



Racial Equity & Social Justice Committee Meeting Transcript

December 2, 2021

THE CHILDREN'S TRUST SOCIAL JUSTICE AD HOC
SUNSHINE MEETING
VIRTUAL MEETING VIA ZOOM

The Children's Trust Social Justice Ad Hoc
Sunshine Meeting was held on December 2, 2021,
commencing at 3:30 p.m., Virtual Meeting via Zoom.
The meeting was called to order by Tiombe Bisa
Kendrick-Dunn, Chair.

COMMITTEE MEMBERS:

Tiombe Bisa Kendrick-Dunn, Chair
Pamela Hollingsworth, Vice Chair
Dr. Magaly Abrahante
Dr. Daniel Bagner
Dr. Dorothy Bendross-Mindingall
Constance Collins
Richard P. Dunn II
Lourdes P. Gimenez
Marissa Leichter
Mark Trowbridge
Karen Weller
Annie Neasman
Valrose Graham

1 STAFF:
2 Aundray Adams
3 Bevone Ritchie
4 Carol Brogan
5 Danielle Barreras
6 Erin Poitier
7 Imran Ali
8 Jacques Bentolila
9 James Haj
10 Jennifer Moreno
11 Jennifer Ulysse
12 Joanna Revelo
13 Juana Leon
14 Juliette Fabien
15 Kristin Hart
16 Lisete Yero
17 Lori (Katherine) Hanson
18 Michelle Lopez
19 Muriel Jeanty
20 Nataliz Zea
21 Rachel Spector
22 Sebastian del Marmol
23 Sheryl Borg
24 Stephanie Sylvestre
25 Susan Marian

1 STAFF (Continued):

2 Tatiana Canelas

3 Trisha Barnet

4

5 GUESTS:

6 Rev. Charles Dinkins

7 Brandi Webster

8 Angela Blizzard

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PROCEEDINGS

(Recording of the meeting began at 3:30 p.m.)

MS. KENDRICK-DUNN: Okay, so good afternoon, everyone. Thank you all for being here today. We are going to officially start our Racial Equity Social Justice Ad Hoc Committee meeting. So welcome.

We're going to pull up the agenda. And so, again, I just want to say thank you to all of you that are here, that have taken the time today to be here. And I want to thank, also, this wonderful committee, and also the staff for making sure that we're staying current with this initiative.

So at this time I'm going to ask Muriel if there are any public comments?

MS. JEANTY: We have one person who wants to make a public comment, Mr. Reverend Charles Dinkins.

MS. KENDRICK-DUNN: Okay.

MS. JEANTY: Juana, can you move him over? He's there.

MS. LEON: Okay, Reverend Dinkins, you can go ahead.

MR. DINKINS: Okay, thank you. My name is Charles Dinkins, I'm a property owner in Opa-Locka, 1141 Kasim Street, Opa-Locka, and a property owner in Liberty City, 2171 Northwest 56th Street. As a matter

1 of Equity and Social Justice in the effort of fighting
2 for a just society against racism, The Children's
3 Trust can be and should be the genesis of this
4 movement within Miami-Dade County. Equity and Social
5 Justice require systems to change. The Children's
6 Trust is a youth development funding system. The
7 system itself promotes social justice and inequality
8 in its practice as an agency. You ask where I
9 suggest, I suggest the current system of
10 reimbursement. The reimbursement system restricts
11 local communities and their ability to address their
12 community needs based upon the ability to float a
13 project's budget and not sound science methods. The
14 reimbursement system limits the ability to respond to
15 it's indigenous community needs much like redlining
16 does to communities.

17 The community itself in its structure -- the
18 system itself in its structure creates unnecessary
19 obstacles for communities to develop a resourceful
20 village for children to live and grow. The village is
21 a village to assess its needs on the reimbursement
22 system is limited by its financial capacity to
23 floating the budget of this comprehensive community
24 strategy. Direct services are great, however,
25 communities need strategies that address the needs of

1 children across appropriate stages of youth
2 development.

3 The goal is to improve wellness among youth and
4 the community based agencies are the mechanism for
5 goal attainment where another social injustice occurs.
6 The communities greatest at-risk for the anti-social
7 behaviors among youth are less capable of floating the
8 budget necessary to develop comprehensive well
9 integrated strategies to address this community level
10 needs. The reimbursement system is a handicap to
11 these communities in that way. And secondly, not all
12 communities are the same, nor do they manage life in
13 the same value system.

14 Per The Children's Trust staff, the Trust
15 purchases services from community based providers.
16 They services providers are viewed as community
17 experts. However, upon review of the information plan
18 -- implementation plan, there's no evidence of
19 community voice or community prevention, intervention
20 professionals having significant input. The current
21 process in high risk communities provide individual
22 agencies with funding that does not build the
23 communities prevention and intervention
24 infrastructure, nor does it build a community economic
25 capacity which can be accomplished through youth

1 development.

2 The village is a system of care. Many say and
3 believe it takes a village to raise a child. But when
4 we review the Trust implementation plan and the Trust
5 agency budget, the implementation plan and the budget
6 in its framework to reduce social justice and to
7 provide equality in our communities are not aligned.
8 So, in fact, the budget appears to be an opposition of
9 the Trust Equity and Social Justice statement by its
10 practices. If these high risk communities of high
11 importance, as it should be, it should be also
12 evidenced in the Trust budget. One line item we set
13 for example is where the community planning could
14 occur is in the program of family and neighborhood
15 supports. As a line item, on the budget for budget
16 year 2021 and budget year 2022, it is the only item
17 that showed no increase.

18 In the April 21 summary of board priorities
19 action in the Racial Equity and Diversity Inclusion
20 plan, the plan does not include a community voice or
21 community participation until the future. If we are
22 the community experts, then the community should be a
23 part of the process from its inception. The Liberty
24 City Together for Children Protecting Youth Committee
25 is positioning clause to provide a community process

1 that use youth prevention as a guide to determine risk
2 and protect the factors of individual communities and
3 lends itself to the development of comprehensive
4 strategies.

5 Dr. Martin Luther King did not facilitate
6 American Civil Rights policy to change by force. It
7 was his appeal to the conscious of fair minded
8 American people. This is my quest today. I labor to
9 make an appeal to fair minded American people. Thank
10 you.

11 MS. KENDRICK-DUNN: Thank you so much for your
12 public comment.

13 Muriel, do we have any additional comments?

14 MS. JEANTY: No, Madam Chair, no more other
15 comments.

16 MS. KENDRICK-DUNN: Okay, thank you. And so now
17 at this time I want to introduce Stephanie Sylvestre.
18 We're going to take a look at, a review of the
19 implementation plan.

20 MS. SYLVESTRE: Thank you, Tiombe. So first of
21 all, I believe everybody, all board members are aware
22 as of January 4, I'll be transitioning out. I'll be
23 transitioning from The Children's Trust. And we have
24 been working diligently for the last almost year and a
25 half with board members, community partners, with

1 staff to put together this implementation plan. The
2 board has invested a million dollars that we're going
3 to be putting out solicitation come February. And we
4 have been presenting our plan to some community
5 members to get feedback. Most recently we were
6 discussing our plan at Invest Miami. Jim had the
7 pleasure of being interviewed. I believe did a really
8 good job of course. I'm still slightly bias that he
9 did a good job, but I spoke to other people that were
10 on the call as well and they also had positive
11 feedback about the importance of Racial Equity, Social
12 Emotional Wellness, and early childcare, that was the
13 focus. But also, overall, how do we move this forward
14 at the end of this meeting, we'll show what we believe
15 are two partial videos that really, I think,
16 crystalize some of the point that we're looking to
17 address that is not always addressed in mainstream.

18 As we talk about my transitioning, what is it
19 that's going to be left in place to ensure that this
20 continues, not at a cursory level, but fully engrained
21 in what we're doing. So we have our executive team
22 that's fully engaged in this and we'll be ensuring
23 that their resources are available when needed to
24 complete projects present in the community and move
25 this forward. We've created a Racial Equity Diversity

1 Inclusions Social Emotional Wellness Taught Leadership
2 Committee. And we called it a Taught Leadership
3 Committee because these members that are approximately
4 eight at the moment and we'll have nine at the end of
5 solicitation are really tasked with ensuring that we
6 are in a constant state of review, feedback, and
7 evaluation that the direction we're going makes sense,
8 is having impact. We have said since the inception,
9 that we don't have all the answers and that we're
10 looking to others to get the answers. And this
11 committee is going to be helping us ensure that
12 there's a space for people to provide feedback.
13 There's eight people on the committee by design to
14 make sure that if you're not comfortable providing
15 feedback with one committee member, you can provide
16 feedback to another committee member.

17 We're also working to ensure that we have
18 external community support so that we are not doing
19 this by ourselves. And we want to make sure that we
20 have external eyes on this to ensure that we are
21 touching all segments of the community and not just
22 the ones that speak the loudest. Every segment of the
23 community is going to be included. And at this point
24 we have five efforts ongoing. This is, I would call,
25 part of our planning process. We are nowhere near

1 implementation, we have just -- I believe if you talk
2 about the different phases and project planning, we're
3 still in ideation and starting to get to the point
4 where we're ready to start doing the planning before
5 we can actually do the work. Jennifer is going to go
6 into more detail about the timeline for this. This is
7 like a nine year timeline, this is not something that
8 we expect, have feedback in the first two or three
9 years. Sorry, not feedback, impact. We will have
10 multiple feedback.

11 Our journey team is our internal team of staff
12 that meets once a month to discuss how we can make a
13 difference getting to know each other on a personal
14 level. And this efforts is going to continue to be
15 head up by our HR team. And I will say, the last
16 session that we had, we had 60 staff members, one hour
17 and a half discussing how we can have impact. So this
18 is not something that is cursory, in contrast we have
19 about 80 staff members, so almost 80 percent of our
20 staff participated.

21 We want to be intentional that our words and our
22 actions are aligned, so we're being even more careful
23 with what we put out, how we're staying very much
24 around asset base, not deficit base. So people in low
25 income communities have tons of assets, it's just

1 being able to provide them the space for them to
2 leverage and maximize and amplify that asset so that
3 they can thrive. We have started to address some of
4 our policies, more specifically the solicitation. So
5 as solicitations are being written and released, we're
6 looking at it through a racial equity diversity
7 inclusion and social emotional wellness lens to just
8 make sure that we are not inadvertently marginalizing
9 people. We have participated in external
10 collaborations such as Paradise Found Network and that
11 is going to continue to be led by our very own Pamela
12 Hollingsworth representative of the ELC. And then we
13 of course, our purpose is to fund and the way we do
14 that is by doing solicitations and then ensuring that
15 we have partners that implement what we do with
16 fidelity.

17 And so we have our Trust Academy partners that
18 we're going to be doing an ITN next February to fully
19 integrate this into our day to day. The overall
20 management and so forth is going to be led by the
21 chair of the leadership committee. At this moment
22 Jennifer is going to be the chair of our Taught
23 Leadership Committee. Again, as we evolve, we're
24 going to do introspective to determine if this
25 structure makes sense, what needs to be pivoted. I

1 think the takeaway from the structure is that we're
2 starting with something. We're not being shy about
3 working on -- about trying something new. We
4 understand that we will make mistakes. And so we have
5 a feedback loop to ensure that we can catch the
6 mistakes and recover from them and become better.

7 So this is very much an exercise in vulnerability
8 and growth for The Children's Trust. And we look
9 forward to partnering with the community and as a
10 future committee member, I am super excited about
11 what's -- the future of this. I know that this is
12 going to be in the care of Tiombe and Pam from the
13 board perspective, Angela and a bunch of staff
14 members, and then we have a number of community
15 partners that we're going to continue having
16 conversations with.

17 So I just wanted to let everybody understand how
18 we're going to be structuring this going forward. And
19 you can see that we have been very intentional about
20 weaving it into our day to day activities, so this is
21 not another thing to do but part of how we work, how
22 we show up, how we engage. So I know I stole a little
23 bit of Jennifer's thunder, but I'm going to turn it
24 over to Jennifer and Angela to walk you through our
25 implementation plan. Which we believe has been really

1 well done and we're at a point where we're getting
2 community feedback and board feedback and we'll
3 continue having these conversations. So with that,
4 Jennifer, it's all yours.

5 MS. ULYSSE: Thank you, Stephanie. And by no
6 means did you steal any thunder. Thank you for
7 setting up the stage for us to begin this
8 presentation. And thank you all, the Ad Hoc Committee
9 for obviously making the time for us to meet today and
10 discuss this very important topic. And we look
11 forward to sharing this Racial Equity Diversity
12 Inclusion and Social Emotional Wellness Implementation
13 draft with you all.

14 Just as an introduction, so my name is Jennifer
15 Ulysse and I am a Research and Evaluation Analyst for
16 The Children's Trust. I primarily support the work
17 for our Thrive By Five Early Learning and Quality
18 Improvement System, as well I was selected this year
19 to participate in the two-year Equity Leaders Action
20 Network Fellowship with the Build Initiative, which
21 encompasses developing leaders who, across the United
22 States who want to use their roles within their
23 organization to develop more equitable childhood
24 system. And I also have had the honor, as Stephanie
25 has mentioned, of being able to help support and lead

1 our REDI and SEW efforts at the Trust both internally
2 and externally with our providers and community
3 partners.

4 So with that, I'll pass it over to Angela to give
5 a little bit of an introduction of herself.

6 MS. BLIZZARD: Hi, everyone. My name is Angela
7 Blizzard. I work at the Mailman Center for Child
8 Development in the Department of Pediatrics. And I
9 have really been honored to work with the Trust over
10 the last 18 months or so to help partner on the social
11 emotional wellness framework for this REDI and SEW
12 Initiative. Before I was at UM, I was at the Trust as
13 a research and evaluation analyst working with the
14 family and neighborhood support program, so it's such
15 a pleasure to see all these familiar faces again and
16 I'm really looking forward being here and to meeting
17 and getting feedback from all of you, so thank you for
18 having me.

19 MS. ULYSSE: Thank you. Next slide, please,
20 Juana.

21 Okay, just as an overview of our presentation
22 today, we will be sharing with you all through an
23 icebreaker, actually, both the vision and mission of
24 the Trust. We're going to do a little bit of a
25 reflection on that. We'll also discuss the purpose

1 and reasoning behind implementing REDI and SEW
2 together as well as throughout our Trust ecosystem.
3 We're also going to further define what we mean by the
4 Trust ecosystem. That is a word that will be utilized
5 a lot within this presentation, and then we want to
6 conclude with giving an overview of the implementation
7 plan key elements and structural features, which
8 basically are serving as the guide for how we intend
9 to facilitate REDI and SEW being implemented
10 throughout the Trust ecosystem and some of the actions
11 that have already taken place in support of this
12 implementation plan and what are some things that are
13 tentative to take place in support of this
14 implementation plan.

15 Next slide, please.

16 So with that, as a bit of an icebreaker, I just
17 want to invite the Ad Hoc Committee just to identify -
18 - for us to reflect a bit on the vision and mission
19 of The Children's Trust. And so how we can do this is
20 by the Ad Hoc Committee, if you can, however you feel
21 comfortable, just putting in the chat the answers to
22 the missing blanks of this statement. And we'll see,
23 I guess, who can kind of answer more or less the most
24 quickly among the Ad Hoc Committee. But we just want
25 to reflect on the vision. So the first statement we

1 can see, it says, "The Children's Trust visions a
2 blank that works together to provide essential blank
3 to enable blank to blank their blank."

4 So we just want to invite the Ad Hoc Committee
5 just to put in your answers, let us know what are the
6 missing blanks to the vision of the Trust. And so I'm
7 seeing community, that is definitely the first one.
8 That is number one. That works. So the Children's
9 Trust envisions a community that works together to
10 provide essential, oaky, to provide essential.
11 Foundation. To enable children, there we go, to
12 achieve their full potential. So that is the Trust
13 vision, is that the Trust envisions a community that
14 works together to provide the essential foundation to
15 enable children to achieve their full potential.
16 Excellent job.

17 Let's move on to the next slide, please, Juana.

18 All right, let's look at our Trust mission
19 statement. So you all were very good with the first
20 one, so let's move on to the next one. The Children's
21 Trust blanks with the community to blank and blank for
22 and fund strategic investments that blank the lives of
23 all children and families in blank. So what are those
24 five missing blanks? You can just put them in the
25 chat as you have already been doing thus far. Good,

1 yeah. So the Children's Trust partners with the
2 community to -- let's see here. So the Children's
3 Trust partners with the community to plan to advocate
4 for and fund strategic investment that -- improve,
5 yes, there we go. That improve the lives of all
6 children and families in the lovely county that we all
7 live in, Miami-Dade County. Perfect. I see all those
8 are flooding in. So that's the overall mission, the
9 Children's Trust partners with the community to plan,
10 advocate, plan strategic investments that improve the
11 lives of all children and families in Miami-Dade
12 County.

13 So I promise you that this activity was not just
14 for fun and giggles, just to try to test the Ad Hoc
15 Committee on whether or not you know the vision and
16 mission of the Trust, but really for us to reinforce
17 this idea that the work that we're doing towards
18 Racial Equity Diversity Inclusion Social Emotional
19 Wellness is in support of the overall vision and
20 mission of the Trust, that this work does not have its
21 own exclusive agenda, but that the very efforts that
22 we are putting in accomplishing this work is helping
23 us to do what we envision and what we are striving for
24 as an organization.

25 Another point, it's very important, I think, our

1 leadership committee actually reflected on this and
2 are convening this past Tuesday, that being able to
3 stop and reflect on the why is very important before
4 we get to doing the what. And so that's another very
5 important reason why we wanted to reflect on the
6 vision and mission of the Trust.

7 Next slide, please, Juana.

8 Okay, so now I'm going to pass it over to Angela
9 who is now going to talk with us a little more about
10 the purpose and strategy for REDI and SEW, why are
11 those two being integrated together and what is,
12 again, ultimately the strategy.

13 MS. BLIZZARD: Thanks, Jennifer. So as I get
14 started talking about the purpose and strategy on the
15 next slide, we'll first briefly review the definitions
16 and how we refer to this work. So when we say REDI,
17 we're referring to Racial Equity Diversity and
18 Inclusion, and when we say SEW, we're referring to
19 Social Emotional Wellness. So what we have here is a
20 brief video that we'll play for you called Bridging:
21 Towards A Society Built on Belonging. It's a video by
22 John Powell. And then we're just going to talk a
23 little bit about how this video informs our vision for
24 why we contextualize REDI and SEW together.

25 Thanks, Juana.

1 So I would say probably like eight times out of
2 ten when we talk about bringing these two concepts or
3 areas together, we kind of get questions like what are
4 you talking about, like those things we don't normally
5 think of, REDI and SEW in the same space. And what we
6 really like about this video is it highlights who we
7 are and who we are becoming, it's really a critical
8 part of our wellbeing. And so in this process, we
9 really subscribe to the idea that in order to create a
10 belonging culture at the Trust that extends to all the
11 kids and families that we serve in Miami-Dade County,
12 part of the work is going to involve building our own
13 skills.

14 So there's skills that we need to build when it
15 comes to our awareness of ourselves and who we are,
16 how that shows up in the world, how we show empathy,
17 perspective taking for other people, and broadening
18 our perspectives of other people in the world.
19 Exercising compassion for other people and for
20 ourselves. Working with our emotions, problem
21 solving, having difficult conversations. And then a
22 big part of it is going to be taking accountability
23 and how do you move forward when you're in a position
24 where you have power and you need to take
25 accountability for things that need to change.

1 So a lot of these conversation and the work is
2 going to be really difficult and we need a community
3 that's able to really dig deep and hold space for the
4 things that are going to come up in that work. So
5 that's really when we think about bringing together
6 REDI and SEW, what we're talking about, is this
7 creating a belonging culture that will help the Trust
8 thrive as an organization and for the kids and
9 families that we serve to thrive.

10 So the problem that we are working towards
11 correcting is that this structural - exists and its
12 keeping kids and families from reaching their full
13 potential here in Miami-Dade and as Jennifer
14 mentioned, this is core to who the Trust is and that's
15 why it's such an important undertaking that the Trust
16 is taking now.

17 We can go to the next slide.

18 So what we are working towards is promoting
19 Racial Equity Diversity and Inclusion throughout our
20 entire ecosystem. This social emotional wellness
21 framework will support that, as well as our efforts
22 with continuous learning and quality improvement. And
23 so that's why we're doing this together, why we're
24 bringing together REDI and SEW because we really
25 believe that that's going to set the stage for us to

1 see the most advancement in change towards dealing
2 with the structural injustice, that exists here in
3 Miami-Dade and to improve the lives of the kids and
4 families that live here.

5 So next Jennifer is going to review the Trust
6 ecosystem and continue down that path that Stephanie
7 started when she talked about our leadership
8 structures.

9 MS. ULYSSE: Thank you, Angela.

10 So as we begin just to talk about the Trust
11 ecosystem, which is the word that we'll be utilizing a
12 lot through the implementation plan because its
13 ultimately through the ecosystem that we're wanting to
14 promote REDI and SEW through, we just want to make
15 sure we are clear to state what that is.

16 So next slide, please, Juana.

17 So many of you maybe, if you reflect back in your
18 science class days, maybe back in school, when you
19 hear the word ecosystem, maybe you're probably
20 picturing image like the one shown right here. And
21 maybe you can recall your teacher talking about the
22 different components that make up an ecosystem, right,
23 in order for it to function and in order for it to
24 sustain itself. And so we, as the Children's Trust,
25 we are -- we consist of and we make up, we have our

1 own ecosystem. And what that consists of are four key
2 components.

3 Juana, you may go to the next slide.

4 The first component of that, we have all of you,
5 a portion of you represented through this Ad Hoc
6 Committee. It consists of our board of directors.
7 Another element of our committee, next slide, is our
8 Trust staff. The next element of our committee
9 consists, excuse me, of our ecosystem, consists of our
10 Trust funded providers. And then last but not least,
11 we have the community, the greater community which
12 consists of our -- both children and families that are
13 receiving both direct and indirect services from our
14 Trust funded programs. It also consists of the
15 Paradise Found Network, which I'll be elaborating a
16 little more this presentation. And it also consists
17 of the various institutions and other organizations
18 and community partners that also exist within our
19 Miami-Dade Community. And so as we begin to go a
20 little deeper into the implementation plan, what we're
21 saying is we want to promote this plan throughout the
22 Trust ecosystem. We intend for all of these elements
23 of our ecosystem to be impacted, and we intend to
24 obviously partner with and work with all element of
25 this ecosystem in order for this work to truly be

1 effective. And so on the slide we're going to have
2 Angela, she's going to dive a little more deeper into
3 what are the actual implementation plan elements.
4 This is more of a high level overview of this, the
5 implementation plan that was shared with you all prior
6 to this meeting does go a little more in depth, in
7 terms of the description, but Angela will be providing
8 a bit of an overview.

9 MS. BLIZZARD: So there's four elements of
10 implementation that are going to collectively work
11 together to promote REDI and SEW throughout the Trust
12 ecosystem.

13 Juana, will you go to the next slide.

14 So those four elements are engagement and systems
15 planning, building capacity, embedding and sustaining,
16 and institutional change. So I'll walk us through
17 each of those one at a time, but one of the most
18 important things that we really want to highlight when
19 we talk about the implementation elements is that
20 they're not proceeding or happening in a linear
21 fashion. When we started to build out this
22 implementation plan, we initially thought of it maybe
23 as a phase one, phase two type approach that we so
24 often see and it became very clear that a lot of this
25 work will be happening in tandem, will be taking some

1 steps back, some steps forward, and so we really want
2 to think about it as these elements that are working
3 together.

4 So the element engagement and systems planning is
5 what we are calling the element that involves
6 obtaining participants or a feedback to understand
7 perspectives on causes of systemic injustice. So in
8 this element the foundation of it is getting feedback
9 from the community, bringing back plans, talking about
10 them, going back again. So we really expect for this
11 to be an incredibly iterative process and that's also
12 why we don't see it in a linear way. And the other
13 thing that is contained in this element is doing the
14 work to understand what's currently happening at the
15 systems level that perpetuates inequity, so getting a
16 deeper understanding of what's going on through a
17 variety of different methods.

18 So the next element is building capacity. And so
19 that's characterized by bringing together our
20 implementation teams, like how the teams were
21 mentioned earlier at the Trust, to implement the
22 action plan and to provide professional developmental
23 supports. So things like training, learning,
24 opportunities for people to kind of build those
25 skills, build those muscles for REDI and SEW.

1 The next element is institutional change. So in
2 this element the focus is really on identifying those
3 practices and processes that are inadvertently
4 reinforcing inequities. So those things that are
5 happening that are allowing inequity to perpetuate and
6 then breaking that down, so how can we start to build
7 changes, or build a path to make changes at an
8 institutional level.

9 And then the element of embedding and sustaining
10 is characterized by obtaining data, evaluation, using
11 an evaluation framework that will be developing to
12 assess progress and to look at the outcomes and the
13 impact. We really do see this as a continuous process
14 for as long as it will go on. And so we are thinking
15 about what are those changes we want to see and we
16 also plan to be very intentional about what it is that
17 we look at and measure as progress.

18 So this is my favorite slide because I took up
19 baking during the pandemic, like a lot of other
20 people, but Jennifer suggested we use the analogy of a
21 cake to think about this process and I totally love
22 it. Baking is really an art and a science, so I think
23 when we think about this work, there's two things that
24 I want to highlight related to REDI and SEW. The
25 first is that in baking ingredients, you're going to

1 need your eggs, your flour, your butter. And then
2 there's certain proportions that will affect how the
3 cake rises, how it tastes. So we think of the
4 elements of this plan as our ingredients. So there's
5 not a very specific perfect way to approach this, but
6 instead the things are coming together to make
7 something greater than is the sum of its parts.

8 The second thing that baking requires is a lot of
9 flexibility and creativity. You can decide your
10 flavors, how you want it to look, you can change
11 things. And so this work is also going to require a
12 lot of that creativity. It's not something that there
13 is manual that we can follow or really set steps, so
14 we're going to have to be willing to be innovative and
15 brave and creative in the work that is done.

16 And so Jennifer is going to talk about the
17 structural features of this 10-year plan.

18 MS. ULYSSE: Thank you, Angela.

19 So this implementation plan that we have has been
20 forecasted for 10-year period, which was very much
21 inspired when we were applying for the Racial Equity
22 2030 Grant that ultimately led to the formation of the
23 Paradise Found Network. And again, I'll talk about
24 that later in the presentation. But in the process of
25 applying for that grant, that causes us to reflect on

1 how we intend to actually promote REDI and SEW
2 throughout our Trust ecosystem over a period of 10
3 years. And as we all know, that there is a level of
4 humility and flexibility that is required whenever
5 we're creating any kind of plan, especially one that
6 is going to be a multiyear plan, I think even Covid
7 has shown us that there are many things that are
8 unforeseen. And so we can't fully predict what things
9 may look like in terms of needs, obstacles, or even
10 opportunities that may come in the near future, but we
11 are at least trying to create some kind of forecast or
12 some kind of frame for us to be able to put this work
13 into action. And so the best way that we've tried to
14 break down this multiyear plan has been through this
15 10-year period, but we are breaking that within two
16 five year periods.

17 So the first five year period is one that will
18 consist of really setting the foundation for this work
19 and the second five year period is really about
20 establishing and keeping the momentum of this work.
21 And by no means is that to say that after 10 years all
22 of the work that we're trying to do in terms of
23 promoting REDI and SEW throughout our ecosystem is
24 done, but it's just the most effective way that we can
25 currently reasonably configure our planning.

1 So, Juana, next slide, please.

2 So when we look at this, these first five years,
3 again, of just setting the foundation, a lot of our
4 work has just begun in terms of the racial equity and
5 social justice work has begun in June of 2020,
6 specifically in terms of the formation of the Ad Hoc
7 Committee, but the Children's Trust has consistently
8 throughout the years in various ways has supported
9 racial equity and social justice issues, but as we're
10 intentionally talking about REDI specifically, a lot
11 of this work started in June of 2020.

12 And so looking at, setting the foundation for
13 this work, we revisit the four key elements that
14 Angela described, the engagement and systems planning,
15 the building capacity, the institutional change and
16 embedding and sustaining. And underneath each one of
17 those key elements we have what we're calling
18 Structural Features. And basically what those
19 structural features are key objectives. You can stay
20 on the first one, Juana.

21 What those key -- what these bullet points
22 underneath structural features and what this is
23 representing are the key objectives that we see are
24 needed to be accomplished in order to fulfill that key
25 element. So the first one that we're looking at, the

1 engagement systems planning, the main objectives of
2 what we have identified and that would be important to
3 accomplish this key element, is to identify priorities
4 at all of the stakeholder level, so that all of those
5 different levels of the ecosystem that we talked
6 about. So looking at where the priorities from the
7 board's perspective, what are priorities for our REDI
8 and SEW at the staff level. What are REDI priorities
9 from our providers, and what are priorities from the
10 community?

11 We also are looking at setting up, and we have
12 already done that, but setting up REDI and SEW
13 leadership committee that can help provide some
14 guidance and can help to provide some strategic
15 planning for this work. We also want to explore
16 antiracism and social and emotional wellness
17 curriculum materials and measures to be able to see
18 what is it that we can actually process and utilize
19 and helping us promote this work throughout our
20 ecosystem. And then we want to also, as a part of
21 engagement and system planning, really formalizing a
22 theory of change and action plan. Because as you've
23 already seen, what we're sharing with you in this
24 presentation is very high level. There's another
25 level of this work that goes into being more

1 descriptive and taking a lot of these ideas into more
2 actionable steps. And so that is a part of the
3 formalizing a theory of change and creating more so of
4 an action plan.

5 The next one, next slide is building capacity and
6 so the structural elements or key objective of that
7 includes developing implementation teams, which we are
8 seeing is happening in different levels of our
9 ecosystem. Our board, our Ad Hoc Committee, for
10 instance, is very much a form of that implementation.
11 Team, what we're seeing with our journey, of our
12 journey teams that we have at the Trust is a very
13 similar position. And again, I'll talk more about
14 those, how some of what I'm describing here is
15 actually already taking place, later in this
16 presentation. Building capacity also consists of
17 establishing Peer Learning and Training opportunities.

18 The next slide.

19 For institutional change, the key structural
20 features for this or the key objectives are evaluating
21 our Trust business processes. Angela talked about
22 that earlier. We really want to take a look at how
23 are things functioning at the Trust, honestly,
24 truthfully whether if that's how we are solicit, how
25 we release solicitation. And some of that has been

1 done and we've been doing some even greater work to
2 further progress making sure that that process is
3 equitable. Also looking at the way that we higher,
4 that we onboard. Looking at other business processes
5 such as who has access to resources and where are
6 potential gaps. So all of that is a part of
7 evaluating our Trust business processes. We also want
8 to look into organizational assessments. And also
9 being able to adapt.

10 So in the original, in the first key element of
11 engagement and systems planning, we talked about
12 actually exploring antiracism and social emotional
13 curriculum materials and measures, but we eventually
14 want to be to then adapt those antiracism, social and
15 emotional wellness curriculum measures into our Trust
16 ecosystem.

17 Last but not least, we have embedding and
18 sustaining. At the Children's Trust we promote very
19 much a culture of continuous learning and quality
20 improvement, that we don't want to just go out and do
21 things and put -- invest money and not sure that what
22 we're doing is actually making the impact and
23 accomplishing the goals that we set out to do. And we
24 want to make sure that the work that we're doing is
25 sustainable. So very, as a part of the embedding and

1 sustaining, our core objective is to show that we're
2 implementing feedback loops and doing ongoing
3 reflective and outcome evaluations.

4 Next slide.

5 And then looking at the next five year period,
6 which I mentioned is more so of establishing momentum
7 and making sure that we keep momentum of this work,
8 we'll see that it becomes, one of the key elements
9 that engagement and systems planning really begins to
10 fadeout because now we're really focusing more on the
11 building capacity piece, institutional change and
12 embedding and sustaining. And more of -- a lot of
13 that work, what establishing momentum will consist of
14 is really the institutional change, really saying,
15 okay, we've done these organizational assessments, we
16 have evaluated what is going on in terms of our Trust
17 business processes and now we want to make sure that
18 we're addressing any policy concerns.

19 We want to actually put action plans in place
20 that will show that we're addressing those concerns
21 and making sure that our processes are equitable and
22 that these policies are sustained. And of course
23 continuing the process of embedding and sustaining
24 through feedback loops and ongoing reflection and
25 outcome evaluation.

1 And so the next slide kind of just shows an
2 overview again, just as a reminder where this
3 implementation plan is really framed for 10 years, two
4 phases of five years, setting the foundation,
5 establishing momentum. Here are the core key elements
6 and then those key elements have structural features,
7 which are basically objectives for us to accomplish
8 our implementation.

9 Moving forward. The next slide we have.
10 Understanding levels of change. And so Angela will
11 share a little bit briefly on that for us.

12 MS. BLIZZARD: All right, so I'm going to talk a
13 little bit about the different levels of change and
14 bring together some of the information that we talked
15 about. So one of the major challenges in racial
16 equity work is that the results take a long time and
17 sometimes people, they really just want to hurry up
18 and get it over with. So there's a lot of pressure
19 for things to be accomplished quickly, but there's
20 also a lot of levels at which change needs to take
21 place. And then on top of that, what is being asked
22 of people often makes them feel really uncomfortable.

23 The real transformational and sustainable change
24 takes time because we have here individual,
25 interpersonal institutional and structural things that

1 we need to consider when it comes to doing racial
2 equity work. So a lot of the times we're more
3 familiar with these changes at the interpersonal and
4 individual levels. So thinking about things like
5 having challenging conversations with family members
6 over Thanksgiving. So things that are difficult to
7 have and a lot of the times people continue to avoid
8 those conversations. It's not easy work to do and
9 it's also not sufficient for overall change. So in
10 our approach we are looking to target all of these
11 different levels. So we're building the skills of
12 people at the individual interpersonal level to have
13 those conversations, to deal with those uncomfortable
14 emotions, and then also looking at the institutional
15 and instructional levels. So what are the other
16 really big things that are causing these inequities
17 and how can we move forward in creating a plan to
18 dismantle those inequities.

19 So we're actually going to skip past this slide
20 so that we can have a little bit more time for
21 discussion and feedback at the end. And then, first,
22 I'm going to pass it over to Jennifer so she can talk
23 about our progress and what's coming up.

24 MS. ULYSSE: Thank you, Angela.

25 So now I just want to, we just want to share with

1 you some of the REDI and SEW progress that have taken
2 place specifically within that five year or so period
3 that I shared. So there have already been activity
4 that we have been doing at the different levels of our
5 Trust ecosystem that have been actually very much in
6 support of this implementation plan.

7 Next slide, please.

8 So looking at the Trust board level and also
9 within the implementation plan that was shared with
10 you all prior to this meeting, you'll probably recall
11 maybe seeing this particular graphic. And in that
12 document it had, actually, the explanations which I'm
13 going to be sharing a little bit more here with you.
14 So looking at the Trust board director level, so we
15 did establish, as we are all here, the Ad Hoc
16 Committee, which started in June of 2020. You all had
17 met six times. And really identified the key pillars,
18 the key principles that were the driving force for why
19 we're doing the work that we're doing.

20 And I just want to remind us that what we have,
21 what was established, what was identified as the
22 pillars and the key principles that the Children's
23 Trust should focus on in terms of racial equity and
24 social justice were in the first pillar, was equity.
25 And that consisted of seeking social justice.

1 Acknowledging that historical context for racial
2 inequity exist and addressing systemic racism.
3 Another pillar was that we need to take a holistic
4 approach in the way that we go about doing
5 intervention and that we need to connect programs to
6 adjust multiple aspects of the problem. What was
7 also identified through the Ad Hoc Committee as a key
8 pillar was also that the work for racial equity and
9 social justice needs to be child centered as well,
10 with a focus on physical, psychological, and
11 opportunistic well-being of children.

12 And last but not least, another key pillar was
13 this idea of an ecosystem approach that we need to be
14 collaborative, we need to be cross functional, and we
15 need to create cross functional solution that address
16 systemic challenges versus us working in silos and not
17 collectively together. And as well, some of the big
18 priorities or big picture priorities that were
19 identified, again, through the course of those six
20 meetings, included, again, the idea of the holistic,
21 the importance of the holistic health of children.
22 Ensuring that racial equity for children and families
23 is a key component to the way that the Trust
24 functions. That we need to adopt a cultural humility
25 lens in all of the work that we do. That we need to

1 advance systemic change, so working at a systemic
2 level, focusing not only at an individual level, but
3 realizing that we have systems in and of itself that
4 contributes to inequity. And that we want to
5 strengthen our racial equity and diversity and
6 inclusion work more intentionally.

7 And then looking at this timeline, the board
8 recommendation that were released during the board
9 retreat this past February included some -- actually,
10 three key priorities or key, excuse me,
11 recommendations that came out from this Ad Hoc
12 Committee that was shared with the board included,
13 one, supports for mental health and social emotional
14 wellness and that being a critical component to
15 advancing racial equity and diversity work, inclusion
16 work, excuse me. And so we can see the result of that
17 as we're discussing an implementation plan that's not
18 only about REDI, but it's also about social emotional
19 wellness.

20 So we see how we're taking that recommendation
21 into consideration. As well, this actual creation of
22 this multiyear implementation plan was also a
23 recommendation from this Ad Hoc Committee as well.
24 Another recommendation included ensuring that
25 children's basic needs are met and that is a

1 foundational requirement for their success. And so as
2 we discussed earlier the vision and the mission of
3 what we are doing for the Trust is being supported
4 through our work towards racial equity, diversity,
5 inclusion, and social emotional wellness.

6 And last but not least, that we need to increase
7 the awareness about what the Children's Trust is doing
8 and how we do that. How that's going to be very
9 critical in our racial equity, diversity, inclusion
10 work and social emotional wellness work in that we can
11 do a lot of things as the Children's Trust, but we
12 need to be sure that we are transparent and
13 communicative with our community so that they are
14 aware of what we are doing.

15 Next slide.

16 Some other completed activities that have also
17 taken place at our Trust staff level include the
18 formation of implementation team. And that really
19 much is consisting of what we have called, again, our
20 journey team. That was established in the summer of
21 2020 at the Children's Trust embarked internally, our
22 internal organization embarked on doing the YWCAs 21-
23 day challenge. And the organization was basically
24 organized into six cross departmental groups, which is
25 called Journey Teams. And we engaged in content that

1 was varied from discussion about criminal justice and
2 marginalization and public health and disparity, and
3 the public school system. We had some very open and
4 honest transparent conversations with one another
5 about how we felt about these things, what we were
6 learning, and how we as an organization can do better
7 and how we can use our implements to impact our
8 community.

9 We also then, from there, these journey teams
10 were facilitated by journey team facilitators who have
11 very much been, I would say the champions for our REDI
12 and SEW work at the Children's Trust, at the internal
13 staff level. And we have been meeting, so the
14 facilitators have been meeting with the consultant who
15 has been providing them with professional development
16 support and they have been basically supported in a
17 way to have and facilitate conversations with our
18 staff about very key and sometimes often very
19 sensitive and touchy subjects with our staff, doing so
20 in a way that is respectful and that is meaningful and
21 that is transformative.

22 We also embarked, starting in January 2021, more
23 of our peer learning opportunity has looked a lot, has
24 been called our REDI series. And so starting in
25 January of this year, we started our REDI series and

1 we covered, we pretty much once a month, the first
2 Thursday, sorry, the last Thursday of every month had
3 an opportunity for guest speakers, even some internal
4 staff. We've also had some members of our board that
5 have participated in speaking in these peer learning
6 opportunities where we discuss things like the history
7 of black Miami, we talked about Covid-19, and
8 marginalization, why are different groups fearful of
9 the vaccination, and all these different things.

10 We also discussed -- we had last month our
11 organization actually had what we call the Changemaker
12 Showcase. And all of our staff within the journey
13 teams talked about what are different ways that we can
14 either improve or enhance something internally within
15 our organization or ways that we can better provide
16 support to our community. And so we came up with six
17 different ideas on how we can do that, and we are
18 looking forward to implementing that within the next
19 year.

20 And as far as REDI and SEW, that has very much
21 been a part of us looking at the way that we are
22 processing and doing things at the Trust. And so with
23 every new step, starting in March of this year, we
24 have actually been sharing with them the importance of
25 racial equity, diversity, inclusion, and social

1 emotional wellness at the Trust. And hearing from our
2 staff that are joining the organization, what has been
3 their prior experience on this topic and even ways in
4 which they see themselves contributing to this work
5 and the organization.

6 Next slide.

7 And some future activities and some of these are
8 not future activities, they've actually been
9 completed, but we have been able to hear from our
10 staff. Obtaining priorities. So we've heard from the
11 Ad Hoc Committee and the board in terms of priorities,
12 but again, the goal is to try to hear from every level
13 in our ecosystem. And so we've obtained priorities
14 from our staff this past October. We ran a series of
15 listening sessions with our staff to ask them how do
16 they feel about the topic of REDI and SEW, and how can
17 the Children's Trust really promote this work
18 throughout the ecosystem. We also convened our REDI
19 and SEW committees, so this is not a future activity
20 for this past Thursday, the leadership committee
21 actually did convene and we're beginning to
22 strategically plan for things moving into the next
23 year.

24 And looking into this month, we will continue the
25 cycle again with feedback loops, as we have heard from

1 our Trust staff, we're not only trying to get
2 information from them, but we want to share back what
3 we've heard. And so in our next REDI series for this
4 month for December, we're actually going to be sharing
5 back what we've heard from our staff listening
6 session. And looking forward into next year, we
7 really want to formalize more or less the pier
8 learning and training opportunity that we are
9 providing to both Trust staff and to our providers.

10 And so the board actually had approved for \$1,000,000
11 to be invested in in support of our Trust Academy.

12 Implementation to negotiate, that's going to be
13 released in February 2022 to be able to provide REDI
14 and SEW support both to our Trust staff and to our
15 Trust funded providers. And so we're really looking
16 forward to that being an avenue, an opportunity to
17 continue the building capacity, which we talked about
18 is one of the key elements of our implementation plan.
19 And for that to be, again, a means for us to equip
20 ourselves with the knowledge and skills that is needed
21 to promote this work through our ecosystem.

22 Just as another informational point, we did have
23 a networking session related to the Trust Academy ITN,
24 and for those in the community who were interested or
25 who may be interested in applying for this particular

1 ITN. Just hearing, they were able to get information
2 about what does this consist of, even provide their
3 feedback on the process of how we're thinking about
4 the way that we want to solicit for REDI and SEW
5 supports, and as well begin that conversation, or
6 allow those in the community to begin the conversation
7 of seeing how they can synergize, how they can
8 collaborate and potentially, again, come together to
9 be able to apply for this specific solicitation.

10 Next slide, please.

11 So there has been a lot going on, again, when we
12 start breaking things down, looking at things from the
13 different levels of the ecosystem, there's much that's
14 going on. And so looking at the Trust funded provider
15 level, we also did obtain priority. We did a series
16 of REDI listening sessions with a cohort of our
17 providers, so our Trust funded providers, and we got
18 to ask them about how do they feel about racial
19 injustice, how do they feel that the Children's Trust
20 has been responding to this, what have we been
21 successful in and what ways can we improve. And those
22 priorities were actually utilized in helping to form
23 the board recommendations that were shared out in
24 February of this year. And so we also then had, in
25 terms of a feedback, we did reconvene with those this

1 past March, with those who had shared their feedback
2 with that cohort and we talked about what we had heard
3 from them. And we talked about the board's
4 recommendation and we continued a discussion about how
5 should the Children's Trust continue this work.

6 Next slide, please.

7 So future activities include, so we're in the
8 process continuing, as Stephanie had said, sharing out
9 this very presentation and this implementation plan
10 with our providers as well. We have shared it with
11 our staff, we're sharing it here with this Ad Hoc
12 Committee. And we also want to share it with our
13 providers because, again, as we discussed earlier,
14 this work is very much a collaborative effort this is
15 not something that's being done in isolation, we want
16 the entire ecosystem to be involved and helping to
17 inform the way that this work is being done. And so
18 we will continue the process of sharing this out with
19 our providers and gaining their input. And again, the
20 REDI and SEW peer learning and training that
21 identified here as a future activity is very much
22 related to the Trust Academy ITN that I shared.

23 I'll also just open the floor for Angela just to
24 share maybe a little bit about the SEW framework,
25 which is very much a part of this.

1 We can go to the next slide, I believe that is
2 also there on the next slide. But I'll just open the
3 floor for you to share a little bit -- actually,
4 sorry, we can go back to the previous slide. And
5 then, Angela, you can share a little bit on the SEW
6 framework and how that's related to what we are doing
7 in terms of formalizing peer learning and training for
8 staff.

9 So sorry, Juana, we can go back to the previous
10 slide. Thank you.

11 MS. BLIZZARD: Sure. So the only thing that I
12 will add here related to the Peer Learning and
13 Training, is that our team has started to put together
14 a suite of online courses. But, we're really thinking
15 of them more of like single session interventions or
16 courses that people can take related to various areas
17 of their social and emotional wellness.

18 So the specific topics that we are working on
19 right now, one of those courses is on knowing your
20 identity and working on your self-awareness. One of
21 the courses is on practices that are associated with
22 wellbeing. So boosting your gratitude, self-
23 compassion, service, and social support.

24 One of the courses is on problem solving and
25 perspective taking. And understanding the perspective

1 of others. And then the final course, in this like
2 introductory suite, is on implementing solutions. One,
3 problem solving and communication strategies.

4 So we're building in -- we're incorporating
5 acuity and diversity into these courses in the way
6 that we approach it. So looking into the research and
7 incorporating the research on racial trauma in all of
8 our courses. And also, really focusing on dynamics of
9 power differentials. These courses are specific for
10 adults who are in the Trust Ecosystem.

11 So this will be available to all funded providers
12 across all of the initiatives once we release these
13 courses. And we're seeing this as like a foundation
14 to the work that we'll be doing. So like Jennifer
15 mentioned, The Trust is committed to this \$1,000,000
16 investment and additional supports in this area. And
17 this is the first start there.

18 MS. ULYSSE: Thank you. And yes, you can go to
19 the next slide, Juana.

20 Looking at the community levels. So at the
21 community level, we, along with the listening sessions
22 that we've done with providers, apart from that, we've
23 done some listening sessions with the core group from
24 our community, as well, to identify, again, some of
25 the REDI, and sort priorities that we should be

1 focusing on. Which, then again, was a part of what
2 helped to inform the board recommendations that were
3 shared in February. We also had a report back meeting
4 with those individuals, as well. To share with them
5 what we heard and some future steps. And in the
6 summer of this year, so around May or so, or June of
7 this year, when we did apply, we went on Adventure to
8 apply for the Racial Equity 2030 grant.

9 We did make it to the second phase of applying
10 for that grant. It was a grant that was funded --
11 that was developed by the Kellogg Foundation. And
12 again, unfortunately, we didn't -- we weren't able to
13 secure that particular grant to get the resource of
14 the funds to help support our work. But it did, lo
15 and behold, allow us to create what is called the
16 Paradise Found Network. And it was very interesting
17 that these -- that nine other funding organizations
18 within Miami-Dade County, that all came together to
19 work with us to apply for this grant. Even at the
20 moment that we found out that we weren't able to
21 secure this grant they all still said, we are still
22 very much committed to this work. We still all want
23 to come together and see how it is that we can work
24 together to use our platforms to be able to develop --
25 to help -- excuse me -- unroot structural injustices

1 and to help raise up the next generation of anti-
2 racists children.

3 And just to be able to identify who those nine
4 other funding organizations that make up the Paradise
5 Found Network, it consists of the Allegany Franciscan
6 Ministries; it consists of the Early Learning
7 Coalition; it consists of the Health Foundation of
8 South Florida, Key Biscayne; Community Foundation,
9 Miami-Dade County, The Miami Foundation; United Way of
10 Miami-Dade County, Thriving Minds, and the Women's
11 Fund. And so these collectively make up the Paradise
12 Found Network. And the ultimate goal of this group
13 has been to, again, uproot, dismantling structural
14 inequities within Miami-Dade County and raising the
15 first generation of anti-racists children. And this
16 network has actually been meeting bi-monthly. Bi-
17 monthly since we had met together and came together in
18 May. In order to apply for the racial equity 2030
19 grant.

20 Next slide, please.

21 And so now moving onto Cross Cutting Activities.
22 I will hand it over to Angela again. She kind of
23 already related to the Social Emotional Wellness
24 framework. I don't know if you want to talk a little
25 bit more about the RFP REDI framework.

1 MS. BLIZZARD: So we talked a little bit about
2 the social emotional wellness framework that we've
3 worked on over the course of a few months. And
4 subsequently to creating that framework, that's when
5 we started integrating it with REDI together. So now
6 we've bringing those two aspects together and as what
7 was mentioned --

8 MALE VOICE: Jay.

9 MS. BLIZZARD: -- earlier as well. We convened
10 the REDI & SEW Core Committee. So that's kind of the
11 overarching of what we've done in terms of the Cross
12 Cutting Completed Activities. These are the things
13 that impact all of the folks in the Trust Ecosystem.

14 And I believe the next slide is what's coming up
15 for the Cross Cutting Activities. Yes.

16 So a lot of this has been covered elsewhere in
17 our talk. So the two things that I'll highlight here,
18 one of the activities we're going to be undertaking is
19 doing some resource mapping. So looking at what's
20 happening in our current ecosystem with our providers
21 as it relates to REDI and SEW. So that can inform
22 future supports that we create and also future
23 solicitations. Future opportunities for additional
24 funding. And things of that nature.

25 And then, in addition, one of the things that we

1 are doing is creating like the infrastructure for an
2 algorithm that can help individuals kind of work
3 towards their own guided path in this journey towards
4 equity and towards their social and emotional
5 wellness.

6 So one of the things that's come up in a lot of
7 our conversations is that people all have different
8 comfort levels, different knowledge in these areas.
9 Some people have never thought about their identity
10 and how other people -- you know, how they are viewed
11 by other people. How other people may view them. So
12 a lot of this is very new to people. And then on the
13 other hand, there are a lot of people who have been
14 doing this work for a longer period of time, who maybe
15 don't want to spend time on those things that they
16 already know.

17 So what we're working on is putting together like
18 an infrastructure for an algorithm that can help the
19 adult learners, the providers, and the Trust staff be
20 guided to things that will really help them on their
21 own, like individual interpersonal journeys in this
22 work.

23 MS. ULYSSE: Okay, so we know that we've shared a
24 lot of information and there's, again, within the
25 actual implementation and draft that was shared with

1 you all that actually explains a lot more of this and
2 I'm sure that it goes a little bit more in detail and
3 hopefully you have had time to kind of just process
4 and reflect a little on that.

5 But we do want to move to the next slide, which
6 then is where we'd love to kind of now open the floor
7 and hear more or less from the Ad Hoc Committee. And
8 allow you all the opportunity to share with us. What
9 excites you about what you just heard? Or, what is
10 unclear about the plan? Potentially, things that you
11 want to learn more about.

12 I do see that, Jim, you have your hand raised, so
13 I'll let you go ahead and go first.

14 MR. HAJ: Jennifer, thank you. My hand was
15 raised by accident.

16 MS. ULYSSE: Okay, no worries. Thank you. So
17 again, we'll just continue to open the floor for
18 anyone on the Ad Hoc Committee if there's anything
19 that you, again, want to share. Anything unclear.
20 What would you like to learn more about, what would
21 you have liked to maybe see in this multi-year
22 implementation plan, or anything that you feel is
23 unnecessary. So we'll give, again, just this space
24 for you all to share.

25 MS. HOLLINGSWORTH: It took me a second to figure

1 out how to raise my hand. Thank you so much for this
2 presentation and thank you for all of the exemplary
3 and very deep work that staff and consultants, and
4 partners have been engaged in this past year. I would
5 like to address question number one. What excites me
6 most about the Racial Equity Diversity Inclusion and
7 Social Emotional Wellness plan, it is the fact that
8 you've taken into consideration the theory as well as
9 the practice. I think the four pillars of racism are
10 critical to this work and I truly appreciate that
11 you're following that. And I also want to thank you
12 for including John Powell (phonetic), in today's
13 presentation.

14 MS. ULYSSE: Thank you. Thank you, Pam. And as
15 many have heard me say before, John Powell is amazing
16 and I think he has provided a lot of great insight
17 into how we can effectively do this. Do this work.
18 Thank you, Pam.

19 Any others? All right, I see Dr. Bagner.

20 DR. BAGNER: Hi, Jennifer and Angela. Great job.
21 Angela forgot to mention that she's also a master's
22 graduate from our clinical science program before the
23 Trust. So great to see you, Angela. That was a great
24 presentation. Really enjoyed it. I was hoping to
25 hear a little bit more -- I hope I didn't miss it, but

1 -- and then, probably, because it didn't happen yet,
2 but some of your vision on how you'll be evaluating
3 our progress. Because I think that's so critically
4 important because as you described the cake, we don't
5 know how to bake it yet, it's going to be messy, like
6 cooking is, baking is. So I'm wondering how, how are
7 we going to monitor our own progress through this
8 process?

9 MS. ULYSSE: Yeah. Thank you. Thank you for
10 that question. And we are actually -- so we're in the
11 process of currently creating the REDI & SEW
12 evaluation framework. So that's our next item to do.
13 So once we really build that out, like the theory of
14 change, and then really kind of asking, what are those
15 key questions and then saying, okay, how then will we
16 measure answering those questions and seeing the
17 results. We'll be able to provide that more or less,
18 that evaluation. But that's in the works. All I can
19 say is that it's in the works. We're very much --
20 Angela and I are in the process of beginning to work
21 on that.

22 DR. BAGNER: Great, thanks.

23 MS. ULYSSE: Thank you. Tiombe?

24 MS. KENDRICK-DUNN: Yeah, so, I want to reiterate
25 what we've heard already. So thank you so much for

1 the wonderful presentation and all of the information.
2 I just -- I have one question, I guess, related to
3 what would you have liked to see in the plan. So,
4 thinking about the ecosystem and, you know, our
5 community members, our staff, but I think and I may be
6 incorrect here, but I'm thinking I'm missing the
7 board, so the board members, so I just wanted to know
8 if there would be feedback and training and/or -- or
9 just -- not even training. So going to the board and
10 having a conversation with the board about if there is
11 any needs there specifically there for us regarding
12 this process.

13 So I'll leave it that way, so, you know, whether
14 it be a conversation with the board members about, you
15 know, if there are any training needs or for -- for
16 us.

17 MS. ULYSSE: Yeah, thank you for that. Because
18 that is, like you said, we're looking at trying to
19 touch the entire ecosystem and the board is very much
20 a part of that. And so, when we begin that
21 conversation about like assessments and us taking that
22 internal look, yeah, having the board included in that
23 is very, very, much important. And I think we can
24 talk more even, Tiombe, about ways that we can see
25 that we can bring that to the board.

1 Mr. Hoffman?

2 MR. HOFFMAN: Hi. What excites me most about it
3 is how developed the plan already is. I know that
4 there's a lot of work to be done, but since most of
5 this committee left off last, there's obviously been a
6 tremendous amount of work done by the staff. So I
7 appreciate that. And thank you and the rest of the
8 staff that's been working on this, for all the hard
9 work.

10 I do think it's clear, from our public comment,
11 at the beginning of the meeting, that it will be
12 important not just to keep us informed of the plan and
13 the milestones, but to have forum, whether it's on our
14 website and in community meetings, to be able to tell
15 the community what we're doing and it's not just for
16 show to say we're doing something. But I think that
17 continuing to get the community feedback will be
18 important. I don't think we can be responsive to
19 everything that people want. But if we're not
20 listening and we're not showing people things like
21 this and saying, we are doing something, then I think
22 we'll continue to be criticized for not doing
23 something, but we are doing a lot.

24 And I thank, again, congratulations to the staff
25 and you, Jennifer, for really moving this along in

1 this way. Thank you.

2 MS. ULYSSE: Thank you.

3 Pam?

4 MS. HOLLINGSWORTH: I would echo Kendrick's
5 remarks. I don't think we can ever underestimate the
6 importance of community engagement, especially at the
7 grass-roots level, in working collaboratively. Then,
8 of course, as always, I always have to color a little
9 bit outside the lines. I would encourage us to, as
10 we're growing this work, to consider the language,
11 some of the language that we're using, and I am having
12 this challenge in my personal practice, as well, and
13 so often as we talk about conversations about equity,
14 we use modifiers such as awkward or difficult, and
15 indeed that is the reality, but I would issue an
16 invitation for us to look for other words like,
17 essential, transformational, exciting, game-changing,
18 and I think the list can go on. And that concludes my
19 coloring outside the lines. Thank you.

20 MS. ULYSSE: Thank you, Pam. And I think that it
21 is critical in this work, the language that we use.
22 Because the language that we use is what helps us to
23 understand one another and I think there's different
24 condensations that come with those words. So thank
25 you. Very well noted what you have suggested.

1 Constance Collins? Woops, sorry, you're on mute.
2 MS. COLLINS: Yes, sorry. Yeah, I want to
3 piggyback on what Pamela was saying. And add heart
4 rendering and heartwarming. This work is so
5 tremendously important and I'm deeply appreciative of
6 the opportunities that it affords us. Ken and Jim,
7 Stephanie and Tiombe, thank you for your leadership in
8 guiding the Trust. And obviously, Jennifer and Angela,
9 all the hard work -- you can just see so much hard
10 work has gone into this. And I think it's so
11 essential in guiding the Trust forward for the benefit
12 for all our children.

13 So, I just want to say thank you. I do think
14 it's exciting. I do think there's a lot of hard work
15 ahead and I just want to stay -- to say, just how
16 deeply appreciative I am of that. And thank you.

17 MS. ULYSSE: Thank you.

18 Do we have any other comments, suggestions in
19 relation to providing some feedback?

20 Okay, if there are none, thank you all, again,
21 for your time and listening to us. We look forward to
22 continuing to put into practice a lot of what has been
23 shared and continuing to keep you all updated. And
24 obviously us working together because this was
25 inspired through this Ad Hoc Committee for us to

1 create this plan. So your guidance, your input is as
2 well very much needed in us continuing to do this
3 work.

4 So with that, I will hand it over back to Tiombe.

5 MS. KENDRICK-DUNN: Okay, thank you so much,
6 Jennifer, again, for that wonderful presentation from
7 both you and Angela.

8 And so, are we at the point where we're going to
9 continue to discuss this other stakeholder feedback?
10 Jennifer and Angela, do you have additional comments
11 related to the other stakeholder feedback?

12 MS. ULYSSE: Not at this time.

13 MS. KENDRICK-DUNN: Okay. So at this time, we're
14 going to review, or we're going to watch, so it says
15 here, the Afro-Latino video.

16 So I think Stephanie talked about this at the
17 beginning of the meeting, that we're going to see two
18 videos. Actually, the other one is not listed here,
19 but it's going to be two. And it's going to -- both
20 videos are going to address areas that we may not, I
21 guess, discuss as much in the collective. But that
22 definitely has a thread in our community. And so the
23 first one is going to reference Afro-Latino and then,
24 I guess, when that one stops, I'll talk a bit, a tiny
25 bit about the second one.

1 So, thank you so much for showing us that video.
2 You know, we live in a primarily Hispanic, Latino and
3 Latina, Latin-mix community. And sometimes when
4 people think about, when you say Hispanic, or Latina,
5 Latino, people don't necessarily think about black
6 people and we do have many black Latino people that
7 live in our community. So, I think that was an
8 amazing video.

9 Are we going to show the other one?

10 So the other video, I don't know how many of you
11 have seen this, but it's called The Talk.

12 And so I think that video also is another
13 powerful video because we have a good number of -- we
14 have a good number of, also, black individuals that
15 live in our county as well. And for many black
16 families that conversation is real.

17 I had saw that video, I think, at a training some
18 years ago, and every time I watch it, it brings up a
19 lot of emotions in me because for many of us that are
20 part of black families, that is something that is a
21 consistent conversation. And if you could imagine how
22 children impacted. And in that video, you can
23 definitely see the emotions from the parent's side and
24 from the children's side. And you know, wanting us to
25 imagine that this is something that a lot of us

1 actually -- a lot of our parents, a lot of our
2 children, they experience on a daily basis. And it
3 impacts you. So, you know, just to have that human
4 side.

5 So I don't know if there's any other feedback
6 about either video, because we're done, I believe.

7 But, I'll turn it over to Stephanie and Jim and
8 the rest of the Trust staff to share any comments that
9 they may have.

10 MR. HAJ: Madam Chair, if I can just jump in.
11 Thank you very much for your leadership. Ken, thank
12 you for continuing to push behind the scenes on this.
13 And, I don't even -- my months get blurred, I don't
14 remember the last time we convened, but we thought it
15 was important before going into a new year to
16 reconvene the Ad Hoc group, just to let them know
17 everything that's going on behind the scene.

18 So the last time we let off, we had a framework,
19 you gave us marching orders, and we just wanted to
20 make sure that you were aware that this is -- it has
21 not fallen off. I see we're just getting started. So
22 we're amping up. We're moving forward.

23 Stephanie is leaving. We transitioned all
24 Stephanie's workload off her plate a couple months ago
25 to really focus on social equity now. I'm going to

1 pass the baton to build a system that does not rely on
2 one person, that's built into the factor effect, it
3 continues after any one person leaves and is part of
4 our ecosystem. And I think that you've also seen that
5 we've back filled the leadership with Jennifer
6 exceptionally well. Jennifer is a shining star and
7 we're going to be seeing a lot of her.

8 But I also just really want to thank the staff.
9 There's about 80 to 83 staff members in the Trust who
10 have been working in all aspects. A lot of what you
11 saw on the screen today, but a lot behind the scenes.
12 That phenomenal work that last year. You should all
13 be exceptionally proud of the team at the Trust.

14 But I just want to thank the board for your
15 volunteering to be on this committee, your leadership,
16 and you continuing to push the envelope.

17 Madam Chair, thank you very much.

18 If I don't have comments at the end, I just want
19 to wish everybody a happy holidays and enjoy time with
20 your family.

21 Stephanie?

22 Well, all right. Well, I guess Stephanie is not
23 there, but you do have the entire executive team here
24 as well.

25 But, Madam Chair, I think that's it for us.

1 Again, appreciate everything you do.

2 MS. KENDRICK-DUNN: Okay. And thank you all.

3 And yes, Happy Holidays to everyone. Thank you so
4 much.

5 MR. HOFFMAN: Thank you, Tiombe.

6 DR. BENDROSS-MINDINGALL: Thank you, Tiombe.

7 MS. KENDRICK-DUNN: You're welcome.

8 MS. GIMENEZ: Happy Holidays.

9 MS. KENDRICK-DUNN: Same to you all.

10

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12 (Whereupon, at 5:00 p.m., the meeting was
13 adjourned.)

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CERTIFICATE OF TRANSCRIPTION

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Christy Caldera, Transcriber
December 30, 2021