Breakout Groups Central Digital Note Catcher

Synthesizing themes:

- Remove groups
- Name common themes, including "miscellaneous"
- Assign Letters to each bullet point, representing a theme, eg. Funding= F
- Group by theme
- 17 respondents named funding challenges as a major hurdle for advancing equity work
  - Example 1 quote
  - Example 2 quote
  - Example 3 quote
- Create new doc and link it here

[Link to Breakout Group Summary Report](#)

Breakout Activity 1

Reflect on the METCO 2.0 Vision Statement
Every student in a METCO district receives an inclusive, equitable and antiracist education.

Resonance & hopes: What excites you about 2.0 vision?	Concerns & obstacles: What do you see as barriers to 2.0?
Group 1A ● Focused vision and structure - Continued change ● Forward thinking - naming the issues and the barriers ● We can't allow ourselves to lower expectations of this program ● We can't lose focus on core purpose of the program (founding principles ● Desegregation vs. Integration in actuality ● Focus on belonging - start - not the end ● Idea that <u>all</u> students are METCO students	**Group 1A** ● Focus on need for "more data" ● Shared focus on proactive approaches vs. reactive approaches. ● Human nature - bias and prejudices ● Understanding of what marginalization looks and feels like at a human level. ● Challenges tied to mindset change needed to focus on actual integration vs. surface integration. ● Mindset change at systemic level necessary – ● Developing systemic approach ● Fear - what are we afraid of? ● Insular communities ● People in power (white people) need to be willing to share power
Group 2A ● Community outings and gatherings around cultural events in Boston ● Moving from desegregation to integration: bold vision and clarity regarding what it looks likes ● Listening to understand rather than listening to respond. Will	**Group 2A** ● More funding to METCO districts to cover initiatives/programming ● Moving forward also needs to include the community and all families in the district ● Dealing with systems that are based in unbalanced power dynamics

support students making real connections that will follow them. ● Focus on identity and bringing whole self to school ● Anti-oppressive focus ● Powerful vision statement (inclusive, equitable, and antiracist helps frame and shape the districts' work when strategic planning and articulating core values ● All students in a district are METCO students ●	and mindsets. ● Increasing funding is challenging in a time when initiatives such as METCO 2.0 are meeting resistance. How do you build coalitions to move the work forward? Need to empower the stakeholders who are not feeling empowered to commit to the work. ● Celebrate the idea of One METCO and common expectations while also making space for individual differences of districts. ● Helpful to have clarity about what it looks like, feels like, sounds like ● Talent development and retention. Could there be scholarships for METCO graduates to go into education.
Group 3A ● Not just for Boston resident students; it's for every student. ● Looking at the systems and structures, not the students as defective or needing to be fixed. ● Goal of greater consistency across districts about what it means to be a METCO district Placement protocols. ● We are one of the few remaining integration programs, so that's unique and inspiring. We've got to get this right! ● METCO HQ now provides more opportunities and resources than ever before (restorative justice through Suffolk, equity audits, etc.)	**Group 3A** ● "The students can't meet the high academic expectations. They are so far behind their classmates." Will be hard to shift teachers' mindset from a focus on "fixing" students to fixing systems. ● Students' home environments may have norms and expectations that are different from white, suburban schools. How are their cultural norms and expectations represented in the school and classroom? ● Teachers think they're helping Boston resident students by keeping them comfortable by keeping them in lower level groupings than their potential. Dysfunctional rescuing. ● Math tracking begins in Wayland in 6th grade. Wellesley abolished 6th grade tracking in math 30 years ago. Brookine and Newton start math tracking in 9th grade. ● The upcoming study will be data-rich. What are the areas of improvement? ● Teachers' emotional and professional bandwidths to do the identity work and professional development that is necessary. ● Greater cynicism about "DEI" and "equity" work. ● Teachers' resistance: "Why is it always about race? What about all of the other marginalized groups?" A-B requires SEED training (the district trains faculty/admin to be SEED trainers for in-district PD).
Group 4A ● Excited about bringing together different students for cross-cultural engagement ● Opportunities that are available to students in terms of college ● We do want change. What would the world look like if we really did work together, and really care about each other? What if we opened our hearts rather than having the me, min and no one else mentality. ● The excitement of being able to be moving in the same direction toward helping everyone belong and feel safe. ● Even if we disagree, we can disagree in a way that doesn't tear others down. We can still work towards improvement.	**Group 4A** ● Unwillingness for parties to see the problem and not wanting to have those difficult conversations. ● Challenge - if you're used to having the benefits, what is the motivation for you to want to give that up. IN diversity unless your child is an "other", unless you're part of a historically marginalized group, what's your true motivation for wanting things to change? ● People don't want to break out of their comfort zones. ● Sometimes the METCO experience can be very transactional. Our kids are expected to be the face of diversity. Want to see more suburban students visiting the METCO communities and collaborating with METCO students.

• More METCO students want to be in sports, they want to be in AP classes. Before they used to be afraid.	• Can count on one hand the number of students who have visited Boston/METCO communities - take up the opportunity to ride the METCO bus into the city • Don't think the founders expected METCO to still be present and needed 50-60 years later • METCO students should be able access resources and diversity in their own communities. But parents are trying to get their kids in Boston away from crime. • I'm here because I have to be as opposed to "I want to be" and normally it's the parents
Group 5A • An opportunity to create together a unified and consistent vision across the state on helping our students. • Student centered, has a lens of equity and inclusion. • A lot of strength in 33 districts coming together on one vision. • The WE of it all, the power of us all moving together. • There will be a roadmap for districts to follow and be held accountable to • The work isn't done, were still striving for new ways to impact our METCO Districts • Hopeful for the inclusion of our students in an already desegregated school system.	**Group 5A** • Lack of clarity, lack of resolve and courage. Identifying best practices. • 33 very different communities with different needs. Expectations are different across districts. Some districts have abundantly more students than others. • In each community, we are in different stages in this journey. • Bus drivers! Can HQ help districts with this initiative as all districts are struggling and creates an equity issue within districts. • How will districts be held accountable for their progress towards 2.0? • Measurable? • How to be sure that this isn't something that becomes performative • Everyone being on board. • Not having enough love.
Group 6A • The Challenge of taking the first step (not for the first time) to affect change • "Every Student" is what excites us - the whole community benefits when we think about every student benefiting • The idea of being transformative and not transactional • Experiences and Relationship based • The guarantee of inclusion for all kids which means all voices and all perspectives	**Group 6A** • Constructs of the school day and the limits of the schedule • The restrictions on faculty and staff time and union boundaries • The resistance to change - structural, institutional and execution of work • Culturally responsive curriculum and SEL • Satisfied with the status quo - "We're good"…people, schools, teachers, leaders, etc…. • Getting everyone at the "Table" and "On Board"
Group 6B • Change with movement is happening. However, METCO has existed for 50+ years. It hasn't been moving with change at the rate it is today. • Anri-racist education will bring together all students- common experiences for the uncommon • All families/kids feeling proud of being a METCO district •	**Group 6B** • Students are socializing in and out of school. • Tools for all educators to navigate anti-racist education for all…..Tackling uncomfortability • Staff/ ownership of the district. Students enrolled through the METCO program. Who communicates with families PD • Everyone isn't actually on board. The work is done best in numbers. Individuality can cause chaos.
Group 7A • Desegregation (bodies in the building) v. integration (belongingness)	**Group 7A** • Everyone in this room is on the same page on wanting DEIB efforts;

• All means all; not just METCO (in terms of access)....which conversations have been had w. parents • Excited for continued conversation	• going back to the district, it's not necessarily the case • Lack of awareness; difficult having people shapeshift (not interested in changing, improving environment for all) • Foundational in MA: will there ever be true integration? We're not talking about the systemic failure of not talking about integration. The implication of participating in METCO is that you have to move out of Boston to integrate and that there is an option to integrate (versus integration taking place at home). There was more genuine integration in the South whereas New England/Northeast was able to skirt the legal requirements • The timing of implementation of 2.0; there aren't people who are qualified to do this long term; finances that can sustain the programming/training; capacity issues • People have to make the internal commitment • We say it's difficult to find the time and resources but there needs to be readiness while students are still being brought in; we have to make sure that the soil is ready to be tilled; the urgency has to be created; there have been so many trainings already and the onus needs to come from the individual-level. Begin by taking the time to evaluate what is already in place. Money is always found throughout the year so the sense of need already has to be present
Group 8A • "Every" is focus, which means sub sep sped students, migrant students, homeless students, and the vision of inclusion includes METCO and we are a METCO district but allows us to double down on inclusion for all. • Common vision for all 33 districts can and will be powerful with common expectations • Consistent program components around which to strategic plan and fund with LOCAL funding the expected METCO program components • Components for belonging are stated and can be defined/for each local group and district in alignment to METCO expectation • Common vision and expectations/standards for every metco district • Positive impact this vision will have on our students, outcome is that students and families will feel valued and respected for who they are. • The way METCO program will evolve from merely "bringing in a bus program" but adding value to a receiving district. • "Every" kid is a mindset shift that is needed to realize the vision more powerfully	**Group 8A** • In our state, frequently changing district leadership–can pull the work back or require revision and it's a challenge (churn and burnout concern) • We want to promote our leaders of color from within but that often means they leave our METCO directorship roles and move to other roles • The leaders leading this work, esp those leaders of color often do not have the supports or buffer around them to avoid burnout and microaggressions • Not all stakeholders are ready for this change. • How do we use professional development and evaluation to hold people accountable for the work and the mission? It's not optional. • Figure out a way to engage those people who have "moved on" or are passive about the work. Yes, we are still talking about this. • Fighting the "revert back" to pre-George Floyd awareness, esp with white suburban families (males in particular) to keep the momentum of the work going • Can we operationalize this vision to the degree that we don't hire people unless they do this work and live it. • White leaders need to continue to have the chats and personalized coaching work with families, communities and staff who are not on board. • Are we really making space for our students and what they need to

	navigate as METCO students in suburban white districts? For our resident students of color? • Culture wars are squarely in our laps. Leaders and staff are on the line.
Group 9A • Equitable change • Vision for all 33 districts, unified voice in MA for this growth • Opportunity for everybody to revisit what the METCO program is about and what a METCO community is all about • An active mentality about "doing" rather than "being" •	**Group 9A** • How does the vision get internalized and how can we get to the work? • How do we maintain the individuality of districts (different sizes, each district's program has a different 'flavor')) while embracing a shared vision? Different communities are moving at a different pace. • How do we further support METCO directors? • How the message gets shared down the lines of communication? (METCO-Superintendents-principals-teachers-students/families) • How do we make the big ideas tangible and impactful for our students? (How do we translate the METCO 2.0 vision into student-friendly language and ideas) • How do we deal with the mindset for our Boston students that something is "wrong" with their own system/schools? How do we head off the deficit mentality? • How do we change the mindset of community members who feel like they are "doing METCO kids a favor" by having them in their schools? • To what extent is regression part of the journey? • Struggle for students figuring out who their community is? (Boston or is it the METCO district they go to)
Group 10A • The ability to get to this point is exciting • Having a unified vision "finally" and on the same page with same goal • The courage to name the challenges, naming the issues can now be discussed and worked on together, deal and find a way to improve • The opportunity to highlight the new vision and	**Group 10A** • How to make sure equity is really understood and not just a trigger word, and that it doesn't mean someone will lose out for another to gain (not a contest) • Equity isn't a dilution of academic excellence • Do we need to redefine equity? • Staff and students who don't recognize the "errors" of their ways or things are brushed off as not a big deal, when they are. • Accountability for student impact
Group 10B • Moving past symbolic/performative to authenticity/transformative • Integrating initiatives through a focus on equity • •	**Group 10B** • Pacing - enough people moving along to sustain the work over time • Ensuring the equity work is connected to students' experiences in the classroom / school • How to engage the community in the transformative work •

Breakout Activity 2

What roles can be played by different stakeholders?

Challenges in moving the METCO system to 2.0	*What roles can be played by HQ?*	*What roles can be played by METCO Directors?*	*What roles can be played by other District Leaders?*
Taking political risk	- Taking lead in making difficult statements and conversations - that may/will piss people off. - Stronger stance – funding & tie to Ch. 70 funding - Linkage to NEASC accreditation process - Tiered Focus monitoring - Link to METCO/equity - METCO accreditation of "member schools" - Training for School Committee members & Chairs annually - Annual joint trainings for leadership teams (like today) - Advocacy Day is not actually risky politically. HQ Lobbyist. - How can you rally the stakeholder who actually have the vote. - Use DESE as a vehicle to promote METCO and set criteria. - Build bridges between METCO districts and BPS. - Sponsoring research that shines a light on the issues. - Creating the framework (METCO 2.0) to communicate a clear vision and plan to member communities. - Provide districts w/ a list of best practices so we can	- Be careful - Need to have a role *with district leaders* - Partnership - It is risky to for a Director to make recommendations as to school and classroom environments that are supportive to SOC - Team approach and more collaboration with the districts (who's coming with me?) - Wants the message to come from supt and the dir should be behind the scenes - Can't be the voice of everything to do with diversity and equity - Speaking out and being honest about the real needs of Directors and Students. - Fix the broken systems, not the children. Show in town, school committee meetings, stores, community events and invite boston families. Offer training. Set expectations and evaluate - Be included in the admin conversations (central office and school based)...shifting from "admin" to "leadership" - The director takes political	- Be careful - Focus on development of foundational position on equity that transcends individual - Create layers of protection for METCO directors - Tied to SC members - Highlighting the - Superintendents will need to support SC in budgeting operational funds to fund criteria established through METCO 2.0. - Hard to stick to core values when constituencies and SC shift. - How to keep the work going in the face of a different environment and climate? - Get the work done and not get sucked in by the outside "noise." - Bring new ideas forward - Team approach - Lead with love and courage - Being clear and consistent so that things don't fall through the cracks - Diversity in hiring - Standing and owning the work. - Standing up to the school committee. - Standing in front and behind the leaders leading the work. - Stop waiting for approval - Understanding the needs of the Boston students and vouching for those changes outside the reach of the directors. - Offer training for a common planning committee. Time for reflective discussions - Name Core values of district - Be informed about the METCO program. The history/global within the district - DEI cannot just fall on directors - Leaders: all spaces for all learners and not using labels from the state to define the program or how funding is utilized. - Leaders: Does the district have to subside to give the students an equitable experience? - Professional Development for the community to understand the program.

	align best practices with what the data shows up. • Building a partnership w/ the Commissioner of Education/DESE. • METCO Inc. should be able to use information like METCO districts' being flagged for disproportionality of Black students in Special Ed. to fight for more resources. • HQ can be a convener of various stakeholder groups (i.e., superintendents, etc) to discuss specific operational issues. Sometimes we need to "get in the weeds" and brainstorm ideas, etc. • Anti-DEI movement happened very quickly post-George Floyd. Our public communication can sometimes slip us up. Should we do work "under the radar" to avoid public scrutiny? It's the internal work that affects the students. • Coming into the district to support some of the challenging school committee meetings - however it could be problematic politically - • Public about the work and initiatives being done in districts • Holding districts accountable. It's also DESE's responsibility. If those entities are separate, then implementation will be treated as such • MHQ should have criteria for schools, not districts, to	risks with families, colleagues, students, and community groups • METCO directors collaborate with other curriculum directors, department leaders in regards to PD, curriculum, practices, and policies. • Serving as the person to say how district policy, procedure and action actually impacts metco students and families • Being the mirror for the district of reflecting the student experience back to the district leadership and school committee • Highlighting opportunity gap and data	• -Open meeting conversations with SC, incite DEI and METCO into more conversations for shared work. Very specific about what work is • -roles defined in public settings with specificity

	accept students • Have conversation with parents of accepted students of what it means to be in majority white spaces (there's a need to combat internalized racism in New England) because METCO isn't the magic solution and will traumatize students-how to be upfront about what the experiences of students will be so they're not coming in with a certain mindset (I have to be here/it's unfair that I have to be here). You can't assume that parents know how to have these conversations • Bring in parents and school committees into the policies • HQ role: Providing resources and workshops for superintendents and School Committee members to continue their learning. Having qualified people to facilitate the learning for these partners. • HQ: Working with the legislature and how HQ can spend their monies from the grant without parameters. • Superintendents should support HQ with the legislature for funding. • Leaders: The district is subsidizing the program when the grant cannot sustain to build the capacity to give support to the students and families. However, how do we show the districts that the program brings value to the		

	- communities? - Fostering a relationship with DESE and asserting the priorities of METCO (as a program not a school) -today as an example, of the risk of HQ taking on the role of leading the work with structured activities, -SC meeting at HQ and how to prepare for this hard work (build connections, have hard conversations.. Et al)		
Mindset shift from fixing kids to fixing system	- Offering funding to do REI work with consultants like Darnisa and other - District training - Central locating of resources - Full time social worker - Clear understanding of how the school systems operate. - Equity audits of districts - Being present in districts. - Intentional collaboration with METCO Directors - District Leader, Hold districts accountable > METCO Directors should join the Data team. Provide ongoing Professional development for staff and towns. Online webinars outside of the school day. Take a look at the systems to -How can HQ help at the individual community level. - Participating in METCO INC meeting in Boston as a strong mindset shift. - Pooling funds to gain access to expertise to support leaders in "technical	- Recognizing and advocating from a strength based stance. - Make it safe for students to bring their whole identities to school. - Shift nomenclature from "host" family to "found" family. Events to bring folks together in the city and in the suburbs - Relationships and being harder on the system and softer on the people - Need to include as many people when talking about policy and knowing what the 2.0 vision is - Listening to all the voices - Using the word re-imagine instead of "fix" - Communicate what their real needs are. - Participate. Feedback in success - Shifting mindsets - Are we empowering METCO directors to influence change at the student level - Pooling funds to gain access to expertise to support	- Recognizing and advocating from a strength based stance - Help different populations understand the nuances and rhythms of urban and suburban communities - Support classroom teachers in reimagining what learning looks like by visiting urban schools - Policy change - Shifting and creating policies that are directly engraved in diversity and inclusion work. - Reimagine their districts without a biased lens - Provide resources. - Devotion. Part of training, feedback in success -PPPs, program of study, and schedule, and include these concepts into PPP to ensure equity - Pooling funds to gain access to expertise to support leaders in "technical guidance" related to the kinds of data we should be looking at for individual kids, groups, et al, and then using that data to drive change through barrier identification

	guidance" related to the kinds of data we should be looking at for individual kids, groups, et al, and then using that data to drive change through barrier identification	leaders in "technical guidance" related to the kinds of data we should be looking at for individual kids, groups, et al, and then using that data to drive change through barrier identification	
Defining and having districts and communities own "antiracism"	● A resource - give opportunities and grants ● How do we do this work so it's not a stand alone ● Love ● Share METCO data at PD days, IEP, Discipline, grades, AP courses, attendance and college options. Training. ● Continue to help define, lead difficult conversations and build connections ● Getting from talking about the work to doing the work.	● Combatting assumptions and fear with connection and understanding. ● Listening and learning - celebrating each other ● Have a Boston based parent on the school committee (liaison title) ● Connect people ● Do we have a shared visit on the value of this work and what anti racist practices really look like. ● Getting closer to our students.	● Cost-share for roles and role share. ● Be vocal about the why ● Communicate the core values so people don't feel surprised ● concept of town-district wide forum to ensure shared understanding of AntiRacism definition, meaning, shared responsibility and all have experiences that drive outcomes ● Helping to remind everyone that we need to know each other and the kids personally, before we expect change.

Breakout Activity 3

What do people need in order to play these new roles?

	What does HQ need?	What do METCO Directors need?	What do District Leaders need?
Own learning	● Visit the districts and see the learning ● Training on how school committees run and different stakeholders. ● Need to know the culture of the district ● Create an MOU with each district? ● - Direction and	● Mentor and a network of supportive peers ● Self preservation ● Self care ● Reassurance that it's a team ● Role clarity - METCO director is not the ● Direction and development	● Mentor and a network of supportive peers ● Identifying the difference between sparks that start fires and those sparks that are the intelligent info to allow for more comprehensive leadership

	accountability ● More support from HQ	opportunities from HQ ● Identifying the difference between sparks that start fires and those sparks that are the intelligent info to allow for more comprehensive leadership	● Ensure staff have high quality experiences and PD to support the work ● -time to help develop kids' needs outside of academic rigor. (whole child) ● Make sure they understand the experiences of staff in key roles, making space for conversation, and helping to understand the needs of others and how those needs drive change for kids ● -How to message the messages
Support from others in the system	● Would be beneficial for districts to sit at the table with HQ folks during discussions like these ● Buy in ● Time-line ● Hold a forum in each district/town - community conversation ● There is a lot more that could be shared from the parents and directors from other districts ● Support from DESE	● Willingness ● An exemplar of a district that has implemented 2.0; what are actionable steps? Something that is tangible from HQ around requirements ● Shifting the mindset of how people view the director. ● Move from firefighter to architect of district action ● Be considered 'real' administrators by everyone in the district ● Collaboration with neighboring directors ● Opportunities to share hosting job alike meetings	● Move from firefighter to architect of district action ● Full understanding of exactly what the METCO program is
Co-own and co-do with one another	● Matter of the fact communication that is open, honest and timely ● Campaign ● Getting message	● More clarity and coordination between HQ with open communication and two-way support	● How do we connect with families

	disseminated
	● FInding out how many
	  school committee
		● How do we connect with
		  families	