

Question 1: What does this data mean to you? Does it match or contradict your own lived experiences?

Table #	Response
19	<p>Parent of biracial children – accelerated classes</p> <ul style="list-style-type: none"> ● white parent - poor county; gifted early and but not later ● data reflects children’s experience, only one that was black/brown gifted children – only one that was student of color ● HS more challenging – didn’t know teachers <p>White parent – public, private, Christian schools</p> <ul style="list-style-type: none"> ● Jr High – had to transition in, ended up at private school, came from small school, AP centralized at Career Center ● From Rockville, MD - very diverse, including gifted; many challenges – drugs, bullying, brother dropped out ● Foster children... leading camps, Summer learning loss and summer activities and food insecurity <p>Data – bears out in classroom</p> <ul style="list-style-type: none"> ● Discipline data – not surprising based on experience ● Under-represented students of color in advanced classes – has been a problem for a long time
1	<p>Data matches; at first sight very surprised</p> <ul style="list-style-type: none"> ● Very different ● Data is confusing because so many AA principals/assistant principals ● According to video, we need instructors/staff who look like us (AA) to succeed but so many higher ups are AA and Black students are still failing ● AA administrators have improved achievement at Gibson, need teachers AA at AA schools ● Segregated schools not really reflected in data; very deeply embedded color line schools set up like caste system; more EC teachers are Black, exceptional as in ● “bad” AG teachers are white ● I knew it was bad, but I didn’t know it was this bad ● Why are AA teachers not in more predominately Black schools? ● Heartbreaking and county out if touch, good to declare it publicly ● Where is the money going into? How can we hold school board accountable?
[A]	Nothing recorded
8	<ul style="list-style-type: none"> ● Does not match experience of those at table ● teachers handled their own discipline, more ISS, expectations ● Data means times have changed ● Does match what their children in middle school are saying, no blacks in AG ● Data is shocking, why are we so slow, teachers aren’t trained the same way ● Achievement gap compared to teacher gaps ● What data people seem drawn to – academic, layer that with behavior data, where the data flows – which comes first ● Is there another data point we are missing? Why do children need to care and invest in themselves? ● What touchpoints are needed to make them (particularly black/brown boys) care
3	<ul style="list-style-type: none"> ● Brown people under the lens ● HS experience was evident of the information ● The decision makers are not the people represented ● College preparation for people of color is below the all student line ● Personnel people of color are under-represented ● Being inclusive and intentional starting at PreK level for future data

	<ul style="list-style-type: none"> ● Making PreK mandatory
12	<ul style="list-style-type: none"> ● Big disparity in races and uphill climb ● Represents societal problem – society devalues education “if you think knowledge is expensive, try ignorance” ● Cost of lack of education tremendous ● Yes – speaker and children (33, 26, 17) had good experiences ● Are my experiences, had low GPA, but turned around when I went to HBCU ● Have had to work with student and turned around ● Working schools where black students suspended more easily than white
20	<ul style="list-style-type: none"> ● Shows reality in a concrete way ● Makes it more real ● Matches own experiences ● What have seen ● People in social economic [distress] if community doesn’t have resources
[B]	<ul style="list-style-type: none"> ● Matches – AA behind, not surprising ● Parent involvement ● Not surprised – doesn’t contradict ● Make a difference by addressing court pipeline, changes whole life, hard to get jobs, can’t start a criminal record in school, need more active parenting, Daughter was targeted – work on this ● Support kids on not starting conflict, need to talk to kids ● Suspension is not a solution, other interventions ● Doesn’t surprise in the least, looked at education inequity, data is consistent and continuous ● Factors <ul style="list-style-type: none"> ○ There are institutional factors ○ Ways schools are organized, schools are segregated, deep structural - assignment ○ Concentrated poverty, poverty and race track together ○ Teachers worked too hard ○ System is failing children ● Unacceptable – it keeps going on ● Volunteer and good intension still don’t work
18	<ul style="list-style-type: none"> ● Need for early education – validates message and importance of 0-5 years ● Need to be move from theory of data to meaningful change ● Educator – data is not shocking – it is disheartening ● Students get disenfranchised – lose hope ● Looking at data – are resources appropriately allocated ● Data is unfortunate, not surprising ● Don’t know what to do with it ● Matches experiences ● Need for program assessments ● Resources are not necessarily the issue ● Need a plan, accountability ● Does not trickle down to classroom ● Don’t want to address race and inequity ● Assess students – resource needs
9	<p>Incredibly disappointing</p> <ul style="list-style-type: none"> ● Not surprising – we need to change, fear – it’s been this way for so long

	<ul style="list-style-type: none"> ● Talk, talk, talk and no change ● Data beyond the people in the room ● Where do we start to involve the people in the community ● Opportunities for youth – disadvantaged youth ● Community has to embrace ALL kids – 2.0 educate with the same as 4.0 ● Schools having a community heard meeting – parents felt involved, not only student and parents perspective ● Bridge the gap, how to allow parents to feel it's safe to communicate ● Teachers □---□ parents ● Help parents understand how to help parent hold schools accountable and schools hold parents accountable ● Got to come together to maximize our resources – holding others accountable ● Reach out and get the students that fell out/off of school ● One size does not fit all
21	<ul style="list-style-type: none"> ● Teaching schools in society major – none of this is new to me ● This is what you expect across the country ● Code switching – you can speak certain ways in certain settings, rather than just saying what is not appropriate ● Went to school in Wake county, NC, I wouldn't say that much of this applies to me, but would be interested to see what the data is there ● Went to predominately white HS, 20 minutes down the road things were totally different ● Ted Talk – Melodie Hobson ● Grew up in SoCal – diversity is different there ● Made it a point that after 3rd grade, it's difficult to catch up ● Options for youth - kind of like homeschooling – he transferred in and went kind of like a college dorm
17	<ul style="list-style-type: none"> ● Table member related to data about Achievement by race as the minority, she wasn't ready as a minority to attend college and navigate the system. Language barriers were hard. ● Where she grew up it didn't feel like the hood, she didn't live by the statistics. She was asking questions as a kid ● Social media feeds wanting to fit in ● Data on Enrollment in college vs completion was surprising. She grew up in California and moved to NC. In CA they never talked about college as the goal, the big goal was High school graduation. She moved to NC for school and She wasn't supported with information about how to stay in college and be successful and did not have access to good resources. The gap is surprising to her. The culture is different. ● Are role models helping? There are limited minority students that are thinking about being educators. Will we have enough teachers for kids when we are having them? ● We need to value teachers more. More valued, better pay, more and better teacher will be in the system working with kids and that should help the numbers. ● Teachers don't reflect the population of students they work with, there aren't many administrators of minorities. ● Counselors don't know how to help certain students. There isn't trust when they don't look the same

Question 2: Are you surprised by any of the data findings? Why?

Table #	Response
19	<ul style="list-style-type: none"> ● Not much was surprising ● POC in AP positions- higher rates that we expected, pleasantly surprised ● Demographics – overall vs. individual schools
1	<ul style="list-style-type: none"> ● No!!!! ● We hate choice – choice is a tool to perpetuate segregating schools
[A]	Nothing recorded
8	<ul style="list-style-type: none"> ● Yes – reading levels ● Surprised by state in movie ● 700 % more likely to be imprisoned ● Yes – DIBELS can't predict for black males – no correlation ● Teacher turnover rate in 3-5 ● Lots of discussion about reading
3	<ul style="list-style-type: none"> ● No one is surprised ● We live in the reality/world ● Listening to the needs and being proactive with results ● Northside – not a lot happening for your... ● Some programs that helped was Salvation Army Boys and Girls Club, so the Y... became a community/family ● Black Achievers has been a positive organization/group that provide college readiness, reach down to pull up ● AA company[??] crabs in pots
12	<ul style="list-style-type: none"> ● Not surprised by our data but surprised by one person's statement that Forsyth, 2nd worst in suspensions ● Teachers don't always know how to interact with black kids ● Does college completion include certificates and trade degrees ● College completion downplays trade skills ● Numbers that may look bad might downplay trade
20	Not really
[B]	Hispanic DIBELS has to do with language barriers
18	No
9	Nothing recorded
21	<ul style="list-style-type: none"> ● 20 years later we are having the same problem ● Lots of people from m graduating class left W-S ● Some people chose to be here, some have no other choice to but to be here ● Didn't realize nonprofits existed until I go to college ● Surprising that Hispanic/Latino students are so far behind – experience as educator shows that they are often the hardest-working students ● I'm part Mexican but don't always identify with that ethnicity because my experience is so different ● Very surprised at the disparity in school discipline – so AA students suspended compared to other races ● Wonder if it has to be with parent involvement
17	<ul style="list-style-type: none"> ● Technology makes it hard for some parents to be involved and help kids. Students don't have textbooks anymore. This is a barrier ● Surprised by the demographics of teachers in the district ● Upper level admins have less minority representation.

- This parallels the teacher demographics as well.
- Not surprised, these are not new problems
- Who is leading the change? How can we help?
- What can they do? Are there steps
- Policy is a barrier
- Frustrated and mad. Where are the other people, where is everyone, more should be here?
- There shouldn't be empty tables here
- We need to be the voice of this work
- What can we do to get more parents?
- Remember culture, do parents think the school is taking care of everything? (this was referencing Hispanic families and expectations). Schools need to get to parents in those communities not just students
- Looking for action and focus.
- Hard to change big picture, start small and go from there. Be transparent so we know what's happening.

Question 3: What role does our community play in the support and education of our youth? What role should community play?

Table #	Response
19	Nothing recorded
1	<p>Does</p> <ul style="list-style-type: none"> ● Too many silos; too many kingdoms not enough resources ● Why are we not funding the school needs better ● Too many white males deciding for too many people who aren't them <p>Should</p> <ul style="list-style-type: none"> ● Acknowledge white people privilege and learn from the white community ● Abolish choice – because it is set up to appeal to white community and white flight ● Stop using poorly managed parent involvement criteria ● PTAs and Booster clubs should not “own” school improvement; leadership needs to stand up for district not their own school ● Have more honest conversation, keep more diverse school board
[A]	Nothing recorded
8	<ul style="list-style-type: none"> ● Appreciated the video who pulled in stories about community organizations ● Working with YMCA and other providers (Imprints) ● Give more experiences ● Funders vs schools – outcomes ● Role of homework – by level- elementary, middle, high school ● Family/village ● Summer-slide – focusing on strong summer program and not daily homework
3	<ul style="list-style-type: none"> ● From the video, they mentioned village raising not happening, change the society perspective of what success looks like ● There are some behind the scenes working to help support the community, we need to evaluate what community needs, community of leaders need to walk in the shoes of students they serve ● Being more intentional on resources within community, one shoe fits all ● Being consistent with check-in
12	<ul style="list-style-type: none"> ● Forsyth missed out when RJ Reynolds and Hanes were big because both had programs that sent people to college and poured billions into area ● Businesses need to get involved with schools, replacing Reynolds and Hanes ● Schools need to reach out to businesses – especially trades (car mechanic, etc.) ● Guilford has program partnering with businesses teaching trades ● More avenues beyond just college, job training, shadowing ● WSPD has program allowing students to go to college – WSPD pays ● Winston organizations need to re-evaluate work and ensure programs have benefits/ensure foundations focus on different areas
20	<ul style="list-style-type: none"> ● Forsyth County is resource rich and collaboration poor ● Recreation programs are now charging ● Big projects but no funds for minority kids ● Parks and recreation ● Trauma training - Principals have to ask WS/FCS for money for trauma training ● Racial equity training ● Labeling and expectations

[B]	<ul style="list-style-type: none"> ● Language barrier for Hispanics – need more language programs ● Need to come together, community needs to provide more input ● How do we get whole community involved? ● Have meetings at schools ● Have ccc block of disadvantage people who don't have kids, changing messaging and why we engage, people tend to run away from it, people don't think their input matters ● People need to be more open ● Get kids involved in community
18	<ul style="list-style-type: none"> ● Criminalization of certain people ● Racial profiling ● Greater need for training, education around trauma ● Cultural relevance ● Not engaging the community in the conversation ● We don't reach it to engage the community ● We need to change the dynamic of ow we use the data - stop using 3rd grade reading to build prisons ● Data should engage us to find solutions
9	Nothing recorded
21	<ul style="list-style-type: none"> ● Video showed ideas for community outreach – not just helping the boys, but parents too ● Rec centers – need to serve the community ● Important that they recognized what the needs were and then went out and did something about it ● Double-edge sword – some people who need help are afraid to ask for it ● We need to ask questions – can be beneficial to jump into people's business
17	<ul style="list-style-type: none"> ● Every student is our student, it takes a village, how can we be that village ● Connect agencies, everyone is competing for funding ● System mapping would help connect agencies ● Bring services from the school to the parent ● The YMCA does a lot with literacy, Crosby, gear up as programs ● Without funding it is hard. Have to work area by area. How do we get involved, how can we help?? Give us steps, one at a time ● Work with the people who live there, help people get stuff done in their communities ● Numbers effect everyone

Question 4: *Where do you see opportunities for greater community collaboration with schools? What would be required to act on these opportunities?*

Table #	Response
19	Nothing recorded
1	Principals who stand with community instead of accusing communities of emotionally hijacking parents for speaking up against school decisions
[A]	<ul style="list-style-type: none"> ● United Way is a good start ● How it's important ● Sharing the stories – telling ● More volunteers to mentor ● More people that they can relate to, spend time with ● See people like “them” ● Helping families with engagement/using resources, understanding expectations ● Spanish students receive “additional” services (this give them a leg up) ● What services would AA need – they need to be asked what they need ● Close the gap ● Take services to them if they don't come to us ● Build trust
8	<ul style="list-style-type: none"> ● Involvement – make the “system” less intimidating, more inviting
3	<ol style="list-style-type: none"> 1. The need is so great, more afterschool programs should be required and District should provide transportation <ul style="list-style-type: none"> ● Partner with other nonprofit agencies, according to video, students who are a part of the ASP, re more successful 2. Making it easy/accessible for those who don't have transportation <ul style="list-style-type: none"> ● Figuring out how to get the parents participation with the programs ● Using resources that are currently available and free by making it known to students and parents ● Reaching out ● Looking at schools that have college prep test free especially for school struggling ● More college/career readiness opportunities ● Transportation and parents engaged
12	Did not complete
20	More funding
[B]	<ul style="list-style-type: none"> ● Getting more involved in community events ● Have desegregated spaces for interaction ● Kids like meeting people who are different ● Need less segregation
18	See #3
9	Nothing recorded
21	Nothing recorded
17	<ul style="list-style-type: none"> ● Side note – kept missing the bells...not loud enough. ● Goes back to the school system ● Goal is to help with the numbers, what can we do together? Help raise the numbers we can't do it by ourselves. ● We need to commit to the work. ● We are driven by the common goals ● What do we need to do to get that commitment from families?

	<ul style="list-style-type: none"> ● We need to work together – get people in the room ● We need action steps and what to do next.
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Question 5: *Has Beyond the Bricks caused you to think differently about equity through the lens of educating our youth? If so, how?*

<i>Table #</i>	<i>Response</i>
19	Nothing recorded
1	Nothing recorded
?	<ul style="list-style-type: none"> ● Identifying and naming the talent ● Yes – use alternative methods, One doesn't fit all, in reality and life one size does not fit all ● Made her think differently – starting younger in Kindergarten, how to fix it earlier in process ● 4th grade pivotal point – turning point/seeing shift, drawn into struggle not cool to be smart ● See programs that work/do need more of those things ● Transfer to smaller school worked better; get me hooked into learning, make it more fun ● Reach back and get them (the students) ● Validates work that TFPromise ● Loosing site of social, emotional connections ● “Teach the way the learn” of their not learning the way they teach, active participant learning process ● Think about the whole child ● Parent/EC educator – powerful ● Teacher, family educator – striking ● Parent/EC educator / Ex Team – urgent ● With United Way – impactful ● With Smart Start – hopeful ● They're people not just statistics ● Bias and beliefs
8	Nothing recorded
3	<ul style="list-style-type: none"> ● Confirmed the reality of what has been taking place for years ● We are starting to incorporate resources in schools to help students
12	Did not complete
20	<ul style="list-style-type: none"> ● Teachers need better training ● Afterschool programs are important
[B]	Nothing recorded
18	Must be able to see race – it is critical
9	Nothing recorded
21	Nothing recorded
17	Nothing recorded