

- Dedicated people with a sense of clarity about the needs of students, and community now and in the future
- Courage to do what needs to be done- , regardless of political correctness or implications.
- Belief in the possibility
- Look at best practices
- Trust and respect must come first

INTERPERSONAL

- Celebrate/noticing where the work is having an impact, build momentum
- Keep working to build a shared vision, and shared process
- Make room for all voices → empowerment
- Same/equal expectations of all students
- Shift our mentality from a place of scarcity to a place of knowing there can be enough for all of us.
- Every conversations introduce selves so every participant feels safe ways to share
- Make sure teachers and feel part of the process,
- Support staff--all have insights, and knowledge to share
- Time being willing to create the time, and space for mindful discussions
- Clarity about the needs of our students, and our communities, for now and in the future.
- Consensus
- People can articulate concerns and fears in safe environments
- Strengthen proactive communication

INSTITUTIONAL

- Public schools look more like private schools, small classes, whole child art.
- Changed content also reflected diversity.
- Structures in place for engaged learning, community to guide education.
- We need a shared vision of where we really are now on issues of quality, and education. We need to commit to educating all children.
- Create more programs to bring parents into the school system in culturally sensitive ways.
- A sustainable way to include working parents in identifying problems and solutions
- Make changes gradually
- Manage process of change
- Within organizing efforts keep people informed
- Money to support change, and to bring our powerful dreams to reality
- Commitment to make change,

- Time-- being willing to create time, and space
- Money
- Commitment and power to make change
- Pay higher taxes
- Corporation's contributions
- Willing to experiment with different models
- You have to make it ok to fail
- Change how decisions are made—more input from parents and communities, students and families
- Appropriate and adequate resources equitable distributed across the system
- Collective commitment to quality education for all kids—across city and suburbs, state and society
- Insinuation of market forces into schools must be reversed. TV's in schools, Edison Project. Ultimate goal is to privatize the public school system.
- Structural innovation that acknowledges the importance of relationship between the teacher and student and student's family
- Publicity
- Monthly short email reminders work
- Report successes

CULTURAL

- The political will of white people. The lack of apathy on the part of too many families of color. They need to organize.
- Safe place for all stakeholders to share ideas, and concerns leading to teaching students based on their realities
- Education of cultural history of African American
- Dedicated people from all walks and levels of life. This is tied to commitment
- Being culturally informed and aware, realizing that culture shapes peoples perspective on life and community
- Acceptance about the reality of history (that events took place)
- Common meeting space for gathering of like-minded people
- Being culturally informed and grounded.
- Committed and engaged urban educators and administrators (not careerists and opportunists)
- Educators would be from and drawn on traditions of diverse peoples