the city so isolated that they may as well have been under quarantine.

Mickelson, R.A. (October 2011). **“Exploring the School-Housing Nexus: A Synthesis of Social Science Evidence,”** in *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration*. PRRAC and National Coalition on School Diversity.

<http://prrac.org/pdf/HousingEducationReport-October2011.pdf>

**Abstract:** This essay summarizes the social science evidence on the reciprocal relationship between

integrated schooling and integrated housing. The synergistic nature of this relationship unfolds across the life course.

Mohl, R.A. (2002). ***The Interstates and the Cities: Highways, Housing, and the Freeway Revolt.*** Poverty & Race Research Council.

[www.prrac.org/pdf/mohl.pdf](http://www.prrac.org/pdf/mohl.pdf)

**Abstract:** When construction began on the urban expressways of the new interstate highway system in the late 1950s, homes, businesses, schools, and churches began to fall before bulldozers and wrecking crews. Entire neighborhoods, as well as parks, historic districts, and environmentally sensitive areas, were slated for demolition to make way for new expressways. Highway builders leveled central city areas where few people had cars so that automobile owners from other places could drive to and through the city on the big, new roads. As one analyst of postwar America put it: “The desire of the car owner to take his car wherever he went no matter what the social cost drove the interstate highway system, with all the force and lethal effect of a dagger, into the heart of the American city.” In response, citizen activists in many cities challenged the routing decisions made by state and federal highway engineers. This Freeway Revolt found its first expression in San Francisco in the late 1950s, and eventually spread across urban America. By the late 1960s, freeway fighters began to win a few battles, as some urban expressways were postponed, cancelled, or shifted to alternative route corridors.

Mouw, T., & Entwisle, B. (2006). **“Residential Segregation and Interracial Friendship in Schools.”** *American Journal of Sociology*, Vol. 112, No. 2. pp. 394-441.

[https://www.researchgate.net/publication/228634145\\_Residential\\_Segregation\\_and\\_Interracial\\_Friendship\\_in\\_Schools](https://www.researchgate.net/publication/228634145_Residential_Segregation_and_Interracial_Friendship_in_Schools)

**Abstract:** This article uses social network and spatial data from the National Longitudinal Study of Adolescent Health (Add Health) to examine the effect of racial residential segregation on school friendship segregation in the United States. The use of hierarchical models allows the authors to simultaneously estimate the effects of race, within-school residential segregation, and school diversity on friendship choice using the Add Health data. The authors use these results to predict the decline in friendship segregation that would occur if across- and within-school residential segregation were eliminated in U.S. metropolitan areas. The results suggest that about a third of the level of racial friendship segregation in schools is attributable to residential segregation. Most of this effect is the result of residential segregation across schools rather than within them.

National Advisory Commission on Civil Disorders, **The Kerner Report** (1968; reprinted Princeton University Press, 2016).

<https://press.princeton.edu/titles/10730.html>

**Summary:** The Kerner Report is a powerful window into the roots of racism and inequality in the United States. Hailed by Martin Luther King Jr. as a “physician’s warning of approaching death, with a prescription for life,” this historic study was produced by a presidential commission established by Lyndon Johnson, chaired by former Illinois governor Otto Kerner, and provides a riveting account of the riots that shook 1960s America. The commission pointed to the polarization of U.S. society, white racism, economic inopportunity, and other factors, arguing that only “a compassionate, massive, and sustained” effort could reverse the troubling reality of a racially divided, separate, and unequal society. Conservatives criticized the report as a justification of lawless violence while leftist radicals complained that Kerner didn’t go far enough. But for most Americans, this report was an eye-opening account of what was wrong in race relations.

Open Communities and Center for Neighborhood Technology. (December 2014). **Quality of Life, (e)Quality of Place.**

<http://www.cnt.org/resources/quality-of-life-equality-of-place/>

**Summary:** Rail transit anchors downtowns and neighborhoods in communities throughout Chicago’s northern suburbs and across the region, but many of these communities are falling behind in creating mixed-income transit-oriented development. This guidebook offers case studies, policy recommendations, and public participation tools to help suburbs build affordable, accessible housing around transit.

Oppenheimer, S. (May 2015). **Building Opportunity II: A Fair Housing Assessment of State Low Income Housing Tax Credit Plans.** PRRAC.

<http://prrac.org/pdf/BuildingOpportunityII.pdf>

**Summary:** This 50-state survey analyzes the most recent state Qualified Allocation Plans (QAPs) in each state, which Housing Finance Agencies use to distribute competitive federal low income housing development funds through the Low Income Housing Tax Credit (LIHTC). The report ranks threshold requirements and point systems that have the potential to either increase or reverse segregated housing patterns, expand housing opportunities for low-income families and families of color, and de-concentrate poverty. The report indicates that a

number of states now use school performance as a competitive scoring factor.

Orfield, G., & Taylor, W. (1979). **Racial Segregation: Two Policy Views.** Ford Foundation.

<https://searchworks.stanford.edu/view/787092>

**Summary:** Publication includes two papers, “Federal Agencies and Urban Segregation: Steps Toward Coordinated Action,” by Orfield and “Mounting a Concerted Federal Attack on Urban Segregation: A Preliminary Exploration,” by Taylor. Orfield’s paper details the failure of the federal government to attack segregation in a systemic way and calls for coordinated inter-agency action on housing and school segregation. Taylor’s paper explores the challenges and prospects for bringing a coordinated federal enforcement action that includes both school and housing desegregation claims and gives examples of how evidence and legal theories might be joined in such a case. This paper likely influenced the Civil Rights Division at the Department of Justice to bring the consolidated housing and schools complaint in *U.S. v. City of Yonkers* in 1980.

Orfield, G. (1981). **Toward a Strategy for Urban Integration: Lessons in School and Housing Policy from Twelve Cities.** Ford Foundation.

<https://eric.ed.gov/?id=ED215020>

**Summary:** This second paper prepared for the Ford Foundation on the housing-schools connection is a foundational treatise in the field, summarizing efforts to link housing and education policy in the context of pending school desegregation cases, and recommending a series of mutually reinforcing housing and school policies in support of integration.

Owens, A., Reardon, S.A., & Jencks, C. (2016). **“Income Segregation Between Schools and School Districts.”** *American Educational Research Journal* 53, no. 4:1159-97.

<http://journals.sagepub.com/doi/pdf/10.3102/0002831216652722>

**Abstract:** Although trends in the racial segregation of schools are well documented, less is known about trends in income segregation. We use multiple data sources to document trends in income segregation between schools and school districts. Between-district income segregation of families with children enrolled in public school increased by over 15% from 1990 to 2010. Within large districts, between-school segregation of students who are eligible and ineligible for free lunch increased by over 40% from 1991 to 2012. Consistent with research on neighborhood segregation, we find that rising income inequality contributed to the rise in income segregation between schools and districts during this period. The rise in

income segregation between both schools and districts may have implications for inequality in students' access to resources that bear on academic achievement.

Owens, A. (2016). **"Inequality in Children's Contexts: Income Segregation of Households with and without Children."** *American Sociological Review* 81, no. 3: 549-74.

[http://scholar.harvard.edu/files/aowens/files/owens\\_asr\\_final.pdf?m=1453837975](http://scholar.harvard.edu/files/aowens/files/owens_asr_final.pdf?m=1453837975)

**Abstract:** Past research shows that income segregation between neighborhoods increased over the past several decades. However, in this article, I re-examine income segregation from 1990 to 2010 in the 100 largest metropolitan areas, and I find that income segregation only increased among families with children. Among childless households, two-thirds of the population, income segregation changed little, and it is half as large as among households with children. I examine two factors that may account for these differences by household composition. First, I find that increasing income inequality, identified by past research as a driver of income segregation, was a much more powerful predictor of income segregation among families with children, among whom it has risen more. Second, I find that local school options, delineated by school district boundaries, contribute to higher segregation among households with children than those without. Rising income inequality provided high-income households more resources, and parents used these resources to purchase housing in particular neighborhoods, with residential decisions structured in part by school district boundaries. Overall, results indicate that children face greater and increasing stratification in neighborhood contexts than all residents, with implications for growing inequalities in their future outcomes.

Owens, A. (2017). **"Racial Residential Segregation of School-Age Children and Adults: The Role of Schooling as a Segregating Force."** *Russell Sage Foundation Journal of the Social Sciences* 3, no. 2: 63-80.

<http://www.shankerinstitute.org/sites/shanker/files/Racial%20Residential%20Segregation%20Ann%20Owens.pdf>

**Abstract:** Neighborhoods are critical contexts for children's well-being, but differences in neighborhood inequality among children and adults are understudied. I document racial segregation between neighborhoods among school-age children and adults in 2000 and 2010 and find that though the racial composition of children's and adults' neighborhoods is similar, exposure to own-age neighbors varies. Compared with adults' exposure to other adults, children are exposed to fewer white and more minority, particularly Hispanic, children. This is due in part to

compositional differences, but children are also more unevenly sorted across neighborhoods by race than adults. One explanation for higher segregation among children is that parents consider school options when making residential choices. Consistent with this hypothesis, I find that school district boundaries account for a larger proportion of neighborhood segregation among children than among adults. Future research on spatial inequality must consider the multiple contexts differentially contributing to inequality among children and adults.

Pendall, R., Dawkins, C., Blumenberg, E., & Smart, M. (2015). **"Driving to Opportunities: Voucher Users, Cars, and Movement to Sustainable Neighborhoods,"** *Cityscape: A Journal of Policy Development and Research*, Volume 17, No. 2. U.S. Department of Housing and Urban Development, Office of Policy Development and Research.

<https://www.huduser.gov/portal/periodicals/cityscape/vol17num2/article2.html>

**Abstract:** Tenant-based rental vouchers have expanded housing choice for millions of low-income households, yet assisted households still face hurdles when trying to secure housing in high-opportunity neighborhoods with desirable economic, social, and environmental characteristics. Although inadequate transportation is arguably one of the most important hurdles to securing housing in high-opportunity neighborhoods, existing studies of voucher users' location choices have not yet explored the connections between transportation access and residential location outcomes. This article discusses the results from a recent study that attempts to close that gap. Our study draws on data from the Moving to Opportunity for Fair Housing demonstration program and the Welfare-to-Work Voucher Program, two residential mobility initiatives that randomly assigned rental vouchers to low-income households seeking housing assistance. Using a variety of approaches – including cluster analysis, bivariate comparisons, and multivariate analysis – we find evidence of important connections between automobile access and improved neighborhood conditions. We also find that neighborhoods with similar levels of poverty exhibit a wide array of other characteristics that matter differently for different kinds of households. Our findings suggest a need for more integrated and holistic planning and program development to account for the importance of both cars and transit to low-income households' well-being.

Potter, H., & Tegeler, P. (4 February 2016). **"Charter Schools, Gentrification, and Weighted Lotteries,"** *Shelterforce*.

[https://shelterforce.org/2016/02/04/charter\\_schools\\_gentrification\\_and\\_weighted\\_lotteries/](https://shelterforce.org/2016/02/04/charter_schools_gentrification_and_weighted_lotteries/)



*Summary:* An analysis of the ways in which urban charter schools can steer white families away from regular public schools and indirectly subsidize gentrification in city neighborhoods with low performing public schools.

Powell, J. (2002). **“Sprawl, Fragmentation, and the Persistence of Racial Inequality: Limiting Civil Rights by Fragmenting Space”** in *Urban Sprawl: Causes, Consequences & Policy Responses*. Greg Squires, ed.

*Summary:* In the last few years, scholars have given a growing amount of attention to sprawl and to some of the social implications of sprawl. They have seldom discussed the central importance of racial inequity, the attendant consequences of “racialized” concentrated poverty, and, more recently, gentrification. Although there are a wide variety of negative consequences to urban sprawl, and many factors that have contributed to the rapid spread of sprawl, we cannot develop an adequate understanding of sprawl without examining the central role of race. The focus of this chapter is to reach a better understanding of how urban sprawl, racial inequity, concentrated poverty, and gentrification are all bound up together. [*Note: this is the first paragraph of the chapter.*]

Powell, J. (1999). **“Race, poverty, and urban sprawl: Access to opportunities through regional strategies.”** *Forum for Social Economics*, Vol. 28, Issue 2.

<https://link.springer.com/article/10.1007/BF02833980>

*Abstract:* This article attempts to demonstrate the need for social justice and urban civil rights advocates to focus on sprawl as well as concentrated poverty. The article posits that these are as much civil rights issues as environmental or land use issues and that sprawl has frustrated civil rights efforts. Indeed, there is strong evidence that racialized concentrated poverty is both a cause and product of sprawl and that, due to this interrelationship, concentrated poverty cannot be addressed without addressing sprawl. To examine this relationship, the author explores how the phenomena of gentrification and cities. Finally, the author argues that concentrated poverty and sprawl are regional issues that can only be addressed on a regional level; therefore, it is a mistake for social justice and urban civil rights advocates to leave the regional discussion to environmentalists and land use planners.

Rabin, Y. (1987). **“The Roots of Segregation in the Eighties: The Role of Local Government Actions,”** in Tobin, Ed, *Divided neighborhoods: Changing Patterns of Racial Segregation*. Sage Publications.

*Summary:* A helpful typology of government actions that promote segregation, with a particular emphasis on highway development.

Richards, M. (1 December 2014). **“The Gerrymandering of School Attendance Zones and the Segregation of Public Schools: A Geospatial Analysis.”** *American Educational Research Journal*.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.914.2823&rep=rep1&type=pdf>

*Abstract:* In this study, I employ geospatial techniques to assess the impact of school attendance zone “gerrymandering” on the racial-ethnic segregation of schools, using a large national sample of 15,290 attendance zones in 663 districts. I estimate the effect of gerrymandering on school diversity and school district segregation by comparing the racial-ethnic characteristics of existing attendance zones to those of counterfactual zones expected in the absence of gerrymandering. Results indicate that the gerrymandering of attendance zones generally exacerbates segregation, although it has a weaker effect on the segregation of whites from Blacks and Hispanics. Gerrymandering is particularly segregative in districts experiencing rapid racial-ethnic change. However, gerrymandering is associated with reductions in segregation in a substantial minority of districts, notably those under desegregation orders.

Rivkin, S. (1994). **“Residential Segregation and School Integration.”** *Sociology of Education*, Vol. 67, No. 4: 279-292.

[https://www.jstor.org/stable/2112817?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/2112817?seq=1#page_scan_tab_contents)

*Abstract:* School district efforts to integrate schools have largely failed to ameliorate the racial isolation of Black students. The study presented in this article used data on enrollments in public elementary and secondary schools from the Office for Civil Rights to document where students lived and the schools, they attended in 1968, 1980, and 1988. The separate identification of the influences of residential segregation and of enrollment patterns in school districts allows for more accurate assessments of school districts’ past integration activities and the impact of housing choices on the segregation of students. The evidence indicates that U.S. schools remain highly segregated primarily because of the continued residential segregation of Blacks and whites and that school-integration efforts have had little long-term effect on residential segregation.

Rothstein, R. (2017). ***The Color of Law: A Forgotten History of How Our Government Segregated America***, Liveright Publishing Corporation.

*Summary:* A masterful synthesis of historical research on the federal government's explicit, intentional role in creating and sustaining racial segregation in U.S. metropolitan areas. Includes some discussion of related school and transportation policies.

Goldsmith, P.R. (2006). **“Learning Apart, Living Apart: How the Racial and Ethnic Segregation of Schools and Colleges Perpetuates Residential Segregation.”** *Teachers College Record*. Vol.112, No. 2. Issue 6: 394-441.

<https://www.scribd.com/document/61969188/TERM-PAPER-ARTICLE-Learning-Apart-Living-Apart-How-the-Racial-and-Ethnic-Segregation-of-Schools-and-Colleges-Perpetuates-Residential-Segregation>

*Summary:* This study examines the extent to which neighborhoods' racial composition is inherited across generations and the extent to which high schools' and colleges' racial composition mediates this relationship. To understand the underlying social processes responsible for racial segregation, I use the spatial assimilation model, the place stratification model, and perpetuation theory.

Schneider, J., Jacobsen, R., White, R. S., and Gehlbach, H. (2018). “The (Mis)measure of Schools: How Data Affect Stakeholder Knowledge and Perceptions of Quality” *Teachers College Record* 120, No. 6.

[https://www.holycross.edu/sites/default/files/educ/mismeasure\\_of\\_schools.pdf](https://www.holycross.edu/sites/default/files/educ/mismeasure_of_schools.pdf)

*Summary:* An empirical demonstration that more nuanced school ratings cause parents to explore a wider (and more diverse) range of public-school options.

Schneider, J., Jacobsen, R., White, R.S., & Gehlbach, H. (April 2017). **“Building a Better Measure of School Quality,”** *Kappan* Vol. 98, No. 7.

<https://eric.ed.gov/?id=EJ1135322>

*Summary:* When it comes to measuring the quality of a school, policy leaders tend to embrace standardized tests as the go-to indicator, whereas parents and community members tend to rely on reputation, word-of-mouth, and what they perceive with their own eyes. The authors suggest a better approach: a new framework that looks at three categories of inputs (the teaching environment, school culture, and resources) as well as two categories of outputs (academic learning and cultivation of student character and well-being). Parents and community members who used the new interactive tool came away with significantly more positive perceptions of unfamiliar schools.

Schwartz, H. (2010). **“Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland.”** *The Century Foundation Report*.

<https://tcf.org/content/commentary/housing-policy-is-school-policy/>

*Summary:* Schwartz examines paired longitudinal data from the Montgomery County Public Schools and the Montgomery County Public Housing Authority to construct a natural experiment – do similarly situated low income children living in scattered site public housing and attending low poverty elementary schools have greater academic gains over time than low-income children attending higher poverty schools and living in nearby public housing developments? Schwartz's research shows significant academic gains for children given the opportunity to live and go to school in low poverty environments.

Siegel-Hawley, G. (2013). **“City Lines, County Lines, Color Lines: The Relationship between School and Housing Segregation in Four Southern Metro Areas.”** 115 *Teachers College Record* 6.

<https://eric.ed.gov/?id=EJ1020172>

*Summary:* Examines impact of school desegregation plans on stability of housing and school integration in four southern cities – Louisville, Charlotte, Chattanooga, and Richmond.

Siegel-Hawley, G. (2016). ***When the Fences Come Down: Twenty-First-Century Lessons from Metropolitan School Segregation.*** The University of North Carolina Press.

*Summary:* Detailed examination of the effect of school boundaries and the challenges facing effort to integration housing and schools in Louisville, Charlotte, Chattanooga, and Richmond

Siegel-Hawley, G., Koziol, B., Moeser, J.V., Holden, T., & Shields, T.J. (2017). ***Confronting School and Housing Segregation in the Richmond Region: can we learn and live together?*** University of Richmond, HOME, and Virginia Commonwealth University.

[http://prrac.org/pdf/Richmond\\_housing-schools\\_report\\_2017.pdf](http://prrac.org/pdf/Richmond_housing-schools_report_2017.pdf)

*Summary:* Presents a series of recommendations for coordinated housing and school policies and practices to increase regional school integration.

Silverman, R.M. (2014). **“Urban, Suburban, and Rural Contexts of School Districts and Neighborhood Revitalization Strategies: Rediscovering Equity in Education Policy and Urban Planning.”** *Leadership and Policy in Schools*.

<https://eric.ed.gov/?id=EJ1023711>

**Abstract:** This article revisits the debate about school reform and homeownership-based strategies for neighborhood revitalization. It is based on an analysis of school districts in New York State using data from the American Community Survey (ACS) and the New York State Education Department (NYSED). Findings indicate that the relationship between schools and housing values varies across urban, suburban, and rural school districts. It is recommended that education reformers and urban planners advocate for states and the federal government to assume a more central role in the promotion of educational equity and the subsequent stabilization of neighborhoods in older core cities.

Stoica, V.I., & Flache, A. (2014). **“From Schelling to Schools: A Comparison of a Model of Residential Segregation with a Model of School Segregation.”** *Journal of Artificial Societies & Social Simulation*.

<http://jasss.soc.surrey.ac.uk/17/1/5.html>

**Abstract:** We address theoretically whether and under what conditions Schelling’s celebrated result of ‘self-organized’ unintended residential segregation may also apply to school segregation. We propose here a computational model of school segregation that is aligned with a corresponding Schelling-type model of residential segregation. To adapt the model for application to school segregation, we move beyond previous work by combining two preference arguments in modeling parents’ school choice, preferences for the ethnic composition of a school and preferences for minimizing the travelling distance to the school. In a set of computational experiments, we assessed the effects of population composition and distance preferences in the school model. We found that a preference for nearby schools can suppress the trend towards self-organized segregation obtained in a baseline condition where parents were indifferent toward distance. We then investigated the joint effects of the variation of agents’ ‘tolerance’ for out-group members and distance preference. We found that integrated distributions were preserved under a much broader range of conditions than in the absence of a preference for nearby schools. We conclude that parents’ preferences for nearby schools may be an important factor in tempering for school choice the segregation dynamics known from models of residential segregation.

Tegeler, P., & Hilton, M. (November 2017). **“Disrupting the Reciprocal Relationship between Housing and School Segregation”** in *A Shared Future, Fostering Communities of Inclusion in an Era of Inequality*. Joint Center for Housing Studies.

[http://www.prrac.org/pdf/Disrupting\\_the\\_Reciprocal\\_Relationship\\_JCHS\\_chapter.pdf](http://www.prrac.org/pdf/Disrupting_the_Reciprocal_Relationship_JCHS_chapter.pdf)

**Summary:** An overview of the ways in which school policies promote housing segregation, and vice versa; with an emphasis on policy recommendations that flow from these reciprocal effects.

Tegeler, P., & Eaton, S. (October 2011). **“School Diversity and Public Housing Redevelopment,”** in *Finding Common Ground: Coordinating Housing and Education Policy to Promote Integration*. PRRAC and National Coalition on School Diversity.

<http://prrac.org/pdf/HousingEducationReport-October2011.pdf>

**Summary:** A proposal to link HUD’s Choice Neighborhoods public housing redevelopment program with the Department of Education’s Magnet Schools Assistance Program.

Miyake-Trapp, J. (April 2018). **“Changing the Perception of Pasadena Unified School District through an Innovative Realtor Outreach Program.”** PRRAC and National Coalition on School Diversity.

<https://eric.ed.gov/?id=ED588472>

**Summary:** In-depth profile of the Pasadena Educational Foundation’s “Realtor Initiative,” which brings realtors into the schools and helps educate the realtor community about the quality of the Pasadena public schools, to counter negative images and marketing of the school system.

U.S. Commission on Civil Rights. (January 2018). **Public Education Funding Inequity: In an Era of Increasing Concentration of Poverty and Resegregation. Briefing Report.**

<https://www.usccr.gov/pubs/2018/2018-01-10-Education-Inequity.pdf>

**Summary:** the report examines the funding of K-12 education and how the inequitable distribution of these funds negatively impacts the educational opportunities of low-income students and students of color. In Chapter 4, the majority of the Commission found that many students in the U.S. living in segregated neighborhoods and concentrations of poverty do not have access to high-quality schools simply because of where they live, and that there is potential for housing policy to help provide better educational opportunities for these students. The chapter concludes by explaining how the affirmatively furthering fair housing Fair Housing Act requirement can be used as a means of advancing educational opportunity.

U.S. Department of Housing and Urban Development. (April 2016). **“Breaking Down Barriers: Housing, Neighborhoods, and Schools of Opportunity.”** *Insights into Housing and Community Development Policy*.

<https://www.huduser.gov/portal/sites/default/files/pdf/insight-4.pdf>

*Summary:* An overview of promises housing practices to give low income children access to higher opportunity communities and higher performing schools; prepared in tandem with the release of the HUD-DOT-DOE guidance on coordination by state housing, transportation and education departments.

Wells, A.S. (15 December 2015). ***Diverse Housing, Diverse Schooling: How Policy Can Stabilize Racial Demographic Change in Cities and Suburbs.*** Boulder, CO: National Education Policy Center.

<http://nepc.colorado.edu/publication/housing-school-nexus>

*Summary:* “This policy brief provides a review of the social science evidence on the housing-school nexus, highlighting the problem of reoccurring racial segregation and inequality absent strong, proactive federal or state integration policies. Three areas of research are covered: (a) the nature of the housing-school nexus, (b) the impact of school desegregation and housing integration policies on the nexus, and (c) the connection between the implicit racial biases literature (the “perceptions of place”) to research on school and housing choices.”

Zuk, M., & Carlton, I. (March 2015). ***Equitable Transit Oriented Development: Examining the Progress and Continued Challenges of Developing Affordable Housing in Opportunity and Transit-rich Neighborhoods.*** PRRAC.

<http://www.prrac.org/pdf/EquitableTOD.pdf>

*Summary:* “Through three case studies, this report uncovers the key strategies developers and agencies use to overcome these barriers when creating affordable housing in transit and opportunity-rich neighborhoods. We find, perhaps unsurprisingly, the cost of land to be one of the greatest barriers to developing LIHTC-funded TODs in opportunity-rich neighborhoods. Cities and affordable housing developers overcome land premiums in creative ways, including (a) foresight to purchase land well before stations open, (b) supportive local and state governments that provide gap financing or subsidize the cost of development, and c) local planning that reduces development costs (e.g., lower parking ratios, streamlined permitting, etc.). What remains unclear, however, is the extent to which funding programs and policy progress can counteract the enormous cost and NIMBY (“not in my back yard”) barriers to developing affordable housing near transit. It will therefore be important to replicate this study in the future to determine if recent policymaking, new funding programs and other efforts aimed at fostering equitable growth in transit-rich and opportunity-rich neighborhoods are successfully moving the needle.”

The IDRA EAC-South is available to provide technical assistance to state and local education agencies to help improve and increase pathways to teaching for faculty of color, among other capacity-building services addressing equity issues in race, national origin, sex/gender, and religion. For more information, please visit our website at [www.idra.org/eac-south](http://www.idra.org/eac-south) or send us at email to [eacsouth@idra.org](mailto:eacsouth@idra.org).

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