Audience Written Comments
Panel: Social Equity and Inclusion in Education Policy
Advancing the Human Condition Symposium
Thursday, November 30, 2017

We distributed notepads and pens to all tables and encouraged audience members to jot down any thoughts they had regarding the most critical issues to be addressed by education policy research into social equity and inclusion as they listened to or interacted with the panelists. Below are the transcribed comments.

- The need for policy change
- How many schools of education are requiring [equity/diversity] training?
- Our system is doing what its designed to do – we need a new system
- Integration in droves
- *Lived experience*
- Not just this [MCPS] administration – they have been there – it's just being opened to the light
- I'm interested in the idea that more spending does not equal better test scores – very important to pursue – we typically think pouring $$ in fixes problems
- Is human connection more important than $$ spent on technology, etc.?
- [can't read] many teachers and adm are afraid of students
- "It's a wonderful place to live but we can't seem to keep our minority teachers here." – means we need more change to make our communities more welcoming, generate critical mass
- Wow – do we generate the kind of community in which people want to live?
- How do we effectively raise voices and lived experiences?
- How do we hold people in power accountable to ensure that the environment will continue to change, not just continuously, but exponentially?
- How do we rescue lived experiences from data?
- Evidence-based policy-making is crucial, but evidence does not equal data. The quality of the data also has be taken into account.
- Policymaking is important, but when it comes to equity, policy doesn't automatically filter down to the local and school level.
- We need data *about* schools, but students shouldn't be treated *as* data.