

Building One New Jersey



School Integration and Funding Equity *Two Sides of the Same Coin*



*We don't just build buildings and roads
we build communities.*



The Community Presbyterian Church
of Brigantine



School Integration and Funding Equity *Two Sides of the Same Coin*

Moderators - **Diane Campbell**, Executive Dean for Student Affairs and Co-Chair of Building One New Jersey & **Marty Johnson**, CEO of Isles, Building One New Jersey Board

6:00 - Introduction and Welcome to The James Kerney Campus - Provost, **Dr. Monica Weaver**

6:05 - Some background and history - before and after *Brown v. Board*

- **Thelma Napoleon-Smith** - *Hedgepeth-Williams* 1944 School desegregation case.
- **Andrea Torrice** - The Battle for School Desegregation in Hillsboro

6:25 - How we got from *Brown* to here? from *Hedgepeth*—to *Brown*, to *Milliken* to *Friedrichs* and now *Janus*?

- **Myron Orfield** - Earl R. Larson Professor of Civil Rights and Civil Liberties Law and Director, Institute on Metropolitan Opportunity University of Minnesota

School segregation today, 63 Years after Brown

6:45 - Response from NJ leaders

7:00 - What can be done and why is New Jersey special? **Professor Orfield**

7:20 - Who will do it and how? *Call to action* –

7:35 – Reception – Gallery at the James Kerney Campus

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School Integration and Funding Equity

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**Introduction and Welcome to
The James Kerney Campus –
Provost, Dr. Monica Weaver**



School Integration and Funding Equity

Two Sides of the Same Coin



**Some background and history -
before and after *Brown***

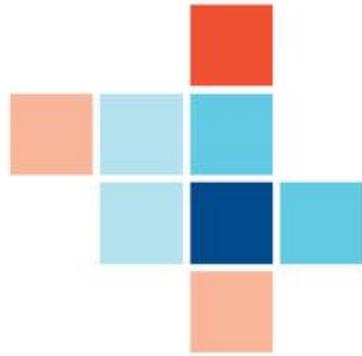
**Thelma Napoleon-Smith -
Hedgepeth-Williams 1944 School
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**Andrea Torrice - The Battle for
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School Integration and Funding Equity

Two Sides of the Same Coin



How we got from *Brown* to here - from *Hedgepeth* to *Brown*, to *Milliken* to *Friedrichs* and now *Janus*?

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School segregation today, 63 Years after Brown



Racial and Fiscal Trends In New Jersey

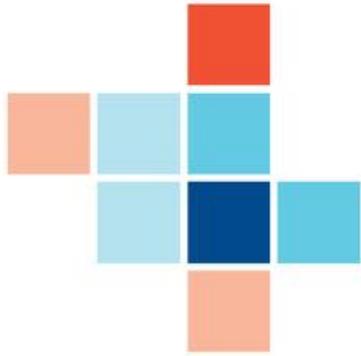
School Integration and Funding Equity:
Two Sides of the Same Coin

Myron Orfield
May 16th, 2017

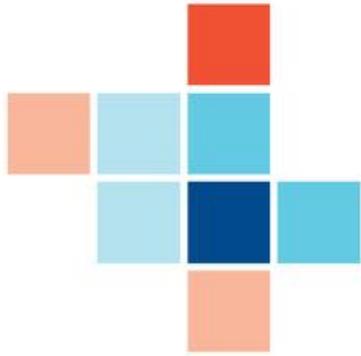
School segregation today - 63 Years after *Brown*

it's growth, deepening and metastasization

- What are the consequences and implications for children, communities and for racial justice, and economic opportunity?
- How does school funding and property tax dependency drive segregation?
- How does it affect our politics (racial and class) and our economy?
- Who benefits and why is it still with us? Whose interest are served?
- How does it drive anti-public school politics anti-union policies?



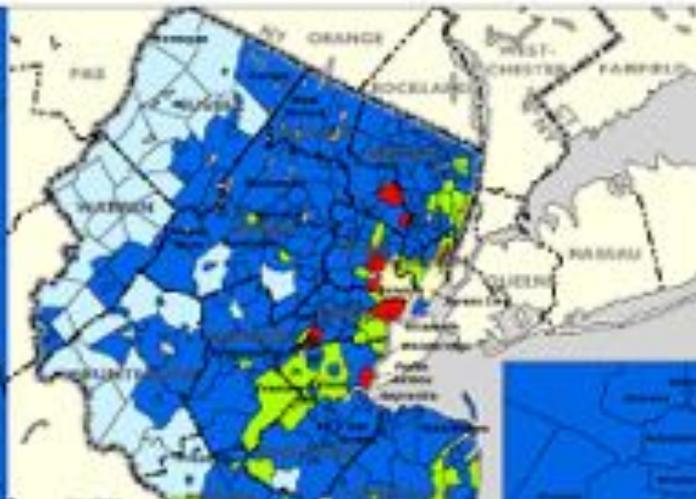
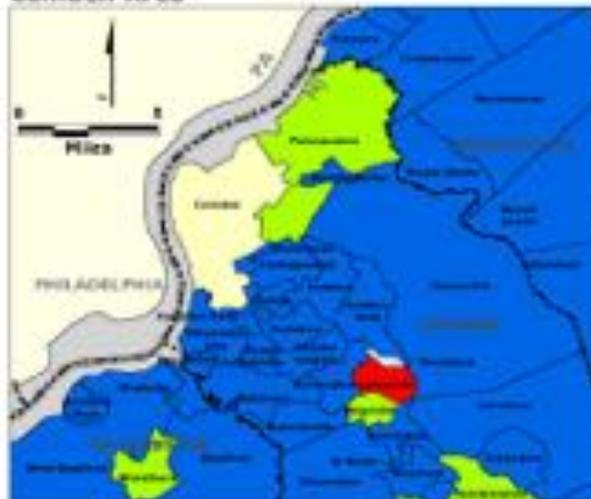
Municipal Racial Transition



Municipal Racial Transition

NEW JERSEY: Community Type by Municipality, 1990

Camden Area



Legend

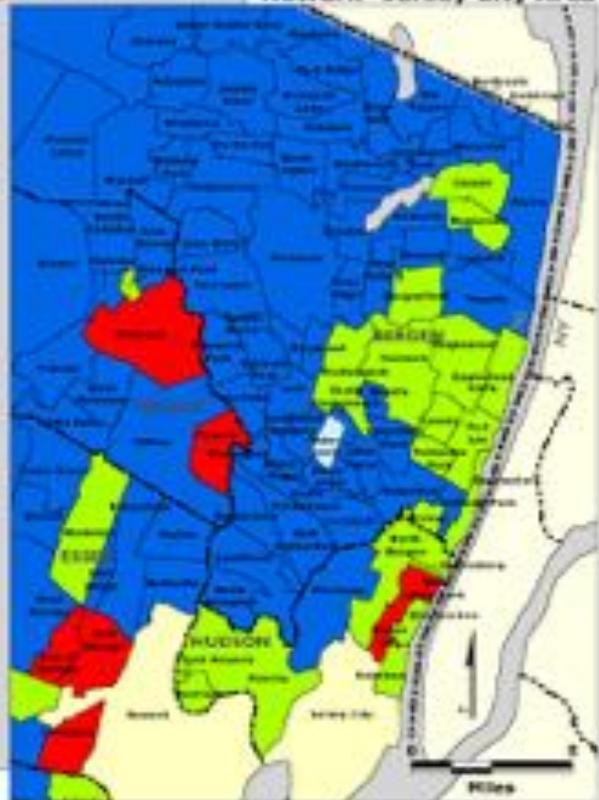
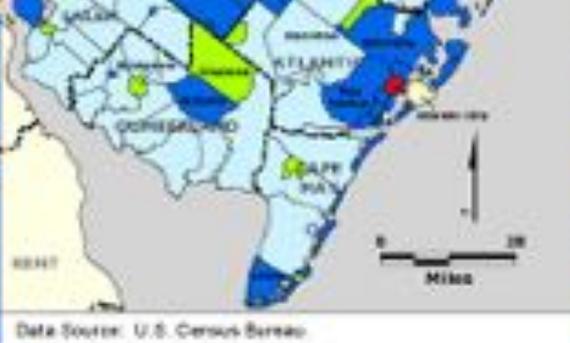
| | |
|-------------------------|-------|
| Central Cities | (3) |
| Predominantly non-white | (16) |
| Diverse | (78) |
| Predominantly white | (383) |
| Exurb | (84) |

Definitions:
 Predominantly non-white: Municipalities with more than 60% of the population non-white and more than 225 persons per square land mile.
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Newark- Jersey City Area

18 East Brunswick
 19 New Brunswick
 1-18 Philadelphia
 21 Philadelphia
 22 Philadelphia
 23 Philadelphia
 24 Philadelphia

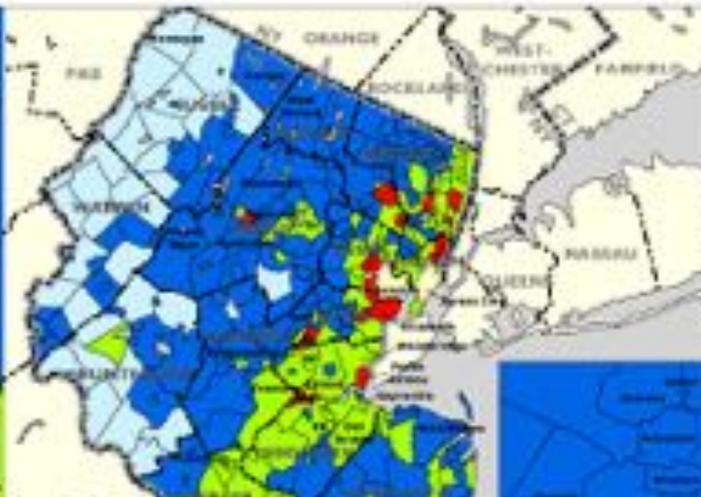
Trenton Area



Data Source: U.S. Census Bureau

**NEW JERSEY:
Community Type
by Municipality, 2000**

Camden Area

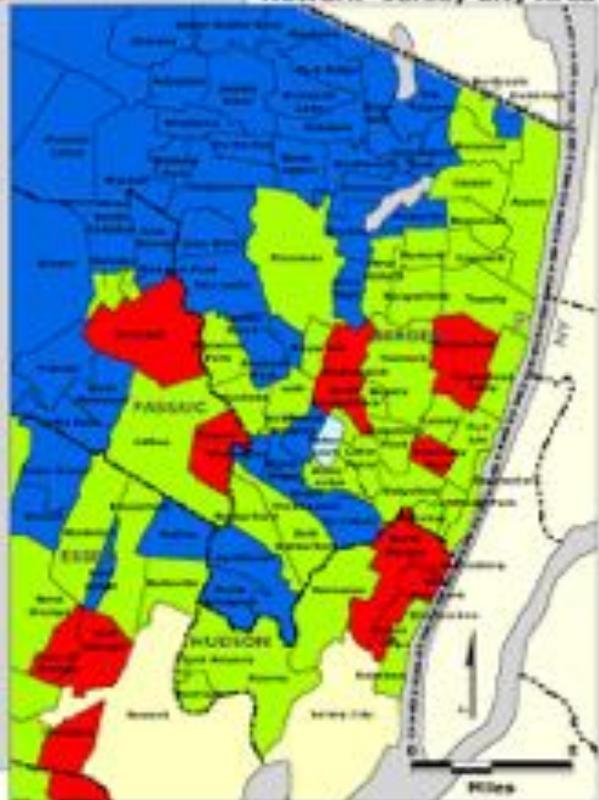


Legend

| | |
|-------------------------|-------|
| Central Cities | (3) |
| Predominantly non-white | (27) |
| Diverse | (143) |
| Predominantly white | (316) |
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Newark- Jersey City Area



- SE East Newark
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- PH Philadelphia
- SI Shore
- SI South Plainfield

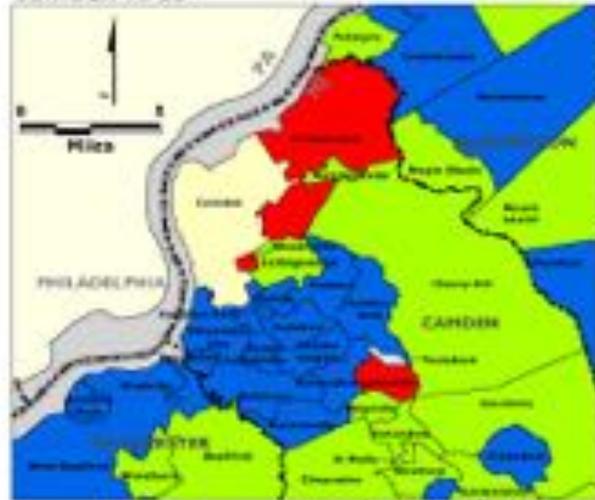
Trenton Area



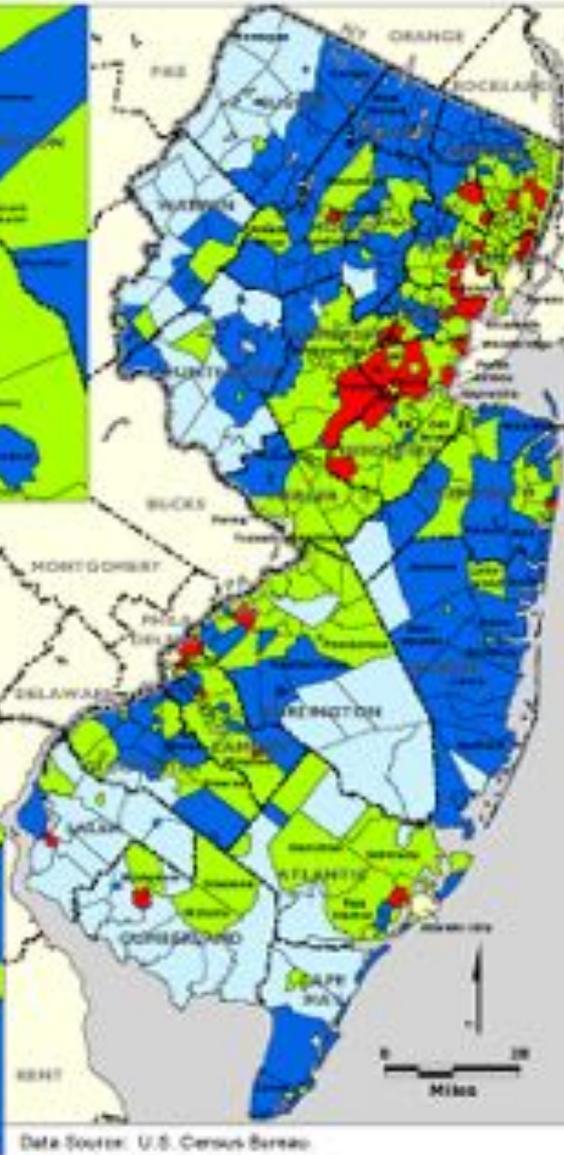
Data Source: U.S. Census Bureau

NEW JERSEY: Community Type by Municipality, 2010

Camden Area



Trenton Area

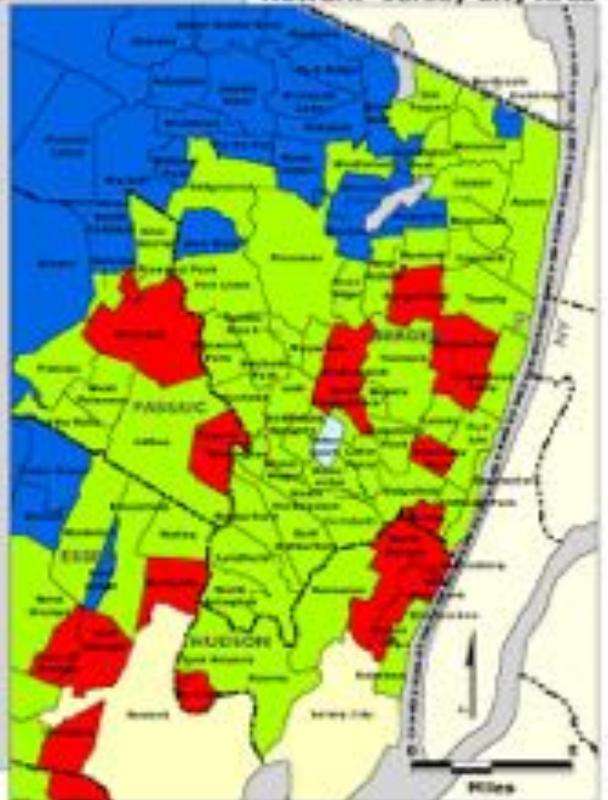


Legend

| | |
|-------------------------|-------|
| Central Cities | (3) |
| Predominantly non-white | (43) |
| Diverse | (210) |
| Predominantly white | (239) |
| Exurb | (61) |

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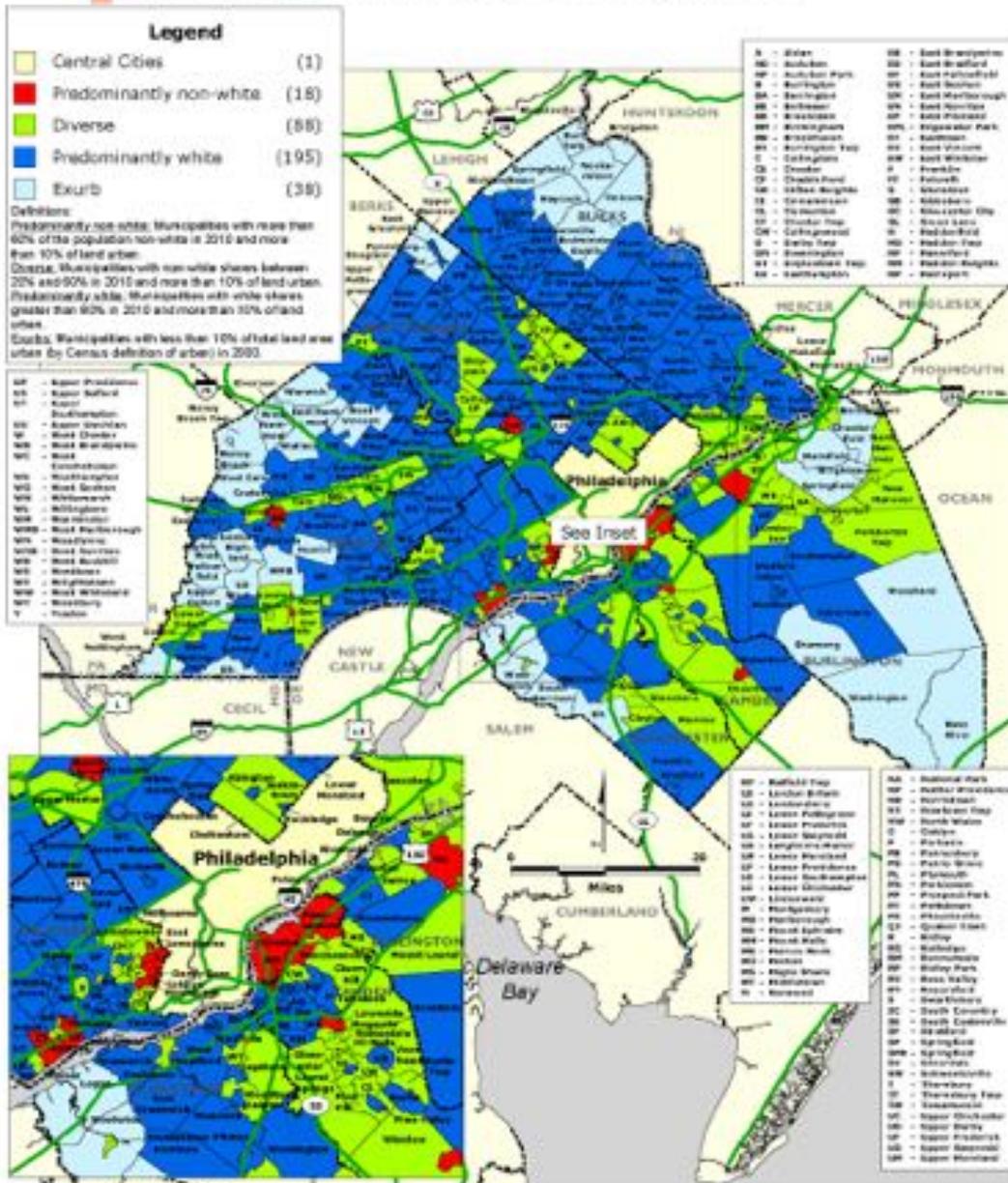
Newark- Jersey City Area



NE East Brunswick
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 PH Philadelphia
 PI Princeton
 PJ Plainfield
 SF South Plainfield

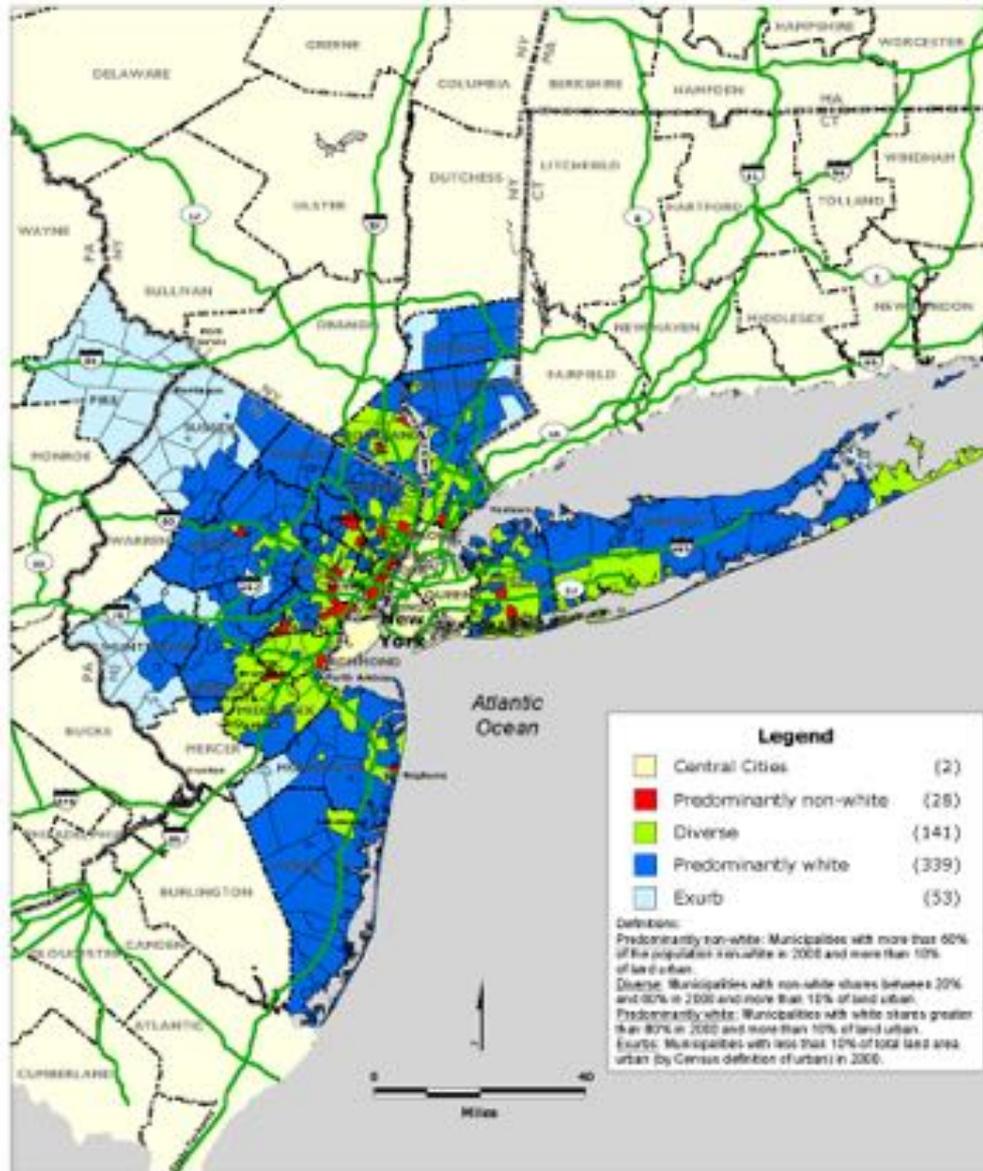
Data Source: U.S. Census Bureau

**PHILADELPHIA REGION:
 Community Type by Municipality, 2010**



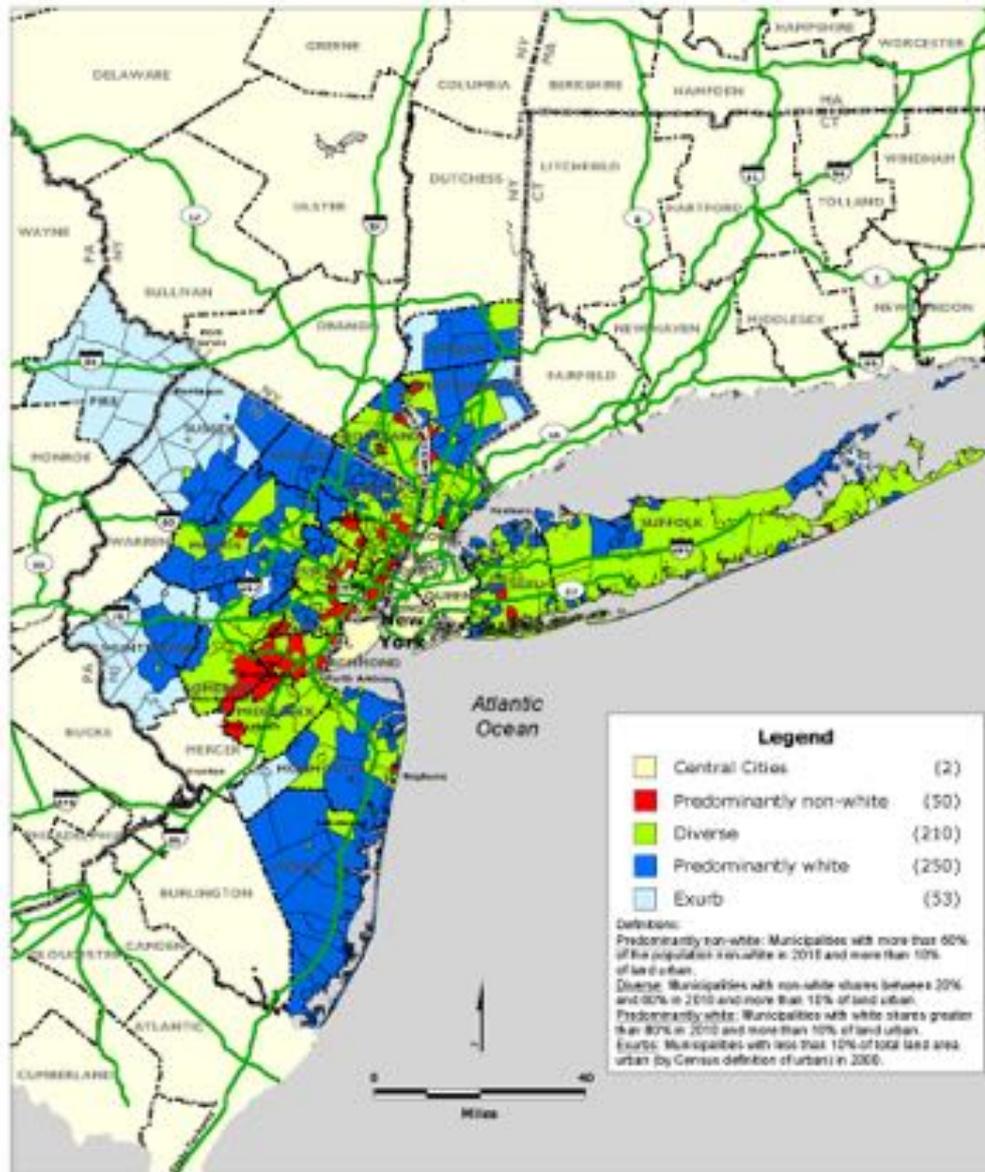
Data Source: U.S. Census Bureau

NEW YORK REGION: Community Type by Municipality, 2000



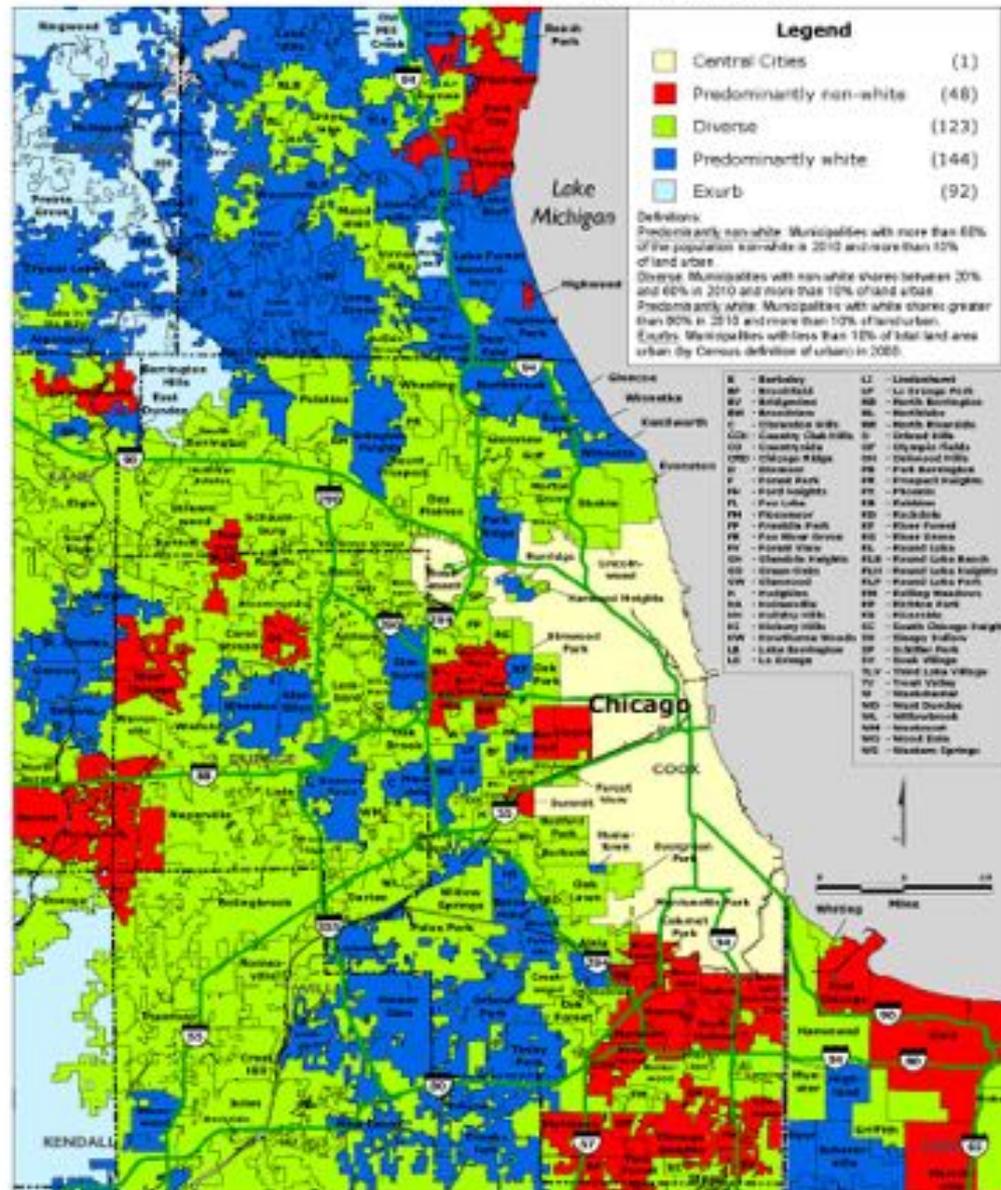
Data Source: U.S. Census Bureau.

NEW YORK REGION: Community Type by Municipality, 2010



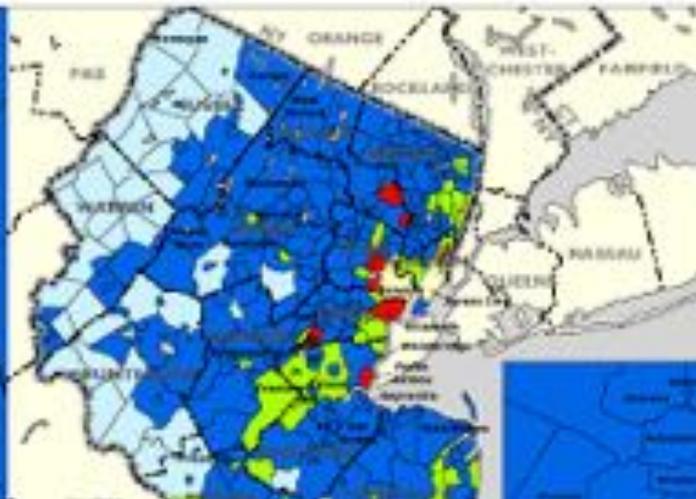
Data Source: U.S. Census Bureau.

CHICAGO REGION (CENTRAL AREA) Community Type by Municipality and County Unincorporated Area, 2010



NEW JERSEY: Community Type by Municipality, 1990

Camden Area



Legend

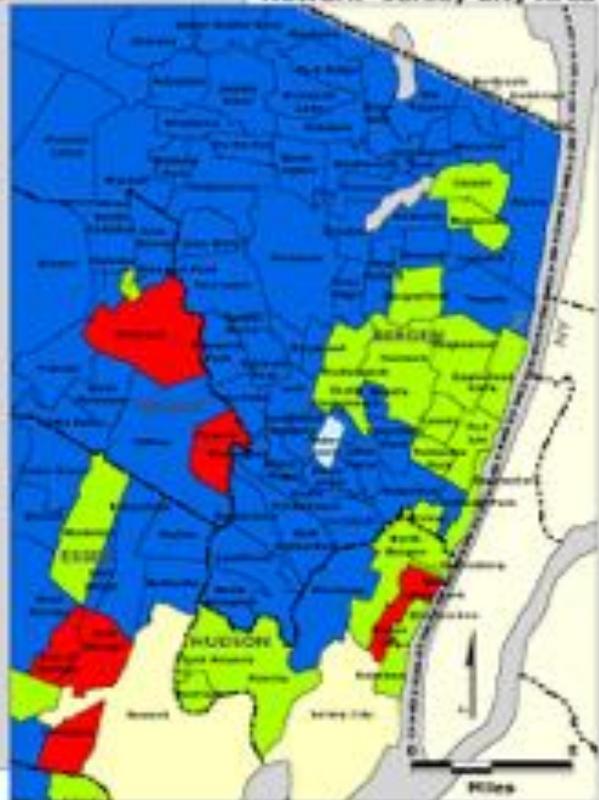
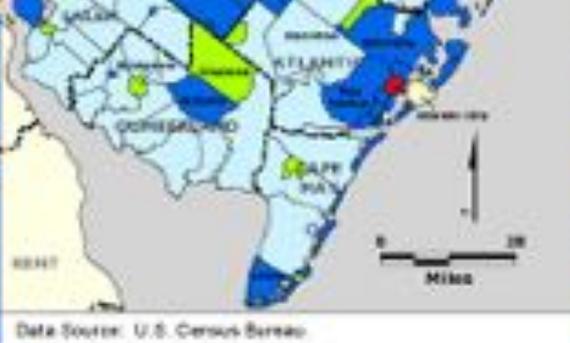
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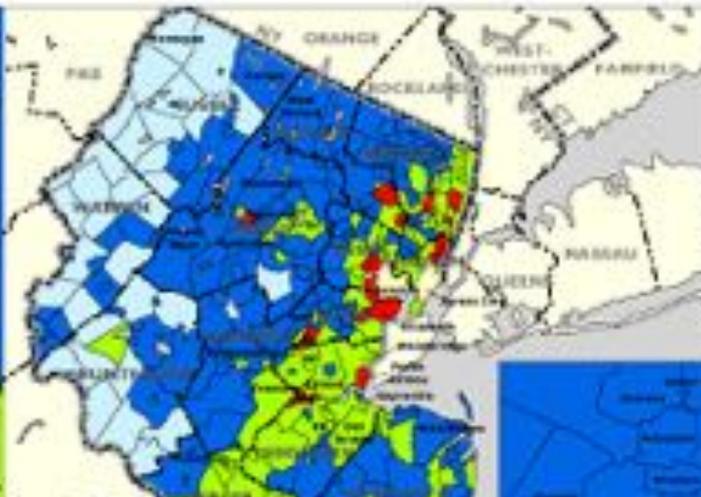
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Trenton Area



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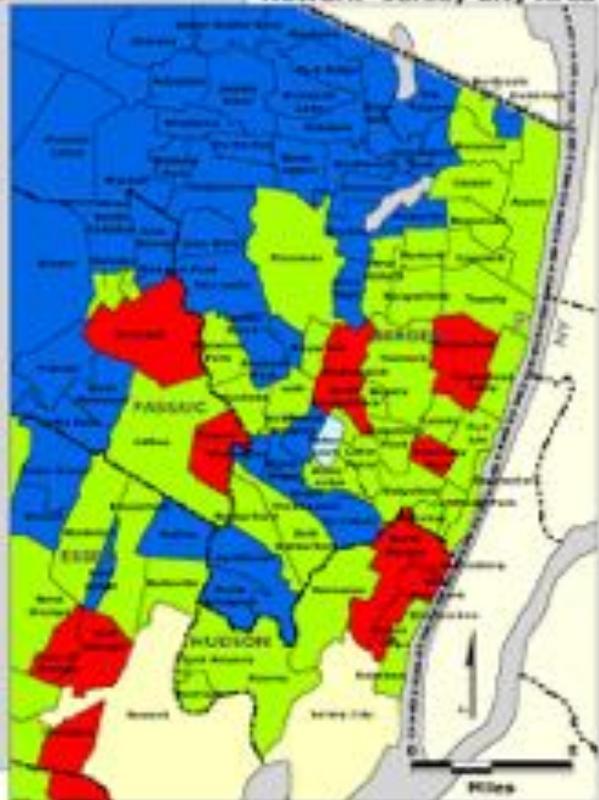


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Trenton Area



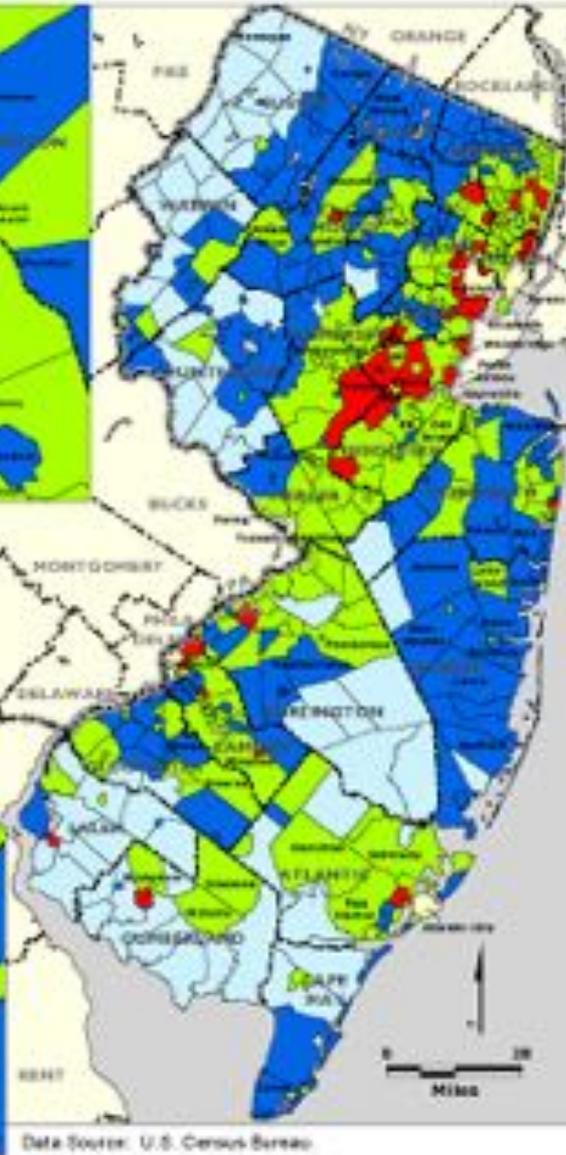
Data Source: U.S. Census Bureau

NEW JERSEY: Community Type by Municipality, 2010

Camden Area



Trenton Area

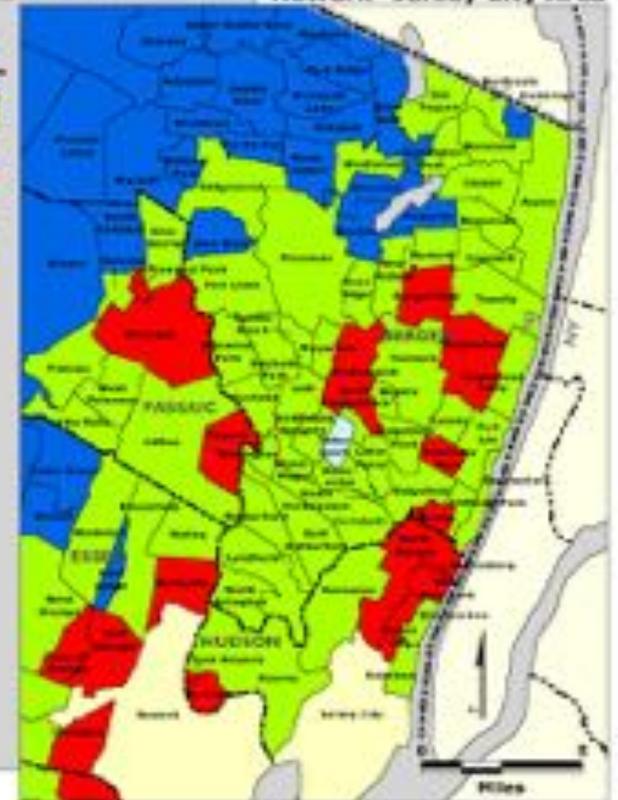


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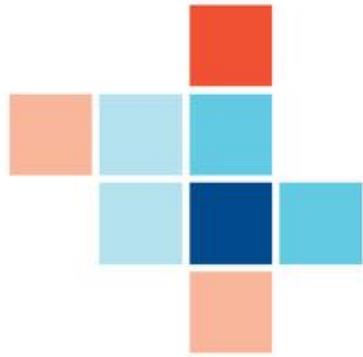
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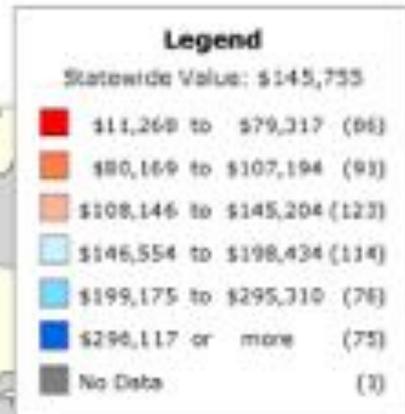
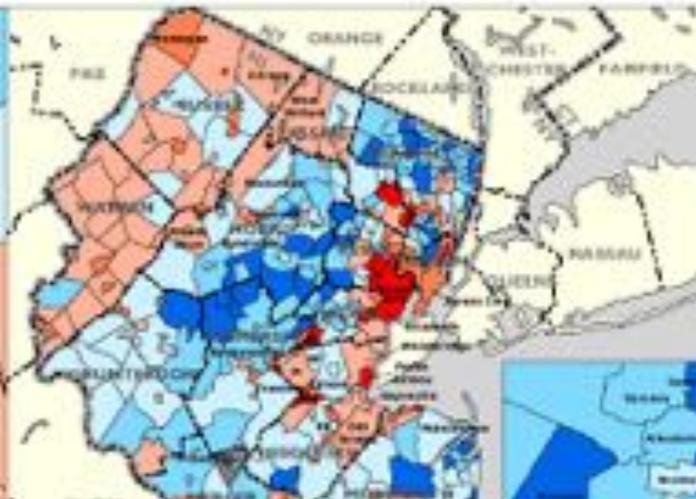
Data Source: U.S. Census Bureau



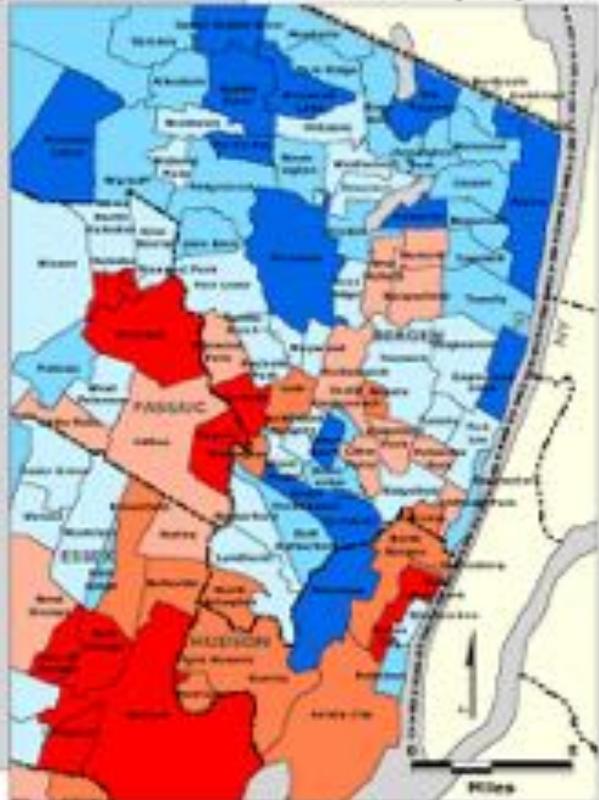
Municipal Tax Base

NEW JERSEY: Property Tax Base per Capita by Municipality, 2010

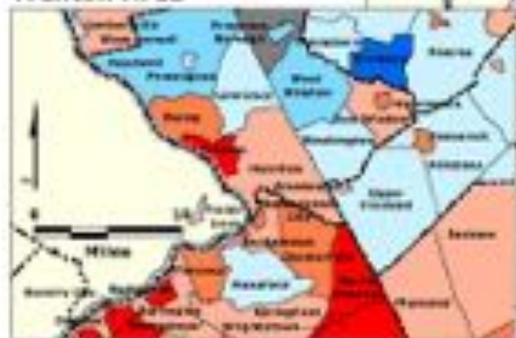
Camden Area



Newark- Jersey City Area



Trenton Area

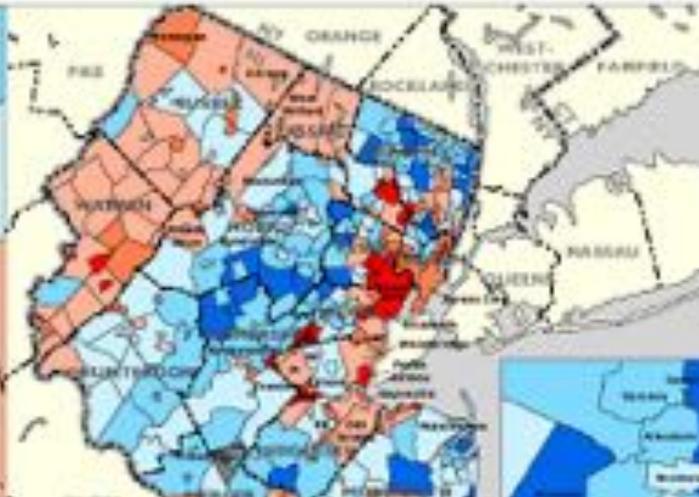


NB East Brunswick
 NR New Brunswick
 NFK Fairview Park North
 NJ Plainfield
 PI Plainfield
 SP South Plainfield

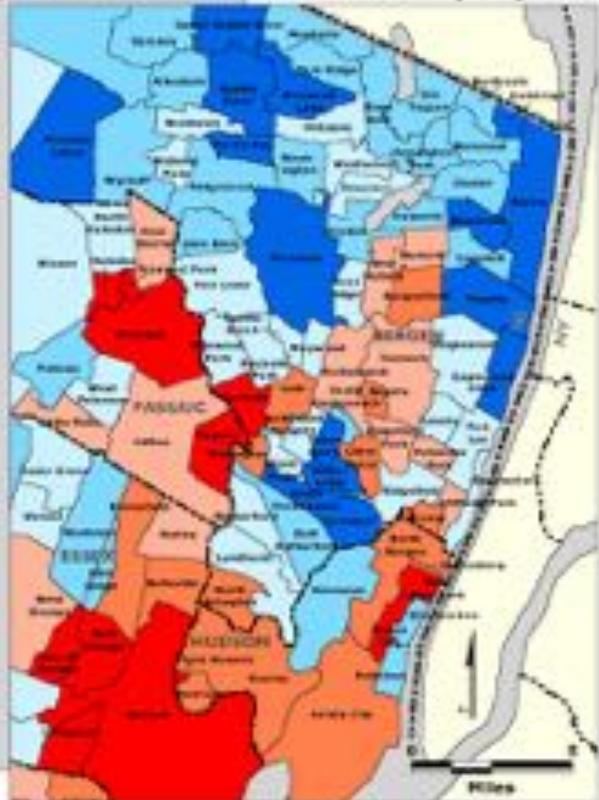
Data Source: U.S. Census Bureau;
New Jersey Department of Community Affairs.

NEW JERSEY: Property Tax Base per Capita by Municipality, 2016

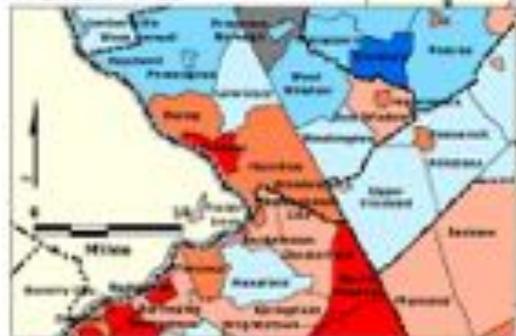
Camden Area



Newark- Jersey City Area



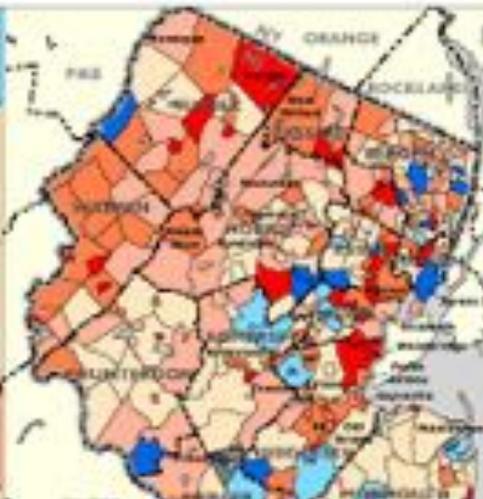
Trenton Area



Data Source: U.S. Census Bureau;
New Jersey Department of Community Affairs.

NEW JERSEY: Percentage Change in Property Tax Base per Capita by Municipality, 2010 to 2016

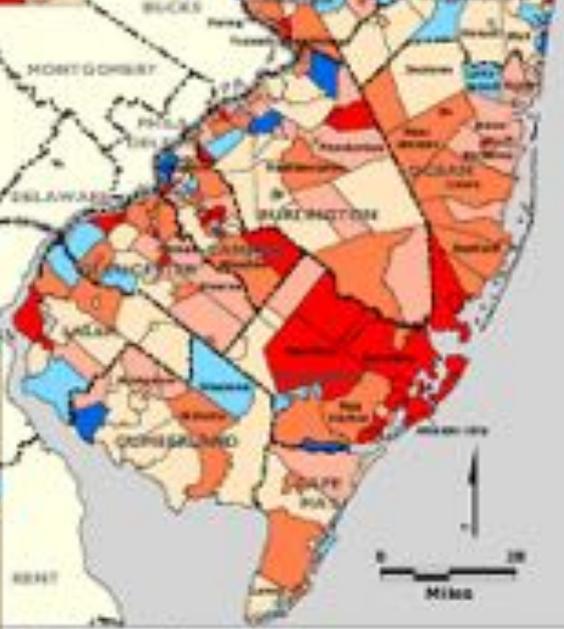
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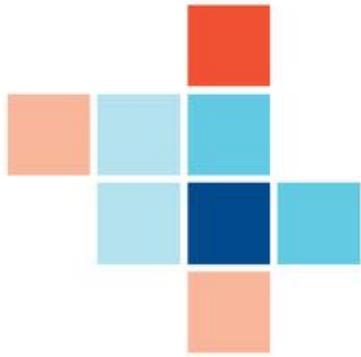
Newark- Jersey City Area



Trenton Area



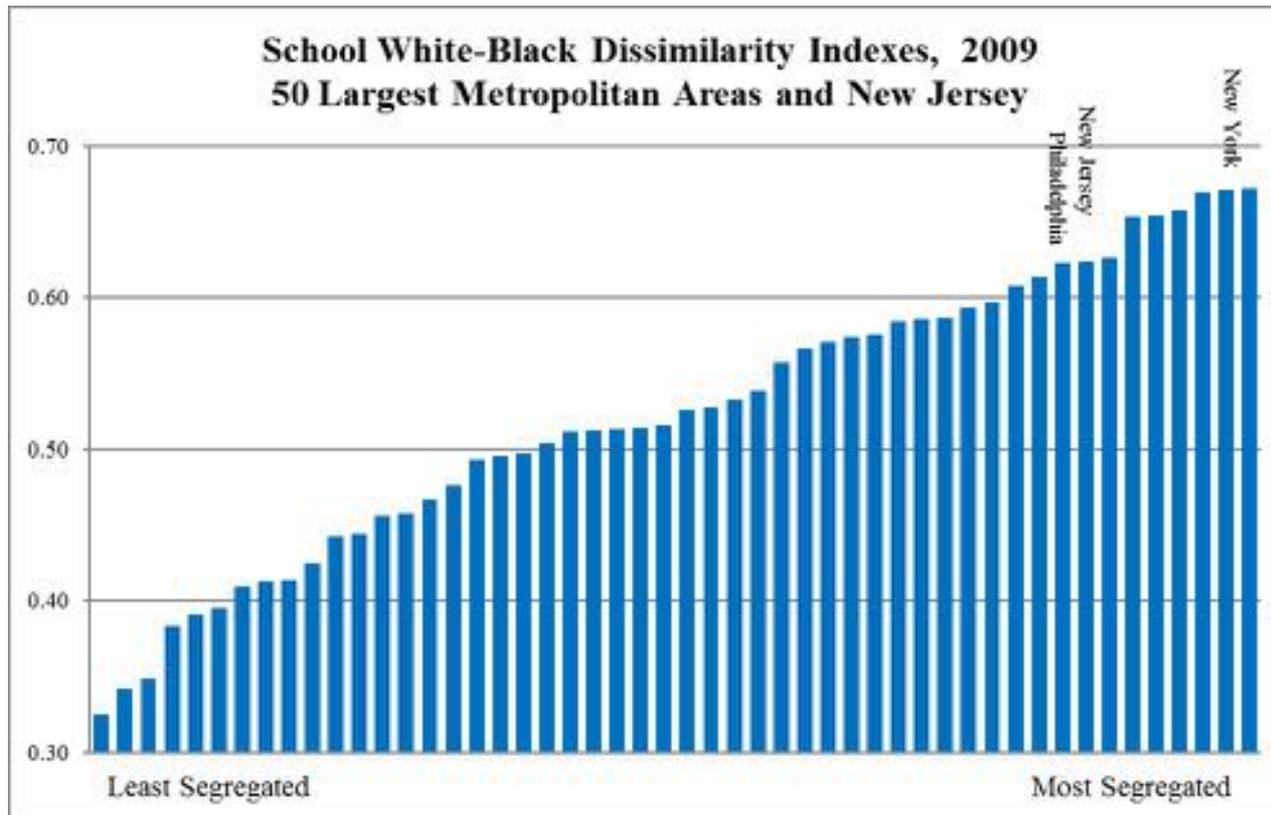
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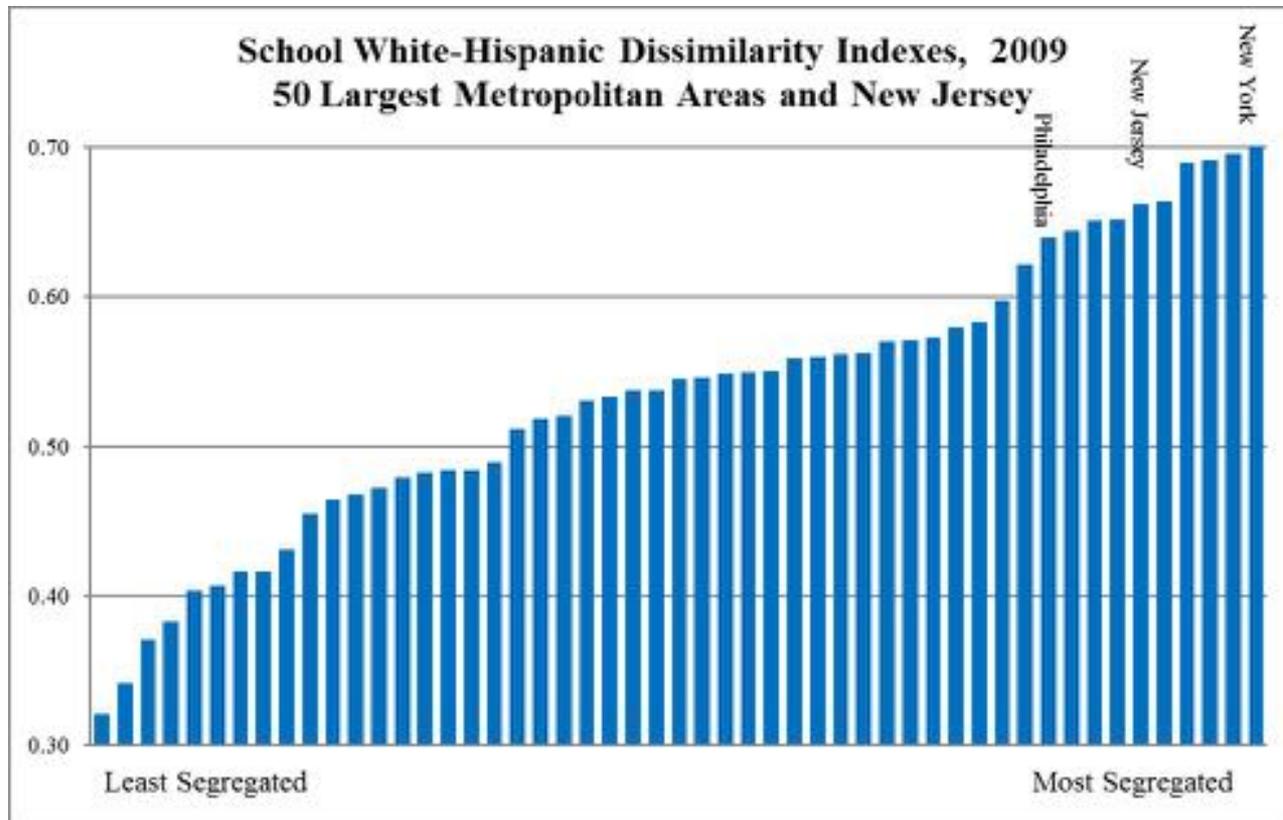
Schools Segregation & Racial Transition

Building One New Jersey

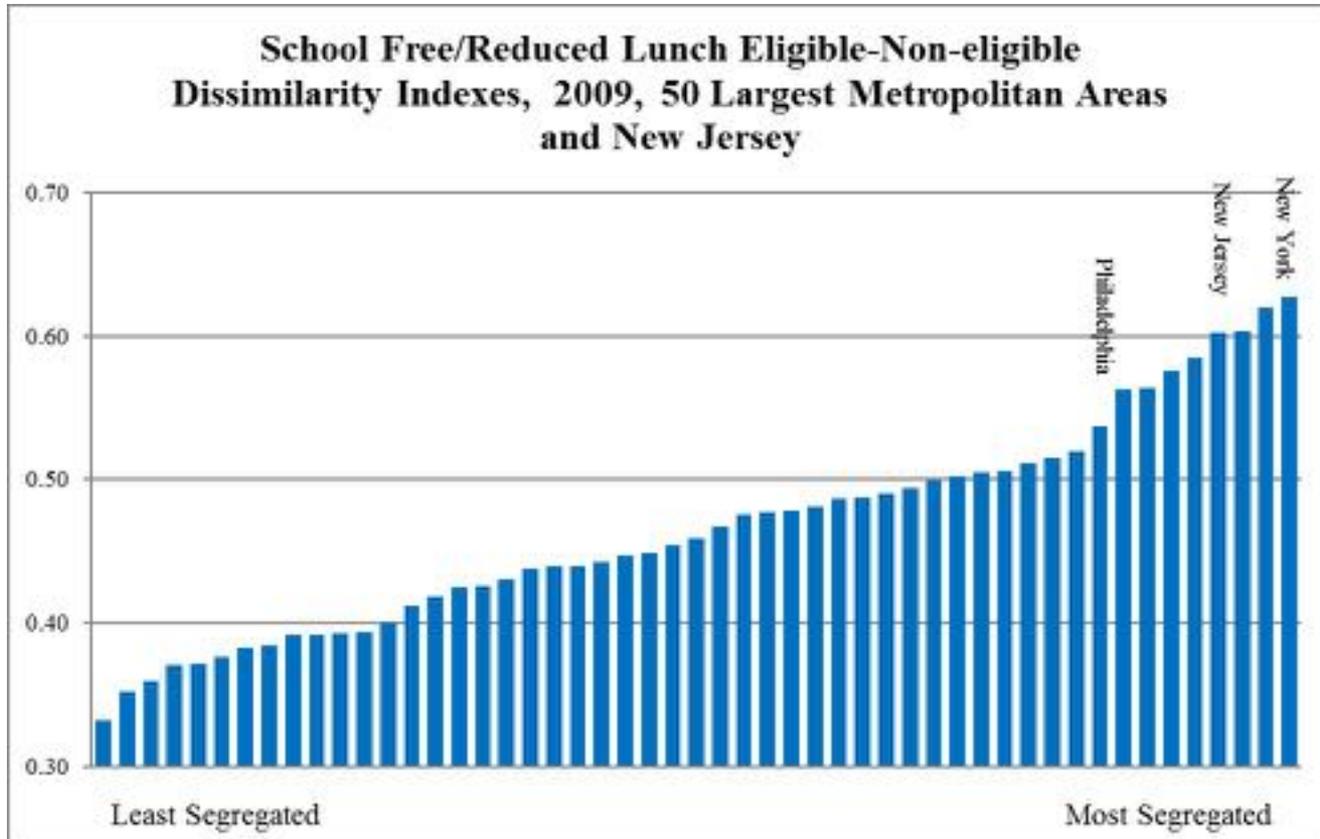
Segregation levels in New Jersey schools are among the worst seen in the 50 largest metropolitan areas.



Building One New Jersey

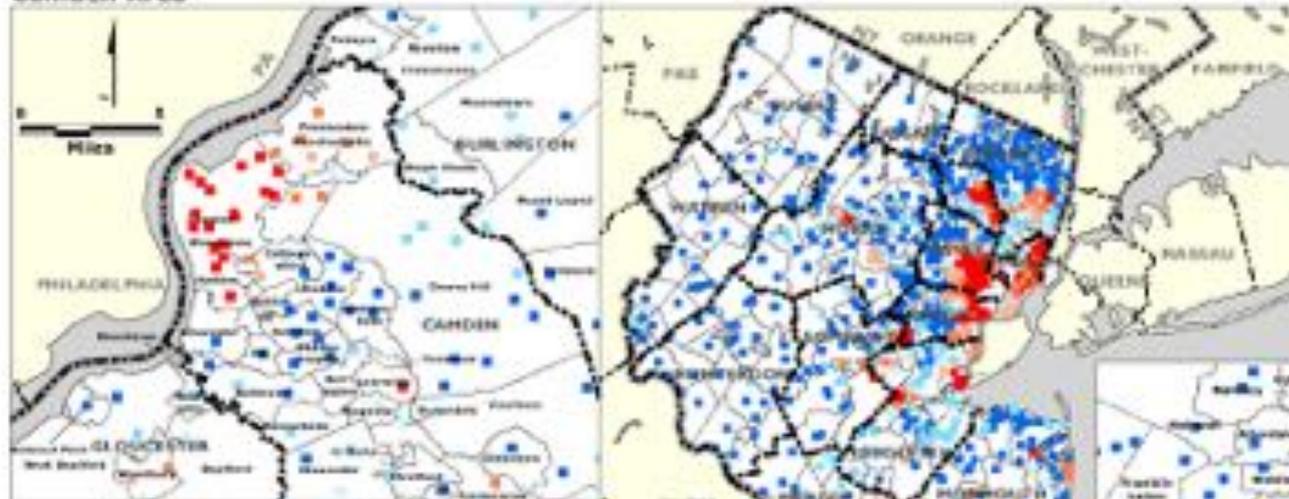


Building One New Jersey



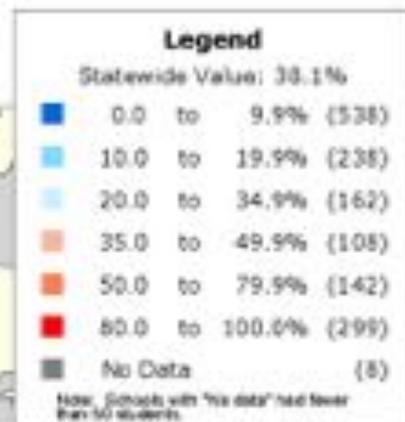
NEW JERSEY: Percentage of Non-Asian Minority Elementary Students by School, 2003

Camden Area

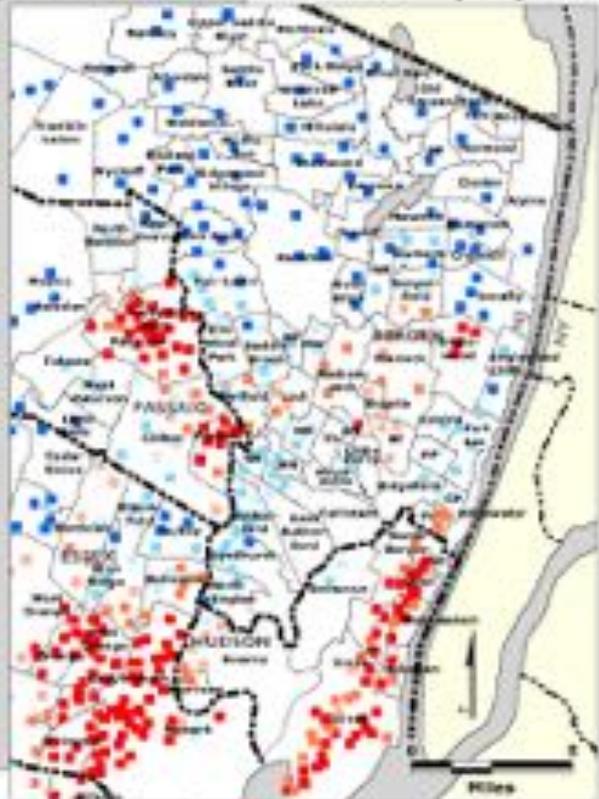


| Camden Area | Newark - Jersey City Area |
|---------------------|---------------------------|
| 01 - Camden Park | 01 - Atlantic Park |
| 02 - Laurel Springs | 02 - Carlisle |
| 03 - Mount Airy | 03 - Garfield |
| | 04 - Harrison Park |
| | 05 - Westmont Heights |
| | 06 - Woodrow |
| | 07 - Westfield |
| | 08 - Parkside Park |
| | 09 - Springfield Park |
| | 10 - Lincoln Park |
| | 11 - South Westmont |
| | 12 - John Aiken |
| | 13 - Washington |
| | 14 - Mount New York |
| | 15 - Wood Ridge |

Trenton Area

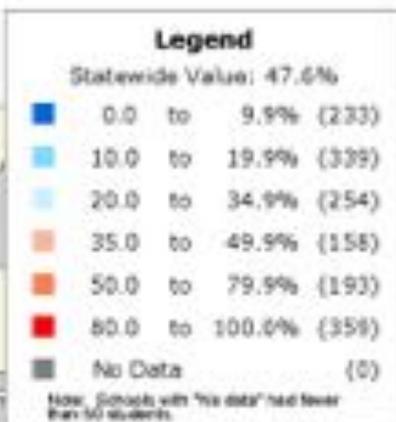


Newark- Jersey City Area



Data Source: National Center for Education Statistics, U.S. Census Bureau.

NEW JERSEY: Percentage of Non-Asian Minority Elementary Students by School, 2015

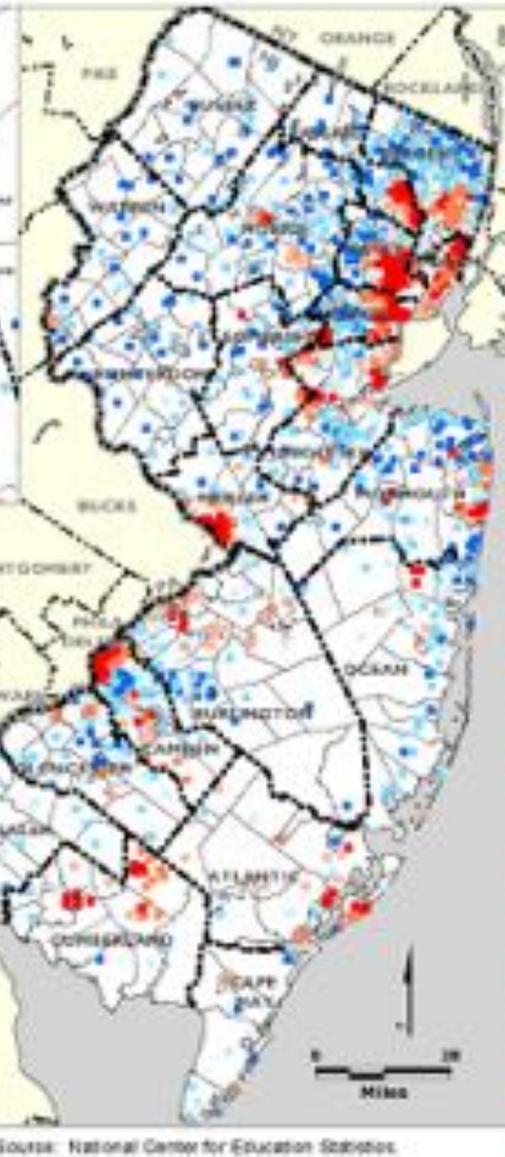
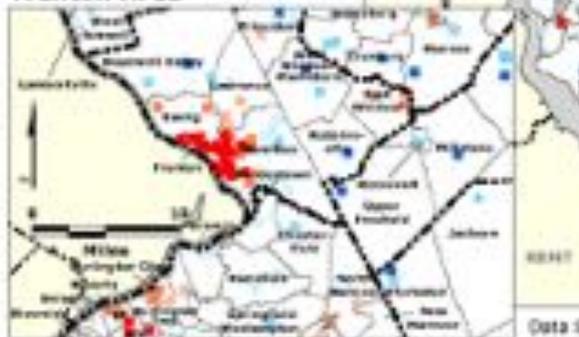


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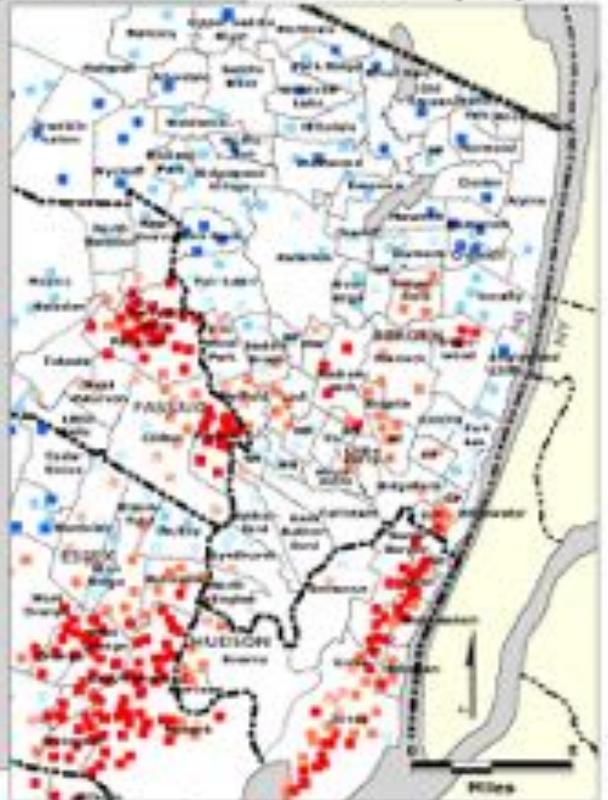


| Camden Area | Newark - Jersey City Area |
|---------------------|---------------------------|
| 01 - Anderson Park | 01 - Ardwick Park |
| 02 - Laurel Springs | 02 - Astoria |
| 03 - Mount Ephraim | 03 - Basking Ridge |
| | 04 - Easton Park |
| | 05 - Easton Heights |
| | 06 - Elmwood |
| | 07 - Elmwood |
| | 08 - Foxcroft Park |
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Trenton Area



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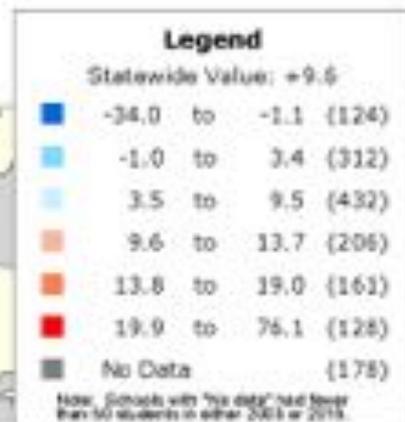
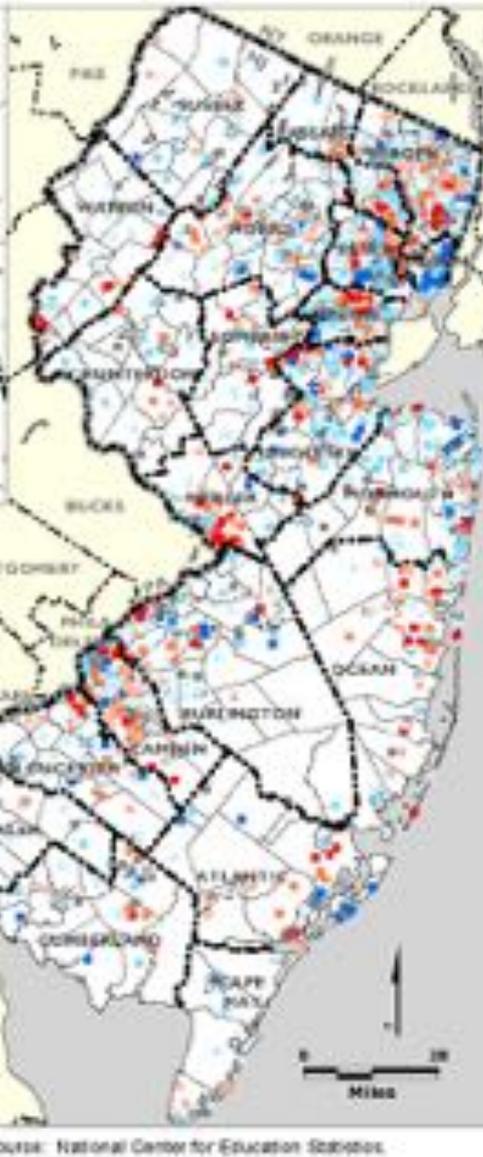
NEW JERSEY: Percentage Point Change in the Share of Non-Asian Minority Elementary Students by School, 2003-2015

Camden Area

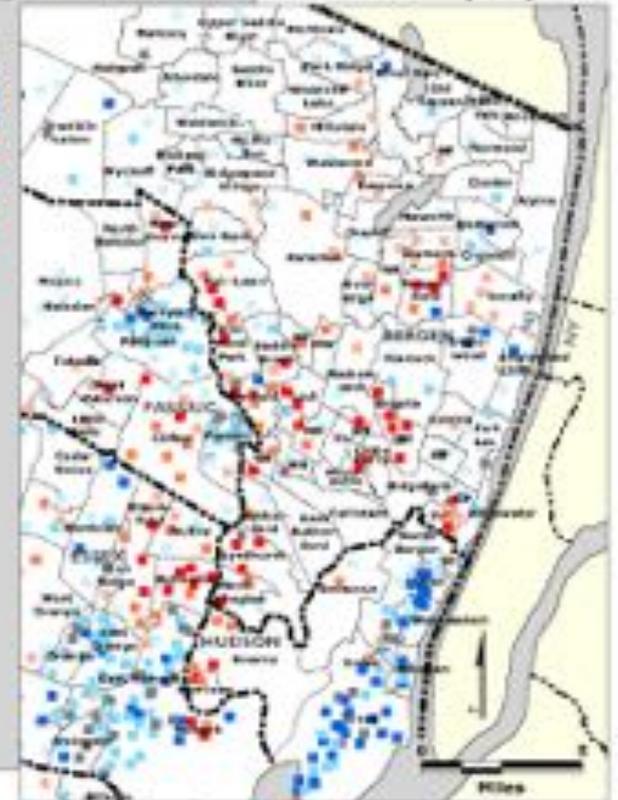


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School Integration and Funding Equity *Two Sides of the Same Coin*



*We don't just build buildings and roads
we build communities.*



The Community Presbyterian Church
of Brigantine



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Response from New Jersey Leaders

–How do you see these trends playing out in our communities, region and state? What are the most important factors for you in your work or for your people, communities and organizations?

Building One New Jersey



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*What can be done
And Why is New Jersey
special?*

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Differences in the racial mixes and rates of racial change are less pronounced across COAH districts than counties. Non-white shares range from 25% (district 4) to 50% (district 2) in 2010. They vary from 11% (Sussex) to 69% (Hudson) across counties.

This means that there is greater potential to achieve stably diverse schools if integration policies are implemented across COAH districts instead of counties.

In counties like Essex and Hudson, non-white shares are high enough that truly integrated schools are not possible at county scales.

In other counties like Camden and Essex, schools in suburbs near to central cities are already in racial transition.

Racial Diversity and Change in New Jersey Counties and COAH Districts, 1990-2010

| County | Percentage of Population Non-white | | | Percentage Point Change | | |
|---------------|------------------------------------|-----------|-----------|-------------------------|-----------|-----------|
| | 1990 | 2000 | 2010 | 1990-2000 | 2000-2010 | 1990-2010 |
| Atlantic | 26 | 36 | 41 | 10 | 5 | 15 |
| Bergen | 17 | 28 | 37 | 10 | 10 | 20 |
| Burlington | 19 | 21 | 29 | 1 | 6 | 10 |
| Camden | 25 | 32 | 40 | 7 | 8 | 15 |
| Cape May | 8 | 10 | 13 | 2 | 3 | 5 |
| Cumberland | 31 | 42 | 50 | 11 | 8 | 19 |
| Essex | 55 | 62 | 67 | 7 | 4 | 12 |
| Gloucester | 12 | 14 | 19 | 3 | 5 | 7 |
| Hudson | 53 | 65 | 69 | 12 | 5 | 17 |
| Hunterdon | 5 | 8 | 12 | 3 | 4 | 7 |
| Mercer | 28 | 36 | 45 | 8 | 10 | 18 |
| Middlesex | 23 | 38 | 51 | 15 | 13 | 28 |
| Monmouth | 15 | 19 | 23 | 4 | 4 | 8 |
| Morris | 12 | 18 | 25 | 6 | 7 | 13 |
| Ocean | 7 | 10 | 14 | 3 | 4 | 7 |
| Passaic | 37 | 49 | 55 | 11 | 6 | 17 |
| Salem | 18 | 20 | 23 | 3 | 3 | 6 |
| Somerset | 15 | 26 | 38 | 11 | 12 | 23 |
| Sussex | 4 | 7 | 11 | 2 | 5 | 7 |
| Union | 35 | 46 | 55 | 11 | 9 | 20 |
| Warren | 4 | 8 | 14 | 4 | 6 | 10 |
| Range | 51 | 58 | 58 | 13 | 10 | 23 |
| COAH District | | | | | | |
| 1 | 31 | 42 | 49 | 11 | 7 | 18 |
| 2 | 37 | 44 | 50 | 7 | 6 | 13 |
| 3 | 19 | 32 | 43 | 13 | 12 | 24 |
| 4 | 15 | 20 | 25 | 5 | 5 | 10 |
| 5 | 20 | 25 | 31 | 5 | 6 | 11 |
| 6 | 23 | 31 | 37 | 8 | 6 | 14 |
| Range | 21 | 24 | 25 | 8 | 7 | 15 |

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Differences in the racial mixes and rates of racial change in schools are less pronounced across COAH districts than counties. Non-white shares range from 40% (district 4) to 64% (district 1) in 2010. They vary from 12% (Sussex) to 82% (Hudson) across counties.

This means that there is greater potential to achieve stably diverse schools if integration policies are implemented across COAH districts instead of counties.

In counties like Essex and Hudson, non-white shares are high enough that truly integrated schools are not possible at county scales.

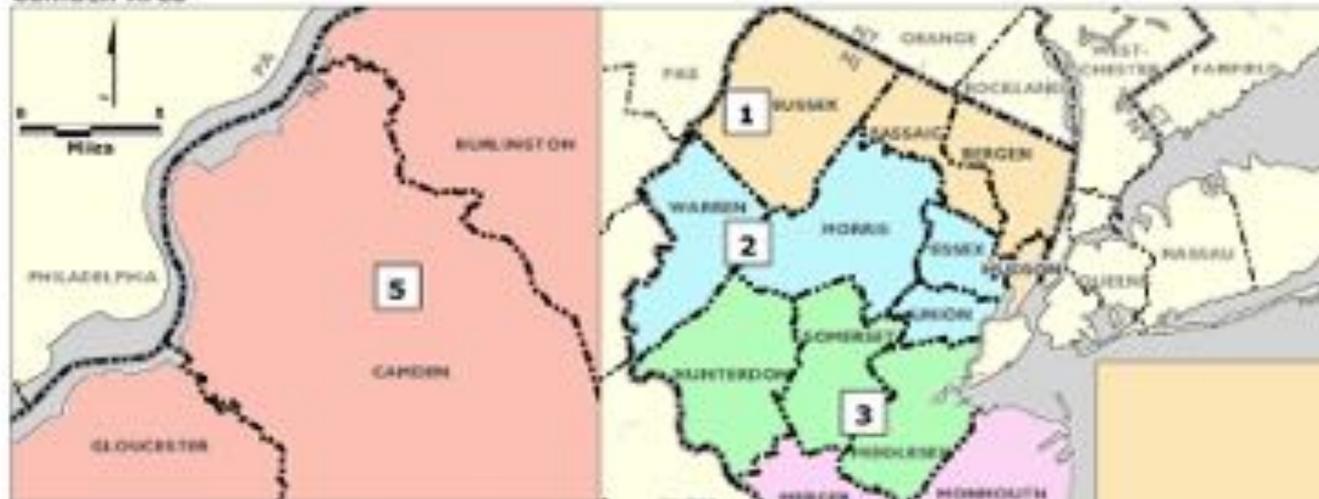
In other counties like Camden and Essex, schools in suburbs near to central cities are already in racial transition.

School Racial Diversity and Change in New Jersey Counties and COAH Districts, 2003-2015

| County | Percentage of Population Non-white | | | Percentage Point Change | | |
|----------------------|------------------------------------|-----------|-----------|-------------------------|-----------|-----------|
| | 2003 | 2009 | 2015 | 2003-2009 | 2009-2015 | 2003-2015 |
| Atlantic | 49 | 55 | 65 | 6 | 10 | 16 |
| Bergen | 34 | 40 | 49 | 6 | 9 | 15 |
| Burlington | 27 | 33 | 39 | 5 | 6 | 11 |
| Camden | 47 | 51 | 58 | 4 | 7 | 11 |
| Cape May | 18 | 22 | 27 | 5 | 4 | 9 |
| Cumberland | 57 | 65 | 71 | 8 | 6 | 14 |
| Essex | 70 | 72 | 76 | 2 | 4 | 6 |
| Gloucester | 19 | 23 | 28 | 4 | 5 | 9 |
| Hudson | 80 | 81 | 82 | 1 | 1 | 2 |
| Hunterdon | 6 | 10 | 16 | 4 | 6 | 10 |
| Mercer | 49 | 59 | 68 | 10 | 9 | 19 |
| Middlesex | 52 | 63 | 71 | 10 | 8 | 19 |
| Monmouth | 24 | 27 | 34 | 3 | 7 | 10 |
| Morris | 22 | 27 | 35 | 5 | 8 | 13 |
| Ocean | 16 | 23 | 29 | 7 | 7 | 14 |
| Passaic | 66 | 70 | 75 | 4 | 5 | 9 |
| Salem | 31 | 33 | 38 | 2 | 4 | 7 |
| Somerset | 36 | 43 | 56 | 7 | 13 | 20 |
| Sussex | 7 | 10 | 12 | 3 | 2 | 5 |
| Union | 59 | 62 | 69 | 3 | 7 | 10 |
| Warren | 9 | 16 | 24 | 7 | 9 | 15 |
| Range | 74 | 71 | 69 | 10 | 12 | 19 |
| COAH District | | | | | | |
| 1 | 55 | 58 | 64 | 3 | 6 | 9 |
| 2 | 53 | 57 | 63 | 3 | 6 | 9 |
| 3 | 42 | 51 | 62 | 9 | 10 | 19 |
| 4 | 28 | 34 | 40 | 6 | 7 | 13 |
| 5 | 36 | 38 | 45 | 3 | 6 | 9 |
| 6 | 46 | 52 | 59 | 6 | 7 | 14 |
| Range | 26 | 23 | 22 | 7 | 4 | 11 |

NEW JERSEY: County Borders and COAH Regions

Camden Area



Newark- Jersey City Area



| Camden Area | Newark- Jersey City Area |
|---------------------|--------------------------|
| 01 - Camden Park | 01 - Newark Park |
| 02 - Laurel Springs | 02 - Newark |
| 03 - Mount Ephraim | 03 - Garfield |
| | 04 - Westfield Park |
| | 05 - Westfield Heights |
| | 06 - Woodmont |
| | 07 - Westfield |
| | 08 - Paterson Park |
| | 09 - Paterson |
| | 10 - Newark Park |
| | 11 - South Westmoreland |
| | 12 - York River |
| | 13 - Washington |
| | 14 - Mount New York |
| | 15 - Wood Ridge |

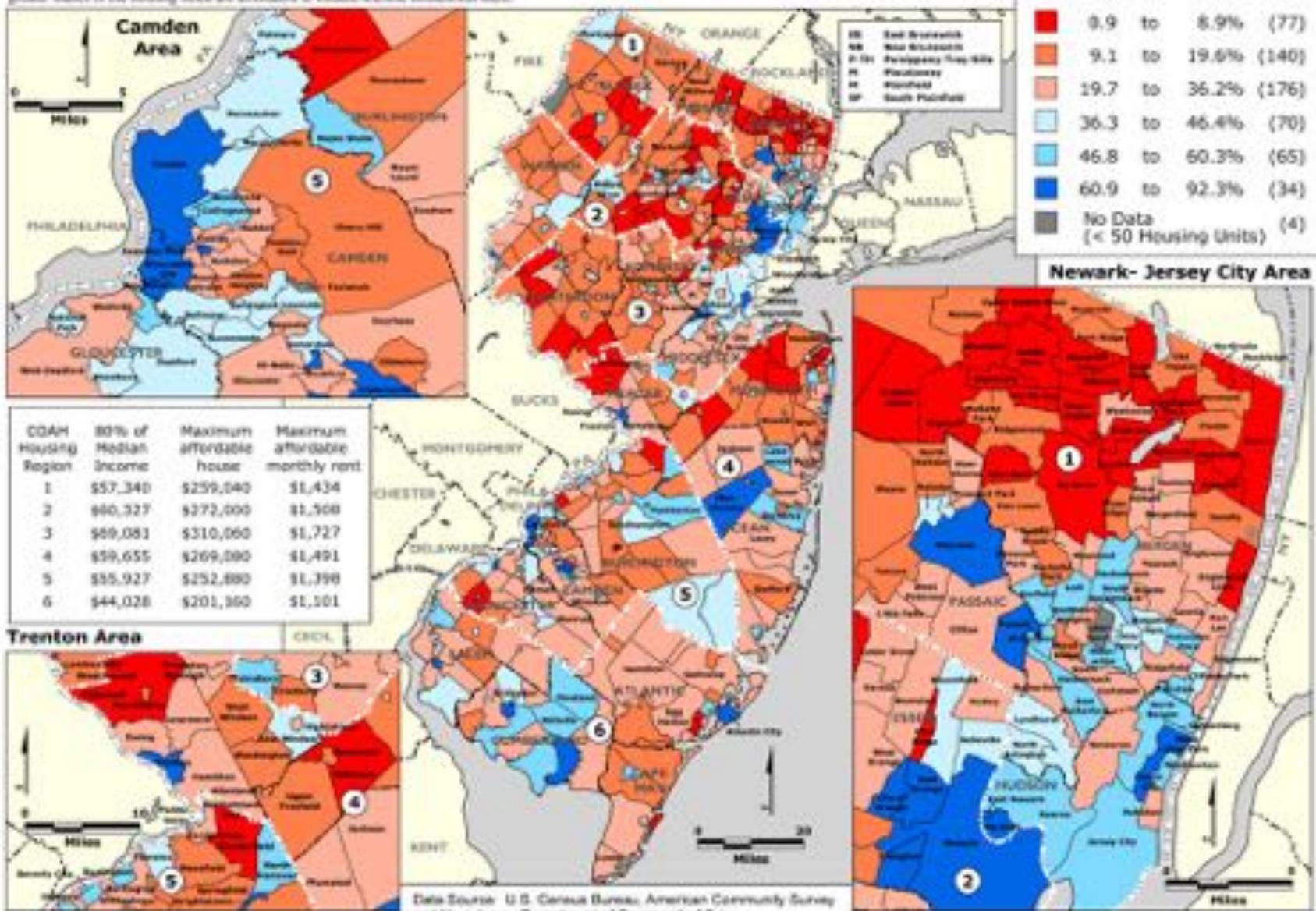
Trenton Area



Data Source: National Center for Education Statistics,
U.S. Census Bureau.

Map 1: NEW JERSEY: Percentage of Housing Affordable to a Household with 80% of the Regional Median Income by Housing Region and Municipality, 2005-2009

An even distribution of affordable housing gives people of all incomes greater choice in where they live, reduces the costs of dealing with poverty by ensuring that it is not concentrated in just a few places and increases the chances that people live close to their jobs. Each of the six New Jersey regions established by the Council on Affordable Housing shows significant variation in the availability of moderately priced homes and apartments, although affordable housing rates are highest in cities and distressed suburbs. The most serious imbalances are in Essex, Bergen and Morris counties. Many communities in this part of the state have very little housing—in many cases less than 50 units—that is affordable to even a middle-income household. Because housing prices in the north tend to be lower compared to southern, greater shares of the housing stock are affordable to middle-income households there.



**BUILDING
MULTI-RACIAL
CITY / SUBURBAN
GRASSROOTS POWER
TO DEFEAT JIM CROW
SEGREGATION AND ADVANCE
RACIAL INCLUSION AND
ECONOMIC OPPORTUNITY**

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*What can be done
And Why is New Jersey
special?*

Why is New Jersey Special?

1. New Jersey's severe level of segregation

3. Its legal history including:

- *Its unique constitutional provision against segregation*
- *Mount Laurel*
- *SFRA (School Funding Reform Act of 2008)*

3. We have rich history of organizing - including a recent history of grassroots multi-racial city/suburb organizing for racial justice and economic opportunity.

- *Fight for school funding reform*
- *RCA abolition*

How should it be done?

- **Take direct action** that will highlight and expose both the immorality and hypocrisy of our current system.
- **Identify who is responsible**, who benefits, and who is harmed
- **Don't blame the "segregated"** and don't paint all suburbs with the same brush.
- **Engage the self-interest of diverse middle and working class suburbs** and school districts
- **Don't back away from race** but don't forget class
- **Challenge the constitutional legality** of segregated schools in New Jersey

Promote a remedy that will be about “opportunity”

Opportunity for families and children in segregated districts

Support and Stability and for inclusive suburbs and school districts

Economic Growth and Fairness for the Regional and State

- **Consider COAH districts** and *not* counties
- **Use a strengthened SFRA** to incentivize inclusion and integration (at the neighborhood and district level)
- **Call for an “opportunity obligation”** on the highest capacity, lowest poverty and least diverse districts:
 - *an obligation to make “desks” available to minority, low income students from high-poverty segregated schools who choose to seek schools outside of their neighborhood.*
 - *based on per pupil fiscal capacity and level of racial and economic diversity of the district*
 - *Not New Jersey School Choice Program which is segregative.*
- **Provide logistical support and counseling** for students and families seeking to attend schools in an *opportunity districts*.
- Call for and support **pro-integrative regional magnet schools** in high poverty segregated districts. *Not more charters which are segregative.*

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Who will do it and how?

Call to action

Next Steps

Who should do it and how?

Lawyers and lawsuits are important but all successful civil rights struggles involved a combination of litigation and grassroots power

Organize: A multi-racial city / suburb, *self-interest* coalition

Target: From both segregated “urban” as well as increasingly diverse middle class suburban communities:

- **Congregations** – Traditional Black Church, mainline denominations, Pentecostals, Catholics, Jews, Muslims
- **Labor Unions** - public and private sector unions - Teachers as well as Bricklayers
- **Civil Rights** and racial justice organizations - old and new
- **Local Officials** - school boards, superintendents, mayors and local electeds

Raise Money: Mostly from your members and allies

Start Organizing

- Meet monthly to recruit and strategize
- Take action that *lights a spark*

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Who is in?

When is the next meeting?

Who else should be invited?

Who will do the inviting?

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Reception –
Gallery at the
James Kerney
Campus



Schools for the Colored

by Wendel A. White



Schools for the Colored is an extension of the ideas that formed the project *Small Towns, Black Lives*, in that it is a continuation of my journey through the African American landscape. I began making photographs of historically African American school buildings during the very first weeks of the *Small Towns, Black Lives* project more than seventeen years ago. In *Schools for the Colored* I began to pay attention to the many structures and sites that operated as segregated schools (making photographs of places where segregated schools once stood).

The project is a survey of the places that were connected to the historic system of racially segregated schools (broadly defined as "Jim Crow" segregation, in its various forms of *de jure* or *de facto* segregation) established at the southern boundaries of the northern United States. My particular interest is in the regions of the northern "free" states that bordered the slave states (sometimes known as the "Up-South," just over the line to freedom) as regions of unique concentrations of black settlements during the nineteenth and twentieth centuries. *Schools for the Colored* is the representation of my effort to memorialize these sites. The architecture and geography of American apartheid (Jim Crow), in the form of a system of "colored schools" within the landscape of southern New Jersey, Pennsylvania, Ohio, Indiana, and Illinois is the central concern of this project.

