



Lesson 4: Fifty Years Later

Students Handouts and Supporting Materials for Teachers

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Fifty Years After *Brown* Are We Living the Dream?

Fifty years after Brown v. Board of Education, do you think U.S. schools have achieved integration? Indicate whether you think each of the statements below is true or false.

- _____ 1. Students of color are more racially separate in U.S. schools today than they have been since Martin Luther King gave his last speech in 1968.
- _____ 2. Although Black and Latina/o students make up only one-third of the total U.S. school population, they typically attend schools where the vast majority of students are from their own racial groups.
- _____ 3. School segregation is growing for African Americans because they are living in increasingly segregated neighborhoods.
- _____ 4. Despite the growth of people of color communities, Whites still make up the majority of public school students in each of the U.S. states.
- _____ 5. The most segregated group in the nation's public schools is white students.
- _____ 6. Segregation of Asian students is increasing more rapidly than for any other group, especially on the West Coast.
- _____ 7. Throughout the 1990s and early 2000s, most states continued to show small decreases in school segregation.
- _____ 8. Due to the history of slavery and segregation in the South, southern states still lag behind northern states with regard to levels of school segregation for African American students.
- _____ 9. The three states with the largest Latina/o enrollments—California, Texas, and New York—are the most segregated states for Latina/os.
- _____ 10. The majority of segregated schools with mostly students of color face conditions of poverty.
- _____ 11. Desegregation efforts in U.S. schools have not worked and have only led to increased racial separation.
- _____ 12. Research has shown that desegregation has a positive impact on student achievement.
- _____ 13. Fifty years after the *Brown v. Board of Education* decision, most people no longer support the original goals of school desegregation.

Fifty Years After *Brown*: Are We Living the Dream?

ANSWER KEY

1. Students of color are more racially separate in U.S. schools today than they have been since Martin Luther King gave his last speech in 1968.

TRUE. According to data from the 2001-2002 school year, school segregation has risen to levels not seen since the late 1960s. The percentage of students of color enrolled in schools that are 90% minority or more has risen in at least 36 states between 1991 and 2001. In all, almost 7 million of the nation's 19 million black, Latina/o, Asian and American Indian children in 2001 were enrolled in public schools that were 90 percent or more students of color. This means that 35% of students of color are racially isolated in their classrooms.

2. Although Black and Latina/o students make up only one-third of the total school population, they typically attend schools where the vast majority of students are from their own racial groups.

TRUE. In 2001, Black and Latina/o students accounted for 33% of all public school students. Yet 72% of black and 76% of Latina/o students attended schools where at least 50% of the population was non-white.

3. School segregation is growing for African Americans because they are living in increasingly segregated neighborhoods.

FALSE. Housing became slightly less segregated for African Americans during the 1980s and 1990s.

4. Despite the growth of people of color communities, Whites still make up the majority of public school students in each of the U.S. states.

FALSE. Six U.S. states currently have majority non-white student populations: Hawaii (76% non-white), New Mexico (65% non-white), California (64% non-white), Texas (58% non-white), Mississippi (53% non-white), and Louisiana (51% non-white).

5. The most segregated group in the nation's public schools is white students.

TRUE. In 2001, white students attended schools, on average, where 80% of the student body was white. African American students are twice as likely, and Latina/o students are three times as likely, as white students to attend multiracial schools (defined as schools where at least three races are each 10% or more of the population).

6. Segregation of Asian students is increasing more rapidly than for any other group, especially on the West Coast.

FALSE. Asian students are the least segregated group. In 2000, 75% of Asian students went to multiracial schools, defined as schools where at least three races are each 10% or more of the population. (By contrast, only 39% of Latina/os, 29% of Blacks, and 14% of Whites went to multiracial schools). However, while Asian students make up only 4% of the total U.S. student population, they typically attend schools where 22% of the other students in their school are Asian.

7. Throughout the 1990s and early 2000s, most states continued to show small decreases in school segregation.

FALSE. Since 1996, all but two states have shown increases in segregation. Michigan and New Jersey have shown very small decreases (less than one percent in each state).

8. Due to the history of slavery and segregation in the South, southern states still lag behind northern states with regard to levels of school segregation for African American students.

FALSE. Southern schools show the greatest rates of desegregation. Since 1980, for example, Kentucky has had the highest ratio of black to white students. By contrast, most of the ten most segregated states are in the Northeast (New Jersey, New York, and Pennsylvania are the top three). In addition, six of nine Northeastern states have among the highest percentages of African American students in predominantly minority schools.

9. The three states with the largest Latina/o enrollments—California, Texas, and New York—are the most segregated states for Latina/os.

TRUE. In 2001, the average Latina/o student in Texas attended a school where white students made up only 22% of the population. In California and New York, the figures were 20% and 19% respectively. By contrast, the most desegregated states for Latina/o students were Wyoming, Idaho, and Utah, where exposure to white students ranged from 69% to 82%. Overall, however, Latina/os are the most segregated minority group in U.S. schools. The Northeast is rapidly becoming the most segregated region for this population.

10. The majority of segregated schools with mostly students of color face conditions of poverty.

TRUE. In 2002, almost half of the students in schools attended by the average black or Latina/o student were poor or near poor. The typical Native American student attended a school where roughly one third of the students were poor. However, less than one in five students in schools attended by the average white student was classified as poor.

11. Desegregation efforts in U.S. schools have not worked and have only led to increased racial separation.

FALSE. During the years that it was enforced, desegregation plans were successful in bringing students from different racial groups together. By 1981 every U.S. school system was less segregated than before desegregation was ordered. In addition, districts with the most extensive desegregation orders have shown the highest levels of long-term desegregation and some of the lowest levels of “white flight.” However, there have been significant increases in segregation as states have discontinued their plans in the past ten to fifteen years.

12. Research has shown that desegregation has a positive impact on student achievement.

TRUE. Studies have shown that desegregation is associated with enhanced learning, higher educational and career goals and positive social interaction among members of different races. During the era of desegregation, the graduation rate for students of color increased and the gap between white and “minority” test scores grew smaller, even as poverty and unemployment

worsened during the same period. The achievement gap has widened again throughout the 1990s, however, as segregation has increased.

13. Fifty years after the *Brown v. Board of Education* decision, most people no longer support the original goals of school desegregation.

TRUE and FALSE. Polls show a high level of acceptance and approval for integrated education and the desire for diverse schools. According to a 1999 survey, 68% of Americans believe that integration has “improved the quality of education” for African Americans, and 50% believe it has made education better for Whites. At the same time, however, polls show opposition to busing as a means to achieve integration and a preference for neighborhood schools even if they are only composed of one race. Many also believe that Blacks already have as much of an opportunity to receive a quality education as do Whites.

The following studies from The Civil Rights Project at Harvard University were used as a resource for this quiz:

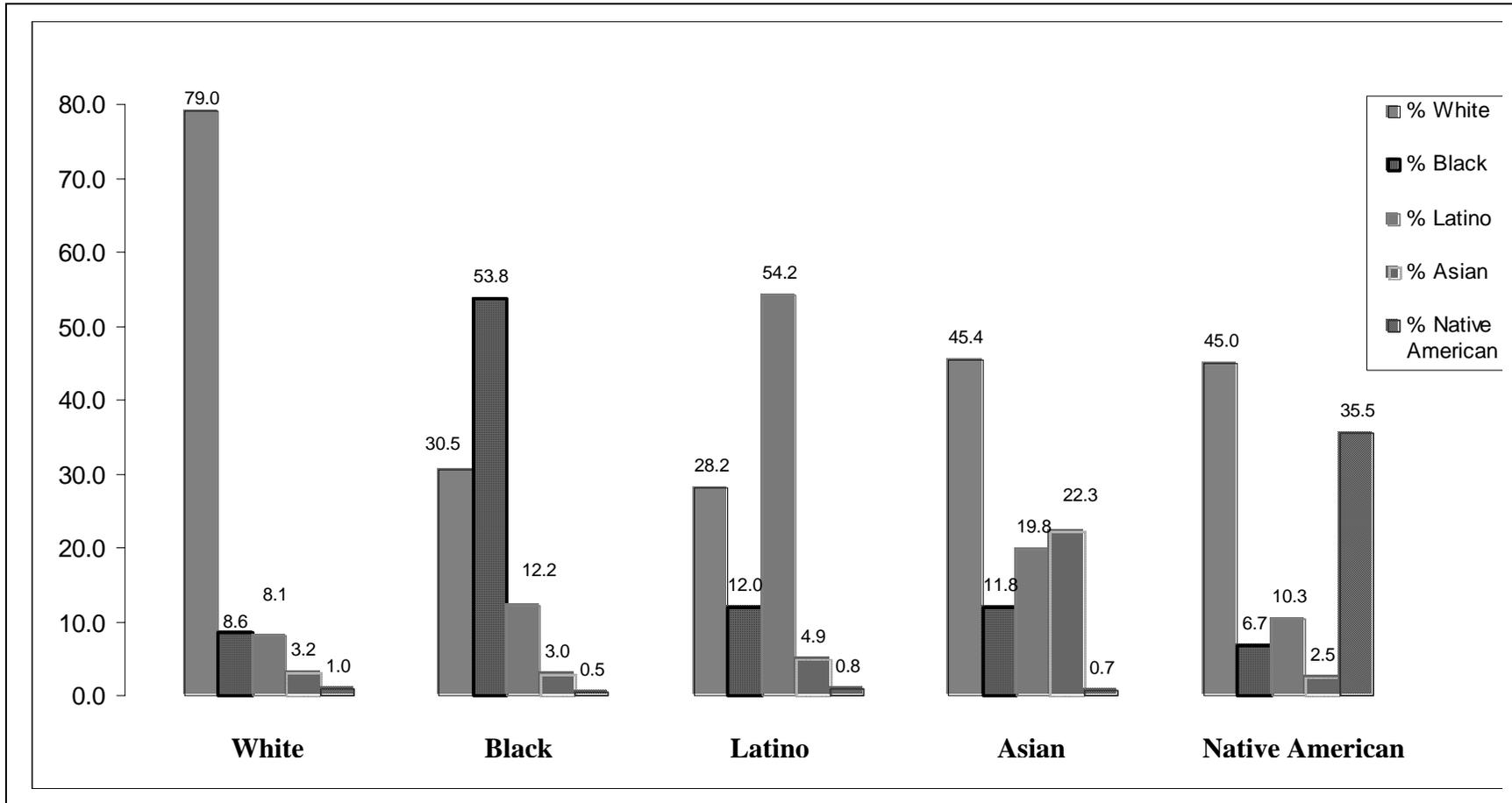
- *Brown at 50: King’s Dream or Plessy’s Nightmare? By Gary Orfield and Chungmai Lee (January 2004)*
- *An “Integrated” Theory of Integrated Education by John A. Powell*
- *A Multiracial Society with Segregated Schools: Are We Losing the Dream? By Erica Frankenberg, Chungmei Lee, and Gary Orfield (January 2003)*

School Segregation: Current Trends
Regular Public School Enrollments by Race/Ethnicity and Region, 2000 - 2001

| <i>Region</i> | <i>Total Enrollment</i> | <i>% White</i> | <i>% Black</i> | <i>% Latino</i> | <i>% Asian Pacific</i> | <i>% Indian Alaskan</i> |
|----------------------------------|--------------------------------|-----------------------|-----------------------|------------------------|-------------------------------|--------------------------------|
| South | 14,361,152 | 53.6 | 27.4 | 16.5 | 2.1 | 0.4 |
| Border | 3,478,610 | 71.0 | 20.6 | 3.3 | 1.9 | 3.3 |
| Northeast | 8,227,746 | 67.4 | 15.5 | 12.4 | 4.4 | 0.3 |
| Midwest | 9,837,237 | 76.3 | 14.4 | 6.0 | 2.3 | 0.9 |
| West | 10,785,326 | 50.5 | 6.6 | 33.0 | 7.8 | 2.1 |
| Alaska | 133,356 | 61.5 | 4.6 | 3.4 | 5.5 | 25.0 |
| Hawaii | 184,360 | 20.4 | 2.3 | 4.5 | 72.3 | 0.4 |
| Bureau of Indian Affairs Schools | 46,938 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| <i>U.S. Total</i> | <i>47,054,725</i> | <i>61.2</i> | <i>17.1</i> | <i>16.3</i> | <i>4.1</i> | <i>1.3</i> |

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School Segregation: Current Trends
Racial Composition of Schools Attended by the Average Student of Each Race, 2001 - 2001

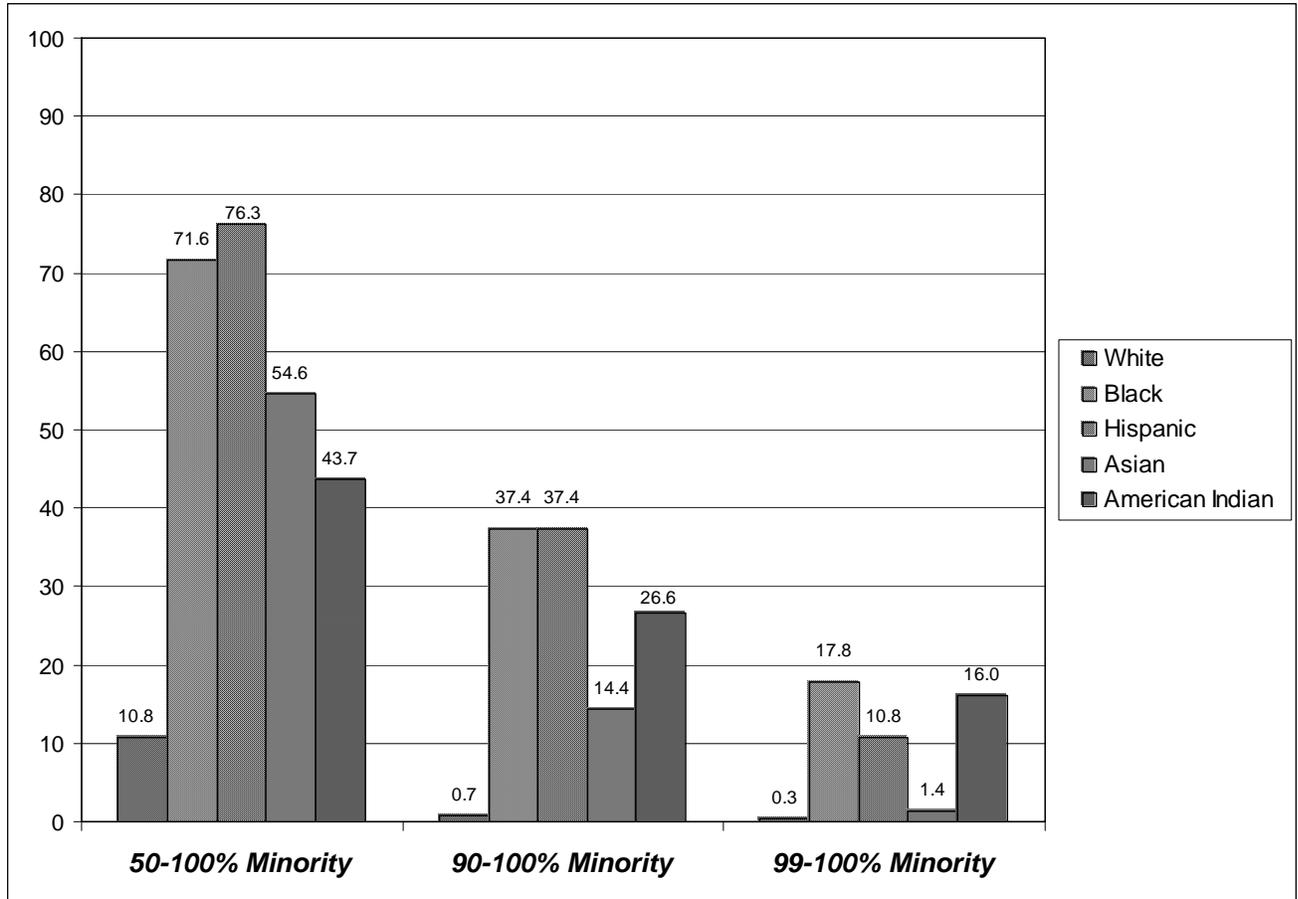


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School Segregation: Current Trends

Percentage of Students in Minority Schools by Race, 2000 – 2001

*A 50-100% minority school is one in which more than half of the students are people of color.
 A 90-100% minority school is one in which more than 90% of the students are people of color.
 A 99-100% minority school is one in which less than 1% of the students are White.*



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School Segregation: Current Trends
Percentage of Students in Multiracial Schools by Race, 1992 and 2000

Multiracial schools are defined as schools where at least three races are each 10% or more of the population.

| | <u>White</u> | <u>Black</u> | <u>Hispanic</u> | <u>Asian</u> | <u>Native American</u> |
|------------------|---------------------|---------------------|------------------------|---------------------|-------------------------------|
| 1992 - 93 | 7.8 | 16.3 | 26.6 | 41.0 | 16.2 |
| 2000 - 01 | 14.3 | 28.9 | 38.8 | 75.0 | 24.9 |

Source: 1992-3, 2000-1 National Center for Education Statistics Common Core of Data
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School Segregation: Current Trends
Percent Poor in Schools Attended by the Average Student by Race and Year

| <u>Percent Poor</u> | <u>White</u> | <u>Black</u> | <u>Latino</u> | <u>Asian</u> | <u>Native American</u> |
|----------------------------|---------------------|---------------------|----------------------|---------------------|-------------------------------|
| 1996-97 | 18.7 | 42.7 | 46 | 29.3 | 30.9 |
| 1998-99 | 19.6 | 39.3 | 44 | 26.3 | 35.1 |
| 2000-01 | 19.1 | 44.8 | 44.1 | 26.2 | 31.3 |

Source: 1996-97; 1998-99; 2000-01 National Center for Education Statistics Common Core of Data Public School Universe
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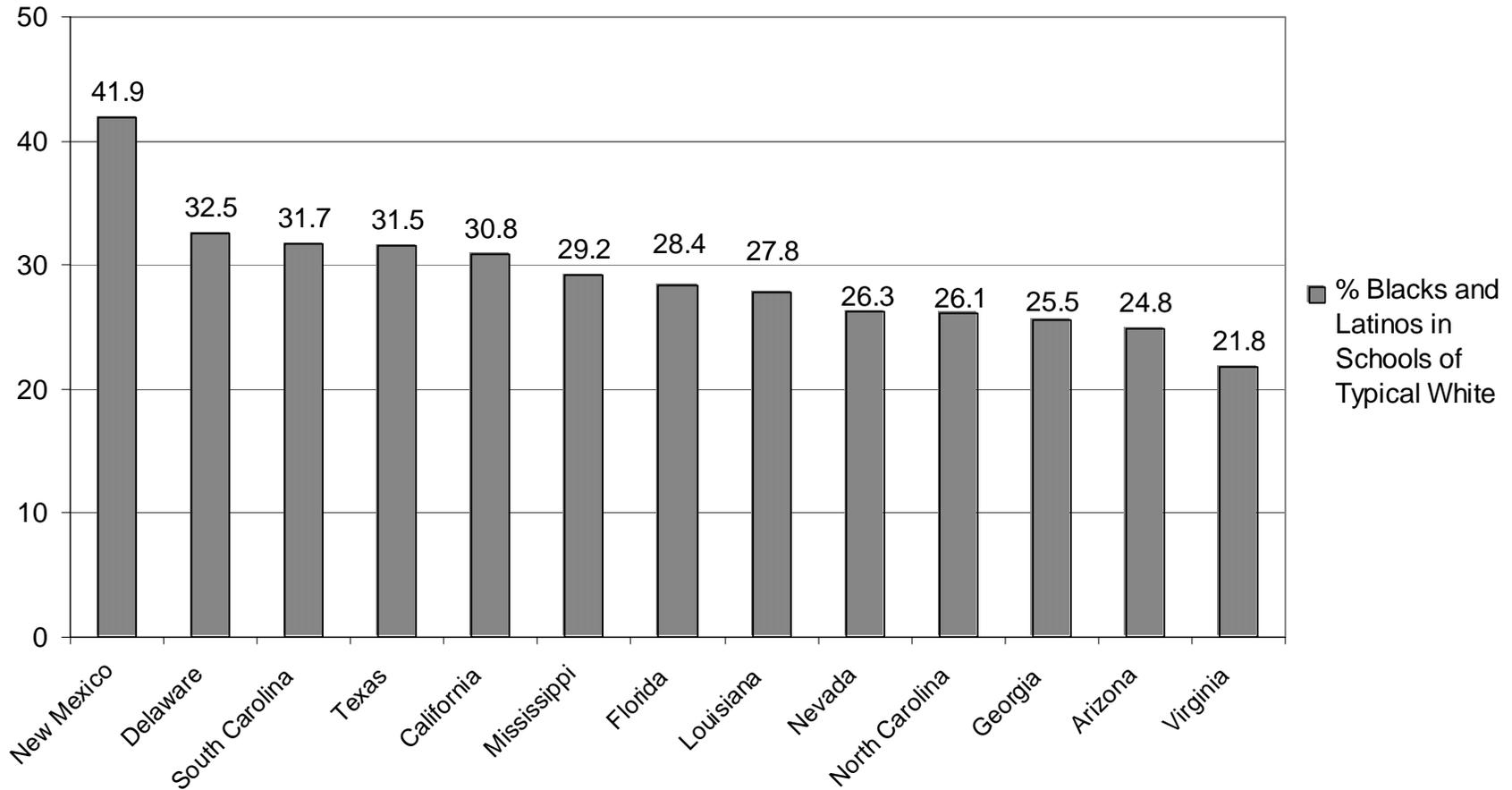
School Segregation: Current Trends
**Public School Enrollments of School-Age Population in Majority
 Non-White States by Race/Ethnicity, 2001 - 2002**

| State | Total Enrollments | % White | % Black | %Latino | % Asian | % Native American |
|------------------------|--------------------------|----------------|----------------|----------------|----------------|--------------------------|
| California | 6,108,071 | 35.0 | 8.4 | 44.5 | 11.2 | 0.9 |
| Hawaii | 184,546 | 20.3 | 2.4 | 4.5 | 72.3 | 0.4 |
| Louisiana | 730,816 | 48.7 | 47.8 | 1.6 | 1.3 | 0.7 |
| Mississippi | 493,509 | 47.3 | 51.0 | 0.9 | 0.7 | 0.2 |
| New Mexico | 320,260 | 34.3 | 2.4 | 51.0 | 1.1 | 11.3 |
| Texas | 4,163,447 | 40.9 | 14.4 | 41.7 | 2.8 | 0.3 |
| % of U.S. Total | 25.7 | 16.3 | 21.8 | 57.6 | 47.4 | 18.2 |

Source: 2001 - 2002 National Center for Education Statistics Common Core of Data
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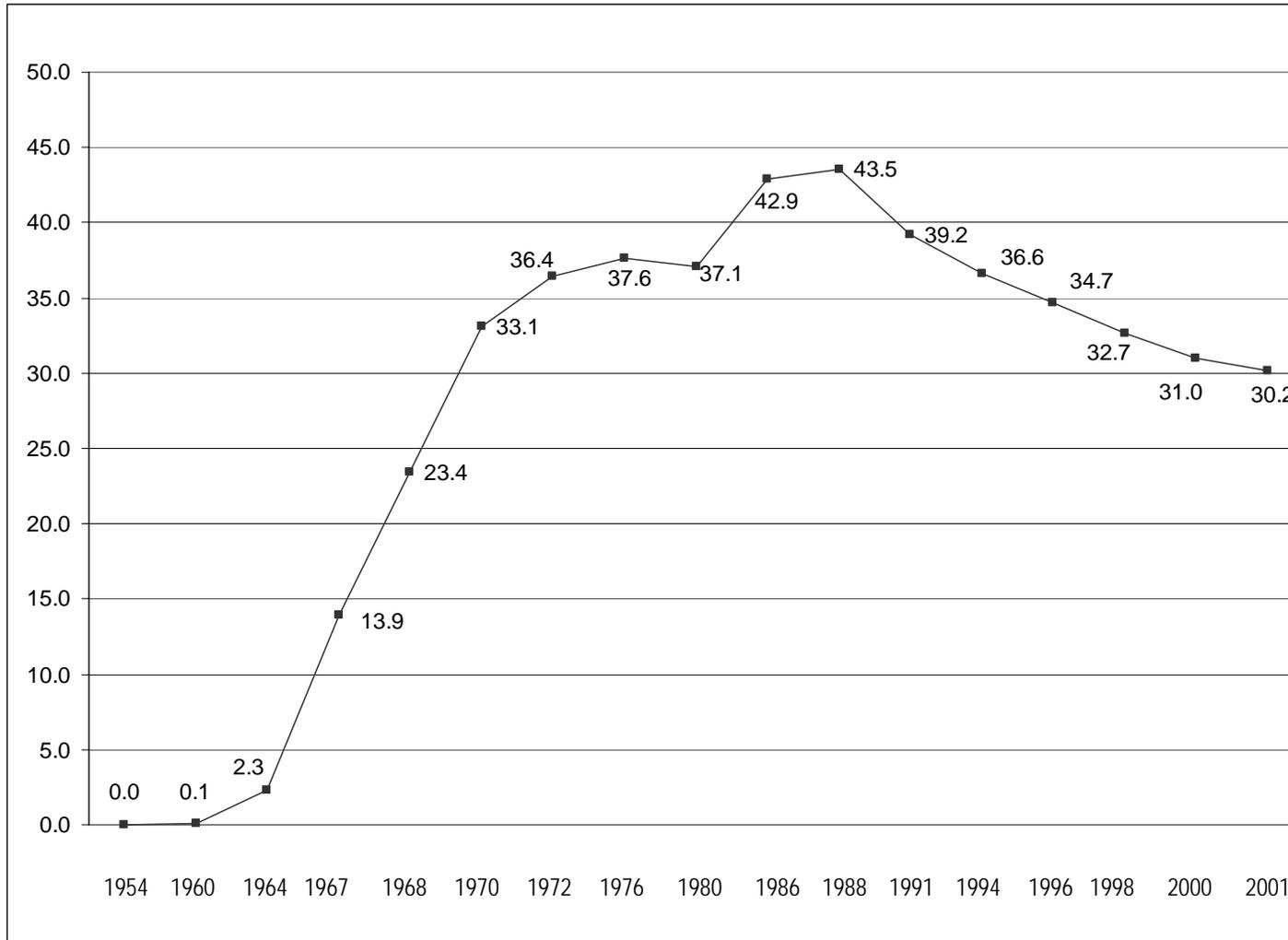
School Segregation: Current Trends

States with Highest White Exposure to Black and Latino Students, 2000 - 2001



Source 2000 - 2001 National Center for Education Statistics Common Core of Data Public School Universe
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School Segregation: Current Trends
Percent of Black Students in Majority White Schools in the South, 1954 – 2001



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School Segregation: Current Trends
Most Segregated States for Black Students, 2001 – 2002

| Rank | % Black in Majority White Schools | | % Black in 90-100% Minority Schools | | Black Exposure to White | |
|-------------|--|------|--|------|--------------------------------|------|
| 1 | California | 13.5 | Michigan | 62.7 | New York | 18.0 |
| 2 | New York | 13.9 | Illinois | 61.0 | Illinois | 19.1 |
| 3 | Michigan | 18.0 | New York | 60.8 | Michigan | 20.0 |
| 4 | Illinois | 18.0 | Maryland | 52.1 | California | 22.8 |
| 5 | Maryland | 20.8 | New Jersey | 50.8 | Maryland | 23.5 |
| 6 | Mississippi | 22.9 | Pennsylvania | 48.1 | New Jersey | 25.3 |
| 7 | Texas | 23.2 | Wisconsin | 44.7 | Mississippi | 26.1 |
| 8 | Louisiana | 23.2 | Alabama | 44.3 | Louisiana | 26.9 |
| 9 | New Jersey | 23.4 | Mississippi | 43.8 | Texas | 28.1 |
| 10 | Georgia | 27.2 | Louisiana | 42.3 | Pennsylvania | 29.4 |
| 11 | Connecticut | 27.4 | Missouri | 40.2 | Wisconsin | 29.6 |
| 12 | Wisconsin | 28.1 | California | 37.6 | Alabama | 29.8 |
| 13 | Pennsylvania | 28.5 | Texas | 37.3 | Georgia | 30.3 |
| 14 | Ohio | 29.8 | Georgia | 36.5 | Ohio | 32.6 |
| 15 | Alabama | 29.9 | Ohio | 36.0 | Hawaii | 32.7 |
| 16 | Massachusetts | 31.8 | Connecticut | 32.0 | Connecticut | 32.9 |
| 17 | Arkansas | 31.8 | Florida | 31.5 | Missouri | 33.4 |
| 18 | Missouri | 32.6 | Massachusetts | 25.3 | Florida | 34.7 |
| 19 | Florida | 34.4 | Arkansas | 21.5 | Arkansas | 37.1 |
| 20 | Rhode Island | 35.4 | Indiana | 20.9 | Massachusetts | 38.7 |

Most Integrated States for Black Students, 2001 – 2002

| Rank | % Black in Majority White | | % Black in 90-100% Minority Schools | | Black Exposure to White Students | |
|-------------|----------------------------------|------|--|------|---|------|
| 1 | Kentucky | 80.9 | Kentucky | 0.2 | Kentucky | 66.3 |
| 2 | Washington | 64.3 | Washington | 7.0 | Washington | 56.1 |
| 3 | Kansas | 54.5 | Delaware | 7.2 | Delaware | 51.6 |
| 4 | Nebraska | 54.2 | Nebraska | 7.4 | Kansas | 51.5 |
| 5 | Delaware | 52.7 | Kansas | 9.6 | Nebraska | 49.7 |
| 6 | Indiana | 46.2 | North Carolina | 11.3 | Minnesota | 44.3 |
| 7 | Oklahoma | 43.9 | Nevada | 12.4 | Colorado | 43.3 |
| 8 | Minnesota | 41.1 | Virginia | 15.6 | Oklahoma | 43.1 |
| 9 | Colorado | 40.9 | Oklahoma | 16.9 | Indiana | 42.5 |
| 10 | North Carolina | 38.9 | Rhode Island | 17.2 | North Carolina | 42.4 |
| 11 | Virginia | 37.1 | Minnesota | 17.7 | Virginia | 41.6 |
| 12 | South Carolina | 36.2 | South Carolina | 17.8 | Rhode Island | 41.1 |
| 13 | Nevada | 36.0 | Colorado | 19.4 | Nevada | 40.5 |
| 14 | Rhode Island | 35.4 | Indiana | 20.9 | South Carolina | 39.0 |
| 15 | Florida | 34.4 | Arkansas | 21.4 | Massachusetts | 38.7 |

Source: 2001 - 2002 National Center for Education Statistics Common Core of Data
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School Segregation: Current Trends
Most Segregated States for Latino Students, 2001 – 2002

| Rank | % Latino in Majority White Schools | | % Latino in 90-100% Minority Schools | | Latino Exposure to White | |
|-------------|---|------|---|------|---------------------------------|------|
| 1 | California | 12.4 | New York | 58.4 | New York | 18.7 |
| 2 | New York | 13.7 | Texas | 47.8 | California | 20.4 |
| 3 | Texas | 15.9 | California | 44.7 | Texas | 21.9 |
| 4 | New Mexico | 16.2 | New Jersey | 41.8 | New Mexico | 26.8 |
| 5 | Rhode Island | 20.6 | Illinois | 39.9 | New Jersey | 28.3 |
| 6 | Illinois | 24.8 | Vermont | 33.4 | Illinois | 28.4 |
| 7 | New Jersey | 25.3 | Florida | 30.6 | Rhode Island | 29.9 |
| 8 | Arizona | 26.9 | Pennsylvania | 27.4 | Arizona | 31.6 |
| 9 | Florida | 28.4 | Arizona | 27.2 | Florida | 32.4 |
| 10 | Connecticut | 29.5 | New Mexico | 27.0 | Maryland | 34.8 |
| 11 | Maryland | 29.1 | Rhode Island | 26.4 | Connecticut | 35.6 |
| 12 | Nevada | 35.3 | Connecticut | 25.6 | Nevada | 39.8 |
| 13 | Massachusetts | 35.3 | Maryland | 23.2 | Massachusetts | 40.0 |
| 14 | Pennsylvania | 35.5 | Colorado | 17.3 | Pennsylvania | 40.2 |
| 15 | Georgia | 44.0 | Massachusetts | 17.2 | Georgia | 44.7 |
| 16 | Colorado | 44.2 | Wisconsin | 16.6 | Colorado | 45.0 |
| 17 | Louisiana | 45.3 | Georgia | 13.4 | Virginia | 48.7 |
| 18 | Virginia | 46.8 | Nevada | 13.3 | Louisiana | 48.8 |
| 19 | Delaware | 50.0 | Indiana | 10.6 | Delaware | 51.0 |
| 20 | Kansas | 51.2 | Louisiana | 9.2 | North Carolina | 51.3 |

Most Integrated States for Latino Students, 2001 – 2002

| Rank | % Black in Majority White | | % Black in 90-100% Minority Schools | | Black Exposure to White Students | |
|-------------|----------------------------------|------|--|-----|---|------|
| 1 | Wyoming | 97.0 | Wyoming | 0.1 | Wyoming | 81.6 |
| 2 | Idaho | 92.2 | Utah | 0.2 | Idaho | 73.7 |
| 3 | Utah | 80.7 | Idaho | 0.2 | Utah | 68.6 |
| 4 | Oregon | 76.8 | Oregon | 0.3 | Oregon | 65.7 |
| 5 | Nebraska | 66.6 | Oklahoma | 0.5 | Nebraska | 60.4 |
| 6 | Oklahoma | 55.5 | Nebraska | 1.4 | Oklahoma | 52.8 |
| 7 | Washington | 55.1 | Virginia | 3.0 | Washington | 52.4 |
| 8 | North Carolina | 53.5 | North Carolina | 5.4 | Kansas | 52.1 |
| 9 | Kansas | 51.2 | Kansas | 5.6 | North Carolina | 51.3 |
| 10 | Delaware | 50.0 | Washington | 6.7 | Delaware | 51 |

Source: 2001 - 2002 National Center for Education Statistics Common Core of Data
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Case Study: Lamron County School District

Lamron County is a suburb of a medium sized Mid-Western city. In the 1800s, Lamron was a prosperous town due to the many grain and lumber mills built along its Central River. However, the development of new technologies and the Great Depression of the 1930s left the mill town depressed throughout the mid-1900s. Over the past thirty years, due to overcrowding in the neighboring city, many businesses and residents have gradually moved out to Lamron and a successful computer technology industry has taken hold. Today the county is a mixture of working class and professional people from diverse racial and ethnic backgrounds. Most recently, a small but growing community of Pakistani immigrants has made Lamron their home.

The 15,000-student Lamron school district has fifteen elementary schools, six middle schools, and three high schools. Roughly 70% of the district's students are White, 13% are African American, 11% are Latina/o, 4% are Asian, and the remaining 2% are multiracial or Native American. In the 1970s and 1980s, Lamron schools were part of a court-ordered desegregation plan, which required black and Latina/o students from the city to be bused into town. Many Lamron students (mostly white) were transferred out of their neighborhood schools in order to accommodate the new students and create racial balance. Though most of the community expressed their approval for diverse schools, they responded negatively to forced busing. Protests and school boycotts led eventually to a lawsuit, and in 1992 court-ordered desegregation in Lamron was ended.

Despite the opposition to forced busing and transfers, Lamron was successful in desegregating its schools. By 1988 no school was more than 60% White, and the few mostly minority (and mostly poor) schools that once existed were multiracial. Between 1975 and 1990, the achievement gap—or difference in test scores between white students and black and Latina/o students—became smaller and graduation rates for all students increased. However, following the end of mandatory desegregation, these trends slowed down and even started to reverse. Once city residents were no longer required to bus their children to the suburbs, most chose to return to local schools. The majority of Lamron families also went back to neighborhood schools rather than remaining in more diverse schools that were farther from their homes.

Today, Lamron schools are quickly resegregating. Two of the district's three high schools are more than 80 percent White. The third high school, in addition to being mostly Black and Latina/o, has more than twice the number of poor students. In addition, the shrinking achievement gap of the 1980s has started to grow again and there have been several racially motivated incidents involving local teenagers. The most recent clash occurred after several Pakistani students found graffiti on their lockers branding them "terrorists."

In response to these trends, the Lamron District School Board has proposed a new plan. According to the proposal, district lines will be redrawn to create three racially balanced "attendance zones," each with five elementary schools, two middle schools, and one high school. Students will be guaranteed a spot at a school in their attendance zone, but not necessarily their local neighborhood school. Under the plan, students may voluntarily transfer out of their assigned neighborhood schools if the transfers would improve or have a neutral effect on racial balance, but transfers that would worsen racial balance are prohibited. In addition, the long-term

plan calls for creating several new “magnet schools,” which would offer smaller class sizes and special programming that would encourage diverse enrollment. Attendance at these schools will be voluntary and the schools will maintain strict racial ratios of no more than 60 percent white students and no more than 40 percent students of color.

Lamron residents have had strong reactions to the plan. Some families have praised the effort to create inclusive schools and to overcome the barriers that divide local communities. Others have threatened to boycott the schools if their children are forced to leave local neighborhoods. Some residents feel that racially and economically diverse schools are the only way to achieve equal opportunity. Others feel that desegregation doesn’t work and that the answer is to put more resources into schools with minority and poor students. A series of community meetings have been scheduled so that local residents can learn more about the plan and express their concerns to school officials. A vote on the plan is expected before the end of the current school year.

Case Study: Lamron County School District Community Meeting Roles

Student of Color: You are a student of color at Lamron Central High School, which is 90 percent Black and Latina/o and has more than twice the number of poor students as the other two district high schools. If the proposed plan is passed, it is likely that you will be transferred to a school in another part of town that will require you to take a bus. There would be fewer students from your neighborhood in the new school—and fewer students of color overall—but you have heard that the new school has a brand new computer lab, better athletic facilities, and a greater number of students who go on to college.

Questions to Consider:

- What value, if any, do you place on remaining in your neighborhood and going to school with friends and peers from your own background?
- Do you think that the school system has the right to require you to attend a school outside your neighborhood in the name of diversity?
- Do you think integrated schools are worth striving for?
- Do you think that going to a more racially diverse school will make a difference in your grades and your opportunities for the future?
- Do you think that going to a racially diverse school will have any negative consequences?

White Student: You are a white student at Lamron Community High School, which is over 80% white and mostly middle and upper-middle class. If the proposed plan is passed, it is possible that you will be transferred to a school in another part of town that is not within walking distance. Whether you get transferred or not, your school will have at least twice the number of students of color as it does now, and a greater number of students from working class and poor families.

Questions to Consider:

- What value, if any, do you place on remaining in your neighborhood and going to school with friends and peers from your own background?
- Do you think that the school system has the right to require you to attend a school outside your neighborhood in the name of diversity?
- Do you think integrated schools are worth striving for?
- Do you think that going to a more racially diverse school will benefit you in any ways?
- Do you think that going to a racially diverse school will have any negative consequences?

Parent/Person of Color: You are a person of color with children at Lamron Central High School, which is 90 percent Black and Latina/o and has more than twice the number of poor students as the other two district high schools. While you like many of the teachers there, you have been frustrated by the overcrowded classes and outdated textbooks. If the proposed plan is passed, it is likely that your children will be transferred to a school in another part of town that will require them to take a bus. There would be fewer students from your neighborhood in the new school—and fewer students of color overall—but you have heard that the new school has a brand new computer lab, better athletic facilities, and a greater number of students who go on to college.

Questions to Consider:

- What value, if any, do you place on keeping your children in the neighborhood and sending them to school with people from their own background?
- Do you think that the school system has the right to require your children to attend a school outside your neighborhood in the name of diversity?
- Do you think integrated schools are worth striving for?
- Do you think that going to a more racially diverse school will make a difference in your children's grades and opportunities for the future?
- Do you think that going to a racially diverse school will have any negative consequences for your children?
- What are your greatest hopes and fears for your children and how does this new plan affect them?

White Parent: You are White and the parent of students at Lamron Community High School, which is over 80% White and mostly middle and upper-middle class. If the proposed plan is passed, it is possible that your children will be transferred to a school in another part of town that is not within walking distance. Whether or not they get transferred, your children's school will have at least twice the number of students of color as it does now, and a greater number of students from working class and poor families.

Questions to Consider:

- What value, if any, do you place on keeping your children in the neighborhood and sending them to school with people from their own background?
- Do you think that the school system has the right to require your children to attend a school outside your neighborhood in the name of diversity?
- Do you think integrated schools are worth striving for?
- Do you think that going to a more racially diverse school will benefit your children in any ways?
- Do you think that going to a racially diverse school will have any negative consequences?
- What are your greatest hopes and fears for your children and how does this new plan affect them?

Government Official: You are an official from the local government that represents the interests of Lamron County. You remember the desegregation efforts of the 1970s and 1980s, and all of the protests and violence that came with it. However, you are very concerned about the increasing segregation in Lamron and the racial mistrust that seems to be growing. You want to make sure that all students in Lamron have an equal opportunity to succeed, but you also want to maintain order and ensure that most of the voters approve of your actions.

Questions to Consider:

- Do you think that the proposed plan will ultimately promote increased understanding and better race relations in the community?
- Do you think the plan will lead to violence or increased racial tension?
- Do you think the plan will provide opportunity for Lamron's less privileged students?
- How is this plan different than the desegregation efforts of the 1970s and 1980s? Will it be more successful?
- How will supporting this plan help or hurt your reelection campaign?
- Are integrated schools worth striving for?

School Official: You are a local school official that represents the interests of the superintendent's office. You are concerned about the trend toward resegregation in Lamron schools, the increase in the number of racially motivated bias incidents, and the widening gap in test scores between white students and students of color. You want to put a plan in place that ensures the success of the greatest number of students and the least conflict among local parents.

Questions to Consider:

- Do you think the plan will ultimately reduce racial incidents or increase racial tension?
- Do you think the plan will provide increased opportunity for Lamron's less privileged students?
- In what ways do you think the plan will benefit white, middle-class students?
- How will this plan be more successful than the desegregation efforts of the 1970s and 1980s?
- Is this plan worth the unrest it might stir among local parents and the media?
- Are integrated schools worth striving for?

Community/Youth Group Representative: You represent members of local community groups concerned with youth issues, such as the YMCA and the Boys & Girls Clubs of America. You are troubled by the increase in segregation over the past years and the growing number of racially motivated bias incidents in the community. You are also aware of the greater levels of poverty that exist at most segregated minority schools and the limited opportunity for students at these schools. You want to make sure that all students in Lamron have an equal chance to succeed, and that poor students and students of color are provided with the resources they need to thrive.

Questions to Consider:

- Do you think that the proposed plan will ultimately promote increased understanding and better race relations in the community?
- Do you think the plan will lead to violence or increased racial tension?
- Do you think the plan will provide opportunity for Lamron's less privileged students?
- Are integrated schools worth striving for?